



Voices College-Bound Language Academies

Board Meeting

Annual Board Meeting

Date and Time

Friday August 7, 2026 at 9:00 AM PDT

Location

- 14271 Story Rd, San Jose, CA 95127. **(Meeting Location)**
- 6840 Via del Oro, Ste. 205, San Jose, CA 95119.
- 715 Hellyer Ave, San Jose, CA 95111
- 201 28th St, Richmond, CA 94804
- 321 E. Weber St, Stockton, CA 95202
- 16505 Monterey Rd, Morgan Hill, CA 95037
- 16990 Barnell Ave, Apt A, Morgan Hill, CA 95037
- 40 Henderson, Palo Alto, CA 92025
- 252 Devonshire Blvd, San Carlos, 94070
- 2803 S. Norton Ave. Los Angeles, CA 90018

Instructions For Presentations To The Board By Parents and Citizens

PUBLIC COMMENTS OF PERSONS DESIRING TO ADDRESS THE BOARD

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 on 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 until each agenda item is heard, acted upon, or 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 400 words or less and 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 it 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 that are distributed to all, or a 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 (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 voting on them. The Chief Executive Officer 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 durations 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 at (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 at least 24 hours before the start of the meeting.

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Mesa Directiva, envíe una solicitud a fdeguer@voicescharterschool.com o llame a Felipe Deguer al (669) 208-5641 al menos 24 horas antes del inicio de la reunión.

Agenda

	Purpose	Presenter
I. Opening Items		
A. Record Attendance		Kim Wisckol
B. Call the Meeting to Order		Kim Wisckol
C. Approve Order of Agenda	Vote	Kim Wisckol
D. Public Comments		Kim Wisckol

PUBLIC COMMENTS OF PERSONS DESIRING TO ADDRESS THE BOARD
SUBMIT PUBLIC COMMENT: fdeguer@voicescharterschool.com

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. Annual Board Retreat

As part of its Annual Meeting, the Board convenes in a retreat setting to reflect on the past year, review its effectiveness, and set direction and goals for the 2026-2027 school year. All retreat discussions are held in open session and conducted in accordance with the Ralph M. Brown Act.

A. Welcome and Context	FYI	Kim Wisckol
The Board Chair welcomes members and sets the context for the retreat, framing the purpose of the day, reflecting on the past year, and outlining what the Board aims to accomplish together — strengthening its governance, reviewing the organization's current state, and setting priorities for the 2026-2027 school year.		
B. Summary of Academic Results and Next Steps	FYI	Ellyn Magaña
Staff presents a summary of Voices' academic results for the 2025-2026 school year, including state assessment outcomes (CAASPP English Language Arts and Mathematics), student growth, English Learner progress (ELPAC), and key trends across the five campuses. Staff will also outline the proposed next steps and instructional priorities for the 2026-2027 school year in response to these		

	Purpose	Presenter
results. The summary and next steps are presented to inform the Board's goal-setting and priorities for the coming year.		
C. Charter Impact — Financial Services Onboarding and Reporting Overview	FYI	Jaime Mata
Charter Impact, Voices' financial services provider, presents an informational overview to the Board. The presentation introduces Nick Miller, Director of Client Finance, and covers what to expect in ongoing financial reporting and debt covenant reporting. Dr. Jaime Mata will also provide an update on the status of the Charter Impact onboarding. No Board action is required.		
D. Andrade and Morgan Hill Facilities Refinance — Update	FYI	Jaime Mata
Dr. Jaime Mata, together with Jason Nowlin and Josh Devon of Afton Partners, provides the Board with an update on the refinancing of the Andrade and Morgan Hill facilities. The update covers the transaction's current status and next steps. Presented for information.		
E. Break	FYI	Kim Wisckol
F. Board Focus and Goals for 2026-2027	Discuss	Kim Wisckol
Building on the Board's self-assessment, the review of the organization's current state, and the summary of academic results, the Board discusses and defines its focus areas, priorities, and goals for the 2026-2027 school year. The discussion covers governance priorities, the alignment of Board goals with the organization's strategic direction and charter commitments, and how progress will be measured throughout the year.		
G. Elect New Officers	Vote	Kim Wisckol
As part of its annual organizational business, and consistent with the Bylaws and Board Policy BG-03 (Annual Organizational Meeting Policy), the Board elects its officers for the 2026-2027 term: Chair, Vice-Chair, Secretary, and Treasurer.		
H. Committees and Goal Discussion	Discuss	Kim Wisckol
The Board discusses what each committee and working group may focus on as it sets goals for the 2026-2027 year, building on the Board goals established earlier in the meeting. No Board action is required at this time.		
I. Lunch Break	FYI	
J. Form Board Advisory Committees	Vote	Kim Wisckol
As part of its annual organizational business, the Board establishes its advisory committees and working groups for the 2026-2027 year and appoints members to each: Finance, Audit, CEO Evaluation Advisory, and any identified working group.		

	Purpose	Presenter
K. Readopt Board Code of Ethics Resolution	Vote	Kim Wisckol
The Board considers a resolution to readopt its Code of Ethics (Board Policy BG-01), reaffirming the standards of ethical conduct expected of Board members.		
L. Board Ethics Training (AB 1234) — Compliance Schedule and Certification	Discuss	Kim Wisckol
The Board reviews its ethics training obligations under AB 1234 (Government Code sections 53234–53235), which requires Board members to complete ethics training and to retain certificates of completion. The Board will establish the schedule by which members must complete the training and submit their certificates of completion to the Board Secretary for the record.		
M. Break	FYI	

III. Board Consent Items

A. Approve Minutes	Approve Minutes	Kim Wisckol
Approve minutes for Board Meeting on June 24, 2026		
B. Approve Other Content Items	Vote	Kim Wisckol

Ratifications.

- 1. **Ratification of Vendor Agreement — InPlay Expanded Learning Registration, Attendance & Reporting Platform.**
 - 1. Ratify a software-as-a-service agreement with InPlay to manage registration, attendance, and compliance reporting for Voices' expanded learning programs across all campuses. (Revised at June 24, 2026 Board Meeting)
- 2. **Ratification of Vendor Agreement — Amergis Healthcare Staffing (2026-2027 SELPA Nonpublic Agency Master Contract)**
 - 1. Ratify the 2026-2027 Nonpublic, Nonsectarian School/Agency Master Contract with Amergis Healthcare Staffing, Inc. for special education staffing and related services across Voices schools, entered into under the SELPA. Services are authorized on an as-needed basis for individual students through Individual Service Agreements (ISAs), and are billed at the hourly rates set forth in the contract's rate schedule (Exhibit A). The contract term is July 1, 2026 through June 30, 2027. Staff recommends ratification.
- 3. **2026-2027 Voices Family Handbook Update**
 - 1. The Board considers approval of the 2026-2027 Voices Family Handbook, reviewed by legal counsel (Young, Minney & Corr). The handbook sets forth the policies, procedures,

	Purpose	Presenter
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and expectations for students and families across all Voices campuses for the 2026-2027 school year, including the instructional program, student conduct and dress code, attendance, student health and safety, and complaint resolution procedures. Staff recommends approval.

IV. Board Business: Discussion / Action Items

- | | | | |
|-----------|--|------|------------|
| A. | Approve Amendment to the 2026-2027 Employee Handbook | Vote | Jaime Mata |
|-----------|--|------|------------|

The Board considers approval of an amendment to the 2026-2027 Employee Handbook, previously adopted on June 24, 2026, updating a date in the blackout/paid-time-off calendar for the 2026-2027 school year.

V. Closed Session

Open Closed Session

- | | | | |
|-----------|--|---------|-------------|
| A. | Public Employee Performance Evaluation — CEO | Discuss | Kim Wisckol |
|-----------|--|---------|-------------|

The Board will meet in closed session to conduct the annual performance evaluation of the Chief Executive Officer, pursuant to Government Code section 54957(b)(1).

- | | | | |
|-----------|---|---------|-------------|
| B. | Conference with Labor Negotiators — CEO Compensation (Unrepresented Employee) | Discuss | Kim Wisckol |
|-----------|---|---------|-------------|

The Board will meet in closed session pursuant to Government Code section 54957.6 (Conference with Labor Negotiators) to review its position and instruct its designated representatives regarding the compensation of an unrepresented employee.

Agency designated representatives: Kim Wisckol (Board Chair) and Pedro Carreño (Board Vice-Chair)

Unrepresented employee: Chief Executive Officer

VI. Reconvene Open Session

- | | | | |
|-----------|--|-----|-------------|
| A. | Report on actions taken during the closed session. | FYI | Kim Wisckol |
|-----------|--|-----|-------------|

VII. Closing Items

- | | | | |
|-----------|-----------------|------|-------------|
| A. | Adjourn Meeting | Vote | Kim Wisckol |
|-----------|-----------------|------|-------------|

Coversheet

Readopt Board Code of Ethics Resolution

Section:	II. Annual Board Retreat
Item:	K. Readopt Board Code of Ethics Resolution
Purpose:	Vote
Submitted by:	
Related Material:	(BG) 01 Code of Ethics Policy 12.09.16 (2).pdf

Board Policy #: (BG) 01
Adopted/Ratified: 12/09/2016
Revision Date:

Code of Ethics For Board Members

As a member of the Board, I shall promote the best interests of Voices College-Bound Language Academies (Voices) as a whole and, to that end, shall adhere to the following ethical standards:

Equity in Attitude

1. I will be fair, just, and impartial in all my decisions and actions.
2. I will accord others the respect I wish for myself.
3. I will encourage expressions of different opinions and listen with an open mind to others' ideas.
4. I will be aware of the implications on my role and of how it affects my relationships with other school community members

Trustworthiness In Stewardship

1. I will be accountable to the public by representing Voices policies, programs, priorities, and progress accurately.
2. I will be responsive to the community by seeking its involvement in Voices affairs and by communicating its priorities and concerns.
3. I will be accountable to represent the board's opinions and not my own personal opinion.
4. I will work to ensure prudent, equitable, and accountable use of Voices resources.
5. I will make no personal promise or take private action that may compromise my performance or my responsibilities.
6. I will act in accordance with the Voices Bylaws and policies; including the Conflict of Interest Policy.

Honor In Conduct

1. I will tell the truth.
2. I will share my views while working for consensus.
3. I will respect the majority decision as the decision of the Board.
4. I will base my decisions on fact rather than supposition, opinion, or public favor.

Board Policy #: (BG) 01

Adopted/Ratified: 12/09/2016

Revision Date:

Integrity Of Character

1. I will refuse to surrender judgment to any individual or group at the expense of the Voices as a whole.
2. I will consistently uphold all applicable laws, rules, policies, and governance procedures.
3. I will not disclose information that is confidential by law or that will needlessly harm the School if disclosed.

Commitment To Service

1. I will focus my attention on fulfilling the Board's responsibilities of strategic planning, policymaking, and evaluation.
2. I will diligently prepare for and attend Board meetings.
3. I will avoid personal involvement in activities the Board has delegated to the Principal or Executive Director.
4. I will seek continuing education that will enhance my ability to fulfill my duties effectively.

Student-Centered Focus

1. I will be continuously guided by what is best and equitable for all students of Voices.
2. I will align my actions to always serve in the best interest of our students and families.

Coversheet

Approve Minutes

Section:	III. Board Consent Items
Item:	A. Approve Minutes
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for Board Meeting on June 24, 2026

DRAFT



Voices College-Bound Language Academies

Minutes

Board Meeting

Regular Board Meeting | June 24, 2026

Date and Time

Wednesday June 24, 2026 at 3:00 PM

Location

- 6840 Via del Oro. Ste. 205, San Jose, CA 95119. **(Meeting Location)**
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- 14271 Story Rd., San Jose, CA 95127
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Directors Present

A. Miller, D. Koren, J. Nguyen, K. Wisckol, M. Ruiz, P. Carreño (remote), S. Sandoval

Directors Absent

None

Directors who arrived after the meeting opened

P. Carreño

Guests Present

A. Ramirez, E. Magaña, F. Deguer, S. Rocha (remote)

I. Opening Items

A. Record Attendance

P. Carreño arrived at 3:08 PM.

B. Call the Meeting to Order

K. Wisckol called a meeting of the board of directors of Voices College-Bound Language Academies to order on Wednesday Jun 24, 2026 at 3:03 PM.

S. Sandoval made a motion to approve the order of the agenda.

D. Koren seconded the motion.

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

Roll Call

K. Wisckol	Aye
M. Ruiz	Aye
D. Koren	Aye
S. Sandoval	Aye
J. Nguyen	Aye
A. Miller	Aye
P. Carreño	Absent
S. Rocha	Absent

C.

Roll Call

K. Wisckol	Aye
D. Koren	Aye
S. Rocha	Absent
A. Miller	Aye
M. Ruiz	Aye
S. Sandoval	Aye

B. Morgan Hill (MH) Review of Local Indicators and 2026-27 LCAP Approval

Ellyn Magana went over the details of the LCAP for the site.
S. Sandoval made a motion to approve Local Indicators and 2026-27 LCAP for Morgan Hill.
D. Koren seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

D. Koren	Aye
J. Nguyen	Aye
S. Sandoval	Aye
P. Carreño	Aye
A. Miller	Aye
K. Wisckol	Aye
M. Ruiz	Aye

C. Mount Pleasant (MP) Review of Local Indicators and 2026-27 LCAP Approval

Ellyn Magana went over the details of the LCAP for the site.
S. Sandoval made a motion to approve Local Indicators and 2026-27 LCAP for Mount Pleasant.
D. Koren seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

P. Carreño	Aye
D. Koren	Aye
K. Wisckol	Aye
M. Ruiz	Aye
J. Nguyen	Aye
S. Sandoval	Aye
A. Miller	Aye

D. West Contra Costa (WCC) Review of Local Indicators and 2026-27 LCAP Approval

Ellyn Magana went over the details of the LCAP for the site.
S. Sandoval made a motion to approve Local Indicators and 2026-27 LCAP for West Contra Costa.
D. Koren seconded the motion.

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

Roll Call

A. Miller Aye
S. Sandoval Aye
M. Ruiz Aye
K. Wisckol Aye
J. Nguyen Aye
P. Carreño Aye
D. Koren Aye

E. Stockton (ST) Review of Local Indicators and 2026-27 LCAP Approval

Ellyn Magana went over the details of the LCAP for the site.

S. Sandoval made a motion to approve Local Indicators and 2026-27 LCAP for Stockton.

D. Koren seconded the motion.

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

Roll Call

K. Wisckol Aye
J. Nguyen Aye
S. Sandoval Aye
M. Ruiz Aye
D. Koren Aye
A. Miller Aye
P. Carreño Aye

IV. Finance/Budget

A. 2026-27 Budget – Review and Discussion of Budget for the 2026-27 School Year

Jaime Mata went over the details on the Budget for the 2026-27 School Year.

B. 2026-27 Budget – Approval of Voices Flagship Budget for the 2026-27 School Year.

Jaime Mata went over the details on the Budget for the 2026-27 School Year.

A. Miller made a motion to approve the Budget for the 2026-27 School Year for Flagship.

S. Sandoval seconded the motion.

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

Roll Call

M. Ruiz Aye
A. Miller Aye
P. Carreño Aye
K. Wisckol Aye
J. Nguyen Aye
D. Koren Aye
S. Sandoval Aye

C.

2026-27 Budget – Approval of Voices Morgan Hill Budget for the 2026-27 School Year.

Jaime Mata went over the details on the Budget for the 2026-27 School Year.

A. Miller made a motion to approve the Budget for the 2026-27 School Year for Morgan Hill.

S. Sandoval seconded the motion.

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

Roll Call

P. Carreño Aye

D. Koren Aye

M. Ruiz Aye

K. Wisckol Aye

S. Sandoval Aye

J. Nguyen Aye

A. Miller Aye

D. 2026-27 Budget – Approval of Voices Mount Pleasant Budget for the 2026-27 School Year.

Jaime Mata went over the details on the Budget for the 2026-27 School Year.

A. Miller made a motion to approve Voices Mount Pleasant Budget for the 2026-27 School Year.

S. Sandoval seconded the motion.

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

Roll Call

J. Nguyen Aye

S. Sandoval Aye

D. Koren Aye

A. Miller Aye

P. Carreño Aye

M. Ruiz Aye

K. Wisckol Aye

E. 2026-27 Budget – Approval of Voices West Contra Costa Budget for the 2026-27 School Year.

Jaime Mata went over the details on the Budget for the 2026-27 School Year.

A. Miller made a motion to approval of Voices West Contra Costa Budget for the 2026-27 School Year.

S. Sandoval seconded the motion.

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

Roll Call

A. Miller Aye

D. Koren Aye

M. Ruiz Aye

Roll Call

J. Nguyen Aye
K. Wisckol Aye
P. Carreño Aye
S. Sandoval Aye

F. 2026-27 Budget – Approval of Voices Stockton Budget for the 2026-27 School Year.

Jaime Mata went over the details on the Budget for the 2026-27 School Year.

A. Miller made a motion to approval of Voices Stockton Budget for the 2026-27 School Year.

S. Sandoval seconded the motion.

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

Roll Call

A. Miller Aye
S. Sandoval Aye
K. Wisckol Aye
P. Carreño Aye
J. Nguyen Aye
D. Koren Aye
M. Ruiz Aye

G. 2026-27 Consolidated Application (ConApp) for the Use or Rejection of Categorical Funds

Jaime Mata shared the details of the 2026-27 Consolidated Application (ConApp) for the Use or Rejection of Categorical Funds.

