Intergenerational Schools Family Handbook

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.

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

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

- **Interpersonal Skills**
  By this we mean:
  - We will be respectful to all.
  - We will be thoughtful, empathetic, and responsive in our communication (verbal, body language, and written).
  - We will serve our students, families, and each other with compassion and courtesy.
  - We will model a high level of emotional intelligence and self-regulation.

- **Joyful, Independent Learning**
  By this we mean:
  - We celebrate everyone’s independent learning journey.
  - We cultivate an environment where all individuals feel safe, supported, and empowered to do their best.
  - We foster a non-judgmental and nurturing environment that is free from bullying and harassment.
  - We work collaboratively across boundaries to create joyful experiences.
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- **Integrity**
  By this we mean:
  - We behave ethically in all that we do.
  - We do what we say we'll do.
  - We are guided in our relationships by trust, candor, and honesty.
  - We hold ourselves to the highest personal and professional standards.

- **Shared & Responsible Use of Resources**
  By this we mean:
  - We are not wasteful.
  - We expect everyone to be a steward of our public and private resources.
  - We are committed to providing what our learning communities need and to long-term sustainability.
  - We are vigilant in developing, utilizing, and accounting for our human and financial resources.

- **Work Ethic**
  By this we mean:
  - We are dedicated to the organization's mission and vision.
  - We constantly seek to achieve higher levels of performance, productivity, and quality.
  - We continually go beyond the expected.
  - We don't give up.

**Statement of Non-Discrimination**

The Intergenerational School does not discriminate on the basis of race, color, religion, sex, gender identity or expression, sexual orientation, national origin, political affiliation or beliefs, athletic performance, special need, genetic information, proficiency in English, physical or mental disability or academic achievement, family/parental status, income derived from a public assistance program, membership in an employee organization, and does not allow reprisal or retaliation for any prior civil rights activity. Upon admission of any handicapped student, we will comply with all federal and state laws, regarding the education of handicapped students, per ORC 3314.06.

**General 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.
# Intergenerational Schools’ Calendar 2019-2020

<table>
<thead>
<tr>
<th>Month</th>
<th>Year</th>
<th>Days</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 2019</td>
<td>Independence Day BUILDING CLOSED</td>
<td>0 Instructional Days</td>
</tr>
<tr>
<td>August 2019</td>
<td>New Teachers Report</td>
<td>5 Instructional Days</td>
</tr>
<tr>
<td></td>
<td>First Day of School</td>
<td>14 Instructional Days</td>
</tr>
<tr>
<td></td>
<td>Labor Day NO SCHOOL</td>
<td>20 Instructional Days</td>
</tr>
<tr>
<td>September 2019</td>
<td>Staff Work Day NO STUDENTS</td>
<td>20 Instructional Days</td>
</tr>
<tr>
<td></td>
<td>Parent-Teacher Conferences NO STUDENTS</td>
<td>14 Instructional Days</td>
</tr>
<tr>
<td>October 2019</td>
<td>Winter Break NO SCHOOL</td>
<td>0 Instructional Days</td>
</tr>
<tr>
<td>November 2019</td>
<td>Staff Work Day NO STUDENTS</td>
<td>15 Instructional Days</td>
</tr>
<tr>
<td>December 2019</td>
<td>Winter Break NO SCHOOL</td>
<td>15 Instructional Days</td>
</tr>
</tbody>
</table>

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Calendar Template by C. McDonnell, McDonnell & Associates, LLC

167.0 Annual Instructional Days  
105.7 Annual Instructional Hours  
21.3 Calamity Days Permitted  
185.0 Teacher Work Days  
235.0 Admin Work Days
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Intergenerational Schools' Directory

The Intergenerational School (TIS)
11327 Shaker Blvd 200E
Cleveland Ohio 44104
216-721-0120
www.intergenerationalschools.org/the-intergenerational-school

Near West Intergenerational School (NWIS)
3805 Terrett Ave
Cleveland Ohio 44113
216-961-4308
www.intergenerationalschools.org/near-west-intergenerational-school

Lakeshore Intergenerational School (LIS)
18025 Marcella Dr.
Cleveland, Ohio 44119
216-586-38072
www.intergenerationalschools.org/lakeshore-intergenerational-school

School Hours of Operation
The School Office for all of our Intergenerational Schools is open when school is in session from 7:45am-4:00pm. Office hours may vary over the summer break.

