



INNOVATIONS ACADEMY

SELF EXPRESSION - COMPASSIONATE CONNECTION - PURPOSEFUL LEARNING

Highlights MAR 2012

Christine's Message	1
Meet the Teachers	2
Connection Before Correction	3
Ask a Question.....	4
Fundraising	5
Explorations Plus.....	6
School Info.....	8
Alexander Technique	10
Solution Center	12

CHRISTINE'S MONTHLY MESSAGE

Standardized Testing....Here it Comes!

How valid are standardized test scores as predictors of skill levels, future achievement and success in life? What does an API score have to do with the happiness and academic abilities of my child or their enjoyment of learning? As it turns out, not much.



And if my previous statement is true, then why all of the focus and evaluation using multiple choice standardized tests? How is this helping our children learn, love learning and thrive as human beings?

At Innovations Academy we teach critical thinking and independent thought as part of our curriculum. If we are teaching these skills then we should also be practicing them. I would like to challenge all adults to use their best critical thinking skills to evaluate the testing emphasis that currently

exists in our culture and develop an independent informed decision about its impact on our educational system and our lives.

The main reason to engage in any educational practice is to improve student learning. If using statewide assessments improves student learning then it would be justifiable to require their use in our public school system. However, research does not demonstrate that this is true. In fact, the evidence is stacked in the other direction.

It is our job as parents to take a deep look at this very flawed system. If we find that we have made a mistake allowing our governing bodies to emphasize the use of statewide standardized testing in school accountability then we should also be part of the solution. I urge you to read the evidence and make a decision to support a healthy educational system. If you find that you develop an opinion on this subject, then I also urge you to let your city, state and federal representatives know how you feel. In the meantime, do whatever you can to support your own children to be kind, independent, unique individuals who hopefully become non-standardized adults.

You will find research here:

- The Case Against Standardized Tests by Chris Carter see http://testcritic.homestead.com/files/standardized_tests.html
- <http://fairtest.org/arn/caseagainst.html>
- <http://www.mcte.org/journal/mej07/3Henry.pdf>

CALENDAR

April 2-6 (Mon- Fri)	Spring Break <i>No School</i>
April 9 (Mon)	Staff Development <i>Noon Dismissal</i>
May 9-11 (Wed-Fri)	Student Led Conf. <i>Noon Dismissal</i>
May 25 (Fri)	Staff Development <i>No School</i>
May 28 (Mon)	Memorial Day <i>No School</i>

the Coffee connection



Coffee & Chat
with our director
Christine Kuglen.

Every 1st and 3rd Wednesday morning
from 9:15 - 10:30 am.

Meet in the front office.

Christine



MEET THE TEACHER:

Teresa Draguicevich & Lisa Moncrief



Grade: K/1 in the Home Learning Community Program

Birthday: May 16

Where I grew up: Texas

My academic background is: B.S. from the University of New York, Teaching Credential and Graduate from San Diego State, have taught Pre-K - Grade 4 mostly, over the years.

What I like about teaching: I get to keep learning! I enjoy seeing and rediscovering the world through the eyes of children.

My favorite school subject: writing and science

What I do for fun: gardening and spending time in nature, camping

How I relax: yoga and long walks or hikes

What I collect: children's books

My favorite foods: chocolate!

My favorite drinks: chocolate!

My favorite snacks: chocolate!

My favorite colors: yellow and mango

My favorite flowers: roses and daisies

My favorite animals: elephants

My favorite artists: Monet

My favorite movies: Star Trek movies

My favorite books: 'A wrinkle in time' by Madeline L'Engle

What I like you to know about me: I strongly believe that every child is potentially the light of the world. It is why I stay in teaching. There isn't a day where the following quote doesn't enter my thoughts at some point. A human being, "...is a mine rich in gems of inestimable value. Education can alone cause it to reveal its treasures and enable mankind to benefit therefrom."
~Baha'u'llah



Grade: 8th grade math and science

Birthday: July 18

Where I grew up: Alta Loma, CA and my teen years in Pacific Beach

My academic background is: Went to Mission Bay High School. Got a degree in Chemistry from BYU-Hawaii. Math and science tutor for the past 15 years