H. Approval of 2026-27 Consolidated Application (ConApp) for Voices Flagship.

D. Koren made a motion to approval of 2026-27 Consolidated Application (ConApp) for Voices Flagship.

S. Sandoval seconded the motion.

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

Roll Call

D. Koren Aye
K. Wisckol Aye
J. Nguyen Aye
M. Ruiz Aye
S. Sandoval Aye
A. Miller Aye
P. Carreño Aye

I. Approval of 2026-27 Consolidated Application (ConApp) for Voices Morgan Hill.

D. Koren made a motion to approval of 2026-27 Consolidated Application (ConApp) for Voices Morgan Hill.

S. Sandoval seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

M. Ruiz Aye
S. Sandoval Aye
P. Carreño Aye
A. Miller Aye
D. Koren Aye
J. Nguyen Aye
K. Wisckol Aye

J. Approval of 2026-27 Consolidated Application (ConApp) for Voices Mount Pleasant.

D. Koren made a motion to approval of 2026-27 Consolidated Application (ConApp) for Voices Mount Pleasant.

S. Sandoval seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

A. Miller Aye
M. Ruiz Aye
K. Wisckol Aye
P. Carreño Aye
J. Nguyen Aye
S. Sandoval Aye
D. Koren Aye

K. Approval of 2026-27 Consolidated Application (ConApp) for Voices West Contra Costa.

D. Koren made a motion to approval of 2026-27 Consolidated Application (ConApp) for Voices West Contra Costa.

S. Sandoval seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

A. Miller Aye
M. Ruiz Aye
J. Nguyen Aye
S. Sandoval Aye
P. Carreño Aye
K. Wisckol Aye
D. Koren Aye

L. Approval of 2026-27 Consolidated Application (ConApp) for Voices Stockton.

D. Koren made a motion to approval of 2026-27 Consolidated Application (ConApp) for Voices Stockton.

S. Sandoval seconded the motion.

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

Roll Call

M. Ruiz	Aye
K. Wisckol	Aye
J. Nguyen	Aye
S. Sandoval	Aye
D. Koren	Aye
A. Miller	Aye
P. Carreño	Aye
S. Rocha	Absent

M. 2026-27 EPA Estimated Expenditure Plans and board resolutions for Voices College-Bound Language Academy (Flagship), Voices College-Bound Language Academies at Morgan Hill, Voices College-Bound Language Academies at Mount Pleasant, Voices College-Bound Language Academies at Stockton, Voices College-Bound Language Academies at West Contra Costa

Jaime Mata went over the details on each school site's EPAs.

N. Approval of 2026-27 EPA Estimated Expenditure Plans and Board Resolutions for Voices College-Bound Language Academy (Flagship).

D. Koren made a motion to approval of 2026-27 EPA Estimated Expenditure Plans and Board Resolutions for Voices College-Bound Language Academy (Flagship).

S. Sandoval seconded the motion.

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

Roll Call

K. Wisckol	Aye
P. Carreño	Aye
A. Miller	Aye
D. Koren	Aye
J. Nguyen	Aye
S. Sandoval	Aye
M. Ruiz	Aye

O. Approval of 2026-27 EPA Estimated Expenditure Plans and Board Resolutions for Voices College-Bound Language Academy at Morgan Hill.

D. Koren made a motion to approval of 2026-27 EPA Estimated Expenditure Plans and Board Resolutions for Voices College-Bound Language Academy at Morgan Hill.

S. Sandoval seconded the motion.

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

Roll Call

A. Miller Aye
J. Nguyen Aye
M. Ruiz Aye
K. Wisckol Aye
D. Koren Aye
S. Sandoval Aye
P. Carreño Aye

P. Approval of 2026-27 EPA Estimated Expenditure Plans and Board Resolutions for Voices College-Bound Language Academy at Mount Pleasant.

D. Koren made a motion to Approval of 2026-27 EPA Estimated Expenditure Plans and Board Resolutions for Voices College-Bound Language Academy at Mount Pleasant.

S. Sandoval seconded the motion.

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

Roll Call

J. Nguyen Aye
S. Sandoval Aye
D. Koren Aye
P. Carreño Aye
K. Wisckol Aye
M. Ruiz Aye
A. Miller Aye

Q. Approval of 2026-27 EPA Estimated Expenditure Plans and Board Resolutions for Voices College-Bound Language Academy at West Contra Costa.

D. Koren made a motion to approval of 2026-27 EPA Estimated Expenditure Plans and Board Resolutions for Voices College-Bound Language Academy at West Contra Costa.

S. Sandoval seconded the motion.

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

Roll Call

S. Sandoval Aye
P. Carreño Aye
J. Nguyen Aye
A. Miller Aye
K. Wisckol Aye
M. Ruiz Aye
D. Koren Aye

R. Approval of 2026-27 EPA Estimated Expenditure Plans and Board Resolutions for Voices College-Bound Language Academy at Stockton.

D. Koren made a motion to approval of 2026-27 EPA Estimated Expenditure Plans and Board Resolutions for Voices College-Bound Language Academy at Stockton.

S. Sandoval seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

M. Ruiz Aye
K. Wisckol Aye
S. Sandoval Aye
D. Koren Aye
J. Nguyen Aye
A. Miller Aye
P. Carreño Aye

S. FY26 Prop 28 Arts & Music in Schools (AMS) Annual Reports for Voices College-Bound Language Academy (Flagship), Voices College-Bound Language Academies at Morgan Hill, Voices College-Bound Language Academies at Mount Pleasant, Voices College-Bound Language Academies at Stockton, Voices College-Bound Language Academies at West Contra Costa

Jaime Mata went over the details of the FY26 Prop 28 Arts & Music in Schools (AMS) Annual Reports for Voices College-Bound Language Academy (Flagship), Voices College-Bound Language Academies at Morgan Hill, Voices College-Bound Language Academies at Mount Pleasant, Voices College-Bound Language Academies at Stockton, Voices College-Bound Language Academies at West Contra Costa.

T. Approval of FY26 Prop 28 Arts & Music in Schools (AMS) Annual Reports for Voices College-Bound Language Academy (Flagship).

D. Koren made a motion to approval of FY26 Prop 28 Arts & Music in Schools (AMS) Annual Reports for Voices College-Bound Language Academy (Flagship).
S. Sandoval seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

P. Carreño Aye
S. Sandoval Aye
J. Nguyen Aye
A. Miller Aye
D. Koren Aye
K. Wisckol Aye
M. Ruiz Aye

U. Approval of FY26 Prop 28 Arts & Music in Schools (AMS) Annual Reports for Voices College-Bound Language Academies at Morgan Hill.

D. Koren made a motion to approval of FY26 Prop 28 Arts & Music in Schools (AMS) Annual Reports for Voices College-Bound Language Academies at Morgan Hill.
S. Sandoval seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

A. Miller Aye
 D. Koren Aye
 P. Carreño Aye
 S. Rocha Absent
 J. Nguyen Aye
 M. Ruiz Aye
 K. Wisckol Aye
 S. Sandoval Aye

V. Approval of FY26 Prop 28 Arts & Music in Schools (AMS) Annual Reports for Voices College-Bound Language Academies at Mount Pleasant.

D. Koren made a motion to approval of FY26 Prop 28 Arts & Music in Schools (AMS) Annual Reports for Voices College-Bound Language Academies at Mount Pleasant.

S. Sandoval seconded the motion.

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

Roll Call

M. Ruiz Aye
 S. Sandoval Aye
 K. Wisckol Aye
 S. Rocha Absent
 P. Carreño Aye
 A. Miller Aye
 J. Nguyen Aye
 D. Koren Aye

W. Approval of FY26 Prop 28 Arts & Music in Schools (AMS) Annual Reports for Voices College-Bound Language Academies at West Contra Costa.

D. Koren made a motion to approval of FY26 Prop 28 Arts & Music in Schools (AMS) Annual Reports for Voices College-Bound Language Academies at West Contra Costa.

S. Sandoval seconded the motion.

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

Roll Call

J. Nguyen Aye
 S. Sandoval Aye
 D. Koren Aye
 P. Carreño Aye
 S. Rocha Absent
 A. Miller Aye
 K. Wisckol Aye
 M. Ruiz Aye

X.

Approval of FY26 Prop 28 Arts & Music in Schools (AMS) Annual Reports for Voices College-Bound Language Academies at Stockton.

D. Koren made a motion to approval of FY26 Prop 28 Arts & Music in Schools (AMS) Annual Reports for Voices College-Bound Language Academies at Stockton.

S. Sandoval seconded the motion.

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

Roll Call

M. Ruiz	Aye
J. Nguyen	Aye
D. Koren	Aye
S. Rocha	Absent
P. Carreño	Aye
K. Wisckol	Aye
A. Miller	Aye
S. Sandoval	Aye

V. Board Business

A. Vendor Agreement: InPlay Expanded Learning Registration, Attendance & Reporting Platform

Aldo Ramirez shared the details about this vendor.

B. Board Annual Meeting and Retreat Planning.

The Board went over the details and suggestions for the Board Annual Meeting and Retreat Planning.

C. Renewal of Board Member Term: Judy Nguyen

S. Sandoval made a motion to approve the renewal of Board Member Term: Judy Nguyen.

D. Koren seconded the motion.

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

Roll Call

J. Nguyen	Abstain
S. Rocha	Absent
D. Koren	Aye
A. Miller	Aye
K. Wisckol	Aye
M. Ruiz	Aye
P. Carreño	Aye
S. Sandoval	Aye

D. Renewal of Board Member Term: Pedro Carreño

S. Sandoval made a motion to approval of the renewal of Board Member Term: Pedro Carreño.

D. Koren seconded the motion.

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

Roll Call

J. Nguyen	Aye
D. Koren	Aye
S. Sandoval	Aye
A. Miller	Aye
K. Wisckol	Aye
S. Rocha	Abstain
P. Carreño	Abstain
M. Ruiz	Aye

E. Approval of Revised Bylaws

K. Wisckol made a motion to approval of Revised Bylaws.

P. Carreño seconded the motion.

Aldo Ramirez went over the updates on Voices Revised Bylaws.

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

Roll Call

S. Sandoval	Aye
M. Ruiz	Aye
A. Miller	Aye
P. Carreño	Aye
J. Nguyen	Aye
S. Rocha	Abstain
K. Wisckol	Aye
D. Koren	Aye

F. Authorization to Execute CalSTRS Form 0765

K. Wisckol made a motion to authorization for Voices CEO to Execute CalSTRS Form 0765.

P. Carreño seconded the motion.

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

Roll Call

M. Ruiz	Aye
S. Sandoval	Aye
S. Rocha	Abstain
P. Carreño	Aye
A. Miller	Aye
K. Wisckol	Aye
J. Nguyen	Aye
D. Koren	Aye

G. Review of Comparable Compensation Data for Charter School CEOs/Executive Directors/Heads of School

Aldo Ramirez explained the details on the Comparable Compensation Data for Charter School CEOs/Executive Directors/Heads of School.

VI. Reconvene Open Session

A. Report on action taken in closed session

No action taken.

VII. Closing Items

A. Adjourn Meeting

A. Miller made a motion to adjourn the Meeting.

S. Sandoval seconded the motion.

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

Roll Call

S. Sandoval Aye

A. Miller Aye

K. Wisckol Aye

D. Koren Aye

J. Nguyen Aye

P. Carreño Aye

M. Ruiz Aye

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 5:00 PM.

Respectfully Submitted,

A. Miller

Coversheet

Approve Other Content Items

Section:	III. Board Consent Items
Item:	B. Approve Other Content Items
Purpose:	Vote
Submitted by:	
Related Material:	DRAFT Voices 26-27 Family Handbook (1).pdf InPlay Contract Signed.pdf



Voices College Bound Language Academies 2026-2027 Family Handbook

www.voicesacademies.org

Mission: Voices College-Bound Language Academies prepares every student for higher education and life through an academically rigorous dual-language program that develops multilingual scholars, critical thinkers, and empowered community builders.

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Voices College-Bound Language Academies reserves the right to amend, delete or otherwise modify these policies at any time.

I. 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 everyday, unless otherwise noted, from:

- 8:00 a.m. – 3:00 p.m. (*Mt.Pleasant, Flagship, Stockton, WCC-28th, MH Middle School*)
- 8:15 a.m. - 3:15 p.m. (*WCC-Andrade*)
- 8:30 a.m. - 3:30 p.m. (*MH TK-5th*)

Minimum day is every Wednesday from

- 8:00 a.m. - 12:30 p.m. (*Mt.Pleasant, Flagship, Stockton, WCC-28th, MH Middle School*)
- 8:15 a.m. - 12:45 p.m. (*WCC-Andrade*)
- 8:30 a.m. - 1:00 p.m. (*MH TK-5th*)

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
Voices "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	Voices WCC-Andrade 2354 Andrade Ave Richmond, CA 94804 (510) 480-0540

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 Schools 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.

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.

Availability of Prospectus

Upon request, the Charter School will make available to any parent or legal guardian, a school prospectus, which shall include the curriculum, including titles, descriptions, and instructional aims of every course offered. Please note that, pursuant to law, the Charter School may charge for the prospectus in an amount not to exceed the cost of duplication.

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.

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.

Voices College-Bound Language Academies Student-Family Handbook

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 support, 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 support. Individual student support is 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.

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.

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.

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 1 st grade	Voices Shirt: Gold Polo-style shirt with Voices logo
2 nd and 3 rd 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.

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- 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 (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.

Cellphones, Smart Watches & Other Electronic Devices

Voices recognizes the potential for cell phones, smartphones, smart watches, and electronic communication devices ("private devices") to disrupt the learning environment of the Charter School, our policy permits students to possess, but not use private devices while on school grounds, or school-sponsored activities. Students who possess any private devices must always keep them turned off, powered down, and stored in backpacks and out of view while on school grounds or at school-sponsored activities and functions. To promote this requirement, Voices may provide approved storage pouches or other secure storage where all private devices may be stored securely during the school day. Charter School teachers, administrators, and staff will confiscate any private devices used by a student in violation of the Policy.

Please see the complete Cell Phones, Smart Watches, & Other Electronic Communication Devices Policy 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 30 minutes before the start of school. 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 open 30 minutes before the start of school. Early arrivals to the school site must go directly to the cafeteria. 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

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 3:30 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.**

Parents/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, the 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, iPADS, 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.

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
- 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: _____	

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 be 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.

Formal Complaint Resolution Procedures

For complaints regarding unlawful discrimination, harassment, intimidation or bullying on the basis of a protected characteristic (e.g. race or disability status), unlawful pupil fees, or other specific perceived violations of state or federal laws, please refer to the Charter School's Uniform Complaint Policy and Procedures.

For complaints alleging sexual harassment or sexual assault, please reference the Title IX Policy Prohibiting Discrimination on the Basis of Sex, available on the school website and below, within this Handbook.

For complaint alleging bullying or harassment generally (not based on a protected characteristic and not sexual harassment), please refer to the Harassment, Intimidation, Discrimination, and Bullying Policy, available for review on the school website.

For all other complaints, Voices College-Bound Language Academies ("Voices Academies" or "Charter School") has adopted a General Complaint Policy to address concerns about the Charter School generally and/or regarding specific Charter School employees. 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, and is also included within this Handbook, below.

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.

<i>Suggested Snacks</i>	A bag of baby carrots or other raw vegetable sticks
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	Cheese and crackers A piece of fruit (orange, apple) Dried fruit and nuts Yogurt
<i>Suggested Lunch Items</i>	Leftovers from dinner that do not need to be microwaved. Sandwich Piece of fruit Bag of pretzels Granola Bar Soup in a thermos
<i>Suggested Drink</i>	Water bottle <i>Real</i> 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
- 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.

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**
- **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 a respiratory illness including COVID-19, we recommend taking precautions over the next five (5) days to prevent the spread of any illness, such as maintaining personal hygiene (such as handwashing), wearing a mask, physical distancing, and/or testing when you will be around other people indoors.

The student may return to school when their symptoms are getting better overall, and they have not had a fever (and are not using fever-reducing medication) for at least 24 hours before returning to school.

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.

Suicide Prevention

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.

To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, Voices created an in-house Suicide Prevention Crisis Team ("SPCT") consisting of administrators, mental health professionals, relevant staff, and parents.

The SPCT includes the following individuals:

1. Director of Student and Family Services
2. School Dean of Culture
3. School Counselor

To ensure the SPCT reflects the student body's perspective, Voices has designated the following volunteer student representatives to provide consultative insights:

1. Student Representative
2. Student Representative

Voices designates the following administrators to act as the primary and secondary suicide prevention liaisons to lead the SPCT:

1. Director of Student and Family Services
2. Executive Director

The functions of the SPCT are to:

- Review mental health related school policies and procedures;
- Provide annual updates on school and network data and trends;
- Review and revise school prevention policies;
- Review and select general and specialized mental health and suicide prevention training;
- Review and oversee staff, parent/guardian, and student trainings;
- Ensuring the suicide prevention policy, protocols, and resources are posted on the network and school websites;
- Collaborate with community mental health organizations,

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- Identify resources and agencies that provide evidence-based or evidence-informed treatment,
- Help inform and build skills among law enforcement and other relevant partners, and
- Collaborate to build community response.

For more information about Voices' Policy on Suicide Prevention, please see the website.

Suspected Abuse

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.

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.

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.

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:

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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. 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.
4. 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.
5. 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.
6. 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. Annual Notifications

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.

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.
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 at: <https://www.cde.ca.gov/ls/he/hn/type1diabetes.asp>. Please contact the office if you need a copy of this information sheet or if you have any questions about this information sheet.

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. Social media platforms may be used as a way to market and sell synthetic drugs, such as fentanyl.

Additional information regarding fentanyl from the CDPH’s Substance and Addiction Prevention Branch [can be found here](#).

