



COLLEGE PREP
HIGH SCHOOL

Safe School Plan
(2022-2023)

AIMS College Prep High School
Lakeview Campus
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Lakeview Campus Safe School Plan

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PREFACE

Emergency Action Plan District Responsibility

The Superintendent (or Designee) has the authority to declare a school site emergency during school hours. Under the authority of the Superintendent, all students will be required to remain at school, or an alternate school or safe site during school hours and under the direction and supervision of district personnel or school site administration.

School Site Administration

In an emergency during school hours, students shall be under the supervision of school site certificated and administrative personnel:

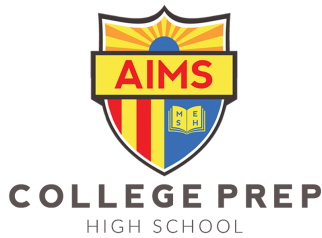
1. Until regular dismissal time, and then released only if safe.
2. Until released to an adult authorized by the parent or guardian whose name appears at school-site or district records prior to dismissal time.
3. In the event that the total school is evacuated, students are released at a temporary staging area supervised by certificated staff.

Student Responsibility to and from School

1. Students on their way to school will be brought to school if bussed and only when safe, or they should proceed to school by other means.
2. If students are on their way home from school, they are to continue home.

General Knowledge

1. Mass panic can be one of the greatest dangers to oneself and others. Staff must remember that in times of stress, students will look for adult leadership and also to those who are normally in a position of authority. Staff must remain calm, size up the situation, and take action based on known facts and information contained in this manual.
2. Each teacher must keep a roster or other listing of the pupils in his/her charge available at all times in order to take roll during an emergency and must take the roll book or student roster with them in the event of an evacuation.
3. All school staff members must be thoroughly familiar with the contents of this plan. This emergency plan outlines action which school personnel will be called upon to execute in an emergency situation in order to minimize confusion, injury, and loss of life in a major disaster.
4. If possible, all schools will be notified of any emergency through the main office switchboard, two-way radios, or cellular telephones.



5. In the absence of orders from his/her supervisor, the school Principal is authorized and directed to implement one or more of these plans as

The School Safety Plan is designed to be used as a school resource for ensuring the creation of a safe and orderly environment for students, family, and faculty at AIMS HS , including an integral component of crisis preparedness and response. The School Safety Plan is also designed to meet the requirements for the annual Safety Plan process under Senate Bill 187 and the National Incident Management System. This document must be updated as necessary to meet site, district and community needs.

Following any emergency, notify the Head of School: 510-220-5044

STAFF AND STUDENT TRAINING STATEMENT

The staff has been trained on the contents of this plan during the annual staff training session in August. Classroom teachers train students during the first week of school. Students are aware of their individual responsibilities in implementing this plan.

IMPLEMENTATION OF PLAN

The plan has been distributed to all departments and is available to all staff, students, parents, and the community to review.



SAFE SCHOOL PLAN COMMITTEE

The Safe School Plan Committee is responsible for developing the Safe School Plan. The Safe School Plan Committee consists of the following members:

1. Maurice Williams, (AIMS HS) Head of School
2. Marisol Magana, AIMS Data, Accountability, & Operations Director
3. Tiffany Tung, AIMS Data, Accountability & Operations Manager

The Safe School Plan Committee may also consult and collaborate with representatives from law enforcement and emergency services personnel as well as other members of the school or community to gain valuable insight in updating the Safe School Plan. The School Safe Plan will be updated each year by March 1.



Traffic and Transportation Policy

Pick-Up and Drop Off Policy

The drop-off and pick up policy is included on page 63. This policy will be included in the family handbook and communicated to families during the summer and at Back to School Night. In order to maintain student safety, it is important that families, students, and staff understand their individual responsibilities as outlined in the pick up and drop off policies. Staff will be trained on their responsibilities and classroom teachers will be required to review pick-up and drop-off policies with students on the first day of school. These policies will be revisited and revised as necessary during the school year.

On-Campus Student Parking Policy

Students who drive themselves to school in personal vehicles may park on campus after providing the High school Administration with copies of the appropriate documentation (i.e., California issued Driver's license, proof of insurance.) and a meeting with the Head of School. Student's may not transport non-relatives or other students without provided consent from parents to the Administration.



EARTHQUAKE EMERGENCY PROCEDURES

AIMS HS will conduct and log earthquake drills. Teachers will review these emergency procedures with students. The office will have an emergency supply kit and every classroom will have a first aid kit.

IN THE CLASSROOM OR OFFICE

In the event of an earthquake or earthquake drill, teachers, students, and staff should do the following:

1. At the first indication of ground movement, you should **drop** to the ground. It will soon be impossible to stand upright during the earthquake. Getting to the ground will prevent you from being thrown to the ground.
2. You should seek protective **cover** under or near desks, tables, or chairs in a kneeling or sitting position.
3. You should **hold** onto the table or chair legs. Holding onto the legs will prevent it from moving away from you during the quake. Protect your eyes from flying glass and debris with your arm covering your eyes and your back to the windows. You should remain in the drop position until ground movement ends.
4. Teachers should count aloud to 60. Earthquakes rarely last longer than 60 seconds and counting is calming.

If the teacher is injured, two student monitors should have designated authority to give instructions.

Be prepared to **DROP, COVER, and HOLD** during aftershocks. After ground movement ends, check for injuries and safely evacuate the building. Move to a safe, open area,

IN OTHER AREAS OF THE SCHOOL

At the first sign of an earthquake or during an earthquake drill, occupants should:

1. Drop to the ground. Move away from windows, shelves, and heavy objects that may fall.



2. Take cover under a table or desk, or in a corner or doorway.
3. In halls, stairways, and other areas where no cover is available, drop next to an inside wall in a kneeling position and cover the back of the neck with your hands.
4. Stay inside. Usually the most dangerous place is outside where building debris may fall. Exit only after shaking has stopped.
5. After ground movement ends, check for injuries and safely evacuate the building. Move to a safe, open area, away from power lines and other overhead hazards.

AFTER AN EARTHQUAKE

After an earthquake, building evacuation should occur as soon as possible due to possibility of aftershocks, fires, and explosions. Students should evacuate the building in single file when instructed by the teacher or monitor. Teachers should do the following:

1. Instruct students to evacuate when all shaking has stopped.
2. Lead class to the designated assembly area (see Assembly Map for Fire Drills)
3. Be prepared to choose alternative escape routes in case of fire or exit blockage.
4. Take class lists and first aid kits
5. Give first aid if necessary.

After evacuation, teachers and students are not permitted to re-enter the building for any reason unless instructed to do so by the Head of School, Campus Supervisor or an Emergency Response Team.

If walking to or from school, do not run. Stay in the open. If the student is going to school, continue to the school. If the student is going home, he/she should continue to go home. While in a vehicle, pull over to the side of the road and stop. If on a bridge, overpass, or under power lines, proceed until the vehicle is away from the overhead dangers. Wait until the ground movement stops and check for injuries. Be aware of aftershocks, downed wires, or roads blocked by debris.



LOCKDOWN PROCEDURES

AIMS HS will conduct and log two lockdown drills per academic year.

If it is determined that a lockdown is necessary to maintain the health and safety of students and staff, an announcement will be made to alert of potential danger. The lockdown code is “Lockdown” and it will be announced through the School’s P.A. System. Teachers, staff and students are to remain in “Lockdown” until an “All-Clear” signal is announced through the P.A. system to students and staff.

After receiving a lock down notification:

1. **Teachers** are to:
 - a. Quickly glance outside the room and direct students or staff members from the hall into the classroom immediately.
 - b. Close and lock classroom doors. The front door will be locked by an administrator.
 - c. Place students against the wall so that students are not visible to an intruder looking through the door or windows.
 - d. Locate and hold on to the roll book to account for students if an evacuation becomes necessary.
 - e. Turn off Classroom lights.
 - f. Keep students quiet and maintain a calm atmosphere in the classroom, keeping alert to emotional needs of students.
 - g. Have cell phone and/or laptops accessible to receive announcements/updates from administration and police officers.
 - h. Keep all students in the classroom until an “All Clear” has been announced through the P.A. System.

2. **Students** should know:
 - a. To remain calm and to immediately follow all directives of classroom teachers or administrators.
 - b. To go to the room nearest their location in the hallway.
 - c. That no one will be able to leave the room for any reason.



- d. That silence must be maintained (students cannot use cell phones).
- e. To make sure they are marked present if an evacuation occurs.
- f. To not leave the classroom until directed to do so by the classroom teacher, administrator, or police officer.

Staff should also note the following:

- Administrators will use cell phones to communicate to teachers and staff. Other clerical staff will deliver messages as needed and work with Principal and Police Services.
- Upon notification of a lockdown, physical education teachers will keep students off-site and remain at their off-site PE location until they receive an All-Clear via cell phone text, walkie-talkie or direct call.
- If teachers or students are in the bathrooms, they should move to a stall, lock it, and stand on the toilet until hearing an All-Clear signal
- Anyone in the hallway should move to the closest classroom immediately.
- Stay in safe areas until directed by law enforcement officers or an administrator to move or evacuate. Never open doors during a lockdown.
- If an evacuation occurs, all persons/classrooms will be directed by a law enforcement officer or administrator to a safe location. Once evacuated from the building, teachers should take roll for all students present in class. Missing students or staff should be reported to the administration or law enforcement officer immediately.
- When the emergency is over, a coded "all clear" will be announced
- Each staff member will document exactly what occurred in their area of responsibility. This will be done as soon as possible.

FIRE EVACUATION PROCEDURES

AIMS HS will conduct and log fire drills using the procedures outlined below. AIMS HS will also conduct quarterly fire alarm system tests, an annual fire inspection, and maintain a 5-year certification on the sprinkler system. Fire extinguishers are checked monthly.

Teachers

BEFORE DRILL OR EMERGENCY

- Note locations of fire extinguishers throughout the school.



- Review these exit procedures with your class and clearly explain your expectations.
- Designate two students who can be relied on to give instructions in case a teacher is injured during a fire.
- Designate one student to lead your class to the assigned assembly point. Teachers will be the last one out of the classrooms, so it is important that your student leader knows exactly where he/she is going -- walk the student leader through the steps before the drill.
- If students are not in the classroom when fire alarm sounds, instruct students to immediately exit to the class' designated assembly point, join their class, and check in with the teacher.

DURING DRILL OR EMERGENCY

- Take your grade book, class list, fire drill procedures, and evacuation maps with you.
- Upon hearing the alarm, instruct your students to quickly leave the building in a single file, orderly line. Running causes panic and is **not allowed**.
- Students must be SILENT.
- Use of elevators during an emergency is prohibited.
- Teachers leave the classroom last. Close the door and turn off your lights. Administrators will view this as a signal that your classroom is evacuated successfully and completely.
- If using the stairwells, classes must descend in single file. Overtaking other classes or individuals is not permitted.
- Teachers and students should follow the exit route in a calm and orderly fashion to their assigned assembly point (see attached for designated assembly locations).
- Teachers need to line up and exit their classes according to the attached assembly point location map and floor plan.
- Once at the assembly point, count students and take roll to ensure that every student is present.
- Inform the Head of School or members of the Fire or Police Department if any students are missing. Do this by holding up your class's emergency attendance sign. Hold up the green sign to indicate that all of your students are accounted for and safe. Hold up the red sign if you are missing any students.
- No one is to re-enter the building until told to do so by the Fire Service or the Head of School. Wait for an “**All Clear**” signal to be given by a member of the Fire or Police Department or Head of School.
- Students cannot leave campus unless they are with an emergency services worker and have notified their teachers and the Head of School of their departure.



