



Family Handbook

2022-2023

Intergenerational Schools Family Handbook

COVID-19 Statement	2
Remote Learning	3
Intergenerational Schools Policies and Revisions.....	3
Mission, Vision, Values of Intergenerational Schools.....	3
Statement of Non-Discrimination	5
General Handbook Information.....	5
Intergenerational Schools Calendar 2022-2023.....	6
Intergenerational Schools Directory	7
School Hours of Operation	7
General Policy of Parent and Family Involvement.....	7
Attendance.....	7
Behavior & School Culture.....	11
School Uniform & Dress Code	32
Educational Program.....	35
Federal Programs and Your Rights.....	48
Health and Safety.....	55
Other Important Information	65

COVID-19 Statement

The outbreak of COVID-19 greatly affected educational systems around the globe. The Intergenerational Schools are committed to providing the highest quality education and managing our response to the global pandemic in a safe, responsive, and flexible manner for our entire learning community.

The health, safety and wellbeing of the students, staff and faculty and the entire Intergenerational Schools community is a top priority. We are dedicated to ensuring the safest learning environment possible in our schools. Several additions to this the Family Handbook (the “Handbook”) have been developed to provide guidance during this pandemic. Items included here as well as in the Staff Handbook are subject to change based on the most up to date information regarding COVID-19 from agencies such as, but not limited to, the Centers for Disease Control, Ohio Department of Education, and federal, state and local governments. Their guidance is constantly being refined and updated.

Intergenerational Schools Family Handbook

Intergenerational Schools Policies and Revisions

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.

Mission, Vision, 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 School is a successful Intergenerational Learning Community that is transforming Cleveland, and the world, into a better and more equitable global community. The Intergenerational School will serve as a model to encourage and assist other communities to create similar learning environments.

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.

Intergenerational Schools Family Handbook

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.

Intergenerational Schools Family Handbook

- 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..

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.

Intergenerational Schools Family Handbook

Intergenerational Schools Calendar 2022-2023



Intergenerational
SCHOOLS

2022-2023 Intergenerational Schools Calendar

July 2022						
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 Independence Day

U Instructional Days
August

August 2022						
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			

8-10 New Teacher PD
11-16 All Staff PD
17 First Day of School

11 Instructional Days
September

September 2022						
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	

5 NO SCHOOL--Labor Day

21 Instructional Days
October

October 2022						
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					

10-14 NO SCHOOL--Fall Break

16 Instructional Days
November

November 2022						
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			

8 NO SCHOOL--Teacher Work Day
18 NO SCHOOL--P/T Conferences/End of trimester
23-25 NO SCHOOL--Thanksgiving Break
28 NO SCHOOL--Teacher Work Day

16 Instructional Days
December

December 2022						
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

21-30 NO SCHOOL--Winter Break

14 Instructional Days

January 2023						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	
8	9	10	11	12	13	
15	16	17	18	19	20	
22	23	24	25	26	27	
29	30	31				

January

2-3 NO SCHOOL--Winter Break
4 NO SCHOOL--Teacher Work day
16 NO SCHOOL--MLK Jr. Day

18 Instructional Days
February

February 2023						
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				

17 NO SCHOOL--Teacher Work Day/End of trimester
20 NO SCHOOL--President's Day

18 Instructional Days
March

March 2023						
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	

20-24 NO SCHOOL--Spring Break

18 Instructional Days
April

April 2023						
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						

7 NO SCHOOL--Good Friday
10 NO SCHOOL--Easter Monday

18 Instructional Days
May

May 2023						
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		

5 NO SCHOOL--Teacher Appreciation

26 Last Day of School/End of trimester
29 Memorial Day
30-31 Teacher Work Days

19 Instructional Days
June

June 2023						
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	

19 Juneteenth--Closed

0 Instructional Days

Intergenerational Schools Family Handbook

Intergenerational Schools Directory

Website: www.igschools.org

The Intergenerational School (TIS-East)

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

Lakeshore Intergenerational School (Lakeshore)

18025 Marcella Dr. Cleveland, Ohio 44119

216-586-3872

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 a variety of activities and forums that will support our students academically and add to the vitality of our school. 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 (Parent-Student-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 Parent-Student-School Compact or to volunteer at the School, contact the School Office.

