



AIMS K-12 College Prep Charter District

Regular Board Meeting

Date and Time

Tuesday November 19, 2019 at 6:30 PM PST

Location

171 12th Street, Oakland Ca. 94607

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

Agenda

	Purpose	Presenter	Time
I. Opening Items			6:30 PM
Opening Items			
A. Call the Meeting to Order			1 m
- Board President, Mr. Steven Leung			
B. Record Attendance and Guests	Vote		2 m
- Roll Call for the Directors of the Board, and opportunity for introduction of any guest presenters			

	Purpose	Presenter	Time
C. Approve Minutes	Approve Minutes	Toni Cook	5 m
Approve minutes for Regular Board Meeting on October 15, 2019			
D. Adoption of Agenda	Vote		2 m
- Board President, Mr. Steven Leung			
E. Public Comment on Non-Agenda Items			10 m
Public Comment on Non-Agenda Items is set aside for members of the Public to address the items not on the Board's agenda. The Board of Directors will not respond or take action in response to Public Comment, except that the board may ask clarifying questions or direct staff. <u>Comments are limited to two (2) minutes per person, and a total time allotted for all public comment will not exceed thirty (30) minutes (10 minutes per section).</u>			
F. Public Comment on Agenda Items			10 m
Public Comment on Agenda Items is set aside for members of the Public to address the items on the Board's agenda prior to each agenda item. The Board of Directors will not respond or take action in response to Public Comment, except that the board may ask clarifying questions or direct staff. <u>Comments are limited to two (2) minutes per person, and a total time allotted for all public comment will not exceed thirty (30) minutes (10 minutes per section).</u>			
II. Non-Action Items			7:00 PM
A. Proposed Open House	Discuss	Toni Cook	10 m
Sub-Committee : Toni Cook, Dana Lang, Adrien Abuyen			
B. President's Report	FYI	Board President. Mr. Leung	5 m
C. Superintendent's Report	FYI	Superintendent Woods-Cadiz	5 m
D. AIMS K-12 Report	FYI	Heads of Schools and Division Heads	5 m
Heads of School - Mr. Christopher Ahmad, Mr. Maurice Williams Head of School - Mr. Tareyton Russ - Division Head - Mr. Peter Holmquist			

	Purpose	Presenter	Time
E. Human Resources Report Verbal report - printouts	FYI	Delicia Moghadam	15 m
F. Operations Report - Data, Accountability, and Operations Director, Ms. Marisol Magana - Data, Accountability, and Operations Manager, Ms. Tiffany Tung	FYI	Operations	5 m
G. ELD Report	FYI	Vanee Chand	5 m
H. Education Coordinator, College Bound Kids Report	FYI	Matthew Gordan	5 m
III. Action Items			7:55 PM
A. Consent Calendar <ul style="list-style-type: none"> • AIMS Wellness Policy • Student-Staff Interaction Policy • MOU for Teacher Intern • MRC/Xerox Printer Upgrade Proposal • Reclass Central Office to Interim - Central Office Move 	Vote	Steven Leung	20 m
IV. Closed Session			8:15 PM
A. Public Comment on Closed Session Items Public Comment on closed session items is set aside for members of the Public to address items on the Board’s agenda for closed session. The Board of Directors will not respond or take action in response to Public Comment, except that the board may ask clarifying questions or direct staff. <u>Comments are limited to two (2) minutes per person, and a total time allotted for all public comment will not exceed thirty (30) minutes (10 minutes per section).</u>	FYI		10 m
B. Recess to Closed Session Closed Session Items: <ol style="list-style-type: none"> 1. Conference with Real Property Negotiators (Gov. Code Section 54956.9) 2. Conference with Legal Counsel - Anticipated Litigation (Gov. Code Section 54956.9) 	Discuss		10 m

	Purpose	Presenter	Time
3. Employee Matters			
C. Reconvene from Closed Session	Vote		2 m
Roll Call			
D. Report from Closed Session	FYI		3 m
- Board President, Mr. Steven Leung			
V. Closing Items			8:40 PM
A. Items for Next Agenda	Discuss		5 m
-			
-			
-			
-			
B. Adjourn Meeting	FYI		
C. NOTICES	FYI		

The next regular meeting of the Board of Directors is scheduled to be held on December 04, 2019, at 6:30 pm. AIMS does not discriminate on the basis of disability in the admission or access to, or treatment or employment in, its programs or activities. Marisol Magana has been designated to receive requests for disability-related modifications or accommodations in order to enable individuals with disabilities to participate in open and public meetings at AIMS. Please notify Marisol Magana at (510)220-9985 at least 24 hours in advance of any disability accommodations being needed in order to participate in the meeting.

I, _____ hereby certify that I posted this agenda at the AIMS Campus 171 12th street, Oakland, CA 94607 on, _____, at _____ PM.

Certification of Posting

Coversheet

Approve Minutes

Section: I. Opening Items
Item: C. Approve Minutes
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Regular Board Meeting on October 15, 2019

APPROVED



AIMS K-12 College Prep Charter District

Minutes

Regular Board Meeting

Date and Time

Tuesday October 15, 2019 at 6:00 PM

Location

171 12th Street, Oakland Ca. 94607

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Directors Present

A. Abuyen, C. Edington, C. Thompson, D. Lang, S. Leung, T. Cook

Directors Absent

None

Guests Present

K. Ballentine, K. Minor, M. Magana, M. Woods-Cadiz, T. Tung

I. Opening Items**A. Call the Meeting to Order**

T. Cook called a meeting of the board of directors of AIMS K-12 College Prep Charter District to order on Tuesday Oct 15, 2019 at 6:15 PM.

B. Record Attendance and Guests

C. Adoption of Agenda

T. Cook made a motion to Adopt the agenda.

C. Thompson seconded the motion.

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

D. Public Comment on Non-Agenda Items

Two public comments - Signature cards of the guests attending the meeting are on file.

E. Public Comment on Agenda Items

None

II. Non-Action Items

A. President's Report

B. Superintendent's Report

C. AIMS K-12 Report

D. Finance Report

E. Operations Report

F. ELD Report

G. Education Coordinator, College Bound Kids Report

Director Lang suggested that Mr. Gordan hold a forum with a panel of previous students who were accepted into colleges/universities.

Director Cook asked that a listing of schools in which students selected as "early admission" choices be provided to the board at the next meeting.

III. Action Items

A. CA Dashboard - Local Indicators for AIPCS, AIPCS II and AIPHS

T. Cook made a motion to Approve CA Dashboard.

S. Leung seconded the motion.

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

B. Consent Calendar

T. Cook made a motion to Approve the 2019-2020 School Calendar.

D. Lang seconded the motion.

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

IV. Closed Session

A. Public Comment on Closed Session Items

None

B. Recess to Closed Session

Recessed at 7:48 pm

C. Reconvene from Closed Session

Reconvened at 8:39 pm

D. Report from Closed Session

No report

V. Closing Items

A. Items for Next Agenda

Proposed Open House Event

B. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 8:43 PM.

Respectfully Submitted,

T. Cook

C. NOTICES

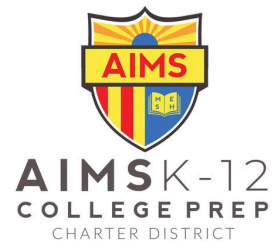
Coversheet

Superintendent's Report

Section: II. Non-Action Items
Item: C. Superintendent's Report
Purpose: FYI
Submitted by:
Related Material: Superintendent Board Report November 2019.pdf

November Board Report

November 19, 2019
Superintendent Woods-Cadiz



Strategic Plan

1. Planned call with CSMC regarding replication and growth.
 - **Met with OCS regarding expansion.**

2. Effective and efficient implementation of the Charter and/or Charter Modifications
 - **Site visits to monitor implementation.**
 - **Will lead Central Office retreat this week regarding implementation.**

3. Continuous achievement of financial and academic performance Indicators
 - **On-going meetings with heads and dept. leads.**

4. Develops programmatic plans for continuous academic success.
 - **Preparing Data for review at the Site retreat next month.**

Superintendent & Board Partnership

Ensures accurate and relevant monthly board reports

- September report given
- October report given
- November report given

Consistent attendance at committee and board meetings

- Governance Committee
- Finance Committee
- Facilities Committee
- Ad-hoc committee

Consistent attendance at monthly meetings with Board President

- Attended November meeting

Professional Development

Attendance at national and local conferences and trainings

- Hosted Oakland Charter Leader Convening
- CAAASA Board Meeting
- NAACP regarding AIMS participation in College fair.

Leadership

Effective communication of vision, goals and values to stake holders

- Attended Sports functions
- Attended Home coming
- Lead Parent communications meetings
- Attended College information nights

Monthly communications to stake holders

- Monthly newsletter distributed in the beginning of November

Regularly engages in public advocacy n behalf of AIMS

- Hosted Merced county - West Ed site visit
- Connected with CCSA regarding Oakland leadership transition
- Hosted Oakland Superintendent and Oakland Charter Schools Lead at 12th street campus

Coversheet

AIMS K-12 Report

Section: II. Non-Action Items
Item: D. AIMS K-12 Report
Purpose: FYI
Submitted by:
Related Material: AIMS K-12 November Board Report 2019-2020 (1).pdf

AIMS K-12 Board Report

November th, 2019

Superintendent Maya Woods-Cadiz

Mr. Christopher Ahmad (Head of School - Elementary)

Mr. Maurice Williams (Head of Schools - Middle)

Mr. Tareyton Russ (AIPHS Head of School)

Mr. Peter Holmquist (AIPHS Head of Academics)

K-5 Quarterly Awards Ceremony

5 Categories

- Best Behavior
- Most Improved
- Overall Excellence ELA
- Overall Excellence Mathematics
- 100% Homework Completion





WEST ED + Merced County Office of Education

- A total of 9 visitors came to visit AIMS to get ideas on how to help their own schools in Merced
- They focused on specific strategies on how to engage with African American students and parents
- The visitors praised much of our methods and strategies used in educating our students

ORANGE BENCHMARKS

- Two sets of benchmarks were given during this month
- One set is from Illuminate
- One set is created by administration
- Results were calculated and were used as a baseline
- Benchmarks will be administered at least once per month to view student progress

SRI

-
- Students started their initial SRI testing
 - K students began foundational reading skills testing
 - Every teacher got a RAZ-KIDS account to match online reading material to their Lexile levels
 - Students will be tested on their reading progression/levels every month

UNO TOURNAMENT

1st place- David Mueller (5th grade)

2nd place- Antonio Vargas (5th grade)

3rd place- Derek Chen (4th grade)



Middle School Spirit Week



- During Middle School Spirit Week, AIMS held several events, including Pajamas Day (Cereal and Saturday Morning Cartoons), and a Hot Wing Eating Contest.
- Middle school students also received Class T-Shirts with their class colors and the number of their graduation year. The Middle School class then took a group class photo, a first in AIMS History.

**WELCOME TO
OUR TEAM**



All Tied Up Event

- On Thursday, November 14, Dean Natalie Glass, Head of Schools Maurice Williams, and over 20 middle school students attended The All Tied Up Workshop, at Pandora's Headquarters, in Oakland.
- Founder and 102.9 KBLX Radio Host, Armand Carr bills his organization as a way to help encourage young men of color to have greater self-esteem in themselves by being presentable, and even wearing a tie.
- AIMS Students were taught how to tie a tie, met former Golden State Warriors player Adonal Foyal, and received a swag bag for their attendance.