- No student is to leave campus with guardians until the “All Clear” signal is given by a member of the Fire or Police Department.
- Once the “All Clear” signal is given, teachers must keep tabs on the whereabouts of their students. Make note of students who leave campus with their guardians.

Oakland Fire Department
822 Alice Street
Oakland, CA 94607
Emergency: (510) 893-4454

Oakland Police Department
Non-Emergency: (510) 777-3333

- Provide first aid as appropriate
- Report missing persons to a member of the Fire or Police Department and Head of School immediately.



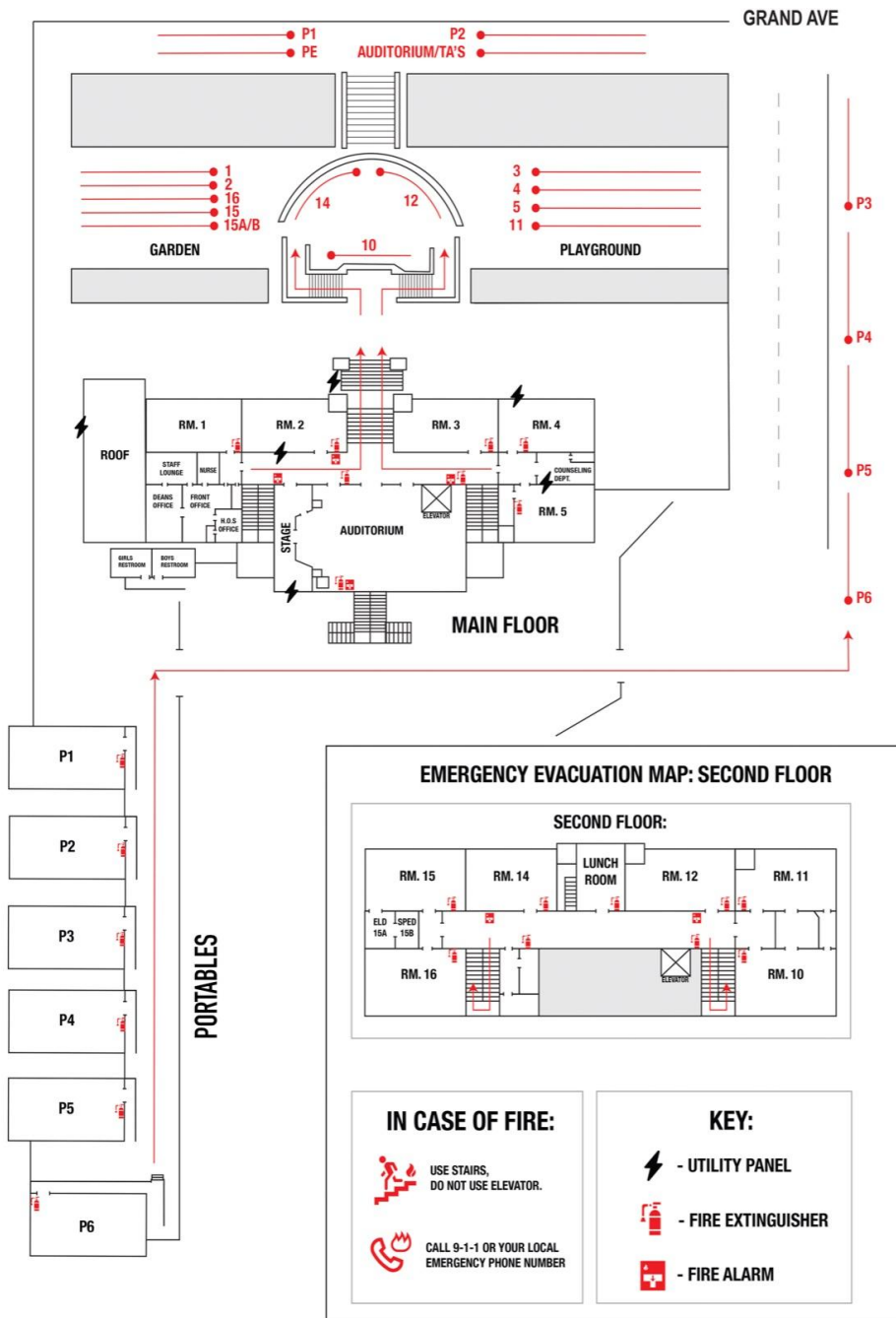
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CAMPUS EVACUATION MAP







Family Culture

Family culture is an integral part of the American Indian Model. Students loop with their classmates and teacher in self-contained classrooms. Former AIM School students enrolled in college come back and tutor currently enrolled students. Students and staff are expected to clean and take care of school property.

Just like a regular family, AIMS HS anticipates that students will sometimes disagree and have conflict with one another; this is part of growing up. Despite differences or disagreement, we are a family at AIMS HS . All AIM students have the right to learn in a safe place, be treated with respect, and receive the help and support of caring adults.

After reviewing data on school disciplinary action during the 2015 - 2016 school year, bullying is the number one cause for in-school-suspensions. No students have been suspended out of school, and no students have been expelled.

Goal: Create a Bully Prevention and Response Policy

Because family culture is at the heart of the American Indian Model, and because bullying is such a common occurrence in high schools, AIMS HS will create a bully prevention and response policy. This policy is included on page 15. Staff will be trained on this policy, the school rules related to bullying, and how to enforce these rules. Staff will review this policy with students at the beginning of the school year. AIMS HS will include this policy in the Family Handbook and communicate to parents how they can help to support a physically and emotionally safe environment for students at AIMS HS .



BULLY PREVENTION AND RESPONSE POLICY

Definition

Bullying is unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Both kids who are bullied and who bully others may have [serious, lasting problems](#).

In order to be considered bullying, the behavior must be aggressive and include:

- An Imbalance of Power: Kids who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.
- Repetition: Bullying behaviors happen more than once or have the potential to happen more than once.

Bullying includes actions such as making threats, spreading rumors, attacking someone physically or verbally, and excluding someone from a group on purpose.

Bully Prevention

All AIM students have the right to learn in a safe place, be treated with respect, and receive the help and support of caring adults. School staff and families play a large role in preventing bullying. They can:

1. Help kids [understand bullying](#). Talk about what bullying is and how to stand up to it safely. Tell kids bullying is unacceptable. Make sure kids know how to get help.
2. [Keep the lines of communication open](#). Check in with kids often. Listen to them. Know their friends, ask about school, and understand their concerns.
3. [Encourage kids to do what they love](#). Special activities, interests, and hobbies can boost confidence, help kids make friends, and protect them from bullying behavior.
4. [Model how to treat others with kindness and respect](#).
5. Teachers should [follow the American Indian Model](#) to minimize bullying that occurs at the school.



6. Teachers should review clear behavior expectations with class on the first day of school. Operationally define what type of behavior is not acceptable.
7. Teachers should follow through by responding immediately to inappropriate behaviors. This will send a clear message to your class and create a culture that is not tolerating of bully-like behavior.
8. Teachers should take advantage of learning opportunities that occur in the classroom, and spend time talking to your students about issues related to tolerance.

Reporting a Concern

Anyone can report a bullying concern to a staff member at AIMS HS . Staff will then submit a written report to the office. Reports should include the following information:

1. The names of students who were bullied.
2. The names of students who bullied.
3. The date, time, and location of the bullying incident.
4. A description of what happened.

Role of AIMS HS Staff

Teachers should build a safe classroom environment and reinforce positive social interactions and inclusiveness while modeling respectful behavior. In order to promote a healthy and safe student environment, AIM staff will receive training on what bullying is, what the school's policies and rules are, and how to enforce these rules.

When adults respond quickly and consistently to bullying, they send the message that bullying is not acceptable. AIM staff should follow these steps to stop bullying on the spot:

1. Intervene immediately.
2. Separate the kids involved.
3. Make sure everyone is safe.
4. Meet any immediate medical or mental health needs.
5. Submit a report to the office and talk to the Head of School or designee about next steps.



Upon learning of an alleged situation related to bullying, the AIMS HS Head of School or designee will do the following:

1. Take immediate and appropriate action to investigate or otherwise determine what happened.
2. Interview targeted students, offending students, and witnesses, and maintain written documentation of the investigation.
3. As appropriate, communicate with families, targeted students, and offending students regarding steps taken to end the bullying.
4. Check in with targeted students to ensure that harassment has ceased.

Role of Family

Bullying can happen at school and at home. One of the most common forms of bullying in the home is cyberbullying, bullying that takes place using technology.

Parents should be aware of what kids are doing online. Talk with your kids about cyberbullying and other online issues regularly.

- Know the sites your kids visit and their online activities. Ask where they're going, what they're doing, and who they're doing it with.
- Tell your kids that as a responsible parent you may review their online communications if you think there is reason for concern. Installing parental control filtering software or monitoring programs are one option for monitoring your child's online behavior, but do not rely solely on these tools.
- Have a sense of what they do online and in texts. Learn about the sites they like. Try out the devices they use.
- Ask for their passwords, but tell them you'll only use them in case of emergency.
- Ask to "friend" or "follow" your kids on social media sites or ask another trusted adult to do so.

- Encourage your kids to tell you immediately if they, or someone they know, is being cyberbullied. Explain that you will not take away their computers or cell phones if they confide in you about a problem they are having.

Establish rules about appropriate use of computers, cell phones, and other technology. For example, be clear about what sites they can visit and what they are permitted to do when they're online. Show them how to be safe online.

Help your kids be smart about what they post or say. Tell them not to share anything that could hurt or embarrass themselves or others. Once something is posted, it is out of their control whether someone else will forward it.

Encourage kids to think about who they want to see the information and pictures they post online. Should complete strangers see it? Real friends only? Friends of friends? Think about how people who aren't friends could use it.

Tell kids to keep their passwords safe and not share them with friends. Sharing passwords can compromise their control over their online identities and activities.

In order to respond appropriately and to prevent bullying, it is important for all AIMS HS staff to understand what bullying is and the many forms it comes in. The following information is meant to be used during a staff training on bully prevention and response.

Types of Bullying

There are three types of bullying:

- Verbal bullying is saying or writing mean things. Verbal bullying includes:
 - Teasing
 - Name-calling
 - Inappropriate sexual comments
 - Taunting
 - Threatening to cause harm
- Social bullying, sometimes referred to as relational bullying, involves hurting someone's reputation or relationships. Social bullying includes:
 - Leaving someone out on purpose
 - Telling other children not to be friends with someone
 - Spreading rumors about someone
 - Embarrassing someone in public

- Physical bullying involves hurting a person’s body or possessions. Physical bullying includes:
 - Hitting/kicking/pinching
 - Spitting
 - Tripping/pushing
 - Taking or breaking someone’s things
 - Making mean or rude hand gestures

Where and When Bullying Happens

Bullying can occur during or after school hours. While most reported bullying at schools happen in the school building, a significant percentage also happens in places like on the playground or while students are at PE. It can also happen while traveling to or from school, in the youth’s neighborhood, or [on the Internet](#).

Frequency of Bullying

There are two sources of federally collected data on youth bullying:

- The 2011 [Youth Risk Behavior Surveillance System](#) (Centers for Disease Control and Prevention) indicates that, nationwide, 20% of students in grades 9–12 experienced bullying.
- The 2008–2009 [School Crime Supplement](#) (National Center for Education Statistics and Bureau of Justice Statistics) indicates that, nationwide, 28% of students in grades 6–12 experienced bullying.

Federal Laws

Although no federal law directly addresses bullying, in some cases, bullying overlaps with discriminatory harassment when it is based on race, national origin, color, sex, age, disability, or religion. When bullying and harassment overlap, federally-funded schools have an obligation to resolve the harassment.