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 WIC section 300 or 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 to 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.¹

¹Voices 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.

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.
 - *“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 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. This also includes a “pupil participating in a newcomer program,” as defined in Education Code section 51225.2, as that section read on January 1, 2023, who was enrolled in the Charter School before January 1, 2024. The Charter School may, in its discretion, also extend the rights in Education Code sections 51225.1 and 51225.2 to a “pupil participating in a newcomer program,” as defined in Education Code section 51225.2, as that section read on January 1, 2023.
 - *“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:

Senior Director of Special Education
408-791-1609
6840 Via del Oro, Suite 205
San Jose, CA 95119

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 enrollment 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 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 pupil 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)):

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Dean of Culture 14271 Story Rd., San Jose, CA 95127 (408) 571-6404	Dean of Culture 201 28th St. Richmond, CA 94804 (510) 480-0540	Dean of Culture 16505 Monterey Rd. Morgan Hill, CA 95037 (408) 791-1700
Dean of Culture 715 Hellyer Ave San Jose, CA 95111 (408) 361-1960	Dean of Culture 321 E Weber Ave Stockton, CA 95202 (209) 942-1160	Dean of Culture 2354 Andrade Ave Richmond, CA 94804 (510) 480-0540

The Charter School Liaison shall ensure that (42 U.S.C. § 11432(g)(6)):

1. Homeless students are identified by Charter School personnel through outreach and 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 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/>

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 custodian² 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 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 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, 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 ensure proper placement, evaluation, and communication regarding English Learners and the rights of students and parents.

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.

² "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*

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.

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 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. At least one dose of pertussis-containing vaccine is required on or after the 7th birthday.

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 or, 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 the 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 the 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.

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 re-occur.

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:

School Counselor 14271 Story Rd., San Jose, CA 95127	School Counselor 201 28th St. Richmond, CA 94804	School Counselor 16505 Monterey Rd. Morgan Hill, CA 95037
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Voices College-Bound Language Academies Student-Family Handbook

(408) 571-6404	(510) 480-0540	(408) 791-1700
School Counselor 715 Hellyer Ave San Jose, CA 95111 (408) 361-1960	School Counselor 321 E Weber Ave Stockton, CA 95202 (209) 942-1160	School Counselor 2354 Andrade Ave Richmond, CA 94804 (510) 480-0540

- 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 MP - Principal 14271 Story Rd., San Jose, CA 95127 (408) 571-6404	Voices WCC - Principal 201 28th St. Richmond, CA 94804 (510) 480-0540	Voices MH - Principal 16505 Monterey Rd. Morgan Hill, CA 95037 (408) 791-1700
Voices FS - Principal 715 Hellyer Ave San Jose, CA 95111 (408) 361-1960	Voices ST - Principal 321 E Weber Ave Stockton, CA 95202 (209) 942-1160	Voices WCC - Principal 2354 Andrade Ave Richmond, CA 94804 (510) 480-0540

- 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 medication to your child, please contact:

Voices MP - Business Manager 14271 Story Rd., San Jose, CA 95127 (408) 571-6404	Voices WCC - Business Manager 201 28th St. Richmond, CA 94804 (510) 480-0540	Voices MH - Business Manager 16505 Monterey Rd. Morgan Hill, CA 95037 (408) 791-1700
Voices FS - Business Manager 715 Hellyer Ave San Jose, CA 95111 (408) 361-1960	Voices ST - Business Manager 321 E Weber Ave Stockton, CA 95202 (209) 942-1160	Voices WCC - Business Manager 2354 Andrade Ave Richmond, CA 94804 (510) 480-0540

Available in the Community:

Resources available in the Voices “Flagship”, Morgan Hill and Mt. Pleasant Communities:

Voices College-Bound Language Academies Student-Family Handbook

- 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
- 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 1-800-273-8255.
- 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.

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.

Charter School does not discriminate against any person on the basis of sex or gender in the operation, conduct, or administration of community youth athletics programs, or in the allocation of parks and recreation facilities and resources or school and recreation facilities and resources that support or enable these programs.

The Charter School Board of Directors (“Board”) 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.

Instruction and instructional materials shall be factually accurate and align with the adopted curriculum and standards and be consistent with accepted standards of professional responsibility, rather than advocacy, personal opinion, bias, or partisanship. A teacher shall not give instruction and Charter School shall not sponsor any activity that promotes a discriminatory bias on the basis of race or ethnicity, gender, religion, disability, nationality, or sexual orientation, or pursuant to a characteristic listed in Section 220. Discriminatory bias in instruction and school-sponsored activities does not require a showing of direct harm to members of a protected group. Members of a protected group do not need to be present while the discriminatory bias is occurring for the act to be considered discriminatory bias. The Board shall take corrective action if it finds that instruction or school-sponsored activities are discriminatory.

The Board shall not adopt or approve the use of any textbook, instructional material, supplemental instructional material, professional development materials, or curriculum for classroom instruction if the use of such would subject a student to unlawful discrimination pursuant to Education Code section 220, or if the professional development materials or services promote, endorse, or otherwise support actions or the use of any textbook, instructional material, supplemental instructional material, or curriculum which would subject a pupil to unlawful discrimination pursuant to Section 220.

If the Board knows or has reason to know that materials were used in a classroom, that professional development materials or services were used, or that an action occurred that violated Education Code section 220, the Board shall investigate and remediate the action, which may include, but is not limited to, the implementation of restorative justice practices.

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 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 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.

Oral Health Assessment

Students enrolled in transitional kindergarten or 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 present proof of having received an oral health assessment completed by a dental professional that was performed within 12 months before the student's initial enrollment in a public school. Please contact the main office if you have questions about this requirement.

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**.

Physical Examinations and Right to Refuse

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.

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.

Notice Of Policy Regarding Immigration Enforcement Activity

Important: This notice summarizes our Policy Regarding Immigration Enforcement Activity. The complete policy is available in the main office and at www.voicesacademies.org.

OUR COMMITMENT TO ALL STUDENTS

We provide a safe, welcoming environment for all students regardless of immigration status or religious beliefs. We limit immigration enforcement activities at our facilities consistent with California law.

YOUR RIGHTS AND PROTECTIONS

Non-Discrimination: We prohibit discrimination, harassment, intimidation, and bullying based on immigration status, nationality, race, ethnicity, citizenship status, religion, national origin, or ancestry. We promptly investigate all complaints and take appropriate action.

Enrollment: We do not request citizenship or immigration documentation for enrollment, other than documents we might review but not retain to establish a child's birthdate. We accept various documents to establish residence (utility bills, rental agreements, pay stubs, declarations of residency) and age (birth certificates, baptism certificates, passports, or affidavits). Students experiencing homelessness may enroll even without typical documentation if otherwise eligible.

Privacy of Information: We do not collect or maintain information about students' or families' citizenship or immigration status except when required by law for specific education programs. If we do, we collect such information separately from enrollment and do not use it to discriminate or prevent school attendance.

Social Security Numbers: We do not require Social Security numbers for enrollment. We may request the last four digits of an adult household member's number only to establish eligibility for free or reduced-price meals. Students can still qualify without providing this information if they meet income requirements.

INFORMATION SHARING LIMITS

We do not share student information that might indicate immigration or citizenship status unless authorized by the Family Educational Rights and Privacy Act (FERPA) or required by valid court orders, warrants, or subpoenas. We provide parents notice before responding to such requests (except in child abuse cases or when prohibited).

Immigration Enforcement Officers: Without written parental consent, we do not provide student information to immigration enforcement officers unless they present a valid judicial warrant, judicial subpoena, or court order signed by a judge. ICE administrative warrants do not authorize access to nonpublic school areas or student information.

CAMPUS ACCESS PROCEDURES

Immigration enforcement officers carrying out immigration enforcement activities may not enter nonpublic school areas without a valid judicial warrant or court order. In the event of an enforcement activity authorized by a judicial order, our staff will:

- Request credentials and documentation from any officer
- Contact the school site administrator before granting access
- Request that officers not interrupt instruction
- Document all interactions and notify parents, staff, and students pursuant to the procedures outlined in our Comprehensive School Safety Plan
- Report attempts to access campus or students to the California Department of Justice and to the Charter School Board of Directors

ANTI-BULLYING AND HATE CRIMES

We educate students about respecting all peers and the harmful effects of bullying based on protected characteristics. We train staff to eliminate hostile environments and respond to harassment. Students who experience hate crimes have the right to report them. Review our complete Harassment, Discrimination, Intimidation, & Bullying Policy and Uniform Complaint Procedures in the main office.

SUPPORT FOR FAMILIES

Emergency Contacts: You may update your student's emergency contact information anytime. We encourage you to include a trusted adult or multiple adults who can care for your child if you become unavailable. We use this information only for emergencies.

Caregivers Authorization Affidavit: We encourage families to support relative caregivers in completing a Caregivers Authorization Affidavit. We will rely on a signed, completed Affidavit to allow an authorized caregiver to enroll a student in school and to consent to school-related medical care. A parent's signature is not required on the Caregiver Authorization Affidavit. This form is available [HERE](#).

If Parents Are Detained: We release students to emergency contacts or anyone with a Caregiver's Authorization Affidavit. We contact child protective services only if we cannot arrange care through provided contacts.

Family Safety Plans: We encourage families to develop safety plans identifying trusted adults who can care for students and locations of important documents (birth certificates, passports, medical information).

Resources for Detained Family Members:

- **ICE Detainee Locator:** <https://locator.ice.gov/odls#/search>
- **Legal Assistance:** California organizations accredited by Board of Immigration Appeals at <https://www.justice.gov/eoir/recognition-accreditation-roster-reports>; Self-Help Centers at <http://www.courts.ca.gov/selfhelp-selfhelpcenters.htm>
- **Consulates/Embassies:** Contact your country of origin's consulate for assistance

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 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. The following asbestos-related activities are planned or in progress at the Charter School: No such activities are planned or in progress for the current school year.

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. 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 and 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.

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 College-Bound Language Academies Student-Family Handbook

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 MP - Principal 14271 Story Rd., San Jose, CA 95127 (408) 571-6404	Voices WCC - Principal 201 28th St. Richmond, CA 94804 (510) 480-0540	Voices MH - Principal 16505 Monterey Rd. Morgan Hill, CA 95037 (408) 791-1700
Voices FS - Principal 715 Hellyer Ave San Jose, CA 95111 (408) 361-1960	Voices ST - Principal 321 E Weber Ave Stockton, CA 95202 (209) 942-1160	Voices WCC - Principal 2354 Andrade Ave Richmond, CA 94804 (510) 480-0540

The complete Special Education policy can be found *at the main office or on the school website*

Student Records, including Records Challenges, Directory Information, and CCGI Notice

The Family Educational Rights and Privacy Act ("FERPA") affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 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.

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 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 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, 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:

Voices College-Bound Language Academies Student-Family Handbook

- A student's and parents'/guardians' names
- A student's and parents'/guardians' address
- Telephone listing
- Student's and parents'/guardians' electronic mail address
- Photograph /video
- Date of birth
- Participation in officially recognized activities and sports
- Dates of attendance
- Degrees, honors, and awards received
- Goals attained
- The most recent educational agency or institution attended by the student
- 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 MP - Principal 14271 Story Rd., San Jose, CA 95127 (408) 571-6404	Voices WCC - Principal 201 28th St. Richmond, CA 94804 (510) 480-0540	Voices MH - Principal 16505 Monterey Rd. Morgan Hill, CA 95037 (408) 791-1700
Voices FS - Principal 715 Hellyer Ave San Jose, CA 95111 (408) 361-1960	Voices ST - Principal 321 E Weber Ave Stockton, CA 95202 (209) 942-1160	Voices WCC - Principal 2354 Andrade Ave Richmond, CA 94804 (510) 480-0540

Charter School shall not release directory information regarding a student identified as a homeless child or youth under the McKinney Vento Homeless Assistance Act in the absence of parent, guardian, or eligible student's written consent, except as follows:

- a. When the directory information is released for the purposes of facilitating the student's access to an oral assessment or eye examination required by Charter School, unless the parent/guardian opts out of the examination.

Please note that data collected and reported by Charter School to the California Longitudinal Pupil Achievement Data System (“CALPADS”³) pursuant to state law, will be shared with the California College Guidance Initiative (“CCGI”⁴) 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.

Please visit the CCGI website at CaliforniaColleges.edu to access resources that help students and their families learn about college admissions requirements.

A copy of the complete Policy is available upon request at the main office or on the school website.

Surveys About Personal Beliefs

Unless the student’s parent/guardian gives written permission, a student will not be given any test, questionnaire, survey, or examination containing any questions about the student’s, or the student’s parents’ or guardians’ personal beliefs or practices in sex, family life, morality, or religion.

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

³ 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.

⁴ 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”).

6840 Via Del Oro #205
 San Jose, CA 95119
 408-791-1609
 credentials@voicescharterschool.com

Uniform Complaint Procedure (“UCP”)

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) or 244.
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
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 pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.

- A purchase that a pupil 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, LCAP, or noncompliance with Education Code section 243 or 244 may be filed anonymously and only if the anonymous complainant provides evidence or information leading to evidence to support an allegation of noncompliance with the respective applicable laws.

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.

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 Charter School fails to issue an investigation report within the required sixty (60) calendar day timeline, a party to a written complaint of prohibited discrimination may appeal directly to the SSPI. The complaint must provide evidence supporting the basis for direct filing and explain why immediate action is necessary.

Complaints alleging noncompliance with Education Code section 243 or 244 may be filed with the SSPI directly, and the SSPI may directly intervene without waiting for an investigation by the Charter School. The complainant shall present the SSPI with evidence that supports the basis for the direct filing and why immediate action is necessary.

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. Complainants alleging a violation of Education Code section 220, 243, 244, 51500, 51501, or 60044, may seek civil remedies after 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.

School 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 school day 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 school day. This shall apply to all students in transitional 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.

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, audiotope, 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

Charter School is an equal opportunity provider.

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.

Work Permits

Beginning August 1, 2024, any minor seeking the signature of a Charter School verifying authority on a Statement of Intent to Employ a Minor and Request for a Work Permit-Certificate of Age will be issued, before or at the time of receiving the signature of the verifying authority, a document clearly explaining basic labor rights extended to workers. An infographic explaining these rights is available at: <https://laborcenter.berkeley.edu/wp-content/uploads/2024/05/Know-Your-Rights-FINAL.pdf>

VIV. Complete Policies

Title IX Policy Prohibiting Discrimination On The Basis Of Sex

This Title IX Policy Prohibiting Discrimination on the Basis of Sex ("Policy") contains the policies and grievance procedures of Voices College-Bound Language Academies ("Voices" or "Charter School") to address sex discrimination, including but not limited to sexual harassment, occurring within Voices' education program or activity.

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.⁵

This Policy applies to conduct occurring in Voices' education programs or activities 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 the Voices Title IX Coordinator, the Assistant Secretary for Civil Rights of the U.S. Department of Education, or both.

Definitions

⁵ 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.

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.

Prohibited Sexual Harassment

Under Title IX, “sexual harassment” means conduct on the basis of sex that satisfies one or more of the following:

- An employee of Voices conditioning the provision of an aid, benefit, or service of Voices on an individual’s participation in unwelcome sexual conduct;
- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to Voices’s education program or activity; or
- “Sexual assault” as defined in 20 U.S.C. 1092(f)(6)(A)(v), “dating violence” as defined in 34 U.S.C. 12291(a)(10), “domestic violence” as defined in 34 U.S.C. 12291(a)(8), or “stalking” as defined in 34 U.S.C. 12291(a)(30).

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 or 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:
 - 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.
 - 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.
 - 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 an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

Formal Complaint of Sexual Harassment means a written document filed and signed by a complainant who is participating in or attempting to participate in Voices' education program or activity or signed by the Coordinator alleging sexual harassment against a respondent and requesting that Voices investigate the allegation of sexual harassment. At the time of filing a formal complaint of sexual harassment, the complainant must be participating in or attempting to participate in Voices' education program or activity.

Party means a complainant or respondent.

Respondent means a person who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

Supportive Measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to a party before or after the filing of a formal complaint of sexual harassment or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to Voices' education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or Voices' educational environment, or deter sexual harassment.

Title IX Coordinator

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

Director of Human Resources

Voices College-Bound Language Academies Student-Family Handbook

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

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:

Human Resources Manager
6840 Via del Oro, #205
San Jose, CA 95119
(408) 791-1609
hr@voicescharterschool.com

The Coordinator is responsible for coordinating Voices' efforts to comply with the requirements of Title IX, receiving reports and complaints of sex discrimination, formal complaints of sexual harassment, and inquiries about the application of Title IX to Voices, coordinating the effective implementation of supportive measures, and taking other actions as required by this Policy. The Coordinator or designee may serve as the investigator for formal complaints of sexual harassment.

Reporting Sex Discrimination

All employees must promptly notify the Coordinator when the employee has knowledge of or notice of allegations of sex discrimination or sexual harassment occurring within Voices' education program or activity.

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.

Response to Sexual Harassment

Voices will respond promptly and in a manner that is not deliberately indifferent when it has actual knowledge, as defined in 34 C.F.R. § 106.30(a), of sexual harassment occurring in its education program or activity against a person in the United States.

Voices' response will treat complainants and respondents equitably by offering supportive measures to a complainant, and by following the grievance procedures for formal complaints of sexual harassment that are listed below before imposing any disciplinary sanctions or other actions that are not supportive measures on a respondent for sexual harassment under Title IX.

Supportive Measures

Once notified of sexual harassment or allegations of sexual harassment occurring in Voices' education program or activity against a person in the United States, the Coordinator will promptly contact the complainant to discuss the availability of supportive measures, consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint of sexual harassment.

