



Teacher Handbook

2017-2018

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Vision & Mission of Vine Academy

“I am the vine, you are the branches; he who abides in Me and I in him, he bears much fruit, for apart from Me you can do nothing.... If you abide in Me, and My words abide in you, ask whatever you wish, and it will be done for you. My Father is glorified by this, that you bear much fruit, and so prove to be My disciples”

(John 15: 5, 7 – 8).

Vine Academy is a Christian, homeschool cooperative established to help parents educate and mentor their children according to their child’s unique design all the while bringing glory to the Father in the process. Most classes are taught two days per week so that parents can continue to oversee, teach, and train their children at home. To that end we are seeking godly, passionate teachers who grasp our vision and can effectively teach, train, and mentor our students in their area of expertise.

In order to provide a Christ-centered education for our children, the teachers, parents, and staff members must come together to work out this common goal. Unified, we will be able demonstrate to our children both the individual walk of Christian maturity and how to live life in Christian community. There will be times we will differ on issues, practices, parenting styles, and convictions, but if submitted to God’s Word and held to the central Christian doctrines enumerated in our statement of faith, we can choose to come together in Christian love and grace to serve each other. The guidelines and policies in this teacher’s handbook are our attempt to unify us toward our common goal: building Godly, educated young people.

Administration

Board:

Mike Montoya

Marc Rauser

Leah Gregg

Debbie Whittaker

Lisa Hahn

Administrative Team:

Principal – Janet Vandenberg – Vandenberg.janet@gmail.com

Dean - Michelle Montoya – michmon6@verizon.net

Dean's Assistant - Michele Harvey- mlmharvey@gmail.com

Site Supervisor: Lisa Laguna - lmlaguna@charter.net

Vine phone 408.710.1498

Vine Mailing Address:

P.O. Box 817

Morgan Hill, CA 95038

Vine Site Location:

8455 Wren Ave.

Gilroy, CA 95020

Philosophy

Christ-Centered Education

In order to align our thoughts and agenda with God's, we ask that you begin each task with prayer seeking God's wisdom when organizing curriculum, teaching plans, discipline methods, assignments, and assessments. We also ask that you pray for your students individually; pray for their success, their parents, their attitudes, their ability to learn the subject, and to have God reveal to you their individual needs.

Your teaching should emerge from a strictly biblical worldview. It is important that you tie the course subject to these Biblical truths: That through Christ, all things were created (Colossians 1:16), humanity is enslaved by sin (Romans 3:23), and God's children are redeemed by our crucified and risen Savior, Jesus, the son of God (Luke 24:45-47, Romans 8).

Student Discipleship

We believe that it is by our love for one another the world will encounter the gospel (John 13:35). In education, teachers are a vehicle for truth. Knowing and speaking truth in the content of subjects, lived out by example, and in expressing a student's value, worth, uniqueness, and need for salvation is critical and can only be done with the help of the Spirit who lives in the believer (Psalms 25:5, James 1:5).

The way we treat students can communicate God's love for them. Thus, treat each student with kindness and integrity. Show respect, love, patience, gentleness, and grace. Students are, at times, foolish and immature. They will misbehave, cut corners, cheat, make mistakes, exhibit selfishness, perform poorly, complain, and more. Gently and kindly correct their bad behavior. A good model is to treat students as you would your own. Correct, exhort, encourage, applaud, support, discuss, listen, and discipline each student as God prompts. Avoid two common errors: trying to be a student's friend and making snap judgments without listening to the student.

People won't care how much you know until they know how much you care (author unknown). Purposefully build a relationship with each student. You can have incredible influence in his or her life by your choice of words, your attitude, and by the way you live your life.

Vine Academy is a unique educational hybrid. It brings together home school and private school-like education utilizing parents, teachers, and students to achieve our goals. Classes taught two/three days per week cannot adequately address all the teaching that is necessary in a subject for junior high or high school. Thus, we must partner with the student and the parents to continue their learning while at home. As you design your class, find ways to help students learn both in your classroom and at home. Find workable forms of communication with the family.

