

Innovations Academy Board Meeting: December 12, 2017 @ 6:00 pm

Meeting location(s)

Innovations Academy 10380 Spring Canyon Road San Diego, CA 92131	5519 McMillan Street Oakland, CA 94618	Public call in number 641-715-0861* Access code 151642
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*Members of the public need not state their names when entering the conference call. Call-in number is provided as a convenience to the public.

Board Attendance

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Others in Attendance

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Agenda

Topic	Minutes
➤ Call to order / roll call	Present:
➤ Approval of current agenda	Vote:
➤ Approval of prior month meeting minutes	Vote:
➤ Public comments (3 mins per person)	
➤ Reports	
● Teacher briefing (Dre)	Discussion:
● Director update (Christine)	<u>Item – Director's Update</u>
○ LCAP review	Discussion:
➤ Action items	
Item #1 - Approval of Family and Employee Handbooks	<u>Item #1 - Approval of Family and Employee Handbooks</u>
	Discussion:
	Vote:
Item #2 - Biennial Review of Conflict of Interest Code	<u>Item #2 - Biennial Review of Conflict of Interest Code</u>
	Discussion:
	Vote:
Item #3 - Approve Site Emergency Response Plan	<u>Item #3 - Approve Site Emergency Response Plan</u>
	Discussion:
	Vote:
Item #4 - Approve Innovations Academy Youth Suicide Prevention Policy	<u>Item #4 - Approve Innovations Academy Youth Suicide Prevention Policy</u>
	Discussion:

<p>Item # 5 - 2017-18 revised budget</p> <ul style="list-style-type: none"> ● 2017-18 1st Interim Financial report ● 2016-17 Year End Financial Audit 	<p>Vote:</p> <p><u>Item # 5 - 2017-2018 Approve revised budget</u></p> <p><u>Revised Budget</u></p> <p>Discussion:</p> <p>Vote:</p> <p><u>Item #6 - Interim Financial Report</u></p> <p>Discussion:</p> <p>Vote:</p> <p><u>Item #7 - Approval of 2016-17 Financial Audit</u></p> <p>Discussion:</p> <p>Vote:</p>
<p>➤ Discussion items</p>	
<ul style="list-style-type: none"> ● WASC Accreditation Presentation ● Charter Renewal Discussion. . ● Term Alignment of current board members and getting new board members ● SDUSD Site Visit ● Chromebook Care Agreement 	<ul style="list-style-type: none"> ● WASC Accreditation Presentation <p>Discussion:</p> <ul style="list-style-type: none"> ● Charter Renewal Discussion. . <p>Discussion:</p> <ul style="list-style-type: none"> ● Term Alignment of current board members and getting new board <p>Discussion:</p> <ul style="list-style-type: none"> ● SDUSD Site Visit <p>Discussion:</p> <ul style="list-style-type: none"> ● Chromebook Care Agreement <p>Discussion:</p>
<ul style="list-style-type: none"> ● Tasks for next meeting 	
<p>➤ Next board meeting</p>	
<ul style="list-style-type: none"> ● Confirm date of next meeting 	
<ul style="list-style-type: none"> ● Identify agenda items for next meeting 	
<p>Meeting adjourned</p>	

The foregoing minutes were approved by the Board of Directors of Innovations Academy on _____.

Secretary

Please contact Innovations Academy Board @ Board@InnovationsAcademy.org if you require special assistance or a listening device to attend the Board Meeting. Requests must be made 48 hours in advance.

1. TELECONFERENCE MEETINGS. Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:
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Innovations Academy Board Meeting Minutes : September 14th, 2017 @ 6:00 pm

Meeting location(s)

Innovations Academy 10380 Spring Canyon Road San Diego, CA 92131	5519 McMillan Street Oakland, CA 94618	Public call in number 641-715-0861* Access code 151642
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Board Attendance

Steven Rosen	Andrea Thiltgen	Nathan Cooper	Delano Jones			
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Others in Attendance

Christine Kuglen						
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Agenda

Topic	Minutes
➤ Call to order / roll call	6:22PM Steve Rosen Christine Kuglen Nathan Cooper Delano Jones Dre Thiltgen
➤ Approval of current agenda	Vote: 1. Steve Rosen 2. Nathan Cooper 3. Delano Jones 4. Dre Thiltgen
➤ Approval of prior month meeting minutes <ul style="list-style-type: none"> ● June 2017 ● Special Meeting- August 29 ● Special Meeting - August 30 	Vote: Changes will to be made to August 30th Minutes
➤ Public comments (3 mins per person)	No callers on the public line
➤ Board applicant introductions	none
➤ Reports	
➤ Teacher briefing (Dre)	Discussion: 1. 3 first weeks of school have been fluid 2. Saxon math is being integrated- focused on fluency
➤ Financial update (Delano) <ul style="list-style-type: none"> ● 2016-17 Unaudited Actuals Financial Report ● 2016-17 Financials as of 6/30/17 	<u>Item - 2016-17 Unaudited Actuals Financial Report</u> Discussion: <ul style="list-style-type: none"> ● 4% of revenue increase ● Expenses 75% for people, remaining for books and supplies ● Positive on the revenue ● Assets- looking good, No fixed assets, We are in good financial position.

	<p><u>Item- 2016-17 Financials as of 6/30/17</u></p> <ul style="list-style-type: none"> ● Special ed population has decreased ● Document shows changes to audit and actuals ●
<p>➤ Director update (Christine)</p> <ul style="list-style-type: none"> ○ Busses ○ Property potential ○ Math update ○ New teachers ○ Enrollment 	<p><u>Item – Director's Update</u></p> <p>Discussion:</p> <ol style="list-style-type: none"> 1. Busses purchased- other charter schools interested in buying the second bus 2. Potential property- Spring Canyon & Pomerado Rd., 40 acheres, Christine has seen property; District is next to approve <ol style="list-style-type: none"> a. Asking 20 mil b. Zoned residential 3. Saxon Math is going well 4. New teachers are progressing smoothly with coaching by Tony 5. Enrollment is low but it is climbing steadily over time
<p>➤ Action items</p>	
<ul style="list-style-type: none"> ● Approval of handbooks: <ul style="list-style-type: none"> ● Family Handbook ● Full Time Employee Handbook ● Part time Employee Handbook ● Review of Policies ● Bus Information Discussion ● Set Board Meetings for the year 	<p><u>Item- Approval of handbooks</u></p> <p>Discussion: Moving the approval of handbooks until October board retreat</p> <p>Vote: No vote</p> <p><u>Item- Review of Policies</u></p> <p>Discussion: Moving the approval of handbooks until October board retreat</p> <p>Vote: No vote</p> <p><u>Item- Bus Information</u></p> <p>Discussion: Processes being put in place.</p> <p>Vote: none</p> <p><u>Item- Set Board Meeting Dates</u></p> <p>Discussion: Follow up needed via Christine with Delano. Dates will be decided via email and telephone. To be completed before the October meeting.</p> <p>Vote: none</p>
<p>➤ Discussion items</p>	

<ul style="list-style-type: none"> ● IA Board recruitment (All) ● Potential new board members ● New policy review (permanent discussion item) 	<ul style="list-style-type: none"> ● <u>Item – IA Board recruitment (All)</u> Discussion: none ● <u>Potential new board members</u> Discussion: none
<ul style="list-style-type: none"> ● Tasks for next meeting 	<ul style="list-style-type: none"> ● Approval of handbooks: <ul style="list-style-type: none"> ● Family Handbook ● Full Time Employee Handbook ● Part time Employee Handbook ● Review of Policies ● Set Board Meetings for the year
➤ Next board meeting	TBD
<ul style="list-style-type: none"> ● Confirm date of next meeting 	TBD
<ul style="list-style-type: none"> ● Identify agenda items for next meeting 	TBD
Meeting adjourned	7:16pm

The foregoing minutes were approved by the Board of Directors of Innovations Academy on _____.

Secretary

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Innovations Academy SPECIAL Board Meeting: August 29, 2017@ 12pm

Meeting location(s)

Innovations Academy 10380 Spring Canyon Road San Diego, CA 92131	10333 Avenida Magnifica San Diego, Ca 92131	3225 N. Harbor Dr. San Diego, CA 92101	Public call in number 641-715-0861* Access code 151642
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Board Attendance

Nathan Cooper- President (Phone)	Faraz Sharafi- Parent Representative	Dre Thiltgen- Teacher representative	Steve Rosen- Member at Large (Phone)		
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Others in Attendance

Christine Kuglen - School Director	Delano Jones - Financial Advisor (Phone)	Tony Spitzberg- Member at Large <i>Arrived at 12:18pm</i>				
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Agenda

Topic	Minutes
➤ Call to order / roll call	12:08pm
➤ Approval of current agenda	Vote: Unanimous approval of current agenda by - -Nathan Cooper -Faraz Sharafi -Dre Thiltgen -Stephen Rosen
➤ Public comments (3 mins per person)	No one on public line.
➤ Action Items <ul style="list-style-type: none"> ● Review information about school bus purchase ● Approve school bus purchase 	<u>Item- Review Information about school bus purchase</u> Discussion: <ul style="list-style-type: none"> ● 2 buses available for purchase; belonged to SDUSD then were purchased by Horizon charter which is now closing. ● Limited information from Horizon but has low mileage. <u>Item- Approve school bus purchase</u> Discussion: <ul style="list-style-type: none"> ● There may be other options locally. Discussed amount of time to make decision and suggested that decision is postponed until more information is collected. Vote: Unanimous decision to postpone decision until next special meeting within 24 hours by -

	-Nathan Cooper -Faraz Sharafi -Dre Thiltgen -Stephen Rosen
➤ Next board meeting	August 30th, 2017
o Remind and confirm date of next meeting	Next scheduled regular meeting - Sept. 7th, 2017
o Identify agenda items for next meeting	Item- <ul style="list-style-type: none"> ● Review information about school bus purchase ● Approve school bus purchase
Meeting adjourned	12:28pm

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Innovations Academy SPECIAL Board Meeting: August 30, 2017@ 4pm

Meeting location(s)

Innovations Academy 10380 Spring Canyon Road San Diego, CA 92131	10333 Avenida Magnifica San Diego, Ca 92131	3225 N. Harbor Dr. San Diego, CA 92101	Public call in number 641-715-0861* Access code 151642
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Board Attendance

Nathan Cooper- President (Phone)	Faraz Sharafi- Parent Representative	Dre Thiltgen- Teacher representative	Steve Rosen- Member at Large (Phone)		
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Others in Attendance

Christine Kuglen - School Director	Delano Jones - Financial Advisor (Phone)					
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Agenda

Topic	Minutes
➤ Call to order / roll call	4:03pm
➤ Public comments (3 mins per person)	No one on public line.
➤ Action Items <ul style="list-style-type: none"> ● Review information about school bus purchase ● Approve school bus purchase 	<p><u>Item- Review Information about school bus purchase</u> Discussion:</p> <ul style="list-style-type: none"> ● Faraz contacted local bus vendors regarding prices and options. ● Christine researched post-purchase plans. Christine called Horizon and created option to purchase 2 buses at lower price than original bid. <p><u>Item- Approve school bus purchase</u> Discussion:</p> <ul style="list-style-type: none"> ● Christine put call out to other local charter schools. Interest shown. No further comments or questions from Board. <p>Vote:</p> <ol style="list-style-type: none"> 1. Stephen motions to purchase 2. Faraz seconds motion <p>Unanimous approval for Christine to purchase 2 buses for the price of \$50,000 from Horizon Charter School by:</p> <p>-Nathan Cooper -Stephen Rosen -Faraz Sharafi -Dre Thiltgen</p>
➤ Next board meeting	September 7th, 2017 , 6pm

o Remind and confirm date of next meeting	TBD
Meeting adjourned	4:12pm

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Secretary

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Innovations Academy

Powerfully creating ourselves through self-expression
compassionate connection and
purposeful learning



Family Handbook 17-18~~16-17~~ School Year

10380 Spring Canyon Rd.
San Diego, CA 92131
858-271-1414
858-271-1418 (fax)
InnovationsAcademy.org

Dear Families,

At Innovations Academy we powerfully create our lives through self-expression, compassionate connection, and purposeful learning.

We welcome you to the Innovations Academy ~~2017-18~~¹⁶⁻¹⁷ school year. We are very excited to work together to create the optimal learning environment for all students.

As such a community, we invite you to share with us what is working for you during the year and where you would like to see improvements. Through practicing our mission we can cultivate a community filled with participation, communication, and contribution.

We look forward to building this community together.

Please take the time to read through this handbook with your child.

Joyfully yours,

IA Staff

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- **Mission Statement and Guiding Principles**

At Innovations Academy we powerfully create ourselves through self-expression, compassionate connection, and purposeful learning.

Our charter school, serving K - 8 students, is made up of difference makers who are inspired to contribute to our world. We involve students to create their own opportunities through enriching experiences and through making active choices throughout their day.

The accomplishments of Innovations Academy include providing an environment that respects the intellectual, emotional, and social intelligence of all children while supporting their innate human desire to learn through a multidimensional curriculum.

For a deeper understanding of our school's philosophy we recommend reading our school's charter online as well as reading information about constructivist teaching philosophy, positive discipline and project based learning.

• **School Calendar and Class Schedule**

Event	Date
Open House	August 25, 2016 <u>24</u>
School Starts	August 28 <u>9</u>
Student Led Conferences MIN. DAYS FOR STUDENTS	October 10-14 <u>9-13</u>
Veteran's Day Holiday	November 11
Thanksgiving Holiday	November 21-25 <u>20-24</u>
Exhibition Night	December 15 <u>14</u>

Event	Date
Winter Break	Dec. 1 8 ⁹ -Dec. 3 0 ² 9
Staff Collaboration Day NO SCHOOL FOR STUDENTS	January 2
Martin Luther King Jr. Birthday Holiday	January 1 5 ⁶
Report Cards	January 2 6 ⁷
Lincoln & President's Day (NO SCHOOL)	February 1 6 ⁷ & 1 9 ² 0
<u>Portfolio Review Days</u>	<u>February 5-9</u>
Exhibition Night	March 2 2 ³
Spring Break	March 2 6 ⁷ -3 0 ¹
Staff Collaboration Day NO SCHOOL FOR STUDENTS	April 2 3 ³
CA State Testing Window	April 3 4 ⁴ - May 3 1 ² 7
Memorial Day	May 2 8 ⁹
Presentations of Learning Check with teacher for schedule	May and June Check with teacher for schedule
Last Day of School MINIMUM DAY	June 8 9 ⁹

Class Schedule

Each class designs its own schedule as individual classes have different activities occurring throughout the school day. This flexibility allows us to

design the program to meet the needs of our students. Please check with each teacher for the class schedule. If major changes occur in the schedule you will be notified.

Explorations Classes (Art, Performing Arts, Nature Studies/Garden, Clay, Spanish, Robotics...) take place for some students in the morning and others in the afternoons. These classes change as needed. Please check with the classroom teacher for detailed information about the daily schedule.

- **School Hours**

Starting & Dismissal	Grades 1-8	Grade K
Start Time	8:45 AM	8:45 AM
Dismissal Monday Minimum Days	12:30 PM	12:30 PM
Dismissal Tuesday-Friday	3:15PM	2:15 PM

Office Hours:

8:00 am - 4:00 pm Monday through Friday
You may contact the office by calling 858-271-1414

- **Drop Off & Pick Up**

Drop off begins ~~at~~ a maximum of 15 minutes before start time (8:30 a.m.). Children must enter the school campus through the north-main gate. Once on campus all students are to remain on site.

Pick up begins at dismissal for a 15 minute duration (until 3:30 T-Fri). We encourage parents to come into the classroom at least one time per week to pick up their child(ren). This fosters communication between parents/care-givers and teachers and allows parents to see student work.

Any child going home with another family for a play date must have a signed note to be given to their teacher that day or earlier. Ride coordination can take up quite a bit of time, please be respectful that teachers have tasks ahead of them after school gets out.

**Any child remaining after pick up time has ended will be placed in-
Outpost After School Camp and will be charged a feesent to the office.**

This is disruptive of staff time, so please plan accordingly. Supervision can not be guaranteed after 3:45 p.m.

Attendance

Consistent attendance is very important for a child to develop the relationship and flow for a successful education. We take attendance very seriously.

- If your child is enrolled in the 5 day program then they are committed to attending 5 days per week.
- If your child is enrolled in the 3 day program (K-2) then your child is committed to attending all three days each week.
- And finally, if your child is enrolled in the Home Learning Community (HLC), you have made a commitment to become a part of that community and abide by the agreed upon attendance requirements.

After a student has 3 absences or tardies, the parent will receive a warning letter. After 5 absences and/or tardies, the director will contact the family to create a plan together for how to improve attendance. Should a student reach 10 absences a meeting is scheduled to address this very serious issue. If your child has more than 15 absences in a school year, a meeting is scheduled to discuss school participation, involvement, and placement.

If your child is absent, it is necessary for you to contact the office via email at info@innovationsacademy.org or telephone at 858-271-1414 to report the absence.

In your message, please leave the following information:

Student's name and grade
Day(s) and date(s) of absence
Reason for absence
Expected date of return

Delinquent families may be reported to the School Attendance Review Board (SARB) for assistance.

A budgetary note about frequent absences

While a solid education and quality learning experience are the most important factors of regular attendance, the simplest form of fundraising

that you can do for our community is to ensure that your child is here each day possible as funding is based on attendance, not enrollment. When children are absent from school, we miss out on their contribution to our community.

Each day that a student is absent negatively impacts our budget by about \$50. In order to run a school with a high quality staff, materials and program it needs funds and a predictable budget. You can support the school by having your child in school consistently. If a child needs to be absent for any reason, please see the independent study section below.

Sick Days

Although we feel it is important that children have good attendance, we also understand that children who are ill will not be able to learn and may impact others. Please take a few minutes at home to carefully check your child's health before s/he leaves for school. The following are suggested times when a child should stay home. If they come to school with any of the following conditions you may be called to pick them up:

- A report of illness during the night
- Fever is present (100 degrees or more)
- Complaints of nausea, upset stomach, vomiting, headache, diarrhea
- Development of a rash on face and/or body
- Severe cold, cough and/or sore throat
- Inflamed eye(s) with discharge

Please remember: An ill child cannot function properly in school. The spread of illness and disease through school can be more easily monitored if sick children remain at home during the acute stage of an illness.

Short Term Independent Study Contracts

If you know in advance, including the morning of, that your child will be absent from one to twenty-one days for any reason, your child's absence may be excused if a Contract of Independent Study is completed and signed before the student leaves. In addition to the signed contract, the student must complete and return to the front office the assigned classwork.

It is of utmost importance that families with children absent for any reason for longer than one school day, obtain an Independent Study Contract. This can be done by contacting the office and downloading the contract/student work from our website, having us email work or coming into the school office to pick up the necessary documents.

When possible, please contact the office three days prior to the absence in order for teachers to adequately prepare lessons for your child. Students

are expected to complete all work assigned and turn it in to the office upon returning to school.

Tardies

William Shakespeare says, "Better three hours too soon than a minute too late." Plan ahead and drop your child off with 5 minutes to spare and they will never be late to class. If students are chronically late to school (more than 5 tardies a month) ~~to school~~ the family will be called into a meeting to discuss the effect of said tardies on the student, teacher, and class.

If tardies persist parents meet with an administrator to talk about school participation, involvement, and placement. Teaching children the importance of scheduling and punctuality will have a positive impact on their life. Additionally, when students arrive on time they are more connected to their community throughout the day which makes for a better educational environment for all.

Leaving School Early

Once at school, a student may not leave the gated premises during school hours without permission from the office. If a student needs to leave school during the school day, s/he must be signed out in the office by a parent or guardian.

We ask that you communicate directly with the office when your child needs to leave campus for any reason. Do not text or call your child and do not allow them to text or call you without permission-during the school day for any reason. We are happy to take a message and carry it to your child so that it doesn't disrupt the flow of learning. When you contact the office, we will send for your child.

• **Health and Medication**

Students may not have any medications in class. All medications must be turned into the school office. Medication given at school must be accompanied by:

1. Physician's Authorization for Medication form detailing the method, amount and time schedules by which the medication is to be taken;
OR
2. A written statement from parent/guardian indicating that they desire the school to assist the student with medication.

• **Informed Consent and Acknowledgment for Athletic Activities**

Students at Innovations Academy have the option to participate in a wide range of athletic activities.

By their very nature, athletic activities can put students in situations in which serious, catastrophic, and perhaps fatal injuries may occur. The injuries could include, but are not limited to the following:

Sprains/strains	Disfigurement
Fractures	Head injuries
Cuts/abrasions	Loss of eyesight
Unconsciousness	Death
Paralysis	

Students and parents must assess the risks involved in such participation and make their choice to participate in spite of those risks. No amount of instruction, precaution or supervision will eliminate all risk of injury. Although the school may suggest or recommend the use of certain equipment to be purchased by the students, the school does not guarantee that such equipment will be free from defects or protect the student from injury. By granting permission for your son/daughter to participate in athletic activities, you, the parent/guardian, acknowledge that such risk exists and assume these risks.

Participation by your child is voluntary and is not required by the school.

Parents have read and agree to hold Innovations Academy, its employees, agents, volunteers and/or sponsors and any other person, firm or corporation charged or chargeable with responsibility or liability, free and harmless from any and all claims, demands, damages, costs, expenses, loss of services, action and causes of action resulting from the use of facilities, equipment and participation by my son/daughter in all athletic activities, to the fullest extent of the law.

• **Visitation Policy**

The safety of all children is of utmost importance. Our gates are locked at 8:45 each morning. At that time the only way on campus is through the front office. Immediately upon entering campus, all visitors, including volunteers, are required to sign in with the school office. Visitors being accompanied by school staff while on campus may be denied permission to

enter classrooms if it is determined that there is a substantial likelihood of interference.

• **Parent Volunteers**

We love volunteers at Innovations Academy because they contribute so much time and energy to the students and staff! If you would like to volunteer, please see the below requirements for each level of involvement. For levels 2, 3 or 4, volunteers must complete and turn in the listed documents to the front office. Volunteers will receive an I.A. Volunteer Card indicating the volunteer categories that are allowed. If the requirements have not been met then a parent will not be allowed to volunteer for that category. There are four categories of volunteers, each with different requirements:

- 1) Visitors or guests who enter the school for a one day visit. This **excludes** whole school events such as Exhibition Nights, the school dance, etc.

Requirements:

Sign in at the front office.

- 2) Volunteers with regular group exposure who have little or no direct unsupervised exposure or contact with children, and volunteers with classroom exposure who work with children and are supervised by school staff.

Requirements:

Sign in at the front office.

Present a tuberculosis clearance card (good for 4 years)

Be checked by office staff against the California Department of Justice, Sexual Offender (Megan's Law) website (www.meganslaw.ca.gov).

- 3) Field Trip Drivers: Volunteers who drive on field trips but do not spend the night.

Requirements:

Sign in at the front office.

File a copy of your automobile insurance in the front office.

File a copy of your driver's license in the front office.

Be checked by office staff against the California Department of Justice, Sexual Offender (Megan's Law) website (www.meganslaw.ca.gov).

- 4) Volunteers who work with students unsupervised or who assist on overnight field trips.

Requirements:

Sign in at the front office.

Present a tuberculosis clearance card (good for 4 years).

Present a fingerprint clearance from the SD County Office of Education.

• **Fieldtrips (AKA Field Study)**

Innovations' students participate in many field study experiences. They are a great way to reach out to the community and experience learning in a unique way. Field study can be as simple as walking around the block or more intensive such as going to the zoo, a museum or overnight camping. A blanket field trip permission slip was included in the online registration packet for this purpose. Fieldtrips may come up at the last minute such as a visit to the park down the street or a visit to a neighboring business. Please make sure to contact our office and/or your teacher if you are picking up early to ensure that the student is on campus at your arrival. If you choose to volunteer on a field trip, please note the requirements in the volunteer section of this handbook.

Payments for Field Studies

At IA, our students participate in one field study a month and many of these excursions have costs to attend. We keep our costs as low as possible by fundraising for our more expensive trips. Please let us know if the cost of a field trip is a financial hardship for your family. No student will be excluded from participating in a field study due to lack of payment. That is our responsibility as a public school. Thank you for your support.

Public Transit

Students learn a lot about public transit by using our local resources. Buses, trains, trolleys, and subways are great learning experiences. If you would prefer your child to not ride public transit you may chaperone and bring them to the event.

• School Lunch & Snacks

Innovations Academy is committed to sustainable practices that will contribute to long term maintenance of our school site, city and planet. The reuse of materials is a sustainable practice. Beginning this school year we are requiring each child and staff member to have a plate, cup, fork and spoon in their classroom to be used for class parties and hot lunch on campus. Additionally, we are asking parents to send lunch items in reusable containers. Students who bring plastic bags, juice bags, etc. will be asked to take their trash home for discarding.

~~Our school hot lunch program is available for purchase Tuesday through Friday. Please see our website, www.innovationsacademy.org, under the Parents tab, for more information. We do not have a hot lunch program. Our 8th graders have PIZZA FRIDAYS as a fundraiser for their 10 day end of the year field trip. If you would like to order pizza, please see the information under the LUNCH tab on our website.-~~

We do not have a free lunch program. However, if you need help finding ways to make affordable lunches at home please feel free to ask. We're happy to help with suggestions.

Other Lunch Options:

- Bring a cold lunch
- Bring a leftovers lunch (we have microwaves for student use)

Snacks:

Please send your child to school with nutritionally sound snacks (and lots of them, your children will be hungry throughout the school day). No energy drinks, soda, or junk food. If a child is seen with such items, it will be removed by the supervising adult. We suggest fruits, vegetables, nuts, whole grain breads, cheeses, etc. Once again, keep in mind that our goal is to have zero trash generated on campus from snacks and lunch so please pack accordingly.

- **Fundraising**

At Innovations, each year we create a fundraising plan to give clarity and direction to the necessary fundraising that we must do. The funds bring resources to our program. This is important in these times of budget cuts and funding deferments. If you have strong opinions, skills and/or ideas in this area, please volunteer for our Fundraising Committee.

We do a variety of fundraising activities:

Student: Fundraising is a great way for students to learn about budgeting, resources, and planning. Furthermore, it makes our students accountable for the activities that they want to do. An example would be a student organized bake sale or car wash.

Passive/Ongoing Fundraisers: These fundraisers require little effort once established. Money comes to Innovations Academy throughout the school year. Examples would Gift card purchases, Jamba Juice sales, [Amazon Smile Program](#), ~~Food Truck Thursdays~~, debit or credit card registration at several locations. Please see our website for links to all of our ongoing fundraisers.

Active Fundraising: IA limits our active fundraising events so as not to be bothering our families for money all of the time and to support ongoing student fundraising. Several active fundraisers that may occur during the school year are Scholastic Book Fair, a School Dance, and the Fall Pledge Drive.

There are many other ways to contribute to generating funds that support our students. Helping create a strong [committee-network](#) is important. All IA community members can contribute by helping to organize, bringing supplies or goods for a fundraiser, donating monetarily, and/or helping us find grants or philanthropic organizations to partner with. One resource that many people do not know about is their own place of employment. Many companies do matching grants/contributions for fundraising/donations. Find out about yours!

Education Innovators Program: We have the goal of creating an Education Innovators Sponsorship Program. This program would enroll 100 sponsors each of whom will donate \$1000 each year for three consecutive years. With \$100,000 collected each year, we will deposit half of the funds into a reserve account and the other half will be used to support the continuing development of a strong educational program and innovative use of technology. If you are interested in organizing this program, please see the director.

• **Emergency Drill Procedures**

There is a complete Emergency Action Plan (EAP) on file in the office. It can be viewed in the main office. Innovations Academy holds one emergency drill per month.

Some emergency numbers to be aware of:

- Front Office Number: 858-271-1414
- Christine Kuglen, Director, 619-379-9275

• **Bringing Personal Items to School**

Innovations Academy believes in giving students choices. This includes making the choice to bring personal items to school to be used during breaks and at lunch. Students assume full responsibility for personal items such as cell phones, skateboards (not to be used on campus), gaming devices, wallets, tablets, laptops, toys, etc. Any personal item that interferes with the learning process must be put away and/or turned off during instruction. Any device with inappropriate material (particularly those depicting violent, sexual, and/or derogatory content) is confiscated and returned to parents with the possibility of permanent removal from school. Innovations Academy has the right to confiscate and search any devices suspected of containing inappropriate content. Teachers retain the right to limit this privilege as needed.

Additionally, if a personal item goes missing, Innovations Academy reserves the right to search all backpacks, purses, and other personal items.

• **Dress Code**

Innovations Academy believes that socially responsible behavior is crucial to improving and maintaining a climate of respect. Dress and grooming should not interfere with the educational process. School clothing should be neat, clean, maintain adequate coverage, appropriate for school activities, and follow standards of common decency (no profanity, nondiscriminatory, sexually explicit clothing, etc.).

Footwear: Please wear or bring to school closed-toe athletic shoes for outdoor activities during P.E. The scheduling of P.E. can be unpredictable and classes often play active outdoor games. Please plan accordingly.

• **Academics**

Fun, excitement, curiosity, and engagement: these things make joyful learners.

At Innovations we create this through the following components: Activity Based Skill Instruction, Project Based Learning, Character & Community Development, and our Explorations Classes and Clubs.

Our Project Based Learning curriculum integrates student interest into meaningful standards -aware projects incorporating Math, Art, Music, Language Arts, Science, and Social Studies. We believe that fulfilling projects engage both the hands and the mind.

Character & Community Development underlines the importance of effective and productive social interaction and communication for success in life. Morning meetings, self-evaluations, class council and presentations of learning are some ways that we teach communication skills & conflict resolution. We have a structure to develop relationships conducive to social and intellectual well-being. Over the year, teachers and staff model effective communication skills and techniques.

• **Network Use Guidelines**

Please read the following carefully. This will give you information about the privileges and responsibilities of using the Internet and Innovations Academy networks as part of your student's educational experience.

Innovations Academy's network provides access to the Internet. The Internet is an electronic highway connecting thousands of computers all over the world.

Students will have access to:

- Electronic mail (e-mail) communication with people all over the world.
- Information and news from a variety of sources and research institutions.
- Public domain and shareware software of all types.
- Discussion groups on a wide variety of topics.
- Many university libraries, the Library of Congress, and more!

Responsibilities

Innovations Academy has taken reasonable precautions to restrict access to "harmful matter" and to materials that do not support approved educational objectives. However, on a public network it is impossible to control all materials. "Harmful matter" means matter that, taken as a whole by the average person applying contemporary statewide standards, describes in a patently offensive way material which lacks serious literary, artistic, political, or scientific value for minors (Penal Code, Section 313).

The teacher/staff will choose resources on the Internet that are appropriate for classroom instruction and/or research for the needs, maturity, and ability of their students. Innovations Academy takes no responsibility for the accuracy or quality of information from Internet sources. Use of any information obtained through the Internet is at the user's risk.

Acceptable Use

The purpose of schools having access to Innovations Academy networks and the Internet is to support research and education in and among academic institutions by providing access to unique resources and the opportunity for collaborative work. The use of Innovations Academy networks must be in support of education and research and consistent with the educational objectives of Innovations Academy. Use of another organization's networks or computing resources must comply with rules appropriate for that network.

Prohibited Use

Transmission of any material in violation of any federal or state law is prohibited. This includes, but is not limited to, the distribution of:

- Any information which violates or infringes upon the rights of any other person.
- Any defamatory, inappropriate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, or illegal material.
- Advertisements, solicitations, commercial ventures, or political lobbying.
- Any information that encourages the use of controlled substances or the use of the system for the purpose of inciting crime.
- Any material that violates copyright laws.

Any vandalism, unauthorized access, "hacking," or tampering with hardware or software, including introducing "viruses" or pirated software, is strictly prohibited (Penal Code, Section 502).

Warning: Inappropriate use may result in the cancellation of network privileges. The site system administrator(s) or Innovations Academy security administrator may close an account at any time deemed necessary.

Depending on the seriousness of the offense, any combination of the following policies/procedures will be enforced: Education Code, Innovations Academy procedures, and school site discipline/network use policy.

Privileges

The use of Innovations Academy networks and the Internet is a privilege, not a right, and inappropriate use will result in a cancellation of those privileges. The administration, teachers, and/or staff may request the site system administrator or Innovations Academy security administrator to deny, revoke, or suspend specific user access.

Netiquette (Network Etiquette)

The use of Innovations Academy networks requires adherence to rules of network etiquette.

These include, but are not limited to, the following:

- Be polite. Do not send abusive messages to anyone.
- Use appropriate language. In all messages, do not swear or use vulgarities or any other inappropriate language. Anything pertaining to illegal activities is strictly forbidden. (Note: E-mail is not guaranteed to be private. People who operate the system do have access to all mail. Messages relating to, or in support of, illegal activities must be reported to appropriate authorities.)
- Maintain privacy. Do not reveal the personal address or phone numbers of yourself or other persons. Before publishing a student's picture, name, or work on the Internet, the school must have on file a parent release form authorizing publication.
- Respect copyrights. All communications and information accessible via the network should be assumed to be the property of the author and should not be reused without his/her permission.
- Do not disrupt the network. Do not use the network in a way that would disrupt the use of the network by others.

Security

Security on any computer system is a high priority, especially when the system involves many users.

If you feel you can identify a security problem on Innovations Academy networks, you must notify school administration either in person, in writing, phone, or via the network. Do not demonstrate the problem to other users.

Any user identified as a security risk or having a history of problems with other computer systems may be denied access to Innovations Academy networks and the Internet.

Vandalism

Vandalism will result in cancellation of privileges. This includes, but is not limited to, the uploading or creation of computer viruses and damaging any hardware owned by Innovations Academy.

• **Positive Discipline Policy and Procedures**

Positive Discipline is a program based on the work of Adler and Dreikurs. The program, by Jane Nelsen, is designed to teach young people to become responsible, respectful and resourceful members of their community. It teaches important life skills in a manner that is deeply respectful and encouraging for both children and adults. Positive Discipline is the basis for Innovations Academy's discipline plan.

We know that students do better socially and academically when they believe that they are an integral part of their community, when they feel that others care for them and when they feel their contributions are valued. Innovations Academy staff invests a lot of time and planning to create such an atmosphere. We expect students to work with us to create the optimal learning environment.

Opportunities to learn come from making mistakes. By addressing mistakes we can move towards the path of resolution. We use positive discipline to help children become competent conflict resolvers.

As relationships with students are important to us, we work hard to make consequences for misbehavior respectful and constructive rather than punitive. This supports us in being decisive and action oriented in discipline measures.

For more information about why Innovations Academy discipline policy works, consider reading one of the following resources:

- Positive Discipline by Jane Nelsen
- Solving Thorny Behavior Problems by Caltha Crowe

Student Expectations

In order for the classroom and campus to be a safe and engaging learning environment, students are expected to:

- be willing to actively engage in academic learning activities. This includes trying things when they are difficult and following directions at all times.
- actively participate in conflict resolution, seeking to understand another's point of view and ultimately resolve the issue, which may include an action apology/make up action, creating an acceptable plan and consistently take action that will achieve the goal of resolution.
- create an acceptable plan to resolve problems at school. All students involved in conflict must create an acceptable plan to resolve the issue and demonstrate consistent action, which will achieve resolution.

If a student is not willing to engage in any of the above, they will be sent home and a parent meeting will be scheduled to discuss.

Incidences Compromising Safety and a Productive Learning Environment

When student behavior compromises learning or negatively impacts the community in any way, the following actions may be utilized:

Taking a break in the classroom, taking a break outside of the classroom, generating a written plan for behavior change, visiting the Solution Center, completing work outside of the classroom, working independently in an alternative classroom, making a contribution in a lower grade classroom, parent notification, creating a home-to-school checklist for desired behavior changes, and/or day of reflection and/or suspension.

When it is ascertained by staff that the student's behavior is of a significant nature or is an ongoing disruption, the student and/or parents may be asked

to participate in individual or family counseling with the IASC (Innovations Academy Solution Center) counselor to address the behavioral challenges. Parents are contacted when a child is acting in any of the following ways below (in suspension/expulsion policy section), or for repeated minor infractions. Any incidence compromising safety or a productive learning environment is evaluated for a 'reflection day' or suspension with a possible recommendation for expulsion. The governing board handles the expulsion process. For more on this process, see the Suspension/Expulsion Policy.

- **Reflection Day**

There may be incidents when your child is asked to take a Day of Reflection. Students may be sent home without the parent/guardian being able to speak with the teacher right away about the incident as s/he is teaching. Follow up on the situation will be addressed by the evening. We've found that a "Day of Reflection" can bring to light situations and feelings that have yet to be addressed at school. With your support we can meet the child's needs and maintain a healthy classroom community.

Suspension/Expulsion Procedures

At Innovations Academy we pride ourselves in our Character Development program that includes children in the conflict resolution process. Most incidents at school will be handled inside the classroom through peer to peer conflict resolution, teacher to student discussion and problem solving or through the class council conflict resolution procedure. However, when a situation reaches the level of needing intervention from the Director, an evaluation is made as to if a suspension or expulsion is recommended. This section is designed to inform all parents of suspension/expulsion procedures and due process.

Innovations Academy staff shall enforce disciplinary rules and procedures fairly and consistently among all students. Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, detention during and after school hours, use of alternative educational environments, suspension and expulsion.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the policy, corporal punishment does not include an employee's use of force that

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

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom Innovations Academy has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities in Education Act ("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 regular education students except when federal and state law mandates additional or different procedures.

Innovations Academy will follow Section 504, the IDEA, and 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 Innovations Academy 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. Within ten school days, the school will assemble an IEP team to make a manifestation determination as to whether the disciplinary behavior was the result of the student's disability. Should the student remain on suspension for an extended period, the school will work with the district to provide an interim alternative educational setting. Innovations Academy shall notify the District of the suspension of any student identified under the IDEIA (or for whom there may be a basis of knowledge of the same) or as a student with a disability under Section 504 and would grant the District approval rights prior to the expulsion of any such student as well.

1. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at Innovations Academy or at any other school or an Innovations Academy sponsored event at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

2. Enumerated Offenses

Students may be suspended or expelled for any of the following acts when it is determined the pupil:

- a. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force of violence upon the person of another, except self-defense.
- b. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Director or designee's concurrence.
- c. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e. Committed or attempted to commit robbery or extortion.
- f. Caused or attempted to cause damage to school property or private property.
- g. Stole or attempted to steal school property or private property.
- h. Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel.
- i. Committed an obscene act or engaged in habitual profanity or vulgarity.
- j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
- k. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- l. Knowingly received stolen school property or private property.
- m. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

- n. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.
- o. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q. Engaged in or attempted to engage in hazing of another.
- r. Aiding or abetting as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person.
- s. Made terrorist threats against school officials and/or school property.
- t. Committed sexual harassment.
- u. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.
- v. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. Threatened or attempted to cause harm to a teacher or other staff member.

Alternatives to suspension or expulsion will first be attempted with students who are truant, tardy, or otherwise absent from assigned school activities.

Whether a student is given suspension or expulsion will be determined by prior record, intent and severity and determined by the Director. A recommendation for expulsion will be taken to the Board for approval prior to the expulsion being levied.

3. Suspension shall be initiated according to the following procedures:

a. Who May Suspend

Only the Director (Principal) or the Director's designee may suspend a student.

b. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Director or the Director's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Director. The conference may be omitted if the Director or designee determines that an emergency situation exists.

An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

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 present his or her version and evidence in his or her defense.

This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

c. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

d. Suspension Time Limits/Recommendation for Placement/Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension.

Upon a recommendation of placement/expulsion by the Director or Director's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Director or designee upon either of the following determinations: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

4. Authority to Expel

A student may be expelled either by the Innovations Academy Board following a hearing before it or by the Board upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a Board member of the School's governing board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

5. Expulsion Procedures

Only the Director or the Director's designee may recommend expulsion of a student or refer a student for an expulsion hearing. Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty school days after the Director or designee determines that the Pupil has committed an expellable offense.

In the event an administrative panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session unless the pupil makes a written request for a public hearing three days prior to the hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

- a. The date and place of the expulsion hearing;

b. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;

c. A copy of the School's disciplinary rules which relate to the alleged violation;

d. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;

e. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;

f. The right to inspect and obtain copies of all documents to be used at the hearing;

g. The opportunity to confront and question all witnesses who testify at the hearing;

h. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

6. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

Innovations Academy may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the school or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

a. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

b. Innovations Academy must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.

c. At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.

d. The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

e. The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.

f. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

g. If one or both of the support persons is also a witness, Innovations Academy must present evidence that the witness' presence is both desired by the witness and will be helpful to the School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

h. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

i. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative

procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

j. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

7. Record of Hearing

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

8. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay and sworn declarations may be admitted as testimony from witnesses of whom the Board, Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be made based on findings of facts in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be based on the written findings of facts and shall be made within ten (10) school days following the conclusion of the hearing. The Decision of the Board is final.

If the expulsion hearing panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

Independent study is an alternative to classroom instruction. Students who are excluded from classroom instruction in a school district—who have been suspended or expelled—are thereby excluded from independent study as well. No ADA credit may be claimed for either classroom attendance or independent study by suspended/expelled students during the duration of their suspensions/expulsions. Students whose expulsions are being held in abeyance pursuant to Education Code Section 48917 and who have been referred to specified settings in lieu of expulsion, pursuant to that section may generate ADA credit through independent study only if they are also given at least one classroom instruction option.

9. Written Notice to Expel

The Director or designee following a decision of the Innovations Academy Charter School Board to expel shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

- a. Notice of the specific offense committed by the student
- b. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the school.

The Director or designee shall send a copy of the written notice of the decision to expel to the District. This notice shall include the following:

- a) The student's name
- b) The specific expellable offense committed by the student

Additionally, in accordance with Education Code Section 47605(d)(3), upon expulsion of any student, Innovations Academy shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of

the cumulative record of the pupil, including a transcript of grades or report card and health information.

10. Disciplinary Records

Innovations Academy shall maintain records of all student suspensions and expulsions at the school. Such records shall be made available to the District upon request.

11. No Right to Appeal

The pupil shall have no right of appeal from expulsion from Innovations Academy as the Charter School Board's decision to expel shall be final.

12. Expelled Pupils/Alternative Education

Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence.

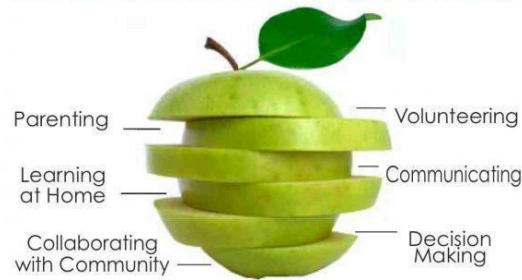
13. Rehabilitation Plans

Students who are expelled from Innovations Academy shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the school for readmission.

14. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Innovations Academy Board following a meeting with the Director and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Director shall make a recommendation to the Innovations Academy Board following the meeting regarding his or her determination. The pupil's readmission is also contingent upon the Innovations Academy's capacity at the time the student seeks readmission.

The Six Slices of Parental Involvement



• **Parent Responsibility**

“Responsibility for our children's education must begin at home” - President Obama

As a parent of a student attending Innovations Academy, it has been your choice to place your child in a school with a specific design and mission. It is your job to understand the school's mission statement. By choosing I.A. as the school of choice for your child(ren), you also choose to be an active participant of Innovations' academic community. This means developing an understanding of the school's learning philosophies, policies and goals. It also means actively pursuing an understanding of the school's curriculum, and supporting your child(ren)'s learning at home.

It is important to understand that Innovations Academy follows a progressive teaching model that is very different than traditional public schools. This aspect of I.A. brings with it the inherent challenges of learning a new paradigm. These challenges may occur as:

- Feeling confused about the learning process
- Misunderstanding an aspect of the philosophy
- Worrying about the progress of learning

When any of the above feelings happen, it is the parent's responsibility to talk with a teacher or administrator who will support the parent in getting their needs met for information and understanding.

The following are aspects of the program that may be new and/or different and which parents may need to communicate about.
Innovations Academy:

- Does not have a traditional report card
- Holds student led conferences in which a student is present with the parent

- Students call staff by their first names
- Students **contribute to make** decisions about their learning
- Does not give meaningless homework
- Implements POLs (presentations of learning) to assess a student's progress.
- Uses project based and inquiry based learning experiences as a central part of the academic program
- Does not focus on test taking, benchmark testing or test scores
- Has a relationship based discipline plan which is not a one size fits all approach.

All parents are members of the Innovations academic community and play a vital role by showing support and participating in school activities as much as possible.

Some great ways to participate are:

- Chaperone a field trip
- Read to your children or do an outside activity
- Foster friendships between IA students by creating play opportunities outside of school
- Contribute to a fundraising event (bake sales, IA Education Conservators, etc.)
- Attend Exhibition Nights
- Provide large quantities of unstructured time for your child(ren)
- Be a Reading Buddy in a classroom
- Participate in the Parent Connection (our parent association)

If you'd like to help with any classroom or school wide event please speak with your teacher or the Parent Association president who will gladly get you started.

• **Getting Needed Information**

We often hear from parents about the need to be connected and how challenging that can be. The first step is to learn what is going on in the classroom and at school. Another component is communication between home and school. This letter will explain some ways to get the information and communication you want with I.A.

- Innovations Academy has its own **website**:

www.innovationsacademy.org On this website you will find updates, information about our philosophy, links to our classroom digital portfolios, [calendar](#), [handbooks](#), [charter](#) etc.

- **Class Info Web pages** (formerly blogs/digital portfolios): All Innovations Academy teachers have space on our website which is updated weekly. Each class page is a little different but all contain essential information about upcoming fieldtrips, areas of study, projects and other useful information and are updated weekly. Teachers send out their weekly emails and then post the information to the class webpage
- **Sunday Blast:** On Sunday evenings a phone call and email go out to all of our parents with activity updates and information for the upcoming week.
- **Exhibition Nights:** During the 20176-187 school year we will have Exhibition Nights on the following dates: December 145th and March 223rd. We expect 100% attendance by parents as all students will be presenting work they have completed. If you can't make it, please communicate with us ahead of time. We consider Exhibitions to be as important as report cards.
- **Student Led Conferences (SLC):** During SLCs, students take the lead to facilitate a conference with their teacher(s) and parent(s). The outcome of the conference is that students share their learning in various subject areas and set academic, personal and social goals.
- **Presentations of Learning (POL):** A presentation of learning is an opportunity for a student to speak about specific areas of their own learning in an authentic, reflective way. The act of speaking about who you are, your strengths and challenges is an important part of our program. Please make every attempt to attend your child's presentation of learning.
- **Come In!** We are here every school day (and hopefully we'll see you at pick up or at a Coffee Connection). Please come in and say hi and let us know if you have any questions. If we can't address them on the spot then we can schedule time with you.
- **Coffee Connection:** Current and new IA parents have the opportunity to meet with the Director and get questions answered. It's also a great place to connect with other IA families and have fun while developing a deeper understanding of I.A. philosophy. Check the website calendar for scheduled Coffee Connections.

Please let us know if you have any ideas that can improve our methods of communication. Thank you.

Email Communication Policy

Innovations Academy recognizes that electronic mail (email) can be a valuable communication tool, when it is used judiciously and in accordance with privacy laws and the school internet ethics code. To help us implement school email policy, I.A. faculty and staff members are provided with school e-mail accounts to improve the efficiency and effectiveness of communication both within the school and with the parent/guardian community. Faculty and staff are required to use their school email for all communications with parents.

In the interest of ensuring that email is a positive influence on our learning community of committed parents/guardians, teachers, students, and friends, we are instituting these e-mail guidelines for parent-teacher communication.

- Keep the email short, no more than 1-2 **brief** paragraphs is a good rule, and request to schedule a time to meet or to speak via telephone.
- Respect teacher planning time by sending email only when necessary.
- Keep the content appropriate and specific
- Please keep all contacts professional. Jokes, amusing or special stories, chain letters, or commercial solicitations are inappropriate.

Your child's academic progress, learning expectations, or behavioral issues are best addressed through a telephone conversation or by scheduling a personal conference with your child's teacher. An email message on these matters is not appropriate.

Remember that your child's teacher oversees 25 students. Before sending an email to your teacher, please ask yourself:

- Can I get the answer on the class or school website?
- Was the information sent in the teacher's weekly email?
- Can I ask my child to find out tomorrow?
- Can it wait?

Please remember that:

1. I.A. faculty and staff may not reply to emails that reveal student records, discuss other non-related students by name, discuss other I.A. staff or faculty, or contain contentious, emotional, or highly

confidential information. These issues must be dealt with fact-to-face or over the phone.

2. I.A. faculty and staff may discuss and welcome your communications on field trips, volunteering, help with supplies, and other topics that help them help your children have the best year possible.

• **Adult Effective Communication/Complaint Policy**

What to do when something is working or not working for you at IA. This is our name for our Uniform Complaint Policy.

Modeling is essential in the learning process. If we want our children to learn how to communicate effectively it is of utmost importance that we model what this looks like. Here is a chart of specific actions that will support our children to learn effective communication.

Instead of:	Do:
Complaining about something that happened	Speak with the teacher or staff about your concern
Shutting down because you feel left out of some communication	Speak to the teacher about how to get all class info
Believing something someone tells you (aka participate in rumors)	Go to the source and get the information yourself
Sharing a frustration about the school, the teacher or the parent association with another parent	Speak directly with the director, the teacher or the Parent Association president
Harboring frustration, anger or hurt about something your child told you happened at school	Approach the teacher or director to inquire about the situation

Feedback is an essential part of communication that is very valuable to us as a community. If there is something you like, let us know (we can publish it in our gratitude book)! If there is something you do not understand, are confused by, or do not like, also let us know. Going directly to the source generally gives clarity and understanding.

The only way to get your needs met is to let us know what your needs are. If you have a complaint, frustration, question, concern, excitement or

appreciation, please communicate with us. There are many ways to communicate: talk in person, write an email, send a note, or make a phone call. We want our families to get their questions answered. We want to be in communication with you. We need you to tell us when you need that to happen. All of your positive and negative feedback helps us improve our program and understand the needs of so many families.

Though giving feedback sounds good on paper it can truly be the most difficult thing you will do. Actually approaching a person when you have negative feelings is a huge challenge. Expect to feel uneasy and let the person with which you need to speak know you need their time. You can start with, "I'm confused; I'm hurt; I'm happy; or I'm excited; when I see (hear, notice...)_____.

Understand that we would rather have the information so that we can improve than to have rumors and negative information, like poison, spread through the internet, school or community grapevine.

If you have a concern, here are the appropriate steps to take:

1. Start at the source:
 - a. If you have a concern with something in the classroom, speak to the teacher.
 - b. If you have a concern with something in the front office, speak with the co-director.
 - c. If you have a concern with an IEP, speak with the Education Specialist/Case Manager.
 - d. If you have a concern about the educational program, speak with the director.
 - e. If you have a concern about an issue with another student, speak with the teacher, the assistant director or the director.
2. If you have completed step one and feel the concern is persisting, email the teacher (or other staff member) and copy the director. A meeting will be set up with all parties involved.
3. If you have completed step one and two and the concern is persisting, set up a private meeting with the director.
4. If you have completed steps one, two and three and do not feel that your concern has been fully addressed, email the director and copy the Innovations Academy Board of Directors (board@innovationsacademy.org).

5. If you have communicated thoroughly using steps one through four and do not feel that the concern has been fully addressed, please get in touch with the IA Board of Directors in one of the following ways:

- a. Write a letter to the I.A. Board and send it to our school address, or
- b. Email our board at Board@InnovationsAcademy.org, or
- c. Attend a board meeting and present during community comments.

We have provided the form on the next page for providing feedback to the school.

|

Format

Feedback Form

(in place of a typical Uniform Complaint Policy Form)
To be turned into the front office

Format

Name/Anonymous: _____

Date: _____

If you would like to provide feedback, we'd love to hear it. Please take your time and turn it in to the main office. We understand that giving negative feedback is challenging and we commit to address your issue when it is brought to our attention. We invite your information and need it in order to improve. Both children and adults are encouraged to use this form.

Summary of my issue/observation: _____

I would like to (check all that apply):

To talk to a particular staff member (name: _____)

To meet with the Director

To call a conference for my family with another family at IA.

Receipt of this form to be acknowledged

To thank the parties involved who are

To express my appreciation for

_____.

Other: _____

Any further comments:

Resources for Parents

Classes/Workshops/Presentations: The following are resources for parenting/discipline classes as well as Special Education workshops that we've found to be beneficial for all of our students:

Learning Development Services – Established in 1970 as an educational, psychological, and neuropsychological center for children, adolescents, families and adults. They offer a full range of diagnostic, educational, and clinical services. They offer many free lectures on Special Needs children, ADD, and other topics. <http://learningdevelopmentservices.com/>

Positive Discipline Family Education Centers - Positive Discipline is for parents and teachers who are looking for skills that do not include punishment or rewards to encourage their children to think for themselves, feel capable, become more responsible, and have a greater respect for themselves and others. Classes are held at Innovations Academy. <http://www.familyeducationcenters.com/index.html>

Team of Advocates for Special Kids (TASK) - TASK is a nonprofit charitable organization whose mission is to enable individuals with disabilities (and their families) to reach their maximum potential by providing training, support, resources & referrals, and more. For the current free workshop schedule go to: <http://www.taskca.org/workshops-schedules.html>

Assessments: Below is a list of information regarding outside assessments that we feel comfortable recommending to all students. The below assessments are free of charge.

Center for Behavioral Teratology - This SDSU Research Group gives a free cognitive screening to children ages 5 – 17 years of age. They can be reached at 6363 Alvarado Court, Suite 100/200, San Diego, CA 92120, or by phone at (619) 594-1228, or by email at cbt@projects.sdsu.edu.

The Learning Convergence - The Learning Convergence provides a free reading screening for children of all ages. They can be reached at 3511 Camino del Rio South, Ste. 301, San Diego, CA 92108. Or at their website <http://thelearningconvergence.com/> or by phone at 619-640-6835.

<u>Staff</u>	Role	Phone	Email
Christine Kuglen	Director	858-271-1414 619-379-9275*	Christine@InnovationsAcademy.org
Tony Spitzberg	Assistant Director	858-271-1414	Tony@innovationsacademy.org
Donna Napier	Office Manager	858-271-1414	Donna@InnovationsAcademy.org
Tina McGinnis	Records and Nursing	858-271-1414	McGinnis@InnovationsAcademy.org
Tami Hermann	Attendance	858-271-1414	Info@InnovationsAcademy.org Tami@InnovationsAcademy.org
Kiersten Clegg	Administrative Assistant	858-271-1414	Kiersten@innovationsacademy.org
Jennifer Kuebler	Solution Center Counselor	858-271-1414	Jenniferasc@Innovationsacademy.org
Stephanie Bondaryk	Special Education Grades 5 6-8, HLC	858-271-1414	Stephanie@InnovationsAcademy.org
Kerry Kosmicki Jeff Grimes	Special Education Grades 6-8, HLC	858-271-1414	JeffreyKerry@innovationsacademy.org
Lisa Smith	Special Education Grades K- 4 5	858-271-1414	LSmith@InnovationsAcademy.org
Clara Urbalejo	Kindergarten Teacher	Leave a message at the front office	Clara@InnovationsAcademy.org
Jennifer Takahashi Lauren Leger	Kindergarten Teacher	Leave a message at the front office	JenniferKTLauren@InnovationsAcademy.org
Gabriela Badillo	1st Grade Teacher	Leave a message at the front office	Gabriela@InnovationsAcademy.org
Harminder Gill Ashleigh Turner	1st Grade Teacher	Leave a message at the front office	Harminder@InnovationsAcademy.org Ashleigh@InnovationsAcademy.org
Christine Cockrell Keely Moore	2 nd Grade Teacher	Leave a message at the front office	CMC@InnovationsAcademy.org Keely@InnovationsAcademy.org

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Before

Field
Form

Ali Kolb	2 nd Grade Teacher	Leave a message at the front office	Ali@InnovationsAcademy.org
Lindsey Ekdahl Dre	3 rd Grade Teacher	Leave a message at the front office	Lindsey@InnovationsAcademy.org Dre@InnovationsAcademy.org
Jill Anderson	3rd Grade Teacher	Leave a message at the front office	JillA@innovationsacademy.org
Elizabeth Huynh Terri Kurczewski	3 rd –4 th grade teacher	Leave a message at the front office	Elizabeth@innovationsacademy.org Terri@innovationsacademy.org
Tori Dahlberg	4 TH grade teacher	Leave a message at the front office	Tori@innovationsacademy.org
Emily Luscomb	5 th grade teacher	Leave a message at the front office	Emily@innovationsacademy.org
Beth Foster Keith Fowler	6 th grade teacher	Leave a message at the front office	Beth@innovationsacademy.org Keith@innovationsacademy.org
Andrea Thiltgen Stephanie Rivera	6 th grade teacher intern	Leave a message at the front office	Dre@innovationsacademy.org Steph@innovationsacademy.org
Devon Woodruff Lisa Moncrief	7 th grade teacher	Leave a message at the front office	Devon@innovationsacademy.org Lisa@innovationsacademy.org
Nora Bowman Emily Mayer	7 th grade teacher	Leave a message at the front office	Nora@innovationsacademy.org EmilyM@innovationsacademy.org
Keith Fowler Devon Woodruff	8 th grade teacher	Leave a message at the front office	Keith@innovationsacademy.org Devon@innovationsacademy.org
Lisa Moncrief Nora Bowman	8 th grade teacher	Leave a message at the front office	Lisa@innovationsacademy.org Nora@innovationsacademy.org
Jennifer Mercer	HLC 5-8 grade teacher	Leave a message at the front office	Jennifer@innovationsacademy.org
Jill Keltner	HLC 2-4 grade teacher	Leave a message at the front office	Jill@innovationsacademy.org

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Teresa Draguicevich	HLC K-1 teacher	Leave a message at the front office	TeresaD@innovationsacademy.org
Niki Moyer	Art Teacher	Leave a message at the front office	Niki@innovationsacademy.org
Patrick Murphy O'Connor	Spanish Teacher	Leave a message at the front office	Patrick@innovationsacademy.org
Evan Lopez Natasha Starbuck-Smith Mary Zanolli	Clay Performing Arts Nature Studies Robotics	Leave a message at the front office	Leave a message at the front office

Form

Innovations Academy

Powerfully creating our lives through self-expression,
compassionate connection and
purposeful learning



Employee Handbook 2016-17 School Year

10380 Spring Canyon Rd.
San Diego, CA 92131
InnovationsAcademy.org

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Welcome to Innovations Academy

The following pages contain information regarding many of the policies and procedures of Innovations Academy. These policies are a condition of employment. Labor relation laws require that all employees maintain a written policy that is applied non-discriminately to all employees.

Have questions or need assistance reviewing this document? Please contact:

Christine Kuglen (Director) at (858)-271-1414

Christine@InnovationsAcademy.org

Office hours:

Monday - Friday: 8:00am to 4:30pm

Saturday: Closed

Sunday: Closed

Important Phone Numbers:

Main Office Line - (858) 271-1414

For life threatening emergencies dial 911

Disclaimer

This handbook is intended only to outline the employment policies, procedures and benefits of Innovations Academy. This manual is not intended to be all-inclusive and should not be considered to be an employment contract. Innovations Academy reserves the right to change employment policies, procedures, benefits or this manual at any time without notice. It is the responsibility of the employee to stay abreast of policy. Innovations Academy will make every effort to notify employees of any policy changes, additions or deletions. Said changes will immediately become a part of this manual.

Innovations Academy Mission Statement

At Innovations Academy we powerfully create ourselves through self-expression, compassionate connection, and purposeful learning.

Career Opportunities

It is our desire to see each and every employee achieve their highest potential through our mission. We will do our best to provide opportunities and offer training, education, and guidance whenever possible. Stay in communication with the Director regarding professional development.

Open Door Policy

It is our objective to provide a work environment free from elements that would deter employees from performing their best work. All concerns may be expressed through our open door policy. The Director at Innovations Academy maintains this open door policy to discuss any issues you may have. Feel free to express yourself about work related or personal matters. Your input is welcome.

Code of Conduct

Employees of Innovations Academy are to conduct themselves in a responsible, professional, and ethical manner. Report unethical or dishonest behavior to the Director.

Reported activities will be investigated by Innovations Academy administrative staff. The appropriate means for resolution will be determined. Employees found to be conducting themselves in an unethical manner may be subject to appropriate disciplinary action, up to and including termination.

Employment Expectations

Teachers are expected to know and follow the “Teacher Employment Expectations for the 15-16 school year found at the end of this handbook**”. All teachers are expected to seek help for any area of the expectations that are unclear or challenging during any point in the year. Expectations will be reviewed by staff during staff development.

Policies and Procedures

Equal Opportunity Employment:

Employees are hired based solely on Innovations Academy personnel requirements and the qualifications of each individual position.

We will not tolerate nor condone discrimination due to age, race, color, religion, sex, national origin or disability. We will comply with the spirit and letter of all local, state and federal laws pertaining to employment. Furthermore, we will not discriminate due to age, race, color, religion, sex, gender orientation, national origin or disability when making decisions regarding termination of employees.

Any questions or concerns regarding any aspect of this policy should be directed to the Director.

Eligibility For Employment:

Federal law requires both new employees and re-hires to provide documentation of eligibility to work in the United States plus proper identity. A properly submitted form I-9 is required for employment.

Familial Employment:

Innovations Academy does allow family members and relatives of employees to be considered for employment, provided they are qualified for the position and no other conflict of interest exists. Hiring decisions will be the exclusive responsibility of the Director.

Part-Time Employment:

Innovations Academy does offer part-time employment positions. Direct all questions regarding part time positions to the Director. See the Hourly Employee Handbook for details.

Criminal Convictions:

Criminal convictions are taken seriously at Innovations Academy. We reserve the right to disqualify any applicant for employment that has been convicted of a criminal offense.

Furthermore, conviction of a crime may result in an automatic termination. Innovations Academy will make every effort to evaluate the nature and circumstances of the conviction. With the safety and wellbeing of co-workers at stake, convicted employees may be subject to appropriate disciplinary action, up to and including termination.

Violence:

Threats of violence and acts of violence are strictly prohibited. Employees threatening or committing acts of violence will be subject to appropriate disciplinary action, up to and including termination. Report any such activity to your immediate supervisor or the Director.

Weapons:

Weapons are generally defined as guns, knives and other objects universally considered a weapon by the vast majority of society. A "weapon" can also be any object which would do harm to another when used as such. Innovations Academy shall deem any such object a "weapon" for the purpose of enforcing of this policy.

Possession of weapons is prohibited on school property and while on duty performing company business at any location. Any employee on duty or on

school premises in possession of a weapon will be subject to appropriate disciplinary action, up to and including termination. Report any weapon possession to your immediate supervisor or the Director.

Alcohol, Drugs & Illegal Substance Abuse:

Possession of alcohol, illegal drugs or other illegal substances is not permitted on company property, or while on duty in the employment of Innovations Academy. Furthermore, employees are not permitted to report for duty while under the influence of alcohol, illegal drugs or other illegal substances. Employees failing to adhere strictly to this policy will be subject to disciplinary action, up to and including termination. Report any suspicious activity to the Director.

Drug Testing:

Innovations Academy does not tolerate the use of alcohol or nonprescription drugs on company premises or during work hours at any other employment location as required by Innovations Academy. If an employee is suspected of working while under the influence of illegal drugs and/or alcohol, the employee may be suspended and required to submit to a drug and/or alcohol test. Suspension shall be without pay until the results of the test are obtained by Innovations Academy. If the results are negative, the employee will be reinstated and compensated for normal hours of work missed as a result of the suspension. Positive test results may result in termination of employment.

All employees and prospective employees are hereby notified that test results may be used in arbitration, administrative hearings and court cases arising as a result of the employee's drug testing. Results will be sent to federal agencies as required by federal law. In all other instances every reasonable effort will be made by Innovations Academy to protect the confidentiality of the information.

Sexual and Other Unlawful Harassment:

It is the objective of Innovations Academy to provide a working environment free from discrimination and conduct commonly referred to as sexual harassment.

The E.E.O.C. (Equal Employment Opportunity Commission) has provided a broad definition of sexual harassment. It is general in nature and may not always be clear when evaluating everyday situations.

“Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment,

submission to or rejection of such conduct by an individual is used as a basis for employment decisions affecting such individual, or

such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment.”

Sexual harassment refers to behavior inappropriate in the workplace because it is offensive, unwelcome behavior which would not occur but for the gender of the

offended person. Both sexual harassment, and accusations of sexual harassment, are disrupting to the work environment.

If you or a co-worker experience what you believe to be sexual harassment or accusations of sexual harassment, report it promptly to the Director. Innovations Academy will investigate any employee, regardless of job position when such allegations are made. Based on available information, Innovations Academy will take appropriate action and communicate on a need-to-know basis.

Appropriate disciplinary action, up to and including termination will be taken against any individual for sexual harassment charges determined to be valid.

Domestic Violence Statement:

Innovations Academy recognizes that domestic violence can have an adverse impact on employee job performances and may also impact co-worker's performance.

Innovations Academy will assist employees affected by domestic violence, both the victim and the abuser within reasonable guidelines. Information will remain confidential as long as the safety of others is not at risk.

At-Will Employment:

Employment with Innovations Academy is on an "At-Will" basis which means that employment can be terminated by either the employer or employee at any time for any reason or for no reason at all.

This understanding is explicit and unaffected by any statements, comments, terms or agreements, express or implied, verbal or written unless approved by the Board of Directors of the Innovations Academy.

Employees choosing to terminate their employment with Innovations Academy are required to return all school property to the staff director before leaving the premises on their final day of employment. Upon receipt of all school owned property, the employee will receive their final paycheck.

Innovations Academy may terminate employment at any time for any reason. If an employee is terminated for a severe violation of policy they will be escorted from the premises immediately. Any personal property, plus their final paycheck will be given to the employee upon receipt of all school owned property.

The Director will provide opportunity to all employees leaving Innovations Academy to have an exit interview. Request for exit interviews must be made with reasonable time for the Director to schedule the interview.

Severance:

Innovations Academy does not offer severance benefits for employees terminating employment for any reason.

Personnel File:

Innovations Academy maintains a confidential personnel file for each employee. Files are controlled by the Director. Consult with the Director in order to view or obtain a copy of your file. These files are the property of Innovations Academy, no documents may be altered or removed by the employee. Every reasonable effort is made to keep the information confidential, access is limited to staff members who require access to perform their job functions. Copies will not be distributed to any third party unless mandated to do so by a court of law.

Attendance:

Punctual attendance is mandatory for efficient job performance. All teachers must be on campus M-F between the hours of 8:15 a.m. and 3:30 p.m (except when explicitly noted in expectations). If you are not going to arrive on time, please call or text the Director to communicate this information.

Absence from work for a teacher impacts the lives of many people. In case of absence for any reason, notify the Director as well as the front office immediately. Best notification takes place the night before by 9pm to the Director's cell phone (619-379-9275). Teachers are responsible for coordinating and scheduling with a substitute from our list of approved personnel. If assistance is necessary, please contact the director immediately.

Poor attendance, absence without notification or habitual tardiness will be subject to appropriate disciplinary action, up to and including termination.

Work Schedule Requirements:

The work hours for full time staff are from 8:15 a.m. until 3:30 p.m Monday - Friday. Additionally, each teacher will choose one day per week that they will stay late for parent meetings as needed to accommodate the needs of working parents. All school functions will be attended as well (such as but not limited to: Exhibition Nights, Student Conferences, fundraisers, Parent Information Sessions etc.) and staff meetings scheduled during the week. Unless otherwise agreed upon by staff and administration, all staff are expected to be on campus during these work hours.

The work schedule for most teacher assistants is M-F 8:45 a.m.-3:15 p.m.. All other part time staff work on a schedule determined by contract.

Staff Meetings:

Staff Meetings, grade level meetings and team meetings take place on Mondays (1:00-3:45). Unless otherwise agreed upon, all staff are expected to be present. It is the responsibility of each staff member to know their meeting schedules and to be an active participant in the ongoing development of a creative work environment.

Parking:

Innovations Academy employees are required to park in the employee parking area. All other parking is reserved for families and visitors.

Feedback/suggestions:

All staff are encouraged to submit suggestions, comments or new ideas which may benefit the school. If you wish to remain anonymous, every precaution will be made to preserve your privacy. Feedback/suggestions can be placed in the Directors mailbox or email.

Lunch Break:

Aides are provided so that teachers may take a lunch break. Teachers may be asked to participate one day per week in the supervision on the lunch court.

Workplace Dress Code:

Innovations Academy encourages employees to dress comfortably in attire appropriate for working with children.

Medical Attention:

Innovations Academy requires employees to notify a supervisor when medical attention is required for any reason, accident or illness. Transportation and medical costs are the responsibility of the employee.

Compensation:

Innovations Academy employs both hourly and salaried employees. All salaries are stated in contracts signed upon hiring.

Wage and Salary Disclosure:

Compensation programs are confidential between the employee and Innovations Academy. Disclosure of wages or compensation to any third party or other employee is prohibited and could be grounds for termination.

Payroll Schedules:

Employees are paid semi-monthly. Paydays are the 15th and the last day of the month. In the event payday falls on a holiday or weekend, paychecks will be distributed the day prior. Employees are required to enroll in automatic deposit. Paychecks shall be distributed or deposited according to this section. Federal, state and any other required taxes will be withheld from wages as will any voluntary deductions.

Payroll Deductions for Federal Tax, State Tax, FICA and Medicare:

As required by law, Innovations Academy withholds taxes from employee earnings, as well as social security (FICA) and Medicare. Innovations Academy also participates in matching programs as required.

IRA's - Individual Retirement Accounts:

Innovations Academy encourages employees to plan for retirement. IRA saving programs offer the employee advantages for retirement as well as tax savings at the time of purchase. Contact the Director for details and information regarding automatic payroll deductions.

Performance & Evaluation Reviews:

Performance Evaluations have been the source of considerable dissatisfaction for teachers in traditional school settings because of the many shortcomings that have plagued the system. There is no evidence that performance evaluations enhance a teacher's ability nor is there evidence that they improve learning for students. At Innovations Academy we recognize the need for full participation in

goal setting and evaluation by our staff with the objective of continuously working to perfect our practice as professional educators. The intention of the Evaluation Process is to provide support to staff for continual professional growth, not for the purpose of hiring and firing. If you ever need clarification about your performance, please bring this up directly with the director.

Please note: Our At-Will contract supersedes any evaluation process. Successful participation in the performance evaluation process does not guarantee that a contract will be renewed. Innovations Academy reserves the right to terminate employment with any employee in order to continue improvement of the academic and social emotional needs of children.

Reimbursement of Expenses:

Expenses to be reimbursed by Innovations Academy (see expense protocol below) must be approved in writing prior to expenditure. To receive reimbursement you must furnish the Program Manager in charge of expenses with two items: receipts for all expenses (other than per diem or mileage) and a properly completed expense form (available from Donna).

We appreciate your approved expenditures on behalf of Innovations Academy and will make every effort to reimburse you in a most timely fashion.

If you require an advance for expenses, see Donna.

Reporting Personal Information Changes:

Employees must notify the Director whenever there is a change in their personal information on file with Innovations Academy This includes address, phone number, income tax withholding information, emergency contacts and if applicable, any information which may impact your insurance coverages.

Personal Property:

Innovations Academy is not responsible for personal property of employees in facilities, vehicles or parking areas.

Personal Safety:

At Innovations Academy the safety of our employees is a top priority. We will make every effort possible to ensure the safest working environment possible. If you have suggestions or concerns discuss them with the Director. If you feel you are in danger performing your job duties, stop working and report the hazard immediately.

Food & Beverage:

Without exception, food and beverage is strictly prohibited within immediate proximity of any computers, servers and related hardware. All rules regarding food and drinks for students will also apply for all adults.

Smoking:

Smoking is not allowed in Innovations Academy facilities or anywhere on campus.

School Property

Confidential Information Security:

As a matter of course employees of Innovations Academy will have access to confidential information. This information includes, but is not limited to, student information, personal family information and school matters. It is a condition of employment that you not disclose this information to third parties during or after employment. Disclosure of Innovations Academy confidential information without express written approval is prohibited.

Classroom Conditions:

It is the responsibility of each teacher to maintain the cleanliness and order in their room AND the surrounding area outside the classroom door and around the picnic table including all items left behind by students, the class microwave, old lunch materials etc. Teachers are encouraged to create a class structure in which students will actively participate in the upkeep of their classrooms.

Facilities Security:

It is the responsibility of all employees to make sure the facilities and work areas are secure. Any employee entrusted with facility keys shall make certain the facility is secure when that employee is the last to leave. If the building is accessed on the weekend, the security of the facility is of utmost importance. This includes, but is not limited to, turning off appropriate lights and closing and locking all doors and windows, signing in and out with SDUSD police, and locking gates. Report any potential security risks

Office Supplies, Postage & School Accounts:

Innovations Academy postage, postage systems, shipping accounts and accounts with various vendors and suppliers are to be used for school purposes only. Improper use of these items may result in appropriate disciplinary action, up to and including termination.

School Equipment:

School property, such as laser printers, copiers, computers, projectors, cameras, doc cams, ipads, chromebooks and all other tools, are to be used for Innovations Academy purposes only. Inappropriate use of school property may result in appropriate disciplinary action, up to and including termination.

Conservation and Recycling:

Conserving energy and resources is a priority at Innovations Academy. Employees are required to conserve power and water in all reasonable ways. Recycling containers are provided throughout the facility for collection. Containers are marked for various materials. Please be certain to separate all recyclables and put them into the appropriate containers.

Computer Related

Computers and Related Equipment:

Innovations Academy provides employees access to computers, printers and other equipment on an as-needed basis, to perform their job requirements. Employees are required to maintain their computers and related equipment in good working order. If any of your equipment needs service, repair or maintenance, notify the staff director immediately. Employees shall not use school systems to knowingly violate any city, state or federal laws. School equipment shall not be used to store or display images depicting violence, sexually explicit material or are racially offensive material. Software installed on school computers must be properly licensed and installed at the direction of the Administration.

Internet:

Innovations Academy will comply with any reasonable requests from law enforcement to review internet activities of any employee. While accessing the internet, employees should be fully aware of the global reach of the media. Employees are required to maintain a high level of dignity and be mindful that they represent Innovations Academy to the world at large while online. Employees who insult or negatively impact the school using social media are subject to discipline, up to and including termination.

Email & Electronic Communication:

Each teacher is provided a school email for school purposes only. Personal use should be kept to an absolute minimum. Please use a personal email account for mail not related to Innovations Academy.

All teachers are expected to check their email accounts and respond to all parent and director emails on a daily (24 hour) basis.

All emails, sent or received, are school records and as such, are accessible to administration.

No anonymous emails can be sent from company systems. All employees are required to identify themselves by name and email address.

Innovations faculty and staff using email to correspond with parents are required to adhere to the following guidelines:

- Staff must use a school provided email account for all parent communications.
- All official emails must be retained for a period of two years.
- Email must never be used to discuss contentious, emotional or highly confidential issues. These issues must be dealt with face-to-face or via telephone.
- Email messages to parents should be consistent with professional practices for other correspondence. This includes grammar, format and salutation.
- Emails using I.A. email addresses may not be confidential. Email messages may be requested by the public under the Right-to-Know Law and may, unless exempt under the law, be open to public inspection.
- Emails should be short and directional in nature and only include facts.

- Care should be given when using student names. Refer to students by first name, initials or 'your son/daughter' depending on the content. Do not discuss non-related students.
- All emails sent to groups of parents will be sent as "blind copies" so that parents do not have access to each other's email addresses without permission.
- The school maintains email accounts for staff to facilitate parent/teacher communication and internal staff communication. The director reserves the right to block or filter email messages to staff that are not directly related to school business or to I.A.'s mission.
- Teacher assistants will not correspond with parents via email, text or phone. All parent communication is the responsibility of the teacher.

Acceptable Use of E-mail for Parent Communication

Email should be used:

- for general information such as: class activities, curriculum, assignments, tests, deadlines and special events.
- To arrange for a meeting/phone call regarding a student issue including a general description of the issue e.g. "I would like to arrange a meeting to discuss your daughter's attendance."
- To follow up on an issue that has previously been discussed on the phone or in person.

Unacceptable use of Email for Parent Communication

Email should never contain:

- any discussion related to other students.
- personal information about other students.
- specifics about a sensitive student issue which was not initiated by the parent or had not previously been discussed with the parent. (e.g. "I am concerned that your daughter failed the last test and was not at school again.")
- any discussion related to other staff.
- any sensitive student information that would normally be discussed face to face or by phone (e.g. "I am concerned that your daughter may have a learning disability")

Policies for Leave of Absence

Personal Leave of Absence:

Innovations Academy will make every reasonable effort to consider personal leaves of absence. Apply for unpaid personal leave of absence authorization from the Director. Many factors are considered when determining eligibility for personal leave of absence and is granted or denied solely at the discretion of

Innovations Academy. When granted, the maximum allowable is 30 days per calendar year.

Sick Leave:

Sick leave benefits are earned at a rate of one day of paid sick leave for every 2 completed calendar months worked. Eligible employees can earn up to six days of sick leave per year. At the end of employment with Innovations Academy, employees will not be paid for unused sick leave days.

Notify the Director in advance when you plan to use sick leave for scheduled medical procedures or doctor appointments.

If you are sick and unable to attend work or if you must leave before the end of your shift because of illness, notify the Director immediately.

Personal Time:

Innovations Academy does not offer paid personal time as part of compensation packages. Short-Term Disability Leave:

Innovations Academy offers short term disability benefits to eligible employees for extended illness or injury when the employee is deemed unable to perform their job duties for more than 5 consecutive scheduled workdays. Short term disability leave benefits are earned at a rate of one day of paid leave for every 2 completed calendar months worked. Eligible employees can earn up to six days of short term disability leave per year. Unused short term disability leave may not be carried to the next year. At the end of employment with Innovations Academy, employees will not be paid for unused short term disability leave days.

Notify the Director in advance when you plan to use short term disability leave for scheduled medical procedures or pregnancy related disability. Innovations Academy reserves the right to verify any employees inability to perform job duties through consultation of medical experts selected by Innovations Academy

Unpaid Family & Medical Leave:

Innovations Academy employees are eligible to take unpaid leave as per the terms of The Family and Medical Leave Act of 1993. Consult with the Director for details and notify your immediate supervisor if you choose to take this unpaid leave of absence.

Funeral Leave:

Innovations Academy will provide reasonable time off for employees to attend funerals of friends and loved ones. In the event of a death in the immediate family of the employee, up to three days paid time off may be granted to attend to family matters and funeral arrangements. Additional unpaid time off may also be granted. Contact the Director concerning your specific needs.

Jury Duty:

Notify your immediate supervisor if you are summoned for jury duty. Time off from work will be granted as necessary in compliance with applicable law.

Benefits

Overview:

Benefits provided to employees are provided at the will of Innovations Academy and Innovations Academy reserves the right to modify or eliminate benefits without notice under conditions of law. The benefits listed herein are intended to be a general description only. Details of specific benefits are outlined in the documentation for the benefit program.

Eligibility:

To qualify for benefits an employee must be considered full time and have completed a minimum of ninety (90) days continuous employment with Innovations Academy. Full time employees are employees who have been assigned a regular 40 hour per week work shift. Employees scheduled for less than 40 hours weekly are not eligible. Innovations Academy reserves the right to, without notice, revise these eligibility requirements. If you have questions contact the Director.

Group Medical Insurance:

Innovations Academy provides medical, dental and vision benefits to full time employees and their dependents. Details of the plans are available through the Administration.

Notice: Plan details may change without notice.

Life Insurance Policies:

Innovations Academy does not offer life insurance policies to employees at this time.

401K Plan:

Innovations Academy does not offer a 401K plan at this time. We do offer participation in an employee initiated 403b. See the director for details.

Retirement:

All certificated staff members will participate in the State Teachers Retirement System (STRS). They shall retain all previous vested rights in STRS. This will include the Director, if certificated, and teachers. The Director will insure compliance with this provision.

All classified staff will participate in the federal social security program.

Worker's Compensation:

State and federal law governs eligibility requirements. All premium costs are paid by Innovations Academy. Claims are paid directly to employees. All employees are expected to return to work immediately upon release by their physician. Employees are required to report job-related injuries immediately. Failure to comply could result in difficulty with the employee's claim. Report all accidents or injuries to your immediate supervisor.

Discipline Policies

Communication/Conflict/When Something Isn't Working for You Policy:

The solution to most problems is often found through communication. The first step in resolution is going straight to the source. We can also use NVC language and conflict resolution techniques to assist. The administration will make every reasonable effort to assist in solving problems or disputes amongst employees.

We recommend the following steps:

- For disputes between employees, first discuss the problem between the two employees and make every attempt to resolve it.
- If no resolution is reached, either employee or both employees together approach the director or school counselor to participate in the resolution.
- If a resolution is not reached, additional administrative staff will be asked to participate in the resolution.
- If there is an ongoing need, the director will consult with Roots and Wings, an NVC expert or other mediator to introduce professional mediation into the situation.
- If the discomfort is with the director, the staff member will alert the director via personal conversation, email or a note left in the director's mailbox. If desired, the staff member can find another staff member or the school counselor to assist in the discussion.
- If the situation does not resolve, then mediation with Roots and Wings, an NVC professional or other mediator will support the development of open communication.
- The following Feedback Form can be used to facilitate the process.

Feedback Form

(in place of a typical Uniform Complaint Policy Form)

Name/Anonymous: _____

Date: _____

If you would like to provide feedback, please be as specific as possible. Please take your time and turn it in to the director.

Summary of my issue/observation: :

I would like to (check all that apply):

To talk to a particular staff member (name: _____)

To meet with the Director

Receipt of this form to be acknowledged

To thank the parties involved who are _____.

To express my appreciation for _____.

Other: _____

Any further comments:

Innovations Academy is a progressive K-8 charter school with a project/problem/process-inquiry based academic focus combined with a strong social emotional character development program.

This Year:

Academic Focus: defining the content and skills mastered in all aspects of daily schedule and providing effective feedback to students.

“A piece of work deserves either an A or a Not Done Yet.” Ron Berger

Academic Excellence:

Examples of *academic excellence* at I.A.

- When students complete work it will be evaluated by teacher and student and recognized to be “A” quality work or not done yet. If not at an academic level of standard, the student will be expected to complete drafts of the work until it meets standards of excellence for that student. This will lead students to an understanding and expectation that quality work sometimes requires multiple drafts of work to attain excellence, that feedback and revision are a normal part of the process and that high quality work is expected at Innovations Academy because we believe they are capable learners. This is process oriented evaluation.
- Students will be taught to give and receive feedback (kind, helpful and specific) and to incorporate feedback into their revisions (see: Ethic of Excellence, by Ron Berger)
- Teachers will create a class culture in which students understand that punctuality has a positive impact in life. This will be reflected by students being in class at 8:45 a.m. Starting class on time is a priority. This includes returning from breaks and lunch as well. Modeling is the strongest and first part of that learning.
- Academic excellence requires increased learning time. Teachers will develop a class culture in which time is used efficiently. Students and teachers will not waste learning time, transitions will be effective and focus will be emphasized.
- All work displayed will be of a high quality. All posters/ads for fundraisers, events etc. that are to be posted will first be approved by Christine. Students will present a first draft to Christine and will then be expected to create a final draft.

Accountability:

Accountability is making sure you do as you say and say what you will do, and clearly communicating when something changes.

To foster student accountability for academic classwork, teachers need to develop and implement strategies that support students’ efforts at various stages of learning.

Accountability involves the following:

1. **Providing content instruction:** Assuring that all students understand and can apply the content associated with classwork means students make helpful connections between their previous learning experiences, the content, and the assigned classwork.

2. **Creating supportive settings:** Establishing a classroom environment that supports students' academic efforts requires building a positive and productive tone that is structured to encourage student effort and is inclusive of each student's cultural traditions and understandings.
3. **Modeling desired outcomes:** Providing a model of both the process and the completed classwork sought from students means that they have access to tangible examples of the teacher's expectations.
4. **Assigning appropriate tasks:** Assuring that tasks are appropriately matched to students' skills and abilities means carefully assessing students' understandings to have a clear idea of students' strengths and weaknesses.
5. **Offering timely feedback:** Knowledge of the results is a powerful motivator for students. To keep students engaged and focused on their classwork they should receive feedback both in progress and at completion.
6. **Create** ways of teaching students to be responsible through established routines, predictable procedures, an organized environment and consistent expectations for high level performance.
7. **Follow through** consistently with challenges, due dates, collection of multiple drafts of work, feedback to students etc.

Accountability also involves an understanding that-

- Incomplete is unacceptable. All assignments will have a due date and the teachers work with students, provide support as needed and monitor progress.
- Grades and tests are not considered ways to hold students accountable. They are evaluations. If a student takes a test, they should be required to correct any incorrect responses and utilize the test as another way of learning.
- Each week students need to know what work is required and when it is due. Students need to be given enough time to complete the work in class and the support they need. If weekly work is not completed by Friday, a parent will be contacted and the student will stay on Monday to complete the work or to receive tutoring.
- Students are expected to be kind on campus. If a student is mistreating other students in class, at lunch or breaks the teacher is expected to intervene and make sure a plan is put in place. It is understood that students are not ready for the independence of Friday clubs, field trips and even enrichment classes until they demonstrate solid caring behavior everywhere on campus consistently.

