



# Innovations Academy

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## Innovations Academy Board Minutes: June 26, 2018 @ 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*

Stephen Rosen	Danielle Strachman	Faraz Sharafi	Andrea Thiltgen	Nathan Cooper		
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### *Others in Attendance*

Keely Moore	Delano Jones	Tony Spitzberg	Christine Kuglen			
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### *Agenda*

Topic	Minutes
➤ Call to order / roll call	Time / Date 6:09 pm on 6-26-18 Board in Attendance: <ol style="list-style-type: none"> <li>1. Nate Cooper</li> <li>2. Danielle Strachman</li> <li>3. Faraz Sharafi</li> <li>4. Andrea Thiltgen</li> <li>5. Stephen Rosen</li> </ol> Other Present: <ol style="list-style-type: none"> <li>1. Keely Moore</li> <li>2. Christine Kuglen</li> <li>3. Delano Jones</li> <li>4. Tony Spitzberg</li> </ol>
➤ Approval of current agenda	<b>Vote to approve current agenda -</b> 1st motion - Stephen Rosen 2nd motion- Faraz Sharafi <b>Vote:</b> Unanimously approved by: <ol style="list-style-type: none"> <li>1. Nate Cooper</li> <li>2. Danielle Strachman</li> <li>3. Faraz Sharafi</li> <li>4. Andrea Thiltgen</li> <li>5. Stephen Rosen</li> </ol>
➤ Approval of prior month meeting minutes	Completed: Change the board attendance - Delano Jones to "Others in Attendance"

	<p>1st motion- Faraz Sharafi  2nd motion- Stephen Rosen  <b>Vote:</b>  Unanimously approved by:</p> <ol style="list-style-type: none"> <li>1. Nate Cooper</li> <li>2. Danielle Strachman</li> <li>3. Faraz Sharafi</li> <li>4. Andrea Thiltgen</li> <li>5. Stephen Rosen</li> </ol>
<p>➤ Public comments (3 mins per person)</p>	<p>No One on the public line</p> <ul style="list-style-type: none"> <li>➤ Three members present - <ul style="list-style-type: none"> <li>○ Veronica Rol</li> <li>○ Jennifer Ott-Rol</li> <li>○ Jackson Rol</li> </ul> </li> <li>➤ <b>Discussion:</b> <ul style="list-style-type: none"> <li>○ Update on the site</li> <li>○ Is Evan returning?  He will not be returning and replacement role has been</li> </ul> </li> </ul>
<p>○ Teacher briefing (Dre &amp; Keely)</p>	<p><b>Discussion:</b></p> <ul style="list-style-type: none"> <li>➤ Using Lucy Calkins next year for Literacy</li> <li>➤ Two fifth grade classes for next year</li> <li>➤ Math State tests preliminary scores show improvement at this point</li> <li>➤ 8th grade ceremonies went well - students going all over the district</li> </ul>
<p>○ Financial update (Delano)  ✓ Charter Vision Update</p>	<p><b>Discussion:</b></p> <ul style="list-style-type: none"> <li>➤ YTD Actuals Expenses about 1% over as of May</li> <li>➤ Closing/Outstanding revenues will wrap up in mid-July</li> <li>➤ Delano will be sending out the Charter Vision Reports monthly</li> </ul>
<p>○ Director update (Christine)  ✓ SBAC Scores  ✓ Teacher Updates</p>	<p><u>Item – Director Update</u></p> <p><b>Discussion:</b></p> <ul style="list-style-type: none"> <li>➤ Math scores positive <ul style="list-style-type: none"> <li>○ Pleased with improvements on the data for SBAC Math scores</li> </ul> </li> <li>➤ Keith Fowler is moving to Connecticut to be closer to his kids’ extended family</li> </ul>

	<p>➤ Our intern programs are strong - may reflect in the budget and are very supportive for future retention (3 on upcoming staff for 2018-2019 year)</p>
<p>➤ Action items</p>	
<ol style="list-style-type: none"> <li>1. Adoption of Policies for immigration status</li> <li>2. Adoption of Policies for school records</li> <li>3. Adoption of Harassment, Bullying Policy</li> <li>4. Adoption of Homeless Students Policy</li> <li>5. 2018-2019 LCAP Approval</li> <li>6. 2018-2019 ESSA LCAP Addendum approval</li> <li>7. 2018-2019 Budget approval</li> <li>8. 2018-2019 EPA Estimated Expenditures</li> <li>9. 2018-2019 Consolidate Application</li> <li>10. Approval of Dre stepping down from Teacher Representative position - Keely Moore stepping in</li> </ol>	<p><u>Action Item 1 -Adoption of Policies for immigration status</u></p> <p><b>Discussion:</b></p> <ul style="list-style-type: none"> <li>- None</li> <li>➤ <b>Vote:</b> To adopt policies for immigration status</li> </ul> <p>1st motion - Stephen Rosen 2nd motion - Faraz Sharafi</p> <p><b>Unanimous approval by:</b></p> <ol style="list-style-type: none"> <li>1. Nate Cooper</li> <li>2. Danielle Strachman</li> <li>3. Faraz Sharafi</li> <li>4. Andrea Thiltgen</li> <li>5. Stephen Rosen</li> </ol> <p><u>Actions Item 2 - Adoption of Policies for school records</u></p> <p><b>Discussion:</b></p> <ul style="list-style-type: none"> <li>- None</li> <li>➤ <b>Vote:</b> To adopt policies for school records</li> </ul> <p>1st motion - Stephen Rosen 2nd motion - Faraz Sharafi</p> <p><b>Unanimous approval by:</b></p> <ol style="list-style-type: none"> <li>1. Nate Cooper</li> <li>2. Danielle Strachman</li> <li>3. Faraz Sharafi</li> <li>4. Andrea Thiltgen</li> <li>5. Stephen Rosen</li> </ol> <p><u>Action Item 3- Adoption of Homeless Students Policy</u></p> <p>➤ <b>Discussion:</b></p> <ul style="list-style-type: none"> <li>○ Formatting issue - bullets did not line up; pg. 18 indentation needed</li> <li>○ We help on a case by case basis</li> <li>○ Superintendent = Christine</li> </ul> <p>➤ <b>Vote:</b> To adopt Homeless Students</p>

Policy

1st motion - Stephen Rosen

2nd motion - Faraz Sharafi

**Unanimous approval by:**

1. Nate Cooper
2. Danielle Strachman
3. Faraz Sharafi
4. Andrea Thiltgen
5. Stephen Rosen

Actions Item 4 - Adoption of Harassment,

Bullying policy

**Discussion:**

- By adopting this policy, we will have to integrate and teach students and staff about harassment and bullying
- **Vote:** To adopt the Harassment, Bullying policy

1st motion - Stephen Rosen

2nd motion - Faraz Sharafi

**Unanimous approval by:**

1. Nate Cooper
2. Danielle Strachman
3. Faraz Sharafi
4. Andrea Thiltgen
5. Stephen Rosen

Actions Item 5 - 2018-2019 LCAP Approval

**Discussion:**

- Parent survey was sent out 2 times this past year; student survey sent as well
- Parents were concerned about safety - plan set into place that all students can safely access
- Parent Connection team has been supportive and involved
- WASC report input from Staff has occurred
- LCAP can be accessible on our Innovations Website
- **Vote:** To approve the 2018-2019 LCAP

1st motion - Stephen Rosen

2nd motion - Faraz Sharafi

**Unanimous approval by:**

1. Nate Cooper
2. Danielle Strachman
3. Faraz Sharafi
4. Andrea Thiltgen
5. Stephen Rosen

Actions Item 6- 2018-2019 ESSA plan approval

**Discussion:**

- *Every Student Succeeds Act (ESSA)*
- Addendum approves that funding can be accessed and received

➤ **Vote:**

1st motion - Dre Thiltgen

2nd motion - Faraz Sharafi

**Unanimous approval by:**

1. Nate Cooper
2. Danielle Strachman
3. Faraz Sharafi
4. Andrea Thiltgen
5. Stephen Rosen

Actions Item 7 -2018-2019 Budget approval

**Discussion:**

- Reviewed Budget Narrative
- Our budget calls for 375 students - we have 415 students enrolled (as of June 8th, 2018)
- STRS rates have steadily been increasing each year
- Our future information can anticipate discussions for our projected budget when more data is present
- *Insurance* covers property & liability

➤ **Vote:** To approve the 2018-2019 budget

1st motion - Stephen Rosen

2nd motion - Danielle Strachman

**Unanimous approval by:**

1. Nate Cooper
2. Danielle Strachman
3. Faraz Sharafi
4. Andrea Thiltgen
5. Stephen Rosen

Actions Item 8- 2018-2019 EPA Estimated Expenditures

**Discussion:**

- *Education Protection Account (EPA)*
- Prop 30 raised taxes to put money aside for educational spending
- Breakdown reflects certificated spending
- **Vote:** To approve the Educational Protection Account funds as attached

1st motion - Stephen Rosen

2nd motion - Faraz Sharafi

**Unanimous approval by:**

1. Nate Cooper
2. Danielle Strachman
3. Faraz Sharafi
4. Andrea Thiltgen
5. Stephen Rosen

Actions Item 9 - 2018-2019 Consolidate Application

**Discussion:**

- Review of ConApp aspects
- **Vote:** To approve the 2018-2019 Consolidate App

1st motion - Nate Cooper

2nd motion - Faraz Sharafi

**Unanimous approval by:**

1. Nate Cooper
2. Danielle Strachman
3. Faraz Sharafi
4. Andrea Thiltgen
5. Stephen Rosen

Actions Item 10 - Approval of Dre stepping down and Keely Moore stepping as Board Teacher representative

**Discussion:**

- Dre is moving to step down from the position
- Keely has been at Innovations Academy for 1 year, Masters Program, experience with camps, students and kids

