



Intergenerational

S C H O O L S

Student and Family Handbook
2024-2025

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A Note on the Handbook

General Handbook Information

Parents and guardians, thank you for reviewing the contents of this Handbook with your child. We look forward to partnering with you this school year to provide the best possible educational experience for your child. Using and understanding this Handbook will help ensure everyone in the Schools have a positive year. This book is not an all-inclusive list of policies and procedures for our Schools. We encourage you to speak with one of our administrators if you have a question or concern.

The term “parent” when used herein means an official caregiver of a minor child, including but not limited to mother, father, stepparent, grandparent, foster parent or court-appointed guardian, foster caregiver, or caretaker.

If you have any questions about this Handbook, please contact the School’s Principal.

All of the complete policies of the Intergenerational Schools (singularly as the “School”) can be found on our website: www.igschools.org/policies

The policies contained in this Handbook are subject to revision at any time by the Boards of Directors (the “Board”). If a conflict should arise between information contained within this Handbook and a policy adopted by the Board, the policy shall supersede and control.

Chapter One: Mission, Vision, and Values of Intergenerational Schools

Mission

The Intergenerational School connects, creates, and guides a multigenerational community of lifelong learners and spirited citizens as they strive for academic excellence.

Vision

The Intergenerational Schools are a top choice in public education for Greater Cleveland families. We foster joyful and independent academic and social-emotional learning that allows students and mentors to excel both individually and together in one equitable community. As innovative and progressive educators, we are catalysts and collaborators in improving public education that transforms Cleveland.

Values

Celebration of Diversity

By this we mean:

- We take initiative to listen and learn from individual stories.
- We draw connections out of diversity of thought.
- We pay homage to our differences, especially honoring the wisdom of elders.
- We foster an equitable environment where all people feel welcome.
- We strive to incorporate anti-racism and cultural and community appreciation into our daily curriculum.

Choice & Accountability

By this we mean:

- We recognize that everyone is an individual lifelong learner.
- We empower individuals to be part of the decision-making process.
- We expect all individuals to seek excellence in pursuit of our mission and vision.
- We adhere to the highest moral and ethical standards.

Innovation

By this we mean:

- We embrace the notion of constant change among those served and how we serve them.
- We continually evaluate the status quo and are open to new ideas and approaches.
- We strongly encourage initiative and creativity in all that we do.
- We foster an environment that values and supports seeking new ways to improve our organization.

Interpersonal Skills

By this we mean:

- We will be respectful to all.

- We will be thoughtful, empathetic, and responsive in our communication (verbal, body language, and written).
- We will serve our students, families, and each other with compassion and courtesy.
- We will model a high level of emotional intelligence and self-regulation.

Joyful, Independent Learning

By this we mean:

- We celebrate everyone’s independent learning journey.
- We cultivate an environment where all individuals feel safe, supported, and empowered to do their best.
- We foster a non-judgmental and nurturing environment that is free from bullying and harassment.
- We work collaboratively across boundaries to create joyful experiences.

Integrity

By this we mean:

- We behave ethically in all that we do.
- We do what we say we’ll do.
- We are guided in our relationships by trust, candor, and honesty.
- We hold ourselves to the highest personal and professional standards.

Shared & Responsible Use of Resources

By this we mean:

- We are not wasteful.
- We expect everyone to be a steward of our public and private resources.
- We are committed to providing what our learning communities need and to long term sustainability.
- We are vigilant in developing, utilizing, and accounting for our human and financial resources.

Work Ethic

By this we mean:

- We are dedicated to the organization’s mission and vision.
- We constantly seek to achieve higher levels of performance, productivity, and quality.
- We continually go beyond the expected.
- We don’t give up.

Statement of Non-Discrimination

The Intergenerational School does not discriminate on the basis of race, color, religion, sex, gender identity or expression, sexual orientation, national origin, political affiliation or beliefs, athletic performance, special need, genetic information, proficiency in English, physical or mental disability or academic achievement, family/parental status, income derived from a public assistance program,

membership in an employee organization, and does not allow reprisal or retaliation for any prior civil rights activity. Upon admission of any student who requires, or may require, special education services, the School will comply with all federal and state laws.

Chapter Two: Logistical Information for the 2024-2025 School Year



2024-2025 Intergenerational Schools Calendar

July 2024						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

August 2024						
Su	M	Tu	W	Th	F	Sa
			1	2	3	
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September 2024						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October 2024						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November 2024						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December 2024						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

July	
4	Closed for the 4th of July
22	Admin Days
0	Instructional Days

August	
7-13	New teachers PD
14-19	All Staff PD Days
20	First Day of School for Students
22	Admin Days
13	Teacher Days (18 for new teachers)
9	Instructional Days

September	
2	NO SCHOOL-Labor Day
13	NO SCHOOL-Teacher PD Day
20	Teacher & Admin Days
19	Instructional Days

October	
7-11	NO SCHOOL-Fall Break
23	Admin Days
18	Instructional & Teacher Days

November	
8	End of the Trimester
11	NO SCHOOL-Teacher Work Day
21	Evening Conferences 3:30-8pm
22	NO SCHOOL-Conferences 8am-4pm
25-29	NO SCHOOL-Thanksgiving Break
16	Teacher & Admin Days
14	Instructional Days

December	
23-31	NO SCHOOL-Winter Break
15	Instructional, Teacher & Admin Days

January 2025						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

February 2025						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

March 2025						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

April 2025						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

May 2025						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

June 2025						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

January	
1-3	NO SCHOOL-Winter Break
6	NO SCHOOL-Teacher Work Day
7	Students Return from Winter Break
20	NO SCHOOL-MLK Jr. Day
19	Teacher & Admin Days
18	Instructional Days

February	
14	NO SCHOOL-Teacher PD/End of 2 Trimester
17	NO SCHOOL-President's Day
19	Teacher & Admin Days
18	Instructional Days

March	
7	Noon Dismissal for Conferences
24-28	NO SCHOOL Spring Break
16	Instructional, Teacher & Admin Days

April	
18	NO SCHOOL-Good Friday
21	NO SCHOOL-Easter Monday
20	Instructional, teacher & Admin Days

May	
9	NO SCHOOL-Teacher Appreciation
26	NO SCHOOL-Memorial Day
28	Last Day of School/End of 3rd Trimester
29-30	Teacher Work Days
20	Teacher & Admin Days
18	Instructional Days

June	
19	CLOSED for Juneteenth
0	Instructional Days
20	Admin Days

165.0	Annual Instructional Days
1070.0	Annual Instructional Hours
23.1	Calamity Days Permitted
176.0	Veteran Teacher Work Days
232.0	Admin Work Days
181.0	New Teacher Days

Calendar template by Christopher McDonnell, McDonnell & Associates LLC

[Intergenerational Schools Directory](http://www.igschools.org)

Website: www.igschools.org

The Intergenerational School (TIS)
11327 Shaker Blvd. 200E Cleveland Ohio 44104 216-721-0120

Near West Intergenerational School (Near West)
3805 Terrett Ave. Cleveland Ohio 44113 216-961-4308

School Hours of Operation

When School is in session, the School Office is open from 7:45 am to 4:00 pm. Office hours may vary over the summer break, with the school office fully closed the month of July. The school instructional day is from 8:00am-3:00pm.

General Policy of Parent and Family Involvement

In order for our faculty and staff to effectively educate our children, we welcome parents/grandparents/foster parents/caregivers as partners. Families are strongly encouraged to participate in various activities and forums that will support our students academically and add to our school's vitality. The School will hold an annual "Meet the Teacher" where parents will meet their child's teacher and be reassured of their right and responsibility to be involved in their child's education. Families are expected to participate and sign an agreement (Home-School Compact) with the school, outlining everyone's responsibilities for student success. Parents may be able to volunteer their time with the School; however, a background check may be required depending on the level of contact with students.

For any questions regarding the Home-School Compact or to volunteer at the School, contact the your child's teacher.

Visiting the School

FOR THE SAFETY OF ALL OF OUR STUDENTS:

All visitors must have a pre-arranged appointment or volunteer schedule to speak to school staff or faculty during the school day. In an urgent situation, the Principal or Assistant Principal may be available to speak with a parent/guardian without a prior appointment, but this is not always possible.

Doors to the school must always remain locked and all visitors (including parents, guardians and volunteers) must be 'buzzed' in from the Main Office before entering the building. **PLEASE DO NOT LET ANYONE IN BEHIND YOU AS YOU ENTER.** Kindly tell the person behind you that the office must buzz everyone in individually. Should the doors be unlocked (such as during dismissal or arrival), these procedures still apply.

All visitors need to obtain a Visitor Badge via the Raptor System (visitor management software) in the Main Office. In order to obtain a badge, all visitors must present a current state issued ID to scan into the system. This badge must be worn and visible during the visit. Upon the visit's end, the visitor must report to the Main Office to sign out and immediately proceed through the exit.

All communication between school staff and families will be mutually respectful. Appropriate language, including tone and volume, is to be always used by all when in the school or on school grounds. If necessary, the school staff will immediately terminate any conversation (in person or on the phone), or not respond to any written communication, in which a parent or guardian is abusive, harassing, or using inappropriate or profane language. In the case of verbal abuse, future communication regarding the matter must be in written form. Threatening behavior or language towards staff, other parents or students, may result in reporting the incident to the authorities and/or being banned from entering the building. School officials have the authority to call a law enforcement officer if any individual violates this policy or does not leave School premises when requested to do so. The Principal or their designee has the authority to prohibit the entry of any disruptive visitor to the School premises.

Chapter Three: Attendance

Attendance Policies and Procedures for In-Person Learning

Philosophy

Learning starts with showing up. One of the most important ways in which parents and guardians can support their student is to ensure that they are in attendance every day. Attendance matters.

All students are expected to arrive on-time and stay the full school day. Furthermore, we urge families to schedule doctor appointments and family vacations around our school calendar and daily schedule. Missing even two hours of instructional time during the day for an appointment can have a negative impact on your child's academic progress. Please keep this in mind as you plan your appointments and vacations.

Notification of Absences

The primary responsibility for a student's attendance at School rests with the student's parent(s) or guardian(s). Parent(s)/guardian(s) must notify the School Office on the day a student is absent within two hours of the start of school, and ideally by the first hour.

In order to assist our recordkeeping, please take the following steps if your child is absent from school:

1. Call your child's school the day of the absence by 8:30 am
2. Press the menu option for the Attendance Line
3. Leave a clear message stating your name, your child's name, child's homeroom teacher, and reason for absence.
4. Email the office or send a written note the following day, with the student's name, date of the absence, the reason for the absence, and parent/guardian signature to be considered an unexcused absence.

School staff is required to make a reasonable attempt to notify a student's parent(s)/guardian(s) when the student is absent from school. Parents/guardians shall provide the School with their current home and/or work telephone numbers and home addresses, as well as emergency telephone numbers.

The procedure for absences is as follows:

1. A parent must call the School to inform the School that his/her child or children will be absent from School. This phone call should take place prior to or within the first hour that School is in session.
2. If a parent fails to call the School as prescribed above, School personnel will attempt to call the parent to inform him/her of the student's absence.
3. In those cases, where telephone communication could not be made, School personnel will initiate a written communication via e-mail, text, Bloomz that day.
4. Monthly, a form letter will go home electronically from the front office regarding unexcused absences.

Under state law, the School must withdraw a student that misses more than 72 consecutive instructional hours (approximately 12 days in a row) without a valid excuse. This could result in the student losing their spot if another student is on the waiting list for enrollment.

Excused Absences

For an absence to be officially recorded as “Excused,” the parent/guardian **must provide a written note, email, or doctor’s note** stating the reason for the absence. This is in addition to providing a phone call/message to the office on the morning of the absence. The phone call/message is for safety purposes only and does not qualify the absence as “excused.”

Under Ohio State Law, the student may be excused for the following reasons:

1. Personal, physical, or mental illness of the student.
 - a. A student will be excused for personal illness for up to 6 days per year based on the parent’s written excuse.
 - b. Any days in excess of these 6 will require a physician’s note to be considered excused.
2. Illness in the immediate family if the student is over 14 years of age and the illness necessitates the student to remain at home.
3. Quarantine of the home or student due to COVID or other communicable disease.
4. Medical or dental appointment of the student.
5. Death of a relative.
6. Observance of religious holidays consistent with the student’s truly held religious beliefs.
7. Court summons/subpoena.
8. Prospective school visits for eighth graders (must provide a note from the prospective school).
9. Absences due to a student's placement in foster care or change in foster care placement or any court proceedings related to their foster care status.
10. Absences due to a student experiencing homelessness.
11. Emergency or other set of circumstances which, in the judgment of the Principal and/or Executive Director, constitute a good and sufficient cause for absence.

Absences for all other reasons (including vacation and suspension) are unexcused.

Absences **will not** be considered excused if for the following reasons:

1. Weather (snow, ice, cold, etc.). If school is canceled for weather, families will be informed through Bloomz, School Reach phone call/text, and listed in local media. If school remains open in snowy, icy, extremely cold, or rainy conditions, students are expected to be at school.
2. Transportation. If a student misses the bus or there is car trouble, students are still expected to be at school. Families will need to arrange alternative transportation to school.
3. Guardian Illness. If a guardian is sick, students are still expected to be at school.
4. Family Vacation. Please plan ahead and schedule family vacations during fall, winter, spring, and summer breaks.
5. Additionally, an absence will be unexcused if verification of the excuse is required and the parent/guardian fails to submit verification in the timeframe and manner deemed appropriate by the Principal.