General Philosophical Expectations:

- Teachers have knowledge of constructivist philosophy and developmental stages of learning and can explain how both areas are reflected in their daily lessons, classroom design, projects and language.
- Teachers make learning fun while maintaining academic excellence.
- Student work is connected to the world outside school.
- Teachers experiment with a range of teaching strategies that align with Innovations' core philosophies.
- Students will discuss, present and reflect on their work on a weekly basis.
- Students will be taught that most work requires multiple revisions.

- Teachers create engaging, creative, and developmentally appropriate lessons.
- Teachers limit the use of textbooks and publisher created worksheets. (The school maintains the right to monitor copy machine usage.) If any work requires that the all students give the same answers on a piece of paper or the final product is the same for all students, teacher should reflect on its value and check with another teacher about its relevance and to find another way to complete the objective.
- Teachers can talk about their curriculum and projects with confidence to parents, guest teachers, and anyone else entering the community.
- Multiple meetings that focus on critique, feedback and meaningful work will take place weekly. Students will give specific, kind, and helpful feedback on a regular basis.
- Teachers create lessons and projects that offer choice and voice for students.
- Teachers use student questions as an opportunity to provoke critical thinking. Teachers understand the importance of student questioning and teaching strategies that increase student ability to formulate effective questions. Suggestions for structures that promote effective inquiry:
 - The Question Formulation Technique
 - Socratic Seminars
 - Debate
 - S.O.L.E. (Self-Organized Learning Environments)
 - Number Talks
 - Revisiting meetings
- Teachers will work with other classrooms in the school to help create a school community. Both cross grade level learning and collaboration are expected. Each class will be partnered with another class at least one grade level apart weekly. Teachers will take time to collaborate on creating meaningful experiences for both partner classes.

Expectations for Creating Culture:

- The classroom will be a safe, respectful, and encouraging environment where children feel comfortable exploring, making mistakes, and trying new things.
- Mutual respect is the foundation for a strong learning community. Mutual respect will be an expectation in every classroom and the components for achieving this respect will be taught. Teachers will model this behavior as well.
- Teachers will be called by their first name.
- Classrooms will celebrate success.
- Teachers will not use any systems of rewards and/or punishments.
- Teachers will use kind and firm discipline with expectations aligned with

respectful behavior to all. Teachers will understand that their needs and student needs are equally important.

- Teachers will implement strategies, language and structures of Positive Discipline (by Jane Nelsen) to create a classroom culture in which students actively work with each other to solve problems. Students will treat all others with care, compassion, respect and dignity and use the language of conflict resolution. Creating this culture requires modeling and teaching the necessary skills and language of positive discipline, NVC and conflict resolution. When students request assistance of teachers in handling situations, the help will be forthcoming. All students will learn check in procedures and teachers will take the time to support students to effectively work out problems, develop plans and follow through, even when the incident occurred outside of their classroom.
- Teachers will understand and conscientiously be observant of word choice (language) and understand that the way words are used creates a culture in which mistakes are welcomed, reflection is ongoing, and the difference between encouragement and praise is understood and incorporated into the language used with students. Building resilience in students depends on the language and attitude of the teacher and culture of the school.
- Teachers access several programs to create a classroom and a school culture of respect, compassion and dignity in which conflict resolution and problem solving occur regularly. These programs are Non-Violent Communication, Positive Discipline in the Classroom, The Responsive Classroom and 8toGreat.
- Students and teachers will make classroom agreements (procedures) that are reviewed and revised and that evolve with the class. Teachers will NOT finalize the agreements without making sure that ALL students agree with them without coercion. Teachers will firmly hold students accountable for following the agreements. These agreements/expectations are considered to be part of a living document that changes and evolves with the class. Review will take place when new students are introduced to the class. Teachers will refer to these agreements when they are broken in class. Class behavior will revolve around these agreements which will be taken seriously by all.
- New students who enter IA mid-year will be assigned a peer buddy daily for the first week they are in school. This buddy will serve as a mentor both inside and outside of class. The mentor should have been trained to support a new student.
- Class council will take place regularly and take no longer than 30 minutes on average. Students will hold class council (meetings) at least weekly (as needed by class and grade level). The council agenda will be created by all members of the community. Council format will follow the guidelines of class meetings in Positive Discipline. Students will keep a class council notebook that can easily be reviewed which lists issues discussed, resolutions and follow up. The council

format will be used consistently.

- Appreciations
- Follow up on prior solutions
- New agenda items
 - Share feelings while others listen
 - Discuss without fixing
 - Ask for problem solving help
- Future class plans

Expectations for Curriculum: The school's central concept is learning through inquiry with active exploration and engagement. Children are encouraged to explore and engage in activities that interest them and/or in ways that engage them. Likewise, curriculum will be generated in response to children's interests and implemented accordingly. Innovations teachers will address the highest academic learning standards throughout the curriculum.

- feedback and critique as well as incorporation of the feedback will be a part of ongoing learning
- Teachers will be aware that the learning process includes: model- practice- reflect/assess. It is important to be conscientious of these steps in all learning
- A first step in learning anything is to have a model. Examples of models are:
 - models of finished work done by other students
 - models of work done by professionals
 - examples of products similar to one being created
 - our actions and the actions of other adults
 - our verbalized reflections which lead students to understand our thinking

A. Project Based Learning: Projects are not considered to be in addition to teaching subject areas. Project/Process Based Inquiry Learning is a method of mastering skills and content, not a separate subject to teach. PBL is a 'how,' not a 'what.' The following requirements will be met for each project by 3rd-8th grade level teachers:

- Each class in grades 2-8 will complete four projects per year.
- Teacher will not begin a project until they have met with Christine, reviewed the project path, syllabus, expectations, essential question.
- Students will be provided at least one model of high quality related finished products at the onset of the project. Students will be given time to explore models.
- A minimum of one speaker, expert, or community member will be incorporated in each project.
- At least one fieldtrip per project.*
- Communication with parents includes a description of the learning and progress, a list of assignments with due dates and skills addressed in the project

- Display of the essential question in the classroom and work in progress.
- An evaluation which includes assessment of the skills and content learned.
- Be able to identify each of the following components at the onset of the project: essential question (and possible subsidiary questions), expected final outcomes and product(s), an understanding of the evaluation.
- State how the project has a real world application and makes a contribution to someone or something.
- Each project must have a list of content and skills that are expected to be mastered during execution of the project.
- An exhibition or final culmination activity, performance, closure

B. Non-project Learning (determined based on what is not in the project)

- Teachers will strive to have students making, building, tinkering and exploring with their hands and minds.
- Teachers will strive to have students building and constructing their own ideas, concepts and meanings in learning.
- Classes will go on one field trip per month throughout the year.
- Reflection and Inquiry are a part of every activity and learning experience.
- Questioning is used more than explaining and is an integral component of learning all the time.
- Math teaching at I.A. will include: 1. skill based instruction, 2. open ended Math and Math journaling 3. Talking about problem solving (math talk) 4. Mathematics incorporated into projects. 5. Concept development and inquiry
- Science instruction will be composed of exploration and experimentation using the NGSS. Inquiry will be an integral part of lessons
- Language Arts includes listening, speaking, reading and writing. Depth of analysis and inquiry are a focus.
- Reading includes decoding and comprehension. Students in grades 3 and above will read at least 5 books per year with their class.
- Writing includes grammar, pencil grasp, letter formation, vocabulary, reading, and writing (age appropriate instruction).
- Teachers in grades K-3 will teach aspects of letter formation including pencil grasp.

“Teaching isn’t about paper and pencils; teaching is about relationships.” Ron Berger

C. Social Emotional Curriculum

- Morning Meeting
 1. Done daily, 30 minutes maximum
 2. Greeting, Activity, Sharing, Message.
 3. All activities within MM will be about acknowledging students and building teamwork and collaboration.
- Class Meeting (council)
 1. Class meeting (council) will take place right after or before lunch

2. Class meetings will be held a minimum of 3x times per week during the first quarter of the year and 2x per year thereafter.

3. Classes will have an agenda and all meetings will have notes taken that can be followed by others

4. Follow PD model

Procedures/Classroom Management/Expectations:

In order for a class to function smoothly all students must have the skills to be successful. Students must be taught procedures/expectations. Students learn these through instruction, role play and rehearsal at the beginning of the year.

Procedures include but are not limited to:

Entering and leaving the classroom and moving about class

Going to and from bathroom

Interacting on the playground

Conflict resolution options

Transitioning between activities and classes (with the goal of shortening wasted time)

Taking positive time out

Self-regulation choices

Expected lunch behavior

Use of materials, treatment of property

Acceptable use of time when "finished" or in down time

What to do when you see someone upset, whether they are in your class or not

What to do when someone is doing something that potentially hurts themselves or others (stealing, cussing, insulting, threatening)

Gossip/name calling

How to join in a game on the playground

Positive Discipline

Positive Discipline is defined as actions that:

(a) are respectful to children

(b) promote a sense of belonging and significance

(c) teach community and social skills

(d) are effective for the long term.

The purpose of our discipline is to aid children in developing inner control, acceptable behavior, and respect for the rights of others and themselves. We need to help children without rejecting them as persons. Children need to understand why their behavior is considered inappropriate. All discipline is based on the individual child's needs and stage of development.

School discipline practices are targeted to address:

1. Prevention and social skills instruction/practice for all students

2. Early intervention and problem-solving with clear follow through in all classrooms, playgrounds, office, etc.
3. Intervention of multi-disciplinary team problem solving and management for the smaller number of chronic, challenging behavior as well as response to major behavior.

4 Steps to Discipline Intervention:

Step 1-

Teachers will put into place engaging, appropriate and meaningful learning and implement consistent strategies of effective teaching.

Step 2-

- Minimally disruptive misbehavior will be seen as an opportunity to learn. It will result in the opportunity for students to retrace steps, practice skills, restore order, ask for help, get training to learn more appropriate skills, take a cooling off time, apologize, agree upon a solution, put the concern on the classroom meeting agenda for discussion etc.
- These times are also an opportunity for teachers to redirect, reengage, remind and encourage. Additionally, teachers may invite peer collaboration to support them in deciphering a situation.
- Teachers/students will track, reflect and monitor behavior and outcomes. Reflection journals may be shared with parents during a conference as a form of communication. Students are expected to conduct themselves in a manner respecting themselves, others and property. The following discipline techniques may be used in the classroom:
 - preparing students verbally with clear explicit guidelines and expectations
 - allowing a choice, wherever it is possible such as offering a “positive time out (cool off area)” with a helpful tone and respectful intention
 - being consistent
 - setting reasonable limits that the child can understand
 - using encouraging statements and modeling for other students
 - helping the child to understand routine
 - giving verbal and non-verbal instruction
 - use reflective questioning and when needed repeating or reinforcing an instruction only after a child has had sufficient time to act
 - involving the child in finding a solution to difficult situations
 - giving the child the dignity to be responsible for his or her own actions
 - incorporating class meetings to empower the children so solve their own problems in the classroom and listen to peer feedback

Step 3-

If a student does not respond positively to Steps 1 & 2, or the teacher feels they need additional support regarding “minor behaviors”, the school team will meet to discuss “belief behind the behavior,” student needs and to brainstorm possible solutions (Teacher Helping Teacher Problem Solving Steps). In addition, student’s parents will be notified and will be asked to a conference with the school staff (and student when

appropriate). Teacher strategies and interventions will be recorded and shared as a tool for solution focused problem solving. A behavior checklist may be implemented and a student may be given a probationary period.

Step 3B-

If a misbehavior is repeated over the course of a day and is redirected/corrected multiple times, a teacher may choose to use a support slip and send the student to the Office or Solution Center (using a helpful tone and respectful intention). When a student is sent out of class, the team goal will be to determine unmet needs. Parents will be contacted, a THTPS will occur and a team effort at working to find a solution will take place. Problem Solving Steps from Step 2 will be put into action. A follow-up meeting will be established for an agreed upon period of time, such as two to three weeks.

Step 4-

For “major” behaviors the following disciplinary policy will be in place by-passing Steps 1-3. These behaviors have been deemed extremely disruptive or dangerous to students and staff members.

Student behavior is documented by referring teacher. Student is placed in Office or Solution Center. Administration, teacher, Solution Center counselor determines length student needs “cool off period”. Administrator or Counselor meets with student to address problem.

In regard to major behaviors, whether it is first time or chronic, The student will be placed on probation for a period to be determined by the staff based on the nature of the situation. If inappropriate behavior occurs during the probationary period, the student will be suspended from school. If, after returning to school following suspension, inappropriate behavior continues, the student will be recommended for expulsion from school.

Playground/Campus Rules

Teachers are expected to support the following campus and playground rules;

- IA students are kind, helpful and hard working
- No wheels on campus or in the parking lot. That includes skateboards, skates, bicycles, scooters, etc. (Take these away from students immediately when seen)
- All students will wear shoes/sandals on their feet when outside the classroom
- Competitive team games will have adult referees or will not be played
- No students are allowed in the backyard without their teacher or another adult physically present with them.
- No students allowed to climb on the basketball hoops
- Students are expected to clean up after themselves (picking up trash, returning their backpacks to the hooks outside of the classroom)
- Recycle bins are for recycled materials only.
- Lunches will be kept inside the rooms in the bins supplied by the school

“The most important assessment that goes on in school isn’t done to students but goes on inside students.”

Expectations for Assessment:

- Teachers and students will maintain student work portfolios documenting student learning and providing work samples from all core subjects (Math, Language Arts, Science, Social Studies) and each project. Portfolios may be hard copy or digital – writing, images/videos of work, critiques/feedback, etc. Portfolios should reflect work from multiple subject areas and disciplines.
- **There should be a minimum of one sample from each subject each month**
Portfolios will also include a Learning Style Assessment, Writing Sample from the first week of school, School Developed Self Concept Questionnaire, Entries related to at least 3 different works of literature throughout the year, Presentation of Learning (P.O.L.) and all project rubrics/evaluations, all data for student goal setting and achievement of those goals and possibly MAP scores (to be discussed by staff)
- Teachers will be responsible for students completing the MAP (Measurement of Academic Progress) by designated dates early and late in the year.
- Teachers will develop assessment tools for all projects during the year. Ongoing assessment will be a part of the culture of each class. All assessments will be considered an opportunity for feedback and improvement.
- Teachers will be able to explain how their assessments and tests foster the general class culture and curriculum. (“A piece of work deserves either an A or a Not Done Yet.” Ron Berger)
- Teachers will hold Student Lead Conferences as designated on school calendar. Teachers are required to have 100% parent attendance at conferences. Teachers will enlist the support of administration if parents are difficult to contact or to commit.
- Teachers will have students do Presentations of Learning during designated weeks.
- Teachers will participate in exhibition nights on scheduled days.
- Progress report cards will be done as designated by calendar in a timely manner. Copies will be handed out to parents and given to the front office by the determined deadline.

Expectations for Documentation:

Documentation is an important part of a teacher's role. This includes documenting learning, documenting material completed, documenting communication, documenting behavior and interventions etc.

- Anything resulting in a child going home, being out of class for an extended period of time (more than 10 minutes), or for reoccurring behavior is documented before the teacher leaves that same day.

- Teachers are responsible for keeping in touch with parents via Thursday communication log, phone, email, and class info on websiteto update on successes or areas that they need family support.
- Attendance is the responsibility of the teacher. All attendance taken and returned to office by 9:30 a.m. every day. All attendance sheets need to be signed before Friday. If a teacher chooses to input attendance directly into Powerschool, it is their responsibility to review and sign attendance sheets weekly.
- Teachers will keep cash counts of field trip and fundraiser money and turn it into Donna on a daily basis with the appropriate form given them. Teachers will not keep funds in the classroom.

Expectations for Organization and Cleanliness: The physical arrangement of the classroom environment directly affects children’s abilities and desire to learn. Likewise, outward order can facilitate inner order and peace. Teaching children to be involved in the care and maintenance of the school and classroom allows them to be more invested in their work and care of the materials provided and teaches them organizational skills that will help them be successful in their lives. The trend in our classrooms at Innovations Academy is to have students effectively using many areas throughout the class as a lab. This usually means that a child has more than one spot at one desk to work.

- Each student will be required to have, at a minimum:
 - A portfolio
 - A writing journal, a math journal
 - Writing utensils
 - A composition book for Thursday Home-School communications
- Teachers will have all materials for projects, events, parties, fieldtrips etc. in the classroom at the latest the day before the activity, event etc. This means that they will NOT be running around asking for pencils on test days, cups on the day of a birthday party or wood, rulers, paint etc, on the day the of the actual activity.
- Classrooms will be organized in a child-centered way with most things (aside from dangerous or harmful objects or substances) accessible to children at all times. Teacher will teach the use and care of each material in a structured way so that all IA students use materials respectfully and honor their value.
- The quantity of the space that is not for student use is kept to a minimum. Most of the environment is for and used by the students to promote the concept that the room belongs to the students, instead of the teacher only. We will use language to maintain this expectation (ex: the use of “our” when referring to the class on the blog, on signs outside the door etc.).

- The organization of the environment is critical to the classroom culture. For example: Bins of disorganized materials send a message of not having to treat materials with care, clutter throughout the class sends the message that your class is chaotic. This also lowers the quality of work and wastes students' time. Students will participate in daily upkeep of the classroom environment.
- Teachers will set an expectation that the classroom floors will be free of debris. Floors must be cleared of any trash or materials at the end of each day. Chairs will be stacked or left on top of desks EVERY night and whiteboards and desktops will be cleaned fully at least once per month. Teachers will allot time and develop a system with student responsibilities for cleaning and hold ALL students accountable for cleaning.
- Outer order can facilitate the creation of inner order. An example of thoughtfulness and external order is instructing students on the use of both sides of the paper, the purpose of a margin line and using it to visually present your work, name and date placement on an assignment etc. This is also true of organization of student materials. Cubbies, containers, folders etc. that are organized will contribute to a sense of order and peace. Teachers will assist students in creating order in the classroom.
- Teachers will actively engage students in caring for the classroom and school environment by keeping play and work spaces clean, leaving all areas as they have been found and reporting broken or missing equipment to the office. This expectation will also be communicated with students. All teachers are required to have the following cleaning materials and equipment:
 - A minimum of one dustpan, a broom (especially for cleaning area immediately outside of classroom).
 - sponges/rags and a non-toxic cleaner to allow for child-initiated clean-ups
- Additionally, before students engage in a large project involving a potential mess such as papier-mâché, painting, using tools, clay etc. they (and Co-teachers) will be given instruction on:
 - preparation of the space to decrease impact on the area being used
 - covering the work area to protect it from damage
 - use of the equipment and materials
 - clean up, (who will clean, meaning of "clean", the time involved etc.)
 - students will be monitored, given support needed to learn these skills and held accountable for the condition of the space.
- Only blue painter's tape will be used on the carpet, to hang papers up around campus and in the classrooms.
- Respect for the environment means not wasting materials. Teachers will notice how students are using materials and create an environment in which materials will not be wasted.

- Each classroom will have a recycle bin and a garbage can (landfill). Students will use the bins appropriately.
- Each classroom will be assigned times to support campus clean up. Teachers will make sure students understand what clean looks like and assist and monitor students during clean up.
- As we are the best models for the students, staff will also have the visible classroom spaces in order. There will be no stacks of papers and cluttered counter spaces. Teachers will leave common spaces clear and ready for others to use. There will be a committee of teachers that organizes cleaning of the staff lounge, shared refrigerator, microwave and common areas every Friday.
- All teachers will have a first aid kit in the classroom that will include band-aids, antibiotic ointment, Q-tips etc. It is a teacher's job to replenish supplies from the office as needed.
- Each classroom is required to have play equipment (balls, jump ropes, hoola hoops...) that gets checked in and out of their room at breaks each day. All equipment will be labeled with grade/class of ownership.
- Teachers model appropriate use of play equipment and are responsible for re-teaching and role playing when the equipment is not being used properly by their students. Equipment will NOT be left out on the playground after school hours.
- Teachers will not allow students to take P.E. equipment from the P.E. closet.

Expectations Regarding Technology:

Teachers in grades 2 and above will have one chromebook or laptop per student. Kindergarten and 1st grade classrooms will have 1 ipad for every 2 students. Laptops/chromebooks/ipads are expensive and need to be well cared for.

- Students will be instructed in the use of the laptops. The instruction will include: how to take out, how to carry, how to set up, power cord safety, ongoing care of laptop (keyboard and screen cleaning, keeping keys on keyboard, downloading information...), careful putting away and storage.
- Laptops will be monitored daily either by teacher or trained student so that laptops are cared for properly and missing keys noted immediately
- Damaged equipment will be reported immediately to Tony.

Classroom Management:

- Students will be supervised by adults at all times. Students will NEVER be sent out to play on the playground without a supervisor.
- All teachers will be able to account for all of their students at all times.
- A strong tenet of Positive Discipline is kind and firm interactions. Teachers will make their words meaningful communicating firmly and kindly with students and

assuring follow through on their communications.

Nutrition Agreements:

As a staff we understand that good nutrition will support a child to be more productive at school. We agree that it is not our job to police students but that we can make a contribution.

- If teachers see students drinking energy drinks or sodas on campus we will take them from the student and keep the item until after school.
- If teachers notice that students are bringing more junk than nutritious food to school a teacher will call or email home to discuss with parents OR communicate with the front office to do so.
- If any snacks are sold on campus, a high level of care will be taken to provide only nutritional snacks for children.

Expectations for Teacher Collaboration and Professionalism:

- Teachers are prepared to teach classes daily (materials obtained/prepared by the day before).
- Teachers will return from breaks and lunch time at the designated end of lunch time. Punctuality is important.
- Teachers will communicate with administration as far in advance as possible about impending absences.
- Teachers will collaborate with release teachers weekly. This may be done informally or formally via email, on a break, at lunch or during any of the staff meeting times.
- Teachers will collaborate with each other on a weekly basis during release time and after school. Meetings are scheduled as follows:
 1. Staff Meetings: Mondays check in 1:00
 2. Planning time: 2 hours of release time per week.
- Teachers will not gossip, complain or vent with any parent at any time. Teachers will not express a negative attitude about other teachers, staff, curriculum or any other aspect of IA with parents.
- If a teacher has a problem with anyone on staff they will go to that person and work it out. If desired, they can ask to be accompanied by another staff member, administrator or a positive discipline expert assigned by Christine. Teachers will not gossip about any staff member to another staff member.
- If a staff member witnesses another educator complaining or venting, they will provide support for that staff member to go to the source. All staff members will

model professionalism in these interactions. We will support each other to uplift our community.

- Teachers will attend all IEP meetings of their special education students with work samples from a variety of subject areas in hand. Teachers will come prepared and on time.
- Teachers will have read the charter and thoroughly support the mission and vision of Innovations Academy, asking any questions needed for clarification and seeking mentoring when needed.
- When teacher has complaints, concerns, and/or professional needs they will be brought up for discussion and collaborative problem-solving.
- Teachers will identify a field trip parent/ room parent who will help with class fundraising for the year. Teachers will encourage parent participation and communicate with these helper-parents at least monthly. Teachers will continue to be responsible for every aspect of every field trip even those planned by the room parent or Beth.
- Teachers will engage in ongoing communication with parents, staff, and administration.
- Teachers will check emails daily and respond to any community member (parent, staff) within 24 hours on weekdays.

Teachers send weekly emails to parents and place a copy of their weekly email on their school information blog.

- All staff meetings and school events are mandatory (examples of school events are Open House, Back to School Night, community outreach day, a parent information session, Exhibition Nights...).
- A staff member will be designated at each staff meeting for note taking. Teacher participation is needed for optimum growth and challenge to peers in the creation of the best learning community possible.
- Teachers will support the school by participating in committees when needed.
- Teachers will make the time for morning connections (8:30am), meetings, classes, and meetings/collaborations.

Professional Development:

Teachers will participate in the staff development provided by the school (staff meetings, professional development days, collaborations.) Additionally, teachers take responsibility as professionals for continuously striving to perfect their craft.

- Teachers will provide professional development activities during professional development days and staff meetings.
- Teachers will write concrete goals in August and take steps to meet them. There will be a structure for evaluations throughout the year.
- Teachers are expected to attend professional development days in June and August
- Through observations with reflection, teachers can have insight, generate ideas and continue to be creative.
 1. Teachers will be assigned a different teacher partner each month and observe them twice. They will meet to discuss within a week of the observation.
 2. Teachers will do a minimum of one observation off campus per semester. All observations will include a written reflection.
- Teachers are expected to participate in ongoing professional development. These experiences can easily be obtained through the following no-cost options:
 - ❖ Positive Discipline workshops in the community
 - ❖ Reggio Emilia Round Table meetings (<http://www.sdreggioroundtable.com/>)
 - ❖ HTH Collegial conversations
 - ❖ Visitations at other schools with presentation to staff
 - ❖ Read a book and do a presentation to staff
 - ❖ Read any Alfie Kohn article
 - ❖ Trainings through the County office of Ed or SDUSD
 - ❖ Providing a presentation at staff PD days or staff meetings
 - ❖ Observation of community enrichment teachers with a reflection (examples: karate, gymnastics, music lessons...)
- All teachers at Innovations Academy will be expected to have read:

An Ethic of Excellence by Ron Berger
 Positive Discipline in the Classroom by Jane Nelsen
 The First Six Weeks
 Morning Meetings
 Rules in School
 Teach like a Champion by Doug Lemouv
 The Innovations Academy Charter.

Possible Resources for Teachers to use as needed:

- Instructional short online workshops:
<http://www.thirteen.org/edonline/concept2class/index.html>

- Edutopia (<http://www.edutopia.org/>)
- Expeditionary Learning Schools (<http://elschools.org/>)

Acknowledgement

I have read this policies outlined in this handbook. I understand that while this is not an employment contract I am bound to abide by the policies set herein.

I further understand that Innovations Academy may modify, revise and update this manual at any time. I am also aware that this updating may include additions or deletions that will be communicated with me when made.

I also certify that I have had ample time to discuss this handbook and its contents with Innovations Academy administration and I fully understand the contents.

With this knowledge I accept the policies outlined herein as a condition of employment.

Printed Name

Employee Signature

Date

Innovations Academy reserves the right to make changes to this handbook for the purpose of modifying, revising and updating school policy and this manual. Notice of changes will be sent to all employees and become a part of this manual. Violation of any school policy may result in immediate termination.

Innovations Academy

Powerfully creating our lives through self-expression,
compassionate connection and
purposeful learning



Employee Handbook ~~2016-17~~2017-18 School Year

10380 Spring Canyon Rd.

San Diego, CA 92131
InnovationsAcademy.org

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Welcome to Innovations Academy

The following pages contain information regarding many of the policies and procedures of Innovations Academy. These policies are a condition of employment. Labor relation laws require that all employees maintain a written policy that is applied non-discriminately to all employees.

Have questions or need assistance reviewing this document? Please contact:

Chistine Kuglen (Director) at (858)-271-1414

[Tony Spitzberg \(Asst. Director\) at 858-271-1414](mailto:Christine@InnovationsAcademy.org)

Christine@InnovationsAcademy.org

Office hours:

Monday - Friday: 8:00am to 4:30pm

Saturday: Closed

Sunday: Closed

Important Phone Numbers:

Main Office Line - (858) 271-1414

For life threatening emergencies dial 911

Disclaimer

This handbook is intended only to outline the employment policies, procedures and benefits of Innovations Academy. This manual is not intended to be all-inclusive and should not be considered to be an employment contract. Innovations Academy reserves the right to change employment policies, procedures, benefits or this manual at any time without notice. It is the responsibility of the employee to stay abreast of policy. Innovations Academy will make every effort to notify employees of any policy changes, additions or deletions. Said changes will immediately become a part of this manual.

Innovations Academy Mission Statement

At Innovations Academy we powerfully create ourselves through self-expression, compassionate connection, and purposeful learning.

Career Opportunities

It is our desire to see each and every employee achieve their highest potential through our mission. We will do our best to provide opportunities and offer training, education, and guidance whenever possible. Stay in communication with the Director regarding professional development.

Open Door Policy

It is our objective to provide a work environment free from elements that would deter employees from performing their best work. All concerns may be expressed through our open door policy. The Director at Innovations Academy maintains this open door policy to discuss any issues you may have. Feel free to express yourself about work related or personal matters. Your input is welcome.

Code of Conduct

Employees of Innovations Academy are to conduct themselves in a responsible, professional, and ethical manner. Report unethical or dishonest behavior to the Director.

Reported activities will be investigated by Innovations Academy administrative staff. The appropriate means for resolution will be determined. Employees found to be conducting themselves in an unethical manner may be subject to appropriate disciplinary action, up to and including termination.

Employment Expectations

Teachers are expected to know and follow the "Teacher Employment Expectations for the 15-16 school year found at the end of this handbook". All teachers are expected to seek help for any area of the expectations that are unclear or challenging during any point in the year. Expectations will be reviewed by staff during staff development.

Policies and Procedures

Equal Opportunity Employment:

Employees are hired based solely on Innovations Academy personnel requirements and the qualifications of each individual position.

We will not tolerate nor condone discrimination due to age, race, color, religion, sex, national origin or disability. We will comply with the spirit and letter of all local, state and federal laws pertaining to employment. Furthermore, we will not discriminate due to age, race, color, religion, sex, gender orientation, national origin or disability when making decisions regarding termination of employees.

Any questions or concerns regarding any aspect of this policy should be directed to the Director.

Eligibility For Employment:

Federal law requires both new employees and re-hires to provide documentation of eligibility to work in the United States plus proper identity. A properly submitted form I-9 is required for employment.

Familial Employment:

Innovations Academy does allow family members and relatives of employees to be considered for employment, provided they are qualified for the position and no other conflict of interest exists. Hiring decisions will be the exclusive responsibility of the Director.

Part-Time Employment:

Innovations Academy does offer part-time employment positions. Direct all questions regarding part time positions to the Director. See the Hourly Employee Handbook for details.

Criminal Convictions:

Criminal convictions are taken seriously at Innovations Academy. We reserve the right to disqualify any applicant for employment that has been convicted of a criminal offense.

Furthermore, conviction of a crime may result in an automatic termination. Innovations Academy will make every effort to evaluate the nature and circumstances of the conviction. With the safety and wellbeing of co-workers at stake, convicted employees may be subject to appropriate disciplinary action, up to and including termination.

Violence:

Threats of violence and acts of violence are strictly prohibited. Employees threatening or committing acts of violence will be subject to appropriate disciplinary action, up to and including termination. Report any such activity to your immediate supervisor or the Director.

Weapons:

Weapons are generally defined as guns, knives and other objects universally considered a weapon by the vast majority of society. A “weapon” can also be any object which would do harm to another when used as such. Innovations Academy shall deem any such object a “weapon” for the purpose of enforcing of this policy.

Possession of weapons is prohibited on school property and while on duty performing company business at any location. Any employee on duty or on school premises in possession of a weapon will be subject to appropriate disciplinary action, up to and including termination. Report any weapon possession to your immediate supervisor or the Director.

Alcohol, Drugs & Illegal Substance Abuse:

Possession of alcohol, illegal drugs or other illegal substances is not permitted on company property, or while on duty in the employment of Innovations Academy. Furthermore, employees are not permitted to report for duty while under the influence of alcohol, illegal drugs or other illegal substances. Employees failing to adhere strictly to this policy will be subject to disciplinary action, up to and including termination. Report any suspicious activity to the Director.

Drug Testing:

Innovations Academy does not tolerate the use of alcohol or nonprescription drugs on company premises or during work hours at any other employment location as required by Innovations Academy. If an employee is suspected of working while under the influence of illegal drugs and/or alcohol, the employee may be suspended and required to submit to a drug and/or alcohol test. Suspension shall be without pay until the results of the test are obtained by Innovations Academy. If the results are negative, the employee will be reinstated and compensated for normal hours of work missed as a result of the suspension. Positive test results may result in termination of employment.

All employees and prospective employees are hereby notified that test results may be used in arbitration, administrative hearings and court cases arising as a result of the employee's drug testing. Results will be sent to federal agencies as required by federal law. In all other instances every reasonable effort will be made by Innovations Academy to protect the confidentiality of the information.

Sexual and Other Unlawful Harassment:

It is the objective of Innovations Academy to provide a working environment free from discrimination and conduct commonly referred to as sexual harassment.

The E.E.O.C. (Equal Employment Opportunity Commission) has provided a broad definition of sexual harassment. It is general in nature and may not always be clear when evaluating everyday situations.

“Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when

submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment,

submission to or rejection of such conduct by an individual is used as a basis for employment decisions affecting such individual, or

such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment."

Sexual harassment refers to behavior inappropriate in the workplace because it is offensive, unwelcome behavior which would not occur but for the gender of the offended person. Both sexual harassment, and accusations of sexual harassment, are disrupting to the work environment.

If you or a co-worker experience what you believe to be sexual harassment or accusations of sexual harassment, report it promptly to the Director. Innovations Academy will investigate any employee, regardless of job position when such allegations are made. Based on available information, Innovations Academy will take appropriate action and communicate on a need-to-know basis.

Appropriate disciplinary action, up to and including termination will be taken against any individual for sexual harassment charges determined to be valid.

Domestic Violence Statement:

Innovations Academy recognizes that domestic violence can have an adverse impact on employee job performances and may also impact co-worker's performance.

Innovations Academy will assist employees affected by domestic violence, both the victim and the abuser within reasonable guidelines. Information will remain confidential as long as the safety of others is not at risk.

At-Will Employment:

Employment with Innovations Academy is on an "At-Will" basis which means that employment can be terminated by either the employer or employee at any time for any reason or for no reason at all.

This understanding is explicit and unaffected by any statements, comments, terms or agreements, express or implied, verbal or written unless approved by the Board of Directors of the Innovations Academy.

Employees choosing to terminate their employment with Innovations Academy are required to return all school property to the staff director before leaving the premises on their final day of employment. Upon receipt of all school owned property, the employee will receive their final paycheck.

Innovations Academy may terminate employment at any time for any reason. If an employee is terminated for a severe violation of policy they will be escorted

from the premises immediately. Any personal property, plus their final paycheck will be given to the employee upon receipt of all school owned property.

The Director will provide opportunity to all employees leaving Innovations Academy to have an exit interview. Request for exit interviews must be made with reasonable time for the Director to schedule the interview.

Severance:

Innovations Academy does not offer severance benefits for employees terminating employment for any reason.

Personnel File:

Innovations Academy maintains a confidential personnel file for each employee. Files are controlled by the Director. Consult with the Director in order to view or obtain a copy of your file. These files are the property of Innovations Academy, no documents may be altered or removed by the employee. Every reasonable effort is made to keep the information confidential, access is limited to staff members who require access to perform their job functions. Copies will not be distributed to any third party unless mandated to do so by a court of law.

Attendance:

Punctual attendance is mandatory for efficient job performance. All teachers must be on campus M-F between the hours of 8:15 a.m. and 3:30 p.m (except when explicitly noted in expectations). If you are not going to arrive on time, please call or text the Director to communicate this information.

Absence from work for a teacher impacts the lives of many people. In case of absence for any reason, notify the Director as well as the front office immediately. Best notification takes place the night before by 9pm to the Director's cell phone (619-379-9275). Teachers are responsible for coordinating and scheduling with a substitute from our list of approved personnel. If assistance is necessary, please contact the director immediately.

Poor attendance, absence without notification or habitual tardiness will be subject to appropriate disciplinary action, up to and including termination.

Work Schedule Requirements:

The work hours for full time staff are from 8:15 a.m. until 3:30 p.m Monday - Friday. Additionally, each teacher will choose one day per week that they will stay late for parent meetings as needed to accommodate the needs of working parents. All school functions will be attended as well (such as but not limited to: Exhibition Nights, Student Conferences, fundraisers, Parent Information Sessions etc.) and staff meetings scheduled during the week. Unless otherwise agreed upon by staff and administration, all staff are expected to be on campus during these work hours.

The work schedule for most teacher assistants is M-F8:45 a.m.-3:15 p.m.. All other part time staff work on a schedule determined by contract.

Staff Meetings:

Staff Meetings, grade level meetings and team meetings take place on Mondays (1:00-3:00~~45~~). Unless otherwise agreed upon, all staff are expected to be present. It is the responsibility of each staff member to know their meeting schedules and to be an active participant in the ongoing development of a creative work environment.

Parking:

Innovations Academy employees are required to park in the employee parking area. All other parking is reserved for families and visitors.

Feedback/suggestions:

All staff are encouraged to submit suggestions, comments or new ideas which may benefit the school. If you wish to remain anonymous, every precaution will be made to preserve your privacy. Feedback/suggestions can be placed in the Directors mailbox or email.

Lunch Break:

Aides are provided so that teachers may take a lunch break. Teachers may be asked to participate one day per week in the supervision on the lunch court.

Workplace Dress Code:

Innovations Academy encourages employees to dress comfortably in attire appropriate for working with children.

Medical Attention:

Innovations Academy requires employees to notify a supervisor when medical attention is required for any reason, accident or illness. Transportation and medical costs are the responsibility of the employee.

Compensation:

Innovations Academy employs both hourly and salaried employees. All salaries are stated in contracts signed upon hiring.

Wage and Salary Disclosure:

Compensation programs are confidential between the employee and Innovations Academy. Disclosure of wages or compensation to any third party or other employee is prohibited and could be grounds for termination.

Payroll Schedules:

Employees are paid semi-monthly. Paydays are the 15th and the last day of the month. In the event payday falls on a holiday or weekend, paychecks will be distributed the day prior. Employees are required to enroll in automatic deposit. Paychecks shall be distributed or deposited according to this section. Federal, state and any other required taxes will be withheld from wages as will any voluntary deductions.

Payroll Deductions for Federal Tax, State Tax, FICA and Medicare:

As required by law, Innovations Academy withholds taxes from employee earnings, as well as social security (FICA) and Medicare. Innovations Academy also participates in matching programs as required.

IRA's - Individual Retirement Accounts:

Innovations Academy encourages employees to plan for retirement. IRA saving programs offer the employee advantages for retirement as well as tax savings at the time of purchase. Contact the Director for details and information regarding automatic payroll deductions.

Performance & Evaluation Reviews:

Performance Evaluations have been the source of considerable dissatisfaction for teachers in traditional school settings because of the many shortcomings that have plagued the system. There is no evidence that performance evaluations enhance a teacher's ability nor is there evidence that they improve learning for students. At Innovations Academy we recognize the need for full participation in goal setting and evaluation by our staff with the objective of continuously working to perfect our practice as professional educators. The intention of the Evaluation Process is to provide support to staff for continual professional growth, not for the purpose of hiring and firing. If you ever need clarification about your performance, please bring this up directly with the director.

Please note: Our At-Will contract supersedes any evaluation process. Successful participation in the performance evaluation process does not guarantee that a contract will be renewed. Innovations Academy reserves the right to terminate employment with any employee for any reason at any time.

Reimbursement of Expenses:

Expenses to be reimbursed by Innovations Academy (see expense protocol below) must be approved in writing prior to expenditure. To receive reimbursement you must furnish the [Program-Office](#) Manager in charge of expenses with two items: receipts for all expenses (other than per diem or mileage) and a properly completed expense form (available from Donna).

We appreciate your approved expenditures on behalf of Innovations Academy and will make every effort to reimburse you in a most timely fashion.

If you require an advance for expenses, see Donna.

Reporting Personal Information Changes:

Employees must notify the Director whenever there is a change in their personal information on file with Innovations Academy This includes address, phone number, income tax withholding information, emergency contacts and if applicable, any information which may impact your insurance coverages.

Personal Property:

Innovations Academy is not responsible for personal property of employees in facilities, vehicles or parking areas.

Personal Safety:

At Innovations Academy the safety of our employees is a top priority. We will make every effort possible to ensure the safest working environment possible. If you have suggestions or concerns discuss them with the Director. If you feel you

are in danger performing your job duties, stop working and report the hazard immediately.

Food & Beverage:

Without exception, food and beverage is strictly prohibited within immediate proximity of any computers, servers and related hardware. All rules regarding food and drinks for students will also apply for all adults.

Smoking:

Smoking is not allowed in Innovations Academy facilities or anywhere on campus.

School Property

Confidential Information Security:

As a matter of course employees of Innovations Academy will have access to confidential information. This information includes, but is not limited to, student information, personal family information and school matters. It is a condition of employment that you not disclose this information to third parties during or after employment. Disclosure of Innovations Academy confidential information without express written approval is prohibited.

Classroom Conditions:

It is the responsibility of each teacher to maintain the cleanliness and order in their room AND the surrounding area outside the classroom door and around the picnic table including all items left behind by students, the class microwave, old lunch materials etc. Teachers are encouraged to create a class structure in which students will actively participate in the upkeep of their classrooms.

Facilities Security:

It is the responsibility of all employees to make sure the facilities and work areas are secure. Any employee entrusted with facility keys shall make certain the facility is secure when that employee is the last to leave. If the building is accessed on the weekend, the security of the facility is of utmost importance. This includes, but is not limited to, turning off appropriate lights and closing and locking all doors and windows, signing in and out with SDUSD police, and locking gates. Report any potential security risks

Office Supplies, Postage & School Accounts:

Innovations Academy postage, postage systems, shipping accounts and accounts with various vendors and suppliers are to be used for school purposes only. Improper use of these items may result in appropriate disciplinary action, up to and including termination.

School Equipment:

School property, such as laser printers, copiers, computers, projectors, cameras, doc cams, ipads, chromebooks, laptops and all other tools, are to be used for Innovations Academy purposes only. Inappropriate use of school property may result in appropriate disciplinary action, up to and including termination.

Conservation and Recycling:

Conserving energy and resources is a priority at Innovations Academy. Employees are required to conserve power and water in all reasonable ways. Recycling containers are provided throughout the facility for collection. Containers are marked for various materials. Please be certain to separate all recyclables and put them into the appropriate containers. Please keep your classroom door closed when the air conditioning is on.

Formatted: English (U.S.)

Computer Related

Computers and Related Equipment:

Innovations Academy provides employees access to computers, printers and other equipment on an as-needed basis, to perform their job requirements. Employees are required to maintain their computers and related equipment in good working order. If any of your equipment needs service, repair or maintenance, notify the staff director immediately. Employees shall not use school systems to knowingly violate any city, state or federal laws. School equipment shall not be used to store or display images depicting violence, sexually explicit material or are racially offensive material. Software installed on school computers must be properly licensed and installed at the direction of the Administration.

Internet:

Innovations Academy will comply with any reasonable requests from law enforcement to review internet activities of any employee. While accessing the internet, employees should be fully aware of the global reach of the media. Employees are required to maintain a high level of dignity and be mindful that they represent Innovations Academy to the world at large while online. Employees who insult or negatively impact the school using social media are subject to discipline, up to and including termination.