- **Vote:** To accept the resignation of Dre

	<p>Thiltgen and a motion to appoint Keely Moore as the secretary and teacher representative board member</p> <p>1st motion - Nate Cooper 2nd motion - Faraz Sharafi</p> <p><b>Unanimous approval by:</b></p> <ol style="list-style-type: none"> <li>1. Nate Cooper</li> <li>2. Danielle Strachman</li> <li>3. Faraz Sharafi</li> <li>4. Andrea Thiltgen</li> <li>5. Stephen Rosen</li> </ol>
<p>➤ Discussion items</p>	
<ul style="list-style-type: none"> <li>○ Update on future school facility (Faraz)</li> <li>○ Update on Monarch Project at our current location (Stephen)</li> <li>○ Review Board Threshold</li> <li>○ Review requirements for bringing proposals to the board for approval</li> </ul>	<ul style="list-style-type: none"> <li>➤ <u>Item 1. – Update on future school facility</u> <b>Discussion:</b> <ul style="list-style-type: none"> <li>-In negotiations for a potential site in Kearny Mesa</li> <li>-Christine anticipates making an offer within the next few month.</li> <li>-Move occur by June 2019</li> <li>-Nate proposed that we hold a Special Meeting when we know more about what the future pertains</li> </ul> </li> <li>➤ <u>Item 2. - Update on Monarch</u> <b>Discussion:</b> <ul style="list-style-type: none"> <li>- Last Tuesday, SDUSD voted to move forward on their building proposal at this Scripps Ranch site</li> <li>- The focus of the discussion at the SDUSD meeting was building low-income housing and facilitating education on the site</li> <li>- Site is intended to make money, yet the intentions may not balance positively</li> <li>- When district contacts us, we will move forward on what we can and will do in the future</li> </ul> </li> <li>➤ <u>Item 3. - Review Board Threshold</u> <b>Discussion:</b> <ul style="list-style-type: none"> <li>- Continue to recruit more board members so that we meet threshold numbers</li> </ul> </li> </ul>



	<ul style="list-style-type: none"> <li>➤ <u>Item 4. - Review requirements for proposals</u></li> </ul> <p><b>Discussion:</b></p> <ul style="list-style-type: none"> <li>- None; passed item</li> </ul>
➤ Next board meeting	
o Confirm date of next meeting	September 13, 2018 at 6pm
o Identify agenda items for next meeting	➤
Meeting adjourned	Tuesday, June 26, 2018 at 8:07pm

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

\_\_\_\_\_  
Secretary

Please contact Innovations Academy Board @ [Board@InnovationsAcademy.org](mailto: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:
  - At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the boundaries of the State of California;
  - All votes taken during a teleconference meeting shall be by roll call;
  - If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
  - All locations where a member of the Board of Directors constituting the quorum participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;
  - Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location; and
  - The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.
  - The Brown Act prohibits requiring members of the public, to provide their names as a condition of attendance at the meeting; however, those wishing to speak may be required to identify themselves.



## School Wide Update

- Summer Professional Development: All teachers participated in the Jennifer Serravallo Reading and Writing Methods workshop and are discussing how to effectively work with small groups in reading/writing.
- All grade levels will be implementing Lucy Calkins' Reading/Writing curriculum. Our goal is to streamline curriculum across grade levels, and to hopefully see the spike in test scores that we saw last year with Saxon in Math.

## K-2 update

- 2nd grade's first project will unpack, "**What is the purpose of play and how can we use it to enhance our lives?**" After researching why play is vital for all, they will be discovering unique ways that they can safely incorporate loose parts (items you wouldn't normally consider to be part of a playground i.e. cardboard, PVC pipe, etc) into our own playground.

## 3-5 Update

- 4th grade is working on team building. Next tuesday they are going to the UCSD low ropes course to practice team building. They will be participating in activities where they learn to trust and help each other.

## 6-8 Update

- 8th grade has entered into The Big History Project. BHP delivers a big picture look at the world, and helps students develop a framework to organize what they're learning both in and out of the classroom. Students will have a better understanding of how we got here, where we're going, and how they fit in.

The background features abstract, overlapping geometric shapes in various shades of green, ranging from light lime to dark forest green. The shapes are primarily triangles and polygons, creating a dynamic, layered effect. The text is centered in a clean, sans-serif font.

# Innovations Academy 2017-18 Financials

# Innovations Academy Charter 2017-18 Financial Summary

- ▶ Enrollment/ADA @ P-2
  - ▶ 371 Students
  - ▶ 356.04 ADA (96%)
- ▶ Revenues
- ▶ Total Revenues all sources:
  - ▶ \$3,442,726
- ▶ Total Expenses all categories:
  - ▶ \$3,459,053
- ▶ Net Surplus/(deficit)
  - ▶ \$(16,327)

# Innovations Academy 2017-18 LCFF Revenues



## Revenue Category Detail

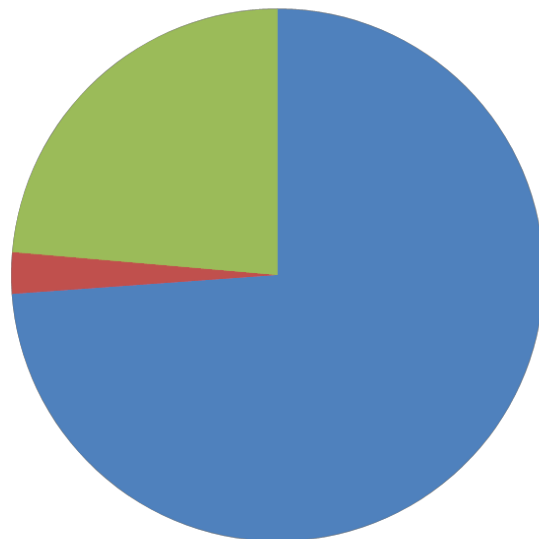
### Innovations Academy

July 2017 - June 2018

For Accounts 800 LCFF

Acct Code	Description	Amount	Percent
8011	LCFF Revenue	\$670,617.00	23.93%
8012	Education Protection Account Revenue	\$71,208.00	2.54%
8019	Prior Year Income/Adjustments	(\$35,502.00)	-1.27%
8096	Charter Schools Funding In-Lieu of Property Taxes	\$2,096,578.00	74.80%
<b>Total:</b>		<b>\$2,802,901.00</b>	

### Revenue By Account Segment



- Charter Schools Funding In-Lieu of Property Taxes
- Education Protection Account Revenue
- LCFF Revenue

# Innovations Academy 2017-18 Federal Revenues

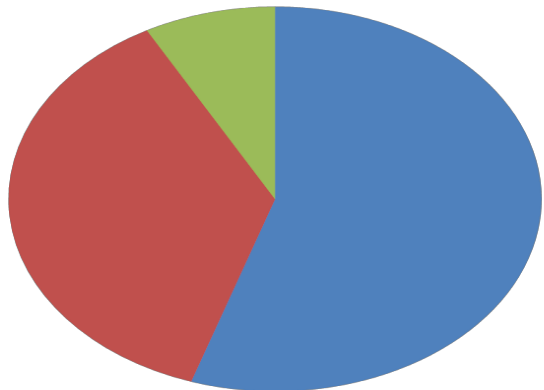
**Innovations Academy**

July 2017 - June 2018

For Accounts 820 Federal Revenue

Acct Code	Description	Amount	Percent
8181	Special Education - Entitlement	\$50,408.00	55.10%
8291	Title I Federal Revenue	\$33,781.00	36.92%
8292	Title II	\$7,299.00	7.98%
<b>Total:</b>		<b>\$91,488.00</b>	

**Revenue By Account Segment**



- Special Education - Entitlement
- Title I Federal Revenue
- Title II

# Innovations Academy 2017-18 Other State Revenues



## Revenue Category Detail

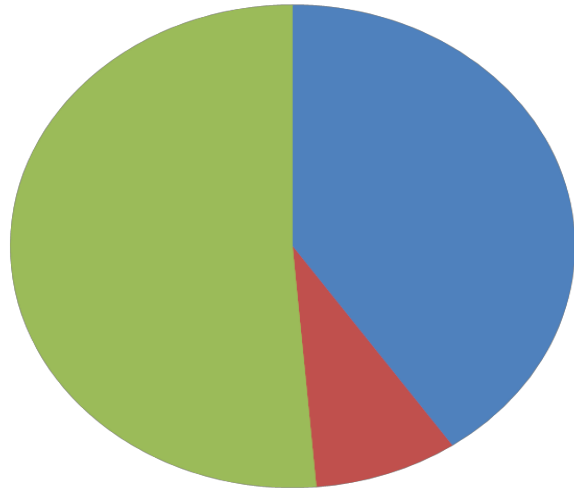
### Innovations Academy

July 2017 - June 2018

For Accounts 840 Other State Revenue

Acct Code	Description	Amount	Percent
8550	Mandate Block Grant	\$60,973.00	40.43%
8560	State Lottery Revenue	\$77,433.32	51.35%
8599	Prior Year State Income	\$12,400.96	8.22%
<b>Total:</b>		<b>\$150,807.28</b>	

### Revenue By Account Segment



- Mandate Block Grant
- Prior Year State Income
- State Lottery Revenue



# Innovations Academy 2017-18 Local Revenues



## Revenue Category Detail

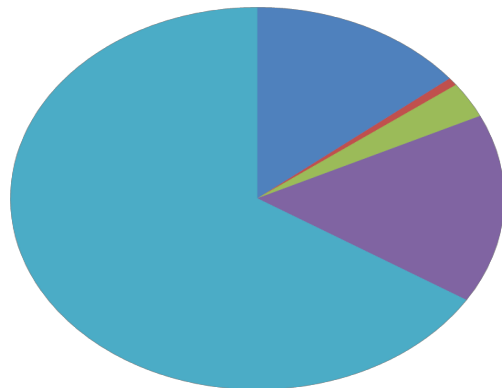
### Innovations Academy

July 2017 - June 2018

For Accounts 870 Local Revenue

Acct Code	Description	Amount	Percent
8660	Interest Income	\$12,007.88	3.02%
8682	Foundation Grants/Donations	\$2,646.85	0.67%
8685	School Site fundraising	\$63,708.09	16.03%
8699	All Other Local Revenue	\$56,503.05	14.21%
8793	SPED State/Other Transfers of Apportionments from JPA	\$262,664.00	66.07%
<b>Total:</b>		<b>\$397,529.87</b>	