Absences due to Documented Medical Condition

Any student who is absent for an extended period due to a medically documented physical or mental impairment will not be disciplined. Such students may be entitled to receive an education tailored to their individual needs or abilities as provided for under federal and/or state law. In cases such as these, communication with the school is crucial. Additionally, documentation from a healthcare provider must be provided to the school.

Tardies and Late Arrivals

Students are expected to arrive on time and to stay at school until the very end of the day. Late arrivals and early pick-ups are disruptive to the learning environment. In line with House Bill 410, minutes and hours for late arrivals and early dismissals will count towards a student's cumulative attendance record and contribute to truancy thresholds.

Attendance and Promotion

Any student who has missed 10% of the school year due to unexcused absences and has failed two or more of the required curriculum subject areas will be retained unless the Principal and the student's teachers of any failed subject areas agree that the student is academically prepared to be promoted.

Truancy/Habitual Truancy

Students who come to school every day do better academically and socially. The state of Ohio started collecting attendance data by hours in 2017 because any time a student misses school, including when they are late or when they leave early, they are missing learning.

School is not just assignments and worksheets; it is the dynamic and sometimes hands on learning that happens when people are learning together. This cannot be "made-up." When a student is

regularly late, leaves early, or misses frequent whole days, we call this habitual—this means it is happening so frequently it feels like a habit to miss school. Those missed hours add up, negatively affect students’ learning, and can lead to a student needing to spend more time at a particular grade level or stage. For this reason, we regularly communicate with families of students who are frequently absent to create a plan for improved attendance.

A student is considered **excessively absent** when the student is absent (with a non-medical excuse or without legitimate excuse) for 38 or more hours in one school month or 65 or more hours in one school year.

When a student is excessively absent from school . . .

- the School will notify the student’s parents in writing within 7 days of the triggering absence;
- the student will follow the School plan for absence intervention; and,
- the student and family may be referred to community resources.

A student’s excessive or habitual absence, tardiness, or truancy to school, will result in a requirement for their parent(s) to attend a meeting with an Attendance Intervention Team (AIT) in accordance with ORC 3313.663, ORC 2151.011(B) (17), and HB 410.

A student is considered **habitually truant** if the student is absent without a legitimate excuse for:

- 30 or more consecutive hours (approximately 5 school days in a row)
- 42 or more hours in a month (approximately 6 school days in a month)
- 72 or more hours in a year (approximately 12 school days in the year)

When a student becomes “Habitually Truant,” the parent/guardian will be contacted to participate in the development of an Absence Intervention Plan (AIP). As mandated by Ohio law, failure of the student to make satisfactory progress per the AIP will require a court complaint to be filed. Reporting a student truant to the court is not a matter of school policy, but of state law.

Absence Intervention Teams and Absence Intervention Plans

An Absence Intervention Team (AIT) will be established for each student who is absent for a period of time that exceeds the threshold for a habitual truancy. Within ten days after the absence of a student surpasses the threshold for habitual truant, the Principal or their designee will assign the student to an AIT who will author an Absence Intervention Plan (AIP) for the student. Membership of each intervention team may vary based on the needs of each individual student, but should include:

- A representative from the child’s school district or school;
- Another representative from the child’s school district or school who knows the child; and,
- The child’s guardian, custodian, guardian ad litem, or temporary custodian.*

- The team may also include a school psychologist, counselor, or social worker, or a representative of a public or nonprofit agency designed to assist students and families in reducing absences.

*The Principal or their designee will make at least three meaningful, good faith attempts to secure participation of the student's guardian within seven school days of the habitual truant triggering absence. If the guardian fails to respond, the school will:

- Investigate whether the failure to respond triggers mandatory reporting to the county public children's services agency
- Instruct the absence intervention team to develop a plan for the child without the child's guardian.

Filing a Complaint in Juvenile Court

The Principal or their designee must file a complaint in juvenile court against a student on the 61st day after the implementation of an absence intervention plan or other intervention strategies, provided that all of the following apply:

- The student was absent without legitimate excuse from the public school the child is supposed to attend for 30 or more consecutive hours, 42 or more hours in one school month, or 72 or more hours in a school year.
- The school district or school has made meaningful attempts to reengage the student through the absence intervention plan and any offered alternatives to adjudication
- The student has refused to participate in or failed to make satisfactory progress on the plan, as determined by the absence intervention team, or any offered alternative to adjudication.

If the 61st day after the intervention falls on a day during the summer months, the school may extend the implementation of the plan and delay the filing of a complaint for an additional 30 days after the first day of instruction of the next school year.

Ohio Revised Code §3321.01; §3314.03(A)(6); §3321.13-.191

Withdrawal: 72 Hour Rule

Under state law, the School must withdraw a student that misses more than 72 consecutive instructional hours (approximately 12 days in a row) without a valid excuse.

Chapter Four: Behavior & School Culture

Expectations for Behavior

A primary goal of Intergenerational Schools is to nurture children. We share a group of guiding values: personal integrity, choice and accountability, celebration of diversity, interpersonal skills, innovation, joyful independent learning, shared and responsible use of resources, and work ethic.

The purpose of our discipline policy is NOT punishment. Our discipline policy is intended to help students develop self-awareness and the tools to be a successful student and community member. Every member of our community is working toward being better than the day before.

All members of the school community are expected to act with consideration for others, and to treat others as they would like to be treated. Any student behavior that significantly prevents others from learning in a safe and supportive environment is considered a violation of the Behavior Code.

Expectations for behavior apply to extracurricular activities and special events. Note that parents/guardians are expected to supervise their child(ren) during all parent group sponsored activities.

School Rules and Code of Conduct

Intergenerational Schools have formulated an all-school plan for promoting positive school behavior. There are four universal school rules that make up our Code of Conduct, which are implemented consistently throughout all school settings:

1. Use kind words and actions.
2. Follow instructions promptly.
3. Be where you are supposed to be.
4. Keep hands, feet, and objects to yourself.

All staff teach these rules at the beginning of the school year, post them in every classroom, and review them regularly. All students are held accountable for these four rules, no matter what their developmental learning stage. Students are encouraged to view these rules as important to their own learning and the learning of everyone at our schools.

Positive Behavioral Interventions and Supports (PBIS)

The Board has adopted the following policy to guide the use of Positive Behavior Interventions and Supports (PBIS). The use of a non-aversive behavioral system such as PBIS shall be used to create a

learning environment that promotes the use of evidence-based behavioral interventions, thus enhancing academic and social behavioral outcomes for all students.

The PBIS prevention-oriented framework or approach applies to all students, all staff, and all settings. Research supports the conclusion that PBIS, when integrated with effective academic instruction, provides the support students need to become actively engaged in their own learning and academic success. For the full PBIS policy please visit our website.

The Responsive Classroom

The Responsive Classroom approach is informed by the work of educational theorists and the experiences of exemplary classroom teachers. It is fully aligned with the PBIS framework. Seven principles guide this approach:

1. Teaching social and emotional skills is as important as teaching academic content.
2. How we teach is as important as what we teach.
3. Great cognitive growth occurs through social interaction.
4. What we know and believe about our students – individually, culturally, developmentally – informs our expectations, reactions, and attitude about those students.
5. How we work together as adults to create a safe, joyful, and inclusive school environment is as important as our individual contribution or competence.
6. Partnering with families—knowing them and valuing their contributions—is as important as knowing the children we teach

Core classroom practices are the heart of the Responsive Classroom approach and are detailed below:

Shared Practices (K-8)

- **Interactive Modeling:** An explicit practice for teaching procedures and routines (such as those for entering and exiting the room) as well as academic and social skills (such as engaging with the text or giving and accepting feedback).
- **Teacher Language:** The intentional use of language to enable students to engage in their learning and develop the academic, social, and emotional skills they need to be successful in and out of school.
- **Logical Consequences:** A non-punitive response to misbehavior that allows teachers to set clear limits and students to fix and learn from their mistakes while maintaining their dignity.
- **Interactive Learning Structures:** Purposeful activities that give students opportunities to engage with content in active (hands-on) and interactive (social) ways.

Elementary Practices (K-6)

Morning Meeting: Everyone in the classroom gathers in a circle for twenty to thirty minutes at the beginning of each school day and proceeds through four sequential components: greeting, sharing, group activity, and morning message.

Establishing Rules: Teacher and students work together to name individual goals for the year and establish classroom rules that will help everyone reach those goals.

Energizers: Short, playful, whole-group activities that are used as breaks in lessons.

Quiet Time: A brief, purposeful and relaxed time of transition that takes place after lunch and recess, before the rest of the school day continues (usually only K-2).

Closing Circle: A five- to ten-minute gathering at the end of the day that promotes reflection and celebration through participation in a brief activity or two.

Middle School Practices (5–8)

Responsive Advisory Meeting: A routine that builds positive, meaningful relationships with caring adults and peers. Components: arrival welcome, announcements, acknowledgements, and activity.

Investing Students in the Rules: Students collaborate to establish classroom expectations based on individual goals.

Brain Breaks: Short breaks in lessons used to increase focus, motivation, learning, and memory.

Active Teaching: A straightforward, developmentally appropriate strategy for delivering curriculum content. Components: teacher presentation, explanation, illustration, and demonstration.

Student Practice: Students explore and practice the content and skills taught during a lesson, under the teacher's guidance.

In order to be successful in and out of school, students need to learn a set of social and emotional competencies—cooperation, assertiveness, responsibility, empathy, and self-control—and a set of academic competencies— academic mindset, perseverance, learning strategies, and academic behaviors. (www.responsiveclassroom.org/about/principles_practices/)

The School will follow all policies regarding positive behavioral methods and emergency safety interventions including seclusion and restraint. Please inquire at the School to read or obtain the full policy.

The Board of Directors of Intergenerational Schools does not condone or permit corporal punishment. The Board expects all members of the School community to treat each other with dignity and respect in accordance with the values of the school.

The staff uses the Nurtured Heart Approach (NHA) with Responsive Classroom. It is an approach developed by Howard Glasser (www.nurturedheartinstitute.com), and is a strength based positive discipline approach that has 3 parts: positive recognition for following rules, minimizing attention to negative behavior, and consistent consequences for breaking a rule. If a student violates a rule, he/she is directed to complete a brief in-class reset in order to regain self-control and return to the learning activity as quickly as possible. There is no consequence attached to a reset if the student completes it. More importantly, coming back to the activity is welcomed in a positive way, energizing the student for success.

If a child struggles to complete a reset that allows them to return to learning, they will receive additional support. If struggling to reset becomes a trend, more steps will be taken to support learning behaviors and some documentation may occur for the ultimate purpose of noticing and responding to trends to determine what a student needs in order to ultimately have more independence.

- Teacher will simply say “Reset” to the student and the student will demonstrate a way they can take a break and reset. This may include but is not limited to putting head down, deep breathing, moving away from the group, buddy room, etc. The goal is for the student to be able to calm and return to learning.
- Additional Support: If student is unable to reset, the Assistant Principal is called to provide additional support as needed.
- If the student is unable to calm down or stop the negative or disruptive behavior, the Assistant Principal may call the parent and notify them that the student must be picked up from school (Emergency Removal).
- Emergency Removal, as further detailed below, from school for the remainder of the day.
 - Parent will be notified electronically and phone call.
 - Child will not return to class once emergency removal has been initiated.
 - Parents are to pick up their student within one hour of initial contact. Initial contact means that the School has called emergency contacts listed on student file. Messages left on voicemails/answering machines count as initial contact.

The main objective is for students to be engaged and actively participating in the classroom community and in their learning. A “reset” is a tool for students to quickly take a moment, breathe deeply, calm down, and restart as a valued member of the community with no repercussions. This is used to help students learn self-regulation and self-control. If students consistently refuse to calm

down and rejoin, they will end up missing out on important learning and group interaction time that is critical to their social emotional development.

These resets and progressive and/or restorative steps to correct negative behaviors, do not apply to Behavior Code violations, which are more serious.

Seclusion and Restraint

Restraint or seclusion is always a last resort and shall not occur, except when there is an immediate risk of serious physical harm to the student or others, and no other safe and effective intervention is possible, and only in a manner that is age and developmentally appropriate. Every use of restraint or seclusion shall be documented and reported in accordance with this policy. Annually key staff undergo Crisis Intervention training that specializes in the safe management of disruptive and assaultive behavior. Only trained and certified staff members may safely restrain a child if necessary.

When a child is restrained or secluded, parents/guardians will be notified as soon as possible and the incident will be documented in writing. Violations of the Behavior Code

Conduct that violates this code may result in Emergency Removal, suspension or expulsion. In the event of behavior that is a violation of law (such as drug or weapon possession), Intergenerational Schools will also notify the appropriate authorities, including police and or child protective services. This code (including infraction numbers) is based on infractions identified in state law and reportable to the Ohio Department of Education.

Different code violations are of different levels of severity and result in differentiated levels of consequence ranging from restorative practices to immediate expulsion. Each offense or series of offenses will be evaluated based on the circumstances and context.

Due to FERPA privacy laws, the School may only discuss matters pertaining to your child and may not discuss the behavior and/or academics of any other child(ren). The School is not responsible for facilitating parent to parent conflict resolution.

