AIMS K-12 College Prep Charter District

Governance Committee Meeting

Date and Time

Wednesday June 26, 2024 at 4:30 PM PDT

Location

171 12th St. Oakland, CA 94607

Members of the public, staff, and faculty may join virtually at:

Join Zoom Meeting
https://us02web.zoom.us/j/3311128694?pwd=cVFNbEJtWm40aDZpUlp5WFVxRGVqUT09
Meeting ID: 331 112 8694
Passcode: 0EjSCZ

One tap mobile
+17193594580,,3311128694#,,,,*076927# US
+19294362866,,3311128694#,,,,*076927# US (New York)

Dial by your location
• +1 719 359 4580 US

Meeting ID: 331 112 8694
Passcode: 076927
Find your local number: https://us02web.zoom.us/u/kmHNwDhDX

AIMS does not discriminate on the basis of disability in the admission or access to, or treatment or employment in, its programs or activities. Ahsjanae Hutchimgs has been designated to receive requests for disability-related

modifications or accommodations in order to enable individuals with disabilities to participate in open and public meetings at AIMS. Please notify Ahsjanae Hutchings at (510) 504-6898 at least 24 hours in advance of any disability accommodations being needed in order to participate in the meeting.

Agenda

		Purpose	Presenter	Time
I.	**Opening Items**			**4:30 PM**
	Opening Items			
A.	Call the Meeting to Order			1 m
B.	Record Attendance and Guests		Barbara Pemberton	2 m
C.	Adoption of the Agenda	Vote	Jaime Colly	1 m
D.	Public Comments on Agenda Items	Discuss	Chris Edington	10 m
	Public comment on action items is set aside for members of the public to address the items on the Board's agenda prior to each agenda item. The Board of Directors will not respond to or take action in response to public comment, except that the Board may ask clarifying questions or direct staff. **Comments are limited to two (2) minutes per person, and the total time allotted for all public comment will not exceed thirty (30) minutes (10 minutes per section).**			
E.	Public Comments on Non-Agenda Items	Discuss	Chris Edington	10 m
	Public comment on non-action items is set aside for members of the public to address the items on the Board's agenda prior to each agenda item. The Board of Directors will not respond to or take action in response to public comment, except that the Board may ask clarifying questions or direct staff. **Comments are limited to two (2) minutes per person, and the total time allotted for all public comment will not exceed thirty (30) minutes (10 minutes per section).**			
II.	**Approve Committee Meeting Minutes**			**4:54 PM**
A.	Governance Committee Meeting: May 21, 2024	Approve Minutes		2 m
III.	**Action Items**			**4:56 PM**

		Purpose	Presenter	Time
A.	The Board will consider approving Job Descriptions SpEd Program Manager ELOP Program Clerk ELOP Intervention and Enrichment Saturday Instructor ELOP Intervention and Enrichment Tutor ELOP Program Director ELOP Instructional Helper	Vote	Tiffany Tung	2 m
B.	Updated Attendance Policy	Vote	Marisol Magana	2 m
C.	Youth Suicide Prevention Policy	Vote	Marisol Magana	2 m

IV. Closed Session — 5:02 PM

A.	Public Comment on Closed Session Item	Discuss	Chris Edington	10 m

Public comment on closed session Items is set aside for members of the public to address the items on the Board's agenda prior to each agenda item. The Board of Directors will not respond to or take action in response to public comment, except that the Board may ask clarifying questions or direct staff. **Comments are limited to two (2) minutes per person, and the total time allotted for all public comment will not exceed thirty (30) minutes (10 minutes per section).**

B. Closed Session — 30 m

Closed Session Items:

1. Conference with Real Property Negotiations (Gov. Code Section 54956.89)

- Property: 171 12th Street Oakland, CA 94607
- Agency negotiator: Steven Leung and Christopher Edington
- Negotiating parties: AIMS Board and N1 Capital
- Under negotiation: MOU

2. Conference with Legal Counsel- Anticipated Litigation (Gov. Code Section 54956.9)

	Purpose	Presenter	Time

- Significant exposure to litigation pursuant to paragraph (2) or (3) of subdivision (d) of Section 54956.9: 2 Matters

3. Employee Evaluation- Superintendent of Schools

V. Closing Items — 5:42 PM

A. Adjourn Meeting — Vote

B. NOTICES — FYI — Ahsjanae Hutchings

The next regular meeting of the Board of Directors is scheduled to be held on the third Tuesday of the month, July 16, 2024, at 4:30 pm. AIMS does not discriminate on the basis of disability in the admission or access to, or treatment or employment in, it's programs or activities. Ahsjanae Hutchings has been designated to receive requests for disability-related modifications or accommodations in order to enable individuals with disabilities to participate in open and public meetings at AIMS. Please notify Ahsjanae Hutchings at (510) 504-6898 at least 24 hours in advance of any disability accommodations being needed in order to participate in the meeting.

I, Ahsjanae Hutchings, posted this agenda on the AIMS website at www.aimsk12.org on June 22, 2024, before 4:30 PM.
Certification of Posting

Coversheet

Governance Committee Meeting: May 21, 2024

Section:	II. Approve Committee Meeting Minutes
Item:	A. Governance Committee Meeting: May 21, 2024
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for Governance Committee Meeting on May 21, 2024

APPROVED

AIMS K-12 College Prep Charter District

Minutes

Governance Committee Meeting

Date and Time
Tuesday May 21, 2024 at 4:30 PM

Location
171 12th St. Oakland, CA 94607

Members of the public, staff, and faculty may join virtually at:

Join Zoom Meeting
https://us02web.zoom.us/j/3311128694?pwd=cVFNbEJtWm40aDZpUlp5WFVxRGVqUT09
Meeting ID: 331 112 8694
Passcode: 0EjSCZ

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+19294362866,,3311128694#,,,,*076927# US (New York)

Dial by your location
• +1 719 359 4580 US

Meeting ID: 331 112 8694
Passcode: 076927
Find your local number: https://us02web.zoom.us/u/kmHNwDhDX

AIMS does not discriminate on the basis of disability in the admission or access to, or treatment or employment in, its programs or activities. Marisol Magana has been designated to receive requests for disability-related modifications or accommodations in order to enable individuals with disabilities to participate in open and public meetings at AIMS. Please notify Marisol Magana at (510) 220-9985 at least 24 hours in advance of any disability accommodations being needed in order to participate in the meeting.

Committee Members Present
J. Colly, K. Smith, M. Woods-Cadiz, T. Tung

Committee Members Absent
C. Edington

Guests Present
B. Pemberton

I. Opening Items

A. Call the Meeting to Order

M. Woods-Cadiz called a meeting of the Governance Committee of AIMS K-12 College Prep Charter District to order on Tuesday May 21, 2024 at 4:39 PM.

B. Record Attendance and Guests

C. Adoption of the Agenda

J. Colly made a motion to approve.
M. Woods-Cadiz seconded the motion.
The committee **VOTED** to approve the motion.

D. Public Comments on Agenda Items

No comment

E. Public Comments on Non-Agenda Items

No comment

II. Approve Committee Meeting Minutes

A. Governance Committee Meeting: April 23, 2024

J. Colly made a motion to approve the minutes from Governance Committee Meeting on 04-23-24.

M. Woods-Cadiz seconded the motion.
The committee **VOTED** to approve the motion.

III. Action Items

A. The Board will consider approving Job Descriptions

M. Woods-Cadiz made a motion to approve.
J. Colly seconded the motion.
The committee **VOTED** to approve the motion.

B. Wellness Policy 2023-2024

M. Woods-Cadiz made a motion to approve.
J. Colly seconded the motion.
The committee **VOTED** to approve the motion.

C. Employee Contracts FY23-24

No action taken, item removed.

IV. Closed Session

A. Public Comment on Closed Session Item

No comment

B. Closed Session

Board exited to closed session and returned at 4:58 pm.

V. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 4:59 PM.

Respectfully Submitted,
M. Woods-Cadiz

B. NOTICES

None

Coversheet

The Board will consider approving Job Descriptions

Section: III. Action Items
Item: A. The Board will consider approving Job Descriptions
Purpose: Vote
Submitted by:
Related Material: SpEd Pogram Manager - Cover Letter.pdf
SpEd Program Manager Job Description 2024 (1).pdf
ELOP Program Clerk - Cover Letter.pdf
ELOP Clerk .JD.fv.docx.pdf
ELOP Intervention and Enrichment Saturday Instructor Cover Sheet.pdf
ELOP Instructor JD.pdf
ELOP Intervention & Enrichment Tutor Job Description Cover Letter.pdf
ELOP Tutor JD.pdf
ELOP Program Director Cover Letter.pdf
Director of ELOP Programs JD.docx.pdf
ELOP Instructional Helper Cover Letter.pdf
ELOP Instructional Helper.JD.fv.docx.pdf

AIMS K-12 College Prep Charter District
Board Submission Cover Letter

Submitter Information

Full Name: Tiffany Tung

Position/Title: Program Compliance Director

Department: Program Compliance

Date of Submission (MM/DD/YYYY): 6/18/2024

Item Details

Title of Item: Special Education Program Manager

Is this item a: ☑ New Submission
☐ Renewal

If Renewal: Please summarize any changes from the previous submission:

Approvals

Has this item been reviewed by:

☑ Superintendent
☐ Chief Business Officer (CBO) (If budget changes)
☐ Director of Compliance (If plan changes)
☐ Neither

Committee Review

Has this item been through the appropriate committee review process?

☑ Yes ☐ No

If yes: Please specify which committee(s) and provide minutes or approval documentation:
Will be brought to June 25, 2024 committee meeting for approval

If no: Explain why:

Deadline Information

Is there a submission deadline for this item?

☐ Yes ☑ No

If yes: Please indicate the deadline date (MM/DD/YYYY):

Financial Information (if applicable):

Total Cost: $

Is this expenditure included in the annual budget?

☑ Yes ☐ No

Please specify in which plan this expense is indicated:

☐ SPSA ☐ LCAP ☐ Other:

AIMS K-12 College Prep Charter District

Title: **Special Education Program Manager**

Category: Classified

Work Year: 12 months

Employment Type: Full Time

Starting Range: $98,031.60- 104,047.17

FLSA: Exempt

Supervisor: Director of Special Education

JOB GOALS: The Special Education Program Manager will provide direct services to students in the District's Special Education Programs by serving as the LEA representative in IEP meetings and ensuring compliance with IEP goals and supports. Additionally, they will perform any combination of the following tasks to assist the staff of the special education department in facilitation and collaboration with general education staff, teachers, administrators to ensure students with disabilities are receiving educational benefits.

