AIMS K-12 College Prep Charter District

Governance Committee Meeting

Date and Time

Wednesday September 4, 2024 at 4:30 PM PDT

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/6614266860?pwd=czIxWTUwZlZ5Zm41QkhsVXFMTDI3dz09
Meeting ID: 661 426 6860
Passcode: Pu2kiv

One tap mobile
+12532050468,,6614266860#,,,,*071330# US
+12532158782,,6614266860#,,,,*071330# US (Tacoma)

Meeting ID: 661 426 6860
Passcode: 071330
Find your local number: https://us02web.zoom.us/u/kb9RJj161W

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

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

Click To Submit Public Comment

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Agenda

		Purpose	Presenter	Time
I.	**Opening Items**			**4:30 PM**
	Opening Items			
A.	Call the Meeting to Order		Chris Edington	1 m
B.	Record Attendance and Guests		Ahsjanae Hutchings	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).**			

		Purpose	Presenter	Time
II.	**Approve Committee Meeting Minutes**			**4:54 PM**
A.	Governance Committee Meeting: June 26, 2024	Approve Minutes	Jaime Colly	2 m
III.	**Action Items**			**4:56 PM**
A.	The Board will consider approving Job Descriptions Benefits & Risk Management Coordinator Athletic Director Athletic Coach Assistant Athletic Director Assistant Athletic Coach	Vote	Tiffany Tung	5 m
B.	The Board will Consider Approving ELOP Job Descriptions ELOP Saturday Instructor ELOP Instructional Helper ELOP Coordinator ELOP Intervention Tutor	Vote	Tiffany Tung	3 m
C.	AIMS Staff Handbook Draft 2024-2025	Vote	Suzen Chu	2 m
D.	K-12 Student and Family Handbook Draft 2024-2025	Vote	Suzen Chu	2 m
E.	The Board will discuss and possibly take action on membership status of AIMS Board Member	Vote	Chris Edington	5 m
F.	Decision to Modify AIMS Governance Procedures based on Lozano Smith Recommendations	Vote	Chris Edington	3 m
IV.	**Non-Action Items**			**5:16 PM**
A.	Proposed Guidelines for Town Hall Meeting Plans	Discuss	Chris Edington	5 m

		Purpose	Presenter	Time
V.	**Closed Session**			**5:21 PM**
A.	Public Comment on Closed Session Item	Discuss	Chris Edington	10 m

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

B.	Recess to Closed Session	FYI	Chris Edington	5 m

Pursuant to the Brown Act (Government Code Section 54957.6), the following items will be discussed in closed session:

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

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

2. Employee Evaluation- Superintendent of Schools

C.	Report from Closed Session	FYI	Chris Edington	5 m
VI.	**Closing Items**			**5:41 PM**
A.	Adjourn Meeting	Vote		
B.	NOTICES	FYI	Ahsjanae Hutchings	

The next regular meeting of the Board of Directors is scheduled to be held on Tuesday, September 17, 2024, at 4:30 pm. AIMS does not discriminate on the basis of disability in the admission or access to, or treatment or employment in, it's programs or activities. Ahsjanae Hutchings has been designated to receive requests for disability-related modifications or accommodations in order to enable individuals with disabilities to participate in open and public meetings at AIMS. Please notify Ahsjanae Hutchings at (510) 504-6898 at least 24 hours in

	Purpose	Presenter	Time

advance of any disability accommodations being needed in order to participate in the meeting.

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

Coversheet

Governance Committee Meeting: June 26, 2024

Section:	II. Approve Committee Meeting Minutes
Item:	A. Governance Committee Meeting: June 26, 2024
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for Governance Committee Meeting on June 26, 2024

APPROVED

AIMS K-12 College Prep Charter District

Minutes

Governance Committee Meeting

Date and Time
Wednesday June 26, 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

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

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

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

Committee Members Absent
K. Smith

Guests Present
B. Pemberton

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 Wednesday Jun 26, 2024 at 4:42 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: May 21, 2024

J. Colly made a motion to approve the minutes from Governance Committee Meeting on 05-21-24.
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. Updated Attendance Policy

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

C. Youth Suicide Prevention Policy

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

Committee exited to closed session at 4:54 pm and returned at 5:30 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 5:30 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:	Benefits & Risk Management Coordinator Cover Letter.pdf Benefits & Risk Management Coordinator Job Description.docx.pdf Athletic Director Cover Letter.pdf Athletic Director JD.pdf Athletic Coach Cover Letter.pdf Athletic Coach JD.pdf Assistant athletic director Cover Letter.pdf Assistant Athletic Director JD.pdf Assistant athletic coach Cover Letter.pdf Assistant Athletic Coach JD.pdf

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

Submitter Information

Full Name: Tiffany Tung

Position/Title: Program Compliance Director

Department: Program Compliance

Date of Submission (MM/DD/YYYY): 8/27/2024

Item Details

Title of Item: Benefits & Risk Management Coordinator

Is this item a: ☑ New Submission
☐ Renewal

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

Approvals

Has this item been reviewed by:

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

Committee Review

Has this item been through the appropriate committee review process?

☑ Yes ☐ No

If yes: Please specify which committee(s) and provide minutes or approval documentation:
Will be brought to August 27, 2024 committee meeting for approval

If no: Explain why:

Deadline Information

Is there a submission deadline for this item?

☐ Yes ☑ No

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

Financial Information (if applicable):

Total Cost: $

Is this expenditure included in the annual budget?

☑ Yes ☐ No

Please specify in which plan this expense is indicated:

☐ SPSA ☐ LCAP ☐ Other:

AIMS K-12 College Prep Charter District

Title: **Benefits & Risk Management Coordinator**

Category: **Classified**

Work Year: **12 months**

Employment Type: **Full Time**

Starting Range: **$70,000.00 - $74.295.45**

FLSA: **Exempt**

Supervisor: **Director of Program Compliance or Designee**

JOB GOALS:
To manage and oversee the risk management and employee benefits programs at AIMS K-12 Charter Schools, ensuring compliance with relevant laws and regulations, and safeguarding the school's human and financial resources. This role involves coordinating with insurance providers and providing support to employees regarding benefits and risk management.

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:

- Manage daily operations of risk management and employee benefits programs.
- Develop, implement, and recommend policies and procedures for Risk Management and benefits.
- Develop and submit assigned budgets for approval.
- Administer group health insurance ensuring adequate coverage and limits, including eligibility, enrollment, and COBRA compliance.
- Act as a liaison and coordinate District insurance programs with third party representatives.
- Assist employees with claims and coverage inquiries.
- Coordinate open enrollment and communicate benefit updates.
- Leads cost control strategies and claim management and establishes annual safety objectives based on leadership directives.
- Oversee workers' compensation, property, liability, and other insurance programs (i.e. casualty, automobile, fidelity, football, life and disability, and student accident insurance policies as needed).
- Investigate and manage claims, ensuring compliance and proper documentation.
- Analyze claims data and develop strategies to minimize risks.
- Respond to information requests from staff, parents and community related to the District's risk management program.
- Ensure adherence to federal and state regulations, such as FMLA, COBRA, and OSHA.

- Compile and analyze data for reports to school administration and relevant agencies.
- Act as the primary contact for insurance providers and external agencies.
- Provides advice to interpret laws, related to risk management regulations and laws.
- Required to be available to work on- site investigate claims.
- Attends training, seminars and conferences as required to maintain knowledge of changing policies, procedures, laws and regulations affecting benefits and risk management administration for public employees.
- Maintain accurate records and reports related to employee benefits and risk management.
- Perform other duties as assigned.

NON-ESSENTIAL JOB DUTIES:

- Attend relevant training and seminars to stay informed about changes in laws and best practices.

QUALIFICATIONS:

- Education and Experience:
  - Bachelor's degree in business administration, human resources, risk management, or a related field. Equivalent experience may be considered.
  - A minimum of three years of experience in employee benefits, risk management, or a related field.
- Licenses and Certifications:
  - Valid driver's license.
  - Professional certifications in risk management or benefits administration are preferred.
  - TB and Fingerprint clearance required.

KNOWLEDGE AND ABILITIES:

- Knowledge of:
  - Insurance policies, employee benefits, and risk management principles.
  - Benefit procedures and district health and welfare policies and plans.
  - Federal and state regulations related to employee benefits and risk management.
  - Microsoft Office and relevant software programs.
  - Basic financial and statistical budgeting and record keeping.
- Abilities:
  - Communicate effectively both orally and in writing.
  - Work independently and handle complex tasks with minimal supervision.
  - Exercise judgment and maintain confidentiality.
  - Organize and prioritize work to meet deadlines.
  - Establish and maintain positive working relationships with staff, parents, and external partners.

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
Board Submission Cover Letter

Submitter Information

Full Name: Tiffany Tung

Position/Title: Program Compliance Director

Department: Program Compliance

Date of Submission (MM/DD/YYYY): 8/27/2024

Item Details

Title of Item: Athletic Director

Is this item a:
- ☑ New Submission
- ☐ Renewal

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

Approvals

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

Committee Review

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

If yes: Please specify which committee(s) and provide minutes or approval documentation:
Will be brought to August 27, 2024 committee meeting for approval

If no: Explain why:

Deadline Information

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

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

Financial Information (if applicable):

Total Cost: $

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

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

AIMS K-12 College Prep Charter District

Title: Athletic Director
Category: Classified
Work Year: School Year
Employment Type: Part Time
Stipend: $12,000
Supervisor: Student Activities Coordinator

JOB GOALS: The Athletic Director at AIMS K-12 College Prep is responsible for the overall leadership and management of the athletic programs, ensuring they operate efficiently and effectively while promoting a positive experience for student-athletes. This role involves strategic planning, program development, resource management, stakeholder engagement, and staff supervision, all aligned with the school's mission and values.

ESSENTIAL JOB DUTIES:

- Develop and implement a long-term strategic vision for the athletic programs that aligns with the school's mission and values.
- Oversee the development and execution of athletic policies and procedures to ensure compliance with CIF and BACSAC regulations.
- Establish and maintain high standards of sportsmanship, academic eligibility, and athletic performance.
- Evaluate the effectiveness of athletic programs, making recommendations for improvements and new initiatives to enhance student engagement and success.
- Collaborate with school leadership to integrate athletic programs into the overall educational experience, emphasizing the development of well-rounded student-athletes.
- Oversee the athletic department's budget, ensuring the efficient allocation of resources and adherence to financial guidelines.
- Secure funding through partnerships, sponsorships, and fundraising initiatives to support athletic programs and facilities.
- Act as the primary liaison with school administrators, faculty, parents, and community partners to promote and support the athletic programs.
- Foster a sense of community and school spirit through athletics by organizing promotional events and activities that engage and establish positive relationships with parents, students, coaches, and other staff.
- Supervise and mentor coaches and athletic staff, promoting professional development opportunities to enhance their skills and effectiveness.
- Lead the recruitment and retention of qualified coaches and staff who align with the school's mission and values.
- Manage the athletic program, including hiring, training and advising coaches and staff on best academics and coaching strategies.
- Ensure student-athletes receive adequate training and opportunities.
- Ensure compliance with school policies by all students, coaches, and parents.
- Create and maintain a positive image for the school and athletic programs within the community.

- Initiate and manage the budgetary process for recruiting, training, and supplying coaches and staff.
- Schedule, develop, and oversee practices and game schedules.
- Provide and explain team practice, game rules, and specific team policies.
- Develop, track and maintain Safety Awareness, Health and Safety, and Title IX programs for athletes and teams to ensure safety program compliance with institutional policies and state laws.
- Negotiate contracts with local vendors for uniforms, equipment, and supplies.
- Develop and maintain accurate records of coaching staff, athletic participation and attendance.
- Coordinate the collection of rosters for program information as needed.
- Maintain communication with Head Coaches through bi-weekly check-in meetings.
- Oversee the scheduling of facilities usage for league or sport team practices.
- Organize promotional events and establish positive relationships with parents, students, coaches, and other staff.
- Attend BACSAC Conferences, Athletic Director meetings and all scheduled sporting events, including but not limited to home games.
- Develop and maintain positive relationships with area athletic directors.
- Submit student-athlete physicals to the district prior to participation.
- Support coaching staff with outreach and recruitment of students.
- Track student academic progress and ensure student-athletes maintain eligibility for participation.
- Maintain and oversee equipment inventory and uniforms.
- Build community relations and handle media inquiries.
- Develop and implement processes and procedures for the athletics department to ensure compliance with athletic rules and regulations.
- Ensure equal attention and dedication to both boys' and girls' sports teams.

QUALIFICATIONS:

- Minimum of 3-5 years of experience in athletic administration or coaching, preferably in a K-12 or higher education setting.
- Strong leadership and organizational skills.
- Excellent communication and interpersonal abilities.
- Knowledge of CIF and BACSAC regulations.
- Experience in budget management and fundraising.
- Commitment to promoting equity and inclusion in athletic programs.

CERTIFICATION REQUIREMENTS:

- NFHS Certification (First Aid, Health and Safety Fundamentals of Coaching, Concussion, Heat Stroke, COVID-19 Safety)
- CPR/First Aid Certification

KNOWLEDGE AND ABILITIES:

- Athletic program management and operations.
- Current trends, practices, and developments in interscholastic athletics.
- CIF and BACSAC rules, regulations, and compliance requirements.
- Budget development, financial management, and resource allocation.
- Ability to meet the driving and transportation requirements.

- Ability to adapt and align on school-related initiatives
- Ability to meet deadlines on a tight schedule
- Manage a high volume of paperwork effectively
- Highly organized, goal-oriented, and focused on outcomes
- Ability to communicate effectively and build relationships with staff, students and their families within the culturally and linguistically diverse AIMS community
- Ability to uphold and reinforce school policies and procedures when addressing students and families
- Ability to work effectively in fast-paced environments
- Ability to work collaboratively and independently
- Ensure effective positive training, support and supervision of all coaches
- PowerSchool, Canvas, Blackboard, Google Drive, and Calendar, etc. (if applicable)
- Professional orientation – appearance, communication, organization, and attitude
- Safety and risk management practices in athletic settings.
- Principles of leadership, team building, and staff development.
- Diversity, equity, and inclusion best practices in athletics.
- Develop and implement strategic plans for athletic programs.
- Lead and motivate a diverse team of coaches, staff, and student-athletes.
- Manage multiple priorities and adapt to changing circumstances.
- Cultivate a positive and inclusive athletic environment that supports student-athlete success.
- Secure and manage financial resources to support program goals.
- Foster relationships with local, regional, and national athletic organizations and partners.

PHYSICAL ACTIVITY REQUIREMENTS:

- **Minimum Work Position (Percentage of Time):**
    - Standing: 20 Walking: 75 Sitting: 5
- **Minimum Body Movement — None (0), Limited (1), Occasional (2), Frequent (3), Very Frequent (4)**
    - Frequency: 4
    - Lifting (50 lbs.): 4
    - Bending: 3
    - Pushing and/or Pulling Loads: 4
    - Reaching Overhead: 4
    - Kneeling or Squatting: 4
    - Climbing Ladders: 1
    - Climbing Stairs: 4

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services, programs or activities.

Board Approval: Pending Board Approval

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

Submitter Information

Full Name: Tiffany Tung

Position/Title: Program Compliance Director

Department: Program Compliance

Date of Submission (MM/DD/YYYY): 8/27/2024

Item Details

Title of Item: Athletic Coach

Is this item a: ☑ New Submission
☐ Renewal

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

Approvals

Has this item been reviewed by:

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

Committee Review

Has this item been through the appropriate committee review process?

☑ Yes ☐ No

If yes: Please specify which committee(s) and provide minutes or approval documentation:
Will be brought to August 27, 2024 committee meeting for approval

If no: Explain why:

Deadline Information

Is there a submission deadline for this item?

☐ Yes ☑ No

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

Financial Information (if applicable):

Total Cost: $

Is this expenditure included in the annual budget?

☑ Yes ☐ No

Please specify in which plan this expense is indicated:

☐ SPSA ☐ LCAP ☐ Other:

AIMS K-12 College Prep Charter District

Title: Athletic Coach
Category: Classified
Work Year: Seasonal
Employment Type: Part Time
Stipend: $3000
Supervisor: Athletic Director

JOB GOALS: The Head Coach, under the direction of the Athletic Director, is responsible for leading and managing a specific sports program at AIMS K-12 College Prep. This role involves coaching student-athletes, promoting positive athletic experiences, and ensuring the team's success aligns with the school's mission and values.

OR The Athletic Coach at AIMS K-12 College Prep, under the direction of the Athletic Director, is to lead, coordinate, support and manage a specific sports program; along with activities where student-athletes will participate in. This includes and is not exclusive to sports, Pep rallies, dances and spirit weeks, etc. One of the expectations within the AIMS K-12 College Prep Charter District community is that student athletes give back - both externally and internally.

ESSENTIAL JOB DUTIES:

- Teach the skills, rules, and attitudes necessary for successful competition.
- Develop a comprehensive training and competition plan for the team, focusing on skill development, teamwork, and sportsmanship.
- Supervise students at all times, from the start of practice or activity until the designated end time.
- Be responsible for the conduct of student-athletes and other involved students at all times (practices, games, bus rides, other schools, etc.).
- Emphasize the positive aspects of athletics and encourage participation in athletics on campus.
- Schedule team practices and oversee athlete supervision during practices and games.
- Ensure the proper completion of physical examinations and all forms relating to examinations and emergency medical authorization before a student participates in any tryout, practice, scrimmage, or game.
- Maintain equal treatment of male and female student-athletes (Title IX).
- Ensure the security of all facilities used by the team and coaching staff when custodians are not on duty.
- Conduct tryouts for the sports program, maintaining the integrity of the selection process.
- Provide copies of all game schedules when needed.
- Attend all required coaches meetings and perform other duties as assigned by the School Site Administrator and Athletic Director.
- Assist the Athletic Director in planning a Senior Night at the last home contest of each year.
- Connect with respective season Head Coaches to plan suitable team events, such as awards ceremonies and banquets.
- Coordinate with the Athletic Director or Assistant Athletic Director to establish specifications

for supplies, equipment, and services.
- Collect all uniforms and equipment at the end of the season.
- Work with the Athletic Director or Assistant Athletic Director to establish a pre-contest checklist to ensure the proper location of necessary equipment and supplies and proper field and/or facility preparation.
- Consult with the Athletic Director regarding any off-season training programs, including scheduling dates for summer camps/practices, uniform fitting, and pre and post-tryout informational parent meetings.
- Maintain a report of student-athlete attendance on game days.

QUALIFICATIONS:

- Minimum 1-2 years of relevant professional work experience preferred
- Athletic Coaching experience preferred
- Events management experience a plus
- Experience managing, training, and leading groups of students
- Experience with managing contracts with outside vendors/partners
- California Drivers License
- Experience in working with K-12 students
- Fingerprinting and TB requirements

CERTIFICATION REQUIREMENTS:

- NFHS Certification (First Aid, Health and Safety Fundamentals of Coaching, Concussion, Heat Stroke, COVID-19 Safety)
- CPR/First Aid Certification

KNOWLEDGE AND ABILITIES:

- Coaching techniques and strategies for the specific sport.
- CIF and BACSAC rules, regulations, and compliance requirements.
- Safety and risk management practices in athletic settings.
- Principles of leadership, team building, and student-athlete development.
- Lead and motivate a diverse team of student-athletes.
- Communicate effectively with various stakeholders, including students, parents, faculty, and community members.
- Analyze and interpret data to make informed decisions and recommendations.
- Cultivate a positive and inclusive athletic environment that supports student-athlete success.

PHYSICAL ACTIVITY REQUIREMENTS:

- **Minimum Work Position (Percentage of Time):**
  - Standing: 20
  - Walking: 75
  - Sitting: 5
- **Minimum Body Movement — None (0), Limited (1), Occasional (2), Frequent (3), Very Frequent (4)**
  - Frequency: 4
  - Lifting (50 lbs.): 4

- Bending: 3
- Pushing and/or Pulling Loads: 4
- Reaching Overhead: 4
- Kneeling or Squatting: 4
- Climbing Ladders: 1
- Climbing Stairs: 4

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services, programs or activities.

Board Approval: Pending Board Approval

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

Submitter Information

Full Name: Tiffany Tung

Position/Title: Program Compliance Director

Department: Program Compliance

Date of Submission (MM/DD/YYYY): 8/27/2024

Item Details

Title of Item: Assistant Athletic Director

Is this item a: ☑ New Submission
☐ Renewal

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

Approvals

Has this item been reviewed by:

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

Committee Review

Has this item been through the appropriate committee review process?

☑ Yes ☐ No

If yes: Please specify which committee(s) and provide minutes or approval documentation:
Will be brought to August 27, 2024 committee meeting for approval

If no: Explain why:

Deadline Information

Is there a submission deadline for this item?

☐ Yes ☑ No

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

Financial Information (if applicable):

Total Cost: $

Is this expenditure included in the annual budget?

☑ Yes ☐ No

Please specify in which plan this expense is indicated:

☐ SPSA ☐ LCAP ☐ Other:

AIMS K-12 College Prep Charter District

Title: Assistant Athletic Director
Category: Classified
Work Year: School Year
Employment Type: Part Time
Stipend: $6,000
Supervisor: Athletic Director or Student Activities Coordinator

JOB GOALS: The Assistant Athletic Director at AIMS K-12 College Prep is vital in supporting the management and operation of the athletic department. This position assists the Athletic Director in administrative, organizational, and operational tasks to ensure the effective execution of athletic programs and events.

ESSENTIAL JOB DUTIES:

- Assist in organizing and overseeing athletic events, including games, logistics, tournaments, and transportation arrangements.
- Coordinate with coaches to ensure teams have the necessary equipment, facilities, and resources for practices and competitions.
- Monitor and maintain compliance with CIF and BACSAC regulations, including student-athlete eligibility and certification requirements.
- Manage administrative tasks such as maintaining records, tracking team rosters, and processing paperwork related to athletic programs.
- Serve as a point of contact for student-athletes, parents, and coaches, addressing inquiries and providing information on athletic programs.
- Assist in promoting athletic events and achievements through school newsletters, social media, and other communication channels to increase visibility and fan engagement.
- Assist the Athletic Director in managing the budget by tracking expenses, processing purchase orders, and identifying cost-saving opportunities.
- Assist in organizing fundraising strategies, events and activities to support athletic programs; including donor relations, sponsorships, and grant applications.
- Supervise student workers, interns, and volunteers, ensuring they receive the necessary training and support to fulfill their roles.
- Assist in the evaluation and development of athletic programs by gathering feedback and data to inform decision-making.
- Supervise and provide support to coaching and support staff, as delegated by the Athletic Director.
- Participate in hiring, training, and evaluations of coaching and support staff.
- Collaborate with the Athletic Director on advertising, social media, and public relations efforts.
- Maintain communication with Head Coaches to ensure program alignment.
- Assist in monitoring and supporting the academic progress and well-being of student-athletes.
- Promote a positive and inclusive team culture, emphasizing sportsmanship and character development.

QUALIFICATIONS:

- Minimum 1-2 years of relevant professional work experience preferred.
- Athletic coaching experience preferred.
- Events management experience is a plus.
- Experience managing, training, and leading groups of students.
- Experience with managing contracts with outside vendors/partners.
- California Driver's License.
- Experience in working with K-12 students.
- Fingerprinting and TB requirements.

CERTIFICATION REQUIREMENTS:

- NFHS Certification (First Aid, Health and Safety Fundamentals of Coaching, Concussion, Heat Stroke, COVID-19 Safety)
- CPR/First Aid Certification

KNOWLEDGE AND ABILITIES:

- Highly effective and professional communication skills with staff, students, and families
- Ability to meet the driving and transportation requirements.
- Ability to adapt and align on school-related initiatives
- Ability to meet deadlines on a tight schedule
- Highly organized, goal-oriented, and focused on outcomes
- Ability to communicate with and build relationships with students and their families in the culturally and linguistically diverse AIMS community
- Ability to uphold and reinforce school policies and procedures when addressing students and families
- Ability to work effectively in fast-paced environments
- Ability to work collaboratively and independently
- PowerSchool, Canvas, Blackboard, Google Drive, and Calendar, etc. (if applicable)
- Professional orientation – appearance, communication, organization, and attitude

PHYSICAL ACTIVITY REQUIREMENTS:

- **Minimum Work Position (Percentage of Time):**
  - Standing: 20 Walking: 75 Sitting: 5
- **Minimum Body Movement — None (0), Limited (1), Occasional (2), Frequent (3), Very Frequent (4)**
  - Frequency: 4
  - Lifting (50 lbs.): 4
  - Bending: 3
  - Pushing and/or Pulling Loads: 4
  - Reaching Overhead: 4
  - Kneeling or Squatting: 4
  - Climbing Ladders: 1
  - Climbing Stairs: 4

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

Board Approval: Pending Board Approval

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

Submitter Information

Full Name: Tiffany Tung

Position/Title: Program Compliance Director

Department: Program Compliance

Date of Submission (MM/DD/YYYY): 8/27/2024

Item Details

Title of Item: Assistant Athletic Coach

Is this item a: ☑ New Submission
☐ Renewal

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

Approvals

Has this item been reviewed by:

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

Committee Review

Has this item been through the appropriate committee review process?

☑ Yes ☐ No

If yes: Please specify which committee(s) and provide minutes or approval documentation:
Will be brought to August 27, 2024 committee meeting for approval

If no: Explain why:

Deadline Information

Is there a submission deadline for this item?

☐ Yes ☑ No

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

Financial Information (if applicable):

Total Cost: $

Is this expenditure included in the annual budget?

☑ Yes ☐ No

Please specify in which plan this expense is indicated:

☐ SPSA ☐ LCAP ☐ Other:

AIMS K-12 College Prep Charter District

Title: Assistant Athletic Coach
Category: Classified
Work Year: Seasonal
Employment Type: Part Time
Stipend: **$2000**
Supervisor: Athletic Director

JOB GOALS: The Assistant Athletic Coach supports the Head Coach in the management and coaching of a specific sports program at AIMS K-12 College Prep. This role involves assisting with practice sessions, game preparation, and administrative tasks to ensure a positive and successful athletic experience for student-athletes.

ESSENTIAL JOB DUTIES:

- Assist in teaching the skills, rules, and attitudes necessary for successful competition.
- Support the Head Coach in conducting practice sessions and developing training plans to improve athlete performance.
- Provide individualized feedback and instruction to student-athletes to enhance their skills and abilities.
- Help schedule and supervise team practices, ensuring athletes have a structured and productive environment.
- Assist in arranging transportation for away contests and ensure all logistics are coordinated for game days.
- Ensure the proper completion of physical examinations and all forms relating to examinations and emergency medical authorization before student participation.
- Maintain a safe practice and competition environment, following all safety guidelines and protocols.
- Supervise athletes at all times during practices, transport to games, games, and until athletes have been picked up by guardians or have made arrangements to ride public transportation.
- Assist in monitoring the conduct of student-athletes to ensure they represent the school positively at all times.
- Maintain accurate attendance records for student-athletes on game days.
- Assist in the collection and inventory of team uniforms and equipment.
- Help plan, organize, and advertise logistics for the sports season, including tryouts and parent meetings.
- Assist in planning team events such as awards ceremonies and banquets.
- Maintain open communication with the Head Coach, Athletic Director, and other stakeholders to ensure alignment and effective team management.
- Provide support in organizing and disseminating team information, schedules, and updates to athletes and parents.

QUALIFICATIONS:

- Minimum 1-2 years of relevant professional work experience preferred
- Coaching experience preferred
- Previous coaching experience or experience working with student-athletes.
- Strong organizational and communication skills.
- Ability to work collaboratively with coaches, students, and school staff.
- Commitment to promoting a positive and inclusive team culture.

CERTIFICATION REQUIREMENTS:

- NFHS Certification (First Aid, Health and Safety Fundamentals of Coaching, Concussion, Heat Stroke, COVID-19 Safety)
- CPR/First Aid Certification

KNOWLEDGE AND ABILITIES:

- Basic coaching techniques and strategies for the specific sport.
- Safety guidelines and risk management practices in athletic settings.
- School policies and procedures related to athletics.
- Support and motivate student-athletes in a positive manner.
- Communicate effectively with students, parents, and staff.
- Assist in planning and organizing athletic practices and events.
- Foster a supportive and inclusive athletic environment.

PHYSICAL ACTIVITY REQUIREMENTS:

- **Minimum Work Position (Percentage of Time):**
  - Standing: 20
  - Walking: 75
  - Sitting: 5
- **Minimum Body Movement — None (0), Limited (1), Occasional (2), Frequent (3), Very Frequent (4)**
  - Frequency: 4
  - Lifting (50 lbs.): 4
  - Bending: 3
  - Pushing and/or Pulling Loads: 4
  - Reaching Overhead: 4
  - Kneeling or Squatting: 4
  - Climbing Ladders: 1
  - Climbing Stairs: 4

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services, programs or activities.

Board Approval: Pending Board Approval

Coversheet

The Board will Consider Approving ELOP Job Descriptions

Section:	III. Action Items
Item:	B. The Board will Consider Approving ELOP Job Descriptions
Purpose:	Vote
Submitted by:	
Related Material:	ELOP Saturday Instructor.pdf.pdf 2024-2025 ELOP Saturday Instructor JD .pdf ELOP Instructional Helper.pdf 2024-2025 ELOP Instructional Helper.JD.fv.docx.pdf ELOP Coordinator.pdf.pdf 2024-2025 ELOP Coordinator JD.pdf ELOP Intervention Tutor.pdf.pdf 2024-2025 ELOP Intervention Intervention Tutor JD .pdf

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

Submitter Information

Full Name: Tiffany Tung
Position/Title: Program Compliance Director
Department: Program Compliance
Date of Submission (MM/DD/YYYY): 8/29/24

Item Details

Title of Item: Expanded Learning Opportunities Saturday Instructor
Is this item a: ☑ New Submission
☐ Renewal
If Renewal: Please summarize any changes from the previous submission:

Approvals

Has this item been reviewed by:

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

Committee Review

Has this item been through the appropriate committee review process?

☑ Yes ☐ No

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

Deadline Information

Is there a submission deadline for this item?