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. Families will be expected to participate and sign an agreement (Parent-Student-School Compact) with the school, outlining everyone’s responsibilities for student success.
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*Intergenerational Schools Policies:*
All policies of Intergenerational Schools can be found on our website
www.intergenerationschools.org/policies
Intergenerational Schools Family Handbook

Attendance

Attendance Policies and Procedures

Notification of Absences Policy
● Call your child’s school by 8:30 am
● Press the button for the Attendance Line
● 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 office on the day a student is absent within two (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 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 within the first hour that School is in session.

2. If a parent fails to call the School as prescribed in Part A, School personnel will 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 to the home of the legal guardian the day of the student's absence.

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 will 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. Any days in excess of these 6 will require a physician's note to be considered excused.
2. Illness in the immediate family if the student is over 14 years of age.
3. Quarantine of the home.
4. Death of a Relative.
5. Observance of religious holidays.
6. Court Summons/Subpoena.
7. Prospective school visits for eighth graders (must provide a note from the prospective school)
8. Emergency or set of circumstances which, in the judgment of the Principal and/or Director of Education, constitute a good and sufficient cause for absence (including, for example, ORC 3321.041: excused absences for certain school related extracurricular activities.)

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

Under **ORC 3313.609**: any student who has missed 10% of the school year due to unexcused absences will be retained in the current grade level equivalent unless all academic indicators are on track.

**Truancy**

**Habitual Truancy**
Ohio State law (HB 410) mandates that it is the parent’s responsibility to be sure their child receives an education. Habitual Truancy is defined as “habitual or chronic absence from school or class without legitimate excuse and failure to follow proper attendance check-in/check-out and absence procedures.” The full Truancy Policy and ORC are available upon request at the main office.

Intergenerational Schools Day is 6.5 instructional hours long. A student is considered excessively absent from school if a student is absent from the school with or without a legitimate excuse for 38 or more hours in 1 school month or 65 or more days in 1 school year.

Within 7 days of a student becoming excessively absent from school, the attendance officer shall notify the student’s parents of the student’s absences in writing. The school shall employ absence intervention strategies and an Attendance Intervention Team (AIT) for all students who are excessively absent from school. Such strategies shall include taking legal action under R.C.2919.222, 3321.20, and/or 3321.38. For a full list of strategies, refer to the full Truancy Policy located on our school website.

A student is considered habitually truant if the student is absent without a legitimate excuse for 30 or more consecutive hours, for 42 or more hours in 1 school month, or 72 or more hours in 1 school year.

A student is considered chronically absent when he or she misses 10% of the school year or 92 hours of school for excused or unexcused reasons within 1 school year.

In the case of too many unexcused absences, Intergenerational Schools may take the following steps:

1. Within 7 days of the triggering absence: Letter sent home.
2. Meeting with parent/guardian to discuss possible interventions.
3. Referral to Cuyahoga County Children and Family Services and/or Cleveland Police Department.

In the case of Habitual Truancy:

1. Within 7 days of a triggering absence:
   a. The School will select members of the intervention team
   b. Make three meaningful attempts to secure parent participation
2. Within 10 days of a triggering absence, student is assigned to a team
3. Within 14 days after assignment, team will develop an intervention plan
4. If no progress occurs within 61 days, proceed with Juvenile Court reporting
   a. If the child misses 30 consecutive hours or 42 hours in a month during the implementation of absence intervention.

The reporting of a Chronically Truant student to the courts is not a matter of school policy, but state law (ORC 3321.19 E). The schools must comply with the law; therefore, a referral is not a matter of discretion by the School.

Under state law, Intergenerational Schools must forcibly withdraw a student who misses more than “72 consecutive instructional hours” of school without a valid excuse.
Make Up Work after an Absence

It is impossible for children to make up missed classroom instruction without individual help. Teacher instruction cannot be replaced by sending a worksheet home. After an excused absence, the classroom teacher will make every effort to provide the needed individual instruction.

Intergenerational Schools’ teachers will not provide work or extra instruction in the case of unexcused absences including but not limited to: tardy arrival, early dismissal, emergency removal, suspensions, or family vacation.

BEHAVIOR

The Nurtured Heart Approach

Intergenerational Schools use something called 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).

The Three Main Elements of NHA

1. Refusing to energize negativity (no negative leakage)
   a. This includes the use of a simple ‘reset’ to allow 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.
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.
3. Establishing and implementing clear limits and consequences

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.

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.