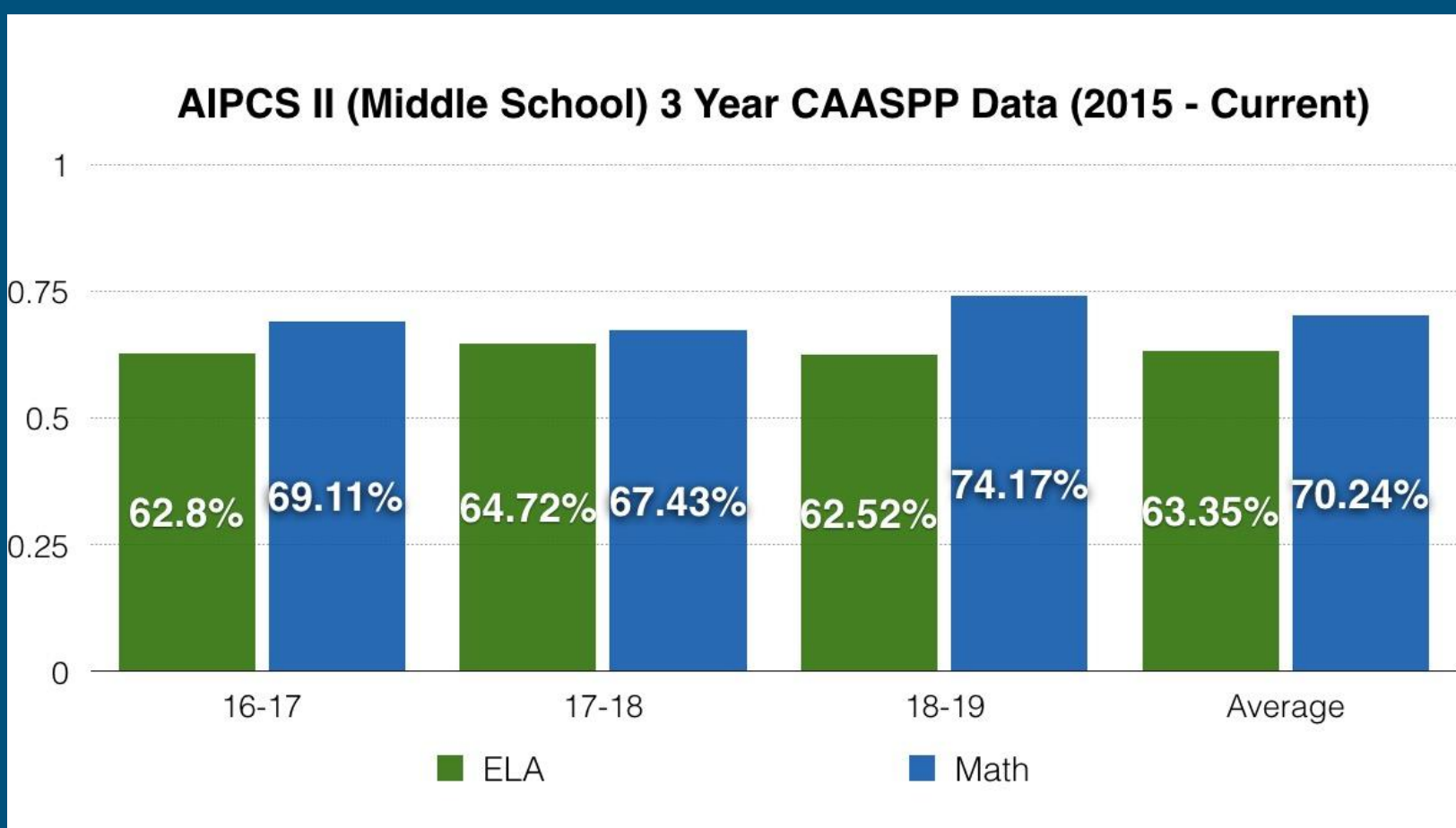
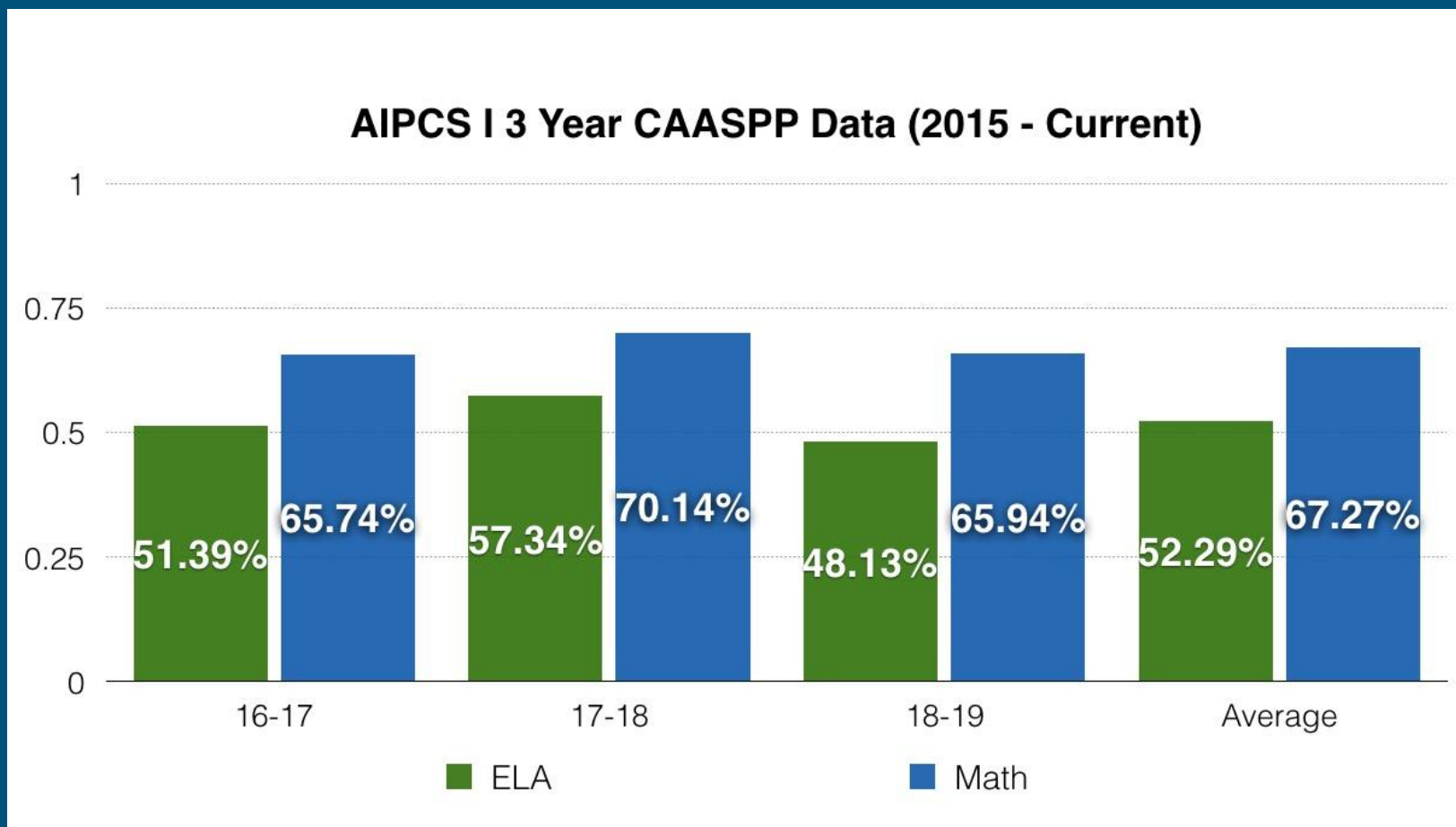
Turn It In



- In order to address concerns with plagiarism with Middle School Students, AIMS Middle School has purchased a subscription to TurnItIn, an online plagiarism detection software

