# AIMS K-12 College Prep Charter District

## Governance Committee Meeting

**Date and Time**

Tuesday May 21, 2024 at 4:30 PM PDT

**Location**

171 12th St. Oakland, CA 94607

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

Join Zoom Meeting
https://us02web.zoom.us/j/3311128694?pwd=cVFNbEJtWm40aDZpUlp5WFVxRGVqUT09
Meeting ID: 331 112 8694
Passcode: 0EjSCZ
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One tap mobile
+17193594580,,3311128694#,,,,*076927# US
+19294362866,,3311128694#,,,,*076927# US (New York)
---
Dial by your location
• +1 719 359 4580 US

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

AIMS does not discriminate on the basis of disability in the admission or access to, or treatment or employment in, its programs or activities. 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.

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## Agenda

| | | Purpose | Presenter | Time |
|---|---|---|---|---|
| **I.** | **Opening Items** | | | **4:30 PM** |
| | Opening Items | | | |
| **A.** | Call the Meeting to Order | | | 1 m |
| **B.** | Record Attendance and Guests | | Barbara Pemberton | 2 m |
| **C.** | Adoption of the Agenda | Vote | Jaime Colly | 1 m |
| **D.** | Public Comments on Agenda Items | Discuss | Chris Edington | 10 m |
| | Public comment on action items is set aside for members of the public to address the items on the Board's agenda prior to each agenda item. The Board of Directors will not respond to or take action in response to public comment, except that the Board may ask clarifying questions or direct staff. **Comments are limited to two (2) minutes per person, and the total time allotted for all public comment will not exceed thirty (30) minutes (10 minutes per section).** | | | |
| **E.** | Public Comments on Non-Agenda Items | Discuss | Chris Edington | 10 m |
| | Public comment on non-action items is set aside for members of the public to address the items on the Board's agenda prior to each agenda item. The Board of Directors will not respond to or take action in response to public comment, except that the Board may ask clarifying questions or direct staff. **Comments are limited to two (2) minutes per person, and the total time allotted for all public comment will not exceed thirty (30) minutes (10 minutes per section).** | | | |
| **II.** | **Approve Committee Meeting Minutes** | | | **4:54 PM** |
| **A.** | Governance Committee Meeting: April 23, 2024 | Approve Minutes | | 2 m |

| | | Purpose | Presenter | Time |
|---|---|---|---|---|
| **III.** | **Action Items** | | | **4:56 PM** |
| **A.** | The Board will consider approving Job Descriptions<br><br>Custodian<br>Facilities Coordinator-Amended<br>Facilities Manager<br>ELOP Instructor<br>ELOP Staff Supervisor<br>ELOP Club Advisor | Vote | Tiffany Tung | 2 m |
| **B.** | Wellness Policy 2023-2024 | Vote | Tiffany Tung | 2 m |
| **C.** | Employee Contracts FY23-24 | Vote | Tiffany Tung | |
| **IV.** | **Closed Session** | | | **5:00 PM** |
| **A.** | Public Comment on Closed Session Item<br><br>Public comment on closed session Items is set aside for members of the public to address the items on the Board's agenda prior to each agenda item. The Board of Directors will not respond to or take action in response to public comment, except that the Board may ask clarifying questions or direct staff. **Comments are limited to two (2) minutes per person, and the total time allotted for all public comment will not exceed thirty (30) minutes (10 minutes per section). Please enter all questions via Zoom chat feature.** | Discuss | Chris Edington | 10 m |
| **B.** | Closed Session<br><br>Closed Session Items:<br><br>1. Student Disciplinary Matter | | | 30 m |
| **V.** | **Closing Items** | | | **5:40 PM** |
| **A.** | Adjourn Meeting | Vote | | |
| **B.** | NOTICES<br><br>**The next regular meeting of the Board of Directors is scheduled to be held on the third Tuesday of the month, June 18, 2024, at 4:30 pm. AIMS does not discriminate on the basis of disability in the admission or access to, or** | FYI | Barbara Pemberton | |

Purpose Presenter Time

**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, Barbara Pemberton, posted this agenda on the AIMS website at www.aimsk12.org on May 18, 2024, before 4:30 PM.**
**Certification of Posting**

# Coversheet

## Governance Committee Meeting: April 23, 2024

| | |
|---|---|
| **Section:** | II. Approve Committee Meeting Minutes |
| **Item:** | A. Governance Committee Meeting: April 23, 2024 |
| **Purpose:** | Approve Minutes |
| **Submitted by:** | |
| **Related Material:** | Minutes for Governance Committee Meeting on April 23, 2024 |