☐ Yes ☑ No

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

Financial Information (if applicable):

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

☑ Yes ☐ No

Please specify in which plan this expense is indicated:

☐ SPSA ☐ LCAP ☐ Other: ELOP Plan FY24-25

AIMS K-12 College Prep Charter District

Title: Expanded Learning Opportunities Saturday Instructor

Category: Classified

Employment Type: Seasonal Extended Work

Available Hours: ***Weekends (Saturdays) & Intersession: 8:00 AM-5:00 PM***

Starting Range: $65.00 per hr.

FLSA: Exempt

Supervisor: Director of ELOP

JOB GOALS: As an Expanded Learning Opportunities Program (ELOP) Saturday 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.) to make 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. to ensure 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 by your supervisor.

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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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: Program Compliance Director
Department: Program Compliance
Date of Submission (MM/DD/YYYY): 8/29/24

Item Details

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

Approvals

Has this item been reviewed by:

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

Committee Review

Has this item been through the appropriate committee review process?

☑ Yes ☐ No

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

Deadline Information

Is there a submission deadline for this item?

☐ Yes ☑ No

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

Financial Information (if applicable):

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

☑ Yes ☐ No

Please specify in which plan this expense is indicated:

☐ SPSA ☐ LCAP ☐ Other: ELOP Plan FY24-25

AIMS K-12 College Prep Charter District

Title: ELOP Instructional Helper

Category: Classified

Employment Type: **Seasonal Extended Work**

Starting Range: **$35.00/Hr**

Available Hours:

ELOP program Days M-TH 2-6pm, Friday 12:00-6:00 PM

FLSA: Non-Exempt

Supervisor: ELOP Director

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

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

ESSENTIAL JOB DUTIES:

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

- All other duties as assigned.

QUALIFICATIONS:

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

KNOWLEDGE AND ABILITIES:

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

PHYSICAL ACTIVITY REQUIREMENTS:

Minimum Work Position (Percentage of Time):

Standing: 30 Walking: 60 Sitting: 10

Minimum Body Movement (Frequency):4

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

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

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

Climbing Ladders: 1 Climbing Stairs: 4

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Effective:

Board Approved: Pending Board Approval

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

Submitter Information

Full Name: Tiffany Tung
Position/Title: Program Compliance Director
Department: Program Compliance
Date of Submission (MM/DD/YYYY): 8/29/24

Item Details

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

Approvals

Has this item been reviewed by:

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

Committee Review

Has this item been through the appropriate committee review process?

☑ Yes ☐ No

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

Deadline Information

Is there a submission deadline for this item?

☐ Yes ☑ No

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

Financial Information (if applicable):

Total Cost: $

Is this expenditure included in the annual budget?

☑ Yes ☐ No

Please specify in which plan this expense is indicated:

☐ SPSA ☐ LCAP ☐ Other: ELOP Plan FY24-25

AIMS K-12 College Prep Charter District

Title: ELOP Coordinator

Category: Classified

Work Year: 12 Months

Employment Type: **Full Time**

Starting Range: **$70,000**

FLSA: Non- Exempt

Supervisor: Director of ELOP Programs

Work Hours/Days:

- 12:00 pm -6:30 pm during the regular school year calendar Monday-Friday (30 mins lunch break)
- 7:30 a.m. to 5:30 p.m. during intersession program & Saturdays
- For days that there is no Saturday non-instructional day work hours will be 10:00 a.m to 6:30 PM

Job Summary:

The Expanded Learning Opportunity Program (ELOP) & After School Programs Coordinator supports the Director of ELOP in the planning, implementation, and oversight of the school's ELOP and after-school programs. The Coordinator assists in ensuring these programs align with the school's educational goals, provide a safe and supportive environment, and meet the diverse needs of all participating students. This role involves coordinating activities, supporting staff, and maintaining communication with parents, students, and the community to ensure the successful execution of the programs.
This position is full-time. This position reports to the Director of ELOP. This position may be required to complete other duties as assigned based on the needs of the organization.

Key Responsibilities:

- Program Support and Coordination:
  - Assist the Director of ELOP in developing and implementing high-quality after-school and expanded learning programs.
  - Support the creation and maintenance of a program schedule that includes academic support, recreational activities, arts, sports, and other enrichment opportunities.
  - Help manage the program calendar, coordinating with school events and holidays.
- Staff Support and Development:
  - Assist in recruiting, hiring, training, and supervising program staff, including teachers, aides, and volunteers.
  - Support the Director in providing ongoing professional development and training opportunities for staff.

    - Help conduct regular performance evaluations and provide feedback to staff under the guidance of the Director.
- **Student Engagement and Support:**
    - Work with the Director, teachers, counselors, and school administrators to identify students who would benefit from participation in the ELOP and after-school programs.
    - Support the implementation of inclusive programs that accommodate diverse needs and abilities, ensuring a supportive environment for all students.
    - Monitor student attendance and participation, reporting concerns to the Director as needed to ensure high engagement.
- **Safety and Compliance:**
    - Assist in implementing and enforcing safety protocols and procedures to ensure the well-being of all participants.
    - Help ensure compliance with local, state, and federal regulations, as well as school policies related to after-school and extended learning programs.
    - Maintain accurate records of student attendance, incidents, and other required documentation.
- **Budget and Resource Management:**
    - Support the Director in managing the program budget, ensuring efficient use of resources and adherence to financial guidelines.
    - Assist in identifying and applying for grants or other funding opportunities to support program expansion and sustainability.
    - Help oversee the procurement of materials, supplies, and equipment needed for program activities.
- **Communication and Collaboration:**
    - Serve as a point of contact for parents, addressing questions, concerns, and feedback regarding the ELOP and after-school programs.
    - Support collaboration with community organizations, businesses, and partners to enhance program offerings and resources.
    - Assist in maintaining regular communication with school staff and administration to align program goals with school priorities.
- **Program Evaluation and Improvement:**
    - Assist in monitoring and evaluating program effectiveness using various metrics and feedback from participants, parents, and staff.
    - Support the Director in analyzing data to identify areas for improvement and implementing changes to enhance program quality and outcomes.
    - Help prepare reports on program progress and outcomes for the Director and other stakeholders.

Working Conditions:

    - Ability to work a flexible schedule, including afternoons, evenings, and occasional weekends, to accommodate program needs.
    - This role involves working in both indoor and outdoor environments, supervising activities, and interacting with students.

Qualifications:

- Minimum of 2-4 years of experience in education, youth development, or a related field.

- Previous experience in a related position (program development, coach, director, program management, supervisory, etc.)
- Experience working with economically underserved students
- Experience in supervisory or leadership roles is a plus.
- Bachelor's degree preferred
- Ability to speak a second language preferred

Knowledge and Abilities:

- Excellent interpersonal and communication skills (written and oral)
- Proficient in Microsoft Word, PowerPoint, Excel, and Outlook.
- Comfortable learning new computer programs.
- Ability to multi-task and perform well under pressure.
- High level of personal responsibility and drive toward goals
- Calm and warm demeanor
- Ability to complete tasks and projects effectively and on-time
- Ability to exercise discretion in the dissemination of information

Work Hours/Days:

- 12:00 pm -6:30 pm during the regular school year calendar Monday-Friday (30 mins lunch break)
- 7:30 a.m. to 5:30 p.m. during intersession program & Saturdays
- For days that there is no Saturday non-instructional day work hours will be 10:00 a.m to 6:30 PM

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
Board Submission Cover Letter

Submitter Information

Full Name: Tiffany Tung
Position/Title: Program Compliance Director
Department: Program Compliance
Date of Submission (MM/DD/YYYY): 8/29/24

Item Details

Title of Item: Expanded Learning Opportunities Intervention Tutor JD
Is this item a: ☑ New Submission
☐ Renewal
If Renewal: Please summarize any changes from the previous submission:

Approvals

Has this item been reviewed by:

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

Committee Review

Has this item been through the appropriate committee review process?

☑ Yes ☐ No

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

Deadline Information

Is there a submission deadline for this item?

☐ Yes ☑ No

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

Financial Information (if applicable):

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

☑ Yes ☐ No

Please specify in which plan this expense is indicated:

☐ SPSA ☐ LCAP ☐ Other: ELOP Plan FY24-25

AIMS K-12 College Prep Charter District

Title: Expanded Learning Opportunities Intervention Tutor

Category: Classified

Employment Type: Seasonal Extended Work

Available Hours: School Days: M-F 4:00 PM -6:00 PM;

AIMS K-12 Internal Employees: ELOP program Days M-Th 4:00-6:00, Friday 4:00-6:00 P.M.

External Candidates: ELOP program Days M-TH 2:00-6:00pm, Friday 12:00-6:00 P.M.

Starting Range: Competitive $65.00 per hr.

FLSA: Exempt

Supervisor: Director of ELOP

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 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

Coversheet

AIMS Staff Handbook Draft 2024-2025

Section:	III. Action Items
Item:	C. AIMS Staff Handbook Draft 2024-2025
Purpose:	Vote
Submitted by:	
Related Material:	[New Draft] AIMS Staff Handbook 2024-2025.pdf

AIMS K-12 COLLEGE PREP CHARTER DISTRICT

AIMS K-12 COLLEGE PREP CHARTER DISTRICT

EMPLOYEE HANDBOOK 2024-2025

[New DRAFT]

AIMS College Prep Elementary School
AIPCS II (K-5)

171 12TH STREET,
OAKLAND, CA 94607
TEL: 510-893-8701
FAX: 510-893-0345
elementary@aimsk12.org

AIMS College Prep Middle School
AIPCS II (6-8)

171 12TH STREET,
OAKLAND, CA 94607
TEL: 510-893-8701
FAX: 510-893-0345
middleschool@aimsk12.org

AIMS College Prep High School

746 GRAND AVE
OAKLAND, CA 94610
TEL: 510-220-5044
FAX: 510-893-0345
highschool@aimsk12.org

WWW.AIMSK12.ORG

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1. Introduction

Important Message Regarding the AIMS Handbook

The purpose of this handbook is to inform AIMS employees of the official AIMS K-12 College Prep Charter District's policies and prepare them for our AIMS environment of excellence. AIMS K-12 College Prep Charter District reserves the right to adopt changes to its handbook at any given time as needed.

The rules and policies are not suggestions. AIMS has had success with students because our employees adhered to our AIMS Model as embodied in the AIMS Standards.

Foundational Beliefs

The purpose of this section is to familiarize the employee with the foundational beliefs of AIMS K-12 College Prep Charter District. Employees will be required to memorize these foundational beliefs.

AIMS Mission Statement

Our mission at AIMS is to cultivate a community of diverse learners who achieve academic excellence. Our commitment to high expectations is attendance, academic achievement, and character development results in our students being prepared for lifelong success.

AIMS Tenets

1. Family
2. Accountability
3. High Expectations
4. Free Market Capitalism

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AIMS Framework

High Expectations + High Support = Students' Success

AIMS Credo

The Family	We are a family at AIMS Schools.
The Goal	We are always working for academic and social excellence.
The Faith	We will prosper by focusing and working toward our goals.
The Journey	We will go forward, continue working, and remember we will always be a part of the AIMS K-12 College Prep Charter District family.

AIMS Values

At AIMS we value:

Excellence	Commitment to excellence in all that we do
Wisdom and Knowledge	Pursuit of wisdom and knowledge as intrinsically valuable
Empathy	Recognition of dignity and worth of every human being **Family and Community** - Building of family and community
Equity	Social awareness and justice that leads to action
Legacy	The continued preservation and development of AIMS methodologies for 21st century learners and educators.

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Our Core Values

1. We are a family at AIMS K-12 College Prep Charter District.
2. When teachers, families and students follow and support the AIMS Model as written, children are guaranteed to be prepared for college.
3. We create an extended family with administration, teachers, staff, students, family, and selected community. Students, teachers and staff are expected to clean and take care of the school property. Parents and family are expected to be a positive and supportive presence.
4. Teachers spend two years with their students in grades 1-2 and three years with their students in grades 3-5 and grades 6-8, teaching all core academic subjects. This creates an environment of strong academics and a family culture.
5. Former AIMS school students enrolled in college may be paid to work with our current students.
6. The AIMS community supports and guides all our students by engaging in restorative practices and alternatives to traditional discipline. The AIMS community does not give up on our students.
7. All current and former students are encouraged to sign up on the alumni page on the AIMS website.

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AIMSTRONG

A	**Academics**	Academics is the first word in AIMSTRONG and is the cornerstone to future success. Academics means developing and growing our scholarship, our grades, our inquiry, our brains.
I	**Integrity**	Being honest and possessing strong moral principles. Integrity means being true to our best selves consistently.
M	**Mentorship**	Providing guidance, influence, and direction to your AIMS community. Mentorship is serving our neighbors, community and families, especially with our strengths.
S	**Strength**	The influence or power possessed by you to combat the rigors of academics and real-life while resisting being moved or broken. Strength is both physical growth and the will power to complete the work we begin.
T	**Teamwork**	is the combined action of each group member doing their part selflessly to benefit the whole. It is being part of a group that has an agreed-upon goal.
R	**Responsibility**	Moral, legal, or mental accountability and taking ownership for one's actions. Responsibility is when we own our real part of getting teamwork, family, and planning done.
O	**Organization**	Preparation and efficiency when coordinating and carrying out activities. Organization is both how we plan and what we do to get things done systematically.
N	**Nerve**	Displaying courage, power, control and steadiness under pressure. Nerve knows when to step out to make a change in a situation or plan.
G	**Grit**	To keep going to accomplish our plans, even when there are strong obstacles. Grit is best personified in our ability to be knocked down and to get back up Again.

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2. About AIMS K-12 College Prep Charter District District

AIMS K-12 College prep is celebrating more than 25 years of successfully educating the children of Oakland.

In 1996 Native American families looking to retain a cultural connection for their children founded AIPCS. AIPCS was Oakland's second public charter school. In 2006, AIPCS became the first public school in Oakland to win recognition as a National Blue Ribbon School. Later that year, AIPCS expanded to include American Indian Public High School (AIPHS), and in 2012, it expanded again to include American Indian Public Charter School II (AIPCS II) as a K-8 campus.

In 2014 AIMS Board hired Superintendent Maya Woods-Cadiz. Under her leadership, AIMS expanded and became a more holistic organization.

During the 2018-19 school year, the AIMS Board, in keeping with feedback from our community, changed the name of American Indian Model School to AIMS K-12 College Prep Charter District.

AIPCS II became AIMS Elementary K-8, AIPCS became AIMS Middle School, and AIPHS became AIMS High School.

Since 2015, AIMS Schools have repeatedly received National Honor Roll distinction, recognition as top Bay Area public schools for underserved students, Family In Action 100% A-G graduate rate completion for African-American students, Multiple sports championships, and the California Charter School Association Hart Vision Award, recognizing AIMS K-12 College Prep Charter District as the Northern California Charter school network of the year.

This year all of AIMS schools will be applying for Blue Ribbon Schools distinction. AIMS goal is to have a district that rivals the top American private schools.

Organizational Structure

AIMS Organizational Chart 2024-2025

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School Locations and Contact Information

AIMS College Prep Elementary School (AIPCS II K-5)

- Address: 171 12th St, Oakland, CA 94607
- Tel: 510-893-8701
- Fax: 510-893-0345
- Email: elementary@aimsk12.org
- Website: aimsk12.org/AIMS-ES

AIMS College Prep Middle School (AIMS MS and AIPCS II 6-8)

- Address: 171 12th St, Oakland, CA 94607
- Tel: 510-924-0407
- Fax: 510-924-0407
- Email: middleschool@aimsk12.org
- Website: aimsk12.org/AIMS-MS

AIMS College Prep High School

- Address: 746 Grand Ave, Oakland, CA 94607
- Tel: 510-220-5044
- Fax: 510-893-0345
- Email: highschool@aimsk12.org
- Website: aimsk12.org/aims-hs

School Calendar and Important Dates

calendar.aimsk12.org

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3. Employee Relations and Resources

Employee Assistance Program (EAP)

AIMS K-12 College Prep Charter District offers an Employee Assistance Program (EAP) to all eligible employees following the plan's defined waiting period. The EAP provides confidential access to professional counseling services to help with personal concerns that may affect job performance.

Participation in the EAP is voluntary and will not affect opportunities for promotion or employment. Employees can contact the EAP directly. All information regarding contact, participation, or any recommended treatment is confidential and will not be shared with the School.

To initiate EAP services, employees should contact the EAP service provider, UNUM. For more information, refer to the Employee Assistance Program (EAP) resources.

EAP services are available at no charge to eligible participants. However, any costs for treatment or rehabilitation services referred outside of the EAP are the employee's responsibility if not fully covered by insurance.

Counseling and Support Services

If you have signed up for the FSA Benefit, they offer Professional Therapy done online. It is FSA eligible, so you can use your pre-tax FSA dollars to pay for it. You can get matched with a licensed therapist in as little as 48hrs.

FSA Store BetterHelp

Contact Information for HR Department

EmployeeSupport@aimsk12.org

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4. Employment Policies

Employment Classifications

Upon hiring, all employees are classified as exempt or non-exempt, full-time or part-time, and regular or temporary. All employees are either exempt or nonexempt according to provisions of applicable wage and hour laws. These classifications do not guarantee employment for any specific length of time. Employment is at the mutual consent of the employee and AIMS.

Exempt Employees

Pursuant to the federal Fair Labor Standards Act and applicable state laws, exempt employees are those who exercise the requisite degree of discretion and independent judgment and perform certain administrative, professional, and/or executive duties. Exempt employees are not entitled to overtime pay.

All Certificated personnel and most other positions at AIMS are exempt employees.

Non-Exempt Employees

Pursuant to the Fair Labor Standards Act and applicable state laws, non-exempt employees are entitled to overtime pay. Non-exempt employees may have to work hours beyond their normal schedules as work demands require. If this results in working more than 8 hours in one day or 40 hours in one-week, non-exempt employees will receive overtime compensation in accordance with state and federal law. Non-exempt employees are required to take meal and rest periods in the manner described in this Handbook.

Non-exempt employees are employees who are not exempt from the overtime pay requirements of the Fair Labor Standards Act (FLSA). This means that non-exempt employees must be paid at least the federal minimum wage for all hours worked, and they must be paid 1.5 times their regular hourly rate for any hours worked over 40 in a workweek.

Some key characteristics of non-exempt employees:

- They are entitled to overtime pay for hours worked over 40 in a workweek.
- Their job duties and compensation level do not meet the criteria for one of the FLSA's exemptions (such as executive, administrative, professional, or computer employee exemptions).
- They are typically paid on an hourly basis, though some salaried employees may also be non-exempt.
- Common non-exempt jobs include retail sales, food service, clerical work, manual labor, and many others.

Regular Employees

Regular employees are those who are hired to work on a regular schedule. Regular employees may be classified as full-time or part-time.

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Full-Time Employees

An employee who is regularly scheduled to work and regularly works at least 40 hours per week is considered a regular full-time employee.

Part-Time Employees

An employee who is regularly scheduled to work and regularly works fewer than 40 hours but more than 30 hours per week is considered a regular part-time employee with benefits. An employee who is regularly scheduled to work and regularly works fewer than 30 hours per week is considered a regular part-time employee WITHOUT benefits. A regular part-time employee WITHOUT benefits is not eligible to earn, accrue, or participate in any AIMS benefits program, except as otherwise required by law, such as Paid Sick Leave.

Temporary Employees

An employee who is hired for a particular project or job of limited or definite duration (short-term) is considered a temporary employee. A temporary employee is not eligible to earn, accrue, or participate in any AIMS benefits program except as otherwise required by law. Independent contract employees are subject to board approval.

An employee will not change from one status to any other status or classification simply because of the number of hours that the employee is scheduled to work or the length of time spent as an employee. The status of a temporary employee may change only if the employee is notified of the change in status, in writing, by the department head or Superintendent.

Temporary Employees are subject to all payroll taxes and withholdings.

At-will Employment

All employment at AIMS is “at will.” This means that both the Employee and AIMS have the right to terminate the Employee’s employment at any time, with or without advanced notice, and with or without cause. The Employee also may be demoted or disciplined, and the terms of his or her employment may be altered at any time, with or without cause, and with or without advance notice, at the discretion of AIMS.

Subject to this Employment At-Will provision, the Employee shall be employed during the school year beginning no earlier than July 1 and concluding no later than June 30 (“School Year”). Pursuant to the Employee At-Will provision of this Handbook, either party has the right to terminate the Employee’s employment at any time, with or without advance notice, and with or without cause, effective before or after the expiration of the stated School Year. By signing the Handbook Acknowledgement, the Employee acknowledges and understands that he or she has entered into this employment relationship with AIMS voluntarily and acknowledges and understands that there

is no specific length or agreed-upon period of employment.

Hiring Process and Procedure

Immigration Compliance

AIMS is committed to full compliance with federal and state immigration laws. These laws require that all individuals pass an employment verification procedure before they are permitted to work. This procedure has been established by law and requires that every individual provide satisfactory evidence of his or her identity and legal authority to work in the United States no later than three business days after he/she begins work.

Accordingly, all new hires must go through this procedure.

Fingerprint

All employees of AIMS are fingerprinted and the prints are transmitted to the California Department of Justice and the Federal Bureau of Investigation for a criminal conviction records check. The employee will bear the cost of DOJ background checks. No employee will be permitted to perform any of the duties of his/her position until this processing has been completed and it is determined that there is no criminal conviction that would prohibit the employee from working with students and staff.

TB Clearance

All AIMS employees are required to obtain tuberculosis (TB) clearance before starting employment. This involves undergoing a TB test or screening as per state health regulations. Employees must provide documentation of their TB clearance to the school administration prior to commencing their role.

Credentialing

AIMS teachers are required to hold a current California Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. AIMS will work with universities to complete the credential program. Teachers should keep the administrator informed of their progress toward completing their credentials.

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Personnel Files and Record-keeping Protocols

AIMS and its designated personnel shall maintain confidential personnel files for each employee. All information contained within personnel files, including payroll information, is strictly confidential. Any breach of this confidentiality by an employee may result in disciplinary action, up to and including termination.

Employees have the right to review certain documents in their personnel file as mandated by applicable law. Such reviews must be conducted in the presence of a School representative at a mutually convenient time.

To ensure the accuracy of personnel records and compliance with state and federal regulations, employees are required to promptly notify their supervisor of any changes to the following personal information:

- Name changes (e.g., due to marriage or legal change).
- Home address and telephone number.
- Emergency contact information, including names, home addresses, and telephone numbers.
- Withholding tax information, including marital status and number of dependents.
- Educational qualifications.
- Changes to the beneficiary designation for group life insurance.

Information Protection Policy

It is AIMS policy to protect sensitive and confidential information. Every school district employee must ensure the proper protection of information, either in paper or electronic form. Employees are not to take sensitive records home nor leave them lying unprotected in the open, such as on a desk, where they can be accessed.

Employees are not to convert sensitive information into an electronic format and send it unprotected through email or over the internet. Whenever requests for access to information are made, employees should check with the data owner (specified individuals who collect or use the information on behalf of AIMS). It is best to err on the side of protecting information.

All information relating to students, including names, addresses, contact numbers, and progress information, is confidential and may not be shared with unauthorized parties. All records concerning employees shall be kept strictly confidential and be maintained in separate files.

Please note: The release of unauthorized confidential information may result in immediate dismissal and the filing of criminal charges. When in doubt, check with the supervisor and Director of Schools.

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5. Employee Conduct and Expectations

Code of Conduct

At AIMS, the commitment is to foster an environment of integrity, respect, and professionalism. All employees are expected to adhere to the following Code of Conduct:

- **Integrity and Honesty:** Employees must act with integrity and honesty in all professional interactions and duties.
- **Respect:** Employees are expected to treat all students, parents, colleagues, and community members with respect and dignity.
- **Professionalism:** Employees should maintain a professional demeanor at all times, including adherence to the staff dress code and punctuality.
- **Confidentiality:** Employees must protect the privacy and confidentiality of student and staff information.
- **Compliance:** Employees must follow all AIMS policies, procedures, and regulations, as well as relevant local, state, and federal laws.
- **Safety:** Employees are responsible for promoting a safe and inclusive environment for all students and staff.
- **Responsibility:** Employees should take responsibility for their actions and decisions, and seek guidance when needed.
- **Collaboration:** Employees are expected to work collaboratively with colleagues and contribute to a positive team environment.
- **Continuous Improvement:** Employees should pursue ongoing professional development and strive for excellence in all aspects of their roles.
- **Ethical Behavior:** Employees must avoid conflicts of interest and refrain from any behavior that could be perceived as unethical or unprofessional.

Adherence to this Code of Conduct is essential for maintaining the trust and confidence of the school community. Violations may result in disciplinary action, up to and including termination of employment.

Job Duties

Each employee will receive a job description outlining their responsibilities and the performance standards expected in the HRIS system. It should be noted that job responsibilities may be subject to change at any point during employment. Employees may occasionally be required to contribute to special projects or assist with tasks critical to AIMS operations. Cooperation and assistance in performing such additional duties are expected.

AIMS reserves the right, at its sole discretion and without prior notice, to transfer, demote, suspend, discipline, modify job responsibilities, and alter terms and conditions of employment.

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Job descriptions can be found in AIMS All Staff Intranet.

Staff Dress Code Policy

AIMS employees are encouraged to dress in business casual attire and maintain a professional appearance while on campus. Clothing should be free of any offensive messages to uphold a respectful and professional work environment. Employees should also ensure their attire is safe for their work environment and duties.

If specific attire is needed for medical or religious reasons, employees must request an exception from their supervisor and may need to provide appropriate documentation.

For any clarifications, employees should consult their supervisor.

AIMS Facilities Use

AIMS facilities will be used primarily by AIMS students and staff. Any other use must be approved by the Superintendent or her designee through the completion of an AIMS Facilities Use Form.

Solicitation and Distribution

AIMS feels very strongly that work time is for work. Therefore, in the interests of our students, there will be no solicitation of any kind by any employee during the working time of the employee soliciting or the employee being solicited. Solicitation is permitted only during non-working time, such as break times, meal periods, and before checking in for work or after checking out of work. In addition, the distribution of literature is prohibited during working hours and in working areas. Exceptions to this rule for charitable organizations or charitable purposes require the advance approval of the Director of Schools.

Non-employees are prohibited from solicitation and distribution for any purpose on AIMS premises at any time.

Employees are not to utilize AIMS facilities or return to the work site outside of regular working hours unless prior approval from the Director of Schools has been granted.

Employees may be on AIMS premises only when they are on duty, scheduled to work, or have

received advance approval from the Director of Schools.

Employee Interactions with Students

The School recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible.

Acceptable and Unacceptable Staff/Student Behavior

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

Although this policy provides specific and clear direction, it is each staff member's responsibility to avoid situations that could raise suspicion among parents, students, colleagues, or school leaders. A practical standard to apply when unsure about the acceptability of certain conduct is to consider, "Would I be engaged in this conduct if my family or colleagues were present?"

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

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

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

Corporal Punishment

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

For purposes of this policy, corporal punishment does not include an employee's use of force that is

reasonable and necessary to protect the employee, students, staff, or other persons or to prevent damage to property.

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

Examples of PERMITTED actions (NOT corporal punishment)

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

Examples of PROHIBITED actions (corporal punishment)

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

Examples of Specific Behaviors

The following examples are not an exhaustive list:

Unacceptable Staff/Student Behaviors (Violations of this Policy)

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

Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission Cautionary Staff/Student Behaviors

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

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

Acceptable and Recommended Staff/Student Behaviors

A. Obtaining parents' written consent for any after-school activity.
B. Formal approval is needed to take students off school property for activities such as field trips or competitions.
C. Ensuring that emails, texts, phone calls, and instant messages to students are professional and pertain to school activities or classes (communication should be limited to school technology).
D. Keeping the door open when alone with a student.
E. Maintaining a reasonable space between oneself and students.
F. Stopping and correcting students if they cross personal boundaries.
G. Keeping parents informed when a significant issue develops about a student.
H. Keeping after-class discussions with a student professional and brief.
I. Seeking advice from fellow staff or administrators if faced with a difficult situation related to boundaries.
J. Involving a supervisor if a conflict arises with a student.
K. Informing the Principal about situations that have the potential to become more severe.
L. Making detailed notes about an incident that could evolve into a more serious situation later.
M. Recognizing the responsibility to stop unacceptable behavior of students or coworkers.
N. Asking another staff member to be present if needing to be alone with a special needs student.
O. Asking another staff member to be present when needing to be alone with a student after regular school hours.
P. Giving students praise and recognition without touching them.
Q. Prioritizing professional conduct at all times.

Duty to Report Suspected Misconduct

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

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Acceptable Use Policy for Technology

Overview

AIMS K-12 College Prep makes a variety of communications and information technologies available to employees. These technologies, when properly used, promote educational excellence in AIMS K-12 College Prep by facilitating resource sharing, innovation, collaboration, and communication. Illegal, unethical or inappropriate use of these technologies can have dramatic consequences, harming AIMS K-12 College Prep, and its employees. AIMS K-12 College Prep firmly believes that digital resources, information, and interaction available through AIMS K-12 College Prep technology systems far outweigh the disadvantages. This Responsible Use Agreement is intended to minimize the likelihood of harm by educating AIMS K-12 College Prep employees and setting standards which will serve to protect AIMS K-12 College Prep and its employees.

Mandatory Review by Employee

To educate employees on proper technology use and conduct, employees are required to review these guidelines each school year. The employee is required to acknowledge receipt and understanding of the AIMS K-12 College Prep Employee Responsible Use of Technology Agreement (hereinafter referred to as the Responsible Use Agreement) as part of the annual yearly process, which includes signing and submitting a Summary Signature Form at the beginning of each school year.

Definition of AIMS K-12 College Prep Technology Systems and Network

AIMS K-12 College Prep technology systems and networks are any configuration of hardware and software. The system includes, but is not limited to, the following: telephones, cell phones, and voicemail technologies; email accounts; servers; computer hardware and peripherals; software including operating system software and application software; digitized information including stored text, data files, email, digital images, and video/audio files; internally or externally accessed databases, applications, or tools (Internet or AIMS K-12 College Prep-server based); AIMS K-12 College Prep-provided Internet access including guest Wi-Fi; and new technologies as they become available.

Employee Use Expectations

AIMS K-12 College Prep information technology resources are provided for educational, instructional, communication, and business purposes. Employees are expected to use these resources responsibly and in accordance with the following guidelines. If there is any doubt about whether a contemplated activity is acceptable, employees should consult with their supervisor or administrator for clarification.

