Frequently Asked Questions

Q1. How does Lakeshore Intergenerational School teach reading?

Our reading instruction focuses on one goal: to teach each child to be a reader. This goes beyond the goal of teaching a child to read. Fundamentally this is accomplished in one way- getting the right book in the hands of the right child at the right time. We call this the "just right" book. But "just right" means far more than accuracy with which the student can read its words; it means a book that captures the student's interest, imagination, heart and soul.

Our instruction is a top-down model, proceeding from meaning (comprehension) to analysis and study of the individual components of written language. Teachers focus on teaching a variety of reading strategies, including phonetic strategies, which students learn to apply independently to decode and understand test.

Q2. What reading program does Lakeshore Intergenerational School use?

Our model doesn't use a commercial reading program. Instead, we use real trade books. We know from research that the best way for a child to become a reader is to give them opportunities to read. We do use many teaching techniques and materials from the Guided Reading program developed by Fountas & Pinnell. Our teachers also follow the instructional methods in The Daily Five and The CAFE Book.

Our teachers tailor reading lessons based on the needs of individual students.

Q3. What math program does Lakeshore Intergenerational School use?

Instruction in mathematics is based on the Common Core standards that have been adopted by the Ohio Department of Education for all public schools. We primarily use Bridges in Mathematics at the Primary and Junior cluster levels to teach students what they need to know. Bridges in Mathematics uses a very hands-on approach to teach mathematical concepts. At Senior cluster level we use a more traditional textbook as well as online instructional and practice resources. We have yet to find a ready-made off the shelf program that we have found to be 100% effective for all strands and all children, so our teachers use or develop supplemental materials in order to tailor math instruction to meet the needs of each child.

Q4. How does Lakeshore Intergenerational School meet the needs of gifted learners?

Our model is well suited for gifted learners because students can move forward as soon as they have demonstrated mastery of learning materials. Students simply move on to the next stage

when they are ready. Gifted learners also have the time to participate in more enrichment learning opportunities.

Q5. Does Lakeshore Intergenerational School accept students with disabilities?

Yes, being a free public school we accept all children regardless of abilities.

Q6. Can I volunteer in my child's classroom?

Parents are welcome to visit classrooms. Arrangements need to be made in advance with the child's classroom teacher. Parents who wish to become a school volunteer such as a reading or math mentor (which may involve working with students from other classrooms) should refer to the school's website and fill out the volunteer registration paperwork or contact the school's volunteer coordinator to discuss their interest in serving either location in this way.

Q7. What is Lakeshore Intergenerational School's student to teacher ratio?

Our target ratio is 16:1 (meaning each classroom has 16 students and 1 teacher). In order to best meet student needs an individual classroom might have more or fewer students. Since returning students are always guaranteed a space for the following school year (as long as they re-enroll during early enrollment) we sometimes have larger class sizes primarily at the Senior cluster level.

Q8. How does Lakeshore Intergenerational School discipline students?

The Intergenerational Schools have adopted a school wide discipline policy which is explained in detail in the Family Handbook that all parents receive (a copy can be found on our website). Our discipline policy might best be described as "tough love" and is based on our school values and a philosophy of treating children with respect. We use the Nurtured Heart Approach and Responsive Classroom techniques that focus on the positive choices that children make each day. Both philosophies give students choices and hold them accountable to the choices they make.

Q9. How much homework will my child receive?

Each child will receive at minimum 30 minutes of reading homework per night. For children who cannot yet read, this would be a parent reading to a child for 30 minutes. Depending on the learning stage and needs of your child they may also receive math, science or social studies homework. Starting in Beginning Stage, for example, fact practice will be assigned as homework in math. Many classrooms also assign a "quick write" daily to build writing fluency. We do not give homework just to give homework but to reinforce lessons taught during the school day.

Q10. Does Lakeshore Intergenerational School have an aftercare program?

Currently, no. We have numerous aftercare providers in the area, many of our students attend the Salvation Army afterschool program. A list of all aftercare providers can be provided to you at the main office.

Q11. My child is very advanced for his/her age. How do you know in which stage or grade level to place them?

We assess all new students who come to our schools before the start of the school year. They will be placed in a learning stage and grade level equivalent based on the outcome of the assessment. Students are placed in a classroom where the instruction will be geared to the child's learning needs. Placements are not based on age, but on learning status. This means that a child who is advanced or behind in his/her learning may be placed with an older or younger age group. When advancing a student, all aspects of the child's development are taken into consideration and the decision is made jointly by the school staff and the parent to ensure that the student is emotionally and socially ready to benefit from advancement.

Q12. Which learning stage matches my child's development?

Emerging **(approximate age range 5 to 6 and typical Grade Level Equivalent [GLE] K to 1)**
- All 5 year olds or any other student entering elementary school for the first time.
- Student who has attended Kindergarten, but has not mastered skills such as letter recognition, counting with one-to-one correspondence, rhyming, pointing to words as they read simple books, answer comprehension questions about a story read aloud, draw a picture and write a sentence about it using phonetic spelling.