Level of Severity	Consequences
1	Once the student has de-escalated, restorative practices will be attempted first. For students in GLE 3-8, may result in one day suspension if persistent or recurring (3 to 5 instances depending on the stage of the student).

2	Restorative practices will always be used with younger children (Primary) and may be appropriate for students in GLE 3-8 depending on the offense. May result in Emergency Removal, or one or more days of suspension. Suspension may be imposed upon the first violation. Persistent violations may lead to expulsion.
3	Reported to appropriate authorities if persistent, in addition to consequences above.
4	Immediate referral for expulsion, no warning given.

Behavior Code violations 06 through 11, 14 (Bomb Threat), and 22 may result in immediate referral for expulsion. No warning given. Behavior violations 03, 04, 05, 14 (False Alarm), 18 (d through p), 19, 20, and 21 may result in one or more days of suspension. A suspension may be imposed upon the first violation. Persistent violations may lead to expulsion. Behavior violations 18 (a, b, c) may result in suspension if persistent. Behavior violation 01 will be reported to the appropriate authorities if persistent.

The following are examples of Code of Conduct violations and corresponding consequences:

<i>Behavior Matrix: Consequences for Code of Conduct Violations</i>		
Behavior Code and State Reporting Number	Description	Level of Severity
Truancy (01)	An unexcused absence from school. Students may not be absent from school without school authorization and parental consent. A student may not be suspended or expelled for tardiness or truancy.	3 when meets HB 410 threshold
Fighting, Violence (02, 03)	Mutual participation in an incident involving physical violence. Students shall demonstrate physical self-control and appropriate physical conduct at all times. Pushing, hitting, kicking or any physical contact is prohibited regardless of the instigator of the incident.	2
Vandalism/Damage to School or Personal Property (04)	Vandalism is the willful destruction and/or defacement of School or personal property. Students shall properly	2

	use and care for all School property. Students shall respect all private property of other students and staff. No students shall cause or attempt to cause damage to School or private property on School grounds, or while engaged in any School activity.	
Theft/Stealing Personal or School Property (05)	Theft is the unlawful taking of property belonging to another person. No student shall steal or otherwise engage in the unauthorized removal of School or private property on School grounds, or while engaged in any School activity. Students may not go into other people's cubbies/backpacks/bags/lunchboxes; even if the other student gives permission.	2
Weapons Related Violations: Use, Sale, Possession, or Distribution of a Firearm. (06, 07, 08)	The safety of all students, staff, volunteers, and visitors is paramount. No weapon of any sort (such as, but not limited to, firearm, lighter, knife, explosive, or any other device, including look-alike and counterfeits, that could be used in a way as to inflict physical/mental harm or property damage) may be used, possessed, or sold on school grounds, taken on any school activity or on a school vehicle. Violation of this section may result in immediate expulsion.	3 or 4
Narcotics, Alcoholic Beverages, and Stimulant Drugs (09, 10, 11)	No drugs of any sort, including look-alikes or any controlled substance, alcohol, tobacco, including vaporizers, electronic cigarettes and any other tobacco products, may be possessed, sold, concealed, or used by any student at any time on school grounds, at any school activity, or in a school vehicle. Use of drugs authorized by a medical prescription from a licensed physician shall not be considered a violation of this rule (see Medication Policy).	2, 3
False Alarms/Bomb Threat (14, 15, 16)	False Fire Alarm pulls ties up city emergency resources as well as incurs an expense of money and time. Additionally, they are a disruption to school instruction. No student may purposefully engage in pulling a fire alarm where no emergency exists. Student will be responsible for any costs accrued. Students may not threaten (verbally, written, or electronically) to bomb or use other substances or devices for the purpose of exploding, burning, causing damage to the school building or school property, or to harm students or staff.	Fire Alarm: 2 Bomb Threat: 4
Disobedient or Disruptive Behavior (17, 18)	Students are expected to behave respectfully towards adults and peers, including following School rules.	See individual violation below for level.

Disobedient or Disruptive Behavior (17, 18)	A) Dress Code: Students shall abide by the dress code policy as described in this handbook	After 3 warnings. 1 or 2 on the 4th offense
Disobedient or Disruptive Behavior (17, 18)	B) Bus Code: Students are expected to behave in a safe and respectful manner on school transportation at all times.	1
Disobedient or Disruptive Behavior (17, 18)	C) Students shall be on school property only during school hours unless attending a school event to which he/she has been invited. A student under suspension, expulsion, or emergency removal shall not enter the grounds or premises of the school with the express permission of the Assistant Principal, Principal, Or Executive Director	2
Disobedient or Disruptive Behavior (17, 18)	D) Deliberately Rude or Disrespectful Behavior: students will always respond and speak respectfully to adults, volunteers and visitors. Ignoring instructions, talking back, refusing to relinquish a cell phone or other device to a staff member	2
Disobedient or Disruptive Behavior (17, 18)	E) Disruption of School: Any act, physical, verbal, or written, that impede, obstruct, interfere, or violate the mission, philosophy, or regulations of the School, or encouraging others to engage in these actions, in the sole discretion of the Principal. This includes but is not limited to spreading gossip/rumors about others, continuously or intentionally making disruptive noises or acting in a manner so as to interfere with a teacher's ability to teach and students' ability to learn.	2
Disobedient or Disruptive Behavior (17, 18)	F) Inappropriate Use of Technology (See Technology and Internet Use Policy) This includes social media	2
Disobedient or Disruptive Behavior (17, 18)	G) Lying: No student shall ever lie to a teacher or staff member. Students are taught integrity and to accept consequences for their choices. Lying will always make a situation worse.	2
Disobedient or Disruptive Behavior (17, 18)	H) Cheating: No student shall cheat or allow others to cheat from them. Any student caught cheating by giving or receiving answers on a quiz/test/assessment, etc. may be suspended for up to five days. If caught a second time the student will be referred to the Discipline Review committee for possible expulsion.	2
Disobedient or Disruptive Behavior (17, 18)	I) Plagiarism: plagiarism is another form of cheating. No student shall pass off another person's words, thoughts, or ideas as their own. Like cheating, plagiarism may result in a five-day suspension and or possible	2

	expulsion.	
Disobedient or Disruptive Behavior (17, 18)	J) Physical Conduct: Students shall demonstrate appropriate physical conduct at all times. Improper conduct, as determined by the Principal, or threatening gestures, pushing, hitting, throwing objects, or physical actions of any sort are prohibited.	2
Disobedient or Disruptive Behavior (17, 18)	K) Verbal and Written Conduct: Students shall demonstrate verbal and written self-control (audible, mouthed, drawn, written) at all times. Name-calling or any improper/hurtful language or gestures, profane or threatening is prohibited.	2
Disobedient or Disruptive Behavior (17, 18)	L) Leaving School Property: Students are to stay within school areas at all times.	2
Disobedient or Disruptive Behavior (17, 18)	M) Failure to Report: Any student that becomes aware of a situation that poses or could pose a danger to any student or staff member shall report this immediately [within 24 hours of the incident] to a staff member. This includes, but is not limited to, knowledge of persistent or severe bullying or a weapon or drug violation.	2
Disobedient or Disruptive Behavior (17, 18)	N) False Report of Bullying, Intimidation, or Harassment. The accusation of bullying is serious. Any student making false accusations may be suspended.	2

Searches

All lockers, desks, computers, and other items provided to the student for use remain the property of the School. The student has no expectation of privacy in any School property assigned to them. No student shall lock or otherwise impede access to any locker or storage area, except with a lock (if any) approved and provided by the School. Unapproved locks will be removed and destroyed with no compensation. Upon authorization of the Principal or their designee, School property may be searched at any time for any reason.

Upon authorization of the Principal or their designee, personal backpacks, purses, pockets and other personal property may be searched with reasonable suspicion. The Principal may call upon the assistance of the local police authorities to conduct a search of backpacks and other personal property, and the contents contained therein.

Student Removal from School: Policies and Procedures

If, despite the all-school behavior plan, a student's behavior causes a disruption of teaching and learning (and does not fall under the category for immediate suspension or expulsion), the student will be removed from the classroom temporarily (called Disciplinary Removal). This removal will be of the shortest duration possible, and only until a positive behavior choice is made (usually just completing a 'reset'). After several attempts to bring about a change in behavior, the child's parent or guardian will be contacted to pick up the child from the School (called Emergency Removal and described below) until the following day.

The School is committed to providing individualized support to meet the needs of each student, academically and behaviorally. A variety of programmatic resources may be utilized to enable a student to learn to self-regulate.

Since learning the skills of self-control and self-regulation is most effective when the teacher, parent, and student all work together, each of those participants will be actively involved in the development of intervention strategies. Student's succeed when the team is aligned and consistent both at school and at home.

The School will comply with all aspects of the Individuals with Disabilities Education Act to ensure that disciplinary procedures are appropriately followed with respect to disciplining students with disabilities. For more information on the rights of students with disabilities, contact the Ohio Department of Education at www.ode.state.oh.edu where you may review the publication "A Guide to Parent Rights in Special Education."

Suspension and Expulsion

Intergenerational Schools' rules of suspension and expulsion follow the due process as mandated by the State of Ohio.

Out-of-School Suspension

Out-of-school suspension is removal of a student from school for a period of one to ten days. While students are suspended from school, they shall be afforded the opportunity to complete all of their classroom assignments. Students will be entitled to receive at least partial credit for a completed assignment; however, reasonable grade reduction may be made on account of a student's suspension.

The student shall not be assigned a failing grade for a completed assignment solely because of the student's suspension. During suspension, students are not permitted to participate in extracurricular activities or be on any school property.

The Principal or Assistant Principal may suspend a student. Except in the case of an in-school suspension, no student shall be suspended unless prior to suspending a student, the Principal or Assistant Principal does both of the following:

1. Give written notice of the intention to suspend and the reasons for the intended suspension to the student. If the proposed suspension is based on a violation listed in Ohio Revised Code Section 3313.662(A) and the student is sixteen years of age or older, the notice must contain a statement that the superintendent may seek to permanently exclude the student if the student is convicted of or adjudicated a delinquent child for that violation; and,
2. Provide the student an opportunity to appear at an informal hearing before the Principal or Assistant Principal and challenge the reasons for the intended suspension or otherwise explain. The hearing can happen immediately and can happen anywhere - the hall, office, classroom, etc.

Within one school day of the incident, the Principal or Assistant Principal shall also provide written notice of suspension to the parent/guardian of the student. The notice shall contain:

1. The reasons for the suspension;
2. Notice of the right of the student, or student's parent/guardian/custodian to appeal to the Board or the Board's designee;
3. Notice that the student/parent/guardian/custodian has the right to be represented in all appeal proceedings;
4. Notice of the right to be granted an appeal hearing before the Board or the Board's designee to be heard against the suspension;
5. Notice of the right to request that the Board hearing be held in executive session;
6. Notice that the School may seek the student's permanent exclusion if the suspension was based on a violation listed in Ohio Revised Code Section 3313.662(A) that was committed when the student was sixteen years of age or older and if the student is convicted of or adjudicated a delinquent child for that violation; and
7. The date and manner by a student or parent/guardian/custodian may notify the Board of their intent to appeal the suspension. If the student or parent/guardian wishes to appeal the suspension, the request must be submitted, in writing, to the Principal within five (5) calendar days of the written notice of suspension. The Principal shall immediately forward this written appeal to the Executive Director, who will notify the Board and the Board's designee.

If there are fewer than ten (10) school days remaining, the out-of-school suspension may not be applied to the following school year, but the superintendent may require the student to participate in a community service program or other alternative consequences for a number of hours equal to the remaining period of the suspension.

Expulsion

Except as specifically provided for by statute, the superintendent may expel a student for a period not to exceed the greater of 80 school days or the number of days remaining in the year or term in which the offense leading to expulsion took place. Students expelled from the school are not permitted to participate in extracurricular activities or be on any school property. Expulsions may extend into the following school year.

Only the superintendent may expel a student. No student shall be expelled unless prior to the expulsion, the Principal or Assistant Principal provides to the student and parent/guardian, and the superintendent, with both of the following:

1. Gives the student and parent, guardian or custodian written notice of the intention to expel the student and the reasons for the intended expulsion. The notice shall include
 - a. the reasons for the intended expulsion,
 - b. notification of:
 - i. the right of the student, guardian, custodian or their representative to appear before the superintendent or his/her designee to hear and to challenge the reasons for the intended expulsion or otherwise to explain the student's actions,
 - ii. and the notification of the time and place to appear. The time to appear shall not be sooner than three (3) nor later than five (5) school days after the notice has been given unless the superintendent grants an extension of time at the request of the student, his/her guardian, custodian, or representative. If an extension of time is granted, the superintendent shall notify the student and his/her parent, guardian, custodian, or representative of the new time and place to appear.
 - c. If the proposed expulsion is based on a violation listed in Ohio Revised Code Section 3313.662(A) and the student is sixteen years of age or older, the notice must contain a statement that the superintendent may seek to permanently exclude the student if the student is convicted of or adjudicated a delinquent child for that violation.
2. Provides the student and parent, guardian, or custodian an opportunity to appear in person before the superintendent or the superintendent's designee to challenge the reason for the intended expulsion or otherwise to explain the student's actions.