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ESSENTIAL JOB DUTIES:(Incumbents may perform any combination of the essential functions shown below. This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this classification, but is intended to reflect the principal job elements accurately.)

Serve as a liaison to schools in regards to special education policies and practices

Support and coach staff in the development of programming options within the schools to meet individual student needs and to increase access to the universal curriculum

Work with building staff to develop special education caseloads

Serve as LEA representative in IEP meetings.

Participate in and/or facilitate special education related meetings with students, families, staff, and service providers.

Support and train staff in developing and writing high quality and legally compliant IEPs

Assist district administration with developing the master schedule in regards to special education programming

Conduct program needs analysis and serve as subject matter expert to collaborate with other departments on developing procedures and practices to service students with disabilities.

Develop and conduct districtwide specialized training for staff.

Develop and monitor districtwide program implementation, instructional materials, and curriculum materials

Analyze student data to review achievement and evaluate effectiveness of instruction for students with disabilities.

Model lessons and coach best instructional practices using UDL strategies

Provide strategic and direct coaching support for teachers

Provide special education leadership to campus working in partnership with school administration

Build teacher capacity to effectively and efficiently manage their caseload

Work in conjunction with special education teachers to ensure the needs of students are met according to IEP development.

Be responsive to campus needs in scientifically research-based programs and methodologies.

Assist with decision-making regarding statewide assessment participation of students with disabilities

Maintain positive and effective relationships with supervisor, principals, teachers, and parents

Comply with policies established by federal and state law, State Board of Education rules, and local board policy

Participate in staff development activities to improve skills related to job assignment

Comply with all district and local campus routines and regulations

Coordinate and schedule required ARD/IEP meetings

Review IEP paperwork prior to ARDs and assist as necessary.

Other duties as assigned

QUALIFICATIONS:

Valid California Administrative Services Credential

Master’s Degree in Special Education or related field preferred

At least 3 years of educational experience as an administrator over special education, a special education TOSA or a special education teacher

Knowledge of SEIS preferred

3 letters of recommendation

KNOWLEDGE AND ABILITIES:

Research-based practices of effective, visionary leadership;
Principles and practices of effective presentation and facilitation techniques, styles and skills;
Principles and practices of engaging, rigorous and stimulating professional development activities;
California's accountability system;
Standardized testing and reporting interpretation and analysis;
Curriculum design, planning, development, implementation and evaluation;
Program planning and evaluation designs and tools;
Federal, state and local laws; codes, regulations, requirements;and current research and development pertaining to areas of assigned responsibility;
Current federal, state, and local policies, rules, laws,regulations, and legislation pertaining to special education;
District policies and procedures, organizational structure and functions, and personnel policies and procedures;
Staff Development and professional development resources and the ability to implement them;
Effective administrative and managerial practices

PHYSICAL ACTIVITY REQUIREMENTS:

Minimum Work Position (Percentage of Time):
Standing: 30 Walking: 20 Sitting: 50
Minimum Body Movement (Frequency):
None (0) Limited (1) Occasional (2) Frequent (3) Very Frequent (4)
Lifting (lbs.): 15-18 Lifting: 2 Bending: 2
Pushing and/or Pulling Loads: 1 Reaching Overhead: 1 Kneeling or Squatting: 1
Climbing Ladders: 0 Climbing Stairs: 2

NON-DISCRIMINATION: AIMS College Prep Charter District does not discriminate on the basis of race, color, religion, gender, marital status, ancestry, political affiliation, age, sexual orientation, disability, medical condition, national origin, or mental or physical handicap in any of its policies or procedures related to admissions, employment, educational services, programs or activities.

Effective: July 1, 2024
Board Approved: Pending Board Approval June 25th, 2024

AIMS K-12 College Prep Charter District
Board Submission Cover Letter

Submitter Information

Full Name: Tiffany Tung

Position/Title: Program Compliance Director

Department: Program Compliance

Date of Submission (MM/DD/YYYY): 6/18/2024

Item Details

Title of Item: ELOP Program Clerk

Is this item a: ☑ New Submission
☐ Renewal

If Renewal: Please summarize any changes from the previous submission:

Approvals

Has this item been reviewed by:

☑ Superintendent
☑ Chief Business Officer (CBO) (If budget changes)
☐ Director of Compliance (If plan changes)
☐ Neither

Committee Review

Has this item been through the appropriate committee review process?

☑ Yes ☐ No

If yes: Please specify which committee(s) and provide minutes or approval documentation:
Governance

If no: Explain why:

Deadline Information

Is there a submission deadline for this item?

☐ Yes ☑ No

If yes: Please indicate the deadline date (MM/DD/YYYY):

Financial Information (if applicable):

Total Cost: $

Is this expenditure included in the annual budget?

☑ Yes ☐ No

Please specify in which plan this expense is indicated:

☐ SPSA ☐ LCAP ☐ Other:

AIMS K-12 College Prep Charter District

Title: ELOP Clerk

Category: Classified

Wor

Employment Type: **Full Time**

Starting Range: **$45.00 per hr.**

FLSA: Non- Exempt

Supervisor: Director of ELOP Programs

JOB GOALS: Performs a variety of routine clerical duties, including assisting others in the workplace, filing, duplicating, and maintaining records or reports in support of an assigned AIMS function. Applies knowledge of clerical techniques and office procedures to ELOP program Board policies and ELOP program rules and regulations in the performance of duties related to front office management, student discipline and attendance, student records maintenance/control and registration, or guidance.

REPRESENTATIVE DUTIES: (Incumbents may perform any combination of the essential functions shown below. This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this classification but is intended to reflect the principal job elements accurately.)

ESSENTIAL JOB DUTIES:

- Performs general clerical duties.
- First point of contact in greeting the public, staff and students.
- Must maintain confidentiality with sensitive information.
- Assist with compiling data for complete Federal reporting.
- Works at the front desk acting as a receptionist answer telephone, file documents digitally, assist students with phone usage as appropriate
- Communicates in an effective manner with staff, students, parents and/or visitors.
- Processes mail, scans and uploads electronic documents.
- Organizes student files
- Monitors all office equipment (mail machine, fax machine, photocopiers and printers).
- Assists the ELOP program leadership and staff with projects as assigned.
- Well organized and able to multitask projects and prioritize responsibilities.
- Manage student attendance verifications, filing and other clerical duties
- Verifies student absences
- Maintain Assist with enrollment procedures and recordkeeping
- Acts as a receptionist to the office and ELOP program visitors and answers a variety of questions for the public

- Maintains student early dismissal/release logs, tardy log and appointment log
- All other duties as assigned

QUALIFICATIONS:

- High Shcool diploma
- AA degree desired
- 2-3 years general clerical experience

KNOWLEDGE AND ABILITIES:

- The ability to work with others and respond to public inquiries in a courteous manner
- Good written and verbal communication skills
- Flexible and efficient in high pressure situations
- Well organized and able to multitask projects and prioritize responsibilities
- Knowledge of relevant software applications including MS Office
- Proficient in use of email and internet
- Good numeracy skills
- Accurate keyboard skills

PHYSICAL ACTIVITY REQUIREMENTS:

Minimum Work Position (Percentage of Time):
Standing: 30 Walking: 20 Sitting: 50
Minimum Body Movement (Frequency):
None (0) Limited (1) Occasional (2) Frequent (3) Very Frequent (4)
Lifting (lbs.): 15-18 Lifting: 2 Bending: 2
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Effective:
Board Approved: Pending Board Approval

AIMS K-12 College Prep Charter District
Board Submission Cover Letter

Submitter Information

Full Name: Tiffany Tung
Position/Title: Program Compliance Director
Department: Program Compliance
Date of Submission (MM/DD/YYYY): 6/18/2024

Item Details

Title of Item: ELOP Intervention and Enrichment Saturday Instructor
Is this item a: ☑ New Submission
☐ Renewal
If Renewal: Please summarize any changes from the previous submission:

Approvals

Has this item been reviewed by:

- ☑ Superintendent
- ☑ Chief Business Officer (CBO) (If budget changes)
- ☐ Director of Compliance (If plan changes)
- ☐ Neither

Committee Review

Has this item been through the appropriate committee review process?

☑ Yes ☐ No

If yes: Please specify which committee(s) and provide minutes or approval documentation: Governance
If no: Explain why:

Deadline Information

Is there a submission deadline for this item?

☐ Yes ☑ No

If yes: Please indicate the deadline date (MM/DD/YYYY):

Financial Information (if applicable):

Total Cost: $
Is this expenditure included in the annual budget?

☑ Yes ☐ No

Please specify in which plan this expense is indicated:

☐ SPSA ☐ LCAP ☐ Other:

AIMS K-12 College Prep Charter District

Title: Expanded Learning Opportunities Program Intervention and Enrichment Instructors

Category: Classified

Employment Type: Seasonal Extended Work

Available Hours: Saturdays, School Closure Days, Intersessions

Starting Range: $75.00 per hr.

FLSA: Exempt

Supervisor: ELOP Program Director

JOB GOALS: As an Expanded Learning Opportunities (ELOP) Instructor you will be responsible for planning, implementing, and supervising engaging and educational activities for students participating in the program. This position requires creativity, patience, excellent communication skills, and a strong commitment to supporting the academic and social development of students.

REPRESENTATIVE DUTIES: (Incumbents may perform any combination of the essential functions shown below:

- Provide age appropriate and engaging learning/enrichment activities that align with program goals.
- Create a safe, inclusive, and nurturing environment for students to learn and thrive.
- Supervise and monitor students during program hours, ensuring their safety and well-being at all times.
- Facilitate educational activities, off site field trips, games, arts and crafts, sports, and other enrichment opportunities that promote learning and engagement.
- Collaborate with other program staff, school personnel, and parents to assess student needs, progress, and areas for improvement.
- Maintain accurate attendance records, behavior logs, and other program documentation as required.
- Communicate regularly with parents/guardians regarding student progress, program updates, and upcoming events.
- Participate in staff meetings, training sessions, and professional development opportunities to enhance job performance and program effectiveness.

