American Indian
Model Schools
A School at Work!

2018-2019 Handbook

American Indian Public Charter School (Grades 6-8)
American Indian Public Charter School II (Grades K-8)
American Indian Public High School (Grades 9-12)

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Important Message Regarding The AIMS Handbook

At AIMS we work hard to meet the needs of our stakeholders, and we have set rules and policies. The AIMS handbook is not a list of suggestions. The AIMS handbook directs how we will operate as a community, all AIMS stakeholders are expected to follow what is written. There are many communities and schools in Oakland, AIMS is not for everyone, and we support any family,student, or employee that makes the personal choice to find a school that does not have the same rules or policies as AIMS. A list of schools in Oakland may be found at erolloak.org for families or students who decide that AIMS is not for them.

SECTION I: HISTORY / BACKGROUND

An Introduction to AIMS

American Indian Model Schools focuses on the four tenets of 1) Family; 2) Accountability; 3) High Expectations; and 4) Free Market Capitalism (Hard work, effort and the freedom to succeed are key to students' success). This handbook serves as a road map for preparing your students to compete and be productive members in a global society.

AIMS School Slogan	**2018-2019 School Year Theme**
"A School at Work"	"Back to the Basics"

AIMS Mission Statement

American Indian Model Schools offers a rigorous program designed for academic excellence with the goal of closing the achievement gap while raising the bar. Our ultimate mission is to have all of our students be accepted to a four-year college or university.

AIPCS/AIPCS II Mission Statement

AIPCS & AIPCS II exists to prepare all students, especially those who have been traditionally underserved, to successfully enter AIPHS or another high performing high school.

AIPHS Mission Statement

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

Teachers are **expected** to lead their students through the recital of our AIMS Mission Statement every morning.

AIMS Credo

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

AIMS Values

At AIMS we value:

Excellence - Commitment to excellence in all that we do

Wisdom and Knowledge - Pursuit of wisdom and knowledge as intrinsically valuable

Empathy - Recognition of dignity and worth of every human being

Family and Community - Building of family and community

Equity - Social awareness and justice that leads to action

Legacy - The continued preservation and development of AIMS methodologies for 21st century learners and educators.

Our Core Values

1. We are a family at AIM Schools

2. When teachers, families and students follow and support the AIMS Model as written children are guaranteed to be prepared for college.

3. We create an extended family with administration, teachers, staff, students, family, and selected community. Students and staff are expected to clean and take care of the school property. Parents and family are expected to be a positive and supportive presence.

4. Teachers spend two years with their students in grades 1-2 and three years with their students in grades 3-5 and grades 6-8, teaching all core academic subjects. This creates an environment of strong academics and family culture.

5. Former AIM school students enrolled in college may be paid to work with our current students.

6. The AIMS community supports and guides all our students by engaging in restorative practices and alternatives to traditional discipline. The AIMS community does not give up on our students.

7. All current and former students are encouraged to sign up on the alumni page on the AIMS website.

SECTION II: THE AIMS METHOD

AIMS Facilities Use

Our 12th street campus is open from 7:00 AM-6:00 PM Monday through Thursday and 7:00 AM-5:00 PM on Fridays. Our Lakeview campus is open from 7:00 AM-4:45 PM Monday through Friday and our Roosevelt campus is open from 7:00 AM-4:45 PM Monday through Friday .

Teachers **shall** be present at their respective rooms and shall open them to admit students not less than 30 minutes before the time when school starts (5 CCR 5570).

- While AIMS facilities are primarily for AIMS use, exceptions **may** be made. To reserve a room or space at any AIMS campus, **all** teachers, organizational advisors, and/or event sponsors must complete an AIMS Facilities Use Form and receive approval from the site leader.

- All AIMS facilities requests must be submitted **at least two weeks** before the actual date of the event and are subject to the approval of the site leader.

- It is the responsibility of the event or organization sponsor to monitor, supervise, and clean-up after their event. Failure to do so may result in restrictions from future AIMS facility use.

Classrooms

1. We value cleanliness! Make sure your classrooms are kept neat and in order.
2. Assign students jobs to perform and manage them. Students take pride in contributing to the upkeep of the school.
3. Classrooms should be swept or vacuumed by students at the end of each day, and whenever necessary throughout the day.
4. There should never be anything left on the floor or on the desks after school. The floors are mopped/vacuumed at night and anything left on the floor will be thrown away.
5. Textbooks should not be left on the floor.
6. The trash and recycling must be placed in the waste baskets by students. The waste baskets must be placed by the inside of the door at the end of each day.
7. The teacher's desk should also be neat and clean at the end of each day.
8. Do not keep unsealed food in the classroom.
9. Boards should be cleaned with board cleaner (not antibacterial wipes) at least once a week, when applicable.

Bathrooms

1. Students shall report any bathroom uncleanliness brought to their attention to their teacher.
2. Students must sign in and out of the classroom when going to the restroom. They must also sign in at the restroom.
3. Inform the administrative assistant if the bathrooms are low or out of toilet paper, soap, paper towels, or toilet seat liners.
4. Although we want to discourage students from abusing bathroom usage during instruction, by law, students must not be prohibited from using the restroom. K-3 students are required to have restroom breaks.

Doors

1. The following items will be posted on **both sides of classroom doors**: 1) credo; 2) mission statement; 3) slogan; 4) daily schedule; 5) class name and 6), teacher's name and classroom number.
2. Doors should **always** be neat with papers securely posted.

ENSURING STUDENT SUCCESS

Initial Teacher / Parent Meetings

All new and returning teachers must schedule a 15-minute meeting with each student's family before September 15th of each year.

Study Hall

Study Hall is an integral component of the AIMS Model, and, when executed properly, is effective in providing quality study time that is essential in preparing our students for academic success. In addition, a properly functioning study hall sets the tone for the school day and models real-life conditions of a college-preparatory environment. Teachers are expected to implement and hold students accountable to AIMS Study Hall Policies.

On-Campus Tutoring

1. Tutoring is an essential component to academic improvement and AIM Schools' success.
2. **All students with a grade of C- or below in grades 3-12 and demonstrating low-fluency in grades K-2, must receive on-campus tutoring** either before, during, and/or after school.
3. These students may also be required to attend Saturday School (grades 3-12) to receive additional help. Saturday School is an opportunity for all teachers to be available for students who need help.
4. Students who have low standardized test scores or score below meeting Standards on state assessments must participate in tutoring.
5. If a parent requests tutoring for their child or a student requests tutoring, the request will be evaluated and the student will be placed in tutoring based on need and availability.
6. Instructional aides and classroom teachers must strategize and communicate to determine if student progress is being made in tutoring.
7. Language-Arts and Math Instructional Aides are on-site Monday – Friday.
8. Students should attend all scheduled tutoring sessions. The administrator, classroom teacher, and Instructional Aides must be informed in writing if a student is absent or did not attend a scheduled tutoring session on the same day.
9. Tutoring rosters will change as needed. Communicate with students, parents, administrators, classroom teachers, and Instructional Aides if changes to the schedule are needed or made. Notice must be given to all parties before changes are finalized.
10. Teachers must provide the Instructional Aides with a copy of their weekly lesson plans.
11. Teachers must provide the students with work to complete during their tutoring session, unless prior arrangements with the tutor were made.
12. Tutoring sessions should not be used for students to complete missed exams or homework.
13. Students must sign in to all tutoring sessions, including meetings with a teacher. Any time a student stays after school (for any reason), he or she must sign in.
14. High school tutors must sign-in with the teacher of the students they are tutoring using the below tutoring log for high school students. Copies are available in the office. The teacher of the

students being tutored is responsible for keeping these logs. They may be used for accruing community service hours or invoicing purposes.

Sample Student Tutoring Log

Elementary/ Middle School Teacher: _____

High School Tutor's Name: _____Grade: _____

Elementary/Middle School Student's Name: _____Grade: _____

Date	Hours	What you worked on	Teacher signature

AMERICAN INDIAN MODEL SCHOOLS
BOARD OF DIRECTORS POLICY

BOARD POLICY # 1007

POLICY TITLE: Uniform Complaint Procedure

The Board of Directors ("Board") of American Indian Model Schools, a California Non-profit Public Benefit Corporation ("AIMS") hereby adopts this Policy # 1007 establishing its Uniform Complaint Procedure for American Indian Public Charter School ("AIPCS"), American Indian Public Charter School II ("AIPCS II") and American Indian Public High School ("AIPHS"), each individually referred to as the "School" or collectively as the "Schools":

AIMS is committed to compliance with applicable state and federal laws and regulations governing educational programs in the operation of its Schools.

Most issues are best handled informally and proactively, and the Board encourages the early resolution of complaints at the site level whenever possible. If you have a concern, you can always come and talk to a member of the Board, the Superintendent or the Head of School for your School. If you find that for some reason this informal resolution is not adequate, you can follow the School's formal complaint policy and procedure set out herein.

The School will investigate any complaints alleging failure to comply with applicable laws, and will seek to resolve those complaints in accordance with School's uniform complaint procedure set out herein. The School will use the formal complaint procedure to provide a uniform system of complaint processing for the following types of complaints:

(1) Any complaints alleging unlawful discrimination, harassment, intimidation or bullying in the School's programs and activities based on actual or perceived race or ethnicity, color, ancestry, national origin, nationality, ethnic group identification, age, religion, marital or parental status, mental or physical disability, sex or sexual orientation, gender, gender identity, or gender expression; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.

(2) Any complaints regarding the School's failure to comply with the prohibition against requiring students to pay fees, deposits or other charges for participation in educational activities, the requirements for the development and adoption of a school safety plan, and state or federal laws in adult educational programs, consolidated categorical aid programs, migrant

education, career technical and technical education training programs, child and development programs, child nutrition programs and special education programs.

(3) Any complaints related to the Local Control Accountability Plan, Annual Updates, or other Plan compliance requirements, pursuant to Education Code section 52075.

The Board prohibits any form of retaliation against any complainant in the complaint process. Participation in the complaint process shall not in any way affect the status, grades or work assignments of any student.

In investigating complaints, the integrity of the process shall be protected and the identity of a complainant shall remain confidential as appropriate. The Head of School or designee may keep the identity of a complainant and parties involved confidential to the extent that the investigation of the complaint is not obstructed, or as otherwise permitted by law.

PROCEDURAL REQUIREMENTS

Compliance Officer(s)

The following Compliance Officer(s) shall receive and investigate complaints and shall ensure the School's compliance with law:

AIPCS II:
Erin Oh, Division Head of K-1
1926 E. 19th Street
Oakland, CA 94610
510-368-0876

AIPCS II
Christopher Ahmad, Division Head of 2nd -5th
171 12th Street
Oakland, CA 94607
510-893-8701

AIPCS/AIPCS II
Maurice Williams, Division Head of Middle School (6th-8th)
171 12th Street
Oakland, CA 94607
510-893-8701

For AIPHS:
Tareyton Russ, Head of School
Peter Holmquist, Academic Division Head
Ron Kemp, Dean of Students
746 Grand Ave
Oakland, CA 94610
510-220-5044

The Compliance Officer or designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Such employees may have access to legal counsel as determined by the Compliance Officer or designee.

Should the complaint be about the Compliance Officer(s), then the complaint may be lodged directly with the Superintendent. Should the complaint be about the Superintendent, then the complaint can be lodged directly with the Board Ombudsman

Notifications

The Compliance Officer or designee shall annually provide written notification of the School's uniform complaint procedures to students, employees, parents/guardians, any applicable advisory committees, and other interested parties. If 15 percent or more of the students enrolled at the School speak a single primary language other than English, this policy and the notice shall be translated into that language.

The notice shall:

1. Identify the person(s), position(s), or unit(s) responsible for receiving complaints;

2. Include information about complaints that may be related to pupil fees, pursuant to the requirements of Section 1, Article 5.5 of Title 2 of the Education Code;

4. Include information about complaints related to the Local Control and Accountability Plan, Annual Updates, or other Plan compliance requirements, pursuant to Education Code section 52075.

5. Advise the complainant of any civil law remedies that may be available to him/her under state or federal discrimination laws, if applicable;

3. Advise the complainant of the appeal process, including the complainant's right to take a complaint directly to the California Department of Education (CDE) or to pursue remedies before civil courts or other public agencies; and

4. Include statements that:

   a. The School is primarily responsible to ensure compliance with applicable state and federal laws and regulations governing education programs;

   b. The complaint review shall be completed within 60 calendar days from the date of receipt of the complaint unless the complainant agrees in writing to an extension of the timeline;

   c. A complaint alleging unlawful discrimination, harassment, intimidation or bullying must be filed not later than six months from the date it occurred or six months from the date the complainant first obtains knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying;

   d. The complainant has a right to appeal the School's decision to the CDE by filing a written appeal within 15 calendar days of receiving the School's decision;

   e. The appeal to the CDE must include a copy of the complaint filed with the School and a copy of the School's decision; and

   f. Copies of the School's uniform complaint procedure are available free of charge.

Procedures

All complaints shall be investigated and resolved within 60 calendar days of the School's receipt of the complaint.

The Compliance Officer or designee shall maintain a record of each complaint and subsequent related actions, including all information required for compliance with 5 CCR 4631 and 4633.

All parties involved in the allegations shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled and when a decision or ruling is made.

1. Step 1: Filing of Complaint

Any individual, public agency or organization may file a written complaint of alleged noncompliance by the School.

A complaint alleging unlawful discrimination, harassment, intimidation or bullying may be filed by a person who alleges that he/she personally suffered unlawful discrimination, harassment, intimidation or bullying or by a person who believes that an individual or any specific

class of individuals has been subjected to unlawful discrimination, harassment, intimidation or bullying. The complaint shall be initiated no later than six (6) months from the date when the alleged discrimination, harassment, intimidation or bullying occurred, or six months from the date when the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying. Upon written request by the complainant, the Compliance Officer or designee may choose to extend the filing period for up to 90 calendar days.

The complaint shall be presented to the Compliance Officer who shall maintain a log of complaints received, providing each with a date stamp. Complaints related to pupil fees for participation in educational activities may also be presented to the School's Superintendent, if that person is not the Compliance Officer. Complaints related to pupil fees for participation in educational activities may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with the requirements of Education Code sections 49010 *et seq.* (Pupil Fees).

Complaints related to Local Control and Accountability Plan compliance may also be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with the requirements of Article 4.5 of Title 2 of the Education Code.

If a complainant is unable to put a complaint in writing due to conditions such as illiteracy or other disabilities, School staff shall assist him/her to file the complaint.

2. Step 2: Mediation

Within 10 days of receiving the complaint, the Compliance Officer may informally discuss with all the parties the possibility of using mediation. If the parties agree to mediation, the Compliance Officer shall make all arrangements for this process.

Before initiating the mediation of a complaint alleging discrimination, harassment, intimidation or bullying, the Compliance Officer shall ensure that all parties agree to make the mediator a party to related confidential information.

If the mediation process does not resolve the problem within the parameters of law, the Compliance Officer shall proceed with his/her investigation of the complaint.

The use of mediation does not extend the School's 60-day timeline for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

3. Step 3: Investigation of Complaint

Within 15 days of receiving the complaint, the Compliance Officer shall provide the complainant and/or his/her representative an opportunity to present the complaint and any evidence, or information leading to evidence, orally, to support the allegations in the complaint. The Compliance Officer also shall collect all documents and interview all witnesses with information pertinent to the complaint.

A complainant's refusal to provide the School's investigator with documents or other evidence related to the allegations in the complaint, failure or refusal to cooperate in the investigation or engaging in any other obstruction of the investigation may result in the dismissal of the complaint because of lack of evidence to support the allegation; provided, however, that complaints permissibly made anonymously shall be investigated by the School to the extent possible without participation by the complainant.

In accordance with law, the School shall provide the investigator with access to records and other information related to the allegation in the complaint and shall not in any way obstruct the investigation. Failure or refusal to cooperate in the investigation may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

4. Step 4: Response

Within 30 days of receiving the complaint, the Compliance Officer shall prepare and send to the complainant a written response of the School's investigation and decision, as described in Step #5 below. If the complainant is dissatisfied with the Compliance Officer's decision, he/she may, within five days, file his/her complaint in writing with the Board.

The Board may consider the matter at its next regular Board meeting or at a special Board meeting convened in order to meet the 60 calendar day total time limit within which the complaint must be answered. The Board may also decide not to hear the complaint, in which case the Compliance Officer's decision shall be final.

If the Board hears the complaint, the Compliance Officer shall send the Board's decision to the complainant within 60 calendar day of the School initially receiving the complaint or within the time period that has been specified in a written agreement with the complainant.

5. Step 5: Final Written Decision

The School's decision shall be in writing and sent to the complainant.

The School's decision shall be written in English and in the primary language of the complainant whenever required by law.

For all complaints, the decision shall include:

1. The findings of fact based on the evidence gathered;
2. The conclusion(s) of law;
3. Disposition of the complaint;
4. Rationale for such disposition;
5. Corrective actions, if any are warranted;

6. Notice of the complainant's right to appeal the School's decision within 15 calendar days to the CDE, and procedures to be followed for initiating such an appeal;

7. For unlawful discrimination, harassment, intimidation, or bullying complaints arising under state law, notice that the complainant must wait until sixty (60) days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies;

8. For unlawful discrimination, harassment, intimidation, or bullying complaints arising under federal law such complaint may be made at any time to the U.S. Department of Education, Office for Civil Rights at the following address:

   Office for Civil Rights, U.S. Department of Education
   San Francisco Office
   50 United Nations Plaza
   San Francisco, CA 94102
   (415) 486-5555 PHONE
   (415) 486-5570 FAX
   Email: OCR.SanFrancisco@ed.gov

9. For civil rights complaints related to nutrition services, the School will send a copy of the complaint and resolution to the Nutrition Services Division and California Department of Education.

   i. In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

      Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

      To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at: http://www.ascr.usda.gov/complaint_filing_cust.html, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint

form, call (866) 632-9992. Submit your completed from or letter to USDA by:

(1) mail: U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410

(2) fax: (202) 690-7442; or

(3) email: program.intake@usda.gov

This institution is an equal opportunity provider.

In addition, any decision on a complaint of discrimination, harassment, intimidation or bullying based on state law shall include a notice that the complainant must wait until 60 calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies.

If the investigation of a complaint results in discipline to a student or an employee, the decision shall simply state that effective action was taken and that the student or employee was informed of appropriate expectations. The report shall not give any further information as to the nature of the disciplinary action.

If a complaint alleging noncompliance with the laws regarding student fees, deposits and other charges is found to have merit, the School shall provide a remedy to all affected students and parents/guardians, which, where applicable, shall include reasonable efforts to ensure full reimbursement to them.

If a complaint alleging noncompliance with the laws regarding Local Control and Accountability Plans is found to have merit, the School shall provide a remedy to all affected students and parents/guardians.

6. Appeals to the California Department of Education

If dissatisfied with the School's decision, the complainant may appeal in writing to the CDE. The complainant shall file his/her appeal within 15 calendar days of receiving the School's decision and the appeal shall specify the basis for the appeal of the School's decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and the School's decision.

Appeals and accompanying documentation may be sent to the CDE at the following address:

California Department of Education

1430 N Street
Sacramento, CA 95814-5901

An appeal and accompanying documentation regarding pupil fees specifically may be sent to the CDE at the following address:

Categorical Programs Complaints Management Office
California Department of Education
1430 N Street, Suite 6408
Sacramento, CA 95814-5901

Upon notification by the CDE that the complainant has appealed the School's decision, the Compliance Officer or designee shall forward the following documents to the CDE:

1. A copy of the original complaint;
2. A copy of the decision;
3. A summary of the nature and extent of the investigation conducted by the School, if not covered by the decision;
4. A copy of the investigation file including, but not limited to, all notes, interviews and documents submitted by the parties and gathered by the investigator;
5. A report of any action taken to resolve the complaint;
   A copy of the School's complaint procedures; and
6. Other relevant information requested by CDE.

The CDE may directly intervene in the complaint without waiting for action by the School when one of the conditions listed in 5 CCR 4650 exists, including when the School has not taken action within 60 calendar days of the date the complaint was filed with the School. A direct complaint to the CDE must identify the basis for direct filing of the complaint, which must include clear and convincing evidence that supports such a basis.

7. Civil Law Remedies

A complainant may pursue available civil law remedies outside the School's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders.

For complaints alleging unlawful discrimination, harassment, intimidation or bullying based on state law, a complainant shall wait until 60 calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies, provided the School has appropriately and in a timely manner apprised the complainant of his/her right to file a complaint in accordance with 5 CCR 4622. The moratorium does not apply to injunctive relief and to discrimination based on federal law.

The Board at this time, votes to adopt the foregoing Uniform Complaint Procedure.

Effective this 18th Day, July, 2017.

Stephen Leung
President Board of Directors
American Indian Models Schools

SECRETARY'S CERTIFICATE

I, Joe Schickman, Secretary to the Board of Directors of American Indian Model Schools, a California nonprofit public benefit corporation ("AIMS"), hereby certify as follows:

The attached is a full, true, and correct copy of the policy duly adopted at a regular meeting of the Board of Directors of AIMS which was duly and regularly held on July 18, 2017, at which meeting all of the members of the Board of Directors had due notice and at which a quorum thereof was present; and at such meeting such policy was adopted by the following vote:

AYES
NOES:
ABSTAIN:
ABSENT:

I have carefully compared the same with the original minutes of such meeting on file and of record in my office; the attached policy is a full, true, and correct copy of the original policy adopted at such meeting and entered in such minutes; and such policy has not been amended, modified, or rescinded since the date of its adoption, and the same is now in full force and effect.

WITNESS my hand on July 18, 2017.

Joe Schickman
Secretary to the Board of Directors
American Indian Model Schools

AMERICAN INDIAN MODEL SCHOOLS (AIMS)
ANNUAL NOTIFICATION OF THE UNIFORM COMPLAINT PROCEDURES (UCP)
2018-2019

For students, employees, parents/guardians, school advisory committee members, school officials, and other interested parties.

American Indian Model Schools, a California Non-profit Public Benefit Corporation ("AIMS") hereby provides this notice of its Uniform Complaint Procedure for American Indian Public Charter School ("AIPCS"), American Indian Public Charter School II ("AIPCS II") and American Indian Public High School ("AIPHS"), each individually referred to as the "School" or collectively as the "Schools" or "AIMS".

AIMS has the primary responsibility to insure compliance with applicable state and federal laws and regulations and has established procedures to address allegations of unlawful discrimination, harassment, intimidation, and bullying, and complaints alleging violation of state or federal laws governing educational programs, the charging of unlawful pupil fees, and noncompliance with Local Control and Accountability Plans. AIMS shall investigate and seek to resolve complaints using policies and procedures known as the Uniform Complaint Procedures (UCP) adopted by our local board.