No matter what label is used (e.g., bullying, hazing, teasing), schools are obligated by these laws to address conduct that is:

- Severe, pervasive or persistent
- Creates a hostile environment at school. That is, it is sufficiently serious that it interferes with or limits a student’s ability to participate in or benefit from the services, activities, or opportunities offered by a school
- Based on a student’s race, color, national origin, sex, disability, or religion*

- o Although the US Department of Education, under Title VI of the Civil Rights Act of 1964 does not directly cover religion, often religious based harassment is based on shared ancestry of ethnic characteristics which is covered. The US Department of Justice has jurisdiction over religion under Title IV of the Civil Rights Act of 1964.

Federal laws do not presently prohibit discrimination based solely on sexual orientation, but they protect all students, including students who are LGBT or perceived to be LGBT, from sex-based harassment.

MANDATED REPORTING OF CHILD ABUSE

All AIMS HS staff are trained on their responsibilities as mandated reporters. After that training, staff sign a Statement Acknowledging Requirements to Report Suspected Child Abuse.

Definition of Child Abuse

Child abuse means a physical injury that is inflicted by other than accidental on a child by another person; the sexual abuse of a child or any act or omission pertaining to child abuse reporting laws (willful cruelty, unjustifiable punishment of a child, unlawful corporal punishment or injury); and the physical or emotional neglect of a child or abuse in out-of-home care.

Child Abuse

- Injury inflicted by another person
- Sexual abuse
- Neglect of child's physical, health, and emotional needs
- Unusual and willful cruelty; unjustifiable punishment
- Unlawful corporal punishment

Not Considered Child Abuse

- Mutual affray between minors
- Injury caused by reasonable and necessary force used by a peace officer
- To quell a disturbance threatening injury to a person or damage to property
- To prevent physical injury to another person or damage to property
- For the purposes of self-defense
- To obtain weapons or other dangerous objects within the control of a child
- To apprehend an escape

Mandated Child Abuse Reporting

Mandated child abuse reporting is governed by the Child Abuse and Neglect Reporting Act, Penal Code 11164. The intent and purpose of the law is to protect children from abuse. The definition of a child is any person under 18 years of age.



Any childcare custodian, health practitioner, or employee of a child protective agency who has knowledge of or observes a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse shall report the known or suspected instance of child abuse to a child protective agency by telephone and written report: the telephone call must be made immediately or as soon as possible AND a written report must be sent within 36 hours of the telephone call to Child Protection Services.

Any childcare custodian, health practitioner, or employee of a child protective agency who has knowledge of or who reasonably suspects mental suffering has been inflicted on a child or his or her emotional well-being is endangered in any other way, may report such known suspected instance of child abuse to a child protective agency.

When two or more persons who are required to report are present and jointly acknowledge a known or suspected instance of child abuse, and when there is agreement among them, the telephone report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to make the report failed to do so, shall thereafter make such a report.

Contact Information:
Alameda County Child Abuse Prevention Council
Verbal Report, Call: 510-259-1800
Written Report, Fax: 510-780-8620

To access the written report form SS8572: http://ag.ca.gov/childabuse/pdf/ss_8572.pdf

To access directions for the written report form SS8572:
http://oag.ca.gov/sites/all/files/pdfs/childabuse/8572_instruct.pdf

Additional information about mandated reporting can be obtained here:
<http://www.alamedasocialservices.org/public/community/partners/accapc/about.cfm>

**Statement Acknowledging
Requirements to Report Suspected Child Abuse**



The California Penal Code prohibits sexual abuse, sexual assault, sexual exploitation, child neglect, the infliction of cruel or inhumane corporal punishment, and unjustifiable physical pain or mental suffering on a child. In addition, the Penal Code prohibits allowing or causing a child to be placed in a situation that endangers a child’s health or person.

Section 11166 of the Penal Code requires any child care custodian, health practitioner, or employee of a child protective agency who has knowledge of or observes a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse report the known or suspected instance of child abuse to a child protective agency. The report must be sent to the child protective agency within 36 hours of receiving the information concerning the incident.

“Child Care Custodian” includes all persons who interact directly on a regular basis with pupils, including teachers, administrators, pupil service employees, paraprofessionals and volunteers. “Health practitioner” includes nurses, physicians, psychologists, and family and child counselors.

As an employee of AIM Schools, your employment position falls within the definition of Section 11166 of the California Penal Code. Therefore, you are mandated to comply with the child abuse reporting requirement as stated above.

I, _____ have read and understood the requirements of Section 11166 of the California Penal Code as outlined above and will comply with those provisions.

Signature

Date



AIMS DRESS CODE AND STUDENT CONTRACT

OVERVIEW

In order to help ensure the creation of a safe and orderly environment conducive to learning, students at AIM Schools are required to follow the AIMS Dress Code Policy as well as Student Contract. Both policies are communicated to families during the summer before the start of school. Teachers review the dress code and contract with students on the first day of class. All students and guardians indicate their understanding of and commitment to these policies through signature. Students who do not follow these policies are subject to the schools' disciplinary procedures.

AIMS STUDENT DRESS CODE POLICY

All students at AIMS in grades K-12 must adhere to this dress code while on the school campus. Teachers and administrators are responsible to ensure this code is adhered to.

Top:

1. Students must wear a **WHITE or NAVY BLUE shirt with a COLLAR**. The white or navy-blue collared shirts may be short-sleeved or long-sleeved.
2. The shirts must be completely **PLAIN** with **no logos (other than the official AIMS gear with logo)**, emblems, or designs of any kind.
3. All shirts must be **tucked in**.
4. No halter tops, tank tops, bare-midriff, or see-through shirts are permitted.

Bottoms:

1. Students must wear **NAVY BLUE** or **KHAKI** pants/shorts/skirts that are completely **PLAIN** with no colorful designs or details (including stripes, patches, flashy stitching, etc.)
2. No jeans, denim, capri pants, leggings, jeggings, yoga pants, skinny jeans, athletic pants (sweatpants, nylon jogging pants, etc.), or tight fitting pants are permitted.



3. Skirts and shorts that are completely PLAIN with no colorful designs or details (including stripes, patches, flashy stitching, etc.) are permitted as long as they are below the knee.
4. **NO SAGGING PANTS** will be permitted.
5. **Students wearing pants must wear a belt.**
6. Students may wear flesh-toned, white, or navy footed stockings or tights underneath skirts.

Sweaters/Sweatshirts:

1. All sweaters, sweatshirts and jackets must be **plain White or plain Navy Blue**, without any additional colors (official AIMS gear is allowed).
2. All **White and Navy-Blue** hoods are allowed, but must be removed or the hood tucked in upon entering the building or portable.

Accessories/Make-Up:

1. The wearing of artificial nails is not permitted. Students must return the next day with their natural nails.
2. For safety reasons, the wearing of non-looping earrings is permitted.
3. Necklaces should not be worn and must be tucked in
4. Students may not wear sunglasses, hats, headbands, bandanas, beanies, colorful hair ties, ribbons, or anything with bright color in their hair. Simple barrettes, clips, and elastic hair ties that are **Navy Blue, Black, Brown, or White** are permitted. Headwear required for religious practice is permitted.

Shoes:

1. Students may not wear flip-flops, flats, sandals, high heels, or shoes that may be distracting to the educational environment.
2. Student footwear needs to be appropriate for athletic activities.

PE Dress Code:

Tops: Students must wear their designated AIMS HS PE Top (Grey PE T-Shirt or AIMS PE Sweatshirt)

Bottoms: Students must wear their designated AIMS HS PE Bottoms (Red AIMS PE Shorts or Red AIMS PE Sweatpants)

Shoes: Student footwear must be appropriate for athletic activities.

Accessories/Make-Up: Artificial nails, excessive makeup, and large earrings are not permitted during PE or at any other time on campus, due to safety concerns.



If the PE Dress Code is not followed, students will receive Friday PE Detention. They will also receive a deduction of participation credit.

AIMS STUDENT CONTRACT

These rules and regulations must be followed at American Indian Model Schools:

RESPECT SELF

1. Students must attend school each day on time. This includes summer school (extended year) for AIMS HS and programs like Math Camp. This may also include CTY, ATDP, or any other program suggested by the school.
2. Students cannot miss more than 5 days of school. Students who miss more than 5 days may be retained.
3. An absence is defined as missing two or more hours of school.
4. High School student absences must be made up during Saturday School.
5. Students who are tardy five times during the semester must attend Saturday School.
6. Students who receive two detentions in one week must attend Saturday School.
7. An absence from Saturday School must be made up by attending two Saturday Schools.
8. Students will complete all homework and classwork given by the teacher.
9. Students who are absent must submit their missing work and collect new homework on the day of their absence.



10. Students will not use drugs, alcohol, smoke, or chew gum.
11. Students cannot have personal electronic devices (i.e. cell phones, pagers, Game Boys, iPods, etc.) from the time they leave home for school to the time they return home from school. If any of these items are visible or go off in their possession, they will be confiscated for the remainder of the school year.
12. Students must follow the school's dress code.
13. Students who receive a C- or lower in math or language arts may be retained.

RESPECT OTHERS

1. Students will not use foul language, put-downs, or fighting.
2. Students will raise their hands to be heard and will not interrupt others.
3. Students will follow staff and teachers' directions.

RESPECT FACILITY

1. Students must bring their own lunch. Parents cannot bring a student's lunch. Students may not have fast food.
2. Students cannot leave school grounds or campus.
3. Students are not allowed phone privileges.
4. Students are not allowed to have bikes, skateboards, scooters, or cars on campus.
5. Students cannot loiter on school grounds before or after school.
6. Students will not have food or drinks in the classrooms.
7. Visitors must check in at the front office.
8. Students may not leave school during school hours without a parent/guardian signing them out.
9. If a student misses school for an appointment, proof of the appointment must be submitted to the office.
10. Students will follow all drop-off/pick-up safety procedures set forth by the school.

Those who choose not to follow these rules will be subject to the school's disciplinary policies up to and including suspension and expulsion. The school will not meet to debate these policies.

LOST OR DAMAGED SCHOOL PROPERTY

If a student willfully damages the Charter School's property or the personal property of a Charter School employee, or fails to return a textbook, library book, computer/tablet or other Charter School property that has been loaned to the student, the student's parents/guardians are liable for



all damages caused by the student's misconduct not to exceed ten thousand dollars (\$10,000), adjusted annually for inflation. After notifying the student's parent or guardian in writing of the student's alleged misconduct and affording the student due process, Charter School may withhold the student's grades, transcripts, and diploma until the damages have been paid. If the student and the student's parent/guardian are unable to pay for the damages or to return the property, Charter School may provide a program of voluntary work for the minor in lieu of the payment of monetary damages. Upon completion of the voluntary work, the student's grades and diploma will be released.

American Indian Model Schools' Guarantee: Follow our model and your child will be prepared to graduate from college.

STUDENT CONSEQUENCES

AIM Schools incorporate a culture of high expectations for students. The following consequences are included in the Staff Handbook and are used to protect the safety of students, families and staff, and help ensure an environment conducive to learning.

DETENTION

Detention is used as a deterrent for misbehavior for students in High School. Detention lasts for one hour Monday-Friday.

Detention slips go home with students on the day of the offense and are returned the following school day. Teachers assign detentions to their students AND to other teacher's students. Teachers do not negotiate detentions or allow students to reschedule. Teachers must be clear and concise when notating reasons for detention.

The next page illustrates a sample detention slip.

