



Intergenerational
S C H O O L S

Student and Family
Policy Handbook
2026-2027

(August 2026)

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A Note on the Handbook

General Handbook Information

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 has a positive year. This book is not an all-inclusive list of policies and procedures for our Schools. We encourage you to speak with one of our administrators if you have a question or concern.

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

If you have any questions about this Handbook, please contact the School’s Principal. All of the policies of the Intergenerational Schools (singularly as the “School”) can be made available upon request at the School office.

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

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

Mission

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

Vision

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

Values

Celebration of Diversity

By this we mean:

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

Choice & Accountability

By this we mean:

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

Innovation

By this we mean:

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

Interpersonal Skills

By this we mean:

- We will be respectful to all.

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

Joyful, Independent Learning

By this we mean:

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

Integrity

By this we mean:

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

Shared & Responsible Use of Resources

By this we mean:

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

Work Ethic

By this we mean:

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

Statement of Non-Discrimination

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

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

Chapter Two: Logistical Information for the 2026-2027 School Year

Intergenerational Schools Directory

Website: www.igschools.org

Instagram: <https://www.instagram.com/igschools/>

Facebook: <https://www.facebook.com/IGSchools/>

LinkedIn: <https://www.linkedin.com/company/igschools/>

Intergenerational Schools Campuses:

The Intergenerational School (TIS-East)

11327 Shaker Blvd. 200E Cleveland, Ohio 44104

216-721-0120

Near West Intergenerational School (Near West)

3805 Terrett Ave. Cleveland, Ohio 44113

216-961-4308

School Hours of Operation

When School is in session, the School Office is open from 7:45 am to 4:00 pm. Office hours may vary over the fall, winter, spring, and summer breaks, with the school office fully closed in June and July. Please call or email the Principal during school closures to schedule a conference or if you need additional assistance. The school instructional day is from 8:00 am-3:00 pm.

Parent and Family Involvement

In order for our faculty and staff to effectively educate our children, we welcome parents/grandparents/foster parents/caregivers as partners. Families are strongly encouraged to participate in various activities and forums that will support our students academically and add to our school's vitality. The School will hold an annual "Open House" usually the day before school begins, where parents will meet their child's teacher and be reassured of their right and responsibility to be involved in their child's education. Families are expected to participate and sign an agreement (Home-School Compact) with the school, outlining everyone's responsibilities for student success.

Families are encouraged to follow the Bloomz platform for regular communication from teachers and administration, and attend other events such as Orientation (for new and returning families) to review policies and procedures for a smooth school year, Curriculum Night (held within the first month of school) to learn more about the content and standards their child will be learning at school, and Celebrations of Learning and other fun events where students showcase their amazing talents and knowledge.

Fall Conferences are required for all families to ensure open communication on where each child is in their learning, and Spring Conferences in March are by invitation from the teacher or by request of the parent if there are specific concerns or questions.

In addition, the School will provide opportunities for parents to formulate suggestions, interact, and share experiences with other parents and participate appropriately in decision-making about the School's Federal Title I plan and revisions in the parental involvement plan. The School's **Parent Involvement Policy** is available upon request from the Principal.

Parents may be able to volunteer their time with the School and/or chaperone on field trips and other School events; however, a background check may be required depending on the level of contact with students. Please contact the Principal for background check requirements and to be added to our list of volunteers.

For any questions regarding the Home-School Compact or to volunteer at the School, contact your School Principal.

Visiting the School

FOR THE SAFETY OF ALL OF OUR STUDENTS:

All visitors must have a pre-arranged appointment or volunteer schedule to speak to School staff or faculty during the school day.

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

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

Respectful Communication

All communication between School staff and families will be mutually respectful. Appropriate language, including tone and volume, is to be always used by all when in the School or on School grounds. If necessary, the School staff will immediately terminate any conversation (in person or on the phone), or not respond to any written communication, in which a parent is abusive, harassing, or using inappropriate or profane language. In the case of verbal abuse, future communication regarding the matter must be in written form. Threatening behavior or language towards staff, other parents or students, may result in reporting the incident to the authorities and/or being banned from entering the building.

School officials have the authority to call a law enforcement officer if any individual violates this policy or does not leave School premises when requested to do so. The Principal or their designee has the authority to prohibit direct communication with any staff member and the entry of any disruptive visitor, including parents, to the School premises.