Email & Electronic Communication:

Each teacher is provided a school email for school purposes only. Personal use should be kept to an absolute minimum. Please use a personal email account for mail not related to Innovations Academy.

All teachers are expected to check their email accounts and respond to all parent and director emails on a daily (24 hour) basis.

All emails, sent or received, are school records and as such, are accessible to administration.

No anonymous emails can be sent from company systems. All employees are required to identify themselves by name and email address.

Innovations faculty and staff using email to correspond with parents are required to adhere to the following guidelines:

- Staff must use a school provided email account for all parent communications.
- All official emails must be retained for a period of two years.
- Email must never be used to discuss contentious, emotional or highly confidential issues. These issues must be dealt with face-to-face or via telephone.
- Email messages to parents should be consistent with professional practices for other correspondence. This includes grammar, format and salutation.
- Emails using I.A. email addresses may not be confidential. Email messages may be requested by the public under the Right-to-Know Law and may, unless exempt under the law, be open to public inspection.
- Emails should be short and directional in nature and only include facts.
- Care should be given when using student names. Refer to students by first name, initials or 'your son/daughter' depending on the content. Do not discuss non-related students.
- All emails sent to groups of parents will be sent as "blind copies" so that parents do not have access to each other's email addresses without permission.
- The school maintains email accounts for staff to facilitate parent/teacher communication and internal staff communication. The director reserves the right to block or filter email messages to staff that are not directly related to school business or to I.A.'s mission.
- Teacher assistants will not correspond with parents via email, text or phone. All parent communication is the responsibility of the teacher.

Acceptable Use of E-mail for Parent Communication

Email should be used:

- for general information such as: class activities, curriculum, assignments, tests, deadlines and special events.
- To arrange for a meeting/phone call regarding a student issue including a general description of the issue e.g. "I would like to arrange a meeting to discuss your daughter's attendance."
- To follow up on an issue that has previously been discussed on the phone or in person.

Unacceptable use of Email for Parent Communication

Email should never contain:

- any discussion related to other students.
- personal information about other students.
- specifics about a sensitive student issue which was not initiated by the parent or had not previously been discussed with the parent. (e.g. "I am concerned that your daughter failed the last test and was not at school again.")
- any discussion related to other staff.

- any sensitive student information that would normally be discussed face to face or by phone (e.g. ‘I am concerned that your daughter may have a learning disability’)

Policies for Leave of Absence

Personal Leave of Absence:

Innovations Academy will make every reasonable effort to consider personal leaves of absence. Apply for unpaid personal leave of absence authorization from the Director. Many factors are considered when determining eligibility for personal leave of absence and is granted or denied solely at the discretion of Innovations Academy. When granted, the maximum allowable is 30 days per calendar year.

Sick Leave:

Sick leave benefits are earned at a rate of one day of paid sick leave for every 2 completed calendar months worked. Eligible employees can earn up to six days of sick leave per year. At the end of employment with Innovations Academy, employees will not be paid for unused sick leave days.

Notify the Director in advance when you plan to use sick leave for scheduled medical procedures or doctor appointments.

If you are sick and unable to attend work or if you must leave before the end of your shift because of illness, notify the Director immediately.

Personal Time:

Innovations Academy does not offer paid personal time as part of compensation packages. Short-Term Disability Leave:

Innovations Academy offers short term disability benefits to eligible employees for extended illness or injury when the employee is deemed unable to perform their job duties for more than 5 consecutive scheduled workdays. Short term disability leave benefits are earned at a rate of one day of paid leave for every 2 completed calendar months worked. Eligible employees can earn up to six days of short term disability leave per year. Unused short term disability leave may not be carried to the next year. At the end of employment with Innovations Academy, employees will not be paid for unused short term disability leave days.

Notify the Director in advance when you plan to use short term disability leave for scheduled medical procedures or pregnancy related disability. Innovations Academy reserves the right to verify any employees inability to perform job duties through consultation of medical experts selected by Innovations Academy

Unpaid Family & Medical Leave:

Innovations Academy employees are eligible to take unpaid leave as per the terms of The Family and Medical Leave Act of 1993. Consult with the Director for details and notify your immediate supervisor if you choose to take this unpaid leave of absence.

Funeral Leave:

Innovations Academy will provide reasonable time off for employees to attend funerals of friends and loved ones. In the event of a death in the immediate family of the employee, up to three days paid time off may be granted to attend to family matters and funeral arrangements. Additional unpaid time off may also be granted. Contact the Director concerning your specific needs.

Jury Duty:

Notify your immediate supervisor if you are summoned for jury duty. Time off from work will be granted as necessary in compliance with applicable law.

Benefits

Overview:

Benefits provided to employees are provided at the will of Innovations Academy and Innovations Academy reserves the right to modify or eliminate benefits without notice under conditions of law. The benefits listed herein are intended to be a general description only. Details of specific benefits are outlined in the documentation for the benefit program.

Eligibility:

To qualify for benefits an employee must be considered full time and have completed a minimum of ninety (90) days continuous employment with Innovations Academy. Full time employees are employees who have been assigned a regular 40 hour per week work shift. Employees scheduled for less than 40 hours weekly are not eligible. Innovations Academy reserves the right to, without notice, revise these eligibility requirements. If you have questions contact the Director.

Group Medical Insurance:

Innovations Academy provides medical, dental and vision benefits to full time employees and their dependents. Details of the plans are available through the Administration.

Notice: Plan details may change without notice.

Life Insurance Policies:

Innovations Academy does not offer life insurance policies to employees at this time.

401K Plan:

Innovations Academy does not offer a 401K plan at this time. We do offer participation in an employee initiated 403b. See the director for details.

Retirement:

All certificated staff members will participate in the State Teachers Retirement System (STRS). They shall retain all previous vested rights in STRS. This will include the Director, if certificated, and teachers. The Director will insure compliance with this provision.

All classified staff will participate in the federal social security program.

Worker's Compensation:

State and federal law governs eligibility requirements. All premium costs are paid by Innovations Academy. Claims are paid directly to employees. All employees are expected to return to work immediately upon release by their physician. Employees are required to report job-related injuries immediately. Failure to comply could result in difficulty with the employee's claim. Report all accidents or injuries to your immediate supervisor.

Discipline Policies**Communication/Conflict/When Something Isn't Working for You Policy:**

The solution to most problems is often found through communication. The first step in resolution is going straight to the source. We can also use NVC language and conflict resolution techniques to assist. The administration will make every reasonable effort to assist in solving problems or disputes amongst employees.

We recommend the following steps:

- For disputes between employees, first discuss the problem between the two employees and make every attempt to resolve it.
- If no resolution is reached, either employee or both employees together approach the director or school counselor to participate in the resolution.
- If a resolution is not reached, additional administrative staff will be asked to participate in the resolution.
- If there is an ongoing need, the director will consult with Roots and Wings, an NVC expert or other mediator to introduce professional mediation into the situation.
- If the discomfort is with the director, the staff member will alert the director via personal conversation, email or a note left in the director's mailbox. If desired, the staff member can find another staff member or the school counselor to assist in the discussion.
- If the situation does not resolve, then mediation with Roots and Wings, an NVC professional or other mediator will support the development of open communication.
- The following Feedback Form can be used to facilitate the process.

Feedback Form

(in place of a typical Uniform Complaint Policy Form)

Name/Anonymous: _____

Date: _____

If you would like to provide feedback, please be as specific as possible. Please take your time and turn it in to the director.

Summary of my issue/observation: :

I would like to (check all that apply):

To talk to a particular staff member (name: _____)

To meet with the Director

Receipt of this form to be acknowledged

To thank the parties involved who are _____.

To express my appreciation for _____.

Other: _____

Any further comments:

Innovations Academy Teacher Employment Expectations ~~2016-~~ ~~17~~2017-18

Innovations Academy is a progressive K-8 charter school with a project/problem/process-inquiry based academic focus combined with a strong social emotional character development program.

This Year:

Academic Focus: ~~defining the content and skills mastered in all aspects of daily schedule and providing effective feedback to students. Creating success in mathematics learning for all~~

~~“A piece of work deserves either an A or a Not Done Yet.” Ron Berger~~

~~“It’s not that I’m so smart, it’s just that I stay with problems longer.” Albert Einstein~~

Academic Excellence:

Examples of *academic excellence* at I.A.

- When students complete work it will be evaluated by teacher and student and recognized to be “A” quality work or not done yet. If not at an academic level of standard, the student will be expected to complete drafts of the work until it meets standards of excellence for that student. This will lead students to an understanding and expectation that quality work sometimes requires multiple drafts of work to attain excellence, that feedback and revision are a normal part of the process and that high quality work is expected at Innovations Academy because we believe they are capable learners. This is process oriented evaluation.
- Students will be taught to give and receive feedback (kind, helpful and specific) and to incorporate feedback into their revisions (see: Ethic of Excellence, by Ron Berger)
- Teachers will create a class culture in which students understand that punctuality has a positive impact in life. This will be reflected by students being in class at 8:45 a.m. Starting class on time is a priority. This includes returning from breaks and lunch as well. Modeling is the strongest and first part of that learning.
- Academic excellence requires increased learning time. Teachers will develop a class culture in which time is used efficiently. Students and teachers will not waste learning time, transitions will be effective and focus will be emphasized.
- All work displayed will be of a high quality. All posters/ads for fundraisers, events etc. that are to be posted will first be approved by Christine. Students will present a first draft to Christine and will then be expected to create a final draft.

Accountability:

Accountability is making sure you do as you say and say what you will do, and clearly communicating when something changes.

To foster student accountability for academic classwork, teachers need to develop and implement strategies that support students’ efforts at various stages of learning.

Accountability involves the following:

1. **Providing content instruction:** Assuring that all students understand and can apply the content associated with classwork means students make helpful

connections between their previous learning experiences, the content, and the assigned classwork.

2. **Creating supportive settings:** Establishing a classroom environment that supports students' academic efforts requires building a positive and productive tone that is structured to encourage student effort and is inclusive of each student's cultural traditions and understandings.
3. **Modeling desired outcomes:** Providing a model of both the process and the completed classwork sought from students means that they have access to tangible examples of the teacher's expectations.
4. **Assigning appropriate tasks:** Assuring that tasks are appropriately matched to students' skills and abilities means carefully assessing students' understandings to have a clear idea of students' strengths and weaknesses.
5. **Offering timely feedback:** Knowledge of the results is a powerful motivator for students. To keep students engaged and focused on their classwork they should receive feedback both in progress and at completion.
6. **Create** ways of teaching students to be responsible through established routines, predictable procedures, an organized environment and consistent expectations for high level performance.
7. **Follow through** consistently with challenges, due dates, collection of multiple drafts of work, feedback to students etc.

Accountability also involves an understanding that-

- Incomplete is unacceptable. All assignments will have a due date and the teachers work with students, provide support as needed and monitor progress.
- Grades and tests are not considered ways to hold students accountable. They are evaluations. If a student takes a test, they should be required to correct any incorrect responses and utilize the test as another way of learning.
- Each week students need to know what work is required and when it is due. Students need to be given enough time to complete the work in class and the support they need. If weekly work is not completed by Friday, a parent will be contacted and the student will stay on Monday to complete the work or to receive tutoring.
- Students are expected to be kind on campus. If a student is mistreating other students in class, at lunch or breaks the teacher is expected to intervene and make sure a plan is put in place. It is understood that students are not ready for the independence of Friday clubs, field trips and even enrichment classes until they demonstrate solid caring behavior everywhere on campus consistently.

General Philosophical Expectations:

- Teachers have knowledge of constructivist philosophy and developmental stages of learning and can explain how both areas are reflected in their daily lessons, classroom design, projects and language.
- Teachers make learning fun while maintaining academic excellence.
- Student work is connected to the world outside school.
- Teachers experiment with a range of teaching strategies that align with Innovations' core philosophies.

- Students will discuss, present and reflect on their work on a weekly basis.
- Students will be taught that most work requires multiple revisions.
- Teachers create engaging, creative, and developmentally appropriate lessons.
- Teachers limit the use of textbooks and publisher created worksheets. (The school maintains the right to monitor copy machine usage.) If any work requires that the all students give the same answers on a piece of paper or the final product is the same for all students, teacher should reflect on its value and check with another teacher about its relevance and to find another way to complete the objective.
- Teachers can talk about their curriculum and projects with confidence to parents, guest teachers, and anyone else entering the community.
- Multiple meetings that focus on critique, feedback and meaningful work will take place weekly. Students will give specific, kind, and helpful feedback on a regular basis.
- Teachers create lessons and projects that offer choice and voice for students.
- Teachers use student questions as an opportunity to provoke critical thinking. Teachers understand the importance of student questioning and teaching strategies that increase student ability to formulate effective questions. Suggestions for structures that promote effective inquiry:
 - The Question Formulation Technique
 - Socratic Seminars
 - Debate
 - S.O.L.E. (Self-Organized Learning Environments)
 - Number Talks
 - Revisiting meetings
- Teachers will work with other classrooms in the school to help create a school community. Both cross grade level learning and collaboration are expected. Each class will be partnered with another class at least one grade level apart weekly. Teachers will take time to collaborate on creating meaningful experiences for both partner classes.

Expectations for Creating Culture:

- The classroom will be a safe, respectful, and encouraging environment where children feel comfortable exploring, making mistakes, and trying new things.
- Mutual respect is the foundation for a strong learning community. Mutual respect will be an expectation in every classroom and the components for achieving this respect will be taught. Teachers will model this behavior as well.
- Teachers will be called by their first name.
- Classrooms will celebrate success.
- Teachers will not use any systems of rewards and/or punishments.

- Teachers will use kind and firm discipline with expectations aligned with respectful behavior to all. Teachers will understand that their needs and student needs are equally important.
- Teachers will implement strategies, language and structures of Positive Discipline (by Jane Nelsen) to create a classroom culture in which students actively work with each other to solve problems. Students will treat all others with care, compassion, respect and dignity and use the language of conflict resolution. Creating this culture requires modeling and teaching the necessary skills and language of positive discipline, NVC and conflict resolution. When students request assistance of teachers in handling situations, the help will be forthcoming. All students will learn check in procedures and teachers will take the time to support students to effectively work out problems, develop plans and follow through, even when the incident occurred outside of their classroom.
- Teachers will understand and conscientiously be observant of word choice (language) and understand that the way words are used creates a culture in which mistakes are welcomed, reflection is ongoing, and the difference between encouragement and praise is understood and incorporated into the language used with students. Building resilience in students depends on the language and attitude of the teacher and culture of the school.
- Teachers access several programs to create a classroom and a school culture of respect, compassion and dignity in which conflict resolution and problem solving occur regularly. These programs are Non-Violent Communication, Positive Discipline in the Classroom, The Responsive Classroom and 8toGreat.
- Students and teachers will make classroom agreements (procedures) that are reviewed and revised and that evolve with the class. Teachers will NOT finalize the agreements without making sure that ALL students agree with them without coercion. Teachers will firmly hold students accountable for following the agreements. These agreements/expectations are considered to be part of a living document that changes and evolves with the class. Review will take place when new students are introduced to the class. Teachers will refer to these agreements when they are broken in class. Class behavior will revolve around these agreements which will be taken seriously by all.
- New students who enter IA mid-year will be assigned a peer buddy daily for the first week they are in school. This buddy will serve as a mentor both inside and outside of class. The mentor should have been trained to support a new student.
- Class council will take place regularly and take no longer than ~~30-minutes-on-average~~. Students will hold class council (meetings) at least twice weekly (as needed by class and grade level). The council agenda will be created by all members of the community. Council format will follow the guidelines of class

meetings in Positive Discipline. Students will keep a class council notebook that can easily be reviewed which lists issues discussed, resolutions and follow up. The council format will be used consistently.

- Appreciations
- Follow up on prior solutions
- New agenda items
 - Share feelings while others listen
 - Discuss without fixing
 - Ask for problem solving help
- Future class plans

Expectations for Curriculum: The school's central concept is learning through inquiry with active exploration and engagement. Children are encouraged to explore and engage in activities that interest them and/or in ways that engage them. Likewise, curriculum will be generated in response to children's interests and implemented accordingly. Innovations teachers will address the highest academic learning standards throughout the curriculum.

- feedback and critique as well as incorporation of the feedback will be a part of ongoing learning
- Teachers will be aware that the learning process includes: model- practice-reflect/assess. It is important to be conscientious of these steps in all learning
- A first step in learning anything is to have a model. Examples of models are:
 - models of finished work done by other students
 - models of work done by professionals
 - examples of products similar to one being created
 - our actions and the actions of other adults
 - our verbalized reflections which lead students to understand our thinking

A. Project Based Learning: Projects are not considered to be in addition to teaching subject areas. Project/Process Based Inquiry Learning is a method of mastering skills and content, not a separate subject to teach. PBL is a 'how,' not a 'what.' The following requirements will be met for each project by 3rd-8th grade level teachers:

- Each class in grades 2-8 will complete four projects per year.
- Teacher will not begin a project until they have met with Christine, reviewed the project path, syllabus, expectations, essential question.
- Students will be provided at least one model of high quality related finished products at the onset of the project. Students will be given time to explore models.
- A minimum of one speaker, expert, or community member will be incorporated in each project.
- At least one fieldtrip per project.*

- Communication with parents includes a description of the learning and progress, a list of assignments with due dates and skills addressed in the project
- Display of the essential question in the classroom and work in progress.
- An evaluation which includes assessment of the skills and content learned.
- Be able to identify each of the following components at the onset of the project: essential question (and possible subsidiary questions), expected final outcomes and product(s), an understanding of the evaluation.
- State how the project has a real world application and makes a contribution to someone or something.
- Each project must have a list of content and skills that are expected to be mastered during execution of the project.
- An exhibition or final culmination activity, performance, closure

B. Non-project Learning (determined based on what is not in the project)

- Teachers will strive to have students making, building, tinkering and exploring with their hands and minds.
- Teachers will strive to have students building and constructing their own ideas, concepts and meanings in learning.
- Classes will go on one field trip per month throughout the year.
- Reflection and Inquiry are a part of every activity and learning experience.
- Questioning is used more than explaining and is an integral component of learning all the time.
- Math teaching at I.A. will include: 1. skill based instruction, 2. open ended Math and Math journaling 3. Talking about problem solving (math talk) 4. Mathematics incorporated into projects. 5. Concept development and inquiry
- Science instruction will be composed of exploration and experimentation using the NGSS. Inquiry will be an integral part of lessons
- Language Arts includes listening, speaking, reading and writing. Depth of analysis and inquiry are a focus.
- Reading includes decoding, fluency and comprehension. Students in grades 3 and above will read at least 5 books per year with their class.
- Writing includes grammar, pencil grasp, letter formation, vocabulary, reading, and writing (age appropriate instruction).
- Teachers in grades K-3 will teach aspects of letter formation including pencil grasp.

“Teaching isn’t about paper and pencils; teaching is about relationships.” Ron Berger

C. Social Emotional Curriculum

- Morning Meeting
 1. Done daily, 30 minutes maximum
 2. Greeting, Activity, Sharing, Message.
 3. All activities within MM will be about acknowledging students and building teamwork and collaboration.
- Class Meeting (council)

1. Class meeting (council) will take place right after or before lunch
2. Class meetings will be held a minimum of 3x times per week during the first quarter of the year and 2x per year thereafter.
3. Classes will have an agenda and all meetings will have notes taken that can be followed by others
4. Follow PD model

Procedures/Classroom Management/Expectations:

In order for a class to function smoothly all students must have the skills to be successful. Students must be taught procedures/expectations. Students learn these through instruction, role play and rehearsal at the beginning of the year.

Procedures include but are not limited to:

- Entering and leaving the classroom and moving about class
- Going to and from bathroom
- Interacting on the playground
- Conflict resolution options
- Transitioning between activities and classes (with the goal of shortening wasted time)
- Taking positive time out
- Self-regulation choices
- Expected lunch behavior
- Use of materials, treatment of property
- Acceptable use of time when "finished" or in down time
- What to do when you see someone upset, whether they are in your class or not
- What to do when someone is doing something that potentially hurts themselves or others (stealing, cussing, insulting, threatening)
- Gossip/name calling
- How to join in a game on the playground

Positive Discipline

Positive Discipline is defined as actions that:

- (a) are respectful to children
- (b) promote a sense of belonging and significance
- (c) teach community and social skills
- (d) are effective for the long term.

~~The purpose of our discipline is to aid children in developing inner control, acceptable behavior, and respect for the rights of others and themselves. We need to help children without rejecting them as persons. Children need to understand why their behavior is considered inappropriate. All discipline is based on the individual child's needs and stage of development.~~

~~School discipline practices are targeted to address:~~

- ~~1. Prevention and social skills instruction/practice for all students~~

~~2. Early intervention and problem-solving with clear follow through in all classrooms, playgrounds, office, etc.~~

~~3. Intervention of multi-disciplinary team problem solving and management for the smaller number of chronic, challenging behavior as well as response to major behavior.~~

~~4 Steps to Discipline Intervention:-~~

~~**Step 1-**~~

~~Teachers will put into place engaging, appropriate and meaningful learning and implement consistent strategies of effective teaching.~~

~~**Step 2-**~~

~~☐ Minimally disruptive misbehavior will be seen as an opportunity to learn. It will result in the opportunity for students to retrace steps, practice skills, restore order, ask for help, get training to learn more appropriate skills, take a cooling off time, apologize, agree upon a solution, put the concern on the classroom meeting agenda for discussion etc.~~

~~☐ These times are also an opportunity for teachers to redirect, reengage, remind and encourage. Additionally, teachers may invite peer collaboration to support them in deciphering a situation.~~

~~☐ Teachers/students will track, reflect and monitor behavior and outcomes. Reflection journals may be shared with parents during a conference as a form of communication.~~

~~Students are expected to conduct themselves in a manner respecting themselves, others and property. The following discipline techniques may be used in the classroom:-~~

~~☐ preparing students verbally with clear explicit guidelines and expectations~~

~~☐ allowing a choice, wherever it is possible such as offering a “positive time out (cool off area)” with a helpful tone and respectful intention~~

~~☐ being consistent~~

~~☐ setting reasonable limits that the child can understand~~

~~☐ using encouraging statements and modeling for other students~~

~~☐ helping the child to understand routine~~

~~☐ giving verbal and non-verbal instruction~~

~~☐ use reflective questioning and when needed repeating or reinforcing an instruction only after a child has had sufficient time to act~~

~~☐ involving the child in finding a solution to difficult situations~~

~~☐ giving the child the dignity to be responsible for his or her own actions~~

~~☐ incorporating class meetings to empower the children so solve their own problems in the classroom and listen to peer feedback~~

~~**Step 3-**~~

~~If a student does not respond positively to Steps 1 & 2, or the teacher feels they need additional support regarding “minor behaviors”, the school team will meet to discuss “belief behind the behavior,” student needs and to brainstorm possible solutions (Teacher Helping Teacher Problem Solving Steps). In addition, student’s parents will be notified and will be asked to a conference with the school staff (and student when~~

Managing Students Behaviors at IA

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At Innovations Academy we realize that being a teacher is a complex task with many moving parts. Human psychology, which is at the foundation of all interaction, is more complicated than rocket science.

All of the following components need to be in place in order for a classroom to run effectively:

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1. Teachers have an understanding of human behavior as attempts to seek belonging and significance through the use of mistaken goals to satisfy unmet needs. Their approach to solving ongoing issues attacks issues from this understanding.
2. There are consistent classroom procedures for routines and guidelines
3. Teachers utilize kind and firm classroom management skills
4. Content, lessons, and activities that are challenging, relevant and interesting and students have the ability to progress at their pace (autonomy, mastery, purpose)

When a classroom community or the behavior of some students is creating a disruptive classroom environment, a path must be followed to address and stabilize the class to create an effective learning experience for all.

Before discussing ongoing problem behaviors, all students in your class need to know that if they do any of the following, they will instantly be removed from the classroom until an adult decides they are safe to be in class again:

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Physically assaults another person on campus (hitting, pushing, pulling hair...)

Uses any profanity that an adult hears

Damages or takes school property or the property of others

Use of drugs or use of discriminatory language

Before considering interventions that remove a child from class, certain elements need to be in place (Besides the four just mentioned)

1. Classroom Agreements

Each individual classroom creates its own set of authentic agreements (class agreements, class code of conduct, class rules, class constitution, class guidelines...). This document must have full buy-in through consensus. Teachers understand that in order to truly create a top notch class culture the class agreements must be treated as a living document and must be reviewed and invoked throughout the day. Agreements will always be reviewed for possible revision after all breaks. The agreements are a classroom accountability plan that the teacher, as the classroom leader, must uphold and firmly require that all be accountable for their commitment to those agreements

How to Know the Agreements are Authentic

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- Agreements are made important when they are referred to throughout the day, everyday. They will have greater meaning as a result and students

will be more likely to follow them because they are the class culture ("This is what we do").

- Teachers refer to an agreement as they commence each new segment of the day, explicitly asking students to identify how concordance with that agreement will manifest in the moment. Teacher should refer to the agreements throughout the day in positive ways with students and use inquiry as they start independent work time, partner work, etc. ex: "What will our agreement number 2, 'be kind to each other,' look like during independent work time?"
- Another method of ensuring authenticity of the agreements is role-playing. Instead of simply hanging up the agreements as a list of rules, teachers act out scenarios with their students regularly at some point during the day. Afterward, they encourage students to explore why the agreements/rules matter. This is done regularly as part of class council or before starting any segment of the day.
- Another way, and THE MOST EFFECTIVE to ensure that the agreements are a living document is to enforce them and expect others to do so as well. If there is an agreement to be kind and unkind words are heard by the teacher but h/she does nothing about it, it will be hard to get the students to believe that the agreements mean anything. See *Teach Like a Champion* for least invasive interventions when a student breaks an agreement.

Important factors to agreement making with students

Students are taught that there are two parts to making agreements:

1. Keeping them

Once agreements are made, they have no value unless students keep their word. Keeping agreements that you make is a critical life skill. Help students understand the value in their word. When students don't keep agreements, those in their community lose trust in them.

2. Holding others accountable

Everyone else in the group(class who made the agreement) is also accountable

For taking action when they see a rule broken by another. This needs an additional component of figuring out how children hold other children accountable.

Initial agreements must be generated using techniques and formats of PD and Responsive Classroom *Rules in School* and the classroom discussion must include the following:

- What students are expected to do all the time (ex: work hard...be working to learn and being respectful (kind) to others, support the learning of themselves and their class team).
- An understanding about the role of a teacher. Students must understand that the teacher in a classroom is akin to the coach of a baseball, soccer or any other

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team. Teachers direct and facilitate student learning and all players must follow the coach's lead in order for the team to be successful.

- The meaning of having voice and choice in your classroom?
- This process must also include a discussion about class procedures for how a student can disagree with a teacher. Student voice is important and there needs to be a protocol for this voice. This could mean a box in the room where they can put a private note to you, a time they can approach you, a person who can support them if needed etc.
- As mentioned above, there always needs to be the component of how to hold others accountable for the agreements being generated.

2. Routines and Procedures

Having procedures in place that create class routines are imperative. Much of the disruption found in a class with behavior issues can be traced to a lack of procedures or a routine that wasn't taught, rehearsed or reinforced enough and the teacher just lets things slide so there is a failure of students to follow procedures and routines. As Harry Wong shares, in The First Days of School , there are three reasons why students do not follow procedures:

1. The teacher has not thought out what happens in the classroom.
2. The students have not been taught how to follow procedures.
3. The teacher spends no time managing the classroom with procedures.

Setting up classroom routines creates consistency that develops connection and a sense of unity. A procedure is a method for getting things done in the classroom that creates an effective classroom environment.

One of THE MOST IMPORTANT procedures that needs to be taught is **TAB (take a break)**. The procedures for TAB must include,

- how to take a break inside the class,
- how to take a break outside the class with the choice to return on your own,
- how to take a break outside the class and wait for a teacher.

This procedure includes how a needed break is communicated between student and teacher, an amount of time for a break, a specific location for a break, specific instructions for what to do when you take a break and finally, how a student is to return from a break. Teaching TAB must include teaching, role playing, practicing and assessing so that students understand the procedure for how the teacher will support a student to take a break who is making mistakes (as humans will do). It is highly recommended that the teacher have something a student actively completes while taking a break (such as an activity, a form to complete).

There are many other procedures a classroom needs. This one has been highlighted because we are a school without behaviorist strategies and students will need breaks to self-regulate. Take a look at the book THE FIRST DAYS OF SCHOOL for an in depth discussion about other procedures.

3. Academic Learning

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Academic work that happens in a class contributes to the management of the class. When students are disinterested, not challenged by the content, encounter a lesson that has not been adequately thought out and planned, are required to sit too long wait while others finish work etc... a certain percentage will act out. Your special needs students will be good barometers of your skill in this area. They are the first to get lost. Therefore, it is of utmost importance to

- Take the appropriate amount of time to plan lessons/activities.
- Be organized and thoroughly prepared with all materials and ideas in place prior to starting the lesson/activity.
- Be sure that lessons/activities are aligned with inquiry, engaging to students, allow for student voice and choice, have a pace that engages students, include a lot of student to student interaction, have more student talk than teacher talk, are adequately differentiated so that everyone is challenged in some way, are interesting, and everything else in our teacher expectations.
- Consider the amount of time and choices students have to wait to be directed.
- Be aware of appropriate teaching methods of constructivism. In order for constructivist lessons to be successful, students are doing the thinking, wondering, explaining, planning, managing themselves. Fill in worksheets, one size fits all teaching, sage on the stage are all methods tend to disengage students and be difficult to manage, that is why they rely on behaviorists techniques to function.
- Collaborate regularly with others for suggestions about making lessons interactive, engaging, relevant and vigorous.
- The use of LEARNING PATHS (LP) is always encouraged. A LP supports students to be independent and move as fast or slow as needed for mastery learning.

4. Social Emotional Learning

An EXTREMELY CRUCIAL routine to practice for solid SE learning is holding regular **CLASS MEETINGS (CM).**

Just having a class meeting does not solve a problem, there has to be follow up and accountability in the problem solving process in order to establish class meetings as effective tools. If done correctly, CMs create a forum for discussion and problem solving that will stop problems in their tracks. Any issue at all can be put on the agenda. Meetings need to be less than 30 minutes and not be complaining sessions. The following are **important components of a class meeting:**

- Appreciations
- Follow up on previous solutions
- State the problem be specific(ex: People are calling names on the playground during lunch or people are laughing when I give a wrong answer)
- State why this happens, why do people do this? The idea behind this part is so that kids continue to see why humans do what they do. (ex: because

they think you don't like them, because they think you did something to them first, because they are jealous of you, they want to be funny...)

- Reasons why it is a problem/what problems it creates (it is hurtful, it breaks the class agreements, makes people not want to come to school, causes people to feel unsafe at school...)
- Solution Suggestions (if someone calls a name you can tell them it hurts you and ask for an apology, you can get adult help)
- Pick one to try
- What to do if you try your solution and it doesn't work.

For class meetings, you should have read the instructional materials from the training, the Positive Discipline handbook for teachers and Positive Discipline in the Classroom (chapters 11,12, 13).

MINDFULNESS and other SELF REGULATION, BRAIN SCIENCE

Student reflection about the brain, self-regulation, mindfulness, a culture of errors as productive ways to learn, and social emotional skills are taught and reinforced continually. There are routines in place for making sure these take place effectively.

- Foundation/building blocks of Positive Discipline built over a period of approximately 10 weeks. Daily references made to the use of self regulation aspects of PD for mastery
- Every student should be able to state three things that calm them down/help them cope.
 - Flipped lid (review and practice coping strategies for managing emotions)
 - I statements (practice in council meetings)
 - A visible internalization that mistakes are opportunities to learn
 - An understanding about why people do what they do
 - An understanding that leaving the room, going to the SC or office, etc are part of a culture of a solution seeking culture.
 - Mistakes are opportunities to learn
 - Teach Brain Science BEFORE starting mindfulness so they understand why repetition and participation are important.
 - Neuroplasticity video <https://www.youtube.com/watch?v=ELpfYCZa87g>
 - Mindfulness teach how mindfulness practice changes the brain and institute guided mindful exercises at least TWO TIMES A DAY-EVERY DAY.
 - Growth mindset - GRIT video <https://www.youtube.com/watch?v=uwsZZ2rprqc>

Emails guide parents to develop deeper understanding of positive discipline. With your email communications, always include specific information about how situations are being managed and what parents are expected to do. "Please discuss with your child any needs they may have in the classroom and stress the importance of following class agreements. No punishment is needed since

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consequences for school challenges are given within a meaningful context at school.”

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5. Kind and Firm Effective Classroom Management

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When any student breaks any rule or procedure that has already been established (is interrupting the flow of classroom instruction, impinging on the rights of others etc.), the teacher will first engage in techniques from *Teach Like A Champion* (see technique 53, page 395). These skills are for classroom management and will often stop the issue dead in its tracks. The teacher will also use inquiry language to consistently hold students accountable for the agreements that they participated in creating (see mistaken goal chart suggestions and praise vs encouragement questions). Teachers must understand that once you let a behavior slide for one student, it will grow and spread for that student and for others.

Use Teach Like A Champion least invasive interventions (Technique 53, pg 395). **ALSO** use TAB

If you feel you are having to over manage your students, use self-reflection→ When the misbehavior of a student or more than one student is chronic (repeated even when effective intervention skills are used), take one more look at the following through the lens of, “Are any of these impacting this particular situation?”

1. Your organization and planning
2. The quality of lesson material (are you using one size fits all, low level thinking, worksheet based etc materials?)
3. The length students are sitting in one place, completing worksheets, listening to teacher talk etc.
4. Are there classroom management skills from Teach Like A Champion that I have not tried? (are you holding them accountable using least invasive, universal strategies for intervention? Are you utilizing a solid TAB method?)
5. Do we need a new procedure?

Then reflect on the following:

- A. The quality of your relationship with the student(s) in question.
- B. The level of relevance, interest, challenge in the lesson for this particular child
- C. The presentation of instruction/material. Are the instructions/content being presented visually, auditorily and possibly even kinesthetically? Is there something missing in the presentation? Is there laughter and joy in the classroom? Does this student need any modifications, accommodations...

Then make changes, based on your reflection on the above. **If you have done all that you need to do and the student is simply refusing to participate in solution seeking, see below.**

Remember, before discussing ongoing problem behaviors, all students in your class need to know that if they do any of the following, they will instantly be removed from the classroom until an adult decides they are safe to be in class again:

Physically assaults another person on campus (hitting, pushing, pulling hair...)

Uses any profanity that an adult hears

Damages or takes school property or the property of others

Use of drugs or use of discriminatory language

HANDLING ONGOING MISBEHAVIOR (steps A-D)

A. CONNECTING INTERVENTIONS

If a student repeatedly disregards classroom agreements even though the teacher is firm, using effective classroom management interventions (see Teacher Like A Champion)(Chapter 18, First Days of School) and lessons are interesting, thought provoking and challenging (see all above), the teacher will complete all of the following:

- Take a look at the Mistaken Goal Chart and immediately try at least one of the recommendations for the suspected mistaken goal.
- Continue to utilize the take a break (TAB) procedures regularly and least invasive interventions (technique 53). Make sure the student is actively engaged in the mindfulness activities that are happening 2x per day. If they are not, keep them in at some point to practice this with them.
- Keep the student in during break, lunch or after school that day for a CONNECTING INTERVENTION (CI). The Connecting Intervention conversation will contain these elements in this order:
 - Acknowledge the student for skills, actions etc. that are admirable
 - Ask the student to tell you something they admire about them self
Note: if a student struggles with this, it is a sign about underlying causes
 - Ask the student to tell you likes and dislikes about the class. Really listen and engage! Acknowledge and discuss as needed.
 - Ask the student why they think you are having this discussion with them and/or what the student can identify that they are doing that is stopping learning from taking place and/or what agreement they are breaking, to tell you more about (the behavior). For example, "Tell me about times you are calling things out. What is happening for you?" "Tell me more about sitting and doing nothing after instructions are given." This is the solution seeking piece. Perhaps they aren't beginning work because they are unsure of instructions.

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it is hard for them to think of the first idea, they are distracted by leaving their seat and going to the cubby...) Once the behavior has been identified, ask the student what they need in order to solve the problem/end this behavior (moving seats, sound cancelling headphones, hand signal, learning buddy to ask questions, more practice in some area...)

- Remind them they made agreements about behavior and supporting others to learn. Remind them of their important role on the 'team.' Remind them that they are a person of their word and that in order to continue as part of the team they are expected to support the learning of everyone and follow the coach's direction.
- When you feel you have a good feel for background information, make a plan with the student for support (secret hand signals, agreement for a break, moving seating, special break format, not partnering with certain people, having materials at desk so they don't need to get up, calling them in early from lunch, practicing the missing procedures after school or before school, ...)
- Discuss with the student what will happen if the plan is not kept. For example, if you agree to use a hand signal and the student does not use it after you have practiced it multiple times, let them know that if they don't respond to the signal, you will ask them to TAB outside (or other plan)
- Thank the student for engaging in this solution-seeking process, write out the plan and both of you sign it, role play if needed and let them know that they will be expected to use the plan. Let them know how excited you are about the plan.
- Let them know that if this doesn't change in X number of days, that you will meet again with them and invite their parent in to support.
- Give a copy of the plan to Christine, Tony and Jennifer K. and special ed teacher if they are a student on an IEP.
- Email the parent about your conversation and the plan you have made. Ex: "Your child has been calling out in class and even with multiple reminders has been unable to stop. We met today and I learned . Together we made a plan that . I will be holding them accountable for this plan and will let you know if it is not working. Thank you..." Always add that the best support they can give is not to punish their child as we are handling consequences at school but to please ask about the discussion.
- **Log CI as an Incident in Incident Tracker.**
- Fill the TA in and let the child know that the TA will also be in the plan. Check in with the child before school. Write the plan down and read it over

Also, Ask Tony, Christine, Jennifer or special ed teacher, or another teacher to observe a few times to get other ideas about this student. Follow up and make sure someone gets into your class within 3 days. Hold a Class Council Meeting

with the behavior as the agenda item: For example, “Calling out in class” “name calling” “getting started at work time”...

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B. CHECKLIST

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If step A (connecting intervention) has been completed and the behavior continues in X number of days/the student or the student is not following or using the plan, complete all of the following:

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- o Review the mistaken goal chart. Was something missed? Discuss with a colleague.
- o Call the student in before class begins remind them.
- o Continue to use TAB and least invasive interventions
- o Increase mindfulness adding at least one more session per day.
- o Request an immediate observation to be done by someone new.

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Set up a CHECKLIST MEETING with the student. (This may happen the day after #5 above, days later, a week or more later.) Once it becomes clear to you that the student is not even trying, or failing more than succeeding, set up this meeting immediately.

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The Checklist Meeting will follow the same format as the connecting intervention with the exception of the following:

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- o Prior to the meeting, the student will answer (in writing if capable).

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- i. What is the problem that needs to be solved (ex: calling out)
- ii. What is causing the problem (I think of an answer and I just want to say it)
- iii. What has been tried (a little notebook in which I can write what I want to say)
- iv. How this is impacting the class
 - o You will have a list of misbehaviors that you would like addressed and what you want to see is listed in the positive. (listening during MM, using only respectful words with others...)
 - o Tony, Jennifer Kuebler or Christine, you and the child will be present as well as the parent, if possible.
 - o The process will be followed but the child will be instructed on the use of the checklist.

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Once again, the child should be thanked and leave excited about this checklist. The checklist needs to be implemented immediately and a check in meeting needs to take place every day. The parent needs to be aware of the plan and the need for their daily signature. A snapshot of the checklist sheet can be texted to parents at the end of the day. The checklist needs to be used daily and follow up needs to be daily with parent especially if they are not signing or following through. This checklist will be reviewed in one week. If no improvement, move to the next step.

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C. WHOLE CLASS INTERVENTION, SPECIFIC CHILD INTERVENTION

If you have an engaging class that meets all criteria above, you have completed a connecting intervention, been observed, have a checklist in place and the behavior continues, it is time for a whole class intervention;

- o Jennifer K or an admin present.
- o Jennifer K prepares student for this meeting while teacher prepares the class
- o Parent is invited to meeting?????

Class meeting format:

- o Agenda item: Supporting Jimbob to listen to others during class discussions, or Supporting Jimbob to focus on work, Supporting Jimbob to get work completed...
- o Get buy in from the class about the bravery it takes to ask your class to give you input. How can we support Jimbob to
- o Students share with Jimbob the impact this behavior is having on them.
- o Ask for solutions that Jimbob can use as well as solutions for ways that others can support Jimbob to alter behavior.
- o Acknowledge Jimbob
- o Contact parents

D. REMOVAL FROM CLASS PLAN

If you reach this point and the student is not altering their behavior substantially, a meeting is held with the parent, student, teacher, counselor, an administrator and a removal from class plan is put in place. The student is given specific boundaries that if crossed will cause immediate removal from class. If the student does the behavior, the student is removed from the rest of that segment of the day (morning or afternoon) to the office, solution center or with support staff to complete work. They will not participate in breaks or lunch with other students, if this happens. They are given a second opportunity in the afternoon if they are sent out before lunch. The checklist continues. This plan may possibly lead to suspension and expulsion.

Playground/Campus Rules

Teachers are expected to support the following campus and playground rules;

- IA students are kind, helpful and hard working
- No wheels on campus or in the parking lot. That includes skateboards, skates, bicycles, scooters, etc. (Take these away from students immediately when seen)
- All students will wear shoes/sandals on their feet when outside the classroom
- Competitive team games will have adult referees or will not be played
- No students are allowed in the backyard without their teacher or another adult physically present with them.
- No students allowed to climb on the basketball hoops
- Students are expected to clean up after themselves (picking up trash, returning their backpacks to the hooks outside of the classroom)

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- Recycle bins are for recycled materials only.
- Lunches will be kept inside the rooms in the bins supplied by the school

“The most important assessment that goes on in school isn’t done to students but goes on inside students.”