RESTORATIVE JUSTICE SATURDAY SCHOOL

Saturday school is held once a month and serves as a deterrent for misbehavior as well as an opportunity for teachers to offer academic support to students who are behind. Students who miss a day of school or who have received two or more detentions in a single week are assigned Saturday school. An absence from Saturday school results in two Saturday schools.

Administrators facilitate Saturday school, and teachers / tutors are encouraged to attend Saturday school and tutor students. Classroom teachers assign organized packets of work for students to



work on during Saturday school. Saturday school lasts from 10:00AM to 2:30PM (30 Minute Lunch). Students silently work on their work packets the entire time.

OFFICE REFERRALS

Students may complete an office referral form to the office for any of the following:

- Earning three detentions during any single classroom setting
- Student has poses a potential threat or imminent harm to self, peers, or staff
- Chronic Tardy, Absenteeism
- Failure to submit academic assignments / required documents or failed academic progress
- Concerns regarding the student's general physical, emotional, or mental well-being.

DETENTION SLIP

Date: _____

Teacher: _____

Today, I had the following behavior/academic problem(s) with _____. Please speak with your child about his or her infraction and the importance of following all school rules.

- | | |
|---|------------------------------------|
| ___ Not returning homework(_____) | ___ Food/Drink/Gum/Candy |
| ___ Defiant behavior toward adults | ___ Out of seat without permission |
| ___ Negative attitude/foul language | ___ Talking in class/detention |
| ___ Dress code violation (_____) | ___ Not following directions |
| ___ Speaking out of turn in class | ___ Disrespect of property |
| ___ Tardy (Time arrived:_____) | ___ Missing classroom materials |
| ___ Drop-off/Pick-up violation | ___ Not organized/messy desk |
| ___ Not returning signed: memo detention slip progress report report card | |

As a result, your child must serve **60** minutes of after-school detention on _____. Please note the date on your calendar and make the necessary arrangements. I appreciate your help and support.



Please sign and return this form to your student. It is due back the next school day.

Student's Signature

Parent's Signature

- Punishment will be doubled if your child does not return with this signed detention slip or fails to attend detention on the specified date.
- Detention dates will not be rescheduled.
- If you have a question, please see the student contract.

Those who choose not to follow the dress code policy or student contract will be subject to the school's disciplinary policies up to and including suspension and expulsion. **The school will not meet to debate these policies.**

American Indian Model Schools guarantee: *Follow our model and your child will be prepared to graduate from college.*

OTHER METHODS

While detention and Saturday school serve as the main consequence systems at AIM Schools, the following additional consequences are also included in the staff handbook and are used to help maintain a safe learning environment:

1. Taking away a student's desk
2. Sending a student to another teacher's classroom
3. Separation during lunch
4. Public embarrassment (by pointing out the misbehavior in front of the class or school)
5. Written letters of apology

Teachers may not do anything that puts the health and safety of a student, or the reputation of the school, in jeopardy. Students may not sit on the floor or face corners of the wall.

CONFISCATION

To ensure safety of student property in the event of confiscation (cell phones, ipods, etc...), staff will adhere to the following procedures:

1. Fill out the Confiscated Items Form (signed by staff and student). Give the form and the confiscated item to an administrator.



2. Administration will also sign the form and file it in a binder.
3. The confiscated item will be placed in a Ziplock bag with the student's name inside the bag. The Ziplock bag will be placed in a locked box.
4. Items will be returned to students on the last day of summer school or the last day of school.

SUSPENSION, EXPULSION, AND INVOLUNTARY REMOVAL POLICY

All schools within the AIMS family adhere to the following procedures with regard to student suspension, expulsion and involuntary removal. Though the AIMS administration permits a certain level of discretion in determining the appropriate disciplinary actions on a case-by-case basis, all schools operate within certain parameters. Those parameters are outlined in this policy and are aligned with each of the school's charters.

A pupil may be suspended or expelled for acts that are enumerated herein and related to a school activity or school attendance that occur at any time, including, but not limited to, any of the following:

1. While on school grounds.
2. While going to or coming from school.
3. During the lunch period whether on or off the campus.
4. During, or while going to or coming from, a school-sponsored activity.

Grounds for Suspension and Expulsion

Out of school suspension is a disciplinary measure that must be executed when extreme safety concerns or egregious behavior have been displayed.



In the case of fights or other acts of violence, suspension is automatic.

With the exception of extreme concerns (at the determination of the Head of Schools or their designate), generally, suspensions will not be more than two days.

In-School Suspension:

Suspension - Out of school suspension is a last resort action. Buddy classroom placement should be utilized. Students should first have detentions and Saturday School prior to most suspensions. Parent shadowing should be used prior to most suspensions. In-house suspension should be used prior to most suspensions. In the case of fights or other acts of violence, suspension is automatic. Actions leading up to expulsion warrant suspension. With the exception of extreme concerns, suspensions shall not be more than two days.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 (“IDEA”) or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 (“Section 504”) is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

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 intent to remove the student no less than five schooldays before the effective date of the action. 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, and shall inform him or her of the basis for which the pupil is being involuntarily removed and his or her right to request a hearing to challenge the involuntary removal. If a parent, guardian, or educational rights holder requests a hearing, the AIMS shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student’s parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until AIMS issues a final decision. As used herein, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated,



but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below.

Suspension/Discretionary Expulsion Conduct

- I. The Head of School or designee may suspend from school or recommend for expulsion a pupil if he or she determines that the pupil has committed one of the following acts:
 - A. **Physical Injury or Violence:** Caused, attempted to cause, or threatened to cause physical injury to another person; or willfully used force or violence upon another person, except in self-defense. A pupil who aids or abets in infliction of physical injury to another may be suspended but not expelled.
 - B. **Dangerous Object:** Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from the principal or the designee of the principal.
 - C. **Drugs or Alcohol:** Unlawfully possessed, used, or otherwise furnished, or been under the influence of a controlled substance, an alcoholic beverage, or an intoxicant of any kind.
 - D. **Look-Alike Substance:** Unlawfully offered, arranged, or negotiated to sell a controlled substance, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person a replica substance.
 - E. **Robbery/Extortion:** Committed or attempted to commit robbery or extortion.
 - F. **Property Damage/Vandalism:** Caused or attempted to cause damage to school property or private property, including electronic files and databases.
 - G. **Theft:** Stolen or attempted to steal school property or private property.
 - H. **Tobacco:** Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets.
 - I. **Obscenity/Profanity/Vulgarity:** Committed an obscene act or engaged in habitual profanity or vulgarity.



- J. Drug Paraphernalia: Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia.
- K. Receipt of Stolen Property: Knowingly received stolen school property or private property.
- L. Imitation Firearm: Possessed an imitation firearm. As used in this section, “imitation firearm” means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- M. Witness Harassment or Intimidation: Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- N. Prescription Drug Soma: Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- O. Hazing: Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, “hazing” means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, “hazing” does not include athletic events or school-sanctioned events.
- P. Bullying/Electronic: Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined herein, directed specifically toward a pupil or school personnel.
 - 1. “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils directed toward one or more pupils or school personnel that has or can be reasonably predicted to have the effect of one or more of the following:
 - a. Placing a reasonable pupil or school personnel in fear of harm to that pupil’s or school personnel’s person or property.

- b. Causing a reasonable pupil or school personnel to experience a substantially detrimental effect on his or her physical or mental health.
 - c. Causing a reasonable pupil to experience substantial interference with his or her academic performance, or school personnel with his or her job performance.
 - d. Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.
2. “Electronic act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- a. A message, text, sound, video, or image.
 - b. A post on a social network Internet Web site, including, but not limited to:
 - i. Posting to or creating a burn page. “Burn page” means an Internet Web site created for the purpose of bullying.
 - ii. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - iii. Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - c. An act of cyber sexual bullying:
 - iii. For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the

effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

- iv. For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
3. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
 4. “Reasonable pupil” means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.
- Q. Sexual Harassment: The pupil has committed sexual harassment. The harassing conduct must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment.
- R. Hate Violence: The pupil has caused, attempted to cause, threatened to cause, or participated in a “hate crime.” “Hate crime” means a criminal act committed, in whole or in part, because of one or more of the following actual or perceived characteristics of the victim: disability, gender, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics.
- S. Harassment, Threats, or Intimidation: The pupil has intentionally engaged in harassment, threats, or intimidation, directed against a pupil or group of pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of that pupil or group of pupils by creating an intimidating or hostile educational environment.
- T. Terroristic Threats: The pupil has made terroristic threats against school officials or school property, or both. For the purposes of this section, “terroristic threat” shall

include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family.

- II. Parent/Guardian will be notified in all cases of violations.
- III. Administration will determine punishment based upon the following criteria:
 - A. Seriousness of offense
 - B. Circumstances of situation
 - C. Student's prior disciplinary records
 - D. Any other extenuating circumstances

Suspension Procedures

1. The site leaders are afforded a great deal of discretion by the AIMS Governing Board and the Superintendent in determining appropriate punishments, unless a mandatory expulsion offense is identified. Even if suspension is deemed appropriate, the site administrator may opt for supervised in-school suspension.
2. If the Head of School or Division Heads or designee determines that suspension is appropriate, a school employee shall make a reasonable effort to contact the pupil's parent or guardian in person or by telephone. Whenever a pupil is suspended from school, the parent or guardian shall be notified in writing of the suspension.
3. The Head of School or Division Heads or designee shall report the suspension of the pupil, including the cause therefore, to the Superintendent and AIMS governing board.



4. A parent conference will be scheduled to discuss the matter with the Head of Schools or designee. Whenever practical, the teacher or staff member who witnessed the offense will also be present. At this conference, the administration and the parent or guardian will discuss the causes, duration, school policy involved, and any other matters pertinent to the suspension.
5. Any pupil who is suspended for five days or fewer must complete all assignments and tests missed during the suspension within three school days of their return. Any pupil who is suspended for more than five days will have five school days after their return to complete all assignments and tests missed during suspension.

Administration has the authority to lengthen the amount of time a pupil has to make-up his or her work, as appropriate in a given situation. Assignments submitted late will receive **no credit**.

Expulsion Requirements

All 48900 offenses as spelled out in the California Education Code automatically warrant an expulsion hearing. Students may also be expelled for repeated excessive behavioral concerns. AIMS expulsion forms must be used in the process. Legal Timelines must be adhered to without exceptions. All relevant witnesses, teachers and administrators must be present at the hearing. Parents must be informed in writing of the expulsion. (This section also appears in the behavior section.)

Recommended Expulsion

The Head will recommend the expulsion of any pupil who commits any of the following acts at school or at a school activity off school grounds, unless he or she determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct:

1. Causing serious physical injury to another person, except in self-defense.
2. Possession of any knife or other dangerous object of no reasonable use to the pupil.
3. Unlawful possession of any controlled substance, except for either of the following:
 - a. The first offense for the possession of not more than one ounce of marijuana.



- b. The possession of over-the-counter medication for use by the pupil for medical purposes or medication prescribed for the pupil by a physician.
- 4. Robbery or extortion.
- 5. Assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee.

Mandatory Expulsion

The Head or designee must immediately suspend and recommend expulsion of a pupil that he or she determines has committed any of the following acts at school or at a school activity off school grounds:

- 1. Possessing, selling, or otherwise furnishing a firearm. This subdivision applies to an act of possessing a firearm only if the possession is verified by an employee of the school. The act of possessing an imitation firearm is not an offense for which suspension or expulsion is mandatory but it is an offense for which suspension, or expulsion may be imposed.
- 2. Brandishing a knife at another person.
- 3. Unlawfully selling a controlled substance.
- 4. Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.
- 5. Possession of an explosive.