Problem of Practice: Increasing Middle School Math Scores on Statewide Exams

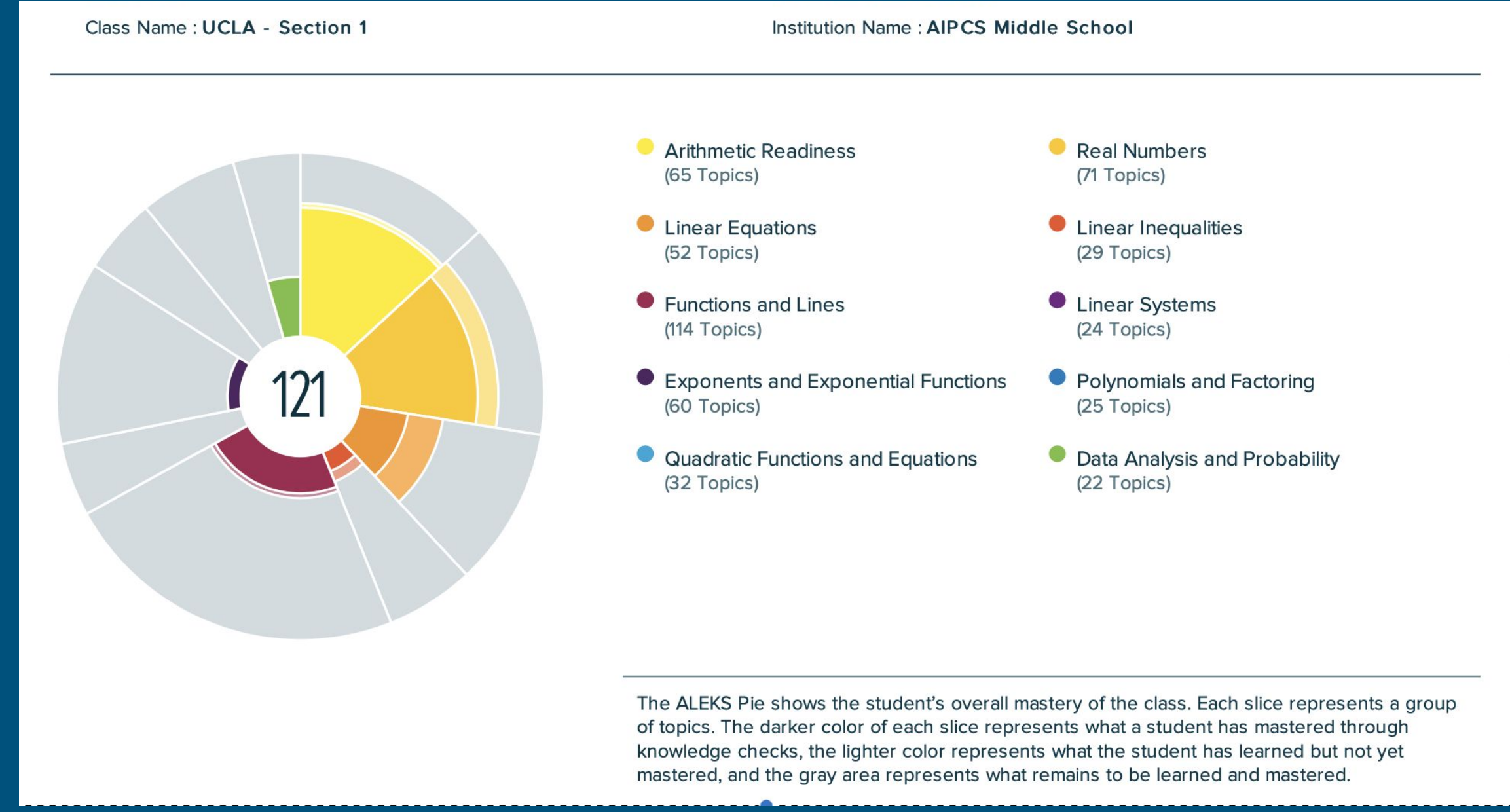
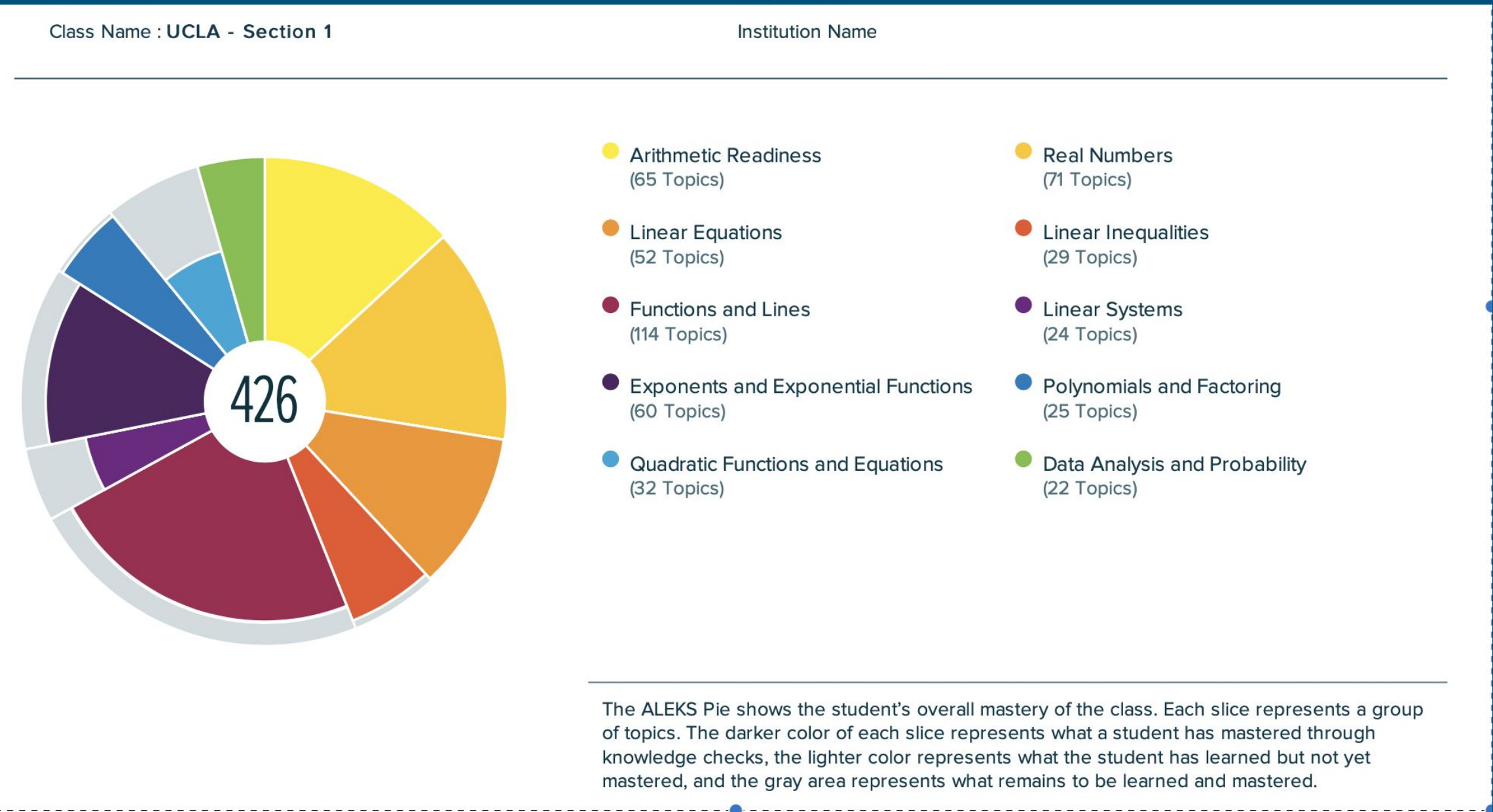
- Two grade levels have been identified as having significant deficits in during last years statewide exams: 6th and 8th Grade Students
- Many incoming 6th grade students are multiple years behind heading into AIMS. Existing AIMS interventions (e.g. Saturday School and tutoring) was simply not enough to boost these deficits
- As cohort, 8th Grade students traditionally experience a 10% decrease in statewide Math Assessments than their 7th grade year performance. While it was commonly assumed that these students are simply not mastering the Algebra concepts, 8th Grade Math Exams are based upon the 8th Grade Standards, not Algebra I. Most teachers do not spend a significant amount of time covering 8th grade standards.
- For these reasons, AIMS has invested significant resources into ALEKS, a computer based adaptive resource that issues tutoring, assessments, and interventions to students based upon their grade level.



Example: Comparing Two AIMS Students in Algebra I ALEKS

Student A

Student B



In less than three months of school, Student A is nearly complete with Algebra I ALEKS.

Student B is struggling in Algebra I ALEKS, despite having logged as much practice time as Student A.

Problem of Practice: Increasing Middle School Math Scores on Statewide Exams (Continued)

AIMS College Prep Middle School ALEKS Grade Scale

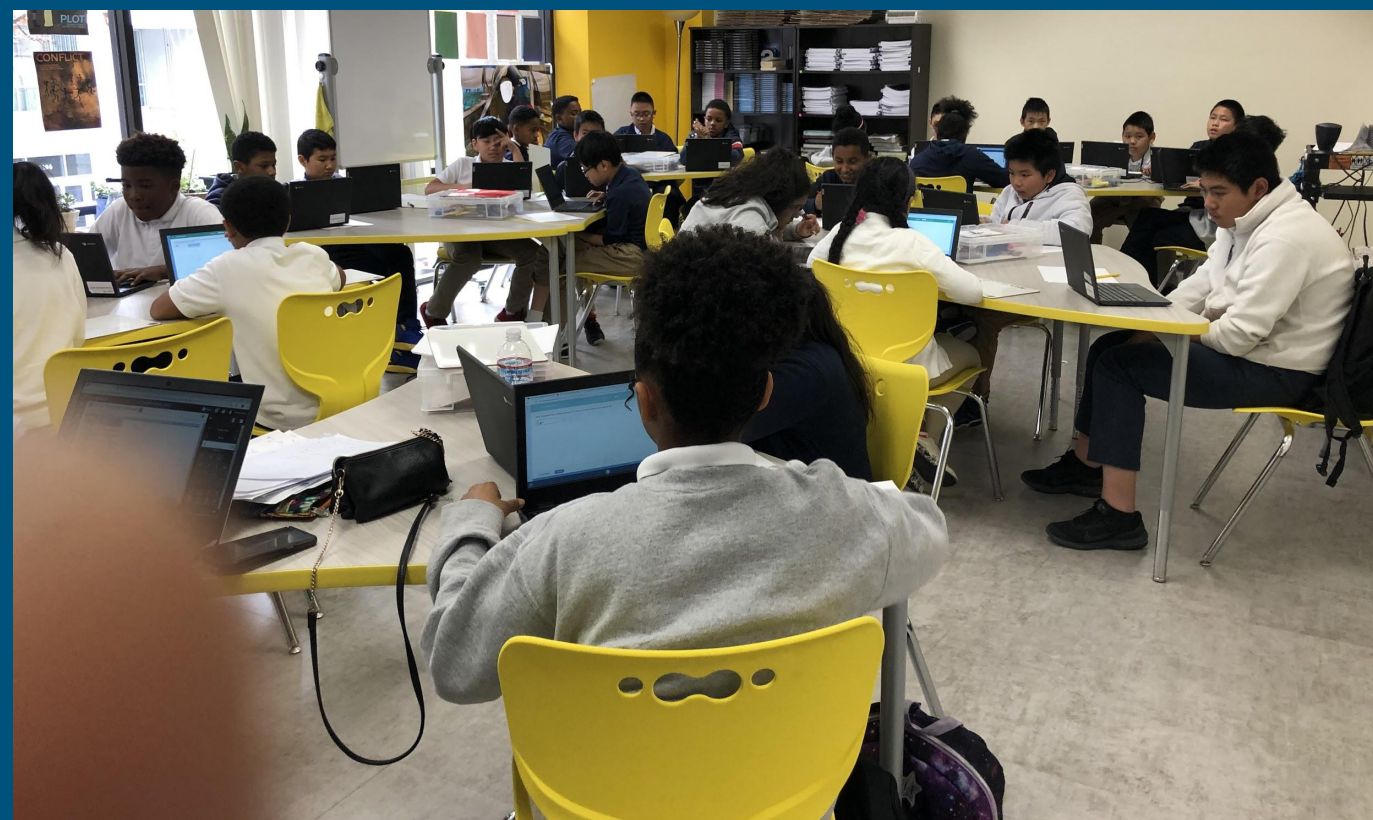
Grade	ALEKS	Percent Decrease	Example
8th Grade	Algebra I or Higher	N/A	
	8th Grade	N/A	
	7th Grade	-10 Percentage Points	<i>7th Grade 94% = 84% in Algebra I Grade</i>
	6th Grade	- 20 Percentage Points	<i>6th Grade 94% = 74% in Algebra I Grade</i>
7th Grade	7th Grade or Higher	N/A	
	6th Grade	-10 Percentage Points	<i>6th Grade 94% = 84% in 7th Grade</i>
	5th Grade	-20 Percentage Points	<i>5th Grade 94% = 74% in 6th Grade</i>
6th Grade	6th Grade or Higher	N/A	
	5th Grade	- 10 Percentage Points	<i>5th Grade 94% = 84% in 6th Grade</i>
	4th Grade	- 20 Percentage Points	<i>4th Grade 94% = 74% in 6th Grade</i>

- Beginning November 18, all student progress will be reviewed on ALEKS. Students that have made significant progress on Algebra I will remain in Algebra I ALEKS until the end of S1. (All students will shift to 8th Grade ALEKS beginning in S2.)
- Students that are not on target with Algebra I ALEKS will be moved to 8th Grade Math ALEKS.
- Students that are significantly behind in ALEKS Algebra I will receive a 7th grade ALEKS Math Diagnostic Test and placed in 7th Grade Math ALEKS. These students will only work on 7th Grade Math ALEKS until the end of S1
- Students that are more than one grade level behind will work at an accelerated pace to begin grade level math by S2

Problem of Practice: Increasing Middle School Math Scores on Statewide Exams (Continued)



- All students that did not meet standards on Statewide Exams have been assigned Saturday School for the remainder of the School
- Saturday School For These Students Consists of
 - 1 Hour of ALEKS / Standards Based Math
 - 1 Hour of Quill Writing / Standards Based ELA
 - 2 Hours of Homework



High School

1. Student enrollment / attendance
2. Gardening class work
3. California Data Dive
4. Hiring update

Student Population (census)

Currently we have 420 students enrolled.

While K-8 needs to take roll once per day, most secondary programs require **attendance checks at the beginning** of each period.

Average Daily Attendance (ADA) is of course **a major metric by which we receive funding**, but focuses on the first class of the day.

High School

Powerscheduler is a software add-on that integrates with Powerschool to **create a master schedule** for all of the high school students and teachers.

There are still some things that need to be tweaked or adjusted in each outcome of the balancing of:

- graduation requirements,
- prerequisites, and
- student preferences.

We are working on further integrating these systems that **integrate:**

- enrollment
- attendance and
- graduation progress.