### Revenue By Account Segment



- All Other Local Revenue
- Foundation Grants/Donations
- Interest Income
- School Site fundraising
- SPED State/Other Transfers of Apportionments from JPA

# Expenses by Category



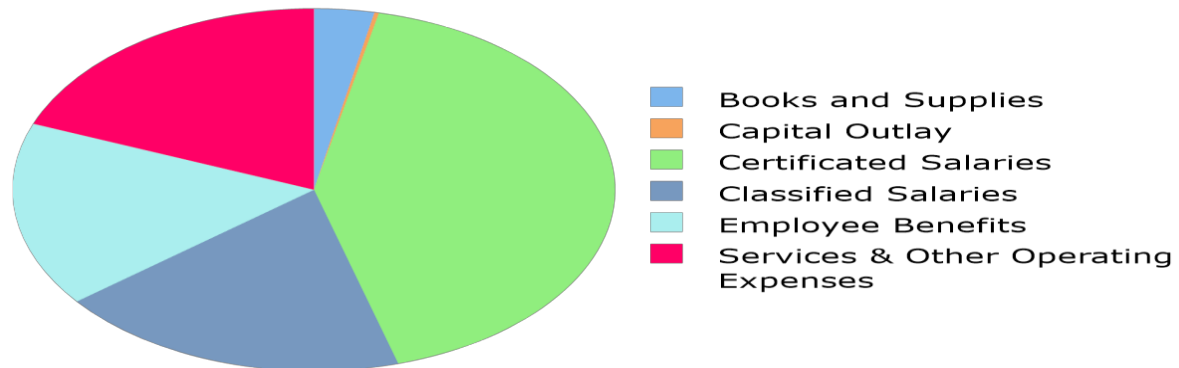
## Expenses By Category

### Innovations Academy

July 2017 - June 2018

Account Group	Description	Total	Percent
100	Certificated Salaries	\$1,453,097.66	42.01%
200	Classified Salaries	\$655,126.19	18.94%
300	Employee Benefits	\$571,185.39	16.51%
400	Books and Supplies	\$111,901.01	3.24%
500	Services & Other Operating Expenses	\$659,409.77	19.06%
600	Capital Outlay	\$8,333.33	0.24%
<b>Total:</b>		<b>\$3,459,053.35</b>	

### Expenses By Category



# Program & School Supplies



## Expenses Category Detail

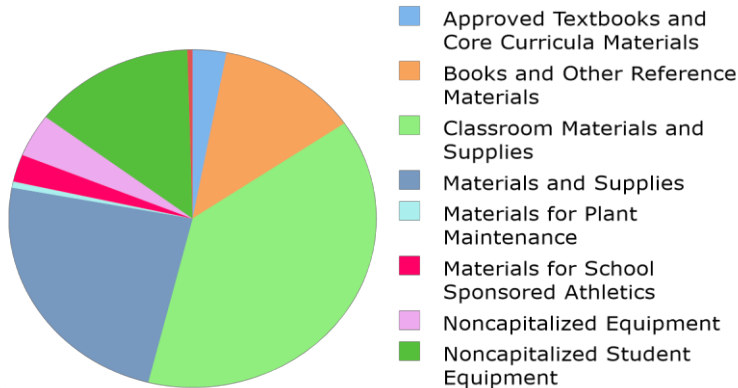
Innovations Academy

July 2017 - June 2018

For Account Category 400 Books and Supplies

Acct Code	Description	Amount	Percent
4100	Approved Textbooks and Core Curricula Materials	\$3,325.80	2.97%
4200	Books and Other Reference Materials	\$13,988.48	12.50%
4300	Materials and Supplies	\$26,911.02	24.05%
4315	Classroom Materials and Supplies	\$42,983.77	38.41%
4342	Materials for School Sponsored Athletics	\$2,940.92	2.63%
4381	Materials for Plant Maintenance	\$657.66	0.59%
4400	Noncapitalized Equipment	\$4,609.92	4.12%
4410	Software & Software Licensing	\$499.00	0.45%
4430	Noncapitalized Student Equipment	\$15,984.44	14.28%
<b>Total:</b>		<b>\$111,901.01</b>	

Expenses By Account Segment



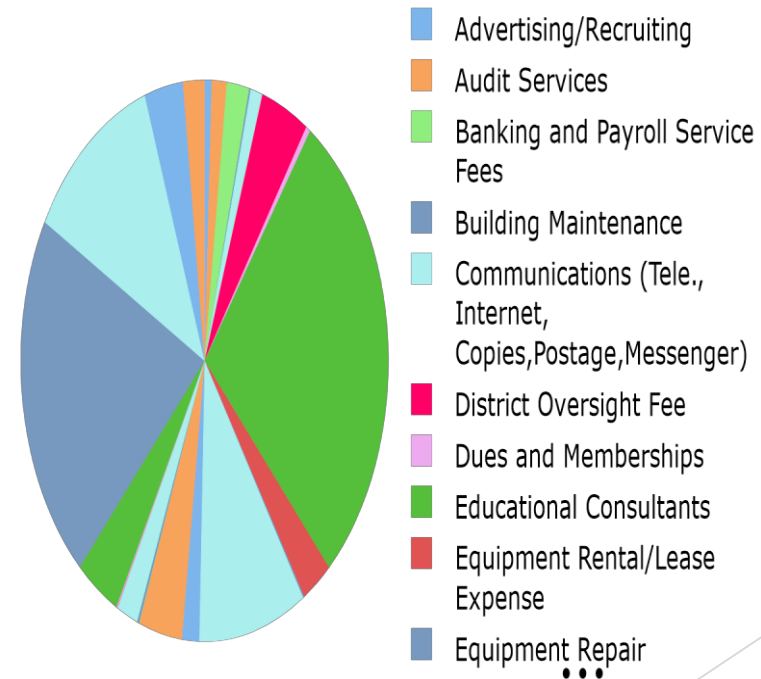
Innovations Academy

July 2017 - June 2018

For Account Category 500 Services & Other Operating Expenses

Acct Code	Description	Amount	Percent
5200	Travel and Conferences	\$12,394.14	1.88%
5210	Training and Development Expense	\$22,370.74	3.39%
5300	Dues and Memberships	\$2,545.89	0.39%
5400	Insurance	\$25,039.72	3.80%
5500	Operation and Housekeeping Services	\$12,270.00	1.86%
5600	Space Rental/Leases Expense	\$140,760.00	21.35%
5601	Building Maintenance	\$865.00	0.13%
5602	Other Space Rental	\$240.09	0.04%
5605	Equipment Rental/Lease Expense	\$17,849.17	2.71%
5610	Equipment Repair	\$719.62	0.11%

Expenses By Account Segment



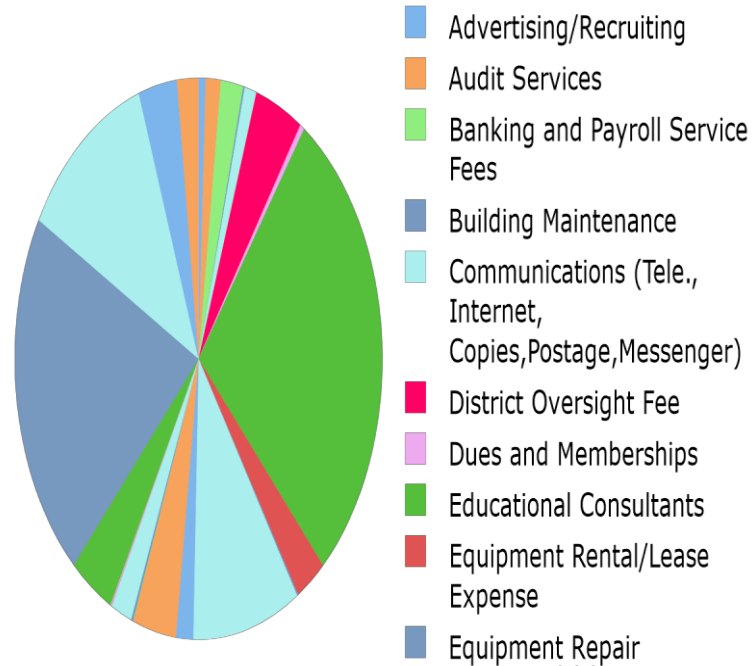
**Innovations Academy**

**July 2017 - June 2018**

For Account Category 500 Services & Other Operating Expenses

Acct Code	Description	Amount	Percent
5800	Professional/Consulting Services and Operating Expenditures	\$25,726.51	3.90%
5803	Banking and Payroll Service Fees	\$13,020.52	1.97%
5805	Legal Services and Audit	\$1,165.00	0.18%
5806	Audit Services	\$8,700.00	1.32%
5810	Educational Consultants	\$187,521.28	28.44%
5811	Student Transportation	\$75,854.67	11.50%
5815	Advertising/Recruiting	\$4,130.00	0.63%
5820	Fundraising Expense	\$9,960.98	1.51%
5842	Services Student Athletics	\$85.00	0.01%
5873	Financial Services	\$62,500.00	9.48%
5874	Personnel Services	\$517.00	0.08%
5875	District Oversight Fee	\$28,029.01	4.25%
5890	Interest Expense/Fees	\$253.01	0.04%
5900	Communications (Tele., Internet, Copies,Postage,Messenger)	\$6,892.42	1.05%
<b>Total:</b>		<b>\$659,409.77</b>	

**Expenses By Account Segment**



# Year to Date Actual to Budget Summary

**Innovations Academy**

July 2017 - June 2018

Segment Name	Filter Applied					
	July - June				2017-2018	
Account Description	Actual	Budget	Variance \$	Variance %	Total Budget	Remaining Budget
<b>Total Revenue</b>	\$3,442,726	\$3,432,529	\$10,197	0.3%	\$3,432,529	(\$10,197)
<b>Total Personnel Expenses</b>	\$2,679,409	\$2,701,002	\$21,593	0.8%	\$2,701,002	\$21,593
<b>Total Operational Expenses</b>	\$779,644	\$778,395	(\$1,250)	-0.2%	\$778,395	(\$1,250)
<b>Total Expenses</b>	\$3,459,053	\$3,479,396	\$20,343	0.6%	\$3,479,396	\$20,343
<b>Net Income</b>	(\$16,327)	(\$46,867)	\$30,540	65.2%	(\$46,867)	(\$30,540)