Supportive measures may include but are not limited to: counseling; extensions of deadlines or other course-related adjustments; modifications of work or class schedules; mutual restrictions on contact between the parties; changes in work or on-campus housing locations; leaves of absence; increased security and monitoring of certain areas of the campus; and other similar measures.

Supportive measures will not unreasonably burden either party or be imposed for punitive or disciplinary reasons. Voices will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair Voices' ability to provide the supportive measures. The Coordinator is responsible for coordinating the effective implementation of supportive measures.

Grievance Procedures

Scope and General Requirements

Voices has adopted and published grievance procedures that provide for the prompt and equitable resolution of student and employee complaints alleging any action that would be prohibited under Title IX and a grievance process that complies with 34 C.F.R. § 106.45 for formal complaints of sexual harassment.

Complaints of misconduct prohibited by this Policy that do not constitute a formal complaint of sexual harassment will be addressed in accordance with Voices' Uniform Complaint Procedures, its employment discrimination complaint procedures, or the grievance procedures set forth in its Harassment, Intimidation, Discrimination, and Bullying Policy, as applicable. The following grievance procedures will apply to formal complaints of sexual harassment.

Upon receipt of a formal complaint of sexual harassment, 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, decisionmaker, and any person designated by Voices to facilitate an informal resolution process not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent.

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

Voices may consolidate formal complaints of sexual harassment against more than one respondent, or by more than one complainant against one or more respondents, or by one party against another party, where the allegations of sexual harassment arise out of the same facts or circumstances.

Voices allow for the temporary delay of the grievance process or limited extension of timeframes on a case-by-case basis for good cause. Requests for extensions must be submitted to the Coordinator in writing at least one (1) business day before the expiration of the timeframe. If the grievance process is temporarily delayed or a timeframe is temporarily extended by Voices, the Coordinator or designee will notify the parties of the reason for the delay or extension in writing.

Voices will objectively evaluate all evidence that is relevant and not otherwise impermissible, including both inculpatory and exculpatory evidence.⁶ Credibility determinations will not be based on a person's status as a complainant, respondent, or witness.

Dismissal

Voices must dismiss a formal complaint of sexual harassment for purposes of sexual harassment under Title IX if the conduct alleged:

- Would not constitute sexual harassment under Title IX even if proved;
- Did not occur in Voices's education program or activity; or
- Did not occur against a person in the United States.

Voices may dismiss a formal complaint of sexual harassment or any of the allegations therein if:

- The respondent is no longer enrolled or employed by Voices;
- A complainant notifies the Coordinator in writing that the complainant would like to withdraw the complaint or any allegations therein; or
- Specific circumstances prevent Voices from gathering sufficient evidence to reach a determination as to the complaint or allegations therein.

Upon dismissal, the Coordinator or designee will promptly send written notice of the dismissal and reason(s) therefore simultaneously to the parties. Dismissal under Title IX does not preclude action under another applicable Voices policy.

Notice of the Allegations

Upon receipt of a formal complaint of sexual harassment, the Coordinator or designee will provide written notice of the allegations to the parties whose identities are known. The notice will include:

- Voices' grievance procedures and any informal resolution process;
- The allegations of sexual harassment including sufficient details known at the time and with sufficient time to prepare a response before any initial interview. Sufficient details includes the identities of the parties

⁶ Inculpatory means tending to impute guilt or fault, and exculpatory means tending to absolve from guilt or fault.

involved in the incident(s), if known, the conduct allegedly constituting sexual harassment under Title IX, and the date(s) and location(s) of the alleged incident(s), if known;

- A statement that the respondent is presumed not responsible for the alleged conduct and a determination regarding responsibility is made at the conclusion of the grievance process;
- A statement that the parties may have an advisor of their choice, who may be, but is not required to be, an attorney, and may inspect and review evidence; and
- A statement that Voices prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

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 immediate threat to the physical health or safety of any person arising from the allegations of sexual harassment 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 Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act.

Informal Resolution

At any time after a formal complaint of sexual harassment is filed and prior to determining whether sexual harassment occurred under Voices' Title IX grievance procedures, Voices may offer an informal resolution process to the parties. Voices will not offer or facilitate informal resolution to resolve allegations that an employee sexually harassed a student, or when such a process would conflict with Federal, State, or local law. Parties will not be required or pressured to agree to participate in the informal resolution process.

Before initiation of the informal resolution process, Voices will obtain the parties' voluntary, written consent to participate in the informal resolution and provide the parties with a written notice that explains:

- The allegations;
- The requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint of sexual harassment arising from the same allegations;
- The right to withdraw and initiate or resume the grievance procedures at any time prior to agreeing to a resolution; and
- Any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared.

Investigation

In most cases, a thorough investigation will take no more than thirty (30) business days. Voices has the burden to conduct an investigation that gathers sufficient evidence to determine whether sexual harassment 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, considered, or disclosed), regardless of whether they are relevant:

- A party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's or

paraprofessional's capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party, unless Voices obtains that party's voluntary, written consent to do so for these grievance procedures; and

- Evidence about the complainant's sexual predisposition or prior sexual behavior, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent.

The parties will be provided with an equal opportunity to present witnesses, to inspect and review any evidence obtained that is directly related to the allegations raised, and to have an advisor present during any investigative meeting or interview. The parties will not be prohibited from discussing the allegations under investigation or from gathering and presenting relevant evidence. A party whose participation is invited or expected at an investigative meeting or interview will receive written notice of the date, time, location, participants, and purpose of the meeting or interview with sufficient time for the party to prepare to participate.

Before the investigator completes the investigative report, Voices will send to each party and the party's advisor, if any, a copy of the evidence subject to inspection and review, and the parties will have at least ten (10) days to submit a written response for the investigator to consider prior to completing the investigation report.

The investigator will complete an investigation report that fairly summarizes relevant evidence and send a copy of the report to each party and the party's advisor, if any, at least ten (10) days prior to the determination of responsibility.

Determination of Responsibility

Before making a determination of responsibility, the decisionmaker must afford each party the opportunity to submit written, relevant questions that a party wants to ask of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party. The decisionmaker must explain to the party proposing the questions any decision to exclude a question as not relevant.

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 twenty (20) business days after Voices sends the investigation report to the parties, the decisionmaker, who will not be the same person as the Coordinator or investigator, will simultaneously send the parties a written determination of whether sexual harassment occurred. The written determination will include:

- The allegations of sexual harassment;
- A description of the procedural steps taken including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;
- The findings of facts supporting the determination;
- The conclusions regarding the application of Voices' code of conduct to the facts;
- The decision and rationale for each allegation;
- Any recommended disciplinary sanctions for the respondent, and whether remedies designed to restore or preserve equal access to the education program or activity will be provided to the complainant; and
- The procedures and permissible bases for appeals.

The determination regarding responsibility becomes final either on the date that Voices provides the parties with the written appeal decision, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.

Appeals

Either party may, within five (5) business days of their receipt of Voices' written determination of responsibility or dismissal of a formal complaint of sexual harassment, submit a written appeal to the Chair of the Voices Board, who will serve as the decisionmaker for the appeal or designate a decisionmaker for the appeal.

The complainant and respondent may only appeal from a determination regarding responsibility or Voices' dismissal of a formal complaint of sexual harassment or any allegations therein, on one or more of the following bases:

- Procedural irregularity that affected the outcome of the matter;
- New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; or
- The Coordinator, investigator(s), or decisionmaker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.

The decisionmaker for the appeal will not be the same person as the Coordinator, the investigator or the initial decisionmaker.

The decisionmaker 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 notice of the appeal; and 4) within fifteen (15) business days of the appeal, provide a written decision simultaneously 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, knowingly make false statements or knowingly submit false information during the grievance process, may be subject to disciplinary action up to and including expulsion from Voices or termination of employment. If there is a determination that sexual harassment occurred, the Coordinator is responsible for effective implementation of any remedies ordered by Voices.

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 Title IX Coordinators, investigators, decisionmakers, and any person who facilitates a Title IX informal resolution process will receive Title IX training and/or instruction concerning sexual harassment as required by law.

Recordkeeping

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

- Records of each sexual harassment investigation, including any determination of responsibility; any audio or audiovisual recording or transcript; any disciplinary sanctions imposed on the respondent; and any remedies provided to the complainant;
- Records of any appeal of a formal complaint or sexual harassment and the results of that appeal;

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- Records of any informal resolution of a formal complaint or sexual harassment and the results of that informal resolution;
- All materials used to train Title IX Coordinators, investigators, decisionmakers, and any person who facilitates an informal resolution process; and
- Records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment.

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

Suspension and Expulsion Procedures

[Morgan Hill](#)

[Stockton](#)

[Mount Pleasant](#)

[“Franklin McKinley” or “flagship”](#)

[West Contra Costa](#)

Student Safety, Professional Boundaries, and Adult Misconduct Policy

Voices College-Bound Language Academies (“Voices” or “the School”)(“School”) is committed to providing every student with a safe, supportive, and appropriately supervised learning environment. This policy establishes the School's standards for professional boundaries between adults and students, limits on electronic and social media communication, mandated reporting obligations, and related safeguards against child abuse and misconduct.

This policy applies to all School employees, volunteers, contractors, and governing Board (“Board”) members⁷ (collectively referred to as “adults” herein).

The School recognizes its responsibility to make and enforce all rules and regulations governing student and adult behavior to bring about the safest and most learning-conducive environment possible. This policy is available on the School's website.

STUDENT/ADULT PROFESSIONAL BOUNDARIES

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.

⁷ This policy does not apply to student board members under Education Code 47604.2, or otherwise.

For purposes of this policy, corporal punishment does not include an individual's use of force that is reasonable and necessary to protect the individual, 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 employees, volunteers, contractors, and Board members:

A. Examples of permitted actions (i.e., 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 a student on 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 (i.e., 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 Adult/Student Behavior

This policy is intended to guide adults in conducting themselves in a way that reflects the high standards of behavior and professionalism required of them and to specify the boundaries between such adults and students.

Although this policy gives specific, clear direction, it is each adult's obligation to avoid situations that could prompt suspicion by parents/guardians, 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 an adult while interacting with a student, whether during school hours or outside of school hours, including through social media platforms, text messaging, and other forms of communication that do not otherwise include a student's parent/guardian. Trespassing the boundaries of a student/adult relationship is deemed an abuse of power and a betrayal of public trust.

Professional boundaries apply not only between students and staff, volunteers, and contractors, and Board members, but also among and between students, and among and between adults employed, volunteering, or under contract with the School. All members of the School community are expected to maintain professional conduct that models appropriate behavior and fosters a safe and respectful learning environment. Additionally, all facilities/areas under School control shall be effectively supervised to promote a safe environment for students and individuals performing services on behalf of the School.

Some activities may seem innocent from an adult's perspective, but can be perceived as flirtation or sexual insinuation from a student's or parent/guardian's point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between adults and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Adults 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 adults 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, adult/student interactions must have boundaries surrounding potential activities, locations, and intentions.

Examples of Specific Behaviors

The following examples are not an exhaustive list and apply equally during and outside of the regular school day:

Unacceptable Adult/Student Behaviors (Violations of 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.
- (j) Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.
- (k) Communication with students via an employee's personal accounts such as email, text message/direct message, and/or social media.
- (l) Engaging in any electronic, digital, or social media communication with a student that is not School-related.
- (m) Any form of grooming behavior, including conduct designed to build secrecy or inappropriate trust.

Unacceptable Adult/Student Behaviors without Parent and Supervisor Permission

(These behaviors should only be exercised when adults have parent/guardian 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 Adults/Student Behaviors

(These behaviors should only be exercised when a reasonable and prudent person is prevented from using a better practice or behavior. Adults must inform a school administrator 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/direct messages or letters to students if the content is not about school activities.
- (d) Sending emails, text messages/direct messages or letters to a student regarding academic, disciplinary, or other School-related matters without including the student's parent or guardian on the communication.

Acceptable and Recommended Adult/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/direct messages, phone and instant messages to students within School provided platforms must be professional and pertain to school activities or classes (Communication should be limited to school technology).
- (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 adult to be present if you will be alone with any student with special needs.
- (o) Asking another adult 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.
- (t) Documenting any interaction with a student that may be crossing boundaries set forth in this policy, including any electronic communication.

PROFESSIONAL BOUNDARIES AMONG ADULTS

All adults covered by this Policy are expected to interact with one another in a manner that is professional, respectful, and consistent with the School's workplace conduct standards. Adults in positions of supervisory authority shall not use that authority to coerce, manipulate, or exploit other adults in the School community. Conduct among adults that creates a hostile work environment, involves sexual

harassment, or otherwise violates applicable law or School policy is prohibited and must be reported consistent with the School's applicable reporting procedures. School leadership is responsible for modeling appropriate professional relationships and for addressing complaints of adult-to-adult misconduct promptly and consistently.

MANDATED REPORTING OBLIGATIONS

All of the following persons associated with the School are mandated reporters of known or reasonably suspected child abuse or neglect:

- All employees, regardless of role or frequency of student contact.
- All contractors whose duties require contact with or supervision of students.
- All board members.
- All volunteers who interact with students outside of the immediate supervision and control of the student's parent or guardian or a School employee.

For additional information, including training requirements and how to make a mandated report, please review the mandated reporter policy, located in the front office and at www.voicesacademies.org.

ANNUAL TRAINING REQUIREMENTS

The School shall provide annual training to all employees, contractors, board members, and volunteers on the following topics:

- Mandated reporting requirements under the California Child Abuse and Neglect Reporting Act, including which persons are mandated reporters, what must be reported, how to make a report, and the legal consequences of failing to report.
- Prevention of child abuse, including sexual abuse, in the school environment, including recognition of grooming behaviors, boundary violations, and other indicators of adult-to-student misconduct.
- The professional boundary standards and electronic communication requirements set forth in this Policy.
- The School's procedures for reporting concerns about staff conduct to administration.

All covered individuals must complete training within the first six weeks of each school year or within the first six weeks of hire, assignment, or commencement of volunteer services, whichever is earlier.

The School shall maintain a record of training completion dates for each individual. Training must be completed using the State Department of Social Services' online training module or an alternative module approved by the School's joint powers authority or insurance provider.

The governing board shall receive annual training on its obligations under SB 848, including with respect to the statewide reporting database once operational.

SCHOOL SAFETY PLAN

The School's comprehensive school safety plan shall include procedures specifically designed to address the supervision and protection of students from child abuse, neglect, and sex offenses.

The safety plan shall also address child neglect and include procedures for reporting all crimes occurring on campus or at campus-related activities, and classroom and non-classroom environments in a manner that promotes safe, easily supervised spaces for student learning and engagement

All School personnel shall receive training on the comprehensive school safety plan consistent with the requirements of SB 848.

For a copy of the complete school safety plan, please contact the school office.

STUDENT INSTRUCTION ON ABUSE PREVENTION

The School may provide annual, age-appropriate instruction to students on adult/student boundaries and the prevention and reporting of sexual abuse and assault, in accordance with guidance developed by the State Department of Education and the Office of Child Abuse Prevention.

If the School elects to provide such instruction, a student's parent or guardian shall have the right to opt the student out by submitting a signed opt-out form. The School shall provide advance notice to parents and guardians before any such instruction is delivered.

DUTY TO REPORT SUSPECTED MISCONDUCT

When any adult reasonably suspects or believes that another individual may have crossed the boundaries specified in this policy, he or she must immediately report the matter to a School administrator. All reports shall be as confidential as possible under the circumstances. It is the administrator's duty to investigate and thoroughly report the situation. Adults 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.

The School shall investigate all credible reports of policy violations or misconduct promptly and shall take appropriate corrective action. The School shall not retaliate against any person who, in good faith, reports a concern under this Policy.

X. 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

MASTER SOFTWARE AND SERVICES AGREEMENT

THIS MASTER SOFTWARE AND SERVICES AGREEMENT (this “**Agreement**”), dated as of June 17, 2026 (“**Effective Date**”), is between InPlay Learning Network, a California nonprofit corporation with offices at 55 East 3rd Avenue, San Mateo, California 94401 (“**InPlay**”), and Voices Academies with offices located at 6840 Via Del Oro, Suite 160 San Jose, CA 95119 (“**Customer**”). InPlay and Customer are sometimes referred to herein, individually, as a “**Party**” and, collectively, as the “**Parties**”.

1. Definitions.

- (a) “**Confidential Information**” has the meaning set forth in Section 8.1.
- (b) “**Customer Data**” means all (i) student data, (ii) all other data input by Customer or Users to the InPlay Software and (iii) all reports and outputs generated with respect to any of foregoing data. For purposes of clarification, Customer Data does not include any (x) technical or statistical data regarding any of the InPlay Software or any of InPlay’s systems such as performance metrics (including, without limitation, latency data and data regarding usage patterns), all of which shall be the sole property of InPlay or (y) registration data that is input as a part of the registration process or that is generated when a student is registered for a program.
- (c) “**Disclosing Party**” has the meaning set forth in Section 8.1.
- (d) “**Dispute**” has the meaning set forth in Section 13.3.
- (e) “**Documentation**” means all manuals, instructions, specifications, and other documents and materials that InPlay provides or makes available to Customer or Users in any medium and which describe the functionality, features or requirements of the InPlay Software.
- (f) “**Fees**” means, collectively, the Subscription Fees and the Service Fees.
- (g) “**Infringement Claim**” has the meaning set forth in Section 11.1.
- (h) “**Initial Subscription Term**” has the meaning set forth in Section 12.1(b).
- (i) “**InPlay Property**” has the meaning set forth in Section 6.2(a).
- (j) “**InPlay Software**” means the InPlay software applications provided as a software as a service offering and hosted by InPlay or by a third-party on behalf of InPlay, together with all related Documentation. The InPlay Software facilitates the identification and registration of students for camp, afterschool and other enrichment, educational or community programs.
- (k) “**Person**” means an individual, corporation, partnership, joint venture, limited liability entity, governmental authority, unincorporated organization, trust, association, or other entity.
- (l) “**Professional Services**” means the customization, implementation, integration and/or training services purchased by Customer as described in a Statement of Work.
- (m) “**Receiving Party**” has the meaning set forth in Section 8.1.
- (n) “**Renewal Subscription Term**” has the meaning set forth in Section 12.1(b).
- (o) “**Service Fees**” has the meaning set forth in Section 5.1(b).

