AIMS K-12 College Prep Charter District

Governance Committee Meeting

Date and Time

Thursday November 5, 2026 at 5:00 PM PST

Location

Date and Time

Thursday November 5, 2026 at 5:00 PM PST

Location:

171 12th Street, Oakland, CA 94607

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

https://us05web.zoom.us/j/4853268122?pwd=Mk9yUUdzRFdkVzBFMzlQeVVDUFlrUT09
Meeting ID: 485 326 8122
Passcode: AIMS

AIMS does not discriminate on the basis of disability in the admission or access to, or treatment or employment in, its programs or activities. Irene Liang 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 Irene Liang **(510) 220-1730** at least 24 hours in advance of any disability accommodations being needed in order to participate in the meeting.

The meeting agenda will be posted at least 72 hours prior to the scheduled meeting time.
171 12th Street, Oakland, CA 94607

Board Remote Locations:

President Kean:
Secretary Lacsado:
Director Leung:

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171 12th Street, Oakland, CA 94607

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

Join Zoom Meeting

https://us06web.zoom.us/j/4853268122?pwd=4gHqT5LMMBpd9JOUo7Csr3oryJUa4F.1&omn=86975857738

Meeting ID: 485 326 8122
Passcode: AIMS

Join by SIP
• 4853268122@zoomcrc.com

Join instructions
https://us06web.zoom.us/meetings/86975857738/invitations?signature=CBDFfY7DGOa1aeGLvwZhSmjX53M__3FtzXFQFWNvnRY

Accessibility Notice

AIMS does not discriminate on the basis of disability in the admission or access to, or treatment or employment in, its programs, activities, or public meetings. In compliance with the Americans with Disabilities Act (ADA) and applicable California law, individuals with disabilities who require reasonable accommodations or modifications to participate in an open and public meeting of the AIMS Board of Directors are encouraged to submit a request in advance of the meeting.

Irene Liang has been designated as the contact person for disability-related accommodation requests. Please contact Irene Liang at 510-220-1730 at least twenty-four (24) hours prior to the meeting to request accommodations needed to participate.

Agenda

		Purpose	Presenter	Time
I.	**Opening Items**			**5:00 PM**
	A. Record Attendance		Nixon Diaz	1 m
	B. Call the Meeting to Order		Toniesha Webb	1 m
II.	**Action Items**			
III.	**Non-Action Items**			**5:02 PM**
	A. Policy for Parent Rep on Board	Discuss	LaResha Huffman	5 m
	B. Policy for Student Rep on Board	Discuss	LaResha Huffman	5 m
	C. AI Policy	Discuss	Nixon Diaz	5 m
	D. AIMS Board of Directors Governance Handbook	Discuss	Toniesha Webb	10 m
IV.	**Other Business**			
V.	**Closing Items**			**5:27 PM**
	A. Adjourn Meeting	FYI	Tiffany Lacsado	1 m

Accessibility Notice:

In compliance with the Americans with Disabilities Act (ADA) and applicable California law, requests for accommodations or modifications to participate in this meeting should be made to Irene Liang at 510-220-1730 as soon as possible before the meeting.

Positing Notice:

This notice and agenda are posted in accordance with the requirements of the Ralph M. Brown Act. The agenda was posted at least **24 hours prior to the commencement of the meeting** at **171 12th St Oakland, CA, 94608** and on the Charter School's website at **www.aimsk12.org**.

Coversheet

Policy for Parent Rep on Board

Section: III. Non-Action Items
Item: A. Policy for Parent Rep on Board
Purpose: Discuss
Submitted by:
Related Material: AIMS PARENT ADVISORY REPRESENTATIVE.pdf

AIMS K-12 COLLEGE PREP CHARTER DISTRICT

Policy Number:	[9007]
Policy Title:	Parent Advisory Rep on AIMS Governing Board Framework
Department:	AIMS Board
Adopted:	Pending Adoption
Last Revised:	Pending Adoption
Last Reviewed:	Pending Adoption

Proposal for Parent Representation on the AIMS Governing Board

Purpose of the Parent Advisory Representative

The purpose of the Parent Advisory Representative is to strengthen communication, collaboration, and transparency between AIMS K-12 College Prep Charter District families and the Governing Board. The representative serves as a voice for parents and guardians across the district, ensuring that family perspectives, concerns, and recommendations are considered in Board discussions and decisions that impact students and the school community.

The Parent Advisory Representative is responsible for gathering feedback from families, communicating relevant community needs and priorities, and sharing appropriate Board updates with parents and guardians. This role promotes meaningful family engagement, encourages active participation in district governance, and helps build a stronger partnership between families, district leadership, and the Governing Board.

The Parent Advisory Representative serves in an **advisory capacity only** and does not hold official voting authority or participate in closed-session discussions. The position is intended to provide families with a structured opportunity to contribute to districtwide conversations while supporting AIMS' commitment to student success, accountability, and continuous improvement.

I. Parent Advisory Representative Structure

AIMS proposes one Parent Advisory Representative position to provide a districtwide parent and guardian perspective to the Governing Board. The representative will serve a one-year term from July 1 through June 30, or until a successor is seated. A current representative may seek reelection if eligible under Board-approved procedures.

The position is advisory only. The representative is not a voting director or corporate Board member and does not exercise governing authority.

II. Role of the Parent Advisory Representative

The representative will communicate parent and guardian perspectives to the Governing Board and share publicly available Board information with AIMS families.

Expected responsibilities include attending open-session Board meetings; reviewing publicly available agendas and materials; presenting family perspectives; asking questions through the Board President; gathering input from families across AIMS schools; reporting on relevant family concerns; communicating responsibly with parent groups; and completing orientation and training.

