# AIMS K-12 COLLEGE PREP CHARTER DISTRICT

## STUDENT AND FAMILY HANDBOOK 2025-2026


AIMS College Prep K-8 (AIPCS II)

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# 1. INTRODUCTION

## 1.1. Welcome Statement

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

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

## 1.2. AIMS K12 College Prep Charter District

Year Founded: 1996 (Oakland, CA)
Mascot: Golden Eagles
School Colors - Red, Athletic Gold, and Royal Blue*
Number of Students: 1300
Website: www.aimsk12.org
Email Address: communications@aimsk12.org
District Address: 171 12th Street, Oakland, CA 94607
Office Phone Number: (510) 893-8701
Interim Executive Director: Marco Meńendez
Board President: Dr. Jaime Colly, Ed.D

## 1.3. AIMS K-12 History

Founded in 1996, AIMS K–12 began as a middle school established by Native American families seeking to preserve cultural connections for their children. Originally known as the American Indian Public Charter School (AIPCS), it became Oakland's second publicly funded charter school and, in 2006, the first to receive National Blue Ribbon School recognition. That same year, the district expanded to include a high school (AIPHS), followed by an elementary school in 2012. Over time, AIPCS became AIMS College Prep Middle School, AIPHS became AIMS College Prep High School, and AIPCS II as AIMS College Prep K–8. As the district grew, so did its diversity—by 2018, both the elementary and middle schools were recognized for nearly closing the achievement gap for African American students. To reflect its broader mission and inclusive college-prep focus, the district adopted the name AIMS K–12 College Prep Charter District.

AIMS K–12 College Prep Charter District has received several prestigious awards for its academic excellence and commitment to student success. In 2020, the district was honored with the Hart Vision Award as School of the Year in Northern California and received the A–G Quality School Award for outstanding college readiness. That same year, AIMS was recognized as a Top-Performing Bay Area Public School for improving outcomes for low-income African American students. AIMS College Prep High School achieved a 100% A–G completion rate for African American students, earning additional recognition. In 2022, all three AIMS schools—elementary, middle, and high—were awarded the California Pivotal Practice (CAPP)

Award for innovative practices during distance learning. Most recently, in 2023, AIMS College Prep Elementary School was named a California Distinguished School, one of only three schools in Oakland Unified to receive the honor.

## 1.4. AIMS Vision

Provide a rigorous educational foundation that provides all students, particularly those traditionally underserved, to **excel academically and personally**. We are committed to preparing our students for successful entry into and completion of **four-year college programs**. Through our dedicated approach, we strive to break barriers, foster ambition, and cultivate a new generation of scholars who will **contribute meaningfully** to society.

## 1.5. AIMS Mission

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

## 1.6. AIMS Credo

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

## 1.7. AIMSTRONG Learner Profile

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

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

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

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

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

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

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

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

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

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

## 1.8. Golden E.A.G.L.E.S Values

We work together to create a positive, safe, and inclusive learning environment where all members of our community are soaring with Engagement, Accountability, Growth Mindset, Leadership, Empathy, and Service.

| | |
|---|---|
| **Engagement:** | We stay focused, curious, and actively participate in our learning. |
| **Accountability:** | We take responsibility for our actions and learning. |
| **Growth Mindset:** | We believe we can grow, embrace challenges, learn from mistakes, and keep trying. |
| **Leadership:** | We lead by example with integrity and respect. |
| **Empathy:** | We show kindness, compassion, and care for others. |
| **Service:** | We help and support others to strengthen our community. |

## 1.9. AIMS Model

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

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

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

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

# 2. SCHOOL INFORMATION AND PROCEDURES

## 2.1. Academic Calendar

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

## 2.2. Leaving the School During the Day

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

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

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

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

## 2.3. Visiting the School

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

## 2.4. Emergency Contact Information

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

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

## 2.5. Custodial Arrangements

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

## 2.6. Enrollment

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

Submit online Registration document with the following information:

- Student's name and age Verification Document (e.g. Birth Certificate, Passport, Parent/Guardian Affidavit)
- Provide Immunization Verification
- Copy of existing Individualized Education Program (IEP) and record of prior special education services (if applicable)
- Transcripts
- Most recent SBAC scores. Students in grades 4th through 11th (if applicable)
- Most recent ELPAC Scores (if applicable).
- Most recent student report card from the previous school.
- Technology Agreement
- Emergency Contact Information Form
- Household Income Questionnaire
- Counseling Services Form
- Media Authorization
- FERPA (Family Educational Rights and Privacy Act)
- Attend Enrollment Orientation

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

Submit re-registration Application with the following information:

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

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

## 2.7. Confidentiality of Records

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

## 2.8. Off-Campus Lunch Policy

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

## 2.9. Lost & Found

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

# 3. SCHOOL POLICIES

## 3.1. Student Dress Code Policy

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

Dress code K-5

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

Dress code 6-8

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

Dress code 9-12

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

## 3.2. Technology Policies

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

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

**Cell Phone Policy: Students must have their cell phones labeled. Teachers must collect cell phones at the beginning of the day or period as appropriate. Students are not to use**

**their phones on campus.** If an adult sees a student using their cell phone, it must be taken away and returned only to the student's parent/guardian. In addition to having the phone taken away, the student will earn a detention.

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

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

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

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

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

Chromebooks:

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

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

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

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

Printing Services:

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

## 3.3. Textbooks/School Materials

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

## 3.4. Parent Communication Policies

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

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

With Teachers:

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

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

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

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

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

You can contact a teacher by:

1. Calling the school and leaving a message on the voice mail system; the teacher will return your **call <u>within 48 hours</u>**
2. Writing a note to the teacher and sending it with your student
3. Sending an email or Parent Square
4. Making an appointment to meet with the teacher during their scheduled open "office hours," or according to the teacher's availability.