(p) “**Statement of Work**” means on ordering document or online order specifying the InPlay Software, Professional Services and Support Services purchased by Customer under this Agreement. Statements of Work shall be subject solely to and incorporate by reference the terms of this Agreement.

(q) “**Subscription Fees**” has the meaning set forth in Section 5.1(a).

(r) “**Subscription Term**” means, collectively, the Initial Subscription Term and the Renewal Subscription Term.

(s) “**Suggestions**” has the meaning set forth in Section 6.3.

(t) “**Support Services**” means maintenance and support services related to InPlay Software provided to Customer by InPlay as described in **Exhibit B**.

(u) “**Taxes**” has the meaning set forth in Section 5.4.

(v) “**Term**” has the meaning set forth in Section 12.1.

(w) “**Users**” means employees and contractors of Customer who are authorized to use and access the InPlay Software in accordance with this Agreement as well as all families who have children who are enrolled in school Customer operated by Customer.

(x) “**Warranty Period**” has the meaning set forth in Section 9.2.

2. InPlay Subscription. Customer hereby subscribes for, and InPlay shall host and provide Customer and its Users with, access to and use of the InPlay Software during the Subscription Term in accordance with this Agreement. Customer’s subscriptions are not contingent on the delivery of any future functionality or features, or dependent on any oral or written public comments made by InPlay regarding future functionality or features of the InPlay Software.

3. InPlay Services.

3.1 Support Services. InPlay shall provide the Support Services pursuant to this Agreement (including **Exhibit B**) and the applicable Statements of Work. InPlay may change the terms of **Exhibit B** from time to time upon at least ninety (90) days prior written notice to Customer.

3.2 Professional Services. InPlay shall provide the applicable Professional Services pursuant to this Agreement (including **Exhibit A**) and the applicable Statements of Work. InPlay may change the terms of **Exhibit A** from time to time.

4. Customer Obligations.

4.1 Restrictions. Customer shall not: (a) copy, rent, lease, sell, resell, license, distribute, pledge, assign, or otherwise transfer or encumber rights to use or access the InPlay Software or any part thereof; (b) make it available to any Person other than its Users; (c) use the InPlay Software for the benefit of any Person except for Customer or any User; (d) store or transmit infringing, libelous, or otherwise unlawful or tortious material, or material in violation of third-party privacy rights; (e) store or transmit viruses, time bombs, Trojan horses and any other harmful or malicious code, files, scripts, agents or programs to the InPlay Software; (f) attempt to gain unauthorized access to, or disrupt the integrity or performance of, the InPlay Software or the data contained therein; (g) modify, copy or create any derivative works based on the InPlay Software or any portion thereof; (h) access the InPlay Software for the purpose of building a competitive product or service or copying features, functions, ideas, graphics or user interfaces of the InPlay Software; (i) disassemble, reverse

engineer, or decompile the InPlay Software to build a similar product, copy the InPlay Software or any portion thereof; or (j) delete, add, alter or fail to reproduce in or on the InPlay Software the InPlay name, logos, trademarks and any copyright or other notices appearing in or on InPlay Software or which may be required by InPlay.

4.2 Suspension of Use. Customer acknowledges and agrees that any use of or access to the InPlay Software in breach of this Agreement, Documentation or applicable Statements of Work by Customer or its Users that, in InPlay's judgment, threatens the security, integrity or availability of the InPlay Software may result in immediate suspension of Customer's or any User's use of or access to the InPlay Software.

5. Fees, Expenses and Taxes.

5.1 Fees. Customer shall pay InPlay all Fees as set forth in the applicable Statements of Work. Except as expressly provided in this Agreement, all Fees are non-cancelable and non-refundable.

(a) Subscription Fees. Customer shall pay InPlay the subscription fees ("**Subscription Fees**") for the InPlay Software as set forth on the applicable Statement of Work. InPlay shall have the right to change its Subscription Fees at any time by providing written notice thereof to Customer, which changes shall be effective as of the commencement of the next Renewal Subscription Term.

(b) Fees for Services. Customer shall pay InPlay the fees for all Support Services and Professional Services ("**Service Fees**") as set forth on the applicable Statement of Work within thirty (30) days of receipt of invoice from InPlay. InPlay shall have the right to change its Service Fees at any time provided that such changes shall not be applicable to any Support Services and/or Professional Services previously purchased by Customer.

(c) Late Payments. In addition to any of InPlay's other rights and remedies, if Customer does not pay any amount due to InPlay as and when due then InPlay shall have the right to charge a late charge on the unpaid amount equal to the lesser of (i) one percent (1.0%) per month or portion thereof or (ii) the maximum late charge permitted by applicable law until the outstanding amounts are paid in full.

5.2 Suspension Due to Unpaid Fees. Access to all InPlay Software is contingent on the continued and timely payment of all Fees. If any Fees due to InPlay remain outstanding for more than thirty (30) days after the due date, then InPlay shall have the right to suspend access to the InPlay Software and discontinue performance of any Support Services and any Professional Services upon thirty (30) days written notice to Customer. The foregoing rights are in addition to InPlay's other rights and remedies.

5.3 Expenses. Customer shall pay or reimburse InPlay for all expenses incurred by InPlay in performing the Support Services and Professional Services which are set forth on a Statement of Work.

5.4 Taxes. Fees do not include any excise, use, sales or any other local, state, federal, foreign taxes, levies, duties or similar charges that may now or hereafter be assessed by any governmental authority (collectively, "**Taxes**"). Customer is responsible for paying all Taxes associated with its subscription for InPlay Software and receipt of the Support Services and Professional Services (excluding taxes based on InPlay's net income or property).

6. Ownership.

6.1 Customer Data.

(a) Customer shall at all times own all Customer Data and InPlay shall not acquire any ownership rights therein. InPlay shall have the right to host, copy, transmit and display the Customer Data

through the InPlay Software and otherwise perform its obligations pursuant to this Agreement. Further, subject to any limitations imposed by applicable law, InPlay shall have the right to use any Customer Data in de-identified format for purposes improving its products and services, and other internal business purposes.

(b) Upon termination of this Agreement or a Statement of Work, InPlay shall (i) provide Customer with a computerized file, in industry standard SQL format, containing any Customer Data in InPlay's possession and (ii) thereafter, delete all of the foregoing data from its systems.

6.2 InPlay Property.

(a) InPlay and its third party licensors, if any, own and retain all right, title, and interest in and to the InPlay Software (including all components thereof), InPlay's database of camp, afterschool and other enrichment, educational or community programs, and all Documentation in all forms and formats including, but not limited to, all modifications, enhancements, updates, and configurations thereto as well all intellectual property rights (patent, copyright, trade secret, trademark, service mark, database and all other intellectual property rights) associated therewith or incorporated therein (collectively, "**InPlay Property**").

(b) InPlay does not transfer any title or ownership interest in or to any InPlay Property or in any modifications, enhancements, or derivative works thereof. Customer shall not interfere with or otherwise challenge InPlay's rights in or to the InPlay Property nor shall Customer remove or alter, or allow to be removed or altered, any notice, symbol or legend of any trademark, copyright notice, or other proprietary rights appearing in or on any of the InPlay Property. Customer shall not (i) alter or copy, or permit a third party to alter or copy, any part of the InPlay Software or (ii) use the InPlay Software to provide service bureau, time sharing, access through a public computer bulletin board or "shareware" distribution process, or other services to third parties.

6.3 Suggestions. From time to time Customer may provide suggestions, ideas, concepts, improvements, enhancements or other information regarding the features, functionality or operation of the InPlay Software, Support Services or Professional Services ("**Suggestions**") to InPlay. InPlay shall have a royalty-free, worldwide, transferable, sublicensable, irrevocable, perpetual license to use or incorporate any Suggestions into the InPlay Software, Support Services or Professional Services. InPlay has no obligation to use any Suggestions but, in its discretion, may implement the Suggestions to the InPlay Software, Support Services or Professional Services.

7. Data Security. InPlay will maintain appropriate administrative, physical and technical safeguards for the protection of Customer Data stored in any InPlay Software. Those safeguards will include, but will not be limited to, measures designed to prevent unauthorized access to or disclosure of Customer Data other than to Customer or Users. Further, each of InPlay, Customers and Users shall at all times comply with all applicable laws and regulations regarding personal data including student data. Without limiting the generality of the foregoing, InPlay shall treat as confidential all data regarding any student which is provided to InPlay and all such student data shall be protected and secured pursuant to a student data privacy agreement, the form of which is attached hereto as **Exhibit C**.

8. Confidentiality.

8.1 Definition of Confidential Information. "**Confidential Information**" means all information disclosed by a party ("**Disclosing Party**") to the other party ("**Receiving Party**"), whether orally or in writing, that is designated as confidential or that reasonably should be understood to be confidential given the nature of the information and the circumstances of disclosure. Confidential Information of InPlay includes all InPlay Software (including, without limitation, all components and all object code and source code thereof), Documentation and the terms and conditions of this Agreement including all Statements of Work (including pricing). Confidential Information of each Party includes all business and marketing plans, hardware, software,

specifications, research, technology and technical information, product plans and designs and business processes disclosed by such Party. However, Confidential Information does not include any information that (a) is or becomes generally known to the public without breach of any obligation owed to the Disclosing Party, (b) was known to the Receiving Party prior to its disclosure by the Disclosing Party without breach of any obligation owed to the Disclosing Party, (c) is received from a third party without breach of any obligation owed to the Disclosing Party or (d) was independently developed by the Receiving Party. For the avoidance of doubt, the non-disclosure obligations set forth in this Section 8.1 also apply to Confidential Information exchanged between the Parties in connection with InPlay's performance of the Support Services and the Professional Services.

8.2 Protection of Confidential Information. Each Party shall retain all ownership rights in and to its Confidential Information. The Receiving Party will use the same degree of care that it uses to protect the confidentiality of its own Confidential Information of like kind (but not less than commercially reasonable care) to (a) not use any Confidential Information of the Disclosing Party for any purpose outside the scope of this Agreement and (b) limit access to Confidential Information of the Disclosing Party on a need-to-know basis only to its personnel who need that access for purposes consistent with this Agreement and who have signed confidentiality agreements with the Receiving Party containing protections not materially less protective of the Confidential Information than those herein. Customer will not disclose this Agreement or any Statement of Work to any third party other than its legal counsel and accountants.

8.3 Compelled Disclosure. The Receiving Party may disclose Confidential Information of the Disclosing Party to the extent compelled by law to do so, provided the Receiving Party gives the Disclosing Party prior written notice of the compelled disclosure (to the extent legally permitted) and reasonable assistance, at the Disclosing Party's cost, if the Disclosing Party wishes to contest the disclosure.

9. Representations, Limited Warranty, Service Level Agreement, Exclusive Remedies and Disclaimers.

9.1 Representations. Each Party represents that it has validly entered into this Agreement and has the legal power to do so.

9.2 Limited Warranty. InPlay warrants to Customer that the InPlay Software will perform, in all material respects, in accordance with the Documentation for ninety (90) days following the date InPlay first makes the InPlay Software accessible to Customer and its Users (the “**Warranty Period**”). Customer's sole and exclusive remedy, and InPlay's only liability under such warranty with respect to any non-conforming InPlay Software is using its commercially reasonable efforts to correct such defects or to replace the non-conforming InPlay Software within a reasonable period of time. If InPlay is unable to so repair or replace the non-conforming InPlay Software, then InPlay shall refund to Customer any pre-paid Subscription Fees that relate to the non-conforming portion of the InPlay Software. Notwithstanding the foregoing, InPlay shall have no responsibility for, and this warranty shall be void in the event of any: (i) errors or defects caused by Customer's neglect, misuse or damage to the InPlay Software; (ii) use of the InPlay Software not in accordance with the Documentation or InPlay's written recommended configurations; (iii) loss or damaging dissemination of data due to breach of any security technology used by Customer or any User; and (iv) use of the InPlay Software in any manner inconsistent with this Agreement, the Documentation or applicable law. After the end of the expiration of the Warranty Period, Customer's sole and exclusive remedy, and InPlay's only liability with respect to any non-conforming InPlay Software shall be as set forth in **Exhibit B**.

9.3 Disclaimer. Customer and the Users assume full responsibility for all risk associated with access to and use of the InPlay Software by Customer and such Users. Without limiting the generality of the foregoing, InPlay shall not be liable for registering or any failure to register any participants due to (a) late delivery of any student information, (b) any changes or other modifications to any program information after the deadlines set forth in the applicable Statement of Work or (c) Customer's delivery or failure to deliver program activities to Users or students.

9.4 Disclaimer of Warranties. EXCEPT AS EXPRESSLY PROVIDED IN THIS AGREEMENT, INPLAY MAKES NO WARRANTY OF ANY KIND, EXPRESS OR IMPLIED, STATUTORY OR OTHERWISE. INPLAY SPECIFICALLY DISCLAIMS (TO THE MAXIMUM EXTENT PERMITTED BY APPLICABLE LAW) ALL IMPLIED WARRANTIES INCLUDING, BUT NOT LIMITED TO, IMPLIED WARRANTIES OF MERCHANTABILITY, FITNESS FOR A PARTICULAR PURPOSE, TITLE AND NON-INFRINGEMENT. INPLAY DOES NOT WARRANT THAT THE OPERATION OF ANY INPLAY SOFTWARE WILL BE UNINTERRUPTED OR ERROR-FREE.

10. Limitation of Liability.

10.1 IN NO EVENT WILL INPLAY OR ANY OF ITS THIRD PARTY SUPPLIERS, IF ANY, HAVE ANY LIABILITY TO CUSTOMER OR ANY THIRD PARTY FOR ANY CONSEQUENTIAL, INDIRECT, SPECIAL, INCIDENTAL, EXEMPLARY OR PUNITIVE DAMAGES INCLUDING, BUT NOT LIMITED TO, ANY (A) LOST PROFITS, REVENUES OR GOODWILL, (B) LOSS, INACCURACY OR CORRUPTION OF DATA, (C) ACTION OR NON-ACTION TAKEN BY CUSTOMER IN RELIANCE ON ANY INPLAY SOFTWARE, (D) COST OF SUBSTITUTE GOODS OR SERVICES, (E) COMPUTER MALFUNCTION, VIRUSES OR ANY OTHER DIGITAL HAZARD, (F) BUSINESS INTERRUPTION OR (G) OTHER CIRCUMSTANCES, WHETHER AN ACTION IS IN CONTRACT OR TORT AND REGARDLESS OF THE THEORY OF LIABILITY, EVEN IF INPLAY HAS BEEN ADVISED OF, KNEW OR SHOULD HAVE KNOWN, THE POSSIBILITY OF SUCH DAMAGES OR IF ANY REMEDY OTHERWISE FAILS OF ITS ESSENTIAL PURPOSE.

10.2 IN NO EVENT SHALL THE AGGREGATE LIABILITY OF EITHER PARTY ARISING OUT OF OR RELATED TO THIS AGREEMENT EXCEED THE TOTAL AMOUNT ACTUALLY PAID BY CUSTOMER TO INPLAY HEREUNDER IN THE SIX (6) MONTHS PRECEDING THE FIRST INCIDENT OUT OF WHICH THE LIABILITY AROSE. THE FOREGOING LIMITATION WILL APPLY WHETHER AN ACTION IS IN CONTRACT, TORT OR WARRANTY AND REGARDLESS OF THE THEORY OF LIABILITY, BUT WILL NOT LIMIT CUSTOMER'S OBLIGATIONS UNDER SECTION 5.

11. Infringement Indemnification.

11.1 Indemnification by InPlay. InPlay will defend Customer from all claims, demands, suits or proceedings brought against Customer by any third party alleging that the InPlay Software, as provided by InPlay under this Agreement, infringes any patent, copyright, or trademark or misappropriates any trade secret of any third party (each, an "**Infringement Claim**"). InPlay will indemnify Customer for all damages, costs, reasonable attorneys' fees finally awarded by a court of competent jurisdiction or to be paid to a third party in accordance with a settlement agreement signed by InPlay, in connection with an Infringement Claim. In the event of any such Infringement Claim, InPlay may, at its option: (a) obtain the right to permit continued use of the InPlay Software; (b) modify or replace the relevant portion(s) of the InPlay Software with a non-infringing alternative having substantially equivalent performance; or (c) terminate this Agreement as to the infringing InPlay Software and refund to Customer any prepaid, unused Subscription Fees for such infringing InPlay Software hereunder without any further liability. The indemnification obligations set forth in this Section 11.1 are InPlay's sole and exclusive obligations and Customer's sole and exclusive remedies with respect to infringement or misappropriation of third-party intellectual property rights of any kind.