Expectations for Assessment:

- Teachers and students will maintain student work portfolios documenting student learning and providing work samples from all core subjects (Math, Language Arts, Science, Social Studies) and each project. Portfolios may be hard copy or digital – writing, images/videos of work, critiques/feedback, etc. Portfolios should reflect work from multiple subject areas and disciplines.
- **There should be a minimum of one sample from each subject each month** Portfolios will also include a Learning Style Assessment, Writing Sample from the first week of school, School Developed Self Concept Questionnaire, Entries related to at least 3 different works of literature throughout the year, Presentation of Learning (P.O.L.) and all project rubrics/evaluations, all data for student goal setting and achievement of those goals and possibly MAP scores (to be discussed by staff)
- Teachers in grades 2-8 will be responsible for students completing the MAP (Measurement of Academic Progress) by designated dates early and late in the year.
- Teachers will develop assessment tools for all projects during the year. Ongoing assessment will be a part of the culture of each class. All assessments will be considered an opportunity for feedback and improvement.
- Teachers will be able to explain how their assessments and tests foster the general class culture and curriculum. (“A piece of work deserves either an A or a Not Done Yet.” Ron Berger)
- Teachers will hold Student Lead Conferences as designated on school calendar. Teachers are required to have 100% parent attendance at conferences. Teachers will enlist the support of administration if parents are difficult to contact or to commit. Teachers will also hold Portfolio Review meetings as designated on the calendar and enlist 100% of parents attend a portfolio review.
- Teachers will have students do Presentations of Learning during designated weeks.
- Teachers will participate in exhibition nights on scheduled days.
- Progress report cards will be done as designated by calendar in a timely manner. Copies will be handed out to parents and given to the front office by the determined deadline.

Expectations for Documentation:

Documentation is an important part of a teacher's role. This includes documenting learning, documenting material completed, documenting communication, documenting behavior and interventions etc.

- Anything resulting in a child going home, being out of class for an extended period of time (more than 10 minutes), or for reoccurring behavior is documented before the teacher leaves that same day using Incident Tracker.
- Teachers are responsible for keeping in touch with parents via Thursday communication log, phone, email, and class info on websiteto update on successes or areas that they need family support.
- Attendance is the responsibility of the teacher. All attendance taken and returned to office by 9:30 a.m. every day. All attendance sheets need to be signed before Friday. If a teacher chooses to input attendance directly into Powerschool, it is their responsibility to review and sign attendance sheets weekly.
- Teachers will keep cash counts of field trip and fundraiser money and turn it into Donna on a daily basis with the appropriate form given them. Teachers will not keep funds in the classroom.

Expectations for Organization and Cleanliness: The physical arrangement of the classroom environment directly affects children's abilities and desire to learn. Likewise, outward order can facilitate inner order and peace. Teaching children to be involved in the care and maintenance of the school and classroom allows them to be more invested in their work and care of the materials provided and teaches them organizational skills that will help them be successful in their lives. The trend in our classrooms at Innovations Academy is to have students effectively using many areas throughout the class as a lab. This usually means that a child has more than one spot at one desk to work.

- Each student will be required to have, at a minimum:
 - A portfolio
 - A writing journal, a math journal
 - Writing utensils
 - A composition book for Thursday Home-School communications
- Teachers will have all materials for projects, events, parties, fieldtrips etc. in the classroom at the latest the day before the activity, event etc. This means that they will NOT be running around asking for pencils on test days, cups on the day of a birthday party or wood, rulers, paint etc, on the day the of the actual activity.
- Classrooms will be organized in a child-centered way with most things (aside from dangerous or harmful objects or substances) accessible to children at all

times. Teacher will teach the use and care of each material in a structured way so that all IA students use materials respectfully and honor their value.

- The quantity of the space that is not for student use is kept to a minimum. Most of the environment is for and used by the students to promote the concept that the room belongs to the students, instead of the teacher only. We will use language to maintain this expectation (ex: the use of “our” when referring to the class on the blog, on signs outside the door etc.).
- The organization of the environment is critical to the classroom culture. For example: Bins of disorganized materials send a message of not having to treat materials with care, clutter throughout the class sends the message that your class is chaotic. This also lowers the quality of work and wastes students’ time. Students will participate in daily upkeep of the classroom environment.
- Teachers will set an expectation that the classroom floors will be free of debris. Floors must be cleared of any trash or materials at the end of each day. Chairs will be stacked or left on top of desks EVERY night and whiteboards and desktops will be cleaned fully at least once per month. Teachers will allot time and develop a system with student responsibilities for cleaning and hold ALL students accountable for cleaning.
- Outer order can facilitate the creation of inner order. An example of thoughtfulness and external order is instructing students on the use of both sides of the paper, the purpose of a margin line and using it to visually present your work, name and date placement on an assignment etc. This is also true of organization of student materials. Cubbies, containers, folders etc. that are organized will contribute to a sense of order and peace. Teachers will assist students in creating order in the classroom.
- Teachers will actively engage students in caring for the classroom and school environment by keeping play and work spaces clean, leaving all areas as they have been found and reporting broken or missing equipment to the office. This expectation will also be communicated with students. All teachers are required to have the following cleaning materials and equipment:
 - A minimum of one dustpan, a broom (especially for cleaning area immediately outside of classroom).
 - sponges/rags and a non-toxic cleaner to allow for child-initiated clean-ups
- Additionally, before students engage in a large project involving a potential mess such as papier-mâché, painting, using tools, clay etc. they (and Co-teachers) will be given instruction on:
 - preparation of the space to decrease impact on the area being used
 - covering the work area to protect it from damage
 - use of the equipment and materials
 - clean up, (who will clean, meaning of “clean”,the time involved etc.)

-students will be monitored, given support needed to learn these skills and held accountable for the condition of the space.

- Only blue painter's tape will be used on the carpet, to hang papers up around campus and in the classrooms.
- Respect for the environment means not wasting materials. Teachers will notice how students are using materials and create an environment in which materials will not be wasted.
- Each classroom will have a recycle bin and a garbage can (landfill). Students will use the bins appropriately.
- Each classroom will be assigned times to support campus clean up. Teachers will make sure students understand what clean looks like and assist and monitor students during clean up.
- As we are the best models for the students, staff will also have the visible classroom spaces in order. There will be no stacks of papers and cluttered counter spaces. Teachers will leave common spaces clear and ready for others to use. There will be a committee of teachers that organizes cleaning of the staff lounge, shared refrigerator, microwave and common areas every Friday.
- All teachers will have a first aid kit in the classroom that will include band-aids, antibiotic ointment, Q-tips etc. It is a teacher's job to replenish supplies from the office as needed.
- Each classroom is required to have play equipment (balls, jump ropes, hoola hoops...) that gets checked in and out of their room at breaks each day. All equipment will be labeled with grade/class of ownership.
- Teachers model appropriate use of play equipment and are responsible for re-teaching and role playing when the equipment is not being used properly by their students. Equipment will NOT be left out on the playground after school hours.
- Teachers will not allow students to take P.E. equipment from the P.E. closet.

Expectations Regarding Technology:

| Teachers in grades 2 and above will have one chromebook or laptop per student. _

Kindergarten and 1st grade classrooms will have 1 ipad for every 2 students.

Laptops/chromebooks/ipads are expensive and need to be well cared for.

- Students will be instructed in the use of the laptops. The instruction will include: how to take out, how to carry, how to set up, power cord safety, ongoing care of laptop (keyboard and screen cleaning, keeping keys on keyboard, downloading information...), careful putting away and storage.
- Laptops will be monitored daily either by teacher or trained student so that

- laptops are cared for properly and missing keys noted immediately
- Damaged equipment will be reported immediately to Tony.

Classroom Management:

- Students will be supervised by adults at all times. Students will NEVER be sent out to play on the playground without a supervisor.
- All teachers will be able to account for all of their students at all times.
- A strong tenet of Positive Discipline is kind and firm interactions. Teachers will make their words meaningful, communicating firmly and kindly with students and assuring follow through on their communications.

Nutrition Agreements:

As a staff we understand that good nutrition will support a child to be more productive at school. We agree that it is not our job to police students but that we can make a contribution.

- If teachers see students drinking energy drinks or sodas on campus we will take them from the student and keep the item until after school.
- If teachers notice that students are bringing more junk than nutritious food to school a teacher will call or email home to discuss with parents OR communicate with the front office to do so.
- If any snacks are sold on campus, a high level of care will be taken to provide only nutritional snacks for children.

Expectations for Teacher Collaboration and Professionalism:

- Teachers are prepared to teach classes daily (materials obtained/prepared by the day before).
- Teachers will return from breaks and lunch time at the designated end of lunch time. Punctuality is important.
- Teachers will communicate with administration as far in advance as possible about impending absences.
- Teachers will collaborate with release teachers weekly. This may be done informally or formally via email, on a break, at lunch or during any of the staff meeting times.
- Teachers will collaborate with each other on a weekly basis during release time and after school. Meetings are scheduled as follows:
 1. Staff Meetings: Mondays check in 1:00
 2. Planning time: 2 hours of release time per week.
- Teachers will not gossip, complain or vent with any parent at any time. Teachers will not express a negative attitude about other teachers, staff, curriculum or any

other aspect of IA with parents.

- If a teacher has a problem with anyone on staff they will go to that person and work it out. If desired, they can ask to be accompanied by another staff member, administrator or a positive discipline expert assigned by Christine. Teachers will not gossip about any staff member to another staff member.
- If a staff member witnesses another educator complaining or venting, they will provide support for that staff member to go to the source. All staff members will model professionalism in these interactions. We will support each other to uplift our community.
- Teachers will attend all IEP meetings of their special education students with work samples from a variety of subject areas in hand. Teachers will come prepared and on time.
- Teachers will have read the charter and thoroughly support the mission and vision of Innovations Academy, asking any questions needed for clarification and seeking mentoring when needed.
- When teacher has complaints, concerns, and/or professional needs they will be brought up for discussion and collaborative problem-solving.
- Teachers will identify a field trip parent/ room parent who will help with class fundraising for the year. Teachers will encourage parent participation and communicate with these helper-parents at least monthly. Teachers will continue to be responsible for every aspect of every field trip even those planned by the room parent or Beth.
- Teachers will engage in ongoing communication with parents, staff, and administration.
- Teachers will check emails daily and respond to any community member (parent, staff) within 24 hours on weekdays or set up another agreement with parents.-

Teachers send weekly emails to parents and place a copy of their weekly email on their school information blog.

- All staff meetings and school events are mandatory (examples of school events are Open House, Back to School Night, community outreach day, a parent information session, Exhibition Nights...).
- A staff member will be designated at each staff meeting for note taking. Teacher participation is needed for optimum growth and challenge to peers in the creation of the best learning community possible.
- Teachers will support the school by participating in committees when needed.

- Teachers will make the time for morning connections (8:30am), meetings, classes, and meetings/collaborations.

Professional Development:

Teachers will participate in the staff development provided by the school (staff meetings, professional development days, collaborations.) Additionally, teachers take responsibility as professionals for continuously striving to perfect their craft.

- Teachers will provide professional development activities during professional development days and staff meetings.
- Teachers will write concrete goals in August and take steps to meet them. There will be a structure for evaluations throughout the year.
- Teachers are expected to attend all professional development days in June and August
- Through observations with reflection, teachers can have insight, generate ideas and continue to be creative.
 1. Teachers will be assigned a different teacher partner each month and observe them twice. They will meet to discuss within a week of the observation.
 2. Teachers will do a minimum of one observation off campus per semester. All observations will include a written reflection.
- Teachers are expected to participate in ongoing professional development. These experiences can easily be obtained through the following no-cost options:
 - ❖ Positive Discipline workshops in the community
 - ❖ Reggio Emilia Round Table meetings (<http://www.sdreggioundtable.com/>)
 - ❖ HTH Collegial conversations
 - ❖ Visitations at other schools with presentation to staff
 - ❖ Read a book and do a presentation to staff
 - ❖ Read any Alfie Kohn article
 - ❖ Trainings through the County office of Ed or SDUSD
 - ❖ Providing a presentation at staff PD days or staff meetings
 - ❖ Observation of community enrichment teachers with a reflection (examples: karate, gymnastics, music lessons...)
- All teachers at Innovations Academy will be expected to have read:

An Ethic of Excellence by Ron Berger
Positive Discipline in the Classroom by Jane Nelsen

The First Six Weeks
Morning Meetings
Rules in School
Teach like a Champion by Doug Lemouv
The Innovations Academy Charter.

Possible Resources for Teachers to use as needed:

- Instructional short online workshops:
<http://www.thirteen.org/edonline/concept2class/index.html>
- Edutopia (<http://www.edutopia.org/>)
- Expeditionary Learning Schools (<http://elschools.org/>)

Acknowledgement

I have read this policies outlined in this handbook. I understand that while this is not an employment contract I am bound to abide by the policies set herein.

I further understand that Innovations Academy may modify, revise and update this manual at any time. I am also aware that this updating may include additions or deletions that will be communicated with me when made.

I also certify that I have had ample time to discuss this handbook and its contents with Innovations Academy administration and I fully understand the contents.

With this knowledge I accept the policies outlined herein as a condition of employment.

Printed Name

Employee Signature

Date

Innovations Academy reserves the right to make changes to this handbook for the purpose of modifying, revising and updating school policy and this manual. Notice of changes will be sent to all employees and become a part of this manual. Violation of any school policy may result in immediate termination.

Innovations Academy

Powerfully creating our lives through self-expression,
compassionate connection and
purposeful learning



Hourly Employee Handbook 20176-187 School Year

10380 Spring Canyon Rd.
San Diego, CA 92131
InnovationsAcademy.org

Style Definition: Free Form

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Welcome to Innovations Academy

The following pages contain information regarding many of the policies and procedures of Innovations Academy. These policies are a condition of employment. Labor relation laws require that all employees maintain a written policy that is applied non-discriminately to all employees.

Have questions or need assistance reviewing this document? Please contact:

Christine Kuglen (Director) at (858)-271-1414

Christine@InnovationsAcademy.org

Office hours:

Monday - Friday: 8:30am to 4:30pm

Saturday: Closed

Sunday: Closed

Important Phone Numbers:

Main Office Line - (858) 271-1414

Christine Kuglen (619) 379-9275 (cell)

Tony Spitzberg (858) 232-2307 (cell)

For life threatening emergencies, dial 911

Disclaimer

This handbook is intended only to outline the employment policies, procedures and benefits of Innovations Academy. This manual is not intended to be all-inclusive and should not be considered to be an employment contract. Innovations Academy reserves the right to change employment policies, procedures, benefits or this manual at any time without notice. It is the responsibility of the employee to stay abreast of policy. Innovations Academy will make every effort to notify employees of any policy changes, additions or deletions. Said changes will immediately become a part of this manual.

Innovations Academy Mission Statement

At Innovations Academy we powerfully create ourselves through self-expression, compassionate connection, and purposeful learning.

Career Opportunities:

It is our desire to see each and every employee achieve their highest potential through our mission. We will do our best to provide opportunities and offer training, education, and guidance whenever possible. Stay in communication with the Director regarding professional development.

Open Door Policy:

It is our objective to provide a work environment free from elements that would deter employees from performing their best work. All concerns may be expressed through our open door policy. The Director at Innovations Academy maintains this open door policy to discuss any issues you may have. Feel free to express yourself about work related or personal matters. Your input is welcome.

Code of Conduct:

Employees of Innovations Academy are to conduct themselves in a responsible, professional, and ethical manner. Report unethical or dishonest behavior to the Director.

Reported activities will be investigated by Innovations Academy administrative staff. The appropriate means for resolution will be determined. Employees found to be conducting themselves in an unethical manner may be subject to appropriate disciplinary action, up to and including termination.

Employment Expectations

Teacher Assistants at Innovations Academy work with a specific teacher and class. Teacher assistants are expected to be punctual and practice kind and firm interactions with students. Teacher assistants are expected to ask questions and seek understanding about philosophies and tasks that are not clear. Job duties of a teacher assistant/instructional aide at Innovations Academy include but are not limited to:

- Assist the teacher in planning and maintaining a safe, clean, learning environment and in assuring the wellbeing and safety of the children.
- Exhibit a genuine nurturing, caring attitude to all children. Maintains a positive, calm attitude and encourages this attitude and voice in others working in the classroom.
- Maintain a cooperative attitude of working together with the teacher, volunteers and parents in planning and implementing activities.
- Plan with and assist the teacher in preparing materials and supplies in advance for activities.

- Assist the teacher in maintaining confidential child classroom folders, by collecting monthly samples of children's work.
- Assist teacher in implementing behavior plans designed by the ed specialists and/or counselor.
- Assist the teacher in maintaining discipline and supervision of children
- Become familiar with the teacher's lesson plans, the daily schedule, methods for recording attendance, and all other daily duties of the teacher.
- Perform lunch duty on a daily basis. A TA's lunch break is taken before or after the student lunch period.
- Assist teacher in supervising students on breaks
- Often accompanies students to 'special' classes while teacher is planning.
- Work with students in small groups and one-on-one
- Actively participate in activities and work side-by-side with teacher to create classroom community.
- Supports students using Positive Discipline techniques
- Is familiar with IEPs of students with special needs. Keeps track of progress on goals using notebook in class on a weekly basis. Collaborate with the special ed team on notes and tasks involving special needs students.

Policies and Procedures

Equal Opportunity Employment:

Employees are hired based solely on Innovations Academy personnel requirements and the qualifications of each individual position.

We will not tolerate nor condone discrimination due to age, race, color, religion, sex, national origin or disability. We will comply with the spirit and letter of all local, state and federal laws pertaining to employment. Furthermore, we will not discriminate due to age, race, color, religion, sex, national origin or disability when making decisions regarding termination of employees.

Any questions or concerns regarding any aspect of this policy should be directed to the Director.

Eligibility For Employment:

Federal law requires both new employees and re-hires to provide documentation of eligibility to work in the United States plus proper identity. A properly submitted form I-9 is required for employment.

Familial Employment:

Innovations Academy does allow family members and relatives of employees to be considered for employment, provided they are qualified for the position and no other conflict of interest exists. Hiring decisions will be the exclusive responsibility of the Director.

Part-Time Employment:

Innovations Academy does offer part-time employment positions. Direct all questions regarding part time positions to the Director.

Criminal Convictions:

Criminal convictions are taken seriously at Innovations Academy. We reserve the right to disqualify any applicant for employment that has been convicted of a criminal offense.

Furthermore, conviction of a crime may result in an automatic termination. Innovations Academy will make every effort to evaluate the nature and circumstances of the conviction. With the safety and well -being of co-workers at stake, convicted employees may be subject to appropriate disciplinary action, up to and including termination.

Violence:

Threats of violence and acts of violence are strictly prohibited. Employees threatening or committing acts of violence will be subject to appropriate disciplinary action, up to and including termination. Report any such activity to your immediate supervisor or the Director.

Weapons:

Weapons are generally defined as guns, knives and other objects universally considered a weapon by the vast majority of society. A “weapon” can also be any object which would do harm to another when used as such. Innovations Academy shall deem any such object a “weapon” for the purpose of enforcing of this policy.

Possession of weapons is prohibited on company property and while on duty performing company business at any location. Any employee on duty or on company premises in possession of a weapon will be subject to appropriate disciplinary action, up to and including termination. Report any weapon possession to your immediate supervisor or the Director.

Alcohol, Drugs & Illegal Substance Abuse:

Possession of alcohol, illegal drugs or other illegal substances is not permitted on company property, or while on duty in the employment of Innovations Academy. Furthermore, employees are not permitted to report for duty while under the influence of alcohol, illegal drugs or other illegal substances. Employees failing to adhere strictly to this policy will be subject to disciplinary action, up to and including termination. Report any suspicious activity to the Director.

Drug Testing:

Innovations Academy does not tolerate the use of alcohol or nonprescription drugs on company premises or during work hours at any other employment

location as required by Innovations Academy. If an employee is suspected of working while under the influence of illegal drugs and/or alcohol, the employee may be suspended and required to submit to a drug and/or alcohol test. Suspension shall be without pay until the results of the test are obtained by Innovations Academy. If the results are negative, the employee will be reinstated and compensated for normal hours of work missed as a result of the suspension. Positive test results may result in termination of employment.

All employees and prospective employees are hereby notified that test results may be used in arbitration, administrative hearings and court cases arising as a result of the employee's drug testing. Results will be sent to federal agencies as required by federal law. In all other instances every reasonable effort will be made by Innovations Academy to protect the confidentiality of the information.

Sexual and Other Unlawful Harassment:

It is the objective of Innovations Academy to provide a working environment free from discrimination and conduct commonly referred to as sexual harassment.

The E.E.O.C. (Equal Employment Opportunity Commission) has provided a broad definition of sexual harassment. It is general in nature and may not always be clear when evaluating everyday situations.

“Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when submission to such conduct is made either explicitly or implicitly a term or condition of an individual’s employment, submission to or rejection of such conduct by an individual is used as a basis for employment decisions affecting such individual, or such conduct has the purpose or effect of unreasonably interfering with an individual’s work performance or creating an intimidating, hostile, or offensive working environment.”

Sexual harassment refers to behavior inappropriate in the workplace because it is offensive, unwelcome behavior which would not occur but for the gender of the offended person. Both sexual harassment, and accusations of sexual harassment, are disrupting to the work environment.

If you or a co-worker experience what you believe to be sexual harassment or accusations of sexual harassment, report it promptly to the Director. Innovations Academy will investigate any employee, regardless of job position when such allegations are made. Based on available information, Innovations Academy will take appropriate action and communicate on a need-to-know basis.

Appropriate disciplinary action, up to and including termination will be taken against any individual for sexual harassment charges determined to be valid.

Domestic Violence Statement:

Innovations Academy recognizes that domestic violence can have an adverse impact on employee job performances and may also impact co-worker’s performance.

Innovations Academy will assist employees affected by domestic violence, both the victim and the abuser within reasonable guidelines. Information will remain confidential as long as the safety of others is not at risk.

At-Will Employment:

Employment with Innovations Academy is on an “At-Will” basis which means that employment can be terminated by either the employer or employee at any time for any reason or for no reason at all.

This understanding is explicit and unaffected by any statements, comments, terms or agreements, express or implied, verbal or written unless approved by the Board of Directors of the Innovations Academy.

Employees choosing to terminate their employment with Innovations Academy are required to return all school property to the staff director before leaving the premises on their final day of employment. Upon receipt of all school owned property, the employee will receive their final paycheck.

Innovations Academy may terminate employment at any time for any reason. If an employee is terminated for a severe violation of policy they will be escorted from the premises immediately. Any personal property, plus their final paycheck will be given to the employee upon receipt of all school owned property.

The Director will provide opportunity to all employees leaving Innovations Academy to have an exit interview. Request for exit interviews must be made with reasonable time for the Director to schedule the interview.

Severance:

Innovations Academy does not offer severance benefits for employees terminating employment for any reason.

Personnel File:

Innovations Academy maintains a confidential personnel file for each employee. Files are controlled by the Director. Consult with the Director in order to view or obtain a copy of your file. These files are the property of Innovations Academy, no documents may be altered or removed by the employee. Every reasonable effort is made to keep the information confidential, access is limited to staff members who require access to perform their job functions. Copies will not be distributed to any third party unless mandated to do so by a court of law.

Attendance:

Punctual attendance is mandatory for efficient job performance. If you are not going to arrive on time, please call or text the Director to communicate this information.

Absence from work for a teacher assistant impacts the lives of many people. In case of absence for any reason, notify the Director as well as the front office immediately. Best notification takes place the night before by 9pm to the Director's cell phone (619-379-9275).

Poor attendance, absence without notification or habitual tardiness will be subject to appropriate disciplinary action, up to and including termination.

Work Schedule Requirements:

The work schedule for Teacher Assistants is 8:45 a.m. to 3:15 p.m. Monday - Friday. Unless otherwise agreed upon by staff and administration, all staff are expected to be on campus during these work hours. Due to budget constraints, extra hours are not permitted

At Innovations Academy our students participate in overnight field trips. Teacher Assistants have the OPTION to attend overnight field trips. See below for compensation information.

Lunch Break:

Teacher Assistants perform lunch/recess duty 3-4 times a week. If a TA has lunch duty, they will take their 30 or 45 minutes lunch break after their lunch duty. If they do not have lunch duty, they will take their lunch break at the same time as the teacher and students.

Parking:

Innovations Academy employees are required to park in the employee parking area (northeast small lot). All other parking is reserved for families and visitors.

Feedback/suggestions:

All staff are encouraged to submit suggestions, comments or new ideas which may benefit the school. If you wish to remain anonymous, every precaution will be made to preserve your privacy. Feedback/suggestions can be placed in the Directors mailbox or email.

Workplace Dress Code:

Innovations Academy encourages employees to dress comfortably in attire appropriate for working with children.

Medical Attention:

Innovations Academy requires employees to notify a supervisor when medical attention is required for any reason, accident or illness. Transportation and medical costs are the responsibility of the employee.

Compensation:

Innovations Academy employs both hourly and salaried employees. Hourly rates are stated in contracts signed upon hiring.

Overnight Field Trips:

Innovations Academy participates in overnight field trips. Teacher Assistant attendance is **optional** for overnight stays. If you elect to participate in overnight field trips, you will be paid 10 hours per day, 8 hours at regular pay and two hours of overtime pay. You are off duty after this -and you will receive a \$75.00 stipend per night.

Wage and Salary Disclosure:

Compensation programs are confidential between the employee and Innovations Academy. Disclosure of wages or compensation to any third party or other employee is prohibited and could be grounds for termination.

Payroll Schedules:

Employees are paid semi-monthly. Paydays are the 10¹⁵th and the last day²⁵th - of the month. In the event payday falls on a weekend, paychecks will be distributed the Friday prior. Employees are encouraged to enroll in automatic deposit. Paychecks shall be distributed or deposited according to this section. Federal, state and any other required taxes will be withheld from wages as will any voluntary deductions.

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Payroll Deductions for Federal Tax, State Tax, FICA and Medicare:

As required by law, Innovations Academy withholds taxes from employee earnings, as well as social security (FICA) and Medicare. Innovations Academy also participates in matching programs as required.

IRA's - Individual Retirement Accounts:

Innovations Academy encourages employees to plan for retirement. IRA saving programs offer the employee advantages for retirement as well as tax savings at the time of purchase. Contact the Director for details and information regarding automatic payroll deductions.

Performance & Evaluation Reviews:

Performance Evaluations have been the source of considerable dissatisfaction for teachers and staff in traditional school settings because of the many shortcomings that have plagued the system. At Innovations Academy we recognize the need for full participation in goal setting and evaluation by our staff with the objective of continuously working to perfect our practice as professional educators.

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Please note: our At-Will contract supersedes any evaluation process. Successful participation in the performance evaluation process does not guarantee that a contract

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will be renewed. The intention is to provide support to staff for continual professional growth.

Reimbursement of Expenses:

Expenses to be reimbursed by Innovations Academy must be approved in writing prior to expenditure. To receive reimbursement you must furnish two items: receipts for all expenses (other than per diem or mileage) and a properly completed expense form (available from Donna).

We appreciate your approved expenditures on behalf of Innovations Academy and will make every effort to reimburse you in a most timely fashion.

If you require an advance for expenses, see Donna.

Reporting Personal Information Changes:

Employees must notify the Director whenever there is a change in their personal information on file with Innovations Academy This includes address, phone number, income tax withholding information, emergency contacts and if applicable, any information which may impact your insurance coverages.

Personal Property:

Innovations Academy is not responsible for personal property of employees in facilities, vehicles or parking areas.

Personal Safety:

At Innovations Academy the safety of our employees is a top priority. We will make every effort possible to ensure the safest working environment possible. If you have suggestions or concerns discuss them with the Director. If you feel you are in danger performing your job duties, stop working and report the hazard immediately.

Food & Beverage:

Without exception, food and beverage is strictly prohibited within immediate proximity of any computers, servers and related hardware. All rules regarding food and drinks for students will also apply for all adults.

Smoking:

Smoking is not allowed in Innovations Academy facilities or anywhere on campus.

School Property

Confidential Information Security:

As a matter of course employees of Innovations Academy will have access to confidential information. This information includes, but is not limited to, student information, personal family information and school matters. It is a condition of employment that you not disclose this information to third parties during or after employment. Disclosure of Innovations Academy confidential information without express written approval is prohibited.

Classroom Conditions:

It is the responsibility of each class to maintain the cleanliness and order in their room AND the surrounding area outside the classroom door and around the picnic table including all items left behind by students, the class microwave, old lunch materials etc. Teachers are encouraged to create a class structure in which students will actively participate in the upkeep of their classrooms. It is important that teacher assistants reinforce and hold themselves and the students accountable for the structure instituted by the teacher.

Facilities Security:

It is the responsibility of all employees to make sure the facilities and work areas are secure. Any employee entrusted with facility keys shall make certain the facility is secure when that employee is the last to leave. If the building is accessed on the weekend, the security of the facility is of utmost importance. This includes, but is not limited to, turning off appropriate lights and closing and locking all doors and windows, signing in and out with SDUSD police, and locking gates. Report any potential security risks.

Office Supplies, Postage & School Accounts:

Innovations Academy postage, postage systems, shipping accounts and accounts with various vendors and suppliers are to be used for school purposes only. Improper use of these items may result in appropriate disciplinary action, up to and including termination.

School Equipment:

School property, such as laser printers, copiers, computers, projectors, cameras, doc cams and all tools, are to be used for Innovations Academy purposes only. Inappropriate use of school property may result in appropriate disciplinary action, up to and including termination.

Conservation and Recycling:

Conserving energy and resources is a priority at Innovations Academy. Employees are required to conserve power and water in all reasonable ways.

Recycling containers are provided throughout the facility for collection. Containers are marked for various materials. Please be certain to separate all recyclables and put them into the appropriate containers.

Computer Related

Computers and Related Equipment:

Innovations Academy provides employees access to computers, printers and other equipment on an as-needed basis, to perform their job requirements. Employees are required to maintain their computers and related equipment in good working order. If any of your equipment needs service, repair or maintenance, notify the staff director immediately. Employees shall not use school systems to knowingly violate any city, state or federal laws. School equipment shall not be used to store or display images depicting violence, sexually explicit material or racially offensive material. Software installed on school computers must be properly licensed and installed at the direction of the Administration.

Internet:

Innovations Academy will comply with any reasonable requests from law enforcement to review internet activities of any employee. While accessing the internet, employees should be fully aware of the global reach of the media. Employees are required to maintain a high level of dignity and be mindful that they represent Innovations Academy to the world at large while online.

Email & Electronic Communication:

Teacher Assistants are not to communicate electronically or via phone with parents or students. "School to home" messages should be sent from the teacher's school email. If a teacher assistant wishes to communicate about an incident with a parent they will communicate with the teacher who will initiate and supervise the communication.

Policies for Leave of Absence

Sick Leave:

Innovations Academy uses an accrual method for sick leave. Hourly employees earn one hour sick leave per 30 hours worked. Employees are entitled to use accrued sick leave on the 90th calendar day following commencement of employment. At the end of employment with Innovations Academy, employees will not be paid for unused sick leave days, but employees who are rehired within six months of separation will have their unused, earned sick leave reinstated.

Notify the Director in advance when you plan to use sick leave for scheduled medical procedures or doctor appointments.

If you are sick and unable to attend work or if you must leave before the end of your shift because of illness, notify the Director immediately.

Personal Time Off:

Innovations Academy does not offer paid personal time as part of compensation packages.

Short-Term Disability Leave:

Innovations Academy offers short term disability benefits to eligible employees for extended illness or injury when the employee is deemed unable to perform their job duties for more than 5 consecutive scheduled workdays. Short term disability leave benefits are earned at a rate of one day of paid leave for every 2 completed calendar months worked. Eligible employees can earn up to six days of short term disability leave per year. Unused short term disability leave may not be carried to the next year. At the end of employment with Innovations Academy, employees will not be paid for unused short term disability leave days.

Notify the Director in advance when you plan to use short term disability leave for scheduled medical procedures or pregnancy related disability. Innovations Academy reserves the right to verify any employees inability to perform job duties through consultation with medical experts selected by Innovations Academy

Unpaid Family & Medical Leave:

Innovations Academy employees are eligible to take unpaid leave as per the terms of The Family and Medical Leave Act of 1993. Consult with the Director for details and notify your immediate supervisor if you choose to take this unpaid leave of absence.

Personal Leave of Absence:

Innovations Academy will make every reasonable effort to consider personal leaves of absence. Apply for unpaid personal leave of absence authorization from the Director. Many factors are considered when determining eligibility for personal leave of absence and is granted or denied solely at the discretion of Innovations Academy. When granted, the maximum allowable is 20 days per calendar year.

Funeral Leave:

Innovations Academy will provide reasonable time off for employees to attend funerals of friends and loved ones. In the event of a death of an immediate family member (parent, child, spouse/significant other, sibling) of the employee, up to three days paid time off may be granted to attend to family matters and funeral arrangements. Additional unpaid time off may also be granted. Contact the Director concerning your specific needs.

Jury Duty:

Notify your immediate supervisor if you are summoned for jury duty. Time off from work will be granted as necessary in compliance with applicable law. [IA does not offer paid jury leave.](#)

Benefits

Overview:

Benefits provided to employees are provided at the will of Innovations Academy and Innovations Academy reserves the right to modify or eliminate benefits without notice under conditions of law. The benefits listed herein are intended to be a general description only. Details of specific benefits are outlined in the documentation for the benefit program.

Eligibility:

To qualify for benefits an employee must be considered full time (30 hours or more) and have completed a minimum of ninety (90) days continuous employment with Innovations Academy. Full time employees are employees who have been assigned a regular 30 hour or more per week work shift. Employees scheduled for less than 30 hours weekly are not eligible. Innovations Academy reserves the right to, without notice, revise these eligibility requirements. If you have questions contact the Director.

Group Medical Insurance:

Innovations Academy provides medical, dental and vision benefits to full time employees and their dependents. Details of the plans are available through the Administration. Notice:

Plan details may change without notice.

Life Insurance Policies:

Innovations Academy does not offer life insurance policies to employees at this time.

401K Plan:

Innovations Academy does not offer a 401K plan at this time. We do offer participation in an employee-initiated 403b. See the Director for details.

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Retirement:

All classified staff will participate in the federal social security program.

Worker's Compensation:

State and federal law governs eligibility requirements. All premium costs are paid by Innovations Academy. Claims are paid directly to employees. All employees are expected to return to work immediately upon release by their physician. Employees are required to report job-related injuries immediately. Failure to comply could result in difficulty with the employee's claim. Report all accidents or injuries to your immediate supervisor.

Conflict Resolution Policy

Communication/Conflict/When Something Isn't Working for You Policy:

The solution to most problems is often found through communication. Effective communication begins by going straight to the source. We can also use NVC language and conflict resolution techniques to assist. The administration will make every reasonable effort to assist in solving problems or disputes amongst employees. We understand that it can be difficult for a teacher assistant to address an issue directly with the teacher. We also understand that it is the only way an issue will be solved. We will provide all of the assistance you need to effectively resolve difficult situations.

We recommend the following steps:

- For disputes between employees, first discuss the problem between the two employees and make every attempt to resolve it.
- If no resolution is reached, either or both employees together approach the director or school counselor to participate in the resolution.
- If a resolution is not reached, additional administration will be asked to participate in the resolution.
- If there is an ongoing need, the director will consult with Roots and Wings, an NVC expert or other mediator to introduce professional mediation into the situation.
- If the discomfort is with the director, the staff member will alert the director via personal conversation, email or a note left in the director's mailbox. If desired the staff member can find another staff member or the school counselor to assist in the discussion.
- If the situation does not resolve, then mediation with Roots and Wings, an NVC professional or other mediator will support the development of open communication.

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SAN DIEGO UNIFIED SCHOOL DISTRICT

Site Emergency Response Plan

Innovations Academy

10380 Spring Canyon Rd., 92131

CONFIDENTIAL DOCUMENT

***Viewable by school staff and
emergency personnel ONLY***

Quick Glance Reference

Emergency Notification System

- FIRE:** Notification method is **Beeping** from fire alarm
- EARTHQUAKE:** Notification Method is **Earth shaking. Duck, cover and hold** followed by intercom “please evacuate”.
- LOCKDOWN:** Notification Method is **Bell System** (as we do not use bells)
- SHELTER-IN-PLACE:** Notification Method is **Same as above.**
- ALL-CLEAR:** Notification Method is **Intercom message “All Clear”.**

(Communications notification systems vary at each site. Communication methods e.g. .intercom, telephone tree or e-mail)

Site Incident Command Team Personnel – Major Assignments Only

Primary	Position	Second Shift
Christine Kuglen	Site Incident Commander	Jeff Grimes
Tony Spitzberg	Public Information Officer	Terri Kurczewski
Donna Napier	Planning & Intelligence Chief	Gaby Badillo
Lisa Moncrief	Medical Team Leader	Tina McGinnis
Keith Fowler	Facility Check and Maintenance	Patrick Murphy O'Connor

(Subordinate assignments can be found in section four)

Emergency Startup Procedures

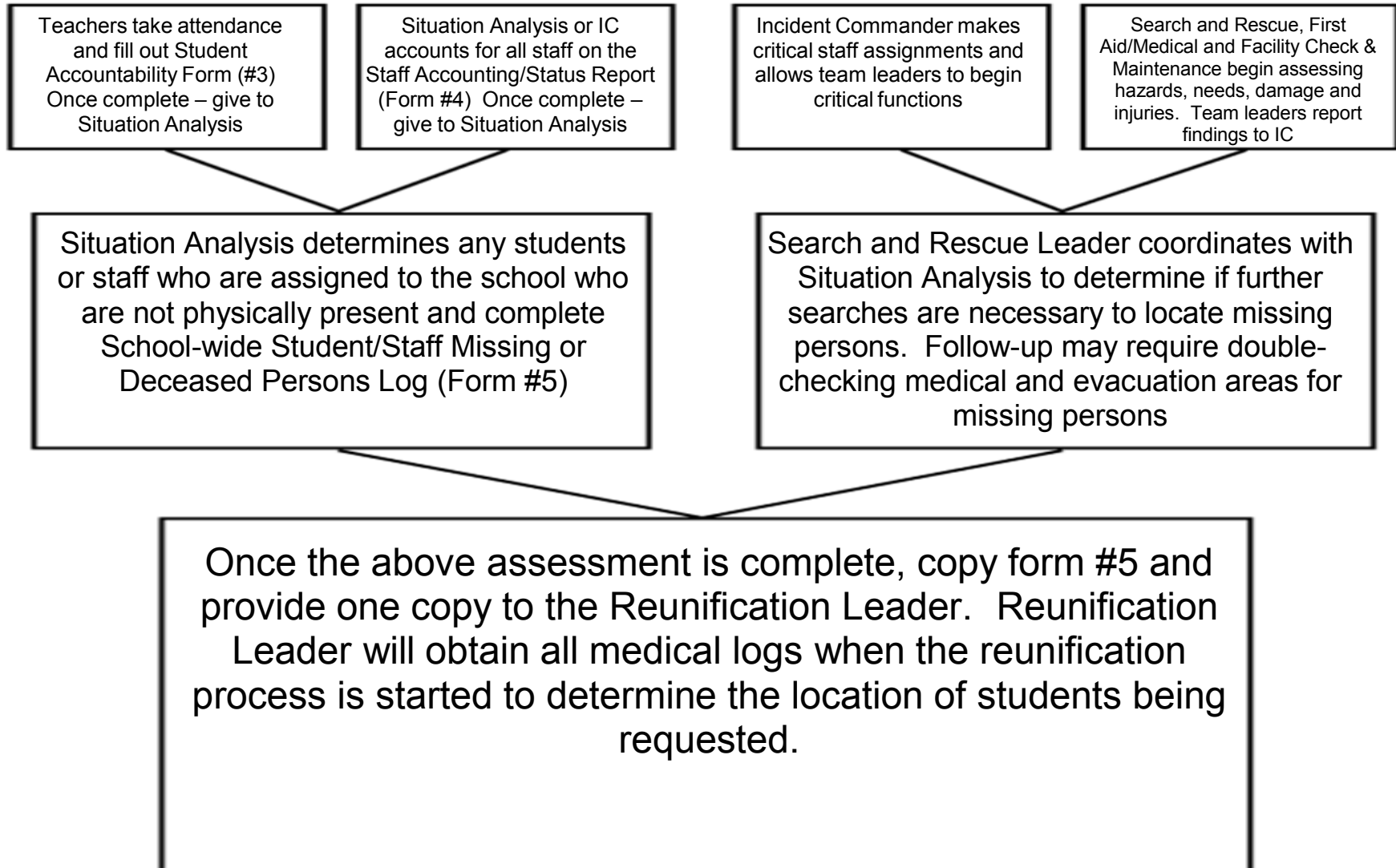


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Printed Separately

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Location

Site Name: Innovations Academy Charter School
Site Address: 10380 Spring Canyon Road, 92131
Public Phone Number: 858-271-1414

Site Fax Number: 858-271-1418
Thomas Bros. Page/Coordinate:

Please submit map to School Police Services.

Confidential Detailed Site Aerial Map

Please submit map to School Police Services.

Site Hazard Assessment Summary

Please submit map to School Police Services.

Site Emergency Resource Information

Emergency Disaster Kit

This site maintains 1 kit. The kit(s) are located: SPED office, room 200.

The Emergency Disaster Kit stores necessary resources for a site incident command. This kit should not be confused with the Emergency Response Box, which is carried out of the site to a Public Safety Incident Command Post. School personnel should use the items contained within the kit to manage their incident command. Further assistance can be found in District Emergency Procedure #16. The following equipment and supplies are stored inside the Emergency Disaster Kit:

- Handheld Air Horns – recommend a minimum of five (Site Incident Commander & Chiefs)
- Bull Horn – recommend a minimum of one
- Batteries – recommend a minimum of two sets for bull horn, flashlights, emergency radios and walkie talkies)
- Flashlights – recommend one per Site Incident Command Team member (17) (Search & Rescue Team and First Aid and Medical Team requirements listed separately in Section Five)
- Walkie Talkies – recommend a minimum of five (Site Incident Commander & Chiefs)
- Duct Tape – recommend a minimum of two rolls used for marking blank vests.
- Rosters - recommend a minimum of one set per room sorted by alphabet
- Steno Pads (5x7) – recommend one per Site Incident Command Team member (17)
- Pencils & Pens - recommend one each per Site Incident Command Team member (34)
- Copies of Forms – (See Section Five for all Forms)
- Chalk - recommend twenty-five sticks, red in color
- 3x5 Cards – recommend one hundred
- Department or Classroom Placards
- Medical Team Supplies – see Section Five - Form #4
- Search and Rescue Team Supplies – see Section Five - Form #11
- Vests for Key Personnel – recommend a total of 17 for Site Incident Command Team members (Search & Rescue Team and First Aid & Medical Team requirements listed separately in Section Five)

All Emergency Disaster Kits and their contents are the responsibility of the Site Incident Commander. The Site Incident Commander will conduct annual inspections in October of each year. The responsibility to inspect and replace non-operating equipment and supplies belongs to the site. The responsibility to delegate the transport the Emergency Disaster Kit to an activated Site Command

Emergency Response Boxes

This site maintains 1 Emergency Response Boxes. One box is for the Site Incident Command Team and one box is for the Public Safety Incident Commander.

The Emergency Response Boxes are located in the Main Office near: Director's Office.