APPROVED

# AIMS K-12 College Prep Charter District

# Minutes

## Governance Committee Meeting

**Date and Time**
Tuesday April 23, 2024 at 4:30 PM

**Location**
171 12th St. Oakland, CA 94607

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

Join Zoom Meeting
https://us02web.zoom.us/j/3311128694?pwd=cVFNbEJtWm40aDZpUlp5WFVxRGVqUT09
Meeting ID: 331 112 8694
Passcode: 0EjSCZ
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One tap mobile
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+19294362866,,3311128694#,,,,*076927# US (New York)
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Dial by your location
• +1 719 359 4580 US

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

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**Committee Members Present**
C. Edington, J. Colly, M. Woods-Cadiz, T. Tung

**Committee Members Absent**
*None*

**Guests Present**
B. Pemberton

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## I. Opening Items

### A. Call the Meeting to Order

J. Colly called a meeting of the Governance Committee of AIMS K-12 College Prep Charter District to order on Tuesday Apr 23, 2024 at 4:44 PM.

### B. Record Attendance and Guests

### C. Adoption of the Agenda

J. Colly made a motion to approve.
C. Edington seconded the motion.
The committee **VOTED** to approve the motion.

### D. Public Comments on Agenda Items

No comment

### E. Public Comments on Non-Agenda Items

No comment

## II. Approve Committee Meeting Minutes

### A. Governance Committee Meeting: March 26, 2024

J. Colly made a motion to approve the minutes from Governance Committee Meeting on 03-26-24.

C. Edington seconded the motion.
The committee **VOTED** to approve the motion.

## III. Action Items

### A. The Board will consider approving Job Descriptions

J. Colly made a motion to approve.
C. Edington seconded the motion.
The committee **VOTED** to approve the motion.

### B. The Board will consider approving Board Policies

J. Colly made a motion to approve.
C. Edington seconded the motion.
The committee **VOTED** to approve the motion.

### C. 2024-2025 School Calendar

J. Colly made a motion to approve.
C. Edington seconded the motion.
The committee **VOTED** to approve the motion.

## IV. Closed Session

### A. Public Comment on Closed Session Item

No comment

### B. Closed Session

Board exited to closed session.

### C. Report from Closed Session

The board returned from closed session at 5:08 pm with nothing to report.

## V. Closing Items

### A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 5:09 PM.

Respectfully Submitted,
J. Colly

### B. NOTICES

None

# Coversheet

## The Board will consider approving Job Descriptions

**Section:** III. Action Items
**Item:** A. The Board will consider approving Job Descriptions
**Purpose:** Vote
**Submitted by:**
**Related Material:** Facilities Deartment-Custodian Cover Letter.pdf
Custodian.docx.pdf
Facilities Coordinator Cover Letter.pdf
Facilities Coordinator.Amended.FY25.docx.pdf
Facilities Manager.docx.pdf
ELOP Instructor Cover Letter.pdf
ELOP Instructor JD.pdf
ELOP Supervisor Cover Letter.pdf
ELOP Staff Supervisor JD.pdf
ELOP Club Advisor Cover Letter.pdf
ELOP Club Advisor JD.pdf

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

## Submitter Information

Full Name: Tiffany Tung
Position/Title: Compliance Director
Department: Program Compliance
Date of Submission (MM/DD/YYYY): 05/14/2024

## Item Details

Title of Item: Facilties Department Job Description FY23-24 Re: Custodian, Facilities Ma
Is this item a: ☑ New Submission
☐ Renewal
If Renewal: Please summarize any changes from the previous submission:

## Approvals

Has this item been reviewed by:

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

## Committee Review

Has this item been through the appropriate committee review process?

☑ Yes ☐ No

If yes: Please specify which committee(s) and provide minutes or approval documentation:
Job descriptions will go to Governance Committee for approval 5/21/24
If no: Explain why:

## Deadline Information

Is there a submission deadline for this item?

☐ Yes ☑ No

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

## Financial Information (if applicable):

Total Cost: $

Is this expenditure included in the annual budget?

☑ Yes ☐ No

Please specify in which plan this expense is indicated:

☐ SPSA ☐ LCAP ☐ Other:

# AIMS K-12 College Prep Charter District

**Title:** **Custodian**

**Category: Classified**

**Work Year**: 12 Months

**Employment Type**: 12 Months Full Time

**Starting Range**: $22.36-$23.73/hr

**FLSA: Non-Exempt**

**Supervisor:** **Facilities Manager**

## JOB GOALS:

We are seeking a dedicated and reliable School Custodian to maintain the cleanliness, safety, and functionality of our school facilities. The ideal candidate will be responsible for performing a variety of custodial duties, ensuring a clean and sanitary environment for students, staff, and visitors. This role requires a strong attention to detail, the ability to work independently, and a commitment to upholding high standards of cleanliness and maintenance.