11.2 Indemnification Procedure. Customer must give InPlay prompt notice in writing of any action for which it seeks to be indemnified pursuant to Section 10 and will cooperate with InPlay at InPlay's sole cost and expense. InPlay shall promptly take control of the defense and investigation of such claim and shall employ counsel to handle and defend the same, at InPlay's sole cost and expense. InPlay shall not settle any claim in a manner that adversely affects the rights of Customer without Customer's prior written consent. Customer's failure to perform any obligations under this Section 11.2 will not relieve InPlay of its obligations under Section 11 except to the extent that InPlay can demonstrate that it has been materially prejudiced as a result of such

failure. Customer may participate in and observe the proceedings at its own cost and expense with counsel of its own choosing.

12. Term and Termination.

12.1 Term.

(a) The term of this Agreement commences on the Effective Date and shall continue until terminated in accordance with this Section 12 (“**Term**”). This Agreement may be terminated by either Party upon at least ninety (90) days written notice to the other Party at any time when all Statements of Work (including all Subscription Terms) have expired or otherwise been terminated.

(b) The term of any subscription for InPlay Software shall commence on the date set forth on the applicable Statement of Work and shall continue for an initial term of one (1) year (“**Initial Subscription Term**”). Thereafter, the subscription term will automatically renew for additional terms of two (2) years each (each, a “**Renewal Subscription Term**”) at the then-current subscription fees unless terminated by either Party by delivering written notice of termination at least ninety (90) days prior to the expiration date.

12.2 Termination. Either Party may terminate this Agreement, effective on written notice to the other Party, if: (a) the other Party materially breaches this Agreement, and such breach (i) is incapable of cure or (ii) being capable of cure, remains uncured for sixty (60) days after the non-breaching Party provides the breaching Party with written notice of such breach; or (b) the other Party (i) becomes insolvent or is generally unable to pay or fails to pay its debts as they become due; (ii) files or has filed against it a petition for voluntary or involuntary bankruptcy or otherwise becomes subject, voluntarily or involuntarily, to any proceeding under any domestic or foreign bankruptcy or insolvency law; (iii) makes or seeks to make a general assignment for the benefit of its creditors; or (iv) applies for or has appointed a receiver, trustee, custodian, or similar agent appointed by order of any court of competent jurisdiction to take charge of or sell any material portion of its property or business.

12.3 Effect of Expiration or Termination. Upon any expiration or termination of this Agreement, all rights granted to Customer will immediately terminate. Accordingly, Customer shall immediately cease accessing and using all InPlay Software, Documentation and any InPlay Confidential Information, and permanently destroy any such materials that may be stored in any non-returnable form including, but not limited to, electronic materials and shall immediately pay all unpaid amounts which would have been due InPlay.

12.4 Surviving Terms. All provisions of this Agreement relating to warranties, disclaimers of warranties, limitation of liability, remedies, damages, confidentiality, and any other terms that either expressly or by their nature should survive, shall survive any termination of this Agreement, and shall continue in full force and effect.

13. Miscellaneous.

13.1 Assignment. Customer may not assign, delegate or transfer any of its rights or obligations under this Agreement, in each case whether voluntarily, involuntarily or by operation of law. Any purported assignment, delegation, or transfer in violation of this Section 13.1 is void. Subject to the foregoing, this Agreement is binding upon and inures to the benefit of the Parties and their respective permitted successors and assigns.

13.2 Relationship of the Parties. The relationship between the Parties is that of independent contractors. Nothing contained in this Agreement shall be construed as creating any agency, partnership, joint venture, or other form of joint enterprise, employment, or fiduciary relationship between the Parties, and

neither Party shall have any authority to contract for or bind the other Party in any manner. There are no third-party beneficiaries under this Agreement.

13.3 Governing Law; Dispute Resolution.

(a) This Agreement is to be construed in accordance with and governed by the internal laws of the State of California without regard to conflicts of law provisions thereof.

(b) The Parties will attempt in good faith to resolve through negotiation any dispute, claim or controversy (a “**Dispute**”) relating to this Agreement. Either Party may initiate negotiations by providing written notice to the other Party setting forth the subject of the Dispute and the relief requested. The receiving Party will respond in writing within five (5) business days with a statement of its position on and recommended solution to the Dispute. If the Dispute is not resolved by this exchange of correspondence, then representatives of each Party with full settlement authority shall meet to resolve the dispute at an agreed time and place within twenty (20) business days of the date of the initial notice.

(c) If the Dispute is not resolved by these negotiations, then either Party may commence proceedings exclusively in a federal court in the Northern District of California or in state court in San Mateo County, California, and each Party hereby irrevocably submits to the exclusive jurisdiction and venue of any such court in any such suit, action or proceeding.

13.4 Marketing and Public Announcements. InPlay may publish on its website and, in a mutually agreed press release, a statement indicating that Customer is a customer of InPlay.

13.5 Force Majeure. Except for any payment obligations, neither Party shall be liable for any default in its obligations under this Agreement due to natural disasters, acts of God, riots, war, epidemics, labor disputes, governmental restrictions, mechanical or electrical breakdowns, interruptions of utility or communications services, shortages or delays in obtaining suitable materials, transportation difficulties, acts of subcontractors, or any other acts which are beyond either Party’s reasonable control. If any force majeure event continues for eight (8) consecutive weeks, then each Party shall have the right to terminate this Agreement upon written notice to the other Party.

13.6 Notices. All notices, requests, consents, claims, demands, waivers, and all other communications under this Agreement have binding legal effect only if in writing and shall be deemed effectively given: (a) when received, if delivered by hand, with signed confirmation of receipt; (b) when received, if sent by a nationally recognized overnight courier, signature required; (c) when sent, if by facsimile or email, in each case, with confirmation of transmission, if sent during the addressee's normal business hours, and on the next business day, if sent after the addressee's normal business hours; and (d) on the third day after the date mailed by certified or registered mail, return receipt requested, postage prepaid. Each Party’s address is set forth on the signature page hereto.

13.7 Headings. The headings in this Agreement are for reference only and do not affect the interpretation of this Agreement.

13.8 Entire Agreement. This Agreement, including all Exhibits, Statements of Work and any other documents incorporated herein by reference, constitutes the sole and entire agreement of the Parties with respect to the subject matter of this Agreement and supersedes all prior and contemporaneous understandings, agreements, representations and warranties, both written and oral, with respect to such subject matter.

13.9 Amendment and Modification; Waiver. Except as set forth herein, no amendment to or modification of this Agreement is effective unless it is in writing and signed by an authorized representative of both Parties. No waiver by either Party of any provision hereof is effective unless explicitly set forth in

writing and signed by the Party so waiving. Except as otherwise set forth in this Agreement, no failure to exercise or delay in exercising, any rights, remedy power, or privilege arising from this Agreement will operate or be construed as a waiver thereof; nor will any single or partial exercise of any right, remedy, power, or privilege hereunder preclude any other or further exercise thereof or the exercise of any other right, remedy, power or privilege.

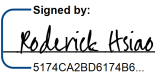
13.10 Severability. If any provision of this Agreement is invalid, illegal or unenforceable in any jurisdiction, then such invalidity, illegality or unenforceability will not affect any other term or provision of this Agreement or invalidate or render unenforceable such term or provision in any other jurisdiction. Upon such determination that any term or other provision is invalid, illegal or unenforceable, the Parties shall negotiate in good faith to modify this Agreement so as to effect the original intent of the Parties as closely as possible in a mutually acceptable manner in order that the transactions contemplated hereby be consummated as originally contemplated to the greatest extent possible.

13.11 Signatures. This Agreement may be executed in multiple counterparts, all of which shall be considered one and the same instrument. Signatures received by facsimile, PDF file or other electronic format (such as DocuSign) shall be deemed to be original signatures.

* * *

IN WITNESS WHEREOF, the duly authorized representatives of each Party have executed this Agreement as of the Effective Date.

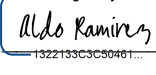
INPLAY LEARNING NETWORK

By: 
5174CA2BD6174B6...
Name: Roderick Hsiao
Title: CEO
Date: 7/31/2026

Address:

InPlay
55 East 3rd Avenue
San Mateo, CA 94401
Attn: Rod Hsiao
Email: rod@inplay.org

VOICES ACADEMIES

By: 
1322133C3C50461...
Name: Aldo Ramirez
Title: Voices CEO
Date: 6/25/2026

Address: 6840 Via del Oro Suite 205
San Jose CA 95119

Attn: _____
Email: aldoramirez@voicescharterschool.com

EXHIBIT A

Professional Services

1. **Professional Services.** The Professional Services may include installation, integration, training and/or other professional services to be performed by InPlay. A description of the Professional Services purchased by Customer shall be set forth an applicable Statement of Work, which shall be set forth one or more sequentially numbered exhibits commencing with **Exhibit D-1**.
2. **Statement of Work.** Each Party shall designate a Project Manager in the Statement of Work, who shall be responsible for selecting personnel and supervising the delivery of the Professional Services. The Parties agree that the Statement of Work reflects the mutually agreed delivery timeframe. If Customer desires to modify a Statement of Work, then Customer shall submit a written change order request to InPlay, which shall specify the requested modification in reasonable details. If InPlay accepts the modification, then the Parties shall each execute the change order. For purposes of clarification, in the change order is not executed by both Parties, then the original Statement of Work shall continue in full force and effect.
3. **Performance of Professional Services and Payment.** Professional Services will be performed during regular business hours (9am to 5pm Pacific Time, Monday thru Friday). InPlay shall provide an invoice for the Professional Services delivered and expenses incurred as provided on the applicable Statement of Work. InPlay's obligations and Customer's rights under this **Exhibit A** are conditioned upon Customer's timely payment of all Service Fees and other charges due to InPlay.
4. **Expenses.** Customer shall pay all expenses incurred by InPlay in performing Professional Services which are set forth on a Statement of Work. Customer shall make timely payment for each expense invoice within thirty (30) days of receipt.
5. **Additional Purchases.** At any time during the Term, Customer may purchase additional Professional Services by mutual agreement and in accordance with a Statement of Work.

* * *

EXHIBIT B

Service Level Agreement (SLA)

1. **Support Services.** InPlay shall provide Support Services with respect to the InPlay Software:
 - (a) Phone Support: 9:00am to 5:00pm Pacific Time Monday thru Friday.
 - (b) Email Support: 9:00am to 5:00pm Pacific Time Monday thru Friday.
 - (c) Software updates for products used by Customer under this Agreement.

2. **Expenses.** Customer shall pay all expenses incurred by InPlay in performing the Support Services as set forth on a Statement of Work.

* * *

EXHIBIT C

Student Data Privacy Agreement

The Student Data Privacy Agreement is executed separately by Customer and InPlay and incorporated herein by reference.

EXHIBIT D-1

Statement of Work

InPlay proposes the following services for Voices Academies for the 2026-27 school year.

Definitions:

OSCAR service: OSCAR is a mobile-device registration service that texts priority families identified by the Customer with local, age-appropriate educational and enriching programs. Families can read about the program and then sign up using a pre-filled registration form. Staff can track sign-ups and use integrated administrative tools to help families register if necessary.

Priority students: These are students that the Customer wishes to give priority registration because they are deemed “unduplicated” per LCFF funding guidelines or meet other stringent need-based characteristics.

Enrollment: Parents will be able to register for their program of choice based on availability and then automatically receive a confirmation that their child is enrolled in the program.

Data integration: InPlay will work with the Customer to access SIS data that is needed to prefill the universal registration form. The method of transferring the data file and type of data will be determined jointly with the Customer.

Enrollment data exports: When registration ends, InPlay will give program providers electronic datafiles of the student registration information for those who are enrolled in their program.

I. InPlay Responsibilities:

Service to parents

1. **Mobile Device registration.** Implement a text-based online registration system that allows families access real-time program inventory and register.
2. **Text invitations and reminders.** Provide automated text invitations to caregivers to register before the summer program begins, and then before program begins text a reminder with enrollment info (location, dates, times, etc.).
3. **Enable multi-program registrations.** Allow students to enroll in multiple programs and sessions provided that their schedules do not conflict.

4. **Offer local options.** For each student applicant, present a choice of academic or enrichment programs that are presented by order of proximity closest to school of attendance and grade-eligibility.
5. **Set the display order of program tiers.** The Customer will have the option of presetting the fixed order of the types of programs displayed to parents (i.e. list morning academic programs first, afternoon enrichment programs second, other enrichment programs last).
6. **Filter/restrict by school of attendance:** Programs choices can be filtered by student's school of attendance and grade level. Only programs associated with a student's school of attendance will be displayed in this fixed order section. Below the fixed order section, programs that are not assigned a fixed position will be listed by proximity to either the address of their home or school of attendance. Any other special filters/restrictions will be considered custom work and subject to additional fees.
7. **Contact in order of priority.** If requested, offer registration first to caregivers/guardians of priority "Unduplicated" students, and then open up remaining spots for general registration.
8. **Pre-fill forms.** Enable parents to review and update a pre-filled, consolidated registration and waiver form with Customer-provided SIS data.
9. **Confirm registration.** Upon registration submission, OSCAR will send parents text registration confirmations.
10. **Attendance reminder.** Parents will also receive one text reminder to attend with their corresponding program name(s) and schedule, and provider contact information.

Support for Customer Program Administrators

11. **Campaign Manager and advising services.** Customer will be assigned a Campaign Manager to oversee the OSCAR service implementation from start to finish. The Campaign Manager will share best practices, advise on campaign design, and ensure successful delivery. In addition, senior InPlay staff can assist with planning support to facilitate collaboration between Customer, city, and philanthropic stakeholders in the local expanded learning ecosystem.
12. **Admin Console.** Provide real-time dashboards to Customer-level administrators that track individual student enrollment status, enrollment levels of program and sites, and subsequent daily attendance levels. Site-level administrators will have authorized access only to their respective program's enrollment and attendance data dashboards and reports.
13. **Admin tools.** Provide tools to customize the campaign parameters, support family registration and changes, download reports, edit program listings.

14. **Program data collection form.** Provide an online form for Customer to capture program info and descriptions from Program Providers.
15. **Attendance tracking and reporting.** Provide multiple alternatives to take student attendance and collect the data necessary to comply with state reporting and audits. Offer attendance tracking at all Customer afterschool sites.
16. **Training and Support.** Provide administrators with two (2) training sessions and online help desk where they can submit support request tickets or look up answers in a knowledge library.
17. **Campaign outcome metrics.** After registration closes, InPlay will do analysis to provide Customer with key metrics on: enrollments by priority group and language preference, seats filled by program provider, and a parent satisfaction survey of the out-of-school time program.

Usage and care of student data

17. **SIS integration.** Download a single SIS export file or sync securely with the customer's SIS using application programming interfaces or other methods for regular updates of SIS data.
18. **Upload registration data.** Enable data exports of student registrations for uploading into the community partner databases.
19. **Data deletion.** Delete all personally identifiable student data no later than a date to be agreed-upon with the Expanded Learning Coordinator and stated in the governing data sharing agreement.

Legal compliance

20. **Data security and privacy.** Take reasonable security precautions and protections to comply with applicable Customer student privacy and data security requirements and any applicable state and federal laws governing student data to ensure that only persons authorized to view the data gain access to the data. The detailed legal obligations will be agreed to in a separate A4L National Student Data Privacy Agreement to be executed between InPlay and the Customer.
21. **Access.** Ensure that the communication and registration interface for parents:
 - a) Is accessible to and conforms with all applicable laws, including Section 508 of the Rehabilitation Act of 1973 (29 U.S.C. 794d), as amended, all other regulations promulgated under Title II of the Americans with Disabilities Act, and the accessibility standards of the Web Content Accessibility Guidelines ("WCAG") 2.0 AA to the extent

the registration system is public facing and/or generates web or electronic materials and/or information for Customer families.

- b) Is translated into the Customer's most commonly used home language. (Additional language translations available for an additional fee per language). The universal registration form and accompanying legal waivers will be translated and submitted to Customer for translator review and approval.

II. Customer Responsibilities

1. **Sign a data-sharing agreement.** Facilitate the signing or renewal of the A4L's National Student Data Privacy Agreement or similar data sharing agreement and in such case, ensure InPlay can gain reasonably sufficient access to the Customer's SIS data for the sole purpose of registering students for Customer-approved programs and otherwise performing under this contract.
2. **Post Terms of Service and Privacy policies on website.** Post FCC and CTIA compliant policies to enable InPlay to obtain timely mobile carrier approval to text families. InPlay will provide draft policy language and seek approval on a best-effort basis but cannot be held liable for service delays resulting from a prolonged approval process by the third party (Twilio or its partners).
3. **Prioritize Customer Students.** The Customer's research and evaluation department (or equivalent) will identify priority students and provide a database of students grouped by levels of priority for enrollment.
4. **SIS data syncs.** The Customer's IT Department will support InPlay to determine the best method to sync SIS data with OSCAR and then upload enrollment and attendance data to the Customer's preferred database.
5. **Announce advance open registration to staff and families.** Conduct a publicity campaign so that priority families will know to expect a text invitation to sign up for summer. These materials are electronic or hardcopy marketing collateral and do not include OSCAR's SMS text messages.
6. **Obtain permission to text parents.** Obtain sufficient prior consent from parents/guardians to enable InPlay to perform its obligations under this contract (including sending texts to the caregivers that the Customer instructs InPlay to send).
7. **Translations.** Review translated versions of the registration form, program descriptions, and legal waivers in the dominant home language(s) spoken by the Customer's families.