The Emergency Response Boxes are a file folder type boxes. The boxes are clearly labeled and contain vital information needed by the Site Incident Command Team and Public Safety Incident Commander (in the event a public safety incident command post is established). Further assistance can be found in District Administrative Procedure 5000. The following information is stored inside each box:

- Current copy of the Site Emergency Response Plan which should include site evacuation procedures, including staging locations. Also included should be an aerial photo including all **new** structures, electric, gas, water cable, telephone, intrusion and fire alarm shutoffs, classroom numbers, gate openings for vehicles/pedestrians and all fire hydrants that have been added to accommodate these new structures.
- Current map of site or school layout. Map must show **all** buildings, classroom numbers, and evacuation routes.
- Most current blueprint (architectural drawings).
- Current roster of students and staff assigned to the site, as well as issues pertaining to special needs students. These rosters will be in alphabetical order for staff and students. Student roster must be in alphabetical order, divided by grade level and have emergency contact/release information.
- A list of the site's staff skills including language translation, specialized training, and emergency equipment carried in vehicles.
- If available, current student photos on CD-ROM or most recent year book.
- Telephone numbers listed in numerical order for each classroom/building.

Maintenance of the Emergency Response Boxes and their contents is the responsibility of the Site Incident Commander. The Site Incident Commander will work with School Police Services on conducting an inspection during October of each year. The responsibility to inspect and replace information belongs to the site.

SECTION TWO - Emergency Procedures

Site Emergency Evacuation Procedure

Notification

The Site Incident Commander is responsible to notify the Site Incident Command Team when an evacuation is necessary. School Police Services, in coordination with the Site Incident Commander is responsible for activating the evacuation notification procedures for district level personnel. Additional information pertaining to on-site and off-site evacuations can be found in District Emergency Procedures 17.

The signal for evacuation is:

Beeping from fire alarm.

If the primary emergency notification system fails to activate, the secondary notification method will be handheld air horns found in the Emergency Disaster Kit.

If evacuation is required, but an alternative method of notification is required (e.g. a received credible bomb threat), then notification can be made by telephone or runners. This method reduces the level of anxiety and potential panic.

Exiting Buildings

The Site Incident Commander is responsible for ensuring that staff and students are aware of designated exit routes from the building. Appropriate maps and directions are posted near each door to ensure that occupants are aware of the possible exits. Each classroom and department has developed plans for ensuring that all staff/students receive evacuation notification and are moved to a pre-designated evacuation site. All staff will be trained to conduct rapid visual and verbal “sweeps” of their assigned areas to ensure that no one is left behind.

Emergency Evacuation Locations

Primary On-Site Evacuation

When an evacuation is ordered, all staff/students will leave the building via Posted in classrooms and hallway.

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. .
. .
. .

Primary Off-Site Evacuation

In the event that the situation requires a further distance be placed between individuals and the facility, the Site Incident Commander will direct individuals to proceed to Go to Vons Shopping Parking Lot.

Please submit map to School Police Services.

Persons with Disabilities

In emergencies, persons with disabilities may need special assistance in evacuating to the designated location. Each Site Incident Commander is responsible for pre-identification of persons with disabilities who may need assistance and assigning staff to assist them. Persons with disabilities or other staff who may need special assistance in an evacuation situation are responsible for ensuring that their Department Head is aware of their needs for assistance.

Because of the volume of foot traffic that can be expected through stairways and corridors in a building during an evacuation, there must be an area of rescue assistance established aside from the main flow of foot traffic. Such an area must be clearly marked so disabled individuals know where to go for refuge in a critical time. Proper signage for this area is “**Area of Rescue Assistance.**” Evacuation maps will articulate this information.

The responsibility to determine disability needs, assign appropriate staff and ensure proper resources for evacuation and reunification belongs to the following individuals at this site:

Return to Facility

The Site Incident Commander, in consultation with the Public Safety Incident Commander if necessary, will determine when individuals can return to the facility. In the event that staff or students must be released early, the Site Incident Commander must request approval from the Office of the Superintendent. School Police Services should be advised of this information.

same as above.

Site Shelter-In-Place Procedure

Shelter-In-Place generally occurs when evacuating the site is more dangerous than taking shelter inside a building. This generally occurs during natural disasters, severe weather conditions, or health hazards. The following procedure applies to this site. Additional information pertaining to Shelter-in-Place is available in District Emergency Procedure 04.

Notification

The Site Incident Commander is responsible to notify the Site Incident Command Team when a Shelter-In-Place is necessary. School Police Services, in coordination with the Site Incident Commander is responsible for activating the Shelter-In-Place notification procedures for site-level personnel.

The signal for Shelter-In-Place is:

Same as above.

If the primary emergency notification system fails to activate, the secondary notification method will be intercom announcement.

Activation & Deactivation

Quickly direct students and staff inside to the nearest room; do a verbal and visual sweep as you get everyone inside. Shut all doors and windows leading into the room, including interior doors. Doors may be opened for late arrivals if the exterior environment is safe. Take student attendance and report missing or extra students or adults to the office by telephone or e-mail. For environmental emergencies, immediately shut off the air conditioning/heating system, try to seal air vents and gaps under doors and around windows. Monitor your local radio, T.V. or e-mail for updates. Remain in Shelter-in-Place until the "All Clear" notification is given.

Return to Facility

The Site Incident Commander, in consultation with the Public Safety Incident Commander if necessary, will determine when individuals can return to the facility. In the event that staff or students must be released early, the Site Incident Commander must request approval from the Office of the Superintendent. School Police Services should be advised of this information.

same as above

Site Lockdown Procedure

A lockdown is the act of confining students and personnel in a secured location until an emergency or threat (e.g., police activity) is over. You may be required to lockdown your room or facility when a dangerous person or situation is present on or near the site. Additional information pertaining to Lockdown is available in District Emergency Procedure 09.

Notification

The Site Incident Commander is responsible to notify the Site Incident Command Team when a Lockdown is necessary. School Police Services, in coordination with the Site Incident Commander is responsible for activating the Lockdown notification procedures for site-level personnel.

The signal for Lockdown is:

Bell System

If the primary emergency notification system fails to activate, the secondary notification method will be handheld air horns found in the Emergency Disaster Kit.

Activation & Deactivation

Quickly gather students and personnel to the nearest room; do a verbal and visual sweep as you gather everyone inside. Lock all doors and windows, including any interior doors. Close all window coverings to prevent anyone from seeing inside your room. Keep away from doors and windows, be quiet. Take attendance and quietly contact the office to notify them to missing or extra students or adults. If safe to do so, monitor e-mail for updates. If you hear gunfire or if someone tries to enter your room, have everyone "Duck, Cover, and Hold" under desks. Do not open doors or windows. Remain in lockdown until the "All Clear" notification is given.

Return to Facility

The Site Incident Commander, in consultation with the Public Safety Incident Commander if necessary, will determine when individuals can return to the facility. In the event that staff or students must be released early, the Site Incident Commander must request approval from the Office of the Superintendent. School Police Services should be advised of this information.

same as above.

Site Incident Command Team Assignments

Primary	Position	Second Shift
Christine Kuglen	Site Incident Commander	Jeff Grimes
Tony Spitzberg	Liaison Officer	Terri Kurczewski
Tony Spitzberg	Public Information Officer (PIO)	Terri Kurczewski
Tony Spitzberg	Safety Officer	Terri Kurczewski
Tony Spitzberg	Operations Chief	Terri Kurczewski
Keith Fowler	Site Facility Check	Patrick Murphy O'Connor
Keith Fowler	Site Security Leader	Patrick Murphy O'Connor
Lisa Moncrief	Search & Rescue Team Leader	Lisa Smith
Natasha S. Jen Franklin	Search & Rescue/Utility Team 1	Dre Thiltgen Tori Dahlberg
Clara Mendoza	First Aid & Medical Team Leader	Mary Zanolli
Tami Hermann Gaby Badillo	First Aid/Utility Team 1	Tina McGinnis Devon Woodruff
Jennifer Kuebler	Reunification Team Leader	Emily Luscomb
Jennifer Kuebler	Evacuation Area Team Leader	Emily Luscomb
Tina McGinnis	Request Gate Team Leader	Dominique Henry
Tina McGinnis	Release Gate Team Leader	Dominique Henry
Donna Napier	Planning Chief	Gaby Badillo
Donna Napier	Documentation	Gaby Badillo
Donna Napier	Situation Analysis	Gaby Badillo
Donna Napier	Logistics Chief	Gaby Badillo
Donna Napier	Supplies/Facilities/Staffing	Gaby Badillo
Donna Napier	Finance & Administration Chief	Gaby Badillo

Final (not yet approved by board)

Innovations Academy Youth Suicide Prevention Policy

The Governing Board of Innovations Academy recognizes that suicide is a leading cause of death among youth and that an even greater amount of youth consider (17 percent of high school students) and attempt suicide (over 8 percent of high school students) (Centers for Disease Control and Prevention, 2015).

The possibility of suicide and suicidal ideation requires vigilant attention from our school staff. As a result, we are ethically and legally responsible for providing an appropriate and timely response in preventing suicidal ideation, attempts, and deaths. We also must work to create a safe and nurturing campus that minimizes suicidal ideation in students.

Recognizing that it is the duty of the district and schools to protect the health, safety, and welfare of its students, this policy aims to safeguard students and staff against suicide attempts, deaths and other trauma associated with suicide, including ensuring adequate supports for students, staff, and families affected by suicide attempts and loss. As it is known that the emotional wellness of students greatly impacts school attendance and educational success, this policy shall be paired with other policies that support the emotional and behavioral wellness of students.

This policy is based on research and best practices in suicide prevention, and has been adopted with the understanding that suicide prevention activities decrease suicide risk, increase help-seeking behavior, identify those at risk of suicide, and decrease suicidal behaviors. Empirical evidence refutes a common belief that talking about suicide can increase risk or “place the idea in someone’s mind.”

In an attempt to reduce suicidal behavior and its impact on students and families, the Director Christine Kuglen and Counselor, Jennifer Kuebler shall develop strategies for suicide prevention, intervention, and postvention, and the identification of the mental health challenges frequently associated with suicidal thinking and behavior. These strategies shall include professional development for all school personnel in all job categories who regularly interact with students or are in a position to recognize the risk factors and warning signs of suicide, including substitute teachers, volunteers, expanded learning staff (after school) and other individuals in regular contact with students (Special Ed Consultants, Coaches and Enrichment Teachers)

Director Christine Kuglen and Counselor Jennifer Kuebler shall develop and implement preventive strategies and intervention procedures that include the following:

Overall Strategic Plan for Suicide Prevention

Christine Kuglen shall involve school-employed mental health professionals (school counselor, psychologist), Co-Director other school staff members, parents/guardians/caregivers, students, local health agencies and professionals, law enforcement, and community organizations in planning, implementing, and evaluating the district's strategies for suicide prevention and intervention. Districts must work in conjunction with local government agencies, community-based organizations, and other community supports to identify additional resources.

See attachments

To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, IA shall appoint an individual to serve as the suicide prevention point of contact for the IA (Jennifer Kuebler, Counselor). In addition, IA has identified one staff member to serve as the liaison to the IA's suicide prevention point of contact, and coordinate and help implement suicide prevention activities on their specific campus (Tony Spitzberg, Co-Director). This policy shall be reviewed and revised as indicated, at least annually in conjunction with the previously mentioned community stakeholders.

Resources:

The K–12 Toolkit for Mental Health Promotion and Suicide Prevention has been created to help schools comply with and implement AB 2246, the Pupil Suicide Prevention Policies. The Toolkit includes resources for schools as they promote youth mental wellness, intervene in a mental health crisis, and support members of a school community after the loss of someone to suicide.

Additional information about this Toolkit for schools can be accessed on the Heard Alliance Web site at [HYPERLINK "http://www.heardalliance.org/"](http://www.heardalliance.org/) <http://www.heardalliance.org/>.

You can find information about a comprehensive suicide prevention toolkit for schools on the Palo Alto Unified School District Counseling Services Web page at [HYPERLINK "https://www.pausd.org/student-services/counseling-services"](https://www.pausd.org/student-services/counseling-services) <https://www.pausd.org/student-services/counseling-services>

Prevention

Messaging about Suicide Prevention

Messaging about suicide has an effect on suicidal thinking and behaviors. Consequently, Innovations Academy along with its partners has critically reviewed and will continue to review all materials and resources used in awareness efforts to ensure they align with best practices for safe messaging about suicide.

Resources:

For information on public messaging on suicide prevention, see the National Action Alliance for Suicide Prevention Web site at [HYPERLINK](http://suicidepreventionmessaging.actionallianceforsuicideprevention.org/)

"<http://suicidepreventionmessaging.actionallianceforsuicideprevention.org/>"
<http://suicidepreventionmessaging.actionallianceforsuicideprevention.org/>

For information on engaging the media regarding suicide prevention, see the Your Voice Counts Web page at [HYPERLINK](http://resource-center.yourvoicecounts.org/content/making-headlines-guide-engaging-media-suicide-prevention-california-0) "<http://resource-center.yourvoicecounts.org/content/making-headlines-guide-engaging-media-suicide-prevention-california-0>" <http://resource-center.yourvoicecounts.org/content/making-headlines-guide-engaging-media-suicide-prevention-california-0>

For information on how to use social media for suicide prevention, see the Your Voice Counts Web page at [HYPERLINK](http://resource-center.yourvoicecounts.org/content/how-use-social-media) "<http://resource-center.yourvoicecounts.org/content/how-use-social-media>" <http://resource-center.yourvoicecounts.org/content/how-use-social-media>

Suicide Prevention Training and Education

Innovations Academy has carefully reviewed available staff training to ensure it promotes the mental health model of suicide prevention and does not encourage the use of the stress model to explain suicide.

Training shall be provided for all school staff members and other adults on campus (including substitutes and intermittent staff, volunteers, interns, tutors, and coaches).

Training:

At least annually, all staff shall receive training on the risk factors and warning signs of suicide, suicide prevention, intervention, referral, and postvention.

All suicide prevention trainings shall be offered under the direction of school-employed mental health professionals (e.g., school counselors, psychologists, or social workers) who have received advanced training specific to suicide and may benefit from collaboration with one or more county and/or community mental health agencies. Staff training can be adjusted year-to-year based on previous professional development activities and emerging best practices.

At a minimum, all staff shall participate in training on the core components of suicide prevention (identification of suicide risk factors and warning signs, prevention, intervention, referral, and postvention) at the beginning of their employment. Previously employed staff members shall attend a minimum of one-hour general suicide prevention training (See attached). Core components of the general suicide prevention training shall include:

Suicide risk factors, warning signs, and protective factors;

How to talk with a student about thoughts of suicide;

How to respond appropriately to the youth who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and an immediate referral for a suicide risk assessment;

Emphasis on immediately referring (same day) any student who is identified to be at risk of suicide for assessment while staying under constant monitoring by staff member;

Emphasis on reducing stigma associated with mental illness and that early prevention and intervention can drastically reduce the risk of suicide;

Reviewing the data annually to look for any patterns or trends of the prevalence or occurrence of suicide ideation, attempts, or death. Data from the California School Climate, Health, and Learning Survey (Cal-SCHLS) should also be analyzed to identify school climate deficits and drive program development. See the Cal-SCHLS Web site at [HYPERLINK "http://cal-schls.wested.org/"](http://cal-schls.wested.org/) <http://cal-schls.wested.org/>.

In addition to initial orientations to the core components of suicide prevention, ongoing annual staff professional development for all staff should include the following components:

The impact of traumatic stress on emotional and mental health;

Common misconceptions about suicide;

School and community suicide prevention resources;

Appropriate messaging about suicide (correct terminology, safe messaging guidelines);

The factors associated with suicide (risk factors, warning signs, protective factors);

How to identify youth who may be at risk of suicide;

Appropriate ways to interact with a youth who is demonstrating emotional distress or is suicidal. Specifically, how to talk with a student about their thoughts of suicide and (based on district guidelines) how to respond to such thinking; how to talk with a student about thoughts of suicide and appropriately respond and provide support based on district guidelines;

District-approved procedures for responding to suicide risk (including multi-tiered systems of support and referrals). Such procedures should emphasize that the suicidal student should be constantly supervised until a suicide risk assessment is completed;

District-approved procedures for responding to the aftermath of suicidal behavior (suicidal behavior postvention);

Responding after a suicide occurs (suicide postvention);

Resources regarding youth suicide prevention;

Emphasis on stigma reduction and the fact that early prevention and intervention can drastically reduce the risk of suicide;

Emphasis that any student who is identified to be at risk of suicide is to be immediately referred (same day) for assessment while being constantly monitored by a staff member.

The professional development also shall include additional information regarding groups of students judged by the school, and available research, to be at elevated risk for suicide. These groups include, but are not limited to, the following:

Youth affected by suicide;

Youth with a history of suicide ideation or attempts;

Youth with disabilities, mental illness, or substance abuse disorders;

Lesbian, gay, bisexual, transgender, or questioning youth;

Youth experiencing homelessness or in out-of-home settings, such as foster care;

Youth who have suffered traumatic experiences;

Resources:

Youth Mental Health First Aid (YMHFA) teaches a 5-step action plan to offer initial help to young people showing signs of a mental illness or in a crisis, and connect them with the appropriate professional, peer, social, or self-help care. YMHFA is an 8-hour interactive training for youth-serving adults without a mental health background. See the Mental Health First Aid Web page at [HYPERLINK "https://www.mentalhealthfirstaid.org/cs/take-a-course/course-types/youth/"](https://www.mentalhealthfirstaid.org/cs/take-a-course/course-types/youth/)
<https://www.mentalhealthfirstaid.org/cs/take-a-course/course-types/youth/>

Free YMHFA Training is available on the CDE Mental Health Web page at [HYPERLINK "http://www.cde.ca.gov/ls/cg/mh/projectcalwell.asp"](http://www.cde.ca.gov/ls/cg/mh/projectcalwell.asp)
<http://www.cde.ca.gov/ls/cg/mh/projectcalwell.asp>

Question, Persuade, and Refer (QPR) is a gatekeeper training that can be taught online. Just as people trained in cardiopulmonary resuscitation (CPR) and the Heimlich Maneuver help save thousands of lives each year, people trained in QPR learn how to recognize the warning signs of a suicide crisis and how to question, persuade, and refer someone to help. See the QPR Web site at [HYPERLINK "http://www.qprinstitute.com/"](http://www.qprinstitute.com/) <http://www.qprinstitute.com/> SafeTALK is a half-day alertness training that prepares anyone over the age of fifteen, regardless of prior experience or training, to become a suicide-alert helper. See the LivingWorks Web page at [HYPERLINK "https://www.livingworks.net/programs/safetalk/"](https://www.livingworks.net/programs/safetalk/) <https://www.livingworks.net/programs/safetalk/>

Applied Suicide Intervention Skills Training (ASIST) is a two-day interactive workshop in suicide first aid. ASIST teaches participants to recognize when someone may have thoughts of suicide and work with them to create a plan that will support their immediate safety. See the LivingWorks Web page at [HYPERLINK "https://www.livingworks.net/programs/asist/"](https://www.livingworks.net/programs/asist/) <https://www.livingworks.net/programs/asist/>

Kognito At-Risk is an evidence-based series of three online interactive professional development modules designed for use by individuals, schools, districts, and statewide agencies. It includes tools and templates to ensure that the program is easy to disseminate and measures success at the elementary, middle, and high school levels. See the Kognito Web page at [HYPERLINK "https://www.kognito.com/products/pk12/"](https://www.kognito.com/products/pk12/) <https://www.kognito.com/products/pk12/>

Employee Qualifications and Scope of Services

Employees of Innovations Academy must act only within the authorization and scope of their credential or license. While it is expected that school professionals are able to identify suicide risk factors and warning signs, and to prevent the immediate risk of a suicidal behavior, treatment of suicidal ideation is typically beyond the scope of services offered in the school setting. In addition, treatment of the mental health challenges often associated with suicidal thinking typically requires mental health resources beyond what schools are able to provide.

Specialized Staff Training (Assessment)

Additional professional development in suicide risk assessment and crisis intervention shall be provided to mental health professionals (school counselors, psychologists, social workers, and nurses) employed by Innovations Academy.

Resource:

Assessing and Managing Suicide Risk (AMSR) is a one-day training workshop for behavioral health professionals based on the latest research and designed to help participants provide

safer suicide care. See the Suicide Prevention Resource Center Web page at [HYPERLINK "http://www.sprc.org/training-events/amstr"](http://www.sprc.org/training-events/amstr) <http://www.sprc.org/training-events/amstr>

Parents, Guardians, and Caregivers Participation and Education

To the extent possible, parents/guardians/caregivers should be included in all suicide prevention efforts. At a minimum, schools shall share with parents/guardians/caregivers Innovations Academy suicide prevention policy and procedures.

This suicide prevention policy shall be prominently displayed on the Innovations Academy Web page and included in the parent handbook.

Parents/guardians/caregivers should be invited to provide input on the development and implementation of this policy.

All parents/guardians/caregivers should have access to suicide prevention training that addresses the following:

Suicide risk factors, warning signs, and protective factors;

How to talk with a student about thoughts of suicide;

How to respond appropriately to the student who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and referral for an immediate suicide risk assessment.

Resource:

Parents as Partners: A Suicide Prevention Guide for Parents is a booklet that contains useful information for parents/guardians/caregivers who are concerned that their children may be at risk for suicide. It is available from Suicide Awareness Voices of Education (SAVE). See the SAVE Web page at [HYPERLINK "https://www.save.org/product/parents-as-partners/"](https://www.save.org/product/parents-as-partners/) <https://www.save.org/product/parents-as-partners/>

Student Participation and Education

Innovations Academy has carefully reviewed available student curricula to ensure it promotes the mental health model of suicide prevention and does not encourage the use of the stress model to explain suicide.

Under the supervision of school-employed mental health professionals, and following consultation with county and community mental health agencies, students shall**:

Receive developmentally appropriate, student-centered education about the warning signs of mental health challenges and emotional distress;

Receive developmentally appropriate guidance regarding the district's suicide prevention, intervention, and referral procedures.

The content of the education shall include:

Coping strategies for dealing with stress and trauma;

How to recognize behaviors (warning signs) and life issues (risk factors) associated with suicide and mental health issues in oneself and others;

Help-seeking strategies for oneself and others, including how to engage school-based and community resources and refer peers for help;

Emphasis on reducing the stigma associated with mental illness and the fact that early prevention and intervention can drastically reduce the risk of suicide.

Student-focused suicide prevention education can be incorporated into classroom curricula (e.g., health classes, freshman orientation classes, science, and physical education).

Innovations Academy will support the creation and implementation of programs and/or activities on campus that raise awareness about mental wellness and suicide prevention (e.g., Mental Health Awareness Weeks, Peer Counseling Programs, Freshman Success Programs, and National Alliance on Mental Illness on Campus High School Clubs).

Resources:

More Than Sad is school-ready and evidence-based training material, listed on the national Suicide Prevention Resource Center's best practices list, specifically designed for teen-level suicide prevention. See the American Foundation for Suicide Prevention Web page at HYPERLINK "<https://afsp.org/our-work/education/more-than-sad/>" <https://afsp.org/our-work/education/more-than-sad/>

Break Free from Depression (BFFD) is a 4-module curriculum focused on increasing awareness about adolescent depression and designed for use in high school classrooms. See the Boston Children's Hospital Web page at HYPERLINK "<http://www.childrenshospital.org/breakfree>" <http://www.childrenshospital.org/breakfree>

Coping and Support Training (CAST) is an evidence-based life-skills training and social support program to help at-risk youth. See the Reconnecting Youth Inc. Web page at HYPERLINK "<http://www.reconnectingyouth.com/programs/cast/>" <http://www.reconnectingyouth.com/programs/cast/>

Students Mobilizing Awareness and Reducing Tragedies (SMART) is a program comprised of student-led groups in high schools designed to give students the freedom to implement a suicide prevention on their campus that best fits their school's needs. See the SAVE Web page at [HYPERLINK "https://www.save.org/what-we-do/education/smart-schools-program-2/"](https://www.save.org/what-we-do/education/smart-schools-program-2/)
<https://www.save.org/what-we-do/education/smart-schools-program-2/>

Linking Education and Awareness for Depression and Suicide (LEADS) for Youth is a school-based suicide prevention curriculum designed for high schools and educators that links depression awareness and secondary suicide prevention. LEADS for Youth is an informative and interactive opportunity for students and teachers to increase knowledge and awareness of depression and suicide. See the SAVE Web page at [HYPERLINK "https://www.save.org/what-we-do/education/leads-for-youth-program/"](https://www.save.org/what-we-do/education/leads-for-youth-program/) <https://www.save.org/what-we-do/education/leads-for-youth-program/>

Intervention, Assessment, Referral

Staff

Two Innovations Academy staff members (Jennifer Kuebler, Counselor and Tony Spitzberg, Co-Director) who have received advanced training in suicide intervention shall be designated as the primary and secondary suicide prevention liaisons. Whenever a staff member suspects or has knowledge of a student's suicidal intentions, they shall promptly notify the primary designated suicide prevention liaison. If this primary suicide prevention liaison is unavailable, the staff shall promptly notify the secondary suicide prevention liaison.

Under normal circumstances, the primary and/or secondary contact persons shall notify the principal, another school administrator, school psychologist or school counselor, if different from the primary and secondary contact persons. The names, titles, and contact information of multi-disciplinary crisis team members shall be distributed to all students, staff, parents/guardians/caregivers and be prominently available on school and district Web sites. Jennifer Kuebler, Counselor and Tony Spitzberg, Co-Director.

The principal, another school administrator, school counselor, school psychologist, social worker, or nurse shall then notify, if appropriate and in the best interest of the student, the student's parents/guardians/caregivers as soon as possible and shall refer the student to mental health resources in the school or community. Determination of notification to parents/guardians/caregivers should follow a formal initial assessment to ensure that the student is not endangered by parental notification.

If the student is in imminent danger (has access to a gun, is on a rooftop, or in other unsafe conditions), a call shall be made to 911.

Whenever a staff member suspects or has knowledge of a student's suicidal intentions, they shall promptly notify the primary or secondary suicide prevention liaisons.

Students experiencing suicidal ideation shall not be left unsupervised.

A referral process should be prominently disseminated to all staff members, so they know how to respond to a crisis and are knowledgeable about the school and community-based resources.

The Superintendent or Designee shall establish crisis intervention procedures to ensure student safety and appropriate communications if a suicide occurs or an attempt is made by a student or adult on campus or at a school-sponsored activity.

Parents, Guardians, and Caregivers

A referral process should be prominently disseminated to all parents/guardians/caregivers, so they know how to respond to a crisis and are knowledgeable about the school and community-based resources.

Students

Students shall be encouraged to notify a staff member when they are experiencing emotional distress or suicidal ideation, or when they suspect or have knowledge of another student's emotional distress, suicidal ideation, or attempt. (LEA to include crisis intervention procedures, including counseling and other support systems).

Parental Notification and Involvement

Innovations Academy shall identify a process to ensure continuing care for the student identified to be at risk of suicide. The following steps should be followed to ensure continuity of care:

After a referral is made for a student, school staff shall verify with the parent/guardian/caregiver that follow-up treatment has been accessed. Parents/guardians/caregivers will be required to provide documentation of care for the student.

If parents/guardians/caregivers refuse or neglect to access treatment for a student who has been identified to be at-risk for suicide or in emotion

Receive developmentally appropriate, student-centered education about the warning signs of mental health challenges and emotional distress;

Receive developmentally appropriate guidance regarding the district's suicide prevention, intervention, and referral procedures.

The content of the education shall include:

Coping strategies for dealing with stress and trauma;

How to recognize behaviors (warning signs) and life issues (risk factors) associated with suicide and mental health issues in oneself and others;

Help-seeking strategies for oneself and others, including how to engage school-based and community resources and refer peers for help;

Emphasis on reducing the stigma associated with mental illness and the fact that early prevention and intervention can drastically reduce the risk of suicide.

Student-focused suicide prevention education can be incorporated into classroom curricula (e.g., health classes, freshman orientation classes, science, and physical education).

Innovations Academy will support the creation and implementation of programs and/or activities on campus that raise awareness about mental wellness and suicide prevention (e.g., Mental Health Awareness Weeks, Peer Counseling Programs, Freshman Success Programs, and National Alliance on Mental Illness on Campus High School Clubs).

Resources:

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Students Mobilizing Awareness and Reducing Tragedies (SMART) is a program comprised of student-led groups in high schools designed to give students the freedom to implement a

suicide prevention on their campus that best fits that distress, the suicide point of contact (or other appropriate school staff member) will meet with the parents/guardians/caregivers to identify barriers to treatment (e.g., cultural stigma, financial issues) and work to rectify the situation and build understanding of the importance of care. If follow-up care for the student is still not provided, school staff should consider contacting Child Protective Services (CPS) to report neglect of the youth. (858-694-5141).

Action Plan for In-School Suicide Attempts

If a suicide attempt is made during the school day on campus, it is important to remember that the health and safety of the student and those around him/her is critical. The following steps should be implemented:

Remain calm, remember the student is overwhelmed, confused, and emotionally distressed;

Move all other students out of the immediate area;

Immediately contact the administrator or suicide prevention liaison;

Call 911 and give them as much information about any suicide note, medications taken, and access to weapons, if applicable;

If needed, provide medical first aid until a medical professional is available;

Parents/guardians/caregivers should be contacted as soon as possible;

Do not send the student away or leave them alone, even if they need to go to the restroom;

Listen and prompt the student to talk;

Review options and resources of people who can help;

Be comfortable with moments of silence as you and the student will need time to process the situation;

Provide comfort to the student;

Promise privacy and help, and be respectful, but do not promise confidentiality;

Student should only be released to parents/guardians/caregivers or to a person who is qualified and trained to provide help.

Action Plan for Out-of-School Suicide Attempts

If a suicide attempt by a student is outside of Innovations Academy property, it is crucial that the LEA protects the privacy of the student and maintain a confidential record of the actions taken to intervene, support, and protect the student. The following steps should be implemented:

Contact the parents/guardians/caregivers and offer support to the family;

Discuss with the family how they would like the school to respond to the attempt while minimizing widespread rumors among teachers, staff, and students;

Obtain permission from the parents/guardians/caregivers to share information to ensure the facts regarding the crisis is correct;

Designate a staff member to handle media requests;

Provide care and determine appropriate support to affected students;

Offer to the student and parents/guardians/caregivers steps for re-integration to school.

Supporting Students after a Mental Health Crisis

It is crucial that careful steps are taken to help provide the mental health support for the student and to monitor their actions for any signs of suicide. The following steps should be implemented after the crisis has happened:

Treat every threat with seriousness and approach with a calm manner; make the student a priority;

Listen actively and non-judgmental to the student. Let the student express his or her feelings;

Acknowledge the feelings and do not argue with the student;

Offer hope and let the student know they are safe and that help is provided. Do not promise confidentiality or cause stress;

Explain calmly and get the student to a trained professional, guidance counselor, or designated staff to further support the student;

Keep close contact with the parents/guardians/caregivers and mental health professionals working with the student.

Re-Entry to School After a Suicide Attempt

A student who threatened or attempted suicide is at a higher risk for suicide in the months following the crisis. Having a streamlined and well planned re-entry process ensures the safety and wellbeing of students who have previously attempted suicide and reduces the risk of another attempt. An appropriate re-entry process is an important component of suicide prevention. Involving students in planning for their return to school provides them with a sense of control, personal responsibility, and empowerment.

The following steps shall be implemented upon re-entry:

Obtain a written release of information signed by parents/guardians/caregivers and providers;

Confer with student and parents/guardians/caregivers about any specific requests on how to handle the situation;

Inform the student's teachers about possible days of absences;

Allow accommodations for student to make up work (be understanding that missed assignments may add stress to student);

Mental health professionals or trusted staff members should maintain ongoing contact to monitor student's actions and mood;

Work with parents/guardians/caregivers to involve the student in an aftercare plan.

Resource:

The School Reentry for a Student Who Has Attempted Suicide or Made Serious Suicidal Threats is a guide that will assist in school re-entry for students after an attempted suicide. See the Mental Health Recovery Services Resource Web page at [HYPERLINK "http://www.mhrsonline.org/resources/suicide%5Cattempted_suicide_resources_for_schools-9/"](http://www.mhrsonline.org/resources/suicide%5Cattempted_suicide_resources_for_schools-9/)
http://www.mhrsonline.org/resources/suicide%5Cattempted_suicide_resources_for_schools-9/

Responding After a Suicide Death (Postvention)

A death by suicide in the school community (whether by a student or staff member) can have devastating consequences on students and staff. Therefore, it is vital that we are prepared ahead of time in the event of such a tragedy. Christine Kuglen, Director and Jennifer Kuebler, Counselor for Innovations Academy shall ensure that each school site adopts an action plan for responding to a suicide death as part of the general Crisis Response Plan. The Suicide Death Response Action Plan (Suicide Postvention Response Plan) needs to incorporate both immediate and long-term steps and objectives.

Suicide Postvention Response Plan shall:

Identify a staff member to confirm death and cause (Christine Kuglen);

Identify a staff member to contact deceased's family (within 24 hours);

Enact the Suicide Postvention Response Plan, include an initial meeting of the district/school Suicide Postvention Response Team;

Notify all staff members (ideally in-person or via phone, not via e-mail or mass notification).

Coordinate an all-staff meeting, to include:

Notification (if not already conducted) to staff about suicide death;

Emotional support and resources available to staff;

Notification to students about suicide death and the availability of support services (if this is the protocol that is decided by administration);

Share information that is relevant and that which you have permission to disclose.

Prepare staff to respond to needs of students regarding the following:

Review of protocols for referring students for support/assessment;

Talking points for staff to notify students;

Resources available to students (on and off campus).

Identify students significantly affected by suicide death and other students at risk of imitative behavior;

Identify students affected by suicide death but not at risk of imitative behavior;

Communicate with the larger school community about the suicide death;

Consider funeral arrangements for family and school community;

Respond to memorial requests in respectful and non-harmful manner; responses should be handed in a thoughtful way and their impact on other students should be considered;

Identify media spokesperson skilled to cover story without the use of explicit, graphic, or dramatic content (go to the Reporting on Suicide.Org Web site at [HYPERLINK "http://www.reportingonsuicide.org" www.reportingonsuicide.org](http://www.reportingonsuicide.org)). Research has proven that sensationalized media coverage can lead to contagious suicidal behaviors.

Utilize and respond to social media outlets:

Identify what platforms students are using to respond to suicide death

Identify/train staff and students to monitor social media outlets

Include long-term suicide postvention responses:

Consider important dates (i.e., anniversary of death, deceased birthday, graduation, or other significant event) and how these will be addressed

Support siblings, close friends, teachers, and/or students of deceased

Consider long-term memorials and how they may impact students who are emotionally vulnerable and at risk of suicide

Resources:

After a Suicide: A Toolkit for School is a comprehensive guide that will assist schools on what to do if a suicide death takes place in the school community. See the Suicide Prevention Resource Center Web page at [HYPERLINK "http://www.sprc.org/comprehensive-approach/postvention"](http://www.sprc.org/comprehensive-approach/postvention)
<http://www.sprc.org/comprehensive-approach/postvention>

Help & Hope for Survivors of Suicide Loss is a guide to help those during the bereavement process and who were greatly affected by the death of a suicide. See the Suicide Prevention Resource Center Web page at [HYPERLINK "http://www.sprc.org/resources-programs/help-hope-survivors-suicide-loss"](http://www.sprc.org/resources-programs/help-hope-survivors-suicide-loss)
<http://www.sprc.org/resources-programs/help-hope-survivors-suicide-loss>

For additional information on suicide prevention, intervention, and postvention, see the Mental Health Recovery Services Model Protocol Web page at [HYPERLINK "http://www.mhrsonline.org/resources/suicide%5Cattempted_suicide_resources_for_schools-9/"](http://www.mhrsonline.org/resources/suicide%5Cattempted_suicide_resources_for_schools-9/)
http://www.mhrsonline.org/resources/suicide%5Cattempted_suicide_resources_for_schools-9/

Information on school climate and school safety is available on the CDE Safe Schools Planning Web page at [HYPERLINK "http://www.cde.ca.gov/ls/ss/vp/safeschlplanning.asp"](http://www.cde.ca.gov/ls/ss/vp/safeschlplanning.asp)
<http://www.cde.ca.gov/ls/ss/vp/safeschlplanning.asp>

Additional resources regarding student mental health needs can be found in the SSPI letter Responding to Student Mental Health Needs in School Safety Planning at [HYPERLINK "http://www.cde.ca.gov/nr/el/le/yr14ltr0212.asp"](http://www.cde.ca.gov/nr/el/le/yr14ltr0212.asp)
<http://www.cde.ca.gov/nr/el/le/yr14ltr0212.asp>. **Note:** This model policy is considered exemplary and is not prescriptive, per *EC* Section 33308.5:

Program guidelines issued by the State Department of Education shall be designed to serve as a model or example, and shall not be prescriptive. Program guidelines issued by the department shall include written notification that the guidelines are merely exemplary, and that compliance with the guidelines is not mandatory.

The Superintendent of Public Instruction shall review all program guidelines prepared by the State Department of Education prior to issuance to local education agencies. The superintendent shall approve the proposed guidelines only if he or she determines that all of the following conditions are met:

The guidelines are necessary.

The department has the authority to issue the guidelines.

The guidelines are clear and appropriately referenced to, and consistent with, existing statutes and regulations.

Template provided by California Department of Education, Posted 05/09/2017 and revised by Jennifer Kuebler 8/17

2017-18 P-1 Revised Budget Narrative

Innovations Academy Charter Revised Budget Overview

The 2017-18 revised budget assumes enrollment of 369 students with an Average Daily Attendance Rate (ADA) of 96% or 354.24 ADA.

Staffing:

- 1 Director
- 1 Assistant Principal
- 26.5 FTE Certificated Staff (including SPED)
- 17 FTE Instructional Aide (includes PT & hourly)
- 2 FTE Classified Support Staff (Attendance, Office support)
- 3 FTE Program Support (MFT, Behavior support, OT)
- 1 FTE Assistant Director/Office Manager

Revenues

The 2017-18 revised budget assumes revenues of \$3,591,685 of which \$3,052,645 falls under the Local Control Funding Formula—LCFF (State Aid, EPA, & In-lieu Property Tax). The remaining \$539,040 is comprised of NCLB—Title I/II, State Lottery, State Mandates, SPED revenues and local contributions.

Expenses

Employer rates for Medical Benefits, Unemployment Insurance, & Workers Compensation have been updated to reflect 2017-18 changes. The Employer portion of STRS rates is 14.43%.