## 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:

Clean and sanitize classrooms, offices, restrooms, stairwells, and common areas on a daily basis.
Use Janitorial cleaning equipment as directed by management
Strip and wax floors as needed and during deep cleaning.
Clean the Kitchen area to CAL OSHA, Alameda County Health Department, CDE
Empty and clean waste receptacles and dispose of trash daily/as needed throughout the site.
Clean windows, glass partitions, and mirrors daily as needed
Maintain and stock cleaning and maintenance supplies daily/as needed
Ensure that all doors, windows, and gates are open in the morning and securely locked alarm is set at night
Monitor and report any maintenance or safety issues to the Facilities Manager/CMMS system
Follow all health and safety regulations and procedures per OSHA, CDE, Alameda County Department of Health and other regulatory agencies.
Assist with moving of school materials
Assist with special requests from school staff as assigned by Manager
Organize and maintain the garage storage areas as assigned
Assist with setup and cleanup for school events and activities.
Assist Facilities Coordinator as needed

Fill out daily work reports and use of the CMMS work order system
Assist with graffiti and homeless encampment cleanup on AIMS properties
Attend training sessions as required by CAL OSHA, CDE, ACDH, CALEPA
Respond to after hours emergencies
Other duties as assigned

**QUALIFICATIONS:**

High school diploma or equivalent.
Knowledge of cleaning and sanitation procedures.
Ability to operate cleaning equipment and machines.
Physical stamina and the ability to lift heavy objects and perform repetitive tasks.
Strong attention to detail and thoroughness in completing tasks.
Good communication skills and the ability to work effectively both independently and as part of a team.
Commitment to maintaining a safe and clean environment for students and staff.
Ability to use email, word, excel, google docs, etc.
Experience working in a school environment (preferred)
Experience with CMMS systems (preferred)

**KNOWLEDGE AND ABILITIES:**

Proper cleaning techniques for various surfaces and materials.
Understanding of safety protocols and procedures.
Knowledge of handling and storing cleaning chemicals.
Basic maintenance knowledge for equipment and facilities.
Understanding of waste management and recycling procedures.
Abilities:

Physical stamina and strength for carrying out cleaning tasks.
Attention to detail for thorough cleaning and maintenance.
Time management skills to complete tasks within a set schedule.
Ability to work independently and as part of a team.
Good communication skills for interacting with school staff and students.

**Licenses & Certificates:**

**A valid driver's license. Must be eligible to meet the requirements of AIMS vehicle use policy.**
**Requires fingerprint clearance from the Department of Justice and TB clearance.**

**PHYSICAL ACTIVITY REQUIREMENTS:**

**Minimum Work Position (Percentage of Time):**
Standing:40  Walking: 50 Sitting: 10
**Minimum Body Movement (Frequency):**
**None (0) Limited (1) Occasional (2) Frequent (3) Very Frequent (4)**
Lifting (lbs.): 15-18, 4 Lifting: 25-50 (lbs), 4 Greater than 50 (lbs) 4  Bending: 4
Pushing and/or Pulling Loads: 4 Reaching Overhead: 4 Kneeling or Squatting: 4
Climbing Ladders: 3 Climbing Stairs: 4

**NON-DISCRIMINATION:**

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

**Effective:**
**Board Approved: Pending Board Approval**
**Board Approved Date:**

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

## Submitter Information

Full Name: Tiffany Tung
Position/Title: Compliance Director
Department: Program Compliance
Date of Submission (MM/DD/YYYY): 05/14/2024

## Item Details

Title of Item: Facilties Department Job Description FY23-24 Re: Facilities Coordinator JD
Is this item a:
- [x] New Submission
- [ ] Renewal

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

## Approvals

Has this item been reviewed by:
- [x] Superintendent
- [x] Chief Business Officer (CBO) (If budget changes)
- [ ] Director of Compliance (If plan changes)
- [x] Neither

## Committee Review

Has this item been through the appropriate committee review process?
- [x] Yes
- [ ] No

If yes: Please specify which committee(s) and provide minutes or approval documentation:
Job descriptions will go to Governance Committee for approval 5/21/24

If no: Explain why:

## Deadline Information

Is there a submission deadline for this item?
- [ ] Yes
- [x] No

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

## Financial Information (if applicable):

Total Cost: $

Is this expenditure included in the annual budget?
- [x] Yes
- [ ] No

Please specify in which plan this expense is indicated:
- [ ] SPSA
- [ ] LCAP
- [ ] Other:

# AIMS K-12 College Prep Charter District

**Title: Facilities Coordinator**

**Category: Classified**

**Work Year**: 12 Months

**Employment Type**: Full Time

**Starting Range**: $70,000-$74,295.45.

**FLSA:** Exempt

**Supervisor: Facilities Manager**

**JOB GOALS:**

The **Facilities Coordinator** is responsible for maintaining and overseeing the cleanliness, safety, and functionality of our school facilities. The ideal candidate will be responsible for performing a variety of maintenance duties, ensuring a safe and well maintained facility for students, staff, and visitors. This role requires a strong attention to detail, the ability to work independently, and a commitment to upholding high standards of cleanliness and maintenance.