Unlawful discrimination, harassment, intimidation, or bullying complaints may be based on actual or perceived race or ethnicity, color, ancestry, national origin, nationality, ethnic group identification, age, religion, marital or parental status, mental or physical disability, sex or sexual orientation, gender, gender identity, or gender expression; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics, in any program or activity that receives or benefits from state financial assistance.

The UCP shall also be used when addressing complaints alleging failure to comply with state and/or federal laws regarding:

Adult Education Programs
Consolidated Categorical Aid Programs
Migrant Education
Career Technical and Technical Education and Training Programs
Child Care and Development Programs
Child Nutrition Programs
Special Education Programs
Safety Planning Requirements
Local Control and Accountability Plans, Annual Updates, or other Plan compliance requirements, pursuant to Article 4.5 of Title 2 of the Education Code

A complaint of noncompliance with laws relating to pupil fees may be filed pursuant to the school's Uniform Complaint Procedure (UCP). A pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.

A pupil fee includes, but is not limited to, all of the following:

1. A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.
2. A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.
3. A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.
4. A pupil fee complaint shall not be filed later than one (1) year from the date the alleged violation occurred

*Complaints of noncompliance with laws relating to pupil fees may also be filed with the Superintendent. A complaint regarding pupil fees may be filed anonymously if the complaint provides evidence or information to support an allegation of noncompliance with the laws regarding pupil fees.

Anonymous complaints related to Local Control and Accountability Plan compliance are acceptable so long as such complaints provide evidence or information leading to evidence to support an allegation of noncompliance with the requirements of Article 4.5 of Title 2 of the Education Code. If a complaint alleging noncompliance with the laws regarding Local Control and Accountability Plans is found to have merit, AIMS shall provide a remedy to all affected students and parents/guardians.

Complaints alleging discrimination, harassment, intimidation, or bullying, must be filed within six (6) months from the date the alleged discrimination, harassment, intimidation, or bullying, occurred or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, or bullying, unless the time for filing is extended by the Principal or his or her designee.

Complaints must be filed in writing with the following Compliance Officers for their corresponding grades:

AIPCS II:
Erin Oh, Division Head of K-1st
1926 E. 19th Street
Oakland, CA 94610
510-368-0876

AIPCS II
Christopher Ahmad, Division Head of 2nd -5th
171 12th Street
Oakland, CA 94607
510-893-8701

AIPCS/AIPCS II
Maurice Williams, Division Head of Middle School (6th-8th)
171 12th Street
Oakland, CA 94607
510-893-8701

For AIPHS:
Tareyton Russ, Head of School
Peter Holmquist, Academic Division Head
Ron Kemp, Dean of Students

746 Grand Ave
Oakland, CA 94610
510-220-5044

Complaints will be investigated and a written Decision or report will be sent to the complainant within sixty (60) days from the receipt of the complaint. This sixty (60) day time period may be extended by written agreement of the complainant. The person responsible for investigating the complaint shall conduct and complete the investigation in accordance with 5 CCR sections 4680-4687 and in accordance with local procedures adopted under 5 CCR section 4621.

Should the complaint be about the Compliance Officer(s), then the complaint may be lodged directly with the Superintendent. Should the complaint be about the Superintendent, then the complaint can be lodged directly with the Board Ombudsman.

The complainant has a right to appeal AIMS' Decision to the California Department of Education (CDE) by filing a written appeal within 15 days of receiving AIMS' Decision. The appeal must include a copy of the complaint filed with AIMS and a copy of AIMS' Decision.

An individual filing an appeal related to Pupil Fees or Local Control and Accountability Plan compliance requirements shall receive a written appeal decision within 60 days of receipt of the appeal.

Civil law remedies may be available under state or federal discrimination, harassment, intimidation, or bullying laws, if applicable. In appropriate cases, an appeal may be filed pursuant to Education Code Section 262.3. A complainant may pursue available civil law remedies outside of AIMS' complaint procedure. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders.

A copy of the school's UCP shall be available free of charge. The UCP can be found at the AIMS administrative office.

AIMS Ombudsperson

Origin: 1950s from Swedish - "legal representative" - "an official appointed to investigate individual's complaints against maladministration, especially that of public authorities."

OVERVIEW

The Ombudsperson is responsible for the intake and monitoring of all formal District complaints. Formal complaints can be filed in this office.

The Ombudsperson is also responsible for investigating discrimination complaints (filed by students or parents/guardians) as well as complaints concerning the state program for English Language Learners (ELL) and retaliation for, or interference with ELL Program advocacy. The Ombudsperson also coordinates Williams Uniform Complaints and submits a Quarterly Report to the Governing Board. The Ombudsperson also serves as the Title IX Coordinator.

FILING A COMPLAINT

The District encourages the early, informal resolution of complaints at the site level whenever possible. If parents or guardians have a concern they should first contact the Head of School/Division Head for your child's school.

If you have additional questions or are not satisfied with the resolution offered by your child's school principal, please the Ombudsperson.

AIMS Ombudsperson Contact Information

As of 8/31/2017, Board Director Dr. Clifford Thompson is the Ombudsperson for American Indian Model Schools. Director Thompson can be reached by email at clifford.thompson@aimschools.org .

AIMS Student Success Team (SST)

According to the law, a student should be referred for special educational instruction and services only *after* the resources of the general education program have been considered and, where appropriate, utilized. (30 EC 56303) AIMS emphasizes the necessity to develop and provide interventions in order to ensure that a student has a successful school experience. The SST is a problem solving and coordinating structure that assists students, families and teachers to seek positive solutions for maximizing student potential. The SST focuses in-depth on one student at a time, and invites the parent and student to participate in finding solutions to areas of concern.

Potential Areas of Concern*

Academic

- *special education consideration*
- *disabilities*
- *retention*
- *attendance*

Social/Emotional

- *moving/social adjustment*
- *teacher relationship*
- *peer relationships*
- *familial challenge**
- *self-injury*

Health

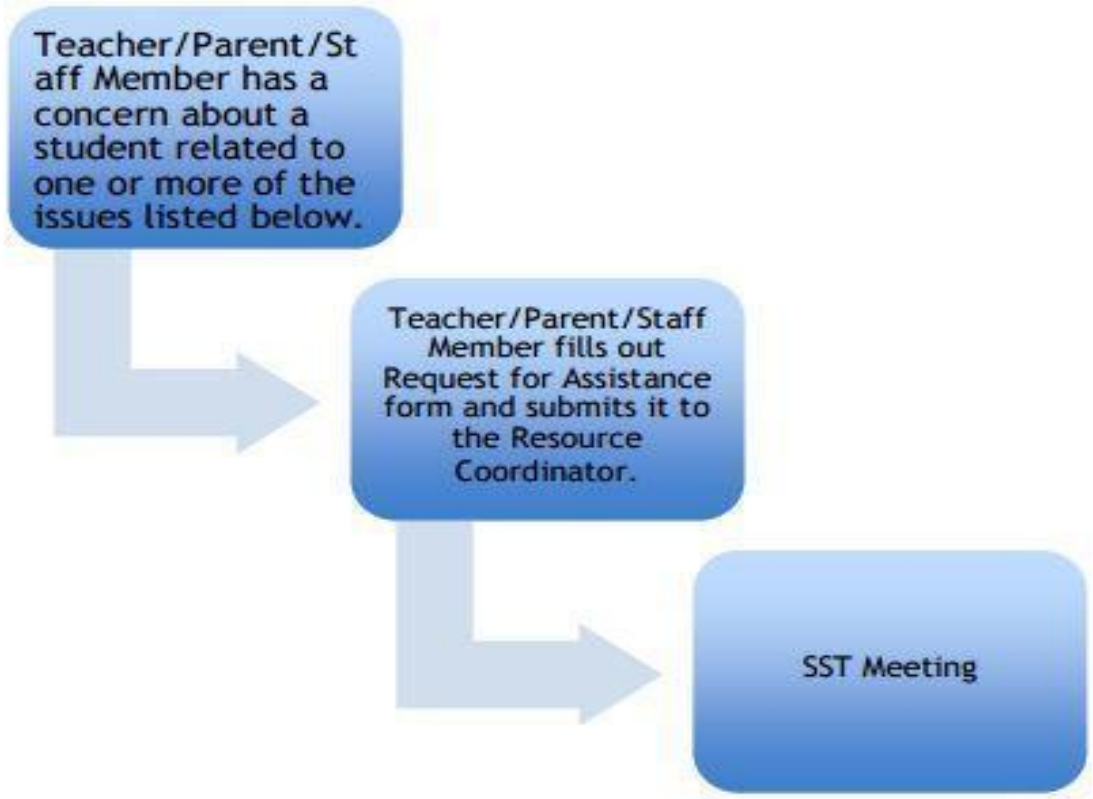
- *medical needs*
- *substance abuse*
- *eating disorders*

Other

- *Any issue that requires a combination of service coordination, collaborative problem-solving, and results monitoring.*

*If the observed indicators of ANY of these areas of concern meet the criteria outlined under California Child Abuse & Neglect Reporting Law, please refer to http://mandatedreporterca.com/ for the appropriate reporting/intervention guidelines.

How to Initiate an SST meeting:



Sample Initial Student Success Team (SST) Agenda

- ✓ Welcome & Expectations (2-3 minutes)
  - *Uninterrupted listening*
  - *Respect for time*
  - *Adhere to topics*
- ✓ Review of Student Strengths (2-3 minutes)
- ✓ Situation Identification & Clarification of Function of Behavior (4-5 minutes)
- ✓ Brainstorm Interventions (6-8 minutes)
- ✓ Evaluate Interventions (6-8 minutes)
- ✓ Select Intervention(s) & Measurements (3-4 minutes)
- ✓ Write Action Plan (4-5 minutes)
- ✓ Summarize & Close (1-2 minutes)

SST participants will be e-mailed a copy of the action plan, as well as an evaluation of the process at the end of this meeting. If you do not receive either, please e-mail erin.oh@aimschools.org and find the evaluation form here: http://goo.gl/forms/BUf9vYM5FS.

When a Student Success Team determines that a student has not made sufficient progress given the interventions and support identified and implemented by the SST, the team must conduct a thorough file review and rule out hearing, vision, and/or attendance as qualifying conditions. Only after doing so should the team consider a referral for an assessment under Section 504 or for Special Education eligibility.

AIMS MENU OF INTERVENTION STRATEGIES

Attendance Strategies

- Alarm clock for parent/caregiver/student
- Earlier bedtime
- Give parent/caregiver simpler bus route
- Help parent/caregiver to find more reliable transportation to school
- Parent/caregiver agrees to bring child to school daily
- Parent/caregiver will make sure child gets on bus in morning
- Parent/caregiver/student will wake up earlier to get child to school on-time
- Wake -up call for parent/caregiver and/or student

Behavioral Strategies

- After-school program
- Allow student to draw to calm down in class
- Allow student to move around while reading
- Anger Ball
- Avoid creating dependency by helping too much ("learned helplessness")
- Build rapport with student (focus on strengths, interests); schedule regular time to talk
- Call home on a bad day for support
- Call home on a good day for reinforcement
- Change antecedent event (event that occurs prior to target behavior)
- Chart/graph student behavior (assess/determine pattern of behavior)
- Clarify consequences with student and follow step consistently
- Classroom problem-solving sessions
- Collaboration with outside sources (e.g., therapist, tutor, after-school program)
- Concentration game
- Connect family with cultural community center
- "Cool Down" Station
- Daily check-in with student
- Develop behavioral contract
- Develop/alter classroom rules ("Development of Classroom Rules")
- Display exemplary student work
- Give leadership responsibilities/important jobs
- Help parent/caregiver set up home reward/management system
- Ignore negative behavior, if possible
- Immediately recognize positive behaviors
- Increased parent/caregiver attention at home
- Move student's seat (preferential seating)

- Non-Verbal Signals Between Teacher and Student
- Offer student choices
- Parent/caregiver call with teacher weekly
- Positive reward system developed at school or home
- Provide student frequent breaks for relaxation/small-talk
- Provide student time for physical activities/movement
- Refer for other services (group/mentor/counseling)
- Relaxation techniques
- Restorative Justice Techniques
- Survey/interview student to determine interests
- Give student a class responsibility

Health Strategies

- Health specific class/group
- Collaborate With Primary Medical Provider
- Dental exam/treatment
- Fact Sheets on Communicable Diseases and School Age Illnesses
- Hearing screening/exam
- Improve hygiene
- Make sure child wears glasses
- Medication Administration
- Obtain/replace glasses for student
- Refer to School Health Center
- Vision screening/exam
- Enforce healthy nutrition practices (Wellness Policy)

Instructional Strategies and Modifications

- Academic contract
- Allow previewing of content, concepts and vocabulary
- Allow student to have sample or practice tests
- Ask parent/caregiver to structure study time (give them information about long-term assignments)
- Collect homework daily instead of weekly
- Communicate with after-school program staff (e.g., re: homework help)
- Communicate with last year's teacher re: successful strategies
- Complete documentation for a 504 plan
- Cue/maintain eye contact with student when giving directions
- Individual and/or small group instruction
- Family reading or library time
- Give student immediate feedback (make sure assignments are started correctly)
- Give student options for presentation (written/oral or illustration/model)
- Help parents/caregivers to learn reading strategies
- Homework checklist or folder
- Invite parent/caregiver to observe classroom at school
- Make sure student stays for after school program

- Manipulative and Visual Prompts
- Move child's seat (preferential seating)
- Parent/caregiver will ask another family member to give child homework help
- Resource Coordinator will check-in with student daily regarding class work
- Provide printed copy of board work/notes
- Provide study guides/questions
- Read aloud to parent/caregiver at home
- Send home extra work
- Send home unfinished class work
- Student will teach/tutor/read to a peer or younger child (e.g., “Big Buddies/Little Buddies”)
- Study Carrel
- Supply student with samples of work expected

SECTION 2: A CULTURE OF ACCOUNTABILITY

Overview

1. At AIMS we analyze and test all students to ability group for mathematics. A student's state and national test results are used to gauge the accuracy of achievement displayed in the classroom.

2. State testing is held one week after staff and students return from Spring Break. There are no field trips until after state testing in grades 3-12. Students who have poor academic and/or behavioral standing may not attend field trips, with additional consideration given and exceptions made for special education students.

3. Progress reports are sent home every three weeks for students with a grade of "C-" or lower. Report cards are distributed every nine weeks for all grades. Administrators must sign off on all student progress reports and report cards before they are sent home.

4. Students are informed of their academic progress and the school's academic progress continuously. Students are expected to set academic goals and work toward them.

5. We demand hard work and high academic expectations from all employees and students.

STUDENT CONTRACT

American Indian Model Schools: Grades K – 12

2018-2019 School Year

The following rules and regulations must be followed at American Indian Model Schools:

Respect Yourself:

1. Students must attend school each day on time. This includes extended year for grades K – 8 and summer intensive programs. This may also include any other program suggested by the school.

2. Students who miss three (3) days of school will be referred to the Student Attendance Review Committee (SARC). Students who miss five (5) days of school will be referred to the Student Attendance Review Board (SARB).

3. Students must make up absences during Saturday School.

4. Students who are tardy five (5) times within an academic quarter will be referred to the Student Attendance Review Committee (SARC). Students who are tardy more than eight (8) days of school within an academic semester will be referred to the Student Attendance Review Board (SARB).

5. Students who receive two (2) detentions in one week must attend Saturday School.

6. An absence from an assigned Saturday School must be made up by attending two (2) Saturday Schools (or by a combination of one Saturday School and four (4) hours of detention.)

7. Students must complete all homework and classwork given by the teacher and submit the work to the teacher **on time**.

8. Students with excused absences from school (see Attendance Policy) will be allowed to complete all assignments and tests missed during the absence that can be reasonably provided and, upon satisfactory completion within a reasonable period of time, shall be given full credit. The teacher of the class from which a student is absent will determine which tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the student missed during the absence. **If the work is not completed within a reasonable time, the student will receive no credit.**

9. Students may not use illegal drugs, alcohol, marijuana, or tobacco.

10. Students may not have personal electronic devices (i.e. cell phones, laptops, iPads, music players, etc.) at school without permission. These devices may be confiscated for the remainder of the school day if seen, and if repeat violations occur, will be returned only to the student's parent or guardian.

11. Students must adhere to the school's dress code.

Respect Others:

1. Students will not use foul language, or participate in bullying, name-calling, or fighting.

2. Students will use proper communication protocols to be heard and will not interrupt others.

3. Students will follow the directions given by the adults on campus.

Respect the Facility:

1. Students must bring their own lunch to school, or participate in the AIMS lunch program (grades K-12).
2. Students (K-12) cannot leave the school grounds or campus during the school day, except for an excused reason and with a parent/guardian signing them out.
3. In the case of an emergency, families must correspond with their student through the office. Students may not take phone calls on a personal device during the school day.
4. Students may not use bikes, skateboards, scooters, or cars on campus.
5. Students may not loiter on school grounds before or after school.
6. Students may not have food or drinks in the classroom, with the exception of water, or in case of medical necessity.
7. All visitors must check in at the front office and receive a visitor's badge.

8. If a student misses school for an appointment, proof of the appointment may be requested and must be submitted to the office to excuse the absence.
9. Students must follow all pick-up/drop-off safety procedures set forth by the school.

(For High School students (grades 9-12) only:)

10. Any grade lower than a "C" (i.e., a "C-") is considered a failing grade.
11. Students who receive a grade of "C" or lower in a community college course may be dropped from the class. Those students will receive high school credit, provided they successfully pass the course, but will not receive college credit.
12. Students who receive lower than a "C" in an Advanced Placement (AP) course will be withdrawn from the course and enrolled into the non-AP equivalent option. Students must pass the course with at least a "C".
13. Students who receive a grade lower than a "C" in core subjects must repeat any failed courses with a passing grade. Students are responsible for making sure that they enroll in, and retake the appropriate courses and should meet with the site administrator or administrative assistant to get approval for the classes.
14. Students must seek acceptance to a four-year college or university prior to graduation. Students who choose not to follow these rules will be subject to the school's disciplinary policies up to and including suspension and expulsion.

I agree to respect myself, others and the school facility by following these rules.

Student's Name (Print)	Student's Signature	Date

Parent's Signature

STUDENT DRESS CODE POLICY

All students at AIMS in grades K-12 must adhere to this dress code while on the school campus, **teachers are responsible to ensure this code is adhered to:**

Top:

1. Students must wear a **WHITE or NAVY BLUE shirt with a COLLAR**. The white or navy-blue collared shirts may be short-sleeved or long-sleeved.
2. The shirts must be completely PLAIN with **no logos (other than the official AIMS gear with logo)**, emblems, or designs of any kind.
3. Students may **not** wear colored shirts underneath their white or navy blue shirts.
4. All shirts must be **tucked in.**
5. No halter tops, tank tops, midriff, or see-through shirts are permitted.

Bottom:

1. Students must wear **NAVY BLUE or KHAKI** pants/shorts/skirts that are completely **PLAIN** with no colorful designs or details (including stripes, patches, flashy stitching, etc.)
2. No jeans, denim, capri pants, leggings, jeggings, yoga pants, skinny jeans, athletic pants (sweatpants, nylon jogging pants, etc.), or tight fitting pants are permitted.
3. Skirts and shorts that are completely **PLAIN** with no colorful designs or details (including stripes, patches, flashy stitching, etc.) are permitted as long as they are below the knee.
4. Pants can have a maximum of four pockets: two in the front and two in the back. The pockets need to be near the waistline—not down the leg of the pants (i.e., cargo pants).
5. **NO SAGGING PANTS** will be permitted.
6. Students cannot rubber band the bottom of their pants.
7. **Students wearing pants must wear a belt**. Only black and brown leather belts are permitted.
8. Students may wear flesh-toned, white, or navy footed stockings or tights underneath skirts.

Sweaters/Sweatshirts:

1. All sweaters, sweatshirts and jackets must be **plain White or plain Navy Blue**, without any additional colors (official AIMS gear is allowed).
2. All **White and Navy-Blue** hoods are allowed, but must be removed or the hood tucked in upon entering the building or portable. A collared white shirt must be visible underneath the student's sweater or sweatshirt.

Accessories/Make-up:

1. **Coloration of hair and artificial nails are not permitted**. Students must return the next day with their natural color and/or natural nails.
2. No make-up may be worn, including lip-gloss and nail polish.
3. Jewelry is not permitted and will be confiscated until the end of the school day if worn. **This includes watches.**
4. Students may not wear sunglasses, hats, headbands, bandanas, beanies, colorful hair ties, ribbons, or anything with bright color in their hair. Simple barrettes, clips, and elastic hair ties that are **Navy Blue, Black, Brown, or White** are permitted.

5. Scarves worn for religious purposes must be **Black, Khaki, White, or Navy Blue** in color, or follow the school uniform color scheme in a pattern that is not distracting.
6. Socks should be plain **Black, White, or Navy Blue**
7. On cold days students may wear a plain **White or Navy Blue** scarf. Scarves must be removed during class.

Shoes:

1. Students may not wear flip-flops, flats, sandals, high heels, or shoes that may be distracting to the educational environment.
2. Student footwear needs to be appropriate for athletic activities.

Student's Name (Print)	Student's Signature	Date

I agree to require my student to follow this Dress Code.

Parent's Signature

STUDENT ASSESSMENT

1. Physical education grades and elective grades count toward the Grade Point Average (GPA).

2. Progress reports are distributed every three weeks. If a student is failing any subject, he or she will receive a progress report. A grade of **C- or lower** is considered to be failing.

3. Comments on report cards and progress reports are essential. Notification of retention should not only be on the report card. Families of students who are at risk of being retained will be informed in writing and in person. Documenting the possible retention in the student's report card shall only be one form of communication. (See Retention Policy.)

4. Two copies of the report card will be sent home with the student. One copy is for the family to keep and the other is to be signed and returned to the teacher. A third copy will be kept in the student's classroom file in case the student loses the copies sent home.

