AIMS K-12 College Prep Charter District

Governance Committee Meeting

Date and Time

Tuesday March 7, 2023 at 5:00 PM PST

Location

171 12th Street, Oakland, CA 94607

Members of the public, staff, and faculty may join virtually at:
Join Zoom Meeting
https://us02web.zoom.us/j/81397467941?pwd=KzVHbDliZFdETjJEbnQxUmdsTFZDQT09

Meeting ID: 813 9746 7941
Passcode: 596846
One tap mobile
+16699006833,,81397467941#,,,,*596846# US (San Jose)
+16694449171,,81397467941#,,,,*596846# US

Dial by your location
+1 669 900 6833 US (San Jose)
+1 669 444 9171 US
+1 719 359 4580 US
+1 253 205 0468 US
+1 253 215 8782 US (Tacoma)
+1 346 248 7799 US (Houston)
+1 309 205 3325 US
+1 312 626 6799 US (Chicago)
+1 360 209 5623 US

+1 386 347 5053 US
+1 507 473 4847 US
+1 564 217 2000 US
+1 646 931 3860 US
+1 689 278 1000 US
+1 929 436 2866 US (New York)
+1 301 715 8592 US (Washington DC)
+1 305 224 1968 US
Meeting ID: 813 9746 7941
Passcode: 596846

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**			**5:00 PM**
	Opening Items			
A.	Call the Meeting to Order			1 m
B.	Record Attendance and Guests	Vote		2 m
C.	Adoption of the Agenda	Vote	Jaime Colly	1 m
D.	Public Comments on Agenda Items			4 m
	Public Comment on Action Items is set aside for members of the Public to address the items on the Board's agenda prior to each agenda item. The Board of Directors will not respond or take action in response to Public Comment, except that the board may ask clarifying questions or direct staff. **Comments are limited to two (2) minutes per person, and a total time allotted for all public comment will not exceed thirty (30) minutes (10 minutes per section). Please enter all questions via Zoom chat feature.**			
E.	Public Comments on Non-Agenda Items	Discuss		4 m

	Purpose	Presenter	Time

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

II. Action Items — 5:12 PM

Governance

A. Job Descriptions — Director Tung, Manager Smith — 5 m

Music Teacher.JD. fv.docx
Speech _ Language Pathologist.JD.fv.docx
Teacher Single Subject.JD.fv copy.docx
Facilities Coordinator. JD.fv copy.docx
ELD Teacher.JD.fv copy.docx

B. Board Policies — CBO Ballentine, Director Woods — 5 m

Remote worker policy 113 final.docx
Board Policy Proposal Independent Education Evaluation February 2023 Update.pdf
RESOLUTION OF THE BOARD OF EDUCATION OF THE AIMS K12 College Prep
Remote Workers (3).docx
Board Policy Proposal Promotion and Retention February 2023.pdf
Board Resolution - CTC Permits (1).pdf

III. Closed Session — 5:22 PM

A. Public Comment on Closed Session Item — 5 m

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

		Purpose	Presenter	Time
	exceed thirty (30) minutes (10 minutes per section). Please enter all questions via Zoom chat feature.			
B.	Closed Session			5 m

- Conference with Real Property Negotiations (Gov. Code Section 54956.9)
- Conference with Legal Counsel - Anticipated Litigation (Gov. Code Section 54956.9)
- Employee Matter (Gov. Code Section 54956.9)
- Student Discipline Matter (Gov. Code Section 54956.9)

IV. Closing Items — 5:32 PM

A.	Items for Next Agenda	FYI		

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B.	Adjourn Meeting	Vote		
C.	NOTICES	FYI	Maya Woods-Cadiz	1 m

The next regular meeting of the Board of Directors is scheduled to be held in February by 6:30 pm. AIMS does not discriminate on the basis of disability in the admission or access to, or treatment or employment in, it's programs or activities. 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, I posted this agenda at the AIMS Campus 171 12th street, Oakland, CA 94607 on, January 7, 2022, before 5:45 PM.
Certification of Posting

Coversheet

Job Descriptions

Section: II. Action Items
Item: A. Job Descriptions
Purpose:
Submitted by:
Related Material: Music Teacher.JD. fv.docx
Speech _ Language Pathologist.JD.fv.docx
Teacher Single Subject.JD.fv copy.docx
Facilities Coordinator. JD.fv copy.docx
ELD Teacher.JD.fv copy.docx

AIMS K-12 College Prep Charter District

Title: Music Teacher

Category: Certificated

Work Year: **11 Months**

Employment Type: **Full Time**

Starting Range:**$57,298- $69,038**

FLSA: Exempt

Supervisor: Head of Schools or Designee

JOB GOALS: AIMS K-12 College Prep Charter District (AIMS) is seeking qualified candidates for Music teachers to be responsible for teaching Music as part of the school curriculum.

