Mission: Voices College-Bound Language Academies will prepare all students for the challenges of higher education through the context of an academically rigorous dual-language program. In addition, we will ensure students demonstrate high academic achievement and apply critical thinking skills while making sense of their role within their own culture and the greater society.
I. Welcome to Voices College-Bound Language Academies

Welcome Statement!
On behalf of the School Principal, faculty, 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 children. This is a school 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, 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 online at our website.

As part of their responsibility, students and parents 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
- At any school-sponsored function or activity
- While riding on the bus

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. We anticipate our success will only flourish as we grow! 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 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 who choose them and the public that funds them.
II. School Information and Procedures

School Hours
Voices College-Bound Language Academies are in session from 8:00 a.m. – 4:00 p.m. everyday unless otherwise noted. Minimum day schedules are from 8:00-12:30. 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.

<table>
<thead>
<tr>
<th>Voices Mount. Pleasant</th>
<th>Voices Franklin McKinley</th>
<th>Voices West Contra Costa</th>
<th>Voices Stockton</th>
</tr>
</thead>
<tbody>
<tr>
<td>14271 Story Rd., San Jose, CA 95127 (408) 571-6404</td>
<td>715 Hellyer Ave, San Jose, CA 95111 (408) 361-1960</td>
<td>201 28th St, Richmond, CA 94804 (510) 480-0540</td>
<td>321 E Weber Ave, Stockton, CA 95202 (209) 941-1130</td>
</tr>
<tr>
<td>Voices Morgan Hill at Advent 16870 Murphy Ave, Morgan Hill, CA 95037 (408) 791-1700</td>
<td>Voices Morgan Hill at Peak 17720 Peak Ave, Morgan Hill, CA 95037 (408) 791-1700</td>
<td>Voices Morgan Hill at Morgan Hill Community and Cultural Center 17000 Monterey Road, Morgan Hill, CA 95037 (408) 791-1700</td>
<td></td>
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Class Placement
At the beginning of each school year, students are assigned classes. These assignments remain tentative until enrollment stabilizes; a process that often takes many weeks. The school will not consider specific requests for placements due to class size constraints and the need to balance classes.

Arrival
It is encouraged that students arrive no earlier than 7:45 AM if they are not participating in our breakfast program. Students can not arrive at school any earlier because there will be no supervision unless they are eating breakfast at 7:30 AM. During fair weather there is an outdoor lineup for all grades in front of their classroom. During bad weather such as moderate to heavy rain or extremely cold days (below 50 degrees), the doors will be open at 7:45 and early arrivals to school must go directly to their class or the office. Please make sure that your child enters the school safely and that he or she is supervised as he/she is 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.

Dismissal
The regular instructional day ends at 4:00 P.M. Students must be picked up promptly at 4:00. At dismissal time, TK & Kindergarten students must be picked up by an adult authorized by the parent to pick up the child. If the TK or Kindergarten child is walking home without the direct supervision of an adult, the school must have written parental authorization to release the child to go home in this way. All other students are released independently unless prior arrangements have been made. Please pick-up your child on time or arrange for an alternate person
to pick them up in case of weather, traffic, personal or work-related events, or other emergency. Any students in grades TK through 2nd not picked up by 4:15 PM:

● Will wait in the office where a parent/guardian must physically come inside to retrieve.
● If a child accumulates 2 late pick ups the parent will receive a warning letter from the school. The letter will remind parents/guardians of their responsibility for picking up their child in a timely manner.
● If a child accumulates 3 late pick ups, the parent/guardian will be required to attend an administrative team meeting and complete a contract aimed at supporting the improvement of the pick up performance.
● If after the initial administrative meeting, the parent/guardian does not pick up their child by 5:00, the School will call the Police Department or Child Protective Services/Department of Social Services to come pick up the child.

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 his or her new school environment. At the same time, we need you to recognize that the best thing for your child is for you to leave the school and allow the classroom teacher and other students to participate in the inclusion process. On the first day of school, you will be expected to leave your child in the care of the teacher and the school. While some students may cry, teachers are accustomed to dealing with students in this situation and will settle, comfort, and distract your child. Only with the Principal’s approval, and under extenuating circumstances, will parents be allowed to stay at school during the first days or weeks of school.

Emergency Release from School
In case of an emergency, your child will only be released into the custody of those people who you have previously identified on the 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 the school notifying the school of this person’s identity; proof of identification will be required. The school reserves the right to call the parents 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 instructional time and it disrupts the class. Unexcused early pick-ups of 30 minutes or more will be considered in determining whether the child is truant. The School will not pull out students from class early to wait in the office for an early pick up.

Meal Program
We provide a daily breakfast and lunch. You are required to fill out a school lunch application at the beginning of each school year. You will be notified if your child is qualified for free, reduced or full price lunch. You may make payments in the Voices’ office with cash or check, or online (www.mymealtime.com) with a credit card. You will be asked to send your child with a bag lunch if you are in arrears in the amount of $10.00 or more. The Unpaid Meal Charges Policy will be included with the meal application or a copy can be obtained at the school office.

At your option, your child may choose to bring his/her 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. Per School Policy- No parents or siblings will be allowed in the cafeteria. Please drop off your child’s meal at the office.

Revised 07.2022
Visiting the School

Parents are encouraged to visit the school. In order to ensure safety, we ask that when you visit the school, 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.** It is important that the Visitor policy is followed for the safety of all students. The Charter School Principal or his or her designee shall post at every entrance a notice setting forth, visitor registration location and requirements.

Voices endeavors to create a safe environment for students and staff. Accordingly, visits during regular school days must be conducted in the manner set forth below:

1. Visits during school hours should first be arranged with the Principal or designee, preferably at least three (3) days in advance. If a conference is desired, an appointment should be set with the teacher during non-instructional time, at least three (3) days in advance. Visitors seeking to visit a classroom during school hours must first obtain the written approval of the Principal or designee.

2. All visitors shall register with the front office immediately upon entering any school building or grounds during regular school hours. When registering, the visitor is required to provide his/her 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. The Principal or designee may refuse to register a visitor if he or she has a reasonable basis for concluding that the visitor’s presence or conduct would:
   a. Disrupt Voices’ operations, its students, its teachers, or its other employees;
   b. Result in damage to Voices property (or the property of Voices staff and/or students); or
   c. Result in the distribution or use of unlawful or controlled substances.

4. The Principal or designee may withdraw consent to be on campus whenever there is reasonable basis, in the judgment of the Principal or designee, for concluding that the visitor’s presence on school grounds would: disrupt or is disrupting Voices’ operations, its students, its teachers, or its employees; endanger Voices property (or the property of Voices staff and/or students); or result in the distribution or use of unlawful or controlled substances.

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.

6. The Principal or designee may seek the assistance of the police (when appropriate) in dealing with or reporting any visitor in violation of this policy.

7. Visitors may not use electronic listening or recording devices in a classroom without prior written approval by the Principal or designee.
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. Students who destroy school property in any manner will be responsible for replacing the property. Any willful destruction of school property compromises the safety and security of the school community and violates the essence of the Guiding Principles. Parents must replace damaged or lost books or other school property, including technology.

Backpacks

VOICES students in grades Transitional Kinder (TK) - Fifth (5th) grade are not permitted to bring backpacks to school. However, a Voices bookbag could be purchased at the main office, if desired. Voices students in grades Sixth (6th) - Eight (8th) grade are permitted to bring a solid black backpack to carry their textbooks or a Voices bookbag may be purchased at the main office. Voices’ bookbags vary in price. Searches of student backpacks may occur per the discretion of the school.

Lost and Found

Found items belong to someone else and should not be taken by the person who found the item. Any items found at the school site should be taken to the lost and found bin. The lost and found will be cleaned out regularly. Items 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.

Non-School Property

Personal property not related to the school’s programs should not be brought to school. If you insist that your child bring a cell phone to school, it must be checked in the office upon arrival and picked up after dismissal each day. The school is not responsible or liable for any lost or stolen cell phones. Toys, balls, iPods, or electronic games, cell phones, etc. will be confiscated and returned to the child’s parent at the end of the school day or another appropriate time if they are brought to school. Items may be held until the end of the school year if a student repeatedly brings an unauthorized item to school.

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 are required to attend school and shall engage in appropriate academic/educational activities.

Any trip requires a separate permission slip. Permission received by telephone is not permitted. If a student does not have written permission, he/she 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.

Safety of all children is a primary concern 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 outdoor 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. Siblings are not permitted on the bus transporting students.

Classroom Computers/Internet Access
Computers, 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 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 her 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 which requires the student to state that he or she is eighteen years of age or older as a condition of accessing the site.
11. Use the Internet to buy or sell, or attempt to buy or sell, any service or product unless authorized by Voices in writing.
12. Make any statement or post any communication on the Internet about another person that he or she knows or suspects to be untrue.

Computer equipment, 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 acknowledges that email and records of Internet activities will be accessed 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.

A violation of Voices’ Internet Policy can result in a loss of all Internet access and email privileges. If a student violates Voices’ Internet Policy, or in any other way uses Voices equipment in a manner that is not consistent with educational use, the student will be promptly notified that he or she has violated the Policy. The student will be given the opportunity to explain why Voices should deem the activity in question a use consistent with the educational purposes stated in Voices’ Internet Policy. If Voices deems that the use is inconsistent with the educational purposes stated in Voices’ Internet Policy, Voices may terminate the student’s Internet and email privileges. However, because one of the educational purposes in providing Internet access is to teach students to use the internet appropriately, 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 Internet Use Agreement must be on file before a child may explore the internet.

Family Involvement

Parents have the opportunity and are encouraged to volunteer in a variety of ways. Any regular volunteer, as determined by the principal, that works with children must have a TB test and fingerprint check. The following are some examples of possible parent involvement opportunities:

- Classroom, office, cafeteria, yard supervision, tutoring
- Committees
- VPAC (FS)
- Board Member
- Parent Workshops: Parent workshops are provided at Voices depending on the family's needs. Some topics may include reading, writing, immigration, parenting, nutrition, housing, and domestic violence, academic standards, and the road to college.

Gathering and Handling Student and Family Information Policy

Collecting and Retaining Student Information

The Chief Executive Officer shall maintain in writing the Voices College-Bound Language Academies policies and procedures for gathering and handling sensitive student information, and appropriate personnel shall receive training regarding those policies and procedures.