What I like about teaching: I love showing people how exciting learning can be

My favorite school subject: science

What I do for fun: I love running, reading, going to the beach, hanging out with my kids

How I relax: running on the beach, admiring nature especially sunsets and full moons

My favorite foods: tortellini, mexican food

My favorite drinks: diet Coke

My favorite snacks: popcorn popped on the stove topped with real butter

My favorite colors: orange

My favorite flowers: Gerbera daisies

My favorite animals: my dog Khaos, reptiles

My favorite artists: music: Nickelback, art: Peter Max, photo: Clark Little surf photography

My favorite movies: Princess Bride, Raising Arizona, A Knight's Tale

My favorite books: anything by Jodi Picoult

What I like you to know about me: I am going to run the Rock and Roll Half Marathon in June

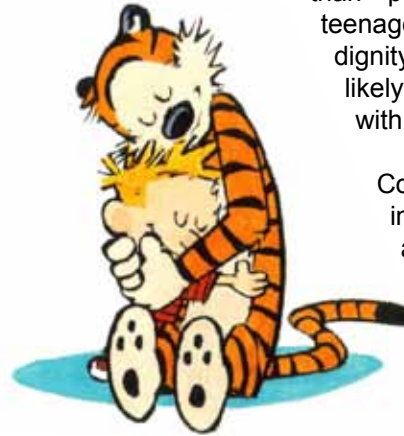
Connection Before Correction

by Aisha Pope, LCSW - Roots & Wings Consulting



understand how they are feeling. Take a moment and reflect their feelings or thoughts before addressing the problem.

- 3. Look for Win-Win Solutions.** Consequences are meant to teach people that the behavior is wrong. They are not meant to be a punishment. If you focus more on respectful solutions to a problem rather than “paying for it,” children and teenagers will continue to have dignity and respect and be more likely to work towards solutions with you.



When babies are born, one of the first things doctors and nurses do is place the baby on the mother for “skin to skin contact” within the first hour of the baby’s life. Studies show that benefits include, “happier babies, the baby’s temperature is more stable and more normal, heart and breathing rates are more stable and normal, blood sugar is more elevated, and they are less likely to cry.” This “connection” in the first few moments of life is shown to have many benefits for healthy physical and emotional development. This need for connection continues throughout our lives as it builds and continuously supports relationships.

Connections can be made in several ways, as simple as a hug or a moment of validation. If the connection to the heart is made first, the messages of love, life’s lessons and potential consequences of misbehavior will be

understood and applied rather than simply heard.

One of my favorite quotes, “*You have to reach the heart before you can reach the head,*” is a statement that resonates close to my heart. As one of the cornerstones of Positive Discipline and Adlerian Psychology, mutual respect and dignity are essential parts of any relationship, and the connection begins at birth between mother and child. The connection between parent and child allows for mutual respect and the desire to do what feels good. When people feel good about themselves they are more successful and happier in life. This feelings begin at birth. There are several things parents can do to help children feel good about themselves and be open to learning the lessons that parents and life have to teach them.

Roots & Wings Consulting offers *individual, couples, and family therapy, as well as coaching, parenting classes, and other consulting services.*

*Their focus is on building stronger individuals, stronger families, and stronger communities by helping each person find what we are all looking for: those roots and wings. Why? Because **when your feet are planted firmly on the ground, it's easier to fly.***

<http://www.rootsandwingsconsulting.com>

Below are a few ideas on how to connect with your child’s heart to open up their mind to listen instead of only hear what you have to say.

- 1. Create closeness and trust instead of distance and hostility.** Don’t engage with your child when you are upset. They can feel your energy. Although it is important to address the issue immediately, notice how you are feeling at the moment, are you able to engage, be calm and create a trusting environment before you correct the behavior?
- 2. Allow for opportunities for children to feel important and validated.** The primary goal of all children (all people for that matter) is to have a sense of belonging and significance in this world. Children are more open to what you have to say if they feel like you

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ASK A QUESTION!

Every month we will ask our teachers a question. If you would like to ask **YOUR** question, please contact newsletter@innovationsacademy.org.