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

ESSENTIAL JOB DUTIES:

- Teach and ensure the Musical literacy of students as defined by the California Department of Education(Art standards and VAPA standards).
- Adapts curriculum to the needs of the students with varying abilities and instructional needs.
- Evaluates each student's musical growth, performance, and musical understanding.
- Instruct students in the proper care and use of equipment.
- Utilizes a variety of music repertoire including that representative of students' home culture.
- Maintains care/responsibility for school-owned music, musical instruments, and equipment to prevent loss or abuse.
- Provide musical performances during school assemblies, open houses, sports programs, parent meetings, and seasonal programs.
- Establishes and maintains standards of student behavior to provide an orderly, productive environment during practice, group rehearsals, and music performances.
- Follow AIMS instructional standards.
- The flexibility of schedule to teach in monthly Saturday School, Intervention sessions, as well as additional after-school tutoring.
- Perform other related duties as required and assigned by AIMS leadership

QUALIFICATIONS:

- Bachelor's Degree in Music or Music Education

- Valid California Teaching Credential or have equivalent professional background and experience that would qualify candidates to apply and receive certification.
- Fingerprint clearance and TB clearance are required.

KNOWLEDGE AND ABILITIES:

- Evidence of strong musical skills, including piano accompaniment desired
- Evidence of knowledge of music curriculum and the ability to implement it
- Ability to interact collaboratively with students, parents, and Administration
- Excellent oral and written skills

PHYSICAL ACTIVITY REQUIREMENTS:

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

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

Effective:
Board Approved: Pending Board Approval

AIMS K-12 College Prep Charter District

Title: Speech & Language Pathologist

Category: Certificated Management

Work Year: **11 months**

Employment Type: **Full-Time**

Starting Range: **Certificated Management - $74,695.83- $85,425.68**

FLSA: Exempt

Supervisor: Director of Special Education

JOB GOALS:
The Speech & Language Pathologist is responsible for assessing learning environments as it relates to communication and developing optimal learning opportunities and/or participation. The incumbent will work with general/special education teachers and other service providers to create programs in support of receptive and expressive language for students.

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

ESSENTIAL JOB DUTIES:

- Consult and collaborate with parents, teachers, other service providers, and administrators regarding assessment, interventions, and therapy services.
- Facilitates speech therapy groups and activities.
- Assess children's receptive and verbal expressive language skills to determine present ability level and instructional and/or remedial needs, using informal/formal speech and language assessments.
- Effectively interpret and analyze assessment results and share them with staff and parents.
- Prepare written assessment reports in accordance with district, state, and federal requirements, for each student evaluated and prepare the Individualized Education Plan (IEP).
- Recommend appropriate remediation through the use of a variety of tests and assessments.
- Implement appropriate therapy services or educational services for individuals with disorders of language, speech (articulation, voice of fluency), and/or hearing, using therapy techniques that benefit students.
- Make classroom observations and provide assistance to the classroom teacher.
- Attending required meetings regarding student support and success.
- Review, process, and maintain special education files for individual students.
- Provide parent education and support.

- May serve as a member of the Student Study Team or Child Study Team.
- Attend staff and committee meetings and conferences when appropriate.
- Compliance with 504, IEP, and IDEA regulations.

QUALIFICATIONS:

- Master's degree in applicable field
- Must meet all state and federal requirements for a valid Speech-Language Pathology Services Credential (required). State licensing must be in good standing.
- Training and experience in the specific programs are required.
- Fingerprint clearance and TB clearance are required.