With the School:

1. The AIMS website, AIMS Standard, and AIMS handbook contain answers to many of the questions parents and community members may have. Please consult these prior to contacting the school with questions.
2. Parents may contact the school with written notes, phone calls, or emails if they have questions or concerns, or make an appointment with the appropriate person to address your concerns.
3. Progress reports are given every three weeks, and must be signed by parent/guardian(s) and returned to school.
4. Report cards will be distributed every nine weeks, and parents must meet with teachers if their student is failing or if teachers request a conference.
5. Student progress, grades, attendance are also available on PowerSchool. Grades are updated on a weekly basis.
6. AIMS Newsletters will be emailed via Parent Square.

7. Memos and flyers are sent home on an as needed basis.
8. Back-to-School Night, scheduled in the Fall, is an opportunity for parents/guardians to meet their child's teachers, to get an overview of grade level curriculum and expectations, and to learn more about the school from the School Administrator and your child's teacher.
9. AIMS Parents United is a parent-led group that fosters meaningful engagement through regular meetings, community events, volunteer opportunities, and ongoing collaboration with staff and fellow families.
10. Local Control Accountability Plan (LCAP) is where stakeholders learn about the budget and to provide input.
11. School Site Council (SSC) is where decisions are made regarding Federal Funds
12. Board meetings are a time for the board to meet and discuss governance. Visitors are welcomed and protocols for behavior and structure must be followed by attendees.

With your child during the school day:

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

## 3.5. Student Communication

1. Students must use their school email account while on campus.
2. Students will use proper communication protocols to be heard and will not interrupt others.
3. Students will follow adult's directions.
4. Students will not use foul language, or participate in bullying, name-calling, or fighting.

## 3.6. Admissions Policy

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

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

## 3.7. Parent Involvement Guidelines

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

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

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

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

Our goal is to create the strongest possible partnership between home and school in order to increase student achievement and success. Parents are our most important partners in the road to student success. We strongly believe that students will find greater levels of academic success when their home and school share similar values about learning, develop a positive relationship, and work together to build a strong partnership.

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

**Ways to Participate at AIMS**

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

**AIMS Parents United (APU)**
AIMS Parents United is a parent-led advisory group that represents families across the district and strengthens connections between parents and AIMS K–12 staff. APU empowers parents to help shape school policy, fosters active involvement through meetings, events, and volunteer opportunities, and serves as a support network for families and students.

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

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

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

**Participate in Parent Workshops:**
Various Parent Workshops and school special events and activities will be held during the school year. Throughout the year the school may offer educational opportunities for the continuing education of parents/guardians. Such opportunities may include classes on parenting, health topics, open communication, job training, domestic violence, and English Language Development. Other opportunities include families having the option to attend DLAC, ELAC, Wellness and Family Advisory meetings. All meeting spaces and workshops are open to families.

**Volunteer Application Guidelines**

AIMS Volunteer Clearance Levels & Requirements

**Volunteer Guidelines**

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

## 3.8. Harassment, Discrimination, and Bullying Policy

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

AIMS K12 believes that all students and employees have a right to a safe, equitable and harassment-free school environment. As a school, we have an obligation to promote mutual respect, tolerance and acceptance. AIMS K12 prohibits any acts of discrimination, harassment, and bullying on any area of the school campus, at school-sponsored events and

activities, regardless of location, through school-owned technology and through other electronic means, consistent with this policy. Bullying, harassment, or discrimination will not be tolerated and shall be just cause for disciplinary action.

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

## 3.9. Administrative Searches

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

## 3.10. Use of Student Images/ Schoolwork

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

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

## 3.11. Media and Special Projects

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

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

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

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

## 3.12. Updated Promotion/Retention Policy

Updated Promotion/Retention Policy

# 4. STUDENT ATTENDANCE

Consistent school attendance is critical to student success. Chronic absenteeism—defined as missing 10% or more of the school year, or 18+ days—has been linked to an increased likelihood of poor academic performance, disengagement from school, and high school dropout rates, particularly among students of color.

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

## 4.1. How to Report an Absence

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

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

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

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

## 4.2. Excused and Unexcused Absences

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

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

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

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

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

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

school days will be recorded as unexcused.

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

**Dismissal Due to Illness:**

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

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

## 4.3. Student Absence & Homework/Test Taking Procedures

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

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

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

   b) Students should contact their teacher to arrange makeup work for any assignments missed due to an absence.

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

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

## 4.4. Tardies

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

B. Students that are tardy must first sign in at the front desk before heading to class to ensure their attendance is updated accordingly.

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

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

## 4.5. Truancy

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

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

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

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

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

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

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

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

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

# 5. Academic Integrity

## 5.1. Academic Honors

At AIMS, we recognize and celebrate students who demonstrate outstanding academic achievement. Students who meet the following GPA criteria each semester will be awarded academic honors:

1. **Honorable Mention**: GPA between **3.0 and 3.32**, with no grade of **C- or below**.
2. **Honor Roll**: GPA between **3.33 and 3.79**, with no grade of **C- or below**.
3. **Dean's List**: GPA of **3.8 or above**, with no grade of **C- or below**.
4. **Superintendent's List**: GPA of **4.0**, with **perfect attendance**.

These distinctions reflect our commitment to academic excellence and serve to motivate students in their pursuit of high achievement. Students receiving these honors may be recognized in school assemblies, newsletters, and other school communications.

## 5.2. Student of the Month

The Student of the Month program at AIMS celebrates students who exemplify the AIMS Golden E.A.G.L.E.S. values. These include Engagement, Accountability, Growth Mindset, Leadership, Empathy, and Service. Each month, students who demonstrate excellence and commitment in these areas are recognized for their outstanding character and contributions both inside and outside the classroom. This program highlights the importance of not only academic achievement but also the personal qualities that help build a strong, supportive school community.

