AIMS K-12 College Prep Charter District

Governance Committee Meeting

Date and Time

Tuesday September 17, 2024 at 4:30 PM PDT

Location

746 Grand Ave, Oakland, CA 94610

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: September 4th, 2024	Approve Minutes	Jaime Colly	2 m
III.	**Action Items**			**4:56 PM**
A.	The Board will Consider Approving a New Process for Employee Contract Signatures	Vote	Tiffany Tung	5 m
B.	Host School Agreement	Vote	Suzen Chu	2 m
C.	AIPCS II Organizational Chart 2024-2025	Vote	Suzen Chu	2 m
D.	AIMS K-12 Organizational Chart 2024-2025	Vote	Suzen Chu	5 m
E.	Adoption of Local Assignment Option	Vote	Marisol Magana	3 m
F.	Independent Study Policy	Vote	Marisol Magana	3 m
G.	AIMS Board Resolutions	Vote	Jaime Colly	3 m
H.	AIMS Board Policies	Vote	Jaime Colly	3 m
IV.	**Non-Action Items**			**5:22 PM**
A.	The Board will discuss having a Non-voting Student Board member	Discuss	Jaime Colly	5 m
B.	The Board will Discuss having the AIM Parent United President as an Advisor to the Board	Discuss	Jaime Colly	5 m
V.	**Closed Session**			**5:32 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).**

		Purpose	Presenter	Time
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 — 5:52 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, October 15th, 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 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 September 14, 2024, before 4:30 PM.
Certification of Posting

Coversheet

Governance Committee Meeting: September 4th, 2024

Section:	II. Approve Committee Meeting Minutes
Item:	A. Governance Committee Meeting: September 4th, 2024
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for Governance Committee Meeting on September 4, 2024

APPROVED

AIMS K-12 College Prep Charter District

Minutes

Governance Committee Meeting

Date and Time
Wednesday September 4, 2024 at 4:30 PM

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

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Click To Submit Public Comment

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Committee Members Present
J. Colly, K. Smith (remote), M. Woods-Cadiz (remote), T. Tung (remote)

Committee Members Absent
C. Edington

Guests Present
A. Hutchings

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 Sep 4, 2024 at 4:39 PM.

B. Record Attendance and Guests

C. Adoption of the Agenda

J. Colly made a motion to Adopt the Agenda.
M. Woods-Cadiz seconded the motion.
The committee **VOTED** to approve the motion.

D. Public Comments on Agenda Items

No Public comments on Agenda Items

E.

Public Comments on Non-Agenda Items

No Public Comments on Non-Agenda Items

II. Approve Committee Meeting Minutes

A. Governance Committee Meeting: June 26, 2024

J. Colly made a motion to approve the minutes from Governance Committee Meeting on 06-26-24.
M. Woods-Cadiz 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.
M. Woods-Cadiz seconded the motion.
The committee **VOTED** to approve the motion.

B. The Board will Consider Approving ELOP Job Descriptions

J. Colly made a motion to Approve.
M. Woods-Cadiz seconded the motion.
The committee **VOTED** to approve the motion.

C. AIMS Staff Handbook Draft 2024-2025

J. Colly made a motion to Approve.
K. Smith seconded the motion.
The committee **VOTED** to approve the motion.

D. K-12 Student and Family Handbook Draft 2024-2025

J. Colly made a motion to Approve.
K. Smith seconded the motion.
The committee **VOTED** to approve the motion.

E. The Board will discuss and possibly take action on membership status of AIMS Board Member

This action was mentioned for FYI purposes but will be discussed further during Board Meeting.

F. Decision to Modify AIMS Governance Procedures based on Lozano Smith Recommendations

This action was mentioned for FYI purposes but will be discussed further during Board Meeting.

IV. Non-Action Items

A. Proposed Guidelines for Town Hall Meeting Plans

Jumoke Hinton-Hodge made a proposal for a committee to be formed with purposes of planning for the Town Hall Meeting.

The focuses will be:
Student/Parent Collaboration
Student Outcomes
Family Perspectives
Diversity and Inclusion

V. Closed Session

A. Public Comment on Closed Session Item

No comments.

B. Recess to Closed Session

Recess to closed Session at 5:04 PM respectfully noted by Director J.Colly.

C. Report from Closed Session

No report from Closed Session.

VI. 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 5:31 PM.

Respectfully Submitted,
J. Colly

B. NOTICES

Coversheet

The Board will Consider Approving a New Process for Employee Contract Signatures

Section:	III. Action Items
Item:	A. The Board will Consider Approving a New Process for Employee Contract Signatures
Purpose:	Vote
Submitted by:	
Related Material:	Board Proposal Employee Contract Board Signature.pdf Board Proposal _ Employee Contract Board Signature-2.docx

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

Submitter Information

Full Name: Tiffany Tung
Position/Title: Director of Program Compliance
Department: Program Compliance

Item Details

Title of Item: Board Proposal Employee Contract Board Signatures
Is this item a: ☑ New Submission
☐ Renewal
If Renewal: Please summarize any changes from the previous submission:

Approvals

Has this item been reviewed and
☑ 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 reviewed during finance/governance committee September 12, 2024.
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

American Indian Public Charter School II (K-8)
171 12th St | Oakland | CA 94607
E elementary@aimsk12.org
T 510-893-8701
F 510-893-0345

AIMS College Prep Middle School
171 12th St | Oakland | CA 94607
E middleschool@aimsk12.org
T 510-893-8701
F 510-893-0345

AIMS College Prep High School
746 Grand Ave | Oakland | CA 94610
E highschool@aimsk12.org
T 510-220-5044
F 510-519-5549

www.AIMSK12.org

Proposal to AIMS K-12 Board of Directors: Employee Contract Board Signatures

Reason for Proposal: Following a review by our legal consultant F3 Law, it has been confirmed that an employment contract is not legally enforceable until it has been executed by both parties. As the employer in this scenario is AIMS K-12 Charter District, only the Governing Board holds the authority to enter into such contracts on behalf of the organization. For this reason, a signature from the Board is required on all employment contracts. This responsibility can be delegated to one authorized individual, who signs on behalf of the collective.

To ensure proper legal compliance and efficiency in processing contracts, the AIMS K-12 Compliance Team is proposing a streamlined process for securing Board signatures on employment contracts.

Proposed Process:

1. The AIMS Board will approve contracts through the established approval processes.
2. The Board will select and approve a member or agent of the board, who will be empowered to sign on its behalf. We propose the Executive Assistant to the Board of Directors for this role.
3. This designated Member/Agent will digitally apply the signature of the AIMS K-12 Board to the 'Signature of AIMS Board' section of each contract, along with the corresponding date of Board approval.
4. Fully executed contracts will then be submitted to the Compliance Team for tracking and recordkeeping, ensuring they are available for future audit purposes.

This process will enable the timely execution of contracts while maintaining proper oversight, legal compliance, and administrative efficiency.

School Board Resolution:

It is resolved that the AIMS K-12 Board of Directors will follow the proposed process starting in FY 24-25 moving forward for all employee contracts/extended contracts.

We respectfully request the Board's approval of this proposal.

Sincerely,
AIMS K-12 Compliance Team

Coversheet

Host School Agreement

Section: III. Action Items
Item: B. Host School Agreement
Purpose: Vote
Submitted by:
Related Material: Host school agreement.pdf

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

Submitter Information

Full Name: Suzen Chu
Position/Title: Director of Marketing and Communications Recruitment
Department: Marketing and Communications Recruitment

Item Details

Title of Item: Host School Agreement - J-1 Exchange Visitors ' Program
Is this item a: ☑ New Submission
☐ Renewal
If Renewal: Please summarize any changes from the previous submission:

Approvals

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

Committee Review

Has this item been through the appropriate committee review process?
☐ Yes ☑ No
If yes: Please specify which committee(s) and provide minutes or approval documentation:

If no: Explain why:
This is a new submission

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: $ Up to $1500 cancellation fee to cover return flight and expense. If we
Is this expenditure included in the annual budget?
☑ Yes ☐ No
Please specify in which plan this expense is indicated:
☐ SPSA ☐ LCAP ☐ Other: MarCom department budget

ALLIANCE ABROAD

Host School Agreement
J-1 Exchange Visitors' Program

This Host School AGREEMENT (hereinafter, the "Agreement") is entered into by and between ALLIANCE ABROAD GROUP, INC., a Texas corporation ("Parent"), [Alliance Strategies Ltd of Dublin, Ireland ("OpCo")] (together referred to in this Agreement as "AAG"), and_____ from _____, (Referred to in this Agreement as "Host Company" or "HC") individually "a Party" and together "the Parties."

WHEREAS OpCo is the international principal and operating company in relation to the AAG global group and business, and Parent and OpCo, along with other Alliance Abroad affiliates, work together to provide certain services and support to such global business, customers, and Alliance Abroad international affiliates and subsidiaries.

WHEREAS, Host School/District acknowledges, understands, and agrees that certain services and operations shall be performed by OpCo in furtherance of this Agreement

WHEREAS, Host School/District wishes to engage a number of J-1 Exchange Visitors as Exchange Teachers (as that term is defined by the United States Department of State ("USDOS") without displacing domestic U.S workers.

WHEREAS, AAG assists J-1 Exchange Visitors ("Participants") in securing positions in the United States.

And WHEREAS, Host School/District wishes to engage AAG to recruit and provide J-1 Exchange Visitors to satisfy Host Schools' needs.

NOW, THEREFORE, in consideration of the mutual promises and representations set forth herein, the parties, intending to be legally bound, agree as follows:

I. The "Effective Date" of this Agreement shall be the date on which it is signed by the Host Company.

The J-1 Teach program is a U.S. State Department program with detailed regulations that can be found here: http://www.ecfr.gov/cgi-bin/retrieveECFR?gp=&r=PART&n=22y1.0.1.7.35#se22.1.62_124.

The following requirements are outlined in the regulations. It is very important that host schools read these carefully to ensure compliance with the regulations and/or federal law when hiring J-1 teachers. In the event that the law or regulations change, the Host School/ District agrees to comply with the new laws and regulations.

Purpose. I have read and agree to this section of terms. Initial here: __

The Teacher Exchange Program promotes the interchange of U.S. and foreign teachers and enhances mutual understand- ing between the people of the United States and other countries. Exchange teachers teach full-time in accredited public and private U.S. primary and secondary schools (K-12), including prekindergarten language immersion programs offered as regular courses of study by accredited primary schools. Exchange teachers sharpen their professional skills and participate in cross-cultural activities in schools and communities, and they return home after the exchange to share their experiences and increased knowledge of the United States and the U.S. educational system. Such exchanges enable foreign teachers to understand better U.S. culture, society, and teaching practices at the primary and secondary levels and enhance U.S. students' knowledge of foreign cultures, customs, and teaching approaches.

Obligations of Host School/District:
Host Schools and Districts must review, acknowledge and agree to the following regulations govern- ing the J-1 Teacher Exchange program from the U.S. Department of State. I have read and agree to this section of terms. Initial here:

- Host Schools/Districts agree to abide by the Department of State regulations governing the program.
- AAG is the legal sponsor of this program and of this exchange visitor, not the Host School/District.
- The Host School/District is obligated to respond to AAG communication within 48 hours or within the time requested regarding matters affecting the health, safety, and/or welfare of J-1 Teachers placed at the Host School/District.
- A J-1 teacher, unless he or she is on a program where the Department is the sponsor, must be employed by and under the direct supervision and guidance of his or her Host School/District and, where applicable, the Host School/District district.
- The Host School/District agrees to only assign Alliance Abroad Group teachers to full-time teaching positions in K-12 classrooms. Prekindergarten assignments are ONLY allowed in language immersion programs offered as regular courses of study by accredited primary schools. Host School/District understands that AAG may request to review of the curriculum of Pre-kindergarten programs or require additional information from the Host School/District in order to sufficiently determine if the program qualifies.
- The Host School/District understands that under no circumstances can J-1 Teachers be placed in substitute, aide, or receptionist positions.
- Exchange teacher appointments to positions must be temporary, even if the teaching positions are permanent, and must not lead to tenure.
- The J-1 Teacher Exchange Program must not be used as a substitute for ordinary employment or work purposes, nor may it be used to displace American workers.
- The Host School/District confirms that all J-1 teachers hired meet their state's teaching eligibility standards. Host School/ District agrees to ensure J-1 teachers remain on track with the certification process throughout the initial school year and to notify AAG if any teachers are at risk of not meeting or maintaining the minimum requirements for teacher of record status during any point of their employment with the School/District. AAG may not approve Renewal and/ or Extension at the Host School/ District for J-1 teachers that have not met minimum state certification requirements.
- The Host School/District confirms that the school the J-1 teacher is assigned to is an accredited educational institution in the U.S. If any portion of the school accreditation is lost for any reason, the Host School/ District agrees to notify AAG within 10 days.

- The Host School/District will notify AAG within three business days if any Teacher is assigned to teach at any location/campus/ address that is different from the Teacher's DS-2019 form. DS-2019 forms can only be issued with the address of the Campus to which J-1 Teachers are assigned and cannot be issued with the Host School's/District's main address.
- The Host School/District will provide AAG information on J-1 Teachers' direct supervisors, including name, title, email, and phone contact information.
- The Host School/District will notify AAG within three business days if any Teacher is assigned to teach a subject or at a grade level that is different from the Teacher's DS-2019 form.
- Teaching positions, including duties, responsibilities, hours of employment, and compensation, must be commensurate with those of similarly-situated U.S. teachers in the school district or Host School/District where that exchange teacher is assigned to teach.
- The Host School/District agrees to provide participants with at least the number of hours of paid employment annually as identified on their written job offer and pay participants eligible for overtime in accordance with applicable state or federal law.
- The Host School/District understands that prior to any J-1 Teachers signing contracts or letters of intent with the school/district, the teacher must receive a disclosure of the below information, and as such, the Host School/ District agrees to work with AAG in supplying this information in detail:
- Name, location, and a brief description of the host school/district
- The terms and conditions of compensation (with deductions from gross salary)
- A statement of the teaching requirements and related professional obligations required of the exchange teacher
- Specific information on the fees and costs for which the exchange teacher will be responsible while on exchange in that school.
- Anticipated housing options and cost implications
- Specific local transportation options between the exchange teacher's residence and their as- signed campus and transportation cost estimates.
- Insurance costs
- Certification or licensure procedures and costs at the host school/district
- The Host School/District understands that the purpose and intent of all J-1 programs are for participants to return to their home country at the conclusion of their program and share their experiences and increased knowledge of the United States and our educational system. As such, the Host School/District will not encourage nor assist the exchange visitor participant to stay in the United States beyond his/her program end date, which is the end date shown on the DS-2019 document. The Host School/District certifies that it will not assist in any way to help a participant change visa categories and will remind all participants of their obligation to return home following the end of their program.
- The Host School/District understands that three school years (36 months) is the maximum time allowed for the J-1 Teacher Exchange Program, except when a one to two-year extension is granted by the Department of State through the sponsor-facilitated designated extension process.
- The Host School/District agrees to provide sufficient classroom space, equipment, and guidance to help ensure the teacher's success.
- The Host School/District agrees to notify AAG by phone or email within three business days and/or by a signed letter of any circumstances that differ from the statements made in this application. Any changes that affect the participant and accompanying dependents must be submitted to AAG in advance for approval. Such changes include but are not limited to school assignments, length of the program, wages pay, etc.
- If a Host School/District ends a J-1 teacher's employment, the Host School/District will provide AAG with written documentation detailing the circumstances thereof in a timely manner.
- The Host School/District agrees to notify AAG within three business days when:
- The Host School's main point of contact is assigned to the J-1 Program changes.
- There are any changes or deviations in the position placements during the participants' programs, including when teachers are assigned to teach at any location/campus/ address other than that which is listed on the teacher's DS- 2019 form.
- Teachers are not meeting the requirements of their position or not complying with program rules.
- Teachers leave their position ahead of their planned departure.
- The Host School/District agrees to notify AAG immediately (within the same day- calling our after-hours support line if necessary) when or if:
- There is an emergency involving the teachers or any situation that impacts the health, safety, or welfare of teachers and/ or their J-2 dependents.
- There is a situation that may bring notoriety, disrepute, or media coverage of the J-1 program.

Insurance. I have read and agree to this section of terms. Initial here: __

AAG provides each participant with basic medical coverage for the first 90 days of his/ her program, beginning on the start date on the DS-2019 form. Detailed information on this insurance policy, including coverage, deductibles, and claims process, can be found on the AAG website www.alliance-abroad.com/insurance. We require that all teachers and their J-2 Dependents enroll in the Host School/District or District insurance plan to ensure they have the level of preventative care medical coverage necessary for the duration of their program. The Host School/ District will notify AAG immediately if teacher is not eligible to participate in the school insurance policy within the first 90 days of teaching for the district or school. Items required by the Department of State that may not be included in the Host School/ District plan (including but not limited to medical evacuation and repatriation) will be provided by AAG for the duration of the participant's program. Copies of the Host School/District or District policy must be provided to AAG upon enrollment in the policy.

In the event the School's or District's insurance policy does not meet the DOS requirements as stated below, teachers must enroll in an insurance plan that does meet the requirements. AAG recommends the DIANins Scholar Plan https:// www.dianins.com/scholarplan. Teachers can be enrolled in both the School's or District's policy (for preventative care) and the DIANins Scholar Plan (to meet the DOS requirements).

DOS requirements are as follows:

- Medical benefits of at least $100,000 per accident or illness;
- Deductibles are not to exceed $500 per accident or illness. (Please see AAG Insurance Acknowledgment Form.)

Support during the Program

I have read and agree to this section of terms. Initial here: ___

AAG provides support for Participants and Host Schools be- fore, during, and after the program. We also have a 24-hour emergency

Powered by BoardOnTrack

line: 866.622.7623 and general email inboxes that are reviewed each business day at:

- supportinfo@allianceabroad.com and
- J1teacher@allianceabroad.com

Each Exchange Teacher is assigned to a dedicated AAG Outreach Coordinator (OC) who serves as his/her main point of contact throughout the program. Additionally, the Alliance Abroad website is a great resource for information pertaining to the J-1 Teacher Exchange Program: https://www.allianceabroad.com/participant-portal/.

Arrival Process and Checking in (SEVIS). I have read and agree to this section of terms. Initial here: _____

When participants arrive, they are required to register their U.S. home address with the Department of Homeland Security through SEVIS (Student & Exchange Visitor Information System) via email to AAG at J1teacher@allianceabroad.com or by calling 1.866.622.7623 within the first 3 days of arrival. Host school/district agree to help ensure all J-1 Teachers have completed this requirement.

Failure to comply may delay the Social Security card process and may result in a negative end to their program in SEVIS. (No P.O. boxes can be accepted.) If participants change addresses at any time while on the program, they are required to report their new address to AAG within 10 days of the change.

Cultural Exchange. I have read and agree to this section of terms. Initial here: _____

In support of the primary purpose of the J-1 visa Exchange Visitor programs, the U.S. Department of State requires that participants engage in cultural exchange activities during the course of their program. Host School/Districts agree to support this objective by providing opportunities that involve your participants in local activities or special events promoting cultural exchange.

Examples include, but are not limited to: community events (parades, festivals, etc.), picnics, pot lucks, sporting events (attending or participating in), pizza parties, camping trips, holiday celebrations highlighting holidays from the visiting culture or US culture, participant presentations about their home country and culture. AAG is happy to assist you with ideas, and we appreciate your support of these important program initiatives.

The Department of State now requires a specific Cross-Cultural Activity Component for the Teacher Exchange Program. Each exchange teacher must complete, within the United States, and during each academic year of program participation, at least one cross-cultural activity from each of the following two categories:

1. An activity for the teacher's classroom, larger Host School/District or Host School/District district population, or the community at large designed to give an overview of the history, traditions, heritage, culture, economy, educational system, and/or other attributes of his or her home country. Sponsors of exchange teachers placed at international schools must require their exchange teachers to conduct at least one cross-cultural activity per academic year outside the Host School/District in nearby schools or communities where international opportunities may be more limited than those found in their host school; and
2. An activity that involves U.S. student dialogue with schools or students in another country, preferably in the exchange teacher's home school, through virtual exchange or other means, in order to supplement the goals of the in-person exchange.**

Participants must submit a letter to AAG from the school located outside of the U.S. confirming the school's willingness to participate in this event. U.S. host schools are asked to help support this initiative and ensure it is completed, providing support as needed.