- Assist with program setup, cleanup, and organization of materials and resources as needed.
- Adhere to program policies, procedures, and safety protocols at all times.
- Complete and hold a valid Food Handlers card.
- Arranges food and beverage items (e.g., placing in food warmer, handling distributing cold meals, a la carte trays, filing racks, mobile carts, etc.) for the purpose of making items available to students and staff for the ELOP program.
- Documentation of all meals given out to students in the ELOP program in POS (Mealtime).
- Loads carts, food warmers, trays, etc. for the purpose of ensuring that food and/or beverage items are available for transporting to other sites (by assignment).
- Serving customers (students) in a fast, efficient, and friendly manner.
- Performs other related essential functions as assigned.
- Supervise Study Tours (Weekends and Intersesssion)

QUALIFICATIONS:

- Associates Degree or Bachelor's Degree Preferred
- Fingerprinting and TB test required

KNOWLEDGE AND ABILITIES:

- Previous experience working with children in an educational or recreational setting (preferred).
- Strong organizational skills and ability to multitask in a fast-paced environment.
- Excellent communication and interpersonal skills, with the ability to interact effectively with students, parents, and colleagues.
- Creativity, enthusiasm, and a passion for working with children and youth.
- Ability to maintain a positive and supportive attitude while addressing behavioral challenges and conflicts.

PHYSICAL ACTIVITY REQUIREMENTS:

Minimum Work Position (Percentage of Time):

Standing: 15 Walking: 15 Sitting: 70

Minimum Body Movement (Frequency): 2

None (0) Limited (1) Occasional (2) Frequent (3) Very Frequent (4)

Lifting (lbs.): 50 Lifting: 2 Bending: 2

Pushing and/or Pulling Loads: 1 Reaching Overhead: 1 Kneeling or Squatting: 1

Climbing Ladders: 1 Climbing Stairs: 2

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Effective:

Board Approved: Pending Board Approval

AIMS K-12 College Prep Charter District
Board Submission Cover Letter

Submitter Information

Full Name: Tiffany Tung
Position/Title: Program Compliance Director
Department: Program Compliance
Date of Submission (MM/DD/YYYY): 6/18/2024

Item Details

Title of Item: ELOP Intervention & Enrichment Tutor Job Description
Is this item a: ☑ New Submission
☐ Renewal
If Renewal: Please summarize any changes from the previous submission:

Approvals

Has this item been reviewed by:

- ☑ Superintendent
- ☑ Chief Business Officer (CBO) (If budget changes)
- ☐ Director of Compliance (If plan changes)
- ☐ Neither

Committee Review

Has this item been through the appropriate committee review process?

☑ Yes ☐ No

If yes: Please specify which committee(s) and provide minutes or approval documentation: Governance
If no: Explain why:

Deadline Information

Is there a submission deadline for this item?

☐ Yes ☑ No

If yes: Please indicate the deadline date (MM/DD/YYYY):

Financial Information (if applicable):

Total Cost: $
Is this expenditure included in the annual budget?

☑ Yes ☐ No

Please specify in which plan this expense is indicated:

☐ SPSA ☐ LCAP ☐ Other:

AIMS K-12 College Prep Charter District

Title: Expanded Learning Opportunities Program Intervention and Enrichment Tutor

Category: Classified

Employment Type: Seasonal Extended Work

Available Hours: School Days M-Th 4-6, Friday 1:00-6, School Closure Days, Intersessions

Starting Range: $75.00 per hr.

FLSA: Exempt

Supervisor: ELOP Program Director

JOB GOALS: As an Expanded Learning Opportunities (ELOP) Tutor you will be responsible for planning, implementing, and supervising engaging and educational activities for students participating in the program. This position requires creativity, patience, excellent communication skills, and a strong commitment to supporting the academic and social development of students.

REPRESENTATIVE DUTIES: (Incumbents may perform any combination of the essential functions shown below:

- Provide age appropriate and engaging learning/enrichment activities that align with program goals.
- Create a safe, inclusive, and nurturing environment for students to learn and thrive.
- Supervise and monitor students during program hours, ensuring their safety and well-being at all times.
- Facilitate educational activities, off site field trips, games, arts and crafts, sports, and other enrichment opportunities that promote learning and engagement.
- Collaborate with other program staff, school personnel, and parents to assess student needs, progress, and areas for improvement.
- Maintain accurate attendance records, behavior logs, and other program documentation as required.
- Communicate regularly with parents/guardians regarding student progress, program updates, and upcoming events.
- Participate in staff meetings, training sessions, and professional development opportunities to enhance job performance and program effectiveness.

- Assist with program setup, cleanup, and organization of materials and resources as needed.
- Adhere to program policies, procedures, and safety protocols at all times.
- Complete and hold a valid Food Handlers card.
- Arranges food and beverage items (e.g., placing in food warmer, handling distributing cold meals, a la carte trays, filing racks, mobile carts, etc.) for the purpose of making items available to students and staff for the ELOP program.
- Documentation of all meals given out to students in the ELOP program in POS (Mealtime).
- Loads carts, food warmers, trays, etc. for the purpose of ensuring that food and/or beverage items are available for transporting to other sites (by assignment).
- Serving customers (students) in a fast, efficient, and friendly manner.
- Performs other related essential functions as assigned.
- Supervise Study Tours (Intersession)

QUALIFICATIONS:

- High School Diploma,Associates Degree or Bachelor's Degree Preferred
- Fingerprinting and TB test required

KNOWLEDGE AND ABILITIES:

- Previous experience working with children in an educational or recreational setting (preferred).
- Strong organizational skills and ability to multitask in a fast-paced environment.
- Excellent communication and interpersonal skills, with the ability to interact effectively with students, parents, and colleagues.
- Creativity, enthusiasm, and a passion for working with children and youth.
- Ability to maintain a positive and supportive attitude while addressing behavioral challenges and conflicts.

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Effective:

Board Approved: Pending Board Approval

AIMS K-12 College Prep Charter District
Board Submission Cover Letter

Submitter Information

Full Name: Tiffany Tung

Position/Title: Program Compliance Director

Department: Program Compliance

Date of Submission (MM/DD/YYYY): 6/18/2024

Item Details

Title of Item: ELOP Program Director Job Description

Is this item a: ☑ New Submission
☐ Renewal

If Renewal: Please summarize any changes from the previous submission:

Approvals

Has this item been reviewed by:

☑ Superintendent
☑ Chief Business Officer (CBO) (If budget changes)
☐ Director of Compliance (If plan changes)
☐ Neither

Committee Review

Has this item been through the appropriate committee review process?

☑ Yes ☐ No

If yes: Please specify which committee(s) and provide minutes or approval documentation: Governance

If no: Explain why:

Deadline Information

Is there a submission deadline for this item?

☐ Yes ☑ No

If yes: Please indicate the deadline date (MM/DD/YYYY):

Financial Information (if applicable):

Total Cost: $

Is this expenditure included in the annual budget?

☑ Yes ☐ No

Please specify in which plan this expense is indicated:

☐ SPSA ☐ LCAP ☐ Other:

AIMS K-12 College Prep Charter District

Title: Director of ELOP Programs

Category: Classified

Work Year: **12 Months**

Employment Type: **Full Time**

Starting Range: **$115,000 - $122,056.81**

FLSA: Exempt

Supervisor: Superintendent of Schools

JOB GOALS:
Under the direction of the Superintendent, the Director of ELOP Programs is responsible for providing leadership, supervision, and direction to the faculty and staff involved in the extended learning opportunity program. They are in charge of ensuring the implementation of ELOP-designated curriculum, establishing procedures, following AIMS policies and regulations, enforcing the ELOP plan, and managing budgets. Furthermore, they are responsible for ensuring compliance with applicable laws and regulations. The Director must ensure that students receive quality intervention and enrichment experiences while promoting a positive educational environment. The Director of ELOP Programs oversees all aspects of the extended learning opportunity program, from academic programming to financial management. In addition, they must ensure that all stakeholders – students, staff, and faculty – have access to a safe, supportive learning environment. Given their important role in supporting the operations of an educational institution, the Director of ELOP Programs must possess strong leadership skills, excellent communication abilities, and advanced problem-solving acumen. They must also be adept at working collaboratively with diverse educational partners within their organization and external partners to achieve common goals for student success. This position solely exists to manage the ELOP after-school and weekend program, which includes academic intervention, enrichment activities, experiential learning, and student trips.

REPRESENTATIVE DUTIES:

- (Incumbents may perform any combination of the essential functions shown below. This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this classification but is intended to reflect the principal job elements accurately.)

ESSENTIAL JOB DUTIES:

- The Director of ELOP Programs is responsible for all operations, overseeing staff and student performance, and setting the tone for excellence within the community.
- Support in instructor preparation and grading
- They must possess excellent organizational skills, be able to manage complex tasks efficiently and effectively, have an adept understanding of academic standards and teaching practices, as well as have a strong knowledge of safety guidelines.
- Oversee curriculum implementation and development to ensure students are receiving the best possible educational program.

- Provide leadership for program staff by establishing professional learning opportunities and supervising professional development projects.
- Ensure full compliance with the requirements of the ELOP grant and implement the AIMS ELOP plan, including supervising student trips.
- They must ensure that students have educational experiences as well as study tours and real-world exposure.
- Inspire trust while leading by example to maintain an equitable learning environment for all.
- Develop relationships with both students and their families while also understanding the unique needs of each student group.
- Develop a positive learning culture that fosters personal growth and academic success by staying current on new education trends, creating innovative problem-solving approaches, managing resources wisely, and ensuring all educational partners are informed about policy or procedure changes.
- Visit travel sites, plan trips, and ensure all travel and field trip plans go off seamlessly.
- Present the program progress to the board of directors and the public monthly.
- All other duties as assigned

KNOWLEDGE AND ABILITIES:
Clean driving record
Valid California Driver's License
Fingerprinting & Tuberculosis test

PHYSICAL ACTIVITY REQUIREMENTS:
Minimum Work Position (1.0 FTE):
Standing: 30 Walking: 40 Sitting: 30
Minimum Body Movement (Frequency): 4
None (0) Limited (1) Occasional (2) Frequent (3) Very Frequent (4)
Lifting (lbs.): 50 Lifting: 2 Bending: 3
Pushing and/or Pulling Loads: 1 Reaching Overhead: 1 Kneeling or Squatting: 3
Climbing Ladders: 1 Climbing Stairs: 4

NON-DISCRIMINATION: AIMS College Prep Charter District does not discriminate on the basis of race, color, religion, gender, marital status, ancestry, political affiliation, age, sexual orientation, disability, medical condition, national origin, or mental or physical handicap in any of its policies or procedures related to admissions, employment, educational services, programs or activities.
In

Effective:
Board Approved: Pending Board Approval

AIMS K-12 College Prep Charter District
Board Submission Cover Letter

Submitter Information

Full Name: Tiffany Tung
Position/Title: Program Compliance Director
Department: Program Compliance
Date of Submission (MM/DD/YYYY): 6/18/2024

Item Details

Title of Item: ELOP Instructional Helper
Is this item a: ☑ New Submission
☐ Renewal
If Renewal: Please summarize any changes from the previous submission:

Approvals

Has this item been reviewed by:

- ☑ Superintendent
- ☑ Chief Business Officer (CBO) (If budget changes)
- ☐ Director of Compliance (If plan changes)
- ☐ Neither

Committee Review

Has this item been through the appropriate committee review process?