After the above two conditions have been met, if the Superintendent decides to proceed with the expulsion, within one school day after the time of the student's expulsion, the superintendent shall also provide written notice of expulsion to the parent/guardian of the student and the School Board. The notice shall contain:

1. The reasons for the expulsion;

2. Notice of the right of the student, or student's parent/guardian/custodian to appeal to the Board or the Board's designee;
3. Notice that the student/parent/guardian/custodian has the right to be represented in all appeal proceedings;
4. Notice of the right to be granted an appeal hearing before the Board or the Board's designee to be heard against the expulsion;
5. Notice of the right to request that the hearing be held in executive session.
6. Notice that the superintendent may seek the student's permanent exclusion if the suspension was based on a violation listed in Ohio Revised Code Section 3313.662(A) that was committed when the student was sixteen years of age or older and if the student is convicted of or adjudicated a delinquent child for that violation and that the expulsion may be extended if a juvenile court or criminal proceeding regarding such violation is pending at the time the expulsion terminates; and
7. The date and manner by a student or parent/guardian/custodian may notify the Board of their intent to appeal the expulsion. If the student or parent/guardian wishes to appeal the expulsion, the request must be submitted, in writing, to the Superintendent within fourteen (14) calendar days of the written notice of expulsion. The Superintendent shall immediately forward this written appeal to the Board and the Board's designee to arrange a time for the appeal process.

If the superintendent expels a student for more than twenty school days or for any period of time if the expulsion will extend into the following semester or school year the notice shall provide the student and the student's parent, guardian, or custodian with information about services or programs offered by public and private agencies that work toward improving those aspects of the student's attitudes and behavior that contributed to the incident that gave rise to the student's expulsion. The information shall include the names, addresses, and phone numbers of the appropriate public and private agencies. An expelled student will be provided with a date for re-entry and the date for the re-entry conference. The expelled student, and parent or guardian of the student must be present in the re-entry conference. The student and parent or guardian of any student will be notified in the event that the student fails to attend the re-entry conference.

Expulsion proceedings will be pursued against a student who has committed an act warranting expulsion even if the student has withdrawn from school for any reason after the incident giving rise to the hearing, but before the hearing or decision to expel. If after the hearing, the student would have been expelled for a period of time had the student remained in school, the expulsion will be for the same length of time as for a student who has not withdrawn from school.

Weapons Expulsion

A student must be expelled for one year for bringing a firearm to the School or onto School property (any property owned, used or leased by the School for School, School extra-curricular or School related events).

A student may be expelled for a period not to exceed one year for:

1. Bringing a firearm to an interscholastic competition, an extracurricular event, or any other School program or activity that is not located at the School or on School property.
2. Possessing a firearm at School, on School property, or at an interscholastic competition, an extracurricular event or any other School program or activity which firearm was initially brought onto the property by another person.
3. Bringing a knife capable of causing serious bodily injury to School, onto School property, an interscholastic competition, an extracurricular event, or any other program or activity sponsored by the School or which the School is a participant.
4. Possession of a knife capable of causing serious bodily injury at School, on School property, or at an interscholastic competition, an extracurricular event, or any other program or activity sponsored by the School or which the School is a participant which knife was initially brought onto the property by another person.
5. Committing an act while at School, on School property, at an interscholastic competition, an extracurricular event, or any other School program or activity that is a criminal offense when committed by an adult that results in serious physical harm to persons or serious physical harm to property.
6. Making a bomb threat to a school building or to any premises at which a school activity is occurring at the time of the threat.

"Firearm" has the same meaning as provided pursuant to the "Gun Free Schools Act of 1994." At the time this policy was adopted, the above-referenced statute defined a firearm as any weapon (including a starter's gun and any lookalike weapon) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; including the frame or receiver of any such weapon; and any firearm muffler or silencer; or any destructive device. If the definition of a firearm as provided by the "Gun Free Schools Act of 1994" changes, then the definition set forth in this policy shall automatically change to conform to it.

"Knife" is defined as a cutting instrument consisting of a sharp blade or edge, not to include scissors, wire cutters, or other similar tools determined by the Principal(s) to be necessary in the school setting at a particular building or grade level, if used only for the necessary purpose.

The specific circumstances under which the superintendent may, in his/her discretion, reduce a one-year expulsion may include: the student was unaware that he/she brought or was in possession of a firearm or knife; the student legitimately did not understand that the item he/she brought or

possessed was a firearm or knife; a recommendation from qualified individuals concerning circumstances that justifiably mitigate the student's culpability.

Emergency Removal and K-3 Students

If a student's presence poses a continuing danger to persons or property, or an ongoing threat of disrupting the academic process, the student can be removed from School without the prior notice and hearing requirements listed above. Written notice of the hearing and the reason for the removal shall be given to the student as soon as practicable prior to the hearing. The hearing shall be held on the next school day following the day of the student's initial removal. Students are not permitted to participate in extracurricular activities or be on any school property on the day of the emergency removal. Should an out-of-school suspension be warranted, days of removal may be applied to the days of out-of-school suspension.

If a student in grades pre-kindergarten to three poses a continuing danger to persons or property, or an ongoing threat of disrupting the academic process, the student can be removed from School without prior notice of hearing. The student may only be removed for the remainder of the school day and will be permitted to return to School and participate in extracurricular activities the following day. In this case, the School may forego the written notice and one-day post-removal hearing requirements.

The School may not initiate suspension or expulsion proceedings against a student in grades pre-kindergarten to grade three who was removed as an emergency removal unless the student has committed an act that could result in a one-year expulsion under the Weapons Expulsion rules, described above, or as necessary to protect the immediate health and safety of the student, the student's fellow classmates, the classroom staff and teachers, or other school employees.

Consultation with a Medical Health Professional

The School Principal, whenever possible, shall consult with a mental health professional under contract with the School before issuing an out-of-school suspension or expulsion for a student in grades pre kindergarten through three (K-3). If the events leading up to the suspension or expulsion indicate a need for additional mental health services, the Principal or mental health professional, without a financial burden to the School, must assist the student's parent or guardian with locating providers or obtaining those services. That assistance might include referral to an independent mental health professional.

Permanent Exclusion

A student may be permanently excluded from school if the student is convicted of, or adjudicated a delinquent child for, committing, when the student was sixteen years of age or older, an act that would be a criminal offense if committed by an adult and if the act is any of the following:

1. A violation of section 2923.122 of the Revised Code;
2. A violation of section 2923.12 of the Revised Code, of a substantially similar municipal ordinance, or of section 2925.03 of the Revised Code that was committed on property owned or controlled by, or at an activity held under the auspices of, a board of education of a city, local, exempted village, or joint vocational school district;
3. A violation of section 2925.11 of the Revised Code, other than a violation of that section that would be a minor drug possession offense, that was committed on property owned or controlled by, or at an activity held under the auspices of, the board of education of a city, local, exempted village, or joint vocational school district;
4. A violation of section 2903.01, 2903.02, 2903.03, 2903.04, 2903.11, 2903.12, 5. 2907.02, or 2907.05 or of former section 2907.12 of the Revised Code that was committed on property owned or controlled by, or at an activity held under the auspices of, a board of education of a city, local, exempted village, or joint vocational school district, if the victim at the time of the commission of the act was an employee of that board of education;
5. Complicity in any violation described in (1), (2), (3), or (4) above that was alleged to have been committed in the manner described in (1), (2), (3), or (4) above, regardless of whether the act of complicity was committed on property owned or controlled by, or at an activity held under the auspices of, a board of education of a city, local, exempted village, or joint vocational school district.

Students with Disabilities and Discipline

The School will comply with all laws and regulations presented in the Americans with Disabilities Act, Section 504 of the Rehabilitation Act of 1973 and the Individual with Disabilities Education Improvement Act of 2004. Discipline procedures for students having a disability, will follow the procedures outlined in the Individuals with Disabilities Education Improvement Act of 2004 or such successor or replacement law.

Reporting Requirements

The School shall report to the Department of Education, in the form and manner prescribed by the Department, the number of out-of-school suspensions and expulsions issued to students in grades pre-kindergarten through three, according to the following categories:

- Category 1: Any offense that could result in a one-year expulsion under the Weapons Expulsion rules, as described above.
- Category 2: An offense not listed in Category 1 but for which the School determined suspension or expulsion was necessary to protect the immediate health and safety of the student, the student's classmates, or the classroom staff or teachers.
- Category 3: Any other offense not described in Category 1 or Category 2.

Bullying, Harassment, and Intimidation Policy

Schools exist in a society where incidents of bullying behavior may occur. Preventing and responding to bullying behavior in learning and working environments is a shared responsibility of all staff, students, parents, caregivers and members of the wider school community. Students will receive age-appropriate instruction on this policy on an annual basis.

All members of the school community contribute to preventing bullying by modeling and promoting appropriate behavior and respectful relationships.

This policy has been developed in consultation with parents, District employees, volunteers, students, and community members as prescribed in R.C. 3313.666 and the State Board of Education's Model Policy.

This policy shall not be interpreted to infringe upon the First Amendment rights of students (i.e., to prohibit a reasoned and civil exchange of opinions, or debate, that is conducted at appropriate times and places during the school day and is protected by State or Federal law).

Notice of this policy will be annually distributed to each student's custodial parent/guardian. Circulated to and posted in conspicuous locations in all school buildings and departments within the School and discussed with students, as well as incorporated into the teacher, student, and parent/guardian handbooks. At least once each school year a written statement describing the policy and consequences for violations of the policy shall be sent to each student's custodial parent or guardian. The statement may be sent with regular student report cards or may be delivered electronically.

Students, parents, or guardians are to immediately [within 24 hours] report incidents of fighting, bullying, harassment, and intimidation during school hours, on school property, or at any school sponsored events, to teachers and school administrators. School personnel must report any incidents they witness or get reported to them by students in writing to the Assistant Principal/Principal or other appropriate school administrator no later than the end of the following school day. All reported incidents must be documented. Anonymous communications, if necessary, may be made by telephone, electronic mail, or in writing.

Parents and guardians will be notified of any prohibited incident involving their child and will be granted access to any written report pertaining to the incident.

The School will employ all actions possible to ensure that each student feels safe and secure at school. That includes freedom from worrying about being bullied, harassed, intimidated, or attacked physically. In order to ensure this, the Board adopted a policy with regard to fighting, bullying, harassment, and intimidation (including any physical act intended to hurt another person) that is directed towards any student, staff member, volunteer, or parent.

“Harassment, intimidation, or bullying” means either of the following:

1. any intentional, written, verbal, graphic, or physical act that a student or group of students has repeatedly exhibited toward another particular student and the behavior both causes mental or physical harm to the other student; and is sufficiently severe, persistent or pervasive that it creates an intimidating, threatening or abusive educational environment for the other student. This includes sexual harassment, meaning all unwelcome sexual advances, requests for sexual favors, and verbal or physical contacts of a sexual nature. Other prohibited conduct includes that which has the purpose or effect of creating an intimidating, hostile, discriminatory, or offensive learning environment on the basis of gender identity, religion, race, color, ethnicity, disability, and/or other legally protected category.
2. violence or any other form of abuse within a relationship involving two students (dating violence).

The definition of “harassment, intimidation or bullying” also includes the above-described acts which are electronically generated, stored or transmitted, often called “Cyber bullying.”

Conflict or fights between equals or single incidents are not defined as bullying or harassment. Bullying is unprovoked repeated actions (verbal, written, or physical) towards others of lesser social standings.

Some acts of harassment, intimidation, bullying and cyber-bullying may be isolated incidents requiring that the school respond appropriately to the individuals committing the acts. Other acts may be so serious or part of a larger pattern of harassment, intimidation, bullying or cyber-bullying that they require a response either in the classroom, School building, or by law enforcement officials.

Consequences and appropriate remedial actions for students who commit an act of harassment, intimidation, bullying or cyber-bullying range from positive behavioral interventions up to and including suspension or expulsion. Due process procedures for suspension and expulsion will be followed, as provided for under R.C. 3313.66.

A student found to have participated in bullying, harassment, or intimidation will be investigated. Upon investigation results, students will be disciplined according to the disciplinary guidelines in this Handbook.

If a student deliberately made a false report of harassment, intimidation, or bullying, they will be disciplined according to the disciplinary guidelines.

School employees, students, or volunteers shall be individually immune from liability in a civil action for damages arising from reporting an incident in accordance with the policy.

Procedures Pertaining to harassment, intimidation, or bullying ORC 3313.666:

1. Any incident involving harassment, intimidation, or bullying is documented in a Building Incident Report reporting system.
2. Any reported incident is investigated by the Assistant Principal/Principal within 24 hours of the report and the results are communicated to the parents of all involved students.
3. Anyone found to be the victim of bullying will have special permission to speak with the Assistant Principal/Principal or another staff member of the victim's choosing, at any time and in private. Teachers will provide vigilant supervision especially during high-risk times such as lunch periods, recess, restroom breaks, or on school transportation.
4. Administration provides the Governing Authority Chair semiannually, a summary of all reported incidents and posts the summary on the school web site to the extent permitted by FERPA and 3319.321.
5. This policy is in all handbooks and any publications that set forth rules, procedures, and standards of conduct for school and students. Policy and explanation of seriousness of bullying by electronic means is made available to students and custodial parents/guardians. Information is also included in employee training materials.