Project management

7. **Project timeline.** Work with InPlay to develop a project timeline for registering students.
8. **Coordination meetings.** Commit to and participate in regularly scheduled planning and coordination meetings with InPlay.
9. **Campaign configuration.** Jointly work with InPlay to set policies and parameters to recruit students by priority level, program availability by school of attendance, the registration duration, percentages to over-enroll and size of waitlist.
10. **Universal Registration Form.** Ensure timely delivery of the final approved registration form and legal waiver language, including all necessary translated versions.
11. **Program Provider form acceptance.** If the Customer contracts with third-party program providers, the Customer will need to obtain agreement from all Program Providers to use the fields in the Universal Registration Form and accept electronic Excel files of that registration data. Program provider legal waivers may be submitted for InPlay review only for exceptionally high-risk activities. Translation of these legal waivers will be the sole responsibility of the provider. InPlay reserves the right to amend the format with provider approval or exclude from the registration form entirely.
12. **Provider partner acceptance of Customer's privacy terms.** Obtain agreement from providers that they will adhere to the Customer's student data privacy and security terms in order to receive enrollment data from InPlay. (The language will be provided for InPlay to be included in the Customer's service contract with the Program Provider).
13. **Set up a family call center and share list of staff authorized to receive access.** Provide names, emails, and site assignments for all authorized Call Center support staff, Customer administrators, and Program Providers who should be granted access.
14. **Training.** Jointly plan and schedule two training sessions for designated Customer and Site/Program Provider administrative staff.
15. **Follow up directly with families.** Customer and/or Community Partner administrators will be solely responsible for using the admin tools to follow up directly with families to assist and complete their registration if needed, change program assignments, and manage waitlists.
16. **Approval to register for Program Providers.** By signing this contract, grant permission for InPlay to use Customer student data to register students for Customer-approved third-party out-of-school learning programs.
17. **Measure effectiveness.** If available, provide InPlay with the 2026 percent of priority students enrolled in programs and share any tracked 2026 operational outcomes that may include reductions in time, staffing, and financial savings.

Provide data on afterschool program site

18. **Collect program data for landing pages.** By the agreed-upon deadline, collect all relevant program information into an electronic form to be provided to InPlay.
19. **Editing/updating landing pages.** InPlay will take the program data and create the initial program landing pages. Site administrators will be responsible for receiving, approving, and relaying subsequent provider program edits and changes to InPlay.

III. Term

The term of this Agreement is from July 1, 2026 through June 30, 2027.

IV. Service Fee

The Service Fee includes the standard professional services and OSCAR software detailed above to meet the Customer's specific requests:

- Five Voices Academies campuses
- Approximately 1,700 enrolled students
- Four annual registration campaigns:
 - Fall Enrichment
 - Winter Enrichment
 - Spring Enrichment (including Spring Camp)
 - Summer Programs
- Translate all parent communication and registration materials (except legal waivers) into Spanish.
- Use of the integrated Attendance Tracker and reporting templates to support uploading into CALPADS.

Total: \$50,000 for the term of the Agreement.

Payment to be invoiced \$50,000 upon contract signing.

Coversheet

Approve Amendment to the 2026-2027 Employee Handbook

Section:	IV. Board Business: Discussion / Action Items
Item:	A. Approve Amendment to the 2026-2027 Employee Handbook
Purpose:	Vote
Submitted by:	
Related Material:	NEW DRAFT2026-2027 Voices Employee Handbook.pdf

DRAFT


Voices

College-Bound Language Academies

Employee Handbook

2026-2027

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 06/24/2026

DRAFT

ACKNOWLEDGMENT OF RECEIPT OF THE 2026-2027 EMPLOYEE HANDBOOK

PLEASE READ THE EMPLOYEE HANDBOOK AND SUBMIT AN ELECTRONIC SIGNED COPY OF THIS STATEMENT TO HUMAN RESOURCES WITHIN 5 DAYS OF STARTING EMPLOYMENT WITH VOICES OR WITHIN 5 DAYS OF YOUR RETURN TO THE NEW SCHOOL YEAR OR WITHIN 5 DAYS OF RECEIVING OF UPDATES TO THE EMPLOYEE HANDBOOK

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 School Leadership and/or Human Resources.

I understand that the statements contained in the Handbook are guidelines for employees concerning some of Voices' 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 Voices College-Bound Language Academies.

I understand that other than the Board of Directors of Voices College-Bound Language 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.

By signing below electronically, you acknowledge and agree that your electronic signature has the same legal effect and enforceability as a handwritten signature.

Employee's Legal name : _____ Date: _____

Employee's Signature: _____

A copy of this signed form will be retained in the employee's personnel file.

Approved 06/24/2026

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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" or "Voices Academies"), we would like to welcome you to our community of learners in pursuit of an excellent education for all students. 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 (PLC) driven by student learning and parents/guardians 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 and policies. 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**. 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 Voices, and it is intended for personal use and reference by employees of the School. Circulation of this Handbook outside of Voices 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 Voices 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

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 Act ("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 Network. 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 or Network 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 or Network 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.

Teaching Credentials and Licensure

Employees whose positions require a California Commission on Teacher Credentialing (CTC) credential, permit, authorization, or other professional license are responsible for maintaining all required credentials in a current and valid status throughout their employment. Employees must immediately notify Human Resources of any change in the status of their credential, permit, or license, including expiration, suspension, revocation, or any action that may affect their eligibility to perform the essential functions of their position. Failure to maintain required credentials or obtain required renewals may result in reassignment, unpaid leave, or disciplinary action, up to and including termination of employment, consistent with applicable law and organizational needs.

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’ students.

All employees of the Network are required to adhere to the following dress code unless given prior approval by the Principal or Supervisor:

- No Jeans (unless worn in a more formal manner i.e., with blazer, belt, and dress shoes) Jeans may not be ripped or torn in any manner.
- 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, muscle shirts, halter tops, exposed backs or midriffs, low cut tops and see-through garments are not permitted
- Open-toe shoes, flip-flops or backless shoes are not allowed at school sites. Business appropriate open-toe shoes may be worn at central office (El Zocalo) given children are not present.
- Slippers or house shoes are not appropriate at school sites or central office (El Zocalo) use.

- 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 or Supervisor.
- 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 result to disciplinary action up to and including termination

Prohibited Conduct

Voices 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 Voices. 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 Voices. The specification of this list of conduct in no way alters the at-will employment relationship the employee has with the Voices Network.

1. Release of confidential information without authorization
2. Recording the work time of another employee or allowing any other employee to record your work time, or falsifying any time card, either your own or another employee's
3. Possession of or reporting to work while under the influence of alcohol or illegal drugs and/or controlled substances
4. Theft or deliberate or careless damage or destruction of any company property, or the property of any employee or contractor
5. Intentional destruction of property
6. Damaging, defacing, unauthorized removal, destruction or theft of another employee's property, of School property or Voices central office property
7. Conviction of a felony or conviction of a misdemeanor making the employee unfit for the position
8. Engaging in sabotage or espionage (industrial or otherwise)
9. Falsification, fraud or omission of pertinent information when applying for a position
10. Any intentional act that endangers the safety, health or wellbeing of another individual
11. Horseplay, fighting or instigating a fight on Voices Academies premises or during Voices' authorized events.
12. Participating in practical jokes on company time or on company premises.
13. Any act of sufficient magnitude to cause disruption of work or gross discredit to the school
14. Unauthorized use or misuse of company equipment, time, materials or facilities as specified in company policies;
15. Misuse or unauthorized use of School property, equipment, facilities, materials or funds

16. Removing or borrowing company property without prior authorization.
17. Conducting personal business during business hours and/or unauthorized use of telephone lines for personal calls.
18. Gambling on School premises
19. Using or possession of firearms, weapons or explosives of any kind, while on Voices Academies premises or during Voices' authorized events.
20. Acts of discrimination or illegal harassment based on gender, ethnicity or any other basis protected by state or federal law
21. Unprofessional conduct
22. Failure to comply with the School's safety procedures
23. Insubordination, including but not limited to failure or refusal to obey the orders or instructions of a supervisor or member of management or proper authority. manager or proper authority.
24. Inefficient or careless performance of job responsibilities or inability to perform job duties satisfactorily; including deliberate restriction of output, carelessness or unnecessary wastes of time or material, neglect of job, duties or responsibilities.
25. 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.
26. Posting any notices on School premises or Voices offices without prior written approval of management, unless posting is on a School bulletin board designated for employee postings.
27. 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.
28. Tampering with or falsifying student record;
29. Use of profane, abusive or threatening language at any time on company premises;
30. Failure to follow any known policy or procedure of the School or gross negligence that results in a loss to the School or Network.
31. Violations of federal, state or local laws affecting Voices or your employment with the Voices
32. Violating company punctuality and attendance policies (neither absences protected by state or federal law nor protected paid sick time under California law count as violations of this policy;
33. Refusal to speak to supervisors or other employees.
34. Dishonesty, immoral or indecent conduct.
35. Violations of the Policy Prohibiting Discrimination, Harassment, and Retaliation.
36. Failure to report a job-related accident to the employee's manager or failure to take or follow prescribed tests, procedures or treatment.
37. Failing to obtain permission to leave work for any reason during normal working hours, not including rest and meal period;
38. Failure to keep a required license, certification or permit current and in good standing
39. 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
40. Unreported absence of any scheduled workdays
41. Unauthorized use of School equipment, materials, time or property
42. Working unauthorized overtime or refusing to work assigned overtime
43. Abuse of leave

- 44. Excessive absenteeism or tardiness, excused or unexcused.
- 45. Sleeping or malingering on the job
- 46. 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

Voices employees attending an event or function related to or sponsored by the Network are representing Voices. This includes social activities occurring outside of regular work hours that are affiliated with or related to the Network such as required staff retreats, conference attendance or events.

All employees are accordingly expected to conduct themselves appropriately in all respects during such activities. This includes refraining from inappropriate language, unprofessional behavior, excessive

consumption of alcohol, or engaging in any conduct that could reflect negatively on themselves or, by extension, Voices. Everyone is also expected to ensure that their conduct outside of work does not negatively impact, disrupt, or interfere with the Network's ability to operate effectively and productively.

The Voices Network expects all staff to comply with this policy moving forward. Non-compliance may result in disciplinary action, up to and including termination of employment.

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.
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 Act ("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.”

Internal Complaints

(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 (CalSTRS) for employees at FS, MH, and MP, and sponsors a 401(k) retirement plan for employees at WCC, ST, and eligible Team Z employees. Full-time employees are eligible to participate in the applicable retirement program in accordance with the plan's eligibility requirements. Voices Academies will make all required employer contributions under the applicable retirement plan.

For employees participating in the 401(k) plan, Voices Academies provides an employer matching contribution of up to 3% of eligible compensation, subject to the terms and conditions of the plan.

Voices Academies will also make the required employer contributions toward Social Security for employees who are not covered by CalSTRS.

Employees who participate in CalSTRS may also elect to contribute to the 401(k) plan. However, employee elective 401(k) contributions made by CalSTRS participants are not eligible for the 401(k) employer matching contribution. The employer match of up to 3% applies only to employees whose primary retirement benefit is the Voices 401(k) plan.

Payroll Information

Definition of Workday & Workweek

Workday: A workday is any consecutive 24-hour period that begins at the same time each calendar day.

Workweek: A workweek consists of 168 consecutive hours, or seven (7) consecutive 24-hour periods, beginning on the same calendar day and time each week.

Payroll Schedule

Non-Exempt Employees

Non-exempt employees are paid twice per month according to the following schedule:

Work Period	Payday
1st through 15th of the month	25th of the same month
16th through last day of the month	10th of the following month

Exempt Employees

Exempt employees are paid once per month on the 25th of the same month.

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.

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.

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.

Teacher Work Schedule

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 Paycom, and has been approved by their Supervisor. The Expense must include itemized information such as date, location, method of travel, expenses, and receipts for allowable expenses and submitted within the current fiscal year with the expectation to be submitted on a monthly basis . All employees are expected to be familiar with the Expense Reimbursements Policy.

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:

Holidays (11 for all staff and 12 for School-site Admin/Team Z)	
Friday, July 3, 2026	Independence Day (Admin and Team Z and full-time staff working summer school)
Monday, September 7, 2026	Labor Day (All staff)
Monday, October 12, 2026	Indigenous Peoples Day (All staff)
Monday, November 9, 2026	Veterans Day (All staff)
Nov. 26, 2026	Thanksgiving (All staff)
Dec. 25, 2026	Christmas Day (All staff)
Jan. 1, 2027	New Year's Day (All staff)
Jan. 18, 2027	Martin Luther King Jr Day (All staff)
Feb. 16, 2027	President's Day (All staff)
Monday, March 29, 2027	Farmworkers Day (All staff)
Monday, May 31, 2027	Memorial Day (All staff)
Saturday, June 19, 2027	Juneteenth (Admin/Team Z only)

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 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.

Floating Days

A floating day is a paid day off provided by "Voices" that does not fall under traditional leave categories such as statutory holidays, sick leave, or bereavement leave. Unlike fixed holidays, a floating day offers flexibility, allowing employees to choose when to take the day off based on personal needs, cultural observances, or other preferences. It is expected that Floating Days will be requested through the Paycom System as early as possible and at least 2 weeks in advance and must be approved by your direct manager.

All Voices employees will receive 24 hours of floating day time annually. These 24 hours do not roll over to the next school year and must be used within the current school year in which they are granted. If an employee terminates employment, any unused floating day hours will be paid out in their final paycheck.

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 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. All full-time employees working on a twelve (12) month schedule will receive an eighty (80) 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 seventy two (72) 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 sixty four (64) 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 requests by eligible employees must be for a minimum of one (1) hour. 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.

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 Voices Network 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, Family and Community Engagement Coordinators and Counselors.

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 forty (40) hours of paid vacation each school year as of July 1st. Instructional and non-exempt employees and employees working on a part-time basis (less than full-time) shall not receive vacation days.

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. Employees may not rollover vacation balances exceeding 160 hours as this is the vacation balance cap at the end of the year. Vacation balances may increase at the start of the new school year however employees are encouraged to use their vacation time to avoid exceeding the vacation balance cap allowed to rollover into the new school year which results in lost vacation hours.

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.

Blackout Days

As part of your continued employment, please be advised that the network observes designated *blackout days* throughout the school year. During these critical periods, time-off requests will not be approved except under extraordinary circumstances and with prior administrative approval. Your presence on these dates is essential to support school operations and student success.

Employees are expected to report to work on all designated Mandatory Attendance (Blackout) Days unless they are unable to work due to illness, injury, or another legally protected reason.

Because these dates are critical to school operations, employees who are absent on a Mandatory Attendance (Blackout) Day. HR will require employees to provide reasonable documentation verifying the reason for their absence, to the extent permitted by applicable law. When an absence is due to a medical reason, Voices may request documentation from a healthcare provider confirming that the employee was unable to work on the date(s) of the absence. Voices will not request information regarding an employee's diagnosis or other confidential medical information.

Requests for documentation will be made and administered consistently and in accordance with applicable federal, state, and local laws. Nothing in this policy is intended to interfere with or limit an employee's rights under applicable leave laws, including California Paid Sick Leave, the California Family Rights Act (CFRA), the Americans with Disabilities Act (ADA), or other applicable laws.

<u>Blackout Days 2026-2027</u>	
July 15-17	Voices Leadership Retreat
July 20-24	New Teacher training & School Leader prep and planning
July 27-31	All Teachers, AT's, Ed Specialists, SPED IA's Permanent Subs PD & Training
September 8	All Staff Development - Diagnostic Review & Planning
November 19 & 20	Parent Teacher Conferences (Does not apply to hourly staff or Team Z)
January 6-8, 2027	All staff development
March 11 & 12, 2027	Parent Teacher Conferences (Does not apply to hourly staff or Team Z)
April 19, 2027	All staff development day

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,

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 leave under the Family and Medical Leave Act ("FMLA") or the California Family Rights Act ("CFRA"), an employee must have been employed by the School for at least twelve (12) months and must have worked at least 1,250 hours during the twelve (12)-month period immediately preceding the commencement of the leave. In addition, for FMLA leave only, the employee must work at a location where the School employs at least fifty (50) employees within seventy-five (75) miles.

Events That May Entitle an Employee To FMLA /CFRA Leave

The twelve (12) week (or twenty-six (26) work weeks for care of covered military service member who is spouse, child, parent, or next of kin 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, the total amount of baby bonding leave available between the two employees combined shall be limited to a maximum of twelve (12) weeks in accordance with applicable law. The employees may divide the leave between themselves in any manner mutually agreed upon and approved by the School; however, leave entitlement may not exceed a combined total of twelve (12) weeks. Any unused portion of leave

by one employee may not be transferred, loaned, or otherwise assigned to the other employee beyond the combined twelve (12)-week maximum.