GRADING SCALES

K- 1st Grade Reading Scores

Grade	Fluency Scores	Comprehension Level
E	Above Grade Level WPM	Exceeding Common Core expectations per grade level
P	K 60-74 WPM 1st 75-100 WPM 2nd 101-120 WPM	Meeting Common Core expectations per grade level
B	Below Grade Level WPM	Not meeting Common Core expectations per grade level

K- 1st Grade Math Scores

Grade	Fluency Scores
E	Exceeding mastery of CCSS on AIMS pacing guide
P	Meeting mastery of CCSS on AIMS pacing guide
B	Not meeting mastery of CCSS on AIMS pacing guide

2nd- 8th Grade

Grade	Score	Grade Points
A	94-100	4.00
A-	90-93	3.67
B+	88 – 89	3.33
B	84 – 87	3.00
B-	80 – 83	2.67
C+	78 – 79	2.33
C	74 – 77	2.00
C-	70 – 73	1.67
D+	68 – 69	1.33
D	64 – 67	1.00
D-	60 – 63	0.67
F	59 and below	0.00
No "A+" Grade		

High School

Percentage	Grade	Points	Points for Honors/AP/College Courses
94-100	A	4.0	5.0
90-93	A-	3.67	4.67
88-89	B+	3.33	4.33
84-87	B	3.0	4.0
80-83	B-	2.67	3.67
78-79	C+	2.33	3.33
74-77	C	2.0	3.0
70-73	C-	1.67	2.67
68-69	D+	1.33	2.33
64-67	D	1.0	2.0
60-63	D-	0.67	1.67
0-59	F	0.0	0.0

STANDARDIZED ASSESSMENTS

1. AIMS embraces student testing, we do not believe tests discriminate. Students who are prepared with core academics will succeed.

2. AIPCS and AIPCS II students take the following exams: Benchmark Assessments, State Testing (2^{nd}-8^{th} grade), California Assessment of Student Performance and Progress (3^{rd}-8^{th}), CELDT (English Language Learners), American Mathematics Competition–AMC (select 6^{th}-8^{th} graders), SAT (select 7^{th}-8^{th} graders), and SCAT (select 6^{th} graders).

3. AIPHS students will take the following exams: California Assessment of Student Performance and Progress (9^{th}-12^{th}), California High School Exit Exam–CAHSEE (10^{th} grade), PSAT (9^{th}-11^{th} grade), SAT (11^{th}-12^{th} grade), ACT (11^{th}-12^{th} grade), SAT II (11^{th}-12^{th} grade), CELDT (English Language Learners), Advanced Placement Exams–AP (9^{th}-12^{th} grade), and American Mathematics Competition–AMC (9^{th}-12^{th} grade).

4. Teachers must analyze their students' test scores to determine areas of high achievement and areas of improvement.

5. Teachers will administer standard diagnostic tests throughout the school year. These tests will be provided by the office, which will later collect the data to compare teachers and schools. (See diagnostic schedule).

6. Teachers must finish instruction in the core subjects textbooks no later than Spring Break. Students will begin working on the curriculum for the next grade level after state testing has been completed.

BENCHMARK TESTING

Teachers should include the benchmark exams in their lesson plans. When a class finishes a chapter grouping according to the benchmark exam cycle, teachers should administer the test. For example, when a 6^{th} grade class finishes chapter 3 of ELA, the teacher should administer the 6^{th} grade Ch. 1-3 ELA benchmark exam. Benchmark test 2 for 6^{th} grade ELA will be administered when this class finishes chapter 6.

A mock state exam is also given each year for each grade level. This is administered three to four weeks before the actual state test. Results help inform teachers' instructional decisions during the weeks prior to state testing.

RETENTION AND PROMOTION POLICY

1. AIM Schools K-12th grade students must pass language arts and mathematics (C- or below is failing), or they may be retained. AIM Schools 9th-12th grade students must pass language arts, math, science and history (C- or below is failing), or they may be retained.

2. All failing students should be placed in tutoring. Students who are not putting forth effort may be retained.

3. Teachers must provide documentation on progress reports and report cards.

4. EARLY IN THE YEAR if a student is at risk of being retained documentation of retention MUST BE REPEATED in each progress report and report card. Teachers should plan to meet with parents throughout the year and inform them of the student's progress.

5. DO NOT SAY students may be retained or students could be retained. Instead, SAY **based on your current progress, you will be retained**.

6. DO NOT be afraid to retain a student who did not do the work. You will only set them up for failure if they are promoted to the next grade level when unprepared.

7. Chaos is created for the new teacher when you promote a student who is not prepared for the next grade level. Retention is never negotiable with families.

SPECIAL EDUCATION

Child Find Mandate

The Individuals with Disabilities Education Act ("IDEA") includes the "Child Find" mandate, which requires AIMS to identify, locate, and evaluate all children with disabilities enrolled in its schools. If AIMS has knowledge that a student has a disability, or is suspected of having a disability and may need special education and related services, AIMS must offer to assess the student. Indicators for when a student is suspected of having a disability, and AIMS should thus offer an initial assessment include, but are not limited to the following:

1. Parent(s) expressed concerns in writing to AIMS administration or to one of student's teachers that student may be need of special education and related services;

2. Parent or school staff has requested an initial evaluation of the student;

3. Student's teacher, or other AIMS personnel, has expressed specific concerns about a pattern of behavior demonstrated by the student, directly to the directly to AIMS supervisory personnel.

A student should be referred for special educational instruction and services only after the resources of the general education program have been considered and, where appropriate, utilized. (See Tutoring and AIMS Student Success Team (SST) policies)

Special Education Assessments

A student may be referred for special education services at any time by AIMS staff, parents, or other service provider. Before a student can be assessed for eligibility for special education, or reassessed while receiving special education and related services, AIMS must develop an Assessment Plan and provide it to the parents for their approval within **15 calendar days** from the date of receipt of a written request for a special education assessment. Assessments must be administered in all areas related to the suspected disability by trained and knowledgeable personnel using sound instruments. For school-age children, the eligibility assessment must be completed within **60 days** of AIMS' receipt of written parental consent for specified assessment activities and an Assessment Report provided to parents outlining required information. Under certain conditions, a parent may have the right to obtain an independent educational evaluation (IEE) at public expense. Please note that a student may demonstrate a disability, but may not necessarily be eligible for special education and related services. A student's IEP team will determine eligibility based on the requirement that the student's disability negatively or adversely affects his/her educational performance.

Individualized Education Plan (IEP)

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

the services that the school will provide for the child. The IEP is developed jointly by the school, the parents, and the student, when appropriate.

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

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

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

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

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

5. **Participation in General Education:** An explanation of the extent, if any, to which the student will not participate with general education students in the general education classroom and in extracurricular and nonacademic activities.

6. **State Testing:** A statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the student on State and district assessments. If the IEP team determines that the student shall take an alternate assessment on a particular State or district assessment of student achievement, the IEP must include a statement of why the student cannot participate in the regular assessment and why the particular alternate assessment selected is appropriate for the student.

7. **Timing of Services and Modifications:** The projected date for the beginning of the services and modifications identified in the IEP, along with the anticipated frequency, location, and duration of the services and modifications.

8. **Transition and Post-Secondary Goals:** Beginning no later than the first IEP to be in effect when the student is 16, and updated annually thereafter, appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education employment, and where appropriate, independent living skills and the transition services (including courses of study) needed to assist the student in reaching those goals.

9. **Age of Majority:** Beginning at least one year before the student reaches the age of 18, a statement that the student has been informed of the IDEA rights that will transfer to him or her upon turning 18.

Who develops the IEP?

The IEP is developed by a team of individuals that include the parent(s), an administrator, general education teacher, special education teacher, an expert who can interpret evaluation results, and the student, if appropriate. The team meets, reviews the assessment information available about the child, and designs an educational program to address the child's educational needs that result from his or her disability.

When is the IEP developed and the IEP meeting held?

Assuming eligibility is found, an IEP must be developed by the IEP team and implemented for each student, within 60 days of obtaining written parental consent of the Assessment Plan. For students already eligible for special education services, the IEP must also be reviewed at least annually thereafter to determine whether the annual goals are being achieved and must be revised as appropriate. An IEP meeting must be held within **30 days** of receipt of any written request from a parent.

504 Plans

Section 504 of the Rehabilitation Act of 1973 protects disabled individuals against discrimination. It does so by mandating that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity of any entity that is a recipient of Federal financial assistance (34 CFR § 104.4(a)). AIMS must establish and maintain services and accommodations for students with physical or mental impairments that substantially limit one or more major life activity in order to ensure that these students have equal access to education.

Section 504 accommodations and/or related services must be delineated in a Section 504 Plan formulated by the student's teachers, parents, members of the SST team, and a school administrator.

Examples of 504 Plan accommodations and/or services that AIMS must provide to students include:

- Assistance with PE equipment for a student with mild cerebral palsy
- Extra time on tests for a student with Attention Deficit Hyperactivity Disorder (ADHD)
- Nursing services for a student with Type I Diabetes
- Use of an amplification system for a student with a hearing loss

A teacher, parent, guardian, or administrator can request a 504 Plan for a student. In order to have a 504 Plan, a student must meet all three of these requirements:

1. The student must have a physical or mental impairment that gets in the way of learning or participating in school programs or activities. The "physical or mental impairment" can be any physical or mental condition or problem. It can be something that lasts for a long time, for a short time, or it might come and go. Examples of impairments include: cancer, chronic asthma, diabetes, seizures, ADHD.

2. The student's impairment must affect at least one major life activity. Major life activities include such things as seeing, hearing, eating, sleeping, breathing, speaking, walking, thinking, learning, and working. Major life activities also include the operation of major bodily functions such as normal cell growth, the immune system, bowels, bladder, neurological, and circulatory functions.

3. The impairment must substantially limit a major life activity. The determination of whether an impairment substantially limits a major life activity requires an individualized assessment. An impairment does not have to prevent or significantly limit a major life activity to be considered "substantially limiting." For instance, if a student has a visual impairment that can be fully corrected by the use of ordinary eyeglasses or contact lenses, it will not be considered.

In general, a 504 plan should include the following elements, all tailored to the child's individual needs:

- Specific accommodations, supports or services
- Names of the school professional that will provide each service
- The name of the person responsible for ensuring the 504 plan is implemented

Differences between a 504 Plan and an IEP

504 Plan	**IEP**
The 504 plan offers all children with disabilities equal access to an education. Section 504 defines "disability" in very broad terms. That's why children who aren't eligible for an IEP may qualify for a 504 plan.	• The IEP is only for children who qualify for special education services. • The individualized program must meet each child's unique needs. • It must provide educational benefit.
The 504 is documented in a written plan.	The IEP documents contain very specific language and parts such as goals and objectives that are not included in the 504.
Specific timelines for the 504 do not exist.	Timelines for an IEP are very specific and important.
There are no requirements stating who must attend the 504 plan meeting.	There are a minimum number of IEP participants required, and they are defined by law as the parent, an administrator, general education teacher, special education teacher, expert who can interpret evaluation results, and the student if appropriate.
Reports of noncompliance and the request for a hearing are made to the Office for Civil Rights.	Reports of noncompliance and the request for due process are made to the State's Department of Education, Office of Administrative Hearings.
The 504 does not offer as many specific procedural safeguards as the IEP.	IEP specific procedural safeguards include, but are not limited to: • the right to request an independent assessment at public expense • the student may "stay put" until a dispute is resolved

For additional information about IEPs and 504 Plans, please see speak with a school administrator, psychologist, counselor, or reference the Special Education binder in the office.

Teachers must check with the office by the first week of school to determine which of their students have IEP or 504 Plans, and to review those documents. All teachers must read through the Special Education binder and speak with their administrator and special education teacher about students with any special needs in their class.

STUDENT ATTENDANCE POLICY

Consistent school attendance is critical to our school's success. Being present for classroom instructional time is essential for students to reach their goals and achieve their dreams. Chronic absenteeism has been linked to an increased likelihood of poor academic performance, disengagement from school, and behavior problems. It is the intent of the Board to ensure that students attend school every day on time. All members of AIMS should take pride in the schools' attendance records. Our attendance rates for students and staff far surpass the District and state averages. Because others may question the integrity of our attendance data, it is vital that we ensure the legitimacy of our attendance records. This attendance policy outlines AIMS procedures for making certain that accurate and complete attendance records are kept.

Excused and Unexcused Absences

Absences are "excused" when they are due to:

- ➢ Illness or medical, dental, optometric, or chiropractic appointment
- ➢ Family emergency
- ➢ Legal matter
- ➢ Religious holiday or ceremony
- ➢ Funeral services of an immediate family member (one day if the service is in California and not more than three days if the service is outside California).
- ➢ Work assignment for student who holds an entertainment work permit or who participates with a not-for-profit arts organization in a performance for a public-school audience.
    - o The law limits the number of excused absences for a child holding an entertainment work permit to five absences per school year, each of which may consist of up to five days. CA. Ed. Code 48225.5.

All other absences are "unexcused" absences, even if the parent calls in to excuse it. Absences unverified after 3 school days will be recorded as unexcused.

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

Note: A student with an excused absence from school will be allowed to complete all assignments and tests missed during the absence that can be reasonably provided and, upon satisfactory completion within a reasonable period of time, shall be given full credit. The teacher of the class from which a student is absent will determine which tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the student missed during the absence. If the work is not completed within a reasonable time, the student will receive no credit.

Tardies

When a student is tardy three (3) times within one month, the teacher will contact the parent/guardian to discuss the problem and try to resolve it. If the problem persists, the parent/guardian will receive a letter from the school outlining the dates the student was tardy, the problems associated with tardiness, and a request to remedy the problem. If the problem continues to persist, the parent/guardian will be asked to attend a meeting with an administrator to determine what steps might be necessary to resolve the problem. If tardiness continues after meeting with an administrator, the parent/guardian may be referred to a Student Success Team meeting for resolution.

Truancy

Students shall be classified as truant if absent from school three (3) full days in one school year, without a valid excuse. Such students shall be reported to your supervisor.

Each of the first two (2) unexcused absences will result in a call home to the parent/guardian by the Office.

Upon reaching three (3) unexcused absences parent/guardian will receive the first "Truancy Notification" letter from the School and be referred to the Student Attendance Review Committee (SARC). This letter must be signed by the parent/guardian and returned to the school.

Upon reaching four (4) unexcused absences, the parent/guardian will receive a second Truancy Notification letter and will be required to attend a meeting with their supervisor and classroom teacher to consider a plan for correcting the problem.

Upon reaching five (5) or more unexcused absences, the parent/guardian will receive a third Truancy Notification letter and will be required to meet with the Student Attendance Review Board (SARB). The SARB may include an administrator, Board member, classroom teacher, and support staff such as psychologist and or counselor. It is the School's intent to identify and remove all barriers to the student's success and will explore every possible option to address student attendance issues with the family. The SARB will discuss the absence problem with the parent/guardian to work on solutions, develop strategies, discuss appropriate support services for the student and his/her family, and establish a plan to resolve the attendance issue.

Attendance Reports

If a student attends school on a given school day with the intention of participating in regularly scheduled instruction, he or she is considered present and should be marked "in attendance," regardless of the length of time the student attends school on that day. If a student is absent from school for the entire day, he or she must be marked as absent on attendance reports. Students must appear in their classroom(s) to be counted present.

If a student is absent from school for the entire day and comes for the sole purpose of collecting homework and/or dropping off completed homework, but with no intention of participating in regularly scheduled instruction, he or she should be marked absent.

Attendance and Saturday School

Any student who misses a full day or a substantial amount of instructional minutes in any given day (and for any reason) must attend Saturday school.
Students who have behavioral challenges or who have a C- or below will also be required to attend Saturday school.

Attendance Procedure

1. Attendance is the most important aspect of success at AIMS.
2. Teachers should record attendance (including the number of consecutive days of perfect attendance) in four places every day:
    a. Bulletin board display
    b. Classroom board
    c. Grade book
    d. Monthly attendance grid
3. Teachers will prepare homework for students who are absent so they can pick it up from the office to limit interruptions in the classroom.
4. If the students cannot get to school due to transportation issues, they should let the school know so we can try to provide a solution.
5. Teachers will assign Saturday school to all students who are absent.
6. Teachers will report class list/attendance grid discrepancies immediately.

ABSENT STUDENT WORKSHEET

Name of student:	
Date absent:	
Filled out by:	
This worksheet discusses all the things we learned and did while you were out. Please review all this material. You are responsible for knowing and doing everything we did today. Your Homework slip is attached. Please call _____ at (___)_____-_____ if you have any questions.	
Vocabulary	
Grammar	
Spelling	
Reading	
Math	
Writing	
Science	
History	
Notes from the Teacher:	

TRUANCY LETTER TO PARENTS

Date:
Dear Parent/Guardian:

Our records indicate that your child, [insert child's name], was absent for more than 30 minutes on [insert dates of unexcused absences] without valid excuse. Therefore, **your child is considered truant** according to the California Education Code.

Education Code Section 48260—Any pupil subject to compulsory full-time education who is absent from school without valid excuse three full days in one school year or tardy or absent for more than any 30-minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof, is a truant and shall be reported to the attendance supervisor or to the superintendent of the school district.

Upon a pupil's initial classification as a truant, AIM Schools are required to notify you, the pupil's parent/guardian, of the following: (*EC §*48260.5)

1. That the pupil is truant.
2. That the parent/guardian is obligated to compel the attendance of the pupil at school.
3. That parents/guardians who fail to meet this obligation may be guilty of an infraction and subject to prosecution pursuant to California *Education Code*.
4. Alternative educational programs are available in the district of residence.
5. You have the right to meet with appropriate school personnel to discuss solutions to the pupil's truancy.
6. The pupil may be subject to prosecution under *Education Code* Section 48264.
7. The pupil may be subject to suspension, restriction, or delay of his/her driving privilege pursuant to *Vehicle Code* Section 13202.7.
8. Parents or guardians of students who are misbehaving may be required to spend a day on in the classroom with that student.

You have 10 days to respond to this notice in writing, by phone, or in-person. Please contact the school at [insert school phone number] to schedule a meeting with the site administrator, and [insert student's name]'s teacher to discuss the solutions to [insert student's name]'s truancy. Failure to respond within 10 days will result in immediate referral to the Student Attendance Review Board (SARB).
Sincerely,

_____ _____
Administrator's Signature Date

_____

STUDENT SAFETY AND LIABILITY

1. Safety is one of our first concerns. Students must NEVER be left unsupervised.

2. Staff members must monitor students during pick-up and drop-off.

3. Injuries during the school day must be reported, and an Accident Report Form must be obtained from the office and completed. A copy of the report must be placed in the student's file, administrator's mailbox, administrative assistant's mailbox, and teacher's mailbox.

4. Teachers must **ESCORT THEIR OWN CLASS** to lunch and physical education.

5. Teachers should use caution and professional judgment when interacting with students outside of school.

   teachers muse alert and cautious at all times when escorting students off campus (including field trips, outings to the park, and when running the students around the block during PE).

6. Memos and letters to parents or family members must be approved and initialed by the Division Head/Head of Schools or designee before being distributed.

STUDENTS LEAVING CAMPUS

1. Students who are legitimately sick may call home to be picked up. Any student with a fever (temperature of 100 degrees or higher) should go home. A student complaining only of mild discomfort should be encouraged to stay for language arts and math. Oftentimes, students will feel better after they use the restroom or eat lunch.

2. Students who need to leave school for a medical, dental, optometric, or chiropractic appointment must have a parent letter and must give it to the teacher no later than the morning of the appointment. Students must have a note from the doctor upon return from the appointment.

3. Any other reason for leaving the campus must be presented to the office by the parent, either in person or in writing.

4. Students may only leave campus accompanied by a parent/guardian.

ACCIDENT REPORT FORM

Report of Accident to Pupil at American Indian Model Schools

Campus: _____ Date of Report: _____

Student's Name: _____ Grade: _____

Sex: M __ F__ DOB: ____/____/_____

Parent/Guardian: _____ Emergency No: _____

Home Address: _____

Teacher(s) on Duty: _____ Date of Accident: _____

Location of Accident:

School Building: _____ School Grounds: _____ To or From School: _____

Elsewhere (specify): _____

Description of Accident or Injury:

Witnesses: _____

CHILD ABUSE REPORTING POLICY

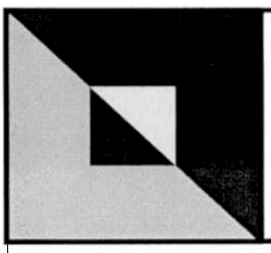
Child abuse includes: physical abuse, sexual abuse (including both sexual assault and sexual exploitation), willful cruelty or unjustified punishment, unlawful corporal punishment or injury that is willfully inflicted, resulting in a traumatic condition, and neglect (including both acts and omissions).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

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

1. Report the incident to a child protective agency (i.e., Department of Children and Family Services), the Police (not School Police), or Sheriff's Department, County Probation Department, or a County Welfare Department immediately by telephone.

2. Send a written report of the incident to the same agency within 36 hours. Although the Penal Code obligation to report applies to the aforementioned employees only, it is the policy of AIMS that ***all*** employees shall comply with the law's reporting procedure whenever they have knowledge of or observe a child in the course of their employment whom they know or reasonably suspect to have been the victim of child abuse.

Additionally, teachers and counselors are legally bound to inform a parent and/or authority in the following instances: (1) when a student indicates he or she is going to physically harm himself or herself or jeopardize his or her life; (2) when a student indicates he or she is going to physically harm another person or jeopardize another person's life or has knowledge that another person's well-being is threatened; (3) when a student indicates he or she is being physically and/or emotionally abused; (4) when a student indicates he or she has committed a felony.



CALIFORNIA MANDATED REPORTING EASY STEPS…

WHAT MUST BE REPORTED and HOW TO REPORT!

What Must be Reported:

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

- Physical Abuse
- Sexual Abuse
- Emotional Abuse
- Neglect

The mandated reporter must only have ***reasonable suspicion*** that a child has been mistreated. The case will be further investigated by law enforcement and/or child welfare services.

How to Report:

By Phone: Immediately, make a telephone report to child welfare services or to a Police or Sheriff's department. For a list of phone numbers for child welfare services see attached pages.

1. Child Welfare Services phone # 510-259-1800
2. Police Department phone # 510-777-3333
3. Sheriff Department phone # 510-272-6878

In Writing: With 36 hours, fax a written report must be faxed or by electronic submission. The written report should be completed on a state form called the 8572, which can be downloaded at **http://ag.ca.gov/childabuse/pdf/ss_8572.pdf**

Other information:

- Safeguards for Mandated Reporters:
  1. The child abuse and Neglect Report Act (CANRA) states that the name of the mandated reporter is strictly confidential, although it is provided to investigative parties working on the case.
  2. As long as a report is filed on good faith, a mandated reporter cannot be sued in civil or criminal court.
- Failure to report:
  - Failure to report concerns of child abuse or neglect is considered a misdemeanor and is punishable in California by six months in jail and/or up to a $1,000 fine.
- For the complete law and a list of mandated reporters refer to California Penal Codes 11164-11174.3.