KNOWLEDGE AND ABILITIES:

- Speech and language therapy program design, planning, development, implementation, and evaluation.
- Ability to evaluate levels of speech and language.
- State and Federal regulations and guidelines regarding special education services.
- Speech/language therapy eligibility criteria and appropriate assessment methods as well as appropriate remediation techniques.
- Conduct the required speech and language assessment and remediation activities.
- Working collaboratively, delivering services to students individually, in small groups, and in class.
- Establish and maintain cooperative relationships with students, school personnel, parents, vendors, co-workers, and the public.
- Communicate effectively in the English language both orally and in writing.
- Meet schedules and timelines
- Analyze situations accurately and adopt an effective course of action

PHYSICAL ACTIVITY REQUIREMENTS:

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

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Effective:
Board Approved: Pending Board Approval

AIMS K-12 College Prep Charter District

Teacher: Single Subject

Category: Certificated
Work Year: 11 months
Employment Type: Full Time
Starting Range: $57,298.00- $69,038
FLSA: Exempt
Supervisor: Head of School or Designee

JOB GOALS:
Provide high-quality instruction focused on high expectations and student success within a college prep environment. Uphold the mission and values of AIMS K-12 College Prep Charter District(AIMS).

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

RESPONSIBILITIES:

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- Develop and implement lesson plans and classroom activities aligned with Common Core Standards and AIMS Instructional Guidelines.
- Assess students regularly and analyze student results; refine and differentiate classroom instruction based on assessment data and student needs.
- Collaborate with colleagues to improve instructional practices throughout the school; share best practices.
- Communicate regularly, effectively, and respectfully with students and their families about classroom activities and student progress.
- Involve parents and guardians as partners in their student's education.
- Manage student behavior to ensure every student is fully engaged.
- Actively participate in professional development activities, and work closely with the AIMS leadership.
- Maintain accurate student records including attendance.
- Identify unique student needs and collaborate with team members to effectively address those needs.
- Support the mission, vision, and core values of AIMS.
- The flexibility of schedule to teach in monthly Saturday School, Intervention sessions, as well as additional after-school tutoring.
- Perform other related duties as required and assigned by AIMS leadership

QUALIFICATIONS:

- Bachelor's degree from an accredited University or College
- Valid California Teaching Credential or have equivalent professional background and experience that would qualify candidates to apply and receive certification.

- English Language Learner Authorization required
- 2+ years working with students as a teacher, teacher intern, or teaching assistant (preferred)
- Willingness to commit to 3-year employment with AIMS (preferred but not required)
- Fingerprint clearance and TB clearance are required.

KNOWLEDGE AND ABILITIES:

- Knowledge and application of child cognitive development and various learning styles
- Knowledge of various subject matters, including Common Core Standards and subject-specific frameworks, and AP instruction.
- Familiarity with post-secondary requirements, ACT and SAT
- Knowledge of assessment creation and data analysis.
- Ability and willingness to implement AIMS standards.
- Capacity and willingness to reflect and improve instructional practices to better serve students.
- Ability to collaborate with colleagues, parents, and the community.
- Technologically literate

PHYSICAL ACTIVITY REQUIREMENTS:

Minimum Work Position (Percentage of Time):

Standing: 30 Walking: 20 Sitting: 50

Minimum Body Movement (Frequency):

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

Lifting (lbs.): 15-18 Lifting: 2 Bending: 2

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

Climbing Ladders: 0 Climbing Stairs: 2

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Effective:

Board Approved: Pending Board Approval

AIMS K-12 College Prep Charter District

Title: Facilities Coordinator

Category: Classified
Work Year: **12 months**
Employment Type: **Full Time**
Salary Range: **$ 67,915.75-$72,083.30**
FLSA: Exempt
Supervisor: Health & School Support Services Director

JOB GOALS:
Under the direction of the Health & School Support Services Director designeer, organize, coordinate and administer assigned programs and activities related to school facilities. Assist with the acquisition of property and support with the creation of facilities plans. The coordinator will manage and monitor the maintenance and repair of all AIMS facilities including renovation and new construction.