The representative may express a nonbinding advisory preference on open-session action items if authorized by the Board's adopted policy. The representative may not attend closed sessions, make or second motions, or count toward quorum or official votes.

III. Candidate Eligibility

Candidates must be parents or legal guardians of at least one student currently enrolled at an AIMS school and willing to represent families across the district.

Candidates should demonstrate responsible communication, commitment to family engagement, ability to attend public Board meetings, and willingness to comply with privacy and conflict-of-interest requirements.

A current voting AIMS director or AIMS employee may not simultaneously serve in this advisory position. Eligibility ends if the representative no longer has a child enrolled at AIMS. The nomination and application process should be accessible to families and avoid unnecessary barriers to participation.

IV. Nomination Process

AIMS will announce an annual nomination period for eligible parents and legal guardians. Parents or guardians may nominate themselves or another eligible parent or guardian, subject to the nominee's affirmative acceptance.

Nominees should demonstrate leadership, integrity, reliability, respectful communication, willingness to hear differing viewpoints, and a commitment to representing families beyond their own school or personal experience.

V. Recommendations

As part of a proposed application process, candidates may submit brief statements of support from other AIMS parents or guardians or community members who can speak to their engagement and readiness.

Any recommendation requirement should be applied consistently and should not allow administrators or staff to determine the outcome of the parent election. The Board should approve the final requirements before implementation.

VI. Candidate Orientation

Before campaigning, eligible candidates should receive a consistent orientation covering the Board's governance role, the distinction between governance and administration, open meeting procedures, the Brown Act, advisory participation, family privacy, conflicts of interest, and respectful representation of districtwide parent perspectives. Orientation should prepare candidates for service, not be used to favor particular candidates.

VII. One-Minute Candidate Video

Each eligible candidate may be invited to submit a one-minute introductory video, with an equivalent accessible written or audio alternative.

Suggested prompts: Who are you? Why do you wish to represent AIMS families? Which issues matter most to parents and guardians? How will you seek perspectives from families across TK–12? Why should families vote for you?

AIMS should apply consistent submission rules and distribute candidate materials equitably.

VIII. Family-Facing Candidate Presentations

Candidate statements and videos should be made available to families through accessible district communication channels, such as ParentSquare, school communications, and scheduled family information sessions.

Communications should explain the advisory role, responsibilities, eligibility, election dates, and voting procedures. Translation and reasonable accessibility accommodations should be provided as appropriate.

IX. Parent/Guardian Election

The representative should be selected through an annual districtwide election administered by the Superintendent or designee under Board-approved written procedures.

AIMS should define voter eligibility, ballot access, voting method, verification, confidentiality, tie resolution, and election challenges before nominations open. Each eligible voting participant should receive an equitable opportunity to participate.

The eligible candidate receiving the highest number of valid votes will be elected, subject to the approved procedures. Staff and administrators should oversee election integrity without selecting the representative.

X. Annual Election Timeline

Recommended cycle: February-March, announce the position and election; March, nominations; early April, applications and eligibility review; mid-April, candidate orientation; late April, candidate statements/videos; early May, family candidate presentations; May, districtwide election; late May, announce results; May–June, transition and training; July 1, term begins; June 30, term concludes.

This schedule is a draft and should be finalized in the Board-approved election procedures.

XI. Transition and Continuity

The outgoing and incoming representatives should meet, with staff support, to review public Board priorities, meeting procedures, effective family engagement practices, and methods for gathering districtwide feedback. The transition must not involve closed-session records, privileged information, or confidential student or personnel information.

XII. Connection to Parent and Family Groups

The representative should maintain communication with parent and guardian groups across AIMS schools while remaining accountable to the broader districtwide family community.

Potential channels include school parent meetings, advisory groups, surveys, listening sessions, and ParentSquare communications, as appropriate.

XIII. Family Voice Before Major Board Decisions

When the Board considers matters that significantly affect families, the representative should have reasonable opportunities to gather and summarize input before public deliberation. Topics may include academic programs, student supports, family engagement, school climate, safety, transportation, facilities, communications, and policies affecting families.

The representative should distinguish personal opinions from feedback received from the wider parent and guardian community and should not disclose identifiable student or family information without authorization.

XIV. Board Participation and Advisory Preferential Voting

The representative may attend regular and special Board meetings in open session, be seated with Board members during open session, review public open-session materials, and provide parent perspectives subject to the presiding officer's meeting rules.

Under the proposed parent advisory bylaw, the representative may cast an 'aye,' 'no,' or 'abstain' preferential advisory vote before the Board's official vote on an open-session action item. That preference would be separately recorded in the minutes as nonbinding.

The advisory vote does not affect quorum, official vote totals, ties, passage of motions, or any Board action. The representative may not make or second motions, preside, call meetings, or participate in closed sessions. These provisions require Board approval before implementation.

XV. Training and Support

AIMS should provide orientation and ongoing support in Board agendas, public meeting rules, governance versus management, district programs and budgets, public communication, conflicts of interest, family engagement, student privacy, and ethical leadership.

A designated staff or Board liaison may assist with scheduling, access to public materials, and communication logistics without controlling the representative's independent advisory views.

XVI. Vacancies

A vacancy may arise from resignation, loss of eligibility, inability to serve, or removal under Board-approved procedures. AIMS should fill vacancies through the regular election process or a Board-approved special election for the remainder of the term.

Any removal for serious misconduct or repeated failure to perform duties should follow applicable law, notice, and an opportunity to respond where required.

XVII. Program Evaluation

At the end of each school year, AIMS should evaluate the program using feedback from families, the representative, Governing Board members, and supporting staff.

Evaluation should consider election participation, access across schools and language groups, the representative's engagement with families, the quality of Board communication, training effectiveness, and improvements needed for the next cycle.