To maintain school technology privileges, employees must:

Respect and Protect Privacy:

1. Use only accounts assigned to them.
2. View or use passwords, data, drives, or networks only if authorized.

3. Never distribute private information about themselves or others.

Respect and protect the integrity, availability, and security of all electronic resources by:

1. Observing all AIMS K-12 College Prep Internet filters and posted network security practices.
2. Reporting security risks or violations to a site tech or network administrator.
3. Not destroy or damage data, equipment, networks, or other resources that do not belong to them, without clear permission of the owner. This includes not hacking, uploading, downloading, or creating computer viruses, sending mass emails or spam, or causing a disruption to electronic services.
4. Sharing technology resources with other users by not deliberately causing network congestion or consuming excessive electronic storage.
5. Immediately notifying a member of the Information Technology department of computer or network malfunctions.

Respect and protect the intellectual property of others by:

1. Following copyright laws (not making illegal copies of music, pictures, images, videos, games, software, apps, files or movies).
2. Citing sources when using others' work.

Respect the community by:

1. Communicating only in ways that are kind and respectful.
2. Reporting threatening or discomforting materials to an administrator.
3. Not intentionally accessing, transmitting, copying, or creating material that violates the school's code of conduct (such as messages/content that are pornographic, obscene, threatening, discriminatory, harassing, or intimidating).
4. Not intentionally accessing, transmitting, copying, or creating material that is illegal (such as obscenity, stolen materials, impersonating another person for harmful purposes, or illegal copies of copyrighted works).
5. Not using the resources to further other acts that are criminal or violate the school's standards for employee behavior.
6. Refraining from buying, selling, advertising, or otherwise conducting personal business.
7. Participating positively in all digital learning environments and refraining from behaviors that negatively impact other staff members.

Employee Device Use Guidelines

1. Portable technology devices at AIMS K-12 College Prep will be defined to include, but not limited to, Chromebooks, Laptop Computers (Apple or PC), Tablet Computers (ie. iPads), and SmartPhones (iPhones, Androids, etc.).
2. Persons to whom portable technology devices are assigned shall be the sole users of the technology.
3. During the school year, portable technology devices must remain either on school premises every day the employee is in attendance or under the direct control of the employee.
4. All users will make their assigned portable technology available to the Technology Department or their authorized representatives for periodic maintenance and system upgrades.

5. Any and all changes in configuration, hardware and/or software, shall be made only by the Technology Department or their authorized representatives. No outside vendors or individuals are authorized to work on this equipment.
6. Users of AIMS K-12 College Prep portable technology will take all appropriate security measures. When unattended, devices shall be stored in a secure, locked location in the classroom/office, or, in the case of a traveling employee, secured in the employee's place of residence. Under no circumstances shall the device be stored overnight in an employee's car, whether in the trunk or otherwise.
7. All users are responsible for reporting damaged, lost, or stolen devices ASAP. Damage reports must be submitted to the Technology Department. Theft reports shall include a local Police Report or number. Evidence of damage, loss, or theft caused by negligence will be assessed on a case-by-case basis, but the employee must be aware that efforts to correct said damage may result in financial charges being assessed to the assigned user, up to and including the current replacement cost of the device.
8. All portable technology devices remain the property of AIMS K-12 College Prep. Upon the beginning of a long-term leave of absence, resignation, or termination, employees are required to return assigned devices to the Technology Department.

Consequences for Violation

Violations may result in disciplinary action, not limited to but up to termination. As required by law, some violations of law could also result in criminal prosecution by government authorities.

Employee Access to Computer/Network/Internet

Computer/Network/Internet access is provided to all employees for educational, instructional, communication, and business purposes. AIMS K-12 College Prep makes every effort to limit access to objectionable material; however, controlling all such materials on the computer/tablet/network/Internet is impossible, even with filtering in place. With global access to computers and people, a risk exists that employees may access material that may not be of educational value in the school setting.

Digital Learning Environments

Employees may participate in online environments related to curricular projects or school activities and use digital tools, such as, but not limited to, mobile devices, blogs, discussion forums, RSS feeds, podcasts, wikis, and online meeting sessions. The use of blogs, wikis, podcasts, and other digital tools are considered an extension of the classroom. Verbal or written language that is considered inappropriate in the classroom is also inappropriate in all uses of blogs, wikis, podcasts, and other AIMS K-12 College Prep-provided digital tools.

Supervision and Monitoring

The use of AIMS K-12 College Prep owned information technology resources is not private. Authorized employees monitor the use of information technology resources to help ensure that uses are secure and in conformity with AIMS K-12 College Prep policies. Administrators reserve the right to examine, use, and disclose any data found on the school's networks in order to further the health, safety, discipline, or security of any employee or other person, or to protect property. In other words, employees must understand that computer files and electronic communications are not private and may be accessed by AIMS K-12 College Prep for the purpose of ensuring proper use. Administrators may also use this information in disciplinary actions, and will furnish evidence of crime to law enforcement. AIMS K-12 College Prep reserves the right to determine which uses

constitute acceptable use and to limit access to such uses. AIMS K-12 College Prep also reserves the right to limit the time of access and priorities among competing acceptable uses.

Disclaimer of Liability

The AIMS K-12 College Prep makes no guarantees about the quality of services provided and is not responsible for any claims, losses, damages, costs, or other obligations arising from the use of the network or accounts. AIMS K-12 College Prep also denies any responsibility for the accuracy or quality of the information obtained through user access. AIMS K-12 College Prep denies any responsibility for material encountered on a computer network, including the Internet, which may be deemed objectionable to a user or for any hostile or injurious actions of third parties encountered through a computer network. Any statement accessible on the computer network or the Internet is understood to be the author's individual point of view and not that of AIMS K-12 College Prep, its affiliates or employees. Due to the nature of electronic communications and changes in the law, it is also impossible for AIMS K-12 College Prep to guarantee confidentiality of email sent and received over any computer network.

Use of AIMS Devices, Internet and Email Systems

The policy regarding the Use of AIMS Computers, Phones, Internet, Email systems, and other devices states that telephones in AIMS schools and offices are designated solely for official business purposes, with exceptions made for personal emergencies where conversations should be kept brief. Personal calls should be made on personal cell phones during lunch and break periods to avoid disruption to work activities. Employees are reminded that personal business, including handling personal mail, email, text messages, and phone calls, should be conducted outside of working hours. The AIMS email account is to be used exclusively for AIMS business.

AIMS emphasizes that its electronic communication systems, including devices such as computers, telephones, email accounts, video conferencing, voice mail, facsimiles, internal and external networks, PDAs, tablets, and AIMS-issued cell phones, are the property of AIMS. All communications and information transmitted, received, or stored using these systems are considered AIMS records. Consequently, AIMS reserves the right to monitor employees' use of these electronic communication systems, including social media activities. Monitoring may occur randomly, periodically, or when there is suspicion of policy violations.

Employees should understand that their use of AIMS' email, internet, and computer systems does not guarantee privacy, as AIMS maintains the right to access and review these communications and records as necessary.

Personal Property

It is the employee's responsibility to ensure that their electronic devices, handbag, wallet, and other personal property are kept locked in a safe place while at work. The school is not responsible for

damage to or theft of private property unless the school has been negligent. We recommend that employees not bring expensive items to school that may be stolen, such as iPads, mobile phones, and jewelry. The school does not accept responsibility for these items and is therefore not obliged to pay compensation for lost or stolen items.

Change of Contact Information

Promptly report any change of home address or telephone number by completing a name and address card with the current information and submitting it to the Paycom system.

Social Media Policy

AIMS has developed a social media policy to regulate employees and students' use of social media platforms. This policy applies in situations where individuals:

- Make posts related to AIMS on social media platforms
- Engage in social media activities during working hours
- Utilize AIMS equipment or resources for personal social media activities
- Use AIMS email address to post on an unapproved social media account
- Post in a manner that discloses their affiliation with AIMS

"Social media" in this context refers to websites and electronic applications used for connecting with others, including platforms like Facebook, Twitter, Instagram, Snapchat, Pinterest, LinkedIn, YouTube, blogs, wikis, and other user-generated media or web-based discussion forums. Access to social media may occur through various electronic devices such as computers, cell phones, smartphones, tablets, and similar tools.

This policy is designed to complement existing AIMS policies, rules, and standards of conduct. It does not supersede other school policies on confidentiality, use of AIMS equipment, professionalism, employee references and background checks, workplace violence, unlawful harassment, or any other conduct rules outlined in the Handbook. Compliance with all AIMS policies is mandatory whenever social media activities involve or potentially involve AIMS.

Standards of Conduct for Social Media

Employees and students of AIMS must adhere to the following rules and guidelines when engaging in social media activities governed by this policy:

- **Compliance with all applicable laws:** Do not post any content or participate in activities on social media that may violate local, state, or federal laws.
- **Non-discriminatory and respectful behavior:** Avoid engaging in discriminatory, harassing, or retaliatory behavior that contravenes AIMS policy.
- **Respect for intellectual property:** Adhere to copyright laws and fair use principles. Properly attribute all borrowed or copyrighted material with appropriate citations or links.
- **Restrictions on student social media use:** Students are prohibited from engaging in social media activities during school hours. Use of AIMS email addresses for personal social media registration is also prohibited.
- **Courteous and fair communication:** Maintain a professional demeanor towards AIMS employees, students, parents, and representatives. Refrain from posting content that could be interpreted as malicious, obscene, threatening, or intimidating, or that could constitute harassment or bullying. Violations may result in disciplinary action, including expulsion or dismissal, with potential civil liability for parents.
- **Accuracy and honesty in postings:** Ensure all information shared on social media platforms is accurate. Promptly correct any mistakes. Avoid spreading false information or rumors about AIMS, its employees, students, parents, or representatives. Violations may lead to disciplinary measures, including expulsion or dismissal, with potential civil liability for parents.
- **Personal Opinions and Representation:** Staff members should express personal opinions only and must not present themselves as spokespersons for AIMS unless explicitly authorized. When discussing topics related to AIMS, it is essential to clearly indicate that the views expressed are personal and do not represent those of AIMS, its employees, students, parents, or representatives. A disclaimer such as, “The postings on this site are my own and do not necessarily reflect the views of AIMS,” should be used.
- **Seeking clarification:** If unsure whether a social media activity may implicate AIMS or violate this policy, contact the site administrator for guidance.
- **Exercise of judgment:** Recognize the evolving nature of social media and exercise good judgment. Seek clarification or authorization before engaging in activities that may implicate this policy.
- **Spokesperson authority:** The Superintendent or designated spokesperson is the sole authorized representative for AIMS. Any media statements concerning AIMS must receive prior written approval from the Superintendent.

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Social Media Account Policy for Student Clubs & Associations

As AIMS student clubs and associations develop their online presence, the school has established the following policy regarding the appropriate use of social media accounts:

- **Compliance and Scope:** Students must adhere to these rules and guidelines as governed by this policy, in addition to local, state, or federal laws and regulations. Social media accounts encompass websites, Facebook, Instagram, TikTok, Snapchat, YouTube, Twitter, and any other public sharing platforms.
- **Account Management:** Official AIMS student club and association social media accounts must be created and managed using a general AIMS email account format (e.g., hs.sga@student.aimsk12.org). Personal AIMS or non-AIMS email accounts are prohibited. These accounts must remain accessible to site administrators and the club advisor.
- **Content Approval:** All content must receive prior approval from the club advisor or site administrators before posting. Students must obtain signed media release forms from individuals featured in content and submit them to the club advisor or site administrators before posting.
- **Account Usage:** Official AIMS social media accounts cannot be used for personal purposes such as following unrelated accounts or engaging with personal content. They may only follow official accounts that align with the school's reputation, such as government agencies, universities, other schools, sports teams, news anchors, and non-profit organizations.
- **Interaction and Engagement:** Students should not accept random followers unrelated to the school or official accounts. Personal engagement like liking, sharing, commenting, or direct messaging on personal matters is prohibited.
- **Age Restrictions:** Students under the age of 13 are prohibited from managing social media accounts, in accordance with the Children's Online Privacy Protection Act (COPPA).
- **Management Responsibility:** Elementary and Middle School club social media accounts must be managed solely by club advisors, although students are encouraged to contribute content. High School students may participate in account management.
- **Compliance and Standards:** All social media posts must align with legal requirements, AIMS standards, guidelines, and reflect common sense, as they represent the organization and are subject to legal regulations.

Community Standards

- **Non-Discriminatory Behavior:** Employees and students must refrain from engaging in discriminatory, retaliatory, or harassing behavior, which contravenes AIMS policy.
- **Content Standards:** Posting content perceived as bullying, malicious, obscene, threatening, disparaging, or intimidating, as outlined in AIMS guidelines, is strictly prohibited.

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- **Copyright Compliance:** Respect copyright regulations by providing proper citations or links for all sourced materials in postings.
- **Accuracy and Integrity:** Ensure all content is fair, accurate, and honest. Promptly correct any mistakes. Avoid posting unsubstantiated ideas or rumors.
- **Spokesperson Clarification:** Only the Superintendent serves as the official spokesperson for AIMS. When posting, it is advisable to express personal opinions and include a disclaimer such as "the postings on this site are my own and do not necessarily reflect the views of AIMS."
- **Seeking Guidance:** For queries regarding how a club or association's social media account may impact AIMS or potentially violate this policy, individuals should contact their site administrator.
- **Policy Adaptation:** Given the rapid evolution of social media and online content, there may be unforeseen events or issues not covered by this policy. All AIMS employees and students are responsible for exercising good judgment, obtaining approval, and seeking clarification before posting content.

Equal Employment Opportunity

AIMS K-12 College Prep Charter District is committed to equal employment opportunity and prohibits unlawful discrimination in all aspects of employment practices. Employment decisions, including hiring, firing, promotion, demotion, training, and compensation, are based solely on merit and the individual's qualifications relative to the job under consideration.

Non-Discrimination Policy:

AIMS prohibits discrimination based on the following protected characteristics: race, religious creed (including religious dress and grooming practices), color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex (including pregnancy, childbirth, breastfeeding, and related conditions), gender, gender identity, gender expression, age, sexual orientation, military or veteran status, or any other characteristic protected by federal, state, or local laws, ordinances, or regulations.

Commitment to Compliance:

AIMS is dedicated to complying with all applicable laws providing equal employment opportunities. This commitment extends to all individuals involved in AIMS operations and prohibits unlawful discrimination by any employee, including supervisors and coworkers.

Reasonable Accommodation:

To ensure equal opportunities for qualified individuals with disabilities, AIMS will make reasonable accommodations to the known physical or mental limitations of an otherwise qualified applicant or

employee, unless such accommodations would impose undue hardship on AIMS. Applicants or employees requiring accommodations to perform essential job functions should contact EmployeeSupport@aimsk12.org to request accommodations, specifying the necessary adjustments.

AIMS will assess the situation, engage in an interactive process with the individual, and provide a timely response to accommodation requests.

Employee Dispute Resolution Process

AIMS offers dispute resolution procedures to provide employees who have a complaint concerning conditions of employment with an internal avenue for resolution. The concern or complaint will be heard by the Site Administrator. He or she, or any designee, will be accessible and ready to hear suggestions and complaints. The school cannot act on any problem unless it is aware of it, so complaints must be put in writing as soon as possible. The Site Administrator will provide a written response within five (5) business days. If the response is not satisfactory to the complainant, then the complaint may be submitted in writing to the Board and will be placed on the agenda for the next regular Board meeting. The Complainant may address the Board and make a suggestion for resolution. The Board will issue a written response within five (5) business days. The Board's decision shall be final.

Conflict of Interest

The purpose of this Conflict of Interest Policy is to protect the integrity and reputation of AIMS by ensuring that all employees, officers, and board members act in the best interest of the school at all times and avoid conflicts of interest that may arise in the course of their duties.

1. **Disclosure of Conflicts:**
    - All employees, officers, and board members have a duty to disclose any actual or potential conflicts of interest that may compromise their ability to act impartially in the best interests of AIMS.
    - Conflicts of interest may arise when an individual's personal, financial, or professional interests conflict with the interests of AIMS.

2. **Prohibited Actions:**
    - No employee, officer, or board member shall use their position at AIMS or any information obtained through their position for personal gain or for the benefit of any outside entity or individual with whom they have a personal, financial, or familial relationship.
    - No employee, officer, or board member shall engage in any activity that creates an actual or perceived conflict of interest, including but not limited to transactions,

contracts, or arrangements involving AIMS where they or their family members have a financial interest.

3. **Disclosure Process:**
    - Upon identifying a potential conflict of interest, the individual must promptly disclose the conflict in writing to their supervisor, the Director of Schools, the Superintendent, or the Board of Directors.
    - The disclosure should include a description of the conflict, the nature of the conflicting interest, and any relevant facts.

4. **Review and Resolution:**
    - The Director of Schools, the Superintendent or the Board of Directors will review each disclosure to determine the significance of the conflict and any necessary actions to resolve or mitigate the conflict.
    - Potential resolutions may include recusal from decision-making, divestment of conflicting interests, or other appropriate measures to ensure that decisions are made in the best interest of AIMS.

5. **Confidentiality and Compliance:**
    - All disclosures and deliberations regarding conflicts of interest shall be handled confidentially to the extent possible.
    - Employees, officers, and board members are expected to comply fully with the decisions and resolutions made by the Director of Schools, the Superintendent or the Board of Directors regarding conflicts of interest.

This Conflict of Interest Policy underscores AIMS' commitment to transparency, integrity, and accountability in all organizational activities. By adhering to this policy, employees, officers, and board members contribute to maintaining public trust and confidence in the mission and operations of AIMS.

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6. Compensation

Employee Compensation

All employees are paid according to their placement on the AIMS salary scale. Employees with concerns regarding their compensation should contact the Compliance Department at compliance@aimsk12.org.

Salary Schedule Placement Guidelines

Certificated (Teacher) Salary Schedule Placement Guidelines:

- **Work Experience Verification**
  - **Primary and Secondary School Teaching Experience:** Maximum of 10 years of prior *full-time teaching experience accepted, pending verification AIMS Compliance Office must receive completed VOE within 45 days of start date in order to maintain salary schedule placement
  - **College/University Teaching Experience:** Eligibility will be assessed on a case-by-case basis to determine if the individual's higher education teaching experience can be considered equivalent to grade school teaching experience.
- **Stipend**
  - Additional $1,000 annual Master's stipend pending Official Master's Degree Conferral Transcripts
  - Additional $2,000 annual Doctorate stipend pending Official Master's Degree Conferral Transcripts
  - Note: Master's and Doctorate stipends are built into the salary schedule.

Certificated Management (School Administrator) Salary Schedule Placement Guidelines:

- **Work Experience Verification**
  - Maximum of 10 years of prior *full-time administrative experience accepted, pending verification
  - AIMS Compliance Office must receive completed VOE within 45 days of the start date in order to maintain salary schedule placement

- **Stipend**
  - Additional $1,000 annual Master's stipend pending Official Master's Degree Conferral Transcripts
  - Additional $2,000 annual Doctorate stipend pending Official Master's Degree Conferral Transcripts
  - Additional $500 annual Admin. Services Credential stipend pending official verification

* Full Time = Teacher or Administrator of record for 75% of the school year or more. Any combination of part-time or substitute experience does not count as one year of full-time experience.

Classified/Management Salary Schedule Placement Guidelines:

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- **Work Experience Verification**
  - Maximum of 5 years of prior **full-time work experience in a similar role accepted, pending verification (VOE)
  - AIMS Compliance Office must receive completed VOE within 45 days of the start date in order to maintain salary schedule placement

** Full Time = 30-40 hours per week and having worked/completed a minimum of 75% of the year. Any combination of part-time experience does not count as one year of full-time experience.

Payment of Wages

Employees are paid semi-monthly (twice per month). If a payday falls on a weekend or holiday, employees will be paid on the preceding workday. Employees are required to report any overpayment of wages to the Office. Any discrepancies or shortages in the calculation of wages should be reported to payroll@aimsk12.org as soon as possible after payday.

Expense Reimbursements

Employees shall be reimbursed for approved out-of-pocket expenditures for materials and supplies. All expenses claimed must be recorded on a reimbursement form and submitted with the original receipts for pre- approval of the supervisor or designee. If permission for the expenditure is not requested and approved before the purchase, reimbursement is not guaranteed.

If approved, the reimbursement is then entered into the internal organization PO System and will undergo Leadership approval before being paid.

Check Reimbursement Form

Mileage Reimbursement Form

Reimbursements Process and Instructions

Overtime

All non-exempt employees are required to obtain approval from their supervisor prior to working overtime. Failure to obtain such approval may subject an employee to discipline, up to and including termination. Overtime compensation will be paid in accordance with all state and federal laws.

Unless exempt, employees covered by the Fair Labor Standards Act must receive overtime pay for hours worked over 40 in a workweek at a rate not less than time and one-half their regular rates of

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pay.

For purposes of overtime calculations for non-exempt employees, the School's workweek begins on Monday and ends the following Sunday. The workday begins at midnight and ends the following day at 11:59 p.m. Employees will be informed when they are required to work overtime hours.

Travel Time Pay

AIMS is committed to ensuring fair compensation for non-exempt employees required to travel as part of their job duties. The following guidelines outline how travel time is compensated:

1. **Travel from Regular Workplace to Another Site:**
   If an employee reports to their regular workplace and is then required to travel to another site for work, the travel time to the assigned site will be compensated.

2. **Direct Reporting to Another Site:**
   If an employee is required to report directly to a site other than their regular workplace without first going to the regular site, the school will compensate for travel time exceeding the employee's normal commute time to the regular site.

3. **Travel to Distant Workplaces:**
   When travel to a distant workplace is necessary, employees will receive compensation for travel time in addition to the time worked at the distant location. These travel hours are considered "hours worked" for calculating overtime.

4. **Out-of-Town Business Events:**
   Under state law, if an employer requires an employee to attend an out-of-town business meeting, training session, or any other event, the employer must compensate for the employee's travel time. The rate of pay for travel time depends o the compensation agreement:

   - If the employee is paid a fixed hourly rate, travel time must be compensated at that rate or, if applicable, the required overtime rate.
   - Employers may establish a separate rate of pay for travel before the work is performed for hourly employees, provided it does not fall below the statutory minimum wage.
   - Non-exempt salaried employees must be paid at the appropriate overtime rate for any hours worked in excess of 8 in a day or 40 in a week, calculated by converting the weekly salary to an hourly rate (Labor Code Section 515).

AIMS is dedicated to ensuring non-exempt employees are fairly compensated for travel time required in the course of their duties, adhering to legal standards and organizational policies.

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Workday and Workweek

Employees' work schedules shall be in accordance with the current school year calendar (calendar.aimsk12.org) and each employee's employment agreement.

For purposes of calculating overtime, AIMS' standard work week begins on Sunday at 12:01 a.m. and ends on Saturday at 12:00 a.m. (midnight). The standard workday is 12:01 a.m. to 12:00 a.m. (midnight) each day.

Timekeeping and Attendance Policy

Accurate timekeeping is essential to ensure proper compensation and compliance with labor laws. The following policies must be strictly adhered to by all employees:

1. **Accurate Time Reporting:**
   All employees are required to record their working hours accurately in the Paycom system. Recording inaccurate time, whether underreporting or overstating hours worked, is a serious violation of AIMS policy. Employees are also strictly prohibited from reporting time that is not approved by the Board.
2. **Prohibition of Unauthorized Timekeeping:**
   Employees are strictly prohibited from recording time on another employee's timesheet or allowing another employee to record time on their own timesheet. Such actions are considered falsification and will result in disciplinary action, up to and including immediate termination.
3. **No Off-the-Clock Work:**
   Employees are strictly prohibited from working "off the clock." All time worked must be accurately recorded on the timesheet. Failing to record all time worked is a violation of AIMS policy and may lead to disciplinary measures.
4. **Consequences of Falsification:**
   Any form of timecard falsification, whether by inaccurate recording or unauthorized timekeeping, will result in severe disciplinary action, up to and including termination.

Adherence to these policies ensures the integrity of our timekeeping processes and helps maintain a fair and compliant workplace.

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Time & Accounting

Time Tracking:

- **Accurate Time Reporting:** AIMS employees working on projects funded by federal grants or contracts must accurately track their time spent on these activities. Time and effort reporting is required to document the distribution of an employee's time across different funding sources.
- **System for Time Recording:** AIMS has a system in place to accurately record and certify the time spent by employees on federally-funded projects.

Allowable Costs:

- **Cost Principles:** Costs charged to federal awards must be allowable, reasonable, and allocable under the applicable cost principles based on federal and state requirements.
- **Policies and Procedures:** AIMS has Standard Operating Procedures (SOP) and board policies to ensure that costs are properly classified and allocated to the appropriate federal award.
- **Unallowable Costs:** Certain costs, such as entertainment expenses or alcohol, cannot be charged to federal funds.

Documentation and Record Keeping:

- **Detailed Records:** AIMS maintains detailed records and documentation to support all costs charged to federal awards. This includes timesheets, Personnel Activity Reports (PARS), Semi-Annual Reporting, invoices, receipts, and other supporting documentation through our purchase order system.
- **SOP Addition:** Keisha, please add the SOP for time and accounting. Suzen, please note to add this to the appendix.

Audits and Compliance:

- **Audit Requirements:** Federal awards are subject to audits, such as those required by the Single Audit Act, to ensure compliance with applicable laws, regulations, and the terms of the award.
- **Internal Controls:** AIMS has internal controls and procedures in place to ensure compliance with federal requirements.
- **Consequences of Non-Compliance:** Failure to comply with federal requirements can result in disallowed costs, penalties, or even the loss of future federal funding.

It is crucial for AIMS, as a recipient of federal funds, to have all employees adhere to these requirements to maintain a robust system for time and accounting management and ensure compliance with federal regulations.

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Meal and Rest Periods

AIMS requires all non-exempt employees to adhere to the following policies regarding meal and rest periods:

Meal Periods: Non-exempt employees must take an uninterrupted meal period of at least 30 minutes each day they work more than 5 hours. The meal period must commence before completing the fifth hour of work. For example, if the workday begins at 8:30 a.m., the meal period must be taken before 1:30 p.m. Employees must record the actual times they start and stop work for each meal period. For shifts exceeding 10 hours, employees must also take a 30-minute meal period before completing the tenth hour of work. Meal periods are unpaid.

Rest Periods: Non-exempt employees are authorized and encouraged to take a 10-minute rest period every 4 hours worked, or a major fraction thereof, totaling two rest periods within an 8-hour workday. The first rest period should be taken approximately midway through the first 4-hour work period before lunch, and the second should occur around the midpoint of the second 4-hour work period after lunch. Rest periods are paid, and employees are not required to record their durations.

Compliance and Notification: During meal and rest periods, employees are excused from all duties and may not perform any work. Combining meal or rest periods to extend breaks or skipping required breaks to alter work schedules is prohibited. In rare circumstances where an employee cannot take a meal or rest period, they must notify their supervisor in advance whenever possible, or as soon as possible. Failure to comply with these policies may result in disciplinary action, up to and including termination.

This policy ensures that employees receive necessary breaks during their workday while adhering to legal and organizational standards.

Benefits Overview (Health, Dental, Vision, Retirement)

All Employees working the appropriate hours are eligible for emotional counseling, medical, vision, and dental benefits. Please contact the AIMS Business Office for further information.

For detailed information, please refer to Benefits & Retirement Section

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7. Benefits & Retirement

All Employees working the appropriate hours are eligible for emotional counseling, medical, vision, and dental benefits. Please contact EmployeeSupport@aimsk12.org.

Health Benefits

AIMS K-12 College Prep Charter provides access to health, life insurance, dental, and vision benefits for full-time employees and part-time employees who work 30 hours or more per week. The cost of employee benefits will be deducted from payroll, if applicable.

Open Enrollment:
Open enrollment begins on December 1st and ends on December 15th each year. During this period, current employees may enroll in benefits or make changes to existing plans. Changes outside of this period are generally not permitted.

Employee Assistance Program (EAP):
AIMS K-12 College Prep Charter offers an Employee Assistance Program (EAP) to all eligible employees and their family members/dependents after the plan's defined waiting period. Further information about the EAP can be found on the Intranet.

Voluntary Benefits:
AIMS also offers several voluntary benefits, such as Aflac STD, Voluntary Life, and Flexible Spending Accounts (FSA), which employees pay for through payroll deductions. The cost of employee-selected plans will be clear during open enrollment. Changes to voluntary benefits can only be made during open enrollment, so employees are encouraged to confirm the affordability of optional coverages before finalizing their selections.

For questions and enrollment assistance, please contact EmployeeSupport@aimsk12.org.

Cash in Lieu of Medical Coverage

An employee who is eligible for Health and Welfare (H & W) Benefits through AIMS, but is otherwise provided basic group medical coverage, may opt to receive a cash payment of $1,000 annually, paid twice a year at $500 per semester. Payment will be prorated based on the date of hire.

To qualify for this option, the employee must:

1. Enroll in the program and submit an application through the HRIS.
2. Provide proof of alternative insurance coverage within fifteen (15) days of the first date of employment.

The cash payment shall be in lieu of medical coverage provided by AIMS and will only be initiated following the employee's certification of alternative coverage.

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Coverage Begins

New employees must enroll in medical, dental, and vision plans within fifteen (15) days of their first date of employment. Insurance coverage will commence on the first day of the month following the receipt of the completed health benefits application.

AIMS will provide new employees with an explanation of these plans in sufficient time to meet the 15-day enrollment deadline.

Duration of Benefits

11-month employees who remain in paid status and have signed their contract for the following school year will continue to receive coverage through the end of July, with no interruption in benefits.

COBRA

Should an employee's employment be terminated (voluntarily/involuntarily), the employee's benefits shall continue through the last day of the month. The employee shall then be entitled to continued coverage under the medical, dental & vision plans in accordance with federal law.

Leaves of Absence (Effects on Benefits)

Dental & vision benefits continue as part of the compensation for the employee on a paid or unpaid leave of absence. Employees on an authorized paid or unpaid leave of absence may continue their medical coverage through an option of self-paying for their benefits premium.

Benefits will automatically continue for the month in which the leave begins. An employee wishing not to continue with benefits during their leave must notify the AIMS Business Office immediately.

An employee returning from an unpaid leave of absence and would like to re-enroll in benefits must contact the AIMS Business Office upon their return to request re-enrollment in benefits.