Guidelines for communication follow in the *Policies & Procedures* section below.

Academic Standards

General Requirements

Aim for excellence! Using the resources around you (curriculum, people, and the internet), design, and teach the course in a way that challenges, matures, and excites your students. Utilizing your spiritual gifts, keep your students engaged in the subject.

Teach your course at grade level holding the students to the same standard for homework, tests, and assignments.

Instruction and homework for your class must be equal to or greater than five hours per week for all high school classes.

Curriculum must meet academic standards for your subject and grade, and will be selected collaboratively with you, the teacher and Administration.

Curriculum will honor our fundamental Christian beliefs outlined in our statement of faith and consider the educational needs of students to be “in the world but not of it” (John 17:16).

Teach your class using attainable, measurable, concrete objectives for student learning. Communicate your goals clearly and in writing to students and parents.

Begin the year assessing student abilities. Make sure your students have the basic reading and writing skills needed to successfully complete your class. If a student’s basic skills need remediation, contact the Dean of Instruction.

Teach study skills explicitly. Teach students the skills they need to be successful in your class. Weave these skills into your course plan. Teach your students how to organize their work, take notes, and test.

Academic Documents

All classes must have the following documents: A course description, course syllabus, and course outline. If necessary, team up with another teacher or Administrator to ensure these documents are thorough and error free.

The following are guidelines for each document:

Course Description - Please write up a concise, 3 – 5 sentence description of your class (much like you would see in a course catalog). Begin with the course title. Course description should include distinctive information that would help a parent decide if the course addresses his or her student's needs.

Course Syllabus – The syllabus is like a map of your class. The syllabus should include your goals, required materials, expectations, class procedures, timelines, and due dates – everything they need to help the students succeed.

What to include but not limited to:

Course title and grade

Teacher's name and contact information including the best way and times to contact you

Teacher qualifications, experience, passion, etc.

Course description

Curriculum to purchase: title, author, publisher, edition, and ISBN

Pre-requisites - *if applicable*

Major objectives and assignments

Behavior expectations

Classroom policies and procedures: including supplies which should be brought to class

Homework and written work policies

Grading scale and criteria.

Copy or materials fee. If planning to make copies at home vs. using the school copier, teachers may charge a \$5 copy fee to be collected by the teacher. Any amount over \$5 needs approval from Administration. The school copier is available for free classroom-related copies during school hours.

Course Outline (Quarterly) - Prepare a daily classroom and homework outline. Include chapters, literature, units, major assignments, and tests on the outline. A course outline is to be distributed to each student a week prior to the new quarter. Though we'd like to see these documents followed, they are somewhat fluid. As you begin to understand the strengths and weaknesses of the students, it may be necessary to adjust the outline to best fit the needs of the students. Whenever you change your documents, please communicate these changes clearly to both parents and students in writing.

Assignment Standards for Written Work

All writing assignments must meet a reasonable standard not just of content but work that looks proficient and on time. Use discernment about each student's abilities and maturity when drawing up assignment standards. These standards should be included in your syllabus and reinforced periodically the first couple weeks of school.

Vine suggests the following standards:

- All writing assignments are to be on the quarterly Course Outline.
- Concerns regarding substandard work should be addressed with parents.
- Adopt a consistent late homework policy with consequences. Write up your policy in your syllabus. If you adopt a no late homework policy, you may want to consider giving one grace per grading period.
- Be sure to give projects adequate time to complete. Make sure to include due dates and criteria for grading.
- Write assignment reminders on the board (large and legible) so that students can write them in their planners.
- Review your class policies. Be consistent, when you make a policy, follow through with it. Being inconsistent teaches a student that you do not always mean what you say.
- Do not accept excessively (beyond a week) late homework unless you have previously arranged with the parent for an exception.

Homework Policies

Holiday and Break Homework – Homework may not be assigned over an official school holiday or break without permission from Administration. The Friday before an official holiday is considered a school day; therefore, homework may be assigned for that day. High school students may have reading or long-term projects.