XVIII. Guiding Principle

Parents and guardians should have a meaningful, accessible pathway to bring their perspectives into public governance discussions affecting their children.

Through fair elections, consistent outreach, transparent open-session participation, and responsible two-way communication, the Parent Advisory Representative can strengthen the connection between AIMS families and the Governing Board without changing the Board's legal composition or authority.

Coversheet

Policy for Student Rep on Board

Section:	III. Non-Action Items
Item:	B. Policy for Student Rep on Board
Purpose:	Discuss
Submitted by:	
Related Material:	Student Director Board Policy Research & Draft.pdf 9150 – Student Directors | Board Policy Preview - DO NOT DELETE.pdf

California Code, Education Code - EDC § 47604.2

(School Board Director at Charter Schools)

https://codes.findlaw.com/ca/education-code/edc-sect-47604-2/

Source	Primary lens	What it says about student board members	Key contribution
CSBA https://www.csba.org/-/media/CSBA/Files/GovernanceResources/ResearchPapers/CSBA-Student-Fact-Sheet-11-2021_pdf.ashx?la=en&rev=f93055d6c22f448fb0a8f61287d979a2	California law + governance guidance	Student board members are considered members of the board for many purposes: they attend open meetings, receive open-session materials, can be appointed to committees, receive staff briefings, and may make motions/question witnesses if permitted by bylaws. They cannot participate in closed session, and their preferential votes do not determine the final vote.	Establishes the **legal floor and permitted authority** in California.

California Student Board Member Association / GENup https://www.generationup.net/csbma	Student advocacy + capacity-building	Argues that student members should genuinely represent students, work collaboratively with adult board members, receive training, organize statewide, and have meaningful participation rather than simply delivering student reports.	Pushes beyond legal compliance toward **authentic student power and representation**.
Diligent https://www.diligent.com/resources/blog/roles-and-responsibilities-of-school-board-directors	Traditional adult board governance	Defines board work as setting goals, adopting policies, fiscal oversight, hiring/evaluating the superintendent, monitoring accountability, engaging the community, and advocating for public education — while avoiding day-to-day management.	Gives a framework for asking whether student members are actually being included in **governance work**, rather than treated as advisory guests.
NSBMA https://www.nsbma.net/policy	National student governance policy	Advocates for students to help **co-create the policies defining student board positions**, expand student seats, strengthen	Moves student representation from an individual role to a **governance-system design issue**.

		intergenerational partnerships, and build systems that meaningfully involve students in decision-making.	
West Contra Costa / EdSource case https://edsource.org/2025/west-contra-costa-student-school-board-members-among-few-in-california-to-be-paid/725580	Compensation + equity	West Contra Costa adopted a policy paying student trustees **$500 per month**, in addition to mileage reimbursement and potential academic credit. It was described as one of relatively few districts offering monetary compensation.	Introduces the idea that if students are expected to perform substantive governance labor, **compensation can be an equity issue**.

Dimension	Weak model	Strong model
Representation	Student speaks primarily from personal experience	Student systematically gathers and represents student perspectives
Governance Authority	Gives student report	Participates in discussion, committees, motions and preferential votes

Access to Information	Receives agenda shortly before meeting	Receives the same open-session governance materials and staff briefings as adult trustees
Training	“Here’s your seat — good luck”	Formal onboarding in governance, Brown Act, budget, LCAP, policy and board roles
Equity	Position accessible primarily to highly resourced students	Selection intentionally represents diverse schools/student populations and removes participation barriers
Compensation & Support	Entirely unpaid extracurricular service	Stipend/course credit, transportation/reimbursement, mentoring and administrative support

AIMS Student Board Director Framework

Proposal for Student Representation on the AIMS Governing Board

Purpose

AIMS seeks to strengthen meaningful student voice by establishing Student Board Director positions that allow students to participate directly in school governance, represent the perspectives of their peers, and develop authentic leadership experience.

The Student Board Director program will provide students with an opportunity to engage in governance beyond traditional student government by participating in discussions about policies, programs, resources, student outcomes, school culture, and other matters affecting the AIMS community.

The framework is designed to ensure that Student Board Directors are not simply symbolic representatives, but informed student leaders who are elected by their peers, prepared for service, and provided meaningful opportunities to participate in the work of the Governing Board.

The framework will operate consistent with California Education Code § 47604.2, which establishes provisions for pupil membership on charter school governing bodies.

I. Student Board Director Structure

AIMS will establish **two Student Board Director positions** representing the high school student body.

The recommended structure is:

- **One Rising Junior Student Board Director**
- **One Rising Senior Student Board Director**

Each Student Board Director will serve a **one-year term from July 1 through June 30**.

A student who serves as the Rising Junior Student Board Director may choose to seek election again the following year for the Rising Senior Student Board Director position, provided the student continues to meet all eligibility requirements.

This structure allows AIMS to:

- Create an annual democratic election process.
- Develop new student leaders each year.
- Maintain continuity and institutional knowledge when a returning student is reelected.
- Provide students with multiple opportunities to participate in school governance.

II. Role of the Student Board Directors

Student Board Directors will serve as representatives of the AIMS high school student body.

Their primary responsibility is to bring student perspectives into Governing Board discussions while also communicating relevant Board information back to students.

Student Board Directors will be expected to:

- Attend regular public meetings of the AIMS Governing Board.
- Review Board agendas and open-session materials before meetings.
- Participate in discussions on matters affecting students.
- Ask questions and provide student perspectives during Board deliberations.
- Cast preferential votes when permitted under applicable law and Board policy.
- Communicate regularly with the student body.
- Gather student input on significant issues being considered by the Board.
- Provide Student Board Director reports or updates during Board meetings when appropriate.
- Collaborate with Student Government and other student leadership groups.
- Participate in Board committees when assigned and when scheduling reasonably permits.
- Maintain professionalism, confidentiality where legally appropriate, and responsible communication.
- Complete required orientation and ongoing governance training.