- Certificated Salaries--\$1,529,005
- Classified Salaries---\$576,185
- Benefits--\$595,809

Total personnel cost is \$2,700,999 which is 78% of total Expenses

- Program/Instructional expenditures \$114,748
- Operating expenditures \$656,409
- *Estimated deficit of (\$46,864) with a projected ending fund balance \$1,610,841

**\$46,864 from general fund reserves to cover excess expenditures.*

Innovations Academy
Student Input
Budget, 2017-18

	2017-18	2018-19	2019-20	2020-21	2021-22
Kindergarten	35.5	57.6	57.6	57.6	57.6
Grade 1	44.2	35.5	57.6	57.6	57.6
Grade 2	42.2	44.2	35.5	57.6	57.6
Grade 3	48.0	42.2	44.2	35.5	57.6
Grade 4	42.2	48.0	42.2	44.2	35.5
Grade 5	35.5	42.2	48.0	42.2	44.2
Grade 6	25.0	35.5	42.2	48.0	42.2
Grade 7	40.3	25.0	35.5	42.2	48.0
Grade 8	41.3	40.3	25.0	35.5	42.2
Grade 9					
Grade 10					
Grade 11					
Grade 12					
Other Enrollment (Grade 12+, etc.)					
Average Overall Daily Attendance	354.2	370.6	387.8	420.5	442.6

Average Daily Attendance by Grade Range

ADA Grades K-3	169.92	179.52	194.88	208.32	230.40
ADA Grades 4-6	102.72	125.76	132.48	134.40	121.92
ADA Grades 7-8	81.60	65.28	60.48	77.76	90.24
ADA Grades 9-12	-				
Average Overall Daily Attendance	354.24	370.56	387.84	420.48	442.56

Unduplicated Pupil Count					
Prior Year P2 ADA	380.00	354.24	370.56	387.84	420.48
Total FTEs Needed	14	15	16	17	18

INNOVATIONS ACADEMY			
Account Description	2017-18 Board Approved Budget	P-1 2017-18 Revised Budget	Variance \$
Revenue Limit	\$3,052,645	\$2,787,988	(\$264,657)
Federal Revenue	\$84,185	\$159,587	\$75,402
Other State Revenue	\$132,772	\$132,772	-
Local Revenue	\$322,084	\$352,183	\$30,099
Total Revenue	\$3,591,686	\$3,432,530	(\$159,156)
Certificated Salaries	\$1,447,800	\$1,529,005	\$81,205
Classified Salaries	\$568,538	\$576,185	\$7,647
Employee Benefits	\$622,233	\$595,809	(\$26,424)
Total Personnel Expenses	\$2,638,571	\$2,700,999	\$62,428
Books and Supplies	\$144,423	\$114,748	(\$29,675)
Services & Other Operating	\$713,007	\$656,409	(\$56,598)
Capital Outlay	\$7,238	\$7,238	-
Other Outgo	-	-	-
Total Operational Expenses	\$864,668	\$778,395	(\$86,273)
Total Expenses	\$3,503,239	\$3,479,394	(\$23,845)
Net Income	\$88,447	(\$46,864)	(\$135,311)

#students	404	369	-35
ada	387.8	354.24	-33.56

Budget Summary

Innovations Academy
Budget Summary
Budget, 2017-18

SACS Code Description		2017-18	2018-19	2019-20	2020-21	2021-22
Revenue						
	State	2,920,760	3,087,595	3,316,163	3,738,899	3,945,592
	Federal	159,587	163,576	167,800	175,778	181,175
	Local	352,183	360,488	369,498	386,345	398,246
Total Revenue		\$ 3,432,530	\$ 3,611,659	\$ 3,853,461	\$ 4,301,023	\$ 4,525,014
Expenses						
1000	Certificated Salaries	1,529,005	1,529,005	1,529,005	1,529,005	1,529,005
2000	Classified Salaries	576,185	576,185	576,185	576,185	576,185
3000	Benefits	595,809	643,448	671,924	686,855	700,708
4000	Books and Supplies	114,748	123,864	133,347	148,863	160,989
5000	Services and Other Operating Expenses	656,409	708,580	762,778	851,929	920,368
6000	Capital Outlay	7,238	7,813	8,434	9,104	9,827
7000	Other Outgoing					
Total Expenses		\$ 3,479,394	\$ 3,588,895	\$ 3,681,673	\$ 3,801,941	\$ 3,897,081
Surplus / (Deficit)		\$ (46,864)	\$ 22,764	\$ 171,788	\$ 499,082	\$ 627,932
As a % of LCFF revenue		-1.68%	0.76%	5.31%	13.66%	16.29%
As a % of Total expenses		-1.35%	0.63%	4.67%	13.13%	16.11%
Beginning Balance		1,657,705	1,610,841	1,633,604	1,805,392	2,304,474
Ending Balance		\$ 1,610,841	\$ 1,633,604	\$ 1,805,392	\$ 2,304,474	\$ 2,932,406
As a % of Total expenses		46.30%	45.52%	49.04%	60.61%	75.25%
Saved for Reserve		\$50,000	\$50,000	\$50,000	\$50,000	\$50,000
Saved for Uncertainty		-\$96,864	-\$27,236	\$121,788	\$449,082	\$577,932

Innovations Academy
Expenses Summary
Budget, 2017-18

SACS SACS OI Code Description		2017-18	2018-19	2019-20	2020-21	2021-22
Certificated Salaries						
1100	Teachers' Salaries	1,179,000	1,179,000	1,179,000	1,179,000	1,179,000
1105	Teachers' Stipends					
1120	Substitute Expense	-	-			
1200	Certificated Pupil Support Salaries	84,800	84,800	84,800	84,800	84,800
1300	Certificated Supervisor and Administrator Salaries	188,000	188,000	188,000	188,000	188,000
1305	Certificated Supervisor and Administrator Bonuses					
1900	Other Certificated Salaries	77,205	77,205	77,205	77,205	77,205
1000	Subtotal	\$ 1,529,005	\$ 1,529,005	\$ 1,529,005	\$ 1,529,005	\$ 1,529,005

Classified Salaries						
2100	Instructional Aide Salaries	362,800	362,800	362,800	362,800	362,800
2105	Instructional Aide Stipends					
2200	Classified Support Salaries	70,000	70,000	70,000	70,000	70,000
2210	Classified Support Overtime					
2300	Classified Supervisor and Administrator Salaries	68,000	68,000	68,000	68,000	68,000
2400	Clerical, Technical, and Office Staff Salaries	75,385	75,385	75,385	75,385	75,385
2410	Clerical, Technical, and Office Staff Overtime					
2900	Other Classified Salaries	-	-	-	-	-
2000	Subtotal	\$ 576,185	\$ 576,185	\$ 576,185	\$ 576,185	\$ 576,185

Employee Benefits						
3101	State Teachers' Retirement System, certificated positions	222,110.89	250,586.64	279,062.40	293,992.93	307,846.00
3202	Public Employees' Retirement System, classified positions	-	-	-	-	-
3313	OASDI	35,089.52	35,089.52	35,089.52	35,089.52	35,089.52
3323	Medicare	30,525.26	30,525.26	30,525.26	30,525.26	30,525.26
3403	Health & Welfare Benefits	229,959.60	249,122.90	249,122.90	249,122.90	249,122.90
3503	State Unemployment Insurance	33,915.00	33,915.00	33,915.00	33,915.00	33,915.00
3603	Worker Compensation Insurance	44,208.99	44,208.99	44,208.99	44,208.99	44,208.99
3903	Other Benefits	-	-	-	-	-
3000	Subtotal	\$ 595,809.25	\$ 643,448.31	\$ 671,924.06	\$ 686,854.60	\$ 700,707.67

Total Personnel Expenses		\$ 2,700,999	\$ 2,748,638	\$ 2,777,114	\$ 2,792,045	\$ 2,805,898
		78%	77%	75%	73%	72%

Books and Supplies						
4100	Approved Textbooks and Core Curricula Materials	13,029	14,064	15,141	16,903	18,279

Expenses Summary

**Innovations Academy
Expenses Summary
Budget, 2017-18**

SACS SACS Obj Code Description	2017-18	2018-19	2019-20	2020-21	2021-22
4200 Books and Other Reference Materials	6,679	7,210	7,762	8,665	9,370
4300 Materials and Supplies	13,752	14,844	15,981	17,841	19,294
4315 Classroom Materials and Supplies	46,288	49,965	53,791	60,050	64,941
4400 Noncapitalized Equipment	10,000	10,794	11,621	12,973	14,030
4430 Noncapitalized Student Equipment	25,000	26,986	29,052	32,433	35,074
4700 Food and Food Supplies	-	-	-	-	-
4000 Subtotal	\$ 114,748	\$ 123,864	\$ 133,347	\$ 148,863	\$ 160,989
	3%	3%	4%	4%	4%

Services and Other Operating Expenses

5200 Travel and Conferences	10,000	10,794	11,621	12,973	14,030
5210 Training and Development Expense	17,091	18,449	19,861	22,172	23,978
5300 Dues and Memberships	12,600	13,601	14,642	16,346	17,678
5400 Insurance	29,095	31,406	33,811	37,745	40,820
5500 Operation and Housekeeping Services/Supplies	15,000	16,192	17,431	19,460	21,045
5501 Utilities	-	-	-	-	-
5505 Student Transportation	-	-	-	-	-
5600 Space Rental/Leases Expense	136,260	147,085	158,346	176,771	191,170
5601 Building Maintenance	661	714	768	858	927
5602 Other Space Rental	1,500	1,619	1,743	1,946	2,104
5605 Equipment Rental/Lease Expense	14,476	15,626	16,822	18,780	20,310
5610 Equipment Repair	2,500	2,699	2,905	3,243	3,507
5800 Professional/Consulting Services and Operating Expenses	20,638	22,277	23,983	26,774	28,955
5803 Banking and Payroll Fees	12,000	12,953	13,945	15,568	16,836
5805 Legal Fees	12,500	13,493	14,526	16,216	17,537
5806 Audit Services	11,500	12,414	13,364	14,919	16,134
5810 Educational Consultants	186,925	201,774	217,223	242,499	262,252
5811 Student Transportation (bus passes) /Field Trips/Activities	60,000	64,766	69,725	77,838	84,179
5815 Advertising/Recruiting	5,000	5,397	5,810	6,487	7,015
5820 Fundraising Expense	3,000	3,238	3,486	3,892	4,209
5873 Financial Services	60,000	64,766	69,725	77,838	84,179
5875 District Oversight Fees	27,880	30,121	32,372	36,535	38,555
5877 IT Services	3,500	3,778	4,067	4,541	4,910
5890 Interest Expense / Misc. Fees	1,058	1,142	1,229	1,373	1,484
5899 CMO Management Fees	-	-	-	-	-
5900 Communications	13,225	14,276	15,369	17,157	18,554

Expenses Summary

**Innovations Academy
Expenses Summary
Budget, 2017-18**

SACS SACS Obj Code Description		2017-18	2018-19	2019-20	2020-21	2021-22
5999	Expenses Suspense	-	-	-	-	-
5000	Subtotal	\$ 656,409 19%	\$ 708,580 20%	\$ 762,778 21%	\$ 851,929 22%	\$ 920,368 24%
Capital Outlay						
6900	Depreciation Expense	7,238	7,813	8,434	9,104	9,827
6000	Subtotal	\$ 7,238	\$ 7,813	\$ 8,434	\$ 9,104	\$ 9,827
Other Outgoing						
7000	Miscellaneous Expense	-	-	-	-	-
7141	Sped Encroachment	-	-	-	-	-
7438	Debt Service - Interest	-	-	-	-	-
7500	District Oversight Fee	-	-	-	-	-
7000	Subtotal	-	-	-	-	-
Total Non-Personnel Expenses		\$ 778,395	\$ 840,257	\$ 904,559	\$ 1,009,896	\$ 1,091,184
Total Expenses		\$ 3,479,394	\$ 3,588,895	\$ 3,681,673	\$ 3,801,941	\$ 3,897,081

LCFF Calculator Universal Assumptions
Innovations Academy (118083)

Summary of Funding									
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Target Components:									
Base Grant	2,264,885	2,349,443	2,520,351	2,684,916	2,585,663	2,758,381	2,952,285	3,286,099	3,459,333
Grade Span Adjustment	86,692	101,448	127,243	133,567	127,100	137,153	152,396	167,073	184,781
Supplemental Grant	137,755	140,338	146,995	155,749	151,752	167,362	180,072	200,284	211,359
Concentration Grant	-	-	-	-	-	-	-	-	-
Add-ons	-	-	-	-	-	-	-	-	-
Total Target	2,489,332	2,591,229	2,794,589	2,974,232	2,864,515	3,062,896	3,284,753	3,653,456	3,855,473
Transition Components:									
Target	\$ 2,489,332	\$ 2,591,229	\$ 2,794,589	\$ 2,974,232	\$ 2,864,515	\$ 3,062,896	\$ 3,284,753	\$ 3,653,456	\$ 3,855,473
Funded Based on Target Formula (based on prior year P-2 certification)	FALSE	FALSE	FALSE	FALSE	FALSE	FALSE	FALSE	FALSE	TRUE
Floor	1,934,816	2,059,488	2,355,242	2,747,405	2,729,808	2,912,978	3,149,068	3,503,278	3,841,368
Remaining Need after Gap (informational only)	487,965	371,367	208,437	99,630	76,527	50,792	47,598	-	-
Current Year Gap Funding	66,551	160,374	230,910	127,197	58,180	99,126	88,087	150,178	-
Miscellaneous Adjustments	-	-	-	-	-	-	-	-	-
Economic Recovery Target	-	-	-	-	-	-	-	-	-
Additional State Aid	-	-	-	-	-	-	-	-	-
Total Phase-In Entitlement	\$ 2,001,367	\$ 2,219,862	\$ 2,586,152	\$ 2,874,602	\$ 2,787,988	\$ 3,012,104	\$ 3,237,155	\$ 3,653,456	\$ 3,855,473

Components of LCFF By Object Code										
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
8011 - State Aid	\$ 60,163	\$ 354,614	\$ 505,188	\$ 671,365	\$ 781,964	\$ 847,699	\$ 982,424	\$ 1,112,827	\$ 1,350,348	\$ 1,431,426
8011 - Fair Share	-	-	-	-	-	-	-	-	-	-
8311 & 8590 - Categoricals	268,657	-	-	-	-	-	-	-	-	-
EPA (for LCFF Calculation purposes)	355,015	351,582	283,297	182,033	74,712	70,848	74,112	77,568	84,096	88,512
Local Revenue Sources:										
8021 to 8089 - Property Taxes	-	-	-	-	-	-	-	-	-	-
8096 - In-Lieu of Property Taxes	1,234,790	1,295,171	1,431,377	1,732,754	2,017,926	1,869,441	1,955,567	2,046,760	2,219,012	2,335,535
Property Taxes net of in-lieu	-	-	-	-	-	-	-	-	-	-
TOTAL FUNDING	\$ 1,918,625	\$ 2,001,367	\$ 2,219,862	\$ 2,586,152	\$ 2,874,602	\$ 2,787,988	\$ 3,012,104	\$ 3,237,155	\$ 3,653,456	\$ 3,855,473
Basic Aid Status										
Less: Excess Taxes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Less: EPA in Excess to LCFF Funding	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Phase-In Entitlement	\$ 2,001,367	\$ 2,219,862	\$ 2,586,152	\$ 2,874,602	\$ 2,787,988	\$ 3,012,104	\$ 3,237,155	\$ 3,653,456	\$ 3,855,473	
8012 - EPA Receipts (for budget & cashflow)	\$ 352,986	\$ 350,454	\$ 313,377	\$ 155,110	\$ 74,712	\$ 70,848	\$ 74,112	\$ 77,568	\$ 84,096	\$ 88,512

Summary of Student Population									
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Unduplicated Pupil Population									
Agency Unduplicated Pupil Count	99.00	98.00	92.00	112.00	107.01	111.94	117.16	127.02	133.69
COE Unduplicated Pupil Count	-	-	-	-	-	-	-	-	-
Total Unduplicated pupil Count	99.00	98.00	92.00	112.00	107.01	111.94	117.16	127.02	133.69
Rolling %, Supplemental Grant	29.2900%	28.6300%	27.7600%	27.6300%	27.9700%	28.9000%	29.0000%	29.0000%	29.0000%
Rolling %, Concentration Grant	29.2900%	28.6300%	27.7600%	27.6300%	27.9700%	28.9000%	29.0000%	29.0000%	29.0000%
FUNDED ADA									
Adjusted Base Grant ADA									
Grades TK-3	119.74	139.16	172.65	181.23	169.92	179.52	194.88	208.32	230.40
Grades 4-6	125.44	122.65	107.49	105.40	102.72	125.76	132.48	134.40	121.92
Grades 7-8	75.33	68.37	70.88	86.93	81.60	65.28	60.48	77.76	90.24
Grades 9-12	-	-	-	-	-	-	-	-	-
Total Adjusted Base Grant ADA	320.51	330.18	351.02	373.56	354.24	370.56	387.84	420.48	442.56
Necessary Small School ADA									
Grades TK-3	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-
Total Necessary Small School ADA	-	-	-	-	-	-	-	-	-
Total Funded ADA	320.51	330.18	351.02	373.56	354.24	370.56	387.84	420.48	442.56

LCFF Calculator Universal Assumptions									
Innovations Academy (118083)									
Summary of Funding									
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Target Components:									
Base Grant	2,264,885	2,349,443	2,520,351	2,684,916	2,585,663	2,758,381	2,952,285	3,286,099	3,459,333
Grade Span Adjustment	86,692	101,448	127,243	133,567	127,100	137,153	152,396	167,073	184,781
Supplemental Grant	137,755	140,338	146,995	155,749	151,752	167,362	180,072	200,284	211,359
Concentration Grant	-	-	-	-	-	-	-	-	-
Add-ons	-	-	-	-	-	-	-	-	-
Total Target	2,489,332	2,591,229	2,794,589	2,974,232	2,864,515	3,062,896	3,284,753	3,653,456	3,855,473
Transition Components:									
Target	\$ 2,489,332	\$ 2,591,229	\$ 2,794,589	\$ 2,974,232	\$ 2,864,515	\$ 3,062,896	\$ 3,284,753	\$ 3,653,456	\$ 3,855,473
Funded Based on Target Formula (based on prior year P-2 certification)	FALSE	FALSE	FALSE	FALSE	FALSE	FALSE	FALSE	FALSE	TRUE
Floor	1,934,816	2,059,488	2,355,242	2,747,405	2,729,808	2,912,978	3,149,068	3,503,278	3,841,368
<i>Remaining Need after Gap (informational only)</i>	<i>487,965</i>	<i>371,367</i>	<i>208,437</i>	<i>99,630</i>	<i>76,527</i>	<i>50,792</i>	<i>47,598</i>	-	-
Current Year Gap Funding	66,551	160,374	230,910	127,197	58,180	99,126	88,087	150,178	-
Miscellaneous Adjustments	-	-	-	-	-	-	-	-	-
Economic Recovery Target	-	-	-	-	-	-	-	-	-
Additional State Aid	-	-	-	-	-	-	-	-	-
Total Phase-In Entitlement	\$ 2,001,367	\$ 2,219,862	\$ 2,586,152	\$ 2,874,602	\$ 2,787,988	\$ 3,012,104	\$ 3,237,155	\$ 3,653,456	\$ 3,855,473
ACTUAL ADA (Current Year Only)									
Grades TK-3	119.74	139.16	172.65	181.23	169.92	179.52	194.88	208.32	230.40
Grades 4-6	125.44	122.65	107.49	105.40	102.72	125.76	132.48	134.40	121.92
Grades 7-8	75.33	68.37	70.88	86.93	81.60	65.28	60.48	77.76	90.24
Grades 9-12	-	-	-	-	-	-	-	-	-
Total Actual ADA	320.51	330.18	351.02	373.56	354.24	370.56	387.84	420.48	442.56
<i>Funded Difference (Funded ADA less Actual ADA)</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>
LCAP Percentage to Increase or Improve Services									
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Current year estimated supplemental and concentration grant funding in the LCAP year	\$ 140,338	\$ 146,995	\$ 155,749	\$ 151,752	\$ 167,362	\$ 180,072	\$ 200,284	\$ 211,359	\$ 211,359
Current year Percentage to Increase or Improve Services	6.75%	6.03%	5.73%	5.76%	5.88%	5.89%	5.80%	5.80%	5.80%

Demonstration of Proportionally Increased or Improved Services in the LCAP

In its LCAP, the school will identify its proportionality percentage and demonstrate how services for low income pupils, English Learners and foster youth will be increased or improved by at least the amount of the proportionality percentage as compared to the services provided to all pupils. The description of how the proportionality percentage standard is met may include quantitative and/or qualitative descriptions of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

The actions the school will take to serve low-income pupils, English Learners, foster youth, and pupils redesignated as fluent English proficient will be listed and described in Section 3 Actions, Services, and Expenditures, subpart (B) of the LCAP. The descriptions will include the expenditures necessary to implement these actions and the related services.

If the school plans to use some of these funds for schoolwide purposes, the school must identify in its LCAP those services that are being provided on a schoolwide basis and

LCFF Calculator Universal Assumptions
Innovations Academy (118083)

	Summary of Funding								
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Target Components:									
Base Grant	2,264,885	2,349,443	2,520,351	2,684,916	2,585,663	2,758,381	2,952,285	3,286,099	3,459,333
Grade Span Adjustment	86,692	101,448	127,243	133,567	127,100	137,153	152,396	167,073	184,781
Supplemental Grant	137,755	140,338	146,995	155,749	151,752	167,362	180,072	200,284	211,359
Concentration Grant	-	-	-	-	-	-	-	-	-
Add-ons	-	-	-	-	-	-	-	-	-
Total Target	2,489,332	2,591,229	2,794,589	2,974,232	2,864,515	3,062,896	3,284,753	3,653,456	3,855,473
Transition Components:									
Target	\$ 2,489,332	\$ 2,591,229	\$ 2,794,589	\$ 2,974,232	\$ 2,864,515	\$ 3,062,896	\$ 3,284,753	\$ 3,653,456	\$ 3,855,473
Funded Based on Target Formula (based on prior year P-2 certification)	FALSE	FALSE	FALSE	FALSE	FALSE	FALSE	FALSE	FALSE	TRUE
Floor	1,934,816	2,059,488	2,355,242	2,747,405	2,729,808	2,912,978	3,149,068	3,503,278	3,841,368
Remaining Need after Gap (Informational only)	487,965	371,367	208,437	99,630	76,527	50,792	47,598	-	-
Current Year Gap Funding	66,551	160,374	230,910	127,197	58,180	99,126	88,087	150,178	-
Miscellaneous Adjustments	-	-	-	-	-	-	-	-	-
Economic Recovery Target	-	-	-	-	-	-	-	-	-
Additional State Aid	-	-	-	-	-	-	-	-	-
Total Phase-In Entitlement	\$ 2,001,367	\$ 2,219,862	\$ 2,586,152	\$ 2,874,602	\$ 2,787,988	\$ 3,012,104	\$ 3,237,155	\$ 3,653,456	\$ 3,855,473

describe how such services are directed towards meeting the charter school's goals for its unduplicated pupils in the state priority areas.

CASH FLOW	Budget	Actual	Actual	Actual	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	
		JULY 2017	AUGUST 2017	SEPT 2017	OCT 2017	NOV 2017	DEC 2017	JAN 2018	FEB 2018	MARCH 2018	APRIL 2018	MAY 2018	JUNE 2018	JULY 2018	AUGUST 2018
LCFF		5.00%	5.00%	37.00%	9.00%	9.00%	15.00%	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%	Balance
In Lieu		0.00%	5.00%	12.00%	8.00%	8.00%	8.00%	8.00%	8.00%	14.00%	7.00%	7.00%	14.00%	Balance	
EPA		0.00%	0.00%	25.00%	0.00%	0.00%	25.00%	0.00%	0.00%	25.00%	0.00%	0.00%	25.00%		
Title 1		0.00%	0.00%	24.50%	0.00%	0.00%	24.50%	0.00%	0.00%	28.00%	0.00%	0.00%	21.50%		
Title 2/3		0.00%	0.00%	24.50%	0.00%	0.00%	24.50%	0.00%	0.00%	28.00%	0.00%	0.00%	21.50%		
Mandate		0.00%	0.00%	0.00%	0.00%	0.00%	43.00%	43.00%	0.00%	3.00%	11.00%	0.00%	0.00%		
NSLP		0.00%	0.00%	0.00%	0.00%	8.00%	8.00%	8.00%	8.00%	8.00%	8.00%	8.00%	44.00%		
Lottery		0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	20.00%	0.00%	0.00%	20.00%	0.00%	20.00%		
SB740		0.00%	0.00%	50.00%	0.00%	0.00%	0.00%	0.00%	0.00%	25.00%	0.00%	0.00%	25.00%		
Total Capital Outlay	7,238	0	0	0	0	0	0	0	0	0	0	0	7,238	0	0
Other Outgoing Costs (Direct Support/Indirect Costs)															
7141 Sped Encroachment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
7438 Debt Service - Interest	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total Other Outgoing Costs (Direct Support/Indirect Costs)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL EXPENDITURES	3,479,394	269,385	285,393	271,018	294,040	294,040	294,040	294,040	294,040	294,040	294,040	294,040	301,278	0	0
SUB-NET	-46,864	(211,716)	(106,692)	99,302	(16,142)	(17,642)	37,610	22,931	(17,581)	102,846	(28,585)	(49,654)	115,675	0	22,783
Additional Reserves															
1 Reserve for Economic Uncertainty	0														0
2 Reserve - Replacement	0														0
3 Reserve for Facility Maintenance	0														0
4 Reserve Other Designated	0														0
TTL Additional Reserves	0														0
NET	-46,864	(211,716)	(106,692)	99,302	(16,142)	(17,642)	37,610	22,931	(17,581)	102,846	(28,585)	(49,654)	115,675	0	22,783
Change in Accounts Receivable		202,938	25,627	-	-	-	-	-	-	-	-	-	-	-	-
IntraCo Receivables		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Prepaid Expenses		40,386	4,083	(7,447)	-	-	-	-	-	-	-	-	-	-	-
Current Other Expenses		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Assets		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Payable		10,310	16,477	(24,649)	-	-	-	-	-	-	-	-	-	-	-
Accrued Salaries & Taxes		613	23,764	606	-	-	-	-	-	-	-	-	-	-	-
Deferred Revenue		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Current Liabilities		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Net Cash Provided/(used) by Operating Activities		42,531	(36,741)	67,812	(16,142)	(17,642)	37,610	22,931	(17,581)	102,846	(28,585)	(49,654)	115,675	0	22,783
Capital Expenditures		-	(50,000)	-	-	-	-	-	-	-	-	-	-	-	-
Other Investing Activities		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Equity Transfers		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Net Cash Provided/(used) by investing Activities		-	(50,000)	-	-	-	-	-	-	-	-	-	-	-	-
Cash Flow Financing-Secured Debt		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Loans Payable		-	-	-	-	-	-	-	-	-	-	-	-	-	-
CSC Sales		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Loan Payables—Revolving Loan		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Net Cash Provided/(used) by Financing Activities		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Change in Accounts Payable		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Balance Sheet Adjust		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Financing Activities		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Monthly Cash Balance	1,521,465.00	1,563,996.33	1,477,255.67	1,545,068.00	1,528,925.57	1,511,283.14	1,548,893.28	1,571,824.21	1,554,243.53	1,657,089.95	1,628,504.81	1,578,850.95	1,694,525.99	1,694,525.99	1,717,308.54

Charter School Name: Innovations Academy
 CDS# 37-68338- 118083
 Contact name: Christine Kuglen
 E-mail and phone #: christine@innovationsacademy.org/(858)271-1414

First Interim Report
 FY 2017-2018
 For the Period July 1 2017 through October 31, 2017
 Accrual Basis

Authorizing Agency: San Diego Unified School District
 Financial Accounting Department
 Charter Schools Accounting Office
 Authorizing Agency Contact: Tiffany Lilley (tlilley@sandinet)
 Authorizing Agency Contact:

Description	Object Code	a	b	c	d	a+c=e	b+d=f	the > of e or f = g	h
		Unrestricted Budget	Unrestricted Actuals through 10/31/17	Restricted Budget	Restricted Actuals through 10/31/17	Total Budget	Total Actuals through 10/31/17	Projected EFB/NP (Higher of Budget or Actual)	Budget to Projected EFB/NP Differences
A. REVENUES (8000-8799)									
1. Local Control Funding Formula (LCFF) Sources - (8011-8097)									
LCFF State Aid - Current Year (CY) (Res 0000)	8011	847,699	236,066			847,699	236,066	847,699	-
Education Protection Account State Aid (EPA) - CY (Res 1400)	8012	70,848	18,678			70,848	18,678	70,848	-
State Aid - Prior Years (LCFF State Aid and EPA) (Res 0000 and Res 1400)	8019					-	-	-	-
Transfers to Charter Schools In Lieu of Property Taxes - CY & PY (Res 0000)	8096	1,869,441	524,661			1,869,441	524,661	1,869,441	-
Other LCFF Transfers	8091, 8097					-	-	-	-
Total, LCFF Sources		2,787,988	779,405	-	-	2,787,988	779,405	2,787,988	-
2. Other State Revenues (8300-8599)									
State Special Education (Res 6500)	8792			178,183	51,066	178,183	51,066	178,183	-
State Special Education Mental Health Services (Res 6512)	8590					-	-	-	-
Mandate Block Grant (Res 0000)	8550	60,952				60,952	-	60,952	-
After School Education and Safety (ASES) (Res 6010)	8677, 8590					-	-	-	-
Common Core Standards Implementation (Res 7405)	8590					-	-	-	-
Charter School Facility Grant Program (SB 740) (Res 6030)	8590					-	-	-	-
Lottery, Unrestricted (Res 1100)	8560	54,720				54,720	-	54,720	-
Lottery, Instructional Materials - Prop 20 Restricted (Res 6300)	8560			17,100		17,100	-	17,100	-
Proposition 39 - California Clean Energy Jobs Act (Res 6230)	8590					-	-	-	-
Other State Revenues (All other resources not reported separately)	8300-8599				9,511	-	9,511	9,511	(9,511)
Total - Other State Revenues		115,672	-	195,283	60,577	310,955	60,577	320,466	(9,511)
3. Federal Revenues (8100-8299)									
ESEA (ESSA), Title I, Part A, Basic Grants Low-Income and Neglected (Res 3010)	8290			35,144	8,223	35,144	8,223	35,144	-
ESEA (ESSA): Title II, Part A, Improving Teacher Quality Program (Res 4035)	8290			7,493	1,602	7,493	1,602	7,493	-
ESEA (ESSA): Title III, Limited English Proficient Student Program (Res 4203)	8290					-	-	-	-
ESEA (ESSA): Title III, Immigrant Education Program (Res 4201)	8290					-	-	-	-
NCLB: Title V, Part B, Public Charter Schools Grant Program (Res 4610)	8290					-	-	-	-
Fed Sp Ed, IDEA Basic Local Assistance Entitlement, Part B, Sec 611 (Res 3310)	8181			44,280		44,280	-	44,280	-
Fed Sp Ed, IDEA Mental Health Allocation Plan, Part B, Sec 611 (Res 3327)	8182			73,000		73,000	-	73,000	-
21st Century Learning Communities (Res 4124)	8290					-	-	-	-
Child Nutrition - Federal (NSLP) (Res 5310 and others)	8220					-	-	-	-
State Ch. School Fac. Incentive Grants Prog.(Res within range 5800-5899)	8290					-	-	-	-
Federal Impact Aid - Survey Cards - Maintenance and Operations (Res 0000)	8110					-	-	-	-
Other Federal Revenues (All other resources not reported separately)	8100-8299					-	-	-	-
Total - Federal Revenues		-	-	159,917	9,825	159,917	9,825	159,917	-
4. Local Revenue (8600-8799)									
All Local Revenues	8600-8799	174,000	20,125			174,000	20,125	174,000	-
Total - Local Revenues		174,000	20,125	-	-	174,000	20,125	174,000	-
5. TOTAL REVENUES		3,077,660	799,530	355,200	70,402	3,432,860	869,932	3,442,371	(9,511)
B. EXPENDITURES AND OTHER OUTGO (1000-7499)									
1. Certificated Salaries									
Certificated Teachers' Salaries	1100	993,000	300,208	186,000	57,048	1,179,000	357,256	1,179,000	-
Certificated Pupil Support Salaries	1200			84,800	20,538	84,800	20,538	84,800	-
Certificated Supervisors' and Administrators' Salaries	1300	188,000	63,333			188,000	63,333	188,000	-
Other Certificated Salaries	1900		650	77,205	13,865	77,205	14,515	77,205	-
Total, Certificated Salaries		1,181,000	364,191	348,005	91,451	1,529,005	455,642	1,529,005	-
2. Classified Salaries									
Classified Instructional Salaries	2100	281,350	85,490	81,450	47,100	362,800	132,590	362,800	-
Classified Support Salaries	2200		5,833	70,000	17,500	70,000	23,333	70,000	-
Classified Supervisors' and Administrators' Salaries	2300	68,000	23,333			68,000	23,333	68,000	-
Clerical and Office Salaries	2400	65,160	21,526	10,225	8,608	75,385	30,134	75,385	-
Other Classified Salaries	2900					-	-	-	-
Total, Classified Salaries		414,510	136,182	161,675	73,208	576,185	209,390	576,185	-

Charter School Name: Innovations Academy
 CDS# 37-68338- 118083
 Contact name: Christine Kuglen
 E-mail and phone #: christine@innovationsacademy.org/(858)271-1414

First Interim Report
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 Authorizing Agency Contact: Tiffany Lilley (tlilley@sandinet)
 Authorizing Agency Contact:

Description	Object Code	a	b	c	d	a+c=e	b+d=f	the > of e or f = g	h
		Unrestricted Budget	Unrestricted Actuals through 10/31/17	Restricted Budget	Restricted Actuals through 10/31/17	Total Budget	Total Actuals through 10/31/17	Projected EFB/NP (Higher of Budget or Actual)	Budget to Projected EFB/NP Differences
E. NET INCREASE (DECREASE) IN FUND BALANCE/NET POSITION (C + D.4.)		304,466	(137,278)	(351,001)	(141,468)	(46,535)	(278,746)	(39,233)	(7,302)
F. FUND BALANCE/NET POSITION (Budget and Actuals MUST match) (F.1.a-b)									
1. Beginning Fund Balance/Net Position									
a. July 1 (MUST match EFB/Net Position of PY Unaudited Actuals, Section F.2)	9791	1,761,510	1,761,510	-	-	1,761,510	1,761,510	1,761,510	-
b. Adjustments/Restatements	9793, 9795	-	-	-	-	-	-	-	-
c. Adjusted Beginning Fund Balance/Net Position		1,761,510	1,761,510	-	-	1,761,510	1,761,510	1,761,510	-
2. Projected Ending Fund Balance/Net Position, June 30 (E + F.1.c.)	See cell M133	2,065,976	1,624,232	(351,001)	(141,468)	1,714,975	1,482,764	1,722,277	(7,302)
Components of Ending Net Position									
a. Net Investment in Capital Assets (See Sections B.6 and G.9)	9796		50,000				50,000		
b. Restricted Net Position	9797				(141,468)		(141,468)		
c. Unrestricted Net Position	9790A		1,574,232		-		1,574,232		
G. ASSETS									
1. Cash									
In County Treasury	9110		977,755		(141,468)		836,287		
Fair Value Adjustment to Cash in County Treasury	9111						-		
In Banks	9120		687,526				687,526		
In Revolving Fund	9130						-		
With Fiscal Agent/Trustee	9135						-		
Collections Awaiting Deposit	9140						-		
2. Investments	9150						-		
3. Accounts Receivable	9200		260				260		
4. Due From Grantor Government	9290		11,982				11,982		
5. Due From Other Funds	9310						-		
6. Stores	9320						-		
7. Prepaid Expenditures (Expenses)	9330		32,667				32,667		
8. Other Current Assets	9340						-		
9. Capital Assets (See Sections B.6 & F.2.a)	9400-9489		50,000				50,000		
10. TOTAL ASSETS			1,760,190		(141,468)		1,618,722		
H. DEFERRED OUTFLOWS OF RESOURCES									
1. Deferred Outflows of Resources	9490						-		
2. TOTAL DEFERRED OUTFLOWS			-		-		-		
I. LIABILITIES									
1. Accounts Payable	9500		78,254				78,254		
2. Due to Grantor Government	9590		57,704				57,704		
3. Due to Other Funds	9610						-		
4. Current Loans	9640						-		
5. Deferred Revenue	9650						-		
6. Long-term Liabilities	9660-9669						-		
7. TOTAL LIABILITIES			135,958		-		135,958		
J. DEFERRED INFLOWS OF RESOURCES									
1. Deferred Inflows of Resources	9690						-		
2. TOTAL DEFERRED INFLOWS			-		-		-		
K. ENDING FUND BALANCE/NET POSITION, October 31, 2017									
1. Ending Fund Balance/Net Position (G10+H2-I7-J2) (MUST agree with F.2)			1,624,232		(141,468)		1,482,764		

Upcoming Items

12/15/2017	1ST INTERIM FINANCIAL REPORT
12/15/2017	ANNUAL AUDIT AND BOARD APPROVAL

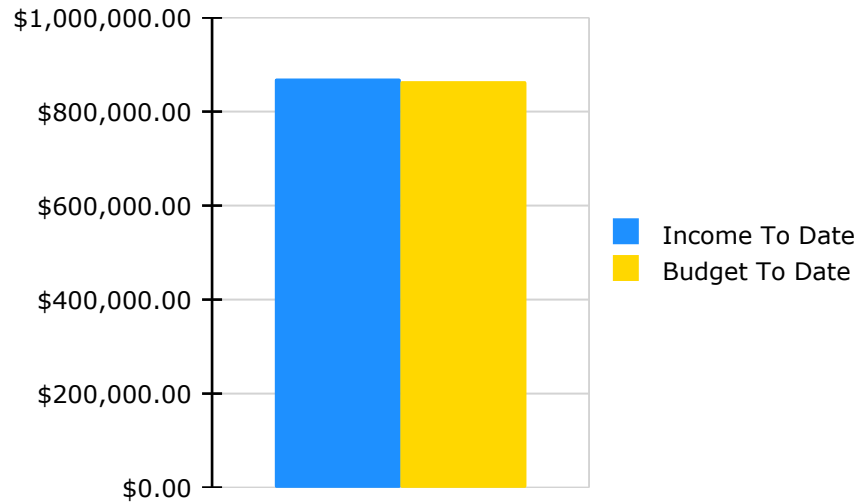
In case you missed it

11/15/2017	COMPLETE NUTRITION VERIFICATION PROCESS (REQUIREMENT OF SCHOOL NUTRITION PROGRAM)
11/15/2017	SUBMIT FORM 990 TO THE IRS - FORM 990
12/1/2017	COMPLETE FUNDING DETERMINATION FORM

Total Cash on Hand

Book Balance: \$1,523,813

Revenue To Date

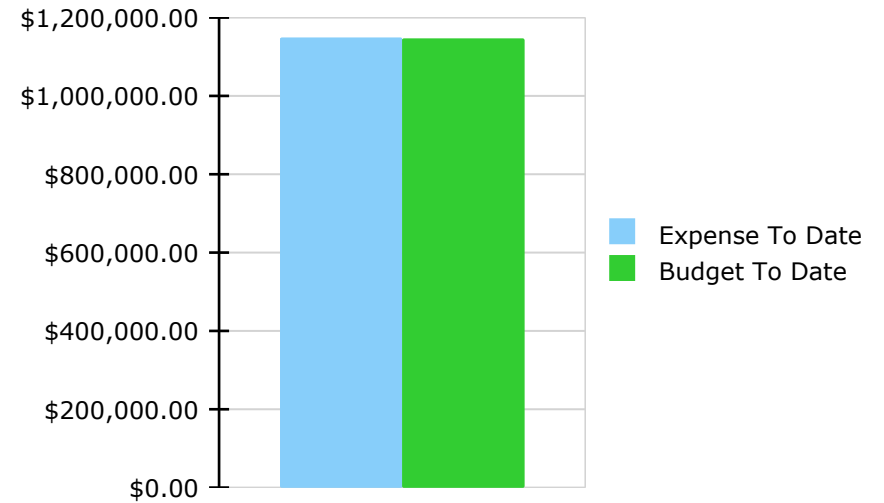


Revenue \$869,932

Budget \$864,259

Revenue To Budget 101 %

Expense To Date



Expense \$1,148,680

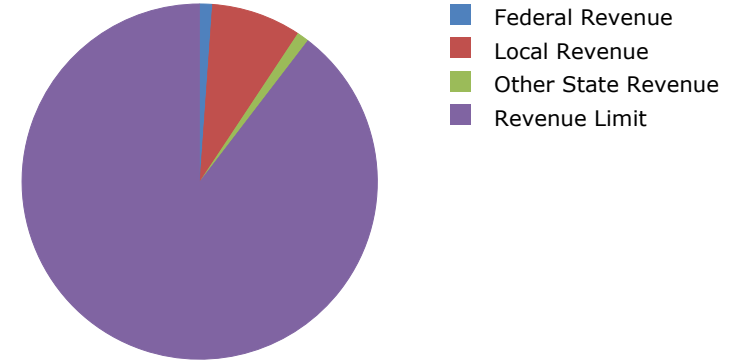
Budget \$1,146,332

Expense To Budget 100 %

Revenue By Category

Account Group	Description	Total	Percent
800	Revenue Limit	\$779,405.00	89.59 %
820	Federal Revenue	\$9,825.00	1.13 %
840	Other State Revenue	\$9,511.00	1.09 %
870	Local Revenue	\$71,191.18	8.18 %
Total:		\$869,932.18	

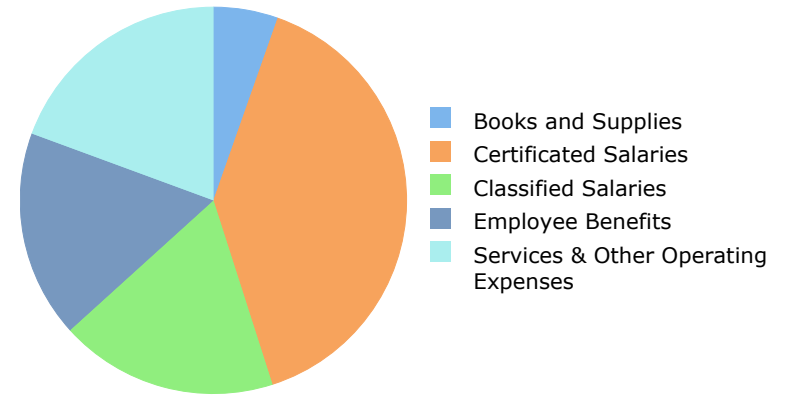
Revenue By Category



Expenses By Category

Account Group	Description	Total	Percent
100	Certificated Salaries	\$455,641.86	39.67 %
200	Classified Salaries	\$209,390.04	18.23 %
300	Employee Benefits	\$198,995.81	17.32 %
400	Books and Supplies	\$61,941.82	5.39 %
500	Services & Other Operating Expenses	\$222,710.65	19.39 %
Total:		\$1,148,680.18	

Expenses By Category



Innovations Academy

July 2017 - October 2017

YTD Actual to Budget Summary

Segment Name	Filter Applied
Object	All
Restriction	All
Location	All

Account Description	July - October				2017 - 2018	
	Actual	Budget	Variance \$	Variance %	Total Budget	Remaining Budget
Revenue Limit	\$779,405	\$779,405	-	0.0 %	\$3,052,642	\$2,035,925
Federal Revenue	\$9,825	\$8,748	\$1,077	12.3 %	\$84,185	\$74,360
Other State Revenue	\$9,511	-	\$9,511	0.0 %	\$132,772	\$117,321
Local Revenue	\$71,191	\$76,106	(\$4,915)	-6.5 %	\$322,082	\$249,905
Total Revenue	\$869,932	\$864,259	\$5,673	0.7 %	\$3,591,681	\$2,477,511
Certificated Salaries	\$455,642	\$482,600	\$26,958	5.6 %	\$1,447,800	\$871,514
Classified Salaries	\$209,390	\$189,512	(\$19,878)	-10.5 %	\$568,537	\$314,573
Employee Benefits	\$198,996	\$207,411	\$8,415	4.1 %	\$622,232	\$375,180
Total Personnel Expenses	\$864,028	\$879,523	\$15,495	1.8 %	\$2,638,569	\$1,561,267
Books and Supplies	\$61,942	\$48,141	(\$13,801)	-28.7 %	\$144,423	\$79,624
Services & Other Operating Expenses	\$222,711	\$218,668	(\$4,042)	-1.8 %	\$713,007	\$439,900
Capital Outlay	-	-	-	0.0 %	\$7,238	\$7,238
Other Outgo	-	-	-	0.0 %	-	-
Total Operational Expenses	\$284,652	\$266,809	(\$17,843)	-6.7 %	\$864,668	\$526,762
Total Expenses	\$1,148,680	\$1,146,332	(\$2,348)	-0.2 %	\$3,503,237	\$2,088,029
Net Income	(\$278,748)	(\$282,073)	\$3,325	1.2 %	\$88,444	\$389,482

Segment Name	Filter Applied
Object	All
Restriction	All
Location	All

Liquidity Ratio	11.5
-----------------	------

Assets	
Current Assets	
Cash	\$1,523,813
Accounts Receivables	\$12,241
Prepaid Expenses	\$32,667
<i>Total Current Assets</i>	<i>\$1,568,721</i>
Fixed Assets	
Transportation Equipment	\$50,000
<i>Total Fixed Assets</i>	<i>\$50,000</i>
Other Assets	
<i>Total Other Assets</i>	<i>\$0</i>
Total Assets	\$1,618,721