Chapter Three: Attendance

Attendance Policies and Procedures for In-Person Learning

Philosophy

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

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

Notification of Absences

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

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

1. Call your child's school the day of the absence by 8:30am -- Press the menu option for the attendance line -- Leave a clear message stating your name, your child's name, child's homeroom teacher and reason for absence.
2. Email the Administrative Assistant at your child's school and include your child's name, child's homeroom teacher, and reason for absence.

Please Note: This notification alone does not mean an absence will be counted as excused.

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

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

Excused Absences

Excused absences require verification, if any, as deemed appropriate by the Superintendent or their designee. Where appropriate, the School may require written documentation.

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

1. Illness of the student.
2. Illness in the family which necessitates the student's presence at home.
3. Quarantine of the home limited to the length of quarantine as determined by proper health officials.
4. Medical, behavioral or dental appointment of the student.
5. Death of a relative.
6. Observance of religious holidays consistent with the student's truly held religious beliefs.
7. Absences due to military deployment activities of parents.
8. Prospective school visits for Applying Stage Students (GLE 7 & 8) (must provide a note from the prospective school).
9. Absences due to a student's placement in foster care or a change in foster care placement, or any court proceedings related to their foster care status.
10. Absences due to a student experiencing homelessness.
11. Emergency or other set of circumstances which, in the judgment of the Superintendent, constitute a good and sufficient cause for absence.

Absences for all other reasons may be considered unexcused.

Tardies and Late Arrivals

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

Truancy/Habitual Truancy

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

Absences without legitimate reason can result in consequences for the parent as well as the student. The School will act according to any federal, state, county and/or local laws or rules for any student deemed to be a truant. A student will be considered a “habitual truant” if they are absent without a school-approved excused absence (see above list of excused absence reasons from the Ohio Revised Code) for:

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

When a student meets any of these thresholds, the School will comply with state law and the Board’s Attendance Policy regarding next steps, including filing a complaint in juvenile court if the student’s attendance does not improve. The School offers a continuum of supports and intervention strategies aimed to meet the diverse needs of students and address barriers that may affect attendance. The school will communicate with parents regarding attendance issues pursuant to the Attendance Policy, which is available on the School’s website.

Religious Accommodations

Pursuant to the Board’s Religious Accommodations Policy, students are permitted up to three Religious Expression Days each school year in order to take holidays for reasons of a faith, religious or spiritual belief system, or to participate in organized activities conducted under the auspices of a religious denomination, church, or other religious or spiritual organization. In order for a student to receive an excused absence and alternative accommodations for examinations or other academic requirements missed due to a Religious Expression Day, the student or their parent must provide the Principal with written notice of the specific dates of the Religious Expression Days the student intends to take. Such notice must be submitted no later than 14 days after the school year begins, or no later than 14 days after the student transfers into the School after the beginning of the school year.

Withdrawal: 72 Hour Rule

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

Chapter Four: Behavior & School Culture

Behavior Philosophy

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

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

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

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

Positive Behavioral Interventions and Supports (PBIS)

The Board has adopted a policy to guide the use of Positive Behavior Interventions and Supports (PBIS). The use of a non-aversive behavioral system, such as PBIS, shall be used to create a learning environment that promotes the use of evidence-based behavioral interventions, thus enhancing academic and social behavioral outcomes for all students.

Restraint or seclusion shall not occur, except when there is an immediate risk of serious physical harm to the student or others, and no other safe and effective intervention is possible, and only in a manner that is age and developmentally appropriate. Every use of restraint or seclusion shall be documented and reported in accordance with the Board's policy. The Board's PBIS Policy is available from the School office and is posted on the School's website.

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.

"Responsive Classroom" is an educational philosophy which incorporates staff and student input to help form the School culture and community. Core classroom practices follow Responsive Classroom philosophies and more information is available from the School.

School Rules and Code of Conduct

Intergenerational Schools have formulated school plans for promoting positive school behavior.

All staff teach school expectations at the beginning of the school year, post them in every classroom, and review them regularly. All students are held accountable for these expectations, regardless of their developmental learning stage. Students are encouraged to view these expectations as important to their own learning and the learning of everyone at our schools.

Violations of the Behavior Code of Conduct

Conduct that violates this code may result in disciplinary measures as determined appropriate by the Principal or their designee. 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, such as police and or child protective services.