If Voices College-Bound Language Academies possesses information that could indicate immigration status, citizenship status, or national origin information, Voices College-Bound Language Academies shall not use the acquired information to discriminate against any students or families or bar children from enrolling in or attending school.

If parents or guardians choose not to provide information that could indicate their or their children’s immigration status, citizenship status, or national origin information, Voices College-Bound Language Academies shall not use such actions as a basis to discriminate against any students or families or bar children from enrolling or attending school.

Voices College-Bound Language Academies shall not allow school resources or data to be used to create a registry based on race, gender, sexual orientation, religion, ethnicity, or national origin.

Inquire Regarding Immigration Status, Citizenship Status, and National Origin Information

Voices College-Bound Language Academies personnel shall not inquire specifically about a student’s citizenship or immigration status or the citizenship or immigration status of a student’s parents or guardians; nor shall personnel seek or require, to the exclusion of other permissible documentation or information, documentation or information that may indicate a student’s immigration status, such as a green card, voter registration, a passport, or citizenship papers.
Where any law contemplates submission of national origin related information to satisfy the requirements of a special program, Voices College-Bound Language Academies personnel shall solicit that documentation or information separately from the school enrollment process.

Where permitted by law, the Chief Academic Officer of the Voices College-Bound Language Academies shall enumerate alternative means to establish residency, age, or other eligibility criteria for enrollment or programs, and those alternative means shall include among them documentation or information that are available to persons regardless of immigration status, citizenship status, or national origin, and that do not reveal information related to citizenship or immigration status.

Where residency, age, and other eligibility criteria for purposes of enrollment or any program may be established by alternative documents or information permitted by law or this policy, Voices College-Bound Language Academies procedures and forms shall describe to the applicant, and accommodate, all alternatives specified in law and all alternatives authorized under this policy.

Inquiries About Social Security Numbers or Cards
Voices College-Bound Language Academies shall not solicit or collect entire Social Security numbers or cards.

Voices College-Bound Language Academies shall solicit and collect the last four digits of an adult household member’s Social Security number only if required to establish eligibility for federal benefit programs.

When collecting the last four digits of an adult household member’s Social Security number to establish eligibility for a federal benefit program, Voices College-Bound Language Academies shall explain the limited purpose for which this information is collected, and clarify that a failure to provide this information will not bar the student from enrolling in or attending the school.

Voices College-Bound Language Academies shall treat all students equitably in the receipt of all school services, including, but not limited to, the gathering of student and family information for the free and reduced lunch program, transportation and educational instruction.

Educational Records and Student Information

Education Record
An education record is any information recorded in any way, including, but not limited to, handwriting, print, computer, media, video or audio tape, film, microfilm, and microfiche containing information directly relating to a student that is maintained by the School or a party acting for the School. Such information includes but is not limited to:

1. Date and place of birth; parent and/or guardian’s address, mother’s maiden name, and where the parties may be contacted for emergency purposes.
2. Grades, test scores, courses taken, academic specializations and school activities;
3. Special education records;
4. Disciplinary records;
5. Medical and health records;
6. Attendance records and records of past schools attended;
7. Personal information such as, but not limited to, the name of a student’s parent or other family member, student identification numbers, social security numbers, photographs, biometric record, or any other type of information that aids in identification of a student.

An education record does not include any of the following:

1. Records of instructional, supervisory, and administrative personnel and educational personnel ancillary thereto which are in the sole possession of the maker thereof and
which are not accessible or revealed to any other person except a substitute;

2. In the case of a person who is employed by Voices but who is not in attendance at such agency or institution, records made and maintained in the normal course of business, relate exclusively to the individual in that individual's capacity as an employee; and are not available for use for any other purpose;

3. Records on a student who is 18 years of age or older, or is attending an institution of postsecondary education, that are: a) made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in his or her professional capacity or assisting in a paraprofessional capacity; b) made, maintained, or used only in connection with treatment of the student; and c) disclosed only to individuals providing the treatment. For the purpose of this definition, "treatment" does not include remedial educational activities or activities that are part of the program of instruction at Voices; or

4. Records created or received by Voices after an individual is no longer a student at Voices.

5. Grades on peer-graded papers before they are collected and recorded by a teacher.

**Personally Identifiable Information**

Personally identifiable information ("PII") is information about a student that is contained in his or her education records that cannot be disclosed without compliance with the requirements of FERPA. PII includes, but is not limited to: a students name; the name of a student's parent or other family member; the address of a student or student’s family; a personal identifier, such as the students Social Security number, student number or biometric record; other indirect identifiers, such as the student’s date of birth, place of birth, and mother’s maiden name; other information that, alone or in combination, linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty; or information requested by a person who Voices reasonably believes knows the identity of the student to whom the education record relates.

**Directory Information**

Voices may disclose the PII that it has designated as directory information, consistent with the terms of the School’s annual notice provided pursuant to the Family Educational Rights and Privacy Act of 2001 (20 U.S.C. § 1232g) (“FERPA”).

“Directory information,” which is defined as set forth below, may be released to requestors in limited circumstances by Charter School, without additional notice to you, unless you timely “opt out” of such disclosures, in writing.

State and federal law allow directory information to be disclosed to any requestors, except those who intend to use the information for commercial purposes. However, this school’s policy is to not release directory information to any requestor, for any purpose, without specific prior parent/guardian consent in each situation, EXCEPT we will release such information to requestors that engage in political advocacy, lobbying, or information dissemination related to California charter schools.

Voices has designated the following information as directory information:

- 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
- Date of birth
Major field of study  
Participation in officially recognized activities and sports  
Weight and height of members of athletic teams  
Dates of attendance  
Degrees, honors, and awards received  
Goals attained  
The most recent previous 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.)

**Parent**  
*Parent means a parent of a student and includes a natural parent, a guardian, or an individual acting as a parent in the absence of a parent or a guardian.*

**Eligible Student**  
*Eligible student means a student who has reached eighteen (18) years of age.*

**School Official**  
A school official is a person employed by Voices 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 Board of Directors of Voices. A school official also may include a volunteer or an independent contractor outside of the School who performs an institutional service or function for which Voices would otherwise use its own employees and who is under the direct control of Voices with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks.

**Legitimate Educational Interest**  
A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

**Disclosure of Directory Information**  
At the beginning of each year, Voices shall provide parents and eligible students with a notice containing the following information: 1) The type of personally identifiable information it designates as directory information; 2) The parent’s or eligible student’s right to request that Voices not release “directory information” without first obtaining prior written consent from the parent or eligible student; and 3) The period of time within which a parent or eligible student may notify Voices in writing of the categories of “directory information” that it may not disclose without the parent or eligible student’s prior written consent. The notice shall be in the form of a letter or shall be printed in the Voices newsletter or handbook.

**Annual Notification to Parents and Eligible Students**  
At the beginning of each school year, in addition to the notice required for directory information, the School shall provide parents and eligible students with a notice of their rights under FERPA. The notice shall inform the parents and eligible students that they have the right to:

- Inspect and review the student’s education records;
- Seek amendment of the student’s education records that the parent or eligible student believes to be inaccurate, misleading or otherwise in violation of the student’s privacy rights;
- Consent to disclosures of personally identifiable information contained in the student’s education records.
records, except to the extent that FERPA and the Code of Federal Regulations authorize disclosure without prior written consent; and
➢ File with the Department of Education a complaint concerning alleged failures by the School to comply with the requirements of FERPA and its promulgated regulations.
➢ Request that the School not release student names, addresses and telephone listings to military recruiters or institutions of higher education without prior written parental consent.

The notice must also include the following:
➢ The procedure for exercising the right to inspect and review educational records;
➢ The procedure for requesting amendment of records;
➢ A statement that the School forwards education records to other agencies or institutions that have requested the records and in which the student seeks or intends to enroll.
➢ The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest as defined by federal regulations.

Parental and Eligible Student Rights Relating to Education Records
Parents and eligible students have the right to review the student’s education records. In order to do so, parents and eligible students shall submit a request to review education records in writing to the Principal. Within five (5) business days, the School shall comply with the request.

Copies of Education Records
The School will provide copies of requested documents within five (5) business days of a request for copies. The School may charge reasonable fees for copies it provides to parents or eligible students. The charge will not include a fee to search for or to retrieve the education records.

Request for Amendment to Education Records
If upon inspection and review, a parent or eligible student discovers any information or notation that is inaccurate, misleading, in violation of the student’s right of privacy, is an unsubstantiated personal conclusion of inference, is a conclusion or inference outside the observer’s area of competence, or is not based on the personal observation of a named person with the time and place of the observation noted, he or she may request, in writing, that the Executive Director correct or remove the record. The School will respond within thirty (30) days of the receipt of the request to amend. The School’s response will be in writing and if the request for amendment is denied, the School will set forth the reason for the denial and inform the parent or eligible student of his or her right to a hearing challenging the content of the education record.

If the Executive Director sustains any or all of the allegations, he or she must order the correction or the removal and destruction of the information. The Executive Director or designee must then inform the parent or eligible student of the amendment in writing. However, the Executive Director shall not order a pupil’s grade to be changed, unless the teacher who determined the grade is, to the extent practicable, given an opportunity to state orally, in writing, or both, the reasons for which the grade was given and is, to the extent practicable, included in all discussions relating to the changing of the grade.

Hearing to Challenge Education Record
If Voices denies a parent or eligible student’s request to amend an education record, the parent or eligible student may request in writing that he/she be given the opportunity for a hearing to challenge the content of the student’s education records on the grounds that the information contained in the education records is inaccurate, misleading or in violation of the privacy rights of the student.

The Executive Director may convene a hearing panel to assist in making determinations regarding educational
record challenges provided that the parent has given written consent to release information from the pupil’s records to the members of the panel convened. The hearing panel shall consist of the following persons:

1) The Principal of a public school other than the public school at which the record is on file;
2) A certificated employee; and
3) A parent appointed by the Executive Director.

The hearing to challenge the education record shall be held within thirty (30) days of the date of the request for a hearing, notice of the date, time and place of the hearing will be sent by the School to the parent or eligible student no later than twenty (20) days before the hearing.