Homework and Family Vacation – Parents who choose to remove their student from your class to go on vacation are to request assignments that will be assigned in their absence. As a courtesy, teachers are to provide homework assignments in advanced if possible. The teacher has the right to require all the missed assignments or to excuse them. It is the student's, not the teacher's responsibility to be ready for the next class' lesson upon returning from vacation. He or she should not delay the progress of the class. Major projects must be completed to receive a grade in the class.

Responsibility – Students are responsible for missed work. Teachers may make themselves available for tutoring for an additional fee.

Grading & Assessment

Vine Academy uses Gradekeeper to record all grades. Gradekeeper software can be downloaded at <http://gradekeeper.com/download.htm>. Vine's code is [REDACTED] Vine Academy teachers license Gradekeeper software for use only. Law prohibits unauthorized use of this licensed copy. Follow the instructions in the appendix for set-up and use.

Please keep Gradekeeper up-to-date weekly.

One way to quantify grades using percentages is process vs. product work.

A general guideline follows:

- 5/6 – Students need to participate and show learning. Elementary students should be assessed on development work which includes study skills and character.
- Junior high – Students in junior high should be between 50/50 for process/product work to 30/70-process/product works. For example, a 7th grade math class might consider 40% for homework, 10% for class participation, and 50% for exams. Or, an 8th grade science class might consider 30% for home and class work, 10% for lab write-ups, and 60% for exams
- High school – Most courses should attempt to meet college required standards (exams, products, and essays) as the way to evaluate student achievement of classroom objectives, equaling 60% or more.

Students should receive thoughtful feedback on their work (more than “nice work” or “good”) Comments should state specifics, objectives and consist of both compliments and constructive feedback.

Students should be trained to anticipate and consider teacher feedback as they work through assignments during the year.

Ideas for feedback: use a notebook or file system to document progress, staple drafts together to show the process, ask for student evaluation of his/her own work, and/or ask for a signature from parents to ensure the parent is informed.

Students should receive assignments with grades/feedback in a timely manner. One week is optimum. Beyond two weeks does not adequately help students modify their learning.

Please email your class grades to the Dean at michmon6@verizon.net

Grading guidelines:

A = Excellent. (90% and above) The student not only met criteria but exceeded it in creativity, research, or accomplishment.

B = Good (80% - 89%) The student showed good grasp of material and exceeded the criteria.

C = Satisfactory (70% - 79%) The student met the criteria stated in your objectives.

D = Work under 70% Does not show adequate grasp of your learning objectives.

Policies and Procedures

Communication - The importance of communication with the family cannot be overly stressed. Please communicate student progress as often as needed for students to thrive academically, socially, and morally. The younger the student, the more communication is necessary to ensure that learning is happening.

New Students – Vine’s two or three-day format is particularly challenging for students who have been homeschooled exclusively at home or in a traditional school setting. Some students may have difficulty staying organized, taking notes, remembering deadlines, turning things in on time, and participating in the classroom structure. These students will need extra care, nurturing, and guidance to help them successfully navigate through our structure.

Students who come from a traditional school experience may be used to more structure, working within groups, completion of work in class, and a larger class sizes. They, however, will be less familiar with homeschooling traditions, small class sizes, and regular adult interaction.

Build relationship with these

Junior High Students – These students are beginning to grow in maturity, but they are in process. They can be disrespectful, disorganized, immature, awkward, smelly, forgetful, and either unsure of themselves or overly assured. They are easily embarrassed. Please use caution when addressing them publically. Again, be patient, kind, consistent, and have a sense of humor. Communication cannot be over-stressed. Students who exhibit any of the above in the extreme may require parent contact to develop a support plan.

Struggling Students – If unsure if a child is struggling, seek counsel from the Dean. Pray for him or her. Reach out and communicate with the student’s parents about your concerns.

Students with Learning Differences or Challenges –Because we are not trained to give students with learning disabilities the attention they need to succeed, Vine does not intentionally admit them into the organization. If there is a student with minor learning differences or challenges admitted into your class, take time to research how to best serve them by: learning what ails them, communicating with his or her parents, and trying different styles and strategies to assist them in your class. Engage all students in the learning process. It is their job to learn and your job to teach, but this can happen in many ways. These students will need extra communication between teacher and parent.