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

The rules of the Code of Conduct apply to any conduct that occurs:

1. On School grounds during the school day or immediately before or after school hours.
2. On School grounds at any other time when the School is being used by a School group.
3. On or off School grounds at any School activity, function or event.
4. Traveling to and from School, including actions on any School or public conveyance.
5. Off School grounds if, in the sole discretion of the School Administrator, the conduct may affect the learning environment.
6. Regardless of where the conduct occurs, if the conduct is directed at a School official or employee, or the property of such School official or employee.

The following are examples of infractions that will result in disciplinary action. Each offense or series of offenses will be evaluated based on the particular circumstances of the offense(s). A violation of the Code of Conduct includes, but is not limited to, the following:

Behavior Code	Description
Truancy	An unexcused absence from school. Students may not be absent from school without school authorization and parental consent. A student may not be suspended or expelled for tardiness or truancy.
Fighting, Violence	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.
Vandalism/Damage to School or Personal Property	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.
Theft/Stealing Personal or School Property	Theft is the unlawful taking of property belonging to another person. No student shall steal or otherwise engage in the unauthorized removal of School or private property on School grounds, or while engaged in any School activity. Students may not go into other people's cubbies/backpacks/bags/lunchboxes, even if the other student gives permission.
Weapons Related Violations: Use, Sale, Possession, or Distribution of a Firearm.	The safety of all students, staff, volunteers, and visitors is paramount. No weapon of any sort (such as, but not limited to, firearm, lighter, knife, explosive, or any other device, including look-alike and counterfeits, that could be used in a way as to inflict physical/mental harm or property damage) may be used, possessed, or sold on school grounds, taken on any school activity or on a school vehicle. Violation of this section may result in immediate expulsion and/or mandatory removal in accordance to Ohio State Law (See more below)
Narcotics, Alcoholic Beverages, and Stimulant Drugs	No drugs of any sort, including look-alikes or any controlled substance, alcohol, tobacco, including vaporizers, electronic cigarettes and any other tobacco products, may be possessed, sold, concealed, or used by any student at any time on school grounds, at any school activity, or in a school vehicle. Use of drugs authorized by a medical prescription from a licensed physician shall not be considered a violation of the rule (see Medication Policy)

False Alarms/Bomb Threat	False Fire Alarm pulls ties up city emergency resources as well as incurs an expense of money and time. Additionally, they are a disruption to school instruction. No student may purposefully engage in pulling a fire alarm where no emergency exists. Student will be responsible for any costs accrued. Students may not threaten (verbally, written, or electronically) to bomb or use other substances or devices for the purpose of exploding, burning, causing damage to the school building or school property, or to harm students or staff.
Disobedient or Disruptive Behavior	Students are expected to behave respectfully towards adults and peers, including following School rules. Students shall be on school property only during school hours unless attending a school event to which he/she has been invited. Students will always respond and speak respectfully to adults, volunteers, and visitors. Ignoring instructions, talking back, refusing to relinquish a cell phone or other device to a staff member
Disruption of School	Any act, physical, verbal, or written, that impede, obstruct, interfere, or violate the mission, philosophy, or regulations of the School, or encourages others to engage in these actions, in the sole discretion of the Principal. This includes but is not limited to spreading gossip/rumors about others, continuously or intentionally making disruptive noises, or acting in a manner so as to interfere with a teacher's ability to teach and students' ability to learn.
Dress Code	Dress Code: Students shall abide by the dress code policy as described in this handbook
Bus Code	Bus Code: Students are expected to behave safely and respectfully on school transportation at all times.
Inappropriate Use of Technology	See Technology and Internet Use Policy. This includes social media

Lying	No student shall ever lie to a teacher or staff member. Students are taught integrity and to accept consequences for their choices. Lying will always make a situation worse.
Cheating	No student shall cheat or allow others to cheat off them. Any student caught cheating by giving or receiving answers on a quiz/test/assessment, etc., may be suspended for up to five days. If caught a second time, the student will be referred to the Discipline Review committee for possible expulsion.