High School

California Department of Education -

Data Dive Roundtable

Linda Darling Hammond (and others) spoke about the difficulty and significance of the vast number of underserved populations having ill, or un-equipped teachers who have not been trained but are responsible for teaching some of the most specific needs in the state. Up to 40% statewide of underserved populations are being taught by teachers who have little or the least amount of training.

Solutions explicitly stated in the meeting on November 5th, 2019, include making longer tenure a preference, SEL for students and schools, teacher pipeline programs, such as a “Teacher Residency” program, as well as Tier 2 supports within the classroom.

HIRRING

High School

We have been recruiting, screening, scheduling, and interviewing, & reference checking teacher candidates for high school.

Through our partners and by sharing appropriate candidates from other sites, we have invited several teachers:

Three new Math teachers for the **Math Department**, all of whom are Math credentialed. This means there are four credentialed Math teachers at AIPHS!

The **Science Department** is staffed by credentialed Science teachers, and supported by an Instructional Assistant.

Social Studies is fully staffed, with a couple teachers offering more than one class (Macroeconomics & Computer Science)

The **English Department** has three teachers who are participating in credentialing, induction, or have a clear credential.

AIMS Athletics Updates

- On Wednesday, November 13, the AIPHS Varsity Boys Cross Country Team Won their Second Consecutive BACSAC Championship. The Varsity girls team placed Second and the JV Boys Team placed 1st Overall.
- Five AIPHS runners received All-BACSAC League Honors for Cross Country: Senior Emerson Velasquez-Mejia, Juniors Alex Liang, Kyle Wu, Alberto Ramirez, and Sophia Huang.
- The Cross Country Team will compete at the CIF-Oakland Section Finals next Wednesday, November 20 @ 3PM, at the MLK Shoreline Park, in Alameda, CA.



AIMS Athletics Updates

- On Thursday, November 7, the AIPHS Golden Eagles Soccer Team won their Homecoming Soccer Match 3-1 against Lighthouse Charter School. AIPHS also recognized three seniors during its Senior Night.
- The Golden Eagles finished the season with a 4-7 record.



AIMS Athletics Updates

- On Thursday, October 31, the AIPHS LAdy Eagles Volleyball Team lost against Kipp King 3-2 in the BACSAC Division A Semi-Finals. The Lady Eagles finished the season with a 6-4 record and will graduate 9 seniors.



AIMS MS Athletics Updates

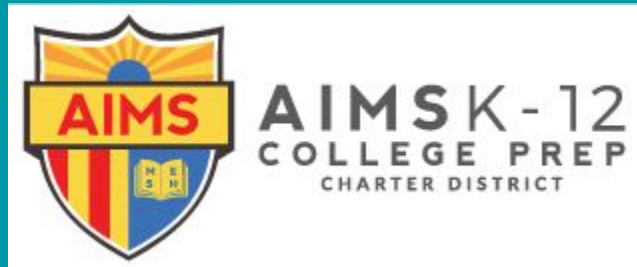
- To date, the MS Flag Football team is 4-2 and will finish the regular season ranked as the third or fourth seed in the MS OAL Flag Football Playoffs.
- The MS Lady Eagles Volleyball Team is currently 1-4 and is competing for a spot in the OAL Volleyball Playoffs.



Coversheet

Operations Report

Section: II. Non-Action Items
Item: F. Operations Report
Purpose: FYI
Submitted by:
Related Material: Operations Board Report 11.19.19.pdf



AIMS OPERATIONS Report

By

Marisol Magaña - Operations Director
Tiffany Tung - Operations Manager

Enrollment Numbers

Dates	AIPCS	AIPCS II	AIPHS
8/28/19 to 9/18/19	232	656	420
9/19/19 to 10/9/19	234	653	420
10/10/19 to 11/14/19	238	652	419
<p>Powered by BoardOnTrack</p>			<p>43 of 105</p>

AIPCS

Average Daily Attendance (ADA) & Average Daily Attendance % (ADA%)

Dates	ADA	ADA %
8/28/19 to 9/18/19	221.80	97.65%
9/19/19 to 10/9/19	229.20	98.54%
10/10/19 to 11/14/19	231.77	98.35%

AIPCS II

Average Daily Attendance (ADA) & Average Daily Attendance % (ADA%)

Dates	ADA	ADA %
8/28/19 to 9/18/19	630.93	97.44%
9/19/19 to 10/9/19	638.18	97.86%
10/10/19 to 11/14/19	638.96	98.27%

AIPHS

Average Daily Attendance (ADA) & Average Daily Attendance % (ADA%)

Dates	ADA	ADA %
8/28/19 to 9/18/19	385.31	92.06%
9/19/19 to 10/9/19	394.33	94.19%
10/10/19 to 11/14/19	403.12	96.16%

Reporting & Compliance

Prepared and submitted the following reports

- Student Fall Enrollment Data Report to Office of Charters (OCS)
- California Basic Education Data System (CBEDS) for AIPCS, AIPCS II and AIPHS
- Immunization Report for grades K and 7th
- CA Dashboard - Local Indicators for AIPCS, AIPCS II and AIPHS
- LCAP Addendum for AIPCS, AIPCS II and AIPHS
- Prop 39 - Facilities Request for AIPCS, AIPCS II and AIPHS
- Supported with Measure G1 Rollover for AIPCS, AIPCS II

Currently working on the following reports:

- California Longitudinal Pupil Achievement Data System (CALPADS) - Fall 1
- Measurable Pupil outcome (MPOs)
- Finalizing Food Service program financial audits

District Lunch & Snack Program Update

- 12th Street Campus K-8th - 490 students.
- AIPHS has served 130 students daily.

Free and Reduced Lunch Data:

AIPCS II Free- 377 Reduced- 115 Paid- 164

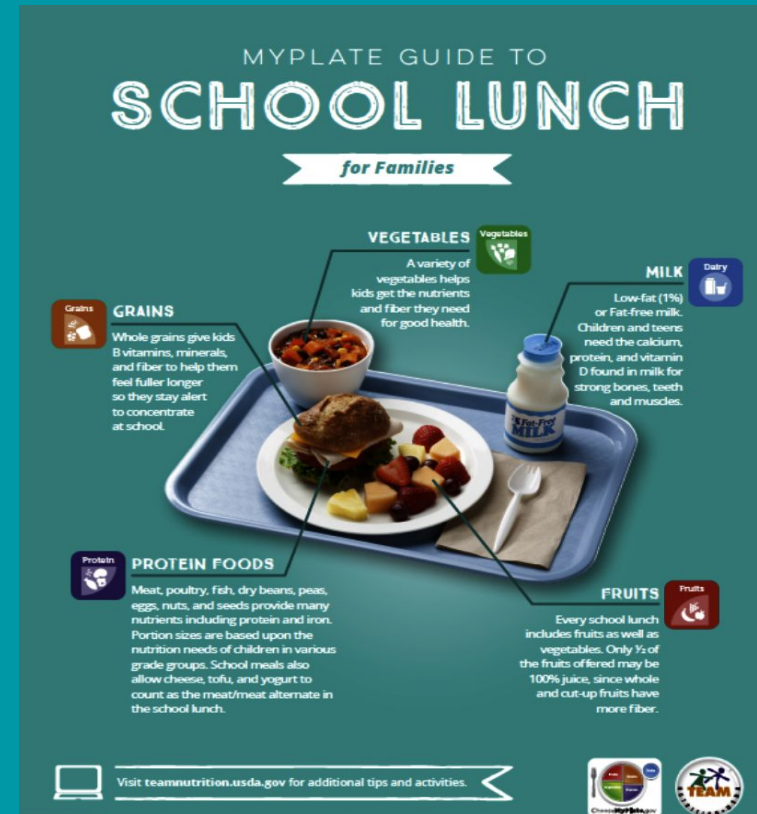
Free & Reduced= 75.58%

AIPCS Free- 136 Reduced- 42 Paid- 54

Free & Reduced= 77.38%

AIPHS Free- 249 Reduced- 69 Paid- 103

Free & Reduced= 71.95%



Facilities

- West wing walls on the 3rd floor have been completed. Waiting to do final walkthrough
- Window tint and blinds will be installed on the 12th Street campus
- Fencing/Gates have been installed in the garage
- Video camera project will start on 11/18/19
- Currently planning for Central office move to Alameda

School Events

Operations supported with the planning and managing:

LifeTouch Picture Retake Day - 11/6/19

Vision To Learn: Started doing vision exams at the high school - 11/12/19

Shoo the flu: For the fifth year in a row AIMS partnered with Shoo the Flu. Shoo the Flu provides free flu shots for K-8th schools. 230 students and staff received the flu shot on 11/8/19



Shoo the Flu Out of Oakland!

BACR After School Program

After School Education & Safety Program (ASES) - Grant Award

AIPCS: \$177,381.64

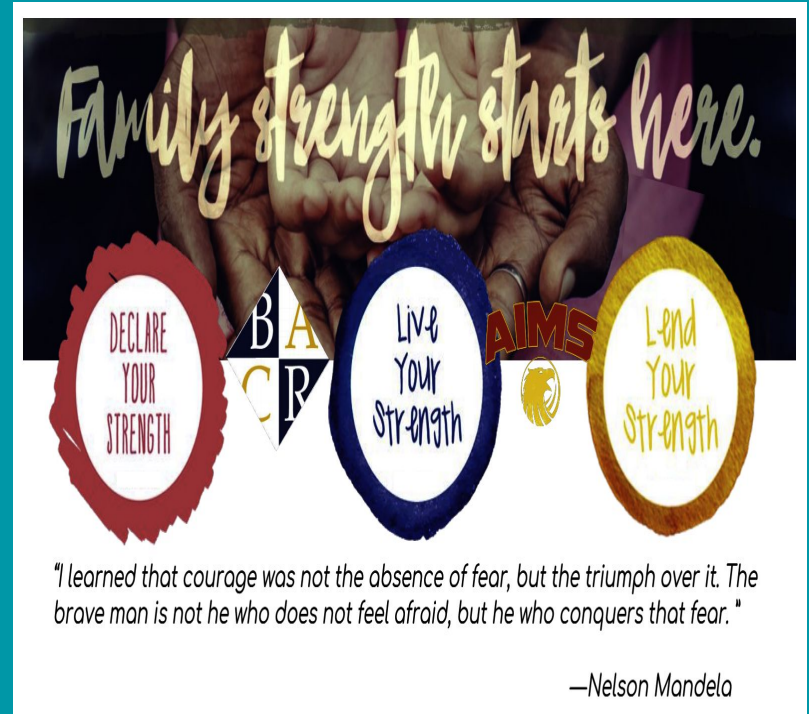
AIPCS II: \$177,381.64

Enrollment

Elementary - 85

Middle School - 60

ASES - Site Visit tentatively scheduled for
December



Registration 2020-2021 School Year

Open enrollment has opened for the 2020-2021 school year. Families have started applying, AIMS public lottery will be held in March.

Coversheet

Education Coordinator, College Bound Kids Report

Section: II. Non-Action Items
Item: H. Education Coordinator, College Bound Kids Report
Purpose: FYI
Submitted by:
Related Material: November CBK Update.pdf

CBK Update

November '19 Board Meeting

College Essays

- *76/80 Seniors have had their essays reviewed with written feedback– multiple times each.
- *The ones who have not submitted anything yet have had their homes contacted (to no avail).
- *There are no college essay reader services provided by schools.

College Admissions

*Five students have submitted early applications to a total of 13 schools.

*All this week working to submit student applications to UC/CSUs (deadline is over Thanksgiving break).