Expectations for Behavior

A primary goal of Intergenerational Schools is to nurture children who share and live their learning lives in accordance with the school’s values of personal integrity, choice and accountability, celebration of diversity, interpersonal skills, shared and responsible use of resources, honoring the interconnected web of time and life, and work ethic. The approach to discipline at Intergenerational Schools is intended to develop self-control and self-discipline. An effective school requires that each student be accountable for the choices he or she makes about behavior. We believe
that it is possible and desirable for each student to learn to make positive choices that are in the best interest of both him- or herself and the learning community as a whole. The discipline policy is intended to help students learn to accept responsibility for their choices and actions; it is not intended to be punitive to a child though undesirable natural consequences may follow from a child's poor choices.

Students are entitled to learn and the faculty is entitled to teach in an environment that is free from disruption. 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 behavior that significantly interferes with an effective and orderly learning environment is considered to be a violation of the discipline code. Expectations for behavior apply to extracurricular events. Parents are expected to supervise their children during all parent group sponsored activities.

The Discipline Policy requires that each student accept these responsibilities and adhere to the policies and procedures presented herein. Furthermore, each student will be held accountable for behavior that is an infraction of this code of conduct. Such accountability includes accepting disciplinary action. Students committing a serious breach of discipline shall be removed from the school setting according to student removal, suspension or expulsion procedures that are in compliance with ORC 3313.66, 3313.661, 3313.662.

All School Behavior Plan

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

1. Use kind words and actions
2. Follow instructions promptly, the first time given
3. Be where you are supposed to be
4. Keep hands, feet, and objects to yourself
5. Raise your hand and wait to be called on

Teachers review and teach these rules at the beginning of the school year. 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. Students receive positive feedback from teachers based on showing positive behavior which promotes learning and school citizenship.

The staff uses 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 quickly and correctly by the student.

Failing to do the requested reset properly and without further disruption will lead to progressive disciplinary action and will be document in Jupiter:

1. Student has the opportunity to reset in buddy room.
2. Student will have a second opportunity to reset with Cluster Director.
3. Removal to Assistant Principal to reset.
   • Potential parent contact depending on situation.
4. Emergency removal from school for the remainder of the day.
   • Parent will be notified via Jupiter Grades and/or phone call.
   • Child will not return to class once emergency removal has been initiated.
   • Parents are to pick up their child 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. If child is not picked up within one hour of initial contact, they will be suspended for the following school day.
Students who are not completing proper resets during the school day are likely to be missing important instruction time, not complete required class work, and may not make acceptable academic progress.

These progressive steps do not apply to behavior code violations, which are more serious.

**Behavior and School Field Trips**

The Board of Directors of Intergenerational Schools encourages opportunities for students to explore and participate in the broader community through the use of field trips. Field trips are planned for educational purposes that supports and enhance classroom studies, or that acknowledge and celebrate accomplishments. Each student shall be required to submit a permission/release form signed by a parent/guardian before participating in a field trip.

Participation in field trips is a privilege afforded to students who consistently exemplify the school values and comply with all provisions of the school behavior code [all school rules and behavior code rules apply to school sponsored activities/events]. In addition, students whose regular school work is incomplete may not be permitted to participate in a planned field trip. Any student who is ineligible to attend a field trip for the above reasons shall be supervised at school during the hours of the field trip. The Assistant Principal/Principal has the final authority to determine whether any individual student may or may not participate in a field trip.

**Positive Behavioral Interventions and Supports (PBIS), Responsive Classroom, and Seclusion and Restraint**

The Responsive Classroom is the PBIS Approach of the School

The Board of Directors for the three Intergenerational Schools adopt this policy to guide the use of Positive Behavior Interventions and Supports (PBIS) and the limited use of restraint and seclusion. 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.

Restraint or seclusion shall not occur, except when there is an immediate risk of physical harm to the student or others, and shall occur only in a manner that protects the safety of all children and adults at school. Every use of restraint or seclusion shall be documented and reported in accordance with this policy.

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 PBUS policy please visit our website

**Guiding Principles**

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

- Teaching social and emotional skills is as important as teaching academic content.
- How we teach is as important as what we teach.
- Great cognitive growth occurs through social interaction.
- What we know and believe about our students – individually, culturally, developmentally – informs our expectations, reactions, and attitude about those students.
- How we work together as adults to create a safe, joyful, and inclusive school environment is as
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important as our individual contribution or competence.