☑ Yes ☐ No

If yes: Please specify which committee(s) and provide minutes or approval documentation: Governance
If no: Explain why:

Deadline Information

Is there a submission deadline for this item?

☐ Yes ☑ No

If yes: Please indicate the deadline date (MM/DD/YYYY):

Financial Information (if applicable):

Total Cost: $

Is this expenditure included in the annual budget?

☑ Yes ☐ No

Please specify in which plan this expense is indicated:

☐ SPSA ☐ LCAP ☐ Other:

AIMS K-12 College Prep Charter District

Title: ELOP Instructional Helper

Category: Classified

Employment Type: **Seasonal Extended Work**

Starting Range: **$50.00/Hr**

Available Hours:ELOP program Days M-Th 4-6, Friday 1:00-6, ELOP program Closure Days, Intersessions

FLSA: Non-Exempt

Supervisor: ELOP Director

JOB GOALS: The ELOP Instructional Helper is a key part of the teaching team, supporting the Instructor/Tutor and students in class. The role involves helping with lesson preparation, setting up materials for lessons and activities, keeping track of student progress and attendance records, grading tests and assignments, assisting Instructors/Tutors with classroom discipline where needed, as well as supervising students during ELOP program events or outings. The Instructor/Tutor's Assistant is required to lead the class when the Instructor/Tutor is absent. The ideal candidate will have excellent communication skills and be able to work effectively in a team environment. They must have strong organizational skills and an aptitude for problem-solving.

REPRESENTATIVE DUTIES: (Incumbents may perform any combination of the essential functions shown below. This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this classification, but is intended to reflect the principal job elements accurately.)

ESSENTIAL JOB DUTIES:

- Preparing lesson materials and resources before classes start, such as gathering worksheets, textbooks, and other relevant items;
- Assisting the Instructor/Tutor with classroom activities such as, but not solely including, leading group exercises, helping with art projects, or providing individualized help for students;
- Keeping track of student progress and attendance records;
- Assist in grading tests and assignments in accordance with ELOP program criteria;
- Helping to maintain classroom discipline;
- Supervising students during ELOP program events, field trips, educational outings, or in the Instructor/Tutor's absence;
- Leads instruction when Instructor/Tutor is not present on campus;
- Assists with push-in and pull-out intervention services;
- Communicating effectively with Instructor/Tutors and other staff members to ensure smooth class operations;
- Setting up technical equipment for virtual classrooms or presentations;
- Maintaining a safe environment within the classroom by adhering to all safety protocols and health regulations set forth by ELOP program administrators.
- All other duties as assigned.

QUALIFICATIONS:

- High School Diploma
- Previous experience working with children preferred
- Valid CA drivers license required
- Fingerprinting and TB required

KNOWLEDGE AND ABILITIES:

- Ability to meet the driving and transportation requirements.
- Maintain accurate records
- Maintain active affiliation with professional community while continuing to grow and develop professionally.
- Exhibit professionalism in daily activities and communication with staff, families and students.
- Experience working with Special Education students and English Language Learners a plus.
- Well organized and able to multitask projects and prioritize responsibilities.
- Must be adhere to all AIMS policies and procedures.

PHYSICAL ACTIVITY REQUIREMENTS:

Minimum Work Position (Percentage of Time):

Standing: 30 Walking: 60 Sitting: 10

Minimum Body Movement (Frequency):4

None (0) Limited (1) Occasional (2) Frequent (3) Very Frequent (4)

Lifting (lbs.): 50 Lifting: 3 Bending: 4

Pushing and/or Pulling Loads: 3 Reaching Overhead: 3 Kneeling or Squatting: 4

Climbing Ladders: 1 Climbing Stairs: 4

NON-DISCRIMINATION: AIMS College Prep Charter District does not discriminate on the basis of race, color, religion, gender, marital status, ancestry, political affiliation, age, sexual orientation, disability, medical condition, national origin, or mental or physical handicap in any of its policies or procedures related to admissions, employment, educational services, programs or activities.

Effective:

Board Approved: Pending Board Approval

Coversheet

Updated Attendance Policy

Section:	III. Action Items
Item:	B. Updated Attendance Policy
Purpose:	Vote
Submitted by:	
Related Material:	Updated Attendance Policy - Cover Letter.pdf Updated Attendance Policy.docx.pdf

AIMS K-12 College Prep Charter District
Board Submission Cover Letter

Submitter Information

Full Name: Marisol Magana
Position/Title: Director of Health & School Support Services
Department: Health & School Support Services
Date of Submission (MM/DD/YYYY): 2/18/2024

Item Details

Title of Item: Updated Attendance Policy
Is this item a: ☑ New Submission
☐ Renewal
If Renewal: Please summarize any changes from the previous submission:

Approvals

Has this item been reviewed by:

- ☐ Superintendent
- ☐ Chief Business Officer (CBO) (If budget changes)
- ☐ Director of Compliance (If plan changes)
- ☐ Neither

Committee Review

Has this item been through the appropriate committee review process?

☑ Yes ☐ No

If yes: Please specify which committee(s) and provide minutes or approval documentation:
This policy will be reviewed by Governance Committee on 6/26/2024
If no: Explain why:

Deadline Information

Is there a submission deadline for this item?

☐ Yes ☐ No

If yes: Please indicate the deadline date (MM/DD/YYYY):

Financial Information (if applicable):

Total Cost: $

Is this expenditure included in the annual budget?

☐ Yes ☐ No

Please specify in which plan this expense is indicated:

☐ SPSA ☐ LCAP ☐ Other:

AIMS K-12 College Prep Charter District Attendance Policy

Consistent school attendance is critical to the school's success. Being present for classroom instructional time is essential for students to reach their goals and achieve their dreams. Chronic absenteeism has been linked to an increased likelihood of poor academic performance, disengagement from school and further behavioral problems. It is the intent of the Board of Directors ("Board") of AIMS K-12 College Prep Charter District ("AIMS K-12" or "Charter School") to ensure that students attend school every day and on time. The policy permits students to be excused from school for justifiable reasons such as illness, doctor's appointments, family emergencies, and attendance at religious retreats.

Definitions

- "*Tardy*": Students shall be classified as tardy if the student arrives after the school's published start time (see the school's bell schedule).

- "*Unexcused Absence*": A student shall have an unexcused absence if the student is absent or is tardy for more than thirty (30) minutes without a valid excuse.

- "*Truant":* A student shall be classified as a truant if the student is absent from school without a valid excuse three (3) full days in one school year, or if the student is tardy or absent for more than any 30-minute period during the school day without a valid excuse on three (3) occasions in one school year, or any combination thereof. Any student who has once been reported as a truant and who is again absent from school without valid excuse one or more days, or tardy on one or more days, shall again be deemed a truant. Such students shall be reported to the Site administrator or designee.

- "*Habitual Truant*": A student shall be classified as a habitual truant if the student is reported for truancy three (3) or more times within the same school year. This generally occurs when the student is absent from school without a valid excuse for five (5) full days in one school year or if the student is tardy or absent for more than any 30-minute period during the school day without a valid excuse on five (5) occasions in one school year, or any combination thereof.

- "*Chronic Truant*": Students shall be classified as chronic truant if the are absent from school without a valid excuse for ten (10) percent or more of the school days in one school year, from the date of enrollment to the current date.

- *"School Attendance Review Team ("SART"):* The SART panel will be composed of the School Administrator, School Counselor, and additional personnel as deemed necessary by the Site administrator. The SART panel will discuss the absence problem with the student's parent/guardian to work on solutions, develop strategies, discuss appropriate support services for the student and the student's family, and establish a plan to resolve the attendance issue.

  1. The SART panel shall direct the parent/guardian that no further unexcused absences or tardies can be tolerated.

2. The parent/guardian shall be required to sign a contract formalizing the agreement by the parent/guardian to improve the child's attendance or face additional administrative action. The contract will identify the corrective actions required in the future, and indicate that the SART panel shall have the authority to order one or more of the following consequences for non-compliance with the terms of the contract:

    a. Parent/guardian to attend school with the child for one day
    b. Student retention
    c. After-school detention program
    d. Required school counseling
    e. Loss of field trip privileges
    f. Loss of school store privileges
    g. Loss of school event privileges
    h. Mandatory Saturday school
    i. Required remediation plan as set by the SART
    j. Notification to the County District Attorney

3. The SART panel may discuss other school placement options.

4. Notice of action recommended by the SART will be provided in writing to the parent/guardian.

Excused Absences for Classroom-Based Attendance

Absence from school shall be excused only for health reasons, family emergencies and justifiable personal reasons, as required by law or permitted under this Attendance Policy.

A student's absence shall be excused for the following reasons:

1. Personal illness, including an absence for the benefit of the pupil's mental or behavioral health (with a valid doctor's note or medical documentation);
2. Quarantine under the direction of a county or city health officer;
3. Medical, dental, optometric, or chiropractic appointments;
    a. Students in grades 7-12, inclusive, may be excused from school for the purpose of obtaining confidential medical services without the consent of the student's parent or guardian.
4. Attendance at funeral services for a member of the immediate family:
    a. Excused absence in this instance shall be limited to one day if the service is conducted in California or three days if the service is conducted out of state.
    b. "Immediate family" shall be defined as a parent or guardian, grandparent, spouse, son/son-in-law, daughter/daughter-in-law, brother, sister or any relative living in the student's household.

5. Participation in religious instruction or exercises as follows:
    a. The student shall be excused for this purpose on no more than four school days per month.
6. For the purposes of jury duty in the manner provided for by law.

7. Due to the illness or medical appointment during school hours of a child of whom the student is the custodial parent, including absences to care for a sick child. (The school does not require a note from the doctor for this excuse).

8. To permit the student to spend time with an immediate family member who is an active duty member of the uniformed services, as defined in Education Code section 49701, and has been called to duty for, is on leave from, or has immediately returned from, deployment to a combat zone or combat support position. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the Charter School.