*Focus on private schools/HBCUs once we return from the break.

*Continue to write/upload letters of rec and student data when applicable.

Testing

*Juniors are signing up for SAT/ACT exams.

*AP exams have been ordered:

419 students

1,048 exams

Misc.

*Took 12 students to Moscone Center for American College of Surgeons conference on October 30th.

*Worked with Ms. Oden on college information nights for parents (11/12-11/14).

*Clarification: alumni and Seniors *do* informally speak with current students.

Coversheet

Consent Calendar

Section: III. Action Items
Item: A. Consent Calendar
Purpose: Vote
Submitted by:
Related Material: Aims REclass and move.pptx
AIMS Xerox Printer Upgrades Nov 2019 .pdf
Student-staff_interactin_policy.pdf
Provisions_of_Final_Rule.docx
AIMS_Wellness_Policy_2019-2020_Draft__1_.docx



2019-2020

AMERICAN INDIAN MODEL SCHOOLS RECLASSIFICATION OF EXPENSES AND CMO TEMP MOVE



Presented November 14, 2019
Finance Committee Meeting
Presenter: Katema Ballentine, CBO

Temporary Housing for Central Offices

On May 21, 2019, American Indian Model School Board approved the relocation of the Central Offices, consisting of the Superintendent, Human Resources, Operations, Marketing and Communications, Parent Coordinator, Board Secretary, Accounts Payable, Payroll and Finance Departments.

Temporary Move to Regus Oakland

Interim housing began at Regus located at 505 14th Street on July 1, 2019 with a projected move into a permanent space beginning November 1, 2019. The contracts for both Regus and Spaces were approved and signed congruently.

Temporary Move to Regus

In late October Regus/Spaces informed AIMS that the construction at Spaces Jack London location was not complete and estimated completion is projected as March 1, 2020. This would require an extended stay at the Regus located on 505 14th Street at approximately \$14,585 (including parking) per month.

Regus *Temporary* Solution

Regus/Spaces has offered a cheaper option for the temporary housing located 1101 Marina Village Parkway in Alameda (2.3 miles away from 12th Street Campus) for \$9,700 (including parking) per month. This change in location would save \$4,585 per month for 3 months, a total savings of \$14,550.

Regus *Temporary* Solution

This short-term change will reduce the impact to schools' budgets and allow for a negotiation of a permanent location.



RECLASSIFICATION OF INTERIM HOUSING BUDGET

*Cost for Regus Oakland was \$14,585 including parking, new move costs are reduced to \$9,743. New contract saves \$4,850 per/ month.

RECLASSIFICATION OF CENTRAL OFFICE TEMPORARY HOUSING			
Regus Rental			COMMENTS
505 14th Street	July	\$ 8,493.16	
505 14th Street	August	\$ 15,079.53	
505 14th Street	September	\$ 10,662.87	
505 14th Street	October	\$ 11,059.75	
505 14th Street	November	\$ 12,629.66	
1101 Marina Village, Alameda	December	\$ 9,743.00	
SUB-TOTAL RENTAL		\$ 67,667.97	
Parking for Regus			COMMENTS
505 14th Street	July	\$ 4,568.00	LYFT/PARKING
505 14th Street	August	\$ 4,577.00	LYFT/PARKING
505 14th Street	September	\$ 4,601.00	LYFT/PARKING
505 14th Street	October	\$ 3,000.00	City Center Parking Agreement
505 14th Street	November	\$ 3,000.00	City Center Parking Agreement
1101 Marina Village, Alameda	December	\$ -	
SUB-TOTAL PARKING		\$ 19,746.00	
Moving for Central Offices		\$ 8,700	COMMENTS
Uhaul			
Movers			
Supplies			
IT Support			
SUB-TOTAL MOVE		\$ 8,700	
TOTAL AMOUNT TO BE RECLASSIFIED to RESTRICTOR 91		\$ 96,114	

Title and Content Layout with SmartArt

RECLASSIFICATION OF CENTRAL OFFICE TEMPORARY HOUSING		
Regus Rental		\$ 67,667.97
Parking Expenses		\$ 19,746.00
Moving for Central Offices		\$ 8,700
TOTAL BUDGET TO BE RECLASSIFIED TO RESTRICTOR 91		\$ 96,114

Reclassification of Interim Housing Budget

Staff is presenting the Facility and Finance Committees with the one-time projected Interim housing budget requested to be re-classed from General Purpose funding to Special Project Funding (Restrictor 91)

QUESTIONS





THANK YOU

November 14, 2019 Finance/ Facilities Committee Meeting



American Indian
Model Schools
A School at Work!

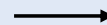
Xerox Equipment Analysis

- Date: 11/12/19
- Prepared by: Luis Zavalza & Kevin McCarthy
for Tiffany Tung, Operations Manager

Current Fleet: 171 12th St

Proposed Solution

Location	Model	MRC ID	Serial	Install Date	Lease Expiration	Monthly Lease Payment	Average Monthly Volume	Cost Per Copy	Average Monthly Meter Charges	Average Monthly Spend
1st FLOOR	D95	R6896	BG2959449	9/5/2014	8/22/2019	\$ 327.69	173,689	\$ 0.0058	\$ 1,007.40	\$ 1,335.09
2nd FLOOR	D95	M6398	BG2955541	7/18/2017	7/20/2022	\$ 327.69	141,476	\$ 0.0058	\$ 820.56	\$ 1,148.25
3rd FLOOR	5855	54656	EX7410619	9/5/2014	8/22/2019	\$ 146.74	44,529	\$ 0.0083	\$ 369.59	\$ 516.33
3rd FLOOR	5855	54657	EX7410472	9/5/2014	8/22/2019	\$ 146.74	21,018	\$ 0.0083	\$ 174.45	\$ 321.19
TOTALS:									\$ 2,372.00	\$ 3,320.86



Location	Model	MRC ID	Serial	Install Date	Lease Expiration	Monthly Lease Payment	Average Monthly Volume	Cost Per Copy	Average Monthly Meter Charges	Average Monthly Spend
1st FLOOR	D125	TBD	TBD	TBD	TBD	\$ 598.22	173,689	\$ 0.0050	\$ 868.45	\$ 1,466.66
2nd FLOOR	D95	M6398	BG2955541	7/18/2017	7/20/2022	\$ 327.69	141,476	\$ 0.0058	\$ 820.56	\$ 1,148.25
3rd FLOOR	D110	TBD	TBD	TBD	TBD	\$ 434.20	44,529	\$ 0.0058	\$ 258.27	\$ 692.47
3rd FLOOR	B8075	TBD	TBD	TBD	TBD	\$ 163.40	21,018	\$ 0.0058	\$ 121.90	\$ 285.31
TOTALS:									\$ 2,069.18	\$ 3,592.69

Upgrade Benefits

Standardization: D-Series device in every floor

- **Increased capacity to sustain current volume demand and peak usage periods and expands room for growth**

Learning curve: end-users are fully knowledgeable in operating D-Series devices

- **New production fleet will decrease service calls thereby increasing uptime and improving end-user experience**

AltaLink B8075: simplifies user experience for admin staff

- **Tablet-like interface**
- **State-of-the-art data security at no extra cost**
- **Designed to boost productivity**

DRAFT**To be approved by the Board****STUDENT – STAFF INTERACTION POLICY**Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property.

For clarification purposes, the following examples are offered for direction and guidance of School personnel:

Examples of PERMITTED actions (NOT corporal punishment)

1. Stopping a student from fighting with another student;
2. Preventing a pupil from committing an act of vandalism;
3. Defending yourself from physical injury or assault by a student;
4. Forcing a pupil to give up a weapon or dangerous object;
5. Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
6. Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

Examples of PROHIBITED actions (corporal punishment)

1. Hitting, shoving, pushing, or physically restraining a student as a means of control;
2. Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
3. Paddling, swatting slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

Acceptable and Unacceptable Staff/Student Behavior

This policy is intended to guide all School faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff.

Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable standard that can be quickly applied, when an employee is unsure if certain conduct is acceptable, is to ask themselves, "Would I be engaged in this conduct if my family or colleagues were standing next to me?"

For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust.

Cautionary Staff/Student Behaviors

(These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using a better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence)

- Remarks about the physical attributes or development of anyone.
- Excessive attention toward a particular student.
- Sending emails, text messages or letters to students if the content is not about school activities

Acceptable and Recommended Staff/Student Behaviors

- Getting parents' written consent for any after-school activity.
- Obtaining formal approval (site and parental) to take students off school property for activities such as field trips or competitions.
- E-mails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes (Communication should be limited to school technology).
- Keeping the door open when alone with a student.
- Keeping reasonable space between you and your students.
- Stopping and correcting students if they cross your own personal boundaries.
- Keeping parents informed when a significant issue develops about a student.
- Keeping after-class discussions with a student professional and brief.
- Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries.
- Involving your supervisor if conflict arises with the student.
- Informing your Director/Principal about situations that have the potential to become more severe.
- Making detailed notes about an incident that could evolve into a more serious situation later.
- Recognizing the responsibility to stop unacceptable behavior of students or co-workers.
- Asking another staff member to be present if you will be alone with any type of special needs student.
- Asking another staff member to be present when you must be alone with a student after regular school hours.
- Giving students praise and recognition without touching them.
- Pats on the back, high fives and handshakes are acceptable.
- Keeping your professional conduct a high priority.
- Asking yourself if any of your actions which may go contrary to these provisions are worth sacrificing your job and career.

Staff-Student Communication and Social Networking

Staff members may use cell phones and email to communicate with students and parents/guardians regarding academic work only. Staff members are strongly discouraged from using their personal phones and personal email for communication with students and parents/guardians. Social networking websites (i.e. *Facebook*, *Twitter*, etc.) may not be used to communicate or socialize with students. For example, staff may not be "friends" with students on *Facebook* or other similar sites. Staff members cannot post pictures of students. Staff members must make sure students have parent written permission to have their photos/student work posted on AIMS website or included in school newsletters and other materials.

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

Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.

Duty to Report Suspected Misconduct

When any employee reasonably suspects or believes that another staff member may have crossed the boundaries specified in this policy, he or she must immediately report the matter to a school administrator. All reports shall be as confidential as possible under the circumstances. It is the duty of the administrator to investigate and thoroughly report the situation. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse.

Examples of Specific Behaviors

The following examples are not an exhaustive list:

Unacceptable Staff/Student Behaviors (Violations of this Policy)

- Giving gifts to an individual student that are of a personal and intimate nature.
- Kissing of any kind.
- Any type of unnecessary physical contact with a student in a private situation.
- Intentionally being alone with a student away from the school.
- Making or participating in sexually inappropriate comments.
- Sexual jokes.
- Seeking emotional involvement with a student for your benefit.
- Listening to or telling stories that are sexually oriented.
- Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding.
- Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.

Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission

(These behaviors should only be exercised when a staff member has parent and supervisor permission.)

- Giving students a ride to/from school or school activities without advance written parent permission.
- Being alone in a room with a student at school with the door closed.
- Allowing students in your home.