This document and Mandated Reporting information can be found at
www.mandatedreporterca.com

Site Administration Contact Information

AIPCS Maurice Williams Email: maurice.williams@aimschools.org
6th-8th

AIPCS II

Erin Oh Email: erin.oh@aimschools..org
K-1st

Christopher Ahmad Email: christopher.ahmad@aimschools.org
2nd -5th

Maurice Williams Email: maurice.williams@aimschools.org
6th-8th

AIPHS

Mr. Tareyton Russ Email: tareyton.russ@aimschools.org
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Dean of Students

District Operations Administration

Marisol Magana
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American Indian Model School (AIMS) Wellness Policy

Preamble

American Indian Model School (AIMS) (hereto referred to as the District) is committed to the optimal development of every student. The District believes that for students to have the opportunity to achieve personal, academic, developmental, and social success, we need to create positive, safe, and health-promoting learning environments at every level, in every setting, throughout the school year.

Research shows that two components, good nutrition and physical activity before, during, and after the school day, are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture**'s (USDA)** School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism, and better performance on cognitive tasks.[1,2,3,4,5,6,7] Conversely, less-than-adequate consumption of specific foods including fruits, vegetables, and dairy products, is associated with lower grades among students.[8,9,10] In addition, students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education, and extracurricular activities – do better academically.[11,12,13,14]

This policy outlines **the District's** approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. Specifically, this policy establishes goals and procedures to ensure that:

- Students in the District have access to healthy foods throughout the school day—both through reimbursable school meals and other foods available throughout the school campus—in accordance with Federal and state nutrition standards;
- Students receive quality nutrition education that helps them develop lifelong healthy eating behaviors;
- Students have opportunities to be physically active before, during, and after school;
- Schools engage in nutrition and physical activity promotion and other activities that promote student wellness;
- School staff are encouraged and supported to practice healthy nutrition and physical activity behaviors in and out of school;
- The community is engaged in supporting the work of the District in creating continuity between school and other settings for students and staff to practice lifelong healthy habits; and
- The District establishes and maintains an infrastructure for management, oversight, implementation, communication about, and monitoring of the policy and its established goals and objectives.

The Wellness Policy in its entirety may be viewed in the School's Main Office. This policy

applies to all students, staff, and schools in the District.

I. School Wellness Committee

Committee Role and Membership

The District will convene a representative district wellness committee (hereto referred to as the DWC or work within an existing school health committee) that meets at least four times per year to establish goals for and oversee school health and safety policies and programs, including development, implementation, and periodic review and update of this district-level wellness policy **(heretofore referred as "wellness policy")**.

The DWC membership will represent all school levels (elementary and secondary schools) and include (to the extent possible), but not be limited to: parents and caregivers; students; representatives of the school nutrition program (ex., school nutrition director); physical education teachers; health education teachers; school health professionals (ex., health education teachers, school health services staff [i.e., nurses, physicians, dentists, health educators, and other allied health personnel who provide school health services], and mental health and social

services staff [i.e., school counselors, psychologists, social workers, or psychiatrists]; school administrators (ex., superintendent, principal, vice principal), school board members; health professionals (ex., dietitians, doctors, nurses, dentists); and the general public. To the extent possible, the DWC will include representatives from each school building and reflect the diversity of the community.

Leadership

The Superintendent or designee(s) will convene the DWC and facilitate development of and updates to the **wellness policy, and will ensure each school's compliance with the policy.**

Name	Title	Email address	Role
Tiffany Tung	Operations Manager	tiffany.tung@aimschools.org	DWC Committee Chair
Marisol Magana	Operations Director	marisol.magana@aimschools.org	DWC Committee Co-Chair

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

II. Wellness Policy Implementation, Monitoring, Accountability, and Community Engagement

Implementation Plan

The District will develop and maintain a plan for implementation to manage and coordinate the execution of this wellness policy. The plan delineates roles, responsibilities, actions, and timelines specific to each school, and includes information about who will be responsible to make what change, by how much, where, and when, as well as specific goals and objectives for nutrition standards for all foods and beverages available on the school campus, food and beverage marketing, nutrition promotion and education, physical activity, physical education, and other school-based activities that promote student wellness. It is recommended that the school use the Healthy Schools Program online tools to complete a school level assessment based on the Centers for Disease Control and Prevention's School Health Index, create an action plan that fosters implementation, and generate an annual progress report.

This wellness policy and the progress reports can be found at: http://www.aimschools.org/

Recordkeeping

The District will retain records to document compliance with the requirements of the wellness policy at the American Indian Model School (AIMS), 171 12th Street, Oakland CA, and/or on the American Indian Model School (AIMS) website, http://www.aimschools.org/

.Documentation maintained in this location will include but will not be limited to:

- The written wellness policy;
- Documentation demonstrating compliance with community involvement requirements, including (1) Efforts to actively solicit DWC membership from the required stakeholder groups; and (2) These groups' participation in the development, implementation, and periodic review and update of the wellness policy;
- Documentation of annual policy progress reports for each school under its jurisdiction; and
- Documentation of the triennial assessment* of the policy for each school under its jurisdiction;
- Documentation demonstrating compliance with public notification requirements, including: (1) Methods by which the wellness policy, annual progress reports, and triennial assessments are made available to the public; and (2) Efforts to actively notify families about the availability of wellness policy.

Annual Progress Reports

The District will compile and publish an annual report to share basic information about the wellness policy and report on the progress of the schools within the district in meeting wellness goals. This annual report will be published around the same time each year June, and will include information from each school within the District. This report will include, but is not limited to:

- The website address for the wellness policy and/or how the public can receive/access a copy of the wellness policy;
- A description of each school's progress in meeting the wellness policy goals;
- A summary of each school's events or activities related to wellness policy implementation;
- The name, position title, and contact information of the designated District policy leader(s) identified in Section I; and
- Information on how individuals and the public can get involved with the DWC or SWC.

The annual report will be available in English, and translated into Spanish as requested.

The District will actively notify households/families of the availability of the annual report.

The DWC, will establish and monitor goals and objectives for the District's schools, specific and appropriate for each instructional unit (middle, and high school, as appropriate), for each of the content-specific components listed in Sections III-V of this policy.

Triennial Progress Assessments

At least once every three years, the District will evaluate compliance with the wellness policy to assess the implementation of the policy and include:

- The extent to which schools under the jurisdiction of the District are in compliance with the wellness policy;
- The extent to which the District's wellness policy compares to the Alliance for a Healthier Generation's model wellness policy; and
- A description of the progress made in attaining the goals of the District's wellness policy.

The position/person responsible for managing the triennial assessment and contact information is Tiffany Tung at (510) 893-8701, Extension 23.

The DWC, in collaboration with individual schools, will monitor schools' compliance with this wellness policy.

The District will actively notify households/families of the availability of the triennial progress report.

Revisions and Updating the Policy

The DWC will update or modify the wellness policy based on the results of the annual progress reports and triennial assessments, and/or as District priorities change; community needs change; wellness goals are met; new health science, information, and technology emerges; and new Federal or state guidance or standards are issued. **The wellness policy will be assessed and updated as indicated at least every three years, following the triennial assessment.**

Community Involvement, Outreach, and Communications

The District is committed to being responsive to community input, which begins with awareness of the wellness policy. The District will actively communicate ways in which representatives of DWC and others can participate in the development, implementation, and periodic review and update of the wellness policy through a variety of means appropriate for that district. The District will also inform parents of the improvements that have been made to school meals and compliance with school meal standards, availability of child nutrition programs and how to apply, and a description of and compliance with Smart Snacks in School nutrition standards. The District will use electronic mechanisms, such as email or displaying notices on the district's website, as well as non-electronic mechanisms, such as newsletters, presentations to parents, or sending information home to parents, to ensure that all families are actively notified of the content of, implementation of, and updates to the wellness policy, as well as how to get involved and support the policy. The District will ensure that communications are culturally and linguistically appropriate to the community, and accomplished through means similar to other ways that the district and individual schools are communicating other important school information with parents.

The District will actively notify the public about the content of or any updates to the wellness policy annually, at a minimum. The District will also use these mechanisms to inform the community about the availability of the annual and triennial reports.

III. Nutrition

School Meals

Our American Indian Model School (AIMS) is committed to serving healthy meals to children, with plenty of fruits, vegetables, whole grains, and fat-free and low-fat milk; moderate in sodium, low in saturated fat, and zero grams *trans*

fat per serving (nutrition label **or manufacturer's specification**); and to meet the nutrition needs of school children within their calorie requirements. The school meal programs aim to improve the diet and health of school children, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns, and support healthy choices while accommodating cultural food preferences and special dietary needs.

All schools within the District participate in USDA child nutrition programs, including the National School Lunch Program (NSLP), and hopefully in the future, the School Breakfast Program (SBP), and Afterschool Snack Program. All schools within the District are committed to offering school meals through the NSLP and SBP programs, and other applicable Federal child nutrition programs, that:

- Are accessible to all students;
- Are appealing and attractive to children;
- Are served in clean and pleasant settings;
- Meet or exceed current nutrition requirements established by local, state, and Federal statutes and regulations. (The District offers reimbursable school meals that meet USDA nutrition standards.)
- Promote healthy food and beverage choices using at least ten of the following Smarter Lunchroom techniques:
  - Whole fruit options are displayed in attractive bowls or baskets (instead of chaffing dishes or hotel pans)
  - Sliced or cut fruit is available daily
  - Daily fruit options are displayed in a location in the line of sight and reach of students
  - All available vegetable options have been given creative or descriptive names
  - Daily vegetable options are bundled into all grab and go meals available to students
  - All staff members, especially those serving, have been trained to politely prompt students to select and consume the daily vegetable options with their meal
  - White milk is placed in front of other beverages in all coolers
  - Alternative entrée options (e.g., salad bar, yogurt parfaits, etc.) are highlighted on posters or signs within all service and dining areas
  - A reimbursable meal can be created in any service area available to students (e.g., salad bars, snack rooms, etc.)
  - Student surveys and taste testing opportunities are used to inform menu development, dining space decor, and promotional ideas
  - Student artwork is displayed in the service and/or dining areas
  - Daily announcements are used to promote and market menu options

- Menus will be created/reviewed by a Registered Dietitian or other certified nutrition professional.
- School meals are administered by a team of child nutrition professionals.
- The District child nutrition program will accommodate students with special dietary needs. - Participation in Federal child nutrition programs will be promoted among students and families to help ensure that families know what programs are available in thei**r children's** school.

Staff Qualifications and Professional Development

All school nutrition program directors, managers, and staff will meet or exceed hiring and annual continuing education/training requirements in the USDA professional standards for child nutrition professionals. These school nutrition personnel will refer to USDA's Professional Standards for School Nutrition Standards website to search for training that meets their learning needs.

Water

To promote hydration, free, safe, unflavored drinking water will be available to all students throughout the school day* and throughout every school campus* ("school campus" and "school day" are defined in the glossary). The District will make drinking water available where school meals are served during mealtimes. In addition, students will be allowed to bring and carry (approved) water bottles filled with only water with them throughout the day.

Competitive Foods and Beverages

The District is committed to ensuring that all foods and beverages available to students on the school campus* during the school day* support healthy eating. The foods and beverages sold and served outside of the school meal programs (i.e., "competitive" foods and beverages) will meet the USDA Smart Snacks in School nutrition standards, at a minimum. Smart Snacks aim to improve student health and well-being, increase consumption of healthful foods during the school day, and create an environment that reinforces the development of healthy eating habits. A summary of the standards and information are available at: http://www.fns.usda.gov/healthierschoolday/tools-schools-smart-snacks. The Alliance for a Healthier Generation provides a set of tools to assist with implementation of Smart Snacks available at www.healthiergeneration.org/smartsnacks.

To support healthy food choices and improve student health and well-being, all foods and beverages outside the reimbursable school meal programs that are sold to students on the school campus during the extended school day will meet or exceed the state nutrition. These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to, a la carte options in cafeterias, vending machines, school stores, and snack or food carts.

Celebrations and Rewards

All foods offered on the school campus will meet or exceed the state nutrition standards, including through:

1. Celebrations and parties. The district plans to provide a list of healthy party ideas to parents and teachers, including non-food celebration ideas. Healthy party ideas from the Alliance for a Healthier Generation and from the USDA.
2. Classroom snacks brought by parents. The District plans to provide to parents a list of foods and beverages that meet Smart Snacks nutrition standards; and
3. Rewards and incentives. The District plans to provide teachers and other relevant school staff a list of alternative ways to reward children. Foods and beverages will not be used as a reward, or withheld as punishment for any reason, such as for performance or behavior.

Fundraising

Foods and beverages that meet or exceed the USDA Smart Snacks in Schools nutrition standards may be sold through fundraisers on the school campus* during the school day*. The District will make available to parents and teachers a list of healthy fundraising ideas [*examples from the Alliance for a Healthier Generation and the USDA*].

Nutrition Promotion

Nutrition promotion and education positively influence lifelong eating behaviors by using evidence-based techniques and nutrition messages, and by creating food environments that encourage healthy nutrition choices and encourage participation in school meal programs. Students and staff will receive consistent nutrition messages throughout schools, classrooms, gymnasiums, and cafeterias. Nutrition promotion also includes marketing and advertising nutritious foods and beverages to students and is most effective when implemented consistently through a comprehensive and multi-channel approach by school staff and teachers, parents, students, and the community.

The District will promote healthy food and beverage choices for all students throughout the school campus, as well as encourage participation in school meal programs. This promotion will occur through at least:

- Implementing evidence-based healthy food promotion techniques through the school meal programs using Smarter Lunchroom techniques; and
- Promoting foods and beverages that meet the USDA Smart Snacks in School nutrition standards. Additional possible promotion techniques that the District and individual schools may use are available at www.healthiergeneration.org/smartsnacks.

Nutrition Education

The District aims to teach, model, encourage, and support healthy eating by students. Schools will provide nutrition education and engage in nutrition promotion that:

- Is designed to provide students with the knowledge and skills necessary to promote and protect their health;
- Is part of not only health education classes, but also integrated into other classroom instruction through subjects such as math, science, language arts, social sciences, and elective subjects;
- Include enjoyable, developmentally-appropriate, culturally-relevant, and participatory activities, such as cooking demonstrations or lessons, promotions, taste-testing, farm visits, and school gardens;
- Promote fruits, vegetables, whole-grain products, low-fat and fat-free dairy products, and healthy food preparation methods;
- Emphasize caloric balance between food intake and energy expenditure (promotes physical activity/exercise);
- Link with school meal programs, cafeteria nutrition promotion activities, school gardens, Farm to School programs, other school foods, and nutrition-related community services;
- Teach media literacy with an emphasis on food and beverage marketing; and
- Include nutrition education training for teachers and other staff.

Essential Healthy Eating Topics in Health Education

The District will include in the health education curriculum the following essential topics on healthy eating:

- The relationship between healthy eating and personal health and disease prevention
- Food guidance from MyPlate
- Reading and using USDA's food labels

- Eating a variety of foods every day
- Balancing food intake and physical activity
- Eating more fruits, vegetables, and whole grain products
- Choosing foods that are low in fat, saturated fat, and cholesterol and do not contain *trans* fat
- Choosing foods and beverages with little added sugars
- Eating more calcium-rich foods
- Preparing healthy meals and snacks
- Risks of unhealthy weight control practices
- Accepting body size differences
- Food safety
- Importance of water consumption
- Importance of eating breakfast
- Making healthy choices when eating at restaurants
- Eating disorders
- The Dietary Guidelines for Americans
- Reducing sodium intake
- Social influences on healthy eating, including media, family, peers, and culture
- How to find valid information or services related to nutrition and dietary behavior
- How to develop a plan and track progress toward achieving a personal goal to eat healthfully
- Resisting peer pressure related to unhealthy dietary behavior
- Influencing, supporting, or advocating for **others' healthy dietary behavior**

USDA's Team Nutrition provides free nutrition education and promotion materials, including standards-based nutrition education curricula and lesson plans, posters, interactive games, menu graphics, and more.

Food and Beverage Marketing in Schools

The District is committed to providing a school environment that ensures opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. The District strives to teach students how to make informed choices about nutrition, health, and physical activity. These efforts will be weakened if students are subjected to advertising on District property that contains messages inconsistent with the health information the District is imparting through nutrition education and health promotion efforts. It is **the intent of the District to protect and promote student's health by permitting advertising** and marketing for only those foods and beverages that are permitted to be sold on the school campus, consistent with the **District's wellness policy**.

Any foods and beverages marketed or promoted to students on the school campus during the extended school day will meet or exceed the state nutrition standards.

Food advertising and marketing is defined[15] as an oral, written, or graphic statements made for the purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller, or any other entity with a commercial interest in the product. This term includes, but is not limited to the following:

- Brand names, trademarks, logos or tags, except when placed on a physically present food or beverage product or its container.
- Displays, such as on vending machine exteriors.

- Corporate brand, logo, name, or trademark on school equipment, such as marquees, message boards, scoreboards, or backboards (Note: immediate replacement of these items are not required; however, districts will consider replacing or updating scoreboards or other durable equipment over time so that decisions about the replacement include compliance with the marketing policy.)
- Corporate brand, logo, name, or trademark on cups used for beverage dispensing, menu boards, coolers, trash cans, and other food service equipment; as well as on posters, book covers, pupil assignment books, or school supplies displayed, distributed, offered, or sold by the District.
- Advertisements in school publications or school mailings.
- Free product samples, taste tests, or coupons of a product, or free samples displaying advertising of a product.

IV. Physical Activity

Children and adolescents should participate in 60 minutes of physical activity every day. A substantial percentage of students' physical activity can be provided through a comprehensive, school-based physical activity program (CSPAP) that includes these components: physical education, recess, classroom-based physical activity, walk and bicycle to school, and out-of-school time activities and the district is committed to providing these opportunities. Schools will ensure that these varied opportunities are in addition to, and not as a substitute for, physical education (addressed in "Physical Education" subsection). All schools in the district will be encouraged to participate in *Let's Move!* Active Schools (www.letsmoveschools.org) in order to successfully address all CSPAP areas.

Physical activity during the school day (including but not limited to recess, physical activity breaks, or physical education) **will not be withheld** as punishment for any The district will provide teachers and other school staff with a list of ideas for alternative ways to discipline students.

To the extent practicable, the District will ensure that its grounds and facilities are safe and that equipment is available to students to be active. The District will conduct necessary inspections and repairs.

Physical Education

The District will provide students with physical education, using an age-appropriate, sequential physical education curriculum consistent with national and state standards for physical education. The physical education curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts (discussed in the "*Essential Physical Activity Topics in Health Education*" subsection).

All students will be provided equal opportunity to participate in physical education classes. The District will make appropriate accommodations to allow for equitable participation for all students

All American Indian Model School (AIMS) **secondary students** (middle and high school) are required to take the equivalent of one academic year of physical education.

The District physical education program will promote student physical fitness through individualized fitness and activity assessments (via the Presidential Youth Fitness Program or other appropriate assessment tool) and will use criterion-based reporting for each student.

Essential Physical Activity Topics in Health Education

The District will include in the health education curriculum the following essential topics on physical activity:

- The physical, psychological, or social benefits of physical activity
- How physical activity can contribute to a healthy weight
- How physical activity can contribute to the academic learning process
- How an inactive lifestyle contributes to chronic disease
- Health-related fitness, that is, cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition
- Differences between physical activity, exercise, and fitness
- Phases of an exercise session, that is, warm up, workout, and cool down
- Overcoming barriers to physical activity
- Decreasing sedentary activities, such as TV watching
- Opportunities for physical activity in the community
- Preventing injury during physical activity
- Weather-related safety, for example, avoiding heat stroke, hypothermia, and sunburn while being physically active
- How much physical activity is enough, that is, determining frequency, intensity, time, and type of physical activity
- Developing an individualized physical activity and fitness plan
- Monitoring progress toward reaching goals in an individualized physical activity plan
- Dangers of using performance-enhancing drugs, such as steroids
- Social influences on physical activity, including media, family, peers, and culture
- How to find valid information or services related to physical activity and fitness
- How to influence, support, or advocate for others to engage in physical activity
- How to resist peer pressure that discourages physical activity

Physical Activity Breaks (Elementary and Secondary)

The District recognizes that students are more attentive and ready to learn if provided with periodic breaks when they can be physically active or stretch. Thus, students will be offered **periodic opportunities** to be active or to stretch throughout the day on all or most days during a typical school week. The District recommends teachers provide short (3-5 minute) physical activity breaks to students during and between classroom time. These physical activity breaks will complement, not substitute, for physical education class, recess, and class transition periods.

The District will provide resources and links to resources, tools, and technology with ideas for physical activity breaks. Resources and ideas are available through USDA and the Alliance for a Healthier Generation.

Active Academics

Teachers will incorporate movement and kinesthetic learning approaches into "core" subject instruction when possible (e.g., science, math, language arts, social studies, and others) and do their part to limit sedentary behavior during the school day.

The District will support classroom teachers incorporating physical activity and employing kinesthetic learning approaches into core subjects by providing annual professional development opportunities and resources, including information on leading activities, activity options, as well as making available background material on the connections between learning and movement.

Teachers will serve as role models by being physically active alongside the students whenever feasible.

Before and After School Activities

The District offers opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods. The District will encourage students to be physically active before and after school by:

Active Transport

The District will support active transport to and from school, such as walking or biking. The District will encourage this behavior by engaging in *six or more* of the activities below; including but not limited to:

- Designation of safe or preferred routes to school
- Promotional activities such as participation in International Walk to School Week, National Walk and Bike to School Week
- Secure storage facilities for bicycles and helmets (e.g., shed, cage, fenced area)
- Instruction on walking/bicycling safety provided to students
- Promotion of safe routes program to students, staff, and parents via newsletters, websites, local newspaper
- Crossing guards are used
- Crosswalks exist on streets leading to schools
- Walking school buses are used
- Documentation of number of children walking and or biking to and from school
- Creation and distribution of maps of school environment (e.g., sidewalks, crosswalks, roads, pathways, bike racks, etc.)

V. Other Activities that Promote Student Wellness

The District will integrate wellness activities across the entire school setting, not just in the cafeteria, other food and beverage venues, and physical activity facilities. The District will coordinate and integrate other initiatives related to physical activity, physical education, nutrition, and other wellness components so all efforts are complementary, not duplicative, and work towards the same set of goals and objectives promoting student well-being, optimal development, and strong educational outcomes. Schools in the District are encouraged to coordinate content across curricular areas that promote student health, such as teaching nutrition concepts in mathematics, with consultation provided by either the school or the District's curriculum experts.