Beginning **(approximate age range 6 to 8; typical GLE 1-2)**
- Must have successfully completed a year of kindergarten and:
- Demonstrates concept of word (can point with 1 to 1 correspondence when reading a simple, memorized book)
- Knows all letters and consonant sounds, recognizes and can write first and last name, recognizes several simple sight words (a, the, he, she, and)
- Can write words phonetically by encoding beginning and ending consonant sounds, puts spaces between words, and writes a simple message. Correctly spells several high frequency words.
- Counts forward and backward, can use manipulates to add or subtract, knows basic shape names and attributes, can copy and extend patterns, can sort objects and tell how they were sorted.

Developing (approximate age range 8 to 9; typical GLE 3-4)
- Can read an end of 2nd grade level passage (Guided Reading Level M) accurately and fluent (90 wpm/95% accuracy)
- Can read an end of 2nd grade level passage and answer comprehension questions in writing *or*
    - Has passed the Ohio 3rd grade Achievement Assessment in reading
    - Recognizes 95% of Dolch (high frequency) words

- Can legibly write a one paragraph personal narrative that makes sense
- Spells high frequency words correctly
- Starts sentences with capital and ends sentences with a period
- Math (Number concepts)
  - Can skip count by 2, 5, 10, and 25
  - Knows single digit addition and subtraction facts
  - Can add and subtract 2- and 3-digit numbers with and without regrouping
  - Understands place value to hundreds
  - Can read and solve math problems independently, showing problem solving strategies

Refining **(approximate age range 9 to 11; typical GLE 5-6)**
- Can read an end of 4th grade level passage accurately and fluently (120 wpm/95% accuracy)
- Can read an end of 4th grade level passage (Guided Reading Level T) and write the answer to comprehension questions *or*
  - Has passed the Ohio 4th Grade Achievement Assessment in reading
  - Can legibly write (in cursive) a 3-paragraph personal narrative
  - Uses mostly correct spelling, capitalization and punctuation
  - Tells a story that is meaningful and understandable
- Math (Number Concepts)
  - Knows multiplication and division facts
  - Demonstrates understanding of place value to millions and to thousandths
  - Can perform multi-digit computations in addition, subtraction with regrouping
  - Can perform multi-digit multiplication computations and division by a single digit
  - Understands meaning of fractions (can explain or draw basic fractions)
  - *Or* Has passed the Ohio 4th grade Achievement Assessment in math

Applying **(approximate age range 11 to 15; typical GLE 7-8)**
- Can read an end of 6th grade level passage (Guided Reading Level W) and write the answers to comprehension questions or:
  - *has* passed the Ohio 6th Grade State Assessment in Reading
  - Can legibly write a 3-paragraph personal narrative (story based on a real event)
  - Uses correct spelling, capitalization and punctuation
  - Includes an introduction (that captures the reader's interest) and ending (that concludes the narrative); describes the setting.
  - Correctly indents paragraphs
  - Uses sentences that are complete and grammatically correct.
- Math (Number)
  - Can perform all whole number computations accurately without a calculator
  - Can add and subtract fractions (with like and unlike denominators) and decimals
  - Converts among fractions, decimals, and percents and understands their meaning
  - Finds and uses factors
  - Uses order of operations to evaluate numerical expressions
  - Can round and estimate

- *Or* has passed the Ohio 5th grade Achievement Assessment in Math

Please note: A highly advanced student may be admitted to a more advanced stage. For example, a very advanced 2nd grade level student may meet the criteria to be in the Developing Stage or a very advanced 5th grade level student may meet the criteria to be in the Applying Stage. This means the student may be placed in a stage or classroom with mostly older students. Such placement is made taking into account not only academic standing, but also general maturity including social factors.

Similarly, a student who is academically behind will be placed in the stage where his/her learning needs can be met, regardless of age. This means the student may be placed in a stage or classroom with mostly younger learners. The student will be moved up as quickly as possible based on demonstrated mastery. Such a student's Grade Level Equivalent is determined independently, and considers such factors as prior retention or the existence of a disability or other special learning need.

Other than for new kindergarten level students, all stage placements are tentative pending student assessments. A student does not have to be "on grade level" to be admitted to LIS, but the school does need to have a space available in the needed learning stage (including needed math level). If a student is found to be in a different learning stage from the one to which they have applied, the student may be placed on the waiting list until a place in the appropriate stage becomes available, even if the student has already been offered a space. In such a case, the student is placed first on the waiting list for that stage. If you have any questions about your child ' s learning stage during the application process, please discuss with the principal.

Note: Questions regarding general school information (hours, lunch program, etc.) will be answered during the enrollment information sessions held as part of the enrollment process. Our website also has additional information on our model and the enrollment process.