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 renders the employee unable to perform one or more of the essential functions of their position, except for disabilities caused by pregnancy, childbirth, or related medical conditions, which are addressed under the School's Pregnancy Disability Leave policy.
 - a. A "serious health condition" means an illness, injury, impairment, or physical or mental condition that involves either inpatient care or continuing treatment by a health care provider. Serious health conditions may include, among other things, conditions requiring an overnight stay in a hospital or residential medical care facility, periods of incapacity, chronic conditions, or conditions requiring multiple treatments.
 - b. For purposes of leave to care for a family member, "family member" shall have the meaning provided under applicable law, including eligible family relationships recognized under the California Family Rights Act ("CFRA").
 - c. "Inpatient care" means an overnight stay in a hospital, hospice, or residential health care facility, including any subsequent treatment related to such inpatient care.
 - d. "Incapacity" means the inability to work, attend school, or perform other regular daily activities due to a serious health condition, its treatment, or recovery.
 - e. "Continuing treatment" means ongoing treatment or supervision by a health care provider, including treatment for substance abuse where permitted by applicable law. Absence because of the employee's use of a substance, rather than for treatment, does not qualify for protected leave.
3. To care for a spouse, domestic partner, child, parent, or other qualifying family member with a serious health condition. For purposes of CFRA leave, a qualifying family member may also include a parent-in-law, grandparent, grandchild, sibling, or designated person with a serious health condition.
4. "For purposes of CFRA leave, a 'designated person' means any individual related by blood or any person whose association with the employee is the equivalent of a family relationship, as defined by applicable law. The School may limit an employee to one designated person per twelve (12)-month period for CFRA leave purposes, to the extent permitted by law.
5. Employees are limited to one (1) designated person per twelve (12) month period.
6. Employees who are eligible under the Family and Medical Leave Act (FMLA) may take up to twenty-six (26) workweeks of leave during a single twelve (12)-month period to care for a covered Armed Forces service member with a serious injury or illness. Eligible family members include the service member's spouse, son, daughter, parent, or next of kin. Military caregiver leave is part of the employee's total FMLA leave entitlement for the applicable twelve (12)-month period. The California Family Rights Act (CFRA) does not provide a separate military caregiver leave entitlement for caring for an injured or ill service member.
7. 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. Under the Family and Medical Leave Act (FMLA) and the California Family Rights Act (CFRA), eligible employees may take leave in one (1) continuous period or in multiple approved periods; however, the total leave entitlement may not exceed twelve (12) workweeks within a designated twelve (12)-month period for any qualifying reason or combination of qualifying reasons permitted under applicable law. "Twelve workweeks" means the equivalent of twelve (12) of the employee's normally scheduled workweeks. For example, for a full-time employee who regularly works five (5) eight-hour days per week, twelve (12) workweeks is equivalent to sixty (60) working and/or paid eight (8)-hour days.
2. In addition to the twelve (12) workweeks of leave available under the FMLA/CFRA, an eligible employee who is the spouse, son, daughter, parent, or next of kin of a covered servicemember may be entitled under the FMLA to up to twenty-six (26) workweeks of military caregiver leave during a single twelve (12)-month period to care for the servicemember with a serious injury or illness.
3. The twelve (12)-month period in which employees may take up to twelve (12) workweeks of FMLA/CFRA leave is measured on a rolling twelve (12)-month basis, measured backward from the date an employee uses 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 taking FMLA/CFRA leave due to the employee's own serious health condition may be required to use accrued paid sick leave during otherwise unpaid portions of the leave, to the extent permitted by applicable law. Employees may also elect to use accrued vacation or other available paid time off in accordance with School policy.

If an employee is receiving partial wage replacement benefits, such as State Disability Insurance ("SDI") or Paid Family Leave ("PFL") benefits, during FMLA/CFRA leave, the employee may elect, or the School and employee may agree, to supplement those benefits with available accrued paid leave, to the extent permitted 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, Paid Family Leave benefits, or State Disability Insurance benefits will not extend the duration of FMLA or CFRA leave. Accrual of paid sick leave, vacation, or other paid benefits during unpaid FMLA/CFRA leave will be governed by applicable law and the School's applicable leave and accrual policies. Employees do not accrue vacation, or paid sick leave during unpaid portions of FMLA/CFRA leave, except as otherwise required by applicable law.

Pregnancy Disability Leave

Effective January 1, 2027, eligible employees who are disabled by pregnancy, childbirth, miscarriage, termination of pregnancy, or a related medical condition may be eligible for up to fourteen (14) weeks of paid Pregnancy Disability Leave (PDL), in accordance with applicable California law. This paid leave is provided in addition to any other leave benefits for which the employee may be eligible and will be coordinated with any applicable state or employer-provided benefits, as permitted by law. Employees requesting Pregnancy Disability Leave may be required to provide medical certification supporting the need for leave. Upon conclusion of the leave, eligible employees will be reinstated in accordance with applicable law.

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.

If an employee is responsible for paying any portion of group health insurance premiums during FMLA/CFRA leave, the School will provide advance written notice regarding the terms and conditions for payment of such premiums.

To the extent permitted by law, the School may recover the employer-paid cost of health insurance premiums paid on behalf of an employee during FMLA/CFRA leave if both of the following occur:

- The employee fails to return to work following the expiration of the approved leave period. An employee will be deemed to have failed to return from leave if the employee returns to work for fewer than thirty (30) calendar days following the return from leave; and
- The employee's failure to return to work is for a reason other than the continuation, recurrence, or onset of a serious health condition that would otherwise entitle the employee to protected leave, or due to circumstances beyond the employee's control.
- 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 validity of a medical certification supporting an employee's leave request based on the employee's own serious health condition, the School may require the employee to obtain a second medical opinion from a health care provider designated or approved by the School, at the School's expense, to the extent permitted by applicable law.

If the second medical opinion differs from the original certification, the School and the employee will mutually select a third health care provider, whose opinion will be final and binding. The School will pay the cost of the third medical 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. Employees requesting FMLA/CFRA leave should complete a Request for Leave form and submit it to their supervisor or Human Resources. Employees requesting leave will be provided with a copy of the School's current FMLA/CFRA policy and any required notices.
2. When the need for leave is foreseeable, such as for the expected birth, adoption, or foster placement of a child or planned medical treatment for the employee or a qualifying family member, the employee should provide at least thirty (30) days' advance notice whenever practicable. If thirty (30) days' notice is not practicable, notice must be provided as soon as practicable under the circumstances. Failure to provide timely notice may result in delay of leave to the extent permitted by law.

3. Where practicable, employees are expected to make a reasonable effort to schedule planned medical treatment so as not to unduly disrupt School operations, subject to the approval of the applicable health care provider.
 4. FMLA/CFRA leave due to the employee's own serious health condition or the serious health condition of a qualifying family member may be taken intermittently or on a reduced work schedule when medically necessary, as certified by the applicable health care provider.
 5. Leave taken for the birth of a child or placement of a child for adoption or foster care may be taken intermittently in increments permitted by applicable law and subject to applicable scheduling requirements.
 6. If an employee requires foreseeable intermittent leave or a reduced work schedule based on planned medical treatment, the School may temporarily transfer the employee to an available alternative position for which the employee is qualified and that better accommodates recurring periods of leave, provided the position offers equivalent pay and benefits, to the extent permitted by law.
 7. The School will respond to requests for FMLA/CFRA leave as required by applicable law. If leave is designated as FMLA/CFRA leave, the School will notify the employee in writing and provide information regarding the employee's rights, obligations, and the consequences of failing to satisfy those obligations.
- Return to Work
 1. Upon timely return from approved FMLA/CFRA leave, an employee generally will be restored to the same or a comparable position with equivalent pay, benefits, and other terms and conditions of employment, unless the position has ceased to exist due to legitimate business reasons unrelated to the employee's leave.
 2. When FMLA/CFRA leave is approved, the School will provide the employee with written notice regarding reinstatement rights and any applicable limitations.
 3. Before an employee returns from FMLA leave taken for the employee's own serious health condition, the School may require the employee to provide a fitness-for-duty certification from the employee's health care provider stating that the employee is able to resume work and perform the essential functions of the position, with or without reasonable accommodation, to the extent permitted by applicable law.
 4. If an employee returns to work with medical restrictions or limitations, the School will engage in a timely, good-faith interactive process to determine whether a reasonable accommodation can be provided consistent with applicable law. The School will evaluate whether the employee can perform the essential functions of the position with or without reasonable accommodation and whether any accommodation would create an undue hardship or direct threat to health or safety.

If, after engaging in the interactive process, the School determines that no reasonable accommodation is available that would enable the employee to perform the essential functions

of the position consistent with applicable law, the School may consider separation of employment in accordance with applicable law.

Employment during Leave

Employees on approved leave, including FMLA/CFRA leave, remain subject to all applicable School policies, including policies regarding conflicts of interest and outside employment.

Employees may not engage in outside employment or other activities that are inconsistent with the stated purpose of the leave, that violate School policy, or that otherwise interfere with the employee's obligations to the School. The School reserves the right to investigate suspected misuse of leave and to take appropriate corrective action, up to and including discipline, in accordance with applicable law. .

Pregnancy Disability Leave of Absence

The School provides Pregnancy Disability Leave ("PDL") in accordance with California law. Employees who are disabled by pregnancy, childbirth, or a related medical condition may be entitled to take up to four (4) months of leave per pregnancy, as medically necessary.

- Employee Eligibility Criteria

An employee is eligible for Pregnancy Disability Leave if the employee is disabled by pregnancy, childbirth, or a related medical condition and provides appropriate medical certification when requested. Leave may be taken on a continuous or intermittent basis, as medically advisable.

- Events That May Entitle an Employee to Pregnancy Disability Leave

For purposes of this policy, "four months" means the number of days the employee would normally work within four calendar months. For a full-time employee who works forty (40) hours per week, four months is generally equal to 693 hours of leave entitlement.

Pregnancy Disability Leave may be used for, among other things:

- Prenatal care;
- Severe morning sickness;
- Doctor-ordered bed rest;
- Childbirth and recovery from childbirth; or
- Any medically recognized physical or mental condition related to pregnancy or childbirth that renders the employee unable to work or unable to perform one or more essential job functions without undue risk to the employee, the pregnancy, or others.

Duration of Pregnancy Disability Leave

Pregnancy Disability Leave runs concurrently with FMLA leave where applicable. However, CFRA leave for baby bonding generally does not run concurrently with Pregnancy Disability Leave and may be available following the conclusion of Pregnancy Disability Leave.

Employees on Pregnancy Disability Leave may use accrued paid sick leave during otherwise unpaid portions of leave. Employees may also elect to use accrued vacation or other available paid time off in accordance with School policy and applicable law. Receipt of sick leave pay, vacation pay, State Disability Insurance (“SDI”), or other wage replacement benefits will not extend the duration of Pregnancy Disability Leave.

During Pregnancy Disability Leave, the School will maintain group health insurance coverage under the same terms and conditions as if the employee had continued actively working, to the extent required by law. Employees remain responsible for payment of their portion of applicable insurance premiums.

Pay during Pregnancy Disability Leave

1. Employees generally do not accrue vacation or paid sick leave during unpaid portions of Pregnancy Disability Leave unless otherwise required by law or School policy.
2. At the conclusion of Pregnancy Disability Leave, an employee may be entitled to additional leave or other reasonable accommodation under applicable disability accommodation laws. The School will engage in a timely, good-faith interactive process to determine whether reasonable accommodation can be provided without undue hardship. The School is not required to provide indefinite leave as a reasonable accommodation.

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. The School may recover premiums paid on behalf of an employee during pregnancy disability leave if the employee fails to return from leave for reasons other than the continuation, recurrence, or onset of a serious health condition or other circumstances beyond the employee’s control, to the extent permitted by law.

Seniority

An employee on Pregnancy Disability Leave (“PDL”) remains an employee of the School during the leave, and the leave will not constitute a break in service for purposes of seniority to the extent provided by applicable law. Upon return from approved Pregnancy Disability Leave, an employee will be reinstated with the same seniority the employee had when the leave commenced.

Medical Certifications

1. An employee requesting Pregnancy Disability Leave may be required to provide medical certification from the employee’s health care provider on a form approved or provided by the School. Failure to provide the requested certification within fifteen (15) calendar days of the School’s request, absent extenuating circumstances, may result in delay of leave approval until the certification is provided.

2. Recertification may be required if additional leave is requested beyond the period originally certified by the employee's health care provider or as otherwise permitted by applicable law. Failure to provide required recertification may result in delay or denial of continuation of leave protections.

Requesting and Scheduling Pregnancy Disability Leave

1. Employees requesting Pregnancy Disability Leave should complete a Request for Leave form and submit it to their supervisor or Human Resources. Employees requesting leave will be provided with a copy of the School's current Pregnancy Disability Leave policy and any required notices.
2. Employees should provide at least thirty (30) days' advance notice of the need for leave when the need is foreseeable. If thirty (30) days' notice is not practicable, notice should be provided as soon as practicable under the circumstances.
3. Where practicable, employees are expected to make a reasonable effort to schedule planned medical treatment so as not to unduly disrupt School operations, subject to the approval of the employee's health care provider.
4. Pregnancy Disability Leave may be taken intermittently or on a reduced work schedule when medically advisable, as determined by the employee's health care provider.
5. If an employee requires foreseeable intermittent leave or a reduced work schedule based on planned medical treatment, the School may temporarily transfer the employee to an available alternative position for which the employee is qualified and that better accommodates recurring periods of leave, provided the position offers equivalent pay and benefits, to the extent permitted by law.
6. The School will respond to requests for Pregnancy Disability Leave as required by applicable law. If leave is designated as Pregnancy Disability Leave, the School will notify the employee in writing regarding the employee's rights, responsibilities, and the terms and conditions of the leave.

Return to Work

1. Upon timely return from approved Pregnancy Disability Leave, an employee will generally be reinstated to the same position the employee held prior to the leave. However, an employee has no greater right to reinstatement than if the employee had been continuously employed during the leave period. If the same position is no longer available for legitimate business reasons unrelated to the leave, the employee will be reinstated to a comparable position, unless no comparable position is available to which the employee is qualified and entitled.
 - a. A "comparable position" is one that involves substantially similar duties and responsibilities and is virtually identical in terms of pay, benefits, shift, schedule, working conditions, and status.
 - b. If no comparable position is available on the employee's scheduled return date, the School will take reasonable steps to notify the employee of any comparable position that becomes available for up to sixty (60) calendar days following the employee's scheduled return date, to the extent required by applicable law.

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 Pregnancy Disability Leave is approved, the School will provide the employee with written notice regarding reinstatement rights and any applicable limitations.
3. Before returning from Pregnancy Disability Leave taken for the employee’s own medical condition, the School may require the employee to provide a fitness-for-duty certification from the employee’s health care provider stating that the employee is able to resume work and perform the essential functions of the position, with or without reasonable accommodation, to the extent permitted by applicable law.
4. If an employee returns to work with medical restrictions or limitations, the School will engage in a timely, good-faith interactive process to determine whether a reasonable accommodation can be provided consistent with applicable law. The School will evaluate whether the employee can perform the essential functions of the position with or without reasonable accommodation and whether any accommodation would create an undue hardship or direct threat to health or safety.

If, after engaging in the interactive process, the School determines that no reasonable accommodation is available that would enable the employee to perform the essential functions of the position consistent with applicable law, the School may consider separation of employment in accordance with applicable law.

Employment during Leave

Employees on approved Pregnancy Disability Leave remain subject to all applicable School policies, including policies regarding conflicts of interest and outside employment.

Employees may not engage in outside employment or activities that are inconsistent with the stated purpose of the leave, violate School policy, conflict with applicable medical restrictions, or otherwise interfere with the employee’s obligations to the School. The School reserves the right to investigate suspected misuse of leave and to take appropriate corrective action, up to and including discipline, in accordance with applicable law.

Industrial Injury Leave (Workers’ Compensation)

The School provides workers’ compensation insurance coverage in accordance with California law for employees who sustain work-related injuries or illnesses.

Workers’ compensation benefits may include:

- Medical treatment;
- Temporary disability benefits to help replace lost wages;
- Permanent disability benefits, when applicable; and

- Supplemental job displacement or return-to-work benefits, when applicable under law.

Employees who sustain a work-related injury or illness should:

- Immediately report the injury or illness to their supervisor and Human Resources;
- Seek appropriate medical treatment;
- Complete and return a Workers' Compensation Claim Form (DWC-1) as requested; and
- Provide medical certification or work status reports regarding any work restrictions, need for leave, and ability to return to work.

The School's first priority following any workplace injury is to ensure that the employee receives prompt and appropriate medical care. Medical treatment for work-related injuries will be coordinated in accordance with applicable workers' compensation laws and the School's designated medical provider network ("MPN"), if applicable.

- In the event of a medical emergency, employees should seek immediate emergency medical treatment or call emergency services. Emergency medical providers and emergency facilities will be considered approved providers for emergency treatment purposes.
- Employees are expected to report workplace injuries as soon as practicable. Failure to timely report an injury may delay workers' compensation benefits as permitted by law.
- Employees returning to work following a work-related injury may be required to provide a fitness-for-duty certification or work status release from the treating health care provider identifying any work restrictions or limitations.

If an employee is able to return to work with restrictions, the School will engage in a timely, good-faith interactive process to determine whether reasonable accommodation or transitional work can be provided consistent with applicable law.

- The School reserves the right to require post-accident drug and/or alcohol testing where permitted by applicable law, including where there is reasonable suspicion that drug or alcohol use may have contributed to a workplace accident or where testing is otherwise authorized by law.

Military and Military Spousal Leave of Absence

The School provides military leave and reemployment rights in accordance with the Uniformed Services Employment and Reemployment Rights Act ("USERRA") and applicable California law.

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 left part-time employment, the 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. 0

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.

School Appearance and Activities Leave

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.

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.

Personal Leave

Discretionary Personal Leave of Absence: Employees who have completed their introductory period may request an unpaid personal leave of absence for reasons not otherwise covered by federal, state, or local leave laws or other Company leave policies. Personal leave is granted solely at the discretion of Voices College-Bound Language Academies based on business needs, operational considerations, and the employee's individual circumstances. Requests should be submitted in writing to Human Resources at least thirty (30) calendar days in advance whenever practicable and must include the requested dates and general reason for the leave. Approved personal leaves are generally limited to up to thirty (30) calendar days unless an extension is approved in writing. Personal leave is not job-protected, and reinstatement to the same or any position is not guaranteed. If the reason for the leave may qualify under applicable laws, including the California Family Rights Act (CFRA), the Family and Medical Leave Act (FMLA), the Americans with Disabilities Act (ADA), the California Fair Employment and Housing Act (FEHA), or other protected leave laws, the request will be evaluated under the applicable legal requirements.

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.

Reporting an Injury

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;
- 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? _____

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.

Signature of Complainant

Date: _____

Print Name

Received by: _____

Date: _____

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: _____