9. For the purpose of serving as a member of a precinct board for an election pursuant to Election Code section 12302.

10. Attendance at the student's naturalization ceremony to become a United States citizen.

11. Authorized parental leave for a pregnant or parenting student for up to eight (8) weeks, which may be extended if deemed medically necessary by the student's physician.

12. Authorization at the discretion of the Site administrator or designee, based on the facts of the student's circumstances, are deemed to constitute a valid excuse.

13. A student who holds a work permit to work for a period of not more than five (5) consecutive days in the entertainment or allied industries shall be excused from school during the period that the student is working in the entertainment or allied industry for a maximum of up to five (5) absences per school year subject to the requirements of Education Code section 48225.5.

14. In order to participate with a not-for-profit performing arts organization in a performance for a public-school student audience for a maximum of up to five (5) days per school year provided the student's parent or guardian provides a written note to the school authorities explaining the reason for the student's absence.

15. For the purpose of participating in a cultural ceremony or event. "Cultural" for these purposes means relating to the habits, practices, beliefs, and traditions of a certain group of people.

16. For the purpose of a middle school or high school pupil engaging in a civic or political event, provided that the pupil notifies the school ahead of the absence. A "civic or political event" includes, but is not limited to, voting, poll working, strikes, public commenting, candidate speeches, political or civic forums, and town halls.

    a. A middle school or high school pupil who is absent pursuant to this provision is required to be excused for only one school day-long absence per school year.
    b. A middle school or high school pupil who is absent pursuant to this provision may

be permitted additional excused absences in the discretion of a school administrator.

17. For the following justifiable personal reasons for a maximum of five (5) school days per school year, upon advance written request by the student's parent or guardian and approval by the Site administrator or designee pursuant to uniform standards.
    a. Appearance in court;
    b. Observation of a holiday or ceremony of the student's religion;
    c. Attendance at religious retreats.
    d. Attendance at an employment conference.
    e. Attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization.

A student who is absent due to an excused absence will be allowed to complete all assignments and tests missed during the excused absence that can be reasonably provided and will receive full credit upon satisfactory completion within a reasonable period of time. The teacher of the class from which a student is absent shall determine which tests and assignments are reasonably equivalent to, but not necessarily identical to, the tests and assignments that the student missed during the excused absence.

Method of Verification

When a student has not arrived within the first fifteen (15) minutes of school, and no contact from a parent has been received, a school representative will attempt to contact the parent/guardian. To have an absence excused, a parent/guardian must notify the school by stating the reason for the absence and providing appropriate documentation upon the student's return to school.

If appropriate notification has not been received within two (2) days of student's return to school, the absence may be considered an unexcused absence. Parents whose work schedule prevents them from contacting the school during the normal school hours are strongly urged to send a note with the student, leave a voicemail, or email the school.

When students who have been absent return to school, they must present a satisfactory explanation verifying the reason for the absence.

The following methods may be used to verify student absences:

1. Written note from parent/guardian, or parent representative;
2. Conversation, in person or by telephone, between the verifying employee and the student's parent/guardian or parent representative. The employee shall subsequently record the following:
    a) Name of student;
    b) Name of parent/guardian or parent representative;
    c) Name of verifying employee;
    d) Date or dates of absence; and
    e) Reason for absence.

3. Visit to the student's home by the verifying employee or designee, or any other reasonable method, which establishes the fact that the student was absent for the reasons stated. A written recording shall be made, including information outlined above.

4. Healthcare provider verification
    a. When excusing students for confidential medical services or verifying such appointments, School staff shall not ask the purpose of such appointments but may contact a medical office to confirm the time of the appointment.
    b. A healthcare provider's note or medical documentation of illness will be accepted for any reported absence.

***Insofar as class participation is an integral part of students' learning experiences, parents/guardians and students shall be encouraged to schedule medical appointments during non-school hours, and, whenever possible, to encourage students to return to school after a non-emergency appointment.*

Students should not be absent from school without their parents/guardians' knowledge or consent except in cases of medical emergency or for students in grades 7-12, inclusive, who may be excused from school for the purpose of obtaining confidential medical services without the consent of the student's parent or guardian.

Unexcused Absences/Truancy for Classroom Based Attendance

The Site administrator, or designee, shall implement positive steps to reduce truancy, including working with the family in an attempt to resolve the attendance problem. A student's progress and learning may be affected by excessive unexcused absences. In addition, the Charter School is fiscally dependent on student attendance and is negatively impacted by excessive unexcused absences. If all attempts to resolve the student's attendance problem are unsuccessful, the Charter School will implement the processes described below.

Process for Addressing Truancy

a. Each of the first two (2) unexcused absences or unexcused tardies over 30 minutes will result in a call home to the parent/guardian.

b. Each of the third (3rd) and fourth (4th) unexcused absences or unexcused tardies over 30 minutes Dean of Students or designee calling home and/or the Charter School may send the parent an e-mail notification. In addition, upon reaching three (3) unexcused absences or unexcused tardies over 30 minutes in a school year, the parent/guardian will receive "**Truancy Letter #1 – Truancy Classification Notice**" from the Charter School notifying the parent/guardian of the student's "Truant" status. This letter must be signed by the parent/guardian and returned to the Charter School. This letter shall also be accompanied by a copy of this Attendance Policy. This letter, and all subsequent letter(s) sent home, shall be sent by Certified Mail, return receipt requested, or some other form of mail that can be tracked. This letter shall be re-sent after a fourth (4^{th}) unexcused absence.

c. Upon reaching five (5) unexcused absences or unexcused tardies over 30 minutes, the

parent/guardian will receive "**Truancy Letter #2 – Habitual Truant Classification Notice and Conference Request**," notifying the parent/guardian of the student's "Habitual Truant" status and a parent/guardian conference will be scheduled to review the student's records and develop an intervention plan/contract. In addition, the Charter School will consult with a school counselor regarding the appropriateness of a home visitation and/or case management.

d. Upon reaching six (6) unexcused absences or unexcused tardies over 30 minutes, the parent/guardian will receive a "**Truancy Letter #3 – Referral to SART Meeting"** and the student will be referred to a Student Success Team (SST) and the SART.

5. If the conditions of the SART contract are not met, the student may incur additional administrative action up to and including disenrollment from the Charter School, consistent with the Involuntary Removal Process described below. If the student is disenrolled after the Involuntary Removal Process has been followed, notification will be sent within thirty (30) days to the student's last known school district of residence.

6. For all communications set forth in this process, the Charter School will use the contact information provided by the parent/guardian in the registration packet. It is the parent's or guardian's responsibility to update the Charter School with any new contact information.

7. If a student is absent ten (10) or more consecutive school days without valid excuse and the student's parent/guardian cannot be reached at the number or address provided in the registration packet and does not otherwise respond to the Charter School's communication attempts, as set forth above, the student will be in violation of the SART contract, and the SART panel will recommend that the student be disenrolled in compliance with the Involuntary Removal Process described below. The Involuntary Removal Process can be started immediately upon the Charter School receiving documentation of the student's enrollment and attendance at another public or private school (i.e., a CALPADS report).

Process for Students Who Are Not in Attendance at the Beginning of the School Year

When a student is not in attendance on the first five (5) days of the school year, the Charter School will attempt to reach the student's parent/guardian on a daily basis for each of the first five (5) days to determine whether the student has an excused absence, consistent with the process outlined in this policy. If the student has a basis for an excused absence, the student's parent/guardian must notify the Charter School of the absence and provide documentation consistent with this policy. However, consistent with process below, students who are not in attendance by the sixth (6^{th}) day of the school year due to an unexcused absence will be disenrolled from the Charter School roster after following the Involuntary Removal Process described below, as it will be assumed that the student has chosen another school option.

1. Students who are not in attendance on the first (1^{st}) day of the school year will be contacted by phone to ensure their intent to enroll in the Charter School.

2. Students who have indicated their intent to enroll but have not attended by the third (3rd) day of the school year and do not have an excused absence will receive a letter indicating the student's risk of disenrollment.

3. Students who have indicated their intent to enroll but have not attended by the fifth (5th) day of the school year and do not have an excused absence will receive a phone call reiterating the content of the letter.

4. Students who are not in attendance by the sixth (6th) day of the school year and do not have an excused absence will receive an Involuntary Removal Notice and the CDE Enrollment Complaint Notice and Form. The Charter School will follow the Involuntary Removal Process described below, which includes an additional five (5) schooldays for the parent/guardian to respond to the Charter School and request a hearing before disenrollment.

5. The Involuntary Removal Process can be started immediately upon the Charter School receiving documentation of the student's enrollment and attendance at another public or private school (i.e., a CALPADS report).

6. The Charter School will use the contact information provided by the parent/guardian in the registration packet.

7. Within thirty (30) calendar days of disenrollment, the Charter School will send the student's last known school district of residence a letter notifying it of the student's failure to attend the Charter School.

Involuntary Removal Process

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of the Charter School's intent to remove the student ("Involuntary Removal Notice"). The Involuntary Removal Notice must be provided to the parent or guardian no less than five (5) schooldays before the effective date of the proposed disenrollment date.

The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder. The Involuntary Removal Notice shall include:

1. The charges against the student
2. An explanation of the student's basic rights including the right to request a hearing before the effective date of the action
3. The CDE Enrollment Complaint Notice and Form

The hearing shall be consistent with the Charter School's expulsion procedures. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the Charter School's suspension and expulsion policy.

Upon a parent's or guardian's request for a hearing, the Charter School will provide notice of hearing consistent with its expulsion hearing process, through which the student has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the student has the right to bring legal counsel or an advocate. The notice of hearing shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder and shall include a copy of the Charter School's expulsion hearing process.

If the parent/guardian is nonresponsive to the Involuntary Removal Notice, the student will be disenrolled as of the effective date set forth in the Involuntary Removal Notice. If parent/guardian requests a hearing and does not attend on the date scheduled for the hearing, the student will be disenrolled effective the date of the hearing.

If as a result of the hearing the student is disenrolled, notice will be sent to the student's last known school district of residence within thirty (30) calendar days.

A hearing decision not to disenroll the student does not prevent the Charter School from making a similar recommendation in the future should student truancy continue or re-occur.

These policies will be enforced fairly, uniformly, and consistently without regard to any protected classification, including but not limited to race, ethnicity, national origin, gender, disability, or sexual orientation.