# Balance Sheet

- ▶ [17-18 Analysis\Balance Sheet June 2018.xls](#)

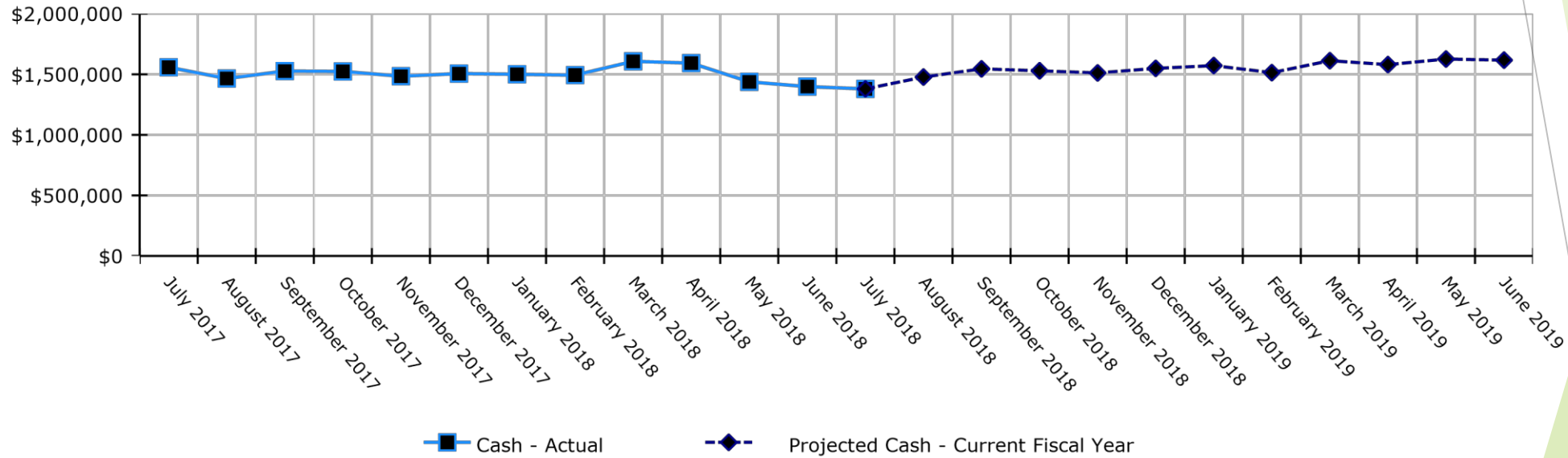
# Book Balance Over Time



## Monthly Book Balance Over Time

Innovations Academy

Prior 12 months and Projections to Year End



	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	\$1,484,133.89	Actual
December 2017	\$1,505,816.83	Actual
January 2018	\$1,500,273.95	Actual
February 2018	\$1,493,258.28	Actual
March 2018	\$1,607,233.35	Actual
April 2018	\$1,592,567.90	Actual
May 2018	\$1,437,880.18	Actual
June 2018	\$1,398,481.44	Actual

	Cash Amount	Actual or Projected
July 2018	\$1,379,590.07	Actual
August 2018	\$1,477,256.00	Projected
September 2018	\$1,545,068.00	Projected
October 2018	\$1,528,926.00	Projected
November 2018	\$1,511,283.00	Projected
December 2018	\$1,548,893.00	Projected
January 2019	\$1,571,824.00	Projected
February 2019	\$1,513,669.00	Projected
March 2019	\$1,612,483.00	Projected
April 2019	\$1,579,865.00	Projected
May 2019	\$1,626,178.00	Projected
June 2019	\$1,616,907.00	Projected



# **Innovations Academy**

Questions

CHARTER SCHOOL UNAUDITED ACTUALS  
FINANCIAL REPORT -- ALTERNATIVE FORM  
July 1, 2017 to June 30, 2018

CHARTER SCHOOL CERTIFICATION

Charter School Name: Innovations Academy  
CDS #: 37683380118083  
Charter Approving Entity: San Diego Unified School District  
County: San Diego  
Charter #: 1024

**NOTE: An Alternative Form submitted to the California Department of Education will not be considered a valid submission if the following information is missing:**

For information regarding this report, please contact:

<u>For County Fiscal Contact:</u>	<u>For Approving Entity:</u>	<u>For Charter School:</u>
<u>Patricia Fogliano</u> Name	<u>Theresa Goody</u> Name	<u>Delano Jones</u> Name
<u>Financial Reporting Analyst</u> Title	<u>Senior Financial Accountant</u> Title	<u>School Business Manager</u> Title
<u>858-292-3663</u> Telephone	<u>619-725-7590</u> Telephone	<u>619-417-5247</u> Telephone
<u>pfogliano@sdcoe.net</u> E-mail address	<u>tgoody@sandi.net</u> E-mail address	<u>djones@csmci.com</u> E-mail address

To the entity that approved the charter school:

(  ) 2017-18 CHARTER SCHOOL UNAUDITED ACTUALS FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been approved, and is hereby filed by the charter school pursuant to *Education Code* Section 42100(b).

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
Charter School Official  
(Original signature required)

Printed Name: \_\_\_\_\_ Title: \_\_\_\_\_

To the County Superintendent of Schools:

(  ) 2017-18 CHARTER SCHOOL UNAUDITED ACTUALS FINANCIAL REPORT -- ALTERNATIVE FORM: This report is hereby filed with the County Superintendent pursuant to *Education Code* Section 42100(a).

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
Authorized Representative of  
Charter Approving Entity  
(Original signature required)

Printed Name: \_\_\_\_\_ Title: \_\_\_\_\_

To the Superintendent of Public Instruction:

(  ) 2017-18 CHARTER SCHOOL UNAUDITED ACTUALS FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been verified for mathematical accuracy by the County Superintendent of Schools pursuant to *Education Code* Section 42100(a).

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
County Superintendent/Designee  
(Original signature required)

**CHARTER SCHOOL UNAUDITED ACTUALS  
FINANCIAL REPORT -- ALTERNATIVE FORM**

July 1, 2017 to June 30, 2018

**Charter School Name:** Innovations Academy  
**CDS #:** 37683380118083  
**Charter Approving Entity:** San Diego Unified School District  
**County:** San Diego  
**Charter #:** 1024

**This charter school uses the following basis of accounting:**

**(Please enter an "X" in the applicable box below; check only one box)**

- Accrual Basis** (Applicable Capital Assets/Interest on Long-Term Debt/Long-Term Liabilities/Net Position objects are 6900, 7438, 9400-9489, 9660-9669, 9796, and 9797)
- Modified Accrual Basis** (Applicable Capital Outlay/Debt Service/Fund Balance objects are 6100-6170, 6200-6500, 7438, 7439, and 9711-9789)

Description	Object Code	Unrestricted	Restricted	Total
<b>A. REVENUES</b>				
<b>1. LCFF Sources</b>				
State Aid - Current Year	8011	670,617.00		670,617.00
Education Protection Account State Aid - Current Year	8012	71,208.00		71,208.00
State Aid - Prior Years	8019	(35,502.00)		(35,502.00)
Transfers to Charter Schools in Lieu of Property Taxes	8096	2,096,578.00		2,096,578.00
Other LCFF Transfers	8091, 8097			0.00
Total, LCFF Sources		2,802,901.00	0.00	2,802,901.00
<b>2. Federal Revenues (see NOTE in Section L)</b>				
No Child Left Behind/Every Student Succeeds Act	8290		41,080.00	41,080.00
Special Education - Federal	8181, 8182		50,408.00	50,408.00
Child Nutrition - Federal	8220			0.00
Donated Food Commodities	8221			0.00
Other Federal Revenues	8110, 8260-8299			0.00
Total, Federal Revenues		0.00	91,488.00	91,488.00
<b>3. Other State Revenues</b>				
Special Education - State	StateRevSE		262,664.00	262,664.00
All Other State Revenues	StateRevAO	120,495.00	30,312.00	150,807.00
Total, Other State Revenues		120,495.00	292,976.00	413,471.00
<b>4. Other Local Revenues</b>				
All Other Local Revenues	LocalRevAO	134,866.00		134,866.00
Total, Local Revenues		134,866.00	0.00	134,866.00
<b>5. TOTAL REVENUES</b>				
		3,058,262.00	384,464.00	3,442,726.00
<b>B. EXPENDITURES (see NOTE in Section L)</b>				
<b>1. Certificated Salaries</b>				
Certificated Teachers' Salaries	1100	943,550.00	186,000.00	1,129,550.00
Certificated Pupil Support Salaries	1200		68,609.00	68,609.00
Certificated Supervisors' and Administrators' Salaries	1300	190,000.00		190,000.00
Other Certificated Salaries	1900	8,296.00	56,644.00	64,940.00
Total, Certificated Salaries		1,141,846.00	311,253.00	1,453,099.00
<b>2. Noncertificated Salaries</b>				
Noncertificated Instructional Salaries	2100	305,867.00	114,567.00	420,434.00
Noncertificated Support Salaries	2200	8,000.00	62,000.00	70,000.00
Noncertificated Supervisors' and Administrators' Salaries	2300	70,000.00		70,000.00
Clerical and Office Salaries	2400	62,792.00	31,900.00	94,692.00
Other Noncertificated Salaries	2900			0.00
Total, Noncertificated Salaries		446,659.00	208,467.00	655,126.00