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

ESSENTIAL RESPONSIBILITIES:

- Lead the coordination and monitoring the work of outside vendors/contractors.
- Strong technical background in building improvement, infrastructure, repairs, and maintenance
- Grants writing/administration – Assist in seeking out and applying for other sources of facility funding (e.g. energy efficient savings grants, facilities grants, etc).
- Oversee Community Use Policy/Use of Facilities – includes permit applications and charges to users.
- Oversee city inspections and keep up to date/ and or apply for city permits.
- Provide leadership and training for the professional development of site leaders regarding facility requirements.
- Develop, establish, and maintain District-wide equipment, materials, performance, and task standards for the work of site facilities, grounds, and custodial staff.
- Plan and oversee summer deep cleaning activities, coordinating with vendors and the Head of Schools or designee.
- Develop and evaluate custodians/maintenance vendors ensuring adequate levels of safety and skills training, efficient utilization of resources, high productivity, and a high morale work environment.
- Coordinate and manage the District's dumpster and recycling services vendor(s) as well as ensure recycling is being done properly.
- Update and maintain Safe School Plan.
- Provide training to staff and site leaders regarding fire drills, earthquake, and active shooter drills with the

sites.
- Conduct and track monthly fire drills, and earthquake and active shooter drills with the sites.
- Assists in developing furniture and equipment purchasing processes and recommendations
- Initiates procurement of storage containers, moving services, packing boxes, and other related vendors and contractors for construction and other projects.
- Communicates with district-wide staff regarding utility conservation, energy efficiency, peak pricing, and other utility issues.
- Conduct maintenance and usage of district vans/transportation vehicles.
- Implements energy efficiency and conservation programs at district and school site levels as appropriate.
- Maintain various equipment and keep up to date with their maintenance
- Draft AIMS District facilities plan
- Assist in the procurement of new AIMS facilities
- Performs other duties as assigned that support the overall objective of the position.

QUALIFICATIONS:

Knowledge and Skills:
- Knowledge, familiarity, and experience with property and facility management techniques and industry standards.
- General terms, procedures, and practices in the planning, design, construction, rehabilitation, maintenance, and operation of school buildings and facilities; requirements of the Public Contract Code, State Education Code, State Allocation Board, Division of State Architect, and Office of Public School Construction as they apply to the school facility planning and construction process.
- Basic knowledge of, and experience with, public school or private construction and modernization design and construction projects.
- School operations preferred.
- State and local laws related to school construction and construction funding.
- Technology software and hardware, including Word, Excel, and Google Suite.
- Effective written and oral communication using correct English and grammar skills.
- A construction and or engineering license is a plus.
- Project management experience preferred.

Abilities:
- Aid in the design of appropriate, effective, efficient, and safe facilities.
- Understand and work effectively with people from different cultures.
- Pay attention to detail and follow through.
- Work on multiple projects, issues, and tasks at any one time.
- Meet schedules and timelines.
- Initiate, and recommend actions and resolutions to problems.
- Interpret data from a variety of sources to extract necessary data for the preparation of plans and reports.
- Listen and analyze problems and develop solutions.
- Conduct research, prepare, and present oral and/or written reports and represent the District.
- Control the quality of projects, schedules, and budgets.
- Perform a wide range of professional, administrative, advocacy, and liaison duties involved in the facility planning process
- Establish and maintain effective working relationships with District administrators and representatives of a wide variety of public agencies, community groups, and private industry.
- Work confidentially with discretion.
- Maintain professional conduct at all times.

Education:

- High School Diploma required
- Journeyman certification or Bachelor's degree a plus
- Fingerprint clearance and TB clearance are required.

Experience:
Five years of professional management experience in school facilities planning is preferred.

Licenses & Certificates:
A valid driver's license. Must be eligible to meet the requirements of the AIMS vehicle use policy.
Requires fingerprint clearance from the Department of Justice.

PHYSICAL ACTIVITY REQUIREMENTS:

Work Position (Percentage of Time):

Standing: 40 Walking: 30 Sitting: 30

Body Movement (Frequency):

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

Lifting (lbs.): 50-70 Lifting: 3 Bending: 3
Pushing and/or Pulling Loads: 3 Reaching Overhead: 3 Kneeling or Squatting: 4
Climbing Ladders: 3 Climbing Stairs: 4

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AIMS K-12 College Prep Charter District

Title: ELD Teacher

Category: Certificated

Work Year: **11 months**

Employment Type: **Full Time**

Starting Range: **$57,298.00 - $69,038**

FLSA: Exempt

Supervisor: ELD Coordinator

JOB GOALS: Provide English Language Development Instruction to students who have yet to master the English language. Teachers will teach English Language Development using appropriate and differentiated learning strategies to enable students to make academic progress.