All efforts related to obtaining federal, state, or association recognition for efforts, or grants/funding opportunities for healthy school environments will be coordinated with and complementary of the wellness policy, including but not limited to ensuring the involvement of the DWC/SWC. All school-sponsored events will adhere to the wellness policy. All school-sponsored wellness events will include physical activity opportunities.

Community Partnerships

The District will attempt to develop relationships with community partners (i.e. hospitals, universities/colleges, local businesses, etc.) in support of this wellness policy**'s implementation**. Existing and new community partnerships and sponsorships will be evaluated to ensure that they are consistent with the wellness policy and its goals.

Community Health Promotion and Engagement

The District will promote to parents/caregivers, families, and the general community the benefits of and approaches for healthy eating and physical activity throughout the school year. Families will be informed and invited to participate in school-sponsored activities and will receive information about health promotion efforts.

As described in the **"**Community Involvement, Outreach, and Communications**" subsection,** the District will use electronic mechanisms (such as email or displaying notices on the distr**ict's** website), as well as non-electronic mechanisms, (such as newsletters, presentations to parents, or sending information home to parents), to ensure that all families are actively notified of opportunities to participate in school-sponsored activities and receive information about health promotion efforts.

Staff Wellness and Health Promotion

The DWC will have a staff wellness subcommittee that focuses on staff wellness issues, identifies and disseminates wellness resources, and performs other functions that support staff wellness in coordination with human resources staff. **The subcommittee leader's name is** Natalia Gomez.

American Indian Model School (AIMS) will implement strategies to support staff in actively promoting and modeling healthy eating and physical activity behaviors. The District promotes staff member participation in health promotion programs and will support programs for staff members on healthy eating/weight management that are accessible and free or low-cost.

Professional Learning

When feasible, the District will offer annual professional learning opportunities and resources for staff to increase knowledge and skills about promoting healthy behaviors in the classroom and school (e.g., increasing the use of kinesthetic teaching approaches or incorporating nutrition lessons into math class). Professional learning will help District staff understand the connections between academics and health and the ways in which health and wellness are integrated into ongoing district reform or academic improvement plans/efforts

Glossary:

Extended School Day - time during before and afterschool activities that includes clubs, intramural sports, band and choir practice, drama rehearsals, etc.

School Campus - areas that are owned or leased by the school and used at any time for school-related activities such as the school building or on the school campus, including on the outside of the school building, school buses or other vehicles used to transport students, athletic fields, and stadiums (e.g. on scoreboards, coolers, cups, and water bottles), or parking lots.

School Day - midnight the night before to 30 minutes after the end of the instructional day. **Triennial** – recurring every three years.

School Level Contacts

School	Name	Title	Email Address	Role
American Indian Model School (AIMS)	Tiffany Tung	Operations Manager	tiffany.tung@aimschools.org	DWC Chair
American Indian Model School (AIMS)	Marisol Magana	Operations Director		

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AIMS Lunch Program

American Indian Model Schools will be participating in the National School Lunch Program by offering healthy meals every school day. Your children may qualify for free or reduced-price meals by completing the Application for Free and Reduced-Price Meals. Eligible students may receive meals at the reduced-price rate of **$0.40** for lunch. Full-pay students may buy lunch for **$3.00.**

We are proud to be able provide students with access to a variety of affordable and appealing foods that meet the health and nutrition needs of students.

All meals, foods and beverages sold or served at schools meet state and federal requirements based on the USDA Dietary Guidelines.

All meals, foods and beverages are prepared and served by qualified child nutrition professionals to ensure all students are provided access to healthy meals.

American Indian Model Schools Local Meal Charge Policy 2018-19

Dear Parent or Guardian:

American Indian Model Schools participates in the National School Lunch Program by offering nutritious meals every school day. Students may buy lunch for $3.00. Eligible students may receive meals free of charge or at the reduced-price. You or your children do not have to be U.S. citizens to qualify for free or reduced-price meals. You must fill out a new Free/Reduced Lunch Application at the beginning of each school year to see if you qualify. Applications are available at our front desk any time throughout the school year. If you have any questions about applying, please call Operations Department at 510-893-8701.

Payments

We ask that families pay up front for student meal purchases. This helps lunch lines move quickly, giving students more time to enjoy their meal. There are multiple options to make payments to your student's lunch account:

In-Person Payments

- Payments can be made on school days at the American Indian Model Schools front desk between the hours of 9:30 a.m. to 1:00 p.m.
    - Address: 171 12th St. Oakland, CA 94607

- We accept cash in exact amounts.
    - A receipt will be given at time of payment.

- Students can make payments at the front desk register between the hours of 9:30 a.m. to 12:30 p.m.
    - A receipt will be given at time of payment.

Electronic Payments through MealTime

- Payments can be made online at www.mymealtime.com
- There is a 4.9% transaction fee for online payments.

Charges/Balances

If a student takes a meal they will be charged for it. We encourage families to have a conversation with students so they know whether they can participate in the school meal program.

American Indian Model Schools will allow students to charge a negative balance to their lunch account. The negative balance limit is $20.00. Outstanding balances must be paid within 2 weeks.

American Indian Model Schools prohibits the charging of à la carte or extra items by any student with a negative balance regardless of the student's eligibility status.

Once a month balance notifications will be sent to families. The balance statement will notify you of the current status of your student's lunch account. The balance statement will also include instructions for making payments (same as above).

Delinquent Meal Charge Debt

Failure to repay meal debt will result in the following consequences:

- Report cards withheld
- Will not accept payment for extras such as field trips, school swag items, etc.
- Loss of afterschool activities

If your family is experiencing a financial setback, please contact us so we can help. We are willing to work with you to develop a payment plan for your lunch account.
Also, families may submit a free/reduced lunch application at any point during the school year. We can assist you in applying for free or reduced lunch if your income situation has changed mid-year.
Please contact Ms. Tung at 510-893-8701 ***for assistance.***

These policies are also outlined Meal Charge Policy can be found on our school website: www.aimschools.org

SECTION 3: A CULTURE OF HIGH EXPECTATIONS

THE BASICS

1. At AIMS we maximize learning in the classroom. This is accomplished through a no-nonsense approach to education that allows teachers to focus their energy on their job-teaching.

2. Teachers at AIMS provide students in grades 5-12 with a minimum of 90 instructional minutes in language arts and 90 instructional minutes in mathematics each day.

3. To capitalize on our institutional knowledge, we implement professional development in which administrators and teachers train their colleagues and students train incoming students on the culture and expectations of AIMS.

4. At AIMS we set forth a rigorous academic program aligned with standards-based textbooks and a uniform grading scale that all administrators and teachers must follow.

5. After-school detention and Saturday School serve as consequences for students who violate AIMS' rules.

6. We follow an extended school year with 190 instructional school days. Summer programs include: AIMS Extended School, Johns Hopkins Center for Talented Youth (CTY), and University of California at Berkeley's Academic Talent Development Program (ATDP).

7. Teachers finish instruction in core academic curriculum textbooks before spring break each year. After state testing and AP testing, teachers work with their students on the next grade level's core curriculum of mathematics and language arts.

STUDENT FILES

1. Teachers must maintain their own student files in the classrooms that include:
    a. Detention slips and any other discipline related document
    b. Progress reports and report cards
    c. Any other document related to the student for the school year
2. Doctor's and parent's notes go to the office.

HOMEWORK POLICY

1. Teachers should assign homework on a daily basis. The following is the average amount of time that students should spend for daily homework completion at each grade level:

    a. 30 minutes for K – 2nd

    b. 45 minutes for 3rd

    c. 1 hour for 4th and 5th

    d. 1 hour and 15 minutes for 6th

    e. 1 hour and 30 minutes for 7th

    f. 1 hour and 45 minutes for 8th

    g. 2 hours for 9th

    h. 2 hours and 30 minutes for 10th, 11th, and 12th grades.

2. Students need to be held accountable for completing daily assignments, and assessment is necessary to measure student progress.

3. Instructional time should **not** be used to have students call out numbers for teachers to record in grade books.

4. Students in grades K-6 should not take home more than two large textbooks a night.

5. Homework shall not be done during the regular class day or during detention.

STUDENT BEHAVIOR MANAGEMENT

Acceptable Forms of Behavior Management

1. Warning
2. Behavior Contract
3. Parent Conference
4. Counseling
5. Loss of privileges (extracurricular activities, etc.)
6. Sending a student to another classroom for a limited period of time.
7. Additional required hours at school: detention or Saturday School.
8. Additional school work: extra homework, writing lines or copying materials, additional study/review.
9. Community Service: Clean, organize; take out trash, sweep, etc. AIMS will provide gloves and necessary cleaning supplies as appropriate.
10. Communication tools: Students write letters of apology or to their families to discuss poor behavior/performance.
11. Confiscation of prohibited items
12. Suspension or Expulsion in extreme cases and with leadership approval
13. Any other form of discipline must be approved by the Head of Schools or designee.

CONFISCATED ITEMS

1. Obtain a *Confiscated Items Form* from the office and fill it out (signed by you and the student). Give the form and item to an administrator.

2. The administrator will also sign the form and file it in a binder.

3. The item will be placed in a bag with the student's name inside the bag. The bag will be placed in a locked box.

4. Items will be returned to students at the end of the week, or in the case of repeated violations or dangerous items, the student's parent will be required to come to school to pick up the item. Illegal items may be turned over to law enforcement.

Confiscated Items Form

Student's name: _____ Grade: _____

Student's teacher: _____

Name of faculty or staff who confiscated the item: _____

Date confiscated: _____

Item confiscated: _____

Faculty or staff signature: _____ Date: _____

Student signature: _____ Date: _____

Administrator signature: _____ Date: _____

*Place a copy of this form in the Ziploc bag with the confiscated item.

DETENTION

1. Detention is held for one hour after school Monday through Friday.

2. Obtain a *Detention Slip* from office. Fill in the student's first and last name, check the reason for the detention **(if necessary, include notes and details)**, and schedule the detention for the next available day. The student must have the slip signed and return it to you. A student should receive an additional detention if s/he does not return the signed detention slip the next day.

3. Students must report on time to the area where detention is being held. Any student who reports late will attend for the remainder of the detention that day and also serve an additional detention.

4. Students must sit quietly and remain quiet for the duration of the detention period. They are not permitted to talk. If students talk or misbehave, they should be assigned another detention.

5. Obtain a sign-in sheet from the office. Make sure students complete the form neatly and accurately (first and last name, grade level, etc.). Make one copy of the sign-in sheet for your records, and place the original in the detention binder located in the office. Do not remove the binder from the office. Do not misplace the sign-in sheets or the binder. (Alternatively, a standard electronic sign-in form is also acceptable.)

6. Teachers alternate detention duty. (Please see the *Progress Report, Report Card, and Detention Duty schedule*.)

7. During detention duty, teachers must be in the room and monitoring the students.

8. If a student receives two detentions on Monday, they would serve detention on both Tuesday and Wednesday. If they receive another detention on Tuesday, they would serve it on Thursday.

9. Students must attend detention on the assigned date. No excuses will be accepted.

SATURDAY SCHOOL

1. Saturday School is issued in the following circumstances:

    a. Two detentions in one week= Restorative Justice Saturday School

    b. Absence= Academic Saturday School

    c. Absence from Saturday School=Two Saturday Schools (or a combination of one Saturday School and four [60 Minute] Detentions.)

2. Saturday School is held twice a month from 8:00 a.m. to 12:00 p.m.

3. Saturday School is run by administrators, but teachers are encouraged to attend to help their own students.

4. Teachers may hold their own Academic Saturday School with supervisor approval.

5. Teachers must submit to the office a list of students attending Saturday school along with packet of 4 hours of work for attending students by the Friday before Saturday School.

6. Packets should be student-specific, organized, have clear directions, and keep students occupied from 8:00 a.m. to 12:00 p.m.

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

8. Teachers will receive a memo to distribute to students on the Wednesday before Saturday School.

SUSPENSION & EXPULSION POLICY

All schools within the AIMS family (AIPCS, AIPCS II, and AIPHS) adhere to the following procedures with regard to student suspension and expulsion. Though the AIMS administration is permitted a certain level of discretion in determining the appropriate disciplinary actions on a case-by-case basis, all schools operate within certain parameters. Those parameters are outlined in this policy and are aligned with Section 48900 and 48915 of the California Education Code.

A pupil may be suspended or expelled for acts that are enumerated herein and related to a school activity or school attendance that occur at any time, including, but not limited to, any of the following:

1. While on school grounds.
2. While going to or coming from school.
3. During the lunch period whether on or off the campus.
4. During, or while going to or coming from, a school-sponsored activity.

Suspension/Discretionary Expulsion Conduct

I. The Head of School or designee may suspend from school or recommend for expulsion a pupil if he or she determines that the pupil has committed one of the following acts:

(A) Physical Injury or Violence: Caused, attempted to cause, or threatened to cause physical injury to another person; or willfully used force or violence upon another person, except in self-defense. A pupil who aids or abets in infliction of physical injury to another may be suspended but not expelled.

(B) Dangerous Object: Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from the principal or the designee of the principal.

(C) Drugs or Alcohol: Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of a controlled substance, an alcoholic beverage, or an intoxicant of any kind.

(D) Look-Alike Substance: Unlawfully offered, arranged, or negotiated to sell a controlled substance, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person a replica substance.

(E) Robbery/Extortion: Committed or attempted to commit robbery or extortion.

(F) Property Damage/Vandalism: Caused or attempted to cause damage to school property or private property, including electronic files and databases.

(G) Theft: Stolen or attempted to steal school property or private property.

(H) Tobacco: Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets.

(I) Obscenity/Profanity/Vulgarity: Committed an obscene act or engaged in habitual profanity or vulgarity.

(J) Drug Paraphernalia: Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia.

(K) Disruption: Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.

(L) Receipt of Stolen Property: Knowingly received stolen school property or private property.

(M) Imitation Firearm: Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

(N) Sexual Assault/Battery: Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.

(O) Witness Harassment or Intimidation: Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.

(P) Prescription Drug Soma: Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

(Q) Hazing: Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.

(R) Bullying/Electronic: Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined herein, directed specifically toward a pupil or school personnel.

1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils directed toward

one or more pupils or school personnel that has or can be reasonably predicted to have the effect of one or more of the following:

a. Placing a reasonable pupil or school personnel in fear of harm to that pupil's or school personnel's person or property.

b. Causing a reasonable pupil or school personnel to experience a substantially detrimental effect on his or her physical or mental health.

c. Causing a reasonable pupil to experience substantial interference with his or her academic performance, or school personnel with his or her job performance.

d. Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.

2) "Electronic act" means the creation and transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

a. A message, text, sound, or image.

b. A post on a social network Internet Web site, including, but not limited to:

i. Posting to or creating a burn page. "Burn page" means an Internet Web site created for the purpose of bullying.

ii. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

iii. Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

3) "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

(S.) Sexual Harassment. The pupil has committed sexual harassment. The harassing conduct must be considered by a reasonable person of the same gender as the victim to be

sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment.

(T.) Hate Violence. The pupil has caused, attempted to cause, threatened to cause, or participated in a "hate crime." "Hate crime" means a criminal act committed, in whole or in part, because of one or more of the following actual or perceived characteristics of the victim: disability, gender, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics.

(U.) Harassment, Threats, or Intimidation. The pupil has intentionally engaged in harassment, threats, or intimidation, directed against a pupil or group of pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of that pupil or group of pupils by creating an intimidating or hostile educational environment.

(V.) Terroristic Threats: The pupil has made terroristic threats against school officials or school property, or both. For the purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family.

II. Parent/Guardian will be notified in all cases of violations.

III. Administration will determine punishment based upon the following criteria:

A. Seriousness of offense

B. Circumstances of situation

C. Student's prior disciplinary records

D. Any other extenuating circumstances

Suspension Procedures

1. The site leaders are afforded a great deal of discretion by the AIMS Governance Board and the Superintendent in determining appropriate punishments, unless a mandatory expulsion offense is identified. Even if suspension is deemed appropriate, the site administrator may opt for supervised in-school suspension.

2. If the Head of School or Division Heads or designee determines that suspension is appropriate, a school employee shall make a reasonable effort to contact the pupil's parent or guardian in person or by telephone. Whenever a pupil is suspended from school, the parent or guardian shall be notified in writing of the suspension.

3. The Head of School or Division Heads or designee shall report the suspension of the pupil, including the cause therefore, to the Superintendent and AIMS governing board.

4. A parent conference will be scheduled to discuss the matter with the Head of Schools or designee. Whenever practical, the teacher or staff member who witnessed the offense will also be present. At this conference, the administration and the parent or guardian will discuss the causes, duration, school policy involved, and any other matters pertinent to the suspension.

Any pupil who is suspended for five days or fewer must complete all assignments and tests missed during the suspension within three school days of their return. Any pupil who is suspended for more than five days will have five school days after their return to complete all assignments and tests missed during suspension. **Administration has the authority to lengthen the amount of time a pupil has to make-up his or her work, as appropriate in a given situation.** Assignments submitted late will receive **no credit.**

Recommended Expulsion

The Head will recommend the expulsion of any pupil who commits any of the following acts at school or at a school activity off school grounds, unless he or she determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct:

1. Causing serious physical injury to another person, except in self-defense.

2. Possession of any knife or other dangerous object of no reasonable use to the pupil.

3. Unlawful possession of any controlled substance, except for either of the following:

    a. The first offense for the possession of not more than one ounce of marijuana.

    b. The possession of over-the-counter medication for use by the pupil for medical purposes or medication prescribed for the pupil by a physician.

4. Robbery or extortion.

5. Assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee.

Mandatory Expulsion

The Head or designee must immediately suspend and recommend expulsion of a pupil that he or she determines has committed any of the following acts at school or at a school activity off school grounds:

1. Possessing, selling, or otherwise furnishing a firearm. This subdivision applies to an act of possessing a firearm only if the possession is verified by an employee of the school. The act of possessing an imitation firearm is not an offense for which suspension or expulsion is mandatory but it is an offense for which suspension, or expulsion may be imposed.

2. Brandishing a knife at another person.

3. Unlawfully selling a controlled substance.

4. Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.

5. Possession of an explosive.

The governing board shall order a pupil expelled upon finding that the pupil committed an act requiring mandatory expulsion.

Recommended vs. Mandatory Expulsion

Recommendation for expulsion	***Mandatory Expulsion***
Causing serious physical injury to another person, except in self-defense.	Possessing, selling, or otherwise furnishing a firearm.
Possession of any knife or other dangerous object of no reasonable use to the pupil.	Brandishing a knife at another person.
Unlawful possession of a controlled substance.	Unlawfully selling a controlled substance.
Robbery or extortion.	Committing or attempting to commit a sexual Assault.
Assault or battery upon any school employee.	Possession of an explosive.

Administrative Procedures and Investigation of Pupil Offenses

1. Students who commit offenses that result in a recommendation for expulsion or mandatory expulsion, or whose conduct falls under "Suspension/Discretionary Expulsion" (excluding disruption or defiance) will be referred to the Head of Schools or designee. If a teacher observes disruptive or defiant conduct, the teacher will make a determination as to whether or not administrative intervention is required. Otherwise, they may follow the school's discipline policies to ensure proper student conduct.

2. To determine whether or not an offense meets the guidelines for suspension or expulsion, the Superintendent and the Head of School or designee will meet with the pupil and school employee who referred the pupil for discipline. At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to respond. If an "emergency situation" exists, the pupil may be excluded from this meeting. "Emergency situation" means a situation determined by the Head of School or designee to constitute a clear and present danger to the life, safety, or health of pupils or school personnel. If a pupil is suspended without a conference before suspension, both the parent and the pupil shall be notified of the pupil's right to a conference.

3. Unless an offense results in a recommendation for expulsion or mandatory expulsion, as a matter of policy, American Indian Model Schools consider suspension and discretionary expulsion a punishment of last resort. Suspension and discretionary expulsion shall be imposed only when other means of correction fail to bring about proper conduct. Therefore, our schools will first consider the appropriateness of other disciplinary avenues before suspending or expelling a student.

4. If a pupil has committed a suspension-eligible offense, then the Head s has the authority to recommend expulsion. Expulsion will be used as a tool of last resort for students whose conduct is so egregious that it is unlikely to be changed by any other means and whose behavior poses a threat to the safety of a member of the school community or significantly limits the ability of other students to effectively learn.

5. In addition to any school action, suspected criminal activity will be reported to the police and appropriate legal consequences may result.

6. For purposes of notification to parents, and for the reporting of expulsion or suspension offenses to the CDE, American Indian Model Schools will identify, by offense committed, in all appropriate records of a pupil each suspension or expulsion of that pupil.

7. AIMS will notify the District of Residence within 30 days of all transfers, disciplinary or not. For all students who are expelled, the school will contact the District of Residence to notify them of the terms of the expulsion.

Expulsion Hearings and Process

1. The Superintendent decides whether or not to recommend expulsion to the Board.

2. Within 30 school days of a recommendation for expulsion, the Board will hold a hearing to determine if it is appropriate to expel the pupil. The pupil may request, in writing, a postponement of no more than 30 calendar days. Any additional postponement may only be granted at the discretion of the Board.

3. Within 10 school days after the conclusion of the hearing, the Board shall decide whether to expel the pupil.

4. If compliance by the Board with the time requirements for the conducting of an expulsion hearing under this subdivision is impracticable, the Superintendent may, for good cause, extend the time period for the holding of the expulsion hearing for an additional 5 school days.

5. Written notice of the hearing shall be forwarded to the pupil at least 10 calendar days prior to the date of the hearing and shall include:

    a. The date and place of the hearing.
    b. A statement of the specific facts and charges upon which the proposed expulsion is based.
    c. A copy of the disciplinary rules of the school district that relate to the alleged violation.
    d. A notice of the parent, guardian, or pupil's obligation upon enrollment in another school district to inform the receiving school district of his or her status with the previous school.
    e. Notice of the opportunity for the pupil or the pupil's parent or guardian to appear in person or to be represented by legal counsel or by a non-attorney adviser, to inspect and obtain copies of all documents to be used at the hearing, to confront and question all witnesses who testify at the hearing, to question all other evidence presented, and to present oral and documentary evidence on the pupil's behalf, including witnesses.

6. The Board shall conduct a hearing to consider the expulsion of a pupil in a session closed to the public, unless the pupil requests, in writing, at least five days before the date of the

hearing, that the hearing be conducted at a public meeting. Regardless of whether the expulsion hearing is conducted in a closed or public session, the Board may meet in closed session for the purpose of deliberating and determining whether the pupil should be expelled.