Student Board Directors will not participate in closed-session discussions and will not be counted toward the number of members necessary to establish a quorum or determine the final numerical outcome of Board votes, consistent with applicable law.

III. Candidate Eligibility

Students seeking a Student Board Director position must meet established eligibility requirements.

Candidates should:

Rising Junior Seat

Be a current sophomore who will enter the 11th grade during the year of service.

Rising Senior Seat

Be a current junior who will enter the 12th grade during the year of service.

All candidates must:

- Be enrolled at AIMS High School.
- Be in good academic standing.
- Demonstrate satisfactory attendance.
- Demonstrate conduct consistent with AIMS expectations.
- Be willing and able to attend Governing Board meetings.
- Complete the nomination and application process.
- Obtain the required recommendations.
- Participate in candidate orientation.
- Submit the required candidate video.
- Agree to fulfill the responsibilities of the Student Board Director position for the full term.

The purpose of eligibility requirements should be to ensure students are prepared to fulfill the responsibilities of the position without creating unnecessary barriers to student participation.

IV. Nomination Process

The Student Board Director election process will begin with a formal **nomination period**.

Students may be nominated by their classmates or other members of the AIMS student community.

A nomination should identify a student who demonstrates qualities such as:

- Leadership

- Responsibility
- Integrity
- Communication
- Commitment to the AIMS community
- Ability to listen to differing perspectives
- Willingness to represent students beyond their immediate friend group

Students who are nominated must affirmatively accept their nomination before advancing in the process.

Self-nomination may also be permitted if determined appropriate by AIMS.

V. Recommendations

After accepting a nomination, each candidate will submit recommendations demonstrating that the student is prepared for the responsibilities associated with Board service.

Each candidate will provide:

- **One recommendation from an AIMS teacher or staff member**, and
- **One recommendation from a community member, mentor, coach, employer, organization leader, or other adult who can speak to the student's leadership and character.**

Recommendations are intended to verify readiness for service rather than allow adults to determine which students should ultimately hold the seats.

Students who meet the established requirements will advance to the election.

The **student body—not school staff or administrators—will ultimately select the Student Board Directors.**

VI. Candidate Orientation

Before campaigning begins, eligible candidates will participate in a Student Board Director orientation.

The orientation will introduce students to:

- The role of the AIMS Governing Board.
- The difference between governance and school administration.
- The responsibilities of a Student Board Director.
- Board meeting procedures.
- Brown Act/public meeting expectations as applicable.
- Preferential voting.
- Board agendas and supporting materials.
- Professional communication.
- Ethical leadership.
- Representing the entire student body.
- Appropriate campaign expectations.

The goal of orientation is not to determine which candidates should run, but to ensure that every candidate understands the position for which they are seeking election.

VII. One-Minute Candidate Video

Each eligible candidate will create a **one-minute campaign video** introducing themselves to the student body.

Candidates should answer questions such as:

1. Who are you?
2. Why do you want to serve as a Student Board Director?
3. What issues or concerns do you believe are important to AIMS students?
4. How will you make sure you represent students beyond your own personal experiences or friend group?
5. Why should students vote for you?

Videos should follow common guidelines regarding length, appropriate content, and submission deadlines.

Candidate videos will be distributed consistently so that all candidates receive equitable exposure.

VIII. Advisory-Based Candidate Presentations

Candidate videos will be shown to students through **advisory or another designated schoolwide period**.

Each advisory will receive:

- A brief explanation of the Student Board Director role.
- Information about the responsibilities of the position.
- Candidate videos.
- Election instructions.
- Election dates and voting procedures.

This provides every high school student with an opportunity to learn about the candidates before voting.

Advisory may also be used to facilitate conversations about student representation, governance, and civic participation.

IX. Student Election

Student Board Directors will be selected through a **schoolwide student election**.

All eligible AIMS High School students will have the opportunity to vote.

Students will vote separately for:

- Rising Junior Student Board Director
- Rising Senior Student Board Director

The student receiving the highest number of valid votes for each position will be elected.

AIMS will establish procedures to ensure:

- One vote per eligible student.
- Secure and confidential voting.
- Clear election timelines.
- Equal access to candidate information.
- Transparent vote counting.
- Procedures for resolving ties or election concerns.

Election administration may be coordinated through Student Government with appropriate staff oversight.

The election process should model authentic democratic participation and provide students with meaningful experience in civic engagement.

X. Annual Election Timeline

A recommended annual election cycle is:

February–March

Student Board Director program announced.

March

Nominations open.

Late March

Nominations close and candidates accept nominations.

Early April

Candidate applications and recommendations completed.

Mid-April

Candidate eligibility verified and candidate orientation conducted.

Late April

Candidates record and submit one-minute videos.

Early May

Candidate videos shown during advisory.

May

Schoolwide Student Board Director election conducted.

Late May

Election results announced.

May–June

Incoming Student Board Directors participate in orientation and transition activities.

July 1

New Student Board Director terms officially begin.

June 30

Student Board Director terms conclude.

This timeline allows incoming representatives to be identified before the end of the school year and provides time for transition and training before their official terms begin.

XI. Transition and Continuity

AIMS should intentionally create a transition process between outgoing and incoming Student Board Directors.

Outgoing directors should meet with incoming directors to discuss:

- Current Board priorities.
- Major issues under consideration.
- How to prepare for Board meetings.
- Strategies for gathering student feedback.
- Lessons learned during their year of service.
- Relationships with Student Government and other student groups.
- Effective communication with students and Board members.

If a Rising Junior Student Board Director is elected to the Rising Senior position for the following year, that student can provide additional continuity while helping onboard the newly elected junior representative.