State Disability Insurance

AIMS participates in the State of California's State Disability Insurance ("SDI") program as required by the California Unemployment Insurance Code. Contributions to SDI are deducted from employees' payrolls. SDI benefits are available in situations where an employee is unable to work due to illness or injury unrelated to their employment with AIMS, or when temporary workers' compensation benefits are less than the daily disability benefit amount.

Paid Family Leave

Under California law, eligible employees can participate in the Paid Family Leave (PFL) program, which is part of the state's unemployment compensation disability insurance program. The PFL program provides partial wage replacement for up to eight weeks within a 12-month period for the following reasons:

- To bond with a new child (by birth, adoption, or foster care placement)
- To care for a seriously ill family member (including child, parent, parent-in-law, grandparent, grandchild, sibling, spouse, or registered domestic partner)
- To address a qualifying exigency related to the covered active duty or call to active duty of a spouse, domestic partner, child, or parent in the U.S. Armed Forces

The 12-month period begins on the day a claim is submitted. Note that the PFL program does not provide job protection or reinstatement rights.

Before receiving benefits under the PFL program, AIMS requires employees to use up to two weeks of accrued but unused vacation time.

Benefits are administered through the California Employment Development Department (EDD). To apply for PFL benefits, contact the EDD directly. For information on eligibility or to obtain a claim form, visit the EDD website. Medical and other documentation may be required.

Unemployment Compensation

AIMS contributes significantly to the California Unemployment Insurance Fund on behalf of its employees. Under certain circumstances, you may be eligible for unemployment insurance benefits.

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Workers' Compensation Insurance And Leave

At no cost to employees, AIMS provides protection under its workers' compensation insurance policy while they are employed by AIMS. This policy covers employees in case of occupational injury or illness.

The workers' compensation benefits provided to injured employees may include:

- Medical care
- Cash benefits, tax-free, to replace lost wages
- Vocational rehabilitation to assist qualified injured employees in returning to suitable employment

To ensure that employees receive all workers' compensation benefits to which they may be entitled, they must:

- Immediately report any work-related injury to the Site Administrator
- Seek medical treatment and follow-up care if required
- Complete a written Employee's Claim form and return it to the Site Administrator
- Provide the school with medical certification from their health care provider regarding the need for workers' compensation disability leave and their ability to return to work from the leave

Under most circumstances, upon submission of a medical certification that an employee is able to return to work from workers' compensation leave, the employee will be reinstated to his or her same position held at the time the leave began or to an equivalent position if available. An employee returning from a workers' compensation leave has no greater right to reinstatement than if the employee had been continuously employed rather than on leave. If the employee's same position is not available upon the employee's return to work, an employee's returning to work will depend on job openings existing at the time of his or her scheduled return.

Any person who makes or causes to be made any knowingly false or fraudulent material statement or material misrepresentation for the purpose of obtaining or denying workers' compensation benefits or payments is guilty of a felony. The law requires that AIM Schools notify its workers' compensation carrier of any concerns of false or fraudulent claims.

Social Security, 403(B) And California Public Employees Retirement System

Social Security is an important part of every employee's retirement benefit. Employees are required to pay into Social Security, and AIMS pays a matching contribution to each employee's Social Security taxes. Employees who have participated in STRS elsewhere do not lose credits previously

earned but will not earn added service credit while at AIMS.

AIMS' only retirement option for certificated teachers is the 403(b). AIMS makes a matching contribution to all enrolled certificated teachers' 403(b) contributions equal to 3% of the employee's contribution.

In addition, all employees, with the exception of teachers, are mandatorily signed up with CalPERS. CalPERS retirement benefits are funded through contributions paid by AIMS and other employers (through matching), CalPERS members, and earnings from CalPERS investments. All employee PERS deductions and employer matching contributions are deposited into the employee's personal CalPERS account. These accounts are not managed by AIMS. For more information, employees should contact CalPERS directly.

As an employer, AIMS' contribution requirements are determined by periodic actuarial valuations under state law. Actuarial valuations are based on the benefit formulas provided by CalPERS and the employee groups covered. School Member Contributions for fiscal year (FY) 2024-25 are as follows:

- Classic Members: 7.00%
- PEPRA School Members: 8.00%
- Employer Matching: 27.05%

For more information, refer to CalPERS Circular Letter 200-021-24.

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8. Leave Policies

Staff Attendance Policy

The following outlines the approved reasons for absences for eleven (11) month employees. Twelve (12) month employees may include vacation time to this list.

- **Illness or Medical Appointment:** During school hours.
- **Jury Duty**
- **Funeral Services:** Immediate family members (one day within California, up to three days outside California). Immediate family includes the employee's mother, father, grandmother, grandfather, grandchild, spouse, son, son-in-law, daughter, daughter-in-law, brother, sister, or any relative living in the employee's household.
- **Bereavement Leave:** Up to five days following the death of the employee's spouse, child, parent, sibling, grandparent, grandchild, domestic partner, or parent-in-law. Requires at least 30 days of employment before leave.
- **Illness or Medical Appointment:** Child of the employee, with a doctor's note required.
- **Personal Absences:** For justifiable reasons approved in writing by the Director of Schools or a designated representative.
- **Precinct Board Service**
- **Family Time:** With an active-duty member of the uniformed services during deployment or return from a combat zone or combat support position.
- **Naturalization Ceremony Attendance:** To become a United States citizen.
- **Family/Medical Leave:** As per state and federal law.

All other absences are considered "unexcused," except for 12-month employees utilizing earned vacation time or those placed on administrative leave. Unexcused absences may result in pay deductions and disciplinary actions, including dismissal.

Absence Reporting

Employees are required to adhere to the following guidelines for reporting absences:

General Absences: Employees must notify their supervisor and/or designated designee(s) as early as possible before the start of the workday or promptly thereafter, depending on the circumstances. Notification to a co-worker, secretary, or receptionist is insufficient unless specifically designated by the supervisor.

Medical Absences: For absences exceeding three (3) working days due to medical reasons, employees must provide a doctor's statement upon return. This statement should certify the medical basis for the absence and confirm the employee's fitness to resume work.

Planned Absence Procedure:

- Employees must request time off through the Paycom system.
- Await approval from the supervisor via Paycom.

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- Notification regarding the approval status will be received from Paycom.
- If the request is denied, employees should contact their supervisor for further instructions.

Unplanned Absence Procedure:

- Employees should notify their supervisor at least 2 hours before the scheduled start time, if possible.
- Submit the absence request through Paycom.
- Await approval notification through Paycom.
- If the absence request is not approved, employees should contact their supervisor promptly.

Adhering to these procedures ensures efficient handling of absences and maintains clear communication between employees and supervisors.

Types of Leave

Vacation and Personal Leave

Vacation time is granted to employees as defined in the current year's school calendar (holidays and school breaks) and in each employee's employment agreement.

Classified Employees:

- **Accrual of Personal/Vacation Time:** In addition to the paid school holidays listed on the school calendar, classified employees (non-teaching staff) will accrue paid personal/vacation time per month beginning immediately upon hire, as defined in their employment agreement. There is a cap on personal/vacation day accrual.

- **Maximum Accrual:** Once the classified employee's personal/vacation time reaches the maximum stated in his or her employment agreement, further accrual is suspended until the employee reduces the balance below this limit. No personal/vacation time will be earned during the period in which the classified employee's personal/vacation time was at the maximum.

- **Carry Over and Payout:** Accrued but unused personal/vacation time will carry over from year to year, subject to the maximum accrual limit. Accrued but unused personal/vacation time will be paid out upon termination.

- **Usage:** Classified employees may use personal/vacation time beginning on the 30th day of employment. Personal/vacation time may be taken in minimum increments of two hours. Employees must provide their supervisor with reasonable advance notification, by entering the requested Time Off in Paycom as well as alerting their Supervisor by email, of the need to use personal/vacation days, if foreseeable. Requests for personal/vacation time may be denied based on the needs of the Charter School or if adequate notice is not provided by the employee.

Qualified Full-Time 12-Month Contract Employees:

- **Accrual of Vacation Time:** For qualified full-time 12-month contract employees, vacation time accrues each month in the amount equaling the hours of one working day, as per the classification of their position. Accrual begins immediately upon hire, as defined in the employment agreement.
- **Maximum Accrual:** There is a cap of 192 accrued vacation hours. Once the qualified employee's vacation accrual reaches the cap, further accrual is suspended until the employee reduces the balance below this limit. No vacation time will be earned during the period in which the qualified employee's vacation time remains at the maximum.
- **Carry Over and Payout:** Accrued but unused vacation time will carry over from year to year, subject to the cap. Accrued but unused vacation time will be paid out upon termination. An employee qualified to accrue and use vacation may use the time beginning on the 30th day of employment.

Paid Sick Leave (PSL)

In satisfaction of the California Healthy Workplaces, Healthy Families Act, employees will be allotted PSL beginning immediately upon the effective date of employment as specifically provided in each employee's employment agreement. For employees with no employment agreement, PSL will be granted according to law.

PSL days are accrued monthly from date of hire at the amount equaling the hours of one working day as per the classification of their position. Employees must take unpaid time off for days out sick if there is no accrued sick time available. Sick time or Unpaid Time off is to be logged into Paycom within 24 hours of being absent.Employees may use PSL beginning on the 30th day after the effective date of employment. Employees may use their accrued PSL to take paid time off for the diagnosis, care, or treatment of an existing health condition of (or preventative care for) the employee or the employee's family member. Employees may also use PSL to take time off from work for reasons related to domestic violence, stalking, or sexual assault. For purposes of this policy, "family member" means a child, parent, spouse, registered domestic partner, grandparent, grandchild, or sibling of the employee. "Child" means a biological child, a foster child, an adopted child, a step-child, a child of a registered domestic partner, a legal ward, or a child of a person standing in loco parentis. "Parent" means a biological, foster, or adoptive parent, a step-parent, or a legal guardian of the employee or the employee's spouse or registered domestic partner. "Spouse" means a legal spouse, as defined by California law.

Up to 72 hours of accrued PSL may be carried over from year to year. Accrued but unused PSL in excess of 72 hours may not be carried over from year to year and will not be paid out upon termination.

PSL may be taken in minimum increments of two hours. Employees must provide reasonable advance notification, orally or in writing, of the need to use PSL, if foreseeable. If the need to use PSL is not foreseeable, the Employee must provide notice as soon as practicable.

Unpaid Leave Of Absence (Medical)

To comply with its duty to accommodate employees with qualifying disabilities, AIMS provides leaves of absence without pay when an employee is temporarily unable to work due to a mental or physical disability. This leave must be certified in writing by the employee's healthcare provider and submitted to your manager or direct supervisor. The request for leave must be made in the HRIS system for approval and accompanied by the supporting documentation.

Approved absences that are less than two weeks are not treated as medical leaves of absence but rather as excused absences without pay. Employees granted unpaid medical leave have no right to guaranteed reinstatement.

Benefit accruals, such as vacation, paid sick leave, and holiday benefits, will be suspended during an unpaid medical leave period and will resume upon return to active employment. Unless otherwise required by law, AIMS does not continue to pay premiums for health insurance coverage for employees on unpaid medical leave. However, if eligible, you may self-pay the premiums under the provisions of COBRA.

Discretionary Unpaid Leave Of Absence (Non-Medical)

AIMS may grant a discretionary leave of absence to employees in certain unusual circumstances. It is important for employees to request any leave in writing as far in advance as possible, to maintain communication with their supervisor during the leave, and to provide prompt notice if there is any change in the return date. If an employee’s leave expires and there has been no contact with the supervisor or AIMS, it will be assumed that the employee does not plan to return and that they have voluntarily terminated their employment. Employees do not continue to accrue vacation, paid sick leave, or holiday benefits while on unpaid discretionary leaves of absence. Unless otherwise required by law, AIMS does not continue to pay premiums for health insurance coverage for employees on discretionary unpaid leaves of absence. However, if eligible, employees may self-pay the premiums under the provisions of COBRA.

Military Leave

All employees who leave AIMS for active military service or military reserve duty will be placed on an unpaid military leave of absence. Employees are entitled to reinstatement upon completion of such military service or duty, provided that an application for reinstatement is made within 90 days

of discharge or as otherwise provided by law.

Employees may use accrued vacation time during military leave. Time spent on military leave counts towards determining "length of service." However, employees will not accrue vacation or paid sick leave, nor receive holiday pay, during military leave.

Jury Duty/Witness Duty

All employees who receive a notice of jury or witness duty must notify their supervisor as soon as possible so that arrangements can be made to cover the absence. Employees must provide a copy of the official jury or witness duty notice to their manager and submit a form from the court for the day or days in attendance to their supervisor.

Employees must report for work whenever the court schedule permits. Either AIMS or the employee may request an excuse from jury or witness duty if, in AIMS' judgment, the employee's absence would create serious operational difficulties.

Non-exempt employees who are called for jury or witness duty will be provided time off without pay. Exempt employees will receive their regular salary unless they do not work any hours during the course of a workweek. Employees may elect to use any accrued vacation during jury or witness duty leave. In the event that the employee must serve as a witness within the course and scope of his or her employment with AIMS, AIMS will provide time off with pay.

An employer cannot make deductions for absences of an exempt employee due to jury duty, serving as a witness, or military leave. The employer may offset any amount received by an exempt employee as jury fees, witness fees, or temporary military pay for a particular week against the salary due for that particular week.

Time Off For Voting

AIMS encourages its employees to fulfill their civic responsibilities by participating in elections. Because polls are open from 7:00 a.m. until 8:00 p.m., employees generally are able to find time to vote either before or after their regular work schedule. If employees are unable to vote in an election during their non-working hours and have not requested an absentee ballot, then AIMS will grant up to two hours of paid time off to vote.

Employees must request time off to vote from their supervisor at least two working days prior to the election day. Advance notice is required so that the necessary time off can be scheduled at the beginning or end of the work shift, whichever provides the least disruption to the normal work schedule.

Employees must submit a voter's receipt on the first working day following the election to qualify for paid time off.

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Emergency Duty/Training Leave

In California, employees shall not be disciplined for taking time off to perform emergency duty or training as volunteer firefighters, reserve peace officers, or emergency rescue personnel. Employees participating in this type of emergency duty or training should inform their supervisor so that the supervisor is aware of the need for unpaid time off. Whenever possible, employees should notify their supervisor before taking time off for emergency duty or training. Time off for emergency training may not exceed 14 days per calendar year.

Emergency Duty/Training Leave is unpaid. Employees may choose to use accrued vacation time to receive compensation for this time off, but it is not mandatory.

If employees believe they have been treated unfairly as a result of taking or requesting Emergency Duty/Training Leave, they should contact their supervisor or another appropriate manager.

Suspended Employee/Child Leave

California law requires employers to provide time off for parents required to visit a child's school when the child has served a period of suspension from school. To be eligible for time off to attend a child's school, the employee must be the parent of a child in kindergarten or in grades 1-12 and must present the school's letter, which requests the employee's appearance at the school, to his or her supervisor at least two days before the requested time off. Employees may use accrued vacation while attending a child's school under these circumstances. If not, suspended employee/child leave will be unpaid.

Leave For Crime Victims And Their Family Members

If an employee is the victim of a violent felony or serious felony, as defined by the California Penal Code, or if the employee is an immediate family member (i.e., spouse, registered domestic partner, child, step-child, sibling, step-sibling, parent, stepparent, or the child of a registered domestic partner) of such a victim, they are entitled to take leave to attend judicial proceedings related to the crime.

The employee must provide written notification to their supervisor for each scheduled proceeding, unless advance notice is not possible. This time off is unpaid. Employees may choose to use accrued vacation time if they wish to receive compensation for this time off, but it is not required.

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Military Spouse Leave

Qualified employees are eligible for up to 10 days of unpaid leave when their spouse or registered domestic partner is on leave from military deployment. A qualified employee is one who regularly works more than 20 hours per week and whose spouse or registered domestic partner is a member of the Armed Forces, National Guard, or Reserves and is on leave from deployment during a period of military conflict.

Eligible employees should submit a written request for leave to their supervisor within two business days of receiving official notice that their spouse or registered domestic partner will be on leave from deployment. Employees are also required to provide written documentation certifying that their spouse or registered domestic partner will be on leave from deployment.

Non-exempt employees must use accrued vacation time to receive compensation for this leave. If no vacation time is available, the leave may be taken without pay. Exempt employees are required to charge any absence of four or more hours under this policy to their vacation bank, if applicable. Otherwise, exempt employees will be compensated to the extent required by applicable law.

School And Daycare Leave

If an employee is the parent or guardian of a child who is in school up to grade 12 or who attends a licensed daycare facility, they are eligible for up to 40 hours of unpaid leave per year to participate in school or daycare activities. Employees may take no more than eight hours off in any one calendar month for this purpose.

Employees should schedule this time off with their supervisor in advance. They may be asked to provide documentation from the school or daycare facility confirming participation in the activity on the specific date and at the specific time of the leave. This time off is unpaid. Employees may choose to use accrued vacation time if they wish to receive compensation for this leave, but it is not required.

Leave For Domestic Violence, Sexual Assault, And Stalking Victims

Employees who are victims of domestic violence, sexual assault, or stalking may take unpaid time off to ensure their health, safety, or welfare, or that of their child. This leave may be used for the following reasons:

- To obtain a temporary or permanent restraining order or other court assistance;
- To seek medical attention for injuries caused by domestic violence, sexual assault, or stalking;

- To obtain services from a shelter, program, or rape crisis center as a result of domestic violence, sexual assault, or stalking;
- To obtain psychological counseling related to experiences of domestic violence, sexual assault, or stalking; or
- To participate in safety planning and take other actions to increase safety from future domestic violence, sexual assault, or stalking, including temporary or permanent relocation.

Employees should notify their supervisor in advance if possible when taking time off for these reasons. If the absence is unscheduled, employees may be asked to provide documentation, such as a police report, court order, or other evidence of court appearance, or documentation from a counselor or domestic violence advocate. Although this leave is unpaid, employees may use accrued vacation or paid sick leave, as appropriate, to receive compensation for this time off.

Additionally, employees may take unpaid time off to recover from domestic violence, sexual assault, or stalking in accordance with AIMS' family and medical leave policy.

AIMS does not tolerate any acts of discrimination, harassment, or retaliation against employees who are victims of domestic violence, sexual assault, or stalking. Employees who believe they have been subjected to such acts should contact their supervisor. If the complaint involves the supervisor, employees should contact ombudsman@aimsk12.org.

AIMS will maintain the confidentiality of requests for time off due to domestic violence, sexual assault, or stalking to the extent possible and as allowed by law. Requests can be made to ombudsman@aimsk12.org.

Adult Literacy Leave

In accordance with California law, AIMS will make reasonable accommodations for eligible employees who wish to enroll in an adult literacy education program, as long as such accommodations do not impose an undue hardship on AIMS.

While AIMS does not provide paid time off for participation in adult literacy education, employees may use accrued vacation time if they wish to receive compensation for this leave. If accrued vacation time is not available, employees may take the time off without pay.

Alcohol And Drug Rehabilitation Leave

In compliance with California law, AIMS will make reasonable accommodations for eligible employees who wish to voluntarily enter and participate in an alcohol or drug rehabilitation

program, provided that such accommodations do not impose an undue hardship on AIMS.

AIMS does not provide paid time off for participation in alcohol or drug rehabilitation programs. Employees may use accrued vacation time if they wish to receive compensation for this leave. If accrued vacation time is not available, employees may take the time off without pay.

This policy does not affect AIMS' right to discipline employees, up to and including termination, for violations of AIMS' Drug and Alcohol Abuse Policy.

Bereavement Leave

AIMS provides eligible employees with up to five days of bereavement leave in accordance with the California Fair Employment and Housing Act.

Eligibility requires that employees have been employed for at least 30 days before taking bereavement leave. In the event of a death in the immediate family, regular AIMS employees are entitled to up to three (3) workdays of paid bereavement leave upon request. Employees may use up to five days of bereavement leave consecutively or intermittently, but the leave must be completed within three months of the date of death.

To request bereavement leave, employees should submit a request through the Paycom system and send it to their supervisor for approval. Proof of death (such as an obituary notice, funeral notice, death certificate, or other evidence) must be provided. If out-of-state travel is required, proof of travel must also be submitted.

For the purposes of this policy:

- **Family member** includes a child, parent, grandparent, grandchild, sibling, spouse, or domestic partner.
- **Child** refers to a biological, adopted, or foster child; a stepchild; a legal ward; a child of a domestic partner; or a person to whom the employee stands in loco parentis.
- **Parent** includes a biological, foster, or adoptive parent; a parent-in-law; a stepparent; a legal guardian; or another person who stood in loco parentis to the employee when they were a child.
- **Sibling** is a person related by blood, adoption, or affinity through a common legal or biological parent.

Bereavement leave does not accumulate from year to year.

Civil Air Patrol Leave

Pursuant to California law, AIMS will provide unpaid leave to employees who are volunteer members of the California Wing of the Civil Air Patrol and who have been duly directed and

authorized to respond to an emergency operational mission of the California Wing of the Civil Air Patrol. Employees must be employed for at least 90 days immediately preceding the commencement of leave in order to be eligible.

Employees are required to give AIMS as much notice as possible of the intended dates upon which the leave would begin and end. AIMS will restore the employee to the position he or she held when the leave began or to a position with equivalent seniority status, employee benefits, pay, and other terms and conditions of employment, unless the employee is not restored because of conditions unrelated to the exercise of the leave rights by the employee. The time off is unpaid. However, an employee may utilize accrued vacation.

Leave For Bone Marrow And Organ Donors

Pursuant to California law, AIMS will provide up to five business days of paid leave within a one-year period to an employee who donates bone marrow to another person; the AIMS will also provide up to 30 business days of paid leave within a one-year period to an employee who donates an organ to another person. The AIMS requires that bone marrow donors use up to five days of available accrued sick or vacation time during the course of the leave. Organ donors must use up to ten days of available accrued paid sick leave or vacation time during the course of the leave.

To qualify for this leave, an employee must have been employed for at least 90 days prior to the commencement of the leave and must provide the AIMS with written verification of his or her status as an organ or bone marrow donor and the medical necessity for the donation. During such leave, the AIMS will continue coverage under its group medical insurance plan, if applicable. However, employees must continue to pay their portion of the applicable premiums. Employees should give the AIMS as much notice as possible of the intended dates upon which the leave would begin and end.

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8.1. Maternity/Parental Leave

Pregnancy Disability Leave

AIMS provides pregnancy disability leaves of absence without pay to eligible employees who are temporarily unable to work due to a disability related to pregnancy, childbirth, or related medical conditions. Employees should make requests for pregnancy disability leave to their supervisor at least 30 days in advance of foreseeable events and as soon as possible for unforeseeable events. A request for Pregnancy Disability Leave and the healthcare provider's statement must be submitted and approved by the supervisor through Paycom, verifying the need for such leave and its beginning and expected ending dates. Any changes in this information should be promptly reported to AIMS. Employees returning from pregnancy disability leave must submit a healthcare provider's verification of their fitness one week before returning to work.

AIMS will make a good faith effort to provide reasonable accommodations and/or transfer requests when such a request is medically advisable based on the certification of a healthcare provider. When an employee's healthcare provider finds it medically advisable for an employee to take intermittent leave or leave on a reduced work schedule, and such leave is foreseeable based on planned medical treatment because of pregnancy, AIMS may require the employee to transfer temporarily to an available alternative position. This alternative position will have an equivalent rate of pay and benefits and must better accommodate recurring periods of leave than the employee's regular job.

Eligible employees are normally granted unpaid leave for the period of disability, up to a maximum of four months (or 17 1/3 weeks or 693 hours) per pregnancy. Part-time employee leave hours are based on the average hours worked per week. For example, an employee who works 30 hours per week will have a total of 360 hours of Pregnancy Disability Leave (PDL). Employees will be required to use any accrued paid sick time during any unpaid portion of pregnancy disability leave. Employees may also elect to use any accrued vacation time during any unpaid portion of pregnancy disability leave. If an employee is receiving benefit payments pursuant to a disability insurance plan (such as California's State Disability Insurance plan or Paid Family Leave program), the employee and AIMS may mutually agree to supplement such benefit payments with available vacation and/or paid sick leave.

Benefit accruals, such as vacation, paid sick leave, and holiday benefits, will be suspended during the approved pregnancy disability leave period and will resume upon return to active employment. Group health benefits will be maintained during the approved pregnancy disability leave as if you were continuously employed. However, you must continue to pay your share of applicable premiums (for yourself and any dependents) during the leave. So that an employee's return to work can be properly scheduled, an employee on pregnancy disability leave is requested to provide AIMS with at least one week's advance notice of the date she intends to return to work.

When an approved pregnancy disability leave ends, the employee will be reinstated to the same position unless the job ceases to exist because of legitimate business reasons. An employee has no greater right to reinstatement to the same position or to other benefits and conditions of employment than if she had been continuously employed in this position during the pregnancy disability leave or transfer. If the same position is not available, the employee will be offered a comparable position in terms of pay, location, job content, and promotional opportunities, if one exists. An employee has no greater right to reinstatement to a comparable position or to other benefits or conditions of employment than an employee who has been continuously employed in

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another position that is being eliminated.

If you have any questions regarding pregnancy disability leave, please contact EmployeeSupport@aimsk12.org.

Maternity/Parental Leave

AIMS K-12 College Prep Charter School values the importance of family and aims to provide a supportive environment for both new parents and their growing families. The following outlines our maternity and parental leave policies to support employees during pregnancy, childbirth, adoption, and bonding with a new child.

Parental Leave: Employees are eligible for up to 12 weeks of leave within one year of their child's birth, adoption, or foster care placement. This leave is designed to help parents bond with their children and provide proper care.

Bonding Leave: In addition to pregnancy disability leave, all biological or adoptive parents are eligible for 12 weeks of unpaid bonding leave within the first year of a child's birth or placement. Employees may choose to use accrued paid time off, such as vacation, concurrently with bonding leave. Bonding leave must be completed within one year of the child's birth or placement.

Paid Paternity Leave/ Paid Family Leave: This program offers wage replacement, allowing employees to receive 60% to 70% of their wages while taking up to eight weeks off to care for an ill family member, bond with their new child, or participate in a qualifying event related to a family member's military deployment.

Return to Work: Employees returning from pregnancy disability and bonding leave will be reinstated to their original or an equivalent position, if available. Return to work is contingent upon the receipt of a fitness-for-duty certification from a healthcare provider if the leave was due to the employee's medical condition.

Coordination with FMLA and CFRA: Leave taken for pregnancy disability, childbirth, or bonding will count toward the 12 or 26 weeks allowed by the federal Family and Medical Leave Act (FMLA) and the California Family Rights Act (CFRA). The school will coordinate and designate any eligible leave under these laws concurrently with leave under our pregnancy disability and bonding policies.

For any questions regarding pregnancy disability leave, please contact EmployeeSupport@aimsk12.org.

Lactation Accommodations

AIMS K12 College Prep Charter School is committed to supporting working mothers who are lactating. The School will provide a reasonable amount of break time to accommodate employees who need to express breast milk. Whenever possible, this break time should be taken during the employee's rest or meal breaks. For non-exempt employees, any additional breaks taken to express milk may be unpaid.

The School will provide a private space for milk expression. Employees requiring such accommodation should contact their supervisor as soon as possible to make the necessary arrangements. Discrimination against employees who choose to express breast milk in the workplace is strictly prohibited.

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8.2. Family and Medical Leave Act (FMLA)

Family and Medical Leave Policy

Eligibility: Employees may request a family and medical leave of absence under the following conditions. Eligible employees must have completed at least 12 months of employment with AIMS (not necessarily consecutive) and have worked a minimum of 1250 hours during the 12 months immediately preceding the leave request. Eligibility also requires employment at a worksite where AIMS employs 50 or more employees within a 75-mile radius.

Request Procedures: Employees are required to submit requests for planned family and medical leave at least 30 days in advance whenever possible. For unforeseeable circumstances, employees must request leave as soon as practicable. All leave requests must be officially submitted through the Paycom system, upload supporting documentation and approved before commencement. Failure to obtain approval will result in non-payment of wages for the period of absence. Employees should plan accordingly and consider the use of accrued sick and vacation time during the leave period.

Qualifying Reasons for Leave: Family and medical leave may be taken for the following reasons:

- Birth of an employee's child or placement of a child for foster care or adoption within 12 months of the event.
- Care of the employee's spouse, child, parent, or registered domestic partner with a serious health condition.
- Employee's own serious health condition.
- Care of a covered military member with a serious injury or illness.
- Qualifying exigencies related to the military deployment of the employee's family member.

Definition of Serious Health Condition: A serious health condition includes conditions requiring inpatient care or continuing treatment under the supervision of a healthcare provider.

Duration of Leave: Eligible employees may take up to 12 work weeks of family and medical leave during a rolling 12-month period. Military caregiver leave may extend up to 26 work weeks during a single 12-month period.

Benefits Continuation: During family and medical leave, group health benefits will continue as if the employee were actively employed. Employees are responsible for continuing to pay their share of applicable premiums during the leave period.

Return to Work: Employees returning from family and medical leave will generally be reinstated to their original or an equivalent position. Failure to return to work on the first scheduled workday following the approved leave may result in separation from employment. Certain "key" employees may not be eligible for reinstatement, and such employees will receive written notice from AIMS.

Additional Information: For more information or to initiate a family and medical leave request, employees should contact EmployeeSupport@aimsk12.org.

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9. Performance Management

Performance Evaluations

At regular intervals, employees will receive a written evaluation of their work performance from their immediate supervisor. These reviews aim to identify strengths, recognize areas for improvement and skill development, encourage growth, and develop strategies within a supportive team. The evaluation typically includes ratings in the following areas: quantity and quality of work, work habits and attitudes, interpersonal skills, dependability, and attendance. For new employees, there will be an interim performance review after the first ninety (90) days of employment, which will include a self-evaluation. Annual performance evaluations will be conducted for returning employees. Supervisors will discuss the evaluation with the employee and provide a copy of the completed form. If an evaluation is not received, employees should inquire with their supervisor. The performance evaluation form also allows employees to indicate if they believe they are working out of class, meaning they are performing duties different from those listed in their class description. It is important for employees to provide this information to ensure their position is classified and compensated appropriately.