No student shall repeatedly annoy or attack using physical, verbal (audible or mouthed), written/drawn or electronic action that creates fear of harm, an intimidating or hostile education or work environment This does not need to include subjecting the victim to actual physical attack or displaying a weapon to be considered bullying or a threat of harm. This applies to actions directed towards faculty and/or staff as well as towards other students.

Sexual Conduct

Students are to treat each other respectfully at all times. No language (written or oral) or physical gestures (audible or not) may be used to promote or depict anything sexual in nature.

Actions that create an intimidating, hostile, or offensive school environment (i.e. pinching, holding hands, stroking, arms around shoulders, kissing, slapping, grabbing, suggestive comments, sitting on another student's lap, gestures, jokes that are sexual in nature, or pressure to engage in sexual activity) is forbidden.

Sexual Abuse and Dating Violence Prevention Curriculum

Ohio's 134th General Assembly enacted Senate Bill 288 which updated the prescribed curriculum for health education, adding requirements related to child sexual abuse prevention and dating violence prevention. The law also includes parent and legal guardian notification and training for school personnel.

Schools are now required to provide developmentally appropriate instruction in child sexual abuse prevention to students in grades kindergarten through six and dating violence prevention for grades sixth through eight. This instruction is to occur annually and include information on available counseling and resources for children who are sexually abused.

Child Sexual Abuse Prevention and Dating Violence Prevention Curriculum

The chosen curriculum is compliant with Section 3313.60 of the Ohio Revised Code and has been approved by the School Boards.

Curriculum Review

Under state law (ORC 3313.60), parents and legal guardians have the right to review the curriculum material related to child sexual abuse and dating violence prevention. You may review curriculum materials by providing a written request to your child's Principal. Upon receiving the request, the Principal will allow the parent or guardian to examine curriculum materials at the school within 48 hours.

You may exempt your child from participating in any part of the school's child sexual abuse prevention and dating violence prevention education. Your child's Principal will be sharing the opt out form. If you choose to opt your child out of this instruction, your child's teacher may assign alternative health lessons or activities unrelated to this topic. Your child will not be subject to any disciplinary action, academic penalty, or other sanction.

School Dress Code

Rationale

The purpose of the dress code is to create a professional, safe, equitable and respectful community where students can place their sole focus on learning. The dress code is in effect from the start of the school day until the end of the school day unless otherwise communicated.

The Dress Code Defined

Students must arrive at school in dress code every day. The includes:

- Short-sleeved or long-sleeved collared shirt in the corresponding stage color (see chart below)
- Black or blue jeans (no rips) *or* pants, joggers, non-athletic shorts, jumpers, or skirts that are no more than 4" above the knee of any color.
- Footwear that is closed toe, is secured to the back of the foot, and has a rubber sole. Footwear must allow students to fully and safely participate in all Physical Education and recess activities. During the winter months, students are encouraged to bring regular school shoes and change out of their winter boots upon arriving to school. Crocs are not permitted. Tennis shoes/sneakers are always preferred.
- In place of the collared shirt, students may elect to wear IG school spirit wear, as long as it does not have a hood.

- Pullovers must be in the corresponding stage color and may not have a hood.
- Cardigans, or vests may be worn so long as they are in the corresponding stage color, or navy, black, or white, and do not have a hood (see chart below).

Tops - Color Guide	
Primary (K-2) - Shades of red or pink	
Developing (3-4) - Shades of green	
Refining (5-6) - Shades of blue	
Applying (7-8) - Black, white, or gray	

This policy represents the universal rules around Dress Code for the Intergenerational Schools. Each Intergenerational School may implement further rules and implementation around Dress Code, which can be found each school’s School Guide.

In addition to the clothing items expressly prohibited under this policy, Principals and their designees have discretion to address any attire that is offensive, degrading, and vulgar, or that disrupts the learning environment. The final decision of appropriateness of dress rests with the school administration.

Clothing must be clean and fit properly. Students must be able to manipulate all straps, buttons, laces and zippers by themselves. Students’ clothing must allow them to participate in PE classes, sit on the floor and in chairs, as well as travel up and down stairs safely.

The following clothing is prohibited and **cannot** be worn at any time while your student is in school or on the school grounds:

- Clothing or appearance that constitutes a threat to a student's health or safety, or damages school property.
- Clothing or appearance that displays pictures or words that are sexual in nature or that promotes drug/alcohol use, or violence, or creates a hostile or disruptive environment.
- Wearing tops or bottoms that expose skin or undergarments or any portion of the torso between the shoulders and 4 inches above the knee.
- Shirts that reveal undergarments, whether due to the transparency, length, or lack of coverage of the shirt.
- Pants with holes, rips, or tears.
- Leggings, yoga pants and/or pajama pants. (Note: leggings may be worn under a skirt, tunic or romper that covers the student’s bottom.)

- Any clothing that is too tight, revealing, or baggy.
- Head coverings such as caps, hats, hoods, bandanas, wave caps, sweatbands, skull caps, sunglasses, or any other head covering. All headgear must remain in the student locker or backpack during the school day. Religious head coverings are exempt from this rule and are allowed at school.

Change of Uniform

Spills and accidents happen, students need a full change of dress code appropriate clothing kept at school at all times. Having extra clothes will eliminate the need to call a parent at work. Please include socks, pants (or skirt), shirt and underwear. These items should be in a plastic bag labeled with the student's name. When items are used, a clean replacement should be sent in the next day.

Spirit Days / Theme Days / Dress Down Days

School staff may host Spirit Weeks, Dress Down Days, or theme days throughout the year. On these occasions, students are invited to dress per the daily theme. Information regarding Spirit Week/theme days will be sent home to students and families in advance. Participation is optional.

Chapter Five: Academics and Educational Program

Educational Program

Educational Policies General Statement

The Board has adopted the following policy with regard to Educational Decision Making:

“The mission statement of Intergenerational Schools is the foundation of all educational decision-making. The Governing Board seeks to infuse a spirit of collaboration into all decision making by involving the relevant stakeholders to the greatest extent possible: students, families, teaching, administrative, and support staff, and the larger community. By involving this broad constituency, the Board strives to make decisions that are democratic, informed, and culturally sensitive.

The Board formulates broad policies with regard to educational decisions and delegates to the Executive Director and his/her designees the authority for decisions relating to curriculum, choice of resources, hiring, coaching, and evaluation of instructional staff, and assessment and evaluation of academic achievement. The classroom teacher makes decisions about the day-to-day implementation of the Educational Plan and Assessment and Accountability Plan as set forth in the sponsorship contract.”

For a full list of our Educational Policies and Procedures please visit our website.

Developmental Curriculum

Intergenerational Schools have a developmental curriculum. The curriculum is based on stages that children pass through when learning an academic skill. The stages used are:

Primary Cluster (Ohio's K-2 curriculum is taught)

Emerging Stage: Children pretend and experiment with the tasks. For example, children turn the pages of a book and “pretend” to read by telling the story. Scribble writing may be the first type of writing that a child experiments with. (Benchmarks are based on end of Kindergarten state expectations.)

Beginning Stage: Children are just beginning to be able to do learning tasks independently. (Benchmarks are based on end of 2nd grade state expectations.)

Developing Stage (Ohio's 3-4 curriculum is taught)

Children are now analyzing the task and developing a fuller understanding of the individual skills that are part of the task as a whole. For example, spelling patterns may be analyzed and studied. (Benchmarks are based on end of 4th grade state expectations.)

Refining Stage (Ohio's 5-6 curriculum is taught)

Children are proficient at the task and are coming to understand the more complex aspects of it. For example, in reading children are learning strategies for understanding different types of fiction and nonfiction text. (Benchmarks are based on end of 6th grade state expectations.)

Applying Stage (Ohio's 7-8 curriculum is taught)

Students have solid reading, writing, and math skills and apply these to topics of study, particularly in social studies and science. This is the stage at which students are expected to demonstrate a high level of independence and accountability in preparation for success at a high performing high school. (Benchmarks are based on end of 8th grade state expectations.) Capstone Requirements include that each graduating student from Intergenerational Schools is expected to demonstrate school leadership and spirited citizenship through community service hours. Each graduating student is expected to give a senior speech to the school community. These requirements are in addition to meeting the Applying Stage benchmarks.

Please visit our website to see the list of assessment instruments we use to evaluate student progress.

Providing for Individual Differences

Just as we do not expect all children to crawl or walk at a specific age, we do not expect all children to move through these learning stages on the same timetable. Some children may take longer at a particular stage and then move very quickly through the next stage. We give children the time to fully develop the understandings needed to move successfully to the next stage. Similarly, a child who learns very quickly is encouraged to work at the appropriate level regardless of age.

Teachers will discuss with you the stage at which your child is working in the various areas of the curriculum. Keep in mind that this may not be consistent across curriculum areas; it depends on the child's individual strengths. Each student should be making continuous progress in achieving the learning objectives for their current stage of learning development.

Student assessments include work samples, authentic assessment including teacher-developed assessments of Intergenerational Schools' learning objectives, classroom tests, Ohio State Diagnostic Assessments, Ohio State Achievement Assessments and some standardized tests. Students actively participate in self-assessment as a means to set goals and become more self-directed in their learning.

If a child does not make consistent progress, yet the child is putting in the necessary classroom effort, including turning in satisfactory completed homework, and attends school regularly and on time, the School will first evaluate how the teaching approach or the environment can be changed to better meet that individual child's learning needs. If such interventions do not improve the situation, further assessment of the child's learning strengths and needs will be done. Any child who is identified to have special education needs will receive the appropriate services in accordance with all federal and state law.

Schoolwork

Classroom work is planned to build on each child's strengths and interests to move the child toward the next stage of development and academic achievement. Class work should be neither too easy nor too difficult. Although finding the best balance for children takes time, a parent should inform the teacher of any undue frustration their child is experiencing. Teachers welcome parent input, as it helps them get to know each child as a learner. Through regular newsletters, social media, calls, emails, and the online gradebook, teachers will keep parents informed about the units of study or assignments taking place in the classroom. Children learn to make responsible choices about their learning by being given the opportunity to make decisions and to learn from the outcomes of those decisions. Children at Intergenerational School have many opportunities to make choices. Sometimes a child will stick with a particular activity for a long period of time. Teachers monitor student choices and constantly evaluate the learning that is taking place. Please be patient as your child learns to set goals and work effectively toward those goals.

Intervention and Special Education Plan & Adoption of ODE Model Procedures

The unique developmental curriculum of Intergenerational Schools helps meet the individual learning needs of all children whether they learn differently than most others, have a disability or not, or are accelerated or gifted. In this approach the educational environment supports multiple learning styles and students are not relegated to an arbitrary age or time-based lock-step system. Learning allows for human variations as opposed to taking the form of an industrialized factory where all children are expected to master things at the same rate. The goal is for each child to receive instruction exactly where they are in their learning and move ahead at their own pace, thus eliminating the need for many of the labels that are traditionally used, and often overused, in schools.

Identifying and labeling a student as having a disability is a last step in our intervention and monitoring process, unless a parent/guardian has requested an evaluation of their student. Intergenerational Schools use a tiered approach to intervention. Tier 1 and Tier 2 interventions are utilized in the classrooms based on formative assessment and close monitoring of student progress. The model understands that, just as children do not learn to walk or talk at the same time, learning is also an individual process. Classroom instruction utilizes a workshop environment so that each child is working within his/her Zone of Proximal Development as much as possible. Highly differentiated instruction is the norm. When a child is not progressing, that student receives more intensive classroom-based instruction, and more time during the school day to learn the needed skills. Tier 3 interventions may include addition alone to-one or small group work through the Title I program, delivered as push-in and/or pull- out intervention.

If Tier 1-3 interventions have been exhausted and the student is still not making adequate progress, the formal evaluation process outlined by ODE and IDEA is implemented. Thus, we start with increasingly intensive interventions and close monitoring prior to considering a special education evaluation. Intergenerational Schools follow IDEA and adopt all procedures and practices (FAPE, confidentiality, procedural safeguards, evaluations, delivery of services, etc.) from the most current Ohio Operating Standards for Ohio Educational Agencies Serving Children with Disabilities. The Ohio Operating Standards identify the state requirements and federal Part B Individuals with Disabilities Education Improvement Act (IDEA) requirements that apply to the implementation of special education and related services to students with disabilities.

More information is available through A Guide to Parent Rights in Special Education available on the ODE Website. The evaluation process rarely discovers any information about the student that the classroom teacher does not already know in greater detail from daily individualized instruction and assessment. Moreover, even with identification and development of an Individualized Education Program ("IEP"), the approach to Instruction is generally not changed much. Since pedagogy is based on best practice teaching and individualization, this is still the best way to teach any child. Generally

additional services and working with the intervention specialist are specified in the IEP as well as classroom learning objectives. Contact the School Office for more information regarding intervention, evaluation, or special education.

Progress is monitored for special student populations through assessments linked to the developmental stage of each child, and to the student's IEP goals. Students and their families receive written progress reports based on individual IEP goals each trimester. If students are not making progress, or if the IEP team determines that the IEP needs revision before the yearly review, the IEP is amended so that it meets the child's specific needs.