## 5.3. Perfect Attendance

At AIMS, we proudly recognize students who achieve perfect attendance each month, celebrating their dedication and commitment to showing up consistently and on time. Perfect attendance is a key factor in academic success, as it reflects responsibility, perseverance, and respect for learning. By honoring students with perfect attendance awards, we encourage all students to prioritize being present and engaged, reinforcing the vital role consistent attendance plays in reaching their full potential.

## 5.4. Most Improved

The Most Improved Award at AIMS celebrates students who have shown remarkable growth and progress in their academic performance, behavior, or effort. This recognition highlights the hard work, determination, and positive attitude students demonstrate as they overcome challenges and strive to reach their personal best. By honoring their improvement, we encourage a growth mindset and inspire all students to keep pushing forward, knowing that dedication and perseverance lead to success.

## 5.5. Kindness

The Kindness Award recognizes students who consistently demonstrate compassion, empathy, and respect toward others. These students create a positive and welcoming environment by helping peers, showing understanding, and leading by example with their

thoughtful actions. By celebrating kindness, we foster a caring school community where every student feels valued and supported.

# 6. School Code of Conduct and Disciplinary Procedures

Working draft that reframes the former "Code of Conduct and Disciplinary Procedures" into clear Behavior Expectations and Responses that center learning, equity, and belonging.

### 1. Purpose & Guiding Shifts

We are moving from a primarily punitive "discipline" lens to a proactive, instructional approach.
Our goals are to:

- Teach, model, and reinforce behaviors aligned to our **AIMS Golden E.A.G.L.E.S.** values and make them visible in every setting.
    - **Engagement, Accountability, Growth Mindset, Leadership, Empathy, and Service**
- Keep students learning in the least restrictive, most supportive environment.
- Repair harm and relationships when conduct falls short.
- Apply responses that are developmentally appropriate, equitable, consistent, and transparent.

### 2. Scope

This framework applies when students are:

- On any AIMS campus or district property.
- At school-sponsored events (including athletics, clubs, and field trips).
- Traveling to/from school or events.
- Engaged in school-affiliated virtual/online spaces.
- Off-campus when behavior creates substantial disruption to the school environment or undermines safety/relationships, especially but not limited to, when wearing the school uniform anywhere in public.

### 3. Commitment to Equity & Non-Discrimination

We will:

- Apply expectations and responses fairly across race, ethnicity, language, disability, gender identity/expression, sexual orientation, and other protected classes.
- Monitor data for disproportionality and intervene where patterns appear.
- Prioritize instructional, restorative, and supportive responses to keep students connected to school.

### 4. Student Wholeness, SEL, and Restorative Practices

AIMS centers student wholeness by integrating:

- Social and emotional learning (self-awareness, self-management, social awareness, relationship skills, responsible decision-making).
- Restorative approaches (circles, mediation, conferences, harm/needs agreements, reintegration plans) to address impact, repair relationships, and restore community.
- Trauma-informed, culturally responsive practices.

### 5. Multi-Tiered System for Behavior (PBIS/RtI-B)

**Tier 1 (Universal, ~80-90%)**: Schoolwide expectations, explicit instruction in all settings, acknowledgments for positive behavior, consistent routines, active supervision.
**Tier 2 (Targeted, ~5-15%)**: CICO, small-group social/academic skill groups, brief FBA/BIP, mentoring, family partnering.
**Tier 3 (Intensive, ~1-5%)**: Comprehensive FBA/BIP, behavior contract, wraparound, coordinated community support, frequent progress monitoring.

## 6. Students with Disabilities (IDEA/504)

- All policies apply with required protections.
- Prior to exclusionary responses, teams consider disability-related needs, IEP/504 supports, Functional Behavioral Assessments (FBAs)/Behavior Intervention Plans (BIPs), and manifestation.
- If removal >10 cumulative days in a school year, the team meets within 10 school days to determine manifestation; provide services to maintain progress; update supports.

## 7. Early Learners (PK–2)

- Suspension/expulsion is strongly limited and may occur only where there is an imminent threat of serious harm and only after supports have been attempted, with mental-health consultation.

## 8. Role of Deans & Campus Supervisors (and Law Enforcement only for emergencies)

- Routine behavior and safety are handled by **Deans (K–8 and HS)** and **Campus Supervisors**, in partnership with educators and families.
- Law enforcement is **not** used for routine school discipline and is contacted only for imminent safety threats or criminal conduct that cannot be addressed by school staff.
- AIMS does **not** employ School Resource Officers (SROs).
- Students retain due-process rights; family contact and documentation are required.

## 9. Levels of Intervention & Response (Use the lowest effective level first)

**Level 1: Teacher-Led Instructional Responses (in-class)**
Purpose: correct/teach behavior while maintaining learning time.

- Re-teach expectations & routines; pre-corrections; proximity; calm stance
- On-the-spot skill coaching; modeling/practice
- Restorative language ("who/what was harmed; how can we repair?")
- Private prompt/redirection; choice of compliant alternatives
- Think-time/in-class reset; seat change; brief reflective prompt
- Positive acknowledgment; goal setting/self-monitoring
- Quick contact with family to problem-solve

**Level 2: Team/Administrator-Supported Responses (short-term, keep learning)**
Level 1 responses continue concurrently with most of these.

- Parent/guardian meeting; Student–Teacher–Admin conference
- Brief time-out in supervised partner classroom; loss of specific privilege(s)
- Short-term progress card/Daily Progress Reports (DPRs); mentoring/check-in–check-out
- Detention with targeted skills mini-course (conflict resolution, emotional regulation, digital citizenship)
- Referral to counselor/SSW/psych; brief FBA; initial BIP or behavior contract; schedule tweaks
- Detention with Restorative Justice circle/mediation; restitution (time/materials/service)

**Level 3: Formal Responses (documented; limited removal as needed)**

- In-School Suspension (ISS) 1–3 days with academic plan + skills instruction
- Expanded FBA/BIP or behavior contract; safety plan; SART/SST referral; mental health linkages
- Reintegration plan (restorative re-entry meeting; commitments; supports)

- Short Out-of-School Suspension (OSS) up to 1 day for cooling-off when ISS not feasible

**Level 4: Serious Responses**

- OSS up to 10 days with required services/work access
- Alternative instructional setting (short-term)
- Comprehensive review of interventions; team/family conference; re-entry plan

**Level 5: Highest-Level Responses**

- Extended removal/alternative placement when there is an imminent threat of serious harm or chronic, extreme disruption and all supports exhausted
- Expulsion recommendation (rare; policy-limited; due process required) — **conforming to OUSD Board Policy 5144.1 (Suspension and Expulsion/Due Process)** once the final text is inserted.