This creates a natural mentorship structure without guaranteeing any student a two-year term.

XII. Connection to Student Government

Student Board Directors should maintain a formal relationship with AIMS Student Government while remaining representatives of the entire student body.

Possible structures include:

- Student Board Directors attending designated Student Government meetings.
- Student Government maintaining a standing agenda item for Board updates.
- Advisory representatives submitting concerns or questions to Student Board Directors.
- Student Board Directors surveying students before significant Board decisions.
- Student Board Directors reporting Board actions back to Student Government and advisory representatives.

This creates a communication structure:

Students → Advisory Representatives → Student Government → Student Board Directors → Governing Board

and

Governing Board → Student Board Directors → Student Government → Advisory Representatives → Students

The goal is to establish a consistent two-way communication system rather than relying solely on individual students to determine what their peers think.

XIII. Student Voice Before Major Board Decisions

When the Governing Board is considering an issue with a significant impact on students, Student Board Directors should have opportunities to gather student feedback before the Board takes action.

Examples may include:

- Academic programs
- School schedules
- Student technology policies
- Campus safety

- School climate
- Student activities
- Graduation requirements
- College and career programming
- Facilities
- Student supports
- Policies directly affecting student experience

Student Board Directors may use surveys, advisory discussions, Student Government meetings, listening sessions, or other appropriate engagement strategies.

The Student Board Director should distinguish between:

their personal opinion and **the perspectives they have gathered from the broader student body.**

XIV. Board Participation and Preferential Voting

Student Board Directors should be provided the same open-session Board materials distributed to other Board members and should be seated with the Governing Board during public meetings.

They should be encouraged to:

- Participate in deliberations.
- Ask questions.
- Request clarification.
- Present student perspectives.
- Provide reports.
- Participate in appropriate committee work.
- Cast preferential votes as permitted by law.

A preferential vote allows the student representative’s position to be formally recorded before the Board’s official vote while not changing the numerical vote required for Board action.

The Governing Board may also determine whether Student Board Directors will be permitted to make motions where legally allowable.

XV. Training and Support

Student Board Directors should receive ongoing support throughout the year.

Training may include:

- Governance versus management.
- Reading Board agendas.
- Understanding budgets.
- Student outcome data.
- Policy development.
- Parliamentary procedure.
- Public speaking.
- Community engagement.
- Ethical leadership.
- Conflict of interest.
- Public meeting requirements.
- Effective student consultation.

A designated staff member or Board liaison should support Student Board Directors with logistics while preserving students' independence to develop and communicate their own perspectives.

XVI. Vacancies

If a Student Board Director resigns, becomes ineligible, graduates, transfers, or is otherwise unable to complete the term, AIMS will establish a process for filling the vacancy consistent with applicable law and Board policy.

Depending upon the amount of time remaining in the term, the Board may establish procedures for:

- A special student election,
- Appointment of the next-highest vote recipient where appropriate, or
- Another student selection process consistent with the requirement for student representation.

Any replacement student would serve only the remainder of the existing term.

XVII. Program Evaluation

At the conclusion of each school year, AIMS should evaluate the Student Board Director program.

Feedback should be gathered from:

- Student Board Directors.
- Governing Board members.
- Student Government.
- Advisory representatives.
- Students.
- Staff supporting the program.

The evaluation should consider:

- Whether students understood the role.
- Student participation in the election.
- Whether Student Board Directors regularly gathered student input.
- Whether student perspectives influenced Board discussions.
- Whether communication between the Board and students improved.
- Whether Student Board Directors received appropriate training and support.
- What changes should be made to the nomination, election, orientation, or governance process.

The goal should be continuous improvement of meaningful student participation in AIMS governance.

XVIII. Guiding Principle

The AIMS Student Board Director program should be built around one central principle:

Students should not only have opportunities to speak about the decisions that affect them; they should have a structured pathway to participate in the governance conversations where those decisions are made.

Through nominations, student elections, leadership development, Board participation, and ongoing communication with their peers, Student Board Directors can help create a stronger connection between **student voice and institutional decision-making** at AIMS.

Board Policies | OUSD Web

- Meet the Board
- Core Belief Statements
- Board Policies | Policy Portal
- Board Policies | OUSD Web
- Legislative Information Center
- Agendas, Minutes, Video
- How to Attend Board, Committee, and Commission Meetings
- Agenda Preparation, Submission Schedule & Resource Codes
- Legislative Priorities & Updates
- Public Notices Hearings
- Board Commission and Committee Applications
- Contact BOE Staff
- DisclosureDocs eRetrieval
- Calendar

HOME ▸ BOARD OF ED ▸ BOARD POLICIES | OUSD WEB

9150 – Student Directors

BOARD BYLAWS

In order to enhance communication and collaboration between the Governing Board and the student body and to teach students the importance of civic involvement, the Board supports the participation of high school students in district governance.

Election of Student Directors

The Board of Education authorizes two pupil members to be known as "Student Directors." The Board of Education Student Directors shall be selected by a city-wide election held by the All City-Council. This authorization provides an established means for pupils of the District to be represented on the Board of Education.