When walking into any Intergenerational classroom, it is rare to see every child working on the same activity or lesson. Each classroom is composed of an average of 17 multi-age students across a several year age span. This makes implementing a true inclusion model seamless. Both non-disabled and special students are working within a developmental and individualized curriculum and cannot be distinguished from one another in the classroom setting. This also helps to instill tolerance and acceptance into the school culture.

The intervention staffing at each school depends on the number of students found eligible for Special Education services and is in keeping with state mandated staffing levels. Intervention specialists work with Special Students in their general education classroom, small groups, and individually, to ensure progress is being made on IEP goals.

They also work closely with the general education teachers since Special Education students are educated within inclusive classrooms to the full extent possible. Contracted services also include a social worker, speech therapist, school psychologist, school nurse, ESL teacher/tutor and occupational/physical therapists, based on the services specified in the IEP and/or student need.

The Intervention Specialists, along with at least one administrator, maintain close links to ODE's Office for Exceptional Children to ensure access to all the laws, regulations, and compliance information. Classroom teachers and the Intervention Specialist work together as a formal team to meet the needs of all students. All teachers have access to professional development opportunities to help tailor the curriculum to each child.

Each school's sponsor also reviews all special education practices, policies, and documentation. Sponsors also act as valuable resources for questions or guidance when new laws are passed or requirements change.

Similarly, the developmental curriculum allows gifted students opportunities to move ahead naturally, once they have demonstrated mastery. Children are not confined to a curriculum and can

dive deeper into any content areas once they have met the benchmark for their stage of learning, without skipping a grade into a new class. With an individualized design all students are being met where they are in their learning and guided to the next logical step in their own educational process.

The majority of our students enter as Emerging stage learners (5-6 years old). All students are screened for language proficiency upon enrollment. Those answering any questions positively on the language screening questionnaire are assessed by a qualified English Language Learner service provider. Subsequently a plan is developed to meet the needs of that individual student. The goal would be to address the curriculum content the child needs to be successful as well as the need to achieve English proficiency as quickly as possible.

Students Experiencing Homelessness: Rights and Resources & McKinney Vento Act

In the event that any of our schools have students enrolled who are experiencing homelessness, the regulations outlined in the McKinney-Vento Homeless Assistance Act as well as all EMIS related reporting guidelines will be followed. The classroom teacher or office personnel may identify any families who may be at risk for experiencing homelessness. Parents and guardians will be informed of educational and other related opportunities available to their children and necessary referrals to health care, dental care, and other health and human services. Children experiencing homelessness will have the same access to an Intergenerational Schools education as other children and once identified, barriers (such as providing proof of residency required to enroll) will be waived until the family attains a stable residence. The contracted social workers or staff Counselors provide training and assistance to staff (teaching and administrative) and support to families in crisis (beyond counseling for the child). A team approach is used to ensure students experience the least amount of disruption possible in these crisis situations and that they feel supported and encouraged to accept any help that can be provided.

The Schools' Wellness Coordinator shall serve as the School's local liaison for homeless children and youth. To the extent that the School receives assistance from the Federal Program for Education for Homeless Children and Youth, it shall comply with requirements to coordinate services for homeless students with local social service agencies and programs, including those funded under the Runaway and Homeless Youth Act.

For our full Homeless Children and Youth Policy please visit our website.

State Prescribed Testing and Compulsory Attendance Law

The Intergenerational School and Near West Intergenerational School are community schools established under Chapter 3314 of the Ohio Revised Code. The schools are public schools, and students enrolled in and attending them must take proficiency tests and other examinations prescribed by law. In addition, there may be other requirements for students at the schools

prescribed by law. Students who have been excused from the compulsory attendance law for the purpose of home education as defined by the Administrative Code shall no longer be excused for that purpose upon their enrollment in a community school. For more information about this matter contact the school administration or the Ohio Department of Education.

Third Grade Reading Guarantee

Ohio's Third Grade Reading Guarantee is a longstanding program to identify students from kindergarten through grade 3 that are not on track in reading and to provide appropriate supports to improve literacy skills. Recent Ohio legislation has strengthened the program's requirements to emphasize reading instruction and intervention in the early grades and includes the implementation of curriculum aligned with the science of reading. Under Ohio law, a student who does not reach the appropriate level of reading competency by the end of grade 3 as shown by scoring below the promotion score on Ohio's State Test for grade 3 English language arts must be retained and may not be promoted to grade 4 unless the student meets one of the available exceptions. For more information on these exceptions, contact the Principal.

In order to assess the reading skills of each student in grades kindergarten through 3, the School will administer a state-approved reading diagnostic to all students in grades K-3 by September 30. Based on performance on the reading assessment, students will be identified as "on-track" (on grade level) or "not on-track" (not on grade level). If the diagnostic shows that a student is "not on-track", parents will be contacted promptly with plans for next steps which will include immediate instruction and intervention using research-based strategies and the development of a Reading Improvement and Monitoring Plan (RIMP). The intervention plan will be described in the RIMP which will be shared with the parent at the earlier of the first parent-teacher conference or within 60 days of receiving the student's diagnostic results. The plan must include the requirements identified in State law.

More information on the current requirements of the Third Grade Reading Guarantee can be found at <https://education.ohio.gov/getattachment/Topics/Learning-in-Ohio/Literacy/Third-Grade-Reading-Guarantee/Third-Grade-Reading-Guarantee-Guidance-Manual-July-2024.pdf.aspx?lang=en-US>.

Students as early as Emerging Stage who are not on track to pass the third grade reading assessment may receive intervention during the school year including one or more of Title 1 services, fall/spring/summer intervention programs, and classroom Tier 1 and Tier 2 intervention. In addition, the School and the parent will develop a Reading Improvement and Monitoring Plan (RIMP). The intervention plan will be described in the RIMP which will be shared with the parent at the first parent-teacher conference.

Grade Level Promotion and Retention in our Educational Model

Intergenerational Schools are organized by stages of learning, not by grade levels. In this structure, student promotion to the next learning stage is based on meeting clearly defined standards. Different students will take differing amounts of time to meet expectations, depending on prior knowledge, individual abilities and interests, level of engagement during class, attendance, school behavior, and work ethic as applied to schoolwork and homework. Thus, the Schools have a standards-based, mastery approach to student progress. There is no social promotion based on age alone at the Intergenerational Schools.

Since the adoption of the Common Core standards in ELA (Reading and Writing) and Mathematics, both ODE and the Intergenerational Schools have revised and aligned assessments to these new standards. In addition, the Intergenerational Schools have established multiple measures in each of these curriculum areas to ensure that no single assessment result determines a student's level of proficiency in Reading, Writing or Math. The benchmark expectations and the student's current scores on each of these multiple measures are shown on the report card giving parents a clear "snapshot" of their child's current status toward meeting these benchmarks. In addition, we are now able to more clearly establish criteria a student needs to meet to be promoted to the next Grade Level Equivalent ("GLE"), the next Cluster, and the next learning stage. Classroom placement is based on the student's learning stage and is not based on the student's Grade Level Equivalent (GLE).

Learning Stage Levels and Grade Level Promotion Standards at the Intergenerational Schools:

- K-2 curriculum is taught in the Primary Cluster classrooms [Emerging & Beginning Stages].
- 3-4 curriculum is taught in the Developing Stage classrooms.
- 5-6 curriculum is taught in the Refining Stage classrooms.
- 7-8 high school preparatory curriculum is taught in the Applying Stage classrooms.

Students are not promoted to the next stage until they are ready to be taught the designated level of curriculum.

Promotion to the next Stage level is based on meeting the following standards:

- Passes Reading Comprehension Benchmark
- Passes Math Concepts and Skills Benchmark
- Meets Writing Standards for Conventions only

Students are promoted to the next learning stage (Emerging, Beginning, Developing, Refining, and Applying) when all benchmarks in Reading, Math, and Writing are met. These are listed clearly on the stage report card along with student progress toward those standards.

Students who are not on track in their learning are offered a variety of interventions unless their behavior, attendance (including tardy arrival or early dismissal), work ethic, or homework completion rate are the primary reasons, as determined by the Principal or their designee, for their failure to meet expectations.

Students are given the opportunity to retake the required benchmark assessments periodically. If they still do not meet the established expectations, they will not be promoted to the next Grade Level Equivalent, Cluster or Stage. The school is committed to providing the best possible education for its students. This includes providing added opportunities to learn and grow beyond the school day and school year.

Grade Level Equivalent [GLE]: Promotion and Retention Standards

Each student at an Intergenerational School must (due to public school state reporting and testing requirements) be assigned a grade level equivalent (GLE). This GLE determines the level of Ohio State Tests or Diagnostic Assessment that the student must take. The initial GLE upon entrance is determined by multiple factors including, but not limited to, School benchmark assessments, state assessments, prior retention, age, and special education status. GLE promotions generally happen between school years but may occur at any time up to the end of the 1st trimester of a school year. GLE does not determine classroom placement, which is based solely on the student's identified learning stage and needs.

If a student transfers from any of the Intergenerational Schools to another, information about assigning GLE academic status will be communicated. The receiving school will make the final determination of GLE based on the school's academic standards and policies.

In the case of a student receiving special education services, the intervention team will determine an assigned GLE, based on consideration of the nature and severity of the student's identified disability, performance on Intergenerational School assessments, Ohio State Tests, or Alternate Assessment scores, and any other factors that should be considered in determining what is in the best interest of the individual student.

At the Intergenerational Schools, retention means staying at the same GLE for more than one school year. Retention does not mean "repeating" the same grade for a second full year, as all learning picks up exactly where it left off and continues in a multi-age classroom. In keeping with Ohio standards and with the view that reading is the most important fundamental skill for future learning, GLE promotion is based primarily on demonstrated proficiency in reading.

Graduating from Intergenerational Schools signifies that the student has successfully met high standards for achievement and is ready to succeed in a rigorous college preparatory curriculum in high school and in college.

To ensure that our graduation diploma is a guarantee of academic achievement, we have established the following standards for graduation:

Graduating “With Honors”

- The student has met all Applying Stage Benchmarks at the ‘C’ (Consistently Meeting Expectations - 80%) level.
- Students who have completed at least Seven Benchmarks scores at the A (90%) level will graduate with Honors.
- The student has satisfactorily completed both the community service and senior speech requirements.

Graduation to 9th Grade

A student who has not met the requirements for the Intergenerational Schools Graduation With Honors will be awarded a Graduation certificate unless their academic performance is below what is required for promotion to 9th grade.

This is determined by performance on benchmark assessments as well as anticipated Ohio State Test performance. All Certificates of Graduation are tentative pending receipt of the Ohio State Test Assessment results.

Students who meet the requirements for the Graduation With Honors and/or Graduation certificates will participate in the Commencement Ceremony.

Students who are Not On-Track to Meet Graduation Criteria

Not all students are socially or academically prepared for a high performing high school immediately following their GLE 8 year. Any student who is not ready to be successful at the 9th grade level will be notified via conversations with Applying Stage teachers and will have written notification on the 1st trimester report card.

If a student and/or parent feels that their child isn’t ready for a high performing high school, they may continue at Intergenerational Schools by re-enrolling and “repeating” their 8th GLE year while continuing to grow their skills or withdraw at the parent’s discretion. If you are choosing to re-enroll, you must do so during early enrollment period to guarantee your spot for the following school year.

Chapter Six: Federal Programs and Your Rights

Federal Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (“FERPA”) affords parents or legal guardians certain rights with respect to the student’s education records. These rights are:

1. The right to inspect and review the student’s education records within 45 days after the day the School receives a request for access. Parents or guardians should submit to the Principal, or appropriate School official, a written request that identifies the records they wish to inspect. The School official will arrange for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student’s education records that the parent or guardian believes are inaccurate, misleading, or otherwise in violation of the student’s privacy rights under FERPA. Parents or guardians who wish to ask to amend a record should write the Principal, clearly identify the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent, the school will notify the parent of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or guardian when notified of the right to a hearing.
3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student’s education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer or contractor outside of the school who performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant or therapist, parent or student volunteering to serve on an official committee. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility on behalf of the School.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office
U.S. Dept. of Education 400 Maryland Ave., SW

FERPA Notice for Directory Information

The Family Educational Rights and Privacy Act (FERPA), a Federal law, requires that the Schools, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, Intergenerational Schools may disclose appropriately designated "directory information" without written consent, unless you have advised the School to the contrary in accordance with School procedures. The primary purpose of directory information is to allow the school to include this type of information from your child's education records in certain publications. Examples include . . .

- The annual yearbook
- Attendance award or other recognition lists
- An academic or sports achievement on the school Facebook page
- Parent Group directory

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent, so long as that organization is not seeking to make a profit with that information.

If you do not want the School to disclose directory information from your child's records without your prior written consent, you must notify the School in writing by the first day of school.

The School has designated the following information as directory information:

- Student's name
- Grade Level
- Dates of Attendance
- Participation in officially recognized activities & sports
- Honors and awards received
- Photographs

Child Find Policy

The School supports and complies with all applicable federal and state laws, procedures and policies regarding the School's child find responsibilities. The School will conduct all Child Find activities for students who are enrolled in the School (its geographical area) so that they are appropriately located, identified and referred for evaluation. Parents or guardians have the right to review their child's records and refuse permission to release information (except as required by, or permitted by, law to be released).

Pursuant to Ohio law, the School is required to perform the same Child Find duties as city, local, exempted village school districts, and will endeavor to adhere to its responsibilities in a manner that does not duplicate the duties of the city, local, or exempted village school districts.