This month's question is:

“What is the role of the teacher in the classroom?”



Gabriela (Gaby) Badillo - Kindergarten: The role of the teacher in the classroom is one of support and encouragement. Teachers who listen to their students are able to learn from them, so it is important to support and encourage their sense of wonder!

Jennifer Kirkby Tatro - 1st Grade: One of the strongest roles we have as teachers is that of a model- being the kind of learner and community member that we hope the students will one day become. I have witnessed teachers sharing their true curiosity, passion, interest, as well as the wording that we need to use as compassionate and clear human beings and this is powerful for children to be around.

Elizabeth Grimes - 4th Grade (Math/Sci): The role of the teacher in the classroom is to be a facilitator of the students' learning. The teacher is there to guide student discovery and learning and to assist them in problem solving, as well as life skills.

Bill Thomas - 5th Grade: The teacher's role in the classroom is to help facilitate learning and provide high quality models for students to follow. Teachers are the “masters of content” in the classroom. This means that teachers have mastery of the content that students need to learn. Great teachers will inspire students through their love of the subject matter. Teachers also recognize that students have expertise as well and can teach too. Teachers can learn so much from their students!

Stephanie Robinson - 6th Grade (Math/Sci): I believe the role of the teacher is less about providing information to students, but more facilitating students discovering information for themselves. Teaching students is about helping them think and make decisions critically, with the teacher guiding and motivating the students to achieve their goals.

Lisa Moncrief - 8th Grade (Math/Sci): I think the role of a teacher is to be a mentor and guide for a student. Rather than just giving information, a teacher can make a difference by modeling and giving the tools to find information. As a teacher, my goal is to provide a safe environment where all students have a voice, all students are empowered to advocate for themselves, and all students realize they have something to contribute to our community.

Tony Spitzberg - 7th Grade (SS/LA) The role of the teacher in the classroom is that of facilitator, guide and co-learner. The teacher monitors discussion and project work but does not control it; he or she helps students learn by providing choices, modeling, and giving explanations when they are needed. The teacher considers himself or herself a learner as well and is willing to take risks by exploring topics outside of subject matter and collaborate with other teachers and professionals to maximize learning.

Teresa Dragucevich - (K-1): I guess I would have to say that a teacher's role in the classroom is to listen, observe, guide, learn and hopefully inspire. Sometimes this means getting out of the way of the learning and simply empowering children to explore their own inherent talents and purpose!



Innovations FUNdraising

School Dance



On Friday, March 9, we had our school dance, and did we have a blast!

A **BIG THANK YOU!!** to **Debbie Kutyla** and **Jillian Frisbie** for their effort in coordinating the event. It was awesome!

AND we raised **\$1500!!**

Our Fall Pledge Drive raised **\$6700!!** THANK YOU to all families that contributed to this! With your help we can continue to make this school better and better!



EXPLORATIONS PLUS

Extended Care at Innovations Academy



Spring Session Explorations PLUS Enrichment Class Offerings (Mar. 5- April 27, 2012)

MONDAYs Session starts 3/5	TUESDAYs Session starts 3/6	WEDNESDAYs Session starts 3/7	THURSDAYs Session starts 3/8	FRIDAYs Session starts 3/9
	Chess (til 6/5/12) 1st-8 th \$110 Checks Payable to: Martin Nilsson	Sew Fun 4 th - 8 th \$85 Checks Payable to: LuAnn Wherry	Capoeira K- 8 th \$50 Checks Payable to: Alex Antohin	Wacky Science K-8 th \$90 Check Payable to: Chuck Agree
Stomp! Rhythm Drumming K - 8 th \$50 Check Payable to: Josh Burks	LegosEngineering K-2 nd \$110 Checks Payable to: Play-well Teknologies Note: class runs 3:30 -5pm	Videogame Programming 6th-8 th \$50 Checks Payable to: Innovations Academy	Rock Your Roots Fruits & Veggies K-8 th (parents too) \$85/session \$10/class/parent Checks Payable to: Stephanie Banka	LegosEngineering 2 nd - 5 th \$110 Checks Payable to: Play-well Teknologies Note: class runs 3:30 -5pm
Sew Fun K-3 \$85 Check Payable to: LuAnn Wherry		Wonderful Weds. K-3 rd \$35 Checks payable to: EMH Sports	Fencing 3rd-6 th \$84 Checks Payable to: Team Touche Fencing	Culinary Prep 2 nd - 8 th \$70 Checks Payable to: Amy Warchol
ContemporaryGuitar 4th-8th \$75 Checks to: Deron Gant	Karate K - 8 TBD		Tumbling K - 8 \$75 Checks Payable to: SRG	