- (cf. 0410 - Nondiscrimination in District Programs and Activities)
- (cf. 5121 - Grades/Evaluation of Student Achievement)
- (cf. 6145 - Extracurricular and Cocurricular Activities)

The term of office for a Student Director shall be from July I through June 30. (Education Code 35012)

Role and Responsibilities of Student Directors

Student Directors shall have the right to attend all Board meetings except closed (executive) sessions. (Education Code 35012)

- (cf. 9321 - Closed Session Purposes and Agendas)

All materials presented to Board members, except those related to closed sessions, shall be presented to student Board members at the same time they are presented to voting Board members. Student Directors shall also be invited to attend staff briefings or be provided with a separate staff briefing within the same timeframe as the briefing of other Board members. (Education Code 35012)

- (cf. 9322 - Agenda/Meeting Materials)

Student Directors shall be recognized at Board meetings as full members, shall be seated with other members of the Board, and shall be allowed to participate in questioning witnesses and discussing issues. (Education Code 35012)

Student Directors shall be allowed to cast preferential votes on all matters except those subject to closed session discussion. Preferential voting means a formal expression of opinion that is recorded in the minutes and cast before the official vote of the Board. Preferential votes shall not affect the final numerical outcome of a vote. (Education Code 35012)

- (cf. 9324 - Minutes and Recordings)

A Student Director shall not be liable for any acts of the Board. (Education Code 35012)

- (cf. 9323.2 - Actions by the Board)

Student Directors shall be entitled to: (1) be reimbursed for mileage to the same extent as other members of the Board, (2) earn elective course credit for their public service as Student Directors, and (3) be compensated in the same manner as other members of the Board. (Education Code 35012)

- (cf. 3350 - Travel Expenses)
- (cf. 9250 - Remuneration, Reimbursement and Other Benefits)

The Superintendent or designee may periodically provide an orientation for student director candidates to give them an understanding of the responsibilities and expectations of Board service.

Legal Reference

Education Code

- 33000.5 Appointment of student member to State Board of Education
- 35012 Board members; number, election and terms; student members
- 35160 Authority of governing boards

Government Code

- 3540-3549.3 Educational Employment Relations Act

Management Resources

Websites

- California School Boards Association
- California Association of Student Councils
- California Association of Student Leaders
- National School Boards Association

10/27/04; 5/23/18A; 3/27/2024

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- Gabriel Valenzuela, Ombudsperson/CCR Title 5 Coordinator/Equity Officer, and Title II – Americans with Disabilities Act (ADA) Coordinator, Office of the Ombudsperson/Title IX, Marcus A Foster Leadership Center, 1011 Union Street, Site 906, Oakland, CA 94607, Office (510) 879-4281, Direct (510) 879-3667, FAX (510) 879-3678 or via email at gabriel.valenzuela@ousd.org.
- Shawna Myers, Title IX Coordinator, Office of the Ombudsperson/Title IX, Marcus A Foster Leadership Center, 1011 Union Street, Site 906, Oakland, CA 94607, Office (510) 879-4281, FAX (510) 879-3678 or via email at shawna.myers@ousd.org.
- Ariel Thomas, Director, Health Services & Section 504 Coordinator, Special Education Department, Santa Fe Campus, 915 54th Street, Oakland, CA 94608, Office (510) 879-5003, FAX (510) 627-9468 or via email at ariel.thomas@ousd.org or 504@ousd.org.

Coversheet

AI Policy

Section: III. Non-Action Items
Item: C. AI Policy
Purpose: Discuss
Submitted by:
Related Material: 0441 Artificial Intelligence (AI) Acceptable Use Policy.pdf

AIMS K-12 COLLEGE PREP CHARTER DISTRICT

Policy Number:	[0441]
Policy Title:	Artificial Intelligence (AI) Acceptable Use Policy
Department:	Chief Operating Officer and Technology Services
Adopted:	Pending Adoption
Last Revised:	Pending Adoption
Last Reviewed:	Pending Adoption

Policy Series: Philosophy, Goals, Objectives, and Comprehensive Plans

1. Purpose and Philosophy

The Governing Board recognizes that Artificial Intelligence (AI) is a rapidly evolving technology transforming society, workforce demands, and education. The district adopts a balanced approach to AI: it neither bans the technology entirely nor promotes its uncritical adoption.

The core goal of this policy is to establish student-centered guardrails that foster digital literacy, protect student data privacy, and ensure that AI serves as a tool to enhance—not replace—human critical thinking, creativity, and mentorship.

2. Scope

This policy applies to all students, faculty, staff, and administrators utilizing district-owned devices, networks, or digital platforms, as well as personal devices used for school-related activities.

3. Core Guiding Principles

- **Human-in-the-Loop:** AI tools shall not replace human judgment, grading, or instructional relationship building. Final educational evaluations, disciplinary decisions, and student support choices must always remain with qualified educators and administrators.
- **Equity and Accessibility:** The district will strive to close the digital divide by ensuring all students have equitable access to safe, vetted, and age-appropriate AI learning experiences.
- **Continuous Evaluation:** Because AI technologies evolve rapidly, the district will establish an AI Working Group to review and update these guidelines annually.

4. Student Data Privacy and Safety (Critical Guardrails)

- **COPPA and FERPA Compliance:** Staff and students are strictly prohibited from inputting **Personally Identifiable Information (PII)**—including student names, identification numbers, grades, or health records—into unvetted, consumer-facing public AI models.
- **Approved Software Catalog:** Only AI applications formally vetted and approved by the District Technology Department (meeting strict data-sharing and privacy standards) are authorized for official classroom use.
- **Biometric and Surveillance Limits:** The use of AI for invasive surveillance, unauthorized facial recognition, or predictive disciplinary profiling is strictly prohibited.

5. Academic Integrity and Responsible Student Use

- **Teacher Discretionary Authority:** The daily integration of AI for classroom assignments or homework is left to the discretion of the individual classroom teacher. If a teacher prohibits AI for a specific assignment, students must adhere to that rule.
- **Transparency and Citation:** When AI utilization is explicitly permitted by an instructor, students must transparently disclose and properly cite the tool used (e.g., using MLA, APA, or district-approved AI disclosure formats).
- **Plagiarism and Misrepresentation:** Submitting AI-generated content (text, code, images, or multimedia) as one's own original work without authorization constitutes academic dishonesty and will be subject to standard district disciplinary procedures.