Exchange teachers are required to submit an annual report to AAG during the Renewal Process, detailing the cross-cultural activity component of the exchange program. They are also required to respond to a "Monthly Check-In" email from AAG each month before the 20th day to report on their health, safety, and well-being, as well as provide an update on their cultural exchange activities.

Social Security and Taxes. I have read and agree to this section of terms. Initial here: _

When participants arrive at the Host School/District, they will most likely not yet have their Social Security number. We ask Host Schools/Districts to assist teachers with getting to the nearest Social Security Office 10 days from the day they have checked in to SEVIS. Please note that as long as the participants' programs have begun (as indicated on their DS 2019 form "Program Start Date") and they have applied for a Social Security card, it is legal for participants to begin working and to be paid. If the participant has applied for a Social Security card and has not yet received it, the Host School/District agrees to ensure teachers are working full-time (32 hours/week) in the position listed on their DS-2019 form. The Host School/District must not delay payment for time worked for teachers who have applied for their Social Security card but have not yet received their number. If there are additional requirements that could prevent teachers from being paid, they must be clearly outlined in the Program Disclosure document. For more information, please see the Social Security Administration's website: http://www.ssa.gov/employer/hiring.htm or contact AAG.

All J1 teachers are exempt from paying FICA (Social Security and Medicare) taxes for the first 2 calendar years. After the 2 calendar years, teachers are considered Residents for tax purposes and are expected to pay FICA taxes. For more information about this, please visit IRS website.

Program Fees. I have read and agree to this section of terms. Initial here: __

If the Host School/District is paying AAG or the designated third party agency all or partial program fees for the J-1 Teacher(s) placed with the school/district, please provide the amount contributed by the school/district here:

$ _____USD.

Travel. I have read and agree to this section of terms. Initial here: __

The Host School/District will pay the following portion of the teacher's travel from the home country to the U.S.:

$_____USD.

I understand that no Recruitment Fee should be charged to J1 teachers. If the school/district issues loans to teachers to travel to the US, this must be communicated in writing to teachers in the Program Disclosure Document and/or the Host School/District Contract prior to the teacher's arrival and reviewed during the onboarding process. All teachers must be informed of the amount the school loans them, the repayment schedule, the balance of the loan, and any penalties that may be enforced in the event the teacher leaves the program or the school before repayment is complete.

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ALLIANCE ABROAD

Host School Agreement
J-1 Exchange Visitors' Program

Cancellation. I have read and agree to this section of terms. Initial here: _

Prior to arrival: If the Host School/District cancels its request for J-1 teachers prior to issuing an offer to a teacher, no fee will be due. If a teacher has been extended an offer and has accepted it, and that offer is rescinded or canceled by the Host School/District for any reason prior to arrival, a cancellation fee of $500 will be due to AAG or our designated third-party agency to help cover the costs of securing a new placement for the participant.

Post arrival: If a teacher is fired or laid off for any reason other than documented cause (fault of the exchange teacher), the Host School/District is required to reimburse the teacher for his or her return flight costs (to home country), housing penalties or other charges such as re-location for a new teaching position that may be incurred due to the loss of position up to $1500 USD.

If AAG, in its sole discretion, determines that the Host School/District has failed to comply with its obligations hereunder or that any placement is not appropriate for participants for any reason, AAG may reroute the participant to a new Host School/District or cancel the position. In this event, the Host School/District will be responsible for any transportation and housing costs associated with the transfer of participants to their new placement or return to their home country for up to $1500 USD.

Exceptions for cancellation fees include weather-related occurrences or force majeure (unforeseen events beyond your control). If a teacher is fired for documented cause, the Host School/District is required to provide such documentation.
to AAG and work with AAG to ensure a smooth and timely return home of the teacher.

The Host School/District understands that a penalty clause shall not be included in a teacher's contract unless the host school/district has paid for all or part of the teacher's program fees (to AAG or a designated third party agency). If a penalty clause is included; it shall not exceed the amount that the host school/district has paid (as listed in the "Program Fees" section of this document.)

The Host School/District agrees that if a teacher's contract includes a penalty clause for early departure (prior to end of the school year), this penalty will not be enforced if AAG allows the teacher to leave the school due to health and/or safety reasons.

Host School/District Declaration. I have read and agree to this section of terms. Initial here: ____

I acknowledge that I understand and agree with the purpose and regulations of this program. I understand that Alliance Abroad Group will do its best to assign J-1 Teacher Program Participants to my host school/district according to Department of State guidelines. I agree to all of the Terms and Conditions listed here, and specifically to all of the Obligations of Host School/Districts listed above. I agree to indemnify and hold AAG harmless from any and all damages that may result to AAG or participants. I understand that my signature will not be used for any other documentation.

Agreement to Solely Use Alternative Dispute Resolution

I agree that any dispute, claim, controversy or other matter in question between the parties hereto arising out of, or in any way related to this agreement or any breach or termination of this agreement, any dealings or relationships between the parties, whether past or present shall be settled by binding arbitration administered under the rules of the American Arbitration Association. The laws of the State of Texas, U.S. shall govern the construction of this agreement. The locale of the arbitration proceeding shall be Austin, Texas. A demand for arbitration shall be made within a reasonable time after the dispute, claim, controversy or other matter in question has arisen. In no event shall the demand for arbitration be made after the date when the institution of legal or equitable proceedings based on such claim, controversy, dispute, or other matter in question would be barred by the applicable statutes of limitations. There shall be only one arbitrator. The decision of the arbitrator shall be final and binding on both parties, and the award of the arbitrator shall be enforceable according to law. Any award issued by the arbitrator shall be enforceable by any competent court having jurisdiction over the party against which it is enforced in accordance with the terms of the NEW YORK (UN) CONVENTION FOR THE RECOGNITION AND ENFORCEMENT OF FOREIGN ARBITRAL AWARDS. The terms and provisions of this paragraph shall survive any breach or termination of this agreement.

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I understand that, by providing my signature below, I give AAG the authority to reproduce my signature electronically on AAG training/job offer form(s). I understand that my signature will not be used for any other documentation.

Signature			
Host School Name			
Host School Representative			
Country		Date:	

Coversheet

AIPCS II Organizational Chart 2024-2025

Section: III. Action Items
Item: C. AIPCS II Organizational Chart 2024-2025
Purpose: Vote
Submitted by:
Related Material: AIPCS II Organizational Chart 2024-2025.pdf

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

Submitter Information

Full Name: Suzen Chu
Position/Title: Director
Department: Marketing, Communications and Recruitment

Item Details

Title of Item: AIPCS II Organizational Chart 2024-2025
Is this item a:
- ☐ New Submission
- ☑ Renewal

If Renewal: Please summarize any changes from the previous submission:
This is an updateed version from last year AIMS K-12 Organizational Chart
This org chat is specificly modified for AIPCS II

Approvals

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

Committee Review

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

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

If no: Explain why:
Not necessary

Deadline Information

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

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

Financial Information (if applicable):

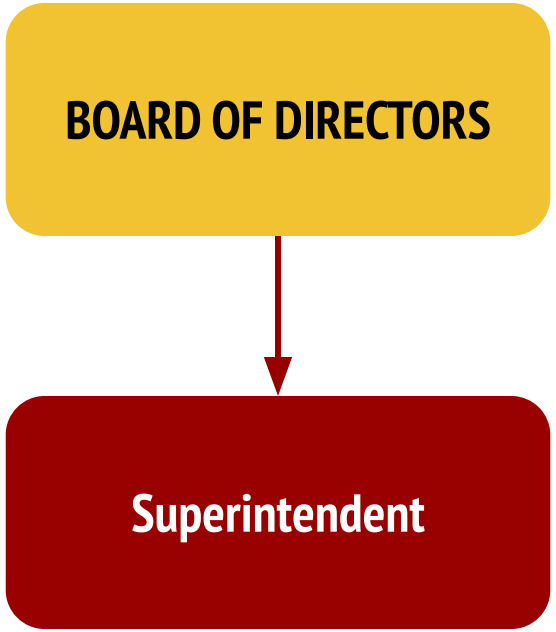
Total Cost: $ N/A

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

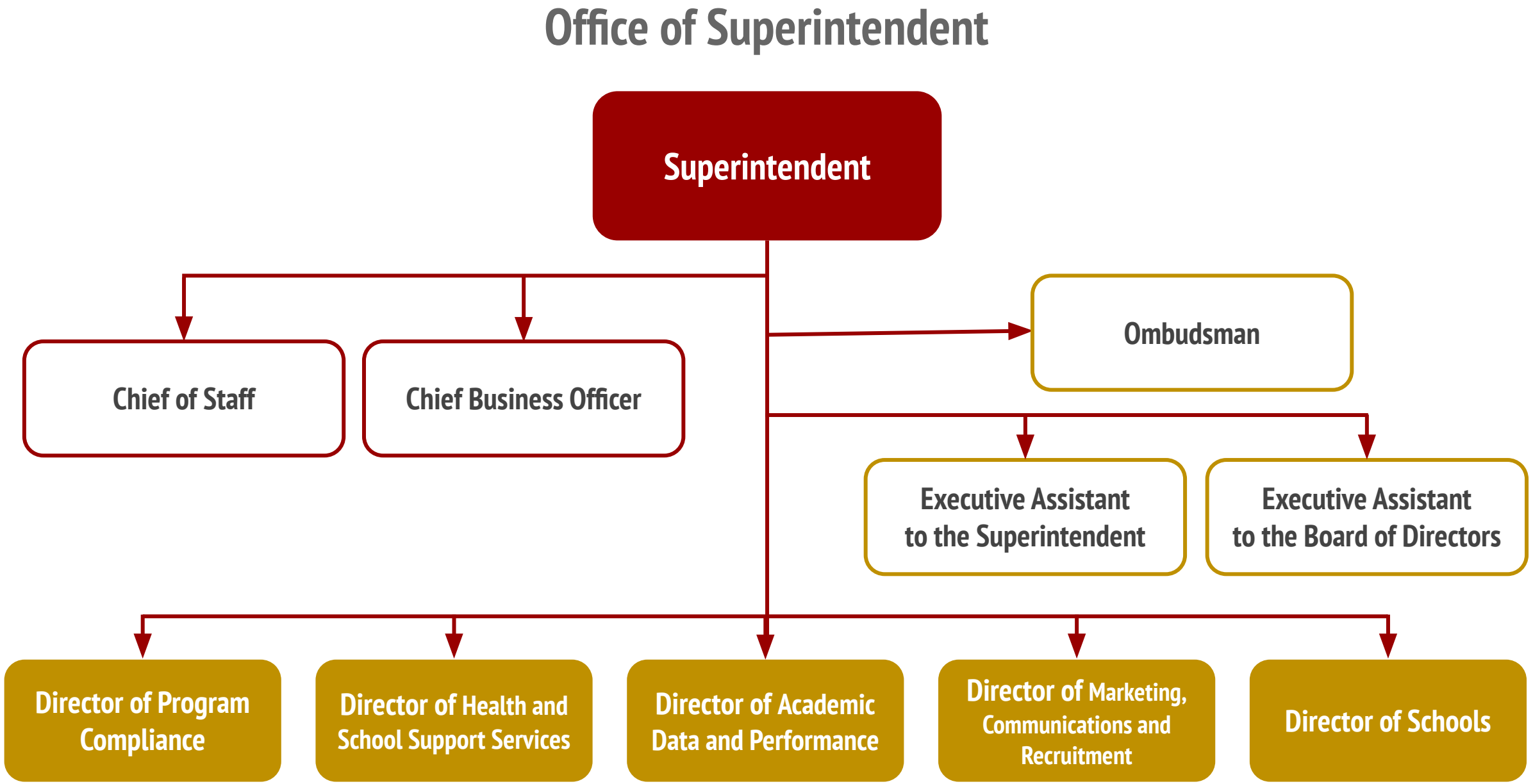
Please specify in which plan this expense is indicated:
- ☐ SPSA
- ☐ LCAP
- ☐ Other: N/A

AIMS Organizational Chart (Approval Pending)

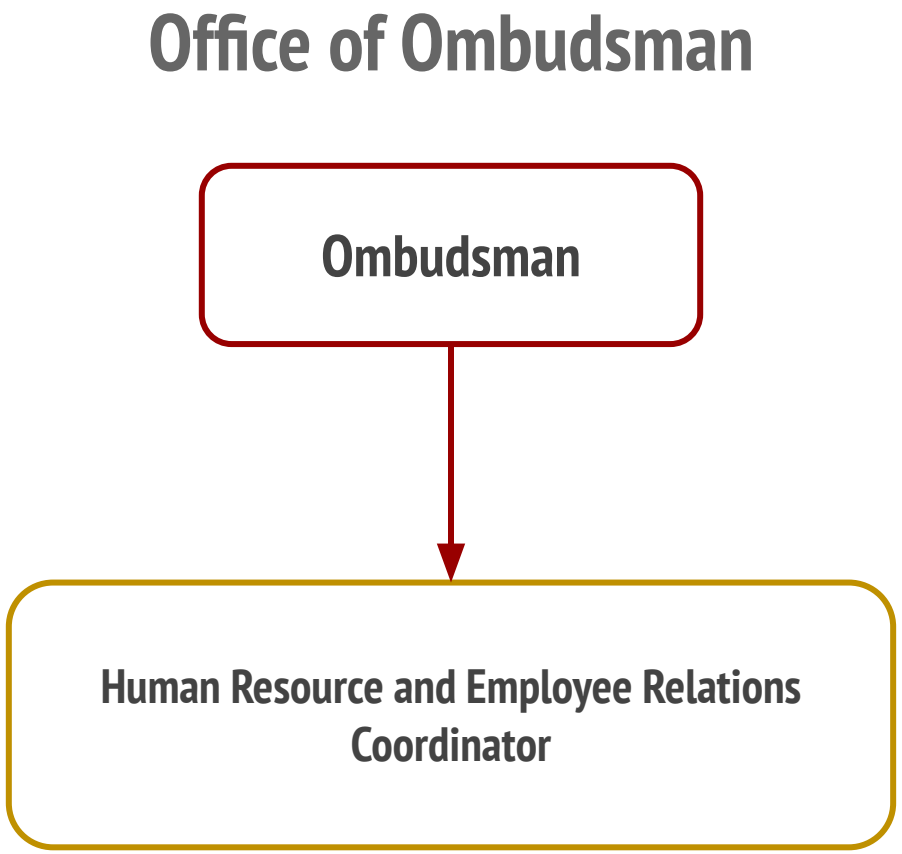
BOARD OF DIRECTORS



AIMS Organizational Chart (Approval Pending)



AIMS Organizational Chart (Approval Pending)



Human Resource

At AIMS K-12, we've dedicated specialized departments to handle every facet of human resource management, following industry standards for HR work. Discover how AIMS K-12 College Prep is setting new standards in HR excellence.

Recruitment and Talent Acquisition

AIMS K-12 College Prep's ***Marketing, Communications, and Recruitment Department*** **has taken charge of recruitment and talent acquisition**, resulting in significantly higher staffing levels. Leveraging their expertise in communication and outreach, this strategic move has successfully attracted top-tier educators and staff.

HR-Info System (HRIS)

Our *Paycom system* efficiently handles employee files, payroll, time accounting, and leave records. Employees enjoy 24-hour access to this system, ensuring convenience and accessibility. Additionally, it is closely monitored by our vigilant Compliance Department to maintain data accuracy and security.



Human Resource

Employee Development

Employee development is a collaborative effort at AIMS K-12 College Prep, led by our *Director of Schools* and the *Department of Data and Academics*. Together, they ensure that our employees are equipped with the necessary skills and knowledge to perform at their best. This partnership underscores our commitment to providing our staff with the support and resources they need to excel in their roles and contribute to the success of our institution.

Employee Relations and Satisfaction

Employee relations and satisfaction are expertly overseen by our *Human Resource and Employee Relations Coordinator* and *Ombudsman* at AIMS K-12 College Prep. These dedicated professionals address concerns, conflicts, and issues with an impartial commitment to open communication and conflict resolution.



Human Resource

Credentialing and Verification of Education

Credentialing and verification of education at AIMS K-12 College Prep are efficiently managed by our *School Support Department* in collaboration with our *Credential Analyst*. This ensures that our staff's qualifications and educational backgrounds are thoroughly checked and validated, maintaining the highest standards.

Employee Compensation

AIMS K-12 College Prep's ***Compliance Department* is dedicated to ensuring that employee compensation at AIMS K-12 College Prep** is not only fair and competitive but also in strict adherence to all relevant local, state, and federal laws and statutes. We take great care to ensure that our employees are legally eligible to work with us, and our commitment to compliance extends to all aspects of our operations, guaranteeing a safe and legally sound workplace for our staff.



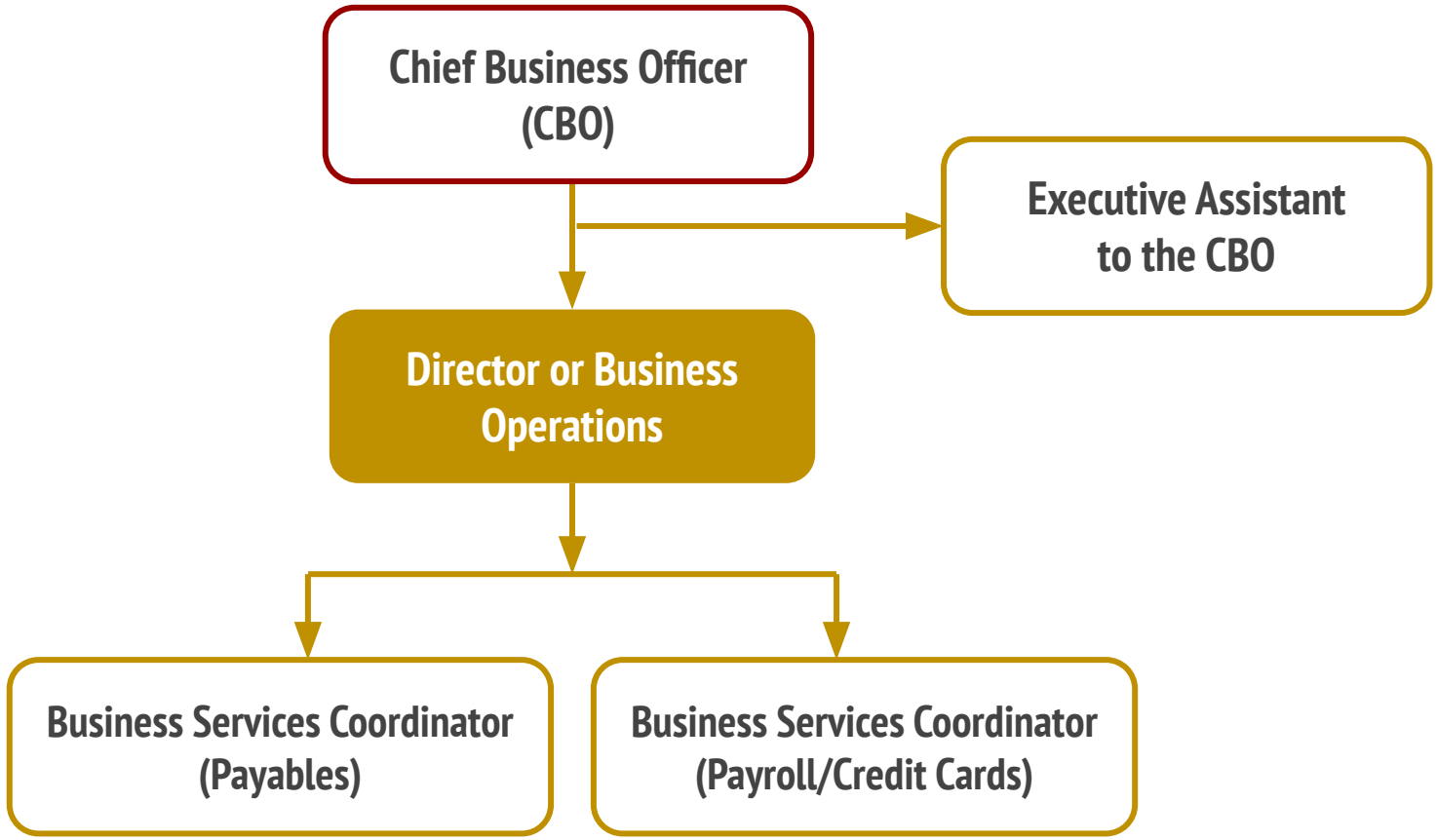
Human Resource

Assigning human relations duties to departments with the most expertise in those specific areas is a strategic approach that ensures specialized knowledge, efficiency, and precision in handling HR functions. This approach leads to higher employee satisfaction, better compliance with regulations, and a dedication to core functions, fostering ownership and adaptability within each specialized department. It ultimately results in more effective and sustainable HR management compared to expecting a few individuals to be generalists in all areas of human relations.