A Child Find Notice shall be published in a newspaper of general circulation in the geographic area covered by the identification activity before any major identification activity.

Access to Equal Education Opportunity

It is the policy of the School to provide an equal opportunity for all children to achieve their maximum potential through the curriculum offered regardless of any legally protected category.

The Board appoints the Executive Director or his/her designee to be the Compliance Officer whose responsibility it will be to ensure that Federal and State regulations are complied with and that any complaints are dealt with promptly in accordance with law. S/He shall also ensure that proper notice of nondiscrimination rights under applicable laws is provided to students, their parents, staff members, and the general public.

Any complaints shall be addressed in accordance with the provisions of the Complaint/Grievance Procedures for Title I, Title IX, and Section 504 Rehabilitation Act of 1973.

Rights of Individuals with Disabilities

It is the policy of the School that no otherwise qualified person shall, solely by reason of their disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity sponsored by the School.

As used in this policy, "an individual with a disability" means a person who has, had a record of, or is regarded as having, a physical or mental impairment that substantially limits one or more major life activities. Major life activities are functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working.

Notice of the School's policy on nondiscrimination in employment and education practices shall be given in this Handbook, posted in the School, and published in any School statement regarding the availability of employment positions or special education services.

For our full Rights of Individuals with Disabilities policy please visit our website.

Title I: Parents and Families Right to Know

It is important to understand that you have the right at any time to request information from the School to verify a teacher's credentials. Specifically, you have the right to know whether your child's teacher has been licensed or certified by ODE for the grades and/or subjects he or she teaches, or if ODE has decided that the teacher can teach in a classroom without being licensed or qualified under the state regulations because of special circumstances. You also can request such information as to the teacher's college major, whether the teacher has any advanced degrees, and if so, the subject(s) of the degrees. You may also ask if any teacher aides, who provide services to your child, have the proper qualifications.

For our full Title I: Parents and Families Right to Know policy please visit our website.

Grievance Procedures

The Board appoints the Executive Director or his/her designee to be the Compliance Officer whose responsibility it will be to ensure that Federal and State regulations are complied with and that any complaints are dealt with promptly and in accordance with the law.

Complaints shall be directed to the Executive Director or his/her designee. For our full Complaint/Grievance Procedure for Title I, Title IX, and Section 504, please visit our website.

The following individual has been designated as the Title IX Coordinator for each building:

Aaron Davidson-Bey
adavidsonbey@igschools.org
216-721-0120
11327 Shaker Blvd 200E Cleveland, 44104

Protection of Pupil Rights Amendment (PPRA) Notification Description of Intent

The School follows a philosophy of continuous improvement and honest, objective data analysis. This philosophy requires well-planned and sometimes independent research efforts to determine the effectiveness of the School's programs and strategies. From time to time, the School will collect and analyze student performance data and various measures of effectiveness. In addition, families may be asked to participate in surveys or focus groups. Such research shall always be undertaken ensuring student privacy is protected and in compliance with the PPRA. For example, the names of the student, Parent/Guardian, and family members will not be revealed, and results will only be reported in the aggregate or by sub-groupings of sufficient size so that anonymity of the participants is safeguarded.

Rights Afforded by the PPRA

The PPRA affords emancipated minors and students of age eighteen (18) and older (Eligible Students) and Parent/Guardians of minors certain rights regarding the School's conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These rights include the following:

- Consent before students are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED) . . .
 - Political affiliations or beliefs of the student or student's parent;
 - Mental or psychological problems of the student or student's family;
 - Sex behavior or attitudes;
 - Illegal, anti-social, self-incriminating, or demeaning behavior;
 - Critical appraisals of others with whom respondents have close family relationships;
 - Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
 - Religious practices, affiliations, or beliefs of the student or student's parent; or
 - Income, other than as required by law to determine program eligibility.
- Receive notice and an opportunity to opt a student out of . . .
 - Any other protected information survey, regardless of funding;
 - Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
 - Activities involving collection, disclosure, or use of personal information collected from students for marketing or to sell or otherwise distribute the information to others. (This does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions.)
- Inspect, upon request and before administration or use . . .
 - Protected information surveys of students and surveys created by a third party;
 - Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
 - Instructional material used as part of the educational curriculum.

These rights transfer from the Parent/Guardian to the student if the student is eighteen (18) years old or is an emancipated minor under state law or by court order.

Notification Procedures

The School will work to develop and adopt policies regarding these rights in consultation with Parent/Guardian. The School will also work to make arrangements to protect student privacy in the administration of Protected Information Surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes.

The School will directly notify the Parent/Guardian of these policies annually in this PPRA Notice or after any substantive changes. The School will also directly notify by U.S. mail, e-mail, or other reasonably available method Parent/Guardians of students who are scheduled to participate in the specific activities or surveys described in this PPRA Notice and will provide an opportunity for the Parent/Guardian to opt students out of participation of the specific activity or survey. The School will make this notification to Parent/Guardian near the beginning of the school year if it has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, the Parent/Guardian will be provided reasonable notification of the planned activities and surveys covered by the PPRA and will be provided an opportunity to opt their students out of such activities and surveys. The Parent/Guardian will also be provided an opportunity to review any pertinent surveys. The following is a list of the specific activities and surveys covered under this requirement:

- Collection, disclosure, or use of personal information for marketing, sales or other distribution
- Administration of any Protected Information Survey funded in whole or in part by U.S. Department of Education
- Any nonemergency, invasive physical examination, or screening as described above in the Rights Afforded by the PPRA

Where a Student is scheduled to participate in these activities, the Student will be notified as described above.

Reporting a Violation

The Parent/Guardian or Student who believes their rights have been violated may file a complaint to the following:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-5901

Health and Safety

Anonymous Reporting Tipline

In order to provide parents, students or members of the public a means to anonymously report instances that might alter the overall safety of the School, the School has partnered with SaferOH. This tipline is available 24-hours a day, and anyone who has reason to believe that the safety of the School is compromised in any way may anonymously call or text to report any pertinent information to 844- SaferOH (844-723-3764).

Things to report to the tip line could include (but are not limited to) . . .

- Bullying incidents;
- Withdrawn student behaviors;
- Verbal or written threats observed toward students, faculty or schools;
- Weapon/suspicious devices on or near school grounds;
- Gang related activities;
- Unusual/suspicious behavior of students or staff;
- Self-harm or suicidal sentiments; and
- Any other school safety related concerns.

General Health Care Policies Statement

Health care policies are intended to promote wellness among the school community. Any individual health needs or concerns may be discussed with the School Wellness Coordinator by contacting the School Office. A contracted nurse, specializing in school health, reviews the signs and symptoms of illness, proper hand washing, infection control, and disinfection procedures with all staff members. This training is done each year.

Parents should work with children to encourage hand washing before preparing food, eating, after toileting, playing outdoors, playing with pets and coughing/sneezing. Hand washing is the number one way to prevent communicable diseases. Basic disease prevention practices are taught as part of the school's wellness curriculum.

The school will not discriminate with respect to enrollment and access to education for students who have Acquired Immune Deficiency Syndrome (AIDS), Human Immunodeficiency Virus (HIV), or other related conditions.

For a full list of the School's Health Policies and Procedures please visit our website.

Health Forms and Immunizations

All incoming Students

An annual physical is required of all incoming students if this is the first time they are enrolled in school. Your doctor should complete the physical looking for hearing, vision, and speech disorders in addition to general health. Your doctor should provide a physical form and you must return it to the school before the first day of class. If there are any special medical situations that are not included on the standard form, please add a brief explanatory note to the form.

Returning Students

For returning students, a yearly physical is not required but additional immunizations may be needed. If the results of a physical reveal the possibility of special learning need, the School will conduct further assessments in accordance with Ohio laws.

Students are required to have written proof of immunizations on file before the beginning of school. The immunization chart is part of the School Entrance Medical Record, which all new students receive. The required immunizations can be accessed through the following website:

<https://www.odh.ohio.gov>.

If this medical form is not received within fourteen (14) days of the first day of school, your child will be excluded from school pending confirmation that required immunizations have been given. This is mandated by law and will be strictly enforced.

Vision and Hearing Screenings

All kindergarten, first, third, fifth, and seventh graders, and new students will be screened for adequate vision and hearing. Kindergarten students are screened for hearing, vision, speech and communications, or medical problems and developmental disorders. By November 1st of each academic year, a student enrolled for the first time in either kindergarten or first grade must be given a hearing, vision, speech, and communication screening. Referral forms will be mailed to parents when further evaluation by a physician is recommended.

7th Grade Required Immunizations:

You will need to provide proof of the student having received a booster dose of Td or Tdap and one dose of Meningococcal before your student can return to school in August. The dose of Tdap is intended to be administered as a booster dose for students who have completed the required doses of the initial series of Tdap/DT/Td.

According to Section 3313.671 of the Ohio Revised Code, unless meeting an exception or exemption, a student is not to remain in school for more than 14 days without meeting the immunization requirements.

Students may be exempted from immunizations for personal, religious, and/or medical reasons only with a written statement from the parent and/or physician. An exemption form must be first presented and subsequently approved by the Principal and then filled in the School Office before the first day of school.

Emergencies

Minor accidents occurring during school hours receive prompt and careful attention from faculty and/or staff members. In the event of illness or a serious accident, the family of the child is notified (electronically and/or phone call). Parents must complete an emergency contact form, which gives the School specific instructions about whom to call and what action to take when we are unable to reach a parent. These forms will be kept in the main office in a readily accessible location. Whenever students leave the School for a School sponsored activity (ex: field trip, IG visit, etc.), the staff will take emergency contact forms for those students with them.

There must be at least two persons listed on the emergency card who are available during school hours to pick up your child within 30 minutes of the staff initiating a phone call. Please notify the office if any of the information on the emergency form changes during the year, e.g., new work number, etc. In the event of an extreme emergency, we will call 911.

The emergency form is required and must be returned to School, complete with allergy and emergency contact information, before a student may participate in off-site activities such as field trips, IG trips, etc.

Communicable Disease

If a child is diagnosed with a contagious disease, this must be reported to the School office. The child must stay home for the period of time prescribed by the child's physician or by the local health department. The School will notify the City of Cleveland Health Department, faculty and staff members, and parents if a student, faculty or staff member has been diagnosed with a communicable illness. We will maintain confidentiality with other students and families and will only inform the most minimal of staff and families necessary to properly deal with this issue

Illness

Ill children should be kept at home. An ill child who attends school cannot learn and can potentially infect other students and staff.

Children with a rash, fever, swelling or other symptoms of illness will be sent home from School. If a child is well enough to come to School, it is assumed that they are able to participate in all aspects of the school day including outdoor activities and physical education. If a child is to be excused from any activity for health reasons, a note from their physician is required stating when the activity may be resumed.

Please inform the School of any confirmed contagious illness so that other students may be notified and the School can work with the janitorial staff in cleaning the building. If a child becomes ill during the school day and exhibits two or more symptoms of illness (ex: temperature and vomiting, diarrhea and vomiting) the parent will be notified by phone to pick up the child.

Use the following guidelines to determine whether to allow a child to return to school:

1. There has been no fever (98.6 or below), without the aid of fever reducing medication, for 24 hours from last signs of illness
2. There has been no vomiting or diarrhea for 24 hours.
3. There is no severe congestion, runny nose, cough, or sore throat that will make the child uncomfortable or distract others from their learning.
4. In the case of strep throat or other contagious infection, keep the child at home for at least 24 hours after starting antibiotic treatment.
5. Children with lice or nits (eggs) must not come to School until treated and until the head and hair are completely free of lice and nits. The School clinic aide can give you advice and information on treatment and the removal of nits. When the head is completely clear of lice and nits, a parent must return with the child to school and remain until the child is checked at the school. If either lice or live nits are found the child will be immediately excluded from instruction [sent to either nurse's office or main office] and parents will be notified to pick up their child as soon as possible.
6. For ringworm or other contagious skin rash, keep the child home for at least 24 hours after beginning treatment or longer if so directed by a physician.
7. In suspected cases of bed bugs, the School may discreetly remove a child from the classroom for an inspection of their person and belongings. If bed bugs are found, that student's items (backpack, coat, etc.) will be placed in a sealed plastic bag and parents will be notified the day of discovery. Students will not be excluded from instruction due to bed bugs. However, the School will notify all parents that bedbugs were discovered via a written letter that includes information on how to manage and mitigate possible bed bug infestations. The School will then actively manage the infestation via pest control and proper cleaning in compliance with all state laws.