All employees have the right to make their own written comments in response to the observations or review findings. This response will be attached to the observation and/or evaluation and kept in the employee's confidential personnel file.

Goal-Setting and Performance Review Processes:

AIMS employees and managers should collaborate to set clear, measurable goals aligned with organizational objectives.

AIMS beginning FY24- 25 Regular performance reviews, held bi-annually (twice a Year), provide opportunities to assess progress, provide feedback, and make adjustments.

The review process should include self-assessments, manager assessments, and open discussions.

Criteria for Performance Evaluations

Evaluations should be based on pre-defined, objective criteria such as job duties, competencies, and key performance indicators based on job performance.

Criteria should be communicated clearly to employees so they understand expectations.

Evaluations should assess both "what" was accomplished and "how" the work was done.

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Opportunities for Professional Development

AIMS will provide annually access to training, mentoring, and other learning opportunities to help employees develop new skills.

Career planning discussions should identify areas for growth and map out development plans.

Promotions, lateral moves, and stretch assignments can also facilitate professional development.

Procedures for Addressing Performance Issues

Clear performance improvement plans should outline areas needing improvement, action steps, and timelines.

Managers should provide regular feedback, coaching, and support to help employees get back on track.

Formal disciplinary procedures (e.g. warnings, suspensions, termination) may be necessary for continued underperformance.

AIMS processes are fair, consistent, and documented.

The overall goal of effective performance management is to align employee efforts with organizational goals, provide meaningful feedback, and support professional growth.

SOP - Employee Performance Review

Employee Disciplinary Action: Causes for Suspension, Demotion, and Dismissal

The following conduct is prohibited and will not be tolerated by AIMS. This list of prohibited conduct is illustrative only; other types of conduct injurious to security, personal safety, employee welfare, and AIMS operations also may be prohibited. Violation of the following standards may result in disciplinary action, up to and including immediate termination.

- Falsification of employment records, employment information, or other AIMS records. This includes making false statements or omitting material information in the application procedure for employment.

- Falsifying any time record.
- Theft, damage, or destruction of any AIMS property or the property of any employee or client. Removing or borrowing AIMS property without prior authorization.
- Unauthorized use of AIMS equipment, time, materials, or facilities.
- Provoking a fight or fighting during working hours or on AIMS property.
- Participating in horseplay on work time or on AIMS premises.
- Carrying firearms or any other dangerous weapons on AIMS premises at any time. Causing, creating, or participating in a disruption of any kind during working hours. Insubordination, including, but not limited to, failure or refusal to obey the legitimate orders
- or instructions of a supervisor or member of administration or the use of abusive or threatening language toward a supervisor or member of administration.
- Using abusive, profane, threatening, indecent, or foul language and/or having inappropriate physical contact with students or other employees at any time on AIMS premises. Unreported absences.
- Failure to observe working schedules, including meal and rest periods.
- Sleeping or malingering on the job.
- Working overtime without authorization or refusing to work assigned overtime. Working "off the clock" or failing to record or report all hours worked.
- Failing to keep confidential information pertaining to students.
- Violation of any safety, health, security, or other AIMS policies, rules, or procedures. Committing a fraudulent act or a breach of trust under any circumstances. Engaging in unlawful harassment, discrimination, or retaliation.
- Making false or malicious statements about any employee or AIMS.
- Gambling of any type on AIMS premises.
- Intentionally supplying false information in order to obtain a leave of absence or other benefits from AIMS.
- Poor attendance, including, but not limited to, habitual tardiness and/or absenteeism, leaving early without permission, absence from work without permission, and abuse of time during work hours, to the extent permitted by law.
- Unsatisfactory work performance.
- Performing unauthorized work on AIMS work time.
- Failure to report incidents of child abuse.
- Willful and persistent violation of provisions of the Education Code or the Board of Education or school charter.

For employees with a written contract of employment that provides for termination "For Cause," "Cause" shall include, but is not limited to: breach of the employment agreement or the employee's failure to perform his/her duties as set forth in the employment agreement, as defined by law, or as specified in the employee's job specification; the employee's failure or refusal to comply with the lawful and reasonable direction of his/her supervisor, or the policies, standards and/or rules of AIMS; if it is determined that employee has conducted him/herself in an unprofessional, unethical, illegal or fraudulent manner, or has acted in a manner detrimental to the reputation, character or standing of AIMS.

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Grievance Procedures

The grievance procedures apply to staff, students, parents, and other stakeholders of AIMS K-12 College Prep Charter District. These procedures provide a systematic process for filing complaints and ensuring they are addressed fairly and promptly.

Informal Resolution: The first step is to attempt an informal resolution. This involves addressing the issue directly and informally. If this approach is ineffective, the next step is taken.

Formal Complaint Submission: If the informal resolution is unsuccessful, a written complaint is submitted to a Supervisor or Employee Support Coordinator, initiating a formal investigation.

Investigation: Once a grievance is filed, an investigator is assigned. The investigator will have an initial discussion with the employee about their concerns and may adjourn the meeting to conduct a thorough investigation.

Grievance Hearing: A grievance hearing is arranged to address the grievance and find a resolution.

Decision and Communication: The decision regarding the grievance will be determined and communicated to the complainant in writing.

Right to Appeal: The employee has the right to appeal the decision. However, the outcome of any appeal will be final.

All parties involved in the grievance process must ensure confidentiality is maintained throughout.

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10. Workplace Safety and Health

Workplace Safety Policies

Emergency Procedures (Fire, Lockdown, Evacuation)

- Safe School Plan 12th Street 2023-24 - Final (1).pdf
- Safe School Plan AIMS HS 2023-24 - Final (1).pdf

Health and Safety Policy

The safety of students and staff is among the highest of priorities for AIMS. Injuries and illnesses create personal loss to employees, students, and their families and reduce the AIMS' ability to provide quality education. It is AIMS' position that all accidents are preventable. Each employee is expected to obey safety rules and to exercise caution in work activities. Site administrators have primary responsibility for providing a safe working and learning environment and are accountable for ensuring strict compliance with applicable health and safety requirements. All supervisory employees, from executives to first-line supervisors, share responsibility for ensuring the safety of students and staff. Employees should immediately inform their supervisor about any workplace accidents or security hazards. If this individual is not available, the employee should immediately inform any other supervisor so that appropriate action can be taken.

Employees should not transport students unless it relates to a school function and has been approved by AIMS K-12 College Prep Charter District.

When an accident or injury occurs on school property, it should be reported immediately to the Site Administrator. An Incident Report Form (IRF) should be completed as soon as possible. This form is available at the front office.

Student Safety and Liability

A. Safety is one of our first concerns. Students must NEVER be left unsupervised.
B. Staff members must monitor students during pick-up and drop-off.
C. Injuries during the school day must be reported, and an Incident Report Form (IRF) must be obtained from the office and completed. A copy of the report must be emailed to the Health & School Support Services Department (hsss@aimsk12.org) and placed in the student's file, administrator's, administrative assistant's, and teacher's mailbox.
D. Teachers must ESCORT THEIR OWN CLASS to lunch and physical education (when applicable)
E. Teachers should use caution and professional judgment when interacting with students outside of school. Teachers should never accept or invite employees to join their social media circle (e.g., "Friending of Facebook").

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F. Teachers must be alert and cautious at all times when escorting students off campus (including field trips, outings to the park, and running the students around the block during PE).
G. Memos and letters to parents or family members must be approved and initiated by the Head of Academics/ Director of Schools or designee before being distributed.
H. Student and staff injuries must be documented on the AIMS Incident Report Form (IRF).

Incident/Accident Reporting Policy

Employees are expected to immediately notify the Site Administrator of any work-related incidents or injuries within 24 hours. When a work-related incident or injury occurs, the following protocol must be followed:

1. **Incident Report Form (IRF):** The supervisor provides the employee with the Incident Report Form (IRF). The employee completes the form and submits it to the supervisor.
2. **Distribution of Forms:**
    - The supervisor or Director of Schools or their designee provides the employee with a DWC1 Form.
    - Witnesses are provided with a Witness Report Form.
    - The supervisor completes a Supervisor Report Form.
3. **Submission of DWC1 Form:** The employee completes the DWC1 Form and submits it to the ombudsman via email at employeesupport@aimsk12.org.
4. **Submission of Reports:** The supervisor submits the completed Incident Report, Witness Report, and Supervisor Report to the ombudsman via email at employeesupport@aimsk12.org.

Wellness Policy

AIMS Wellness Policy 2023-2024

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11. Legal and Compliance

Unlawful Harassment and Discrimination

AIMS is committed to providing a work environment free of unlawful harassment and discrimination. AIMS' policy prohibits harassment and discrimination based on race, religious creed (which includes religious dress and grooming practices), color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex (which includes pregnancy, childbirth, breastfeeding, and related conditions), gender, gender identity, gender expression, age, sexual orientation, military or veteran status, or any other consideration made unlawful by federal, state or local laws, ordinances, or regulations. All such harassment is unlawful.

All AIMS employees must complete annual sexual harassment training. All newly hired employees complete sexual harassment training.

AIMS' unlawful harassment and discrimination policy applies to all persons involved in the operation of AIMS and prohibits unlawful harassment and discrimination by any employee of AIMS, including supervisors and co-workers. AIMS will take all reasonable steps to prevent or eliminate harassment and discrimination by non-employees, including customers, clients, and suppliers, who have workplace contact with our employees.

Prohibited unlawful discrimination includes, but is not limited to, the following behaviors:

- Verbal conduct such as epithets, derogatory jokes or comments, slurs or unwanted comments.
- Visual conduct such as derogatory posters, photography, cartoons, drawings, or gestures.
- Physical conduct such as assault, unwanted touching, blocking normal movement, or interfering with work because of sex, race, or any other protected basis.
- Retaliation for having reported or threatened to report harassment or discrimination. California Education Code Section 212.5 defines sexual harassment as any unwelcome sexual advances, requests for sexual favors, or other verbal, visual, or physical conduct of a sexual nature made by someone from or in the work or educational setting, under the following conditions:
- Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, academic status, or progress.
- Submission to, or rejection of, the conduct by the individual is used as the basis of employment or academic decisions affecting the individual.
- The conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment.
- Submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.
- Sexual harassment may include, but is not limited to:
- Unwelcome verbal conduct such as suggestive or derogatory comments, sexual innuendos, slurs, unwanted sexual advances, invitations, or comments; pestering for dates; making threats; or spreading rumors about or rating others as to sexual activity or performance.
- Unwelcome visual conduct such as displays of sexually suggestive objects, pictures, posters, written material, cartoons, or drawings; graffiti of a sexual nature; or use of obscene gestures.

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- Unwelcome physical conduct such as unwanted touching, pinching, kissing, patting, hugging, blocking of normal movement, or assault; or interference with work or study directed at an individual because of the individual's sex, sexual orientation, or gender.
- Threats, demands, or pressure to submit to sexual requests in order to keep a job or academic standing or to avoid other losses, and offers of benefits in return for sexual favors.

This policy applies to all phases of employment, including, but not limited to, recruiting, testing, hiring, upgrading, promotion, demotion, transfer, layoff, termination, rates of pay, benefits, and selection for training.

If an employee believes they have been subjected to unlawful harassment or discrimination, they should follow the complaint procedure outlined below. Employees are required to report any conduct prohibited by this policy, regardless of their personal involvement.

Unlawful Retaliation

AIMS prohibits retaliation against any employee because of the employee's opposition to a practice or conduct the employee reasonably believes to be unlawful or because of the employee's lawfully protected participation in an investigation or proceeding. Any retaliatory adverse action because of such opposition or participation may be unlawful and will not be tolerated. All such retaliation is unlawful.

If an employee believes they have been subjected to unlawful retaliation, they should follow the complaint procedure outlined below.

Complaint Procedure - Discrimination, Harassment, Retaliation

Employees must report all incidents of suspected unlawful discrimination, harassment, or retaliation. If an employee believes they have been subjected to such conduct, they should submit a complaint, preferably in writing, to their supervisor or to the ombudsman if the complaint involves their supervisor. Supervisors are required to report any conduct that violates or may violate policies regarding unlawful discrimination, harassment, or retaliation to the ombudsman. Complaints should be specific and include the names of the individuals involved and any witnesses.

AIMS encourages all employees to report incidents of unlawful discrimination, harassment, and/or retaliation immediately to ensure complaints are addressed swiftly and fairly. If an employee receives a complaint from a colleague, they should report it to their supervisor or the Superintendent of AIMS. If these individuals are unavailable, the report should be made to any other supervisor. All complaints will be handled with confidentiality, and information will be disclosed only as necessary to complete the investigation and resolve the matter.

Upon receiving a complaint, AIMS will conduct a prompt, thorough, and objective investigation and work to resolve the issue. If AIMS determines that unlawful conduct or a policy violation has occurred, appropriate remedial action will be taken based on the circumstances. Employees found responsible for unlawful discrimination, harassment, or retaliation will face disciplinary action, up to and including termination, and measures will be taken to prevent future occurrences.

Retaliation against any employee who files a complaint in good faith or who cooperates in an investigation is strictly prohibited, even if the investigation does not substantiate the complaint or if the charges cannot be proven.

Anti-violence Policy

Senate Bill 553, in California Labor Code section 6401.9, requires California employers to adhere to a comprehensive Workplace Violence Prevention Plan (WVPP), train employees on workplace violence, and log safety incidents.

All employees are trained annually on violence, and log safety incidents.

AIMS is committed to providing a workplace that is free from acts of violence or threats of violence. In keeping with this commitment, AIMS has established a strict policy that prohibits any employee from threatening or committing any act of violence in the workplace, while on duty, while on school-related business, or while operating any vehicle or equipment owned or leased by AIMS. This policy applies to all employees.

In order to achieve our goal of providing a workplace that is secure and free from violence, AIMS must enlist the support of all employees. Compliance with this policy and our commitment to a zero-tolerance policy with respect to workplace violence is every employee's responsibility.

Compliance with this anti-violence policy is a condition of employment. Due to the importance of this policy, employees who violate any of its terms, who engage in or contribute to violent behavior, or who threaten others with violence may be subject to disciplinary action, up to and including immediate termination.

Employees are required to report any incident involving a threat of violence or act of violence immediately to their supervisor, Director of Schools, or Superintendent. If these individuals are not available, report the incident to any other supervisor and report the incident to the Superintendent as soon as he or she is available. All reports will be investigated by AIMS and appropriate corrective action will be taken.

If an employee becomes aware of an imminent act of violence, a threat of imminent violence, or actual violence, emergency assistance must be sought immediately. In such situations, the employee should contact the law enforcement authorities by dialing 911. Immediately after contacting the law enforcement authorities, the employee must report the incident to the Superintendent.

Employees should immediately inform their supervisor or the Director of Schools about any workplace security hazards. If these individuals are not available, the employee should immediately

inform any other supervisor so that appropriate action can be taken.

There will be no retaliation against any employee who brings a complaint in good faith under the Workplace Anti-Violence Policy or who honestly assists in investigating such a complaint, even if the investigation produces insufficient evidence that there has been a violation or if the charges cannot be proven. However, disciplinary action may be taken against employees who, in bad faith, make false or frivolous accusations.

Drug and Alcohol Abuse Policy

Our employees are our most valuable resource, and their own health and safety are therefore serious concerns. We will not tolerate any drug or alcohol-related conduct that imperils the health and well-being of our employees. Further, the use of illegal drugs and abuse of controlled substances is inconsistent with the law-abiding behavior expected of all citizens. Employees who use illegal drugs or abuse other controlled substances or alcohol tend to be less productive, less reliable, and prone to greater absenteeism resulting in the potential for increased cost and risk.

We believe our employees have the right to work in an alcohol and drug-free environment and to work with persons free from the effects of alcohol and drugs. Employees who abuse alcohol or drugs are a danger to themselves, students, and other employees. We are therefore committed to maintaining a safe and healthy workplace free from the influence of alcohol and drugs. We hope all employees will join us in achieving our goal of a safe and productive drug-free workplace.

For purposes of this policy, “illegal drugs” include, but are not limited to, substances that are prohibited by law (such as cocaine, heroin, etc.), controlled substances, marijuana (including medicinal marijuana), and prescription drugs (if they are not prescribed for the person using them and/or not being used as prescribed). “Drug paraphernalia” means any accessory for the use, possession, manufacture, distribution, dispensation, purchase, or sale of illegal drugs. “Under the influence” means that the employee is affected by alcohol and/or illegal drugs in any detectable manner.

Prohibited Use

AIMS prohibits the following:

- The use, possession, manufacture, distribution, dispensation, purchase, or sale of unauthorized alcohol, illegal drugs, or drug paraphernalia on AIMS premises, during AIMS business, or during working hours.
- Storing unauthorized alcohol, illegal drugs, or drug paraphernalia in a locker, desk, automobile, or other repository on AIMS premises.
- Being under the influence of unauthorized alcohol or illegal drugs on AIMS premises, during

AIMS business, or during working hours.
- Refusing to submit to an inspection when requested by management.
- Failing to keep all prescribed medicine in its original container, which identifies the drug, date of prescription, and the prescribing doctor.
- Smoking and the use of any tobacco products on AIMS property, including AIMS-owned, leased, or contracted buildings, and in AIMS vehicles at all times, by all persons, including employees, students, and visitors at any school or AIMS site or attending any school-sponsored events.

Employees are required to notify the administration of any criminal drug and alcohol statute conviction for a violation occurring in the workplace no later than five (5) days after such conviction. Within thirty (30) days of receiving the notice, AIMS shall take appropriate administrative or disciplinary action.

Additionally, if an employee is required to take any kind of prescription or nonprescription medication that will affect job performance, they are required to report this to their supervisor. The supervisor will determine if it is necessary to temporarily place the employee on another assignment or take other appropriate action to protect the safety of the employee, other employees, and students.

Searches

AIMS may, at times, conduct unannounced searches of AIMS property for alcohol, illegal drugs, drug paraphernalia, and/or unauthorized controlled substances or to ensure compliance with this or any other policy. This includes desks, storage areas, and rooms normally used to store employees' personal property. As a result, **employees do not have an expectation of privacy in this regard.**

Additionally, whenever AIMS suspects that an employee has sold, purchased, used, or possessed alcohol, illegal drugs, drug paraphernalia, and/or unauthorized controlled substances on AIMS premises, AIMS may inspect the employee's personal effects (including parcels, purses, bags, and briefcases) or automobile on AIMS property. As a result, employees do not have an expectation of privacy in this regard.

Violations

Compliance with this policy is a condition of employment at AIMS. Failure or refusal of an employee to cooperate fully, sign any required document, or submit to any inspection will result in discipline, up to and including termination. Furthermore, any violations of this policy may result in disciplinary action, up to and including termination, at AIMS' sole discretion. Employees should be

aware that

participation in a rehabilitation program will not necessarily prevent the imposition of disciplinary action, including termination, for violation of this policy. Employees who undergo voluntary counseling or treatment and who continue to work, if any, must meet all established standards of conduct and job performance.

Because the use, sale, purchase, possession, or furnishing of an illegally obtained substance is a violation of the law, AIMS may report such illegal drug activities to an appropriate law enforcement agency.

Child Abuse Reporting Policy

Child abuse encompasses physical abuse, sexual abuse (including both sexual assault and sexual exploitation), extreme emotional abuse, willful cruelty or unjustified punishment, unlawful corporal punishment or injury that is willfully inflicted, resulting in a traumatic condition, and/or neglect (including both acts and omissions). Child neglect is defined as negligent treatment that threatens a child's health or welfare.

In accordance with Sections 11164-11174.3 of the California Penal Code, all certificated employees, employees of child care centers, instructional aides, teacher's aides, teacher's assistants, and classified employees who have been trained in the duties imposed by this law are considered mandated reporters. Any of these specified employees who knows or reasonably suspects that a child has been a victim of child abuse and/or neglect must:

1. **Immediate Reporting:** Report the incident to a child protective agency (e.g., Department of Children and Family Services), the Police (not School Police), the Sheriff's Department, the County Probation Department, or a County Welfare Department immediately by telephone.
2. **Written Report:** Send a written report of the incident to the same agency within 36 hours.

While the Penal Code obligation to report applies specifically to the aforementioned employees, it is the policy of AIMS that all employees shall comply with the law's reporting procedure whenever they have knowledge of or observe a child in the course of their employment whom they know or reasonably suspect to have been the victim of child abuse.

Additionally, teachers and counselors are legally required to immediately inform a parent and/or authority and report the following instances to the Director of Schools, who will contact law enforcement and/or the student's parent/guardian in accordance with the law:

1. **Self-Harm Threats:** When a student indicates they are going to physically harm themselves or jeopardize their life.
2. **Harm to Others:** When a student indicates they are going to physically harm another person or jeopardize another person's life, or have knowledge that another person's well-being is threatened.
3. **Abuse Indications:** When a student indicates they are being physically and/or emotionally abused.
4. **Felony Admissions:** When a student indicates they have committed a felony.

Child Abuse Mandated Reporting

All AIMS Employees are required to complete Mandated Reporter training at the beginning of each school year.

What Must be Report

Any of the below acts involving anyone under the age of 18:

- Physical Abuse
- Sexual Abuse
- Emotional Abuse
- Neglect

The mandated reporter must only have reasonable suspicion that a child has been mistreated; no evidence or proof is required prior to making a report. The case will be further investigated by law enforcement and/or child welfare services.

How To Report

By Phone

Immediately, or as soon as possible, make a telephone report to child welfare services and/or to a Police or Sheriff's department.

1. Alameda County Social Services Child Abuse 27/7 Hotline: 510-259-1088
2. Oakland Police Department Emergency Dispatch: 510-777-321, Non-emergency: 510-777-3333
3. Alameda County Sheriff's Office Emergency Services Dispatch: 510-272-6878

In Writing

Within 36 hours, a written report must be sent, faxed or submitted electronically. The written report should be completed on a state form called the 8572, which can be downloaded at: https://oag.ca.gov/sites/all/files/agweb/pdfs/childabuse/ss_8572.pdf

Other Information

Safeguards for Mandated Reporters:

The Child Abuse and Neglect Reporting Act (CANRA) states that the name of the mandated reporter is strictly confidential, although it is provided to investigative parties working on the case.

Under state law, mandated reporters cannot be held liable in civil or criminal court when reporting as required; however, under federal law mandated reporters only have immunity for reports made in good faith.

Failure to report:

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Failure to report concerns of child abuse or neglect is considered a misdemeanor and is punishable in California by six months in jail and/or up to a $1,000 fine.

For the complete law and a list of mandated reporters, refer to California Penal Codes 11164-11174.3

Statement Acknowledging Requirement to Report Suspected Child Abuse

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

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

"Child Care Custodian" includes all persons who interact directly on a regular basis with employees, including teachers, administrators, employee service employees, paraprofessionals, and volunteers. "Health Practitioner" includes nurses, physicians, psychologists, and family and child counselors.

As an employee of AIMS K-12 College Prep Charter District, the employment position falls within the definition outlined in Section 11166 of the California Penal Code. Therefore, employees are mandated to comply with the child abuse reporting requirements as stated above.

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

Signature: _____

Date: _____

A signed copy of this form must be placed in the employee's file

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12. Acknowledgment of Receipt

ALL EMPLOYEES MUST READ THIS EMPLOYEE HANDBOOK AND FILL OUT AND RETURN THIS PORTION TO S-FHandbook@aimsk12.org WITHIN ONE WEEK OF RECEIPT.

I have received a copy of the AIMS Staff Handbook. I will carefully read and understand its contents, and I agree to follow the policies stated therein. I understand that my continued employment is contingent upon adherence to the policies and procedures outlined herein. I understand that transfers, demotions, suspensions, employee discipline, and changes in the terms and conditions of employment may be administered at the sole and absolute discretion of the Charter School. I understand that the conditions governing my employment status (at-will or fixed term) may not be modified orally and may only be modified in writing, signed by the Director of Schools and me.

I understand that the Charter School reserves the right to depart from and modify the policies stated in the Handbook at its sole discretion, with the exception of my employment status (at-will or fixed term).

Name: _____

Signed: _____

Date: _____

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Coversheet

K-12 Student and Family Handbook Draft 2024-2025

Section:	III. Action Items
Item:	D. K-12 Student and Family Handbook Draft 2024-2025
Purpose:	Vote
Submitted by:	
Related Material:	[Draft] K-12 Student and Family Handbook 2024-2025.docx.pdf

AIMS K-12 COLLEGE PREP CHARTER DISTRICT

STUDENT AND FAMILY HANDBOOK

2024-2025 [DRAFT]

AIMS College Prep Elementary School
AIPCS II (K-5)

171 12TH STREET,
OAKLAND, CA 94607
TEL: 510-893-8701
FAX: 510-893-0345
elementary@aimsk12.org

AIMS College Prep Middle School
AIPCS II (6-8)

171 12TH STREET,
OAKLAND, CA 94607
TEL: 510-893-8701
FAX: 510-893-0345
middleschool@aimsk12.org

AIMS College Prep High School

746 GRAND AVE
OAKLAND, CA 94610
TEL: 510-220-5044
FAX: 510-893-0345
highschool@aimsk12.org

WWW.AIMSK12.ORG

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1. INTRODUCTION

1.1. Welcome Statement

Dear AIMS Families,
This handbook is designed to acquaint you with official AIMS District policies and to better help prepare you for a rigorous college prep environment and beyond.

AIMS K-12 reserves the right to adopt changes to its handbook at any given time as needed. Updates to this handbook will be communicated to all families and students and will be posted on our school's website at aimsk12.org.

1.2. AIMS K12 College Prep Charter District

Year Founded: 1996 (Oakland, CA)
Mascot: Golden Eagles
School Colors - Red, Athletic Gold, and Royal Blue*
Number of Students: 1300
Website: www.aimsk12.org
Email Address: Communications@aimsk12.org
District Address: 171 12th Street Oakland, CA 94607
Office Phone Number: (510) 893-8701
Superintendent: Maya Woods-Cadiz
Board President: Christopher Edington

1.3. AIMS K-12 History

Founded in 1996, AIMS K-12 began as a middle school (AIPCS) by Native American families looking to retain a cultural connection for their children. AIPCS was Oakland's second publicly-funded charter school. In 2006, AIPCS became the first Oakland public charter school in Oakland to win recognition as a National Blue-Ribbon School. Later that year, AIPCS expanded to include a high school (AIPHS), and, in 2012, AIMS K-12 expanded to include an elementary school. As AIMS K-12 grew, the student body became increasingly diverse and, in 2018, both our elementary and middle schools were recognized for nearly closing the achievement gap in African American students.

During the 2018-19 school year, the AIMS Board of Trustees (the "Board") took action to change the name of AIPHS to AIMS College Prep High School (AIMS HS). During the 2019- 20 school year, AIMS College Prep High School was awarded the A-G Award from Families In Action (FIA) with 100% A-G graduate rate completion for African-American students.

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Additionally, in 2020, the AIMS K12 organization received the California Charter School Association Hart Vision Award, recognizing AIMS as the Northern California Charter school network of the year. In 2017, AIMS HS began its first athletic program. Since that time, our sports teams have won 4 varsity championships, 3 varsity championship runner-up's, 5 JV Championships, 2 CIF-Oakland Section Championship Runner-Ups, and 8 students participated in the CIF State Championships over a two-year period. Students must maintain a 3.0 GPA in order to partake in AIMS sports programs.

1.4. Mission Statement

AIMS exists to prepare all students, especially those who have been traditionally underserved, to enter a four-year college after graduation from high school and complete at minimum a four-year degree.

1.5. AIMS Credo

The Family - We are a family at AIMS K-12.
The Goal - We are always working for academic and social excellence.
The Faith - We will prosper by focusing and working toward our goals.
The Journey - We will go forward, continue working, and remember we will always be a part of the AIMS K-12 family.

1.6. AIMS Values

Excellence - Commitment to excellence in all that we do.
Wisdom and Knowledge - Pursuit of wisdom and knowledge as intrinsically valuable.
Empathy - Recognition of dignity and worth of every human being.
Family and Community - Building of family and community.
Equity - Social awareness and justice that leads to action.
Legacy - The continued preservation and development of AIMS methodologies for 21st century learners and educators.

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1.7. AIMSTRONG

AIMSTRONG has developed into the official moniker of the AIMS K12 College Prep Charter District. The AIMSTRONG acronym describes the model AIMS student:

Academics: Academics is the first word in AIMSTRONG and is the cornerstone for future success. Academics means developing and growing our scholarship, our grades, our inquiry, our brains.

Integrity: Being honest and possessing strong moral principles. Integrity means being true to our best selves consistently.

Mentorship: Providing guidance, influence, and direction to your AIMS community. Mentorship is serving our neighbors, community and families, especially with our strengths.

Strength: The influence or power you possess to combat the rigors of academics and real-life while resisting being moved or broken. Strength is both physical growth and the will power to complete the work we begin.

Teamwork: The combined action of each group member doing their part selflessly to benefit the whole. Teamwork is being part of a group which has an agreed goal.

Responsibility: Moral, legal, or mental accountability and taking ownership for one's actions. Responsibility is when we own our real part of getting teamwork, family, and planning done.

Organization: Preparation and efficiency when coordinating and carrying out activities. Organization is both how we plan and what we do to get things done systematically.

Nerve: Displaying courage, power, control and steadiness under pressure. Nerve knows when to step out to make a change in a situation or plan.

Grit: To keep going to accomplish our plans, even when there are strong obstacles. Grit is best personified in our ability to be knocked down and to get back up again.

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1.8. AIMS Model

Pedagogy and Practices: In order for AIMS to meet our mission of successful acceptance to a four-year college or university, we have designed K-12 instruction to meet the goal of mastery for the spiral progression of learning standards.

Diversity and Inclusion: We believe that each child has a unique talent and purpose. We see and celebrate differences, and do not tolerate bullying or prejudices.

- Every student has opportunities to learn individually and in groups.
- Teachers are expected to regularly examine their own biases with respect to student behavior and aptitude.
- AIMS functions as a school designed to serve traditionally underserved communities. The programming design of AIMS will prioritize the needs of these communities.
- Teachers are expected to support students in accessing the general education classroom whenever possible.
- Parent communications will happen with the support of translators whenever possible.
- Students are encouraged to share their cultural traditions at school functions.
- AIMS staff is committed to supporting students in practicing dialogue and critical thinking when both inspirations and conflicts arise.
- At AIMS, we accept and respect each other regardless of race, religion, or orientation.