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

ESSENTIAL JOB DUTIES:

- Structure a physical classroom environment and establish efficient classroom management procedures.
- Establish and maintain expected standards of student behavior.
- Establish a system of student evaluation consistent with state required assessments.
- Develops and executes ELD lessons following the regulations associated with CA ELD standards in collaboration with grade level English teachers and ELD Coordinator.
- Collaborates with ELD Coordinator in developing appropriate strategies to meet the unique needs of English learners.
- Assists with the administration of all state mandated testing for English Language Learners (ELLs) in order to design and place students in programs that best fit their needs
- Increase the academic performance of English learners by designing and implementing pullout and/or push-in language acquisition instruction.
- Support classroom teachers' understanding and implementation of ELD and sheltered instruction practices in all content areas.
- Responsible for ELL state testing and reporting.
- Maintain all required records for English Language Development (ELD) students, under the direction of ELD Coordinator.

- Monitor the academic progress of all ELD students; recommend level changes and reclassification as appropriate.
- Supports the coordination of the District English Language Advisory Committee (DELAC)and the English Language Advisory Committee (ELAC) at each site as needed.
- Continually evaluate and record various aspects of students' progress and report to parents as needed and required.
- Provide standards based planned learning experiences using a variety of instructional methods and strategies in order to motivate students.
- Plan and coordinate the work of ELD aides.
- Follow AIMS standard of instructional duties.

QUALIFICATIONS:

- Bachelors' degree from an accredited University or College.
- Possesses a valid California teaching credential with EL authorization (ELA, CLAD, BCLAD).
- Classroom teaching experience (preferred)
- Fingerprint clearance and TB clearance are required.

KNOWLEDGE AND ABILITIES:

- Knowledge of the ability to successfully implement the CA standard for the teaching profession .
- Knowledge of the ability to successfully implement the CA standard for English Language Development.

PHYSICAL ACTIVITY REQUIREMENTS:

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

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Effective:
Board Approved: Pending Board Approval

Coversheet

Board Policies

Section: II. Action Items
Item: B. Board Policies
Purpose:
Submitted by:
Related Material:
Remote worker policy 113 final.docx
Board Policy Proposal Independent Education Evaluation February 2023 Update.pdf
RESOLUTION OF THE BOARD OF EDUCATION OF THE AIMS K12 College Prep Remote Workers (3).docx
Board Policy Proposal Promotion and Retention February 2023.pdf
Board Resolution - CTC Permits (1).pdf

BP 113 WORKING REMOTELY

The Board of Trustees recognizes that working remotely at home or another alternative location will be necessary when widespread illness, natural disaster, or other emergency condition makes the school or worksite unsafe or otherwise interrupts the district's ability to conduct operations effectively. Full-time, part-time, or short-term remote work arrangements may also be granted by the Superintendent or designee to an individual employee or department upon request, provided that the position(s) is(are) suitable for remote work, the employee(s) has consistently demonstrated the ability to work independently and meet performance expectations. The work arrangement helps and does not hinder district operations.

(Handbook– Safety Plan)

The opportunity to work remotely shall be entirely at the District's discretion and require Board Approval. Departments requiring assignments to be performed from home must return all technology and files upon dismissal or release. Furniture and office Supplies, items under $800, will be surpluses upon release or dismissal. Employees approved for remote work shall comply with all district policies, administrative regulations, work schedules, and job assignments. Except when specifically agreed, approval of remote work shall not change an employee's compensation, benefits, or other terms and conditions of employment.

(BP 111 -Compensation)

Unless otherwise approved in advance by the Superintendent or designee, employees working remotely shall do so within the regular work hours established for the position. Employees are entitled and expected to take appropriate, uninterrupted meal and rest breaks and shall keep accurate records of their work hours. Employees shall notify their supervisor when unable to perform work assignments due to illness, equipment failure, or other unforeseen circumstances.