The governing board shall order a pupil expelled upon finding that the pupil committed an act requiring mandatory expulsion:

Recommended vs. Mandatory Expulsion	
<i>Recommendation for expulsion</i>	<i>Mandatory Expulsion</i>



Causing serious physical injury to another person, except in self-defense.	Possessing, selling, or otherwise furnishing a firearm.
Possession of any knife or other dangerous object of no reasonable use to the pupil.	Brandishing a knife at another person.
Unlawful possession of a controlled substance.	Unlawfully selling a controlled substance.
Robbery or extortion.	Committing or attempting to commit a sexual Assault.
Assault or battery upon any school employee.	Possession of an explosive.

Administrative Procedures and Investigation of Pupil Offenses

1. Students who commit offenses that result in a recommendation for expulsion or mandatory expulsion, or whose conduct falls under “Suspension/Discretionary Expulsion” (excluding disruption or defiance) will be referred to the Head of School or designee. If a teacher observes disruptive or defiant conduct, the teacher will make a determination as to whether or not administrative intervention is required. Otherwise, they may follow the school’s discipline policies to ensure proper student conduct.
2. To determine whether or not an offense meets the guidelines for suspension or expulsion, the Superintendent and the Head of School or designee will meet with the pupil and school employee who referred the pupil for discipline. At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to respond. If an “emergency situation” exists, the pupil may be excluded from this meeting. “Emergency situation” means a situation determined by the Head of School or designee to constitute a clear and present danger to the life, safety, or health of pupils or school personnel. If a pupil is suspended without a conference before suspension, both the parent and the pupil shall be notified of the pupil’s right to a conference.
3. Unless an offense results in a recommendation for expulsion or mandatory expulsion, as a matter of policy, American Indian Model Schools consider suspension and discretionary



expulsion a punishment of last resort. Suspension and discretionary expulsion shall be imposed only when other means of correction fail to bring about proper conduct. Therefore, our schools will first consider the appropriateness of other disciplinary avenues before suspending or expelling a student.

4. If a pupil has committed a suspension-eligible offense, then the Head has the authority to recommend expulsion. Expulsion will be used as a tool of last resort for students whose conduct is so egregious that it is unlikely to be changed by any other means and whose behavior poses a threat to the safety of a member of the school community or significantly limits the ability of other students to effectively learn.
5. In addition to any school action, suspected criminal activity will be reported to the police and appropriate legal consequences may result.
6. For purposes of notification to parents, and for the reporting of expulsion or suspension offenses to the CDE, American Indian Model Schools will identify, by offense committed, in all appropriate records of a pupil each suspension or expulsion of that pupil.
7. AIMS will notify the District of Residence within 30 days of all transfers, disciplinary or not. For all students who are expelled, the school will contact the District of Residence to notify them of the terms of the expulsion.

Expulsion Hearings and Process

1. The Superintendent decides whether or not to recommend expulsion to the Board.
2. Within 30 school days of a recommendation for expulsion, the Board will hold a hearing to determine if it is appropriate to expel the pupil. The pupil may request, in writing, a postponement of no more than 30 calendar days. Any additional postponement may only be granted at the discretion of the Board.
3. Within 10 school days after the conclusion of the hearing, the Board shall decide whether to expel the pupil.
4. If compliance by the Board with the time requirements for the conducting of an expulsion hearing under this subdivision is impracticable, the Superintendent may, for good cause, extend the time period for the holding of the expulsion hearing for an additional 5 school days.
5. Written notice of the hearing shall be forwarded to the pupil at least 10 calendar days prior to the date of the hearing and shall include:



- a. The date and place of the hearing.
 - b. A statement of the specific facts and charges upon which the proposed expulsion is based.
 - c. A copy of the disciplinary rules of the school district that relate to the alleged violation.
 - d. A notice of the parent, guardian, or pupil's obligation upon enrollment in another school district to inform the receiving school district of his or her status with the previous school.
 - e. Notice of the opportunity for the pupil or the pupil's parent or guardian to appear in person or to be represented by legal counsel or by a non-attorney adviser, to inspect and obtain copies of all documents to be used at the hearing, to confront and question all witnesses who testify at the hearing, to question all other evidence presented, and to present oral and documentary evidence on the pupil's behalf, including witnesses.
6. The Board shall conduct a hearing to consider the expulsion of a pupil in a session closed to the public, unless the pupil requests, in writing, at least five days before the date of the hearing, that the hearing be conducted at a public meeting. Regardless of whether the expulsion hearing is conducted in a closed or public session, the Board may meet in closed session for the purpose of deliberating and determining whether the pupil should be expelled.
 7. A record of the hearing shall be made. The record may be maintained by any means, including electronic recording, so long as a reasonably accurate and complete written transcription of the proceedings can be made.
 8. Technical rules of evidence shall not apply to the hearing, but relevant evidence may be admitted and given probative effect if it is the kind of evidence upon which reasonable persons are accustomed to rely in the conduct of serious affairs. A decision of the Board to expel must be supported by substantial evidence showing that the pupil committed the act(s) of which he or she is accused.
 9. The final action to expel a pupil shall be taken only by the Board in an open session. Written notice of any decision to expel or to suspend the enforcement of an expulsion order during a period of probation must be sent by the superintendent or his or her designee to the pupil or the pupil's parent or guardian.
 10. The Board shall maintain a record of each expulsion, including the cause therefore. Records of expulsions shall be a non-privileged, disclosable public record subject to FERPA. The expulsion order and the causes therefore shall be recorded in the pupil's mandatory interim record and shall be forwarded to any school in which the pupil subsequently enrolls upon receipt of a request from the admitting school for the pupil's school records.

Suspending an Expulsion Order

- The Board, upon voting to expel a pupil, may suspend the enforcement of the expulsion order for a period of not more than one calendar year and may, as a condition of the suspension of enforcement, assign the pupil to a school, class, or program that is deemed appropriate for the rehabilitation of the pupil. The rehabilitation program to which the pupil is assigned may provide for the involvement of the pupil's parent or guardian in his or her child's education in ways that are specified in the rehabilitation program. A parent or guardian's refusal to participate in the rehabilitation program shall not be considered in the Board's determination as to whether the pupil has satisfactorily completed the rehabilitation program.
- During the period of the suspension of the expulsion order, the pupil is deemed to be on probationary status. The Board may revoke the suspension of an expulsion order under this section if the pupil commits any of the acts designated as Suspension/Discretionary Expulsion Conduct or violates any of the school's rules and regulations governing pupil conduct. When the Board revokes the suspension of an expulsion order, a pupil may be expelled under the terms of the original expulsion order.
- Upon satisfactory completion of the rehabilitation assignment of a pupil, the Board shall reinstate the pupil and may also order the expungement of any or all records of the expulsion proceedings.

Readmission to the Charter

- An expulsion order shall remain in effect until the Board orders the readmission of a pupil. At the time an expulsion of a pupil is ordered for an act other than Mandatory Expulsion Conduct, the Board shall set a date, not later than the last day of the semester following the semester in which the expulsion occurred, when the pupil shall be reviewed for readmission. For a pupil who has been expelled for an act of Mandatory Expulsion Conduct, the Board shall set a date of one year from the date the expulsion occurred, when the pupil shall be reviewed for readmission, except that the Board may set an earlier date for readmission on a case-by-case basis.
- The Board shall recommend a plan of rehabilitation for the pupil at the time of the expulsion order, which may include, but not be limited to, periodic review as well as assessment at the time of review for readmission. The plan may also include recommendations for improved academic performance, tutoring, special education assessments, job training, counseling, employment, community service, or other rehabilitative programs.



- Any pupil who has been expelled and who seeks readmission, must submit a request to the Superintendent in writing no more than 21 (but no less than 7) calendar days before the end of the term of the expulsion. In addition, the pupil must provide documentation that all conditions for rehabilitation set by the Board have been met.
- Upon completion of the readmission process, the Board shall readmit the pupil, unless the Board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety or to other pupils or employees of the school. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered.
- If the Board denies the pupil's request for readmission, the Board shall provide written notice to the expelled pupil and the pupil's parent or guardian describing the reasons for denying the pupil re-admittance into the school.

LOCAL COMPLAINT PROCEDURES

Overview

AIMS Board recognizes that the Board has primary responsibility for ensuring that it complies with applicable state and federal laws and regulations governing educational programs.

The school shall follow the Uniform Complaint Procedures (UCP) when addressing complaints alleging discrimination based on age, ancestry and/or national origin, color, physical or mental disability, race, ethnic group identification, religion, veteran status, sex, gender, marital status, medical condition (cancer related) and/or sexual orientation, in any program or activity that receives or benefits from state and/or federal financial assistance.

The Board acknowledges and respects the experience and judgment of the schools' Director and Head of Schools. As such, it has developed Local Complaint Procedures (LCP) to ensure that all complaints that do not fall under the UCP can be handled at the site level. The final authority for the handling of these complaints lies with the Director.

Complaint Procedures

The following procedures shall be used to address all complaints that do not allege that the school has violated federal or state laws concerning regulations governing educational programs.

Step 1: FILING A COMPLAINT

All complaints shall be presented to the school's Head of School in writing.



If a complainant is unable to put a complaint in writing due to a condition such as illiteracy or disability, school staff shall help him/her to file the complaint. (Title 5, CCR 4600)

If a complaint involves the school's Head of School of the school, the Director or his designee, will receive and investigate the complaint.

Step 2: INVESTIGATING A COMPLAINT

Within fifteen school days, the school's Head of School (or other appropriate party as outlined above) will complete an investigation of the complaint. This investigation may include interviews with involved parties, consultation of student contract, other school policies, review of applicable educational code, and any other means necessary to resolve the complaint in an appropriate manner.

Step 3: RESOLUTION AND NOTICE OF RESOLUTION

Once the Head of School has determined the outcome, all parties will be notified by phone or in person. In addition, within 20 school days of receiving the initial complaint, the complainant will receive written notification of the outcome.

Step 4: PROCEDURES FOR APPEAL

The Director or his designee has final authority in determining the outcome of complaints outlined in these procedures. If additional information becomes available, which was not included in the original complaint, the complainant may submit an additional complaint as outlined above.

If the complainant is not satisfied with the outcome of the investigation, he or she may send notice to AIMS Board secretary for the Board's review at the next regularly scheduled meeting.

Important Contact Information

UNIFORM COMPLAINT PROCEDURES

Uniform Complaint Policy and Procedures BOARD POLICY #1007

The Board of Directors ("Board") of American Indian Model Schools, a California Non-profit Public Benefit Corporation ("AIMS") hereby adopts the revision of Policy #1007 establishing its Uniform Complaint Policy and Procedures for American Indian Public Charter School ("AIPCS"}, American Indian Public Charter School II ("AIPCS II"} and American Indian Public High School ("AIMS HS "), each individually referred to as the "School" or collectively as the "Schools."



AIMS is committed to compliance with applicable state and federal laws and regulations governing educational programs in the operation of the Schools.