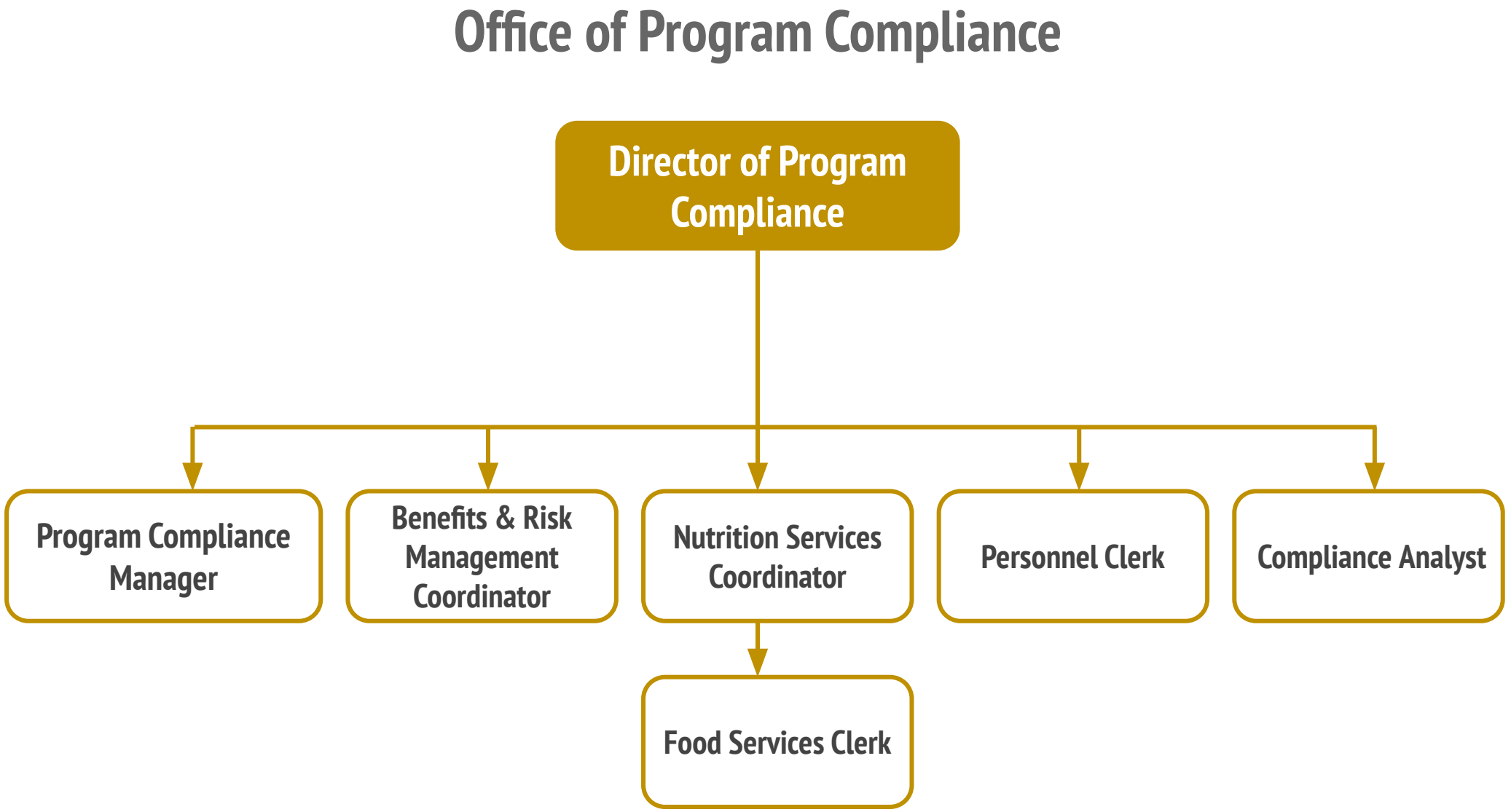


AIMS Organizational Chart (Approval Pending)

Office of Business Service and Operations

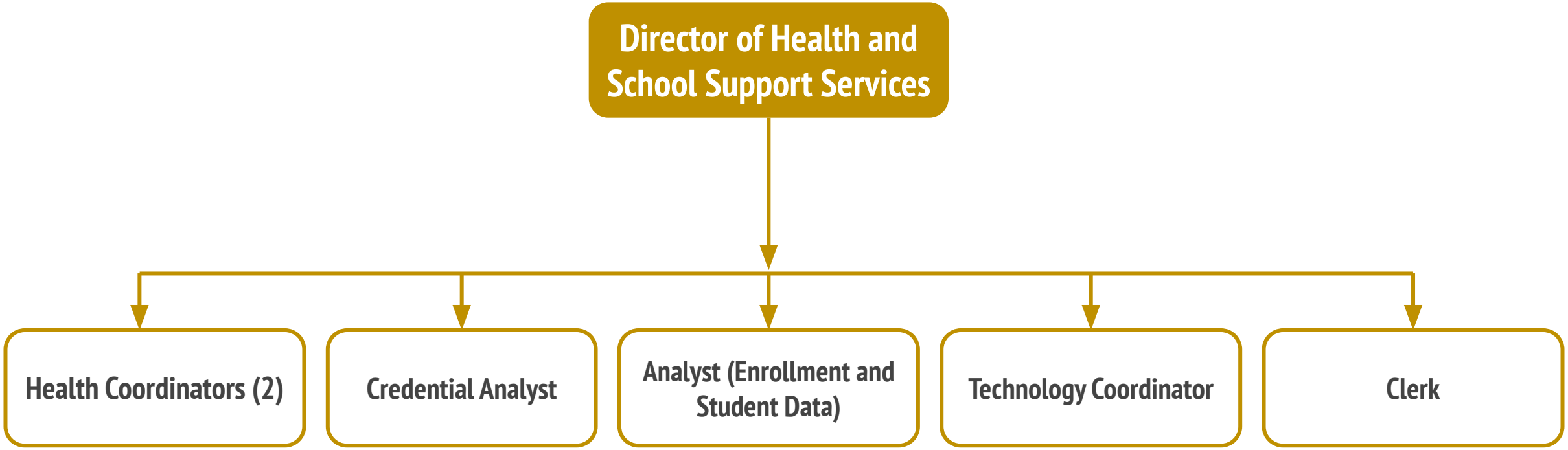


AIMS Organizational Chart (Approval Pending)



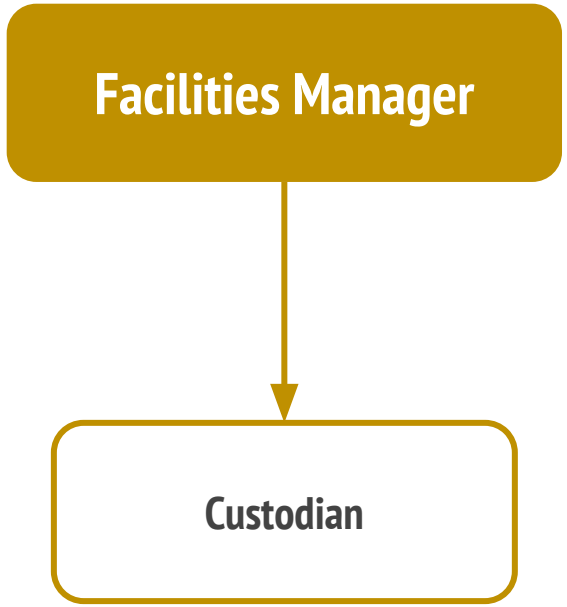
AIMS Organizational Chart (Approval Pending)

Office of Health and School Support Services



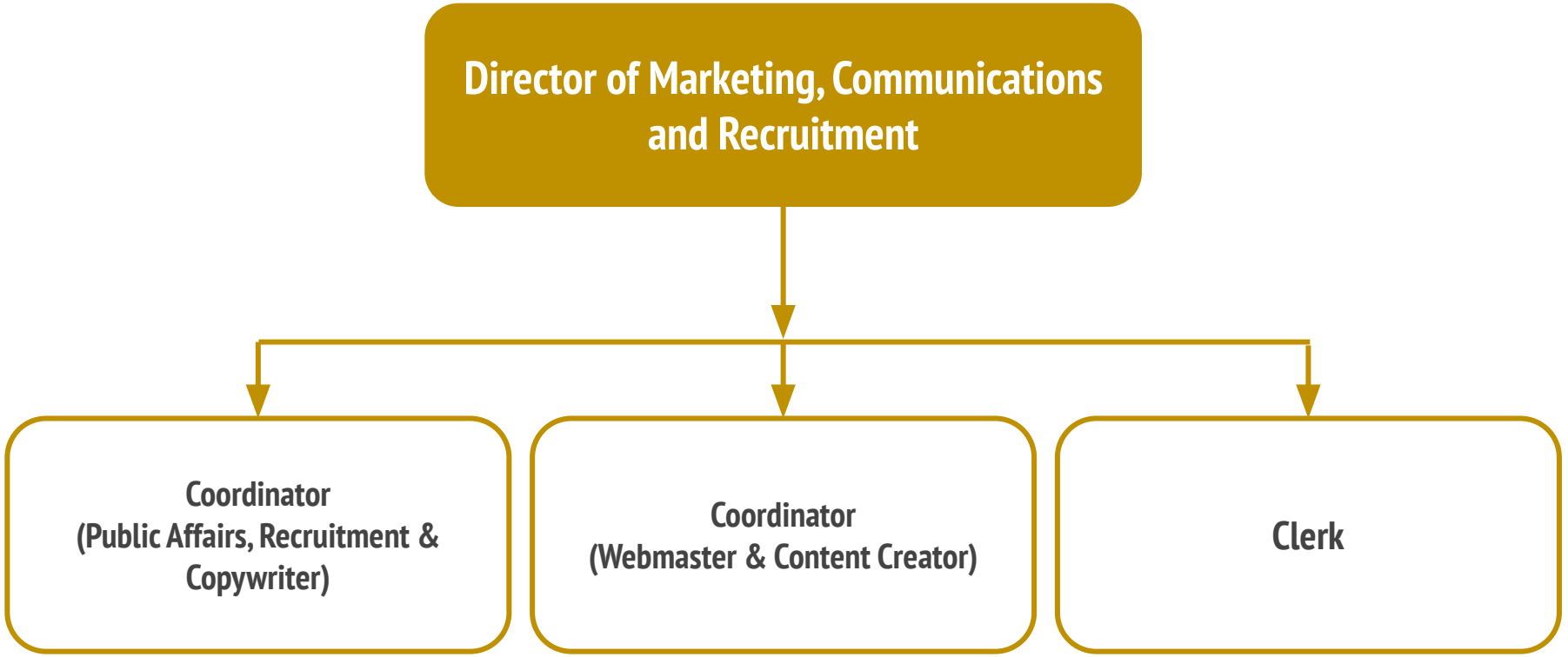
AIMS Organizational Chart (Approval Pending)

Office of Facilities [Draft]



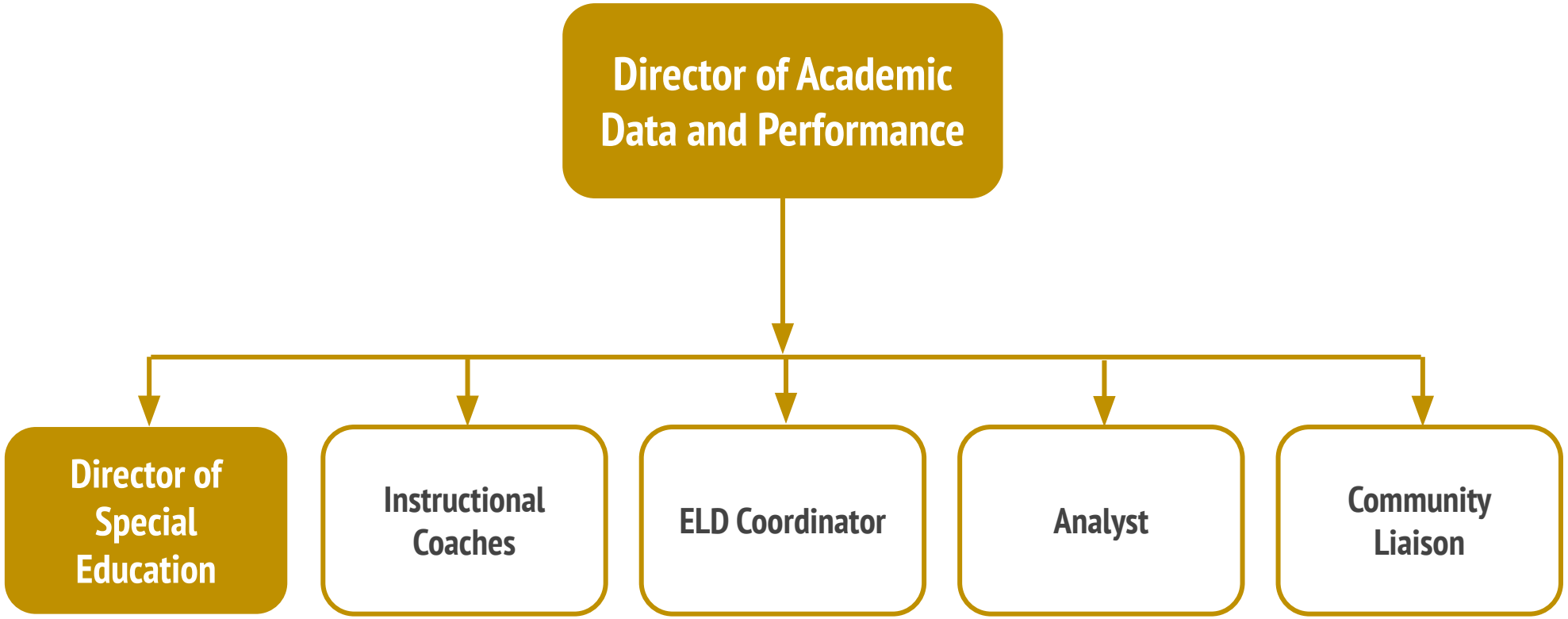
AIMS Organizational Chart (Approval Pending)

Office of Marketing, Communications, and Recruitment

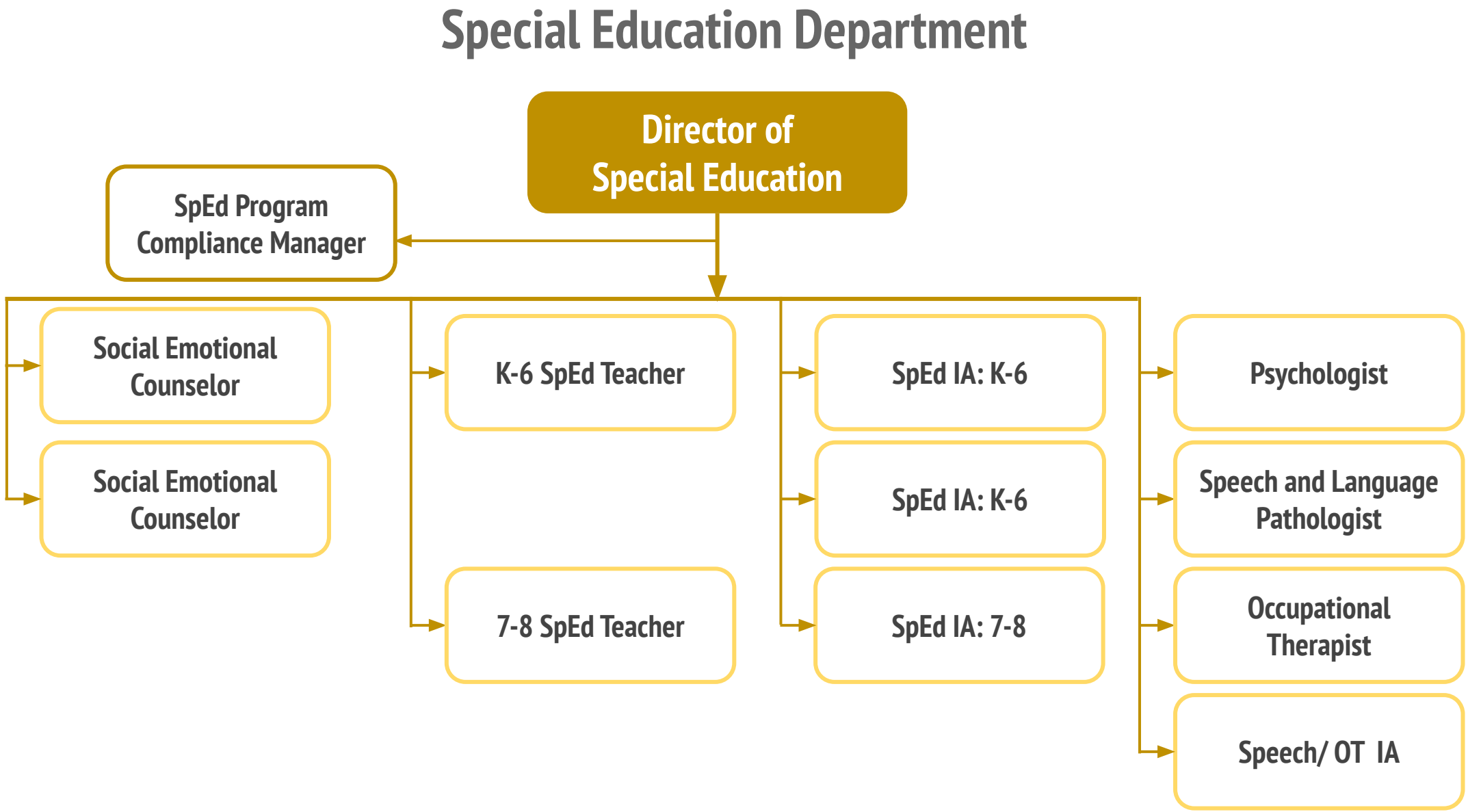


AIMS Organizational Chart (Approval Pending)

Office of Academic Data and Performance

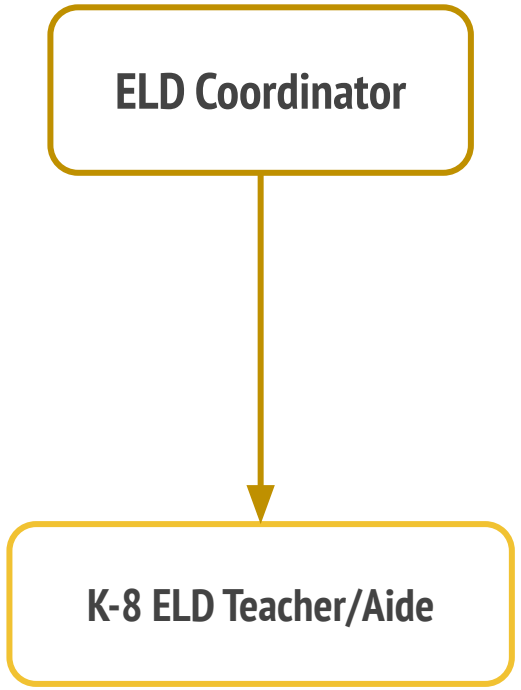


AIMS Organizational Chart (Approval Pending)