Learning Environment: The AIMS Model classroom is one that is orderly and clean. We believe that an orderly classroom increases time on task for instruction. Students are expected to help in the upkeep of their classrooms and school environment and teachers may assign students classroom jobs to help promote classroom culture and efficiency.

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2. SCHOOL INFORMATION AND PROCEDURES

2.1. Academic Calendar

A copy of the Academic Calendar can be found online at calendar.aimsk12.org.

2.2. Leaving the School During the Day

All AIMS schools are closed campuses. Unauthorized leave is not permitted under any circumstances.

Leaving school during the day: If you must pick up your child early for an appointment during the day, the parent/legal guardian needs to sign out a student or sign a note explaining the reason for leaving.

Students will not be released for early dismissal 15 minutes prior to the regular dismissal time unless previous arrangements have been made with the teacher, the site administrator, and the office. When picking students up early, the parent or authorized adult will be asked to complete an early dismissal form and the office will notify the teacher to send the student to the office for departure. Parents may not enter the classroom before the class has been dismissed without prior approval from the teacher or the office.

If a student is 18 years old or older: If a student is 18 years old, they are allowed to sign themselves out but they must inform office staff/teachers of the purpose for leaving school. However, if they choose to sign themselves out, they must be fully aware that in the event they are cutting classes, they will be subject to disciplinary action. These absences will be marked as unexcused absences. In the event that a student must leave school, a signed note from the student's parent is preferred.

2.4. Visiting the School

All visitors to school sites must report to the school office when entering and receive authorization to visit elsewhere in the school site. While AIMS strongly encourages parent visits, classroom visits during school hours must be authorized by both the teacher and the administrator. Unauthorized persons will not be permitted in school buildings or on school grounds. The School Administrator or designees are authorized to take appropriate action to prevent such persons from entering buildings and from loitering on school grounds.

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2.5. Emergency Contact Information -Online Form Needed

Every family must submit a new emergency card or confirm the information on the existing emergency sheet each school year before classes begin. These must be submitted online. Please submit a new emergency card immediately, at any point during the year, if any of the following information changes:

- Home address
- Work address
- Home, cell, work telephone numbers
- Doctor's phone number
- People who are authorized to be contacted in case of an emergency
- Telephone numbers of people to be contacted in case of an emergency
- People authorized to pick up your child from school
- Health and Vaccination Status

2.6. Custodial Arrangements

Parent(s) shall provide complete information regarding the custodial care and visitation rights of their child(ren). Upon request, the parent(s) shall furnish to the School Administrator a copy of any relevant court order so as to ensure the safety and welfare of the respective student. The parent(s) shall have a continuing duty to apprise the school of any changes in the custodial care of the student and of the issuance of any court order restricting or prohibiting parental or third-party access to the child.

2.7. Enrollment

After a student is accepted, they would need to complete the following steps:

Submit online Registration document with the following information:

- Student's name and Age Verification Document (e.g. Birth Certificate, Passport, Parent/Guardian Affidavit)
- Provide Immunization Verification
- Copy of existing Individualized Education Program (IEP) and record of prior special education services (if applicable)
- Transcripts
- Most recent SBAC scores. Students in grades 4th through 11th (if applicable)
- Most recent ELPAC Scores (if applicable).
- Most recent student report card from the previous school.
- Technology Agreement
- Emergency Contact Information Form

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- Household Income Questionnaire
- Counseling Services Form
- Media Authorization
- FERPA (Family Educational Rights and Privacy Act)
- Attend Enrollment Orientation

New and returning students will need to complete the following steps:

Submit re-registration Application with the following information:

- Provide Immunization Verification
- Technology Agreement
- Emergency Contact Information Form
- Counseling Services Form
- Media Authorization
- FERPA (Family Educational Rights and Privacy Act)
- Field Trip Permission
- Home Language Survey
- Lunch Application

Homeless students:
The law requires the immediate enrollment of homeless students. Schools cannot delay or prevent the enrollment of a student due to the lack of school or immunization records. It is the responsibility of the new school to request all necessary documents from the previous school, and refer parents to all programs and services for which the student is eligible. For more information, please refer to the Homeless Student section.

2.8. Confidentiality of Records

AIMS K12 will adhere to all procedures related to confidentiality and privacy of records. In the event that a child transfers from an alternate school to AIMS K12 district, the child's cumulative records will be requested from the respective district. Upon exit from AIMS K12, the child's cumulative records will be forwarded upon request.

2.9. Off-Campus Lunch Policy

Students are not allowed to leave campus during breaks or their lunch period. Outside foods may not be ordered for delivery to campus.

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2.10. Lost & Found

Anything left or found unattended will be considered a lost item. Any items found on campus will be taken to the Lost and Found. The Lost and Found will be cleaned out every two weeks. Items not claimed will be donated or discarded. All items brought to school should be clearly labeled with the student's name.

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3. SCHOOL POLICIES

3.1. Student Dress Code Policy

All students at AIMS, grades K-12, must adhere to the dress code while on the school campus. Teachers and administrators are responsible to ensure this code is adhered to. Students not in dress code will receive detentions and other applicable consequences.

Dress code K-5

- Solid White or Navy polo or collar shirt
- Solid White or Navy sweater or jacket
- Solid Khaki or Navy below knee jumper, below knee dress, pants, below knee shorts or skirt
- All Black, White, Blue, or Brown shoes
- No showing jewelry
- No makeup
- No artificial nails

Dress code 6-8

- Solid White or Navy polo or collar shirt
- Solid White or Navy sweater or jacket
- Solid Khaki or Navy below knee jumper, below knee dress, uniform pants, below knee shorts or skirt
- All Black, White, Blue, or Brown shoes
- No showing jewelry
- No makeup
- No artificial nails
- AIMS Swag on Fridays

Dress code 9-12

- Solid White or Navy polo or collar shirt
- Red AIMS Jacket
- Solid White or Navy sweater or jacket
- Solid White or Navy below knee jumper, below knee dress, pants, below knee shorts or skirt
- All Black, White, Blue, or Brown shoes
- No showing jewelry
- Natural colored artificial nails no longer than you normal nail bed length
- AIMS SWAG may be worn daily

3.2. Technology Policies

The use of technology on campus is an opportunity to enhance the learning environment and

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to deliver instruction.

Technology must be used for educational purposes. Students seen off-task or on inappropriate sites will have their electronic device confiscated.

Cell Phone Policy: Students must have their cell phones labeled. Teachers must collect cell phones at the beginning of the day or period as appropriate. Students are not to use their phones on campus. If an adult sees a student using their cell phone, it must be taken away and returned only to the student's parent/guardian. In addition to having the phone taken away, the student will earn a detention.

Teachers must collect all cell phones at the beginning of the day or the period, as appropriate.

Academic use, which must be with the prior approval of both the administration **and** the teacher.

Under all other circumstances, cell phones must not be seen on campus. If a cell phone is heard ringing or buzzing, it can be confiscated for the remainder of the day.

It is recommended for students to turn their cell phones **completely off**, and to **put devices in their bags** before they arrive at school in the morning. Cell phones must be powered off to avoid any situations with their devices.

The school does not assume any responsibility for lost or stolen items.

Chromebooks:

Chromebooks are available for student use while on campus. It is the student’s duty to protect and preserve the Chromebooks.

Damage to the Chromebooks due to negligence may result in loss of technology privileges.

Students are permitted to borrow Chromebooks or laptops from the office. Laptops or Chromebooks which are issued for student use will be checked out with their school ID, and must be returned in good condition at the end of the school year, or grades will be withheld.

In the case of Independent Study or hybrid learning the school will provide Chromebooks to students. Laptops or Chromebooks which are issued for student use will be checked out with their school ID, and must be returned in good condition.

Printing Services:

Whenever possible, it is the expectation that students submit all assignments digitally to their instructors as required. Students in need of physical copies of their work may email their teacher regarding printing out copies.

3.3. Textbooks/School Materials

Students will be issued textbooks and materials necessary for classroom instruction. These books become the responsibility of the student. Students must cover the issued textbooks and write their names in the designated areas.

Damaged or lost books must be replaced by parents or paid in full. Unpaid textbook replacement fees may result in the school holding the student's records until the fees are paid.

3.4. Parent Communication Policies

It is very important to ensure that communication between your home and the school is a continuous process. To stay informed of all meetings and events, please check the monthly calendar and the school website on a regular basis.

Communication is key to AIMS being a healthy environment for students and adults. Follow these tips to effectively communicate:

With Teachers:

Parents have an opportunity to meet with teachers at Back-to-School Night and Open House in the Fall.

Parents may receive personal phone calls or emails periodically from their child's teachers.

Parents will meet with teachers for a parent/teacher conference at least once each semester. All parents are encouraged to attend teacher conferences and/or to contact teachers to meet with them throughout their child's high school years.

Parents may contact teachers by written notes, phone calls, emails, or communicate through Parent Square.

Parents may also make an appointment to meet with the teacher during their scheduled preps or open "office hours," or according to the teacher's availability. We encourage all parents to be proactive in their communication with teachers, and not only when problems may arise.

You can contact a teacher by:

1. Calling the school and leaving a message on the voice mail system; the teacher will return your **call <u>within 48 hours</u>**

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2. Writing a note to the teacher and sending it with your student
3. Sending an email or Parent Square
4. Making an appointment to meet with the teacher during their scheduled open "office hours," or according to the teacher's availability.

With the School:

1. The AIMS website, AIMS Standard, and AIMS handbook contain answers to many of the questions parents and community members may have. Please consult these prior to contacting the school with questions.
2. Parents may contact the school with written notes, phone calls, or emails if they have questions or concerns, or make an appointment with the appropriate person to address your concerns.
3. Progress reports are given every three weeks, and must be signed by parent/guardian(s) and returned to school.
4. Report cards will be distributed every nine weeks, and parents must meet with teachers if their student is failing or if teachers request a conference.
5. Student progress, grades, attendance are also available on PowerSchool. Grades are updated on a weekly basis.
6. AIMS Newsletters will be emailed via Parent Square.
7. Memos and flyers are sent home on an as needed basis.
8. Back-to-School Night, scheduled in the Fall, is an opportunity for parents/guardians to meet their child's teachers, to get an overview of grade level curriculum and expectations, and to learn more about the school from the School Administrator and your child's teacher.
9. Family Advisory Council (FAC) is the vehicle for parents to learn on a monthly basis about school activities and meet to support those activities.
10. Local Control Accountability Plan (LCAP) is where stakeholders learn about the budget and to provide input.
11. School Site Council (SSC) is where decisions are made regarding Federal Funds
12. Board meetings are a time for the board to meet and discuss governance. Visitors are welcomed and protocols for behavior and structure must be followed by attendees.

With your child during the school day:

If you need to communicate with your child during school, call the office and leave a message for your child. That message will be given to your child. Please make all carpool or after school pick up arrangements with your child before the school day.

3.5. Student Communication

1. Students must use their school email account while on campus.
2. Students will use proper communication protocols to be heard and will not interrupt others.

3. Students will follow adult's directions.
4. Students will not use foul language, or participate in bullying, name-calling, or fighting.

3.6. Admissions Policy

Admission to AIMS K12 is open to all students who wish to attend the school as outlined in Education Code, section 47605(d)(2)(A). For specific admissions information, please log into the www.aimsk12.org website.

AIMS K12 schools are public charter schools that will not charge students tuition, as it is free to all who are admitted. AIMS 12 will not discriminate against any student on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code. AIMS k12 will also adhere to the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. AIMS shall adhere to all state and federal laws regarding the minimum age of students. AIMS k12 shall not enroll pupils over 19 years of age unless continuously enrolled in a public school and making satisfactory progress toward high school diploma requirements and is not over the age of 22.

3.7. Parent Involvement Guidelines

The involvement of parents in the classroom or at the school is greatly encouraged. Along with being a school volunteer, parents may visit the classroom as an observer. Parents are welcome to request an observation period at any time.

However, teachers have the right to refuse unscheduled observation requests. The best way to plan an observation is to follow these procedures:

1. Schedule a date and time with the teacher by leaving a message for them in the main office or contacting them during their office hours.
2. Explain the purpose for the observation.

Note: Observation times may be limited. During observations, teachers and support staff are not available for any one-on-one discussions or conferences. These meetings may be scheduled for a later time.

Our goal is to create the strongest possible partnership between home and school in order to increase student achievement and success. Parents are our most important partners in the road to student success. We strongly believe that students will find greater levels of academic

success when their home and school share similar values about learning, develop a positive relationship, and work together to build a strong partnership.

To ensure the development of authentic and productive relationships with parents, AIMS K12 offers a variety of opportunities for you to be involved in the academic life of your child at the classroom and school levels. We further demonstrate our commitment to forging genuine partnerships with all parents by offering high-quality family services, including a comprehensive parent workshop program.

Ways to Participate at AIMS

Become a School Instructional Volunteer:
Throughout the school year opportunities will arise for you to volunteer in your student's classroom, in the school, and for special events. AIMS K12 encourages and welcomes your involvement and participation as a volunteer. We ask that you follow certain policies and guidelines as a school volunteer as outlined in the following section "School Volunteer Guidelines."

Family Advisory Council:
AIMS K12 has a Family Advisory Council (FAC), which serves as an advisory forum for parents to engage the AIMS K12 staff and other parents. The council will consist of the School Administrators, Parent Engagement Coordinator, teachers, other staff members, and parents. Students will also be encouraged to participate so that they may help shape school policy.

LCAP Advisory Committee And SSC:
The LCAP Advisory Committee and SSC recommends modifications to the strategic plan to reflect changing needs and/or priorities. Also, the LCAP Advisory Committee will provide input on: LCAP, SPSA curricula and instructional strategies, staff professional development, the school budget, parent involvement, staff stipends, and the school calendar. The LCAP Advisory Committee and SSC will meet monthly during the academic year. Ultimately, the goal is to ensure that there is two-way communication between the school, parents and all its stakeholders.

Election of parent representatives and other community members are held during the fall of each school year. Nomination forms for parent and community members shall be distributed at each school site and sent home to parents. New members and alternates shall be installed by the October meeting.

Other special program/project committees may be established for specific purposes such as fundraising activities, special events, etc.

Participate in Parent Workshops:
Various Parent Workshops and school special events and activities will be held during the school year. Throughout the year the school may offer educational opportunities for the continuing education of parents/guardians. Such opportunities may include classes on parenting, health topics, open communication, job training, domestic violence, and English

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Language Development. Other opportunities include families having the option to attend DLAC, ELAC, Wellness and Family Advisory meetings. All meeting spaces and workshops are open to families.

School Volunteer Guidelines

Volunteer Procedures:
Any person interested in participating in a school's volunteer program must complete the volunteer application through the parent resources section on AIMS website: https://aimsk12.org/family-message..

A volunteer for a single event that takes place for the duration of one day only does not need to submit an application but must be checked by a school administrator against the California Megan's Law online database at http://www.meganslaw.ca.gov.

The Parent Community Liaison must confirm and verify that the volunteer has met all requirements, including:

- Completed and signed volunteer application
- Megan's Law clearance
- Tuberculosis test clearance (no more than two years old)
- Live Scan Fingerprinting required

Volunteer applicants need to be fingerprinted only once during their volunteer service. AIMS adheres to the California State statutes pertaining to supervised volunteerism in public schools. Fingerprinting clearance by the FBI and the DOJ is required for the following persons:

- Persons providing direct instruction to students regardless of the number of hours engaged in such activity, even if supervised by a certificated employee
- Persons volunteering in any school for more than 16 hours per week, regardless of supervision
- Persons volunteering for less than 16 hours per week under general supervision and whose duties require significant contact with students, as determined by the school principal, including the following: unch supervision assistants/food handlers

School volunteers are required to sign in at the school office upon entering the campus and sign out when they exit the campus.

Volunteer Guidelines

Classroom and student work is always confidential. Please don't discuss student problems with anyone except the teacher or School Administrator. Try not to compare children within the classroom. Since there are as many methods as there are teachers, please do not compare different methods of teaching. There is no defined best way to teach. Work positively for the good of the school. Constructive criticism should be directed only to the supervising teacher or school administrator. When you are volunteering in the classroom, please remember that you are doing so under the direction of the teacher. Ask questions! If something is unclear,

please ask for clarification. If you have any questions about volunteer policies and procedures, please contact the Administrative Assistant to the School Administrator.

3.8. Harassment, Discrimination, and Bullying Policy

AIMS K12 is committed to protecting its students, employees, and applicants for admission from bullying, harassment, or discrimination based on the actual or perceived characteristics set forth in Penal Code Section 422.5, Education Code Section 220 and actual or perceived sex, sexual orientation, gender, gender identity, gender expression, race or ethnicity, ethnic group identification, ancestry, nationality, national origin, religion, color, mental or physical disability, age, immigration status or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity it conducts or to which it provides significant assistance.

AIMS K12 believes that all students and employees have a right to a safe, equitable and harassment-free school environment. As a school, we have an obligation to promote mutual respect, tolerance and acceptance. AIMS K12 prohibits any acts of discrimination, harassment, and bullying on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology and through other electronic means, consistent with this policy. Bullying, harassment, or discrimination will not be tolerated and shall be just cause for disciplinary action.

For additional information, please read the Section on School Code of Conduct and Disciplinary Procedures.

3.9. Administrative Searches

Administrators reserve the right to provide searches in accordance with state and local laws.

3.10 Use of Student Images/ Schoolwork

The District often includes images of students engaged in school activities and events as part of outreach and information about our programs for parents, family, and the wider community. Community organizations or partners value these images as compelling ways to share and urge support for the work of our teachers and students.

During the school year, your student may be photographed or filmed by District staff while participating in school programs and activities. If you have a special concern about the use of your student’s image or name, please notify the school office and request to opt your child out of media and pictures related to the district.

3.11. Media and Special Projects

There are times when schools may be featured in various news media. News reporters, photographers and/or film crews from TV, radio stations, newspapers, magazines, online publications, or other media may wish to interview, photograph and/or film your child in relation to a story about our schools or students, such as a school performance, a sports competition, or other newsworthy events. Your child's name might be included in the report. We want you to know:

Media representatives must register immediately upon entering any school building or grounds when school is in session and a media representative who wishes to photograph students on school grounds should first make arrangements with the School Administrator or designee.

- The district will not impose restraints on students' right to speak freely with media representatives at those times which do not disrupt a student's educational program.

Parents/guardians may, at their discretion, instruct their children not to communicate with news media representatives. Please discuss your wishes with your students if you do not want them to be interviewed, photographed, or filmed by news media on or off campus.

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4. STUDENT ATTENDANCE

Consistent school attendance is critical to student success. Chronic absenteeism has been linked to an increased likelihood of poor academic performance, disengagement from school, and high school dropout rates - particularly among students of color.

Because of the vital link between students' attendance and academic success, we take pride in the fact that our school's attendance rates for students far surpass District and state averages. Students are recognized for perfect attendance each quarter. Attendance is a priority at AIMS and, with the understanding that some absences are unavoidable, this attendance policy outlines procedures for ensuring that consistent learning is not hindered by absences.

4.1. How to Report an Absence

When your child is absent from school, please notify your child's school at 510-893-8701 (K-8) and 510-220-5044 (9-12). You can also contact each school site through their direct email: Elementary School (elementary@aimsk12.org,) Middle School (middleschool@aimsk12.org,) or High School (highschool@aimsk12.org.)

When leaving a message regarding your child's absence please provide the following information:

- Student's name
- Date(s) absent
- Reason for absence
- Grade/teacher
- Your name and your relation to child
- Daytime phone number

1. Attendance is taken at the beginning of each class period. The office staff will call home daily when students are absent.
2. Once an absence is reported by a parent/guardian, the front office will notify the student's teachers.
3. Notifying a teacher or designee directly without first notifying the front office is not sufficient and will not excuse a student's absence.

4.2. Excused and Unexcused Absences

Students who are absent for any reason must attend Saturday School. Please be aware that the State does not reimburse the District for any absence. Every day a student is absent results in a loss of revenue to the District.

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The District is still required to keep accurate records of student attendance and reasons for absences.

1. Absences are "excused" when they are due to:
   a) Illness, quarantine,or medical, dental, optometric, or chiropractic appointment
   b) Family emergency
   c) Legal matter
   d) Religious holiday or ceremony - Pupils, with the written consent of their parents or guardians, may be excused from school in order to participate in religious exercises with prior approval by the School Administrator [Education Code Section 46014]. Additionally, students may be absent to attend a religious retreat [Education Code Section 48205(a) (7)], not to exceed four hours per semester. Such absences are considered excused absences, and pupils are responsible for making up missed work.
   Funeral services of an immediate family member (one day if the service is in California and not more than three days if the service is outside California).
   e) Jury Duty
   f) Illness or medical appointment during school hours of a child of whom the pupil is the custodial parent.
   g) For justifiable personal reasons when the pupil's absence is requested in writing by the parent or guardian and approved by the School Administrator or a designated representative pursuant to uniform standards established by the governing board.
   h) For the purpose of serving as a member of a precinct board
   i) For the purpose of spending time with a member of the pupil's immediate family who is an active-duty member of the uniformed services and has been called to duty for, is on leave from, or has immediately returned from, deployment to a combat zone or combat support position.
   j) For the purpose of attending the pupil's naturalization ceremony to become a United States citizen.
   k) Authorized parental leave for a pregnant or parenting pupil for up to eight (8) weeks.
   l) Work assignment for students who hold an entertainment work permit or who participates with a not-for-profit arts organization in a performance for a public-school audience.
   The law limits the number of excused absences for a child holding an entertainment work permit to five absences per school year, each of which may consist of up to five days. CA. Ed. Code 48225.5.

2. Absences due to an illness exceeding 3 consecutive days require a note from a doctor or nurse excusing the absence **AND** specifying the amount of time excused. If no note is received, the absence is considered an unexcused absence.

- **Note:** A student with an excused absence from school will be allowed to complete all assignments and tests missed during the absence that can be reasonably provided and, upon satisfactory completion within a reasonable period of time, shall be given full

credit. The teacher of the class from which a student is absent will determine which tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the student missed during the absence. If the work is not completed within a reasonable time, the student will receive no credit.

3. Any absence for reasons other than those listed as EXCUSED ABSENCES are **unexcused**, even if the parent calls in to excuse it. Absences unverified after 3 school days will be recorded as unexcused.

4. A prolonged absence due to any other unforeseen circumstance must be approved by the School Administrator.

Dismissal Due to Illness:

A child may be sent home early from school if s/he is ill or appears to be suffering from an infectious or contagious disease.

Parents/guardians or emergency contacts listed will be contacted to pick up the child.

4.3. Student Absence & Homework/Test Taking Procedures

A. Teachers will prepare homework for absent students so they can pick it up from the office to limit interruptions in the classroom.

B. It is the student and the parent/guardian's responsibility to contact their teachers directly to obtain a copy of all missing homework assignments.

   a) Students and the parent/guardian may notify the front office if they are unable to connect with their teacher within a 6–12 hour time period.

C. If the students cannot get to school due to transportation issues, they should let the school know so we can try to provide a solution.

D. Teachers will assign Saturday school to all students who are absent.

E. Teachers will report class list/attendance grid discrepancies immediately.

4.4. Tardies

A. Students will be marked absent if they are not present by the start of the class period, as determined by the master bell schedule.

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B. Students that are tardy must first sign in at the front desk before heading to class to ensure their attendance is updated accordingly. Teachers will not allow tardy students to join class without a tardy pass, which is issued after signing in.

C. Students with a legitimate excuse, as determined by the aforementioned section on excused absences, shall be marked "Tardy Excused" when attending class late.

D. Students who arrive after the first 30 minutes of class without a legitimate excuse shall be marked as "Truant."

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4.5. Truancy

California Education Code 48260 defines a student as truant if he or she has any combination of:

- Three unexcused absences;
- Three unexcused tardies; and/or
- Three absences exceeding 30 minutes.

1. Students shall be classified as truant if absent from school three (3) full days in one school year, without a valid excuse, or if tardy for more than any 30-minute period during the school day on three occasions during one school year, or any combination thereof.
2. Upon reaching truant status, the parent/guardian will receive the first "Truancy Notification" letter from the school and will be referred to the Student Attendance Review Team (SART). This letter must be signed by the parent/guardian and returned to the school within ten (10) days. As part of the SART process, the parent/guardian, student, teacher representative(s) and an administrator will meet to form a SST and consider a plan for correcting the attendance problem.
3. Upon reaching four (4) unexcused absences, the parent/guardian will receive a second Truancy Notification letter (to be signed and returned to school within ten (10) days and will be required to attend a follow-up meeting to consider a plan for correcting the problem.
4. Upon reaching five (5) or more unexcused absences and/or tardy truant, the parent/guardian will receive a third Truancy Notification letter and will be required to meet with the Student Attendance Review Board (SARB). The SARB may include an administrator, Board member, classroom teacher, and support staff such as psychologist and or counselor. It is the school's intent to identify and remove all barriers to the student's success and will explore every possible option to address student attendance issues with the family. The SARB team will discuss the absence problem with the parent/guardian to work on solutions, develop strategies, discuss appropriate support services for the student and his/her family, and establish a plan to resolve the attendance issue.
5. After continuous attempts to resolve, students may be referred to the district attorney's office. If the student is reported as a truant three or more times per school year, and does not follow the SARB's directive, the matter may be referred to the District Attorney for prosecution, and other appropriate action may be taken by the school, The parent/guardian must be notified of this action. (EC §48262, §48263,§48263.5)

4.6. SARB/T: Student Attendance Review Board/Team

All children between 6 and 18 years of age are required by California's Education Code to attend school and their parents have a legal responsibility to ensure their child's attendance.

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The law also states that a student's refusal to attend school regularly can result in a referral to the School Attendance Review Board/Team (SARB/T), Juvenile Probation, and the Juvenile Court System. Additionally, parents who fail to compel their child's attendance may face criminal prosecution and penalties. (Education Code Section 48260)

At AIMS HS the SARB/T addresses chronic attendance and truancy problems. The SARB/T meets with students and families to collaborate, identify persistent attendance issues, and develop solutions to resolve these issues. It is a panel that may include but not limited to the school's SARB/T Coordinator, social/mental health services, community agency representatives, and a referring school site representative.

Prior to referring a student to SARB/T, the school will help the student remedy his/her attendance situation by referring the student to the Student Success Team (SST).

Interventions may include counseling, mentoring, tutoring, after school program referral, behavioral support, wellness center referral and home visits. When school sites have exhausted their resources and attendance has not improved, a family can be referred to the SARB/T panel which will then schedule a hearing before a panel and the student and parent/guardian are required to attend.

4.7. Academic Consequences for Chronic Absenteeism/Truancy

Students with unexcused absences or tardies that cannot be justified due to unforeseen circumstances will not be allowed to make up missing assignments or exams.

Upon reaching three (3) or more unexcused absences that cannot be justified due to unforeseen circumstances in any academic course in any given quarter, the student will automatically fail the quarter with a grade capped at no greater than a C-.

4.8. Saturday Schools

Students who are absent for any reason, excused or unexcused, must attend Saturday School.

For more information regarding AIMS K12 Saturday School, please see the Section on Student Code of Conduct and Disciplinary Procedures.

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5. School Code of Conduct and Disciplinary Procedures

AIMS K12 is committed to ensuring that employees and all individuals who work with or have contact with students conduct themselves with students in a way that is supportive, positive, professional, and non- exploitative. AIMS will not tolerate inappropriate conduct or behavior towards or with students by its employees or any individual who works with or has contact with students.

At AIMS K12 we believe that by demonstrating respect for each other, we can create a safe, caring and cooperative environment that promotes learning and celebrates the uniqueness of all individuals. AIMS K12 believes that all students have the right to learn. No student has the right to choose behavior that infringes upon the rights of others. We recognize the primary role of parents as the first and best teachers of their children. We also recognize the partnership that needs to exist between home and school. Our discipline policy is designed to encourage students to acquire and apply acceptable behaviors because student behavior is a key component of school culture and sets the foundation for academic achievement.

We expect that all students behave in a respectful way toward their teachers, any adults, their classmates, and the property of others. Additionally, students will be treated and spoken to respectfully and with care.

With a focus on community building, it is our goal that every student possesses a clear understanding of how their actions affect others. While our larger goal is to discourage misbehavior preemptively, when it occurs, we use missteps as opportunities for learning and reflection. Schools have developed behavior expectations, procedures, and policies that are consistent with a positive discipline model in which we use both kindness and firmness to co-create relationships that include both care and accountability. Systematic positive praise, reinforcement of desired behaviors, and community building structures are coupled with fair and equitable consequences for students who do not adhere to their responsibilities.

AIMS K12 Schools' approach to discipline includes: teaching school rules and social-emotional skills, reinforcing appropriate school behavior, using effective classroom management and positive behavior support strategies by providing early intervention for misconduct and appropriate use of consequences, and tracking discipline data to ensure that rules and consequences are being applied fairly to all students.

Upon enrollment and at the beginning of each school year, AIMS K12 families will each receive a copy of the Parent/Student Handbook in their Enrollment Packets and be asked to review the Handbook and agree in writing to abide by the provisions of the Handbook, including the school's discipline policy. The plan may include, but are not limited to, day-to-day discipline including, school detentions, in-school suspensions, Saturday schools, disciplinary probation, and guidelines for suspension and expulsion. The student discipline policy will define student responsibilities, unacceptable behavior, and the consequences for noncompliance. In addition, school staff members review the discipline policy with new students and parents at the commencement of school each year.

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Teachers will be trained during professional development meetings to use effective classroom management strategies to maximize instruction and minimize student misbehavior, and there will be school-wide systems for assigning both positive and negative consequences. Positive consequences include privileges such as lunch with teachers and free dress. Students who do not adhere to stated expectations for behavior and who violate the school's rules may expect consequences for their behavior.

Consequences may include, but are not limited to:

- Warning, verbal and/or written
- Individual conference with the teacher
- Loss of privileges
- Individual behavior contract
- Referral to the School Director or other school staff member
- Notices to parents by telephone or letter
- Parent conference, at school or during a home visit
- Suspension
- Expulsion

Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property. Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

Any student who engages in repeated violations of the school's behavioral expectations, or a single severe infraction, will be requested to attend a meeting with the school's staff and the student's parents. The school will prepare a specific, written agreement outlining future student conduct expectations, timelines, and consequences for failure to meet the expectations which may include, but are not limited to, suspension or expulsion.