**Important safeguards**

- No informal removals: students are not sent home or denied instruction without a documented disciplinary process.
- Students receive and can earn full credit for missed work during removals.
- Teachers require completion of **assignments and tests during suspension**, and schools monitor academic needs arising from lost instructional time.
- Always pair removals with instruction, support, and a reintegration plan.

## 10. Behavior Categories & Typical Response Ranges

**Use professional judgment** with equity in mind. Consider intent, impact, age/development, disability, prior supports, and context. Document interventions tried.

**Category A — Classroom-Managed Missteps (typically Level 1)**
Examples: low-level disruption; refusing a reasonable request; non-participation/work refusal; talking out; minor profanity; minor tech misuse; dress code; minor non-compliance; academic integrity concerns (first time).
**Typical responses**: Level 1; for repetition/patterns, add Level 2.

**Category B — Escalated/Repeated Conduct (typically Levels 1–2)**
Examples: repeated Category A; electronic/social media conflict; broader non-compliance/insubordination; inappropriate online content; swearing at peers; failure to follow adult directives after supports.
**Typical responses**: Level 2; use Level 1 supports concurrently; if persistent after interventions, consider Level 3.

**Category C — Safety/Targeted Harm or Property (typically Levels 2–3)**
Examples: repeated Category B; bullying/cyberbullying; harassment/discrimination; threats/intimidation; fighting; theft/vandalism; sexting (non-criminal); substance use/impairment or possession of paraphernalia.
**Typical responses**: Level 2–3; ISS with skill instruction; family group conference; restitution; targeted counseling; possible limited OSS with re-entry plan.

**Category D — Serious Harm/Risk (typically Levels 3–4)**
Examples: serious threats; group aggression; distribution of controlled substances; repeated harassment after directives; significant vandalism; incidents substantially disrupting school operations.
**Typical responses**: Level 3–4; OSS (up to policy limits) + alternative instruction; comprehensive plan; consider short-term alternative placement.

**Category E — Extreme Harm/Risk (typically Level 4-5)**
Examples: weapons; serious bodily injury; arson; sexual assault/major exploitation; credible terroristic threats; sale of illegal drugs; egregious bias-based acts causing severe impact.
**Typical responses**: Level 4–5; emergency safety measures; law-enforcement only if necessary; extended removal/alternative placement; expulsion recommendation (rare) with due process.

## 11. Clarification: Academic Interventions (Saturday School)

- **Saturday School is for academic interventions only** (e.g., tutoring, make-up work, credit recovery) and is **not** used as a response to behavior.
- Restorative and skill-building responses occur during the **school day** or **afterschool**, not on Saturdays.

## 12. Reintegration & Repair

When removal occurs, AIMS schools implement a structured re-entry that includes:

- Restorative conversation/circle; harm/needs/agreements; supports and monitoring.
- Updated skill goals, BIP, and adult commitments.
- Work completion plan and grading for full credit.

## 13. Family Partnership

- Families are partners in problem-solving and skill-building.
- AIMS staff will provide timely notice for removals and serious incidents.
- AIMS staff will offer resources (counseling, community supports, skill workshops).

## 14. Documentation & Data for Equity

AIMS staff will:

- Log behavior, interventions, and outcomes.
- Review data (by student group, disability, language, grade, setting) at least quarterly.
- Identify disproportionality, adjust practices, and share progress publicly.

## 15. Implementation & Professional Learning

- Annual training on expectations, restorative practices, de-escalation, culturally responsive PBIS, and legal protections (IDEA/504, civil rights).
- Coaching cycles for classroom management and Tier 2/3 supports.
- Clear decision guides and family-facing summaries.

# 7. STUDENT SERVICES

## 7.1. Admissions & Records

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

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

## 7.2. Health and Wellness Services

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

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

Parental Permission form: PARENT PERMISSION AND INFORMED CONSENT FORM

To contact counseling services, email: sped@aimsk12.org.

## 7.3. College Planning and Guidance

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

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

All Seniors will take a college planning course where they will work directly with the college advisor to craft college entrance essays, research schools, apply to scholarships, secure application waivers, submit college applications, submit FAFSA, and other college-related activities.

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

All Juniors will take an SAT/AP exam test prep class to better prepare for their standardized

tests. And all grade levels will be exposed throughout the year to college- related programming and extracurricular opportunities.

## 7.4. School Lunch Program and Application

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

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

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

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

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

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

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

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

## 7.5. Community School Manager

The Community School Manager focuses on family engagement and equity by equipping parents with necessary information, skills, and resources to effectively navigate the school system, support their children's success in school and engage them in school leadership opportunities. Support is also provided to parents and caregivers in need of advocacy support and information to address concerns about their children.

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

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

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

E. **AIMS Parents United (APU) -** APU is a parent-led advisory group that represents AIMS families and fosters a strong, supportive school community. Through meetings, events, and volunteer opportunities, APU empowers parents with the knowledge and resources to help their children thrive academically and actively contribute to their educational journey.

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

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

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

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

## 7.6. English Language Development (ELD) Services

English Language Development (ELD) refers to an instructional program for students who are developing proficiency in English. English Learners (ELs) refers to students who are identified by the Home Language Survey (HLS) with another language besides English, and who test as English Learners on the Initial ELPAC. Please contact Adria.Bani@aimsk12.org or visit eld.aimsk12.org for more information about ELPAC and our English Language Development services.