Employees working remotely are expected to conduct their work in a safe location and free of obstructions, hazards, and distractions. Such employees shall report to their supervisor any serious injury or illness occurring in the home workspace in connection with their employment as soon as practically possible in accordance with Board policy.

The district may provide employees who work remotely all supplies, materials, apparatus, and equipment reasonably necessary to perform their jobs, including, as necessary, a technology device and support allocating Internet access. Executive employees may be required to conduct meetings, and business engagements from their homes; items needed to support these tasks are included in the fore mentioned list. Employees shall use caution in accessing the Internet from public locations and in accessing information from networks outside of the district to safeguard confidential information. Employees shall be responsible for maintaining and protecting equipment on loan from the district and shall adhere to the district's Acceptable Use Agreement.

The employee's personally owned equipment may only be used for district business when approved by the Superintendent or designee.

(Handbook - Employee Use of Technology)

Work done at a remote work location is considered official public business. District records and communications shall be retained and safeguarded against damage or loss, and shall be kept confidential or made accessible to the public in accordance with law.

(AR 311 -Access to District Records)

Any employee working remotely shall be available during work hours to the employee's supervisor and other staff, students, parents/guardians, and members of the public, as appropriate, via email, phone, or other means. Lack of responsiveness on the part of the employee may result in discipline and/or termination Employees shall be required to attend virtual or in-person meetings when directed by their supervisor.

Employee productivity shall be evaluated on the basis of time spent on tasks and projects, task completion, and quality of job performance in the same manner as all employees in the same position at the assigned school or office.

Remote work arrangements may be discontinued at any time at the discretion of the Superintendent or designee.

Legal Reference:

GOVERNMENT CODE

6250-6270 California Public Records Act

12900-12996 Fair Employment and Housing Act

LABOR CODE

226.7 Mandated meal, rest, or recovery periods

6400 Safe and healthful employment and place of employment

6401 Unsafe workplace

UNITED STATES CODE, TITLE 42

12101-12213 Americans with Disabilities Act

Management Resources:

WEB SITES

California Department of Industrial Relations: http://www.dir.ca.gov

DRAFT

AIMS Board Meeting Item Cover Letter
March 7, 2023

Item: Adoption of Board Policy - Independent Education Evaluation

Submitted by: Deborah Woods, Director of Special Education

Purpose: For board consideration

Staff Recommendation: Adoption of Policy - Independent Education Evaluation

Background: This policy is to set forth the circumstances and steps under which the parents of a child with or suspected to have a disability are entitled to an independent education evaluation (IEE) at public expense for their child.

Current Language:
Board Policy is being introduced.

Proposed Language:

"IEE at Parent Expense

The local education agency (LEA) governing board acknowledges that a parent/guardian has the right to obtain an independent educational evaluation (IEE) at their own expense at any time. In these circumstances, the Superintendent or designee(s) shall ensure that the student's independent education plan (IEP) team shall consider the results of the IEE when determining an offer of a free appropriate public education (FAPE) for the student. However, the results of an IEE will not dictate the IEP team's determinations.

If a parent/guardian requests reimbursement for an IEE assessment obtained by the parent/guardian at their own expense, the Superintendent or designee(s) shall ensure that the unilaterally obtained IEE meets the LEA criteria discussed in this policy.

IEE at Public Expense

The local education agency (LEA) governing board recognizes that federal and state laws provide parents/guardians of students with disabilities with the right to obtain an IEE, at public

expense, when the parent/guardian disagrees with an assessment conducted by the LEA within the last two years.

The Superintendent or designee(s) shall ensure that when a parent/guardian requests an IEE at public expense the LEA/district shall provide the parent/guardian with a copy of their Procedural Safeguards *and* either:

I. Initiate a due process hearing to show that the evaluation, completed by the LEA/district, is appropriate; or
II. Provide the parent/guardian with information about where an IEE may be obtained, the LEA's criteria applicable for IEEs, and ensure that an IEE is provided at public expense.