7. A record of the hearing shall be made. The record may be maintained by any means, including electronic recording, so long as a reasonably accurate and complete written transcription of the proceedings can be made.

8. Technical rules of evidence shall not apply to the hearing, but relevant evidence may be admitted and given probative effect if it is the kind of evidence upon which reasonable persons are accustomed to rely in the conduct of serious affairs. A decision of the Board to expel must be supported by substantial evidence showing that the pupil committed the act(s) of which he or she is accused.

9. The final action to expel a pupil shall be taken only by the Board in a public session. Written notice of any decision to expel or to suspend the enforcement of an expulsion order during a period of probation must be sent by the superintendent or his or her designee to the pupil or the pupil's parent or guardian.

10. The Board shall maintain a record of each expulsion, including the cause therefore. Records of expulsions shall be a non-privileged, disclosable public record. The expulsion order and the causes therefore shall be recorded in the pupil's mandatory interim record and shall be forwarded to any school in which the pupil subsequently enrolls upon receipt of a request from the admitting school for the pupil's school records.

Suspending an Expulsion Order

- The Board, upon voting to expel a pupil, may suspend the enforcement of the expulsion order for a period of not more than one calendar year and may, as a condition of the suspension of enforcement, assign the pupil to a school, class, or program that is deemed appropriate for the rehabilitation of the pupil. The rehabilitation program to which the pupil is assigned may provide for the involvement of the pupil's parent or guardian in his or her child's education in ways that are specified in the rehabilitation program. A parent or guardian's refusal to participate in the rehabilitation program shall not be considered in the Board's determination as to whether the pupil has satisfactorily completed the rehabilitation program.

- During the period of the suspension of the expulsion order, the pupil is deemed to be on probationary status. The Board may revoke the suspension of an expulsion order under this section if the pupil commits any of the acts designated as Suspension/Discretionary Expulsion Conduct or violates any of the school's rules and regulations governing pupil conduct. When the Board revokes the suspension of an expulsion order, a pupil may be expelled under the terms of the original expulsion order.

- Upon satisfactory completion of the rehabilitation assignment of a pupil, the Board shall reinstate the pupil and may also order the expungement of any or all records of the expulsion proceedings.

Readmission to the Charter

- An expulsion order shall remain in effect until the Board orders the readmission of a pupil. At the time an expulsion of a pupil is ordered for an act other than Mandatory Expulsion Conduct, the Board shall set a date, not later than the last day of the semester following the semester in which the expulsion occurred, when the pupil shall be reviewed for readmission. For a pupil who has been expelled for an act of Mandatory Expulsion Conduct, the Board shall set a date of one year from the date the expulsion occurred, when the pupil shall be reviewed for readmission, except that the Board may set an earlier date for readmission on a case-by-case basis.

- The Board shall recommend a plan of rehabilitation for the pupil at the time of the expulsion order, which may include, but not be limited to, periodic review as well as assessment at the time of review for readmission. The plan may also include recommendations for improved academic performance, tutoring, special education assessments, job training, counseling, employment, community service, or other rehabilitative programs.

- Any pupil who has been expelled and who seeks readmission, must submit a request to the Superintendent in writing no more than 21 (but no less than 7) calendar days before the end of the term of the expulsion. In addition, the pupil must provide documentation that all conditions for rehabilitation set by the Board have been met.

- Upon completion of the readmission process, the Board shall readmit the pupil, unless the Board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety or to other pupils or employees of the school. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered.

- If the Board denies the pupil's request for readmission, the Board shall provide written notice to the expelled pupil and the pupil's parent or guardian describing the reasons for denying the pupil re-admittance into the school.

SECTION 4: A CULTURE OF FREE-MARKET CAPITALISM

FREEDOM OF CHOICE IN A COMPETITIVE MARKET

1. Families choose to enroll their children in an American Indian Model Schools. State and federal funding follow the student to the family's school of choice. This is the same funding model of vocational schools, community colleges, and public universities in the United States.

2. There are clear, consistent, and high expectations in the student contract that are enforced by all employees. Student consequences (detention, Saturday School, community service, etc.) are given for not following school rules.

3. We focus on excellent student attendance (98.5%). Students and staff are given rewards for hard work, academic performance, and reinforcing the AIMS mission statement and credo.

4. Job descriptions are posted that reflect our mission and encourage applicants to self-select out or in when applying for a job with AIMS.

5. Financial incentives are provided to employees and students for increased student achievement on standardized tests combined with high levels of student enrollment from the beginning of the year until the end.

6. All classes and AIMS School sites are encouraged to compete with each other to improve performance and instill in students the values of a free-market capitalistic society.

7. The administrative leadership focuses on fiscal responsibility and a superior business model. The school pays for student trips, the SAT, the ACT, the PSAT, and other costs related to students.

AIMS COVERED HIGH SCHOOL EXAMS AND PREPARATION

AIPHS wants students to succeed. We will pay costs for exams, reviews, books, college application workshops, college tours, and summer programs for our hardworking students.

Exams

PSAT

SAT

AP Exams

ACT Exam

Books / Materials

PSAT Study Guide

SAT Study Guide

SAT Subject Test Study Guide

AP Exam Study Guides

TI-83 Plus Graphing Calculator

College Application

College Applications: (3 per student) = approximately $175.00

STUDENT RECOGNITION

Student of the Month

- Student of the Month is awarded to one student each month.
- Teachers will submit their nominations to the administrative assistant by the last day of each month.
- Teachers are responsible for displaying these winners inside or outside the classroom.

Honor Roll

- Students who earn a GPA of 3.33 or higher will be placed on the Honor Roll. Honor Roll students may not have a grade of C- or below.
- This includes all subjects (including PE, Mandarin, writing, etc.).
- Teachers will submit a list of Honor Roll students to the office with each quarter report card.

Supervisor's List

- Students who earn a GPA of 4.00 will be placed on the supervisor's List.

Superintendent's List

- Students who earn a GPA of 4.00 and have perfect attendance for an academic semester will be placed on the Superintendent's List.

Honorable Mention

- Students who earn a GPA of 3.00 or higher will be placed on Honorable Mention. Honorable mention students may not have a grade of C- or below.
- Teachers will submit this list with the list of Honor Roll students.

Physical Education

- The PE Teachers will recognize excellent physical performance (i.e. top mile times) with a display at the front of the school.
- This needs to be updated at least each quarter.

Perfect Attendance Competition Counts

- AIMS will use the District standard for tracking perfect attendance, with the exception of the District's standard that students who are absent for the entire day but who come to school to drop off their completed homework and pick up their homework assignments will be considered present.

- Only students who show up to school on a given day will be considered present.

- Students who are absent, and whose family members or friends pick up homework assignments, will be considered absent and the class's perfect attendance count will return to zero.

- The site administrators may make exceptions to this policy on a case-by-case basis as circumstances dictate.

American Mathematics Contest (AMC) 8, 10, and 12 Awards

- Students who excel in the AMC are recognized by the makers of the contest with certificates.

- Students will be recognized on a display.

PERFECT STATE SCORE

- Students who received a perfect score on any of the State exams will be recognized by a display at the front of the school.

- The office will compile this list of students.

Smarter Balance Assessment

- Students who received the highest scores on the state exams will be recognized by a display at the front of the school.

- The office will compile this list of students.

John's Hopkins Center of Talented Youth (CTY) Awards:

- Students who excel in the SCAT or SAT exams given during the Talent Search are awarded certificates by CTY.

- Students will be recognized on a display.

Spelling Bee

- An annual spelling bee is hosted by the Oakland Unified School District for middle school.
- Each campus will send two students, winners of the school-wide spelling bee.

AAMA

- The African American Honor roll is hosted by the Oakland Unified School District for students of African descent that score a cumulative GPA of 3.0 or higher each year.
- Each campus will send all students who qualify.

INCENTIVIZING SUCCESS

1. Students will have high self-esteem when they are academically successful. It feels good to excel in academics, physical fitness and life.
2. We believe in an "all-is-earned" culture and provide incentives for students and staff who produce results.
    a. **AP incentive (students):** Students who score a 3 or higher on AP exams will be paid for their performance upon graduation. (Students who do not finish their high school education at AIPHS will not be compensated.) Each AP exam score carries the following financial reward: a score of 3 earns $50; a score of 4 earns $100; a score of 5 earns $150.
    b. **AP incentive (teachers):** When 50% or more of the students in an AP teacher's class pass the AP exam with a score of 3 or higher, the teacher will be awarded $500.
    c. **Increased Test Score incentive (staff):** When a teacher reaches a state test score improvement goal *and* maintains at least 90% of his/her original students from the beginning of the year until the end, the teacher will receive a bonus. Since each class is different, a test score improvement goal will be set for each teacher before the school year begins. In order to qualify for this bonus, the teacher can have no more than a 10% drop in enrollment of his/her students throughout the course of the year. For example, if a teacher started the school year with 30 students, he/she would have to maintain at least 27 of those original students to qualify for the reward. Administrators will also be given bonuses based on academic performance and student enrollment/retention. Those goals will be set before the beginning of the school year.
    d. **AIPHS enrollment incentive (teachers):** When 85% or more of an 8th grade AIMS teacher's students enroll in AIPHS, the teacher will receive a financial reward.
    e. Other performance bonuses *may* be rewarded as determined by site administrators.

SUMMER PROGRAMS

AIMS' students participate in various academic programs during the summer.

I. **Johns Hopkins Center for Talented Youth (CTY).** We believe strongly that the focus of the summer program at Johns Hopkins University's Center for Talented Youth (CTY) meshes perfectly with AIMS' own emphasis: rigorous academics. In order to gain admission to the program, students must take the SAT beginning in the 7th grade and score high enough to meet CTY's challenging standards.

II. **UC Berkeley's Academic Talent Development Program (ATDP).** Students in this rigorous program are able to experience the challenges of college academia while gaining access to a diverse group of professors, mentors, and other students. In order to earn admission to the program, students must demonstrate high academic achievement and meet ATDP's high standards.

SOCIAL MEDIA POLICY

In light of the explosive growth and popularity of social media technology in today's society, AIMS has developed the following policy to establish rules and guidelines regarding the appropriate use of social media by employees. This policy applies to situations when you: (1) make a post to a social media platform that is related to the Charter; (2) engage in social media activities during working hours; (3) use AIMS equipment or resources while engaging in social media activities; (4) use your AIMS e-mail address to make a post to a social media platform; (5) post in a manner that reveals your affiliation with AIMS.

For the purposes of this policy, the phrase "social media" refers to the use of a website or other electronic application to connect with other people, including, but not limited to, Facebook, Twitter, Instagram, SnapChat, Pinterest, LinkedIn, and YouTube, as well as related web-based media, such as blogs, wikis, and any other form of user-generated media or web-based discussion forums. Social media may be accessed through a variety of electronic devices, including computers, cell phones, smart phones, PDAs, tablets, and other similar devices.

This policy is intended to supplement, not replace, the Charter's other policies, rules, and standards of conduct. For example, AIMS policies on confidentiality, use of AIMS equipment, professionalism, employee references and background checks, workplace violence, unlawful harassment, and other rules of conduct are not affected by this policy.

You are required to comply with all AIMS policies whenever your social media activities may involve or implicate AIMS in any way, including, but not limited to, the policies contained in this Handbook.

STANDARDS OF CONDUCT

You are required to comply with the following rules and guidelines when participating in social media activities that are governed by this policy:

- Comply with the law at all times. Do not post any information or engage in any social media activity that may violate applicable local, state, or federal laws or regulations.

- Do not engage in any discriminatory, harassing, or retaliatory behavior in violation of AIMS policy.

- Respect copyright, fair use, and financial disclosure rules and regulations. Identify all copyrighted or borrowed material with proper citations and/or links.

- Students may not engage in social media activities during school hours. Do not use your AIMS e-mail address to register on social media websites, blogs, or other online tools utilized for personal use.

- Always be fair and courteous to employees, students, parents, or other people who work on behalf of AIMS. Avoid posting statements, photographs, video, or audio that could be reasonably viewed as malicious, obscene, threatening, or intimidating, that disparage employees, students, parents, or other people who work on behalf of AIMS, or that might constitute harassment or bullying. Violation of this may lead to expulsion or dismissal. Parents could be held civilly liable to the person that was maligned.

- Make sure you are always honest and accurate when posting information or news, and if you make a mistake, correct it quickly. Never post any information or rumors that you know to be false about AIMS, employees, students, parents, people working on behalf of AIMS, or other schools.Violation of this may lead to expulsion or dismissal. Parents could be held civilly liable to the person that was maligned.

- Express only your personal opinions. Never represent yourself as a spokesperson for AIMS unless authorized to do so. If you publish social media content that may be related to your school or subjects associated with AIMS, make it clear that you are not speaking on behalf of AIMS and that your views do not represent those of AIMS, employees, students, parents, or other people working on behalf of AIMS. It is best to use a disclaimer such as, "The postings on this site are my own and do not necessarily reflect the views of AIMS." Violation of this may lead to expulsion or dismissal. Parents could be held civilly liable to the person that was maligned.

In the event you have any questions about whether a particular social media activity may involve or implicate AIMS, or may violate this policy, please contact your site administrator.

Social media is in a state of constant evolution, and AIMS recognizes that there will likely be events or issues that are not addressed in these guidelines. Thus, each AIMS employee is

responsible for using good judgment and seeking guidance, clarification, or authorization before engaging in social media activities that may implicate this policy.

SUPPLIES

Students

- On the first day of school, students may be given a list of supplies that can be donated to your class. Donations are not required.
- AIMS will provide students with the supplies they need to engage in their learning.
- No permanent markers are allowed

AIMS MEDIA OPT-OUT FORM

Please sign and return the attached form only if you DO NOT want your child to be photographed or filmed by the media outlets or other organizations for use in print, television, film or Internet publications.

Dear Parent or Guardian,

There are times when our school may be featured in various media. News reporters, photographers and/or film crews from TV, radio stations, newspapers or magazines may wish to photograph and/or film your child in relation to a story about our schools or students. Your child's name, grade may be included in the report. Classrooms might also participate in video-conferencing on the Internet. Our schools are also visited by community organizations or partners who are providing services to students. These organizations or partners may wish to photograph your child and may want to use the photograph and/or your child's name and the name of the school in their publications and informational materials. We will make every effort to honor your request, however, please be aware that there may be circumstances when your child may be photographed or filmed beyond our control. Please discuss your wishes with your child so that he/she knows if you do not want your child to be photographed or filmed.

PLEASE SIGN AND RETURN TO YOUR CHILD'S SCHOOL SITE only if you do not want your child to be photographed or filmed.

☐ **I DO NOT** want my child to be photographed or filmed by members of the media, organizations or agencies at school, for use in print or Internet publications, documentaries, films or video, to the extent that the school can prevent such contact.

Student's Name _____ Grade _____

Parent/Guardian Name (Please print):_____

Parent/Guardian Signature: _____Date _____

Acknowledgement of Reading 2018-2019 Student and Family Handbook

I, _____ have read and understood the requirements of AIMS 2018-2019 Student-Family Handbook.

Parent Signature_____ Date _____

Student Signature_____ Date _____

A signed copy of this form must be placed in the Student's file
In addition to what is included in this handbook, the following is the **AIMS Model**

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SECTION 1: HISTORY / BACKGROUND

Classroom Display

1. Display student work both inside and outside the classroom.
2. Student of the Month must be displayed either inside or outside the classroom.
3. The office will display the honor roll students each quarter.
4. Post a banner or some kind of display about the university you graduated from.
5. The Mission Statement, class name, Credo, and schedule must be posted on the inside and outside of the door.
6. A countdown of the following items must be displayed somewhere within the classroom: perfect attendance, days until state testing and/or any other standardized testing, and days until the last day of school.
7. The clock should be positioned where it is not in the constant view of students.
8. Backpacks should not be left on floors.
9. Keep bulletin boards neat, thoughtfully designed according to divisional requirements, and relevant to instructional stimuli.
10. White board postings should be in student friendly language and meet your divisional configuration requirements

Mailboxes/ Emails

1. Check your physical mailbox before school, during your prep time, during lunch, and after school.
2. Emails should be checked on a daily basis, but not during instructional time. Emails from parents and students should be replied to within 24 hours of receipt. You are required to "reply" as confirmation that you received and have read emails from the Admin office and/or Superintendent's office.
3. Please only "cc" those who must be made aware of the content in the email. Mass reply all emails must have the prior approval of site leaders.
4. Please use your AIMS email for official school business only.

Copy Machines

1. Training for copier use will take place during orientation. Be sure you know how to "build jobs."
2. Make copies before school, after school, or during your class planning period, not during instructional time. Never leave the class unattended to make copies.
3. Students may not make copies for you.

4. When building large jobs, always make a practice copy, to ensure that your copies will print correctly. Always make double-sided copies when appropriate. Be mindful of wasting paper.
5. Place any discarded copies into the recycle box. These papers should be utilized as scratch paper for your classroom.
6. If the copy machine needs maintenance, please inform your administrative assistant.
7. Copiers are only for AIMS use.
8. Copyright laws must be followed.

Computers

1. All teachers will be issued a desktop or laptop computer. AIMS issued computers are solely for AIMS use.
2. If you do not have a working computer, please let your immediate supervisor know.

Break Rooms

1. Please keep the break room clean. Wipe down counters, clean your own dishes, and wipe down the inside of the microwave after use.
2. Label the food you put into the refrigerator with your name.
3. The refrigerator will be emptied out every Friday, and items will be discarded
4. Turn off the coffee pot if it is almost empty, rinse out the pot, and dump the coffee filter into the trash. Refill the water container in the Keurig and throw away your K cup.
5. Clean up after yourself!

CLASS NOVELS LIST AND PROCEDURES (These books must be used in the appropriate grades)

1. To use the Charter's class sets of novels, fill out a "Novel Request Form." It must be submitted at least one week prior to the first day you need the class set.

2. All class sets of novels will be distributed through the office and you must indicate when you will be finished with the novel.

3. The campuses will exchange novels within the first week of each semester.

Engage New York books will also be used.

AIPCS/AIPCS II Novel List 2016-2017		
6th Grade	Maniac Magee	Where the Red Fern Grows
	The Outsiders	Esperanza Rising
	Call of the Wild	The Shakespeare Stealer
	Where the Red Fern Grows	Call of the Wild
	A Wrinkle in Time	Red Scarf Girl
7th Grade	The Giver	Anne Frank: Diary of a Young Girl
	Shabanu: Daughter of the Wind	Animal Farm
	Bad Boy	A Midsummer Night's Dream
	The Crying Rocks	Fahrenheit 451
	Animal Farm	The Giver
	Persepolis*	I, Juan de Pareja
8th Grade	Bean Trees	To Kill a Mockingbird
	Narrative of the Life of Frederick Douglas	Night
	Across Five Aprils	Things Fall Apart
	Autobiography of Miss Jane Pittman	Maus*
	Night	

* To be used by the Instructional Aide.

AIPHS Novel List 2016-2017		
9th Grade	I Know Why the Caged Bird Sings	Brave New World
	Reflections on a Gift of Watermelon Pickle and Other Modern Verse	The Old Man and the Sea
	To Kill a Mockingbird	The Theban Plays
	The Adventures of Tom Sawyer and Huckleberry Finn	Lord of the Flies

	Black Boy	The Curious Incident of the Dog in the Night-Time
	Of Mice and Men	
10th Grade	Waiting for Godot	Lost Horizon
	Jane Eyre	The Metamorphosis
	Great Expectations	A Separate Peace
	Crime and Punishment	Cyrano De Bergerac
	The Autobiography of Miss Jane Pittman	The Catcher in the Rye The Great Gatsby
	The Stranger	
11th Grade	The Kite Runner	Invisible Man
	Their Eyes Were Watching God	One Flew Over the Cuckoo's Nest
	East of Eden	Slaughterhouse 5
	Stranger in a Strange Land	Snow Falling on Cedars
	Crime and Punishment	The Scarlet Letter
	Maus	Rain of Gold
	God is Red	
12th Grade	The House of the Spirits	A Portrait of the Artist as a Young Man
	The Awakening	1984
	Heart of Darkness	Cry, the Beloved Country
	The Secret Sharer	Sound and Sense
	The Sound and the Fury	Macbeth
	A Room with a View	Hamlet
	The House of Dies Drear	Frankenstein
	Brave New World	A Room of One's Own

SECTION 2: A CULTURE OF ACCOUNTABILITY

TEACHER PACING GUIDES AND LESSON PLANS

1. Type your lesson plans, and make multiple copies: one to submit to the site administrator, one to the Instructional Aide (s) and one for personal use. Email your lesson plans to your site administrator and submit a hard copy.

2. Lesson plans must follow the order of the pacing guide and curriculum map.

3. Do not forget to put a copy in each Instructional Aides' inbox. They are working to help your students improve and need lesson plans to prepare.

4. Your lesson plans must be submitted by the end of the day on Friday for approval from your site administrator. This will allow all changes to be made prior to the week the lessons are to be taught.

5. The site administrator will review the plans, write brief comments, and file them in a binder. If not approved, the lesson plans will be returned to your inbox with comments for revisions. You must re-submit your lesson plans on Friday.

6. Please put your lesson plans in this order (from top to bottom): Language Arts, Math, Science, and History (k-8)

7. You must include chapter, section, page, and problem numbers and names.

8. For Language Arts, include subheadings for spelling, vocabulary, grammar, reading, and writing for each day of the week. (See the sample lesson plans in our office.)

9. Your lesson plans must be neatly stapled and hole punched.

10. Please make sure that you are including nightly homework assignments. The assignments should be clearly labeled.

11. Class assignments should include the title of the text or resource that you are using and page numbers. Remember: if a substitute were filling in for you, would they be able to follow your lesson plans?

12. If you know you will be absent please submit a substitute teacher lesson plan to the site administrator before the day(s) you are absent (see sample substitute lesson plan). This may be e-mailed if you are ill or out of town.

13. Please initial your lesson plans once they have been approved.

14. Pacing guides will be given to you, and you must follow them when planning your lessons

STAFF ATTENDANCE POLICY

The contribution of each AIMS employee is critical and the efforts of each and every one are needed to help AIMS to reach its goals. Unnecessary absenteeism results in reduced productivity, loss of service, and significant costs to AIMS. It is AIMS' responsibility to ensure that employees clearly understand the expectations for performing their job duties and how their attendance impacts their performance, and that they are given a fair opportunity to succeed. Specifically:

- Employees are expected to work the number of hours they are assigned.
- Employees are expected to be at work on time.
- Employees are expected to comply with state law and AIMS' rules regarding reporting of absences and providing appropriate documentation.
- Supervisors are expected to provide feedback, monitor attendance, and maintain attendance records.