**CHARTER SCHOOL UNAUDITED ACTUALS  
FINANCIAL REPORT -- ALTERNATIVE FORM**

July 1, 2017 to June 30, 2018

Charter School Name: Innovations Academy

CDS #: 37683380118083

Description	Object Code	Unrestricted	Restricted	Total
<b>3. Employee Benefits</b>				
STRS	3101-3102	165,843.00	38,050.00	203,893.00
PERS	3201-3202			0.00
OASDI / Medicare / Alternative	3301-3302	50,668.00	22,227.00	72,895.00
Health and Welfare Benefits	3401-3402	222,536.00	18,723.00	241,259.00
Unemployment Insurance	3501-3502	15,580.00	6,135.00	21,715.00
Workers' Compensation Insurance	3601-3602	31,171.00	253.00	31,424.00
OPEB, Allocated	3701-3702			0.00
OPEB, Active Employees	3751-3752			0.00
Other Employee Benefits	3901-3902			0.00
Total, Employee Benefits		485,798.00	85,388.00	571,186.00
<b>4. Books and Supplies</b>				
Approved Textbooks and Core Curricula Materials	4100	3,326.00	3,484.00	6,810.00
Books and Other Reference Materials	4200	10,504.00	0.00	10,504.00
Materials and Supplies	4300	47,543.00	25,951.00	73,494.00
Noncapitalized Equipment	4400	20,211.00	882.00	21,093.00
Food	4700			0.00
Total, Books and Supplies		81,584.00	30,317.00	111,901.00
<b>5. Services and Other Operating Expenditures</b>				
Subagreements for Services	5100			0.00
Travel and Conferences	5200	27,145.00	7,620.00	34,765.00
Dues and Memberships	5300	2,546.00		2,546.00
Insurance	5400	25,040.00		25,040.00
Operations and Housekeeping Services	5500	12,270.00		12,270.00
Rentals, Leases, Repairs, and Noncap. Improvements	5600	160,355.00	79.00	160,434.00
Transfers of Direct Costs	5700-5799		61,356.00	61,356.00
Professional/Consulting Services and Operating Expend.	5800	356,107.00		356,107.00
Communications	5900	6,892.00		6,892.00
Total, Services and Other Operating Expenditures		590,355.00	69,055.00	659,410.00
<b>6. Capital Outlay</b>				
(Objects 6100-6170, 6200-6500 modified accrual basis only)				
Land and Land Improvements	6100-6170			0.00
Buildings and Improvements of Buildings	6200			0.00
Books and Media for New School Libraries or Major				
Expansion of School Libraries	6300			0.00
Equipment	6400			0.00
Equipment Replacement	6500			0.00
Depreciation Expense (accrual basis only)	6900	8,333.00		8,333.00
Total, Capital Outlay		8,333.00	0.00	8,333.00
<b>7. Other Outgo</b>				
Tuition to Other Schools	7110-7143			0.00
Transfers of Pass-Through Revenues to Other LEAs	7211-7213			0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE			0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO			0.00
All Other Transfers	7281-7299			0.00
Transfers of Indirect Costs	7300-7399			0.00
Debt Service:				
Interest	7438			0.00
Principal (for modified accrual basis only)	7439			0.00
Total Debt Service		0.00	0.00	0.00
Total, Other Outgo		0.00	0.00	0.00
<b>8. TOTAL EXPENDITURES</b>		<b>2,754,575.00</b>	<b>704,480.00</b>	<b>3,459,055.00</b>

**CHARTER SCHOOL UNAUDITED ACTUALS  
FINANCIAL REPORT -- ALTERNATIVE FORM**

July 1, 2017 to June 30, 2018

Charter School Name: Innovations Academy

CDS #: 37683380118083

Description	Object Code	Unrestricted	Restricted	Total
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)</b>		303,687.00	(320,016.00)	(16,329.00)
<b>D. OTHER FINANCING SOURCES / USES</b>				
1. Other Sources	8930-8979			0.00
2. Less: Other Uses	7630-7699			0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	(320,016.00)	320,016.00	0.00
4. TOTAL OTHER FINANCING SOURCES / USES		(320,016.00)	320,016.00	0.00
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE /NET POSITION (C+D4)</b>		(16,329.00)	0.00	(16,329.00)
<b>F. FUND BALANCE / NET POSITION</b>				
1. Beginning Fund Balance/Net Position				
a. As of July 1	9791	1,761,510.00		1,761,510.00
b. Adjustments/Restatements	9793, 9795			0.00
c. Adjusted Beginning Fund Balance /Net Position		1,761,510.00	0.00	1,761,510.00
2. Ending Fund Balance /Net Position, June 30 (E+F1c)		1,745,181.00	0.00	1,745,181.00
<b>Components of Ending Fund Balance (Modified Accrual Basis only)</b>				
a. Nonspendable				
1. Revolving Cash (equals Object 9130)	9711			0.00
2. Stores (equals Object 9320)	9712			0.00
3. Prepaid Expenditures (equals Object 9330)	9713			0.00
4. All Others	9719			0.00
b. Restricted	9740			0.00
c. Committed				
1. Stabilization Arrangements	9750			0.00
2. Other Commitments	9760			0.00
d. Assigned	9780			0.00
e. Unassigned/Unappropriated				
1. Reserve for Economic Uncertainties	9789			0.00
2. Unassigned/Unappropriated Amount	9790M			0.00
<b>3. Components of Ending Net Position (Accrual Basis only)</b>				
a. Net Investment in Capital Assets	9796	41,667.00		41,667.00
b. Restricted Net Position	9797			0.00
c. Unrestricted Net Position	9790A	1,703,514.00	0.00	1,703,514.00

**CHARTER SCHOOL UNAUDITED ACTUALS  
FINANCIAL REPORT -- ALTERNATIVE FORM**

July 1, 2017 to June 30, 2018

Charter School Name: Innovations Academy

CDS #: 37683380118083

Description	Object Code	Unrestricted	Restricted	Total
<b>G. ASSETS</b>				
1. Cash				
In County Treasury	9110	833,001.00	(96,340.00)	736,661.00
Fair Value Adjustment to Cash in County Treasury	9111			0.00
In Banks	9120	661,821.00		661,821.00
In Revolving Fund	9130			0.00
With Fiscal Agent/Trustee	9135			0.00
Collections Awaiting Deposit	9140			0.00
2. Investments	9150			0.00
3. Accounts Receivable	9200	260.00		260.00
4. Due from Grantor Governments	9290	198,771.00	96,340.00	295,111.00
5. Stores	9320			0.00
6. Prepaid Expenditures (Expenses)	9330	106,444.00		106,444.00
7. Other Current Assets	9340			0.00
8. Capital Assets (accrual basis only)	9400-9489	41,667.00		41,667.00
9. TOTAL ASSETS		1,841,964.00	0.00	1,841,964.00
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>				
1. Deferred Outflows of Resources	9490			0.00
2. TOTAL DEFERRED OUTFLOWS		0.00	0.00	0.00
<b>I. LIABILITIES</b>				
1. Accounts Payable	9500	39,087.00		39,087.00
2. Due to Grantor Governments	9590	57,693.00		57,693.00
3. Current Loans	9640			0.00
4. Unearned Revenue	9650			0.00
5. Long-Term Liabilities (accrual basis only)	9660-9669			0.00
6. TOTAL LIABILITIES		96,780.00	0.00	96,780.00
<b>J. DEFERRED INFLOWS OF RESOURCES</b>				
1. Deferred Inflows of Resources	9690			0.00
2. TOTAL DEFERRED INFLOWS		0.00	0.00	0.00
<b>K. FUND BALANCE /NET POSITION</b>				
Ending Fund Balance /Net Position, June 30 (G9 + H2) - (I6 + J2) (must agree with Line F2)		1,745,184.00	0.00	1,745,184.00

**CHARTER SCHOOL UNAUDITED ACTUALS  
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Charter School Name: Innovations Academy  
CDS #: 37683380118083

**L. FEDERAL EVERY STUDENT SUCCEEDS ACT (ESSA) MAINTENANCE OF EFFORT REQUIREMENT**

**NOTE: IF YOUR CHARTER SCHOOL RECEIVED FEDERAL FUNDING, AS REPORTED IN SECTION A2, THE FOLLOWING ADDITIONAL INFORMATION MUST BE PROVIDED IN ORDER FOR THE CDE TO CALCULATE COMPLIANCE WITH THE FEDERAL EVERY STUDENT SUCCEEDS ACT (ESSA) MAINTENANCE OF EFFORT REQUIREMENT:**

**1. Federal Revenue Used for Capital Outlay and Debt Service**

Included in the Capital Outlay and Debt Service expenditures reported in sections B6 and B7 are the following amounts paid out of federal funds:

Federal Program Name (If no amounts, indicate "NONE")	Capital Outlay	Debt Service	Total
a. NONE	\$		0.00
b. NONE			0.00
c. NONE			0.00
d. NONE			0.00
e. NONE			0.00
f. NONE			0.00
g. NONE			0.00
h. NONE			0.00
i. NONE			0.00
j. NONE			0.00
<b>TOTAL FEDERAL REVENUES USED FOR CAPITAL OUTLAY AND DEBT SERVICE</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>

**2. Community Services Expenditures**

Provide the amount of State and Local funds reported in Section B that were expended for Community Services Activities:

Objects of Expenditures	Amount (Enter "0.00" if none)
a. Certificated Salaries 1000-1999	0.00
b. Noncertificated Salaries 2000-2999	0.00
c. Employee Benefits 3000-3999	0.00
d. Books and Supplies 4000-4999	0.00
e. Services and Other Operating Expenditures 5000-5999	0.00
<b>TOTAL COMMUNITY SERVICES EXPENDITURES</b>	<b>0.00</b>

**CHARTER SCHOOL UNAUDITED ACTUALS  
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Charter School Name: Innovations Academy

CDS #: 37683380118083

**3. State and Local Expenditures to be Used for ESSA Annual Maintenance of Effort Calculation:**

Results of this calculation will be used for comparison with 2016-17 expenditures. Failure to maintain the required 90 percent expenditure level on either an aggregate or per capita expenditure basis may result in reduction to allocations for covered programs in 2019-20.

a. Total Expenditures (B8)	3,459,055.00
b. Less Federal Expenditures (Total A2) [Revenues are used as proxy for expenditures because most federal revenues are normally recognized in the period that qualifying expenditures are incurred]	91,488.00
c. Subtotal of State & Local Expenditures [a minus b]	3,367,567.00
d. Less Community Services [L2 Total]	0.00
e. Less Capital Outlay & Debt Service [Total B6 plus objects 7438 and 7439, less L1 Total]	8,333.00
TOTAL STATE & LOCAL EXPENDITURES SUBJECT TO MOE [c minus d minus e]	\$ 3,359,234.00



# Innovations Academy

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



## Family Handbook ~~17~~18-~~19~~8 School Year

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

[www.innovationsacademy.org](http://www.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~~[2018-18-19](#) 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**

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Event	Date
Open House	August <del>24</del> <u>23</u>
School Starts	August <del>27</del> <u>8</u>
Student Led Conferences MIN. DAYS FOR STUDENTS	October <del>8</del> <u>9</u> - <del>10</del> <u>3</u>
Veteran's Day Holiday	November <del>11</del> <u>12</u>
Thanksgiving Holiday	November <del>19</del> <u>20</u> - <del>23</del> <u>4</u>
Exhibition Night	December <del>20</del> <u>14</u>

Event	Date
Winter Break	Dec. <del>21-18</del> DecJan. <del>4-29</del>
Staff Collaboration Day NO SCHOOL FOR STUDENTS	January <del>7</del> 2
Martin Luther King Jr. Birthday Holiday	January <del>21</del> 15
Report Cards	January <del>25</del> 6
Lincoln & President's Day (NO SCHOOL)	February <del>15</del> 6 & <del>18</del> 9
Portfolio Review Days	February <del>45-69</del>
Exhibition Night	March <del>21</del> 2
Spring Break	March <del>256-29</del> 30
Staff Collaboration Day NO SCHOOL FOR STUDENTS	April <del>1</del> 2
CA State Testing Window	<del>April 3</del> May <del>1</del> - May-June <del>3-7</del>
Memorial Day	May <del>27</del> 8
Presentations of Learning Check with teacher for schedule	May and June Check with teacher for schedule
Last Day of School MINIMUM DAY	June <del>7</del> 8

### 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

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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~~ each semester. Please check with the classroom teacher for detailed information about the daily schedule.

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**• 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	3:15 PM	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 a maximum of 15 minutes before start time (8:30 a.m.). Children must enter the school campus through the 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 p.m. 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, K-5, going home with another family for a play date must have a signed note to be given to their teacher that day or earlier or their guardian(s) must have notified the office. Ride coordination can take up quite a bit of time, please be respectful that teachers have tasks ahead of them after school gets out.

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**Any child remaining after pick up time has ended will be sent 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](mailto: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 \$5070. -In order to run a school with a ~~high-quality~~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

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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<sup>10</sup> can be done by contacting the office and downloading the contract/student

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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

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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) 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 from their teacher or office staff 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

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2. A written statement from parent/guardian indicating that they desire the school to assist the student with medication.

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

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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

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

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### • **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](http://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](http://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 ~~and~~, 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.

We do not have a hot lunch program, however we are always willing to try out new ideas. If an opportunity arises for us to implement a hot lunch program we will explore this idea to see if it works for our families.- Our 8<sup>th</sup> 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.

### 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 deferrals.~~ 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, 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 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 and Safety 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, be 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.

## Cell Phone and other Electronic Communication Device Policy

We at Innovations Academy powerfully create our lives through self-expression, compassionate connection, and purposeful learning. This is the first sentence of our mission statement and we recognize that it is also the reason why families have entrusted us with their children. We believe that the authentic face-to-face communication that ties not only teachers and students, but students to each other, must take place in the absence of cell phones and other communication devices (such as communication watches), for compassionate connection to exist. Therefore, we encourage students to keep their cell phones these items at home, but if a family feels it is necessary for their child to carry a cell phone one to school, the following policy will be followed:

- Students at Innovations Academy will not have any cell phone or other e-communication device in their possession during the school day.
- All cell phones and other such devices will be turned in to a designated secure location in each classroom at the start of the school day and will be returned to the students at the close of the school day.
- Any student found with a cell phone or other communication device on campus during the school day will have the cell phone taken away and stored in the office. The phone will be returned to the student's guardian only.
- If the child is found an additional time with a cell phone or other device in his/her possession, the phone will be taken away, returned only to a guardian, and the child will not be able to bring a cell phone to campus for the rest of the semester.
- Parents who need to contact their children during the school day can leave a message at the front desk. The message will be delivered to their child as soon as possible.

## 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

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- 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.

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Please communicate with your child the importance and value of handling and using his or her Chromebook with care.

Approximate replacement costs: screen - \$110 / keyboard - \$60 / power adapter - \$20 / Chromebook - \$350

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### • **Academics**

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

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

Our Inquiry and Project Based Learning curriculum integrates student interest into meaningful standards -aware projects and explorations 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!

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## 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.

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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.

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### • **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.

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### Incidents 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

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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.

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

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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.

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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.

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b. Conference

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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.

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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;
- a.

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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.

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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.

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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

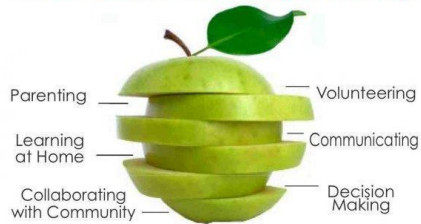
Students who are expelled from Innovations Academy shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation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

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- Students call staff by their first names
- Students contribute to 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.

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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)

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

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- **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 201~~87-18-19~~ school year we will have Exhibition Nights on the following dates: December ~~14<sup>th</sup>~~ 20<sup>th</sup> and March ~~21<sup>st</sup>~~ nd. 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

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

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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.

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**• 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_ <u>or on social media</u>	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

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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.

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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](mailto:board@innovationsacademy.org)).

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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](mailto: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.

**Feedback Form**

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

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:

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## **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>  
<https://www.positivediscipline.com/>

~~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](mailto: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.





<a href="#">Niki Moyer</a> <a href="#">Teresa Draguicevich</a>	Art Teacher HLC K-1 teacher	<a href="#">Leave a message at the front office</a>	<a href="mailto:Niki@innovationsacademy.org">Niki@innovationsacademy.org</a> <a href="mailto:TeresaD@innovationsacademy.org">TeresaD@innovationsacademy.org</a>
<a href="#">Patrick Murphy</a> <a href="#">O'Connor</a> <a href="#">Niki Moyer</a>	Spanish Teacher Art Teacher	<a href="#">Leave a message at the front office</a>	<a href="mailto:Patrick@innovationsacademy.org">Patrick@innovationsacademy.org</a> <a href="mailto:Niki@innovationsacademy.org">Niki@innovationsacademy.org</a>
<a href="#">Natasha Starbuck</a> <a href="#">Mary Zanutelli</a> <a href="#">Bolling Winborne</a> <a href="#">Patrick Murphy</a> <a href="#">Evan Lopez</a>	Performing Arts Nature Studies Robotics Spanish Teacher Clay	<a href="#">Leave a message at the front office</a>	<a href="#">Leave a message at the front office</a> <a href="mailto:Patrick@innovationsacademy.org">Patrick@innovationsacademy.org</a>
<a href="#">Natasha Starbuck</a> <a href="#">Mary Zanutelli</a> <a href="#">Bolling Winborne</a>	Performing Arts Nature Studies Robotics	<a href="#">Leave a message at the front office</a>	<a href="#">Leave a message at the front office</a>

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# Innovations Academy

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



## Employee Handbook 201~~7-18~~8-19 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

Tony Spitzberg (Asst. 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 to employees 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~~18-19 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 (1:00-3:30). 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 and supportive work environment.

**Parking:**

Innovations Academy employees are required to park in the employee parking area unless all spaces are taken. 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. This helps teachers understand the interactions of their students outside of the classroom.

**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 an other employee is prohibited and could be grounds for termination.

**Payroll Schedules:**

Employees are paid semi-monthly. Paydays are the 15<sup>th</sup> 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 sectionschedule. 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 for hourly employees. Innovations Academy also participates in matching programs as required by law.

### **IRA's -- Individual Retirement Accounts: 403b Tax Sheltered Annuity**

Innovations Academy encourages employees to plan for retirement. IRA 403b savings 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 retirement 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 or assistant 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 Office Manager in charge of expenses with two items: itemized 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 (routines and procedures with accountability) 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. All teachers are required to secure their classroom doors and windows and turn off the A/C prior to leaving each day. ९

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**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.

**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 [or office manager](#) 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 ~~2017-~~ ~~1818-19~~

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: ~~Creating success in mathematics learning for all~~ Creating readers and writers workshops. We will also continue with our Saxon/STMath/trackers approach to math adding in more conceptual math. We are changing our projects to be more fluid and our exhibitions to give a more holistic view of what we do.

“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-often~~ 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. **Creating** ways of teaching students to be responsible through established routines, predictable procedures, an organized environment and consistent expectations for high level performance.
7. **Following 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) together 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. 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 a subject 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 3<sup>rd</sup>-8<sup>th</sup> grade level teachers:

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- Each class in grades 2-8 will complete a minimum of four projects per year.
- Teacher will not begin a project until they have met with Christine Tony, 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.

## **Teacher Classroom Behavior Management Guidelines**

[Innovations Academy administration maintains an online resource for teachers regarding the management of behavior in our progressive environment. See that](#)

[document Behavior Intervention Steps for Teachers here  
https://docs.google.com/document/d/1lkduA9\\_fZ-AYBe9bs0MjIV7KkcxhV5AF7y2p2hKWb7U/edit?usp=sharing](https://docs.google.com/document/d/1lkduA9_fZ-AYBe9bs0MjIV7KkcxhV5AF7y2p2hKWb7U/edit?usp=sharing)

## OUTLINE

1. Have in place all of the following when considering improving behavior in your class:
    - Classroom Agreements
    - Routines with specific procedures (taught, rehearsed, mastered)
    - Engaging, challenging academic learning
    - Explicitly taught social-emotional skills
    - Kind, firm and consistent implementation of classroom management
  2. Be aware of the specific behaviors that are automatically escalated to admin/Solution Center
  3. Steps for Challenging Behavior Students
    - A. Connecting Interventions
    - B. Checklist
    - C. Whole-Class Intervention, Specific Child Intervention
    - D. Removal from Class Plan
- 
- 

## Managing Students Behaviors at IA

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:

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:**

*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*

- ~~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 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

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 behaviorist 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):

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#### MINDFULNESS and other SELF REGULATION, BRAIN SCIENCE

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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.



- ~~i. Flipped lid (review and practice coping strategies for managing emotions)~~
- ~~ii. I statements (practice in council meetings)~~
- ~~iii. A visible internalization that mistakes are opportunities to learn~~
- ~~iv. An understanding about why people do what they do~~
- ~~v. An understanding that leaving the room, going to the SC or office, etc are part of a culture of a solution seeking culture.~~
- ~~vi. Mistakes are opportunities to learn~~
- ~~vii. Teach Brain Science BEFORE starting mindfulness so they understand why repetition and participation are important.~~
- ~~viii. Neuroplasticity video <https://www.youtube.com/watch?v=ELpfYCZa87g>~~
- ~~ix. Mindfulness teach how mindfulness practice changes the brain and institute guided mindful exercises at least TWO TIMES A DAY EVERY DAY.~~
- ~~x. 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 consequences for school challenges are given within a meaningful context at school."~~

#### ~~5. Kind and Firm Effective Classroom Management~~

~~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, 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**

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:

- Review the mistaken goal chart. Was something missed? Discuss with a colleague.
- Call the student in before class begins remind them.
- Continue to use TAB and least invasive interventions
- Increase mindfulness adding at least one more session per day.
- 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:

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

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- 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
  - 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...)
  - Tony, Jennifer Kuebler or Christine, you and the child will be present as well as the parent, if possible.
  - The process will be followed but the child will be instructed on the use of the checklist.

— 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:

- Jennifer K or an admin present.
- Jennifer K prepares student for this meeting while teacher prepares the class
- Parent is invited to meeting??????
- Class meeting format:-
- Agenda item: Supporting Jimbob to listen to others during class discussions, or Supporting Jimbob to focus on work, Supporting Jimbob to get work completed...
- 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 .....
- Students share with Jimbob the impact this behavior is having on them.
- Ask for solutions that Jimbob can use as well as solutions for ways that others can support Jimbob to alter behavior.
- Acknowledge Jimbob

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~~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)
- 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 and the parent is notified.
- Teachers are responsible for keeping in touch with parents via Thursday communication log, phone, email, and class info on website .....to update on successes or areas that they need family support.ParentSquare using a post each week communicating content being taught, field trips, upcoming events etc. Students are expected to keep School-to-Home journals sent home at a minimum 1X per week.

- 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 ~~Ce-~~ teacher/teacher assistants) 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 1<sup>st</sup> 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.
  - 2-3. Monday grade level team meetings during elective classes.
- 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.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/>)



# Comprehensive School Safety Plan SB 187 Compliance Document

**2018-19  
School Year**

**School:** Innovations Academy  
**CDS Code:** 37683380118083  
**District:** Innovations Academy  
**Address:** 10380 Spring Canyon Rd.  
San Diego, CA 92131  
**Date of Adoption:**

**Approved by:**

Name	Title	Signature	Date

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## **Senate Bill 187: Comprehensive School Safety Plan Purpose**

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January 1, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

Comprehensive School Safety Plans are required under SB 719 & AB 115 and contains the following elements:

Assessment of school crime committed on school campuses and at school-related functions

- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

A copy of the Comprehensive School Safety Plan is available for review at .

### **Safety Plan Vision**

## **Components of the Comprehensive School Safety Plan (EC 32281)**

### **Innovations Academy Safety Committee**

#### **Assessment of School Safety**

#### **Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J)**

##### **(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)**

All staff members are mandated reporters and are required, by law, to report all known or suspected cases of child abuse or neglect. It is not the job of the mandated reporter to determine whether the allegations are valid. If child abuse or neglect is reasonably suspected or if a pupil shares information with a mandated reporter leading him/her to believe abuse or neglect has taken place, the report must be made. No supervisor or administrator can impede or inhibit a report or subject the reporting person to any sanction.

To make a report, an employee must contact Child Protective Services. This legal obligation is not satisfied by making a report of the incident to a supervisor or to the school.

First, the mandated reporter will complete form SS8572 which can be found here ([http://ag.ca.gov/childabuse/pdf/ss\\_8572.pdf](http://ag.ca.gov/childabuse/pdf/ss_8572.pdf)) The report should be made before the close of the day over the telephone and must be followed up in writing. If a report cannot be made immediately over the telephone, then an initial report may be made via e-mail or fax. A report should also be made at the same time with the school director and/or school counselor.

Per Assembly Bill 1432 (D-Gatto), all employees of Innovations Academy will be trained on what they need to know in order to identify and report suspected cases of child abuse and neglect. For this purpose, all employees are required to take the online California Child Abuse Mandated Reporter Training (<http://educators.mandatedreporter.ca.com/>). Proof of completion of the course must be given to office staff prior to the commencement of the school year or if an employee starts midyear by the end of the first week of employment.

##### **Rights to Confidentiality and Immunity**

Mandated reporters are required to give their names when making a report. However, the reporter's identity is kept confidential. Reports of suspected child abuse are also confidential. Mandated reporters have immunity from state criminal or civil liability for reporting as required. This is true even if the mandated reporter acquired the knowledge, or suspicion of the abuse or neglect, outside his/her professional capacity or scope of employment.

##### **Consequences of Failing to Report**

Staff should be aware that a person who fails to make a required report is guilty of a misdemeanor punishable by up to six months in jail and/or up to a \$1,000 fine (California Penal Code Section 11166[c]).

##### **After the Report is Made**

Child Protective Services is required to investigate all reports. Cases may also be investigated by Child Welfare Services when allegations involve abuse or neglect within families.

##### **(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)**

##### **Disaster Plan (See Appendix C-F)**

##### **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. 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)
- Emergency radio (for Site Commander)
- Walkie Talkies – recommend a minimum of six (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)

The Emergency Disaster Kit and its contents are the responsibility of the Site Incident Commander. The Site Incident Commander will conduct annual inspections of the kits in October of each year and maintains the responsibility to inspect and replace non-operating equipment and supplies each year.

#### Emergency Response Boxes

This site maintains 1 Emergency Response Box for the Site Incident Command Team.

The Emergency Response Box is located in the Main Office near: Director's Office.

The Emergency Response Box is a file folder type box. The box is clearly labeled and contains vital information needed by the Site Incident Command Team. The following information is stored inside the 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 yearbook.
- Telephone numbers listed in numerical order for each classroom/building.

Maintenance of the Emergency Response Box and its contents is the responsibility of the Site Incident Commander. The responsibility to inspect and replace information belongs to the Site Commander.

#### 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.

#### 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 Director. School Police Services should be advised of this information.

#### 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 Innovations Academy Emergency Procedures (confidential).

#### 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.

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 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 radio, 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 Director. School Police Services should be advised of this information.

#### 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 Innovations Academy Emergency Procedures (confidential).

#### 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.

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 radio, telephone, or e-mail information pertaining to missing or extra students or adults to the office. 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.

#### **Public Agency Use of School Buildings for Emergency Shelters**

During an emergency, if Innovations Academy is selected as an emergency shelter, all staff and parents/caregivers/guardians will be notified and informed as to procedures.

#### **(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines**

##### 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.

### **(E) Sexual Harassment Policies (EC 212.6 [b])**

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.

**(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)**

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, be 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.

**(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)**

Drop off in the morning begins a maximum of 15 minutes before start time (8:30 a.m.). Children must enter the school campus through the main gate. Once on campus all students are to remain on site. The gates are closed and locked at 8:45. All students arriving after 8:45 must sign in at the front office.

Pick up for Kindergarten starts at 2:15 on Tuesday-Friday. Parents/Guardians/Caregivers will meet their child at the classroom. In order to pick up a student, written permission needs to be given to our front office. The front office will communicate with teachers regarding permissions for pick up.

Pick up begins for 1st-8th at 3:15 dismissal for a 15 minute duration (until 3:30 p.m. T-Fri). Parents have the responsibility and authority to decide how their child is picked up. If a parent chooses for their child to walk home or walk across the street or walk to the parking lot or park, they must communicate this with their child. If a parent wishes for the teacher to be aware of the plan, the must communicate this with the teacher. 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, K-5, going home with another family for a play date must have a signed note to be given to their teacher that day or earlier or their guardian(s) must have notified the office. 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 sent to the office. This is disruptive of staff time, so please plan accordingly. Supervision can not be guaranteed after 3:45 p.m.

**Entrances and Exits**

The Director and Assistant Director will develop procedures so that students, staff, parents, and community members can enter and exit the building in a safe and orderly way, and that the building is secure from unauthorized entry during non-school hours as follows:

Training staff to lock and maintain the security of the school building and grounds when not in session (e.g. not propping doors that are not being regularly used, locking up in the evening, etc.).

Posting signs that visitors sign in at the main office.

Establishing a culture in which any adults without a visitor label and any children not enrolled at the school are escorted immediately to the main office.

Creating a dismissal plan and student pick-up plan to ensure the safety of all students.

Staff is responsible for releasing students to parents, legal guardians or other persons designated by parents or legal guardians, unless formally modified by a court order served to the school. In the event that employees are uncertain of the propriety of releasing a student, they should locate or contact the Director before releasing the student.

#### Parent Responsibilities

Parents are responsible for ensuring the safe arrival/dismissal of their child to/ from school. This includes but is not limited to:

Ensuring that Innovations Academy has the necessary paperwork for anyone picking up the child from school.

Having the parent call in or bring a signed note if the child is to go home with a friend.

Following seatbelt laws at all times.

Students biking, rollerblading, skateboarding, etc. to school must wear an appropriate helmet.

Students taking public transportation must know which route to take as well as how to walk to school from the drop off location.

#### Visitors Policy

Innovations Academy encourages interested members of the community to visit our school. To avoid potential disruptions to learning, to provide visitors with the information they need, and for the safety of students and staff, ALL visitors should register immediately upon entering the school building.

Visitors shall sign in at the beginning of their visit, receive a visitor label, and sign out at the end of their visit. Students from other schools as well as students who have ended their school day are not to be on campus unless accompanied by parents/guardians or with the permission of the site administrator.

In registering as a visitor, the sign-in form will include spaces for the following information:

Name;

His/her purpose for entering school grounds;

Destination within the school

Time in and out

At his/her discretion, the Director, office manager or designee may also request proof of identity

address

occupation and company affiliation

age (if less than 21); and any other information consistent with the law.

Parents and guardians visiting during the school day for any purpose other than picking up at or dropping off a child at the beginning or end of the school day as

part of the normal school day schedule should also be requested to sign into the visitor log or a special log for parents. This applies to parents and guardians who are picking up a student early (e.g. for a medical reason) or dropping off a student late (e.g. tardy), as well as parents and guardians who are on campus to volunteer in their child's classroom.

However, formal visitor registration is at the discretion of the school Director or designee. VIP Visitors accompanied by any Innovations Academy management team member may be requested to register as a visitor at the discretion of the accompanying Innovations Academy management team member.

The Director or designee may refuse to register any visitor if he or she reasonably concludes that the visitor's/outsider's presence would disrupt the school, students or employees, would result in damage to property, or would result in the distribution or use of a controlled substance.

The Director or designee may request that a visitor/outsider who has failed to register, or whose registration privileges have been denied or revoked, to promptly leave school grounds. If necessary, the Director or designee may call the local police to enforce the departure of the visitor/outsider. When a visitor/ outsider is directed to leave, the Director or designee shall inform the visitor/ outsider that if he or she reenters the school within seven (7) days, he or she will be guilty of a misdemeanor and subject to a fine and/or imprisonment.

All schools will inform parents annually about the school's policies regarding visitors/outside, and remind parents that to maximize safety and security they should also register when visiting the school.

This visitor/outsider policy is subject to the further terms and conditions contained in Innovations Academy's Registered Sex Offender Policy, set forth below.

### **(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)**

#### **Innovations Academy Student Conduct Code**

##### **Conduct Code Procedures**

see 2018-19 Family Handbook for information about Positive Discipline implementation at Innovations Academy

**Safety Plan Appendices**

## Emergency Contact Numbers

### Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
Emergency Services	all emergencies	911	
Law Enforcement/Fire/Paramedic	Police Department	619-221-8985	
Law Enforcement/Fire/Paramedic	Fire Department	619-533-4430	
Emergency Services	Poison Control	800-222-1222	
Other	Child Protective Services	858-694-5141	
Law Enforcement/Fire/Paramedic	SDUSD School Police	619-291-7678	
Other	School Director, Christine	619-379-9275	
Other	School Assistant Director, Tony	858-232-2307	





# County of San Diego

DAVID HALL  
EXECUTIVE OFFICER/CLERK

CLERK OF THE BOARD OF SUPERVISORS  
1600 PACIFIC HIGHWAY, ROOM 402, SAN DIEGO, CALIFORNIA 92101-2471  
PHONE (619) 531-5600 FAX (619) 338-8146  
www.sandiegocob.com

ANDREW POTTER  
ASSISTANT CLERK OF THE BOARD

September 1, 2018

TO: Agency Officials

FROM: David Hall  
Clerk of the Board of Supervisors

## **CONFLICT OF INTEREST CODE: LOCAL GOVERNMENT AGENCY BIENNIAL REVIEW REMINDER**

On June 28, 2018, we sent you a notification letter regarding the biennial review of your Conflict of Interest Code. This is a reminder notice, sent as a courtesy, that we must receive the completed BIENNIAL REVIEW REPLY FORM by October 1, 2018, indicating whether you intend to make any amendments/changes to your Conflict of Interest Code or no amendments are necessary. The actual amendments/changes to your Conflict of Interest Code must be received no later than **October 10, 2018**.

Local government agencies are required to review their Conflict of Interest Codes biennially to determine if it is accurate or if the code must be amended (Government Code Section 87306.5). Once the determination has been made, a notice must be submitted to the code reviewing body.

The San Diego County Board of Supervisors, as the code reviewing body for your agency, hereby notifies you of the requirements of this Government Code Section. In order to comply with these requirements, the following is required:

1. Review your Agency's Conflict of Interest (COI) Code including designated employees and disclosure categories. Conflict of Interest Codes are available online at: [www.sdcounty.ca.gov/cob/conflict\\_interest/](http://www.sdcounty.ca.gov/cob/conflict_interest/).
2. Determine whether or not amendments are necessary. If no amendments are necessary, go to Item 3. If amendments are necessary, go to Item 4.

As we indicated through correspondence in November 2017, we encourage your agency to consider amending its COI Code to specify that Statements of Economic Interest (Form 700s) may be filed directly with your agency, rather than with the County of San Diego Clerk of the Board of Supervisors. By amending your COI Code to specify that eligible officials file original Form 700s directly with your agency, you would be able to:

- Retain direct access to your filers' Form 700s;
- Reduce confusion among filers about filing with the County versus their own agency;
- Easily communicate with your filers when there are issues with their Form 700s; and
- Eliminate the need to prepare transmittals to submit filings to the Clerk of the Board of Supervisors, and the need to mail original Form 700s to the Clerk of the Board of Supervisors.

The Model Conflict of Interest Code has been updated to reflect the suggested language to specify the place of filing for certain individuals (see 4.b. below).

3. **If no amendments are necessary**, complete the form of official action (Biennial Reply Form enclosed with this letter) indicating that no amendment is required and return it to the Clerk of the Board no later than **October 1, 2018**. No further action will be required beyond returning the form of official action.
4. **If amendments are necessary**:
  - a. Complete the form of official action (Biennial Reply Form enclosed with this letter) indicating that an amendment is required and return it to the Clerk of the Board no later than **October 1, 2018**; and
  - b. Amend your Conflict of Interest Code and submit to the Clerk of the Board no later than **October 10, 2018**. County Counsel has developed a Model Conflict of Interest Code and provided additional resources to help simplify the process. You are not required to use this model. The Model Code and additional written material are available at the Clerk of the Board's website at:  
[www.sdcounty.ca.gov/cob/conflict\\_interest/](http://www.sdcounty.ca.gov/cob/conflict_interest/).

The Clerk of the Board will submit the proposed amendments to the Board of Supervisors for approval. An Agency's amended Conflict of Interest Code is not effective until the Board of Supervisors has approved it. The Clerk of the Board will notify you upon Board of Supervisors' action.

**Please complete and submit the enclosed "2018 Local Agency Biennial Notice" form, signed by the head of your agency, and mail no later than October 1, 2018 to:**

**Clerk of the Board of Supervisors  
Attn: Biennial Review  
1600 Pacific Highway, Room 402  
San Diego, CA 92101**

**Fair Political Practices Commission**

The FPPC has online resources to assist you in this process. The resources include articles such as, "Local Government Agencies – Adopting & Amending Conflict of Interest Codes" and others available on the FPPC website: [www.fppc.ca.gov/learn/rules-on-conflict-of-interest-codes.html](http://www.fppc.ca.gov/learn/rules-on-conflict-of-interest-codes.html).

**Non-Compliance Agencies**

Agencies who fail to respond by the deadline may be referred to the FPPC's enforcement division for investigation and possible prosecution.

Thank you for your prompt attention to this matter. If further information is needed, you may call Brian Andrade, Senior Board Assistant, at (619) 685-2593 or e-mail via [brian.andrade@sdcountry.ca.gov](mailto:brian.andrade@sdcountry.ca.gov).



DAVID HALL

Clerk of the Board of Supervisors

DH:GM:lb

Attachments

cc: Helen Robbins-Meyer, Chief Administrative Officer  
Thomas Montgomery, County Counsel  
Board of Supervisors Communications Received (CR)

## 2018 Local Agency Biennial Notice

Name of Agency: \_\_\_\_\_

Mailing Address: \_\_\_\_\_

Contact Person: \_\_\_\_\_ Phone No. \_\_\_\_\_

Email: \_\_\_\_\_ Alternate Email: \_\_\_\_\_

**Accurate disclosure is essential to monitor whether officials have conflicts of interest and to help ensure public trust in government. The biennial review examines current programs to ensure that the agency's code includes disclosure by those agency officials who make or participate in making governmental decisions.**

This agency has reviewed its conflict of interest code and has determined that (*check one BOX*):

**An amendment is required. The following amendments are necessary:**

(*Check all that apply.*)

- Include new positions
- Revise disclosure categories
- Revise the titles of existing positions
- Delete titles of positions that have been abolished and/or positions that no longer make or participate in making governmental decisions
- Other (*describe*) \_\_\_\_\_

**The code is currently under review by the code reviewing body.**

**No amendment is required.** (If your code is over five years old, amendments may be necessary.)

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### Verification (to be completed if no amendment is required)

*This agency's code accurately designates all positions that make or participate in the making of governmental decisions. The disclosure assigned to those positions accurately requires that all investments, business positions, interests in real property, and sources of income that may foreseeably be affected materially by the decisions made by those holding designated positions are reported. The code includes all other provisions required by Government Code Section 87302.*

\_\_\_\_\_  
*Signature of Chief Executive Officer*

\_\_\_\_\_  
*Date*

All agencies must complete and return this notice regardless of how recently your code was approved or amended. Please return this notice no later than **October 1, 2018**, or by the date specified by your agency, if earlier, to:

Clerk of the Board of Supervisors  
Attn: Biennial Review  
1600 Pacific Highway, Room 402  
San Diego, CA 92101

**PLEASE DO NOT RETURN THIS FORM TO THE FPPC.**

[www.fppc.ca.gov](http://www.fppc.ca.gov)  
FPPC Advice: [advice@fppc.ca.gov](mailto:advice@fppc.ca.gov) (866.275.3772)  
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