**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:**

- Perform routine maintenance and inspections of the school's buildings, classrooms, gymnasium, and other facilities.
- Ensure compliance of district CAL OSHA, Alameda County Health Department, CDE and other regulatory standards.
- Troubleshoot and repair issues with electrical, plumbing, HVAC, and other building systems.
- Assist with inventory control; orders, receives, and stores new equipment and supplies; assure the proper disposal of surplus or obsolete equipment.
- Assist and manage operations and activities of campus facility services including parking, mail, maintenance and inventory.
- Manage buildings and facilities in a safe, clean, and orderly condition
- Implement appropriate safety precautions and procedures according to Cal OSHA, ACco Health Department, Federal, State, Local regulatory standards and reporting.
- Coordinate the operations and activities of a K-12 school facilities department
- Assist/Run Monthly Fire, Earthquake, and Lockdown drills
- Assist/oversee vendor/contractor bids and oversee projects under Facilities Manager direction
- Assist with moving of school materials and furniture
- Assist with special projects and events as requested.

- Oversee scheduling of van maintenance.
- Submit purchase orders for Facilities Department in a timely manner in PO system
- Manage SDS binder updating as needed.
- Assist with CMMS delegation of work orders.
- Assist with the Safe School Plan.
- Fill out daily work reports and use of the CMMS work order system
- Use of PPE as required by the District.
- Other duties as assigned

**QUALIFICATIONS:**

- High school diploma or equivalent
- 2+ years experience in facility maintenance or construction (preferred)
- Knowledge of cleaning and sanitation procedures.
- Ability to operate cleaning equipment and machines.
- Physical stamina and the ability to lift heavy objects and perform repetitive tasks.
- Strong attention to detail and thoroughness in completing tasks.
- Good communication skills and the ability to work effectively both independently and as part of a team.
- Commitment to maintaining a safe and clean environment for students and staff.
- Ability to use email, word, excel, google docs, etc.
- Experience working in a school environment (preferred)
- Experience with CMMS systems (preferred)
- Understanding of equipment and materials used in facilities maintenance repair work
- Ability to analyze situations accurately and adopt an effective course of action

**KNOWLEDGE AND ABILITIES:**

- Proper maintenance techniques and repair of building systems and equipment
- Understanding of safety protocols and procedures.
- Knowledge of handling and storing maintenance related chemicals.
- Understanding of waste management and recycling procedures.
- Physical stamina and strength for carrying out cleaning tasks.
- Attention to detail for thorough cleaning and maintenance.
- Time management skills to complete tasks within a set schedule.
- Ability to work independently and as part of a team.
- Good communication skills for interacting with school staff and students.
- Ability to operate a variety of equipment, machines, and vehicles including forklift, electric cart, truck, drill and various hand tools, etc

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

**PHYSICAL ACTIVITY REQUIREMENTS:**

**Minimum Work Position (Percentage of Time):**
Standing: 40 Walking: 40 Sitting: 20
**Minimum Body Movement (Frequency):**
**None (0) Limited (1) Occasional (2) Frequent (3) Very Frequent (4)**
Lifting (lbs.): 15-18 Lifting: 3, 19-50 3 Over 50: 3, Bending: 3

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

**NON-DISCRIMINATION:**

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**Effective:**
**Board Approved:**
**Pending Amended Board Approval:**
**Amended Board Approval Date:**

# AIMS K-12 College Prep Charter District

**Title:** **Facilities Manager**

**Category: Classified**

**Work Year**: 12 Months

**Employment Type**: Full time

**Starting Range**: $98,031.60-$104,047.47

**FLSA:** Exempt

**Supervisor:** **Superintendent**

**JOB GOALS:**

Under the Superintendent of Schools and/or designee, organize, manage 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 facilities manager will manage and monitor the maintenance and repair of all AIMS facilities including renovation and new construction.