Intergenerational Schools Family Handbook

Attendance

Attendance Policies and Procedures for In-Person Learning Notification of Absences

1. Call your child's school by 8:30 am
2. Press the button for the Attendance Line
3. Leave a clear message stating: Your name, your child's name, Child's homeroom teacher, Reason for absence.

The primary responsibility for a student's attendance at School rests with his/her parent(s) or guardian(s). Parent(s)/guardian(s) must notify the School Office on the day a student is absent **within 2 hours** of the start of school unless previous notification has been given in accordance with School procedure for excused absences. The person in charge of attendance is also required to make a reasonable attempt to notify a student's parents, custodial parent, guardian, legal custodian, or other person responsible for him/her when the student is absent from school. Parents or other responsible persons shall provide the School with their current home and/or work telephone numbers and home addresses, as well as emergency telephone numbers. Students who arrive after 10:30 am or leave before 12:30 pm will receive a ½-day absence.

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.

Intergenerational Schools Family Handbook

Excused Absences

When a student returns to school:

Parent/guardian must provide a written note, email, or doctor's note stating the reason for the absence.

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.
 - c. Illness in the immediate family if the student is over 14 years of age and the illness necessitates the student to remain at home.
2. Quarantine of the home or student due to COVID or other communicable disease
3. Medical or dental appointment of the student.
4. Death of a Relative.
5. Observance of religious holidays consistent with the student's truly held religious beliefs.
6. Court Summons/Subpoena.
7. Prospective school visits for eighth graders (must provide a note from the prospective school)
8. 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.
9. Absences due to a student being homeless
10. 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. 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.

Unexcused Absences and Tardiness

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.

Intergenerational Schools Family Handbook

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; it is the learning that happens when people are able to learn together. This cannot be “made-up.” When a student is **regularly** late, leaves early, or misses a whole day, we call this **habitual**-- this means it is happening so frequently it feels like a habit to miss school. Those missed hours ~~at the end of the year~~ 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.

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 an Attendance Intervention Meeting 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 (approx. 5 school days in a row)
- 42 or more hours in a month (approx. 6 school days in a month)
- 72 or more hours in a year (approx. 12 school days in the year)

When a student becomes “Habitually Truant”, the parent 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 state law.

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

Intergenerational Schools Family Handbook

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 events. Parents are expected to supervise their children during all parent group sponsored activities.

Positive Behavioral Interventions and Supports (PBIS)

Responsive Classroom

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

Intergenerational Schools Family Handbook

The *Responsive Classroom* approach is informed by the work of educational theorists and the experiences of exemplary classroom teachers. 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:

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 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.

Intergenerational Schools Family Handbook

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 Nurtured Heart Approach

The School uses The Nurtured Heart Approach (NHA) to build a positive School culture. The basic foundation of this approach is focused on relationships, which perfectly aligns with our mission. This is not a distinct curriculum or a program that is added on. It is a social emotional strategy that includes acknowledging the inherent goodness within each and every student and transforming negative behaviors into positive behaviors while strengthening the relationship between the student and teacher. The NHA was created and developed by Howard Glasser, who has written several popular books including *Transforming the Difficult Child* (with co-author Jennifer Easley).

Intergenerational Schools Family Handbook

The Three Main Elements of the Nurtured Heart Approach:

1. Refusing to energize negative behaviors whenever possible (no negative leakage)
 - a. This includes the use of a simple 'reset' to remind the student to stop a negative behavior, focus inward, self-regulate and start fresh, without bringing too much attention to it.
 - b. Resets are NOT punishments but are simply a moment to regroup and come back to interaction and activity in a better way.
 - c. Very little attention is paid to the negative behavior.
 - d. The reset itself is NOT the goal; it is simply a tool for getting a child back on track, which is the desired outcome. If the child should get back on track, become calm, or otherwise stop the negative behavior, the reset is considered 'complete.'
2. Super-energizing success
 - a. "There's always something going right," and we need to bring out the best in our students by reflecting back to them their own inherent goodness to build their inner-wealth.
 - b. Even the simple act of coming out of a reset and back to the activity is energized. Once the student has calmed down or stopped the negative behavior, they are energized with positive praise for re-engaging positively as an important member of the classroom community.
 - c. Educators also frequently praise students for progress in developing their own self-control. The focus is on progress towards development of social-emotional skills.
3. Establishing and implementing clear limits and consequences
 - a. School rules are clearly and often communicated.
 - b. Negative behaviors that are beyond a simple reset (physical harm, disruptive yelling, etc.) may be addressed by removing the student from the classroom and restorative efforts to be accountable and repair any harm caused.