NOTES:

- Enrollment in Enrichment class will give students the benefits from the Explorations PLUS afterschool program *for the Spring Session of March/April* which includes: daily snack and activities and special events like IA Movie Night, afterschool field trips, dances. Explorations PLUS is offered Mon- Fri, 3-6pm.
- Classes offered to all IA students & family members, and if space permits, to all friends of IA students
- Classes must be paid for by the first day of class. For scholarships see Michelle Anderson. Students enrolled in Explorations PLUS will receive a credit of **one** class amount toward their monthly March and/or April fees.
- Class minimums must be met in order for class to be offered (see sign up sheet in Notebook)
- Students will attend the selected class for the entire session (no class-hopping)

Enrichment Class Sign Up Form

Student: _____ Grade _____ Telephone # _____

Parent _____ email address _____

Class #1 _____ Day _____ Cost _____

Class #2 _____ Day _____ Cost _____

Class #3 _____ Day _____ Cost _____

Class # _____ is the class that I want credited towards my child's aftercare fees for March/April.

Give this form to Donna along with *check made payable to the appropriate person/company.*

Spring Session Explorations PLUS Enrichment Class Offerings (Mar. 5- April 27, 2012)

All Classes 3:30 – 4:30, and K - 8th unless specified.

Capoeira: Alex Antohin, Alex@innovationsacademy.org, Thursdays. \$50

A Brazilian Martial Arts/dance/music class. Great exercise and good for learning body coordination.

Chess: (1st - 8th) Martin Nilsson. 619-818-7759. Tuesdays *March 6- May 29th. (June 5th make-up)* \$110

A fun class for learning the basics and then advancing w/ strategies. New students will receive a chess board.

Contemporary Guitar (4th-8th) Deron Smith. 619-729-0901. Mondays. \$75. Students must bring their guitars. Students will learn notes, chords, scales along with contemporary songs in a group setting.

Culinary Prep (2nd -8th) Amy Warchol. Amywarchol@yahoo.com, Fridays. \$70

Students will follow recipes, measure ingredients and create delicious dishes.

Fencing: (3rd-6th), Ted Padgitt. admin@teamtouche.com. Thursdays. \$84

A positive atmosphere that emphasizes team building and fun. Safety equipment provided.

Karate: Kim Molina. kmolina@familykaratepq.com. Tuesdays. TBD

An exercise and self defense program where children progress in skills and earn belts.

Legos Pre-Engineering. (K -2nd) Cory Anderson. canderson@play-well.org. Tuesdays 3:30-5pm, \$110

Explore concepts in physics, mechanical & structural engineering.

Legos Engineering. (2nd - 5th) Cory Anderson. canderson@play-well.org. **Fridays** 3:30-5pm, \$110

Advanced projects designing and building motorized machines, catapults, pyramids, demolition derby cars, suspension bridges, buildings and other constructions.

Rock Your Roots Fruits & Veggies: (K-8, and parents, too!). Thursdays. 3:30-5, \$85; Parents: \$10/class

A fun class to explore healthy “seed to feed” cooking & eating options. Gardening introduction, cooking (with Jamaican influence), and intro into Jamaican culture.

Sew Fun! LuAnn Wherry. LuAnn.wherry@gmail.com. K-3 Mondays, 4th-8th Wednesdays. \$85

A class that offers sewing, beading, tie-dye and more.

STOMP! Josh Burks. 619-861-6194. Mondays. \$50

Learn and finesse choreographed rhythm drum/dance routines to contemporary songs. Performance opportunities at Family Night and IA Talent Show.