• 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.

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/)

Per O.A.C. 3301-35-15 and ORC 3319.46 The School will follows 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.
**Violations of the Behavior Code**

Conduct that violates this code may result in the imposition of a disciplinary 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 rating from suspension to immediate expulsion.

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).

<table>
<thead>
<tr>
<th>LEVEL:</th>
<th>EXPLANATION:</th>
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</thead>
<tbody>
<tr>
<td>ONE</td>
<td>May result in emergency removal. May result in suspension if persistent (3 to 5 instances depending on the stage of the student).</td>
</tr>
<tr>
<td>TWO</td>
<td>May result in one or more days of suspension. Suspension may be imposed upon the first violation. Persistent violations may lead to expulsion.</td>
</tr>
<tr>
<td>THREE</td>
<td>Reported to appropriate authorities if persistent.</td>
</tr>
<tr>
<td>FOUR</td>
<td>Immediate referral for expulsion, no warning given.</td>
</tr>
</tbody>
</table>

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 maybe 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.

**BEHAVIOR CODE**

<table>
<thead>
<tr>
<th>Description</th>
<th>Level</th>
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</thead>
<tbody>
<tr>
<td>Truancy (01)</td>
<td>An unexcused absence from school. Students may not be absent from school without school authorization and parental consent.</td>
</tr>
<tr>
<td>Fighting/Violence (02, 03)</td>
<td>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.</td>
</tr>
<tr>
<td>Vandalism/Damage to School or Personal Property (04)</td>
<td>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.</td>
</tr>
<tr>
<td>Theft/Stealing Personal or School Property</td>
<td>Theft is the unlawful taking of property belonging to another person. No student shall steal or otherwise engage in the unauthorized removal of school or private property on school grounds, or while</td>
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</table>
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<table>
<thead>
<tr>
<th>Policy (#)</th>
<th>Description</th>
<th>Level</th>
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</thead>
<tbody>
<tr>
<td><strong>(05)</strong></td>
<td>engaged in any school activity. Students may not go into other people’s cubbies/backpacks/bags/lunchboxes; even if the other student gives permission.</td>
<td></td>
</tr>
<tr>
<td><strong>Weapons Related Violations: Use, Sale, Possession, or Distribution of a Firearm. (06, 07, 08)</strong></td>
<td>The safety of all students, staff, volunteers, and visitors is paramount. No weapon of any sort (firearm, lighter, knife, explosive, or any other device that could be used in a way as to inflict physical/mental harm or property damage) may be on school grounds, taken on any school activity or on a school vehicle. If a student brings or is in possession of any firearm, knife, or other dangerous or destructive device on school grounds, at any school activity, or on a school vehicle, the Assistant Principal/Principal shall expel the student for a period of one calendar year. The Assistant Principal/Principal, with concurrence of the Board of Directors, may reduce this requirement on a case-by-case basis in accordance with State Law. The School is required by Federal Law to report any such incidents to the criminal justice or juvenile delinquency systems, and may also report to local child protective services in compliance with state and federal laws, that requires the expulsion for not less than one year of any student who is determined to have brought a firearm to school or to have possessed a firearm at school. (20 USC 7151[b][1]; EC 48915[c][1])</td>
<td>4</td>
</tr>
<tr>
<td><strong>Narcotics, Alcoholic Beverages, and Stimulant Drugs (09, 10, 11)</strong></td>
<td>No drugs of any sort, including alcohol, may be possessed 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).</td>
<td>3</td>
</tr>
</tbody>
</table>

**BEHAVIOR CODE (Continued)**

<table>
<thead>
<tr>
<th>Policy (#)</th>
<th>Description</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>False Alarms/Bomb Threat (14, 15, 16)</strong></td>
<td>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. Any student who knowingly and deliberately pulls a fire alarm when no emergency exits can be suspended for up to 5 days. 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.</td>
<td>Fire Alarm: 2  Bomb Threat: 4</td>
</tr>
<tr>
<td><strong>Disobedient/Disruptive Behavior (17, 18)</strong></td>
<td>Students are expected to submit to authority, including following school rules. Refusal to respond to a reasonable request or any act that disrupts the orderly conduct of a school function is considered disruptive. Please reference full policy on our website for more information.</td>
<td>See individual violation for level.</td>
</tr>
<tr>
<td><strong>Harassment and Intimidation (19)</strong></td>
<td>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</td>
<td>3</td>
</tr>
</tbody>
</table>
**Intergenerational Schools Family Handbook**

<table>
<thead>
<tr>
<th>Violation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weapon Look-A-Likes (20)</td>
<td>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).</td>
</tr>
<tr>
<td>Sexual Conduct (21)</td>
<td>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.</td>
</tr>
<tr>
<td>Serious Bodily Injury (22)</td>
<td>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)).</td>
</tr>
</tbody>
</table>

**Searches**

If any staff believes that a behavior code violation has occurred, the student's backpack or locker may be searched as a safety precaution. If any prohibited item is found, the individual responsible for bringing the item to school is subject to discipline.