All three of these must be used together and with equal emphasis. It is not enough to practice one or two of the three without the other(s).

When students are recognized for their success and positive choices they begin to crave even more recognition for doing the right things, creating a positive culture and strong interpersonal connections where every child is valued.

Intergenerational Schools Family Handbook

The Board of Directors of Intergenerational Schools does not condone or permit the use of corporal punishment under any circumstances. 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.

All School Rules and Implementation

The School has formulated an all-school plan for promoting positive school behavior. There are four universal school rules, which are implemented consistently throughout all school settings:

- Use kind words and actions
- Follow instructions promptly
- Be where you are supposed to be
- Keep hands, feet, and objects to yourself

All teachers 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 five 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.

The staff uses the Nurtured Heart Approach (NHA), explained above, 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 as long as it is completed by the student. 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.**

Intergenerational Schools Family Handbook

- 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 will 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 shall not occur, except when there is an immediate risk of 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 all staff undergo Crisis Intervention training that specializes in the safe management of disruptive and assaultive behavior.

Intergenerational Schools Family Handbook

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 particular circumstances of the offense(s).

Due to FERPA privacy laws, we may only discuss matters pertaining to your child and may not discuss the behavior and/or academics of any other child(ren).

Level of Severity	Consequences
1	Once the student has deescalated, 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 will 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 behavior which is a violation of the Behavior Code:

Intergenerational Schools Family Handbook

Behavior Code Violations and Consequences		
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 per Ohio HB410
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/Damageto School or Personal Property (04)	Vandalism is the willful destruction and/or defacement of School or personal property. Students shall properly 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.	2
Theft/Stealing Personal or School Property (05)	Theft is the unlawful taking of property belonging to another person. Nostudent 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.	4

Intergenerational Schools Family Handbook

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).	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 for level.
	A) Dress Code: Students shall abide by the dress code policy as described in this handbook	After 3 warnings. 1 or 2 on the 4 th offense
	B) Bus Code: Students are expected to behave in a safe and respectful manner on school transportation at all times.	1
	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
	D) Deliberately Rude or Disrespectful Behavior: students will respond and speak respectfully to adults, volunteers and visitors at all times. Ignoring instructions, talking back,	2
	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
	F) Inappropriate Use of Technology (See Technology and Internet Use Policy)	2

Intergenerational Schools Family Handbook

<p>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.</p>	2
<p>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.</p>	2
<p>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 expulsion.</p>	2
<p>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.</p>	2
<p>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.</p>	2
<p>L) Leaving School Property: Students are to stay within school areas at all times.</p>	2
<p>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.</p>	2
<p>N) False Report of Bullying, Intimidation, or Harassment. The accusation of bullying is serious. Any student making false accusations may be suspended.</p>	2

Harassment and Intimidation (19)	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, without displaying a weapon and without subjecting the victim to actual physical attack (i.e. bullying, hazing, threat of harm). This applies to actions directed towards faculty and/or staff as well as towards other students.	3
Weapons Look-A-Likes (20)	Students may not bring any item that resembles a firearm but does not have the explosive characteristics of a firearm but may use a spring-loaded device or air pressure to propel an object or substance. (i.e. toy guns, cap guns, BB guns, pellet guns, paper guns, finger guns).	1
Sexual Conduct (21)	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, gestures or jokes or pressure to engage in sexual activity) is forbidden. Also, other physical or verbal conduct or communication of a sexual nature, including gender-based harassment is prohibited.	2
Serious Bodily Injury (22)	Students shall not engage in an incident that results or has the potential to result in serious bodily injury to oneself or others. (18 U.S.C. §1365 (3) (h)).	2
Health and Safety	Actions that, in the sole discretion of the Principal, endanger the health and/or safety of fellow students, staff, or guests in the School	2

Intergenerational Schools Family Handbook

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, backpacks, 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), 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 so that the child may be removed 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 comply with the discipline code.

Since effective discipline 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.

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".

The following procedures have been adopted in accordance with the Ohio Revised Code. Please contact the Principal for further clarification.