Tumbling. Kim Moser. kim@cheer4fun.com. Thursdays. \$75

Youth tumbling on mats with supervised instruction. Body awareness, flexibility, and coordination.

Videogame Programming with Java. (6th - 8th). Max Muir. Tsp2opt@yahoo.com. Wednesdays. \$50

This class introduces the concepts of object-oriented programming. Students will learn to write simple computer games with the Java programming language using NetBeans.

Wacky Science. Chuck Agree. csspop@yahoo.com. Fridays. \$90

A creative science lab for students to mix, explode & sometimes eat their wacky science experiments.

Wonderful Wednesdays. (K-3rd). Mark. Customerservice@emhsports.com, Wednesdays. \$35

A fun focus on fitness & health by playing sports like dodge ball, softball, kickball, soccer, basketball.

SCHOOL HOURS	Mon - Fri	9:00 - 3:00
LUNCH & PLAY	Mon	Tues - Fri
Grades K-1	11:45 - 12:30	11:45 - 12:30
Grades 2-3	12:30 - 1:15	12:30 - 1:15
Grades 4	11:45 - 12:30	12:15 - 1:00
Grades 5	11:45 - 12:30	12:15 - 1:00
Grades 6-8	11:45 - 12:30	12:15 - 1:00
HLC		12:15 - 1:00

TEACHERS BLOGS

All teachers have their own classroom blogs. Here you will find information about what's going on in the classrooms, projects the students are working on and the wishes and needs that the teachers and students have.

Make sure to check the blog on a weekly basis to stay updated!

Go to innovationsacademy.org and click on 'teachers blogs'

Innovations Academy
 10380 Spring Canyon Rd.
 San Diego, 92131
 Phone: 858-271-1414
 fax: 858-271-1418
info@innovationsacademy.org

CONNECT WITH OUR TEACHERS

Gabriela (Gaby) Badillo - Kindergarten

gabriela@innovationsacademy.org

Jennifer Kirkby-Tatro - 1st Grade

jenniferkt@innovationsacademy.org

Monique Colasanti - 3rd Grade

monique@innovationsacademy.org

Patrick Garland - 4th Grade (SS/LA)

patrick@innovationsacademy.org

Elizabeth Grimes - 4th Grade (Math/Sci)

elizabeth@innovationsacademy.org

Bill Thomas - 5th Grade

bill@innovationsacademy.org

Michael Grimes - 6th Grade (SS/LA)

michael@innovationsacademy.org

Stephanie Robinson - 6th Grade (Math/Sci)

stephanie@innovationsacademy.org

Tony Spitzberg - 7th Grade (SS/LA)

tony@innovationsacademy.org

Wes Davis - 7th (Math/Sci)

wes@innovationsacademy.org

Jennie Ganesan - 8th Grade (SS/LA)

jennieganesan@innovationsacademy.org

Lisa Moncrief - 8th Grade (Math/Sci)

lisa@innovationsacademy.org

Teresa Dragucevich - (K-1)

teresaD@innovationsacademy.org

Jill Keltner - HLC (1-3)

jill@innovationsacademy.org

Jennifer McMakin - HLC (4-8)

jennifer@innovationsacademy.org

Christine Kuglen - Director

christine@innovationsacademy.org

Donna Napier - Administrative Coordinator

donna@innovationsacademy.org

Tina McGinnis - Donna's Sidekick

mcginnis@innovationsacademy.org



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The Alexander Technique by Alice Olsher

I feel there are great benefits of the work that would help someone to be able to focus more efficiently for these reasons and in these ways:

The teacher, with their hands, gives the student the experience of calm, clear focus. The hands of

the teacher transmit this balance and co-ordination. We are working on balance in a very deep sense through the whole system which means it alters the chemistry of the system too. Tightened and shortened muscles give off a chemical experience to the system which gets in the way of the thinking. The person is preoccupied. The tension gives off Cortisol I believe, which creates the lack of clarity and memory. If a person is in survival they are out of balance. If they are out of balance they are in survival.