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

    a) Newcomers are ELs who have just started school in the US and will be provided with the highest level of support, including small-group pull-out ELD classes with a credentialed ELD teacher, assistive technology for interpreting/translating, and more.
    b) Long Term English Learners (LTELs) are ELs who have continued to be identified as an English Learner for 7 or more years. These students are evaluated for additional supports to move them toward reclassification as Fluent English Proficient
    c) Students receive specialized services according to their English Language Proficiency Assessment of CA (ELPAC) scores, as well as teacher observations, grades and CAASPP ELA scores. ELD teachers and manager support teachers in utilizing strategies to support ELs in mainstream classrooms.

2. **Support for ELD Families:** Engaging with families of EL students is vital to helping our students succeed. Parental involvement is the foundation of a child's education. AIMS K12 offers services to help families navigate through their child's experiences at AIMS K12 such as free ESL classes, on-demand interpreting for meetings, and more. Joining the District English Learner Advisory Committee is a great way for families to ensure they can give input on school and district decisions that impact ELs

a) **English as a Second Language (ESL) class for parents-**Parents have the opportunity to sign up for ESL classes taught by experienced credentialed instructors beginning every October. Classes focus on conversations, how to communicate in the school environment, and more.
b) **English Learner Advisory Committee (ELAC)** meetings are held in November, December, January and June and are open to the public. Elections are held to elect members that will represent each school at the DELAC meetings. Meetings are focused on the ELD programs, making parents aware of the importance of regular school attendance, ELPAC testing, Title III funding, and more.

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

# 8. STUDENTS WITH SPECIAL NEEDS

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

## 8.1. Child Find Mandate

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

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

## 8.2. Special Education Assessments

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

Assessments must be administered in all areas related to the suspected disability by trained and knowledgeable personnel using sound instruments. For school-age children, the eligibility assessment must be completed and an IEP meeting held to review the students results with the team within 60 days of AIMS' receipt of written parental consent for specified assessment activities.

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 extent that the student's disability impedes their ability to participate in and receive educational benefit from the general education curriculum.

## 8.3. Individualized Education Plan (IEP)

An Individualized Education Program (IEP) is a plan that AIMS K12 must develop for each student who is determined to be eligible to receive special education and related services.

The IEP is designed to meet the child's individual specific needs. Every child who receives special education services must have an IEP. The IEP is developed to establish obtainable annual learning goals for the child and states the services that the school will provide for the child. The IEP is developed in partnership with your students teacher, a special education case manager, as appropriate, the student and the parents. .

## Nine Essential Elements of an IEP

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

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

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

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

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

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

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

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

8. **Transition and Post-Secondary Goals:** Beginning no later than the first IEP to be in effect when the student is 16, and updated annually thereafter, appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education employment, and where appropriate,

independent living skills and the transition services (including courses of study) needed to assist the student in reaching those goals.

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

### A. Who develops the IEP?

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

### B. When is the IEP developed and the IEP meeting held?

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

## 8.4. 504 Plans

Section 504 of the Rehabilitation Act of 1973 protects disabled individuals against discrimination. It does so by mandating that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity of any entity that is a recipient of Federal financial assistance (34 CFR § 104.4(a)). AIMS k12 must establish and maintain services and accommodations for students with physical or mental impairments that substantially limit one or more major life activities in order to ensure that these students have equal access to education.

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

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

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

A teacher, parent, guardian, or administrator can request a 504 Plan for a student. If a

parent requests that their child be accommodated through a 504 Plan, you must follow through with a 504 Team meeting as soon as possible, even if you do not think the student needs a 504 Plan.

### A. Requirements for a 504 Plan

In order to have a 504 Plan, a student must meet all three of these requirements:

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

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

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

### B. Essential Elements of a 504 Plan

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

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

For additional information about IEPs and 504 Plans, please see speak with a school administrator, or Education Coordinator.

## 8.5. Special Education

According to state and federal law, students with identified physical, emotional, learning, or developmental disabilities are entitled to a free and appropriate public education and have the right to placement in the least restrictive environment. They may receive special education services according to a written Individualized Education Program (IEP) or may receive specific accommodations based on a 504- accommodation plan. Questions regarding special education services or 504 accommodation plans may be directed to the School Administrator. The overriding mandate in assessing need and delivering services is that the student should be taught in the least restrictive environment. Therefore, when a student is referred for special education, every effort is made to serve the student in the regular general education program.

## 8.6. The 504 Plan for Students with Disabilities

Section 504 of the Rehabilitation Act of 1973 is a broad civil rights law regulated by the Office of Civil Rights. The law's intent is to eliminate discrimination based on disability in any program or activity receiving federal financial assistance. Under Section 504, students with a physical or mental impairment that substantially limits one or more major life activities, including learning, are eligible to receive services and aid designed to meet their needs.

To evaluate a student's eligibility under Section 504, the school site administrator or designee convenes a committee of individuals, including the parent, who are knowledgeable about the student's individual needs and school history, the meaning of evaluation data, and accommodation options. If the committee establishes that the student has a disability requiring services under Section 504, a written plan is developed that informs what modifications and/or special services and aids are needed. Please contact your child's School Administrators if you have a 504 request or concern.

## 8.7. English Language Learners

According to law, parents of limited English proficient (English Learner) students participating in a language instruction program shall be notified, not later than 30 days after the beginning of the school year, of the following:

- The child's level of English proficiency, how such level was assessed, and the status of the child's academic achievement;
- The methods of instruction used in the program in which their child is, or will be participating, and the methods of instruction used in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language in instruction;
- How such programs will specifically help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation;
- The specific exit requirements for the program, including the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school, if applicable;
- In the case of a child with a disability, how such program meets the objectives of the individualized education program of the child;
- Information pertaining to parental rights

## 8.8. Homeless Education Assistance

The McKinney-Vento Homeless Education Assistance Act requires school districts to remove all barriers to enrollment, attendance and school success for homeless students. Assistance to homeless students and families is provided by the Operations Office. Students and families identified as homeless are provided with enrollment assistance, transportation to/from school, school supplies, supplementary academic supports, and referrals to outside agencies.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures.