Plagiarism	Plagiarism is another form of cheating. No student shall pass off another person's words, thoughts, or ideas as their own. Like cheating, plagiarism may result in a five-day suspension and or possible expulsion.
Physical Conduct	Students shall demonstrate appropriate physical conduct at all times. Improper conduct, as determined by the Principal, or threatening gestures, pushing, hitting, throwing objects, or physical actions of any sort are prohibited.
Verbal and Written Conduct	Students shall demonstrate verbal and written self-control (audible, mouthed, drawn, written) at all times. Name-calling or any improper/hurtful language or gestures, profane or threatening, is prohibited.
Leaving School Property	Students are to stay within school areas at all times.
Failure to Report	Failure to Report: Any student who becomes aware of a situation that poses or could pose a danger to any student or staff member shall report this immediately to a staff member. This includes, but is not limited to, knowledge of persistent or severe bullying or a weapon, or a drug violation.
Bullying, Intimidation, or Harassment and False Reporting	Our Anti-Bullying, Anti-Harassment, and Anti-Intimidation Policy is described below. The accusation of bullying is serious. Any student making false accusations of bullying will be subject to consequences and may result in suspension.
Unsafe Behavior	Other actions, at the discretion of the school administrator, or their designee, deemed to be unsafe or endanger the health and/or safety of fellow students, staff, or guests.

Searches

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

The Principal or their designee may, at any time, with reasonable suspicion that evidence will be obtained indicating the student has violated a law or School rule, authorize School personnel to conduct a search of the student or their backpacks and other personal property, and the contents contained therein. In no event shall the School conduct a strip search of any student. The Principal, or their designee, may call upon the assistance of the local police authorities to search backpacks and other personal property, and the contents therein.

Student Removal from School: Policies and

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

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

Suspension, Expulsion, Removal and Exclusion

The following suspension, expulsion, removal and exclusion options are available to the School. More information related to suspension and expulsion, including information about required notices, appeal rights, and disabilities compliance, can be found in the School's Suspension and Expulsion Policies which are available at the School office or upon request. Additionally, the Policies are posted on the School website. The School will comply with all state and federal laws pertaining to the discipline of students with disabilities.

- **In-School Suspension:** Student attends School and serves the suspension in a supervised learning environment where the student shall be permitted to complete classroom assignments for at least partial credit as determined by the Principal and teaching staff. In no event will a student receive a failing grade on a completed assignment solely on the basis of the suspension.
- **Out-of-School Suspension:** Removal of a student from School for up to ten (10) school days. The

student will have the opportunity to complete any classroom assignments missed due to the suspension and shall receive at least partial credit for such completed and returned assignments, as determined by the Principal and teaching staff. In no event will a student receive a failing grade on a completed assignment solely on the basis of the suspension.

- **Emergency Removal:** Immediate removal of a student due to their presence posing a continuing danger to persons or property or an ongoing threat of disrupting the academic process. The student will be returned to curricular and/extracurricular activities the next school day unless out-of-school suspension or expulsion processes are initiated.
- **Expulsion:** Removal of a student for a period not to exceed the greater of eighty (80) school days or the number of days remaining in the semester or term. If at the time an expulsion is imposed there are fewer than eighty (80) school days remaining in the school year, the expulsion may extend into the following school year.
- **Weapons' Expulsion:** Mandatory one (1) year expulsion for bringing a firearm on school property. Removal of a student for up to one (1) year for certain offenses involving firearms, knives capable of causing serious bodily injury, violent acts that are criminal offenses, and bomb threats.
- **Imminent & Severe Endangerment Expulsion:** Removal of a student for up to one hundred and eighty (180) school days for actions that pose imminent and severe endangerment to the health and safety of other students or School employees. Students must meet conditions developed by the School prior to being reinstated.
- **Permanent Exclusion:** Permanent exclusion of a student, sixteen (16) years old or older, from any public school in the state based on the student committing certain criminal offenses.

In addition, the School reserves the right to enact alternative disciplinary actions, as determined on a case-by-case basis by the Principal or their designee, including but not limited to: detention, restitution, parent conferences, assigned seating, revocation of privileges, and implementing behavior plans or contracts.

Students that are subject to an active out-of-school suspension, expulsion, or removal, and those students who have been permanently excluded from school, are not permitted to attend classes, participate in extracurricular activities, or be on any School property. This prohibition is only excused upon the prior written permission of the Director for purposes which the Director, or their designee, determine the student must be able to be on School property.

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 Individuals 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. For more information on the rights of students with disabilities, contact the Ohio Department of Education and Workforce at www.ode.state.oh.edu, where you may review the publication “A Guide to Parent Rights in Special Education.”