Intergenerational Schools Family Handbook

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, assistant principal or principal designee 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, assistant principal or principal designee 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, assistant principal or principal designee 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 student's suspension, the principal, assistant principal or principal designee shall also provide written notice of suspension to the parent/guardian of the student and the treasurer of the Board. 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;

Intergenerational Schools Family Handbook

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 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 semester 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 superintendent does 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 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, 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

Intergenerational Schools Family Handbook

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.

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 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 Principal within fourteen (14) calendar days of the written notice of expulsion. The Principal shall immediately forward this written appeal to the Board and the Board's designee.

Intergenerational Schools Family Handbook

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 on 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

Intergenerational Schools Family Handbook

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) 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 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

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

Intergenerational Schools Family Handbook

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.

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;
6. 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.

Intergenerational Schools Family Handbook

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.

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. 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.

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.

Intergenerational Schools Family Handbook

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 District 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 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, 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.

Intergenerational Schools Family Handbook

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

If it is determined that a student deliberately made a false report of harassment, intimidation, or bullying, then the student 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 the Jupiter behavior monitoring and 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 who is 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 Governing Authority president 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 into 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, without displaying a weapon and without subjecting the victim to actual physical attack (i.e. bullying, hazing, threat of harm). This applies to actions directed towards faculty and/or staff as well as towards other students.

Intergenerational Schools Family Handbook

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, gestures or jokes or pressure to engage in sexual activity) is forbidden.

Also, other physical or verbal conduct or communication of a sexual nature, including gender-based harassment.

School Dress Code

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.

The Schools' dress code is meant to strengthen the learning environment while preventing disruption of the educational process. The following dress code policy will be in effect during all school days during the school year.

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.

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.
- Any clothing that is too tight, revealing, or saggy.

Intergenerational Schools Family Handbook

- 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 during the school day. **Religious head coverings are exempt and are allowed at school.**

Footwear

Students must wear 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 activities. High heels exceeding two inches are prohibited unless permitted as part of a school related activity. During the winter months, students are encouraged to bring regular school shoes and change out of their winter boots upon arriving to 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.

Please refer to the following chart on the next page for more details on dress code as there are some minor differences in each Schools’ uniform guidelines. The final decision of appropriateness of dress code rests with the school Principal

This section left intentionally blank

Intergenerational Schools Family Handbook

DRESS CODE			
TOPS			
Stage		Colors	GLE
Primary (K-2)		shades of red or pink	K-2
Developing (3-4)		shades of green	3-4
Refining (5-6)		shades of blue	5-6
Applying (7-8)		black, white, or grey	7-8
Permitted		Not Permitted	
<ul style="list-style-type: none"> Short or long sleeve collared polo shirt in the student's stage color above IG Schools Spirit Wear (including T-shirts, short or long-sleeve) Sweaters, cardigans, pullovers, vests (in appropriate stage color, OR white, black, navy or grey) <p>TIS-East Only:</p> <ul style="list-style-type: none"> Collared oxford shirts Shirts without a collar, patterns and stripes in the appropriate stage color Turtlenecks 		<ul style="list-style-type: none"> Tank-tops, sleeveless shirts See through or mesh shirts Low cut tops Over/undersized shirts <p>Near West and Lakeshore ONLY:</p> <ul style="list-style-type: none"> T-shirts 	
BOTTOMS			
Permitted		Not Permitted	
<ul style="list-style-type: none"> Jeans, pants, joggers, non-athletic shorts/jumpers, or skirts, no more than 4" above the knee, of any color 		<ul style="list-style-type: none"> Excessively ripped pants Sweat pants (loose at the bottom) Leggings/yoga pants as pants (can be worn under a skirt) Pajama pants 	

Intergenerational Schools Family Handbook

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 has 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.)

Intergenerational Schools Family Handbook

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. 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 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

Intergenerational Schools Family Handbook

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 and Homework

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.

Homework

It is the belief of Intergenerational Schools that young children should have time for active play after school hours. However, homework helps students to practice skills and to develop a regular homework routine and habit. As children move through the learning stages, parents should expect the amount of homework to increase.

Students must complete homework to a satisfactory standard; otherwise, the homework will not receive credit. Teachers may return homework for additional work or corrections and it is then due back corrected the next day.

Reading:

Every student has 30 minutes of reading homework each day. The reading assignment is based on the learning stage of the child. This at-home reading is a planned part of reading instruction. Failure to read at home on a daily basis WILL have a detrimental effect on School progress. Reading must be recorded correctly in the daily reading log and initialed by the parent to receive credit

Intergenerational Schools Family Handbook

Writing:

Students have a Quick Write (Quick Draw for early emerging stage students) assignment to build writing fluency.