The hearing will be conducted by the Executive Director or designee, who shall not be required to use formal rules of evidence or procedure. The parent or eligible student will be given a full and fair opportunity to present evidence relevant to the issues relating to the challenge to the education record. The parent or eligible student may also, at his/her own expense, be assisted or represented by one or more individuals of his/her choice, including an attorney. The Executive Director or designee’s decision will be based solely on the evidence presented at the hearing and is final. Within thirty (30) days of the conclusion of the hearing, the School’s decision regarding the challenge will be made in writing and will include a summary of the evidence and the reasons for the decision.

If, as a result of the hearing, the School decides that the information is inaccurate, misleading or otherwise in violation of the privacy rights of the student, it will amend the record accordingly and inform the parent or eligible student of the amendment in writing.

If, as a result of the hearing, Voices decides that the information in the education record is not inaccurate, misleading or otherwise in violation of the privacy rights of the student, it shall inform the parent or eligible student of the right to place a statement in the record commenting on the contested information in the record or stating why he/she disagrees with the decision of the School, or both. If the School places a statement by the parent or eligible student in the education records of a student, it will maintain the statement with the contested part of the record for as long as the record is maintained and disclose the statement whenever it discloses the portion of the record to which the statement relates.

**Disclosure of Education Records and Directory Information**
Voices must have a signed and dated written permission from the parent before releasing any non-directory information from a student’s education record with the exceptions listed below. The written permission must specify the records that may be disclosed, the purpose of the disclosure and the party or class of parties to whom the disclosure may be made. When disclosure is made pursuant to written permission, the parent or eligible student may request a copy of the disclosed records. Signed and dated written consent may include a record and signature in electronic form if it identifies and authenticates a particular person as the source of the electronic consent and indicates such person’s approval of the information contained in the electronic consent.

The School will only disclose personally identifiable information on the condition that the receiving party not disclose the information to any party without the prior written consent of the parent or eligible student and that the receiving party use it for the purposes for which the disclosure was made. This restriction does not apply to disclosures that fall within the disclosure exceptions listed below and Voices must maintain the appropriate records, as described below. Except for disclosures pursuant to a judicial order or lawfully issued subpoena, of directory information or to parents or eligible students, the School will inform a receiving party of the requirement that the party not disclose the information to any other party without the prior written consent of the parent or eligible student and that the receiving party use it for the purpose for which the disclosure was made.

The School may disclose education records, without prior written consent of the parent or eligible student, to the
The following parties (this list may be supplemented or changed should it be necessary to ensure compliance with applicable law):

a. School officials who have a legitimate educational interest as defined by 34 C.F.R. Part 99;
b. Other schools to which a student seeks or intends to enroll or where the student is already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer. Voices will make a reasonable attempt to notify the parent or eligible student of the request for records at his/her 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 hearing pursuant to Section (IV)(3), above;
c. Certain government officials listed in 20 U.S.C. § 1232g(b)(1) in order to carry out lawful functions;
d. Appropriate parties in connection with a student’s application for, or receipt of, financial aid to a student if it is necessary to determine eligibility, amount of aid, conditions for aid or enforcing the terms and conditions of the aid;
e. Organizations conducting certain studies for the School in accordance with 20 U.S.C. § 1232g(b)(1)(F);
f. Accrediting organizations in order to carry out their accrediting functions;
g. Parents of a dependent student as defined in section 152 of the Internal Revenue Code of 1986;
h. 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 efforts 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;
i. Persons who need to know in cases of a health or safety emergency;
j. State and local authorities, within a juvenile justice system, pursuant to specific State law;
k. A victim of an alleged perpetrator of a crime of violence or non-forcible sex offense. The disclosure may only include final results of the disciplinary proceedings conducted by Voices with respect to that alleged crime or offense. The School may disclose the final results of the disciplinary proceeding regardless of whether Voices concluded a violation was committed.

Record Keeping Requirements

Voices will maintain a record of each request for access to and each disclosure of personally identifiable information from the education records of each student for as long as the records are maintained. For each request, the record must include the following information: the parties who have requested or received the information and the legitimate interests the parties had in requesting or obtaining the information.

For disclosures of personally identifiable information to institutions that make disclosures of the information on behalf of the School in accordance with 34 C.F.R. 99.33(b), the record must include the names of the additional parties to which the receiving party may disclose the information on behalf of Voices and the legitimate interests that each of the additional parties has in requesting or obtaining the information.

These record keeping requirements do not apply to requests from or disclosure to parents and eligible students, Voices officials with a legitimate purpose of inspecting the records, a party with written consent from the parent or eligible student, a party seeking directory information, or a party seeking or receiving the records as directed by a court order or lawfully issued subpoena.

The records relating to disclosures of personally identifiable student information may be inspected by parents and eligible students, Voices officials (or their assistants) responsible for the custody of the records, and parties authorized by regulations for the purpose of auditing the recordkeeping procedures of the School.

Revised 07.2022
Student cumulative records may not be removed from the premises of Voices, unless the individual removing the record has a legitimate educational interest, and is authorized by the Principal, or by a majority of a quorum of the Board of Directors at a duly agendized meeting. Employees who remove student cumulative records or other student records from the School premises without a legitimate educational interest and authorization may be subject to discipline. Employees are permitted to take student work-product, or other appropriate student records, off premises without authorization for legitimate academic purposes (e.g. grading work-product, assigning credit, reviewing materials for classroom discussion, etc.)

Complaints
Parents and eligible students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by the School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue. S.W.
Washington, D.C. 20202-5920

III. Family, School, and Student Policies

The goals of the Family, School, and Student Policies at Voices are to ensure the safety of the school environment and to optimize each child's learning. Therefore, Voices has developed policies that have very clear consequences for children and families. They lay out the expectations of children 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, neat and clean, careful with school property, respectful towards their teachers, and courteous to other students, staff and volunteers.

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

Students will be required to wear a school uniform. The code shall allow students to wear sun protective clothing, including hats. Inappropriate apparel and accessories includes clothing that compromises safety or is disruptive and/or distracting to the school environment and instructional process. The Board is committed to protecting the health, safety, and welfare of the students and the Board believes that appropriate dress and grooming contribute to a productive learning environment. Students who repeatedly violate the School Dress Code may be subject to discipline.

The Voices dress code is simple:

<table>
<thead>
<tr>
<th>SHOES : All grades</th>
<th>Rubber bottom, flat soled shoes with covered toes</th>
</tr>
</thead>
<tbody>
<tr>
<td>BOTTOM: All grades</td>
<td>Khaki or tan (cotton twill)</td>
</tr>
<tr>
<td></td>
<td>Pants, Shorts, skirt, or jumper <strong>with Belt</strong></td>
</tr>
<tr>
<td></td>
<td><em>(grades 2nd+)</em></td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Grade</th>
<th>VOICES Shirt</th>
</tr>
</thead>
<tbody>
<tr>
<td>TK, Kindergarten and 1st grade</td>
<td>Gold Polo-style shirt with VOICES logo</td>
</tr>
<tr>
<td>2nd and 3rd Grade</td>
<td>Purple Polo-Style Shirt with VOICES logo</td>
</tr>
<tr>
<td>4th and 5th Grade</td>
<td>Maroon Polo-Style Shirt with VOICES logo</td>
</tr>
<tr>
<td>6th and 7th Grade</td>
<td>Grey Polo-Style Shirt with VOICES logo</td>
</tr>
<tr>
<td>8th Grade</td>
<td>Gold, Purple, Maroon or Grey Polo-Style Shirt with VOICES logo</td>
</tr>
</tbody>
</table>

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 school logo
- The uniform must be worn throughout the school day.
- Students are to enter and leave the school in uniform.
- Changing clothes at school, unless for a school sponsored activity, is not allowed.
- No hats (except for sun protection), sweats, or jeans.
- A student’s hairstyle, clothing, jewelry and makeup should not distract from the educational environment.
- Label all children 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. On 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 who repeatedly violate the School Dress Code may be subject to discipline.

**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 are responsible for monitoring and assisting with 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 his or her homework for him/her. As a parent, guide your child in doing the best that he or she 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 him/her 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 and Tuesday Folders. Replacement envelopes can be purchased for $2.00. Optional, Voices bookbags can be purchased for $10.00 in the school office.

In order to maintain academic progress over long breaks, students are expected to read, write, and do mathematics daily during vacations. Children 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 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 or a caregiver, indicating that illness or other circumstances prevented the student from completing his/her homework.

If a child is struggling to complete homework because of the difficulty of the work, please contact your child’s teacher to schedule a conference.

**Attendance Policy (see Attachment A)**

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 are 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 the school. For everyday 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 he/she is not in school regardless of the reason surrounding the absence.

Avoid these common (but unacceptable) excuses:
“We decided to extend our vacation- a few days of school won’t matter.”
“I need him/her to stay at home and baby-sit a younger brother/sister.”
“It is too hot/cold/rainy to send him/her to school.”
“He/she had an appointment so I decided to keep him/her home all day.”
“She/he might be getting sick.”

However, we also believe that if a child is sick and cannot operate at school or has a communicable illness, that 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 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
Excused absences are absences where a student is too ill to report to school or has a medical, legal, dental appointment, observance of a religious holiday, or a death in the immediate family. All absences require appropriate documentation, i.e. note from home, a note from a doctor or medical facility, court documents, etc. If appropriate documentation is not provided, the absence will be considered unexcused (see below). The school office should be informed promptly if your child has a communicable disease so that we can notify other parents, 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 8:00 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).

Chronic Absenteeism
When a student has had 10% of the number of school days to date or 14 or more absences in the school year for illness verified by methods listed above, any further absences for illness must be verified by a physician or the student and parent must be brought in to discuss with a Voices administrator whether he/she may attend School. A physician can only verify absences for days the child is seen and the days the doctor expects the child to remain out of school. All notes must be turned into the office within 3 days of the child’s return to school. If these procedures are not followed, after three days the absences will be unexcused.