	<p>Provisions of Final Rule</p>	
	<p>Content of the Wellness Policy</p>	
<p>Specific goals for nutrition promotion and education, physical activity, and other school based activities that promote student wellness. LEAs are required to review and consider evidence-based strategies in determining these goals</p>	<p>Nutrition promotion: (AIMS) is committed to serving healthy meals to children, with plenty of fruits, vegetables, whole grains, and fat-free and low-fat milk; moderate in sodium, low in saturated fat, and zero grams <i>trans</i> fat per serving (nutrition label or manufacturer’s specification); and to meet the nutrition needs of school children within their calorie requirements. The school meal programs aim to improve the diet and health of school children, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns, and support healthy choices while accommodating cultural food preferences and special dietary needs.</p>	
	<p>Education: The District aims to teach, model, encourage and support healthy eating by students. Schools will provide nutrition education and engage in nutrition promotion.</p> <p><i>Essential Healthy Eating Topics in Health Education</i> When possible classes will include in the health education curriculum the following essential topics on healthy eating:</p> <ul style="list-style-type: none"> - The relationship between 	

	<p>healthy eating and personal health and disease prevention</p> <ul style="list-style-type: none"> • Food guidance from MyPlate • Reading and using USDA's food labels • Eating a variety of foods every day • Balancing food intake and physical activity • Eating more fruits, vegetables, and whole grain products • Choosing foods that are low in fat, saturated fat, and cholesterol and do not contain <i>trans</i> fat • Choosing foods and beverages with little added sugars • Eating more calcium-rich foods • Preparing healthy meals and snacks • Risks of unhealthy weight control practices • Accepting body size differences • Food safety • Importance of water consumption • Importance of eating breakfast • Making healthy choices when eating at restaurants • Eating disorders • The Dietary Guidelines for Americans • Reducing sodium intake • Social influences on healthy eating, including media, family, peers, and culture • How to find valid information or services related to nutrition and dietary behavior • How to develop a plan and track progress toward achieving a personal goal to eat healthfully • Resisting peer pressure related to unhealthy dietary behavior • Influencing, supporting, or advocating for others' healthy dietary behavior. 	
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	<p>All school nutrition program directors, managers, and staff will meet or exceed hiring and annual continuing education/training requirements in the USDA professional standards for child nutrition professionals. These school nutrition personnel will refer to USDA's Professional Standards for School Nutrition Standards website to search for training that meets their learning needs.</p> <p>Water</p> <p>To promote hydration, free, safe, unflavored drinking water will be available to all students throughout the school day* and throughout every school campus* (“school campus” and “school day” are defined in the glossary). The District will make drinking water available where school meals are served during mealtimes.</p> <p>Competitive Foods and Beverages</p> <p>The District is committed to ensuring that all foods and beverages available to students on the school campus* during the school day* support healthy eating. The foods and beverages sold and served outside of the school meal programs (i.e., “competitive” foods and beverages) may when possible meet the USDA Smart Snacks in School nutrition standards, at a minimum. Smart Snacks aim to improve student health and well-being, increase consumption of healthful foods during the school day, and create an environment</p>	
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	<p>that reinforces the development of healthy eating habits.</p>	
	<p>Physical Activity:</p> <p>Children and adolescents should participate in 60 minutes of physical activity every day. A substantial percentage of students' physical activity can be provided through a comprehensive, school-based physical activity program (CSPAP) that includes these components: physical education, recess, classroom-based physical activity, walk and bicycle to school, and out-of-school time activities and the district is committed to providing these opportunities. Schools will ensure that these varied opportunities are in addition to, and not as a substitute for, physical education (addressed in "Physical Education" subsection). Physical activity during the school day (including but not limited to recess, physical activity breaks, or physical education) when reasonable not be withheld.</p> <p>Physical Education:</p> <p>The District will provide students with physical education, using an age-appropriate, sequential physical education curriculum consistent with national and state standards for physical education. The physical education curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health</p>	

	<p>education concepts (discussed in the “<i>Essential Physical Activity Topics in Health Education</i>” subsection).</p> <p>All students will be provided equal opportunity to participate in physical education classes. When possible, schools sites will make appropriate accommodations to allow for equitable participation for all students</p> <p>The District physical education program will promote student physical fitness through individualized fitness and activity assessments (via the Presidential Youth Fitness Program or other appropriate assessment tool) and will use criterion-based reporting for each student.</p> <p><i>Essential Physical Activity Topics in Health Education</i></p> <p>School nsites will include in the health education curriculum the following essential topics on physical activity:</p> <ul style="list-style-type: none"> - The physical, psychological, or social benefits of physical activity - How physical activity can contribute to a healthy weight - How physical activity can contribute to the academic learning process - How an inactive lifestyle contributes to chronic disease - Health-related fitness, that is, cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition - Differences between physical activity, exercise, and fitness 	
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	<ul style="list-style-type: none"> ▪ Phases of an exercise session, that is, warm up, workout, and cool down ▪ Overcoming barriers to physical activity ▪ Decreasing sedentary activities, such as TV watching ▪ Opportunities for physical activity in the community ▪ Preventing injury during physical activity ▪ Weather-related safety, for example, avoiding heat stroke, hypothermia, and sunburn while being physically active ▪ How much physical activity is enough, that is, determining frequency, intensity, time, and type of physical activity ▪ Developing an individualized physical activity and fitness plan ▪ Monitoring progress toward reaching goals in an individualized physical activity plan ▪ Dangers of using performance-enhancing drugs, such as steroids ▪ Social influences on physical activity, including media, family, peers, and culture ▪ How to find valid information or services related to physical activity and fitness ▪ How to influence, support, or advocate for others to engage in physical activity ▪ How to resist peer pressure that discourages physical activity <p>Physical Activity Breaks (Elementary and Secondary) The Wellness Committee recommends teachers provide short (3-5 minute) physical activity breaks to students during and between classroom time. These physical activity breaks will complement, not substitute, for physical education class,</p>	
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	<p>recess, and class transition periods.</p>	
	<p>Fundraising:</p> <p>When possible foods and beverages that meet or exceed the USDA Smart Snacks in Schools nutrition standards may be sold through fundraisers on the school campus* during the school day*. School sites will make available to parents and teachers a list of healthy fundraising ideas [examples from the Alliance for a Healthier Generation and the USDA].</p>	
	<p>Other school activities that promote student wellness:</p> <p>Active Academics</p> <p>Teachers will incorporate movement and kinesthetic learning approaches into “core” subject instruction when possible (e.g., science, math, language arts, social studies, and others) and do their part to limit sedentary behavior during the school day.</p> <p>School sites will support classroom teachers incorporating physical activity and employing kinesthetic learning approaches into core subjects by providing annual professional development opportunities and resources, including information on leading activities, activity options, as well as making available background material on the connections</p>	

	<p>between learning and movement.</p> <p>Teachers will serve as role models by being physically active alongside the students whenever feasible.</p> <p><i>Before and After School Activities</i></p> <p>School sites offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods. School sites will encourage students to be physically active before and after school by:</p> <p><i>Active Transport</i></p> <p>The District will encourage active transport to and from school, such as walking or biking.</p>	
	<p>Wellness Leadership</p>	
<p>LEAs must establish wellness policy leadership of one or more LEA and/or school official(s) who have the authority and responsibility to ensure each school complies with the policy.</p>	<p><u>School Wellness Committee</u></p> <p><i>Committee Role and Membership</i></p> <p>The District will convene a representative district wellness committee (hereto referred to as the DWC or work within an existing school health committee) that meets at least four times per year to establish goals for and oversee school health and safety policies and programs, including development, implementation, and periodic review and update of this district-level wellness policy (heretofore referred as “wellness policy”).</p> <p>The DWC membership will</p>	

	<p>represent all school levels (elementary and secondary schools) and include (to the extent possible), but not be limited to: parents and caregivers; students; representatives of the school nutrition program (ex., school nutrition director); physical education teachers; health education teachers; school health professionals (ex., health education teachers, school health services staff [i.e., nurses, physicians, dentists, health educators, and other allied health personnel who provide school health services], and mental health and social services staff [i.e., school counselors, psychologists, social workers, or psychiCommunity Involvement, Outreach, and Communications</p> <p>The District is committed to being responsive to community input, which begins with awareness of the wellness policy. The District will actively communicate ways in which representatives of DWC and others can participate in the development, implementation, and periodic review and update of the wellness policy through a variety of means appropriate for that district. The District will also inform parents of the improvements that have been made to school meals and compliance with school meal standards, availability of child nutrition programs and how to apply, and a description of and compliance with Smart Snacks in School nutrition standards. The District will use electronic mechanisms, such as email or</p>	
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	<p>displaying notices on the district's website, as well as non-electronic mechanisms, such as newsletters, presentations to parents, or sending information home to parents, to ensure that all families are actively notified of the content of, implementation of, and updates to the wellness policy, as well as how to get involved and support the policy. The District will ensure that communications are culturally and linguistically appropriate to the community, and accomplished through means similar to other ways that the district and individual schools are communicating other important school information with parents.</p> <p>The District will actively notify the public about the content of or any updates to the wellness policy annually, at a minimum. The District will also use these mechanisms to inform the community about the availability of the annual and triennial reports. atrists]; school administrators (ex., superintendent, principal, vice principal), school board members; health professionals (ex., dietitians, doctors, nurses, dentists); and the general public. To the extent possible, the DWC will include representatives from each school building and reflect the diversity of the community.</p> <p>Leadership</p> <p>The Superintendent or designee(s) will convene the DWC and facilitate development of and updates to the wellness policy, and will ensure each</p>	
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	school's compliance with the policy.	
	Tiffany Tung - DWC Committee Chair	
	Marisol Magana - DWC Committee Co-Chair	

AIMS K-12 College Prep Charter District (AIMS) Wellness Policy

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American Indian Model School (AIMS) Wellness Policy

Comment [1]: Name needs to reflect the new name

Preamble

AIMS K12 College Prep Charter District (AIMS) (hereto referred to as the District) is committed to the optimal development of every student. AIMS believes that for our students to have the opportunity to achieve personal and academic success we need to create positive and safe learning environments at every level, in every setting, throughout the school year.

There is evidence showing that good nutrition and physical activity are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture's (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism, and better performance on cognitive tasks.^{1,2,3,4,5,6,7} Conversely, less-than-adequate consumption of specific foods including fruits, vegetables, and dairy products, is associated with lower grades among students.^{8,9,10}

This policy outlines the District's approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. Specifically, this policy establishes goals and procedures to ensure that:

- Students in the District have access to healthy foods throughout the school day—both through reimbursable school meals and other foods available throughout the school campus—in accordance with Federal and state nutrition standards;

¹ Bradley, B, Green, AC. Do Health and Education Agencies in the United States Share Responsibility for Academic Achievement and Health? A Review of 25 years of Evidence About the Relationship of Adolescents' Academic Achievement and Health Behaviors, *Journal of Adolescent Health*. 2013; 52(5):523–532.

² Meyers AF, Sampson AE, Weitzman M, Rogers BL, Kayne H. School breakfast program and school performance. *American Journal of Diseases of Children*. 1989;143(10):1234–1239.

³ Murphy JM. Breakfast and learning: an updated review. *Current Nutrition & Food Science*. 2007; 3:3–36.

⁴ Murphy JM, Pagano ME, Nachmani J, Sperling P, Kane S, Kleinman RE. The relationship of school breakfast to psychosocial and academic functioning: Cross-sectional and longitudinal observations in an inner-city school sample. *Archives of Pediatrics and Adolescent Medicine*. 1998;152(9):899–907.

⁵ Pollitt E, Mathews R. Breakfast and cognition: an integrative summary. *American Journal of Clinical Nutrition*. 1998; 67(4), 804S–813S.

⁶ Rampersaud GC, Pereira MA, Girard BL, Adams J, Metz J. Breakfast habits, nutritional status, body weight, and academic performance in children and adolescents. *Journal of the American Dietetic Association*. 2005;105(5):743–760, quiz 761–762.