Anti-Bullying, Anti-Harassment, and Anti-Intimidation Policy

As more fully set forth in the School’s Anti-Harassment, Anti-Intimidation or Anti-Bullying Policy , behavior meeting the definition of Harassment, Intimidation, or Bullying is strictly prohibited. Students who are determined to have engaged in such behavior are subject to disciplinary action, which may include but is not limited to, counseling, suspension, or expulsion from School. The School’s commitment to address such behaviors involves a multi-faceted approach which includes the promotion of a School atmosphere in which these prohibited acts will not be tolerated by students, staff, or the School community.

It is imperative that Harassing, Intimidating, or Bullying behavior(s) be identified only when the specific elements of the definition are met, because the designation of conduct of such behavior carries with it special statutory obligations. However, any misconduct, whether or not it meets the required definition, will be reviewed and the perpetrator will be subjected to appropriate disciplinary consequences.

A copy of the full Anti-Harassment, Anti-Intimidation, or Anti-Bullying Policy will be mailed to parents under separate cover.

Sexual Conduct

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

Actions that create an intimidating, hostile, or offensive school environment (including but not limited to pinching, holding hands, stroking, arms around shoulders, kissing, slapping, grabbing, suggestive comments, sitting on another student’s lap, gestures, jokes that are sexual in nature, pressure to engage in sexual activity, or any other action that is sexual in nature as determined by the Principal or their designee) is forbidden.

Sexual Abuse and Dating Violence Prevention Curriculum

State law requires the School to include in the curriculum for students in grades K-6 developmentally appropriate instruction in child sexual abuse prevention, including information on available counseling and resources for children who are sexually abused. A parent may request a student be excused from such

instruction upon a written request submitted to the Principal or their designee.

Additionally, the law requires students to receive developmentally appropriate instruction in sexual violence prevention education beginning in the 7th grade. A parent may request the opportunity to examine the materials used for such instruction by submitting a written request to the Principal or their designee.

Additionally, a parent may request a student be excused from such instruction upon a written request submitted to the Principal or their designee.

School Dress Code

Rationale

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

The Dress Code Defined

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

- Short-sleeved or long-sleeved collared shirt in the corresponding stage color (see chart below)
- Black or blue jeans *or* pants, joggers, non-athletic shorts, jumpers, or skirts that are no more than 4" above the knee of any color.
- Footwear must allow students to fully and safely participate in all Physical Education and recess activities. During the winter months, students are encouraged to bring regular school shoes and change out of their winter boots upon arriving to school. Tennis shoes/sneakers are always preferred.
- In place of the collared shirt, students may elect to wear IG school spirit wear, as long as it does not have a hood. Pullovers must be in the corresponding stage color and may not have a hood.
- Cardigan sweaters, or sweater vests may be worn so long as they are in the corresponding stage color, or navy, black, or white, and do not have a hood (see chart below) and it is worn over a collared shirt in the corresponding stage color. (see chart below).

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

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

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

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

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

- Clothing or appearance that constitutes a threat to a student's health or safety, or damages school property.
- Shirts worn over a student's collared shirt
- Clothing or appearance that displays pictures or words that are sexual in nature or that promotes drug/alcohol use, or violence, or creates a hostile or disruptive environment.
- Wearing tops or bottoms that expose skin, undergarments, or any portion of the torso between the shoulders and 4 inches above the knee are not permitted.
- Shirts that reveal undergarments, whether due to the transparency, length, or lack of coverage of the shirt.
- Pants with holes, rips, or tears.
- Crocs, sandals, slippers.
- Leggings, yoga pants and/or pajama pants. (Note: leggings may be worn under a skirt, tunic or romper that covers the student's bottom.)
- Any clothing that is too tight, revealing, or baggy is not permitted.
- Head coverings such as caps, hats, hoods, bandanas, wave caps, sweatbands, skull caps, sunglasses, or any other head covering. All headgear must remain in the student locker or backpack during the school day. Religious head coverings are exempt from this rule and are allowed at school.

Change of Uniform

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

Spirit Days / Theme Days / Dress Down Days

School staff may host Spirit Weeks, Dress Down Days, or theme days throughout the year. On these occasions, students are invited to dress per the daily theme. Information regarding Spirit Week/theme days will be sent home to students and families in advance. Students still need to be able to safely function throughout the school day. Crocs, heeled shoes, masks, hoods, prop weapons, or clothing/accessories that is deemed dangerous or distraction by the Principal or their designee will not be permitted. Participation is optional.