Illness leave benefits are provided to ease the financial burden on employees who are required to be absent from duty due to legitimate illness, injury, or personal necessity. Employees who use illness and personal necessity leave for unauthorized reasons are in violation of policy. Failure to comply with this policy can result in appropriate disciplinary action, up to and including termination. This policy ensures that our fellow employees do not unfairly bear the burden of the workload of those who inappropriately use illness or personal necessity leave.

NOTIFICATION OF STAFF ABSENCES

An absent employee must report his/her absence to their Head of School or designee as far in advance as possible before the start of the employee's workday or as soon as practical given the nature of the absence. It is not sufficient for an employee to notify a co-worker, secretary, or receptionist, unless the supervisor as the appropriate contact has designated such person for this purpose. You should also call your supervisor by noon of the day before you expect to return to work so that your substitute, if any, can be released. If both you and your substitute report for work on the same day, the substitute will have to be retained and you may not be permitted to work that day. When an employee is absent for medical reasons for more than three (3) working days, the employee must, upon return, provide the Head of School or designee with a physician's statement certifying the medical basis for the absence and stating that the employee is able to return to work.

It is extremely important that you notify your supervisor as soon as possible of any anticipated long-term absences so that, if necessary, alternate arrangements can be made. You can obtain a Certification/Request of Absence from your time reporter.

In Case You Are Absent

In the rare case that you are absent, please ensure the following:

1. If you know you will be absent well ahead of time, tell your supervisor. The site administrator will make the necessary arrangements. (See the Employee Policy for acceptable absences.)

2. If you become ill or some other emergency comes up, please notify an administrator as soon as possible (even if it is late at night) via e-mail AND cell phone. Please contact each administrator at your campus until you finally reach one and get a confirmation that you will be covered.

3. If you are running late, please contact the administration as soon as possible. This means speaking with an administrator, not just leaving a message on the school's voicemail.

4. Please provide the office with a substitute teacher lesson plan.

5. Ultimately, you are responsible for your students, so please be very thorough with your lesson plans and be sure to contact administration.

SECTION 3: A CULTURE OF HIGH EXPECTATIONS

CLASSROOM JOBS

Save time and strategically promote classroom efficiency through use of classroom jobs for students and/or volunteers. Below are sample classroom jobs with brief descriptions. Have the duties displayed in your classroom or prepare a handout for adult volunteers.

1. Homework organizer for absent students: A volunteer or present student collects handouts for the absent student, notes everything that is covered during the day and makes an extra copy of that night's homework assignment list. S/he submits the assignment to the teacher at the end of the day for the teacher to modify (if needed) and submit to administration.

2. Classroom Cleaners: Students/volunteers clean white boards, sweep, dust, organize, etc.

3. Stapler/Packet Organizers: Students/volunteers staple handouts. Be cautious of having your own students stapling a future test. Some teachers avoid this by using students from a different grade level in detention.

4. Student tutors: Academically unprepared students are paired with academically prepared students for tutoring.

5. Graders: Students/volunteers grade non-subjective student work, such as multiple choice assessments.

6. Lunch Duty: Students/volunteers are assigned to clean tables after lunch.

7. Filers: Volunteers only may collect and files memos, doctor's notes, and/or detentions.

8. Boards: Students/volunteers clean boards and displays every day.

9. Countdowns: Students keep track of the classroom countdowns.

10. Handouts: Students/volunteers pass out homework and other documents to the class.

11. Office Runner: Students/volunteers run notes to and from the office, including attendance in the morning.

INSTRUCTIONAL PRACTICES

1. Notify your supervisor as soon as possible when you anticipate needing a substitute. Call him/her in person. Do not rely on email.
2. By 8:00 a.m. and students are expected to be in their seats at that time. The dismissal bell rings at 4:30 p.m.
3. Teachers are expected to be at school thirty (30) minutes before school starts. All full-time teachers have approximately a nine-hour work day Monday-Thursday (including a 30-min. unpaid lunch), and a six hour work day on Friday, unless additional professional development is scheduled or you have made arrangements with your supervisor to leave early.
4. Start class on time. Students should learn to be ready to start class at the scheduled time. Encourage students to anticipate daily directions; when class starts, homework should be out on their desks, and students should be silent without teacher directive. A self-sufficient student with minimal teacher direction is the ultimate goal.
5. Encourage students to use the restroom before and after class, before and after PE, and during lunch.
6. Over-planning instruction is always better than not planning enough.
7. Teach students good note-taking skills and study habits. Take time to answer relevant student questions.
8. Stay on task. Avoid letting unrelated class questions eat up valuable instructional minutes.
9. When visitors enter your classroom, continue teaching, and your students should continue working. Students should not turn around every time the door opens.
10. When a student is misbehaving and you want to remove him or her from your classroom for a brief period of time, please initially send the child to a different classroom-not to the office. Please consult your supervisor of School regarding site specific disciplinary procedures and office referrals.
11. Do not assume students understand content. Monitor understanding by using a variety of checks for understanding, such as calling on students for answers, having students hold up whiteboards with responses, using exit tickets, etc.
12. A variety of instructional methods are encouraged; however, plan for a limited amount of group work in class. Individual work is emphasized at AIMS.

SECTION 4: A CULTURE OF FREE-MARKET CAPITALISM

SCHOOL YEAR

AIMS budgets for additional instruction this is the official start of the school year. **All** teachers and students are expected to attend the official start of the school year.

SECTION 5: EMPLOYMENT POLICIES AND PRACTICES

EQUAL EMPLOYMENT OPPORTUNITY

American Indian Model School District is an equal employment opportunity employer and makes employment decisions, including, but not limited to, hiring, firing, promotion, demotion, training, and/or compensation, on the basis of merit. Employment decisions are based on an individual's qualifications as they relate to the job under consideration. The AIMS' policy prohibits unlawful discrimination based on race, religious creed (which includes religious dress and grooming practices), color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex (which includes pregnancy, childbirth, breastfeeding, and related conditions), gender, gender identity, gender expression, age, sexual orientation, military or veteran status, or any other consideration made unlawful by federal, state or local laws, ordinances, or regulations. All such discrimination is unlawful.

AIMS is committed to complying with all applicable laws providing equal employment opportunities. This commitment applies to all persons involved in the operations of AIMS and prohibits unlawful discrimination by any employee of AIMS, including supervisors and co-workers.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, AIMS will make a good faith effort to provide reasonable accommodations for the known physical or mental limitations of an otherwise qualified applicant or employee with a disability, unless undue hardship would result to AIMS. An applicant or employee who believes he or she requires an accommodation in order to perform the essential functions of the job should contact Human Resources and request such an accommodation, specifying what accommodation he or she needs to perform the job. AIMS will analyze the situation, engage in an interactive process with the individual, and respond to the individual's request.

AT-WILL EMPLOYMENT

Unless an Employee enters into a Fixed Term Employment Agreement that provides for "Termination for Cause" (as defined therein), all employment at AIMS is "at will." This means that both the Employee and AIMS have the right to terminate the Employee's employment at any

time, with or without advanced notice, and with or without cause. The Employee also may be demoted or disciplined and the terms of his or her employment may be altered at any time, with or without cause, and with or without advance notice, at the discretion of AIMS.

Subject to this Employment At-Will provision, Employee shall be employed during the school year beginning no earlier than July 1, 2017 and concluding no later than June 30, 2018 ("School Year"). Pursuant to the Employee At-Will provision of this Handbook, either party has the right to terminate the Employee's employment at any time, with or without advance notice, and with or without cause whether effective before or after the expiration of the stated School Year. By signing the Handbook Acknowledgement, the Employee acknowledges and understands that he or she has entered into this employment relationship with AIMS voluntarily and acknowledges and understands that there is no specific length or agreed upon period of employment.

UNLAWFUL HARASSMENT AND DISCRIMINATION

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

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

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

- Verbal conduct such as epithets, derogatory jokes or comments, slurs or unwanted comments.

- Visual conduct such as derogatory posters, photography, cartoons, drawings, or gestures.

- Physical conduct such as assault, unwanted touching, blocking normal movement, or interfering with work because of sex, race, or any other protected basis.

- Retaliation for having reported or threatened to report harassment or discrimination.

California Education Code Section 212.5 defines sexual harassment as any unwelcome sexual advances, requests for sexual favors, or other verbal, visual, or physical conduct of a sexual nature made by someone from or in the work or educational setting, under the following conditions:

- Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, academic status, or progress.

- Submission to, or rejection of, the conduct by the individual is used as the basis of employment or academic decisions affecting the individual.
- The conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment.
- Submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

Sexual harassment may include, but is not limited to:

- Unwelcome verbal conduct such as suggestive or derogatory comments, sexual innuendos, slurs; unwanted sexual advances, invitations, or comments; pestering for dates; making threats; or spreading rumors about or rating others as to sexual activity or performance.
- Unwelcome visual conduct such as displays of sexually suggestive objects, pictures, posters, written material, cartoons, or drawings; graffiti of a sexual nature; or use of obscene gestures.
- Unwelcome physical conduct such as unwanted touching, pinching, kissing, patting, hugging, blocking of normal movement, or assault; or interference with work or study directed at an individual because of the individual's sex, sexual orientation, or gender.
- Threats, demands, or pressure to submit to sexual requests in order to keep a job or academic standing or to avoid other losses, and offers of benefits in return for sexual favors.

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

If you believe you have been subjected to unlawful harassment or discrimination, please follow the complaint procedure outlined below. Employees must report conduct prohibited by this policy whether or not they are personally involved.

UNLAWFUL RETALIATION

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

If you believe you have been subjected to unlawful retaliation, please follow the complaint procedure outlined below.

COMPLAINT PROCEDURE—DISCRIMINATION, HARASSMENT, RETALIATION

Employees must report all incidents believed to be unlawful discrimination, harassment, or retaliation. If you believe you have been subjected to any form of such unlawful conduct, submit a complaint, preferably in writing, to your supervisor or Human Resources. If these individuals are not available, or in the event that you believe that one of these individuals has engaged in inappropriate behavior in violation of these policies, submit a complaint to any other supervisor as soon as possible. Supervisors must report any and all conduct of which they are made aware, which violates, or may violate, policies regarding unlawful discrimination, harassment, or retaliation to the Superintendent of AIMS or other upper-level managers, as appropriate. Your complaint should be specific and should include the names of the individuals involved and the names of any witnesses.

AIMS encourages all employees to immediately report any incidents of unlawful discrimination, harassment, and/or retaliation so that complaints can be quickly and fairly resolved. If you receive such a complaint from a fellow employee, report it immediately to your supervisor or the Superintendent of AIMS. If these individuals are not available, report it to any other supervisor. All complaints will be handled as confidentially as possible and information will be disclosed only as it is necessary to complete the investigation and resolve the matter.

Upon notice of such a complaint, AIMS will promptly undertake an effective, thorough, and objective investigation and attempt to resolve the situation. If AIMS determines that unlawful conduct or a violation of applicable policies has occurred, effective remedial action will be taken in accordance with the circumstances involved. Any employee determined by AIMS to be responsible for unlawful discrimination, harassment, and/or retaliation will be subject to

appropriate disciplinary action, up to and including termination. Appropriate action will also be taken to deter future conduct.

There will be no retaliation against any employee who brings a complaint in good faith or who honestly assists in investigating such a complaint, even if the investigation produces insufficient evidence that there has been a violation, or if the charges cannot be proven.

ANTI-VIOLENCE POLICY

AIMS is committed to providing a workplace that is free from acts of violence or threats of violence. In keeping with this commitment, AIMS has established a strict policy that prohibits any employee from threatening or committing any act of violence in the workplace, while on duty, while on school-related business, or while operating any vehicle or equipment owned or leased by AIMS. This policy applies to all employees.
In order to achieve our goal of providing a workplace that is secure and free from violence, AIMS must enlist the support of all employees. Compliance with this policy and our commitment to a zero-tolerance policy with respect to workplace violence is every employee's responsibility.
Compliance with this anti-violence policy is a condition of employment. Due to the importance of this policy, employees who violate any of its terms, who engage in or contribute to violent behavior, or who threaten others with violence may be subject to disciplinary action, up to and including immediate termination.

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

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

Employees should immediately inform their supervisor or the Head of School about any workplace security hazards. If these individuals are not available, the employee should immediately inform any other supervisor so that appropriate action can be taken.

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

DRUG AND ALCOHOL ABUSE POLICY

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

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

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

Prohibited Use

AIMS prohibits the following:

- Use, possession, manufacture, distribution, dispensation, purchase, or sale of alcohol (if unauthorized), illegal drugs, or drug paraphernalia on AIMS premises or AIMS business or during working hours.
- Storing alcohol (if unauthorized), illegal drugs, or drug paraphernalia in a locker, desk, automobile, or other repository on AIMS premises.

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

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

In addition, if you are required to take any kind of prescription or nonprescription medication that will affect your job performance, you are required to report this to your supervisor. Your supervisor will determine if it is necessary to temporarily place you on another assignment or take other action as appropriate to protect the safety of you, other employees, and students.

Searches

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

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

Violations

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

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

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

IMMIGRATION COMPLIANCE

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

EMPLOYEE CLASSIFICATIONS

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

Exempt Employees

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

Non-Exempt Employees

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

Regular Employees

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

Full-Time Employees

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

Part-Time Employees

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

Temporary Employees

An employee who is hired for a particular project or job of limited or definite duration (short-term) is considered a temporary employee. A temporary employee is not eligible to earn, accrue, or participate in any AIMS benefits program, except as otherwise required by law.
An employee will not change from one status to any other status or classification simply because of the number of hours that the employee is scheduled to work or the length of time spent as an employee. The status of a temporary employee may change only if the employee is notified of the change in status, in writing, by the Head of School or Superintendent.

JOB DUTIES

You will receive a job description and your supervisor will explain your job responsibilities and the performance standards expected of you. Be aware that your job responsibilities may change at any time during your employment. From time to time, you may be asked to work on special projects or to assist with other work necessary or important to the operation of AIMS. Your cooperation and assistance in performing such additional work is expected.

AIMS reserves the right, at any time, with or without notice, to transfer, demote, suspend, administer discipline, change job responsibilities, and change the terms and conditions of employment at its sole discretion.

PAYMENT OF WAGES

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

EXPENSE REIMBURSEMENTS

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

OVERTIME

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

WORKDAY AND WORKWEEK

The work schedule for employees shall be in accordance with the 2017-2018 school year calendar, and each employee's employment agreement, should one exist.
For purposes of calculating overtime, AIMS' standard workweek begins on Sunday at 12:01 a.m. and ends on Saturday at 12:00 a.m. (midnight). The standard workday is 12:01 a.m. to 12:00 a.m. (midnight) each day.

MEAL AND REST PERIODS

Meal Periods: All non-exempt employees must take an uninterrupted meal period of at least 30 minutes each day they work more than 5 hours. You must commence the meal period before you complete your fifth hour of work. Thus, if you begin working at 8:30 a.m., for example, you must take your meal period prior to 1:30 p.m. In addition, you must record the actual times that you stop and start work to take a meal period. All non-exempt employees must take an

uninterrupted meal period of at least 30 minutes each day they work more than 10 hours. You must commence the meal period before you complete your tenth hour of work. Meal periods are unpaid.

Rest Periods: All non-exempt employees are authorized, permitted, and strongly encouraged to take a 10-minute rest period every 4 hours worked or major fraction thereof. Ordinarily, this amounts to two 10-minute rest periods per 8-hour workday. The first rest period should be taken roughly in the middle of the 4-hour work period prior to lunch, and the second rest period should be taken roughly in the middle of the 4-hour work period following lunch. You do not need to record the times of these rest periods. You will be paid for the time spent on your rest periods.

During your meal periods and rest periods, you may not work at all. You are excused from all duties. In addition, please understand that you may not join together required meal or rest periods in order to take a longer break. Also, you may not miss a required meal or rest period in order to start work later or leave work earlier.

In the rare event that you believe you cannot take a meal or rest period, or you are unable to take a full meal or rest period pursuant to AIMS policy, you must notify your supervisor in advance whenever possible (and, in any event, as soon as possible) so that the proper measures may be taken.

Failure to comply with the AIMS' policy regarding meal and/or rest periods can lead to discipline, up to and including termination.

TIMEKEEPING

To ensure compliance with all applicable laws, non-exempt employees must accurately record all hours worked. This means they must clock in and out whenever they begin, cease, or resume working during the course of a workday. While you need not clock out and in during your rest periods, you must clock out and in during your meal periods. Under no circumstances may one employee clock in or out for another employee.
Exempt employees may also be expected to record their time worked and report absences from work due to personal needs or illness.

Recording inaccurate time on your timesheet or recording time on another employee's timecard is a violation of AIMS policy and may result in discipline, including immediate termination. Employees are strictly prohibited from working "off the clock" or failing to record all time worked. Falsification of any timecard may result in disciplinary action, up to and including termination.

PERSONNEL FILES AND RECORD KEEPING PROTOCOLS

The Head of School or his or her designee shall maintain a confidential personnel file for each employee. All information in personnel files is strictly confidential, as is all payroll information. Any employee who violates this confidentiality is subject to discipline including discharge.

To keep our personnel records accurate and to comply with state and federal laws, you must notify your supervisor immediately of any change(s) in the following personnel information:

- Your name (whether by marriage or otherwise).
- Your home address and telephone number.
- Who to inform in case of an emergency, including names and home and work telephone numbers and addresses.
- Withholding tax information (your marital status and correct number of dependents).
- Completion of education.
- Change of beneficiary on group life insurance.

PERFORMANCE APPRAISALS

At regular intervals, your immediate supervisor will provide you with a written evaluation of your work performance. The purpose of these reviews is to identify strengths, recognize areas for improvement and skill development, encourage growth, and develop strategies within a supportive team. This evaluation typically includes ratings in the following areas: quantity and quality of work, work habits and attitudes, interpersonal skills, dependability, and attendance. For new employees, there will be an interim performance review after the first ninety (90) days of employment, which will include an employee self-evaluation. For returning employees, performance evaluations will be completed annually. Your supervisor will discuss the evaluation with you and a copy of the completed form will be given to you. If you do not receive your evaluation, ask your supervisor about it. The performance appraisal form also offers you an opportunity to indicate if you believe you are working out of class, i.e. whether you are

performing duties different from the ones listed in your class description. It is important for you to provide this information so that your position is classified and compensated appropriately.

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

EMPLOYEE DISCIPLINARY ACTION: CAUSES FOR SUSPENSION, DEMOTION, AND DISMISSAL

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

- Falsification of employment records, employment information, or other AIMS records. This includes making false statements or omitting material information in the application procedure for employment.
- Falsifying any time record.
- Theft, damage, or destruction of any AIMS property or the property of any employee or client.
- Removing or borrowing AIMS property without prior authorization.
- Unauthorized use of AIMS equipment, time, materials, or facilities.
- Provoking a fight or fighting during working hours or on AIMS property.
- Participating in horseplay on work time or on AIMS premises.
- Carrying firearms or any other dangerous weapons on AIMS premises at any time.
- Causing, creating, or participating in a disruption of any kind during working hours.
- Insubordination, including, but not limited to, failure or refusal to obey the legitimate orders or instructions of a supervisor or member of administration, or

the use of abusive or threatening language toward a supervisor or member of administration.

- Using abusive, profane, threatening, indecent, or foul language and/or having inappropriate physical contact with students or other employees at any time on AIMS premises.
- Unreported absences.
- Failure to observe working schedules, including meal and rest periods.
- Sleeping or malingering on the job.
- Working overtime without authorization or refusing to work assigned overtime.
- Working "off the clock" or failing to record or report all hours worked.
- Failing to keep confidential information pertaining to students.
- Violation of any safety, health, security, or other AIMS policies, rules, or procedures.
- Committing a fraudulent act or a breach of trust under any circumstances.
- Engaging in unlawful harassment, discrimination, or retaliation.
- Making false or malicious statements about any employee or AIMS.
- Gambling of any type on AIMS premises.
- Intentionally supplying false information in order to obtain a leave of absence or other benefits from AIMS.
- Poor attendance, including, but not limited to, habitual tardiness and/or absenteeism, leaving early without permission, absence from work without permission, and abuse of time during work hours, to the extent permitted by law.
- Unsatisfactory work performance.
- Performing unauthorized work on AIMS work time.
- Failure to report incidents of child abuse.
- Willful and persistent violation of provisions of the Education Code or the Board of Education or school charter.

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

USE OF AIMS TELEPHONES, INTERNET, AND E-MAIL SYSTEM

Telephones in AIMS schools and offices are to be used only for official business with the exception of a personal emergency in which conversations must be kept as brief as possible. Outgoing personal calls should be made on your personal cell phone only during lunch and break periods so that they will not interfere with work. Personal business, including the handling of personal mail, e-mail, text messages, and telephone calls should be completed outside of your working hours. Remember that your AIMS' email account is reserved for AIMS' business purposes only.

Employees are reminded that AIMS various electronic communications systems, including, but not limited to, its electronic devices, computers, telephones, e-mail accounts, video conferencing, voice mail, facsimiles, internal and external networks, computers, PDAs, tablets, and AIMS-issued cell phones, are the property of AIMS. All communications and information transmitted by, received from, or stored in these systems are AIMS records.

As a result, AIMS may, and does, monitor its employees' use of these electronic communication systems, including for social media activities, from time to time, AIMS may monitor such activities randomly, periodically, and/or in situations when there is reason to believe that someone associated with the school has engaged in a violation of this, or any other, AIMS policy. As a result, employees do not have a reasonable expectation of privacy in their use of or access to AIMS' various electronic communications systems.

Your use of the AIMS' e-mail, internet, and computer systems has **no guarantee of privacy**

CHANGE OF CONTACT INFORMATION

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

PERSONAL PROPERTY

It is your responsibility to ensure that your handbag, wallet, and other personal property are kept locked in a safe place while at work. The school is not responsible for damage to, or theft of, private property, unless the school has been negligent. We recommend that employees not bring expensive items to school which may be stolen, such as iPads, mobile phones, and jewelry. The school does not accept responsibility for these items and is therefore not obliged to pay compensation for lost or stolen items.

SOLICITATION & DISTRIBUTION

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

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

Employees are not to utilize AIMS facilities or return to the work site outside of regular working hours unless prior approval from the Head of School has been granted. Employees may be on AIMS premises only when they are on duty, scheduled to work, or have received advance approval from the Head of School.

HEALTH AND SAFETY POLICY

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

Employees should not transport students unless it relates to a school function and has been approved by AIM Schools.