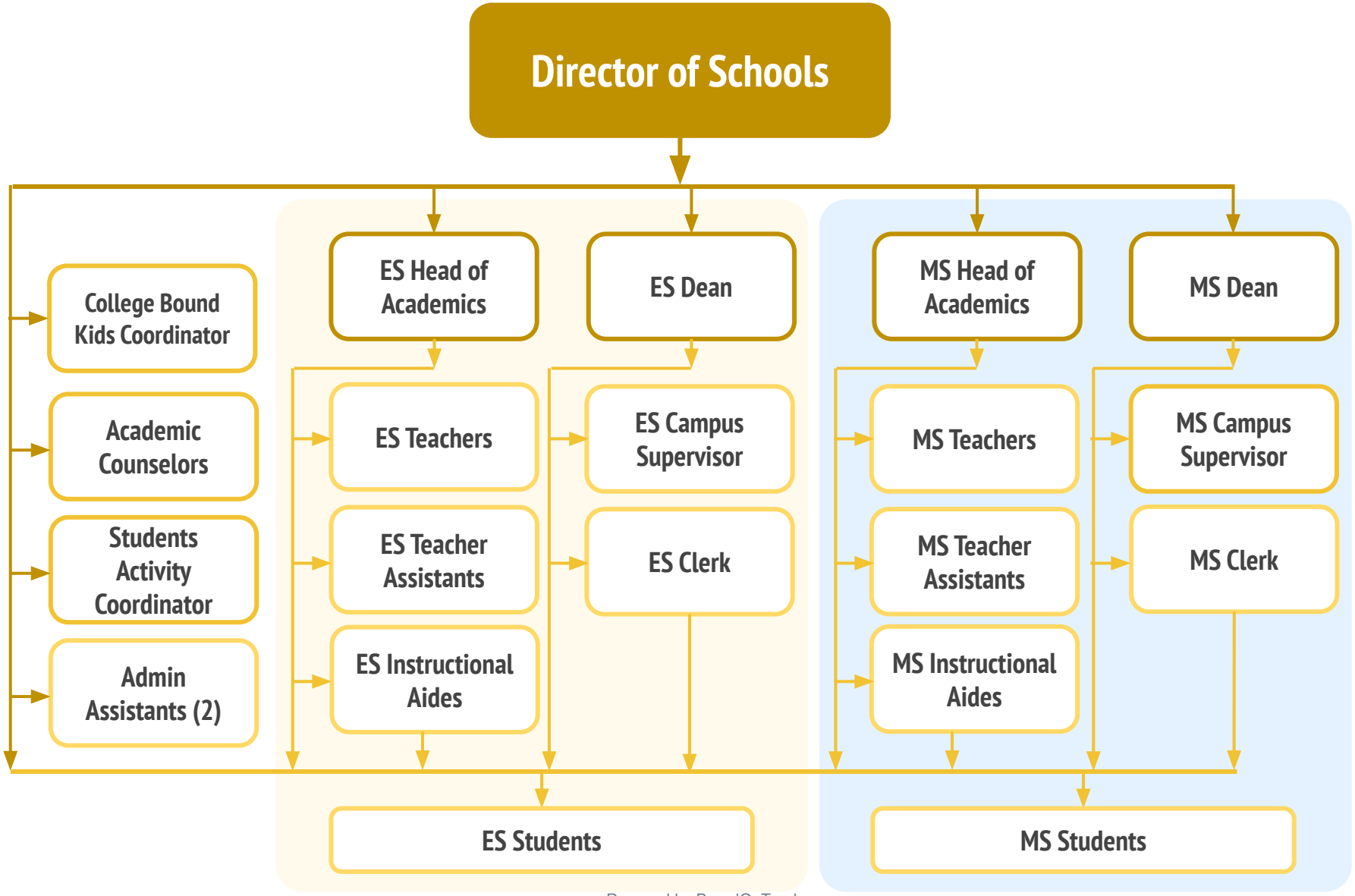
AIMS Organizational Chart (Approval Pending)

English Language Development (ELD) Department



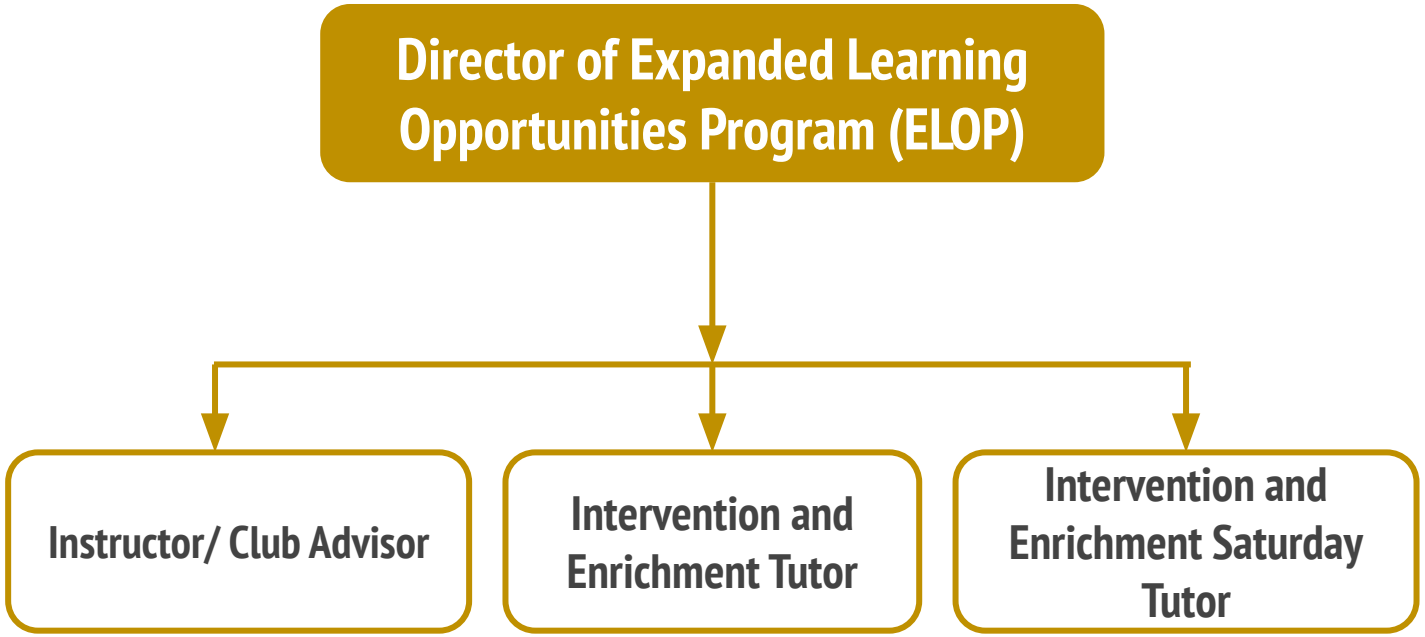
AIMS Organizational Chart

School Sites (AIPCS II K-5 and AIPCS II 6-8)

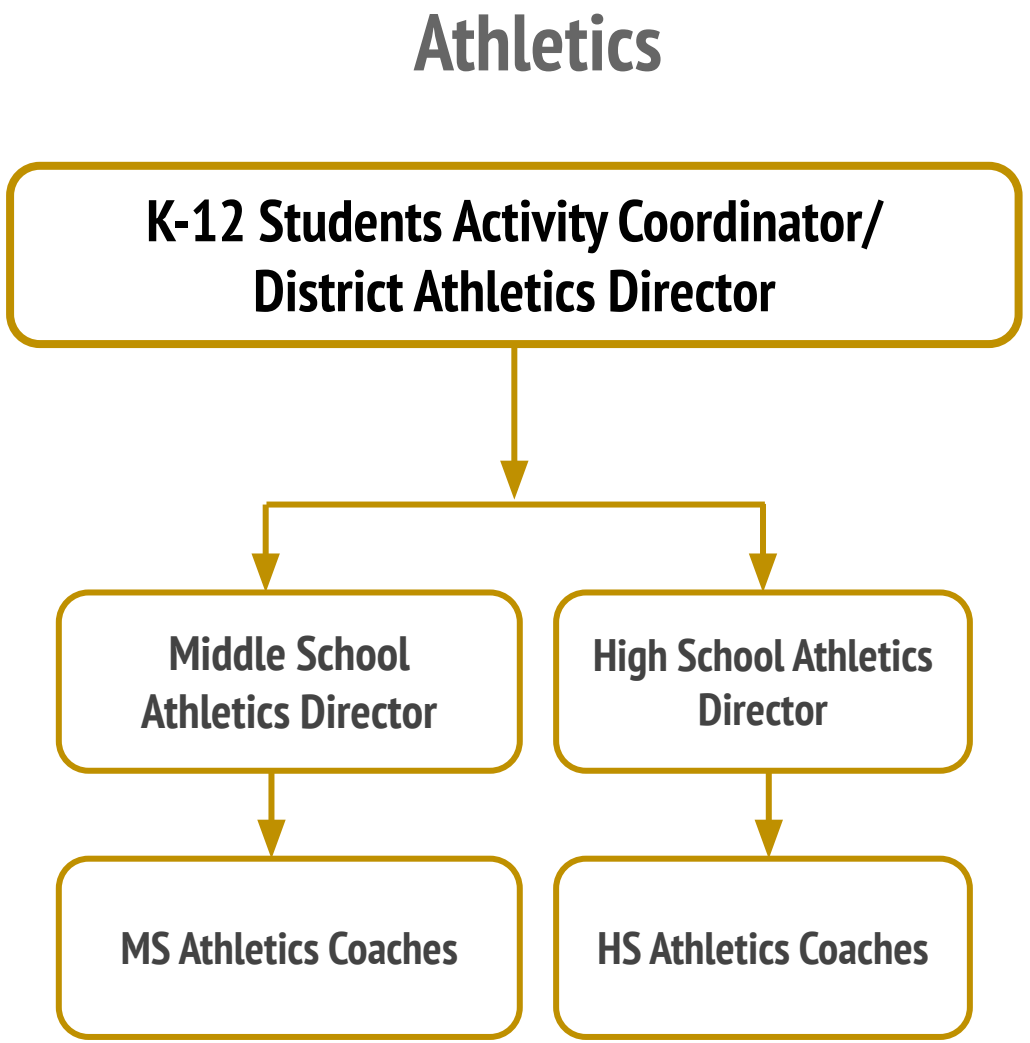


AIMS Organizational Chart (Approval Pending)

Expanded Learning Opportunities Program (ELOP) [Draft]



AIMS Organizational Chart (Approval Pending)



Coversheet

AIMS K-12 Organizational Chart 2024-2025

Section: III. Action Items
Item: D. AIMS K-12 Organizational Chart 2024-2025
Purpose: Vote
Submitted by:
Related Material: AIMS K-12 Organizational Chart 2024-2025.pdf

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

Submitter Information

Full Name: Suzen Chu
Position/Title: Director
Department: Marketing, Communications and Recruitment

Item Details

Title of Item: AIMS K-12 Organizational Chart 2024-2025
Is this item a:
- ☐ New Submission
- ☑ Renewal

If Renewal: Please summarize any changes from the previous submission:
This is an updateed version from last year AIMS K-12 Organizational Chart

Approvals

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

Committee Review

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

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

If no: Explain why:
Not necessary

Deadline Information

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

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

Financial Information (if applicable):

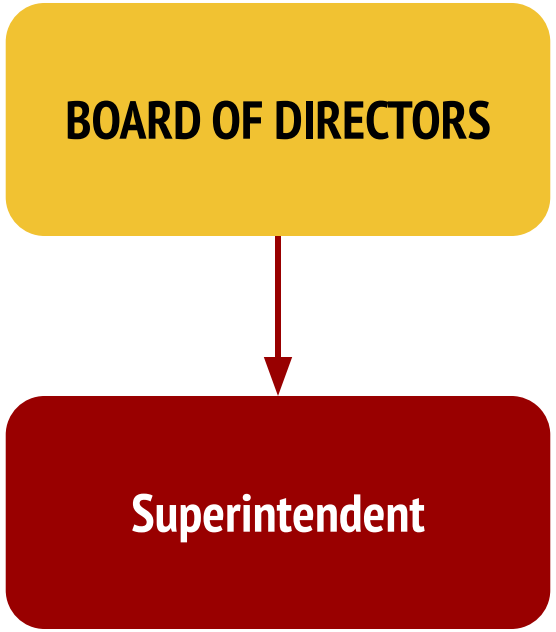
Total Cost: $ N/A

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

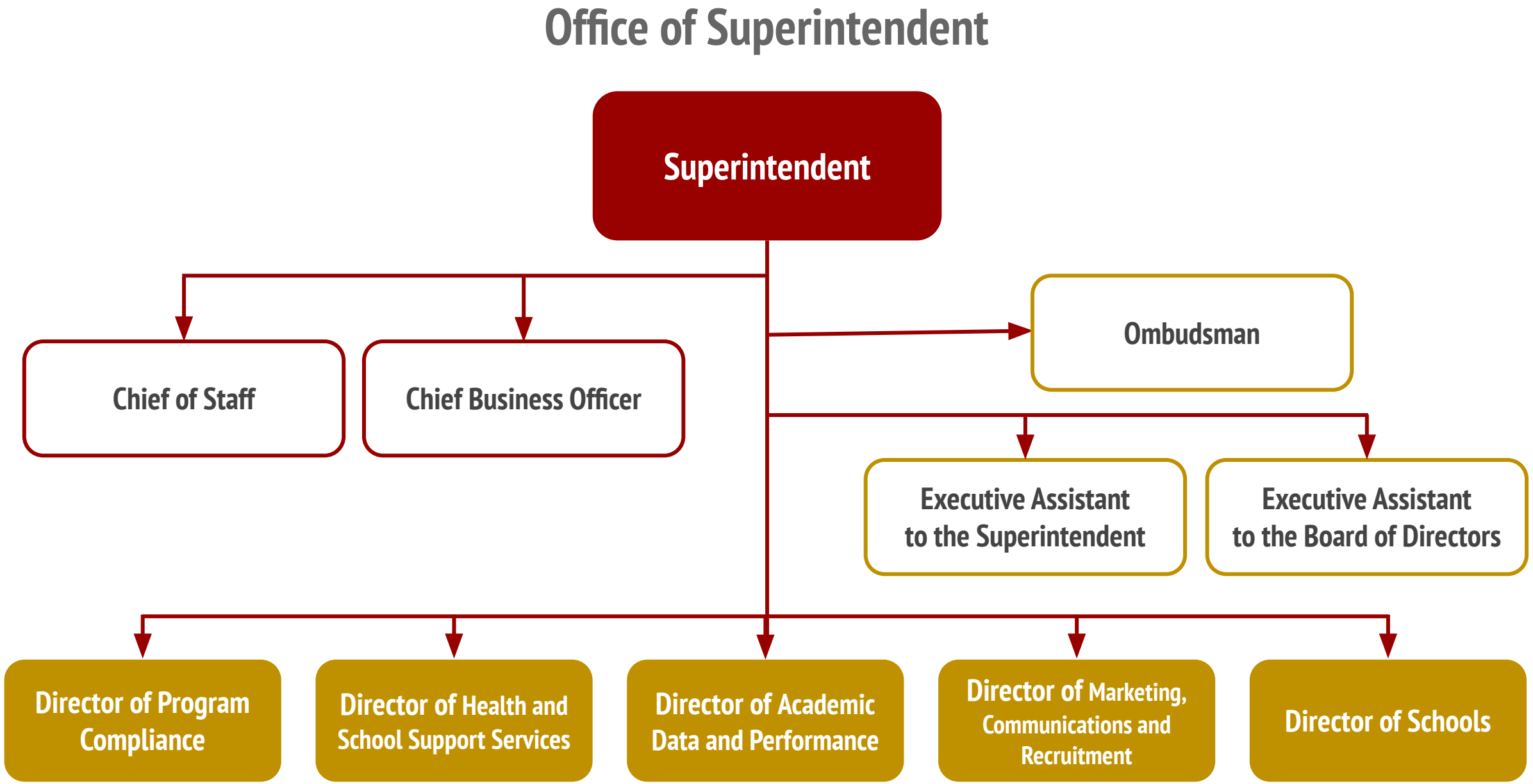
Please specify in which plan this expense is indicated:
- ☐ SPSA
- ☐ LCAP
- ☐ Other: N/A

AIMS Organizational Chart (Approval Pending)

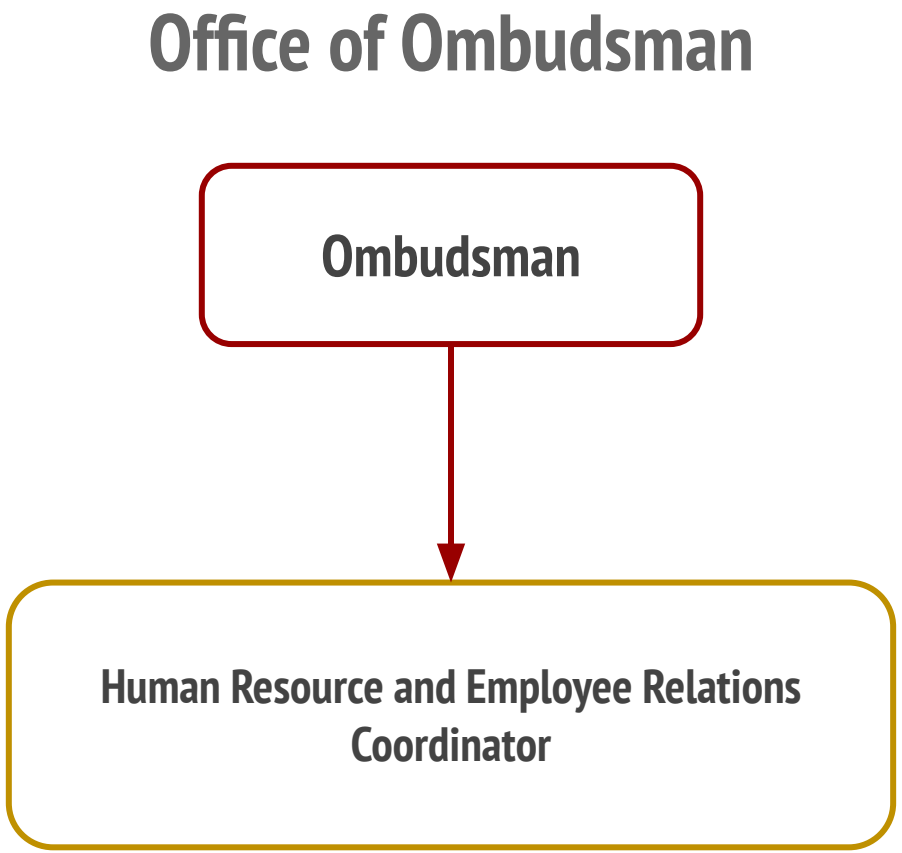
BOARD OF DIRECTORS



AIMS Organizational Chart (Approval Pending)



AIMS Organizational Chart (Approval Pending)