The Charter School will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the basis for which the pupil is being involuntarily removed and his or her right to request a hearing to challenge the involuntary removal. If a parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below.

# 9. STUDENT SAFETY AND RESPONSIBILITY

## 9.1. School Cleanliness

Students have the responsibility of working to keep their campus clean. It is part of the AIMS Standard that we take pride in our campus and school, so AIMS K12 students should not only clean up after themselves, they should endeavor to leave the campus as clean as they found it at the beginning of the day.

## 9.2. Restroom Policy

1. By law, students must not be prohibited from using the restroom. However, AIMS K12 has the following guidelines in place to prevent students from abusing bathroom privileges: Except for cases of emergency, students should not use the restroom within the first and last 30 minutes of class. Students must also utilize their breaks and lunch periods and use the restroom during these times.
2. Students must sign in and out of the classroom when going to the restroom.
3. Inform the administrative assistant if the bathrooms are low or out of toilet paper, soap, paper towels, or toilet seat liners.
4. Students with medical related bathroom needs should complete a 504 plan with the school at their earliest convenience.

## 9.3. Administration of Medication

Students who need to take prescribed or over-the-counter medication during the school day may be assisted by designated school personnel or allowed to self-administer certain medication as long as it is in accordance with law, AIMS K12 policies, and administrative regulations.

It is necessary for the District to have a written statement from the student's physician and a written statement from the student's parent/guardian before (1) a designated employee administers or assists in the administration of any prescribed medication to any student; or (2) any student is allowed to carry and self-administer prescription auto-injectable epinephrine or prescription inhaled asthma medication during school hours.

It is vitally important that parents fill out new student medication forms every fall in order to have the most current medication information, as well as the current status of any health conditions. A separate form is required for each medication. Please contact the school office for the required forms. Update these forms should any of the information change during the school year.

Students who need to take prescribed or over-the-counter medication during the school day may be assisted by designated school personnel or allowed to self- administer certain medication as long as it is in accordance with law, and/or AIMS Board policies. AIMS K12 students may receive their medications from the front office or the school nurse. It is necessary for AIMS K12 to have a written statement from the student's healthcare provider and a written statement from the student's parent/guardian before:

5. A designated employee administers or assists in the administration of any prescribed medication to any student; or
6. Any student is allowed to carry and self-administer prescription auto- injectable epinephrine or prescription inhaled asthma medication during school hours.
7. Single dose over-the-counter medication, such as aspirin, ibuprofen, or cough drops, may be given to students, with prior consent from parents.

## 9.4. Medical Emergencies

If your child is in need of minor first aid, it will be administered in accordance with District first aid training. If medical attention appears to be necessary, but not required immediately, the parent/guardian or other emergency contacts listed will be contacted to pick the child up. Should immediate medical attention be necessary, the school will call an ambulance. If a person is suffering, or reasonably believed to be suffering, from an anaphylactic reaction, trained school personnel may use an epinephrine auto-injector to provide emergency medical assistance. Every effort will be made to contact the parent or other emergency contact person(s).

## 9.5. Immunizations and Other Health Requirements

To be admitted to school, children must be fully immunized in accordance with the law. Children shall be excluded from school only as allowed by law.

If you need assistance or information on free clinics, call the Alameda County Immunization Project at 510-267-3230.

Parents are required to provide documentation that their child has been immunized against the following:

**Kindergarten–12th grade**

**Polio**
4 doses meet the requirement, or
3 doses for ages 4–6 years if at least 1 was given on or after the 4th birthday or
3 doses meet the requirement for ages 7-17 if 1 dose was given on or after the 2nd birthday

**Diphtheria, Pertussis, and Tetanus (DPT)**
5 doses meet the requirement, or
4 doses meet the requirement for ages 4–6 years if 1 dose was given on or after the 4th birthday, or
3 does meet the requirement for ages 7-17 if one dose was given on or after the 2nd birthday

**Pertussis (Tdap)**
1 dose given after 7th birthday is required for 7th grade students and students new to the district in grades 8-12.

**Measles,Mumps,Rubella (MMR)**

2 doses meet the requirement;both must be given on or after the first birthday (one dose can be measles vaccine only; 1 dose must be MMR)
3 doses meet the require *Measles,Mumps, Rubella (MMR)*

**Hepatitis B**
3 doses meet the requirement or 2 doses of 2-dose formulation meet the requirement for ages 11–15 (must be documented as a 2-dose formulation of Hepatitis B vaccine)

**Varicella(chickenpox)**
1 dose required in kindergarten through sixth grade (2010-2011 school year) or students under age 13 entering a California school for the first time, or
No dose is required if a physician or clinic has documented on the child's immunization card "had disease"

## 9.6. Campus Environment Policy

**Weapons Policy:**
Students, parents and teachers are forbidden to have weapons or look-alike weapons on campus. Possession of a firearm, whether loaded or unloaded, (including pellet-type guns) or other weapons such as pocket knives can carry severe disciplinary action up to permanent removal from AIMS K12.

The Federal Gun Free Safe Schools Act and California law prohibit the possession of firearms on school campuses. Pursuant to these laws, any student found in possession of a firearm will be subject to arrest and will be recommended for expulsion immediately.

Upon a finding that the student was in possession of a firearm, the school's governing board shall expel the student. The term of expulsion shall be one year.

Possession includes, but is not limited to, storage in lockers, purses, backpacks, or automobiles.

**Smoke-free Environment Policy:**
AIMS K12 maintains a smoke-free environment, so smoking, including the use of vaping devices are not allowed on campus. Students who engage in smoking on campus are subject to disciplinary action.