Use of Medication

When a student is required to take medication at School, the following guidelines based on the Ohio Revised Code and School policy will be followed:

1. A request form for each medication must be completed and signed by the student's licensed health care provider and be delivered to the school office by an adult before medication will be administered to a student. No over-the-counter medications, including creams, eye drops, cough drops etc. should be brought to school, unless ordered by the student's physician. Notes from parents/guardians will not be accepted in lieu of the licensed prescriber's request.
2. The parent / guardian must sign the parent section of the request form prior to medication administration.
3. Parents/guardians shall agree to:
 - Deliver medication to school; no student shall carry medication in backpacks, pockets or in hand. If a child is found to have medication on their person, the medication will be confiscated, and the parent will be called. The medication will be held at the front desk until the parent picks it up. The only exception to this is a metered dose inhaler or dry powder inhaler used to alleviate the immediate symptoms of asthma or before exercise to reduce the chances of an asthmatic attack and/or an epinephrine auto injector to treat anaphylaxis. The Parent must first present a statement from the parent and physician including the information set forth below as well as an acknowledgement that the doctor has determined that the student is capable of possessing and using the injector or inhaler appropriately and has provided the student with training in the proper use of the injector or inhaler.
 - Notify the School if there is a change of licensed prescriber.
 - When a change in prescription or dose occurs, the licensed prescriber must complete a "revised request" form stating the changes.
4. Any administration of epinephrine requires that the School contact emergency service personnel.
5. New request forms will be submitted each school year and may be obtained in the School Office.
6. Medication must be received in the original container in which it was dispensed by the pharmacist and labeled as well as delivered to the school with a statement, signed by the prescriber that includes . . .
 - Student's name
 - Name of medication
 - Dosage and route of administration
 - Time of administration
 - Licensed prescriber's name
 - Pharmacy name and phone number
 - Date on which the administration begins and ends

- Any severe adverse reactions that should be reported to the physician and one or more telephone numbers at which the person who prescribed medication can be reached in emergencies;
 - Special instructions for administering the drug, including sterile conditions and storage.
 - Instructions outlining procedures to follow if the medication does not provide adequate relief.
 - And any other special instructions.
7. The pharmacist will divide medication into separate containers for home and school upon request. Medication sent to school in any other container will not be administered.
 8. Over the counter medication, ordered by the licensed prescriber, must be in the original container and be clearly marked with the student's name.
 9. Empty medication bottles will be sent home with the student and parents will be called when a refill is needed. Parent/guardian or other responsible adult will deliver replacement medication to the School Office. Medication will not be accepted from students.
 10. All students are responsible for coming to the School Office at the time the medication is to be administered.
 11. Medication will be administered by designated School personnel who have completed a medication training workshop taught by a licensed health professional based on the Ohio Department of Health Medication Administration training, or its equivalent. This provides for safe administration and storage of all medications.
 12. A medication record will be kept on each student and will become part of the student's confidential school health record. Parents are responsible for keeping a record of the amount of medication at School and for sending more when needed.
 13. The Wellness Coordinator will act as a consultant and will be contacted when there are any questions about the medication, its administration or side effects. No medication will be administered at school if there are any unanswered questions.
 14. At the end of the school year, or when the medication is discontinued, the parent/guardian is to pick up remaining medication within 5 working days. Medication that is not picked up within the allotted time will be properly discarded.

Child Abuse and Neglect

Because of their sustained contact with school-age children, teachers and other School employees are in a position to identify abused or neglected children and are trained to do so. The School requires that every teacher and administrator complete at least four hours of in- service training in child abuse prevention, school safety, violence prevention, human trafficking, substance abuse and the promotion of positive youth development within two years of commencing employment in the School, and every five years thereafter. The School shall also incorporate training on its Anti-Harassment, Intimidation, and Bullying policy into the in- service training program requirement. Training on dating violence and prevention is required for all employees who work with middle school

students. The School may develop its own curriculum or adopt the curriculum developed by the Ohio Department of Education for the in-service training. The School shall maintain records of staff participation in in-service child abuse detection.

Any School teacher, School employee or employee assigned to the School, or School authority that knows or suspects that a student under eighteen years of age (or under twenty-one (21) years of age with a developmental disability or physical impairment) has suffered or faces a threat of suffering any physical or mental wound, injury, disability, or condition of a nature that reasonably indicates abuse or neglect of the student, is required by law to immediately report that knowledge or suspicion, by telephone or in person, to the local county Children's Services Board; or, if the student is not a resident of the local county, to the public children's services agency or a municipal or county police officer of the county in which the student resides. S/he shall also notify the Principal or his/her designee.

If the agency or officer receiving the report requests a written report, the Principal or his/her designee shall provide a written report containing the following information:

1. The names and addresses of the student and the student's parents or the person or persons having custody of the student, if known;
2. The student's age and current condition;
3. The nature and extent of the student's known or suspected injuries, abuse, or neglect, or of the known or suspected threat of injury, abuse, or neglect, including any evidence of previous injuries, abuse, or neglect; and
4. Any other information that might be helpful in establishing the cause of the known or suspected injury, abuse, or neglect, or of the suspected threat of injury, abuse, or neglect.

In addition, the Principal or his/her designee may take color photographs of the areas of trauma visible on the student and include them with the written report. The identity of the reporting person shall be confidential, subject only to disclosure by consent or court order. Information concerning alleged child abuse of a student is confidential information and is not to be shared with any unauthorized person.

Anyone making a report is presumed to be acting in good faith and is immune from any civil or criminal liability that might otherwise result from making the report. A report made under this section is confidential. No person may disclose the contents of any report made under this section except as provided above. A staff member who violates this policy may be subject to disciplinary action and/or civil and/or criminal penalties.

The Principal or his/her designee should be mindful of the possibility of physical or mental abuse being inflicted on a student by an employee. Any such instances, whether real or alleged, should be

reported to the Principal or his/her designee who will investigate and take appropriate action in accordance with Board directives.

Failure to make a report required by this section, or unauthorized disclosure of the contents of a report made under this section, may result in disciplinary action against the employee.

For a full Child Abuse and Neglect Policy please visit our website.

Other Important Information

Change of Contact Information

Changes to your address, phone numbers, and/or email should be communicated to the School Office as soon as possible (within 5 school days) so that records may be up to date. If an address change is given, proof of the new address will be required. A change of address does not mean there will be a change of school for your student.

The School must receive one (1) new proof of residence within 30 days of a student's change in residence. The Ohio Department of Education states the Intergenerational Schools is not required to enroll students who have not provided appropriate proof of residence to the school.

Acceptable proofs of residence include voter registration cards, bank statements, real estate property tax bill, mortgage, lease, homeowner/renters' insurance declaration page, utility bill, documented affirmations of parent's current address from district residence, notarized affirmations from parent of current residence, USPS return receipts from certified letter sent to parent by district of residence, written confirmations from the department of Jobs and Family Services of parent's current address, written confirmations from a local law enforcement agency of the parent's current address, or a paycheck or paystub issued to the parent/caregiver within the last 90 days.

Fees

The School is an Ohio Community School and charges no tuition. However, the School does assess a fee for each of the following:

- School Supply Fee. \$45 for first student, \$40 each for two students, \$35 each for three students, and \$30 each for four or more students. This enables the school to provide all supplies for the year and ensure all students have what they need. Parents do not need to do additional school supply shopping except for providing a sturdy backpack and lunch box/bag.
- Field trips (up to \$5 per student). This helps to defray entrance fees and the high cost of transportation since The School pays to rent the busses.

- Damaged or missing library books, materials, equipment or technology will be assessed a reasonable replacement fee.
- Acts of vandalism and/or malicious intent with any School owned item(s), including School owned technology, will result in replacement costs incurred to student and/or family.
- After school programs, unless grant-based.
- Summer programs, unless grant-based.
- Late Pick-Ups

These fees are set by the Board of Directors. Library fees, materials, equipment or technology are based on the original cost of the item. A fee schedule is available from the office. Unpaid fees will rollover from year to year.

If any fee poses a hardship for a family, the parent/guardian should contact the school's Building Coordinator to set up a payment plan. This plan shall include a "good faith" partial payment as well as an agreed to payment schedule.

Meal Program

We encourage good nutritional habits in School, as this is important throughout life. An ideal lunch would contain a healthy, balanced mix of the different food groups and include fruits and/or vegetables. Food is to be eaten only during specified times. If a student is caught eating during any other time, the food item(s) will be thrown away. For health reasons, sharing of food [both school lunch and packed lunch] is strictly prohibited.

School Lunch

The School currently provides breakfast and lunch to all students at no cost. We only require that families annually fill out the Household Income Forms, available at the School Office. The School does not provide food substitutes for non-life-threatening allergies.

Packed Lunch

Students who do not get school lunch should bring a packed lunch daily. Packed lunches must be brought in a lunchbox or small paper bag only—not loose in the backpack. Packed lunches should provide good nutrition, without high amounts of fat or sugar (Candies, pop/soda is not permitted). We are unable to heat or refrigerate food items brought by students. Please use a lunch box with an ice pack to keep items cool.

Electronics and Cell Phone Usage

It is clear that in today's world, cell phones are a part of students' everyday lives and that they provide a sense of connection and security for families. It is also true that they can be a severe distraction to learning as well as a means for bullying and other antisocial behaviors. This is why cell

phones are prohibited for use during the school day. We only have students for 7 hours each day and want to make sure we optimize that learning and in-person socialization time with as few electronic distractions as possible. We also have ample technology devices to aid students in their learning, with protected content using school software.

Upon entering each student's homeroom, all cell phones and other electronic devices must be turned off (silenced) and locked in a secure receptacle provided by the School.

If a cell phone, or other electronic device, is seen or heard by any staff member during the school day, anywhere in the school, it will be immediately confiscated and stored in the front office until a parent or guardian comes to retrieve it at the end of the school day. It is the student's responsibility to notify their parent or guardian that the device is being held in the office.

Repeated offenses may result in further disciplinary action. Refusing to turn over the device is considered disobedient or disruptive behavior and will also result in disciplinary action which may include emergency removal from school for the remainder of that day.

Students are not permitted to text or make calls during the day on their device. Students may request for a staff member to call a parent or guardian on the school office phone under urgent circumstances, but staff members are advised that only the most necessary of phone calls home will be made during the school day. If a parent or guardian needs to get ahold of a student for an emergency message, they are asked to call the front office and staff will call the student down to the office to talk with them.

The use of student devices to capture images or video while at school in classrooms, restrooms, common areas, or during any type of verbal or physical altercation, is strictly prohibited and will result in disciplinary action which may include suspension.

The School will not be liable for any lost, damaged, or stolen electronic devices.

Exceptions may be made for students with specific medical needs.

Student Withdrawal

The School is a school of choice and a parent/guardian is free to withdraw a student at any time. The following procedures should be followed:

- Complete a withdrawal form (obtained from the main office) specifying the last day of attendance, new school child will attend, and reason for withdrawal.
- Return all School materials (including library books)
- Pay outstanding School fees

Upon request of another school we will release the student's records. If any of the above has not been completed, the records will not be released to the parent/guardian.

A student may not be enrolled in two different schools simultaneously. Receiving a records request from another school that states that the student is enrolled there will automatically constitute a withdrawal from any Intergenerational School. If there is a special circumstance where withdrawal is not the intent of the parent/guardian, the parent/guardian must provide documentation to the front office explaining their alternate intention prior to the School receiving the records request. This does not apply to supplying records in conjunction with an application to high school or other private/parochial school.

If a student simply stops attending during the school year, they will continue to earn unexcused absences until being withdrawn by a parent. After missing 72 consecutive hours of school, by state law, the School will automatically withdraw the student. This will also result in a referral for educational neglect, per state law (see attendance policies).

Home Schooling

If a parent chooses to homeschool after registering, they must officially withdraw the child and report their intentions to their local school district for approval. (See Notice to Home School available on the Withdrawal Form).

Weather-Related or Emergency Closing

Unless otherwise notified, Intergenerational Schools will be closed whenever the Cleveland Metropolitan School District is closed due to weather conditions. This will be communicated on Bloomz, School Reach phone calls/texts, on social media (Facebook and Instagram), and listed on local television stations. In the event of a building emergency, the School will communicate through Bloomz and School Reach phone calls/texts. Please make sure you are signed up to receive these messages. .

If any of the Intergenerational Schools are closed on too many regularly scheduled school days, school days may be added to the school calendar to ensure that a minimum of 920 hours of instruction have been provided.

Technology and Internet Acceptable Use Policy

The use of technology and computer resources at the School is a revocable privilege. Failure to abide by this policy may render you ineligible to use the School's and/or personal technology and may bring additional disciplinary action.

All users are expected to use the technology available at the School in a manner appropriate to the School's academic goals and values. Technology includes, but is not limited to cellphones, iPads and tablets, wearable technology, video recorders, video games, computers, other hardware, electronic devices, software, Internet, e-mail and all other similar networks and devices. Users are expected to be responsible and use technology to which they have access appropriately. Obscene, pornographic, threatening, or other inappropriate use of technology, including, but not limited to, e-mail, instant messaging, social media, web pages, and the use of hardware and/or software which disrupts or interferes with the safety and welfare of the School community, is prohibited, even if such uses take place after or off School property (i.e., home, business, private property, etc.).

Failure to adhere to this policy and related guidelines available on the Schools' website will result in disciplinary action as outlined in the Student Code of Conduct.

To view the full Technology and Internet Acceptable Use Policy please visit our website.

Solicitation on School Grounds

Students, faculty, non-faculty employees, volunteers and vendors are prohibited from canvassing, requesting contributions, distributing pamphlets/petitions/handbills and the like of any kind/materials, and selling items or services and/or using school resources (bulletin boards, computers, mail, email, telecommunications, photocopiers, telephone lists and databases, office supplies, spaces, etc.) to sell any item or service for personal profit. Any item or service sold on campus or through school property must be approved by the Principal. Violations of the Non-Solicitation policy, the Student Code of Conduct or the law may result in severe penalties, up to and including suspension, expulsion, and/or reporting to appropriate authorities.

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