In instances in which the LEA is granting the parent's request for an IEE, the Superintendent or designee(s) shall ensure the following:

1. The criteria under which the IEE is obtained at public expense, including the location of the evaluation and the qualifications of the examiner, must be the same as the criteria that the LEA uses when it initiates an evaluation.
2. The LEA does not impose conditions or timelines related to obtaining an IEE at public expense.
3. All assessments shall be completed by persons competent to perform the assessment as determined by the LEA.
4. The IEE shall be administered by an evaluator who holds equivalent certifications, licenses, or other qualifications that would be required of the LEA staff to provide similar evaluations.
5. A parent/guardian shall have the opportunity to demonstrate that unique circumstances justify a waiver of any of the criteria listed above as defined by the LEA.

IEE Cost Determination

The cost determination for an IEE shall be comparable to the costs incurred by the LEA when it uses its own employees or contractors to complete an assessment, whenever possible. As a result, the Superintendent or designee(s) shall provide a parent/guardian with a recommended cost ceiling. The cost ceiling shall be updated once every three years and determined by averaging the cost of the following three assessors:

I. The cost of an assessment provided by a LEA employee;
II. The cost of an assessment provided by a neighboring LEA; and

III. The cost of an assessment provided by a private service provider, with appropriate qualifications, within 40 miles from the LEA.

The Superintendent or designee(s) shall ensure a parent/guardian may demonstrate that unique circumstances, related to the student's educational need(s), justify a financial waiver of any of the cost ceiling as defined by the LEA.

The Superintendent or designee(s) shall request that the parent/guardian voluntarily have their private health insurance pay the costs of the IEE if covered by their insurance. However, the LEA governing board recognizes that federal and state laws specify that parents/guardians are not required to have private insurance cover the costs of an IEE if the process would result in a financial cost to the parent/guardian including but not limited to:

I. A decrease in available lifetime coverage or any other benefit under an insurance policy;
II. An increase in premiums or the discontinuance of the policy; or
III. An out-of-pocket expense such as payment of a deductible amount incurred in filing a claim."

Legal References

California Education Code Section 56322

California Education Code Section 56329

34 CFR 300.502 Independent educational evaluation of student with disability

Adopted

(Date)

RESOLUTION OF THE BOARD OF EDUCATION OF THE AIMS K-12 COLLEGE PREP SCHOOLS

Identification of Remote Worker Placement for AIMS K-12 Personnel Thereof

WHEREAS, the Board of Directors of AIMS K-12 College Prep (aka American Indian Model Schools) has received from the Superintendent of Schools a list of AIMS personnel that based on assignment will work remote in service of AIMS students.

WHEREAS, the Superintendent recommends that the Board declare the following departments and/or positions listed in Exhibit "A" are deemed to be remote workers until the terms of this resolution are met;

WHEREAS, the Board of Directors of AIMS K-12 College Prep (aka American Indian Model Schools) recognizes the building space capacity at the 12th street campus currently houses students and school staff. Prior to the California Stay in Place order beginning March 16, 2020 the Central Office Management (CMO) was renting a location in Alameda, which was vacated December 31,2020. Until permanent housing with full capacity for AIMS K-12 College Prep District is purchased and settled, the Board of Directors recognize employees in positions and departments indicated in Exhibit A will remain as remote workers. Operating from their home residence.

NOW, THEREFORE, BE IT RESOLVED that the Board of Trustees of American Indian Model Schools hereby declares said AIMS remote personnel (EXHIBIT A) listed, presented and approved by the Board of Directors to be classified as remote workers; and,

BE IT FURTHER RESOLVED that the Board of Trustee approves the remote workers Exhibit A. PASSED AND ADOPTED by the Board of Directors the AIM K-12 College Prep Schools, this 7th day of March, 2023, by the following vote:

AYE:

NAY:

ABSTAIN:

RECUSED:

ABSENT:

CERTIFICATION

I hereby certify that the foregoing is a full, true and correct copy of a Resolution adopted, at a Regular Board Meeting of the Governing Board of the AIMS K-12 College Prep Schools held on March 7, 2023.

E**XHIBIT A**

DEPARTMENTS

Superintendent

Business Operation Services

Program Compliance

Positions

Director, Academics & Data

Director, Health & School Support Services

Credential Analyst

Board Secretary

AIMS Board Meeting Item Cover Letter
March 7, 2023

Item: Adoption of Board Policy 5123- Promotion/Retention

Submitted by: Deborah Woods, Director of Special Education

Purpose: For board consideration

Staff Recommendation: Adoption of Policy 5123-Promotion/Retention

Background: AIMS' academic standard requires students to maintain grades at or above C- to remain in good standing. When students are unable to meet this standard, even after participation in remedial instruction, retention in their present grade level is recommended. Presently, there is no language addressing or supporting the decision to retain students.