- **AI Detection and Verification:** AI detection tools or software shall not be used as the sole basis for determining that a student has violated the District's academic integrity expectations. Because AI detection tools may produce inaccurate or unreliable results, any suspected unauthorized AI use must be evaluated through additional evidence and professional judgment by the classroom teacher or appropriate administrator.

  Students shall be given an opportunity to explain their work and provide supporting evidence of their learning process, including drafts, notes, research, or other documentation, when appropriate. Any determination of academic dishonesty shall follow established District procedures and applicable student disciplinary policies.

6. Employee Use and Instructional Guidance

- **Administrative and Instructional Efficiency:** Staff are encouraged to use approved AI tools to streamline administrative burdens (e.g., drafting lesson plans, formatting rubrics, or generating diverse reading levels), provided no student PII is compromised.
- **Anti-Bias and Verification:** Educators must critically evaluate all AI outputs before integrating them into lessons, keeping an active eye out for algorithmic bias, factual inaccuracies ("hallucinations"), and non-inclusive language.
- **Grading Integrity:** Automated grading systems may only be used to provide preliminary feedback or assist with data sorting. The final assignment of grades remains the sole legal responsibility of the certified educator.

7. Digital Citizenship and Professional Development

- **Curriculum Integration:** The district will integrate AI literacy—including topics on algorithmic bias, data privacy, prompt engineering, and the ethics of deepfakes—into the existing K-12 digital citizenship curriculum.
- **Staff Training:** The district will provide ongoing professional development to ensure educators are equipped to guide students safely and ethically through the emerging AI landscape.

Coversheet

AIMS Board of Directors Governance Handbook

Section: III. Non-Action Items
Item: D. AIMS Board of Directors Governance Handbook
Purpose: Discuss
Submitted by:
Related Material: AIMS_Board_Governance_Handbook_Draft (1).docx.pdf

AMERICAN INDIAN MODEL SCHOOLS BOARD OF DIRECTORS GOVERNANCE HANDBOOK

DRAFT FOR GOVERNANCE COMMITTEE REVIEW | 2026–2027

Status: Proposed guidance only. Subject to alignment with current AIMS bylaws, charter, adopted policies, authorizer requirements, and California Ed. code laws.

1. Purpose, Scope, and Authority

This handbook supports effective, sustainable, ethical governance of AIMS K12 College Prep Charter District. It is an orientation and operating reference for trustees, the Governance Committee, and the Superintendent. The Board governs collectively, not through individual trustees. In any conflict, applicable law and formally adopted AIMS governing documents control.

The Governance Committee ensures the Board has the people, structures, policies, knowledge, and practices needed to fulfill its responsibilities. Its six priorities are board composition and succession; board development; effectiveness and accountability; governance policies and structures; recruitment, nomination, and onboarding; and governance culture.

2. Governance Principles and Culture

- Student outcomes first: Board deliberations emphasize measurable student learning and success.
- Collective authority: individual trustees do not direct staff or bind the organization.
- Integrity and transparency: trustees disclose conflicts, respect lawful open-meeting procedures, and preserve confidentiality where required.
- Role clarity: the Board sets direction, adopts policies, oversees performance, and holds the Superintendent accountable; management implements.
- Unity without uniformity: debate respectfully, honor recorded decisions, and communicate accurately.
- Continuous improvement: use evidence, community engagement, self-evaluation, and training to improve Board practice.

3. Board Duties and Responsibilities

Mission and strategic direction

Draft, modify, approve, and annually revisit the School Mission; review and approve one- and five-year strategic plans and policies supporting them.

Academic oversight

Review state, federal, and school-level student performance; set achievement goals; review and approve required academic reports and the LCAP, including annual updates.

Superintendent oversight
Hire, establish goals for, evaluate annually, and, when warranted, terminate the Superintendent; review contract and leadership succession planning.

Personnel governance
Approve personnel and compensation policies and personnel actions to the extent reserved by current adopted policy. The October 2026 draft reserves broad staff hiring/termination approval to the Board; this delegation should be reconsidered and clarified before adoption.

Finance and audit
Approve fiscal controls, budgets, financial statements, independent audit arrangements and reports; oversee responses to audit findings.

Facilities and charter compliance
Approve major facilities contracts and improvements as required; review annual school performance and charter renewal materials.

Students, families, and community
Approve student/parent policies, hear designated appeals and expulsion matters where legally assigned, and engage the community in the mission and student outcomes.

4. Board–Superintendent Relationship and Delegation
The Superintendent prepares strategic plans, academic reports, the LCAP, fiscal recommendations, personnel-policy proposals, and charter reports for Board consideration; implements Board-approved direction; supervises staff and operations under delegated authority; and provides periodic student-performance monitoring. The Board evaluates the Superintendent rather than managing staff directly.

5. Student Outcomes Focused Governance

Vision and goals
Collaboratively adopt a limited set of measurable, time-bound student outcome goals with baseline, target, population, and deadline; seek input from students, families, staff, and community.

Values and guardrails
Adopt clear boundaries for how leadership may pursue goals, informed by community values, and monitor compliance.

Monitoring and accountability
Adopt a monitoring calendar; review evidence of progress, trends, gaps, and corrective actions. Separate student outcomes from operational inputs and activities.

Communication and collaboration
Use transparent agendas, accessible reporting, public engagement, and lawful Board deliberation.

Unity and trust

Apply ethics and conflict-of-interest requirements; maintain one governance voice while preserving independent trustee judgment.

Continuous improvement

Conduct Board self-evaluation, assess meeting time allocation, and invest in Board learning and follow-through.

Suggested AIMS practice (not yet adopted): review student outcome goals quarterly; review guardrails at least annually; use a consistent monitoring report containing the goal, baseline, prior results, current result, target, status, and next steps.