**ESSENTIAL JOB DUTIES:**

- Knowledge, familiarity, and experience with property and facility management techniques and industry standards.
- Management and Implementation of 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.
- Oversee the facilities department staff and all operations
- Lead the coordination and monitoring the work of outside vendors/contractors and in-house facilities staff.
- 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.
- Conducts monthly facilities inspections,
- Ensure compliance of district CAL OSHA, Alameda County Health Department, CDE and other regulatory standards.
- 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 staff/vendors ensuring adequate levels of safety and skills training, efficient utilization of resources, high productivity, and a high morale work environment.
- Conducts and documents regular facility inspections
- Checks completed work by vendors and contractors
- Forecasts, allocates, and supervises the financial and physical resources of the facility management.
- 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.
- Oversee maintenance and usage of district equipment and vans/transportation vehicles.
- Manager energy efficiency improvement projects and conservation programs at district and school site levels as appropriate.
- Assist in the procurement of new AIMS facilities and long term facilities plan
- Manage/Update Safe Schools Plan
- Present department updates to Superintendent or BoD as instructed
- Develop and deploy cost saving measures across the district where/when available
- Oversee asset management and CMMS systems for facilities department
- Solicit, review, and negotiate bids for repairs and projects
- Maintain owner manuals/information, asset lists, schedules and maintenance records
- Manage the fire, safety, and security systems
- Other duties as assigned

**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.)

**QUALIFICATIONS:**

High school diploma or equivalent
Supervisory experience (required)
Budget management experience (required)
5-10 years experience in facility maintenance or construction (required)
Knowledge of basic electrical, plumbing, HVAC, and carpentry principles
Ability to read and interpret blueprints, schematics, and technical manuals
Strong problem-solving and troubleshooting skills
Proficient in the use of hand and power tools
Excellent communication and customer service skills
Ability to lift and move heavy equipment and materials
Experience working in a school environment (preferred)
Experience with CMMS systems (preferred)
Communication skills a plus

**Licenses & Certificates:**

**A valid driver's license. Must be eligible to meet the requirements of AIMS vehicle use policy.**
**Requires fingerprint clearance from the Department of Justice and TB clearance.**

**KNOWLEDGE AND 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.
- School operations preferred.
- State and local laws related to school construction and construction funding.
- Proficiency in 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.

**PHYSICAL ACTIVITY REQUIREMENTS:**

**Minimum Work Position (Percentage of Time):**

Standing: 30 Walking: 40 Sitting: 30

**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: 2 Climbing Stairs: 2

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**Effective:**

**Board Approved: Pending Board Approval**

**Board Approved Date:**

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

## Submitter Information

Full Name: Tiffany Tung

Position/Title: Director of Program Compliance

Department: Compliance

Date of Submission (MM/DD/YYYY): 5/14/24

## Item Details

Title of Item: $75.00/hr ELOP Instructor

Is this item a: ☑ New Submission
☐ Renewal

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

## Approvals

Has this item been reviewed by:

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

## Committee Review

Has this item been through the appropriate committee review process?

☐ Yes ☐ No

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

If no: Explain why:

## Deadline Information

Is there a submission deadline for this item?

☑ Yes ☐ No

If yes: Please indicate the deadline date (MM/DD/YYYY): 06/30/2024

## Financial Information (if applicable):

Total Cost: $

Is this expenditure included in the annual budget?

☐ Yes ☐ No

Please specify in which plan this expense is indicated:

☐ SPSA ☐ LCAP ☐ Other: ELOP

# AIMS K-12 College Prep Charter District

**Title: Expanded Learning Opportunities Program Instructor**

**Category: Classified**

**Employment Type: Seasonal Extended Work**

**Available Hours:** School Days: M-F 4p-6p; Intersession/Weekends: 8a-5p

**Starting Range: $75.00 per hr.**

**FLSA: Exempt**

**Supervisor: Director of Schools or Designee**

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

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

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

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

**QUALIFICATIONS:**

- Bachelor's Degree and/or previous program leadership experience
- Fingerprinting and TB test required

**KNOWLEDGE AND ABILITIES:**

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

**PHYSICAL ACTIVITY REQUIREMENTS:**

**Minimum Work Position (Percentage of Time):**

Standing: 15 Walking: 15 Sitting: 70

**Minimum Body Movement (Frequency): 2**

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

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

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

Climbing Ladders: 1 Climbing Stairs: 2

**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
# Board Submission Cover Letter

## Submitter Information

Full Name: Tiffany Tung

Position/Title: Director of Program Compliance

Department: Compliance

Date of Submission (MM/DD/YYYY): 5/14/24

## Item Details

Title of Item: $100.00/hr ELOP Supervisor

Is this item a: ☑ New Submission
☐ Renewal

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

## Approvals

Has this item been reviewed by:

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

## Committee Review

Has this item been through the appropriate committee review process?

☐ Yes ☐ No

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

If no: Explain why:

## Deadline Information

Is there a submission deadline for this item?

☑ Yes ☐ No

If yes: Please indicate the deadline date (MM/DD/YYYY): 06/30/2024

## Financial Information (if applicable):

Total Cost: $

Is this expenditure included in the annual budget?