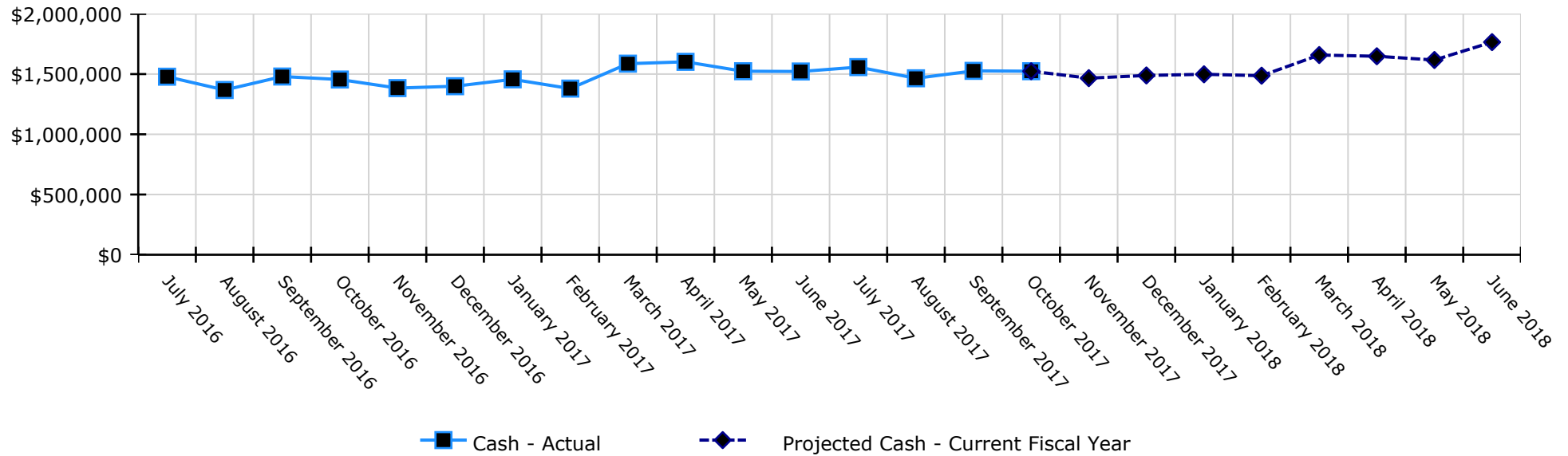
Liabilities and Net Assets	
Current Liabilities	
Accounts Payable	\$111,202

Innovations Academy

July 2017 - October 2017

Accrued Salaries, Payroll Taxes, Postemployment Benefits	\$24,756
<i>Total Current Liabilities</i>	<i>\$135,958</i>
Long Term Liabilities	
<i>Total Long Term Liabilities</i>	<i>\$0</i>
Total Liabilities	
<i>Total Liabilities</i>	<i>\$135,958</i>
Net Assets	
Unrestricted Net Assets	\$1,761,511
Profit/Loss YTD	(\$278,748)
<i>Total Net Assets</i>	<i>\$1,482,763</i>
Total Liabilities and Net Assets	
<i>Total Liabilities and Net Assets</i>	<i>\$1,618,721</i>

Monthly Book Balance Over Time



	Cash Amount	Actual or Projected
July 2016	\$1,478,296.64	Actual
August 2016	\$1,367,783.53	Actual
September 2016	\$1,479,787.15	Actual
October 2016	\$1,454,870.04	Actual
November 2016	\$1,383,731.55	Actual
December 2016	\$1,399,215.95	Actual
January 2017	\$1,456,328.74	Actual
February 2017	\$1,379,633.59	Actual
March 2017	\$1,586,460.62	Actual
April 2017	\$1,601,763.82	Actual
May 2017	\$1,523,765.71	Actual
June 2017	\$1,521,465.33	Actual

	Cash Amount	Actual or Projected
July 2017	\$1,557,913.45	Actual
August 2017	\$1,465,088.92	Actual
September 2017	\$1,526,817.96	Actual
October 2017	\$1,523,812.79	Actual
November 2017	\$1,466,167.00	Projected
December 2017	\$1,488,727.00	Projected
January 2018	\$1,498,225.00	Projected
February 2018	\$1,486,715.00	Projected
March 2018	\$1,658,140.00	Projected
April 2018	\$1,648,039.00	Projected
May 2018	\$1,616,868.00	Projected
June 2018	\$1,765,379.00	Projected

Financial Ratio	Formula	Current	Target
Current Ratio (Liquidity)	$(\text{Current Assets}) / (\text{Current Liabilities})$	11.54	> 1.00
Cash Ratio	$(\text{Cash}) / (\text{Current Liabilities})$	1,120.80 %	> 100.00%
Defensive Interval	$(\text{Cash} + \text{Securities} + \text{AR}) / (\text{Average Expenses past 12 months})$	5.32	> 3 months
Debt Ratio	$(\text{Total Liabilities}) / (\text{Total Assets})$	8.40 %	< 33.00%
Asset Ratio	$(\text{Current Assets}) / (\text{Total Assets})$	96.91 %	> 90.00%
Cash on Hand	(Cash)	\$1,523,812.79	\geq \$800,000.00
Days Cash on Hand	$(\text{Cash}) / ((\text{Average Expenses past 12 months}) / (30.4))$	160.45	> 90
Cash Reserve Ratio	$(\text{Cash}) / (\text{Budgeted Annual Expenses})$	43.50 %	> 10.00%
Savings Indicator	$((\text{Last Closed Revenue}) - (\text{Last Closed Expenses})) / (\text{Last Closed Expenses})$	-0.13	> 1.00
YTD Savings Indicator	$((\text{YTD Closed Revenue}) - (\text{YTD Closed Expenses})) / (\text{YTD Closed Expenses})$	-0.24	> 1.00

Financial Ratio	Description
Current Ratio (Liquidity)	Ability to pay short-term obligations
Cash Ratio	Ability to meet short-term obligations with cash
Defensive Interval	Possible months of continued operations if no additional funds received
Debt Ratio	Proportion of debt relative to total assets
Asset Ratio	Proportion of liquid assets relative to total assets
Cash on Hand	Assets immediately convertible to cash for purchase of goods and services
Days Cash on Hand	Possible days of continued operations using current cash
Cash Reserve Ratio	Ratio of cash to annual expenses expressed as a percentage
Savings Indicator	Last closed period's increase or decrease in the organization's net assets as a percentage of expenses
YTD Savings Indicator	Year to date closed increase or decrease in the organization's net assets as a percentage of expenses

Input Values as of 10/31/2017

Innovations Academy

July 2017 - October 2017

Cash	\$1,523,812.79
Securities	-
AR	\$12,241.18
Current Assets	\$1,568,720.65
Total Assets	\$1,618,720.65
Current Liabilities	\$135,958.06
Total Liabilities	\$135,958.06
Last Closed Revenue	\$281,491.84
Last Closed Expenses	\$322,883.37
Budgeted Annual Expenses	\$3,503,237.00
Average Expenses past 12 months	\$288,717.02
Average monthly payroll expenses	\$216,006.93
YTD Closed Revenue	\$869,932.18
YTD Closed Expenses	\$1,148,680.18

INNOVATIONS ACADEMY CHARTER SCHOOL

SAN DIEGO COUNTY

SAN DIEGO, CALIFORNIA

FINANCIAL STATEMENTS AND
SUPPLEMENTAL INFORMATION

YEAR ENDED JUNE 30, 2017

INNOVATIONS ACADEMY CHARTER SCHOOL
Financial Statements and Supplemental Information
Year Ended June 30, 2017

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Independent Auditor's Report

To the Board of Trustees of
Innovation Academy Charter School

Report on the Financial Statements

We have audited the accompanying financial statements of Innovation Academy Charter School (a nonprofit organization), which comprise the statement of financial position as of June 30, 2017, and the related statements of activities, and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Innovation Academy Charter School as of June 30, 2017, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Other Information

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The accompanying supplementary information, as required by the *2016-17 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, prescribed in Title 5, *California Code of Regulations*, section 19810 is presented for purposes of additional analysis and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated, in all material respects, in relation to the financial statements as a whole.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated **August 15, 20X1**, on our consideration of Innovation Academy Charter School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Innovation Academy Charter School's internal control over financial reporting and compliance.

El Cajon, California

August 15, 20X1

Financial Statements

INNOVATIONS ACADEMY CHARTER SCHOOL

Statement of Financial Position

June 30, 2017

ASSETS

Current Assets

Cash and cash equivalents	\$	1,521,465
Accounts receivable		259,355
Prepaid expenditures		85,303
Total Current Assets		<u>1,866,123</u>

TOTAL ASSETS \$ 1,866,123

LIABILITIES AND NET ASSETS

Current Liabilities

Accounts payable	\$	43,597
Accounts payable grantor governments		61,015
Total Current Liabilities		<u>104,612</u>

Total Liabilities 104,612

Net Assets

Unrestricted		<u>1,761,511</u>
Total Net Assets		<u>1,761,511</u>

TOTAL LIABILITIES AND NET ASSETS \$ 1,866,123

The accompanying notes are an integral part of this statement.

INNOVATIONS ACADEMY CHARTER SCHOOL

Statement of Activities
Year Ended June 30, 2017

	Unrestricted	Temporarily Restricted	Total
REVENUE AND SUPPORT			
Revenue			
LCFF state aid, current year	\$ 781,964	\$ -	\$ 781,964
LCFF state aid, prior year	(29,710)	-	(29,710)
Education protection account funds	74,712	-	74,712
Payments in lieu of property taxes	2,047,636	-	2,047,636
Federal revenue	-	78,173	78,173
State revenue	108,487	256,642	365,129
Interest	8,323	-	8,323
Other local revenue	143,700	-	143,700
Total Revenues	3,135,112	334,815	3,469,927
Net assets released from restrictions:			
Grant restrictions satisfied	410,565	(410,565)	-
TOTAL REVENUE AND SUPPORT	3,545,677	(75,750)	3,469,927
EXPENSES			
Certificated salaries	1,409,704	-	1,409,704
Classified salaries	590,538	-	590,538
Taxes and employee benefits	527,289	-	527,289
Books and supplies	155,170	-	155,170
Rentals, leases and repairs	172,694	-	172,694
Other operating expenditures	510,727	-	510,727
TOTAL EXPENSES	3,366,122	-	3,366,122
CHANGE IN NET ASSETS	179,555	(75,750)	103,805
NET ASSETS, BEGINNING OF YEAR	1,581,956	75,750	1,657,706
NET ASSETS, END OF YEAR	\$ 1,761,511	\$ -	\$ 1,761,511

The accompanying notes are an integral part of this statement.

INNOVATIONS ACADEMY CHARTER SCHOOL

Statement of Cash Flows

Year Ended June 30, 2017

CASH FLOWS FROM OPERATING ACTIVITIES

Change in Net Assets	\$ 103,805
Adjustments to reconcile change in net assets to net cash provided by operating activities:	
(Increase) Decrease resulting from changes in assets:	
Accounts receivable	60,763
Prepaid expenses	(1,430)
Increase (Decrease) resulting from changes in liabilities:	
Accounts payable	(6,377)
Accounts payable grantor governments	61,015
Accrued expenses	(30,000)
NET CASH PROVIDED BY (USED IN) OPERATING ACTIVITIES	<u>187,776</u>

CASH FLOWS FROM FINANCING ACTIVITIES

Payments on litigation settlement	<u>(13,760)</u>
NET CASH PROVIDED BY (USED IN) FINANCING ACTIVITIES	<u>(13,760)</u>

NET INCREASE (DECREASE) IN CASH AND CASH EQUIVALENTS 174,016

CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR 1,347,449

CASH AND CASH EQUIVALENTS, END OF YEAR \$ 1,521,465

The accompanying notes are an integral part of this statement.

INNOVATIONS ACADEMY CHARTER SCHOOL

Notes to the Financial Statements

Year Ended June 30, 2017

A. Organization and Summary of Significant Accounting Policies

Organization

Innovations Academy (the Organization) was incorporated in the State of California on May 22, 2007, under the Nonprofit Public Benefit Corporation Law for public and charitable purposes. The Organization petitioned and was approved through the San Diego Unified School District for a five-year period ending in June 30, 2018. The Organization was approved by the State of California Department of Education on May 27, 2008.

Basis of Presentation

Financial statement presentation follows the recommendations of the Financial Accounting Standards Board in its Accounting Standards Codification (ASC) No. 958, Financial Statements of Not-for-Profit Organizations. Under ASC No. 958, the School is required to report information regarding its financial position and activities according to three classes of net assets:

- Unrestricted net assets represent expendable funds available for operations, which are not otherwise limited by donor or grant restrictions.
- Temporarily restricted net assets consist of contributed funds or grants subject to donor or grant imposed restrictions contingent upon specific performance of a future event or a specific passage of time before the School may spend the funds.
- Permanently restricted net assets are subject to irrevocable donor restrictions requiring that the assets be maintained in perpetuity usually for the purpose of generating investment income to fund current operations.

The School had no permanently restricted net assets during the year.

Use of Estimates

The preparation of financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and reported amounts of revenues and expenses during the reporting period. Accordingly, actual results could differ from those estimates.

Cash and Cash Equivalents

For the purposes of the statement of cash flows, the School considers all highly liquid debt equity instruments purchased with an original maturity of three months or less to be cash equivalents.

Investments

The School's method of accounting for investments, in accordance with generally accepted accounting principles, is the fair value method. Fair value is determined by published quotes. Changes in fair value of investments results in increases or decreases in unrealized fair values of equity investments. Adjustments to fair values are reflected as unrealized gain/loss on investments in the accompanying statement of activities.

INNOVATIONS ACADEMY CHARTER SCHOOL
Notes to the Financial Statements (Continued)
Year Ended June 30, 2017

Accounts Receivable

Accounts receivable arise in the normal course of operations. It is the policy of management to review the outstanding accounts receivable at year end, as well as bad debt write-offs experienced in the past, and establish an allowance for doubtful accounts for uncollectible amounts. No allowance was considered necessary as management believes that all amounts are collectible.

Capital Assets

Property and equipment are recorded at cost, or estimated fair value at the date of donation. Depreciation is computed using the straight-line method over the estimated useful lives of the respective assets. The cost of assets sold or retired and related amounts of accumulated depreciation are eliminated from the accounts in the year of disposal, and any resulting gain or loss is included in the School's earnings. Management has elected to capitalize and depreciate all assets costing \$5,000 or more; all other assets are charged to expense in the year incurred. The School's policy is to evaluate the remaining lives and recoverability in light of the current conditions. It is reasonably possible that the School's estimate to recover the carrying amount of the property and equipment will change. Estimated useful lives range from three to fifty years depending on the asset.

Unearned Revenue

Unearned revenue arises when potential revenue does not meet both the "measurable" and "available" criteria for recognition or when resources are received by the School prior to the School meeting the requirements for legal claim to the resources.

In subsequent periods, when both revenue recognition criteria are met or when the School has legal claim to the resources, the liability for unearned revenue is removed from the statement of financial position and revenue is recognized.

Revenue Recognition

Contributions received are recorded as unrestricted, temporarily restricted, or permanently restricted support, depending on the existence and/or nature of any restrictions.

All donor or grant restricted support is reported as an increase in temporarily or permanently restricted net assets, depending on the nature of the restriction. When a restriction expires (that is, when a stipulated time restriction ends or purpose restriction is accomplished), temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statement of activities as net assets released from restrictions.

Contributed Materials and Services

Contributed materials are recorded at their fair market value where an objective basis is available to measure their value. Such items are capitalized or charged to operations as appropriate. The School receives services donated by volunteers in carrying out the School's operations. The services do not meet the criteria as contributions and are, therefore, not recognized in the financial statements.

INNOVATIONS ACADEMY CHARTER SCHOOL

Notes to the Financial Statements (Continued)

Year Ended June 30, 2017

Donated Property and Equipment

Donations of property and equipment are recorded as contributions at their estimated fair value at the date of donation. Such donations are reported as increases in unrestricted net assets unless the donor has restricted the donated asset to a specific purpose. Assets donated with explicit restrictions regarding their use and contribution of cash that must be used to acquire property and equipment are reported as restricted contributions. Absent donor stipulations regarding how long those donated assets must be maintained, the School reports expirations of donor restrictions when the donated or acquired assets are placed in service as instructed by the donor. The School reclassifies temporarily restricted net assets to unrestricted net assets at that time.

LCFF Revenues and Payments in Lieu of Property Taxes

The School's primary funding source is a combination of local property taxes and state revenues. The California Department of Education computes the local control funding formula (LCFF) on statewide charter school rates multiplied by the School's average daily attendance (ADA) as reported at the Second Principal apportionment period (P2). The result is then reduced by property tax revenues transferred from the District to the School, which is funding in lieu of property taxes and education protection account funds paid by the state under proposition 30. The remaining balance is paid from the state General Fund, in the form of LCFF State Aid. LCFF funding sources, inclusive of state and local sources, made up 83% of the school's revenue. The School is not at risk of losing these funding sources, as long as the school maintains a steady level of ADA, as these funding sources are mandated by the California State Constitution to fund schools.

Advertising

Advertising costs are expensed when incurred.

Income Taxes

The School is a 509(a)(1) publicly supported non-profit organization that is exempt from income taxes under Sections 501(a) and 501(c)(3) of the Internal Revenue Code. The School is also exempt from California franchise or income tax under Section 23701d of the California Revenue and Taxation Code. The School may be subject to tax on income which is not related to its exempt purpose. For the year ended June 30, 2017, no such unrelated business income was reported and, therefore, no provision for income taxes has been made.

The School follows provisions of uncertain tax positions as addressed in ASC 958. The School recognizes accrued interest and penalties associated with uncertain tax positions as part of the income tax provision, when applicable. There are no amounts accrued in the financial statements related to uncertain tax positions for the year ended June 30, 2017.

The School files informational and income tax returns in the United States and in the state of California. The federal income tax and informational returns are subject to examination by the Internal Revenue Service for three years after the returns are filed. State and local jurisdictions have statutes of limitation that generally range from three to five years.

Subsequent Events

In preparing these financial statements, the School has evaluated events and transactions for potential recognition or disclosure through **UNKNOWN DATE**, the date the financial statements were available to be issued.

INNOVATIONS ACADEMY CHARTER SCHOOL

Notes to the Financial Statements (Continued)

Year Ended June 30, 2017

B. Cash and Cash Equivalents

Cash in County Treasury

The School is a voluntary participant and therefore maintains a portion of its cash in the San Diego County Treasury as part of the common investment pool (\$823,157 as of June 30, 2017). The County Treasury is restricted by Government Code §53635 pursuant to §53601 to invest in time deposits, U.S. Government Securities, state registered warrants, notes or bonds, State Treasurer's investment pool, banker's acceptances, commercial paper, negotiable certificates of deposit, and repurchase or reverse agreements.

The fair value of the School's investment in this pool is reported in the accompanying financial statements at amounts based upon the School's pro-rata share of the fair value provided by the County Treasury for the entire County Treasury portfolio (in relation to the amortized cost of that portfolio). The balance available for withdrawal is based on the accounting records maintained by the County Treasury, which are recorded on an amortized cost basis.

Cash in Bank

The remainder of the School's cash (\$698,308 as of June 30, 2017) is held in financial institutions which are either insured by the Federal Deposit Insurance Corporation (FDIC) up to a limit of \$250,000 per depositor or certain non-interest bearing accounts that are fully insured by the FDIC. As of June 30, 2017, the School had cash in the amount of \$448,308 that was exposed to the uninsured deposit risk.

C. Accounts Receivable

As of June 30, 2017 accounts receivable consisted of:

	<u>Accounts Receivable</u>
Federal Government:	
Special Education	\$ 11,338
Other Federal	189
State Government:	
Mental Health	25,627
Lottery Revenue	37,331
Local Sources:	
Interest	2,616
In Lieu of Property Taxes	181,994
Other Local Sources	<u>260</u>
Total Accounts Receivable	<u>\$ 259,355</u>

INNOVATIONS ACADEMY CHARTER SCHOOL

Notes to the Financial Statements (Continued)

Year Ended June 30, 2017

D. Accounts Payable

As of June 30, 2017 accounts payable consisted of:

	Accounts Payable	Accounts payable grantor Government
Vendors payable	\$ 43,597	\$ -
Grantor government payable	-	61,015
Total Accounts Payable	\$ 43,597	\$ 61,015

E. Functional Expenses

As of June 30, 2017 functional expenses consisted of:

	Program Services	Management and General	Total
Salaries and wages	\$ 1,630,852	\$ 369,390	\$ 2,000,242
Pension plan accruals and contributions	139,055	31,496	170,551
Other employee benefits	235,584	53,360	288,944
Payroll taxes	55,273	12,520	67,793
Fees for services (non-employees):			
Management	-	62,612	62,612
Legal	-	10,996	10,996
Accounting	-	4,815	4,815
Consultants	185,032	26,468	211,500
Banking & Payroll Fee	-	11,741	11,741
Other	-	472	472
Advertising	-	4,653	4,653
Office expenses	13,528	-	13,528
Information technology	-	5,470	5,470
Occupancy	6,163	-	6,163
Travel	17,566	-	17,566
Conferences, conventions and meetings	39,027	-	39,027
Insurance	-	21,803	21,803
All other expenses: District oversight	-	28,746	28,746
All other expenses: Books & Supplies	155,170	-	155,170
All other expenses: Student Transportation	213,944	-	213,944
All other expenses: Misc.	-	13,643	13,643
All other expenses: Equipment Repair & Lease	16,743	-	16,743
Total expenses	\$ 2,707,937	\$ 658,185	\$ 3,366,122

INNOVATIONS ACADEMY CHARTER SCHOOL

Notes to the Financial Statements (Continued)

Year Ended June 30, 2017

F. Commitments and Contingencies

State and Federal Allowances, Awards, and Grants

The School has received federal and state funds for specific purposes that are subject to review and audit by the grantor agencies. Although such audits could generate disallowances under terms of the grants, it is believed that any required reimbursement will not be material. As a result, no liability has been accrued.

Sick Leave

Sick leave is accumulated without limit for each employee at the rate of one day for each month worked. Leave with pay is provided when employees are absent for health reasons; however, the employees do not gain a vested right to accumulate sick leave. Employees, therefore, are never paid for any sick leave balance at termination of employment or any other time. Therefore, it is not appropriate to accrue the value of the accumulated sick leave.

G. Employee Retirement System

Qualified employees are covered under multiple-employer defined benefit pension plans by agencies of the State of California. Certificated employees are members of the State Teachers' Retirement System (CalSTRS) and classified employees are members of the California Public Employees' Retirement System (CalPERS). The risks of participating in these multi-employer plans are different from single-employer plans in the following aspects:

1. Assets contributed to the multi-employer plan by one employer may be used to provide benefits to employees of the other participating employers.
2. If a participating employer stops contributing to the plan, the unfunded obligations of the plan may be borne by the remaining participating employers.
3. If the School chooses to stop participating in some of its multi-employer plans, the School may be required to pay those plans an amount based on the underfunded status of the plan, referred to as a withdrawal liability.

The School's participation in these plans for the fiscal year ended June 30, 2017, is outlined in the table below. The "EIN/Pension Plan Number" column provides the Employee Identification Number (EIN) and the three-digit plan number, if applicable. Unless otherwise noted, the most recent Pension Protection Act (PPA) zone status available in 2017, 2016 and 2015 is for the plan's year-end at June 30, 2017, 2016 and 2015, respectively. The zone status is based on information that the School received from the plan and is certified by the plan's actuary. Among other factors, plans in the red zone are generally less than 65% funded, plans in the yellow zone are less than 80% funded, and plans in the green zone are at least 80% funded. The "FIP/RP Status Pending/Implemented" column indicates plans for which a financial improvement plan (FIP) or a rehabilitation plan (RP) is either pending or has been implemented. Finally, the number of employees covered by the School's multiemployer plans and contributions increased based on business activities from 2016 to 2017, affecting the period-to-period comparability of the contributions for years 2016 and 2017. The increase in covered employees corresponded to an increase in overall business. There were also changes that affected the comparability of the 2016 and 2015 contributions.

INNOVATIONS ACADEMY CHARTER SCHOOL

Notes to the Financial Statements (Continued)

Year Ended June 30, 2017

Pension Fund	EIN/ Pension Plan Number	Pension Protection Act Zone Status Year Ended June 30			FIP/RP Status Pending/ Implemented
		2017	2016	2015	
CalSTRS	26-0418421	Yellow	Yellow	Yellow	No

Pension Fund	Contributions of School			Number of Employees	Surcharge Imposed
	2017	2016	2015		
CalSTRS	170,551	130,468	89,852	26	No

CalSTRS:

The School contributes to the State Teachers' Retirement System (CalSTRS), a cost-sharing multiple employer public employee retirement system defined benefit pension plan administered by CalSTRS. Required contribution rates are set by the California Legislature and detailed in Teachers' Retirement Law. Contribution rates are expressed as a level of percentage of payroll using the entry age normal actuarial cost method. CalSTRS also uses the level percentage of payroll method to calculate the amortization of any unfunded liability. Copies of the STRS annual report may be obtained from the STRS, 7667 Folsom Boulevard, Sacramento, California 95826.

For the fiscal year ended June 30, 2017, active plan members were required to contribute between 9.2% and 10.25% of their salary, depending on their hire date. The employer contribution rate was 12.58% of annual payroll. CalSTRS issues a separate comprehensive annual financial report that includes financial statements and required supplementary information. The School made contributions as noted above. For the year ended June 30, 2017 the State contributed \$71,414 (7.12589% of creditable salaries from 2013-14) on behalf of the School.

H. Subsequent Events

In January 2017, the Financial Accounting Standards Board (FASB) issued Accounting Standards Update (ASU) 2017-02 *Not-for-Profit Entities – Consolidation (Subtopic 958-810)*. FASB issued this update to amend the consolidation guidance in Subtopic 958-810 to clarify when a not-for-profit entity that is a general partner or a limited partner should consolidate a for-profit limited partnership or similar legal entity. ASU 2017-02 becomes effective for years that begin after December 15, 2016. The Charter School has adopted the provisions of this FASB update for the 2017-18 fiscal year.

In December 2016, the Financial Accounting Standards Board (FASB) issued Accounting Standards Update (ASU) 2016-19 *Technical Corrections and Improvements*. FASB issued this update to clarify the Accounting Standards Codification and correct unintended application of guidance that is not expected to have significant effect on current accounting practice or create a significant administrative cost to most entities. The amendments include items raised to FASB through Accounting Standards Codification's feedback mechanism. ASU 2016-19 becomes effective for years that begin after December 15, 2016. The Charter School has adopted the provisions of this FASB update for the 2017-18 fiscal year.

In October 2016, the Financial Accounting Standards Board (FASB) issued Accounting Standards Update (ASU) 2016-17 *Consolidation (Topic 810)*. FASB issued this update to amend the consolidation guidance on how a reporting entity that is a single decision maker of a Variable Interest Entity (VIE) should treat indirect interests in the entity held through related parties that are under common control with the reporting entity when determining whether it is the primary beneficiary of that VIE. ASU 2016-17 becomes effective for years that begin after December 15, 2016. The Charter School has adopted the provisions of this FASB update for the 2017-18 fiscal year.

INNOVATIONS ACADEMY CHARTER SCHOOL

Notes to the Financial Statements (Continued)

Year Ended June 30, 2017

In March 2016, the Financial Accounting Standards Board (FASB) issued Accounting Standards Update (ASU) 2016-07 *Investments – Equity Method and Joint Ventures (Topic 323)*. FASB issued this update as a part of their Simplification Initiative by eliminating a requirement to retroactively adopt the equity method of accounting given that there is no clear benefit to users of financial statements. ASU 2016-07 becomes effective for years that begin after December 15, 2016. The Charter School has adopted the provisions of this FASB update for the 2017-18 fiscal year.

In September 2015, the Financial Accounting Standards Board (FASB) issued Accounting Standards Update (ASU) 2015-16 *Business Combinations (Topic 805)*. FASB issued this update as part of their Simplification Initiative by amending the presentation of business combinations disclosing the effect on earnings of changes in depreciation, amortization, or other income effects, if any. The amendments in this Update require an entity to present separately on the face of the income statement or disclose in the notes the portion of the amount recorded in current-period earnings by line item that would have been recorded in previous recognition reporting periods if the adjustment to the provisional amounts had been recognized as of the acquisition date. ASU 2015-16 becomes effective for years that begin after December 15, 2016. The Charter School has adopted the provisions of this FASB update for the 2017-18 fiscal year.

In July 2015, the Financial Accounting Standards Board (FASB) issued Accounting Standards Update (ASU) 2015-11 *Inventory*. FASB issued this update as part of their Simplification Initiative by eliminating unnecessarily complex measurement of inventory at the lower of cost or market given that there were several potential outcomes. Under the new guidance inventory should be measured at the lower of cost and net realizable value. Net realizable value is defined as the estimated selling prices in the ordinary course of business, less reasonably predictable costs of completion, disposal and transportation. This measure is in effect for all forms of inventory valuation except Last In First Out (LIFO). ASU 2015-11 becomes effective for the years that begin after December 15, 2016. The Charter School has adopted the provisions of this FASB update for the 2017-18 fiscal year.

In May 2015, the Financial Accounting Standards Board (FASB) issued Accounting Standards Update 2015-09 *Financial Services – Insurance (Topic 944)*. FASB issued this update to provide guidance on note disclosure requirements for short-duration insurance contracts to increase transparency of significant estimates made in measuring liabilities associated with short-duration insurance contracts. ASU 2015-09 becomes effective for the years that begin after December 15, 2016. The Charter School has adopted the provisions of this FASB update for the 2017-18 fiscal year.

In April 2015, the Financial Accounting Standards Board (FASB) issued Accounting Standards Update 2015-04 *Compensation – Retirement Benefits (Topic 715)*.

In February 2015, the Financial Accounting Standards Board (FASB) issued Accounting Standards Update 2015-02 *Consolidation (Topic 810)*. FASB issued this update to change the analysis that a reporting entity must perform to determine whether it should consolidate certain types of legal entities. ASU 2015-02 becomes effective for years that begin after December 15, 2016. The Charter School has adopted the provisions of this FASB update for the 2017-18 fiscal year.

In August 2014, the Financial Accounting Standards Board (FASB) issued Accounting Standards Update 2014-15 *Presentation of Financial Statements – Going Concern (Subtopic 205-40)*. FASB issued this update to provide guidance regarding management's responsibility to evaluate whether there is substantial doubt about an entity's ability to continue as a going concern and to provide related footnote disclosures. ASU 2014-15 becomes effective for years that begin after December 15, 2016. The Charter School has adopted the provisions of this FASB update for the 2017-18 fiscal year.

Supplementary Information

INNOVATIONS ACADEMY CHARTER SCHOOL

Organization Structure
Year Ended June 30, 2017

Innovations Academy Charter School (Charter #1024) was established in 2008. The authorizing entity is San Diego Unified School District.

GOVERNING BOARD

Name	Office	Term and Term Expiration
Nathan Cooper	President	Two Year term Expires October 2016
Stephen Rosen	Board Treasurer	Three Year Term Expires October 2016
Danielle Strachman	Co-Founder	Annual Expires December 2016
Faraz Sharafi	Parent Representative	Three Year Term Expires January 2020
Andrea Thiltgen	Teacher Representative	Three Year Term Expires January 2020

ADMINISTRATION

Christine Kuglen
Director

INNOVATIONS ACADEMY CHARTER SCHOOL

Schedule of Average Daily Attendance

Year Ended June 30, 2017

	<u>Second Period Report</u>		<u>Annual Report</u>	
	<u>Original</u>	<u>Revised</u>	<u>Original</u>	<u>Revised</u>
Classroom Based Attendance:				
Grades K-3	136.44	N/A	134.92	N/A
Grades 4-6	88.05	N/A	87.68	N/A
Grades 7-8	83.91	N/A	83.10	N/A
Total Classroom Based Attendance	<u>308.40</u>	<u>N/A</u>	<u>305.70</u>	<u>N/A</u>
Non-Classroom Based Attendance:				
Grades K-3	44.79	N/A	44.02	N/A
Grades 4-6	17.35	N/A	16.72	N/A
Grades 7-8	3.02	N/A	2.74	N/A
Total Non-Classroom Based Attendance	<u>65.16</u>	<u>N/A</u>	<u>63.48</u>	<u>N/A</u>
Total Attendance	<u><u>373.56</u></u>	<u><u>N/A</u></u>	<u><u>369.18</u></u>	<u><u>N/A</u></u>

See accompanying notes to supplementary information

INNOVATOINS ACADEMY CHARTER SCHOOL

Schedule of Instructional Time

Year Ended June 30, 2017

<u>Grade Level</u>	<u>Minutes Requirement</u>	<u>2015-16 Actual Minutes</u>	<u>Number of Traditional Days</u>	<u>Status</u>
Kindergarten	36,000	50,100	177	Complied
Grade 1	50,400	56,950	177	Complied
Grade 2	50,400	56,950	177	Complied
Grade 3	50,400	56,950	177	Complied
Grade 4	54,000	56,950	177	Complied
Grade 5	54,000	56,950	177	Complied
Grade 6	54,000	56,950	177	Complied
Grade 7	54,000	56,950	181	Complied
Grade 8	54,000	56,950	181	Complied

See accompanying notes to supplementary information

INNOVATIONS ACADEMY CHARTER SCHOOL

Schedule of Financial Trends and Analysis

Year Ended June 30, 2017

	Budget			
	2018	2017	2016	2015
Revenues	<u>\$ 3,591,686</u>	<u>\$ 3,469,927</u>	<u>\$ 3,147,993</u>	<u>\$ 2,650,260</u>
Expenses	<u>3,503,239</u>	<u>3,366,122</u>	<u>2,799,358</u>	<u>2,404,556</u>
Change in Net Assets	<u>88,447</u>	<u>103,805</u>	<u>348,635</u>	<u>245,704</u>
Ending Net Assets	<u>\$ 786,591</u>	<u>\$ 698,144</u>	<u>\$ 594,339</u>	<u>\$ 245,704</u>
Unrestricted Net Assets	<u>\$ 1,865,266</u>	<u>\$ 1,402,372</u>	<u>\$ 1,581,956</u>	<u>\$ 1,206,219</u>
Unrestricted net assets as a percentage of total expenses	<u>53%</u>	<u>42%</u>	<u>57%</u>	<u>50%</u>
Total Long Term Debt	<u>\$ 1,520</u>	<u>\$ 7,640</u>	<u>\$ 13,760</u>	<u>\$ 19,880</u>
Average Daily Attendance at P2	<u>388</u>	<u>374</u>	<u>351</u>	<u>330</u>

See accompanying notes to supplementary information

INNOVATIONS ACADEMY CHARTER SCHOOL

Reconciliation of Unaudited Financial Report Alternative Form with Audited Financial Statements
Year Ended June 30, 2017

June 30, 2016 annual financial alternative form net assets	<u>\$ 1,657,706</u>
Adjustments and reclassifications:	
Total adjustments and reclassifications	<u>-</u>
June 30, 2016 audited financial statement net assets	<u><u>\$ 1,657,706</u></u>

See accompanying notes to supplementary information

INNOVATIONS ACADEMY CHARTER SCHOOL

Notes to the Supplementary Information
Year Ended June 30, 2017

A. Purpose of Schedules

Organization Structure

This schedule provides information about the School's charter number, district of authorization, members of the governing board, and members of administration.

Schedule of Average Daily Attendance

Average daily attendance (ADA) is a measure of the number of pupils attending classes of the School. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of State funds are made to charter schools. This schedule provides information regarding the attendance of students at various grade levels and in different programs.

Schedule of Instructional Time

The School receives incentive funding for increasing instructional time as provided by the Incentives for Longer Instructional Day. This schedule presents information on the amount of instructional time offered by the School and whether they complied with the provisions of Education Code Sections 46200 through 46206. Charter schools must maintain their instructional minutes at the 1986-87 requirements as adjusted by Education Code sections later adopted. The School neither met nor exceeded its LCFF target.

Schedule of Financial Trends and Analysis

Budget information for 2018 is presented for analysis purposes only and is based on estimates of the 2017-18 fiscal year. The information has not been subject to audit.

This schedule discloses the School's financial trends by displaying past years' data along with current year budget information. These financial trend disclosures are used to evaluate the School's ability to continue as a going concern for a reasonable period of time.

Reconciliation of Unaudited Financial Report Alternative Form with Audited Financial Statements

This schedule provides the information necessary to reconcile the fund balance as reported on the Unaudited Financial Report Alternative Form to the net assets reported in the audited financial statements.

Other Independent Auditors' Reports

Independent Auditor's Report on Internal Control over Financial Reporting and on
Compliance and Other Matters Based on an Audit of Financial Statements Performed in
Accordance with *Government Auditing Standards*

To the Board of Trustees of
Innovations Academy Charter School

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Innovations Academy Charter School (a nonprofit organization), which comprise the statement of financial position as of June 30, 2017, and the related statements of activities and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated **August 15, 20X1**.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered Innovations Academy Charter School's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Innovation Academy Charter School's internal control. Accordingly, we do not express an opinion on the effectiveness of Innovation Academy Charter School's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether Innovation Academy Charter School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the organization's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the organization's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

El Cajon, California

August 15, 20X1

Independent Auditor's Report on State Compliance

To the Board of Directors
Innovations Academy Charter School

Report on State Compliance

We have audited the School's compliance with the types of compliance requirements described in the *2016-17 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, prescribed in Title 5, *California Code of Regulations*, section 19810, that could have a direct and material effect on each of the School's state programs identified below for the fiscal year ended June 30, 2017.

Management's Responsibility for State Compliance

Management is responsible for compliance with the requirements of laws, regulations, contracts, and grants applicable to its state programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for each applicable program as identified in the State's audit Guide *2016-17 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance*, prescribed in Title 5, *California Code of Regulations*, section 19810. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards* issued by the comptroller General of the United States; and the State's audit guide *2016-17 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, prescribed in Title 5, *California Code of Regulations*, section 19810. Those standards and audit guide require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the compliance requirements referred to above that could have a direct and material effect on the state programs noted below. An audit includes examining, on a test basis, evidence about the School's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinion. Our audit does not provide a legal determination of the district's compliance with those requirements.

In connection with the audit referred to above, we selected and tested transactions and records to determine the district’s compliance with the state laws and regulations applicable to the following items:

<u>Description</u>	<u>Procedures Performed</u>
Local Education Agencies Other Than Charter Schools	
Attendance.....	N/A
Teacher Certification and Misassignments	N/A
Kindergarten Continuance.....	N/A
Independent Study.....	N/A
Continuation Education.....	N/A
Instructional Time	N/A
Instructional Materials.....	N/A
Ratio of Administrative Employees to Teachers.....	N/A
Classroom Teacher Salaries	N/A
Early Retirement Incentive.....	N/A
Gann Limit Calculation	N/A
School Accountability Report Card.....	N/A
Juvenile Court Schools.....	N/A
Middle or Early College High Schools	N/A
K-3 Grade Span Adjustment	N/A
Transportation Maintenance of Effort.....	N/A
Mental Health Expenditures.....	N/A
School Districts, County Offices of Education and Charter Schools	
Educator Effectiveness.....	Yes
California Clean Energy Jobs Act.....	Yes
After School Education and Safety Program.....	N/A
Proper Expenditure of Education Protection Account Funds.....	Yes
Unduplicated Local Control Funding Formula Pupil Counts.....	Yes
Local Control and Accountability Plan.....	Yes
Independent Study – Course Based.....	N/A
Immunizations.....	N/A
Charter Schools	
Attendance.....	Yes
Mode of Instruction.....	Yes
Nonclassroom Based Instruction/Independent Study.....	Yes
Determination of Funding for Nonclassroom Based Instruction.....	N/A
Annual Instructional Minutes – Classroom Based	Yes
Charter School Facility Grant Program.....	N/A

The term N/A is used above to mean either the School did not offer the program during the current fiscal year or the program applies to a different type of local education agency.

Opinion on State Compliance

In our opinion, Name of Charter School complied, in all material respects, with the compliance requirements referred to above that are applicable to the statutory requirements listed in the schedule above for the year ended June 30, 2017.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of compliance and the results of that testing. This report is an integral part of an audit performed in accordance with *2016-17 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, prescribed in Title 5, *California Code of Regulations*, section 19810. Accordingly, this report is not suitable for any other purpose.

El Cajon, California

UNKNOWN DATE

Auditor's Results, Findings & Recommendations

INNOVATIONS ACADEMY CHARTER SCHOOL

Schedule of Auditor's Results

Year Ended June 30, 2017

FINANCIAL STATEMENTS

Type of auditor's report issued: Unmodified

Internal control over financial reporting:

One or more material weakness(es) identified? Yes X No

One or more significant deficiencies identified that are
not considered material weakness(es)? Yes X No

Noncompliance material to financial statements noted? Yes X No

STATE AWARDS

Any audit findings disclosed that are required to be reported
in accordance with *2015-16 Guide for Annual Audits
of California K-12 Local Education Agencies*? Yes X No

Type of auditor's report issued on compliance for state programs: Unmodified

INNOVATIONS ACADEMY CHARTER SCHOOL

Schedule of Findings and Questioned Costs

Year Ended June 30, 2017

The following findings represent significant deficiencies, material weaknesses, and/or instances of noncompliance related to the financial statements that are required to be reported in accordance with *Government Auditing Standards*, Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance), or the *2016-17 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*. The findings have been coded as follows:

<u>Five Digit Code</u>	<u>AB 3627 Finding Type</u>
10000	Attendance
20000	Inventory of Equipment
30000	Internal Control
40000	State Compliance
42000	Charter School Facilities
50000	Federal Compliance
60000	Miscellaneous
70000	Instructional Materials
71000	Teacher Misassignments
72000	School Accountability Report Card

A. Financial Statement Findings

None

B. State Award Findings

None

INNOVATIONS ACADEMY CHARTER SCHOOL

Schedule of Prior Year Audit Findings

Year Ended June 30, 2017

Finding/Recommendation	Status	Explanation if Not Implemented
There were no findings reported in the prior year audit.	N/A	N/A



Innovations Academy

Powerfully creating our lives through self-expression, compassionate connection, and purposeful learning

Student's Name: _____

Chromebook Care Agreement

Innovations Academy assigns individual Chromebooks to students in grades 2-8 for instructional use throughout the school day. Students agree to follow their classroom expectations governing the use and care of their individual Chromebooks to prevent loss or damage. Normal wear of student equipment is expected and Innovations Academy repairs Chromebooks as needed.

If Innovations Academy staff determines that a Chromebook is damaged by my child as a result of an intentional act, neglect, or abuse or because my child did not follow the acceptable use policies below or those established by his or her class, I understand and agree that I am responsible for the cost of repair or replacement of the Chromebook.

Acceptable Use Policies

- Students transport their Chromebooks using both hands so as to avoid accidentally dropping them.
- Students store their Chromebooks carefully so the Chromebooks are not susceptible to damage (stored in the designated space in the classroom).
- Students type with care so that keys remain intact on keyboards.
- Students keep screens from bending back so as not to cause pressure damage to hinges or screens.
- Students keep their Chromebooks with them when Chromebooks are in use.
- Students keep their Chromebooks free of permanent marks and/or stickers.
- Students keep food and liquid away from their Chromebooks.
- Students plug in and remove headphones carefully so as not to damage headphone inputs or break off headphone jacks.
- Students ensure that when they use their Chromebook adapters, the cords do not pose trip hazards and are not exposed to damage.

Please communicate with your child the importance and value of handling and using his or her Chromebook with care.

My signature below indicates that I have thoroughly read and agree to the above information.

Parent Name (print) _____

Parent Signature: _____ Date: _____

Approximate replacement costs: screen - \$110 / keyboard - \$60 / power adapter - \$20 / Chromebook - \$350