Unexcused Absences
Law requires regular school attendance. It also requires us to verify all absences. If a student is absent for an extended period of time (over three days) or does not show up for the first day of school or does not return after a vacation break, and the family has not contacted the school and we cannot locate the family, the student will be dropped from school. Consequences for any unexcused absences/tardies are detailed below:

Tardy Policy
School begins at 8:00 a.m. each day. 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 he or she is late to class (8:01 a.m.). A student must report to the office if he or she is late for school to receive a pass. Tardiness is only excused if a student is sick, has a medical, dental, or legal appointment or there has been a death in the family or other emergency. All excused tardies require appropriate documentation.
Voices College-Bound Language Academies Student-Family Handbook

**Truancy**
Students shall be classified as truant if absent from school without a valid excuse three full days in one school year, or tardy or absent for more than any 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.

**Independent Study (IS)**
Independent Study ("IS") is an option for any student who will be absent for a period of time. IS requires written approval from the Principal.

Independent Study is conducted solely for the educational benefit of the students attending Voices College-Bound Language Academy ("Voices") and provides the opportunity for daily engagement in school work even during times of extended absence. No student is required to participate in IS. When possible, parents are to request IS no fewer than 5 school days prior to the absence. In an extenuating circumstance (i.e. a serious illness, injury or family emergency), and with Principal approval, a certificated staff member/teacher may work with the parent to implement IS in an expedited manner.

The following written policies have been adopted by the Voices Board of Directors for implementation at Voices in accordance with Education Code Section 51747:

(a) For students in all grade levels offered by Voices, the maximum length of time that may elapse between the time an assignment is made and the date by which the student must complete the assigned work shall be two (2) school days.

(b) When any student fails to complete two (2) or more assignments during any period of five (5) school days, the Principal or his or her designee shall conduct an evaluation to determine whether it is in the best interests of the student to remain in IS. A written record of the findings of any evaluation conducted pursuant to this policy shall be treated as a mandatory interim pupil record. This record shall be maintained for a period of three years from the date of the evaluation and if the student transfers to another California public school, the record shall be forwarded to that school.

(c) Voices shall maintain on file a written independent study master agreement for each student participating in IS. Before the IS may begin, the master agreement shall be signed and dated by the student, the student’s parent, the certificated employee who has been designated as having responsibility for the general supervision of IS, and all persons who have direct responsibility for providing assistance to the student. The master agreement shall include:

- The manner, time, frequency and place for submitting a student’s assignments and for reporting his or her progress.
- The objectives and methods of study for the student’s work, and the methods utilized to evaluate that work.
- The specific resources, including materials that will be made available to the student.
- A statement of the policies adopted herein regarding the maximum length of time allotted between the assignment and the completion of a student’s assigned work, and the number of
missed assignments prior to an evaluation of whether or not the student should be allowed to continue in independent study.

- The duration of the independent study agreement, including the beginning and ending dates for the student’s participation in IS under the agreement.
- A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the student upon completion.
- A statement that independent study is an optional educational alternative in which no student may be required to participate.

(d) Voices recognizes that families may not evenly distribute student’s work assignments over weekdays. However, due to strict State law requirements for charter school attendance, the Charter School expects each student to be engaged in an educational activity required of them in the assignment on each weekday that Voices is in session, and requires this “daily engagement” shall be documented on a daily basis in the student log by the parent/guardian. This should not be read to prohibit schoolwork on weekends and should not be read to dictate the manner in which a family distributes the assignments over the independent study period.

A parent/guardian shall refrain from documenting any “daily engagement” on a day where a student did not engage in any educational activity required of them by the assignment. Work done on weekends or other days when school is not in session cannot be used to “make-up” weekdays where no “daily engagement” occurred.

(e) Voices shall claim apportionment credit only to the extent of the time value of student work products, as personally judged in each instance by a certificated teacher.

(f) Voices shall comply with the Education Code Sections 51745 through 51749.3 and the provisions of the Charter School’s Act and the State Board of Education regulations adopted there under.

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 his/her 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.

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

Policy
Voices College-Bound Language Academies (“Voices” or “Charter School”) believes all students have the right to a safe and civil learning environment. Discrimination, harassment, intimidation, and bullying are all disruptive behaviors which interfere with students’ ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, Voices prohibits any acts of discrimination, harassment, intimidation, and bullying related to school activity or school attendance. This is inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means.

As used herein, “discrimination, sexual harassment, harassment, intimidation, and bullying” describe the intentional conduct, including verbal, physical, written communication, or cyberbullying, including cyber sexual bullying, that is based on the actual or perceived characteristics of disability, gender, gender identity, gender expression, nationality, ancestry, race or ethnicity, religion, religious affiliation, sexual orientation, childbirth or related medical conditions, marital status, age, or association with a person or group with one or more of these actual or perceived characteristics or any other basis protected by federal, state, or local law, ordinance, or regulation. In addition, bullying encompasses any conduct described in the definitions set forth here. Hereafter, such actions are referred to as “misconduct prohibited by this Policy.”

To the extent possible, Voices will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated and/or bullied, and will take action to investigate, respond, and address, and report on such behaviors in a timely manner. Voices staff who witness acts of misconduct prohibited by this Policy shall take immediate steps to intervene, so long as it is safe to do so.

Moreover, Voices will not condone or tolerate misconduct prohibited by this Policy by any employee, independent contractor or other person with which Voices does business, or any other individual, student, or volunteer. This Policy applies to all employee, student, or volunteer actions and relationships, regardless of position or gender. Voices will promptly and thoroughly investigate any complaint of such misconduct prohibited by this Policy and take appropriate corrective action, if warranted.

Title IX, Harassment, Intimidation, Discrimination and Bullying Coordinator (“Coordinator”):

Director of Human Capital
6840 Via Del Oro #160,
San Jose, CA 95119
408-791-1609
HR@voicescharterschool.com
Definitions

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
- Deferential or preferential treatment based on any of the protected classes above

Prohibited Unlawful Harassment under Title IX

Title IX (20 U.S.C. § 1681 et. seq; 34 C.F.R. § 106.1 et. seq) and California state law prohibit harassment on the basis of sex. In accordance with these existing laws, discrimination on the basis of sex in education institutions is prohibited. All persons, regardless of sex, are afforded equal rights and opportunities and freedom from unlawful discrimination in education programs or activities conducted by Voices.

Voices is committed to provide a workplace and educational environment free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action.

Sexual harassment consists of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature when: (a) Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment 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 the educational institution.

It is also unlawful to retaliate in any way against an individual who has articulated a good faith concern about sexual harassment against him/her or against another individual.

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 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 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 in the workplace or educational environment, such as:
o 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 at work or the educational environment

o 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, and

o Displaying signs or other materials purporting to segregate an individual by sex in an area of the workplace or educational environment (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.

Bullying is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students that constitutes sexual harassment, hate violence or creates an intimidating or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- Placing a reasonable pupil* or pupils in fear of harm to that pupil's or those pupils' person or property.
- Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
- Causing a reasonable pupil to experience a substantial interference with his or her academic performance.
- Causing a reasonable pupil to experience a substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

* “Reasonable pupil” is defined as a pupil, including, but not limited to, an exceptional needs pupil, who exercises care, skill and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

Cyberbullying is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Electronic act means the transmission by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- A message, text, sound, video, or image.
- A post on a social network Internet Web site including, but not limited to:
  - Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
- Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in the definition of “bullying” above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

- Creating a false profile for the purpose of having one or more of the effects listed in the definition of “bullying” above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

An act of “Cyber sexual bullying” including, but not limited to:

- The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in definition of “bullying,” above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

- “Cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

Notwithstanding the definitions of “bullying” and “electronic act” above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

**Grievance Procedures**

**Reporting**

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this Policy, to intervene as soon as it is safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this policy for reporting alleged acts of misconduct prohibited by this Policy.

Any employee or student who believes they have been subject to misconduct prohibited by this Policy or has witnessed such prohibited misconduct is encouraged to immediately report such misconduct to the Coordinator:

Director of Human Capital  
6840 Via Del Oro #160  
San Jose, CA 95119  
408-791-1609  
HR@voicescharterschoool.com

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights.
While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. Oral reports shall also be considered official reports. Reports may be made anonymously, but formal disciplinary action cannot be based solely on anonymous information.

Students are expected to report all incidents of misconduct prohibited by this Policy or other verbal or physical abuse. Any student who feels she/he is a target of such behavior should immediately contact a teacher, counselor, principal, staff person, or a family member so that she/he can get assistance in resolving the issue.

Voices acknowledges and respects every individual’s rights to privacy. All reports shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process. This includes keeping the identity of the reporter confidential, as appropriate, except to the extent necessary to carry out the investigation and/or to resolve the issue, as determined by the Coordinator or administrative designee on a case-by-case basis.

Voices prohibits any form of retaliation against any reporter in the reporting process, including but not limited to a reporter’s filing of a complaint or the reporting of instances of misconduct prohibited by this Policy. Such participation shall not in any way affect the status, grades or work assignments of the reporter.

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 staff will receive sexual harassment training and/or instruction concerning sexual harassment in the workplace as required by law.

Investigation

Upon receipt of a report of misconduct prohibited by this Policy from a student, staff member, parent, volunteer, visitor or affiliate of the Charter School, the Coordinator or administrative designee will promptly initiate an investigation. In most cases, a thorough investigation will take no more than seven (7) school days. If the Coordinator, or administrative designee determines that an investigation will take longer than seven (7) school days, he or she will inform the complainant and any other relevant parties and provide an approximate date when she the investigation will be complete.

At the conclusion of the investigation, the Coordinator or administrative designee will meet with the complainant and, to the extent possible with respect to confidentiality laws, provide the complainant with information about the investigation, including any actions necessary to resolve the incident/situation. However, in no case may the Coordinator or administrative designee reveal confidential student information related to other students, including the type and extent of discipline issued against such students.

All records related to any investigation of discrimination, harassment, intimidation or bullying will remain in a secure location in the Main Office of the Charter School.

Consequences

Students or employees who engage in misconduct prohibited by this Policy may be subject to disciplinary action, up to and including suspension and/or expulsion or termination.

Uniform Complaint Procedures

When harassment or bullying is based upon one of the protected characteristics set forth in this Policy, a complainant may also fill out a Uniform Complaint Procedures (“UCP”) complaint form at any time during the process, consistent with the procedures laid out in this Handbook. In those instances when the complaint filed
also requires investigation under the Uniform Complaint Procedures, such investigation will be undertaken concurrently.