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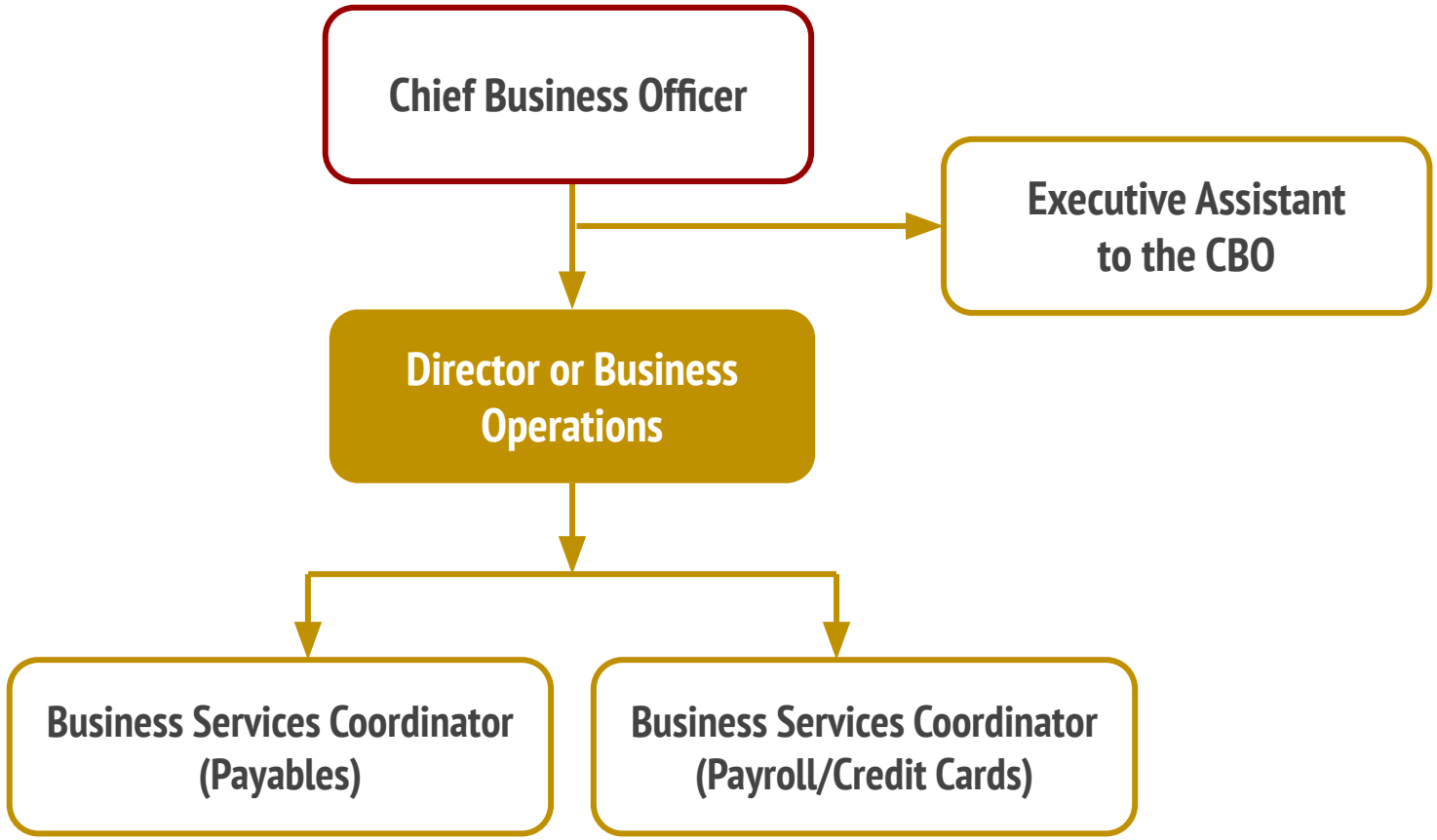
Human Resource

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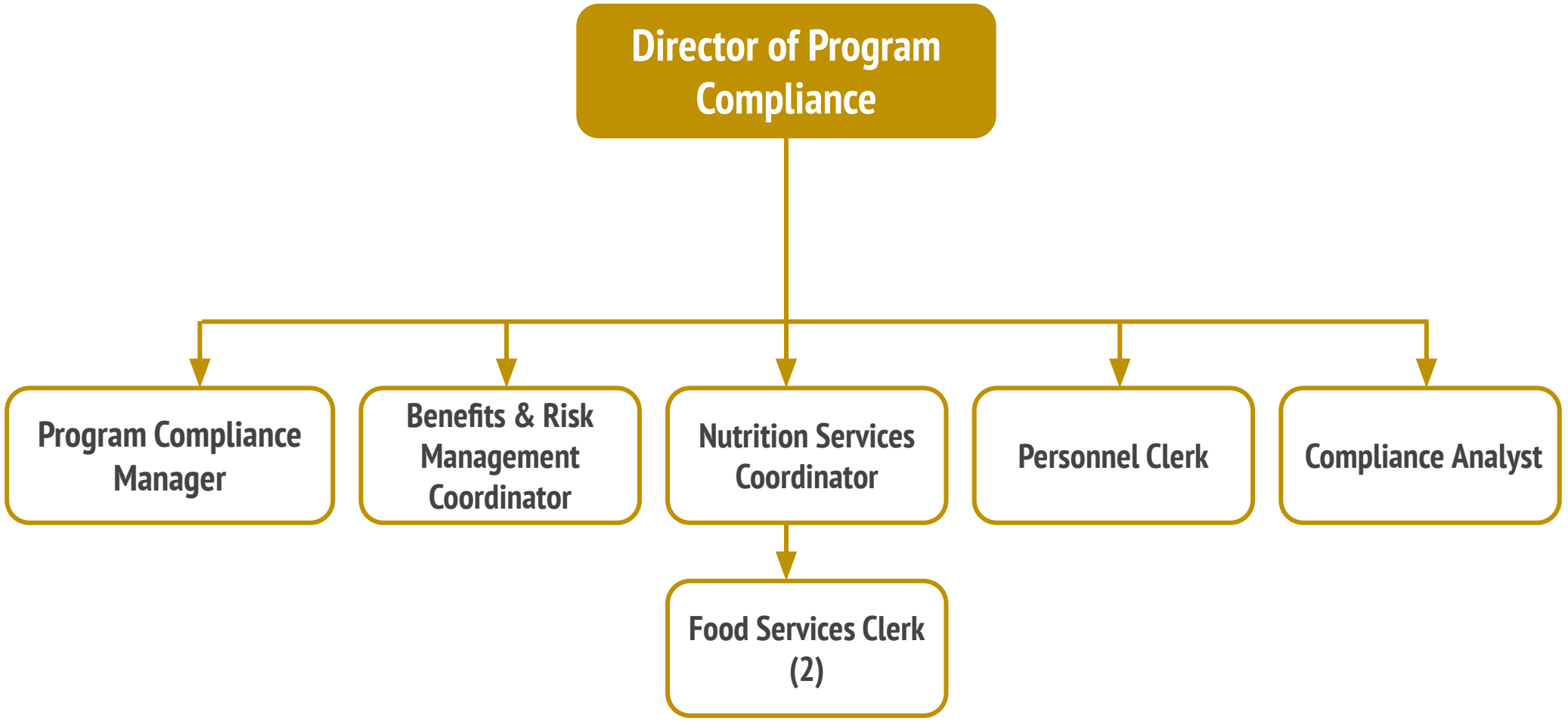
AIMS Organizational Chart (Approval Pending)

Office of Business Service and Operations



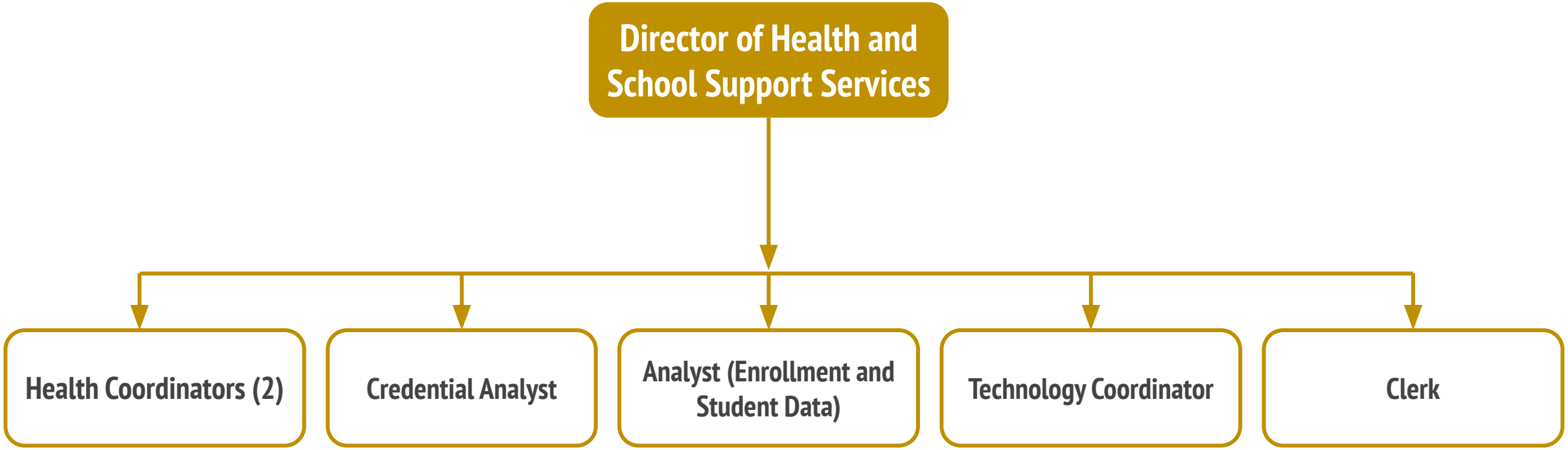
AIMS Organizational Chart (Approval Pending)

Office of Program Compliance



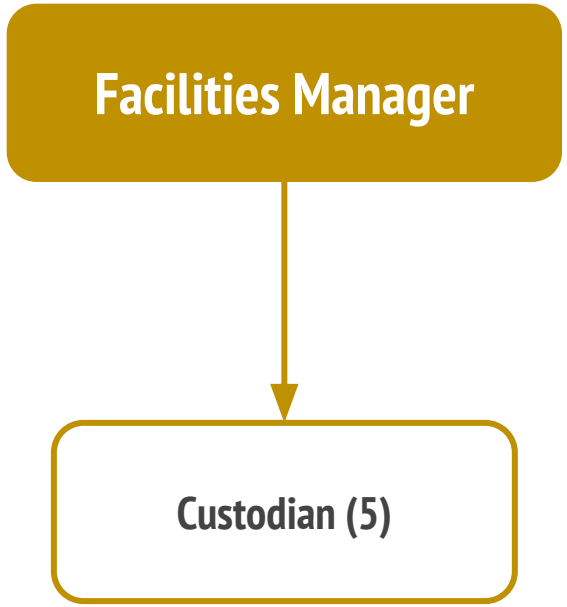
AIMS Organizational Chart (Approval Pending)

Office of Health and School Support Services



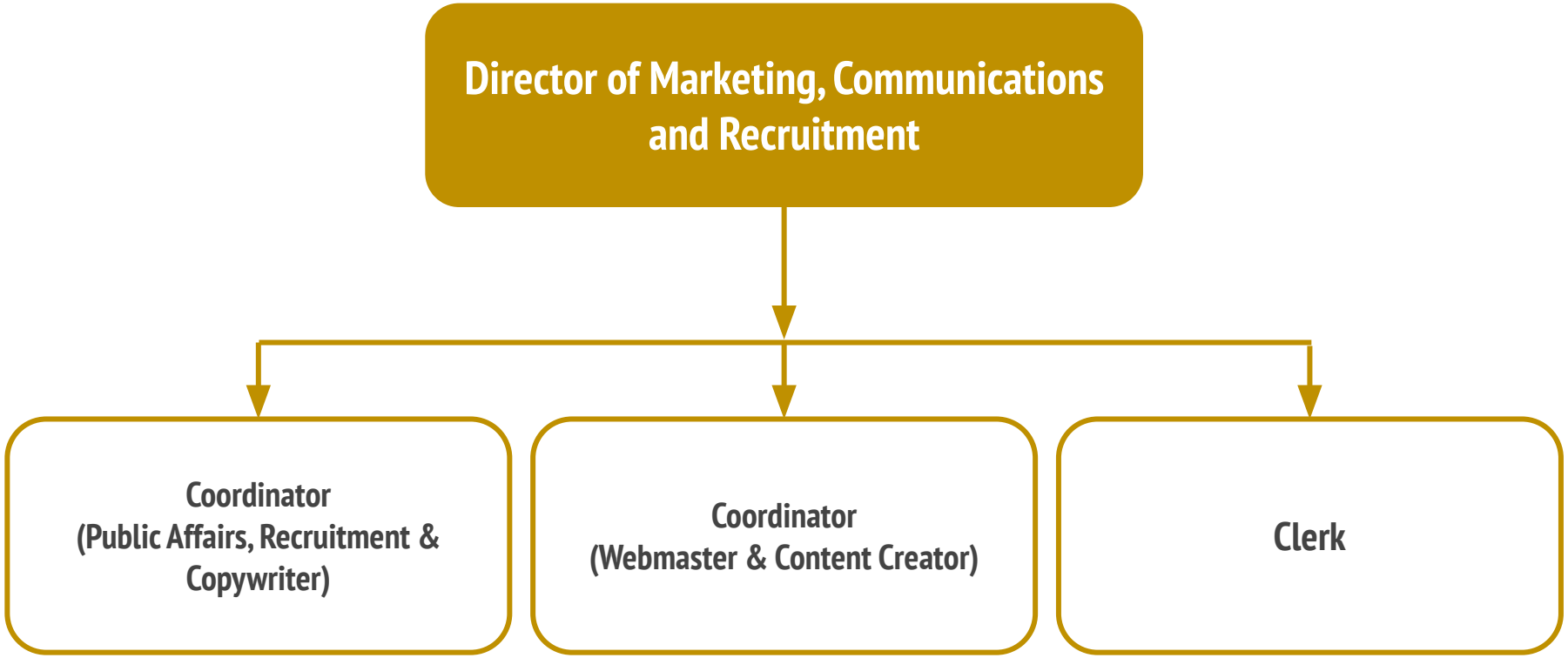
AIMS Organizational Chart (Approval Pending)

Office of Facilities [Draft]



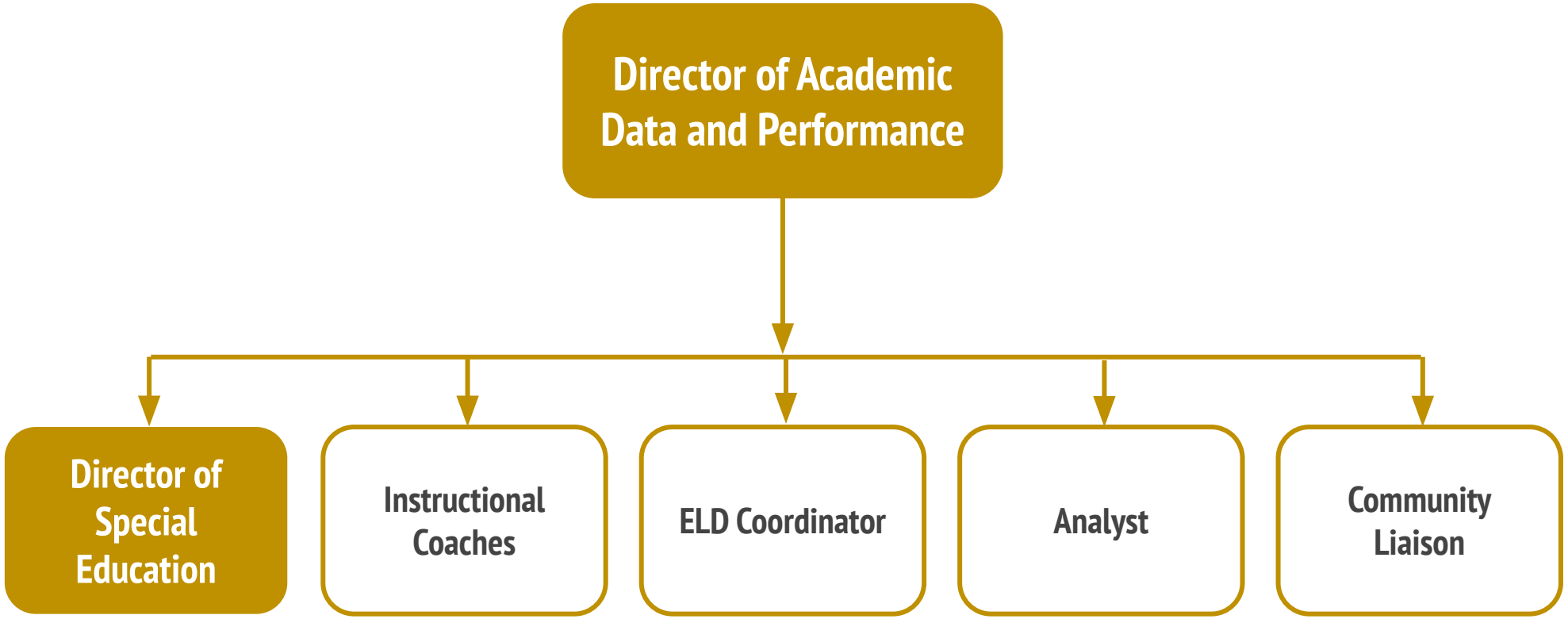
AIMS Organizational Chart (Approval Pending)

Office of Marketing, Communications, and Recruitment

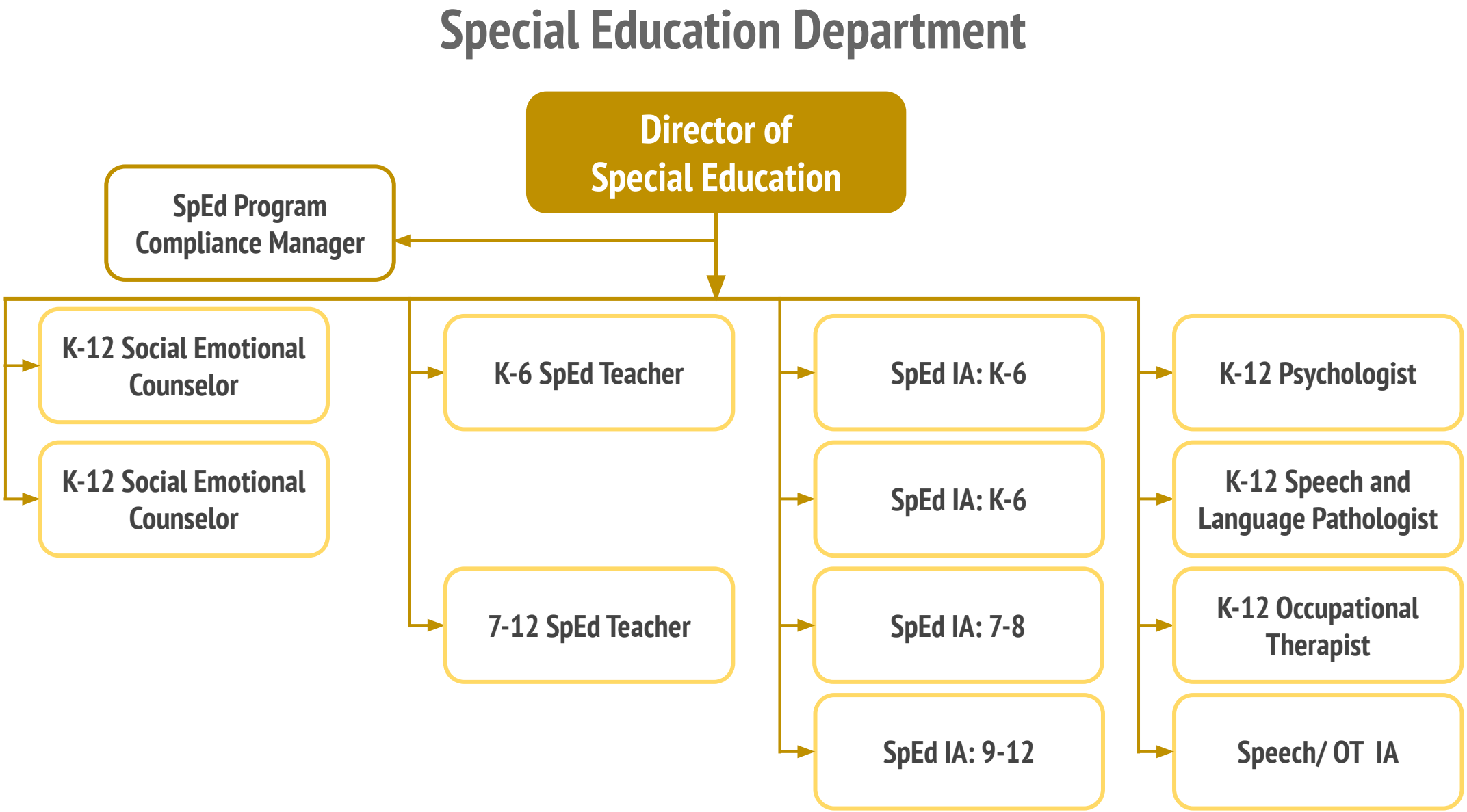


AIMS Organizational Chart (Approval Pending)