**Alcohol/Drugs Policy:**
AIMS believes the use of alcohol or other drugs adversely affects a student's ability to achieve academic success, is physically and emotionally harmful, and has serious social and legal consequences. For these reasons, these substances are prohibited on campus, and AIMS K12 will make every effort to assist students and families in reducing the use of these substances. AIMS perceives this effort to be an important step towards preventing violence, promoting school safety, and creating a disciplined environment conducive to learning.

**Enforcement/Discipline:**

The School Administrator or designee shall take appropriate action for violation of any of the policies concerning weapons, smoking, or possession, use or sale of alcohol and/or other drugs and related paraphernalia on school grounds, at school events, or in any situation in which the school is responsible for the conduct and well-being of students. School authorities may

search students and school properties for the possession of alcohol and other drugs in accordance with law, Board policy, and administrative regulations.

Students possessing, using or selling alcohol or other drugs or related paraphernalia at school or at a school event shall be subject to disciplinary procedures, including suspension or expulsion in accordance with law, Board policy, and administrative regulations. Such students also may be referred to an appropriate rehabilitation program.

## 9.7. Confiscated Items Policy

Any and all Items that are not allowed according to AIMS K12 rules and policies will be confiscated. The administrators will keep the item until the parent/guardian comes to retrieve it. On the first confiscation, the student will receive one detention. On the second, they will receive an additional two. On the third, the student will receive an additional three detentions and in-house suspension.

## 9.8. Counseling

AIMS K12 provides SEL counseling for students. If needed, please speak to your School Administrator for a referral.

## 9.9. Surveillance Cameras

For the safety of students and staff, surveillance cameras that include video only (no audio) are installed in several locations on AIMS K12 campuses. Surveillance cameras are not located inside any school bathrooms or locker rooms. Surveillance videos are viewed by school administrators and may also be viewed by police, as allowed by law, and used as evidence in disciplinary matters.

## 9.10. Safety Drills and Procedures

Each school site is required to hold regular fire, earthquake, and lockdown drills. The purpose of these drills is to provide students and staff practice with evacuation, lockdown, and shelter-in-place procedures. Additionally, AIMS K12 has a comprehensive school safety plan. which includes emergency preparedness, available for review. District staff have received training in armed intruder preparedness.

Parents are asked to make sure that their students actively participate and take emergency drills seriously. These drills help make schools the safest place for students during an emergency.

Parents should be familiar with the school‘s emergency procedures. Keep your cell phone with you to receive recorded updates on the emergency. Knowing where to go to pick up your child will save time and reduce anxiety. Parents should remember that schools have emergency procedures in place to protect all the students and that schools will follow these procedures during an emergency.

Parents should also remember that children look to them for guidance and support during an emergency. Parents who are calm and are prepared for emergencies can inspire children to do the same. This will go a long way to promote recovery and a return to normalcy. Parents who have questions about their school 's emergency procedures are encouraged to contact the school 's administration.

A. **Fire Emergency Procedures -** Every school practices this procedure once each month.
B. **Earthquake Emergency Procedures -** Every school has earthquake preparedness procedures in place and practices this procedure once each semester.
C. **Lockdown Procedures -** At least once a year, schools practice how they will respond to a threat including active shooter on or near the campus
D. **Shelter- in-Place Drill -** At least once a year, schools practice how they will respond to an environmental hazard on or near the campus.
E. **Evacuation Procedures -** At least once a year, the school practices evacuation procedures along with the fire drill.

### Emergency Preparedness Drills

The school has developed a school emergency plan which is designed to ensure the safety of your students and all of the staff. The school implements regular emergency drills to ensure that all members of the school community know the plan.

Teachers will review emergency preparedness procedures with the students during the first month of school.

In case of an emergency during the school day, your child will only be released into the custody of those people who you have previously identified on the emergency card. Proof of identity is required. Those NOT identified on the emergency card can only pick up a student if the parent or guardian has sent a handwritten and signed note to the school notifying the school of this person's identity and proof of identification is provided.

## 9.11. Student Driving Policy

Students are not allowed to drive on campus or to park on campus without prior permission. After obtaining approval to drive to school, they must also apply for a parking permit to park on campus.

## 9.12. Student and Family Privacy Rights

Board Policy mandates that personal information concerning students and their families should be kept private in accordance with the law. Parents have the right to exempt their children from participating in (a) surveys that request personal information, and/or (b) physical exams or screenings. Students are screened for vision and hearing in grades K, 2, 5, 8, and 10 and by teacher referral. Parents must submit a note in writing to the school in order to opt out of vision and hearing screening.

## 9.13. Special Care Plans

Students with conditions requiring special care during their school day must have a physician

signed care plan on file in the school office to guide designated school personnel in procedures required for the student's health and safety. Care plans for diabetes, seizures, asthma, and severe allergies are to be completed by the student' s medical provider on at least an annual basis and as the student's care needs change.

## 9.14. Use of Pesticides

Should a situation arise where pesticide use is unavoidable, all applicable City of Oakland requirements are observed, signs are posted 24 hours in advance of the pesticide application, and remain in place 72 hours after the pesticide application.

## 9.15. Accommodations for a Lactating Pupil

Reasonable accommodations are provided to a lactating student on a school campus to allow the student to express breast milk, breastfeed an infant, or address other needs related to breastfeeding. A lactating student may seek assistance regarding accommodations from the School Nurse.

## 9.16. Suspension, Expulsion, and Involuntary Removal Policy

All schools within the AIMS family adhere to the following procedures with regard to student suspension, expulsion and involuntary removal. Though the AIMS K12 administration permits a certain level of discretion in determining the appropriate disciplinary actions on a case-by-case basis, all schools operate within certain parameters. Those parameters are outlined in this policy and are aligned with each of the school's charters.

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

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

# 10. Grounds for Suspension and Expulsion

Out of school suspension is a disciplinary measure that must be executed when extreme safety concerns or egregious behavior have been displayed.