**Appeal**

Should the Complainant find the Coordinator’s resolution unsatisfactory, he/she may within five (5) school days of the date of resolution, file an appeal with the Designated Appeals Committee. In such cases, at least three (3) certificated Voices employees who are unfamiliar with the case and who have been previously designated and trained for this purpose shall be assembled to conduct a confidential review of the Complainant’s appeal and render a final disposition.

**Consequences for Violation of Policies:**

**Office Referrals**

If a student violates any policy not covered under the school’s suspension or expulsion policy, or Uniform Complaint Procedure (i.e. uniform, absence, tardiness, homework, etc) they may be referred to the office at the discretion of the teacher or adult 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. Depending on the violation, a student’s parent or guardian might be called to immediately pick up the child and the student will remain in the office until he/she is picked up. Detentions may be directed to be served during lunch, after school, or on Saturdays. Students are expected to serve detention or perform community service as assigned. Failure to do so may result in further disciplinary action up to and including suspension from school. When possible, students and parents 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)*

- Time out
- Loss of privilege (recess, enrichment, field trip, etc)
- Recess restrictions- Teachers and administrators may restrict a student’s recess time when she/he believes that this action is the most effective way to bring about improved behavior or habits, subject to the following conditions:
  1. The student shall be given adequate time to use the restroom and get a drink or eat their snack.
  2. The student shall remain under an employee’s supervision during the period.
- Parent-Administrator conference
- Behavior contract
- Buddy room
- Community Service- contribute to or assist members of the school community
- Restorative justice: Righting wrongs or paying back
- Cocooning- limited autonomy and gradual earning back of privileges
- Classroom/School Formal Observation Time- The student’s parent or guardian may be required to come to school and to sit with the student in his or her classroom(s) and through school activities. The observation must be for at least one hour and perhaps more, depending on the violation. If the parent is not cooperative and does not attend the formal observation, the student may be suspended and then considered for expulsion. Occasionally students display satisfactory behavior only when in the company of parents. In such instances, an administrator or teacher may videotape a child to later share with a parent and hold the student accountable for behavior.
- Home visit
Character Counts! Tickets

<table>
<thead>
<tr>
<th>Character Counts! Ticket</th>
</tr>
</thead>
<tbody>
<tr>
<td>Today your actions exemplified the following Voices Core or School-site Values and Character traits:</td>
</tr>
</tbody>
</table>

(staff - circle those that apply)

<table>
<thead>
<tr>
<th>Sí Se Puede Attitude</th>
<th>In Lak'Ech</th>
<th>Scholarship</th>
<th>Activism</th>
</tr>
</thead>
</table>

(staff - circle those that apply and write in additional character trait)

<table>
<thead>
<tr>
<th>Caring</th>
<th>Responsibility</th>
<th>Fairness</th>
<th>Citizenship</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respect</td>
<td>Trustworthiness</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Name of Student: _______________________________________________________

Staff Member: _______________________________________________________

Explanation: ____________________________________________________________
_________________________________________________________________

Every staff member at Voices will have Character Counts! Tickets that they should hand out to students that they observe acting in a way that is consistent with one of Voices’ Character Traits. We must have high expectations for how we expect these traits to be exemplified. We should use this as a learning opportunity and have other kids learn the expectations by making these acts public. Students holding these tickets will be entered in a raffle for a small prize at Plaza Comunitaria (example Voices pencil). Students should receive the white copy of the Character Counts! Ticket as a form of immediate praise and acknowledgement and something they can share with their parent/guardian. Staff retain the yellow copy to place into the raffle.

Character Violation
The purpose of these are to make a parent/guardian and the office aware of issues as soon as they begin. Any staff member may give out a Character Violation. Staff must fill out a Character Violation before the end of the day of the incident. It must always be filled out in neutral language. Teachers should not use opinionated or subjective language. One copy is sent home with the student to be signed, one copy for the teacher (for student file), and one copy for the office (to the front desk)

Revised 07.2022
IV. Suspension and Expulsion
See Attachment B

V. Statewide Testing Notification

Every year, California students take several statewide tests. When 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.

Your child may be taking one or more of the following California Assessment of Student Performance and Progress (CAASPP), English Language Proficiency Assessments for California (ELPAC), and Physical Fitness Test assessments. Pursuant to California Education Code Section 60615, parents/guardians may annually submit to the school a written request to excuse their child from any or all of the CAASPP assessments. This exemption does not exist for the ELPAC or Physical Fitness Test.

**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 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.

Revised 07.2022
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®.

VI. Student Health and Safety

Visiting Campus
In accordance with California law, all visitors (including parents and volunteers) must check in with the office and obtain a visitor’s badge before entering the campus. Parents must come to the office and sign their student out before taking him/her 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. Parents may not go directly to the classroom or to the playground without checking in to 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.
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 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 he or she 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 purchase school meals, please send your child to school each day with:
- A healthy, adequate lunch
- A healthy, non-perishable drink.

<table>
<thead>
<tr>
<th>Suggested Snacks</th>
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<tbody>
<tr>
<td>A bag of baby carrots or other raw vegetable sticks</td>
</tr>
<tr>
<td>Cheese and crackers</td>
</tr>
<tr>
<td>A piece of fruit (orange, apple)</td>
</tr>
<tr>
<td>Dried fruit and nuts</td>
</tr>
<tr>
<td>Yogurt</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Suggested Lunch Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leftovers from dinner that do not require to be microwaved.</td>
</tr>
<tr>
<td>Sandwich</td>
</tr>
<tr>
<td>Piece of fruit</td>
</tr>
<tr>
<td>Bag of pretzels</td>
</tr>
<tr>
<td>Granola Bar</td>
</tr>
<tr>
<td>Soup in a thermos</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Suggested Drink</th>
</tr>
</thead>
<tbody>
<tr>
<td>Water bottle</td>
</tr>
<tr>
<td><em>Real</em> Fruit Juice</td>
</tr>
</tbody>
</table>

DO NOT SEND:
Junk food, fast food or items that are high in fat or sugar. Items such as these may be 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.

Class parties
We kindly request that parents 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. Children
can become the target of teasing and avoidance by other students if they come to school unclean. 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 8 to 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 he/she should not be at school. For health and safety purposes, students who exhibit any of the following symptoms should not remain in school, but please come to school to pick up work for the day:

- **Fever (99.6 or higher)** Your child must be free of fever for 24 hours before returning to school. (Normal body temperature is 98.6)
- **Productive cough with yellow or green nasal discharge** (not associated with allergies). Please remember that green or yellow nasal discharge is not normal and indicates infection and your child should not be in school.
- **Red, swollen, crusty, draining or oozing eyes**
- **Severe sore throat**
- **Diarrhea, nausea or vomiting**
- **Head lice**
- **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**

**All 1st grade students must submit:**
A record of a full developmental physical prior to entry to first grade. No matter where the physical is done, there are specific forms that must be completed and returned. This is different than the shot record that was required for Transitional Kinder/Kindergarten entry. This is a full developmental physical performed by a physician or nurse practitioner within eighteen months of your student's entry into first grade. This is done to ensure that all California children receive early diagnosis and treatment of disabling conditions.

**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 nits or lice are found, the student(s) shall be excluded from attendance and parents/guardians informed about recommended treatment procedures and sources of further information.

In the event of one or more students are 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 and excluded from attendance.

Excluded students may return to school with a note from the parent/guardian verifying treatment. Before re-admittance to the classroom, the student will be examined by school personnel, a designee, or other authorized health care representative to confirm no nits and lice are present.

**Vision, Hearing and Scoliosis Screening**

Each pupil 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 grade 7 and every male student in grade 8 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**

Voices College-Bound Language Academies ("Charter School") staff is responsible for overseeing the administration of medication to students attending the Charter School during regular school hours, including before- or after-school programs, field trips, extracurricular or co-curricular activities, and camps or other activities that typically involve at least one overnight stay from home. Medication shall be administered only during school hours if determined by a physician or a physician assistant practicing in compliance with Chapter 7/7 (commencing with Section 3500) of Division 2 of the Business and Professions Code to be necessary. Medication, including both prescription and non-prescription (over-the-counter medications and products) may be administered at school ONLY when in compliance with this policy. Medication may be assisted by designated school personnel or may carry and self-administer prescription auto-injectable epinephrine or inhaled asthma medication if Charter School receives the appropriate written statements.

Before authorized School personnel may administer medications or otherwise assist a student in administering his or her medication, including over the counter medications, the School must receive a copy of the following: The Parent and Physician Medication Authorization Form executed by the student’s authorized health care provider specifying the name of the medication the student is to take, the dosage, and the period of time during which the medication is to be taken and a statement that the medication must be taken during regular school hours, as well as detailing the method, amount and time schedule by which the medication is to be taken.

The Parent and Physician Medication Authorization Form executed by the student’s parent or guardian indicating the desire that the Charter School assist the pupil, in accordance with the authorized health care provider’s written statement. Please see the main office for a copy of the Parent and Physician Medication Authorization Form. The Parent and Physician Medication Authorization Form shall also provide express permission for the School to communicate directly with the authorized health care provider, as may be necessary, regarding the authorized health care provider’s written statement. In order for a pupil to carry and self-administer prescription auto-injectable epinephrine or inhaled asthma medication, the Charter School shall obtain both a written statement from the physician or surgeon detailing the name of the medication, method, amount, and time schedules by which the medication is to be taken, and confirming that the pupil is able to self-administer auto-injectable epinephrine or inhaled asthma medication, and a written statement from the parent, foster parent, or guardian or the pupil consenting to the self-administration, providing a release for the designated school personnel to consult with the health care provider of the pupil regarding any questions that may arise with regard to the medication, and releasing the Charter School and school personnel from civil liability if the self-administering pupil suffers an adverse reaction as a result of self-administering medication. Please see the main office for a copy of the Parent and Physician Medication Authorization Form to be completed by the student’s authorized health care provider, which details all this information. The Parent and Physician Medication Authorization Form
Authorization Form shall also provide express permission for the School to communicate directly with the authorized health care provider, as may be necessary, regarding the authorized health care provider’s written statement.

New statements by the parent/guardian and the authorized health care provider shall be required annually and whenever there is a change in the student’s authorized health care provider, or a change in the medication, dosage, method by which the medication is required to be taken or date(s), or time(s) the medication is required to be taken. New statements shall also be required for each medication. If there is not a current written statement by the student’s parent or guardian and authorized health care provider, the School may not administer or assist in the administration of medication. The School will provide each parent with a reminder at the beginning of each school year that they are required to provide the proper written statements. A new statement for each medication must be provided to the School each school year.