Scope

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

1. Complaints of unlawful discrimination, harassment, intimidation or bullying against any protected group, including actual or perceived discrimination, on the basis of the actual or perceived characteristics of age, ancestry, color, disability, ethnic group identification, gender, expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, sex, or sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any Schools program or activity, and
2. Complaints of violations of state or federal law and regulations governing the following programs including, but not limited to:

Accommodations for Pregnant and Parenting Pupils
Adult Education Programs
After School Education and Safety
Child Care and Development
Compensatory Education
Consolidated Application
Course Periods without Education Content
Education of Pupils in Foster Care, Pupils who are Homeless, Former Juvenile Court Pupils Now Enrolled in a School District and Pupils of Military Families
Every Student Succeeds Act
Local Control and Accountability Plans (LCAP)
Consolidated Categorical Aid Programs
Migrant Education
Physical Education Instructional Minutes
Pupil Fees
Reasonable Accommodations to a Lactating Pupil
School Plans for Student Achievement
School Safety Plans
School-site Councils
Special Education Programs

3. A complaint may also be filed alleging that a pupil enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.
 - a. “Educational activity” means an activity offered by a school, school district, charter school or county office of education that constitutes an integral fundamental part of elementary and second education, including, but not limited to, curricular and extracurricular activities.
 - b. “Pupil Fee” means a fee, deposit or other charge imposed on pupils, or a pupil’s parents or guardians, in violation of Section 49011 of the Education Code and Section 5 of Article IX of the California Constitution, which requires educational activities to be provided free of charge to all pupils without regard to their families/ ability or willingness to pay fees or requested special waivers, as provided for in *Hartzell v. Connell* (1984) 35 Cal.3d.899. A pupil fee includes, but is not limited to, all of the following.
 - i. A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.
 - ii. A security deposit, or other payment, that a pupil is required to make to obtain a locker, book, class apparatus, musical instrument, uniform or other materials or equipment.
 - iii. A purchase that a pupil is required to make to obtain materials, supplies, equipment or uniforms associated with an educational activity.
 - c. A pupil fees complaint may be filed with the Head of School, or Superintendent, or his/her designee.
 - d. A pupil fees complaint may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with laws relating to pupil fees.
 - d. A pupil fees complaint shall be filed no later than one (1) year from the date the alleged violation occurred.
 - e. If the Schools find merit in a pupil fees complaint the School” shall provide a remedy to all affected pupils, parents, and guardians that, where applicable, includes reasonable efforts by the “Schools” to ensure full reimbursement to all affected pupils, parents, and guardians, subject to procedures established through regulations adopted by the state board.
 - f. Nothing in this section shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or school districts, school and other entities from providing pupils prizes or other recognition for voluntarily participating in fundraising activities

The following complaints shall be referred to other agencies for appropriate resolution and are not subject to Schools UCP process set forth in this document unless these procedures are made applicable by separate interagency agreements.

Allegations of child abuse shall be referred to Alameda County Department of social Services, Protective Services Division or appropriate law enforcement agency. Employment discrimination, harassment, intimidation or bullying complaints shall be sent to the Statement Department of Fair



Employment and Housing (DFEH)/ Allegations of fraud shall be referred to the Legal, Audits and Compliance Branch in the California Department of Education (CDE)

4. Complaints of noncompliance with the requirements governing the Local Control Funding Formula or Sections 47606.5 and 47607.3 of the Education Code, as applicable.

The Local Control Accountability Plan (LCAP) is an important component of the Local Control Funding Formula (LCFF), the revised school finance system that overhauled how California funds its K-12 schools. Under the LCFF Schools are required to prepare an LCAP, which describes how Schools intend to meet annual goals for pupils, with specific activities to address state and local priorities identified pursuant to California Education Code (EC) Section 52060(d).

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

The Schools prohibits any form of retaliation against any complainant in the complaint process, including but not limited to a complainant's filing of a complaint, or the reporting of instances of unlawful discrimination, harassment, intimidation or bullying. Such participation shall not in any way affect the status, grades or work assignments of the complainant.

Compliance Investigation and Officers

Schools will investigate all allegations of unlawful discrimination, harassment, intimidation or bullying against any protected group as identified in EC Section 200 and 220 and Government Code (GC) Section 11135, including any actual or perceived characteristics as set forth in Penal Code (PC) Section 422.55 or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any program or activity Schools conducts, which is funded directly by, or that receives or benefits from any state financial assistance.

The Board of Directors designates the following compliance officer(s) to receive and investigate complaints and to ensure the Schools compliance with law is Maya Woods-Cadiz, Superintendent, AIMS Charter Schools, 171 12th Street, Oakland, CA 94607, or call the office at 510-893-8701.

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



Should a complaint be filed against the Superintendent, the compliance officer for that case shall be the President of the AIMS Charter Schools Board of Directors.

The UCP Annual Notification

The Superintendent, or designee, shall annually provide written notification of the AIMS Schools Uniform Complaint procedures to employees, students, parents and/or guardians, advisory Committee members, appropriate private school officials or representatives, and other interested parties that includes information regarding allegations about discrimination, harassment, intimidation, or bullying.

The UCP Annual Notice shall include information regarding the requirements of EC Section 49010 through 49013 relating to pupil fees and information regarding the requirements of EC Section 2075 relating to the LCAP.

The annual notification shall be in English, and when necessary, in the primary language, pursuant to Section 48985 of the Education Code if fifteen (15) percent, or more, of the pupils enrolled in the Schools speak a single primary language other than English; or mode of communication of the recipient of the notice.

The Superintendent, or designee, shall make available copies of the Schools uniform complaint procedures free of charge.

The annual notice shall include the following:

- (a) A statement that the Schools is primarily responsible for compliance with federal and state laws and regulations.
- (b) A statement that a pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.
- (c) A statement identifying the responsible staff member, position, or unit designed to receive complaints.
- (d) A statement that the complainant has a right to appeal the Schools decision to the California Department of Education (CDE) by filing a written appeal within 15 days of receiving the Schools decision.
- (e) A statement advising the complainant of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws. If applicable, and of the appeal pursuant to Education Code § 262.3.
- (f) A statement that copies of the local educational agency complaint procedures shall be available free of charge.

Procedures

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



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

Step 1: Filing of Complaint

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

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

A pupil fees complaint and/or an LCAP complaint may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance.

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

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

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

The complainants are protected from retaliation.

Step 2: Mediation

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

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

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



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

Step 3: Investigation of Complaint

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

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

Refusal by the complainant to provide the investigator with documents or other evidence related to the allegations in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegations.

Refusal by the Schools to provide the investigator with access to records and/or other information related to the allegation in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in any other obstruction of the investigation, may result in a finding based on evidence collected that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

Step 4: Response

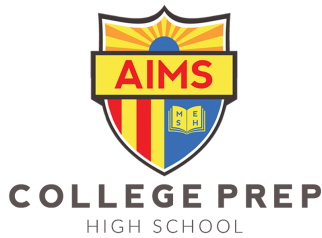
Unless extended by written agreement with the complainant, the compliance officer shall prepare and send to the complainant a written report of the Schools' investigation and decision, as described in Step #5 below, within sixty (60) calendar days of the Schools receipt of the complaint.

Step 5: Final Written Decision

Schools decision shall be in writing and send to the complainant. Schools decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

The report will contain the following elements:

- i. The findings of fact based on the evidence gathered
- ii. Conclusion of law
- iii. Disposition of the complaint



- iv. The rationale for such a disposition
- v. Correction actions, if any are warranted
- vi. Notice of the complainant's right to appeal Schools Decision within fifteen (15) days to the California Department of Education (CDE) and procedures to be followed for initiating such an appeal.
- vii. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, notice that the complainant must wait until sixty (60) days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies.
- viii. For unlawful discrimination, harassment, intimidation or bullying complaints arising under federal law such complaint may be made at any time to the U.S. Department of Education, Office of Civil Rights

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

Complaint Resolution

If Schools finds merit in a complaint regarding Pupil Fees; Local Control and Accountability Plan (LCAP); and/or Physical Education Instructional Minutes (grades one through eight), Schools shall provide a remedy to the affected pupils and parents/guardians.

If Schools find merit in a complaint regarding Reasonable Accommodations to a Lactating Pupil, Course Periods without Educational Content (grades none through twelve), and/or Education of Pupils in Foster Care, Pupils who are Homeless, former Juvenile Court Pupils now enrolled in American Indian Public Charter School ("AIPCS"), American Indian Public Charter School II ("AIPCS II") and American Indian Public High School ("AIMS HS"), and pupils in military families, Schools shall provide a remedy to the affected pupil.

Schools ensure that an attempt shall be made in good faith to engage in reasonable efforts to identify and fully reimburse all pupils, parents and guardians who paid a pupil fee within one (1) year prior to the filing of the complaint.

Appeals to the California Department of Education

If dissatisfied with the Schools decision, the complainant may appeal in writing to the CDE within fifteen (15) calendar days of receiving the Schools decision. When appealing to the CDE, the complainant must specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of the Schools' decision. Upon notification by the CDE that the complainant has appealed the Schools decision, the Superintendent, or designee, shall forward the following documents to the CDE:

- 1. A copy of the original complaint.
- 2. A copy of the decision.



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

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

AIM SCHOOLS EMPLOYEE POLICY

Prohibition of Harassment Policy

AIM Schools is committed to providing a workplace free of sexual harassment, as well as any harassment based on such factors as race, religion, creed, color, national origin, ancestry age, medical condition, marital status, sexual orientation, or disability. This policy applies to all employee actions and relationships, regardless of position or gender. Please see the AIM Schools Uniform Complaint Procedures for details.



Definition of Sexual Harassment

Federal law defines sexual harassment as unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexually suggestive nature when (1) submission to that conduct is either made explicitly or implicitly a term or condition of an individual's employment; (2) submission to or rejection of such conduct is used as the basis for personnel decisions, including but not limited to appraisals, promotion, salary increases, and termination; (3) that conduct has the purpose or effect of interfering with an individual's work performance or creates an intimidating, hostile or offensive working environment.

All complaints of sexual harassment will be kept confidential and only those persons with a need to know of information or the identity of a complainant will receive such information.

Individuals participating in a sexual harassment investigation will be advised that the matter is confidential and that retaliation in any form is prohibited.

Right to Privacy

Employees should be aware that desks, computers, emails, internet activity sheets, and other personal spaces provided by AIM Schools are property of AIM Schools and subject to search if necessary.

Confidential Information Regarding Students

All information relating to students including names, addresses, contact numbers, and progress information is confidential information and may not be shared with unauthorized parties. All records concerning pupils shall be kept strictly confidential and be maintained in separate files. Please note: The release of unauthorized confidential information may result in immediate dismissal and the filing of criminal charges. When in doubt, check with the Head of School.

School Facilities

Employees are responsible for cleaning up after themselves. Make sure your students keep the classrooms clean at all times in AIM Schools' facilities. All of our program staff follow California's Healthy Schools Act (HSA) and practice integrated pest management (IPM) to keep children and staff safe from pests and pesticides. Exposure to pesticides can pose a health risk to children, staff, and others.

Safety

Each employee is expected to obey safety rules and to exercise caution in work activities. Any employee who notices a dangerous or potentially dangerous situation should report it to the Head of School immediately. Employees should not transport students unless it relates to a school function and has been approved by AIM Schools.



PUBLIC AGENCY ACCESS

Public Shelters

Public shelters are managed by the American Red Cross, and all shelter operations are coordinated through the Office of Emergency Services and AIMS Administrative Service Offices Personnel. Public shelters are managed by the American Red Cross, and all shelter operations are coordinated through the Office of Emergency Services and AIMS Administrative Service Offices Personnel. AIMS will comply with all public agencies, such as the Red Cross, to establish the school building, school grounds and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. AIMS shall cooperate with the public agency in furnishing and maintaining the services as the AIMS may deem necessary to meet the needs of the community.

Health & Nutrition

The school ensures immediate and reliable access to medications provided, special diets, treatments and emergency care. Information about the food services division is available and there are activities to increase participation in the school meal program. There is adequate time for students to obtain and consume their meals. Schools that have an after-school program offer healthy snacks provided by the food services branch.

Accident/Injury Reporting

When an incident occurs on school property, it should be reported immediately to the Head of School. An Incident Report should be completed as soon as possible.