I think the Alexander work changes the chemistry in a positive way. It restores balance by undoing the tightening and shortening which allows the natural balance to come through. This is true in all of us.

What happens in a lesson?

Here is a direct quote from my good friend and colleague in New York:

"The role of the Alexander teacher is to use gentle guidance with her/his hands to help unravel distortions and encourage the natural responses that underlie posture, balance, breathing and movement to work freely again. In this way a balance can be found between the necessary degree of muscle tone required to support the body against the downward pull of gravity, and the necessary degree of relaxation-in-activity to allow unrestricted movement, breathing, circulation and digestion."

Along with manual guidance, the Alexander teacher also uses verbal instruction to help students become conscious of their own patterns of interference, and teaches them to project simple messages from the brain to the body that will help the natural mechanisms of poise to function more freely. It is for this reason that we call our work re-education and describe ourselves as teachers.

As the student learns to allow natural poise and balance to emerge, he or she will usually notice the change as one of lightness, ease and greater freedom of movement. Removing habitual tension patterns that interfere with free poise and balance is a practice which the student can, after a time, undertake in daily life for her/himself.

Lessons are individual and usually last 30–45 minutes.

The number of lessons that may be required varies from one person to another and is best discussed directly with a teacher."

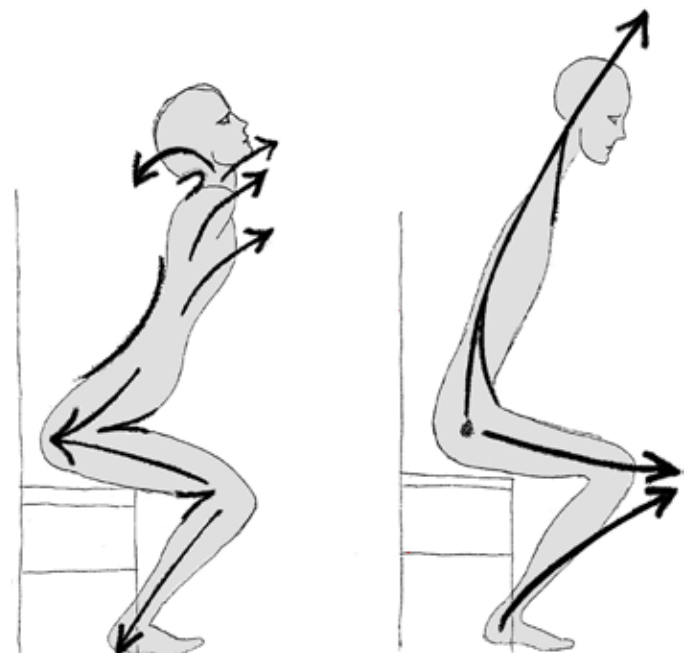
The change in breathing that comes about, as he says, also helps kids with Asthma. I helped a student the other day in this way. It is really the experience that makes the difference to the system. The depth of it is how deep it does go in the patterns of the individual in a very non invasive way.

Below is an interview that I did with a parent that was at Innovations last year who had lessons with me.

Alice. *"What was your experience of the Alexander lessons?"*
D. "I didn't know what to expect from the Alexander Technique when I first started, but I was looking for a way to quiet my mind and center my body. Over the course of about 30 lessons, I feel with each lesson I had a better connection with my body and mind and also I began to feel very centered (physically and mentally.)"

Alice *"What attracted you to come for the first lesson?"*
D. "I came for the first lesson because it was free and also I was experiencing a disconnection between my mind and my body due to a great loss in my life and extreme demands placed on me from family members."

A. *"What attracted you to come back?"*
D. "I came back because I felt lighter. I couldn't explain how or why but I felt just a little bit lighter. I had such a heavy previous couple of years that I didn't even know what it felt like to not carry sadness, guilt, anger, hurt and loss around wherever I went. After my lessons, I felt a little bit of all that drop off each time I left your house."



- A. "How many lessons did you have?"
 D. "I believe I had about 30, maybe 29."