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

FINGERPRINT POLICY

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

INFORMATION PROTECTION POLICY

It is the policy of AIMS to protect sensitive and confidential information. Every employee of the school district must ensure the proper protection of information, either in paper or electronic form. Employees are not to take sensitive records home nor leave them lying unprotected in the open, such as on a desk, where they can be accessed. Employees are not to convert sensitive information into an electronic format and send it unprotected through email or over the internet. Whenever requests for access to information are made, employees should check with the data owner (specified individuals who collect or use the information on behalf of AIMS). It is best to err on the side of protecting information.

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

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

NEW HIRES

Classroom and instructional aides must submit all required paperwork listed below to the Human Resources Generalist.

Please review the checklist below and check with the Human Resources Office if you need any forms:

	Requirements
1.	A cover letter, resume, and official transcripts (from all colleges and universities you attended).
2.	TB Test Result (must be administered within the last 4 years).
4.	A receipt for your Livescan background check for FBI and DOJ. (Note: if we do not get result within 2 weeks, it is your responsibility to follow-up).
5.	W-4 forms and health insurance enrollment forms. It is the employee's responsibility to report any changes in filing status to HR and to fill out a new W-4 form.
6.	Proof of registration for any tests you need: CBEST, CSET, Teaching Foundations, etc.
7.	Credential Clearance or proof of enrollment in a credentialing program.
8.	Pick up keys and complete supply order list.

AIM schools will work with universities to complete the credential program.

Keep the administrator informed of your progress toward completing your credential program.

AIMS teachers are required to hold a current California Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold.

EMPLOYEE DISPUTE RESOLUTION PROCESS

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

STAFF DRESS CODE POLICY

AIMS employees are here to serve as role models for our students. We are to set the standard for professionalism and proper dress and should always project a professional image when on campus. The Staff Dress Code applies to all AIMS employees on all campuses with the exception of the P.E. aides and athletic coaches.

Appropriate dress for staff:

1. Dresses and skirts no shorter than three inches above the knee. The slit of a dress or skirt must come no higher than three inches above the knee.

2. Jeans are only permitted on Fridays with a professional top (blazer, dress-shirt, blouse).

3. Low-cut blouses, see-through clothing, off the shoulder, halter style, or clothing which reveals the midriff are not permitted.

4. Shoes and sandals without a back strap are not permitted. Flip-flops are not allowed.

5. Athletic garments such as shorts, shoes/sneakers are only permitted for physical education teachers or coaches.

6. Tattoos that are considered offensive, racist, vulgar, show scenes of violence, drug-related, contain strong sexual imagery, gang related or contain obscene phrases may not be visible.

7. Collared shirts are preferred.

The following clothing items are not permitted:

1. Jeans (except on Fridays)
2. Carpenter or cargo pants
3. Shorts
4. T-shirts
5. Hooded sweatshirts
6. Tank tops/ halter tops
7. Flip-flops

There may be occasions when an employee may need to wear certain clothing for medical or religious reasons. In this case, the employee must request an exception from the Head of School and may be asked to provide medical documentation that clearly describes the deviation from this dress code policy.

If you have any questions, please ask your Supervisor.

SECTION 6: LEAVES AND VACATION

VACATION/PERSONAL LEAVE

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

In addition to the paid school holidays listed on the school calendar, classified employees (not Teachers) will accrue paid personal/vacation time per month beginning immediately upon hire,

as defined in their employment agreement. There is a cap on personal/vacation day accrual. Once the classified employee's personal/vacation time reaches the maximum stated in his or her employment agreement, further accrual is suspended until the employee has reduced the balance below this limit. In such a case, no personal/vacation time will be earned for the period in which the classified employee's personal/vacation time was at the maximum. Accrued but unused personal/vacation will carry over from year to year, subject to this maximum accrual. Accrued but unused personal/vacation time will be paid out upon termination. Classified employees may use personal/vacation time beginning on the 30th day of employment. Personal/vacation time may be taken in minimum increments of two hours. Employee must provide his/her supervisor with reasonable advance notification, in writing, of the need to use personal/vacation days, if foreseeable. Requests for personal/vacation time may be denied based on the needs of the Charter School, or if adequate notice is not provided by the Employee.

PAID SICK LEAVE (PSL)

In satisfaction of the California Healthy Workplaces, Healthy Families Act, employees will be allotted PSL beginning immediately upon the effective date of employment as specifically provided in each employee's employment agreement. For employees with no employment agreement, PSL will be granted according to law. Employees with no employment contract should contact Human Resources for a statement of your PSL allotment.

PSL days are not accrued on an as-worked basis but rather are allotted to eligible employees on the first day of work each contract year for use in the current year. Employees may use PSL beginning on the 30th day after the effective date of employment. Employees may use their accrued PSL to take paid time off for the diagnosis, care, or treatment of an existing health condition of (or preventative care for) the employee or the employee's family member. Employee may also use PSL to take time off from work for reasons related to domestic violence,

stalking, or sexual assault. For purposes of this policy, "family member" means a child, parent, spouse, registered domestic partner, grandparent, grandchild, or sibling of the employee. "Child" means a biological child, a foster child, an adopted child, a step-child, a child of a registered domestic partner, a legal ward, or a child of a person standing in loco parentis. "Parent" means a biological, foster, or adoptive parent, a step-parent, or a legal guardian of the employee or the employee's spouse or registered domestic partner. "Spouse" means a legal spouse, as defined by California law.

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

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

FAMILY AND MEDICAL LEAVE

Eligible employees may request a family and medical leave of absence under the circumstances described below. Eligible employees are those who have been employed by the AIMS for at least 12 months (not necessarily consecutive), have worked at least 1250 hours during the 12 months immediately prior to the family and medical leave of absence, and are employed at a worksite where there are 50 or more employees of the AIMS within 75 miles.

Ordinarily, you must request a planned family and medical leave at least 30 days before the leave begins. If the need for the leave is not foreseeable, you must request the leave as soon as practicable. You should use the AIMS' request form, which is available upon request from Human Resources. Failure to comply with this requirement may result in a delay of the start of the leave.

A family and medical leave may be taken for the following reasons:

1. The birth of an employee's child or the placement of a child with the employee for foster care or adoption, so long as the leave is completed within 12 months of the birth or placement of the child;

2. The care of the employee's spouse, child, parent, or registered domestic partner with a "serious health condition";

3. The "serious health condition" of the employee;

4. The care of the employee's spouse, child, parent, or next of kin who is a member of the Armed Forces, including a member of the National Guard or Reserves, and who is undergoing medical treatment, recuperation, or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list, for a serious injury or illness; or

5. Any qualifying exigency as defined by the applicable regulations arising out of the fact that the employee's spouse, child, or parent is on active duty (or has been notified of an impending call or order to active duty) in the Armed Forces in support of a contingency operation.

A "serious health condition" is one that requires inpatient care in a hospital or other medical care facility or continuing treatment or supervision by a health care provider. You may take a leave under paragraph (2) above only if due to a serious health condition, your spouse, child, parent, or registered domestic partner requires your care or assistance as certified in writing by the family member's health care provider. If you are seeking a leave under paragraph (3) above, you must provide the AIMS with a medical certification from your healthcare provider establishing eligibility for the leave, and you must provide the AIMS with a release to return to work from the health care provider before returning to work. You must provide the required medical certification to the AIMS in a timely manner to avoid a delay or denial of leave. You may obtain the appropriate forms from Human Resources.

Family and medical leave may be taken for up to 12 work-weeks during the designated 12-month period (with the exception of qualifying leaves to care for a member of the Armed Services who has a serious illness or injury, which may be taken for up to a total of 26 workweeks of leave during a single 12-month period). The 12 month period will be defined as a "rolling twelve months" looking backward over the preceding 12 months to calculate how much family and medical leave time has been taken and therefore determine the amount of leave that is available. All time off that qualifies as family and medical leave will be counted against your state and federal family and medical leave entitlements to the fullest extent permitted by law.

You will be required to use any vacation/personal leave during unpaid family and medical leave. You will also be required to use any accrued paid sick leave during unpaid family and medical leave that is due to your own or a family member's serious health condition. However, if an employee is receiving benefit payments pursuant to a disability insurance plan (such as California's State Disability Insurance plan or Paid Family Leave program) or workers' compensation insurance plan, the employee and AIMS may mutually agree to supplement such benefit payments with available vacation and/or paid sick leave.

During a family and medical leave, group health benefits will be maintained as if you were continuously employed. However, you must continue to pay your share of applicable premiums (for yourself and any dependents) during the leave.

If you do not return to work on the first workday following the expiration of an approved family and medical leave, you will be deemed to have resigned from your employment. Upon returning from such a leave, you will normally be reinstated to your original or an equivalent position and will receive pay and benefits equivalent to those you received prior to the leave, as required by law. In certain circumstances, "key" employees may not be eligible for reinstatement following a family and medical leave. AIMS will provide written notice to any "key" employee who is not eligible for reinstatement.

If you have any questions concerning, or would like to submit a request for a family and medical leave of absence, please contact Human Resources.

PREGNANCY DISABILITY LEAVE

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

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

Eligible employees are normally granted unpaid leave for the period of disability, up to a maximum of four months (or 17 1/3 weeks or 693 hours) per pregnancy. Employees will be required to use any accrued paid sick time during any unpaid portion of pregnancy disability leave. Employees may also elect to use any accrued vacation time during any unpaid portion of pregnancy disability leave. If an employee is receiving benefit payments pursuant to a disability

insurance plan (such as California's State Disability Insurance plan or Paid Family Leave program), the employee and AIMS may mutually agree to supplement such benefit payments with available vacation and/or paid sick leave.

Benefit accrual, such as vacation, paid sick leave, and holiday benefits, will be suspended during the approved pregnancy disability leave period and will resume upon return to active employment. Group health benefits will be maintained during the approved pregnancy disability leave as if you were continuously employed. However, you must continue to pay your share of applicable premiums (for yourself and any dependents) during the leave.

So that an employee's return to work can be properly scheduled, an employee on pregnancy disability leave is requested to provide the AIMS with at least one week's advance notice of the date she intends to return to work.

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

If you have any questions regarding pregnancy disability leave, please contact the Human Resources Department.

UNPAID LEAVE OF ABSENCE (MEDICAL)

In an effort to comply with its duty to accommodate employees with qualifying disabilities, AIMS will provide leaves of absence without pay when an employee is temporarily unable to work due to a mental or physical disability, certified in writing by his or her health care provider, unless such leave would cause an undue hardship to AIMS. Approved absences of less than two weeks are not treated as medical leaves of absences but rather as excused absences without pay. Employees granted unpaid medical leave have no right to guaranteed reinstatement.

Benefit accrual, such as vacation, paid sick leave, and holiday benefits, will be suspended during an unpaid medical leave period and will resume upon return to active employment. Unless otherwise required by law, AIMS does not continue to pay premiums for health insurance

coverage for employees on unpaid medical leave. However, if eligible, you may self-pay the premiums under the provisions of COBRA.

DISCRETIONARY UNPAID LEAVE OF ABSENCE (NON-MEDICAL)

AIMS may grant a discretionary leave of absence to employees in certain unusual circumstances. It is important to request any leave in writing as far in advance as possible, to keep in touch with your supervisor during your leave, and to give prompt notice if there is any change in your return date. If your leave expires and you have not contacted your supervisor or AIMS, AIMS will assume that you do not plan to return and that you have voluntarily terminated your employment. Employees do not continue to accrue vacation, paid sick leave, or holiday benefits while they are on unpaid discretionary leaves of absence.

Unless otherwise required by law, AIMS does not continue to pay premiums for health insurance coverage for employees on discretionary unpaid leaves of absence. However, if eligible, you may self-pay the premiums under the provisions of COBRA.

MILITARY LEAVE

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

You may use accrued vacation time during military leave. Time spent on military leave counts for purposes of determining "length of service." However, you will not accrue vacation or paid sick leave or receive holiday pay during military leave.

JURY DUTY/WITNESS DUTY

All employees who receive a notice of jury/witness duty must notify their supervisor as soon as possible so that arrangements may be made to cover the absence. In addition, employees must provide a copy of the official jury/witness duty notice to their manager. Employees must report for work whenever the court schedule permits. Either AIMS or the employee may request an excuse from jury/witness duty if, in AIMS' judgment, the employee's absence would create serious operational difficulties.

Non-exempt employees who are called for jury/witness duty will be provided time off without pay. Exempt employees will receive their regular salary unless they do not work any hours

during the course of a workweek. Employees may elect to use any accrued vacation during jury/witness duty leave.

In the event that the employee must serve as a witness within the course and scope of his or her employment with AIMS, AIMS will provide time off with pay.

TIME OFF FOR VOTING

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

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

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

EMERGENCY DUTY/TRAINING LEAVE

In California, no employee shall receive discipline for taking time off to perform emergency duty/training as a volunteer firefighter, reserve peace officer, or emergency rescue personnel. If you are participating in this kind of emergency duty/training, please alert your supervisor so that he or she may be aware of the fact that you may have to take unpaid time off for emergency duty/training. In the event that you need to take time off for emergency duty/training, please alert your supervisor before doing so whenever possible. Time off for emergency training may not exceed 14 days per calendar year.
Emergency Duty/Training Leave is unpaid. You may choose to use your accrued vacation if you wish to receive compensation for this time off, but you are not required to do so.

If you feel you have been treated unfairly as a result of taking or requesting Emergency Duty/Training Leave, you should contact your supervisor or any other manager, as appropriate.

SUSPENDED PUPIL/CHILD LEAVE

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

LEAVE FOR CRIME VICTIMS AND THEIR FAMILY MEMBERS

If you are the victim-or an immediate family member (i.e., spouse, registered domestic partner, child, step-child, sibling, step-sibling, parent, stepparent, or the child of a registered domestic partner) of the victim-of a violent felony, serious felony (as defined by the California Penal Code), or felonies related to theft or embezzlement, you are permitted to be absent from work to attend judicial proceedings related to the crime.

You must provide your supervisor with written notification for each scheduled proceeding, unless advance notice is not possible. This time off is unpaid. You may choose to use your accrued vacation, but this is not required.

MILITARY SPOUSE LEAVE

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

If you are eligible for such leave, please submit a written request for leave to the Human Resources Department within two business days of receiving official notice that your spouse or registered domestic partner will be on leave from deployment. You will also be required to provide written documentation certifying that your spouse or registered domestic partner will be on leave from deployment.

Non-exempt employees must use accrued vacation time in order to receive compensation for this time off. If no vacation time is available, the employee may take this time off without pay. An exempt employee is required to charge any absence of four or more hours under this policy to his or her vacation bank, if any. Otherwise, exempt employees will be compensated to the extent required by applicable law.

SCHOOL AND DAYCARE LEAVE

If you are the parent or guardian of a child who is in school up to grade 12, or who attends a licensed day care facility, you may take up to 40 hours of unpaid leave per year to participate in the activities of the school or daycare facility. You may take no more than eight hours off for this purpose in any one calendar month. You should schedule this time off with your supervisor in advance. You may be asked to provide documentation from the school or daycare facility that you participated in the activity on the specific date and at the specific time that you took the leave. This time off is unpaid. You may choose to use your accrued vacation, but this is not required.

LEAVE FOR DOMESTIC VIOLENCE, SEXUAL ASSAULT, AND STALKING VICTIMS

If you are a victim of domestic violence, sexual assault, or stalking, you may take unpaid time off to help ensure the health, safety, or welfare of you and/or that of your child. Specifically, you may take such leave for the following reasons:

1. To obtain a temporary or permanent restraining order or other court assistance;

2. To seek medical attention for injuries caused by domestic violence, sexual assault, or stalking;

3. To obtain services from a shelter, program, or rape crisis center as a result of domestic violence, sexual assault, or stalking;

4. To obtain psychological counseling related to an experience of domestic violence, sexual assault, or stalking; or

5. To participate in safety planning and take other actions to increase safety from future domestic violence, sexual assault, or stalking, including temporary or permanent relocation.

If you need to take time off for any of the above reasons, you should notify your supervisor in advance, if possible. If your absence is unscheduled, you may be asked to provide documentation, such as a police report, court order, or other evidence that you appeared in court, or documentation from a counselor or domestic violence advocate. Although this leave is unpaid, you may use your accrued vacation or paid sick leave, as appropriate, if you wish to receive compensation for this time off.

You may also take unpaid time off to recover from domestic violence, sexual assault, or stalking pursuant to AIMS' family and medical leave policy.

AIMS does not tolerate any acts of discrimination, harassment, or retaliation against employees who are victims of domestic violence, sexual assault, or stalking. If you believe you have been the victim of any such act, please contact your supervisor, Human Resources, or any manager, as appropriate. AIMS will maintain the confidentiality of requests for time off due to domestic violence, sexual assault, or stalking to the extent possible and as allowed by law.

ADULT LITERACY LEAVE

Pursuant to California law, AIMS will reasonably accommodate any eligible employee who seeks to enroll in an adult literacy education program, provided that the accommodation does not impose an undue hardship on AIMS. AIMS does not provide paid time off for participation in an adult literacy education. However, you may utilize accrued vacation if you want compensation for this time off. If you do not have accrued vacation available, you will be permitted to take the time off without pay.

ALCOHOL AND DRUG REHABILITATION LEAVE

Pursuant to California law, AIMS will reasonably accommodate any eligible employee who wishes to voluntarily enter and participate in an alcohol or drug rehabilitation program, provided that the accommodation does not impose an undue hardship on AIMS. AIMS does not provide paid time off for participation in an alcohol or drug rehabilitation program. However, you may utilize accrued vacation if you want compensation for this time off. If you do not have accrued vacation available, you will be permitted to take the time off without pay.

This policy in no way restricts AIMS' right to discipline an employee, up to and including termination of employment, for violation of AIMS' Drug and Alcohol Abuse Policy.

CIVIL AIR PATROL LEAVE

Pursuant to California law, AIMS will provide unpaid leave to employees who are volunteer members of the California Wing of the Civil Air Patrol and who have been duly directed and authorized to respond to an emergency operational mission of the California Wing of the Civil Air Patrol. Employees must be employed for at least 90 days immediately preceding the commencement of leave in order to be eligible.

Employees are required to give AIMS as much notice as possible of the intended dates upon which the leave would begin and end. AIMS will restore the employee to the position he or she

held when the leave began or to a position with equivalent seniority status, employee benefits, pay, and other terms and conditions of employment, unless the employee is not restored because of conditions unrelated to the exercise of the leave rights by the employee. The time off is unpaid. However, an employee may utilize accrued vacation.

LEAVE FOR BONE MARROW AND ORGAN DONORS

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

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

SECTION 7: BENEFITS

STATE DISABILITY INSURANCE

AIMS contributes to the State of California to provide you with State Disability Insurance ("SDI") pursuant to the California Unemployment Insurance Code. Contributions are made through a payroll deduction. SDI is payable when you cannot work because of illness or injury not caused by employment with AIMS or when you are entitled to temporary workers' compensation at a rate less than the daily disability benefit amount. Specific rules and regulations governing disability are available from Human Resources.

PAID FAMILY LEAVE

Under California law, eligible employees may participate in the Paid Family Leave ("PFL") program, which is part of the state's unemployment compensation disability insurance program. The PFL program provides up to six weeks of partial wage replacement benefits to employees who take time off to care for a seriously ill child, spouse, parent, registered domestic partner, siblings, grandparents, grandchildren, or parents-in-law or to bond with a new child. The PFL program does not provide job protection or reinstatement rights.

AIMS will require you to take up to two weeks of accrued but unused vacation prior to your receipt of benefits under the PFL program.

The program will be administered in a manner consistent with California law. For more information regarding this program, you may contact the California Employment Development Department.

UNEMPLOYMENT COMPENSATION

AIMS contributes a significant amount of money each year to the California Unemployment Insurance Fund on behalf of its employees. Under certain circumstances, you may be eligible for unemployment insurance benefits.

SOCIAL SECURITY AND CALIFORNIA PUBLIC EMPLOYEES RETIREMENT SYSTEM

Social Security is an important part of every credentialed employee's retirement benefit. AIMS pays a matching contribution to each employee's Social Security taxes. (Employees who have participated in STRS elsewhere do not lose credits previously earned, but will not earn added service credit while at AIMS.) In addition, non-credentialed employees are enrolled in CalPERS in lieu of social security. AIMS makes matching contributions to each eligible employee's account with PERS.

WORKERS' COMPENSATION INSURANCE AND LEAVE

At no cost to you, you are protected by the AIMS workers' compensation insurance policy while employed by AIMS. This policy covers you in case of occupational injury or illness.

The workers' compensation benefits provided to injured employees may include: (1) medical care, (2) cash benefits tax free to replace lost wages, (3) vocational rehabilitation to help qualified injured employees return to suitable employment.

To ensure that the employee receives all workers' compensation benefits to which he or she may be entitled, you will need to: (1) immediately report any work-related injury to the Site Administrator, (2) seek medical treatment and follow-up care if required, (3) complete a written Employee's Claim form and return it to the Site Administrator, and (4) provide the school with medical certification from your health care provider regarding the need for workers' compensation disability leave and your ability to return to work from the leave.

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

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

HEALTH BENEFITS

AIM Schools will provide access to health,life insurance, dental, and vision benefits for full-time employees. The employee benefits cost will be deducted from their payroll if applicable.

The health insurance anniversary date is set by the insurance carrier; please contact the office for the enrollment and anniversary dates. Current employees will only be able to receive benefits on this anniversary date if they do not have them already. For employees who decide not to receive health benefits, the next time the employee will be able to apply for health benefits will be on the anniversary date.

Spouses or dependents of the employee may be eligible to enroll in the health insurance plan pursuant to the specific terms and conditions of the plan, which ultimately govern all aspects of the employee's eligibility for and participation in the plan.

SECTION 8: ACKNOWLEDGEMENTS

Statement Acknowledging Requirement to Report Suspected Child Abuse

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

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

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

As an employee of AIM Schools, your employment position falls within the definition of Section 11166 of the California Penal Code. Therefore, you are mandated to comply with the child abuse reporting requirement as stated above.

I, _____have read and understood the requirements of the Section 11166 of the California Penal Code as outlined above and will comply with those provisions.
Signature_____ Date _____
A signed copy of this form must be placed in the employee's file

STAFF HANDBOOK ACKNOWLEDGMENT

ALL EMPLOYEES MUST READ THIS EMPLOYEE HANDBOOK AND FILL OUT AND RETURN THIS PORTION TO HUMAN RESOURCES WITHIN ONE WEEK OF RECEIPT.

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

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

Date: _____ Signed: _____

Employee