Ample time, instruction and opportunity for individual help from the teacher are provided in the classroom for all assigned class work. Failure to complete class work in the allotted time may besent home for completion. Teachers are not required to provide additional work for students upon parent request. Parents may use online resources or purchase resources at educational stores.

Learning is an active process. Students who complete classwork and homework with due diligence usually make satisfactory academic progress. Failure to complete work is very likely to result in slow progress and possible grade retention. The student will receive a grade for homework completion each trimester. Receiving a grade of F or N (Failure to Meet Expectations or Not Meeting Expectations) is cause for concern.

School Closure or absence: In the event of a school closure or student absence (excused or unexcused), the student is expected to complete 30 minutes of reading and a Quick Write. These are to be turned in upon return to school. Students with an excused absence have additional time (1 day for each day absent) to complete any additional homework that was assigned during the absence.

Grading Scales

Intergenerational School does not use traditional letter grades. Progress in a stage is based on demonstrated mastery of learning objectives.

The grades that we use for reporting progress are:

A--Above and Beyond Expectations (90% or better on assessment).

M--Meetings Minimum Expectations (80% or better on assessment or rubric)

I--Immediate Improvement Needed (70% or better on assessment or rubric)

N or F Expectations Not Met (0-69% on assessment or rubric)

The grades that we use for reporting strands progress are:

C--Consistently Demonstrates Skill (80% and up).

O--Occasionally Demonstrates Skills (70-79%)

R--Rarely Demonstrates Skill (0-69%)

#--Current score on an assessment for which the student has not yet met

Intergenerational Schools Family Handbook

expectations

Blank--Attempt has not yet been made on assessment.

Intervention and Special Education Plan & Adoption of ODE Model Procedures

The unique developmental curriculum of Intergenerational School 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- and 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 uses 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 additional one-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 follows IDEA and adopts 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* identifies 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

Intergenerational Schools Family Handbook

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 the 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.

Intergenerational Schools Family Handbook

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 in 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. In the past year, there has been an increased interest in trainings focused on using technology to accommodate various learning styles, including children with special education needs.

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/or 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 ELL service provider, contracted or staff. 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.

Intergenerational Schools Family Handbook

Students Experiencing Homelessness: Rights and Resources

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 or 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 School 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 worker provides 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.

McKinney-Vento Homeless Children and Youth Program Overview.

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 is a community school established under Chapter 3314 of the Ohio Revised Code. The school is a public school and students enrolled in and attending the school are required to take proficiency tests and other examinations prescribed by law. In addition, there may be other requirements for students at the school that are 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.

Intergenerational Schools Family Handbook

Third Grade Reading Guarantee

Ohio law states that a student who does not pass the 3rd grade Ohio State Test in reading is not promoted to 4th grade unless the student meets one of the available exceptions. For more information on these exceptions, contact the Principal.

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. The intervention plan will be described in the child Reading Intervention and Monitoring Plan (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 is 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. When a student has completed *all* benchmarks for a stage at the level of “meeting expectations,” he/she is promoted to the next developmental stage. Promotion to the next stage of learning may take place at any time and is based solely on meeting benchmark expectations. 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 has 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).

Intergenerational Schools Family Handbook

Learning Stage Levels and Grade Level Promotion Standards

At the Intergenerational Schools:

- the K-2 curriculum is taught in the Primary Cluster classrooms [Emerging & BeginningStages].
- the 3-4 curriculum is taught in the Developing Stage classrooms.
- the 5-6 curriculum is taught in the Refining Stage classrooms.
- the 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.

Intergenerational Schools Family Handbook

Grade Level Equivalent [GLE]: Promotion and Retention Standards

Each student at an Intergenerational School must (due to 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.

Promotion to the next GLE is based on the following criteria:

- K to 1 Student must meet at least one benchmark assessment in Reading, Writing or Math (excluding letter recognition)
- 1 to 2 Student must meet one of the following standards:
Ohio Diagnostic Assessment in Reading = On Track (OT) or Further Assessment Needed (FA)
Guided Reading Level = J
- 2 to 3 Student must meet 2 of the following 3 standards:
OT on the Ohio Diagnostic Assessment in Reading
Guided Reading Level = M
Standardized Reading Test is on grade level

Intergenerational Schools Family Handbook

- 3 to 4 Per the 3rd Grade Reading Guarantee, student must meet the “on track” Reading Promotion Score as determined by Ohio Department of Education on the Ohio State Test in English Language Arts.
- 4 to 5 Student must meet 2 of the following 3 standards:
Score (Score Proficient or higher on Grade 4 Ohio State Test in English Language Arts)
Guided Reading Level=S
Standardized Reading Test is on grade level
- 5 to 6 Student must meet any 2 of the following 3 standards
Score Proficient or higher on Grade 5 Ohio State Test in English Language Arts
Guided Reading Level = V
Standardized Reading Test is on grade level
- 6 to 7 Student must meet 2 of the following 3 standards
Score Proficient or higher on Grade 6 Ohio State Test in English Language Arts
Guided Reading Level = Y
Standardized Reading Test is on grade level
- 7 to 8 Student must meet 2 of the following 3 standards
Score Proficient or higher on Grade 7 Ohio State Test in English Language Arts
Guided Reading Level = Z
Standardized Reading Test is on grade level

Graduation Requirements

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:

Diploma of Graduation

- The student has met all Applying Stage Benchmarks at the ‘C’ [Meeting Expectations](80%) level.
- Students who have completed at least Seven Benchmarks scores at the A (90%) level

Intergenerational Schools Family Handbook

will graduate with Honors.

- The student has satisfactorily completed both the community service and senior speech requirements.

Certificate of Promotion to 9th Grade

A student who has not met the requirements for the Intergenerational Schools Diploma of Graduation will be awarded a Certificate of Promotion 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 Promotion are tentative pending receipt of the Ohio State Test Assessment results.

Students who meet the requirements for the Diploma of Graduation and/or Certificate of Promotion will participate in the Commencement Ceremony.

Students who are not on track to meet Promotion 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 reenrolling and repeating their 8th GLE year or withdraw at the parent's discretion.

If you are choosing to reenroll, you must do so during early enrollment period to guarantee your spot for the following school year

Federal Programs and Your Rights

Federal Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (“FERPA”) afford 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 receive 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.

Intergenerational Schools Family Handbook

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:

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, TIS 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

Intergenerational Schools Family Handbook

Family Policy Compliance Office
U.S. Dept. of Education 400 Maryland Ave., SW
Washington, DC 20202

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 his/her

Intergenerational Schools Family Handbook

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.

Intergenerational Schools Family Handbook

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

Intergenerational Schools Family Handbook

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

Intergenerational Schools Family Handbook

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

Intergenerational Schools Family Handbook

Health and Safety

Protecting Yourself & Others during COVID

Safety Protocols in the Building

The School will strive to provide a clean learning environment, including the regular cleaning of objects and areas that are frequently used, such as bathrooms, breakrooms, conference rooms, door handles and railings. Our COVID taskforce continues to monitor and coordinate events around the pandemic, as well as to create work rules that could be implemented to promote safety through infection control.

We ask all families to cooperate in taking steps to reduce the transmission of COVID-19 at school. Including;

1. STAY HOME IF YOU ARE SICK AND/OR EXPERIENCING ANY SYMPTOMS OF COVID-19
(See List of symptoms below)
2. Complete Daily health assessment prior to arriving at school. Current symptoms include:
 - a. Fever of 100.4 F or higher
 - b. Respiratory symptoms, such as dry cough or shortness of breath
 - c. Sore throat
 - d. Headache
 - e. Body ache
 - f. Chills
 - g. Loss of taste or smell
3. Temperature check upon arrival:
 - a. Please take your temperature before arrival if you are not feeling well.
 - b. If temperature is 100.4 F or higher (and/or other symptoms), Families will be asked to take students home and not report back to the school building until they meet the return to school criteria below.
 - c. Student absences will be considered excused absences with a note from home or a note from a medical professional.
4. Face masks are required during times of high community transmission
5. Frequent hand washing is encouraged
6. Cover coughs and sneezes

Intergenerational Schools Family Handbook

The School will also:

1. Ensure Air Purifiers in all classrooms are turned on and in proper operation.
2. Open the windows regularly to ensure proper ventilation.
3. Clean and disinfect frequently touched surfaces and objects

All classrooms will be regularly stocked with disinfecting wipes and hand sanitizer

Exposure to the Virus

Students' families MUST report any positive COVID-19 test or known exposure to the School as soon as possible.