Office of Academic Data and Performance

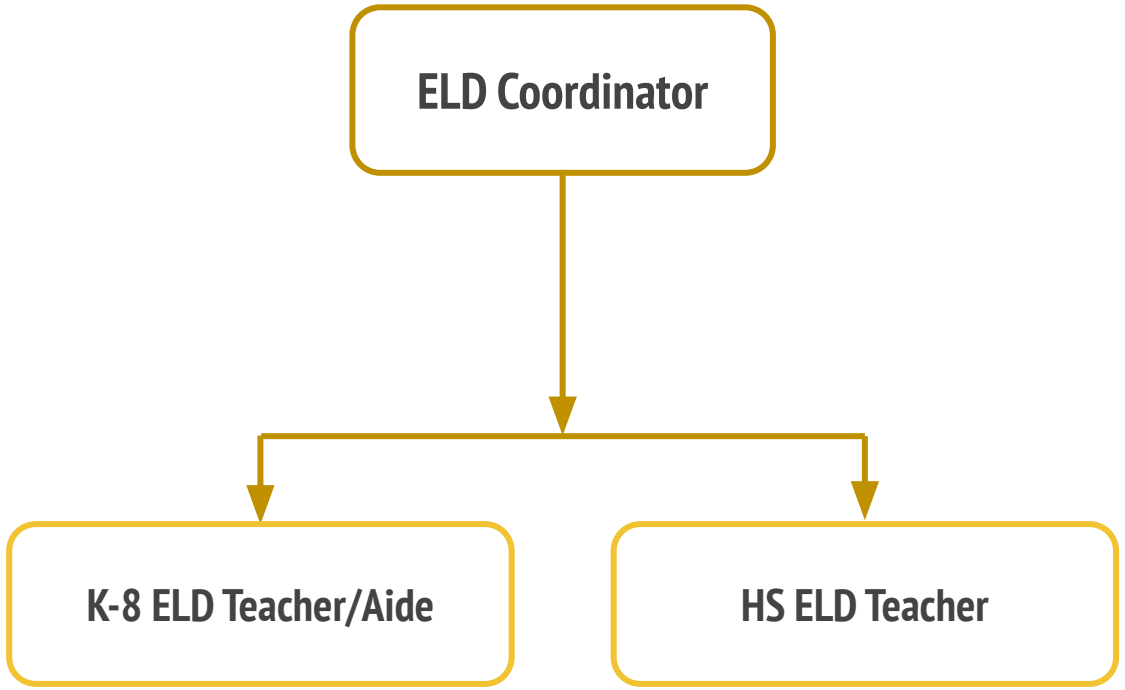


AIMS Organizational Chart (Approval Pending)



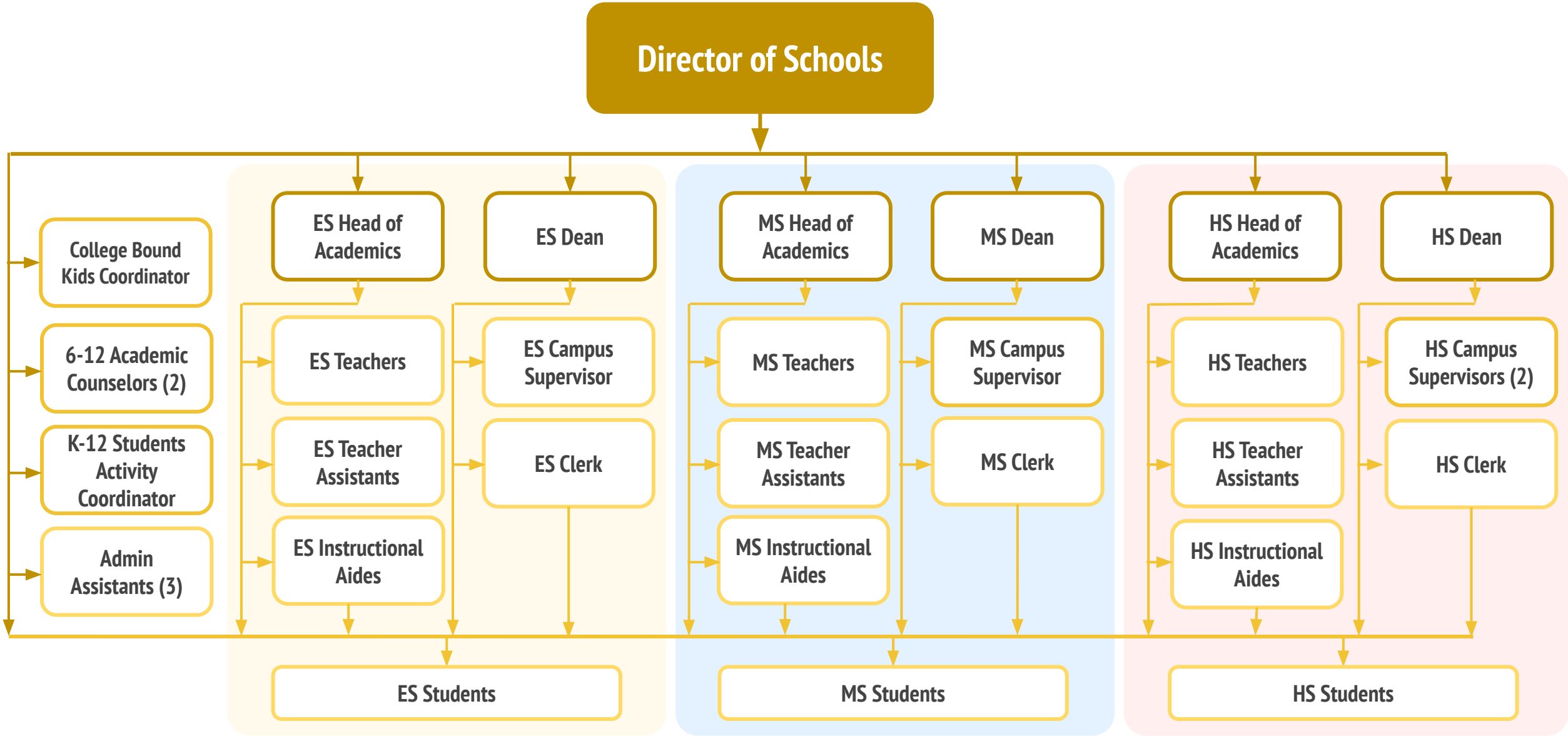
AIMS Organizational Chart (Approval Pending)

English Language Development (ELD) Department



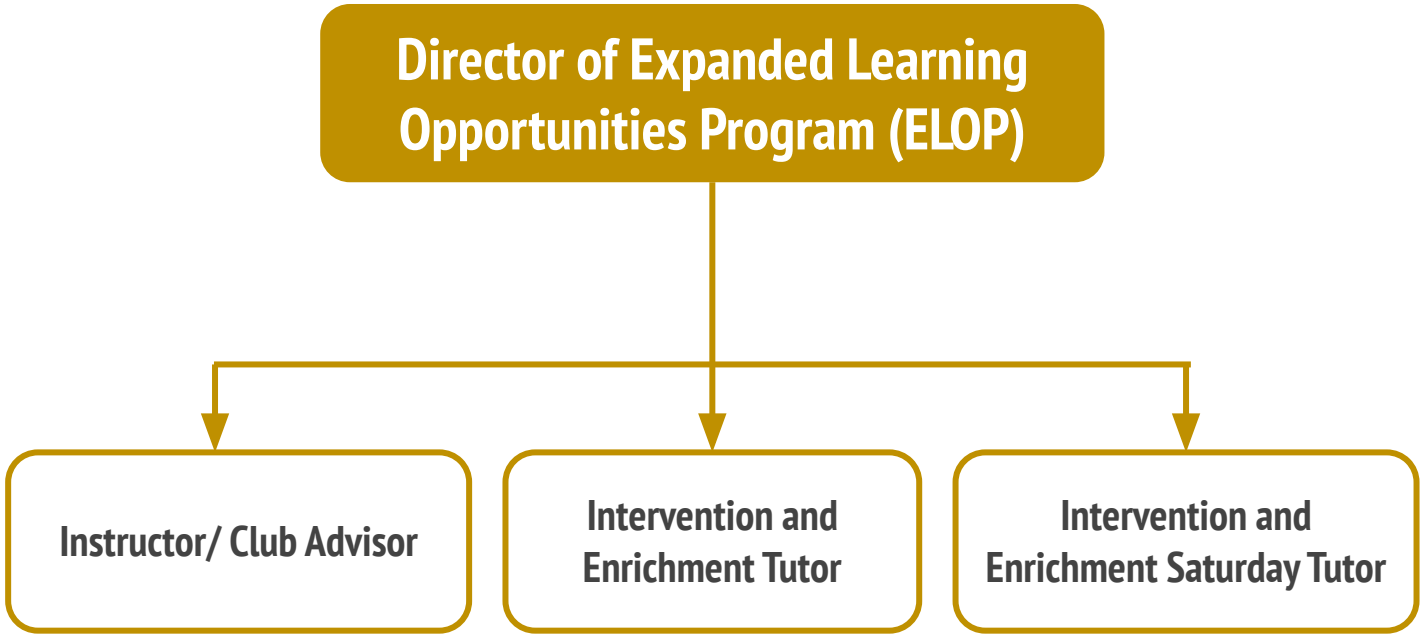
AIMS Organizational Chart

School Sites (Elementary/ Middle School/High School)

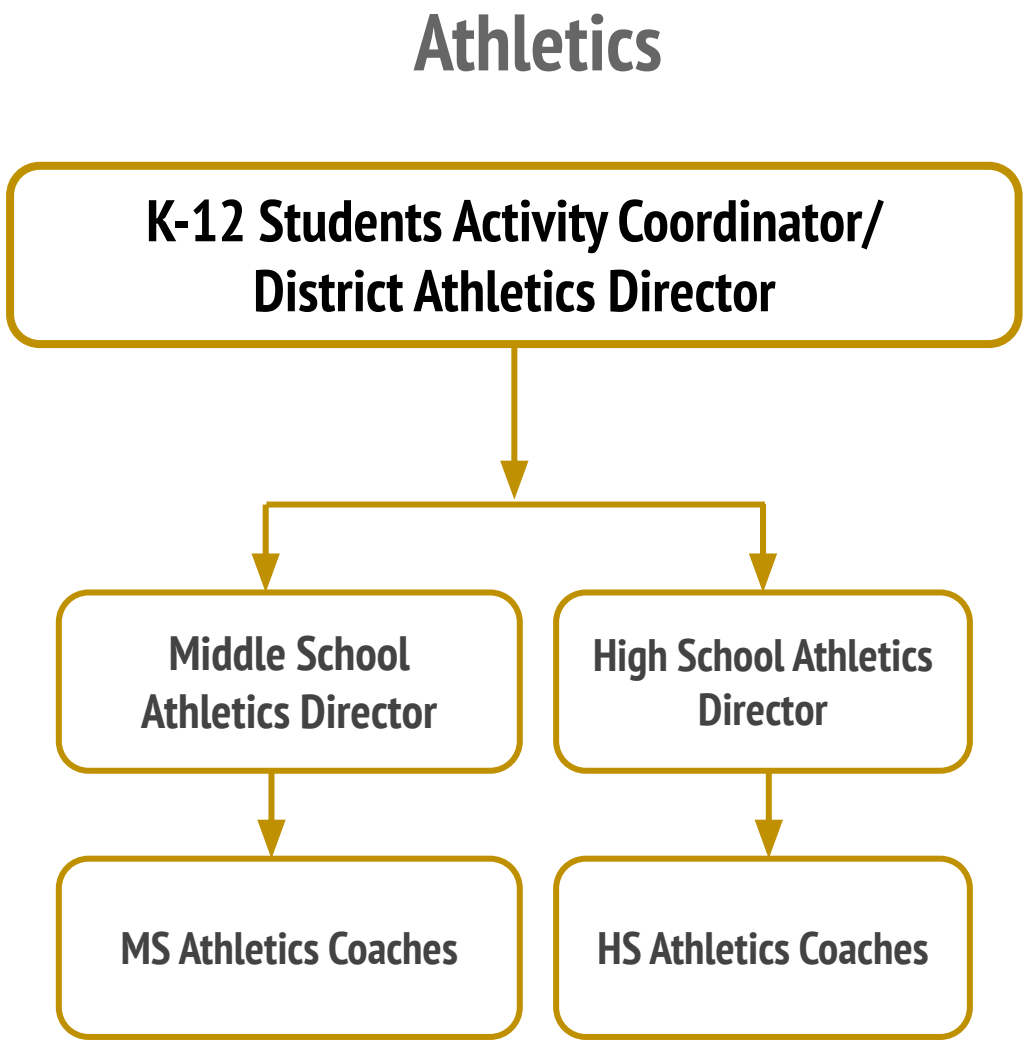


AIMS Organizational Chart (Approval Pending)

Expanded Learning Opportunities Program (ELOP) [Draft]



AIMS Organizational Chart (Approval Pending)



Coversheet

Adoption of Local Assignment Option

Section: III. Action Items
Item: E. Adoption of Local Assignment Option
Purpose: Vote
Submitted by:
Related Material: Adoption of Local Assignment Option.pdf

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

Submitter Information

Full Name: Marisol Magana
Position/Title: Director
Department: Health & School Support Services
Date of Submission (MM/DD/YYYY): 9/12/2024

Item Details

Title of Item: Adoption of Local Assignment Option (LAO)
Is this item a: ☐ New Submission
☑ Renewal
If Renewal: Please summarize any changes from the previous submission:
New teachers will be identified as having a Local Assignment Option

Approvals

Has this item been reviewed by:

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

Committee Review

Has this item been through the appropriate committee review process?

☐ Yes ☑ No

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

If no: Explain why:

Deadline Information

Is there a submission deadline for this item?

☐ Yes ☑ No

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

Financial Information (if applicable):

Total Cost: $ N/A

Is this expenditure included in the annual budget?

☐ Yes ☐ No

Please specify in which plan this expense is indicated:

☐ SPSA ☐ LCAP ☐ Other:

Adoption of Local Assignment Option EC 44863

California Education Code 44263 allows the holder of a teaching credential to serve, by resolution of the Governing Board and with the consent of the teacher, in a departmentalized class if the teacher has completed eighteen semester units of coursework, or nine semester units upper division or graduate course work, in the subject to be taught, or a self-contained/core subjects class if he/she/they holds at least 60 semester hours equally distributed among the 10 areas of a diversified major set forth in Section 44314. A three-semester-unit variance in any of the required 10 areas may be allowed. Action by the AIMS College Prep Charter Board is required.

AIPCS II – AIMS Elementary		
Name	**Credential**	**Subject Authorization**
Sacramento, Maria Lerissa Date of Consent: 8/14/2024	Preliminary Single Subject Mathematics	Multiple Subjects

AIMS College Prep Middle		
Name	**Credential**	**Subject Authorization**
Dinkenspiel, Eli Date of Consent 9/12/2024	Preliminary Single Subject Social Science	Multiple Subjects
Bilorusky, Kyle Date of Consent: 8/14/2024	Preliminary Single Subject Social Science	English

AIMS College Prep High School		
Name	**Credential**	**Subject Authorization**
N/A		

RESOLUTION FOR APPROVAL OF LOCAL ASSIGNMENT OPTION -
TEACHERS INSTRUCTING SUBJECTS PER EDUCATION CODE 44263
SINGLE SUBJECT AND ELEMENTARY

The Commission on Teacher Credentialing provides employing districts with assignment options of a temporary nature in which a teacher with an appropriate credential is not available to the school district. Each require the consent of the teacher and Board approval.

PASSED AND ADOPTED by the Governing Board of the AIMS College Prep Charter District of Alameda County, California, on September 17, 2024, by the following vote:

YES: _____

NO: _____

ABSENT: _____

I HEREBY CERTIFY that the foregoing resolution was duly and regularly introduced, passed, and adopted by the members of the Governing Board of the AIMS College Prep Charter District at a public meeting of said Board held on September 17, 2024, and that the approval is an excerpt from the Agenda of the Governing Board for meeting.

_____

Ahsjanae Hutchings
Executive Assistant, Board of Directors

Coversheet

Independent Study Policy

Section: III. Action Items
Item: F. Independent Study Policy
Purpose: Vote
Submitted by:
Related Material: Independent Study Policy.pdf

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

Submitter Information

Full Name: Marisol Magana
Position/Title: Director
Department: Health & School Support Services
Date of Submission (MM/DD/YYYY): 9/12/2024

Item Details

Title of Item: Independent Study Policy
Is this item a: ☐ New Submission
☑ Renewal
If Renewal: Please summarize any changes from the previous submission:
Updates were made following new regulations

Approvals

Has this item been reviewed by:

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

Committee Review

Has this item been through the appropriate committee review process?

☐ Yes ☑ No

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

If no: Explain why:
This will come to governance meeting on 9/17/2024

Deadline Information

Is there a submission deadline for this item?

☑ Yes ☐ No

If yes: Please indicate the deadline date (MM/DD/YYYY): 10/16/2024

Financial Information (if applicable):

Total Cost: $ N/A

Is this expenditure included in the annual budget?

☐ Yes ☐ No

Please specify in which plan this expense is indicated:

☐ SPSA ☐ LCAP ☐ Other:

Board Policy #:
Adopted/Ratified: 8/12/2021
Revision Date: 9/17/2024

AIMS K-12 College Prep Charter School District

INDEPENDENT STUDY POLICY

AIMS K-12 College Prep Charter District, which operates American Indian Public Charter School II (K-8), AIMS College Prep Middle School, and AIMS College Prep High School (collectively, "AIMS" or "Charter School") may offer independent study to meet the short or long-term educational needs of pupils enrolled in the Charter School as follows: This will be offered to all students that have a medical excuse and medical emergency. Independent study is an optional educational alternative in which no pupil may be required to participate and is designed to teach the knowledge and skills of the core curriculum. The Charter School shall provide appropriate existing services and resources to enable pupils to complete their independent study successfully. The following written policies have been adopted by the AIMS K-12 College Prep Charter District Board of Directors for implementation at the Charter School:

1. For pupils in all grade levels and programs offered by the Charter School, the maximum length of time that may elapse between the time an assignment is made and the date by which the pupil must complete the assigned work shall be 5 school days.

2. The Superintendent or designee shall conduct an evaluation to determine whether it is in the best interests of the pupil to remain in independent study upon the following triggers:

    a. When any pupil fails to complete 75% (this percent reflects passing with a C grade) of assignments during any period of 10 school days.

    b. In the event a student's educational progress falls below satisfactory levels as determined by ALL of the following indicators:
        i. The pupil's achievement and engagement in the independent study program, as indicated by the pupil's performance on applicable pupil-level measures of pupil achievement and pupil engagement set forth in Education Code Section 52060(d) paragraphs (4) and (5).
        ii. The completion of assignments, assessments, or other indicators that evidence that the pupil is working on assignments.
        iii. Learning required concepts, as determined by the supervising teacher.
        iv. Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.

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3. A written record of the findings of any evaluation conducted pursuant to this policy shall be treated as a mandatory interim pupil record. The record shall be maintained for a period of three years from the date of the evaluation and, if the pupil transfers to another California public school, the record shall be forwarded to that school.

The Charter School shall provide content aligned to grade level standards that is substantially equivalent to in-person instruction. For high school grade levels this shall include access to all courses offered by the Charter School for graduation and approved by the UC or CSU as creditable under the A-G admissions criteria.