Referral to Appropriate Agencies or County District Attorney

It is the Charter School's intent to identify and remove all barriers to the student's success, and the Charter School will explore every possible option to address student attendance issues with the family. For any unexcused absence, the Charter School may refer the family to appropriate school-based and/or social service agencies.

If a student's attendance does not improve after a SART contract has been developed according to the procedures above, or if the parents/guardians fail to attend a required SART meeting, the Charter School shall notify the County District Attorney's office, which then may refer the matter for prosecution through the court system. Students twelve (12) years of age and older may be referred to the juvenile court for adjudication.

Non-Discrimination

These policies will be enforced fairly, uniformly, and consistently without regard to the characteristics listed in Education Code section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Penal Code section 422.55, including immigration status, pregnancy, or association with an individual who has any of the aforementioned characteristics)

Reports

The Site administrator, or designee, shall gather and report semi-annually to the Board the number of absences both excused and unexcused as well as students who are truant, and the steps taken to remedy the problem.

Coversheet

Youth Suicide Prevention Policy

Section:	III. Action Items
Item:	C. Youth Suicide Prevention Policy
Purpose:	Vote
Submitted by:	
Related Material:	AIMS K-12 Suicide Prevention Policy.docx.pdf Youth Suicide Prevention Policy - Cover Letter.pdf

Youth Suicide and Prevention Policy

A. Introduction

The Governing Board of AIMS College Prep Charter District (“Charter School” or "AIMS K-12) recognizes that suicide is a leading cause of death among youth and that an even greater amount of youth consider (17 percent of high school students) and attempt suicide (over 8 percent of high school students) (Centers for Disease Control and Prevention, 2015).

The possibility of suicide and suicidal ideation requires vigilant attention from our school staff. As a result, we are ethically and legally responsible for providing an appropriate and timely response in preventing suicidal ideation, attempts, and deaths. We also must work to create a safe and nurturing campus that minimizes suicidal ideation in students.

Recognizing that it is the duty of all charter school staff to protect the health, safety, and welfare of its students, this policy aims to safeguard students and staff against suicide attempts, deaths and other trauma associated with suicide, including ensuring adequate supports for students, staff, and families affected by suicide attempts and loss. As it is known that the emotional wellness of students greatly impacts school attendance and educational success, this policy shall be paired with other policies that support the emotional and behavioral wellness of students.

This policy is based on research and best practices in suicide prevention, and has been adopted with the understanding that suicide prevention activities decrease suicide risk, increase help-seeking behavior, identify those at risk of suicide, and decrease suicidal behaviors. Empirical evidence refutes a common belief that talking about suicide can increase risk or “place the idea in someone’s mind.”

In compliance with Education Code section 215, this policy has been developed in consultation with AIMS K-12 and educational stakeholders. AIMS K-12 must work in conjunction with local government agencies, community-based organizations, and other community supports to identify additional resources.

In an attempt to reduce suicidal behavior and its impact on students and families, the Charter School shall develop strategies for suicide prevention, intervention, and postvention, and the identification of the mental health challenges frequently associated with suicidal thinking and behavior. These strategies shall include professional development for all school personnel in all job categories who regularly interact with students or are in a position to recognize the risk factors and warning signs of suicide, including substitute teachers, volunteers, expanded learning staff (afterschool) and other individuals in regular contact with students such as tutors, and coaches.

To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, AIMS K-12 shall appoint an individual (or team) to serve as the suicide prevention point of contact for AIMS K-12. The suicide prevention point of contact for AIMS K-12 and the Superintendent shall ensure proper coordination and consultation with the county mental health plan if a referral is made for mental health or related services on behalf of a student who is a Medi-Cal beneficiary. This policy shall be reviewed and revised as indicated, at least annually in conjunction with the educational stakeholders.

AIMS K-12's Suicide Prevention Liason is:

Deborah Woods
Director of Special Education
AIMS K-12 College Prep Charter District
171 12th Street
Oakland, CA 94607
deborah.woods@aimsk12.org
510-893-8701

The Charter School shall develop and implement preventive strategies and intervention procedures that include the following:

B. Overall Strategic Plan for Suicide Prevention and Messaging about Suicide Prevention

In compliance with Education Code section 215, this policy has been developed in consultation with AIMS K-12 College Prep Charter District and educational stakeholders, in planning, implementing, and evaluating the charter school's strategies for suicide prevention and intervention. Charter schools must work in conjunction with local government agencies, community-based organizations, and other community supports to identify additional resources.

To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, This policy shall be reviewed and revised as indicated, at least annually in conjunction with the previously mentioned educational stakeholders.

Messaging about suicide has an effect on suicidal thinking and behaviors. Consequently, AIMS K-12 College Prep Charter District, along with its partners, has critically reviewed and will continue to review all materials and resources used in awareness efforts to ensure they align with best practices for safe messaging about suicide.

C. Suicide Prevention Training and Education

AIMS K-12 College Prep Charter Districts, along with its partners, has carefully reviewed available staff training techniques and materials to ensure they promote the mental health model of suicide prevention and do not encourage the use of the stress model to explain suicide.

Training shall be provided for all school staff members and other adults on campus (including substitutes and intermittent staff, volunteers, interns, tutors, coaches, and afterschool staff).

1. Training

At least annually, all AIMS K-12 College Prep Charter District staff shall receive training on the risk factors and warning signs of suicide, suicide prevention, intervention, referral, and postvention.

All suicide prevention trainings shall be offered under the direction of charter school-employed mental health professionals (e.g., charter school counselors, psychologists, or social workers) who have received advanced training specific to suicide and may benefit from collaboration with one or more county and/or community mental health agencies. Staff training can be adjusted year-to-year based on previous professional development activities and emerging best practices.

At a minimum, all staff shall participate in training on the core components of suicide prevention (identification of suicide risk factors and warning signs, prevention, intervention, referral, and postvention) at the beginning of their employment. Previously employed staff members shall attend a minimum of one-hour general suicide prevention training.

2. Initial Orientations: Core Components

Core components of the general suicide prevention training shall include:

a. Suicide risk factors, warning signs, and protective factors;

b. How to talk with a student about thoughts of suicide;

c. How to respond appropriately to the youth who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and an immediate referral for a suicide risk assessment;

d. Emphasis on immediately referring (same day) any student who is identified to be at risk of suicide for assessment while staying under constant monitoring by staff member; and

e. Emphasis on reducing stigma associated with mental illness, and that early prevention and intervention can drastically reduce the risk of suicide.

Reviewing the data annually to look for any patterns or trends of the prevalence or occurrence of suicide ideation, attempts, or death. Data from school climate surveys will also be analyzed to identify charter school climate deficits and drive program development.

3. Ongoing Staff Professional Development

In addition to initial orientations to the core components of suicide prevention, ongoing annual staff professional development for all staff may include the following components:

a. The impact of traumatic stress on emotional and mental health;

b. Common misconceptions about suicide;

c. Charter school and community suicide prevention resources;

d. Appropriate messaging about suicide (correct terminology, safe messaging guidelines);

e. The factors associated with suicide (risk factors, warning signs, protective factors);

f. How to identify youth who may be at risk of suicide;

g. Appropriate ways to interact with a youth who is demonstrating emotional distress or is suicidal. Specifically, how to talk with a student about their thoughts of suicide and (based on charter school guidelines) how to respond to such thinking; how to talk with a student about thoughts of suicide and appropriately respond and provide support based on charter school guidelines;

h. Board-approved procedures for responding to suicide risk (including multi-tiered systems of support and referrals). Such procedures should emphasize that the suicidal student should be constantly supervised until a suicide risk assessment is completed;

i. Board--approved procedures for responding to the aftermath of suicidal behavior (suicidal behavior postvention);

j. Responding after a suicide occurs (suicide postvention);

k. Resources regarding youth suicide prevention;

l. Emphasis on stigma reduction and the fact that early prevention and intervention can drastically reduce the risk of suicide;

m. Emphasis that any student who is identified to be at risk of suicide is to be immediately referred (same day) for assessment while being constantly monitored by a staff member.

n. The professional development also shall include additional information regarding groups of students judged by the school, and available research, to be at elevated risk for suicide. These groups include, but are not limited to, the following:

i. Youth affected by suicide;

ii. Youth with a history of suicide ideation or attempts;

iii. Youth with disabilities, mental illness, or substance abuse disorders;

iv. Lesbian, gay, bisexual, transgender, or questioning youth;

v. Youth experiencing homelessness or in out-of-home settings, such as foster care; and

vi. Youth who have suffered traumatic experiences.

D. Employee Qualifications, Scope of Services, and Staff Training

Employees of AIMS K-12 College Prep Charter District must act only within the authorization and scope of their credential or license. While it is expected that charter school professionals are able to identify suicide risk factors and warning signs, and to prevent the immediate risk of a suicidal behavior, treatment of suicidal ideation is typically beyond the scope of services offered in the school setting. In addition, treatment of the mental health challenges often associated with suicidal thinking typically requires mental health resources beyond what charter schools are able to provide.

E. Parents, Guardians, and Caregivers Participation and Education

To the extent possible, parents/guardians/caregivers may be included in suicide prevention efforts. At a minimum, schools shall share this Policy with parents/guardians/caregivers by notifying them where a complete copy of the policy is available.

This suicide prevention policy shall be prominently displayed on the AIMS K-12 College Prep Charter District Web page and included in the parent handbook.

Parents/guardians/caregivers should be invited to provide input on the development and implementation of this policy.

All parents/guardians/caregivers may have access to suicide prevention training that addresses the following:

1. Suicide risk factors, warning signs, and protective factors;

2. How to talk with a student about thoughts of suicide;

3. How to respond appropriately to the student who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and referral for an immediate suicide risk assessment.

F. Student Participation and Education

AIMS K-12 College Prep Charter District along with its partners has carefully reviewed available student curricula to ensure it promotes the mental health model of suicide prevention. AIMS K-12' instructional and student support program shall promote the healthy mental, emotional, and social development of students including, but not limited to, the development of problem-solving skills, coping skills, and resilience. The instruction shall not use the stress model to explain suicide.

Under the supervision of an appropriately trained individual acting within the scope of her/his credential or license, students shall:

1. Receive developmentally appropriate, student-centered education about the warning signs of mental health challenges and emotional distress;

2. Receive developmentally appropriate guidance regarding the Charter School's suicide prevention, intervention, and referral procedures.

The content of the education may include:

a. Coping strategies for dealing with stress and trauma;

b. How to recognize behaviors (warning signs) and life issues (risk factors) associated with suicide and mental health issues in oneself and others;

c. Help-seeking strategies for oneself and others, including how to engage school-based and community resources and refer peers for help;

d. Emphasis on reducing the stigma associated with mental illness and the fact that early prevention and intervention can drastically reduce the risk of suicide.