⁷ Taras, H. Nutrition and student performance at school. *Journal of School Health*. 2005;75(6):199–213.

⁸ MacLellan D, Taylor J, Wood K. Food intake and academic performance among adolescents. *Canadian Journal of Dietetic Practice and Research*. 2008;69(3):141–144.

⁹ Neumark-Sztainer D, Story M, Dixon LB, Resnick MD, Blum RW. Correlates of inadequate consumption of dairy products among adolescents. *Journal of Nutrition Education*. 1997;29(1):12–20.

¹⁰ Neumark-Sztainer D, Story M, Resnick MD, Blum RW. Correlates of inadequate fruit and vegetable consumption among adolescents. *Preventive Medicine*. 1996;25(5):497–505.

- Students receive quality nutrition education that helps them develop lifelong healthy eating behaviors;
 - Students have opportunities to be physically active.
-
- Schools engage in nutrition and physical activity promotion and other activities that promote student wellness;
 - School staff are encouraged to practice healthy nutrition and physical activity behaviors in and out of school;
 - The District establishes and maintains an infrastructure for management, oversight, implementation, communication about, and monitoring of the policy and its established goals and objectives.

The Wellness Policy in its entirety may be viewed in the School's Main Office.

This policy applies to all students, staff, and schools in the District.

I. School Wellness Committee

Committee Role and Membership

The District will convene a representative district wellness committee (hereto referred to as the DWC or work within an existing school health committee) that meets at least four times per year to establish goals for and oversee school health and safety policies and programs, including development, implementation, and periodic review and update of this district-level wellness policy (heretofore referred as "wellness policy").

The DWC membership will represent all school levels (elementary and secondary schools) and include (to the extent possible), but not be limited to: parents and caregivers; students; representatives of the school nutrition program (ex., school nutrition director); physical education teachers; health education teachers; school health professionals (ex., health education teachers, school health services staff [i.e., nurses, physicians, dentists, health educators, and other allied health personnel who provide school health services], and mental health and social services staff [i.e., school counselors, psychologists, social workers, or psychiatrists]; school administrators (ex., superintendent, principal, vice principal), school board members; health professionals (ex., dietitians, doctors, nurses, dentists); and the general public. To the extent possible, the DWC will include representatives from each school building and reflect the diversity of the community.

Leadership

The Superintendent or designee(s) will convene the DWC and facilitate development of and updates to the wellness policy, and will ensure each school’s compliance with the policy.

Name	Title	Email address	Role
Tiffany Tung	Operations Manager/AIMS Lunch Director	tiffany.tung@aimschools.org	DWC Committee Chair
Marisol Magana	Food Service Assistant Manger	marisol.magana@aimschools.org	DWC Committee Co-Chair

Each school will designate a school wellness policy coordinator, who will ensure compliance with the policy. Refer to Appendix A for a list of school level wellness policy coordinators.

II. Wellness Policy Implementation, Monitoring, Accountability, and Community Engagement

Implementation Plan

The District will develop and maintain a plan for implementation to manage and coordinate the execution of this wellness policy. The plan delineates roles, responsibilities, actions, and timelines specific to each school, and includes information about who will be responsible to make what change, by how much, where, and when, as well as specific goals and objectives for nutrition standards for all foods and beverages available on the school campus, food and beverage marketing, nutrition promotion and education, physical activity, physical education, and other school-based activities that promote student wellness. It is recommended that the school use the [Healthy Schools Program online tools](#) to complete a school level assessment based on the Centers for Disease Control and Prevention’s School Health Index, create an action plan that fosters implementation, and generate an annual progress report.

This wellness policy and the progress reports can be found at: <http://www.aimsk12.org/>

Recordkeeping

The District will retain records to document compliance with the requirements of the wellness policy at the AIMS K-12 College Prep Charter District (AIMS), 171 12th Street, Oakland CA, and/or on the AIMS K-12 College Prep Charter District (AIMS) website, <http://www.aimschools.org/>.

.Documentation maintained in this location will include but will not be limited to:

- The written wellness policy;
- Documentation demonstrating compliance with community involvement requirements, including (1) Efforts to actively solicit DWC membership from the required stakeholder groups; and (2) These groups' participation in the development, implementation, and periodic review and update of the wellness policy;
- Documentation of annual policy progress reports for each school under its jurisdiction; and
- Documentation of the triennial assessment* of the policy for each school under its jurisdiction;
- Documentation demonstrating compliance with public notification requirements, including: (1) Methods by which the wellness policy, annual progress reports, and triennial assessments are made available to the public; and (2) Efforts to actively notify families about the availability of wellness policy.

Annual Progress Reports

The District will compile and publish an annual report to share basic information about the wellness policy and report on the progress of the schools within the district in meeting wellness goals. This annual report will be published around the same time each year June, and will include information from each school within the District. This report will include, but is not limited to:

- The website address for the wellness policy and/or how the public can receive/access a copy of the wellness policy;
- A description of each school's progress in meeting the wellness policy goals;
- A summary of each school's events or activities related to wellness policy implementation;
- The name, position title, and contact information of the designated District policy leader(s) identified in Section I; and
- Information on how individuals and the public can get involved with the DWC or SWC.

The annual report will be available in English, and translated into Spanish as requested.

The District will actively notify households/families of the availability of the annual report.

The DWC, will establish and monitor goals and objectives for the District's schools, specific and appropriate for each instructional unit (middle, and high school, as appropriate), for each of the content-specific components listed in Sections III-V of this policy.

Triennial Progress Assessments

At least once every three years, the District will evaluate compliance with the wellness policy to assess the implementation of the policy and include:

- The extent to which schools under the jurisdiction of the District are in compliance with the wellness policy;
- The extent to which the District's wellness policy compares to the Alliance for a Healthier Generation's model wellness policy; and

- A description of the progress made in attaining the goals of the District's wellness policy.

The position/person responsible for managing the triennial assessment and contact information is Operations Manager at (510) 893-8701, Extension 23.

The DWC, in collaboration with individual schools, will monitor schools' compliance with this wellness policy.

The District will actively notify households/families of the availability of the triennial progress report.

Revisions and Updating the Policy

The DWC will update or modify the wellness policy based on the results of the annual progress reports and triennial assessments, and/or as District priorities change; community needs change; wellness goals are met; new health science, information, and technology emerges; and new Federal or state guidance or standards are issued. **The wellness policy will be assessed and updated as indicated at least every three years, following the triennial assessment.**

Community Involvement, Outreach, and Communications

The District is committed to being responsive to community input, which begins with awareness of the wellness policy. The District will actively communicate ways in which representatives of DWC and others can participate in the development, implementation, and periodic review and update of the wellness policy through a variety of means appropriate for that district. The District will also inform parents of the improvements that have been made to school meals and compliance with school meal standards, availability of child nutrition programs and how to apply, and a description of and compliance with Smart Snacks in School nutrition standards. The District will use electronic mechanisms, such as email or displaying notices on the district's website, as well as non-electronic mechanisms, such as newsletters, presentations to parents, or sending information home to parents, to ensure that all families are actively notified of the content of, implementation of, and updates to the wellness policy, as well as how to get involved and support the policy. The District will ensure that communications are culturally and linguistically appropriate to the community, and accomplished through means similar to other ways that the district and individual schools are communicating other important school information with parents.

The District will actively notify the public about the content of or any updates to the wellness policy annually, at a minimum. The District will also use these mechanisms to inform the community about the availability of the annual and triennial reports.

III. Nutrition

School Meals

Our AIMS K-12 College Prep Charter District (AIMS) is committed to serving healthy meals to children, with plenty of fruits, vegetables, whole grains, and fat-free and low-fat milk; moderate insodium, low in saturated fat, and zero grams *trans* fat per serving (nutrition label or manufacturer's specification); and to meet the nutrition needs of school children within their calorie requirements. The school meal programs aim to improve the diet and health of school children, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns, and support healthy choices while accommodating cultural food preferences and special dietary needs.

All schools within the District participate in USDA child nutrition programs, including the National School Lunch Program (NSLP), and Afterschool Snack Program. All schools within the District are committed to offering school meals through the NSLP and SBP programs, and other applicable Federal child nutrition programs, that:

- Are accessible to all students;
- Are appealing and attractive to children;
- Are served in clean and pleasant settings;
- Meet or exceed current nutrition requirements established by local, state, and Federal statutes and regulations. (The District offers reimbursable school meals that meet [USDA nutrition standards](#).)
- Promote healthy food and beverage choices using at least ten of the following [Smarter Lunchroom techniques](#):
 - Whole fruit options are displayed in attractive bowls or baskets (instead of chaffing dishes or hotel pans)
 - Sliced or cut fruit is available daily
 - Daily fruit options are displayed in a location in the line of sight and reach of students
 - All available vegetable options have been given creative or descriptive names
 - Daily vegetable options are bundled into all grab and go meals available to students
 - All staff members, especially those serving, have been trained to politely prompt students to select and consume the daily vegetable options with their meal
 - White milk is placed in front of other beverages in all coolers
 - Alternative entrée options (e.g., salad bar, yogurt parfaits, etc.) are highlighted on posters or signs within all service and dining areas
 - A reimbursable meal can be created in any service area available to students (e.g., salad bars, snack rooms, etc.)
 - Student surveys and taste testing opportunities are used to inform menu development, dining space decor, and promotional ideas
 - Student artwork is displayed in the service and/or dining areas
 - Daily announcements are used to promote and market menu options
 - Menus will be created/reviewed by a Registered Dietitian or other certified nutrition professional.
 - School meals are administered by a team of child nutrition professionals.

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- The District child nutrition program will accommodate students with special dietary needs.
- Participation in Federal child nutrition programs will be promoted among students and families to help ensure that families know what programs are available in their children's school.

Staff Qualifications and Professional Development

All school nutrition program directors, managers, and staff will meet or exceed hiring and annual continuing education/training requirements in the [USDA professional standards for child nutrition professionals](#). These school nutrition personnel will refer to [USDA's Professional Standards for School Nutrition Standards website](#) to search for training that meets their learning needs.

Water

To promote hydration, free, safe, unflavored drinking water will be available to all students throughout the school day* and throughout every school campus* ("school campus" and "school day" are defined in the glossary). The District will make drinking water available where school meals are served during mealtimes.

Competitive Foods and Beverages

The District is committed to ensuring that all foods and beverages available to students on the school campus* during the school day* support healthy eating. The foods and beverages sold and served outside of the school meal programs (i.e., "competitive" foods and beverages) may when possible meet the USDA Smart Snacks in School nutrition standards, at a minimum. Smart Snacks aim to improve student health and well-being, increase consumption of healthful foods during the school day, and create an environment that reinforces the development of healthy eating habits. A summary of the standards and information are available at: <http://www.fns.usda.gov/healthierschoolday/tools-schools-smart-snacks>. The Alliance for a Healthier Generation provides a set of tools to assist with implementation of Smart Snacks available at www.healthiergeneration.org/smartsnacks.

To support healthy food choices and improve student health and well-being, all foods and beverages outside the reimbursable school meal programs that are sold to students on the school campus during the extended school day may when possible meet or exceed the state nutrition. These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to, a la carte options in cafeterias, vending machines, school stores, and snack or food carts.

Celebrations and Rewards

All foods offered on the school campus may when possible meet or exceed the state nutrition standards, including through:

1. Celebrations and parties. The school sites will provide a suggested list of healthy party ideas to parents and teachers, including non-food celebration ideas. Healthy party ideas from the [Alliance for a Healthier Generation](#) and from the [USDA](#).
2. Classroom snacks brought by parents. The schools sites will provide to parents a [list of foods and beverages that meet Smart Snacks](#) nutrition standards; and
3. Rewards and incentives. School sites will provide teachers and other relevant school staff a [list of alternative ways to reward children](#). Food will not be used in a punitive form.