When to Communicate – Communicate frequently with parents. Let the parents know about positive growth and behavior as well as any concerns you may have regarding their student. Always be respectful, humble, and personable. Minimum times to communicate with parents 1. Within the first two weeks. 2. When you send home a test or quiz.

Parents should occasionally be expected to proctor tests or quizzes. Parents should sign all proctored tests/quizzes.

Missing Assignments - Contact the student's parent within 24 hours of the assignment's due date to inform them of missed assignments.

Progress Report (mid-quarter) - Progress reports are required for all students every mid-quarter and anytime a student is earning 73% or below. Students who are under-performing should also receive a progress report even if their grade is above 73%. Print out or email all reports to parents. Ensure the parent receives the report(s). All parents and students should know how they are performing at progress report time.

Written comments on a student's report card are strongly suggested.

Notices/ Problems with a Student - When you notice a problem, (social, academic, emotional, physical, or spiritual) call or email the Dean immediately. Continue communication until there's a solution to the problem.

Whenever you have a problem (excessive absences or tardiness, poor attitude, any troubling issue that continues, behavior, etc.) email administration (vine@vineacademy.net) giving as much detail as you can so that Administration can remain apprised of situations and needs of students. It is helpful to observe troubles that may span more than one class. You may also put a written notice in the "Admin File" in George.

Attitude is key –Listen humbly when you communicate with a Vine family. View them through the eyes of Christ and respond to them accordingly. Problem-solve with the parent and let him or her know you are interested in their student.

Remember to avoid griping or gossiping about a student, family member, or Vine staff.

In any community there are differences of opinion; strive to work together for the good of the whole.

We ask that teachers defer to family standards in the following categories when possible:

Movies/Guest Speakers – Consider student maturity, purity, and integrity; guard these little ones. Please fill out an “Enrichment Request Form” or email to receive approval from the Principal or Dean of Instruction for ANY movie or guest speaker you plan to use with your students. Some will require a permission slip or previewing by Administration (See forms).

Topics with Moral Implications – Communicate with parents if there are a possibilities students will need parental permission or guidance with any content taught in your class.

Field Trips/Off Campus Class Activities – All students need to have a signed permission slip releasing Vine of liability for all off-campus events (near or far). Please let Administration and the Site Supervisor know any time you plan to take your students off campus during school hours and keep in mind that students may not drive other students off campus unless the passenger is a sibling.

Attendance

Late Attendance – A student will be marked late if he/she is not in her seat when the class is to begin. A student who is late is to be marked “tardy” in the teacher’s grade book. Call the parents when a student in a class receives a third unexcused “tardy” in a quarter. A teacher may choose to reduce a student’s grade for being habitually late.

General Absences – Student absences are documented on the white board near “George.” Please examine this board before your class begins so you can be aware if one of your students is absent. If you have a student absent from your class who is not listed on the posted list, notify the Site Supervisor (408-710-1498). It is important that in case of an emergency we know where all students are at all times.

Please record all absences in Gradekeeper.

Excused Absences – Parents are expected to contact you if their student will be absent giving you as much notification as they can. It is the student’s or parent’s’ responsibility to call or email each teacher and request the assignments that were missed. Unless otherwise decided by the parent, teacher, or Administrator, students generally have one day for each missed day to make up work.

Unexcused Absences – If a student misses a class without parental permission for a reason such as: choosing to do work for another class, receiving disciplinary action, etc., the student will receive an unexcused absence from the class and a zero on any class assignment and zero on homework not turned in prior to class time.

Guidelines for Field Trips

Due Diligence – When planning a field trip, please do your “due diligence” as a leader. Questions to consider may include: potential moral or ethical concerns, financial costs, how many chaperones will be needed according to the ages and number of students attending.

Trip Approval - Before announcing the trip to your class, please submit an Application for Field Trip Approval to Administration.

Permission Slips –Once approved, complete a Field Trip Permission form for your students to take home for parent permission. All parents must sign a field trip permission slip for his/her student to attend.