☐ Yes ☐ No

Please specify in which plan this expense is indicated:

☐ SPSA ☐ LCAP ☐ Other: ELOP

# AIMS K-12 College Prep Charter District

**Title: Expanded Learning Opportunities Program Supervisor**

**Category: Classified**

**Employment Type: Seasonal Extended Work**

**Available Hours:** School Days: M-F 4p-6p; Intersession/Weekends: 8a-5p

**Starting Range: $100.00 per hr.**

**FLSA: Exempt**

**Supervisor: Director of Schools or Designee**

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

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

- Supervise and support ELOP staff, including club advisors, support staff, and volunteers, providing guidance, feedback, and professional development opportunities as needed.
- Collaborate with program staff to develop and implement a comprehensive program curriculum that aligns with program goals, educational standards, and student interests.
- Coordinate program activities and events, ensuring a diverse range of enriching and age-appropriate opportunities for students, including academic support, arts and crafts, sports, STEM activities, and enrichment workshops.
- Foster a positive and inclusive environment that promotes student engagement, participation, and collaboration, implementing strategies to address individual student needs and interests.
- Establish and maintain positive relationships with parents, guardians, and community members, providing regular communication and opportunities for involvement in program activities and events.
- Ensure the safety and well-being of students and staff by implementing and enforcing program safety protocols and procedures, and addressing any safety concerns or incidents promptly.
- Assist in the development and management of program budgets, overseeing expenditures, monitoring financial resources, and identifying opportunities for cost-effective program enhancements.

- Collect and maintain accurate records of program attendance, student progress, and program outcomes, preparing reports and evaluations as needed to assess program effectiveness and inform decision-making.
- Collaborate with school administrators, teachers, and community partners to coordinate program activities, share resources, and align program goals with school and community priorities.
- Provide age appropriate and engaging learning/enrichment activities that align with program goals.
- Create a safe, inclusive, and nurturing environment for students to learn and thrive.
- Supervise and monitor students during program hours, ensuring their safety and well-being at all times.
- Facilitate educational activities, off site field trips, games, arts and crafts, sports, and other enrichment opportunities that promote learning and engagement.
- Collaborate with other program staff, school personnel, and parents to assess student needs, progress, and areas for improvement.
- Maintain accurate attendance records, behavior logs, and other program documentation as required.
- Performs other related essential functions as assigned.

**QUALIFICATIONS:**

- Bachelor's Degree and/or previous program leadership experience
- Fingerprinting and TB test required

**KNOWLEDGE AND ABILITIES:**

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

**PHYSICAL ACTIVITY REQUIREMENTS:**

**Minimum Work Position (Percentage of Time):**

Standing: 15 Walking: 15 Sitting: 70

**Minimum Body Movement (Frequency): 2**
**None (0) Limited (1) Occasional (2) Frequent (3) Very Frequent (4)**
Lifting (lbs.): 50 Lifting: 2 Bending: 2
Pushing and/or Pulling Loads: 1 Reaching Overhead: 1 Kneeling or Squatting: 1
Climbing Ladders: 1 Climbing Stairs: 2

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**Effective:**
**Board Approved: Pending Board Approval**

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

## Submitter Information

Full Name: Tiffany Tung
Position/Title: Director of Program Compliance
Department: Compliance
Date of Submission (MM/DD/YYYY): 5/14/24

## Item Details

Title of Item: $50.00/hr ELOP Club Advisor
Is this item a: ☑ New Submission
☐ Renewal
If Renewal: Please summarize any changes from the previous submission:

## Approvals

Has this item been reviewed by:

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

## Committee Review

Has this item been through the appropriate committee review process?

☐ Yes ☐ No

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

If no: Explain why:

## Deadline Information

Is there a submission deadline for this item?

☑ Yes ☐ No

If yes: Please indicate the deadline date (MM/DD/YYYY): 06/30/2024

## Financial Information (if applicable):

Total Cost: $

Is this expenditure included in the annual budget?

☐ Yes ☐ No

Please specify in which plan this expense is indicated:

☐ SPSA ☐ LCAP ☐ Other: ELOP

# AIMS K-12 College Prep Charter District

**Title: Expanded Learning Opportunities Program Club Advisor**

**Category: Classified**

**Employment Type: Seasonal Extended Work**

**Available Hours:** School Days: M-F 4p-6p; Intersession/Weekends: 8a-5p

**Starting Range: $50.00 per hr.**

**FLSA: Non-Exempt**

**Supervisor: Director of Schools or Designee**

**JOB GOALS:** As an Expanded Learning Opportunities (ELOP) Club Advisor, you will be responsible for supporting the administrative and student supervisory functions of the program, ensuring smooth operations and effective communication with staff, students, and parents. This position requires patience, excellent communication skills, and a strong commitment to supporting the academic and social development of students.