4. The Charter School has adopted tiered reengagement strategies for the following pupils:

    a. All pupils who are not generating attendance for more than 10 percent of required minimum instructional time over four continuous weeks of the Charter School's approved instructional calendar;
    b. Pupils found not participatory in synchronous instructional offerings pursuant to Education Code Section 51747.5 for more than 50 percent of the scheduled times of synchronous instruction in a school month as applicable by grade span; or
    c. Pupils who are in violation of the written agreement pursuant to Education Code Section 51747(g).

These procedures shall include local programs intended to address chronic absenteeism, as applicable, with at least all of the following:

    a. Verification of current contact information for each enrolled pupil.
    b. Notification to parents or guardians of lack of participation within one (1) school day of the recording of a nonattendance day or lack of participation.
    c. A plan for outreach from the school to determine pupil needs, including connection with health and social services as necessary.
    d. A clear standard for requiring a pupil-parent-educator conference to review a pupil's written agreement, and reconsider the independent study program's impact on the pupil's achievement and well-being, consistent with the policies adopted pursuant to paragraph (4) of subdivision (g) of Education Code Section 51747.

5. The following plan shall be in place in accordance with Education Code Section 51747(e) for synchronous instruction and live interaction*:
    a. For pupils in transitional kindergarten through grade 3, inclusive, the Charter School shall provide opportunities for daily synchronous instruction for all pupils throughout the school year by each pupil's teacher or teachers of record.
    b. For pupils in grades 4-8, inclusive, the Charter School shall provide opportunities for daily live interaction between the pupil and a certificated or non-certificated employee of the Charter School and at least weekly synchronous instruction for all pupils throughout the school year by each pupil's teacher or teachers of record.

Board Policy #:
Adopted/Ratified: 8/12/2021
Revision Date: 9/17/2024

c. For pupils in grades 9-12, inclusive, the Charter School shall provide opportunities for at least weekly synchronous instruction for all pupils throughout the school year by each pupil's teacher or teachers of record.
d. The Charter School shall transition pupils whose families wish to return to in-person instruction from independent study expeditiously, and, in no case, later than five instructional days.*

* The tiered reengagement strategies, plan for synchronous instruction and live interaction, and plan to transition pupils whose families wish to return to in-person instruction (paragraphs 4, 5, and 6 above) shall not apply to:
a. pupils who participate in an independent study program for fewer than 16 schooldays in a school year;
b. pupils enrolled in a comprehensive school for classroom-based instruction who, under the care of appropriately licensed professionals, participate in independent study due to necessary medical treatments or inpatient treatment for mental health care or substance abuse. Local educational agencies shall obtain evidence from appropriately licensed professionals of the need for pupils to participate in independent study pursuant to this subdivision; or
c. independent study offered due to school closure or material decrease in attendance for 15 school days or less for affected pupils under one or more of the circumstances described in Education Code Sections 41422 and/or 46392, and 46393 for which the Charter School files an affidavit seeking an allowance of attendance due to emergency conditions.

6. A current written agreement shall be maintained on file for each independent study pupil, including but not limited to, all of the following:
    a. The manner, time, frequency, and place for submitting a pupil's assignments, for reporting the pupil's academic progress, and for communicating with a pupil's parent or guardian regarding a pupil's academic progress.
    b. The objectives and methods of study for the pupil's work, and the methods used to evaluate that work.
    c. The specific resources, including materials and personnel, that will be made available to the pupil. These resources shall include confirming or providing access to all pupils to the connectivity and devices adequate to participate in the educational program and complete assigned work.
    d. A statement of the policies adopted pursuant to subdivisions (a) and (b) of Education Code Section 51747 regarding the maximum length of time allowed between the assignment and the completion of a pupil's assigned work, the level of satisfactory educational progress, and the number of missed assignments allowed before an evaluation of whether or not the pupil should be allowed to continue in independent study.

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Revision Date: 9/17/2024

a. The duration of the independent study agreement, including the beginning and ending dates for the pupil's participation in independent study under the agreement. No independent study agreement shall be valid for any period longer than one school year.
b. A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the pupil upon completion.
c. A statement detailing the academic and other supports that will be provided to address the needs of pupils who are not performing at grade level, or need support in other areas, such as English learners, individuals with exceptional needs in order to be consistent with the pupil's individualized education program or plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), pupils in foster care or experiencing homelessness, and pupils requiring mental health supports.
d. The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no pupil may be required to participate. In the case of a pupil who is referred or assigned to any school, class, or program pursuant to Section 48915 or 48917, the agreement also shall include the statement that instruction may be provided to the pupil through independent study only if the pupil is offered the alternative of classroom instruction.
e. For a pupil participating in an independent study program that is scheduled for more than 15 school days, each written agreement shall be signed, before the commencement of independent study, by the pupil, the pupil's parent, legal guardian, or caregiver, if the pupil is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and the certificated employee designated as having responsibility for the special education programming of the pupil, as applicable. For a pupil participating in an independent study program that is scheduled for 15 school days or fewer, each written agreement shall be signed, during the school year in which the independent study program takes place, by the pupil, the pupil's parent, legal guardian, or caregiver, if the pupil is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and the certificated employee designated as having responsibility for the special education programming of the pupil, as applicable. The written agreement may be signed at any time during the school year, but it is the intent of the Legislature that parents or guardians of pupils be provided the agreement at or before the beginning of the school year. For purposes of this paragraph "caregiver" means a person who has met the requirements of Part 1.5 (commencing with Section 6550) of Division 11 of the Family Code.
    - Written agreements may be signed using an electronic signature that complies with state and federal standards, as determined by the California Department of Education, that may be a marking that is either computer

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generated or produced by electronic means and is intended by the signatory to have the same effect as a handwritten signature. The use of an electronic signature shall have the same force and effect as the use of a manual signature if the requirements for digital signatures and their acceptable technology, as provided in Section 16.5 of the Government Code and in Chapter 10 (commencing with Section 22000) of Division 7 of Title 2 of the California Code of Regulations, are satisfied.

7. The Charter School shall comply with the Education Code sections 51745 through 51749.3 and the provisions of the Charter Schools Act of 1992 and the State Board of Education regulations adopted there under.

8. The Superintendent may establish regulations to implement these policies in accordance with the law.

Coversheet

AIMS Board Resolutions

Section: III. Action Items
Item: G. AIMS Board Resolutions
Purpose: Vote
Submitted by:
Related Material:
AIMS Board Resolution on Teacher Credentialing Requirements.pdf
AIMS Board Resolution on Comprehensive Chronic Absenteeism Reduction Plan.pdf
AIMS Board Resolution on Addressing Systemic Issues Identified by Complaints Submitted to The AIMS Ombudsman (1).pdf
AIMS Board Resolution on Support and Recruitment of Unhoused Persons and Foster Students.pdf
AIMS Board Resolution on Improving Academic Performance of Lowest-Performing Subgroups.pdf
AIMS Board Resolution Recognizing AIMS Parents United as Elected Parent Representative and Advisory Council.pdf
AIMS Board Resolution to Establish a Special Education Advisory Council.pdf

AIMS Board Resolution on Teacher Credentialing Requirements

WHEREAS, AIMS is committed to providing high-quality education to all students through a staff of qualified and dedicated educators and

WHEREAS, the California Commission on Teacher Credentialing (CTC) sets forth requirements for teachers in K-12 education to ensure the quality and preparedness of educators and

WHEREAS, these requirements encompass a range of credentials and permits designed to meet various staffing needs and situations in schools and

WHEREAS, AIMS recognizes the importance of maintaining compliance with CTC regulations while also addressing the diverse staffing needs of our schools;

NOW, THEREFORE, BE IT RESOLVED that the AIMS Board of Education hereby establishes the following policy regarding teacher credentialing:

1. Credentialing Requirements
   a. All AIMS teachers shall meet the requirements set forth by the California Commission on Teacher Credentialing (CTC) for teaching in K-12 education.
   b. These requirements shall not be limited solely to clear credentials but shall include all forms of credentialing and staffing permits provided by the California CTC, including but not limited to:
      i. Preliminary Credentials
      ii. Clear Credentials
      iii. Short-Term Staff Permits (STSP)
      iv. Provisional Internship Permits (PIP)
      v. Teaching Intern Credentials
      vi. Emergency 30-Day Substitute Teaching Permits
      vii. Career Technical Education (CTE) Credentials
      viii. Designated Subjects Credentials
      ix. Child Development Permits (for applicable programs)

2. Compliance and Monitoring
   a. AIMS credentialing department shall be responsible for ensuring all teachers hold appropriate credentials or permits for their assigned positions.
   b. The district shall maintain accurate and up-to-date records of all teachers' credential status, including expiration dates and renewal requirements.
   c. AIMS shall conduct regular audits of teacher assignments to ensure compliance with CTC regulations.

3. Support for Credential Attainment and Advancement

a. AIMS shall provide support and resources for teachers working towards clear credentials, including:
i. Mentoring programs for preliminary credential holders
ii. Professional development aligned with credential requirements
iii. Information and guidance on credential advancement pathways
b. The district shall assist teachers holding temporary or emergency permits in developing plans to obtain full credentials.

4. Recruitment and Hiring
a. AIMS shall prioritize hiring fully credentialed teachers whenever possible.
b. When necessary to meet staffing needs, the district may employ teachers with alternative credentials or permits, provided they meet all CTC requirements for those credentials or permits.
c. The district shall ensure that any teachers employed under emergency or temporary permits are making satisfactory progress towards full credential attainment.

5. Transparency and Reporting
a. AIMS shall maintain transparency regarding the credential status of its teaching staff, in compliance with all applicable laws and regulations.
b. The district shall include information on teacher credentialing in its annual School Accountability Report Card (SARC) and other relevant public reports.

6. Professional Development
a. AIMS shall provide ongoing professional development opportunities to support teachers in maintaining and advancing their credentials.
b. The district shall ensure that teachers holding alternative credentials or permits receive additional support and training as needed to ensure high-quality instruction.

7. Compliance with Assignment Monitoring
a. AIMS shall fully comply with the CTC's assignment monitoring processes, including the annual monitoring of certificated assignments.
b. The district shall promptly address and correct any misassignments identified through this process.

8. Regular Policy Review
a. This policy shall be reviewed annually to ensure continued alignment with CTC regulations and AIMS staffing needs.
b. Any necessary updates or modifications to this policy shall be brought before the Board for approval.

BE IT FURTHER RESOLVED that the Superintendent or their designee shall be responsible for implementing this resolution, including the development of procedures to ensure compliance with CTC requirements and support for teachers in credential attainment and advancement.

BE IT FURTHER RESOLVED that this policy shall take effect immediately upon adoption and shall apply to all current and future AIMS teachers.

Adopted this [DAY] of [MONTH], [YEAR] by the AIMS Board of Education.

_____

Board President

_____

Board Secretary

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AIMS Board Resolution on Comprehensive Chronic Absenteeism Reduction Plan

WHEREAS, chronic absenteeism is a significant challenge facing Oakland students, impacting student academic achievement, social-emotional development, and overall school success; and

WHEREAS, addressing the root causes of chronic absenteeism requires a comprehensive approach that meets the diverse needs of AIMS students and their families; and

WHEREAS, AIMS Parents United will provided valuable input on family-related barriers to attendance and potential solutions to support student needs and

WHEREAS, the AIMS Student Government will conduct peer surveys and offer student-centric ideas to improve attendance and enhance school engagement and

WHEREAS, the AIMS Staff and Faculty Advisory Council will proposed classroom-level interventions and strategies to identify and address individual student needs related to attendance and

WHEREAS, a multi-stakeholder, needs-based approach is necessary to address and reduce chronic absenteeism among AIMS students effectively;

NOW, THEREFORE, BE IT RESOLVED that the AIMS Board of Education hereby adopts the following Comprehensive Chronic Absenteeism Reduction Plan, with the primary intent of meeting the needs of chronically absent AIMS students:

1. Needs Assessment and Collaborative Planning
a. Conduct comprehensive data analysis to identify patterns and root causes of chronic absenteeism among AIMS students
b. Form a Cross-Functional Attendance Task Force including representatives from administration, teachers, counselors, Student Government, AIMS Parents United, and the Staff and Faculty Advisory Council
c. Assess available resources and identify potential community partners to address identified student needs
d. Develop collaborative strategies through stakeholder workshops and input sessions, focusing on meeting individual student and family needs

2. Implementation of Student-Centered Strategies
a. Launch an Early Warning System (EWS) to identify at-risk students and their specific needs related to attendance, academic performance, and behavior
b. Implement personalized support plans for chronically absent students, addressing their unique barriers to attendance

c. Establish a multi-channel communication strategy to engage students and families, including targeted outreach for those with chronic absenteeism
d. Introduce peer support systems and mentorship programs to address social-emotional needs that may contribute to absenteeism
e. Enhance school climate to create a more welcoming and inclusive environment that motivates student attendance

3. Family and Community Engagement
a. Host regular Family Resource Nights addressing topics identified by AIMS Parents United as critical to supporting student attendance
b. Implement a Family Support Network to connect families facing similar challenges related to school attendance
c. Develop community partnerships to address systemic barriers to attendance, such as transportation or healthcare access
d. Organize family events that build school community and reinforce the importance of regular attendance

4. Continuous Improvement and Adaptation
a. Conduct regular data reviews to assess the impact of implemented strategies on meeting student needs and improving attendance
b. Gather ongoing feedback from all stakeholder groups, with a focus on understanding evolving student and family needs
c. Make data-driven adjustments to strategies based on analysis of student needs and stakeholder input
d. Provide professional development for staff to enhance their capacity to identify and address student needs related to attendance

5. Recognition and Motivation
a. Implement a recognition system that celebrates improvements in attendance, acknowledging the diverse challenges students overcome
b. Create opportunities for students with improved attendance to share their experiences and strategies with peers
c. Regularly communicate success stories and progress to the school community, highlighting how addressing student needs leads to better attendance

BE IT FURTHER RESOLVED that this Comprehensive Chronic Absenteeism Reduction Plan shall be implemented with a focus on flexibility and responsiveness to individual student needs, rather than adhering to a rigid timeline.

BE IT FURTHER RESOLVED that the Superintendent or their designee shall be responsible for overseeing the implementation of this plan, in collaboration with AIMS Parents United, Student Government, and the Staff and Faculty Advisory Council, ensuring that strategies remain focused on meeting the needs of chronically absent students.

BE IT FURTHER RESOLVED that the Board of Education shall receive regular updates on the plan's progress, including data on how effectively student needs are being met and the resulting impact on chronic absenteeism rates.

Adopted this [DAY] of [MONTH], [YEAR] by the AIMS Board of Education.

_____
Board President

_____
Board Vice President

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AIMS Board Resolution on Addressing Systemic Issues Identified by Complaints Submitted to The AIMS Ombudsman

WHEREAS, AIMS is committed to maintaining a responsive and transparent educational system that addresses the concerns of all stakeholders; and

WHEREAS, the AIMS ombudsman serves as an impartial intermediary to receive and investigate complaints from students, parents, staff, and community members; and

WHEREAS, patterns in complaints may indicate systemic issues that require comprehensive analysis and resolution; and

WHEREAS, AIMS recognizes the importance of proactively addressing recurring concerns to improve the overall quality of education and operations;

NOW, THEREFORE, BE IT RESOLVED that the AIMS Board of Education hereby establishes the following policy and procedure for addressing systemic issues identified through ombudsman complaints:

1. Complaint Monitoring and Analysis
   a. The AIMS ombudsman shall maintain detailed records of all complaints received, including the nature of the complaint, the parties involved, and the resolution.
   b. The ombudsman shall conduct regular analyses of complaint data to identify trends and recurring issues.
   c. A "majority of complaints" shall be defined as more than 50% of complaints received within a rolling three-month period pertaining to a specific subject or issue.

2. Notification of Systemic Issues
   a. When a majority of complaints are identified as pertaining to a specific subject, the ombudsman shall promptly notify the Board of Education and the Superintendent in writing.
   b. The notification shall include a summary of the complaints, relevant data, and any patterns or trends identified.

3. Formation of Investigative Committee
   a. Upon receiving notification of a systemic issue, the Board of Education and the Superintendent shall, within 14 calendar days, form an Investigative Committee.
   b. The committee shall consist of:
      i. Two members of the Board of Education, appointed by the Board President
      ii. The Superintendent or their designee
      iii. The AIMS ombudsman
      iv. Two relevant department heads or administrators, selected based on the nature of the complaints
      v. Two representatives from the stakeholder group most affected by the issue (e.g., teachers, parents, students), selected through a fair and transparent process

4. Committee Responsibilities
   a. The Investigative Committee shall be tasked with:
      i. Conducting a thorough investigation into the root causes of the complaints
      ii. Analyzing relevant data and policies
      iii. Gathering input from affected stakeholders
      iv. Identifying potential solutions and best practices
      v. Developing recommendations for addressing the systemic issue

5. Investigation Process
   a. The committee shall have 60 calendar days from its formation to complete its investigation and develop recommendations.
   b. The committee shall have the authority to:
      i. Request and review all relevant documents and data
      ii. Conduct interviews with staff, students, parents, and other stakeholders
      iii. Consult with external experts if necessary
   c. All AIMS departments and staff shall cooperate fully with the committee's requests for information and assistance.

6. Recommendation and Action Plan
   a. At the conclusion of the investigation, the committee shall prepare a written report including:
      i. A summary of findings
      ii. Identified root causes
      iii. Recommended solutions
      iv. A proposed action plan with timelines and responsible parties
   b. The report shall be presented to the full Board of Education at the next regular board meeting following the completion of the investigation.

7. Implementation and Monitoring
   a. The Board of Education shall review the committee's recommendations and vote on their adoption, modification, or rejection.
   b. If recommendations are adopted, the Superintendent shall be responsible for overseeing the implementation of the action plan.
   c. The ombudsman shall monitor the implementation of solutions and their effectiveness in reducing related complaints.

8. Transparency and Reporting
   a. A summary of the committee's findings and recommendations, as well as the Board's decisions, shall be made publicly available, respecting confidentiality where necessary.
   b. The Superintendent shall provide quarterly updates to the Board on the progress of implementing adopted recommendations.

9. Annual Review

a. The Board shall conduct an annual review of this process to ensure its effectiveness in addressing systemic issues and make any necessary adjustments.

BE IT FURTHER RESOLVED that this policy shall take effect immediately upon adoption and shall apply to all future instances where a majority of complaints to the AIMS ombudsman pertain to a specific subject.

Adopted this [DAY] of [MONTH], [YEAR] by the AIMS Board of Education.

_____

Board President

_____

Board Vice President

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AIMS Board Resolution on Support and Recruitment of Unhoused Persons and Foster Students

WHEREAS, AIMS is committed to providing equitable access to high-quality education for all students, regardless of their living situation or foster care status; and

WHEREAS, unhoused persons and foster students face unique challenges that can impact their educational opportunities and outcomes; and

WHEREAS, AIMS recognizes its responsibility to support these vulnerable populations and ensure their access to education; and

WHEREAS, targeted outreach and support can significantly improve the enrollment, retention, and success of unhoused and foster students;

NOW, THEREFORE, BE IT RESOLVED that the AIMS Board of Education hereby establishes a comprehensive program to identify, recruit, enroll, and support unhoused persons and foster students with the following provisions:

1. Liaison Appointment
   a. AIMS shall designate a specific staff member or create a new position to serve as the Unhoused Persons and Foster Student Liaison.
   b. The Liaison shall be responsible for coordinating all efforts related to the identification, recruitment, enrollment, and support of unhoused and foster students.

2. Identification and Outreach
   a. AIMS shall develop and implement strategies to identify unhoused persons and foster students within the community.
   b. The district shall collaborate with local shelters, social service agencies, foster care organizations, and other relevant community partners to identify potential students.
   c. AIMS shall conduct targeted outreach campaigns to inform unhoused persons and foster families about educational opportunities at AIMS schools.

3. Priority Recruitment
   a. AIMS shall prioritize the recruitment of unhoused persons and foster students as part of its enrollment strategy.
   b. The district shall allocate resources to support targeted recruitment efforts, including informational materials, community events, and personalized outreach.