Student-focused suicide prevention education can be incorporated into classroom curricula (e.g., health classes, homeroom classes, freshman orientation, science, and physical education).

AIMS K-12 College Prep Charter District will support the creation and implementation of programs and/or activities on campus that raise awareness about mental wellness and suicide prevention (e.g., Mental Health Awareness Week, and National Alliance on Mental Illness on Campus High School Clubs).

G. Intervention and Emergency Procedures

AIMS K-12 designates the following administrators to act as the primary and secondary suicide prevention liaisons. AIMS K-12 College Prep Charter District

- Lead Counselor
- Site Administrators
- Director of Special Education

Whenever a staff member suspects or has knowledge of a student's suicidal intentions, they shall promptly notify the primary designated suicide prevention liaison. If this primary suicide prevention liaison is unavailable, the staff shall promptly notify the secondary suicide prevention liaison.

The suicide prevention liaison shall immediately notify the Director of Schools or designee, who shall then notify the student's parent/guardian as soon as possible if appropriate and in the best interest of the student. Determination of notification to parents/guardians/caregivers should follow a formal initial assessment to ensure that the student is not endangered by parental notification.

The suicide prevention liaison shall also refer the student to mental health resources at Charter School or in the community.

When a student is in imminent danger (has access to a gun, is on a rooftop, or in other unsafe conditions), a call shall be made to 911.

When a suicide attempt or threat is reported on campus or at a school-related activity, the suicide prevention liaison shall, at a minimum:

1. Ensure the student's physical safety by one of the following, as appropriate:

- Securing immediate medical treatment if a suicide attempt has occurred;
- Securing law enforcement and/or other emergency assistance if a suicidal act is being actively threatened;
- Keeping the student under continuous adult supervision until the parent/guardian and/or appropriate support agent or agency can be contacted and has the opportunity to intervene.
- Remaining calm, keeping in mind the student is overwhelmed, confused, and emotionally distressed;
- Moving all other students out of the immediate area;
- Not sending the student away or leaving him/her alone, even to go to the restroom;
- Providing comfort to the student, listening and allowing the student to talk and being comfortable with moments of silence;
- Promising privacy and help, but not promising confidentiality.

2. Document the incident in writing as soon as feasible.

3. Follow up with the parent/guardian and student in a timely manner to provide referrals to appropriate services as needed and coordinate and consult with the county mental health plan if a referral is made for mental health or related services on behalf of a student who is a Medi-Cal beneficiary.

4. After a referral is made, Charter School shall verify with the parent/guardian that the follow up treatment has been accessed. Parents/guardians will be required to provide documentation of care for the student. If parents/guardians refuse or neglect to access treatment for a student who has been identified to be at risk for suicide or in emotional distress, the suicide prevention liaisons shall meet with the parent to identify barriers to treatment (e.g., cultural stigma, financial issues) and work to rectify the situation and build understanding of care. If follow up care is still not provided, Charter School may contact Child Protective Services.

5. Provide access to counselors or other appropriate personnel to listen to and support students and staff who are directly or indirectly involved with the incident at Charter School.

6. Provide an opportunity for all who respond to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions.

In the event a suicide occurs or is attempted on the Charter School campus, the suicide prevention liaison shall follow the crisis intervention procedures contained in Charter School's safety plan. After consultation with the Director of Schools or designee and the student's parent/guardian about facts that may be divulged in accordance with the laws

governing confidentiality of student record information, the Director of Schools or designee may provide students, parents/guardians, and staff with information, counseling, and/or referrals to community agencies as needed. Charter School staff may receive assistance from Charter School counselors or other mental health professionals in determining how best to discuss the suicide or attempted suicide with students.

In the event a suicide occurs or is attempted off the Charter School campus and unrelated to school activities, the Director of Schools or designee shall take the following steps to support the student:

1. Contact the parent/guardian and offer support to the family.

2. Discuss with the family how they would like Charter School to respond to the attempt while minimizing widespread rumors among teachers, staff, and students.

3. Obtain permission from the parent/guardian to share information to ensure the facts regarding the crisis are correct.

4. The suicide prevention liaisons shall handle any media requests.

5. Provide care and determine appropriate support to affected students.

6. Offer to the student and parent/guardian steps for re-integration to School. Re-integration may include obtaining a written release from the parent/guardian to speak with any health care providers; conferring with the student and parent/guardian about any specific requests on how to handle the situation; informing the student's teachers about possible days of absences; allowing accommodations for make up work (being understanding that missed assignments may add stress to the student); appropriate staff maintaining ongoing contact with the student to monitor the student's actions and mood; and working with the parent/guardian to involve the student in an aftercare plan.

H. Supporting Students during or after a Mental Health Crisis

It is crucial that careful steps are taken to help provide the mental health support for the student and to monitor their actions for any signs of suicide. The following steps should be implemented after the crisis has happened:

1. Treat every threat with seriousness and approach with a calm manner; make the student a priority;

2. Listen actively and non-judgmental to the student. Let the student express his or her feelings;

3. Acknowledge the feelings and do not argue with the student;

4. Offer hope and let the student know they are safe and that help is provided. Do not promise confidentiality or cause stress;

5. Explain calmly and get the student to a trained professional, guidance counselor, or designated staff to further support the student;

6. Keep close contact with the parents/guardians/caregivers and mental health professionals working with the student.

7. Monitor the student closely in the months following the crisis by creating a streamlined and well planned re-entry process to ensure the safety and wellbeing of students who have previously attempted suicide and reduces the risk of another attempt.

8. Work with parents/guardians/caregivers to involve the student in an aftercare plan that may include:

    - Obtaining a written release of information signed by parents/guardians/caregivers and providers;

    - Conferring with the student and parents/guardians/caregivers about any specific requests on how to handle the situation;

    - Informing the student's teachers about possible days of absences;

    - Allowing accommodations for the student to make up work (be understanding that missed assignments may add stress to the student);
    - Monitoring student actions/moods by Mental health professionals or trusted staff members.

I. Responding After a Suicide Death

A death by suicide in the school community (whether by a student or staff member) can have devastating consequences on the school community, including students and staff. AIMS K-12 shall follow the below action plan for responding to a suicide death, which incorporates both immediate and long-term steps and objectives:

The primary prevention liaison shall:

1. Identify a staff member to confirm death and cause;
2. Identify a staff member to contact deceased's family (within 24 hours);
3. Enact the Suicide Postvention Response Plan;

4. Notify all staff members (ideally in-person or via phone, not via e-mail or mass notification).
5. Coordinate an all-staff meeting, to include:

    a. Notification (if not already conducted) to staff about suicide death;

    b. Emotional support and resources available to staff;

6. Notification to students about suicide death and the availability of support services (if this is the protocol that is decided by administration);

7. Notification to parents and families of the larger community about the suicide death and the availability of support services

8. Share information that is relevant and that which you have permission to disclose.

9. Prepare staff to respond to needs of students regarding the following:

    a. Review of protocols for referring students for support/assessment;

    b. Talking points for staff to notify students;

    c. Resources available to students (on and off campus).

    d. Identify students significantly affected by suicide death and other students at risk of imitative behavior;

    e. Identify students affected by suicide death but not at risk of imitative behavior;

10. Communicate with the larger school community about the suicide death;

11. Consider funeral arrangements for family and school community;
12. Respond to memorial requests in respectful and non-harmful manner; responses should be handed in a thoughtful way and their impact on other students should be considered;

13. Identify media spokesperson skilled if needed.;

14. Include long-term suicide postvention response

    a. Consider important dates (i.e., anniversary of death, deceased birthday, graduation, or other significant event) and how these will be addressed

b. Support siblings, close friends, teachers, and/or students of deceased

c. Consider long-term memorials and how they may impact students who are emotionally vulnerable and at risk of suicide.

J. Resources

Resources

Supporting Students During a Local, Regional, or National Crisis:

- Psychological First Aid for Schools (PFA-S) is an evidence-informed intervention model to assist students, families, school personnel, and school partners in the immediate aftermath of an emergency. PFA-S is designed to reduce the initial distress caused by emergencies, and to foster short- and long-term adaptive functioning and coping. For more information, see the PFA-S web page at https://www.nctsn.org/resources/psychological-first-aid-schools-pfa-s-field-operations-guide.

General Resources:

- The K–12 Toolkit for Mental Health Promotion and Suicide Prevention has been created to help schools comply with and implement AB 2246, the Pupil Suicide Prevention Policies. The Toolkit includes resources for schools as they promote youth mental wellness, intervene in a mental health crisis, and support members of a school community after the loss of someone to suicide. To access the toolkit, please visit http://www.heardalliance.org/help-toolkit/.

- Substance Abuse and Mental Health Services Administration's (SAMHSA) Preventing Suicide: A Toolkit for High Schools; to access the toolkit, please visit the product's web page at: https://store.samhsa.gov/product/Preventing-Suicide-A-Toolkit-for-High-Schools/SMA12-4669.

- Trevor Project Model Suicide Prevention Policy; for more information, please visit The Trevor Project's Public Education web page at: https://www.thetrevorproject.org/public-education/.

- Signs of Suicide Depression Screening Program (SOS); for more information, please visit the SOS web page at https://www.mindwise.org/sos-signs-of-suicide/.

Safe and Effective Messaging for Suicide Prevention:

- For information on public messaging on suicide prevention, see the *Framework for Successful Messaging* web page from the National Action Alliance for Suicide Prevention website: http://suicidepreventionmessaging.org/.

- Preventing Suicide: A Resource for Media Professionals is a resource booklet addressed to media professionals who play a role particularly relevant to the prevention of suicide. The booklet was written by the World Health Organization and the International Association for Suicide Prevention. See the resource guide at https://apps.who.int/iris/bitstream/handle/10665/258814/WHO-MSD-MER-17.5-eng.pdf;jsessionid=6FC6A56E272B0A4A3C2C38379488F1D8?sequence=1.

- For information on engaging the media regarding suicide prevention visit www.reportingonsuicide.org.

- SAVE (Suicide Awareness Voices of Education); see SAVE's Responsible Media Reporting web page at https://save.org/about-suicide/preventing-suicide/reporting-on-suicide/.

- For more information regarding blogging on suicide, please visit https://www.bloggingonsuicide.org/.