**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’). If this step does not quickly 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) until the following day.

If a child is able to reset and return to his/her classroom after a Disciplinary Removal, any further behaviors that disrupt the learning of others during that day will result in Emergency Removal from school for the remainder of the day. This constitutes a dismissal from school. If a parent cannot be reached, the school staff will proceed to call those listed as emergency contacts for the child.

Intergenerational Schools 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.

Intergenerational Schools will comply with all aspects of the Individuals with Disabilities Education Act to ensure that disciplinary procedures are appropriately followed with respect to disciplining disabled students enrolled in the school.
Intergenerational Schools Family Handbook

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

**SUSPENSION AND EXPULSION POLICY**

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. 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. Prior to suspending a student, the principal, assistant principal or principal designee must do 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 School 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 of Directors. 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 of Directors 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 of Directors or the Board's designee to be heard against the suspension;
5. Notice of the right to request that the 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 Directors 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) school days of the written notice of suspension. The principal shall immediately forward this written appeal to the Board of Directors and Board of Directors' appeal hearing designee.

**EXPULSION**

Except as specifically provided for by statute, the principal 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 principal may expel a student. No student shall be expelled unless prior to the expulsion, the principal does both of the following:

1. The principal shall give 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 the reasons for the intended expulsion, notification of the right of the student, guardian, custodian or their representative to appear before the principal 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 principal grants an extension of time at the request of the student, his/her guardian, custodian, or representative. If an extension of time is granted, the principal shall notify the student and his/her parent, guardian, custodian, or representative of the new time and place to appear. 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 principal may seek to permanently exclude the student if the student is convicted of or adjudicated a delinquent child for that violation.

2. Provide the student and parent, guardian, or custodian an opportunity to appear in person before the principal or the principal’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 principal shall also provide written notice of expulsion to the parent/guardian of the student and the Board of Directors. 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 of Directors 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 of Directors 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 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 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 Directors 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 of Directors and Board of Directors’ appeal hearing designee.

If the principal 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.
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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:

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

Firearm has the same meaning as provided pursuant to the "Gun Free Schools Act of 1994". At the time this policy was adopted, the above-referenced statute defined a firearm as any weapon (including a starter's gun) 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.

The specific circumstances under which the principal 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 prior notice of hearing. Written notice of the hearing and the reason for the removal shall be given to the student as soon as practicable prior to the hearing. The hearing shall be held on the next school day following the day of the student's initial removal. Students are not permitted to participate in extracurricular activities or be on any school property on the day of the emergency removal. Should an out-of-school suspension be warranted, days of removal may be applied to the days of out-of-school suspension.
If a student in grades pre-kindergarten to three poses a continuing danger to persons or property, or an ongoing threat of disrupting the academic process, the student can be removed from school without prior notice of hearing. The student may only be removed for the remainder of the school day and will be permitted to return to school and participate in extracurricular activities the following day. In this case, the school may forego the written notice and one-day post-removal hearing requirements.

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

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

**DISABILITIES COMPLIANCE**

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.

**SUSPENSION/EXPULSION OF STUDENTS GRADES PRE-KINDERTGarten THROUGH 3**

Restriction on Suspending and Expelling Students in Grades Pre-Kindergarten through 3

By the 2021-2022 school year, none of the Intergenerational Schools shall issue an out-of-school suspension or expulsion to a student in grades pre-kindergarten through three unless the student has committed an act that could result in a one-year expulsion under the Weapons Expulsion rules, described above, or only 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.
The General Assembly recognizes that out-of-school suspensions are a widely used classroom management tool and that it may take time to completely phase out out-of-school suspensions for students grades pre-kindergarten through three. While the School is gaining knowledge and experience related to how positive behavior intervention and supports (“PBIS”) improve social, emotional, and academic development for students in grades pre-kindergarten through three, it is imperative that these students remain in the classroom whenever possible. Accordingly, a gradual implementation is necessary, and each Intergenerational School will be in compliance with respect to suspension and expulsion of students in grades pre-kindergarten through three so long as it follows the annual requirements below:

**CONSULTATION WITH MEDICAL HEALTH PROFESSIONAL**
Beginning with the 2019-2020 school year, each School Principal, whenever possible, shall consult with a mental health professional under contract with each of the Intergenerational Schools 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.