Current Language:
Board Policy 5123 is being introduced.

Proposed Language:

"The local education agency (LEA) governing board expects students to progress through each grade level within one school year. Toward this end, instruction shall be designed to accommodate the variety of ways that students learn and provide strategies for addressing academic deficiencies as needed. Students shall progress through the grade levels by demonstrating growth in learning and meeting grade-level standards of expected student achievement.

Promotion

When high academic achievement is evident, the teacher may recommend a student for acceleration to a higher grade level. The student's maturity level shall be taken into consideration in making a determination to accelerate a student.

Retention

Teachers shall identify students who should be retained or who are at risk of being retained at their current grade level as early as possible in the school year and as early in their school careers

as practicable. Such students shall be identified at the following grade levels:

1. Between grades 2 and 3
2. Between grades 3 and 4
3. Between grades 4 and 5
4. Between the end of the intermediate grades and the beginning of the middle school grades
5. Between the end of the middle school grades and the beginning of the high school grades

Students shall be identified for retention on the basis of failure to meet minimum levels of proficiency, as indicated by grades and the following additional indicators of academic achievement (applicable tests depend on assessments given at each grade level):

District Created Benchmarks using Illuminate
Smarter Balanced Assessment
California Assessment of Student Performance and Progress
Student Work/Portfolios
Scholastic Reading Inventory
Math Inventory
Attendance

Students between grades 2 and 3 and grades 3 and 4 shall be identified primarily on the basis of their level of proficiency in reading. Proficiency in reading, English language arts, and mathematics shall be the basis for identifying students between grades 4 and 5, between intermediate and middle school grades, and between middle school grades and high school grades. If a student does not have a single regular classroom teacher, the Superintendent or designee shall specify the teacher(s) responsible for the decision to promote or retain the student.

The teacher's decision to promote or retain a student may be appealed. The Superintendent or designee shall establish an appeals process for the LEA.

When a student is recommended for retention or is identified as being at risk for retention, the Superintendent or designee shall offer an appropriate program of remedial instruction to assist the student in meeting grade-level expectations.

Special Education Students

The Superintendent or designee shall ensure that with regards to special education students, the determination as to the appropriate standards for promotion or retention should be made as part of the IEP process.

Legal References:

California Education Code

48010 Admittance to first grade

48011 Promotion/retention following one year of kindergarten

48070- 48070.5 Promotion and retention

56345 Elements of individualized education plan

60640-60649 California Assessment of Student Performance and Progress

60850-859 California High School Exit Examination

Adopted

(Date)”

RESOLUTION OF THE BOARD OF EDUCATION OF THE AIMS K-12 COLLEGE PREP CHARTER DISTRICT

WHEREAS, the Board of Trustees of AIMS K-12 College Prep Charter District approves that permits submitted to California Teaching Credential be paid by AIMS K-12 College Prep Charter District. Permits such as 30-Day Substitute Permit, Short-Term Staff Permit, Provisional Internship Permit.

WHEREAS, the permit will be paid using AIMS K-12 credit card. If the employee decides to pay on their own then they will be able to request a reimbursement from their respective school site.

WHEREAS, Head of schools will identify funding sources in their revised plans for board approval. This final decision will be made by the Superintendent in alignment with the overall budget and programmatic needs.

WHEREAS, this resolution is only valid for fiscal year 2022-2023 due to teacher shortage.

NOW, THEREFORE, BE IT RESOLVED that the Board of Trustees of as AIMS K-12 College Prep Charter District hereby authorizes that each school site determine the funds that will be used for the permit; on this 7th day of March 2023, by the following vote:

AYE:

NAY:

ABSTAIN:

RECUSED:

ABSENT:

CERTIFICATION

I, _____, hereby certify that the foregoing is a full, true and correct copy of a Resolution adopted, at a Board Meeting of the Governing Board of the AIMS K-12 College Prep Charter District held on March 7, 2023.