Incident Reporting

When an incident occurs on school property, or while conducting school business off site, it should be reported on an Incident Report Form and submitted to the Head of School within 24 hours of the time of the incident. These forms are available at the front office.

AIMS HS CHARTER POLICIES

A healthy and safe environment is imperative to productive teaching and learning. AIMS has adopted and implemented a comprehensive set of health, safety, and risk management policies.



These policies will be reviewed and updated as required in response to any change in conditions or operations that may affect the health and safety of students and staff.

Procedures for Background Checks

Employees and contractors at AIMS HS will be required to submit to a criminal background check and furnish a criminal record summary as required by Educational Code 44237 and 45125.1. New employees not possessing a valid California Teaching Credential must submit a Live Scan clearance for fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Head of School will monitor compliance with this policy and report to the AIMS Board monthly. The Financial Administrator will monitor the fingerprinting and background clearance of the Head of School.

TB Testing

AIMS HS will follow the requirement of Education Code Section 49406 in requiring tuberculosis testing of all employees.

CPR/First Aid Training

Employees at AIMS HS should be CPR/First Aid trained. The school's administration will ensure that a CPR/First Aid trained staff member is on duty during regular school hours.

Facility Safety

AIMS HS / will comply with Education Code Section 47610 by utilizing facilities that are compliant with the California Building Standards Code. The school agrees to maintain visitor policies and test fire extinguishers and alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The school will conduct fire drills in accordance with state law. AIMS HS will occupy facilities that comply with the Asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR part 763.

Drug Free/Smoke Free Environment

AIMS HS will maintain a drug, alcohol, and smoke-free environment.

Transportation

AIMS HS will not provide transportation of students to and from school. It is the responsibility of the students' families to provide transportation to AIMS HS, except as required by law for students with disabilities in accordance with a students' IEP. In these instances, transportation needs will be handled by the OUSD SELPA if the school operates as a public school of the District for special education purposes, but solely by AIMS HS in accordance with SELPA policy and the IDEIA if AIMS HS becomes an LEA and a member of the SELPA as intended by its charter.



FAMILY HANDBOOK POLICIES

Closed Campus

Students are not allowed to leave campus under any circumstances once they have arrived on school grounds. It is unlawful for anyone to take a student away from school or a student to leave on his or her own accord during the regular school day without parent/guardian permission and notification of the School Office.

Confidentiality Policy

School personnel are legally bound to inform a parent and/or authority in the following instances:

1. When a student indicates he or she is going to physically harm himself or herself or jeopardize his or her life
2. When a student indicates he or she is going to physically harm another or jeopardize another's life or has the knowledge that another's well-being is being threatened.
3. When a student indicates he or she is being physically and/or emotionally abused.
4. When a student indicates he or she has committed a felony.

Immunizations

AIMS HS will adhere to all laws related to legally required immunizations for entering students pursuant to Health and Safety Code Section 120325-120375, and Title 17, California Code of Regulations Section 6000-6075. Every student must provide written immunization record showing the date of each required immunization listed below:

POLIO (ages 4-6)	4 doses at any age; 3 doses meet requirement if at least one dose was given on or after 4 th birthday
POLIO (ages 7-17)	4 doses at any age; 3 doses meet requirement if at least one dose was given on or after 2 nd birthday
DTP (age 6 and under)	5 doses at any age; 4 doses meet requirement if at least one was given on or after 4 th birthday
DTP, DT, Td or Tdap (age 7 & older)	3 doses at any age; one more dose is required if last dose was given before 2 nd birthday.
Tdap (grades 7 th -12 th)	1 dose on or after 7 th birthday required for entry into 7 th grade or higher.
HEPATITIS B	3 doses required for Kindergarten and 7 th grade entry
MEASLES, MUMPS AND RUBELLA	2 doses for Kindergarten and 7th grade entry each given on or after 1st birthday. 1 dose for grades 1-12, given on or after 1st



	birthday. (Mumps immunization is not required for pupils 7 years of age or older)
TUBERCULOSIS SKIN TEST	Required test is a MANTOUX skin test given within 18 months prior to kindergarten enrollment or transfer, or within 6 months prior to enrollment in grades one through twelve.
VARICELLA (Chicken Pox)	1 dose or physician documented varicella disease or immunity for Kindergarten entry. 2 doses for students aged 13 - 17 years not admitted to CA schools before July 1, 2001

Lunch Program

There is no formal lunch program at AIMS HS . Students must bring their own lunch with them to school each day. Parents are not allowed to drop off lunches for students.

Medication

School personnel may only administer medication if the following guidelines are followed:

1. For the office to administer medication to students:

A. Written statement from a physician detailing the following:

- (1) name of medication
- (2) method of administration
- (3) amount of medication
- (4) time schedules to administer administration

B. Written statement from parent

2. For students to self-administer medication:

A. Written statement from a physician detailing the following:

- (1) name of medication
- (2) method of administration
- (3) amount of medication
- (4) time schedules to administer administration
- (5) confirmation that student can self-administer the medication

B. Written statement from parent that permits the school the consult _____ with the health care provider about the medication and releasing _____ the school from civil liability.

Physical Education



Students have PE for a minimum of 200 minutes every 10 school days. Each grade level attends PE at a designated time. PE grades are based on daily participation.

Telephone Use

Students are not allowed to use the school phone. In exceptional cases, students may be allowed to use the phone with staff's explicit permission. Messages will be given to the students at lunchtime or at the end of the school day.

Truancy

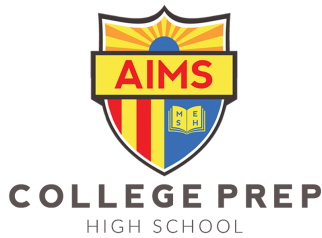
Upon initial concern for a student's attendance, an AIM administrator or classroom teacher will informally address this concern with the student and/or the student's parents/guardians in an effort to proactively resolve attendance issues before the student is considered truant.

A student is truant who has accrued 3 unexcused absences in one school year, or was tardy for more than any 30-minute period during the school day on three occasions during one school year, or any combination thereof. (*EC* §48260) Upon a pupil's initial classification as a truant, a conference will be requested for the parent, truant student, teacher, and Head of School, and the pupil's parents/guardians will be notified of the following information by certified mail: (*EC* §48260.5)

1. The pupil is a truant
2. The parent or guardian is obligated to compel the student to attend school
3. Parents/guardians who fail to meet this obligation may be guilty of an infraction and subject to prosecution
4. Alternative educational programs are available
5. Parents/guardians have the right to meet with appropriate school personnel to discuss solutions to the truancy
6. The pupil may be subject to prosecution under *EC* Section 48264
7. The pupil may be subject to suspension, restriction, or delay of the pupil's driving privilege
8. A one-day recommendation to accompany the student to school and attend class with the student

Local School Attendance Review Board (SARB) Process

The parent or guardian will have 10 days to respond to this initial notification of truancy (see attached Truancy Notification/Conference Request) before being referred to the Student Attendance Review Board (SARB). A truant student who is again absent from school without valid excuse one or more days, or tardy on one or more days, will be reported again as a truant, and the truant student will be referred to the SARB. (*EC* §48261) Parents/guardians will receive



notification by certified mail of referral to AIM School's SARB (see attached Notification of SARB Referral).

The SARB will consist of two AIM Schools administrators, a teacher, and the director of AIM Schools. After referral of a student to the SARB, the SARB will hold a hearing with the parent/guardian and truant student to resolve attendance and truancy problems. If the student is reported as a truant three or more times per school year, and does not follow the SARB's directive, the matter may be referred to the District Attorney for prosecution, and other appropriate action may be taken by the school. The parent/guardian must be notified of this action. (*EC* §48262, §48263, §48263.5)

Custody Concerns/Restraining Orders

Families should provide documentation and notify the office as soon as possible if there is a custody issue or restraining order related to a student who attends AIMS HS .

STAFF HANDBOOK **SAFETY AND LIABILITY POLICIES**

1. Safety is one of our first concerns. Students must NEVER be left unsupervised. This includes times when teachers have students in their classroom and need to make copies, use the restroom, check their mailbox, use cell phones/telephones, check their emails, etc., or lunchtime.
2. Staff members must monitor students during pick up and drop off.
3. Assign at least two students to the task of moving a desk or any other heavy object.
4. Teachers must not use their cell phones inside their classrooms when students are present, walking through the hallways, escorting students, or during lunch. In case of an emergency, families and friends should call the office and the administrative assistant will forward the message to teachers without disrupting instructional time.
5. Teachers must escort their own class to lunch and physical education.
6. Teachers should not go through students' personal items.
7. Teachers should not dispose of any student's lunch without office approval.
8. Teachers must not put their hands on any students in an inappropriate manner.
9. Teachers should not be in a classroom with a student alone when the doors are shut at any time.
10. Teachers should not share inappropriate personal life stories with students.
11. Teachers should remain calm and remember not to lose control under any circumstances - good and bad - that may arise.
12. Teachers should not "friend" or interact with any students on Facebook, Instagram, Snapchat, or any other social network.



13. Teachers should be careful when doing anything outside of school with students.
14. Teachers must be on guard at all times when escorting students off campus (including field trips, outings to the park, and when running the students around the block during PE).
15. Any memo or letter to family members must be approved by the office before being distributed. Let the office know about any phone calls you plan to make to parents.
16. If you schedule a meeting with parents or students after school, please let the administrative assistant know.

FIELD TRIPS

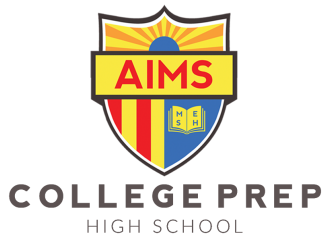
All field trips must relate to the AIMS HS mission statement and be pre-approved by the Head of School. At least two week in advance, teachers must submit a field trip proposal form to the Head of School (included on next page).

After the Head of School reviews and approves field trip proposals, teachers must send a Field Trip Permission Slip memo home with students. Parents/Guardians must sign the memo and return the memo to the classroom teacher. If a student's parent does not permit the student to attend the field trip, the student must still be present at school. Students not attending the field trip will spend the day with another teacher.

While on the the field trip, students are expected to act as excellent representatives of the school by being in uniform and following the AIMS HS dress code and student contract. Students should pack a lunch, wear comfortable shoes, and bring a jacket (no hoods). Students are not allowed to bring money or electronics (iPods, cameras, etc.). Fare for public transportation will be provided by the school.

Teachers must ensure the following before the field trip:

1. Complete a field trip proposal form and submit it to the Head of School for approval at least 2 weeks in advance of the field trip.
2. Do not allow students to attend the field trip without merit. Students who do not deserve a field trip should stay at school on field trip day.
3. Prepare a clear assignment packet with an instruction page for students who will not be attending the field trip. Give the packets to students before leaving for the field trip. The assignment should be long enough to last the entire school day.
4. Ensure that you have enough chaperones for your students. Different locations may require different chaperones to student ratios; make sure you research. Family and friend volunteers are good resources. Chaperones should know and understand the American Indian Model.
5. All students must be supervised at all times while on the field trip.



6. Students should use the bathroom in groups, not by themselves.
7. Take a cell phone and program the front desk and Head of School's numbers into your phone. In case of emergency, call the office immediately and the office will contact parents. If the situation is life-threatening or cannot wait for parent approval, call 9-1-1.
8. Teachers must take a first aid kit with them on the field trip.



FIELD TRIP PROPOSAL FORM

Submit this form to your Head of School at least 2 weeks in advance of your anticipated field trip.