AIMS K12 is exempt from Education Code requirements and procedures related to student suspension and expulsion. Therefore, references in this charter to the Education Code are used as a guideline. A student may be suspended or expelled for any of the acts enumerated in Education Code § 48900, except for willful defiance, related to school activity or school attendance that occurs at any time including, but not limited to:

- While on school grounds
- While going to or leaving from school
- During, or traveling to or from school, sponsored activities

AIMS K12 will be a positive and progressive place of learning. The discipline system is designed to create a culture of learning and the Code of Conduct (see Code of Conduct area below) is created to be preventative. Teachers will use a range of lower-level consequences (nonverbal cues, conferencing with the student, loss of privileges, etc.) before resorting to more serious consequences. However, we will have clear policies governing suspension and expulsion. Certain offenses will result in in-school suspension while other more serious violations will result in out-of-school suspensions. Violations – that put students and/or the school in grave physical danger – will be considered grounds for expulsion according to Ed. Code 4900. Suspended students will also be responsible for making up all missed work within the specified timetable.

5.1. Student Behavior Expectations

At AIMS K12, students are held accountable for their behavior. No one student has the right to disrupt the learning environment of their fellow class members. Students are interested in their education and helping keep the focus on that main goal. Students are aware that they impact other students in the classroom, as they transition, participate in lunch and study hall, and stand in line.

With the instructions of their teachers, they choose to behave appropriately in those situations and others.

Students are expected to:

- Be diligent in their studies.
- Treat school property, private property, and other people with respect.
- Obey all school and classroom rules while at school, at District and school activities, and on the way to and from school.
- Follow all directions and directives given by any staff member.
- Dress according to the AIMS K12 dress code. All gang-related attire is prohibited.
- Use proper communication protocols to be heard and to not interrupt others.
- Not use foul language, or participate in bullying, name-calling, or fighting.

5.2. Students with Disabilities

Generally, any student identified as a student with a disability pursuant to the Individuals with Disabilities Education Act, 20 1400-1482, is subject to the same disciplinary measures applicable to all students for violations of the code of conduct, except when the student's behavior is determined to be a manifestation of his/her disability.

5.3. Responses to Misbehavior of the Student Discipline Policy

- Warning
- Detention
- Behavior Contract

a) Students who have repeated behavioral problems need to have a behavior contract that describes the behaviors the student is supposed to engage in as well as the consequences. Parents and students must sign the agreement, and there must be a follow up meeting within four to six weeks. A referral may be made to SST to address the repeated misbehaviors.
b) Parent Conference
c) Counseling
d) Loss of privileges, extracurricular activities, etc.
e) Sending a student to another classroom for a limited period of time.

- Behavioral referral forms will be completed by the teacher before sending a student out to a buddy classroom or to an administrator. The form will state why the student was sent, and what was done in the classroom to first stop the concern. A file of the forms will be kept in the office.

f) Additional required hours at school: detention or Saturday School.
g) Additional school work: extra homework, writing lines or copying materials, additional study/review.
h) Community Service: clean, organize, take out trash, sweep, etc. AIMS k12 will provide gloves and necessary cleaning supplies as appropriate.
i) Communication tools: Students will write letters of apology to their families/staff to discuss poor behavior/performance
j) Confiscation of prohibited items.
k) Suspension or Expulsion in extreme cases with leadership approval

Consequences Requirements: Consequences include the following: detentions, doubled detentions, banning from extra-curricular activities (like sports, dances), parent shadowing, removal from classroom, apology to class for misbehavior, apology to parents and teacher for misbehavior.

5.4. Detention

Detentions must be given until behavior improves. Detention forms must be used to ensure that the student, office, and teacher each have a copy. Detention sessions must be quiet and focused. Detentions are not optional at any level. See Additional Forms for a copy of a detention slip.

There are a variety of reasons a detention can be issued. These include, but are not limited to:

1. Tardiness

2. Cutting class
3. Not returning homework
4. Unsigned memo/detention/report card/etc.
5. Missing classroom materials
    - Disorganization
    - Incomplete classroom job
6. Speaking out of turn
7. Talking in class
8. Out of seat without permission
9. Not following directions
10. Food/Drinks/Gum/Candy
11. Throwing/Kicking/Hitting/Teasing

5.5. Saturday School

Saturday School is held weekly at each school site.
Saturday School can be separated into two categories: **Academic** and **Restorative Justice,** and **Academic Saturday School.**

Academic Saturday School may be assigned by any teacher or administrator, often as a disciplinary measure with regard to low grades, missing work, or absences.

Restorative Justice Saturday School is for behavioral concerns, and is often assigned by a staff member or administrator. Restorative Justice Saturday School can also be assigned automatically, by having two detentions in one week.

1. Academic Saturday School:

Evidence shows that increased academic instruction, tutoring, and study time can help support students in areas where they are struggling. For these reasons, as part of the AIMS Standard, we offer and may require students to attend Academic Saturday School in instances where academic concerns must be addressed.

Academic Saturday School may be issued under the following circumstances:

- Obtaining a C- or below in any academic quarter or semester
- To complete make-up assignments, projects, or assessments
- Any unexcused student absence or tardy truancy
- Placement on academic probation
- In need of improving their subject benchmark mastery, or statewide assessments
- At the discretion of the Teacher, Administrator, Parent/Guardian, or Student

Students will be assigned packets to complete any makeup school work, missing assignments, or to receive tutoring. Students should come to Saturday School prepared and ready to work.

2. Restorative Justice Saturday School:

Restorative Justice is a theory of justice that emphasizes repairing the harm caused by criminal behavior. It is best accomplished through cooperative processes that allow all willing stakeholders to meet, although other approaches are available when that is impossible. This can lead to transformation of people, relationships, and communities.

Students who have received two detentions in one week will attend Restorative Justice Saturday School. Students who have committed egregious violations of any part of the code of conduct will attend Restorative Justice Saturday School. Restorative Justice Saturday School may be assigned at the discretion of the School Administrator.

Dialogue and other Restorative Justice practices can be used so that students can learn to resolve conflicts on their own and in small groups. Students can be empowered to make better decisions. Students will participate in campus community service in order to encourage character building.

3. Absences from Saturday School:

Students may not be absent from Saturday School without a legitimate excuse and prior approval from an administrator. A legitimate excuse (lack of transportation, religious holiday, etc.) and a signed note from a parent or guardian are required for approval from an administrator or designee. Attending an AIMS or Non-AIMS sporting event or extracurricular activity is **not** a legitimate excuse to be absent from Saturday School.

Any unexcused Saturday school absence will result in an additional Saturday School. If unexcused absences continue, different disciplinary measures may occur.

4. Academic Saturday School Procedures:

Teachers will receive a memo to distribute to students on the Wednesday prior to the upcoming Saturday School. Students must submit their signed memo by the following school day.

Students may only work on homework after they have completed their assigned Saturday School work.

5.6. Parent-Teacher Conferences

Parent - Teacher conferences may be held as needed to allow parent, teacher, and student to address areas of concern and determine a course of action.

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5.7. Social Probation

At the discretion of the School Administrator and/or designee, an AIMS K12 student may be placed on social probation, which is defined as a period of time in which a student is restricted from engaging in any AIMS K12 activities. Students can be placed on social probation for repeated disciplinary concerns or suspension.

Students on social probation may be prohibited from:

1. Attending or participating in any on or off campus athletic events

2. Prohibition of attending club meetings

Failure to adhere to the terms of social probation will result in a longer term of social probation or suspension.

5.8 Administrative Searches

AIMS may conduct searches of students and items under the student's control (e.g., locker, backpack, purse) to ensure student and staff safety. Specifically, the purpose of these searches is to:

- Detect the possession of weapons or controlled substances
- Deter bringing weapons or controlled substances onto school grounds or during school activities
- Reduce the potential for violent incidents

Searches may be conducted under the following circumstances:
Searches based on reasonable suspicion. If a student has engaged in conduct that causes an administrator to have reasonable suspicion that the student has committed, or is about to commit, a crime or has violated statutory laws or school rules, the administrator may conduct a search of that student.

<u>The administrator must:</u>

- Contact a parent or guardian and inform them of the search.
- Be able to articulate the reasons for his/her suspicion and the facts and/or circumstances surrounding a specific incident.
- Be able to reasonably connect the student to a specific incident, crime, rule, or statute violation.
- Have relied on recent, credible information from personal knowledge and/or other eyewitnesses.

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- Ensure that a search based on reasonable suspicion is not excessively intrusive in light of the student's age and gender and the nature of the offense.

When conducting a student search based on reasonable suspicion, school administrators must adhere to the following practices:

- Conduct the search only if there are clear and specific reasons for suspicion and there are facts that connect the student to a specific incident of misconduct.
- Jackets, purses, pockets, backpacks, bags and containers in the student's possession may be searched to the extent reasonably necessary.
- Under no conditions may a body or strip search be conducted.
- Only school administrators of the same gender as the student searched may conduct the search.
- Searches based on reasonable suspicion must be conducted in a private area where the search will not be visible to other students or staff (except for a school administrator or designee witness, also of the same gender).
- The school can request law enforcement participation if necessary.

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6. STUDENT SERVICES

6.1 Admissions & Records

The Office of Admissions & Records is here to serve as a resource for admissions, registration transactions, academic records, enrollment verifications, and the production of a timely and accurate transcript.

To reach the office of Admissions & Records office please send an email to enrollment@aimsk12.org

6.2 Health and Wellness Services

A. **School Nurse -**
The school nurse supports student success by providing health care through assessment, intervention, and follow-up for all children within the school setting. The school nurse addresses the physical, mental, emotional, and social health needs of students and supports their achievement in the learning process.

B. **Social/Emotional Counseling -** Students showing that they may be having a social or emotional issue must be referred to the district counselor using the appropriate form. Students are not to be in session without parent's written approval. The district counselor must be informed ASAP when there is a crisis situation. The following informational links go into more detail on services provided, procedures, protocols and the State Licensed Social Emotional counselors areas of experience in serving youth in the AIMS school setting:

Parental Permission form: http://tiny.cc/60kksz
Counselors Services and Experience: http://tiny.cc/r0kksz

To contact Mr. Castellano, email him at anthony.castellano@aimsk12.org

6.3 College Planning and Guidance

All students at AIMS K12 are guided and supported to obtain college acceptances to the schools of their choice. Because of the rigorous course schedule and college support at AIMS K12, our students stand out from the crowd.

All students grade K-12 are supported by the College Bound Kids department. Grades K-8 have opportunities to participate in activities geared towards college exposure.

All Seniors will take a college planning course where they will work directly with the college

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advisor to craft college entrance essays, research schools, apply to scholarships, secure application waivers, submit college applications, submit FAFSA, and other college-related activities.

Additionally, AIMS will pay for 3-5 college applications per student. While students and their families choose their next steps after graduating from AIMS, being accepted to at least one four-year school is required to successfully complete all AIMS graduation requirements to receive their diploma.

All Juniors will take an SAT/AP exam test prep class to better prepare for their standardized tests. And all grade levels will be exposed throughout the year to college- related programming and extracurricular opportunities.

6.4 School Lunch Program and Application

We encourage all families to submit a lunch application at the beginning of each school year, regardless of family income.

Applications are available and eligibility is determined using the California Department of Education guidelines. After processing the form, parents will be informed if their child is eligible for free, reduced, or full priced meals. If students are required to pay for their meals, parents will be provided with an invoice the following month for payment at the school site.

If there are any changes to the family income during the school year that may affect the student's lunch program status, a new lunch application must be completed and submitted. Lunch applications are available in the main office 746 Grand Ave Oakland, CA 94610, or can be completed online through https://www.mymealtime.com/Apps/SignIn. aspx.

Students can qualify for free or reduced- price lunches based upon their household size and income, which is based on Federal Income Eligibility Guidelines. Most students are required to fill out a current lunch application at the beginning of each school year. 75 % of our students qualify for free and reduced lunch. All families are encouraged to complete a lunch application at the beginning of each school year.

Applications are available online and are also available at the school site when school starts. Applications can be submitted to AIMS District Nutrition Services Program, 171 12th St. Oakland, CA 94607, or to the main office 746 Grand Ave. Oakland, CA 94610.

Only one application per household is required. Please do not submit multiple applications as this will slow down the processing. Once your application has been received and/or processed, an eligibility letter will be mailed to your home address. Applications are accepted throughout the school year. If your income or household size changes, you may submit an updated application. This may be subject to verification and documentation.

AIMS also offers milk, juice, and water for purchase for those who bring their lunch from

home.

- **Lunch Program Application:**
  All families can participate in AIMS k12 School Breakfast, Snack, and Lunch Program. Please remember to fill out the AIMS income survey so AIMS can continue to get funding for important school programs. They can be completed online through each school site. Elementary School (https://aimsk12.org/es-nutrition) Middle School (https://aimsk12.org/ms-nutrition,) High School (https://aimsk12.org/hs-nutrition,) or through paper applications, which are available at the school site. Applications can be submitted to AIMS Lunch Program, 171 12th St. Oakland, CA 94607. Filling out the form helps AIMS to secure funding for vital programs that support the schools.

6.5 Parent Coordinator Services

The Parent Coordinator focuses on family engagement and equity by equipping parents with necessary information, skills, and resources to effectively navigate the school system, support their children's success in school and engage them in school leadership opportunities. Support is also provided to parents and caregivers in need of advocacy support and information to address concerns about their children. Please contact maryetta.golden@aimsk12.org for information about family support services.

At AIMS K12, families receive a full-range of comprehensive support and services.

A. **Case Management**- Families can connect with Parent Support services to obtain information to connect to resources in the community such as food resources, free and low-cost internet, and other relevant resources provided in the local community. They can also obtain support around topics that arise in the everyday lives of families and be referred to who they should contact in the school. Families receive support for meetings, translations, questions, and other key aspects in their lives as AIMS K12 families.

B. **Family Events**- AIMS K12 hosts a wide range of family activities that promote family bonding, family mentoring, cohesiveness, and a family friendly environment across the district.

C. **Family Advisory Council (FAC)-** The FAC is the vehicle for parents to learn on a monthly basis about school activities and meet to support those activities.

D. **Family Volunteer Days-** AIMS K12 hosts several days throughout the year where families participate in community service activities to promote bonding, volunteerism, and service in unity. There are several opportunities for families to get involved at AIMS K12.

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E. **Family Education Classes-** AIMS K12 hosts several family education classes and workshops such as navigating child study habits, internet safety, child safety, communication, drug prevention, ESL, parenting and topics relevant to schools, families, parenting, and social-emotional topics.

F. **Transitional Support-** AIMS K12 provides support to parents in transitions such as navigating moving through child development stages, as well as transitioning from Elementary to Middle school to High School and beyond. This support also assists with family transitions that a family may need support with during the school year.

G. **Liaison Services-** AIMS K-12 Community Liaison serves as a bridge between schools and families, helping families navigate their journeys at AIMS K12 and advocating for the needs of families and their children.

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6.6 English Language Development (ELD) Services

English Language Development (ELD) refers to an instructional program for students who are developing proficiency in English. English Language Learners (ELLs) refer to students who are identified by the Home Language Survey (HLS) with another language besides English. Please contact Adria.Bani@aimsk12.org for information about our English Language Development services.

1. **Supports For ELD Students:** Students who are identified as an ELL will be placed in mainstream classes with both designated and integrated ELD instruction.

    a) Newcomers are ELLs who have just started school in the US and will be placed in ELD classes instead of ELA for 1-2 years.
    b) Long Term English Learners (LTELs) are ELLs who have continued to be identified as an English Learner for more than 5 years.
    c) Students received specialized services according to their English Language Proficiency Assessment of CA (ELPAC). ELD Instructional Aides support teachers in providing EL strategies to support ELs in mainstream classrooms. IAs are scheduled to provide intervention support during class and after-school.

2. **Support for ELD Families:** Engaging with families of ELL students is vital to helping our students succeed. Parental involvement is the foundation of a child's education. AIMS K12 offers services to help families navigate through their child's experiences at AIMS K12.

a) **English as a Second Language (ESL) class for parents**-Parents have the opportunity to sign up for an ESL class taught by an AIMS K12 staff member. Class focuses on conversations on how to communicate in the school environment. Other topics include reading and writing for more advanced parents.

b) **English Learner Advisory Committee (ELAC)** is required if there are more than 21 English Learners at any particular school. Meetings are held every other month and open to the public. Elections are held to elect members that will represent each school at the DELAC meetings. Meetings are focused on the ELD programs, make parents aware of the importance of regular school attendance, etc.

c) **The District English Learner Advisory Committee (DELAC)** is composed of representatives from each school's English Learner Advisory Committee (ELAC). The committee's role is to advise the district on programs and services for English Learner students.

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7. STUDENTS WITH SPECIAL NEEDS

For specific information about our special education services please contact Deborah.Woods@aimsk12.org or visit aimsk12.org/sped

7.1. Child Find Mandate

Pursuant to the Individuals with Disabilities Education Improvement Act (20 U.S.C. §§ 1400 et. seq) and relevant state law, AIMS K12 College Prep Charter District is responsible for identifying, locating, and evaluating children enrolled at AIMS k12 College Prep Charter schools with known or suspected disabilities to determine whether a need for special education and related services exists. This includes children with disabilities who are homeless or are wards of the State. To ensure that eligible students are receiving the services to which they are entitled, we would like to request your assistance.

If you know of a child who has a disability or that you suspect may have a disability, you may refer that child's parent or guardian to AIMS K12 College Prep Charter District by contacting Julia Li at 510-407-2550. Please note: All referrals are considered confidential. The parent, legal guardian, or surrogate parent retains the right to refuse services and other procedural safeguards under federal and state law.

7.2. Special Education Assessments

A student may be referred for special education services at any time by AIMS K12 school staff, parents, or other service providers. Before a student can be assessed for eligibility for special education, or reassessed while receiving special education and related services, AIMS K12 must develop an Assessment Plan and provide it to the parents for their approval within 15 calendar days from the date of receipt of a written request for a special education assessment.

Assessments must be administered in all areas related to the suspected disability by trained and knowledgeable personnel using sound instruments. For school-age children, the eligibility assessment must be completed within 60 days of AIMS' receipt of written parental consent for specified assessment activities and an Assessment Report provided to parents outlining required information.

Under certain conditions, a parent may have the right to obtain an independent educational evaluation (IEE) at public expense. Please note that a student may demonstrate a disability, but may not necessarily be eligible for special education and related services. A student's IEP team will determine eligibility based on the requirement that the student's disability negatively or adversely affects his/her educational performance.

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7.3. Individualized Education Plan (IEP)

An Individualized Education Program (IEP) is a written statement that AIMS K12 must develop for each student who receives special education and related services. The educational program must be designed to meet the child's individual specific needs. Every child who receives special education services must have an IEP. The purpose of an IEP is to outline a plan for meeting a student's specific disability related needs that sets reasonable learning goals for the child and states the services that the school will provide for the child. The IEP is developed jointly by the school, the parents, and the student as appropriate.

Nine Essential Elements of an IEP

Each child's IEP must contain specific information, as listed within IDEA, which includes nine essential elements:

1. **Present Levels of Performance:** A statement of the student's present levels of performance; including how the disability affects the student's involvement and progress in the general curriculum.

2. **Measurable Annual Goals:** Measurable annual goals, including academic and functional goals, related to the student's needs, resulting from the student's disability, that will enable the student to be involved in and progress in the general education curriculum and that meet each of the student's other educational needs that result from the student's disability.

3. **Progress:** A description of how the student's progress toward meeting the annual goals described above will be measured and when periodic reports on the progress the student is making toward meeting the annual goals (such as through the use of quarterly or other periodic reports) will be provided.

4. **Special Education and Related Services:** A statement of the special education and related services and supplementary aids and services, based on peer--reviewed research to the extent practicable, to be provided to the student, or on behalf of the student, and a statement of the program modifications or supports for school personnel that will be provided to enable the student to advance appropriately.

5. **Participation in General Education:** An explanation of the extent, if any, to which the student will not participate with general education students in the general education classroom and in extracurricular and nonacademic activities.

6. **State Testing:** A statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the student on State and District assessments. If the IEP team determines that the student shall take an alternate assessment on a particular State or district assessment of student achievement, the IEP must include a statement of why the student cannot participate in the regular assessment and why the particular alternate assessment

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selected is appropriate for the student.

7. **Timing of Services and Modifications:** The projected date for the beginning of the services and modifications identified in the IEP, along with the anticipated frequency, location, and duration of the services and modifications.

8. **Transition and Post-Secondary Goals:** Beginning no later than the first IEP to be in effect when the student is 16, and updated annually thereafter, appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education employment, and where appropriate, independent living skills and the transition services (including courses of study) needed to assist the student in reaching those goals.

9. **Age of Majority:** Beginning at least one year before the student reaches the age of 18, a statement that the student has been informed of the IDEA rights that will transfer to him or her upon turning 18.

A. Who develops the IEP?

The IEP is developed by a team of individuals that include the parent(s), an administrator, general education teacher, special education teacher, an expert who can interpret evaluation results, and the student, if appropriate. The team meets, reviews the assessment information available about the child, and designs an educational program to address the child's educational needs that result from his or her disability.

B. When is the IEP developed and the IEP meeting held?

Assuming eligibility is found, an IEP must be developed by the IEP team and implemented for each student within 60 days of obtaining written parental consent of the Assessment Plan. For students already eligible for special education services, the IEP must also be reviewed at least annually thereafter to determine whether the annual goals are being achieved and must be revised as appropriate. An IEP meeting must be held within 30 days of receipt of any written request from a parent.

7.4. 504 Plans

Section 504 of the Rehabilitation Act of 1973 protects disabled individuals against discrimination. It does so by mandating that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity of any entity that is a recipient of Federal financial assistance (34 CFR § 104.4(a)). AIMS k12 must establish and maintain services and accommodations for students with physical or mental impairments that substantially limit

one or more major life activities in order to ensure that these students have equal access to education.

Section 504 accommodations and/or related services must be delineated in a Section 504 Plan formulated by the student's teachers, parents, members of the SST team, and a school administrator.

Examples of 504 Plan accommodations and/or services that AIMS must provide to students include:

1. Assistance with PE equipment for a student with mild cerebral palsy
2. Extra time on tests for a student with Attention Deficit Hyperactivity Disorder (ADHD)
3. Nursing services for a student with Type I Diabetes
4. Use of an amplification system for a student with a hearing loss

A teacher, parent, guardian, or administrator can request a 504 Plan for a student. If a parent requests that their child be accommodated through a 504 Plan, you must follow through with a 504 Team meeting as soon as possible, even if you do not think the student needs a 504 Plan.

A. Requirements for a 504 Plan

In order to have a 504 Plan, a student must meet all three of these requirements:

1. The student must have a physical or mental impairment that gets in the way of learning or participating in school programs or activities. The "physical or mental impairment" can be any physical or mental condition or problem. It can be something that lasts for a long time, for a short time, or it might come and go. Examples of impairments include: cancer, chronic asthma, diabetes, seizures, ADHD.

2. The student's impairment must affect at least one major life activity. Major life activities include such things as seeing, hearing, eating, sleeping, breathing, speaking, walking, thinking, learning, and working. Major life activities also include the operation of major bodily functions such as normal cell growth, the immune system, bowels, bladder, neurological, and circulatory functions.

3. The impairment must substantially limit a major life activity. The determination of whether an impairment substantially limits a major life activity requires an individualized assessment. An impairment does not have to prevent or significantly limit a major life activity to be considered "substantially limiting." For instance, if a student has a visual impairment that can be fully corrected by the use of ordinary eyeglasses or contact lenses, it will not be considered.

B. Essential Elements of a 504 Plan

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In general, a 504 plan should include the following elements, all tailored to the child's individual needs:

1. Specific accommodations, supports or services
2. Names of the school professional that will provide each service
3. The name of the person responsible for ensuring the 504 plan is implemented

For additional information about IEPs and 504 Plans, please see speak with a school administrator, or Education Coordinator.

7.5. Special Education

According to state and federal law, students with identified physical, emotional, learning, or developmental disabilities are entitled to a free and appropriate public education and have the right to placement in the least restrictive environment. They may receive special education services according to a written Individualized Education Program (IEP) or may receive specific accommodations based on a 504- accommodation plan. Questions regarding special education services or 504 accommodation plans may be directed to the School Administrator. The overriding mandate in assessing need and delivering services is that the student should be taught in the least restrictive environment. Therefore, when a student is referred for special education, every effort is made to serve the student in the regular general education program.

7.6. The 504 Plan for Students with Disabilities

Section 504 of the Rehabilitation Act of 1973 is a broad civil rights law regulated by the Office of Civil Rights. The law's intent is to eliminate discrimination based on disability in any program or activity receiving federal financial assistance. Under Section 504, students with a physical or mental impairment that substantially limits one or more major life activities, including learning, are eligible to receive services and aid designed to meet their needs.

To evaluate a student's eligibility under Section 504, the school site administrator or designee convenes a committee of individuals, including the parent, who are knowledgeable about the student's individual needs and school history, the meaning of evaluation data, and accommodation options. If the committee establishes that the student has a disability requiring services under Section 504, a written plan is developed that informs what modifications and/or special services and aids are needed. Please contact your child's School Administrators if you have a 504 request or concern.

7.7. English Language Learners

According to law, parents of limited English proficient (English Learner) students participating in a language instruction program shall be notified, not later than 30 days after

the beginning of the school year, of the following:

- The child's level of English proficiency, how such level was assessed, and the status of the child's academic achievement;
- The methods of instruction used in the program in which their child is, or will be participating, and the methods of instruction used in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language in instruction;
- How such programs will specifically help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation;
- The specific exit requirements for the program, including the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school, if applicable;
- In the case of a child with a disability, how such program meets the objectives of the individualized education program of the child;
- Information pertaining to parental rights

7.8. Homeless Education Assistance

The McKinney-Vento Homeless Education Assistance Act requires school districts to remove all barriers to enrollment, attendance and school success for homeless students. Assistance to homeless students and families is provided by the Operations Office. Students and families identified as homeless are provided with enrollment assistance, transportation to/from school, school supplies, supplementary academic supports, and referrals to outside agencies. A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 (“IDEA”) or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 (“Section 504”) is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures.

The Charter School will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student’s parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student’s educational rights holder, and shall inform him or her of the basis for which the pupil is being involuntarily removed and his or her

right to request a hearing to challenge the involuntary removal. If a parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below.

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8. STUDENT SAFETY AND RESPONSIBILITY

8.1. School Cleanliness

Students have the responsibility of working to keep their campus clean. It is part of the AIMS Standard that we take pride in our campus and school, so AIMS K12 students should not only clean up after themselves, they should endeavor to leave the campus as clean as they found it at the beginning of the day.

8.2. Restroom Policy

1. By law, students must not be prohibited from using the restroom. However, AIMS K12 has the following guidelines in place to prevent students from abusing bathroom privileges: Except for cases of emergency, students should not use the restroom within the first and last 30 minutes of class. Students must also utilize their breaks and lunch periods and use the restroom during these times.
2. Students must sign in and out of the classroom when going to the restroom.
3. Inform the administrative assistant if the bathrooms are low or out of toilet paper, soap, paper towels, or toilet seat liners.
4. Students with medical related bathroom needs should complete a 504 plan with the school at their earliest convenience.

8.3. Administration of Medication

Students who need to take prescribed or over-the-counter medication during the school day may be assisted by designated school personnel or allowed to self-administer certain medication as long as it is in accordance with law, AIMS K12 policies, and administrative regulations.

It is necessary for the District to have a written statement from the student's physician and a written statement from the student's parent/guardian before (1) a designated employee administers or assists in the administration of any prescribed medication to any student; or (2) any student is allowed to carry and self-administer prescription auto-injectable epinephrine or prescription inhaled asthma medication during school hours.

It is vitally important that parents fill out new student medication forms every fall in order to have the most current medication information, as well as the current status of any health conditions. A separate form is required for each medication. Please contact the school office for the required forms. Update these forms should any of the information change during the school year.

Students who need to take prescribed or over-the-counter medication during the school day

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may be assisted by designated school personnel or allowed to self- administer certain medication as long as it is in accordance with law, and/or AIMS Board policies. AIMS K12 students may receive their medications from the front office or the school nurse. It is necessary for AIMS K12 to have a written statement from the student's healthcare provider and a written statement from the student's parent/guardian before:

1. A designated employee administers or assists in the administration of any prescribed medication to any student; or
2. Any student is allowed to carry and self-administer prescription auto- injectable epinephrine or prescription inhaled asthma medication during school hours.
3. Single dose over-the-counter medication, such as aspirin, ibuprofen, or cough drops, may be given to students, with prior consent from parents.

8.4. Medical Emergencies

If your child is in need of minor first aid, it will be administered in accordance with District first aid training. If medical attention appears to be necessary, but not required immediately, the parent/guardian or other emergency contacts listed will be contacted to pick the child up. Should immediate medical attention be necessary, the school will call an ambulance. If a person is suffering, or reasonably believed to be suffering, from an anaphylactic reaction, trained school personnel may use an epinephrine auto-injector to provide emergency medical assistance. Every effort will be made to contact the parent or other emergency contact person(s).

8.5. Immunizations and Other Health Requirements

To be admitted to school, children must be fully immunized in accordance with the law. Children shall be excluded from school only as allowed by law.

If you need assistance or information on free clinics, call the Alameda County Immunization Project at 510-267-3230.

Parents are required to provide documentation that their child has been immunized against the following:

Kindergarten–12th grade

Polio

4 doses meet the requirement, or
3 doses for ages 4–6 years if at least 1 was given on or after the 4th birthday or
3 doses meet the requirement for ages 7-17 if 1 dose was given on or after the 2nd birthday

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Diphtheria, Pertussis, and Tetanus (DPT)
5 doses meet the requirement, or
4 doses meet the requirement for ages 4–6 years if 1 dose was given on or after the 4th birthday, or
3 does meet the requirement for ages 7-17 if one dose was given on or after the 2nd birthday

Pertussis (Tdap)
1 dose given after 7th birthday is required for 7th grade students and students new to the district in grades 8-12.