Student Behavior – Remind students that during your trip they are representing Christ as well as Vine Academy and the homeschooling community; set the expectation that their behavior is to reflect accordingly. Vine’s code of conduct, including the dress code, applies to students on field trips.

Supervision: You are ultimately responsible for the students in your care. Make all expectations to students and chaperones are clear.

Transportation – Parent chaperones may transport students in their vehicles with 1-8 seatbelts. Passenger vans (9+ passengers) are not an acceptable mode of transportation for Vine Academy field trips. A specific license is required to operate these vehicles. Licensed students who have parent permission may transport themselves in their own vehicles while on the field trip, but may not transport other students (except siblings).

Checklist:

- ____ Personal cell phone (and cell #s of all chaperones)
- ____ Copies of specific student emergency forms
- ____ Field trip permission slips
- ____ School first aid kit

Safety

Fingerprint Screening – All teachers must undergo Live Scan fingerprinting. The teacher will pay the cost. This must be completed before the school year begins. Fingerprinting procedures will be verified at the Teacher Orientation.

CPR & First Aid Certification – All PE teachers and site supervisors must be CPR and first aid certified.

Teacher Attendance – Teach and care for the students as though they were your own. If you need a substitute, you must retain the services of a teacher who will conscientiously care for the needs of students and learning. Substitutes must be Vine approved. All current Vine teachers are approved. A list of other potential substitutes can be obtained from the Administrator or the Site Supervisor. Substitutes can be hired (\$20 suggested rate) or bartered. Substitutes for emergency absences will be paid by Vine.

Closed Campus – Vine is considered a “closed campus.” A student may leave campus to attend an appointment, etc. if reported to the site supervisor. Before leaving campus, the student should personally notify the Site Supervisor and then apprise her of his or her return to campus. In case of emergency, it is important that we know which students are on campus at all times. “Coffee Waiver” For the occasional class coffee-house run (or similar outing taken during class), a completed “Coffee Waiver” must be on file for each student in your class emergency folder and a personal cell phone must be taken with you any time you take students off campus. *Please note: Licensed students may drive themselves in their own vehicles, but may not drive other students to the class destination unless their passenger is a sibling.*

In Case of Emergency – We have procedures for an emergency, which our school will practice routinely. Please familiarize yourself with the plan so that you can review it with students and carry it out in drills and emergencies.

Emergency Escape Plan

Procedure:

Consistent or continual blast of air horn signifies an emergency or emergency drill.

Following the escape route posted in each room. All classes are to proceed quickly and quietly to the lawn at front of the church.

Once the classes arrive on the lawn, students will be seated and teachers will take roll. If there is a real emergency/evacuation the site supervisor will direct the school to proceed south on Wren to the fire department or north on Wren to Los Animas Park.

Wait for further instructions from the Site Supervisor.

If the emergency is during non-academic times (such as lunch time, break, after-school, etc.) everyone must:

Report immediately to the previously established location in front of Building 4.

The next period teacher will take roll.

If it is at the end of school, the 5th period teacher will take roll.

Wait for further instructions from the site supervisor.

Student Responsibilities:

Be familiar with emergency escape location.

Remain calm.

DO NOT stop to gather books, backpacks, etc., but listen to your teacher's instructions.

Accompany your teacher to the emergency escape location in a calm, quiet manner.

Wait for Administrator to give further instructions.

Teacher Responsibilities:

Make sure all students in class are familiar with fire/threat escape locations.

Make sure all students in your class are in your sight.

Upon hearing the emergency alarm, make sure students remain calm and quiet. DO NOT allow them to gather books, backpacks, etc. Time is of the essence.

Escort them to the emergency escape location in a calm, quiet manner.

Take roll at emergency escape location to make sure all students are accounted for.

Wait for administrator or site supervisor to give further instructions.

Above Reproach

Scripture teaches that as believers, we should live our lives openly as a testimony to Christ: "In all things show yourself to be an example of good deeds, with purity in doctrine, dignified, sound in speech which is beyond reproach, so that the opponent will...have nothing bad to say about us." (Titus 2: 7-8) These principles apply to our interactions with students as well as other adults.