6. Governance Committee Charter

Mandate: recommend, coordinate, and monitor governance practices for full-Board consideration. The committee is advisory unless authority is expressly delegated by the Board and permitted by law. It does not supervise employees or independently appoint trustees or officers.

Membership, chair selection, terms, quorum, meeting cadence, and voting shall be determined by AIMS bylaws and Board action. Committee meetings, records, and communications shall follow applicable open-meeting and records requirements.

Core deliverables: annual goals; composition matrix; 2–3 year succession map; evaluation plan and results; recruitment profiles and tracker; policy review log; development plan; recommended trustee and officer slate; onboarding resources; year-end evaluation.

7. Board Composition, Recruitment, and Succession

- Maintain a composition matrix for finance, legal, K–12 instruction, fundraising, community engagement, organizational leadership, and additional priorities identified by the Board.
- Map trustee terms and prospective officer vacancies over a two- to three-year horizon.
- Adopt candidate criteria, outreach and screening protocols, interviews, reference and conflict checks, and a documented recommendation process.
- Provide candidate observations or introductory meetings only where lawful and appropriate; ensure selection and appointment procedures follow bylaws and charter requirements.
- Prepare officer succession and committee leadership recommendations for full-Board action.

8. Trustee Orientation and Ongoing Development

Every incoming trustee should receive the charter and bylaws; Board policies; current strategic plan and LCAP; budget and latest audit; academic dashboard; Board calendar and committee charters; conflict-of-interest and ethics materials; Superintendent evaluation process; and this handbook. Orientation should cover governance versus management, meeting requirements, confidentiality, student outcome monitoring, and fiscal fiduciary oversight.

Assign a trustee mentor where practical. Use the annual self-evaluation to set professional learning priorities; revisit training at least annually and document participation.

9. Board Effectiveness, Accountability, and Ethics

Annually evaluate the full Board against its goals and governance competencies. Review attendance, preparation, participation, meeting effectiveness, monitoring quality, ethical conduct, and role clarity. Discuss findings, adopt improvement priorities, assign owners, and monitor progress at mid-year and year-end.

Trustees must comply with applicable conflict-of-interest, financial disclosure, confidentiality, records, and open-meeting requirements. Recusal and disclosure procedures should be defined in adopted policies and reviewed with counsel. Trustees must not provide operational direction to staff individually.

10. Governance Policies, Committees, and Records

Maintain a policy inventory with adoption/revision dates, responsible committee, required review cadence, and next review date. Annually review bylaws, Board operating rules, ethics/conflicts, committee charters, succession and onboarding procedures, and legally required policies. Propose revisions to the full Board; record adoption dates and version history.

Maintain accurate agendas, minutes, resolutions, training records, trustee terms, disclosure records, evaluation findings, and governance trackers with appropriate access controls and retention requirements.

11. Annual Governance Committee Scope and Sequence

Month	Focus	Deliverable
July	Strategic alignment and Board launch	Annual priorities; completed new-member orientation
August	Composition and gap analysis	Composition matrix; 2–3 year succession map
September	Self-evaluation and recruitment strategy	Evaluation plan; candidate profiles
October	Candidate pipeline development	Prospect pipeline; recruitment tracker
November	Evaluation and compliance	Board effectiveness findings; improvement priorities; disclosure review
December	Bylaws, policies and structures	Policy review log; recommended revisions
January	Mid-year review and leadership succession	Progress report; preliminary officer succession plan
February	Candidate vetting and engagement	Recommended finalist pool
March	Board development and planning	Development plan; proposed Board/committee calendar
April	Nominations and leadership slate	Recommended trustee and leadership slate
May	Transition and knowledge transfer	Onboarding packet; mentor matches; exit feedback
June	Year-end evaluation and improvement	Committee annual evaluation; next-year priorities

12. Annual Operating and Reporting Rhythm

Monthly: Governance Committee workplan review, action tracker updates, and Board reporting as scheduled. Quarterly: student outcomes monitoring and Board governance pulse checks. Mid-year: governance goals and succession review. Annually: Board self-evaluation, Superintendent evaluation, budget and audit oversight, policy review, training plan, recruitment slate, and year-end reflection. Exact timing must align with the adopted Board calendar and legal deadlines.

Appendix A. Sample Trustee Commitment

I commit to advance AIMS's mission and student outcomes; prepare for and participate in meetings; exercise independent judgment within collective governance; respect lawful confidentiality; disclose conflicts; maintain Board–staff boundaries; participate in learning and evaluation; and uphold the adopted governance documents.

Trustee name: _____ Signature: _____ Date: _____

Appendix B. Sample Board Self-Evaluation

Rate each item 1 (needs significant improvement) to 4 (consistently effective): mission and student outcome focus; monitoring and evidence use; financial and charter oversight; Superintendent accountability; role clarity; ethics and transparency; inclusive community engagement; meeting effectiveness; trustee preparation; succession and development. Record evidence, strengths, improvement actions, owners, and review dates.

Appendix C. Sample Monitoring Report Template

Board-adopted goal / guardrail: _____

Student population and measure: _____

Baseline and date: _____ Current result and date: _____

Annual target: _____ Long-term target and deadline: _____

Prior three reporting periods: _____

Status (on track / at risk / off track): _____

Evidence, disaggregation, interpretation, and next steps: _____

Next scheduled monitoring date: _____

Appendix D. Recruitment and Succession Tracker

Suggested fields: position; term expiration; skill/representation need; candidate name; source; outreach owner; screening status; interview date; conflict review; nomination status; Board action; onboarding and mentor status. Restrict sensitive candidate information to authorized persons.

Appendix E. Handbook Adoption and Revision Log

Draft prepared: October 2026 | Governance Committee review: _____ | Legal review: _____ | Full Board adoption: _____ | Next scheduled review: _____