In the case of fights or other acts of violence, suspension is automatic.

With the exception of extreme concerns (at the determination of the School Administrators or their designate), generally, suspensions will not be more than two days.

## 10.1. In-School Suspension

**Suspension -** Out of school suspension is a last resort action. Buddy classroom placement should be utilized. Students should first have detentions and Saturday School prior to most suspensions. Parent shadowing should be used prior to most suspensions. In-house suspension should be used prior to most suspensions. In the case of fights or other acts of violence, suspension is automatic. Actions leading up to expulsion warrant suspension. With the exception of extreme concerns, suspensions shall not be more than two days.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the basis for which the pupil is being involuntarily removed and his or her right to request a hearing to challenge the involuntary removal. If a parent, guardian, or educational rights holder requests a hearing, the AIMS K12 shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until AIMS K12 issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below.

## 10.2. Suspension/Discretionary Expulsion Conduct

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

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

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

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

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

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

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

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

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

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

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

K. **Receipt of Stolen Property:** Knowingly received stolen school property or private property

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

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

N. **Prescription Drug Soma:** Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

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

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

**1. "Bullying"** means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils directed toward one or more pupils or school personnel that has or can be reasonably predicted to have the effect of one or more of the following:

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

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

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

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

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

a. A message, text, sound, video, or image.
b. A post on a social network Internet Web site, including, but not limited to:
c. Posting to or creating a burn page. **"Burn page"** means an Internet Web site created for the purpose of bullying.

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

e. Creating a false profile for the purpose of having one or more of the effects listed

in paragraph (1). **"False profile"** means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

f. An act of cyber sexual bullying: i.For purposes of this clause, **"cyber sexual bullying"** means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

1. .For purposes of this clause, **"cyber sexual bullying"** does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

2. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

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

Q. **Sexual Harassment:** The pupil has committed sexual harassment. The harassing conduct must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment.

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

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

T. **Terroristic Threats:** The pupil has made terroristic threats against school officials or school property, or both. For the purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually

carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family.

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

II. Administration will determine discipline based upon the following criteria:

A. Seriousness of offense

B. Circumstances of situation

C. Student's prior disciplinary records

D. Any other extenuating circumstances

## 10.3. Suspension Procedures

The site leaders are afforded a great deal of discretion in determining appropriate punishments, **unless a mandatory expulsion offense is identified**.

Even if suspension is deemed appropriate, the site administrator may opt for supervised in-school suspension.

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

The School Administrator or Division Heads or designee shall report the suspension of the pupil, including the cause therefore, to the Executive Director.

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

Any pupil who is suspended for five days or fewer must complete all assignments and tests missed during the suspension within three school days of their return. Any pupil who is suspended for more than five days will have five school days after their return to complete all assignments and tests missed during suspension.

**Administration has the authority to lengthen the amount of time a pupil has to make-up his or her work, as appropriate in a given situation. Assignments submitted late will receive no credit.**

## 10.4. Expulsion Requirements

All 48900 offenses as spelled out in the California Education Code automatically warrant an expulsion hearing. Students may also be expelled for repeated excessive behavioral concerns. AIMS expulsion forms must be used in the process. Legal Timelines must be adhered to without exceptions. All relevant witnesses, teachers and administrators must be present at the hearing. Parents must be informed in writing of the expulsion. (This section also appears in the behavior section.)

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

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

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

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

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

For purposes of notification to parents, and for the reporting of expulsion or suspension offenses to the CDE, AIMSK12 Schools will identify, by offense committed, in all appropriate records of a pupil each suspension or expulsion of that pupil.

AIMS K12 will notify the District of Residence within 30 days of all transfers, disciplinary or not. For all students who are expelled, the school will contact the District of Residence to

notify them of the terms of the expulsion.

## 10.5. Expulsion Hearings and Process

The School Administrator recommends expulsion by clearly defining the facts and situation in writing to the AIMS K12 Executive Director.

The AIMS K12 Executive Director decides whether or not to recommend expulsion to the Board.

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

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

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

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

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

The Board shall conduct a hearing to consider the expulsion of a pupil in a session closed to the public, unless the pupil requests, in writing, at least five days before the date of the hearing, that the hearing be conducted at a public meeting. Regardless of whether the expulsion hearing is conducted in a closed or public session, the Board may meet in closed session for the purpose of deliberating and determining whether the pupil should be expelled.

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

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

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

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

## 10.6. Suspending an Expulsion Order

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

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

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

## 10.7. Readmission to the Charter

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

readmission on a case- by-case basis.

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

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

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

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

## 11. Uniform Complaint Policy

AIMS prohibits unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) against any student, employee, or other person participating in district programs and activities, including, but not limited to, those programs or activities funded directly by or that receive or benefit from any state financial assistance, based on the person's actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, immigration status, ethnic group identification, age, religion, marital, pregnancy, or parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55 or equity or compliance with Title IX, or based on his/her association with a person or group with one or more of these actual or perceived characteristics (5 CCR 4610).

You can submit concerns directly to HR by emailing complaintsHR@aimsk12.org. For more information, visit aimsk12.org/complaintshr.

## AIMS K-12 College Prep Charter District

## Student & Family Handbook Acknowledgement Form

Our signatures below indicate that we have received, read, and understand the policies and guidelines outlined in the AIMS K-12 Student & Family Handbook 2025-2026. We agree to follow and support these policies to ensure a positive, safe, and productive learning environment.

We understand that this form must be signed by a parent/guardian and returned to the student's teacher.

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***Student Name:*** _____ ***Grade:*** _____

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***Student Name:*** _____ ***Grade:*** _____

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***Student Name:*** _____ ***Grade:*** _____

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***Student Name:*** _____ ***Grade:*** _____

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***Student Name:*** _____ ***Grade:*** _____

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***Parent/Guardian Name (Print):***_____

***Parent/Guardian Signature:*** _____ ***Date:*** _____

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