**School Uniform & Dress Code**
Intergenerational Schools’ uniform (applies to any and all school activities/events) is meant to set high standards for student appearance and behavior. The uniform is to be clean, comfortable and nothing worn should cause any commotion, distraction, conversation, or cliques. School is considered to be a student’s place of “work” and the focus should be on their academics. Fashions and trends change constantly, the school reserves the right to clarify the details and intent of this dress code at any time.

Clothing must fit properly: Not too loose and/or too tight. Students must be able to get into tornado drill position and sit crisscross without clothing restrictions. Students should be able to handle all straps, buttons, laces and zippers by themselves.

Failure to abide by the dress code is a behavior violation. Disciplinary steps are:
- For the first three dress code offenses, warnings will be issued.
- For the fourth dress code and all future offenses the student may receive a suspension.
Dress Code for IGS Graduates

GLE 8 students that have successfully met IGS requirements for graduation are permitted to wear alternative dress during school hours.

Student's alternative dress choices must adhere to the guidelines outlines for staff members dress/grooming (outline below). If a student violates staff dress code guidelines they will be given one warning. Any future violations of staff dress code will result in a revoke of their “dress down” privileges and thus they will be required to follow Applying Stage Dress Code.
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**Staff Dress & Grooming (From Staff Handbook)**

The Board believes that staff members set an example in dress and grooming for students to follow. Staff members who understand this precept and adhere to it enlarge the importance of his/her task and present an image of dignity and professionalism.

The Board retains the authority to specify the following dress and grooming guidelines for staff that will prevent such matters from having and adverse impact on the educational process.

When assigned to IGS duty, all staff members shall:

- Be physically neat, clean, and well-groomed so to serve as a proper role model for students.
- Dress in a manner consistent with their assigned responsibilities.
- Dress in a manner that communicates to students, parents, and community a pride in personal appearance.
- Dress in a manner that does not cause damage to IGS property.
- No strong scented perfumes or lotions
- Be groomed in such a way that their hairstyle or dress does not disrupt the educational process nor cause a health or safety hazard.

**Change of Uniform**

Spills and accidents happen, students need a full change of uniform kept at school, having extra clothes will eliminate the need to call a parent at work. Please include dress code 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.

**Educational Program**

**Educational Policies General Statement**

The Board of Directors of Intergenerational Schools 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 Boards seek 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 (usually the Director of Education) 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
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**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)**
- **Developing Stage.** Children are now analyzing the task and developing a fuller understanding of the individual skills that are part of the task as a whole. For example, spelling patterns may be analyzed and studied. (Benchmarks are based on end of 4th grade state expectations.)

**Refining Stage: (Ohio’s 5-6 curriculum is taught)**
- **Refining Stage.** 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)**
- **Applying Stage.** 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’s 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.
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If a child does not make consistent progress, yet the child is putting in the necessary classroom effort, including turning in satisfactory completed homework, and attends school regularly and on time, the school will first evaluate how the teaching approach or the environment can be changed to better meet that individual child’s learning needs. If such interventions do not improve the situation, further assessment of the child's learning strengths and needs will be done. Any child who is identified to have special education needs will receive the appropriate services in accordance with all federal and state law.

**School Work**

Classroom work is planned to build on each child's strengths and interests to move him or her 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 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. Teachers may require a student to miss a special class or stay after school to complete missing homework, but such homework will not be given credit when determining a homework grade.

**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.

**Writing:**

*Students have a Quick Write (Quick Draw for early emerging stage students) assignment to build writing fluency. The writing should be based on book read for SSR.*

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 be sent 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.
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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 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. **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 utilized 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
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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


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 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, disabled, gifted or typical. Generally additional services and working with the intervention specialist are specified in the IEP as well as classroom learning objectives.

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

The Intervention Specialists, along with at least one administrator, maintain close links to ODE's Office for Exceptional Children to ensure access to all the laws, regulations, and compliance information. Classroom teachers and the Intervention Specialist work together 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 solely based on grade level and age. Gifted students can move ahead in any academic discipline 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.
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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.