Medication Delivery: Parent(s)/guardian(s) of students requiring administration of medication or assistance with administration of medication shall personally deliver the medication for administration to the Principal or his/her designee.

Termination of Consent: Parent(s)/guardian(s) of students who have previously provided consent for the School to administer medication or assist a student with the administration of medication may terminate consent by providing the School with a signed written withdrawal of consent on a form obtained from the office of the Principal.

Storage of Medication: Medication for administration to students shall be maintained in the front office in a locked cabinet. It shall be clearly marked for easy identification. If the medication requires refrigeration, the medication shall be stored in a refrigerator in a locked office, which may only be accessed by authorized personnel. If stored medication is unused, discontinued or outdated, the medication shall be returned to the student’s parent/guardian if practicable. Otherwise, the Charter School shall dispose of the medication by the end of the school year in accordance with applicable law.

Confidentiality: Charter School personnel with knowledge of the medical needs of students shall maintain the students’ confidentiality. Any discussions with parents/guardians and/or authorized health care providers shall take place in an area that ensures student confidentiality. All medication records or other documentation relating to a student’s medication needs shall be maintained in a location where access is restricted to the Principal or other designated School employees.

Medication Record: The Charter School shall maintain a medication record for each student that is allowed to carry and self-administer medication and for each student to whom medication is administered or other assistance is provided in the administration of medication.

The medication record shall contain the following: 1) The authorized health care provider’s written statement; 2) The written statement of the parent/guardian; 3) A medication log (see below); 4) Any other written documentation related to the administration of the medication to the student or otherwise assisting the student in the administration of the medication.

- The medication log shall contain the following information: 1) Student’s name; 2) Name of the medication the student is required to take; 3) Dose of medication; 4) Method by which the student is required to take the medication; 5) Time the medication is to be taken during the regular school day; 6) Date(s) on which the student is required to take the medication; 7) Authorized health care provider’s name and contact information; and 8) A space for daily recording of medication administration to the student or otherwise
assisting the student, such as date, time, amount, and signature of the individual administering the medication or otherwise assisting in administration of the medication.

**Treatment and School Related Injuries**

It is the policy of the school to treat minor injuries (scraps, cuts, bruises, etc.) in the following manner:

1. An injury will be inspected by a teacher or other staff member and kept under his/her observation.
2. If needed, the child may be sent or brought to the office. The injury will be treated with basic first aid. Parents will be notified of minor injuries at the discretion of the school administrator.
3. Any action taken by staff is recorded on the daily health log.

When confronted with a more serious illness or injury:

1. If required, transport the student to the nearest hospital or call 911.
2. The school staff will contact parents (an attempt to contact parents will be made for all head injuries);
3. No child is sent home until a parent is contacted and an agreement is reached as to appropriate actions.
4. Any action taken by staff is recorded on the daily health log.

The School and its officers and employees shall not be held liable for the reasonable treatment of a child without the consent of a parent or guardian when the child is ill or injured during regular school hours or at a school-related activity, requires reasonable medical treatment, and the parent or guardian cannot be reached, unless the parent or guardian has previously filed with the School a written objection to any medical treatment other than first aid.

**Returning to School after an Illness or Prolonged Absence**

A student returning to school following a serious or prolonged illness, injury, surgery, or other hospitalization, must have written permission by a healthcare provider to attend school, including any recommendations regarding physical activity and exertion. A student returning to school with sutures, casts, crutches, or a wheelchair must have a physician’s written permission to attend school and must comply with any safety procedures required by the school administration. An excuse from physical activity may be granted if a student is unable to participate in regular or modified curriculum for a temporary period of time due to illness or injury. A parent’s written request for an excuse will be accepted for up to one day; thereafter, a written request is needed from the student’s health provider.

**Immunizations**

**Applicability**

This policy applies to all applicants to the School and School administrators in charge of admissions.

**Immunizations**

The School will adhere to all law related to legally required immunizations for entering students pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075.

California law requires that an immunization record be presented to the school staff before a child can be enrolled in school. The School requires written verification from a doctor or immunization clinic of the following immunizations:

Students entering kindergarten who are not exempt will need the following immunizations:

<table>
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Revised 07.2022
a) The School’s verification of immunizations will be completed with written medical records from the child’s doctor or immunization clinic. Immunization records shall be part of the mandatory permanent pupil record and shall be kept in accordance with the School’s record-keeping policy. The School will file a written report on the immunization status of all new entrants to the School with the Department of Health Services as required by law.

Exemptions from Requirements: All students must be fully immunized in accordance with the California Health and Safety Code, the California Code of Regulations.

Response to Intervention (RtI)
Parents 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. Response to Intervention (RtI) 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. The RtI has three tiers that build upon one another. Each tier provides more intensive levels of support:

- **Tier I includes high quality instruction.** The school 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.** The school provides intervention to small groups of students who need more support than they are receiving through Tier I.
- **Tier III includes intensive interventions.** The school develops and implements interventions to meet the individual needs of students.

Crisis Intervention Procedures
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-injury and Suicide (including both written and verbal statements indicating the intent to self-harm). 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 his or herself may result in a mandated Child Protective Service report.

Identification of Individuals for Special Education

Voices College Bound Academy (“Voices”) recognizes the need to identify, evaluate, and serve students with disabilities in order to provide them with a free appropriate public education in the least restrictive environment. Accordingly, this policy has been adopted consistent with the requirements of Education Code Section 56195.8.

As a Local Education Agency (“LEA”) member of the Sonoma County Special Education Local Plan Area (“SELPA”), Voices shall assure that a free appropriate public education (“FAPE”) is provided for all children with disabilities
attending Voices in accordance with Education Code § 56000 et seq., the IDEA, and the SELPA policies and procedures and Local Plan. A full continuum of special education programs and related services shall be provided by Voices as required by an eligible student’s Individualized Education Plan (“IEP”). All services required under these policies and procedures shall be provided by Voices and/or through the use of third-party appropriately credentialed and licensed contractors;

Voices shall provide all special education instruction and related services as required by law and each student’s individualized education program. Voice’s obligations shall include but not be limited to the following:

- Child find within Voices programs;
- Offering a full continuum of services for all students enrolled in Voices;
- Evaluations: Initial, triennial, re-evaluations as needed if conditions warrant, upon parent or teacher request;
- IEP development, review and implementation;
- Provision of special education instruction and related services as delineated on students’ IEPs;
- Special education transportation as indicated on IEPs;
- Due process/compliance proceedings, and related attorney fees
- Nonpublic school/agency placements;
- Submission of all required reporting, filings, etc. to fully comply with applicable the SELPA, state, and federal requirements;
- Ensuring special education services are provided to all students enrolled at Voices regardless of their district or county of residence and regardless of the entity that granted the charter;
- Voices will utilize appropriately credentialed and/or licensed special education providers in accordance with his/her assignment. Voices shall provide necessary staff as required to meet federal and state mandates. Regular in-services shall be provided to Voices staff on all aspects of special education compliance with special emphasis on child find, IEP implementation, and record keeping.

Interim Special Education Placement
When a student with an active IEP transfers to the Charter School, the student is provided an interim special education placement providing all the services outlined in the student’s IEP. A new IEP shall be written on the corresponding SELPA forms within 30 days.

Child Find
Voices shall annually notify each parent about Child Find policies, and provide processes to follow if the parent believes their student is entitled to receive special education and related services; are interested in having their child assessed to determine their eligibility to receive special education and related services; or are entitled to receive accommodations under Section 504 of the Rehabilitation Act.

Referral for Special Education Assessment
The referral process shall generally include an initial referral to the Student Success Team (“SST”), a general education team, made up of teachers of the school, parents, the principal or designee and a school psychologist, if available, that helps develop modifications for a student having difficulty. If sufficient strategies are implemented following the initial SST process, and improvement is not noted, the student is offered a full evaluation for special education and related services to assess all areas of suspected need.

A formal request from a parent to assess a child for special education supersedes both the SST levels, and an Assessment Plan or Prior Written Notice denying the request shall be generated within fifteen (15) calendar days following the receipt of a written request delivered to the Principal of the student’s school site.
Initial Evaluation
When students require an initial evaluation to determine if they meet eligibility requirements to receive special education, the Principal or his or her designee shall:

- generate a referral for special education;
- monitor all legal timelines;
- develop an assessment plan (offering testing in all areas of suspected area of disability, including the use of a “Response to Intervention” strategy to identify specific learning disabilities;
- coordinate qualified personnel to provide the required testing;
- distribute written assessment reports to the parent prior to the IEP meeting;
- generate IEP meeting notices; and
- distribute copies of the IEP to appropriate personnel.

The SELPA will be provided duplicate copies of all IEPs for purposes of conducting state required Coordinated Compliance Reviews. Voices agrees to adhere to all the SELPA policies and procedures with regards to collecting and submitting CASEMIS data.

Triennial Evaluation
At least once every three years, a student is reassessed to determine their continued eligibility to receive special education and related services.

Section 504
Following any initial or triennial assessment, if a student has a documented learning or related disability, but does not meet any applicable eligibility requirements for special education services under the IDEA or the Education Code, a 504 Team may be convened to consider whether the child qualifies for accommodations and/or services under Section 504 of the Rehabilitation Act. A database is maintained and updated regularly to insure all initial, annual, and triennial reviews are held within mandated timelines.

Voices shall assume full and sole responsibility for compliance with Section 504 of the Rehabilitation Act, pursuant to the Voices Section 504 Policies and Procedures.

IEP Team Meeting
Voices shall convene IEP team meetings with the legally required composition within all legally applicable timelines, in accordance with state and federal law and regulations and SELPA policy.

The IEP team comprises the parent (and/or their requested representative[s]), at least one general education teacher, at least one special education teacher of the pupil, the Principal or designee, and, whenever appropriate, the student. At the discretion of the parent, guardian, or the Charter School, a representative from the SELPA, or other individuals who have special knowledge or expertise regarding the student may be invited to participate on the IEP team.