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

- Assist with various administrative tasks, including answering phone calls, responding to emails, and maintaining program records and databases.
- Manage the registration process for new and returning students, ensuring all necessary paperwork is completed accurately and filed appropriately.
- Maintain accurate attendance records for students and staff, tracking daily attendance and communicating with parents regarding any absences or attendance issues.
- Serve as a point of contact for parents and guardians, providing information about program activities, schedules, and policies in a clear and professional manner.
- Assist with inventory management, ordering supplies, and organizing program materials to ensure adequate resources are available for program activities and events.
- Coordinate logistics for program activities, including scheduling rooms, arranging transportation, and securing necessary equipment or facilities.
- Supervise students on and off campus
- Work closely with program staff to support the implementation of program curriculum and activities, providing assistance as needed to ensure the successful execution of program goals.

- Maintain a safe and secure environment for students and staff, following established protocols and procedures for emergency situations and ensuring compliance with program safety guidelines.
- Prepare and distribute program materials, such as newsletters, flyers, and event announcements, to communicate important information to program participants and stakeholders.
- Participate in training and professional development opportunities to enhance skills and knowledge relevant to the role and responsibilities of a Clerk in an after-school program.
- Arrange food and beverage items (e.g., placing in food warmer, handling and distributing cold meals, a la carte trays, filing racks, mobile carts, etc.) for the purpose of making items available to students and staff for the ELOP program.
- Documentation of all meals given out to students in the ELOP program in POS (Mealtime).
- Loads carts, food warmers, trays, etc. for the purpose of ensuring that food and/or beverage items are available for transporting to other sites (by assignment).
- Serving customers (students) in a fast, efficient, and friendly manner.
- Performs other related essential functions as assigned.

**QUALIFICATIONS:**

- High school diploma or equivalent required; some college coursework or degree preferred.
- Strong organizational skills and attention to detail, with the ability to manage multiple tasks and priorities effectively.
- Excellent communication and interpersonal skills, with the ability to interact professionally with students, parents, staff, and community members.
- Commitment to the mission and values of the after school program, with a passion for supporting the academic and personal development of children and youth.
- Fingerprinting and TB test required

**KNOWLEDGE AND ABILITIES:**

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

- Ability to maintain a positive and supportive attitude while addressing behavioral challenges and conflicts.

**PHYSICAL ACTIVITY REQUIREMENTS:**

**Minimum Work Position (Percentage of Time):**

Standing: 15 Walking: 15 Sitting: 70

**Minimum Body Movement (Frequency): 2**

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

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

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**Effective:**

**Board Approved: Pending Board Approval**

# Coversheet

## Wellness Policy 2023-2024

| | |
|---|---|
| **Section:** | III. Action Items |
| **Item:** | B. Wellness Policy 2023-2024 |
| **Purpose:** | Vote |
| **Submitted by:** | |
| **Related Material:** | Wellness Policy Cover Letter.pdf<br>AIMS Wellness Policy 2023-2024 - Board Approval Pending.docx.pdf |

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

## Submitter Information

Full Name: Tiffany Tung
Position/Title: Compliance Director
Department: Program Compliance
Date of Submission (MM/DD/YYYY): 05/14/2024

## Item Details

Title of Item: Wellness Policy
Is this item a:
- ☐ New Submission
- ☑ Renewal

If Renewal: Please summarize any changes from the previous submission:
Year taken out of policy and update to wellness committee staff within polic

## Approvals

Has this item been reviewed by:
- ☑ Superintendent
- ☑ Chief Business Officer (CBO) (If budget changes)
- ☐ Director of Compliance (If plan changes)
- ☑ Neither

## Committee Review

Has this item been through the appropriate committee review process?
- ☑ Yes
- ☐ No

If yes: Please specify which committee(s) and provide minutes or approval documentation:
Wellness committee policy will be brought to governance for review and approval

If no: Explain why:

## Deadline Information

Is there a submission deadline for this item?
- ☐ Yes
- ☑ No

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

## Financial Information (if applicable):

Total Cost: $ N/A

Is this expenditure included in the annual budget?
- ☑ Yes
- ☐ No

Please specify in which plan this expense is indicated:
- ☐ SPSA
- ☐ LCAP
- ☐ Other: N/A

# AIMS K-12 College Prep Charter District

## Wellness Policy

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# AIMS K12 College Prep Charter District

# Wellness Policy

## 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;
- 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;

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[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, Metzl JD. 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.

- 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.