Fundraising

When possible foods and beverages that meet or exceed the USDA Smart Snacks in Schools nutrition standards may be sold through fundraisers on the school campus* during the school day*. School sites will make available to parents and teachers a list of healthy fundraising ideas [*examples from the [Alliance for a Healthier Generation](#) and the [USDA](#)*].

Nutrition Promotion

Nutrition promotion and education positively influence lifelong eating behaviors by using evidence-based techniques and nutrition messages, and by creating food environments that encourage healthy nutrition choices and encourage participation in school meal programs. Students and staff will receive consistent nutrition messages throughout schools, classrooms, gymnasiums, and cafeterias. Nutrition promotion also includes marketing and advertising nutritious foods and beverages to students and is most effective when implemented consistently through a comprehensive and multi-channel approach by school staff and teachers, parents, students, and the community.

School sites will promote healthy food and beverage choices for all students throughout the school campus, as well as encourage participation in school meal programs. This promotion will occur through at least:

- Implementing evidence-based healthy food promotion techniques through the school meal programs using [Smarter Lunchroom techniques](#); and

- Promoting foods and beverages that meet the USDA Smart Snacks in School nutrition standards. Additional possible promotion techniques that the District and individual schools may use are available at www.healthiergeneration.org/smartsnacks.

Nutrition Education

The District aims to teach, model, encourage, and support healthy eating by students. Schools will provide nutrition education and engage in nutrition promotion.

Essential Healthy Eating Topics in Health Education

When possible classes will include in the health education curriculum the following essential topics on healthy eating:

- The relationship between healthy eating and personal health and disease prevention
- Food guidance from MyPlate
- Reading and using USDA's food labels
- Eating a variety of foods every day
- Balancing food intake and physical activity
- Eating more fruits, vegetables, and whole grain products
- Choosing foods that are low in fat, saturated fat, and cholesterol and do not contain *trans* fat
- Choosing foods and beverages with little added sugars
- Eating more calcium-rich foods
- Preparing healthy meals and snacks
- Risks of unhealthy weight control practices
- Accepting body size differences
- Food safety
- Importance of water consumption
- Importance of eating breakfast
- Making healthy choices when eating at restaurants
- Eating disorders
- The Dietary Guidelines for Americans
- Reducing sodium intake
- Social influences on healthy eating, including media, family, peers, and culture
- How to find valid information or services related to nutrition and dietary behavior
- How to develop a plan and track progress toward achieving a personal goal to eat healthfully
- Resisting peer pressure related to unhealthy dietary behavior
- Influencing, supporting, or advocating for others' healthy dietary behavior

[USDA's Team Nutrition](#) provides free nutrition education and promotion materials, including standards-based nutrition education curricula and lesson plans, posters, interactive games, menu graphics, and more.

Food and Beverage Marketing in Schools

The District is committed to providing a school environment that ensures opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day

while minimizing commercial distractions. The District strives to teach students how to make informed choices about nutrition, health, and physical activity. These efforts will be weakened if students are subjected to advertising on District property that contains messages inconsistent with

the health information the District is imparting through nutrition education and health promotion efforts.

Any foods and beverages marketed or promoted to students on the school campus during the extended school day will when possible meet or exceed the state nutrition standards.

Food advertising and marketing is defined¹¹ as an oral, written, or graphic statements made for the purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller, or any other entity with a commercial interest in the product. This term includes, but is not limited to the following:

- Brand names, trademarks, logos or tags, except when placed on a physically present food or beverage product or its container.
- Displays, such as on vending machine exteriors.
- Corporate brand, logo, name, or trademark on school equipment, such as marquees, message boards, scoreboards, or backboards (Note: immediate replacement of these items
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-
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- Corporate brand, logo, name, or trademark on cups used for beverage dispensing, menu boards, coolers, trash cans, and other food service equipment; as well as on posters, book

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- The U.S. Department of Agriculture prohibits discrimination against its customers, employees, and applicants for employment on the bases of race, color, national origin, age, disability, sex, gender identity, religion, reprisal, and where applicable, political beliefs, marital status, familial or parental status, sexual orientation, or all or part of an individual's income is derived from any public assistance program, or protected genetic information in employment or in any program or activity conducted or funded by the Department. (Not all prohibited bases will apply to all programs and/or employment activities.)

If you wish to file a Civil Rights program complaint of discrimination, complete the [USDA Program Discrimination Complaint Form](#), found online at http://www.ascr.usda.gov/complaint_filing_cust.html, or call (866)632-9992 to request the form. You may also write a letter containing all of the information requested in the form. Send your completed complaint form or letter to us by mail at U.S. Department of Agriculture, Director, Office of Adjudication, 1400 Independence Avenue, S.W., Washington, D.C. 20250-9410, by fax (202) 690-7442 or e-mail at program.intake@usda.gov. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339; or (800) 845-6136 (Spanish). USDA is an equal opportunity provider and employer.

covers, pupil assignment books, or school supplies displayed, distributed, offered, or sold by the District.

- Advertisements in school publications or school mailings.
- Free product samples, taste tests, or coupons of a product, or free samples displaying advertising of a product.

IV. Physical Activity

Children and adolescents should participate in 60 minutes of physical activity every day. A substantial percentage of students' physical activity can be provided through a comprehensive, school-based physical activity program (CSPAP) that includes these components: physical education, recess, classroom-based physical activity, walk and bicycle to school, and out-of-school time activities and the district is committed to providing these opportunities. Schools will ensure that these varied opportunities are in addition to, and not as a substitute for, physical education (addressed in "Physical Education" subsection). Physical activity during the school day (including but not limited to recess, physical activity breaks, or physical education) when reasonable not be withheld.

Physical Education

The District will provide students with physical education, using an age-appropriate, sequential physical education curriculum consistent with national and state standards for physical education. The physical education curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts (discussed in the "*Essential Physical Activity Topics in Health Education*" subsection).

All students will be provided equal opportunity to participate in physical education classes. When possible, schools sites will make appropriate accommodations to allow for equitable participation for all students

All AIMS K-12 College Prep Charter District (AIMS) **secondary students** (middle and high school) are required to take the required numbers of year of Physical Education per UC acceptance requirements.

The District physical education program will promote student physical fitness through individualized fitness and activity assessments (via the [Presidential Youth Fitness Program](#) or other appropriate assessment tool) and will use criterion-based reporting for each student.

Essential Physical Activity Topics in Health Education

School nsites will include in the health education curriculum the following essential topics on physical activity:

- The physical, psychological, or social benefits of physical activity
- How physical activity can contribute to a healthy weight
- How physical activity can contribute to the academic learning process
- How an inactive lifestyle contributes to chronic disease
- Health-related fitness, that is, cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition
- Differences between physical activity, exercise, and fitness
- Phases of an exercise session, that is, warm up, workout, and cool down
- Overcoming barriers to physical activity
- Decreasing sedentary activities, such as TV watching
- Opportunities for physical activity in the community
- Preventing injury during physical activity
- Weather-related safety, for example, avoiding heat stroke, hypothermia, and sunburn while being physically active
- How much physical activity is enough, that is, determining frequency, intensity, time, and type of physical activity
- Developing an individualized physical activity and fitness plan
- Monitoring progress toward reaching goals in an individualized physical activity plan
- Dangers of using performance-enhancing drugs, such as steroids
- Social influences on physical activity, including media, family, peers, and culture
- How to find valid information or services related to physical activity and fitness
- How to influence, support, or advocate for others to engage in physical activity
- How to resist peer pressure that discourages physical activity

Physical Activity Breaks (Elementary and Secondary)

The Wellness Committee recommends teachers provide short (3-5 minute) physical activity breaks to students during and between classroom time. These physical activity breaks will complement, not substitute, for physical education class, recess, and class transition periods.

Active Academics

Teachers will incorporate movement and kinesthetic learning approaches into “core” subject instruction when possible (e.g., science, math, language arts, social studies, and others) and do their part to limit sedentary behavior during the school day.

School sites will support classroom teachers incorporating physical activity and employing kinesthetic learning approaches into core subjects by providing annual professional development opportunities and resources, including information on leading activities, activity options, as well as making available background material on the connections between learning and movement.

Teachers will serve as role models by being physically active alongside the students whenever feasible.

Before and After School Activities

School sites offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods. School sites will encourage students to be physically active before and after school by:

Active Transport

The District will encourage active transport to and from school, such as walking or biking.

V. Other Activities that Promote Student Wellness

The District will integrate wellness activities across the entire school setting, not just in the cafeteria, other food and beverage venues, and physical activity facilities. The District will coordinate and integrate other initiatives related to physical activity, physical education, nutrition, and other wellness components so all efforts are complementary, not duplicative, and work towards the same set of goals and objectives promoting student well-being, optimal development, and strong educational outcomes. Schools in the District are encouraged to coordinate content across curricular areas that promote student health, such as teaching nutrition concepts in mathematics, with consultation provided by either the school or the District’s curriculum experts.

All efforts related to obtaining federal, state, or association recognition for efforts, or grants/funding opportunities for healthy school environments will be coordinated with and complementary of the wellness policy, including but not limited to ensuring the involvement of the DWC/SWC. When possible school-sponsored events may adhere to the wellness policy.

Community Partnerships

The District will attempt to develop relationships with community partners (i.e. hospitals, universities/colleges, local businesses, etc.) in support of this wellness policy’s implementation.

Existing and new community partnerships and sponsorships will be evaluated to ensure that they are consistent with the wellness policy and its goals.

Community Health Promotion and Engagement

The District will promote to parents/caregivers, families, and the general community the benefits of and approaches for healthy eating and physical activity throughout the school year. Families will be informed and invited to participate in school-sponsored activities and will receive information about health promotion efforts.

As described in the “Community Involvement, Outreach, and Communications” subsection, the District will use electronic mechanisms (such as email or displaying notices on the district’s website), as well as non-electronic mechanisms, (such as newsletters, presentations to parents, or sending information home to parents), to ensure that all families are actively notified of opportunities to participate in school-sponsored activities and receive information about health promotion efforts.

Staff Wellness and Health Promotion

In conjunction with HR the DWC will have a staff wellness subcommittee that focuses on staff wellness issues, identifies and disseminates wellness resources, and perform other functions that support staff wellness in coordination with human resources staff.

AIMS K-12 College Prep Charter District (AIMS) will implement strategies to support staff in actively promoting and modeling healthy eating and physical activity behaviors. The District encourages staff member participation in health promotion programs and will support programs for staff members on healthy eating/weight management that are accessible and free or low-cost.

Professional Learning

When feasible, the District may offer annual professional learning opportunities and resources for staff to increase knowledge and skills about promoting healthy behaviors in the classroom and school (e.g., increasing the use of kinesthetic teaching approaches or incorporating nutrition lessons into math class). Professional learning will help District staff understand the connections between academics and health and the ways in which health and wellness are integrated into ongoing district reform or academic improvement plans/efforts.

Glossary:

Appendix A: School Level Contacts

School	Name	Title	Email Address	Role
AIMS K-12 College Prep Charter District (AIMS)	Tiffany Tung	Operations Manager/Lunc h Director	tiffany.tung@aimschools.org	DWC Chair
AIMS K-12 College Prep Charter District (AIMS)	Marisol Magana	Operations Director		DWC Committee Co-Chair