The Principal or designee shall facilitate IEP meetings, and insure parents understand their Procedural Safeguards and Due Process rights. Based upon areas of need, goals and objectives and frequency/duration of services are designed to maximize educational benefit for the student. Annual goals and short-term objectives are developed based upon California Grade Level Standards and Frameworks. Progress is periodically monitored, and written documentation of progress toward meeting annual goals is provided to parents as frequently as their general education counterparts (at each semester).

Voices shall also review, at the request of a student’s general or special education teacher, the assignment of an individual with exceptional needs to his/her class and a mandatory meeting of the IEP team shall be convened if
the review indicates a change to the student’s placement, instruction, related services, or any combination thereof may be required. The Director of Special Populations or designee shall be responsible for completing the review within fifteen (15) school days of the teacher’s request.

Transition Planning
Beginning not later than the first IEP to be in effect when the student is 16 years old, and updated annually thereafter, the IEP team shall incorporate appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills. The IEP may include transition services (including courses of study) needed to assist the child in reaching those goals. Additionally Voices shall provide a statement that the student has been informed of the student’s rights under the IDEA, if any, that will transfer to the student on reaching the age of majority.

Curriculum, Service Provisions, and Student Accountability
Special education services are designed to supplement general education and will not supplant other sources of federal, state, and local funds apportioned to Voices. Identified students are provided accommodations, modifications, or supplementary services and devices to allow them access to the same core curriculum as their general education counterparts, and outlined on their IEPs.

The amount of time a student receives special education is documented on the student’s IEP. All designated instructional support services (speech and language, occupational or physical therapy, etc.) are provided as documented on the student’s IEP. Other supplementary services or materials, assistive devices, or extended year services required to address the goals and objectives of a student’s IEP are provided at no cost to the identified special education student or the student’s family, and documented as part of the student’s IEP.

All services are provided on site unless otherwise required or specified by the IEP. No facilities utilized for purposes of special education present any physical barrier that would limit an eligible student’s full participation in the educational or extracurricular program.

All identified students are expected to participate in State Standardized assessments as described by each student’s IEP unless otherwise opted out by the student’s parents.

Transportation
Voices shall provide transportation as required by each student’s IEP.

Voices shall ensure appropriate, no cost transportation services are provided for students with disabilities as specified in their IEP when required. The specific needs of the student shall be the primary consideration when an IEP team is determining the student’s transportation needs. Considerations may include, but are not limited to, the student’s health needs, travel distances, physical accessibility and safety of streets and sidewalks, accessibility of public transportation systems, midday or other transportation needs, extended-year services, and, as necessary, implementation of a behavioral intervention plan. Mobile seating devices, when used, shall be compatible with the securement systems required by Federal Motor Vehicle Safety Standard No. 222 (49 C.F.R. 571.222). Voices shall ensure school bus drivers are trained in the proper installation of mobile seating devices in the securement systems.

The Executive Director or designee shall arrange transportation schedules so that students with disabilities do not spend an excessive amount of time on buses compared to other students. Arrivals and departures shall not reduce the length of the school day for these students except as may be prescribed on an individual basis.
When contracting with a nonpublic, nonsectarian school or agency to provide special education services, the Executive Director or designee shall ensure that the contract includes general administrative and financial agreements related to the provision of transportation services if specified in the student’s IEP.

Guide dogs, signal dogs and service dogs trained to provide assistance to disabled persons may be transported in a school bus when accompanied by disabled students, disabled teachers or persons training the dogs.

**Nonpublic, Nonsectarian Services**

Voices may contract with state-certified nonpublic, nonsectarian schools or agencies to provide special education services or facilities when an appropriate public education program at Voices is not available. When entering into agreements with nonpublic, nonsectarian schools or agencies, Voices shall consider the needs of the individual student and the recommendations of the IEP team. The IEP team shall remain accountable for monitoring the progress of students placed in nonpublic, nonsectarian programs towards the goals identified in each student’s IEP.

**Disenrollment, Suspension, Expulsion**

No identified student will be suspended for more than ten (10) school days per calendar year or have their placement unilaterally changed without holding a manifestation determination, except in the case of special circumstances that would qualify for removal of the student to an interim alternative setting for not more than 45 school days. Further, no identified student will be expelled from Voices without a manifestation determination to determine if the conduct in question was caused by, or had a direct and substantial relationship to the student’s disability; or if the conduct in question was the direct result of the failure of Voices to implement the IEP. Parents are notified of all procedural safeguards. In cases where a manifestation determination has been made and it is determined that neither of the above listed criteria apply, the relevant disciplinary procedures applicable to students without disabilities are applied to the student in the same manner and for the same duration which the procedures would be applied to students without disabilities, except that the Voices shall continue to provide educational services, conduct a functional behavioral assessment, and/or provide behavioral intervention services and modifications.

If the behavior is determined to be a manifestation of the student’s disability, the IEP Team shall conduct a functional behavioral assessment and implement or revise a behavioral intervention plan and return the child to the placement from which the student was removed unless lawfully placed in an interim alternative educational setting as allowed by law.

The above protections shall be applied to students not yet eligible for special education and related services if Voices had a basis of knowledge that the child was a child with a disability before the behavior that precipitated the disciplinary action occurred.

**Maintenance of Special Education Records**

Voices shall maintain all identified students’ special education files, use appropriate forms/software, file/verify the accuracy of all reports, and submit all reports in a timely manner. The SELPA shall inspect all Voices’ special education files for legal compliance at the same level it would inspect other the SELPA member’s records.

**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 at VOICES**

**The Importance of Home/School Communication**
We strongly believe that effective communication between the family and the school 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.

**Tuesday Envelopes**
Every Tuesday, we will send a packet of information home with each child. We call this “Tuesday Envelopes.” Please ask your child for their envelope each Tuesday. Inside, will be 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. Return the envelope the next day (Wednesday) with your child. Replacement envelopes may be purchased at the office for $2.00. Most information is also updated on our website weekly.

**Tips for Effective Communication**
*With Teachers*
Contact your child’s teacher by:
- Calling the school and leaving a message for the teacher. He or she will return your call
- Making an appointment to see your child’s teacher(s)
- Writing a note
- Email the teacher

*With Administrators*
Contact School Administration 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.

**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 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 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 College-Bound Language Academies is a community. Together parents, 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 school's mission teachers will work collaboratively, parents 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 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 a behavior that he/she believes to be in violation of the Guiding Principles or 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 may be notified and asked to attend a conference with all involved parties.

**Informal and Formal Community Complaint Resolution Procedures**

It is the intent of Voices College-Bound Language Academies ("School") to integrate conflict resolution skills into the curriculum and parent education activities. In accordance therewith, community members that have complaints against each other are encouraged to first address the issue with the person directly using the learned conflict resolution skills.

**Informal: Conflict Resolution**

When a school community member (student, teacher, parent, volunteer, tutor, etc.) has a concern or complaint the School encourages the use of the Conflict Resolution Guidelines outlined below. Using these guidelines is a way to resolve conflict peacefully, in a way that can be mutually agreeable to the parties involved. If, however, a student does not feel comfortable with this approach or the complaint involves sexual harassment or discrimination, the student may notify a teacher or other school staff member. The teacher or staff member will notify the Principal or designee of the complaint if it cannot be resolved at that level.

In some instances, it may be possible for school community members to engage in this process at the time the conflict arises. In other situations, an agreed upon time for resolving the conflict will need to be scheduled. Some conflicts will be able to be resolved without a mediator, and in others, a mediator may be necessary. When conflicts are unsuccessfully resolved using the Conflict Resolution Guidelines, the conflict should be referred to the nearest adult with authority at the school, or in the case of an adult conflict, to the Principal or designee. We aim for the Conflict Resolution Guidelines to be used to resolve the following conflicts (not an exhaustive list):

- Student to Student
- Student to Staff/Teacher/Principal/Tutor/Volunteer
- Student to Family Member
- Family Member to Staff/Teacher/Principal/Tutor/Volunteer
- Staff Member to Staff Member
- Family Member to Family Member

After a conflict happens, members of the community should use the following guidelines to resolve the conflict. Guidelines will be given to parents yearly in writing and students will be taught the guidelines and encouraged to practice them as conflicts arise at school.

**Steps to Take Before Resolving the Conflict**

Before resolving a conflict, we ask students or others involved to do the following steps:

1. Take time to self reflect
2. Decide if you need a mediator (Principal, teacher, another student, etc)
3. Make a request to talk
4. Communicate respectfully:
   - Share feelings and needs using “I” Statements
When appropriate, a written statement of the complaint will be obtained from the complainant.

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even encourage resolution the shall applicable procedures, to (or If policy procedures no the Depending information concerning the complaint, complainant on nature be provided will report violations or suspected violations in accordance with this Whistleblower Policy.

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Most complaints can be resolved through the Conflict Resolution Procedure or by informal discussions between the complainant and the employee or the Principal. If it cannot, the School will use the following procedure:

A. Any complaint shall be put in writing using the “Community Complaint Form” (available in the school office or by contacting the Principal) and addressed to the Principal. A written complaint shall include:

1. The full name of each person involved
2. A brief but specific summary of the complaint and the facts surrounding it
3. A specific description of any prior attempt to discuss the complaint with the person and the failure to resolve the matter

B. The Principal or designee shall investigate the complaint as necessary and shall promptly mail a written notice to the Complainant of the date, time, and place of a meeting between the Complainant and the Principal or designee, which shall occur no later than twenty (20) school days following the receipt of complaint.

C. If no resolution can be agreed upon between the Principal or designee and the Complainant, the Principal or designee shall submit the complaint to Executive Director.

D. The Executive Director may seek additional investigation by the Principal or designee as it deems necessary.

E. The Executive Director will make the final determination regarding the dispute and shall notify the Complainant of the determination within ten school days of the determination.

This procedure, which we believe is important for both you and the School, cannot guarantee that every problem will be resolved to your satisfaction. However, the School values your observations and you should feel free to raise issues of concern, in good faith, without the fear of retaliation.

Policy for Complaints Against Employees

The School requires all employees to observe the highest standard of business and personal ethics in the conduct of their duties and responsibilities. As representatives of the School, employees must practice honesty and integrity in fulfilling responsibilities and comply with all applicable laws and regulations.

It is the responsibility of all employees to comply with school policies noted in the Employment Guidelines and to report violations or suspected violations in accordance with this Whistleblower Policy.