As teachers and adult authority figures, it is important that we behave in a manner that is "above reproach".

Suggestion for your consideration:

- When interacting with students, be sure to do so in a public setting to avoid accusations or misunderstandings.
- If a private conversation with a student is needed, find a way to do this in a public setting. Stay in someone else's sight - preferably another adult.
- Spending time alone with any student on or off campus (i.e. tutoring, help w/ homework, etc.) should only occur if the parent is informed, you have explained the details (time, location, etc.), and received permission from his/her parent. If you are using campus facilities for tutoring during school hours, let the Site Supervisor know as well.

Parents should be informed of any communication made with a student. This should include:

Phone calls: call/e-mail the parents if there has been a conversation of importance (grade concern, behavior or personal concern, etc.) with their student at school or over the phone.

E-mail: CC parents on any e-mail to students, regardless of the content.

Texting: If a student texts you and wants a reply, CC the parent's cell phone.

Facebook: if a student wants to become "Facebook friends" with you, let the parent know and if possible, become "friends" with the parent as well.

The Model Teacher

Professionalism - Act and behave professionally while at School.

Edit your documents – Ensure all written documents are clear and concise with proper use of grammar and spelling. Please edit your work carefully. If you need help, ask a colleague.

Dress well – Conservative, clean, professional attire should be worn while teaching or subbing for a class.

Treat others with grace in speech and actions.

Require that students treat you and others with respect. In the academic setting, students should refer to a teacher using his or her preferred title: Mr., Mrs., Miss, or Ms.

Be on time – Each teacher should be present and ready to teach the moment class begins.

Class time – End class on time to ensure students can get to their next class on time and to give the incoming teacher time to prepare for his or her class.

Grading & returning homework – Student's work should be returned no later than one week after its due date so that students can observe their performance and adjust their work as needed.

Communication of Incidents – Timely communication of an incident involving a student is necessary. Any delays exceeding a 24 hour period can cause the details of the event to be forgotten or wrongfully noted. Record all incidents on a Notice Form so that the Dean of Instruction can keep track of incidents.

Dynamic Learning Environment

Learning can only happen in a safe, dynamic learning environment. In order for students to learn most effectively, you must create the atmosphere for this to happen.

Be a leader – Communicate with your students how they are to conduct themselves in your class. Write down your expectations and review them with the class. Be brief. Require that students come to class prepared. Likewise, you are to be prepared; use the restroom before class, have all materials needed prior to class time, and engage in the learning activities that you have arranged.

Be consistent – Enforce all standards that you have set and communicated.

Be fair – Vine Academy does not tolerate discrimination of any kind. Treat all students with impartiality. When a student breaks one of your rules (your behavioral expectations), listen to your student's side of the story and proceed with a fitting resolution in a fair manner using discretion.

Warnings – When a student is disruptive in class, one warning should be sufficient. Never shame or embarrass students. Use proximity: Move toward students who seem distracted or tempted to chat. If it is necessary to correct a student a second time, he or she should spend the remainder of class time with the site supervisor. Contact the Site Supervisor who can implement this disciplinary measure (call or text 408. 710.1498, the Vine phone number). Don't forget to notify parents at the end of the day as well as write up a "Notice" for Administration.

Be proactive – Use a seating chart. Place easily distracted students near the front of the class and separate friends who would otherwise talk and cause distractions. Consider your students' maturity levels and attentiveness when creating learning activities. Avoid long, boring lectures.

Vine Academy

Notice

We are committed to living in Christian community with each other. We expect that you will address student character and behavior (academic and otherwise) in a godly, compassionate way. This notice is simply to notify Administration of a trouble spot so that we can watch for problems which might spring up in more than one place or occur frequently.

Student: _____ Date: _____ Time: _____

Teacher/Adult: _____

Behavior: _____

How did you address it? _____

How did the student respond? _____

How did the parent respond? _____

Does this need attention from administration? _____

Vine Academy

Substitute Request

Today's Date: _____

Teacher: _____

Class title: _____

Class day & time: _____

Preferred sub: _____

Date(s) substitute needed: _____

What will the substitute do in class? (Teaching, facilitate, etc. Please be specific).