Teacher: _____ Class: _____ Today's Date: _____

1. Where will the class go? _____ 2. Date of Field Trip: _____

3. How many students will attend? _____ 4. How many students will not attend? _____

5. If needed, which public transportation will you use? _____

6. How will this field trip reinforce the mission of AIMS HS ? _____

7. Number of chaperones: _____ (List names below)

CHAPERONE FIRST NAME	CHAPERONE LAST NAME	RELATIONSHIP
<i>Ex: Johnny</i>	<i>Ex: Zhang</i>	<i>Ex: Father of Jia Bao Zhang</i>

8. Use the table below to outline the costs associated with your field trip.

ITEM TO PURCHASE	WHO WILL PURCHASE	COST PER UNIT	NUMBER OF UNITS	TOTAL COST
<i>Ex: MUNI Tickets</i>	<i>Ex: Office</i>	<i>Ex: 1.50 per roundtrip (student)</i>	<i>Ex: 30 (students)</i>	<i>Ex: \$45.00</i>

TOTAL COST: _____

9. Use the table below to outline the schedule of events during the proposed field trip. Include the times that students will leave school and return to school.

TIME	ACTIVITY/LOCATION
<i>Ex: 8:15 AM</i>	<i>Ex: Leave school and walk to BART</i>
<i>Ex: 8:35 AM</i>	<i>Ex: Board San Francisco Bound BART Train</i>



DROP OFF & PICK UP AND PROCEDURES

It is extremely important that the school have clear drop-off and pick-up procedures in place, and that these procedures be clearly communicated to all parties involved including families, students, and staff.

Drop-Off:

Parent's will need to **pull all the way up to the 3rd orange cone** and let students out on the right side of the vehicle so they are not exiting in traffic. Students will need to **enter the gate nearest Portable #6**. This keeps our students safe and traffic flowing.

Pick-Up:

Students need to be on the lookout for their parents **inside the gated area** as soon as possible so that cars do not back up inside the lot. **IF YOU AND YOUR CHILD DO NOT CONNECT UPON YOUR ENTRY INTO THE QUEUE, YOU WILL POLITELY BE ASKED TO GO BACK AROUND AGAIN UNTIL YOU SEE THEM AND THEY SEE YOU. ***VERY IMPORTANT: Cars may ONLY stop to pick-up a student from the designated pick-up area (3rd orange cone.)** Please be patient during after school pick-up. Students are not allowed to be picked up in front of the school and all AIMS HS students must be picked up from the pick-up area on campus.

(*CUTTING THROUGH THE PARKING LOT AND NOT FOLLOWING ALONG THE PAINTED ARROWS IS DANGEROUS AND IS STRICTLY PROHIBITED. PLEASE STAY ON THE ARROWED PATHWAY AT ALL TIMES WHILE IN THE PARKING LOT.)**

PLEASE continue to follow the direction of the traffic attendants in the brightly colored vests.

At the End of the Day

Students will be dismissed according to the following schedule:

Monday-Thursday Dismissal Time: 4:30pm

Friday Dismissal Time: 1:00pm



FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Obtained from: <http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

The Family Educational Rights and Privacy Act (FERPA) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions:
 - School officials with legitimate educational interest;
 - Other schools to which a student is transferring;
 - Specified officials for audit or evaluation purposes;
 - Appropriate parties in connection with financial aid to a student;
 - Organizations conducting certain studies for or on behalf of the school;
 - Accrediting organizations;
 - To comply with a judicial order or lawfully issued subpoena;
 - Appropriate officials in cases of health and safety emergencies; and
 - State and local authorities, within a juvenile justice system, pursuant to specific State law.



Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

AIMS will notify families and eligible students of their rights under FERPA through the Family Handbook.



Revised: March 1, 2021

AIMS K-12 College Prep

IPM Plan

AIMS K12 College Prep
171 12th St Oakland, CA 94607 & 746 Grand Ave Oakland, CA 94610
510-893-8701

INTRODUCTION

Pests are populations of living organism (animals, plants, or microorganism) that interfere with use of healthcare and other facilities for human purposes.

Integrated Pest Management (IPM) is an approach that establishes a sustainable approach to managing pests by combining biological, cultural, physical and chemical tools in a way that minimizes economic, health and environmental risks.

AIMS K12 College Prep has adopted this Integrated Pest Management Plan for the buildings and grounds AIMS K12 College Prep manages. The plan outlines procedures to be followed to protect the health and safety of staff, patients and visitors from pest and pesticide hazards. The plan is designed to voluntarily comply with policies and regulations promulgated by the Department of Agriculture for public buildings and health care facilities.

Objectives of this IPM plan include:

- Elimination of significant threats caused by pests to the health and safety of patients, staff and the public.
- Prevention of loss or damage to structures or property by pests.
- Protection of environmental quality inside and outside buildings.

This IPM plan will be stored in the office of the school maintenance room.

IPM COORDINATOR

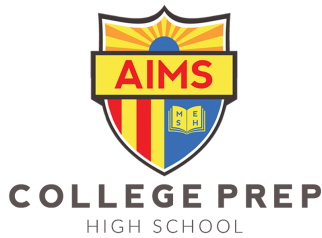
The Superintendent or designee shall be AIMS K12 College Prep IPM Coordinator and be responsible to implement the IPM plan and to coordinate pest management-related communications between AIMS K12 College Prep its landlords, service providers, staff and patients.

The Superintendent shall designate an employee at each AIMS K12 College Prep managed facility to serve as the IPM Site Coordinator for the site.

IPM COMMITTEE

AIMS K12 College Prep will maintain an IPM or other safety-related committee with responsibility for annual review of the IPM program and for assisting the IPM Coordinator in resolving pest-related issues. The committee will address IPM issues as needed and at least annually. Minutes will be taken of committee meetings and kept on file by the IPM Coordinator. Membership will include the IPM Coordinator and IPM Site Coordinators, and may also include community members, health advocates, patients and representatives.

POSTING AND NOTIFICATION OF PESTICIDE APPLICATIONS



The IPM Coordinator shall be responsible to annually notify patients and guardians of the procedures for requesting notification of planned and emergency applications of pesticides in facility buildings and on facility grounds.

When pesticide applications are scheduled in AIMS K12 College Prep -managed buildings or on grounds, AIMS K12 College Prep Service Providers and staff shall provide notification in accordance with law, including:

1. Posting a pest control information sign with the date, time and location of the application and the product applied in an appropriate area and including contact information for additional details.
2. Providing this information to all individuals working in the building.
3. Providing this information to all patients and guardians who have requested notification of individual applications of pesticides.

Where pests pose an immediate threat to the health and safety of patients or employees, AIMS K12 College Prep may authorize an emergency pesticide application and shall notify by telephone any guardian who has requested such notification. Disinfectants, anti-microbials and self-contained or gel-type pesticide baits applied in inaccessible areas are exempt from posting, notification and the 7-hour reentry requirement.

RECORD KEEPING & PUBLIC ACCESS TO INFORMATION

AIMS Lakeview Site will maintain records of all Service Provider visits and pest control treatments for at least three (3) years. Information regarding pest management activities will be made available to the public at the AIMS Lakeview Site's administrative office. Requests to be notified of pesticide applications may also be made to this office. All guardians will be informed of their option to receive notification of all pesticide applications at enrollment and once annually.

TRAINING

All AIMS K12 College Prep staff will be provided with training on AIMS K12 College Prep IPM policy at hire and during annual update training. Training will include the rationale for the IPM policy and program and specific elements including use of the pest-sighting log and prohibition on pesticide applications by non-certified individuals.

Additionally, designated staff including the IPM Coordinator, IPM Site Coordinators and those who conduct regular inspections of AIMS K12 College Prep facilities will receive advanced training on identifying pest infestations and pest-conducive conditions. This training will improve the ability of AIMS K12 College Prep staff to oversee Service Providers and AIMS K12 College Prep staff compliance with AIMS K12 College Prep IPM policy and plan.

GENERAL IPM STRATEGIES

Pest management strategies may include education, exclusion, sanitation, maintenance, biological and mechanical controls, and pre-approved, site-appropriate pesticides.

An Integrated Pest Management decision at AIMS K12 College Prep shall consist of the following steps:

1. Identify pest species.
2. Estimate pest populations and compare to established action thresholds.
3. Select the appropriate management tactics based on current on-site information.



4. Assess effectiveness of pest management.
5. Keep appropriate records.

Decisions concerning whether or not pesticides should be applied in a given situation will be based on a review of all available options. Efforts will be made to avoid the use of pesticides by adequate pest proofing of facilities, good sanitation practices, selection of pest-resistant plant materials, and appropriate horticultural practices.

When it is determined that a pesticide must be used in order to meet pest management objectives, the least-hazardous material, adequate for the job, will be chosen.

All pesticide storage, transportation, and application will be conducted in accordance with the requirement of the Federal Insecticide, Fungicide, and Rodenticide Act (7 United States Code 136 et seq.), Environmental Protection Agency regulations in 40 CFR, Occupational Safety and Health Administration regulations, AIMS K12 College Prep policies and procedures, and local ordinances.

No person shall apply, store, or dispose of any pesticide on AIMS K12 College Prep managed property without an appropriate pesticide applicator license. All pesticide applicators will be trained in the principles and practices of IPM and the use of pesticides approved for use by AIMS K12 College Prep. All applicators must comply with the IPM policy and follow appropriate regulations and label precautions when using pesticides in or around AIMS K12 College Prep facilities.

Pest-specific strategies will be included in the IPM Program Specifications provided to each service provider.

AIMS K12 College Prep SERVICE PROVIDER ROLES

AIMS K12 College Prep service providers including cleaning, pest control and landscape maintenance will be guided by written and signed contracts including AIMS K12 College Prep -developed IPM program specifications for structural pest control providers.

Service providers will be directed to provide special attention to pest-vulnerable areas including food storage, preparation and serving areas; washrooms; custodial closets; mechanical rooms and entryways into the building.

Service providers or other IPM experts will be asked to provide input on any AIMS K12 College Prep facility renovation or reconstruction projects including reviewing plans for pest-conducive conditions, suggesting pest-proofing measures and inspecting construction where applicable to prevent and avoid pest problems.

AIMS K12 College Prep STAFF ROLES

AIMS K12 College Prep administration will provide support to assist the IPM Coordinator in maintaining an IPM program that relies on minimal pesticide use. Such support will include efforts to promptly address any structural, horticultural, or sanitation changes recommended by the coordinator to reduce or prevent pest problems.

Furthermore, AIMS K12 College Prep administration will assist the Coordinator in developing and delivering materials and programs for staff, students, and the public to educate them about the importance of good sanitation and pest control.

The facility operations department is responsible for ensuring staff compliance with the IPM policy and plan, including the attached checklist.



PEST-SPECIFIC STRATEGIES

The following strategies will be used for frequently encountered pests:

1. ANTS

1. Ants will be identified to species to aid in locating nesting sites, preferred food, habits and appropriate baits when necessary.
2. Ants inside buildings will be cleaned up with soapy water, including the areas ants are traversing to eliminate any pheromone recruiting trail, which ants deposit to help other ants find the location of food and water sources.
3. Maintenance will be informed and the opening providing entry for ants into the building will be located and repaired.
4. Building and room occupants will be informed of any action they need to take to prevent future problems, e.g., cleaning up spilled food or drink more promptly or thoroughly, storing food in sealed containers, repairing leaking or dripping pipes or faucets, etc.
5. If the above steps fail to correct the problem, the contractor will inform the IPM Coordinator and discuss additional steps, such as more extensive repairs, changes in the food policy, changes in exterior landscaping to remove ant habitat, or selection of least-toxic pesticide baits or gels, preferably in manufactured tamper-resistant bait stations placed in areas inaccessible to children or other building occupants.