In the event that any of our schools have homeless students enrolled, 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 at-risk families. 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. Homeless children will have the same access to an education at TIS as non-homeless 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) to support 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.

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.

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. Our schools comply with this guarantee unless all other evidence shows that the score is not indicative of the student’s reading achievement. ORC. 3313.608.

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. 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.

Promotion and Retention

Stage Promotion Standards

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 school work 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 Intergenerational Schools.
Since the adoption of the Common Core standards in ELA (Reading and Writing) and Mathematics, both ODE and Intergenerational Schools have revised and aligned assessments to these new standards. In addition, 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 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, the next Cluster, and the next learning stage. Classroom placement is based on the student’s learning stage, and is not based on the student’s Grade Level Equivalent (GLE).

**Learning Stage Level: Promotion Standards**

At the Intergenerational Schools:

- the K-2 curriculum is taught in the Primary Cluster classrooms [Emerging & Beginning Stages].
- 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 Cluster level is based on meeting the following standards:

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

**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 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 with a severe disability, the intervention team will determine an assigned GLE, based on consideration of the nature and severity of the disability, the level of work ethic shown, 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 Intergenerational Schools, retention means staying at the same GLE for more than one school year. 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.
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Learning Stage: Promotion Standards

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, and homework completion rate are the primary reasons 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 GLE, 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.

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

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 will graduate with Honors.
- The student has satisfactorily completed both the community service requirement and senior speech.

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 1st trimester report card. If a student and/or parent feels that their child isn’t ready for a high performing high school may continue at Intergenerational Schools by reenrolling and repeating their 8th grade 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 Reporting 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 Intergenerational Schools (IS) receives a request for access. Parents or guardians should submit to the Principal a written request that
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identifies the records they wish to inspect. The school official will make arrangements 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 IS 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.

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

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

Family Educational Rights and Privacy Act (FERPA)

Notice for Directory Information

The Family Educational Rights and Privacy Act (FERPA), a Federal law, requires that The Intergenerational Schools (IS), 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 IS 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 Intergenerational Schools 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.

Intergenerational Schools have 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

Homeless Child and Youth Policy

Students entering any of the Intergenerational Schools and those currently enrolled who have changed living conditions, arrangements or locations may be entitled to special services and permission to attend under the McKinney-Vento Homeless Act. Contact your school’s Homeless Liaison or the Ohio Department of Education website (www.ode.state.oh.us /keyword: homeless students) for more information.

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

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.

20 USC § 1412 et seq.; OAC 3301-51-03.

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 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 Policy manual, 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.

Health Care Policies General Statement

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.

Health and Safety

Health Care Policies General 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 Form 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
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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.

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 handicapped education 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. If this medical form is not received within fourteen (14) days of the start 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.

7th Grade Required Immunizations:

You will need to provide proof of 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 DTaP/DT/Td.

According to Section 3313.671 of the Ohio Revised Code, if your child does not have the updated immunization form on file at Intergenerational School by August 30th, 2019 he/she will be prohibited from attending school.

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. (ORC 3313.671)

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. 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
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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.

**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) for 24 hours** from last signs of illness
2. There has been **no vomiting or diarrhea for 24 hours**.
3. There is no severe congestion, runny nose, cough, or sore throat that will make the child uncomfortable or distract others from their learning.
4. In the case of strep throat or other contagious infection, keep the child at home for at least **24 hours** after starting antibiotic treatment.
5. Children with lice or nits (eggs) must not come to school until treated and until the head and hair are completely free of lice and nits. The school nurse 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.
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 (back pack, 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 school parents that bed bugs 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 will 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. In these cases, the prescriber’s information must include a note saying he/she feels the student is capable of self-dosing said medication.
   - Notify the school if there is a change of licensed prescriber.
   - When a change in prescription or dose occurs the licensed prescriber must complete a “revised request” form stating the changes.

4. Any administration of epinephrine requires that the school contact emergency service personnel.

5. New request forms will be submitted each school year and may be obtained in the school office.

6. Medication must be received in the **original container** in which it was dispensed by the pharmacist and labeled with:
   - Student's name
   - Name of medication
   - Dosage and route of administration
   - Time of administration
   - Licensed prescriber's name
   - Pharmacy name and phone number

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. ORC 3313.713

12. A medication record will be kept on each student and will become part of the student's confidential school health record.