Measles,Mumps,Rubella (MMR)
2 doses meet the requirement;both must be given on or after the first birthday (one dose can be measles vaccine only; 1 dose must be MMR)
3 doses meet the require *Measles,Mumps, Rubella (MMR)*

Hepatitis B
3 doses meet the requirement or 2 doses of 2-dose formulation meet the requirement for ages 11–15 (must be documented as a 2-dose formulation of Hepatitis B vaccine)

Varicella(chickenpox)
1 dose required in kindergarten through sixth grade (2010-2011 school year) or students under age 13 entering a California school for the first time, or
No dose is required if a physician or clinic has documented on the child's immunization card "had disease"

8.6. Campus Environment Policy

Weapons Policy:
Students, parents and teachers are forbidden to have weapons or look-alike weapons on campus. Possession of a firearm, whether loaded or unloaded, (including pellet-type guns) or other weapons such as pocket knives can carry severe disciplinary action up to permanent removal from AIMS K12.

The Federal Gun Free Safe Schools Act and California law prohibit the possession of firearms on school campuses. Pursuant to these laws, any student found in possession of a firearm will be subject to arrest and will be recommended for expulsion immediately.

Upon a finding that the student was in possession of a firearm, the school's governing board shall expel the student. The term of expulsion shall be one year.

Possession includes, but is not limited to, storage in lockers, purses, backpacks, or automobiles.

Smoke-free Environment Policy:

AIMS K12 maintains a smoke-free environment, so smoking, including the use of vaping devices is not allowed on campus. Students who engage in smoking on campus are subject to disciplinary action.

Alcohol/Drugs Policy:
AIMS believes the use of alcohol or other drugs adversely affects a student's ability to achieve academic success, is physically and emotionally harmful, and has serious social and legal consequences. For these reasons, these substances are prohibited on campus, and AIMS K12 will make every effort to assist students and families in reducing the use of these substances. AIMS perceives this effort to be an important step towards preventing violence, promoting school safety, and creating a disciplined environment conducive to learning.

Enforcement/Discipline:

The School Administrator or designee shall take appropriate action for violation of any of the policies concerning weapons, smoking, or possession, use or sale of alcohol and/or other drugs and related paraphernalia on school grounds, at school events, or in any situation in which the school is responsible for the conduct and well-being of students. School authorities may search students and school properties for the possession of alcohol and other drugs in accordance with law, Board policy, and administrative regulations.

Students possessing, using or selling alcohol or other drugs or related paraphernalia at school or at a school event shall be subject to disciplinary procedures, including suspension or expulsion in accordance with law, Board policy, and administrative regulations. Such students also may be referred to an appropriate rehabilitation program.

8.7. Confiscated Items Policy

Any and all Items that are not allowed according to AIMS K12 rules and policies will be confiscated. The administrators will keep the item until the parent/guardian comes to retrieve it. On the first confiscation, the student will receive one detention. On the second, they will receive an additional two. On the third, the student will receive an additional three detentions and in-house suspension.

8.8. Counseling

AIMS K12 provides social emotional counseling for students. If needed, please speak to your School Administrator for a referral.

8.9. Surveillance Cameras

For the safety of students and staff, surveillance cameras that include video only (no audio) are installed in several locations on AIMS K12 campuses. Surveillance cameras are not located inside any school bathrooms or locker rooms. Surveillance videos are viewed by school administrators and may also be viewed by police, as allowed by law, and used as evidence in disciplinary matters.

8.10. Safety Drills and Procedures

Each school site is required to hold regular fire, earthquake, and lockdown drills. The purpose of these drills is to provide students and staff practice with evacuation, lockdown, and shelter-in-place procedures. Additionally, AIMS K12 has a comprehensive school safety plan. which includes emergency preparedness, available for review. District staff have received training in armed intruder preparedness.

Parents are asked to make sure that their students actively participate and take emergency drills seriously. These drills help make schools the safest place for students during an emergency.

Parents should be familiar with the school ‘s emergency procedures. Keep your cell phone with you to receive recorded updates on the emergency. Knowing where to go to pick up your child will save time and reduce anxiety. Parents should remember that schools have emergency procedures in place to protect all the students and that schools will follow these procedures during an emergency.

Parents should also remember that children look to them for guidance and support during an emergency. Parents who are calm and are prepared for emergencies can inspire children to do the same. This will go a long way to promote recovery and a return to normalcy. Parents who have questions about their school ‘s emergency procedures are encouraged to contact the school ‘s administration.

A. **Fire Emergency Procedures -** Every school practices this procedure once each month.
B. **Earthquake Emergency Procedures -** Every school has earthquake preparedness procedures in place and practices this procedure once each semester.
C. **Lockdown Procedures -** At least once a year, schools practice how they will respond to a threat including active shooter on or near the campus
D. **Shelter- in-Place Drill –** At least once a year, schools practice how they will respond to an environmental hazard on or near the campus.
E. **Evacuation Procedures -** At least once a year, the school practices evacuation procedures along with the fire drill.

Emergency Preparedness Drills

The school has developed a school emergency plan which is designed to ensure the safety of

your students and all of the staff. The school implements regular emergency drills to ensure that all members of the school community know the plan.

Teachers will review emergency preparedness procedures with the students during the first month of school.

In case of an emergency during the school day, your child will only be released into the custody of those people who you have previously identified on the emergency card. Proof of identity is required. Those NOT identified on the emergency card can only pick up a student if the parent or guardian has sent a handwritten and signed note to the school notifying the school of this person's identity and proof of identification is provided.

8.11. Student Driving Policy

Students are not allowed to drive on campus or to park on campus without prior permission. After obtaining approval to drive to school, they must also apply for a parking permit to park on campus.

8.12. Student and Family Privacy Rights

Board Policy mandates that personal information concerning students and their families should be kept private in accordance with the law. Parents have the right to exempt their children from participating in (a) surveys that request personal information, and/or (b) physical exams or screenings. Students are screened for vision and hearing in grades K, 2, 5, 8, and 10 and by teacher referral. Parents must submit a note in writing to the school in order to opt out of vision and hearing screening.

8.13. Special Care Plans

Students with conditions requiring special care during their school day must have a physician signed care plan on file in the school office to guide designated school personnel in procedures required for the student's health and safety. Care plans for diabetes, seizures, asthma, and severe allergies are to be completed by the student' s medical provider on at least an annual basis and as the student's care needs change.

8.14. Use of Pesticides

Should a situation arise where pesticide use is unavoidable, all applicable City of Oakland

requirements are observed, signs are posted 24 hours in advance of the pesticide application, and remain in place 72 hours after the pesticide application.

8.15. Accommodations for a Lactating Pupil

Reasonable accommodations are provided to a lactating student on a school campus to allow the student to express breast milk, breastfeed an infant, or address other needs related to breastfeeding. A lactating student may seek assistance regarding accommodations from the School Nurse.

8.16. Suspension, Expulsion, and Involuntary Removal Policy

All schools within the AIMS family adhere to the following procedures with regard to student suspension, expulsion and involuntary removal. Though the AIMS K12 administration permits a certain level of discretion in determining the appropriate disciplinary actions on a case-by-case basis, all schools operate within certain parameters. Those parameters are outlined in this policy and are aligned with each of the school's charters.

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

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

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9. Grounds for Suspension and Expulsion

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

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

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

9.1. In-School Suspension

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

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

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the basis for which the pupil is being involuntarily removed and his or her right to request a hearing to challenge the involuntary removal. If a parent, guardian, or educational rights holder requests a hearing, the AIMS K12 shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until AIMS K12 issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below.

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9.2. Suspension/Discretionary Expulsion Conduct

The School Administrator or designee may suspend from school or recommend for expulsion a pupil if he or she determines that the pupil has committed one of the following acts:

A. **Physical Injury or Violence:** Caused, attempted to cause, or threatened to cause physical injury to another person; or willfully used force or violence upon another person, except in self-defense. A pupil who aids or abets in infliction of physical injury to another may be suspended but not expelled.

B. **Dangerous Object:** Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from the principal or the designee of the principal.

C. **Drugs or Alcohol:** Unlawfully possessed, used, or otherwise furnished, or been under the influence of a controlled substance, an alcoholic beverage, or an intoxicant of any kind.

D. **Look-Alike Substance:** Unlawfully offered, arranged, or negotiated to sell a controlled substance, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person a replica substance.

E. **Robbery/Extortion:** Committed or attempted to commit robbery or extortion.

F. **Property Damage/Vandalism:** Caused or attempted to cause damage to school property or private property, including electronic files and databases.

G. **Theft:** Stolen or attempted to steal school property or private property.

H. **Tobacco:** Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets.

I. **Obscenity/Profanity/Vulgarity:** Committed an obscene act or engaged in habitual profanity or vulgarity.

J. **Drug Paraphernalia:** Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia.

K. **Receipt of Stolen Property:** Knowingly received stolen school property or private property

L. **Imitation Firearm:** Possessed an imitation firearm. As used in this section, “imitation firearm” means a replica of a firearm that is so substantially similar in physical properties

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to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

M. **Witness Harassment or Intimidation:** Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.

N. **Prescription Drug Soma:** Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

O. **Hazing:** Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.

P. **Bullying/Electronic:** Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined herein, directed specifically toward pupil or school personnel.

1. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils directed toward one or more pupils or school personnel that has or can be reasonably predicted to have the effect of one or more of the following:

a) Placing reasonable pupil or school personnel in fear of harm to that pupil's or school personnel's person or property.

b) Causing reasonable pupil or school personnel to experience a substantially detrimental effect on his or her physical or mental health.

c) Causing a reasonable pupil to experience substantial interference with his or her academic performance, or school personnel with his or her job performance.

d) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.

2. "Electronic act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a

communication, including, but not limited to, any of the following:

a. A message, text, sound, video, or image.
b. A post on a social network Internet Web site, including, but not limited to:
c. Posting to or creating a burn page. **"Burn page"** means an Internet Web site created for the purpose of bullying.

d. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). **"Credible impersonation"** means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

e. Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). **"False profile"** means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

f. An act of cyber sexual bullying: i.For purposes of this clause, **"cyber sexual bullying"** means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

1. .For purposes of this clause, **"cyber sexual bullying"** does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

2. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

3. **"Reasonable pupil"** means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

Q. **Sexual Harassment:** The pupil has committed sexual harassment. The harassing conduct must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment.

R. **Hate Violence:** The pupil has caused, attempted to cause, threatened to cause, or

participated in a "hate crime." "Hate crime" means a criminal act committed, in whole or in part, because of one or more of the following actual or perceived characteristics of the victim: disability, gender, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics.

S. **Harassment, Threats, or Intimidation:** The pupil has intentionally engaged in harassment, threats, or intimidation, directed against a pupil or group of pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of that pupil or group of pupils by creating an intimidating or hostile educational environment.

T. **Terroristic Threats:** The pupil has made terroristic threats against school officials or school property, or both. For the purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family.

I. Parent/Guardian will be notified in all cases of violations.

II. Administration will determine discipline based upon the following criteria:

A. Seriousness of offense

B. Circumstances of situation

C. Student's prior disciplinary records

D. Any other extenuating circumstances

9.3. Suspension Procedures

The site leaders are afforded a great deal of discretion in determining appropriate punishments, **unless a mandatory expulsion offense is identified**.

Even if suspension is deemed appropriate, the site administrator may opt for supervised

in-school suspension.

If the School Administrator or Division Heads or designee determines that suspension is appropriate, a school employee shall make a reasonable effort to contact the pupil's parent or guardian in person or by telephone. Whenever a pupil is suspended from school, the parent or guardian shall be notified in writing of the suspension.

The School Administrator or Division Heads or designee shall report the suspension of the pupil, including the cause therefore, to the Superintendent.

A parent conference will be scheduled to discuss the matter with the School Administrators or designee. Whenever practical, the teacher or staff member who witnessed the offense will also be present. At this conference, the administration and the parent or guardian will discuss the causes, duration, school policy involved, and any other matters pertinent to the suspension.

Any pupil who is suspended for five days or fewer must complete all assignments and tests missed during the suspension within three school days of their return. Any pupil who is suspended for more than five days will have five school days after their return to complete all assignments and tests missed during suspension.

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

9.4. Expulsion Requirements

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

Students who commit offenses that result in a recommendation for expulsion or mandatory expulsion, or whose conduct falls under **"Suspension/Discretionary Expulsion"** (excluding disruption or defiance) will be referred to the School Administrator or designee. If a teacher observes disruptive or defiant conduct, the teacher will make a determination as to whether or not administrative intervention is required. Otherwise, they may follow the school's discipline policies to ensure proper student conduct.

To determine whether or not an offense meets the guidelines for suspension or expulsion, the Superintendent and the School Administrator or designee will meet with the pupil and school employee who referred the pupil for discipline. At the conference, the pupil shall be informed

of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to respond. If an "emergency situation" exists, the pupil may be excluded from this meeting. "Emergency situation" means a situation determined by the School Administrator or designee to constitute a clear and present danger to the life, safety, or health of pupils or school personnel. If a pupil is suspended without a conference before suspension, both the parent and the pupil shall be notified of the pupil's right to a conference.

Unless an offense results in a recommendation for expulsion or mandatory expulsion, as a matter of policy, American Indian Model Schools consider suspension and discretionary expulsion a punishment of last resort. Suspension and discretionary expulsion shall be imposed only when other means of correction fail to bring about proper conduct. Therefore, our schools will first consider the appropriateness of other disciplinary avenues before suspending or expelling a student.

If a pupil has committed a suspension-eligible offense, then the school administrator has the authority to recommend expulsion. Expulsion will be used as a tool of last resort for students whose conduct is so egregious that it is unlikely to be changed by any other means and whose behavior poses a threat to the safety of a member of the school community or significantly limits the ability of other students to effectively learn.

In addition to any school action, suspected criminal activity will be reported to the police and appropriate legal consequences may result.

For purposes of notification to parents, and for the reporting of expulsion or suspension offenses to the CDE, AIMSK12 Schools will identify, by offense committed, in all appropriate records of a pupil each suspension or expulsion of that pupil.

AIMS K12 will notify the District of Residence within 30 days of all transfers, disciplinary or not. For all students who are expelled, the school will contact the District of Residence to notify them of the terms of the expulsion.

9.5. Expulsion Hearings and Process

The School Administrator recommends expulsion by clearly defining the facts and situation in writing to the AIMS K12 Superintendent.

The AIMS K12 Superintendent decides whether or not to recommend expulsion to the Board.

Within 30 school days of a recommendation for expulsion from the Superintendent, the Board will hold a hearing to determine if it is appropriate to expel the pupil. The pupil may request, in writing, a postponement of no more than 30 calendar days. Any additional postponement may only be granted at the discretion of the Board.

Within 10 school days after the conclusion of the hearing, the Board shall decide whether to expel the pupil.

If compliance by the Board with the time requirements for the conducting of an expulsion hearing under this subdivision is impracticable, the Superintendent may, for good cause, extend the time period for the holding of the expulsion hearing for an additional 5 school days.

Written notice of the hearing shall be forwarded to the pupil at least 10 calendar days prior to the date of the hearing by the Board Secretary and shall include:

a. The date and place of the hearing.
b. A statement of the specific facts and charges upon which the proposed expulsion is based.
c. A copy of the disciplinary rules of the school district that relate to the alleged violation.
d. A notice of the parent, guardian, or pupil's obligation upon enrollment in another school district to inform the receiving school district of his or her status with the previous school.
e. Notice of the opportunity for the pupil or the pupil's parent or guardian to appear in person or to be represented by legal counsel or by a non-attorney adviser, to inspect and obtain copies of all documents to be used at the hearing, to confront and question all witnesses who testify at the hearing, to question all other evidence presented, and to present oral and documentary evidence on the pupil's behalf, including witnesses.

The Board shall conduct a hearing to consider the expulsion of a pupil in a session closed to the public, unless the pupil requests, in writing, at least five days before the date of the hearing, that the hearing be conducted at a public meeting. Regardless of whether the expulsion hearing is conducted in a closed or public session, the Board may meet in closed session for the purpose of deliberating and determining whether the pupil should be expelled.

A record of the hearing shall be made. The record may be maintained by any means, including electronic recording, so long as a reasonably accurate and complete written transcription of the proceedings can be made.

Technical rules of evidence shall not apply to the hearing, but relevant evidence may be admitted and given probative effect if it is the kind of evidence upon which reasonable persons are accustomed to rely in the conduct of serious affairs. A decision of the Board to expel must be supported by substantial evidence showing that the pupil committed the act(s) of which he or she is accused.

The final action to expel a pupil shall be taken only by the Board in an open session. Written notice of any decision to expel or to suspend the enforcement of an expulsion order during a period of probation must be sent by the board president or his or her designee to the pupil or the pupil's parent or guardian.

The Board shall maintain a record of each expulsion, including the cause therefore. Records of expulsions shall be a non-privileged, disclosable public record subject to FERPA. The expulsion order and the causes therefore shall be recorded in the pupil's mandatory interim record and

shall be forwarded to any school in which the pupil subsequently enrolls upon receipt of a request from the admitting school for the pupil's school records.

9.6. Suspending an Expulsion Order

The Board, upon voting to expel a pupil, may suspend the enforcement of the expulsion order for a period of not more than one calendar year and may, as a condition of the suspension of enforcement, assign the pupil to a school, class, or program that is deemed appropriate for the rehabilitation of the pupil. The rehabilitation program to which the pupil is assigned may provide for the involvement of the pupil's parent or guardian in his or her child's education in ways that are specified in the rehabilitation program. A parent or guardian's refusal to participate in the rehabilitation program shall not be considered in the Board's determination as to whether the pupil has satisfactorily completed the rehabilitation program.

During the period of the suspension of the expulsion order, the pupil is deemed to be on probationary status. The Board may revoke the suspension of an expulsion order under this section if the pupil commits any of the acts designated as Suspension/Discretionary Expulsion Conduct or violates any of the school's rules and regulations governing pupil conduct. When the Board revokes the suspension of an expulsion order, a pupil may be expelled under the terms of the original expulsion order.

Upon satisfactory completion of the rehabilitation assignment of a pupil, the Board shall reinstate the pupil and may also order the expungement of any or all records of the expulsion proceedings.

9.7. Readmission to the Charter

An expulsion order shall remain in effect until the Board orders the readmission of a pupil. At the time an expulsion of a pupil is ordered for an act other than Mandatory Expulsion Conduct, the Board shall set a date, not later than the last day of the semester following the semester in which the expulsion occurred, when the pupil shall be reviewed for readmission. For a pupil who has been expelled for an act of Mandatory Expulsion Conduct, the Board shall set a date of one year from the date the expulsion occurred, when the pupil shall be reviewed for readmission, except that the Board may set an earlier date for readmission on a case-by-case basis.

The Board shall recommend a plan of rehabilitation for the pupil at the time of the expulsion order, which may include, but not be limited to, periodic review as well as assessment at the time of review for readmission. The plan may also include recommendations for improved academic performance, tutoring, special education assessments, job training, counseling, employment, community service, or other rehabilitative programs.

Any pupil who has been expelled and who seeks readmission, must submit a request to the Board President in writing no more than 21 (but no less than 7) calendar days before the end of the term of the expulsion. In addition, the pupil must provide documentation that all conditions for rehabilitation set by the Board have been met.

Upon completion of the readmission process, the Board shall readmit the pupil, unless the Board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety or to other pupils or employees of the school. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered.

If the Board denies the pupil's request for readmission, the Board shall provide written notice to the expelled pupil and the pupil's parent or guardian describing the reasons for denying the pupil re-admittance into the school.

10. Uniform Complaint Policy

AIMS prohibits unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) against any student, employee, or other person participating in district programs and activities, including, but not limited to, those programs or activities funded directly by or that receive or benefit from any state financial assistance, based on the person's actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, immigration status, ethnic group identification, age, religion, marital, pregnancy, or parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55 or equity or compliance with Title IX, or based on his/her association with a person or group with one or more of these actual or perceived characteristics (5 CCR 4610).

Complaint forms are available on the district webpage at aimsk12.org/ucp. You may contact the AIMS Ombudsperson via email ombudsperson@aimsk12.org or visit aimsk12.org/ombudsperson.

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This document is to be printed out, signed, and returned to your child's teacher.

I, [Print Your Name_____], hereby acknowledge that I am the parent/legal guardian of [Print Student's Name_____], who is an enrolled student at AIMS K-12 College Prep Charter District (AIMS). I have received and read the current edition of the school's handbook, which outlines all the policies and guidelines governing students' and their families' conduct and expectations.

By signing this document, I confirm that I have thoroughly reviewed and understand the handbook's contents and agree to adhere to all the policies outlined therein. I recognize the importance of following these policies to maintain a positive and conducive learning environment for all students at AIMS.

Furthermore, I understand that in the event of any disagreement with the school's policies, the policies will not be altered or amended solely based on my objections. If I find myself in disagreement with the school's policies, I am aware that I have the option to withdraw my student, [Print Student's Name_____], from AIMS and seek enrollment at another educational institution that aligns with my preferences.

I hereby assure the school administration that I will support and encourage my child to abide by the rules and guidelines set forth in the handbook and work in collaboration with the school to promote their academic and personal development.

Please find my signature below as an acknowledgment of this commitment:

Print Your Name:_____

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Signature: _____

Date: _____

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Coversheet

Decision to Modify AIMS Governance Procedures based on Lozano Smith Recommendations

Section: III. Action Items
Item: F. Decision to Modify AIMS Governance Procedures based on Lozano Smith Recommendations
Purpose: Vote
Submitted by:
Related Material:
Executive Memo Lozano Smith Advice Complaints.pdf
_Overview of Complaint Procedures and Enforcement of Policy Amendments.pdf

Maya Woods-Cadiz
Superintendent

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Email : maya.woods-cadiz@aimsk12.org
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To: AIMS Board of Education
From: Superintendent Woods-Cadiz
Date: September 4, 2024
Subject: Recommendations for Board Policies and Administrative Regulations on Complaint Procedures Based On August 13, 2024 Lozano Smith Podcast Advice

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Executive Summary:
This memo provides detailed recommendations for updating our board policies and administrative regulations regarding complaint procedures. These updates incorporate specific guidance from Lozano Smith to ensure compliance with legal requirements and enhance the effectiveness of our complaint resolution process.

Key Recommendations:

- Board Policies:
  - Policy on Complaint Procedures (e.g., BP 1312.3 - Uniform Complaint Procedures):
    - Scope and Applicability: Clearly define the types of complaints covered under UCP, including discrimination, harassment, intimidation, and bullying based on protected characteristics, as well as violations of state or federal law concerning specific educational programs.
    - Specific Categories: Require findings letters and investigative reports to include specific categories, ensuring comprehensive documentation.
    - Appeal Process: Outline a specified appeal process to the California Department of Education, ensuring a clear pathway for escalation.
  - Policy on Williams Complaints (e.g., BP 1312.4 - Williams Uniform Complaint Procedures):
    - Flexibility: Maintain flexibility in handling complaints about instructional materials, facilities, and teacher vacancies or misassignments without the stringent documentation requirements of UCP.
    - Resolution Timeline: Establish a clear timeline for resolving complaints to ensure timely responses.
  - Policy on Non-Discrimination (e.g., BP 4030 - Non-Discrimination in Employment):
    - Protection Scope: Clearly outline protections against harassment and discrimination based on protected characteristics for employees.
    - Complaint Handling: Specify procedures for handling complaints, including timelines and responsible parties.
- Administrative Regulations:
  - Regulations for UCP (e.g., AR 1312.3):
    - Investigation Procedures: Detail the steps for conducting investigations, including timelines (30-60 days), documentation requirements, and responsible personnel.
    - Training Requirements: Include provisions for regular training of staff on UCP procedures and legal updates.
  - Regulations for Williams Complaints (e.g., AR 1312.4):
    - Simplified Process: Outline a simplified process for addressing complaints, with an emphasis on flexibility and timely resolution.

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    - Monitoring and Reporting: Establish mechanisms for monitoring and reporting complaint resolutions to ensure accountability.
- Incorporating Lozano Smith's Advice:
    - Proactive Investigations: Emphasize starting investigations as soon as possible, ideally before the outlined procedures are enacted.
    - Conduct and Complainant Focus: To determine the appropriate procedure, highlight the need to focus on the conduct being alleged and the identity of the complainant.
    - Appeal Rights: Clarify the appeal rights, typically involving the superintendent or designee and potentially extending to the governing board, depending on district policy.

Conclusion:
We will update our board policies and administrative regulations as recommended to ensure compliance with legal standards and best practices. This will enhance our ability to handle complaints effectively, protect the rights of students and employees, and maintain transparency and accountability.
Action Items:

- Draft revisions to existing board policies and administrative regulations based on these recommendations.
- Monitor ongoing legal developments to ensure policies and regulations remain current and effective.

Attachment:**Let's Talk - Lozano Smith Podcast**
Episode 77 What K-12 School Districts Need to Know about Internal Complaint Procedures

AIMS K12 College Prep Charter School
Board of Education Executive Memo
Date: September 4, 2024
To: AIMS K12 College Prep Charter School Board Members
Subject: Overview of Complaint Procedures and Enforcement of Policy Amendments

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Executive Summary:
This memo outlines the AIMS Board's commitment to enforcing policy amendments regarding complaint procedures, ensuring compliance with recent legal developments, and integrating recommendations from Lozano Smith Publication. The Board actively reviews current policies to identify any gaps or areas lacking completeness and implement amendments to address these issues. The Board has set policy to ensure that the superintendent or designee is responsible for executing these procedures effectively.

Review and Enforcement Clause:
The AIMS Board reviews all current policies to identify any gaps or areas lacking completeness. Where policies are found to be nonexistent or incomplete, these amendments fill those voids, thereby rendering them current and comprehensive. The Board is committed to enforcing these policies to ensure full compliance with applicable educational laws and best practices. The superintendent or designee is tasked with implementing and overseeing these procedures.

Key Points:
Differences Between Williams and UCP:

- Williams Complaint Procedures:
    - The AIMS Board enforces the flexibility of these procedures, ensuring they remain less structured compared to UCP.
    - The Board focuses on addressing specific educational resource deficiencies, such as textbooks and facilities, without requiring specific categories in findings letters and investigative reports.
- Uniform Complaint Procedures (UCP):
    - The Board enforces the structured nature of UCP, requiring specific categories in findings letters and investigative reports.
    - UCP covers a wide range of issues, including harassment, discrimination, bullying, and intimidation based on protected characteristics. It has a specified appeal process to the California Department of Education.

Recent Developments:

- Title IX Regulations:
    - The superintendent or designee assesses complaints to determine whether they meet new Title IX requirements and enforces appropriate procedures, ensuring compliance with these regulations.

- Library Books Law (AB 1078):
    - The Board revises policies to hold board members and superintendents accountable for discriminatory acts related to the curriculum, allowing direct appeals to the state superintendent.

Recommendations from Lozano Smith Publication:

- Focus on Alleged Conduct:
    - The Board enforces the identification of alleged conduct and the identity of the complainant to determine the applicable procedure and the group being protected.
- Investigation Steps:
    - The Board ensures that investigations are initiated promptly, ideally before specific procedures are enacted, and completed within 30 to 60 days.
    - Appeal rights involve the superintendent or designee and may extend to the governing board.

Conclusion:
The AIMS Board is committed to enforcing these amendments to align our policies with current educational laws and best practices, ensuring effective complaint handling, protection of rights, and transparency. The Board has set policy to ensure the superintendent or designee is responsible for implementing these procedures. We thank Lozano Smith Publication for their valuable advice on these updates.

Action Items:

- The Board reviews and updates policies to reflect recent developments and enforce compliance.
- The superintendent or designee ensures staff training on complaint procedures and the importance of timely investigations.
- The Board monitors the implementation of new Title IX regulations and Library Books Law (AB 1078) to ensure district compliance.

This memo reflects the AIMS Board's proactive approach to maintaining a compliant and effective complaint resolution process, with clear accountability for implementation.

Vote to accept amendments in accordance with Lozano Smith publications recommendations.
Yes ____
No ____
Abstain____
Date_____

Coversheet

Proposed Guidelines for Town Hall Meeting Plans

Section:	IV. Non-Action Items
Item:	A. Proposed Guidelines for Town Hall Meeting Plans
Purpose:	Discuss
Submitted by:	
Related Material:	Proposed Guidelines for Town Hall Meeting .pdf

Proposed Guidelines :

1. Introduction and Purpose:
- Start by introducing the purpose of the town hall meeting and the topics that will be covered.
- Explain the format of the event and how attendees can participate (e.g., asking questions, providing feedback). Welcome AIMS Parent's United executive board members.

2. Board Updates:
- Provide an overview of the Board's recent activities, initiatives, and accomplishments.
- Highlight any significant developments or changes that the community should be aware of.

3. Q&A Session:
- Allocate a portion of the time for a Q&A session, where attendees can ask questions and give input.
- Encourage open dialogue and be prepared to address questions honestly and transparently.
- Don't be afraid to say that we need more time to respond, and let them know when a response will be sent.

4. Feedback and Input:
- Invite attendees to share their thoughts, suggestions, and feedback on the Board's work.
- Listen attentively and take notes to capture valuable insights from the community.

5. Next Steps and Action Items:
- Summarize the key takeaways from the discussion and outline any next steps or action items the Board will pursue.
- Provide a clear timeline and communication plan for follow-up with the community.

Here are some things that should generally be avoided or minimized during the town hall:

1. Partisan Politics:
- Avoid turning the town hall into a political platform or using it to promote any specific political agenda.
- Keep the focus on the Board's work and the community's interests.

2. Sensitive or Confidential Information:
- Refrain from discussing or sharing sensitive or confidential information that could compromise the Board's operations or the privacy of individuals.

3. Personal Attacks or Accusations:
- Discourage personal attacks or accusations, and instead encourage constructive and respectful dialogue.
- If any such issues arise, address them diplomatically and steer the conversation back to the relevant topics.

- If there is disorder, pause the meeting until reconvening. If reconvening is not possible, postpone the Town Hall.

4. Lengthy Presentations:
- Limit lengthy presentations or speeches, as the town hall should primarily be an interactive and engaging session. Public comments and questions should be limited to no more than two minutes.
- Make sure there is a balanced format that allows for ample audience participation and discussion.

5. Understand that perception is not reality, so issues that may be brought up are valid to the person initiating the comment but should not be held as evidence unless proven that they are.

Remember, the key objectives of the town hall should be to foster open communication, address community concerns, gather valuable feedback, and strengthen the relationship between the Board and the stakeholders.