- A. "What did you notice that was easier?"
 D. "What became easier was the concept of the technique and also my body started to align itself better and better each time I came back. Also I felt like I understood how to do the technique at home as more time went by."
 "

- A. "What was different?"
 D. "The difference for me was I became very conscious of how my body was aligned, the patterns I was used to doing that were not good for me, and mentally I was able to stop myself from reacting right away to a situation when before I would usually jump right in whether I was needed or not."

- A. "How did you understand it?? How do you understand it now?"
 D. "I still do not have a great grasp of the whole technique but there is definitely something that works about it. It is a very slow process to see the results but gradually you have these "A-HA" moments where you simply understand the connection."

- D. "Alice, I really feel that you were the biggest part of the technique. Your energy was very gentle and never overpowering. It always seemed to be just the right amount at the right time. As far as benefitting parents, the technique allows you to stop your mind and body and focus on what is

right in front of you. For me, it allowed me to stop and center myself before responding and that is one of the most helpful things I have ever learned! "

I hope this interview, my opening paragraph and the quote from my friend and colleague will give a picture of what The Alexander Technique can do, how it works and how it can be useful to the parents and the students at Innovations Academy or in any school setting.

Alexander believed we should start at a very early age to allow the growth to continue in a positive way.

With this calm, clear focus and the organized musculature which facilitates that focus, we can all learn what we want to learn to use in our lives

Alice Olsher is a teacher and trainer of teachers of The Alexander Technique, and a parent of two students at Innovations Academy. She has been teaching for 22 years having worked in schools with musicians and people from all different professions. She has also worked training teachers as well and has been very grateful to use this work for her own calm, clear focus in parenting her children.

For a free introductory lesson contact Alice at:
aliceolsher@cox.net or phone 619-855-2345.



Innovations Community

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Innovations Solution Center

The Solution Center at Innovations Academy has now completed the 8 week pilot program and proved to be a successful addition to the school.



Over 55 students visited the Center for support. Many students, adults and families also participated in ongoing therapy with Solution Center staff. The Center will again be available on campus starting on March 26. Some students will continue to receive individual support and several additional students will have an opportunity to participate. Jennifer Kuebler, Marriage and Family Therapist Trainee, will support the Center through her next practicum, under the supervision of Dr. Gretchen Pound from March 26 through June 15. **The Center, which is now located next to Christine's office, will be staffed by Jennifer, Mon-Thurs from 11-4.**

For this upcoming 12 week period, there will also be Peer Communication Skills support groups for most age groups. These groups will be made up of a combination of kids who need help creating friendships, as well as students who can be there to model and help other kids with natural feedback. During these groups students will be supported in the moment with their interactions to learn tools to

facilitate better communication skills, peer interactions and ultimately, create a better school experience. Many of these groups will take place during counsel. During the 12 weeks there will be concurrent groups every other week for six week sessions. If you have not received a consent for your child to participate and you would like them to do so, please discuss the need with their teacher.

Some of the topics that students work on in the Center, families can continue to think about, discuss and practice at home:

- **“Who am I choosing to be today” Who do you want to be?** Every day we have a new choice. There will always be people around us that behave in ways that make us unhappy and the only person we have complete control over is ourselves. In each moment, how we choose to act, respond, and be, will determine how we feel about ourselves. Things to discuss with kids: What do you believe in and what values do you want to uphold? How can you respond when someone does something that upsets you without compromising who you want to be?
 - Discussing possible responses to situations can help kids prepare themselves to successfully handle stressful and challenging situations with grace. The more opportunities kids have to “be” proud of ways they handle situations, the more they build their self esteem and confidence.
- **Learn and grow from mistakes.** What kinds of mistakes do children and adults make in your home? How are these mistakes dealt with in your family? Do people in your family feel like it is ok to admit when they make a mistake? Does the person who made the mistake come up with a solution to remedy the situation? By encouraging accountability for mistakes and participation in the solution, we create more honesty and willingness to admit our faults. When we realize that we can make a mistake, fix it, learn from it and move on, we learn acceptance and resilience.

The Solution Center Staff looks forward to continuing to support a school culture based on mutual respect, cooperation, and responsibility and to collaborate with teachers to implement the school policy of Positive Discipline. Thanks for your support.