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 discarded.

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**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
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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.

To comply with Section 2151.421 of the Ohio Revised Code, 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 an intellectually disabled, developmentally disabled, or physically impaired student under twenty-one (21) years of age) has suffered or faces a threat of suffering any physical or mental wound, injury, disability, or condition of a nature that reasonably indicates abuse or neglect of the student, is required by law to immediately report that knowledge or suspicion, by telephone or in person, to the local county Children's Services Board; or, if the student is not a resident of the local county, to the public children's services agency or a municipal or county police officer of the county in which the student resides. S/he shall also notify the Principal or his/her designee.

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

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

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

Anyone making a report under 2151.421 of the Ohio Revised Code 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 as set forth in 2151.421 of the Ohio Revised Code. No person may disclose the contents of any report made under this section except as provided above. A staff member who violates this policy may be subject to disciplinary action and/or civil and/or criminal penalties.

The Principal or his/her designee should be mindful of the possibility of physical or mental abuse being inflicted on a student by an employee. Any such instances, whether real or alleged, should be reported to the Principal or his/her designee who will investigate and take appropriate action in accordance with Board directives.

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

For a full Child Abuse and Neglect Policy please visit our website
Other Important Information

Change of Contact Information
Changes to your address, phone numbers, and/or email should be communicated to the school secretary 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.

Intergenerational Schools must receive one (1) new proof of residence with 30 days of a student's change in residence. The Ohio Department of Education states the Intergenerational Schools is not required to enroll students who have not provided appropriate proof of residence to the school. Acceptable proofs of residence 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
Intergenerational Schools are Ohio Community Schools 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 ($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.
- Acts of vandalism and/or malicious intent with any school owned item(s) will result in replacement costs incurred to student and/or family. This includes technology.
- 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 Director of Operations to set up a payment plan. This plan shall include a "good faith" partial payment as well as an agreed to payment schedule.

Late Pick-Ups
After 3:30 pm school staff will bring students back into the building; any child(ren) not picked up except for those students who are participating in a school sponsored after school activity/program will be charged a fee. For any students participating in a school sponsored after school activity, late fees will be assessed for any student that is not picked up at the end of the program.

Fees will be assessed as follows:

Parents will be assessed a ten dollar ($10.00) late pick up fee beginning at 3:31 pm. If a parent has more than one child attending LIS, the fee will be charged for each child. This fee will be charged to the student's account.
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After 3:45 the fee is increased by $10 every 15 minutes. Please contact the school ahead of time if you know you are going to be late to pick up your child (fees will still apply).

- 3:31 to 3:45 = $10
- 3:46 to 4:00 = $20
- 4:01 to 4:15 = $30
- 4:16 to 4:30 = $40, etc.

The fee will be charged for each child. This fee will be billed to the student's account.

After one hour, if the school has had no communication with a parent/guardian and is not able to reach anyone from the emergency contact list, staff will contact Cuyahoga County Children and Family Services and/or the Cleveland Police Department to report an abandoned child.

In exceptional circumstances, school staff may choose to waive or not charge late pickup fees. In these cases, it is the sole discretion of either the Administration and/or Director of Operations. These situations are always unique and individualized for each situation.

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:
Intergenerational Schools 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. Intergenerational School do 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 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.

Student Withdrawal
The Intergenerational Schools are 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 and new school child will attend.
• 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 guardian, the 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 105 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 at any of The Intergenerational Schools, 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). ORC 3301-34-03

Weather-Related or Emergency Closing

Unless otherwise notified, Intergenerational Schools will be closed whenever the Cleveland Metropolitan School District is closed. In the event of a building emergency, Intergenerational School will post a closing using the school’s specific name.

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 (O.R.C. 3314.03)

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 Intergenerational 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 Intergenerational School in a manner appropriate to the School’s academic and moral goals. Technology includes, but is not limited to, cellular telephones, iPads, beepers,
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Pagers, radios, CD/MP3/DVD players, video recorders, video games, personal data devices, 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 the guidelines below 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 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.

Acknowledgement and Revision of Policies

The policies, procedures, benefits and matters contained in this handbook are subject to revisions at any time by Intergenerational Schools Boards of Directors.

This document is not intended to be comprehensive or to address all possible applications of, or exceptions to, the general policies and procedures described.

You are required to sign a Family Handbook Acknowledgment form and return it to the Front Office, to be kept in a student's file.