Reason:

Scheduled appointment/Vacation/Other: _____

Substitute Policy: Your classroom is your responsibility; however, if you must get a substitute, the Administrator and Site Supervisors have a list of approved substitute teachers who will care for your class.

Emergency Substitute – An emergency sub is needed when a teacher has an unexpected, sudden situation which prevents him/her from teaching. Examples: car won't start, kid wakes up sick, teacher illness, family emergency. Call the Site Supervisor and she will make arrangements for you, and the school will pay for your emergency sub.

Planned Substitute – A planned sub is needed for any absence that is not an emergency (out of town, appt., or conflict where other outside employment takes precedence over teaching - although this should not happen!). Teachers pay for planned subs or may switch with another teacher.

For movies or guest speakers

Vine Academy

~ Please submit request to Michele Harvey as early as possible ~

CLASS ENRICHMENT FORM

Please circle request to be approved.

guest speaker movie other

Teacher's name: _____

Class: _____

Planned date of activity: _____

Speaker's name / movie title: _____

Goal of enrichment activity:

Have all parents of students in your class been advised of this activity? yes / no

For movies that are not education-based, please include a complete description utilizing Screenit.com; printing out and submitting the "Parental Review" portion with this request form.

If a parent does not approve of the viewing of the movie for his/her student, additional options need to be provided for that student.

.....(office use only).....

Approved / not approved

(Signed):

Date: _____

Comments

Vine Academy

Request for field trip approval

(please submit to Michele Harvey as soon as possible)

Today's date: _____ Teacher's name: _____ Class: _____

Date of proposed field trip: _____

Departing from: _____ Time of departure: _____

Returning to: _____ Time of return: _____

Location of trip: _____
(name of destination) (city)

What will students be doing on this trip? _____

Goal or purpose (related to a focus of study, etc.): _____

of students who will attend: _____ Have all parents signed permission slips? Y / N

Names of chaperones:

Driver? (x)

of seatbelts

Names of chaperones:	Driver? (x)	# of seatbelts

Comments: _____

(office use only)

.....
Rec'd by: _____ Approved / Not approved (signature): _____

Vine Academy

FIELD TRIP PERMISSION FORM (parents, please make a copy of this form for reference before returning it to instructor)

Today's date: _____ Teacher's name: _____
Class: _____ Date of field trip: _____

Departing from: _____ Time of departure: _____

Returning to: _____ Time of return: _____

Location of trip: _____
(name of destination) (city)

Details (what students will be doing): _____

Student should bring a lunch: Y / N
Student should also bring: _____

Cost per student: _____ Is cost refundable if student cancels? Y/N

Chaperones and their contact #s:

- 1) _____ cell ph: _____
- 2) _____ cell ph: _____
- 3) _____ cell ph: _____
- 4) _____ cell ph: _____

PARENTS: Please read and sign below.

I give permission for my child, _____ to attend this field trip. If my child needs medical treatment during this trip, I understand that all efforts will be made to contact me before my child receives treatment. However, I give my consent for any emergency medical treatment needed and I understand that I am responsible for all costs incurred.

Parent signature: _____ Date: _____

Coffee Waiver

Today's date: _____

I give my student, _____, permission to occasionally travel off campus with _____ and receive a sugar and/or caffeine infusion at the local coffee, bakery, juice establishment during the 2017-18 school year. My permission is given with the understanding that I will be contacted by phone before any trip occurs, and that if I cannot be reached, my student will be taken to the school study hall during the outing and will receive the aforementioned sugar and/or caffeine infusion when the class returns to campus.

Signed: _____

Should an emergency occur while my student is off campus, please contact me:

Cell: () _____ Home: () _____

If I cannot be reached, contact:

Cell: () _____ Home: () _____

Is this student allergic to any food or medications? Y/N If yes, please list here:

Special medical

conditons: _____

Student's date of birth: ____ / ____ / ____

Last tetanus shot: ____ / ____ / ____