- Entertainment Industries Council; for more information, you can access the Social Media Guidelines for Mental Health Promotion and Suicide Prevention PDF here: https://www.eiconline.org/_files/ugd/aec3fc_9b403ff020b24489aa7f8a90d058ea07.pdf.

Staff Trainings:

- Youth Mental Health First Aid (YMHFA) teaches a 5-step action plan to offer initial help to young people showing signs of a mental illness or in a crisis, and connect them with the appropriate professional, peer, social, or self-help care.

YMHFA is an eight-hour interactive training for youth-serving adults without a mental health background. See the Mental Health First Aid's YMHFA web page at https://www.mentalhealthfirstaid.org/cs/take-a-course/course-types/youth/.

- Free YMHFA Training is available on the CDE Mental Health web page at http://www.cde.ca.gov/ls/cg/mh/projectcalwell.asp.

- Question, Persuade, and Refer (QPR) is a gatekeeper training that can be taught online. Just as people trained in cardiopulmonary resuscitation (CPR) and the Heimlich Maneuver help save thousands of lives each year, people trained in QPR learn how to recognize the warning signs of a suicide crisis and how to question, persuade, and refer someone to help. See the QPR website at http://qprinstitute.com.

- SafeTALK is a half-day alertness training that prepares anyone over the age of fifteen, regardless of prior experience or training, to become a suicide-alert helper. See the LivingWorks' safeTALK web page at https://legacy.livingworks.net/programs/safetalk/.

- Kognito At-Risk is an evidence-based series of three online interactive professional development modules designed for use by individuals, schools, districts, and statewide agencies. It includes tools and templates to ensure that the program is easy to disseminate and measures success at the elementary, middle, and high school levels. See the Kognito's All Solutions for PK-12 web page at https://kognito.com/pk-12/all-solutions/.

Specialized Training, Assessment:

- Applied Suicide Intervention Skills Training (ASIST) is a two-day interactive workshop in suicide first aid. ASIST teaches participants to recognize when someone may have thoughts of suicide and work with them to create a plan that will support their immediate safety. See the LivingWorks' ASIST web page at https://legacy.livingworks.net/programs/asist/.

- School-based Suicide Risk Screening: This 2.5-hour training is available for free and provides guidance on effective screening for suicide risk and suggestions to increase safety for students utilizing evidence-based tools such as safety planning as well as steps for re-entry. To register or for more information regarding training on suicide risk screening in schools, visit the Mental Health Services Oversight & Accountability Commission website at:

https://mhsoac.ca.gov/initiatives/suicide-prevention/school-suicide-risk-screening/. Assessing and Managing Suicide Risk (AMSR) is a one-day training workshop for behavioral health professionals based on the latest research and designed to help participants provide safer suicide care. See the Suicide Prevention Resource Center's AMSR web page at http://www.sprc.org/training-events/amsr.

- For the SAMHSA's Suicide Safe application for suicide assessment, visit the application's product web page at: https://store.samhsa.gov/product/suicide-safe.

Parent Resources:

- Parents as Partners: A Suicide Prevention Guide for Parents is a booklet that contains useful information for parents/guardians/caregivers who are concerned that their children may be suicidal. It is available from Suicide Awareness Voices of Education (SAVE) website here: https://www.save.org/product/parents-as-partners/.

- What I Wish My Parents Knew: This toolkit provides step-by-step instructions on how to implement activities to engage parents/guardians on topics related to mental health; access this toolkit here: https://www.directingchangeca.org/wp-content/uploads/What-I-Wish-My-Parents-Knew-Toolkit.pdf.

- Know the Signs website: This website provides information on recognizing suicide risk, how to have a conversation about suicide and resources to support loved ones. See the Know the Signs website at https://www.suicideispreventable.org/.

    - To embed the website on your district page, use this code or contact info@suicideispreventable.org:

        - <iframe style="border: 0;"src="http://www.suicideispreventable.org/"frameborder="0" scrolling="no"width="1100" height="750"></iframe>

    - Take Action for Mental Health: Take Action for Mental Health is the campaign for California's ongoing mental health movement. It builds upon established approaches and provides resources to support Californians' mental health needs. You can find more information on the Take Action for Mental Health website at: https://takeaction4mh.com/.

- Depression: What is Depression? For more information, please visit the NIMH's Depression web page at: https://www.nimh.nih.gov/health/publications/depression.

- 12 Things Parents Can Do to Prevent Suicide; guide and video can be accessed here: https://www.healthychildren.org/English/health-issues/conditions/emotional-problems/Pages/ten-things-parents-can-do-to-prevent-suicide.aspx.

- Teens and Suicide: What Parents Should Know; for more information, visit: https://afsp.org/teens-and-suicide-what-parents-should-know/.

Student Training Resources:

- LivingWorks Start; see the LivingWorks Start web page at https://www.livingworks.net/start.

- More Than Sad is school-ready and evidence-based training material, listed on the national Suicide Prevention Resource Center's best practices list, specifically designed for teen-level suicide prevention. You can find more information on the American Foundation for Suicide Prevention's More Than Sad web page at https://afsp.org/our-work/education/more-than-sad/.

- Break Free from Depression (BFFD) is a 4-module curriculum focused on increasing awareness about adolescent depression and designed for use in high school classrooms. See the Boston Children's Hospital's BFFD program web page at https://www.childrenshospital.org/programs/boston-childrens-hospital-neighborhood-partnerships-program/tap-online-trainings/break-free-depression-program.

- Coping and Support Training (CAST) is an evidence-based life-skills training and social support program to help at-risk youth. See the Reconnecting Youth Inc.'s CAST program web page at http://www.reconnectingyouth.com/programs/cast/.

- Students Mobilizing Awareness and Reducing Tragedies (SMART) is a program comprised of student-led groups in high schools designed to give students the freedom to implement a suicide prevention on their campus that best

fits their school's needs. See SAVE's SMART Schools web page at https://www.save.org/what-we-do/education/smart-schools-program-2/.

- Linking Education and Awareness for Depression and Suicide (LEADS) for Youth is a school-based suicide prevention curriculum designed for high schools and educators that links depression awareness and secondary suicide prevention. LEADS for Youth is an informative and interactive opportunity for students and teachers to increase knowledge and awareness of depression and suicide. See SAVE's LEADS web page at https://www.save.org/what-we-do/education/leads-for-youth-program/.

- The Youth Aware of Mental health (YAM) program is a program developed for teenagers aged 14–16 that uses interactive dialogue and role-playing to teach adolescents about the risk and protective factors associated with suicide (including knowledge about depression and anxiety) and enhances their problem-solving skills for dealing with adverse life events, stress, school, and other problems. For more information, visit the YAM website at https://www.y-a-m.org/.

- CDC's Suicide Prevention Resource for Action; please visit: https://www.cdc.gov/suicide/resources/prevention.html.

Re-entry After an Attempt or Leave of Absence for Mental Health:

- The School Reentry for a Student Who Has Attempted Suicide or Made Serious Suicidal Threats is a guide that will assist in school re-entry for students after an attempted suicide. See the Mental Health Recovery Services Resource web page at http://www.mhrsonline.org/resources/suicide%5Cattempted_suicide_resources_for_schools-9/

- Virtual Hope Box; the product web page can be accessed here: https://apps.apple.com/us/app/virtual-hope-box/id825099621.

- A Friend Asks from Jason Foundation; the product web page can be accessed here: https://jasonfoundation.com/get-involved/student/a-friend-asks-app/.

Postvention:

- After a Suicide: A Toolkit for School is a comprehensive guide that will assist schools on what to do if a suicide death takes place in the school community. This guide can be accessed here: http://www.sprc.org/comprehensive-approach/postvention.

- Help & Hope for Survivors of Suicide Loss is a guide to help those during the bereavement process and who were greatly affected by the death of a suicide; this guide can be accessed here: http://www.sprc.org/resources-programs/help-hope-survivors-suicide-loss.

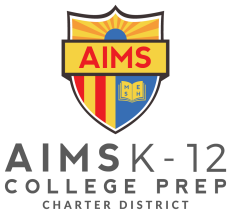
- Kognito Resilient Together Coping with Loss at School is an interactive role-play simulation to prepare schools for responding to a death in the school community. Teachers and administrators learn key elements of a crisis response plan, including postvention, and best practices for communicating with students and colleagues impacted by a loss in the school. See the Kognito's Coping with Loss at School web page at https://kognito.com/solution/resilient-together-coping-with-loss-at-school/.

- PREPaRE 3rd edition Training helps train the crisis staff who respond to the students and staff in the immediate follow up and over time. It also provides forms for use and documentation. Also, considerations of compassion fatigue with staff providing such services. See the PREPaRE training web page at https://www.nasponline.org/professional-development/prepare-training-curriculum.

- For additional information on suicide prevention, intervention, and postvention, see the Mental Health Recovery Services Model Protocol web page at https://www.mhrbwcc.org/prevention-and-resources/.

- Information on school climate and school safety is available on the CDE Safe Schools Planning web page at https://www.cde.ca.gov/ls/ss/vp/safeschlplanning.asp.

- Collaborative for Academic, Social, and Emotional Learning (CASEL); see the CASEL program guide web page at https://casel.org/guide/programs/.


AIMS
AIMS K-12
COLLEGE PREP
CHARTER DISTRICT

AIMS K-12 College Prep Charter District
Board Submission Cover Letter

Submitter Information

Full Name: Marisol Magana
Position/Title: Director of Health & School Support Services
Department: Health & School Support Services
Date of Submission (MM/DD/YYYY): 2/18/2024

Item Details

Title of Item: AIMS K-12 Youth Suicide Prevention Policy
Is this item a: ☑ New Submission
☐ Renewal
If Renewal: Please summarize any changes from the previous submission:

Approvals

Has this item been reviewed by:

- ☐ Superintendent
- ☐ Chief Business Officer (CBO) (If budget changes)
- ☐ Director of Compliance (If plan changes)
- ☐ Neither

Committee Review

Has this item been through the appropriate committee review process?

☑ Yes ☐ No

If yes: Please specify which committee(s) and provide minutes or approval documentation:
This policy will be reviewed by Governance Committee on 6/26/2024
If no: Explain why:

Deadline Information

Is there a submission deadline for this item?

☐ Yes ☐ No

If yes: Please indicate the deadline date (MM/DD/YYYY):

Financial Information (if applicable):

Total Cost: $

Is this expenditure included in the annual budget?

☐ Yes ☐ No

Please specify in which plan this expense is indicated:

☐ SPSA ☐ LCAP ☐ Other: