Innovations Academy

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

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

10380 Spring Canyon Rd.

San Diego, CA 92131
InnovationsAcademy.org

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Welcome to Innovations Academy

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

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

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

Tony Spitzberg (Asst. Director) at 858-271-1414

Christine@InnovationsAcademy.org

Office hours:

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

Saturday: Closed

Sunday: Closed

Important Phone Numbers:

Main Office Line - (858) 271-1414

For life threatening emergencies dial 911

Disclaimer

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

Innovations Academy Mission Statement

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

Career Opportunities

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

Open Door Policy

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

Code of Conduct

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

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

Employment Expectations

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

Policies and Procedures

Equal Opportunity Employment:

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

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

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

Eligibility For Employment:

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

Familial Employment:

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

Part-Time Employment:

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

Criminal Convictions:

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

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

Violence:

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

Weapons:

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

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

Alcohol, Drugs & Illegal Substance Abuse:

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

Drug Testing:

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

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

Sexual and Other Unlawful Harassment:

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

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

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

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

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

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

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

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

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

Domestic Violence Statement:

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

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

At-Will Employment:

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

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

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

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

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

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

Severance:

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

Personnel File:

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

Attendance:

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

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

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

Work Schedule Requirements:

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

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

Staff Meetings:

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

Parking:

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

Feedback/suggestions:

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

Lunch Break:

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

Workplace Dress Code:

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

Medical Attention:

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

Compensation:

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

Wage and Salary Disclosure:

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

Payroll Schedules:

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

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

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

IRA's - Individual Retirement Accounts:

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

Performance & Evaluation Reviews:

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

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

Reimbursement of Expenses:

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

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

If you require an advance for expenses, see Donna.

Reporting Personal Information Changes:

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

Personal Property:

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

Personal Safety:

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

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

Food & Beverage:

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

Smoking:

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

School Property

Confidential Information Security:

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

Classroom Conditions:

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

Facilities Security:

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

Office Supplies, Postage & School Accounts:

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

School Equipment:

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

Conservation and Recycling:

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

Formatted: English (U.S.)

Computer Related

Computers and Related Equipment:

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

Internet:

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

Email & Electronic Communication:

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

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

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

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

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

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

Acceptable Use of E-mail for Parent Communication

Email should be used:

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

Unacceptable use of Email for Parent Communication

Email should <u>never</u> contain:

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

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

Policies for Leave of Absence

Personal Leave of Absence:

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

Sick Leave:

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

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

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

Personal Time:

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

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

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

Unpaid Family & Medical Leave:

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

Funeral Leave:

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

Jury Duty:

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

Benefits

Overview:

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

Eligibility:

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

Group Medical Insurance:

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

Notice: Plan details may change without notice.

Life Insurance Policies:

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

401K Plan:

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

Retirement:

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

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

Worker's Compensation:

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

Discipline Policies

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

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

We recommend the following steps:

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

Feedback Form

(in place of a typical Uniform Complaint Policy Form)

Name/Anonymous: _____ Date:_____

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

Summary of my issue/observation: :

I would like to (check all that apply):
__To talk to a particular staff member (name: _____)
__To meet with the Director
__Receipt of this form to be acknowledged
__To thank the parties involved who are _____.
__To express my appreciation for _____.
__Other:_____

Any further comments:

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

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

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

~~*"A piece of work deserves either an A or a Not Done Yet." Ron Berger*~~
"It's not that I'm so smart, it's just that I stay with problems longer." Albert Einstein

Academic Excellence:
Examples of *academic excellence* at I.A.

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

Accountability:
Accountability is making sure you do as you say and say what you will do, and clearly communicating when something changes.
To foster student accountability for academic classwork, teachers need to develop and implement strategies that support students' efforts at various stages of learning. Accountability involves the following:

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

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

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

Accountability also involves an understanding that-

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

General Philosophical Expectations:

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

- Students will discuss, present and reflect on their work on a weekly basis.
- Students will be taught that most work requires multiple revisions.
- Teachers create engaging, creative, and developmentally appropriate lessons.
- Teachers limit the use of textbooks and publisher created worksheets. (The school maintains the right to monitor copy machine usage.) If any work requires that the all students give the same answers on a piece of paper or the final product is the same for all students, teacher should reflect on its value and check with another teacher about its relevance and to find another way to complete the objective.
- Teachers can talk about their curriculum and projects with confidence to parents, guest teachers, and anyone else entering the community.
- Multiple meetings that focus on critique, feedback and meaningful work will take place weekly. Students will give specific, kind, and helpful feedback on a regular basis.
- Teachers create lessons and projects that offer choice and voice for students.
- Teachers use student questions as an opportunity to provoke critical thinking. Teachers understand the importance of student questioning and teaching strategies that increase student ability to formulate effective questions. Suggestions for structures that promote effective inquiry:

    - The Question Formulation Technique
    - Socratic Seminars
    - Debate
    - S.O.L.E. (Self-Organized Learning Environments)
    - Number Talks
    - Revisiting meetings

- Teachers will work with other classrooms in the school to help create a school community. Both cross grade level learning and collaboration are expected. Each class will be partnered with another class at least one grade level apart weekly. Teachers will take time to collaborate on creating meaningful experiences for both partner classes.

Expectations for Creating Culture:

- The classroom will be a safe, respectful, and encouraging environment where children feel comfortable exploring, making mistakes, and trying new things.

- Mutual respect is the foundation for a strong learning community. Mutual respect will be an expectation in every classroom and the components for achieving this respect will be taught. Teachers will model this behavior as well.

- Teachers will be called by their first name.

- Classrooms will celebrate success.

- Teachers will not use any systems of rewards and/or punishments.

- Teachers will use kind and firm discipline with expectations aligned with respectful behavior to all. Teachers will understand that their needs and student needs are equally important.

- Teachers will implement strategies, language and structures of Positive Discipline (by Jane Nelsen) to create a classroom culture in which students actively work with each other to solve problems. Students will treat all others with care, compassion, respect and dignity and use the language of conflict resolution. Creating this culture requires modeling and teaching the necessary skills and language of positive discipline, NVC and conflict resolution. When students request assistance of teachers in handling situations, the help will be forthcoming. All students will learn check in procedures and teachers will take the time to support students to effectively work out problems, develop plans and follow through, even when the incident occurred outside of their classroom.

- Teachers will understand and conscientiously be observant of word choice (language) and understand that the way words are used creates a culture in which mistakes are welcomed, reflection is ongoing, and the difference between encouragement and praise is understood and incorporated into the language used with students. Building resilience in students depends on the language and attitude of the teacher and culture of the school.

- Teachers access several programs to create a classroom and a school culture of respect, compassion and dignity in which conflict resolution and problem solving occur regularly. These programs are Non-Violent Communication, Positive Discipline in the Classroom, The Responsive Classroom and 8toGreat.

- Students and teachers will make classroom agreements (procedures) that are reviewed and revised and that evolve with the class. Teachers will NOT finalize the agreements without making sure that ALL students agree with them without coercion. Teachers will firmly hold students accountable for following the agreements. These agreements/expectations are considered to be part of a living document that changes and evolves with the class. Review will take place when new students are introduced to the class. Teachers will refer to these agreements when they are broken in class. Class behavior will revolve around these agreements which will be taken seriously by all.

- New students who enter IA mid-year will be assigned a peer buddy daily for the first week they are in school. This buddy will serve as a mentor both inside and outside of class. The mentor should have been trained to support a new student.

- Class council will take place regularly and take no longer than 30 ~~minutes on average~~. Students will hold class council (meetings) at least twice weekly (as needed by class and grade level). The council agenda will be created by all members of the community. Council format will follow the guidelines of class

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

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

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

- feedback and critique as well as incorporation of the feedback will be a part of ongoing learning

- Teachers will be aware that the learning process includes: model- practice- reflect/assess. It is important to be conscientious of these steps in all learning

- A first step in learning anything is to have a model. Examples of models are:
  -models of finished work done by other students
  -models of work done by professionals
  -examples of products similar to one being created
  -our actions and the actions of other adults
  -our verbalized reflections which lead students to understand our thinking

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

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

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

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

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

"Teaching isn't about paper and pencils; teaching is about relationships." Ron Berger

C. Social Emotional Curriculum

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

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

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

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

Positive Discipline
Positive Discipline is defined as actions that:
(a) are respectful to children
(b) promote a sense of belonging and significance
(c) teach community and social skills
(d) are effective for the long term.

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

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

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

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

~~4 Steps to Discipline Intervention:~~
~~**Step 1**~~
~~Teachers will put into place engaging, appropriate and meaningful learning and implement consistent strategies of effective teaching.~~

~~**Step 2**~~
~~ Minimally disruptive misbehavior will be seen as an opportunity to learn. It will result in the opportunity for students to retrace steps, practice skills, restore order, ask for help, get training to learn more appropriate skills, take a cooling off time, apologize, agree upon a solution, put the concern on the classroom meeting agenda for discussion etc.~~
~~ These times are also an opportunity for teachers to redirect, reengage, remind and encourage. Additionally, teachers may invite peer collaboration to support them in deciphering a situation.~~
~~ Teachers/students will track, reflect and monitor behavior and outcomes. Reflection journals may be shared with parents during a conference as a form of communication. Students are expected to conduct themselves in a manner respecting themselves, others and property. The following discipline techniques may be used in the classroom:~~
~~ preparing students verbally with clear explicit guidelines and expectations~~
~~ allowing a choice, wherever it is possible such as offering a "positive time out (cool off area)" with a helpful tone and respectful intention~~
~~ being consistent~~
~~ setting reasonable limits that the child can understand~~
~~ using encouraging statements and modeling for other students~~
~~ helping the child to understand routine~~
~~ giving verbal and non-verbal instruction~~
~~ use reflective questioning and when needed repeating or reinforcing an instruction only after a child has had sufficient time to act~~
~~ involving the child in finding a solution to difficult situations~~
~~ giving the child the dignity to be responsible for his or her own actions~~
~~ incorporating class meetings to empower the children so solve their own problems in the classroom and listen to peer feedback~~

~~**Step 3**~~
~~If a student does not respond positively to Steps 1 & 2, or the teacher feels they need additional support regarding "minor behaviors", the school team will meet to discuss "belief behind the behavior," student needs and to brainstorm possible solutions (Teacher Helping Teacher Problem Solving Steps). In addition, student's parents will be notified and will be asked to a conference with the school staff (and student when~~

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

~~**Step 3B**~~

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

~~**Step 4**~~

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

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

~~In regard to major behaviors, whether it is first time or chronic,~~

~~The student will be placed on probation for a period to be determined by the staff based on the nature of the situation. If inappropriate behavior occurs during the probationary period, the student will be suspended from school. If, after returning to school following suspension, inappropriate behavior continues, the student will be recommended for expulsion from school.~~

Teacher Classroom Behavior Management Guidelines

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

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Managing Students Behaviors at IA

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

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

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

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

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

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Physically assaults another person on campus (hitting, pushing, pulling hair…)
Uses any profanity that an adult hears
Damages or takes school property or the property of others
Use of drugs or use of discriminatory language

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

1. **Classroom Agreements**

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

   How to Know the Agreements are Authentic

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

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

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

Important factors to agreement making with students

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

1. Keeping them

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

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

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

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

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

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

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

2. Routines and Procedures

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

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

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

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

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

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

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

3. Academic Learning

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

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

4. Social Emotional Learning

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

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

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

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

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

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

MINDFULNESS and other SELF REGULATION, BRAIN SCIENCE

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

a. 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

b. 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

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

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5. Kind and Firm Effective Classroom Management

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

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

If you feel you are having to over manage your students, use self-reflection→

When the misbehavior of a student or more than one student is chronic (repeated even when effective intervention skills are used), take one more look at the following through the lens of, "Are any of these impacting this particular situation?"

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

Then reflect on the following:

A. The quality of your relationship with the student(s) in question.

B. The level of relevance, interest, challenge in the lesson for this particular child

C. The presentation of instruction/material. Are the instructions/content being presented visually, auditorily and possibly even kinesthetically? Is there something missing in the presentation? Is there laughter and joy in the classroom? Does this student need any modifications, accommodations…

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

Remember, before discussing ongoing problem behaviors, all students in your class need to know that if they do any of the following, they will instantly be removed from the classroom until an adult decides they are safe to be in class again:
Physically assaults another person on campus (hitting, pushing, pulling hair…)
Uses any profanity that an adult hears
Damages or takes school property or the property of others
Use of drugs or use of discriminatory language

HANDLING ONGOING MISBEHAVIOR (steps A-D)

A. CONNECTING INTERVENTIONS

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

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

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

- Remind them they made agreements about behavior and supporting others to learn. Remind them of their important role on the 'team.' Remind them that they are a person of their word and that in order to continue as part of the team they are expected to support the learning of everyone and follow the coach's direction.
- When you feel you have a good feel for background information, make a plan with the student for support (secret hand signals, agreement for a break, moving seating, special break format, not partnering with certain people, having materials at desk so they don't need to get up, calling them in early from lunch, practicing the missing procedures after school or before school, …)
- Discuss with the student what will happen if the plan is not kept. For example, if you agree to use a hand signal and the student does not use it after you have practiced it multiple times, let them know that if they dont 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 is 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”…

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.

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.

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)
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
- 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.

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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.

- 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.

- Attendance is the responsibility of the teacher. All attendance taken and returned to office by 9:30 a.m. every day. All attendance sheets need to be signed before Friday. If a teacher chooses to input attendance directly into Powerschool, it is their responsibility to review and sign attendance sheets weekly.

- Teachers will keep cash counts of field trip and fundraiser money and turn it into Donna on a daily basis with the appropriate form given them. Teachers will not keep funds in the classroom.

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

- Each student will be required to have, at a minimum:
  A portfolio
  A writing journal, a math journal
  Writing utensils
  A composition book for Thursday Home-School communications

- Teachers will have all materials for projects, events, parties, fieldtrips etc. in the classroom at the latest the day before the activity, event etc. This means that they will NOT be running around asking for pencils on test days, cups on the day of a birthday party or wood, rulers, paint etc, on the day the of the actual activity.

- Classrooms will be organized in a child-centered way with most things (aside from dangerous or harmful objects or substances) accessible to children at all

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

- The quantity of the space that is not for student use is kept to a minimum. Most of the environment is for and used by the students to promote the concept that the room belongs to the students, instead of the teacher only. We will use language to maintain this expectation (ex: the use of “our” when referring to the class on the blog, on signs outside the door etc.).

- The organization of the environment is critical to the classroom culture. For example: Bins of disorganized materials send a message of not having to treat materials with care, clutter throughout the class sends the message that your class is chaotic. This also lowers the quality of work and wastes students’ time. Students will participate in daily upkeep of the classroom environment.

- Teachers will set an expectation that the classroom floors will be free of debris. Floors must be cleared of any trash or materials at the end of each day. Chairs will be stacked or left on top of desks EVERY night and whiteboards and desktops will be cleaned fully at least once per month. Teachers will allot time and develop a system with student responsibilities for cleaning and hold ALL students accountable for cleaning.

- Outer order can facilitate the creation of inner order. An example of thoughtfulness and external order is instructing students on the use of both sides of the paper, the purpose of a margin line and using it to visually present your work, name and date placement on an assignment etc. This is also true of organization of student materials. Cubbies, containers, folders etc. that are organized will contribute to a sense of order and peace. Teachers will assist students in creating order in the classroom.

- Teachers will actively engage students in caring for the classroom and school environment by keeping play and work spaces clean, leaving all areas as they have been found and reporting broken or missing equipment to the office. This expectation will also be communicated with students. All teachers are required to have the following cleaning materials and equipment:
    - A minimum of one dustpan, a broom (especially for cleaning area immediately outside of classroom.
    - sponges/rags and a non-toxic cleaner to allow for child-initiated clean-ups

- Additionally, before students engage in a large project involving a potential mess such as papier-mâché, painting, using tools, clay etc. they (and Co-teachers) will be given instruction on:
    -preparation of the space to decrease impact on the area being used
    -covering the work area to protect it from damage
    -use of the equipment and materials
    -clean up, (who will clean, meaning of “clean”,the time involved etc.)

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

- Only blue painter's tape will be used on the carpet, to hang papers up around campus and in the classrooms.

- Respect for the environment means not wasting materials. Teachers will notice how students are using materials and create an environment in which materials will not be wasted.

- Each classroom will have a recycle bin and a garbage can (landfill). Students will use the bins appropriately.

- Each classroom will be assigned times to support campus clean up. Teachers will make sure students understand what clean looks like and assist and monitor students during clean up.

- As we are the best models for the students, staff will also have the visible classroom spaces in order. The will be no stacks of papers and cluttered counter spaces. Teachers will leave common spaces clear and ready for others to use. There will be a committee of teachers that organizes cleaning of the staff lounge, shared refrigerator, microwave and common areas every Friday.

- All teachers will have a first aid kit in the classroom that will include band-aids, antibiotic ointment, Q-tips etc. It is a teacher's job to replenish supplies from the office as needed.

- Each classroom is required to have play equipment (balls, jump ropes, hoola hoops…) that gets checked in and out of their room at breaks each day. All equipment will be labeled with grade/class of ownership.

- Teachers model appropriate use of play equipment and are responsible for re-teaching and role playing when the equipment is not being used properly by their students. Equipment will NOT be left out on the playground after school hours.

- Teachers will not allow students to take P.E. equipment from the P.E. closet.

Expectations Regarding Technology:

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

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

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

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

Nutrition Agreements:
As a staff we understand that good nutrition will support a child to be more productive at school. We agree that it is not our job to police students but that we can make a contribution.
- If teachers see students drinking energy drinks or sodas on campus we will take them from the student and keep the item until after school.
- If teachers notice that students are bringing more junk than nutritious food to school a teacher will call or email home to discuss with parents OR communicate with the front office to do so.
- If any snacks are sold on campus, a high level of care will be taken to provide only nutritional snacks for children.

Expectations for Teacher Collaboration and Professionalism:

- Teachers are prepared to teach classes daily (materials obtained/prepared by the day before).

- Teachers will return from breaks and lunch time at the designated end of lunch time. Punctuality is important.

- Teachers will communicate with administration as far in advance as possible about impending absences.

- Teachers will collaborate with release teachers weekly. This may be done informally or formally via email, on a break, at lunch or during any of the staff meeting times.

- Teachers will collaborate with each other on a weekly basis during release time and after school. Meetings are scheduled as follows:

1. Staff Meetings: Mondays check in 1:00
2. Planning time: 2 hours of release time per week.

- Teachers will not gossip, complain or vent with any parent at any time. Teachers will not express a negative attitude about other teachers, staff, curriculum or any

other aspect of IA with parents.

- If a teacher has a problem with anyone on staff they will go to that person and work it out. If desired, they can ask to be accompanied by another staff member, administrator or a positive discipline expert assigned by Christine. Teachers will not gossip about any staff member to another staff member.

- If a staff member witnesses another educator complaining or venting, they will provide support for that staff member to go to the source. All staff members will model professionalism in these interactions. We will support each other to uplift our community.

- Teachers will attend all IEP meetings of their special education students with work samples from a variety of subject areas in hand. Teachers will come prepared and on time.

- Teachers will have read the charter and thoroughly support the mission and vision of Innovations Academy, asking any questions needed for clarification and seeking mentoring when needed.

- When teacher has complaints, concerns, and/or professional needs they will be brought up for discussion and collaborative problem-solving.

- Teachers will identify a field trip parent/ room parent who will help with class fundraising for the year. Teachers will encourage parent participation and communicate with these helper-parents at least monthly. Teachers will continue to be responsible for every aspect of every field trip even those planned by the room parent or Beth.

- Teachers will engage in ongoing communication with parents, staff, and administration.

- Teachers will check emails daily and respond to any community member (parent, staff) within 24 hours on weekdays or set up another agreement with parents.

  Teachers send weekly emails to parents and place a copy of their weekly email on their school information blog.
- All staff meetings and school events are mandatory (examples of school events are Open House, Back to School Night, community outreach day, a parent information session, Exhibition Nights…).

- A staff member will be designated at each staff meeting for note taking. Teacher participation is needed for optimum growth and challenge to peers in the creation of the best learning community possible.

- Teachers will support the school by participating in committees when needed.

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

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

- Teachers will provide professional development activities during professional development days and staff meetings.

- Teachers will write concrete goals in August and take steps to meet them. There will be a structure for evaluations throughout the year.

- Teachers are expected to attend all professional development days in June and August

- Through observations with reflection, teachers can have insight, generate ideas and continue to be creative.
    1. Teachers will be assigned a different teacher partner each month and observe them twice. They will meet to discuss within a week of the observation.
    2. Teachers will do a minimum of one observation off campus per semester. All observations will include a written reflection.

- Teachers are expected to participate in ongoing professional development. These experiences can easily be obtained through the following no-cost options:

- Positive Discipline workshops in the community
- Reggio Emilia Round Table meetings (http://www.sdreggioroundtable.com/)
- HTH Collegial conversations
- Visitations at other schools with presentation to staff
- Read a book and do a presentation to staff
- Read any Alfie Kohn article
- Trainings through the County office of Ed or SDUSD
- Providing a presentation at staff PD days or staff meetings
- Observation of community enrichment teachers with a reflection (examples: karate, gymnastics, music lessons…)

- All teachers at Innovations Academy will be expected to have read:

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

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

Possible Resources for Teachers to use as needed:

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

Acknowledgement

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

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

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

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

_____

Printed Name Employee Signature Date

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