Contact tracing will be conducted in compliance with applicable privacy laws. All positive cases of COVID-19 will be tracked and monitored by the School in compliance with applicable privacy laws

Any student who exhibits a fever together with one or more of the symptoms listed above or is not vaccinated and has been exposed to or tests positive for COVID-19 must refrain from reporting to the School building until they meet the return to school criteria.

Who Needs to Quarantine?

A student must refrain from reporting to the School building if subject to and for the duration of any Federal, State or local quarantine or isolation order related to COVID-19, or is not FULLY vaccinated and has been in close contact with someone who has COVID-19. While each case is unique, in special circumstances the School may call the local health department to determine who should quarantine and for how long. This includes students who previously had COVID-19 and students who have taken serologic (anti- body) test and have antibodies to the virus.

Intergenerational Schools Family Handbook

Quarantine Guidelines

The School will take direction from Federal, State, and Local agencies. This guidance is subject to change. At the time of this writing, they include:

1. For any student with COVID-19, 5 days after symptom onset and resolution of fever for at least 24 hours without use of fever-reducing medications and improvement of other symptoms. The student must wear a mask at all times for an additional 5 days.
2. Students who test positive for COVID-19 but never develop symptoms, 5 days after date of first positive test and must wear a mask at all time for an additional 5 days.
3. For a student who has been in close contact with someone who has COVID-19 and IS NOT vaccinated, stay home for 5 days after last exposure, then wear a mask for an additional 5 days. If symptoms develop and then test positive, stay home for an additional 5 days.
4. For a student with a fever and one or more of the listed symptoms, 24 days with no fever and no fever reducing medication. The student can then return to school wearing a mask and must test 3-5 days consecutively.

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 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.

Intergenerational Schools Family Handbook

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 nurse 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 not included on the standard form, please add a brief explanatory note to the form.

Intergenerational Schools Family Handbook

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.

Intergenerational Schools Family Handbook

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 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 necessary to properly deal with this issue.

Intergenerational Schools Family Handbook

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 she/he is 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 his/her 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 atleast 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 physician.

Intergenerational Schools Family Handbook

7. In suspected cases of bed bugs, the School may discretely remove a child from the classroom for an inspection of their person and belongings. If bed bugs are found, that students' unneeded 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 strict 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.

Intergenerational Schools Family Handbook

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 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 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.

Intergenerational Schools Family Handbook

13. The school nurse 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, 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

Intergenerational Schools Family Handbook

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.
5. 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.
6. 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.
7. 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 at all times. 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.

Intergenerational Schools Family Handbook

Acceptable proofs of residence are: Voter Registration Cards, Bank Statements, Real Estate Property Tax Bill, Mortgage, Lease, Home Owner/Renters Insurance Declaration page, Utility Bill, Documented affirmations of parent's current address from district residence, Notarized affirmations from parent of current residence, UPSP 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.

Intergenerational Schools Family Handbook

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 in the cafeteria. If a student is caught eating in another location, 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 provide breakfast and lunch to all students at no cost, regardless of income. 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 Phone Usage

Upon entering School grounds, all cell phones/electronic devices should be turned off and handed to their teacher to be locked away, or to be kept in the student's backpack (not on their person).

Students may not use personal cell phones/electronics during school hours, including after School activities, unless granted permission by staff member.

If an active cell phone/electronic is seen or heard by any staff member, it will be confiscated and held at the front office until the student's parents come to recover it. It is the student's responsibility to notify parents of confiscated electronics.

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

Students are not able to use the phone on an at will basis. Staff members will

make only necessary phone calls to parents.

Intergenerational Schools Family Handbook

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 registration the School, 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. In the event of a building emergency, the School will post a closing using the school's specific name.

Intergenerational Schools Family Handbook

Please listen to the local television/radio for announcements, or check your school's social media page for updates. All schools are on Facebook and Instagram.

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.

In the event that any of the schools must close for the day or part of the day due to an emergency other than weather, every effort will be made to notify parents by recorded phone message, text, e-mail (if provided), social media, or announcement as available through local news networks.

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 and moral goals. Technology includes, but is not limited to, cell phones, 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, 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 data bases, office supplies, spaces, etc.) to sell any item or service for personal profit. Any item or

Intergenerational Schools Family Handbook

service sold on campus or through school property must be approved by the school.

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.