Depending on the nature of the complaint, the complainant will be provided information concerning the applicable policy and procedures to be followed. If there is no applicable policy or procedures, the Principal (or designee) shall encourage the parties involved to seek an informal resolution of the issues. If this is not possible due to the nature of the complaint or if informal resolution has been un successfully attempted, the Principal (or designee) shall undertake a responsible inquiry into the complaint to ensure it is reasonably and swiftly addressed. When appropriate, a written statement of the complaint will be obtained from the complainant.
If the complainant files a written complaint and no other school policy or procedure is applicable, the Principal (or designee) shall abide by the following process:

1. Within 10 working days of the receipt of the complaint, the Principal or designee shall use his or her 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 Executive Director. The decision of the Executive Director shall be final.

I. Confidentiality

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.

II. Non-Retaliation

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 administration 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.

Uniform Complaint Procedure

Voices College-Bound Language Academies ("Charter School") policy is to comply with applicable federal and state laws and regulations. The Charter School is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for conducting investigations shall be knowledgeable about the laws and programs which they are assigned to investigate. This complaint procedure is adopted to provide a uniform system of complaint processing for the following types of complaints:

1. Complaints of unlawful discrimination, harassment, intimidation or bullying against any protected group, including actual or perceived discrimination, on the basis of the actual or perceived characteristics of age, sex, sexual orientation, gender, gender identity, gender expression, genetic information, ethnic group identification, race or ethnicity, ancestry, nationality, national origin, religion, color, or disability, 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; and

2. Complaints of violations of state or federal law and regulations governing the following programs including but not limited to: Adult Education Programs, After School Education and Safety Programs, Agricultural Vocational Education Programs, American Indian Education Centers and Early Child Education Program...
Assessments, Consolidated Categorical Aid Programs, Career Technical and Technical Education and Career Technical and Technical Training Programs, Child Care and Development Programs, Child Nutrition Programs, Foster and Homeless Youth Services, Migrant Education Programs, No Child Left Behind Act (2001) Programs (Titles I-VII), including improving academic achievement, compensatory education, limited English proficiency, and migrant education, Regional Occupational Centers and Programs, Special Education Programs, State Preschool, and Tobacco-Use Prevention Education.

3. A complaint may also be filed alleging that a pupil enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.

   a. “Educational activity” means an activity offered by a school, school district, charter school or county office of education that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.

   b. “Pupil fee” means a fee, deposit or other charge imposed on pupils, or a pupil’s parents or guardians, in violation of Section 49011 of the Education Code and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all pupils without regard to their families’ ability or willingness to pay fees or request special waivers, as provided for in Hartzell v. Connell (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:

      i. 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.

      ii. A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment.

      iii. A purchase that a pupil is required to make to obtain materials, supplies, equipment or uniforms associated with an educational activity.

   c. A pupil fees complaint may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with laws relating to pupil fees.

   d. If the Charter School finds merit in a pupil fees complaint the Charter School shall provide a remedy to all affected pupils, parents, and guardians that, where applicable, includes reasonable efforts by the Charter School to ensure full reimbursement to all affected pupils, parents, and guardians, subject to procedures established through regulations adopted by the state board.

   e. Nothing in this section shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or school districts, school, and other entities from providing pupils prizes or other recognition for voluntarily participating in fundraising activities.

4. Complaints of noncompliance with the requirements governing the Local Control Funding Formula or Sections 47606.5 and 47607.3 of the Education Code, as applicable.
5. Complaints of noncompliance with the requirements of Education Code Section 222 regarding the rights of lactating pupils on a school campus. If the Charter School finds merit in a complaint, or if the Superintendent finds merit in an appeal, the Charter School shall provide a remedy to the affected pupil.

The Charter School acknowledges and respects every individual’s rights to privacy. Unlawful discrimination, harassment, intimidation or bullying complaints shall be investigated in a manner that protects [to the greatest extent reasonably possible] the confidentiality of the parties and the integrity of the process. The Charter School cannot guarantee anonymity of the complainant. This includes keeping the identity of the complainant confidential. However, the Charter School will attempt to do so as appropriate. The Charter School may find it necessary to disclose information regarding the complaint/complainant to the extent necessary to carry out the investigation or proceedings, as determined by the Executive Director or designee on a case-by-case basis.

The Charter School prohibits any form of retaliation against any complainant in the complaint process, including but not limited to a complainant’s filing of a complaint or the reporting of instances of discrimination. Such participation shall not in any way affect the status, grades or work assignments of the complainant.

Compliance Officers

The Board of Directors designates the following compliance officer(s) to receive and investigate complaints and to ensure the Charter School’s compliance with law:

Executive Director
6840 Via Del Oro #160
San Jose, CA 95119
408-791-1609

The Executive Director or designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Designated employees may have access to legal counsel as determined by the Executive Director or designee.

Should a complaint be filed against the Executive Director, the compliance officer for that case shall be the Chair person of the Charter School Board of Directors.

Notifications

The Human Resources Manager or designee shall annually provide written notification of the Charter School’s uniform complaint procedures to students, employees, parents and/or guardians, advisory committees, private school officials, and other interested parties.

The annual notice shall be in English, and when necessary, in the primary language, pursuant to section 48985 of the Education Code if fifteen (15) percent or more of the pupils enrolled in the Charter School speak a single primary language other than English.

The Human Resources Manager or designee shall make available copies of the Charter School’s uniform complaint procedures free of charge.

The annual notice shall include the following:
(a) A statement that the Charter School is primarily responsible for compliance with federal and state laws and regulations.

(b) A statement that a pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.

(c) A statement identifying the responsible staff member, position, or unit designated to receive complaints.

(d) A statement that the complainant has a right to appeal the Charter School’s decision to the CDE by filing a written appeal within 15 days of receiving the Charter School’s decision.

(e) A statement advising the complainant of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable, and of the appeal pursuant to Education Code § 262.3.

(f) A statement that copies of the local educational agency complaint procedures shall be available free of charge.

Procedures

The following procedures shall be used to address all complaints which allege that the Charter School has violated federal or state laws or regulations governing educational programs. Compliance officers shall maintain a record of each complaint and subsequent related actions.

All parties involved in allegations shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

● Step 1: Filing of Complaint

Any individual, public agency or organization may file a written complaint of alleged noncompliance by the Charter School.

A complaint alleging unlawful discrimination, harassment, intimidation or bullying shall be initiated no later than six (6) months from the date when the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or six (6) months from the date when the complainant first obtained knowledge of the facts of the alleged unlawful discrimination, harassment, intimidation or bullying. A complaint may be filed by a person who alleges that he/she personally suffered unlawful discrimination, harassment, intimidation or bullying or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation or bullying.

Pupil fee complaints shall be filed not later than one (1) year from the date the alleged violation occurred.

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp.

If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, Charter School staff shall assist him/her in the filing of the complaint.

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● Step 2: Mediation

Within three (3) days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process.

Before initiating the mediation of an unlawful discrimination, harassment, intimidation or bullying complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information.

If the mediation process does not resolve the problem within the parameters of law, the compliance officer shall proceed with his/her investigation of the complaint.

The use of mediation shall not extend the Charter School’s timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

● Step 3: Investigation of Complaint

The compliance officer is encouraged to hold an investigative meeting within five (5) days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or his/her representative to repeat the complaint orally.

The complainant and/or his/her representative shall have an opportunity to present the complaint and evidence or information leading to evidence to support the allegations in the complaint.

A complainant’s refusal to provide the Charter School’s investigator with documents or other evidence related to the allegations in the complaint, or his/her failure or refusal to cooperate in the investigation or his/her engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

The Charter School’s refusal to provide the investigator with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

● Step 4: Response

Unless extended by written agreement with the complainant, the compliance officer shall prepare and send to the complainant a written report of the Charter School’s investigation and decision, as described in Step #5 below, within sixty (60) days of the Charter School’s receipt of the complaint.

● Step 5: Final Written Decision

The Charter School’s decision shall be in writing and sent to the complainant. The Charter School’s decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

The decision shall include:

1. The findings of fact based on evidence gathered.
2. The conclusions of law.

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3. Disposition of the complaint.
4. Rationale for such disposition.
5. Corrective actions, if any are warranted.
6. Notice of the complainant’s right to appeal the Charter School’s decision within fifteen (15) days to the CDE and procedures to be followed for initiating such an appeal.
7. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, notice that the complainant must wait until sixty (60) days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies.
8. For unlawful discrimination, harassment, intimidation or bullying complaints arising under federal law such complaint may be made at any time to the U.S. Department of Education, Office for Civil Rights.

If an employee is disciplined as a result of the complaint, the decision shall simply state that effective action was taken and that the employee was informed of the Charter School’s expectations. The report shall not give any further information as to the nature of the disciplinary action.

Appeals to the California Department of Education

If dissatisfied with the Charter School’s decision, the complainant may appeal in writing to the CDE within fifteen (15) days of receiving the Charter School’s decision. When appealing to the CDE, the complainant must specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of the Charter School’s decision.

Upon notification by the CDE that the complainant has appealed the Charter School’s decision, the Executive Director or designee shall forward the following documents to the CDE:

1. A copy of the original complaint.
2. A copy of the decision.
3. A summary of the nature and extent of the investigation conducted by the Charter School, if not covered by the decision.
4. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by all parties and gathered by the investigator.
5. A report of any action taken to resolve the complaint.
7. Other relevant information requested by the CDE.

The CDE may directly intervene in the complaint without waiting for action by the Charter School when one of the conditions listed in Title 5, California Code of Regulations, Section 4650 exists, including cases in which the Charter School has not taken action within sixty (60) days of the date the complaint was filed with the Charter School.

Civil Law Remedies

A complainant may pursue available civil law remedies outside of the Charter School’s complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, however, a complainant must wait until sixty (60) 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 his/her right to file a complaint in accordance with 5 CCR 4622.
X. Acknowledgment of Student-Family Handbook

I understand and agree that I will read and comply with the VOICES Family Handbook and Attachment A and B (Attendance and Suspension/Expulsion Policy).

_______________________________________________________
Parent/Guardian’s Signature                                             Date

_______________________________________________________
Parent/Guardian’s Printed Name                                             Child’s Name

PLEASE RETURN TO THE MAIN OFFICE.