4. Enrollment Support
   a. AIMS shall establish streamlined enrollment procedures for unhoused persons and foster students to reduce barriers to entry.
   b. The district shall provide assistance with required documentation, recognizing the unique circumstances of these populations.

c. AIMS shall ensure immediate enrollment of unhoused and foster students, even if typically required documents are not immediately available, in compliance with the McKinney-Vento Homeless Assistance Act and foster care provisions of the Every Student Succeeds Act (ESSA).

5. Ongoing Support Services
a. AIMS shall provide comprehensive support services to enrolled unhoused and foster students, including:
i. Academic support and tutoring
ii. Social-emotional counseling
iii. Access to basic necessities (e.g., school supplies, clothing, hygiene items)
iv. Transportation assistance
v. Connections to community resources and services
b. The district shall establish a mentoring program pairing unhoused and foster students with supportive staff members or community volunteers.

6. Staff Training and Awareness
a. AIMS shall provide regular training to all staff members on the unique needs and challenges faced by unhoused and foster students.
b. The district shall promote awareness and sensitivity throughout the AIMS community to create a welcoming and supportive environment for these students.

7. Data Collection and Reporting
a. AIMS shall maintain confidential records on the enrollment, attendance, and academic progress of unhoused and foster students.
b. The Liaison shall prepare quarterly reports for the Board on the status of unhoused and foster student recruitment, enrollment, and support efforts.

8. Collaboration and Partnerships
a. AIMS shall actively seek partnerships with local organizations, businesses, and government agencies to enhance support for unhoused and foster students.
b. The district shall participate in local and regional initiatives focused on supporting these vulnerable populations.

9. Funding and Resources
a. The Board shall allocate specific funding in the annual budget to support the initiatives outlined in this resolution.
b. AIMS shall actively seek grants and additional funding sources to supplement district resources for these programs.

BE IT FURTHER RESOLVED that the Superintendent or their designee shall be responsible for implementing this resolution, including the appointment of the Unhoused Persons and Foster Student Liaison and the development of detailed action plans for each provision.

BE IT FURTHER RESOLVED that the Board of Education shall review the effectiveness and impact of these initiatives annually, making adjustments as needed to ensure continued support for unhoused persons and foster students in the AIMS community.

Adopted this [DAY] of [MONTH], [YEAR] by the AIMS Board of Education.

_____

Board President

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Board Vice President`

AIMS Board Resolution on Improving Academic Performance of Lowest-Performing Subgroups

WHEREAS, AIMS is committed to providing high-quality education and ensuring academic success for all students; and

WHEREAS, data analysis has identified persistent achievement gaps among certain subgroups of students; and

WHEREAS, AIMS recognizes the urgency of addressing these disparities to promote equity and excellence in education; and

WHEREAS, targeted interventions and support systems are necessary to improve the academic performance of the lowest-performing subgroups;

NOW, THEREFORE, BE IT RESOLVED that the AIMS Board of Education hereby establishes a comprehensive initiative to improve the academic performance of the lowest-performing subgroups, with the following provisions:

1. Data Analysis and Identification
   a. AIMS shall conduct thorough data analysis to identify the lowest-performing subgroups based on standardized test scores, grades, and other relevant academic indicators.
   b. The district shall disaggregate data by factors including, but not limited to, race/ethnicity, socioeconomic status, English language proficiency, and special education status.
   c. AIMS shall establish clear, measurable goals for improving the academic performance of identified subgroups.

2. Targeted Intervention Programs
   a. AIMS shall develop and implement evidence-based intervention programs specifically designed to address the needs of the lowest-performing subgroups, including:
      i. Intensive tutoring programs
      ii. Extended learning time opportunities (before/after school and summer programs)
      iii. Literacy and numeracy intervention programs
      iv. Personalized learning plans for struggling students
   b. The district shall allocate additional resources to schools with higher concentrations of students from low-performing subgroups.

3. Professional Development
   a. AIMS shall provide ongoing professional development for teachers and staff focused on:
      i. Culturally responsive teaching practices
      ii. Differentiated instruction strategies
      iii. Implicit bias awareness and mitigation
      iv. Effective intervention techniques for struggling learners

b. The district shall support teacher collaboration and peer coaching to share best practices for improving student achievement.

4. Family and Community Engagement
a. AIMS shall strengthen partnerships with families of students in low-performing subgroups through:
i. Regular communication about student progress
ii. Parent education workshops on supporting student learning
iii. Home visits and family engagement events
b. The district shall collaborate with community organizations to provide wraparound services addressing non-academic barriers to learning.

5. Curriculum and Instruction Alignment
a. AIMS shall review and adapt curriculum to ensure cultural relevance and representation for all student subgroups.
b. The district shall implement instructional strategies that support diverse learning styles and needs.
c. AIMS shall integrate social-emotional learning (SEL) into the curriculum to support students' overall development and academic success.

6. Early Intervention and Support
a. AIMS shall implement early warning systems to identify students at risk of falling behind academically.
b. The district shall provide targeted support for students transitioning between grade levels, particularly in key transition years (e.g., elementary to middle school, middle to high school).

7. Technology and Resource Access
a. AIMS shall ensure equitable access to technology and digital learning resources for all students, with particular attention to the needs of low-income families.
b. The district shall provide necessary resources (e.g., textbooks, school supplies) to remove barriers to learning for students from low-income families.

8. Mentoring and Support Programs
a. AIMS shall establish mentoring programs pairing struggling students with high-performing peers or adult mentors.
b. The district shall implement programs to support the social-emotional well-being of students from low-performing subgroups.

9. Progress Monitoring and Accountability
a. AIMS shall conduct regular assessments to monitor the progress of students in low-performing subgroups.
b. The district shall establish a data dashboard to track key performance indicators for each subgroup.
c. School leaders shall be held accountable for progress in closing achievement gaps.

10. Resource Allocation

a. The Board shall prioritize funding for programs and initiatives aimed at improving the performance of low-performing subgroups in the annual budget.

b. AIMS shall actively seek grants and additional funding sources to support these efforts.

11. Annual Evaluation and Reporting

a. AIMS shall conduct an annual evaluation of the effectiveness of interventions and programs implemented under this resolution.

b. The district shall provide an annual report to the Board and the community on progress made in improving the performance of low-performing subgroups.

BE IT FURTHER RESOLVED that the Superintendent or their designee shall be responsible for developing and implementing a comprehensive plan to address the provisions of this resolution.

BE IT FURTHER RESOLVED that the Board of Education shall review progress on this initiative quarterly and make necessary adjustments to ensure continuous improvement in the academic performance of the lowest-performing subgroups.

Adopted this [DAY] of [MONTH], [YEAR] by the AIMS Board of Education.

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Board President

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Board Secretary

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AIMS Board Resolution Recognizing AIMS Parents United as Elected Parent Representative and Advisory Council

WHEREAS, parent involvement and representation are crucial to the success of AIMS schools and the education of our students; and

WHEREAS, AIMS Parents United has demonstrated a commitment to advocating for the interests of AIMS parents and students; and

WHEREAS, a formalized structure for parent representation can enhance communication between parents and the AIMS Board of Education; and

WHEREAS, an elected parent advisory council can provide valuable insights and recommendations to the Board on matters affecting AIMS families and students;

NOW, THEREFORE, BE IT RESOLVED that the AIMS Board of Education hereby recognizes AIMS Parents United as the elected representative for AIMS parents and establishes it as an advisory council to the Board with the following provisions:

1. Recognition and Purpose
   a. AIMS Parents United is officially recognized as the elected representative body for AIMS parents.
   b. It shall serve as an advisory council to the AIMS Board of Education, providing parent perspectives on school policies, programs, and issues affecting AIMS families and students.

2. Composition and Structure
   a. AIMS Parents United shall consist of elected parent representatives from each AIMS school.
   b. The number of representatives per school shall be determined based on school enrollment, ensuring fair representation across the district.
   c. The council shall elect from its members a President, Vice President, Secretary, and other officers as deemed necessary.

3. Election Process
   a. Elections for AIMS Parents United representatives shall be held annually
   b. All parents or legal guardians of students enrolled in AIMS schools are eligible to vote and run for positions.
   c. The election process shall be conducted in a fair, transparent, and inclusive manner.
   d. Election results shall be publicly announced and recorded in Board minutes.

4. Terms of Office
   a. Elected representatives shall serve one-year terms.
   b. Representatives may be re-elected for consecutive terms.
   c. Terms shall begin at the start of each school year.

5. Communication and Collaboration

a. AIMS Parents United shall establish mechanisms for gathering input from the broader parent community.

b. The Board shall provide a designated time during regular Board meetings for AIMS Parents United to present updates and recommendations.

c. The Superintendent or their designee shall attend AIMS Parents United meetings to facilitate communication between the administration and parent representatives.

7. Support and Resources

a. The district shall provide AIMS Parents United with the necessary resources to fulfill its responsibilities, including meeting space and administrative support as needed.

b. The Board shall consider budget allocations to support the activities of AIMS Parents United, subject to annual review and approval.

8. Transparency

a. AIMS Parents United meetings shall be open to all AIMS parents.

b. Meeting dates, agendas, and minutes shall be published on the district website and shared through school communication channels.

BE IT FURTHER RESOLVED that the Superintendent or their designee shall work with current AIMS Parents United leadership to implement this resolution, including supporting the transition to a formal election process if not already in place.

BE IT FURTHER RESOLVED that the Board of Education shall review the effectiveness and impact of AIMS Parents United as an advisory council annually, making adjustments to its structure, election process, or responsibilities as needed to ensure its continued value to the AIMS community.

Adopted this [DAY] of [MONTH], [YEAR] by the AIMS Board of Education.

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Board President

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Board Vice President

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AIMS Board Resolution to Establish a Special Education Advisory Council

WHEREAS, AIMS is committed to providing high-quality education and support to all students, including those with special needs and

WHEREAS, the input and collaboration of parents, educators, and community members are vital to ensuring that the needs of students with disabilities are effectively met; and

WHEREAS, a dedicated advisory council can provide valuable insights, recommendations, and support for the continuous improvement of special education services at AIMS; and

WHEREAS, fostering open communication and partnership between the school district and families of students with disabilities is essential for student success;

NOW, THEREFORE, BE IT RESOLVED that the AIMS Board of Education hereby establishes the AIMS Special Education Advisory Council (SEAC) with the following provisions:

1. Purpose
   The AIMS Special Education Advisory Council shall:
   a. Advise the Board of Education and administration on matters pertaining to the education of students with disabilities
   b. Facilitate communication and collaboration between families, educators, and the school district
   c. Provide a forum for parents and community members to share ideas, concerns, and recommendations regarding special education services
   d. Assist in identifying unmet needs and developing strategies to address these needs
   e. Promote awareness and understanding of special education within the AIMS community

2. Composition
   The AIMS Special Education Advisory Council shall consist of:
   a. Parents or guardians of students with disabilities (at least 50% of the council)
   b. Special education teachers and service providers
   c. General education teachers
   d. School administrators
   e. Community members with expertise or interest in special education
   f. Student representatives (where appropriate)

   The council shall strive for diverse representation across disability categories, grade levels, and school sites.

3. Election and Terms
   a. Council members shall be elected by their respective constituent groups:
      - Parents/guardians shall be elected by parents/guardians of students with disabilities
      - Teachers and service providers shall be elected by AIMS special education staff

- General education teachers shall be elected by AIMS general education staff
- Student representatives shall be elected by the student body (where appropriate)

b. Community members and school administrators shall be nominated and elected by a combined vote of parents/guardians and AIMS staff

c. Elections shall be held annually to fill vacant positions

d. Members shall serve two-year terms, with the option for re-election

e. Terms shall be staggered to ensure continuity of the council's work

4. Election Process

a. The district shall establish and oversee a fair and transparent election process

b. Nominations for council positions shall be solicited from the AIMS community

c. Elections shall be conducted using a secure voting system, accessible to all eligible voters

d. The district shall provide information about candidates and the election process to all eligible voters

e. Results of the election shall be publicly announced and recorded in Board minutes

5. Responsibilities

The AIMS Special Education Advisory Council shall:

a. Meet regularly, at least quarterly, throughout the school year

b. Review and provide input on AIMS special education policies, procedures, and practices

c. Collaborate with district staff to identify areas for improvement in special education services

d. Assist in the development and review of the district's special education plan

e. Provide recommendations for professional development related to special education

f. Organize and participate in events to promote special education awareness and inclusion

g. Submit an annual report to the Board of Education summarizing activities, achievements, and recommendations

6. Support and Resources

a. The district shall designate a staff liaison to support the council's activities

b. The district shall provide necessary resources for the council to fulfill its responsibilities, including meeting space and administrative support

c. Council members shall receive training on special education laws, policies, and best practices to support their advisory role

7. Transparency and Communication

a. SEAC meetings shall be open to the public, with meeting dates, agendas, and minutes published on the district website

b. The council shall establish mechanisms for gathering input from the broader community of families and educators involved in special education

c. Regular updates on SEAC activities and recommendations shall be provided to the Board of Education and the AIMS community

BE IT FURTHER RESOLVED that the Superintendent or their designee shall be responsible for implementing this resolution, including overseeing the election process and supporting the ongoing operation of the AIMS Special Education Advisory Council.

BE IT FURTHER RESOLVED that the Board of Education shall review the effectiveness and impact of the Special Education Advisory Council annually, making adjustments to its structure, election process, or responsibilities as needed to ensure its continued value to the AIMS community.

Adopted this [DAY] of [MONTH], [YEAR] by the AIMS Board of Education.

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Board President

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Board Vice President

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Coversheet

AIMS Board Policies

Section: III. Action Items
Item: H. AIMS Board Policies
Purpose: Vote
Submitted by:
Related Material:
AIMS Board Policy on Board Member Professional Conduct and Accountability.pdf
AIMS Policy on Responding to Authorizer Inquiries While Protecting Privacy Rights (1).pdf

AIMS Board Policy on Board Member Professional Conduct and Accountability

WHEREAS, the AIMS Board of Education is committed to maintaining the highest standards of professionalism, integrity, and ethical conduct and

WHEREAS, board members serve as representatives of the community and role models for students and

WHEREAS, the actions and decisions of board members have a significant impact on the educational environment and the district's operations;

NOW, THEREFORE, BE IT RESOLVED that the AIMS Board of Education hereby establishes the following policy regarding board member conduct and accountability:

1. Professional Conduct Standards
   a. Board members shall adhere to the highest standards of ethical conduct, professionalism, and integrity in all their actions and communications.
   b. Board members shall treat all stakeholders, including fellow board members, administrators, staff, students, parents, and community members, with respect and courtesy.
   c. Board members shall make decisions based on the best interests of students and the district, free from personal bias or conflicts of interest.

2. Training and Development
   a. All board members shall participate in annual training on board governance, ethics, and effective decision-making.
   b. New board members shall complete a comprehensive orientation program within their first three months of service.

3. Accountability Measures
   a. The Board shall establish a Code of Conduct that outlines specific expectations for board member behavior.
   b. A peer review process shall be implemented for annual evaluation of board member performance.
   c. The Board President, in consultation with the Superintendent, shall have the authority to address concerns about individual board member conduct.

4. Addressing Misconduct
   a. Any stakeholder may report concerns about board member conduct to the Board President or the Superintendent.
   b. The Board President and Superintendent shall investigate all credible reports of misconduct.
   c. If misconduct is substantiated, the following progressive steps may be taken:
      i. Private counseling with the Board President
      ii. Public censure by the full Board

iii. Removal from committee assignments
iv. Recommendation for resignation or recall, in cases of severe or repeated misconduct

5. Continuous Improvement
a. The Board shall conduct an annual self-evaluation to identify areas for improvement in governance and conduct.
b. The Board shall review and update this policy and the Code of Conduct annually.

6. Transparency
a. This policy and the Code of Conduct shall be made publicly available on the district website.
b. The Board shall report annually to the community on its adherence to these standards and any actions taken to address misconduct.

BE IT FURTHER RESOLVED that all current and future board members shall acknowledge receipt and understanding of this policy and the accompanying Code of Conduct upon taking office.

Adopted this [DAY] of [MONTH], [YEAR] by the AIMS Board of Education.

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Board President

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Board Vice President
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AIMS Policy on Responding to Authorizer Inquiries While Protecting Privacy Rights

WHEREAS, AIMS is committed to maintaining a cooperative and transparent relationship with its authorizer and

WHEREAS, AIMS has a legal and ethical obligation to protect the privacy rights of its employees, parents, and students and

WHEREAS, balancing these responsibilities requires clear guidelines and procedures;

NOW, THEREFORE, BE IT RESOLVED that the AIMS Board of Education hereby establishes the following policy for responding to authorizer inquiries while protecting privacy rights:

1. General Principles
   a. AIMS shall respond to all authorizer inquiries promptly, professionally, and in good faith.
   b. All responses shall comply with applicable federal and state laws, including but not limited to the Family Educational Rights and Privacy Act (FERPA), the Health Insurance Portability and Accountability Act (HIPAA), and state privacy laws.
   c. AIMS shall maintain the confidentiality of personally identifiable information (PII) of employees, parents, and students to the fullest extent required by law.

2. Designated Points of Contact
   a. The Superintendent or designee shall serve as the primary point of contact for authorizer inquiries.
   b. The Superintendent may designate additional staff members to assist with or respond to specific types of inquiries.
   c. All staff shall be informed that any authorizer inquiries must be immediately forwarded to the designated points of contact.

3. Types of Information and Appropriate Responses
   a. Public Information:
      i. Information that is already publicly available or required to be disclosed by law shall be provided promptly and completely.
      ii. Examples include board meeting minutes, school policies, and aggregate student performance data.
   b. Protected Information:
      i. Requests for protected information shall be carefully reviewed to ensure compliance with privacy laws.
      ii. Examples of protected information include individual student records, employee personnel files, and health information.
   c. Aggregate Data:
      i. When possible, AIMS shall provide aggregate data that addresses the authorizer's inquiry without revealing individual identities.

ii. Aggregate data shall be carefully reviewed to ensure it cannot be used to identify individuals through deduction or combination with other available information.

4. Procedures for Responding to Inquiries
   a. Receipt and Logging:
      i. All authorizer inquiries shall be logged upon receipt, including the date, nature of the inquiry, and the requesting party.
   b. Initial Review:
      i. The Superintendent or designee shall review each inquiry to determine the appropriate response category (public, protected, or aggregate).
   c. Consultation:
      i. For inquiries involving protected information, the Superintendent shall consult with the school's legal counsel before responding.
   d. Redaction:
      i. When providing documents containing both public and protected information, AIMS shall redact all PII and other protected content before release.
   e. Written Responses:
      i. All responses to authorizer inquiries shall be provided in writing to maintain a clear record of the information shared.

5. Informed Consent and Notification
   a. In cases where the authorizer requires protected information about a specific individual:
      i. AIMS shall seek written informed consent from the individual (or their guardian) before disclosing the information.
      ii. The consent form shall clearly state what information will be shared, with whom, and for what purpose.
   b. AIMS shall notify individuals when their protected information has been requested, even if the request is denied.

6. Record Keeping
   a. AIMS shall maintain detailed records of all authorizer inquiries and responses, including:
      i. Copies of the original inquiry
      ii. Internal communications regarding the response
      iii. Any legal consultations
      iv. The final response provided
      v. Any consent forms or notifications issued

7. Staff Training
   a. AIMS shall provide annual training to all staff on:
      i. The importance of protecting privacy rights
      ii. The types of information considered protected
      iii. Proper procedures for handling authorizer inquiries

8. Regular Policy Review

a. This policy shall be reviewed annually by the Board of Education in consultation with legal counsel to ensure compliance with current laws and best practices.

9. Dispute Resolution

a. In the event of a disagreement with the authorizer regarding the disclosure of information, AIMS shall:

i. Attempt to resolve the issue through dialogue and negotiation

ii. If necessary, seek mediation or legal intervention to protect privacy rights while maintaining a cooperative relationship

BE IT FURTHER RESOLVED that this policy shall take effect immediately upon adoption and shall apply to all future authorizer inquiries.

Adopted this [DAY] of [MONTH], [YEAR] by the AIMS Board of Education.

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Board President

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Board Vice President

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