# 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 the development of and updates to the wellness policy and will ensure each school’s compliance with the policy.

| Name | Title | Email address | Role |
|---|---|---|---|
| Laila Ahmad | Nutritional Service Coordinator | laila.ahmad@aimsk12.org | DWC Committee Co-Chair |
| Anthony Castellanos | Social-emotional Counselor | anthony.castellano@aimsk12.org | |
| Maryetta Golden | Community Liaison | maryetta.golden@aimsk12.org | |
| Marisol Magana | Health & School Support Services Director | marisol.magana@aimsk12.org | DWC Committee Co-Chair |
| Deborah Woods | Special Education Director | deborah.woods@aimsk12.org | |
| Suzen Chu | Communications & Marketing Director | suzen.chu@aimsk12.org | |

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

# 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.aimsk12.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 Laila Ahmad at (510) 893-8701.

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.

# 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 in sodium, 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.
  - 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 defined[11] as an oral, written, or graphic statements made for the

[11]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.

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
- 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 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.

# 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, school 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 sites 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.

# 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.

# Social-Emotional Wellness

The district provides counseling and psychological support services that address students' social and emotional needs.

School counselors provide one-on-one guidance that is determined by students' evaluated level of support needed and can help learning acquisition of individual and IEP goals using wrap-around family support. Collaboration with local mental health agencies allow for family and student referrals to access additional resources in the community.

The district's social-emotional counselors also facilitate groups which provide support to students on a weekly basis. These peer-based counseling groups are formed based on affinities addressing growth areas such as stress management, conflict resolution and relationship repair, grief, and gender-specific groups. Periodic surveys of staff and students and reporting progress in overall school climate and well-being among our AIMS community is also included in Social Emotional Wellness services. The counselors also provide social-emotional learning services to grade levels at periodic grade-level assemblies on campus.

School Psychologists hold a Pupil Personnel Services (PPS) credential and collaborate closely with school teams to conduct assessments, implement interventions, and support students' academic and socio-emotional needs. They adhere to state and ethical guidelines, provide crisis intervention and mental health support, and advocate for policies promoting equity and inclusion in education.

# Community Engagement

The district provides within the community engagement department a bridging of the gap between administration, school, families, and community. When families are in need of food resources, they are bridged to community-based organizations that provide emergency food and supplies to families. This department also receives parent suggestions and feedback as well as provides opportunities for families to gather in positive ways for holistic wellness.

# Coversheet

## Employee Contracts FY23-24

| | |
|---|---|
| **Section:** | III. Action Items |
| **Item:** | C. Employee Contracts FY23-24 |
| **Purpose:** | Vote |
| **Submitted by:** | |
| **Related Material:** | Employee Conracts Cover Letter.pdf<br>Employee Board Approved Contracts FY23-24.xlsx.pdf |

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

## Submitter Information

Full Name: Tiffany Tung

Position/Title: Compliance Director

Department: Program Compliance

Date of Submission (MM/DD/YYYY): 05/14/2024

## Item Details

Title of Item: Employee Contracts FY23-24

Is this item a: ☑ New Submission
☐ Renewal

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

## Approvals

Has this item been reviewed by:

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

## Committee Review

Has this item been through the appropriate committee review process?

☑ Yes ☐ No

If yes: Please specify which committee(s) and provide minutes or approval documentation:
Employee contracts will go to Finance Committee for approval 5/21/24

If no: Explain why:

## Deadline Information

Is there a submission deadline for this item?

☐ Yes ☑ No

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

## Financial Information (if applicable):

Total Cost: $

Is this expenditure included in the annual budget?

☑ Yes ☐ No

Please specify in which plan this expense is indicated:

☐ SPSA ☐ LCAP ☐ Other:

| POSITION CODE | SITE LOCATION | RESOURCE | EMPLOYEE | FY23-24 POSITION TITLE | FTE FUNDED | FY23-24 SALARIES/WAGES | 11/12 MONTH | HIRE DATE | |
|---|---|---|---|---|---|---|---|---|---|
| ADMIN0003 | High School | General | Mary Lemon | Administrative Assistant | FULL 1.00 | $61,935.30 | 12 MONTH | March 23, 2024 | |
| EXEC0003 | AIMS K12 District (CMO) | General | Ahsjanae Hutchings | Executive Assistant to the Board | FULL 1.00 | $69,147.00 | 12 MONTH | April 11, 2024 | |

| OBJECT | SITE LOCATION | RESOURCE | PROGRAM/DEPT | EMPLOYEE | POSITION TITLE | TYPE OF PAY | PAY FOR EXTENDEI | Unstricted/Restricted | Start/End Date of Work |
|---|---|---|---|---|---|---|---|---|---|
| TBD | 40 | TBD | High School | Chaniel Clark | Head of Academics | Stipend | $11,000 | | August 2023-June 2024 |