Chapter Five: Academics and Educational Program

Developmental Curriculum

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

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

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

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

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

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

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

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

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

Students have solid reading, writing, and math skills and apply these to topics of study, particularly in social studies and science. This is the stage at which students are expected to demonstrate a high level of independence and accountability in preparation for success at a high performing high school. (Benchmarks are based on end of 8th grade state expectations.) Capstone Requirements include that

each graduating student from Intergenerational Schools is expected to demonstrate school leadership and spirited citizenship through community service hours. Each graduating student is expected to give a senior speech to the school community. These requirements are in addition to meeting the Applying Stage benchmarks.

Providing for Individual Differences

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

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

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

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

Classwork

Classroom work is planned to build on each child's strengths and interests to move the child toward the next stage of development and academic achievement. Class work should be neither too easy nor too difficult. Although finding the best balance for children takes time, a parent should inform the teacher of any undue frustration their child is experiencing. Teachers welcome parent input, as it helps them get to know each child as a learner. 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 the Intergenerational Schools 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. Please note, assignment grades and scores are calculated using ordinary academic standards or substance and relevance, including any legitimate pedagogical concerns, and a student shall not be penalized or rewarded based on the religious content of the student's work.

Students Experiencing Homelessness: Rights and Resources & McKinney-Vento Act

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

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

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

State Prescribed Testing and Compulsory Attendance Law

The Intergenerational School and Near West Intergenerational School are community schools established under Chapter 3314 of the Ohio Revised Code. The schools are public schools, and students enrolled in and attending them must take proficiency tests and other examinations prescribed by law. In addition, there may be other requirements for students at the schools prescribed by law. Students who have been excused from the compulsory attendance law for the purpose of home education pursuant to Section 3321.042 of the Revised Code shall no longer be excused for that purpose upon their enrollment in the School. For more information about this

matter contact the School administration or the Ohio Department of Education and Workforce.

Third Grade Reading Guarantee

Ohio's Third Grade Reading Guarantee is a longstanding program to identify students from kindergarten through grade 3 who are not on track in reading and to provide appropriate supports to improve literacy skills. Recent Ohio legislation has strengthened the program's requirements to emphasize reading instruction and intervention in the early grades and includes the implementation of curriculum aligned with the science of reading. For more information on these exceptions, contact the Principal.

In order to assess the reading skills of each student in grades kindergarten through 3, the School will administer a state-approved reading diagnostic to all students in grades K-3 by September 30. Based on performance on the reading assessment, students will be identified as “on-track” (on grade level) or “not on-track” (not on grade level). If the diagnostic shows that a student is “not on track”, parents will be contacted promptly with plans for next steps, which will include immediate instruction and intervention using research-based strategies and the development of a Reading Improvement and Monitoring Plan (RIMP). Unless a student is exempt from the requirements of the Third Grade Reading Guarantee, a student must be retained in third grade if the student does not attain the State-designated level of reading competence on the State-mandated Grade 3 test. For more information on promotion or retention, or the requirements of the Third Grade Reading Guarantee, contact the Principal.

Grade Level Promotion and Retention in our Educational Model

The Intergenerational Schools are organized by stages of learning, not by grade levels. In this structure, student promotion to the next learning stage is based on meeting clearly defined standards. Different students will take differing amounts of time to meet expectations, depending on prior knowledge, individual abilities and interests, level of engagement during class, attendance, school behavior, and work ethic as applied to schoolwork and homework. Thus, the Schools have a standards-based, mastery approach to student progress. There is no social promotion based on age alone at the Intergenerational Schools. Please note, however, and pursuant to Ohio law, a student may not be promoted to the next grade level if the student has failed two or more of the required curriculum subject areas, unless the Principal and the teachers of any failed subject areas agree that the student is academically prepared to be promoted to the next grade level.

The Intergenerational Schools have established multiple measures in each of these curriculum areas to ensure that no single assessment result determines a student's level of proficiency in Reading, Writing or Math. The benchmark expectations and the student's current scores on each of these multiple measures are shown on the report card giving parents a clear “snapshot” of their child's current status toward meeting these benchmarks. In addition, we are now able to more clearly

establish criteria a student needs to meet to be promoted to the next Grade Level Equivalent (“GLE”), the next Cluster, and the next learning stage. Classroom placement is based on the student’s learning stage and is not based on the student’s Grade Level Equivalent (GLE).

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

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

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

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

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

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

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

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

Grade Level Equivalent [GLE]: Promotion and Retention Standards

Each student at an Intergenerational School must (due to public school state reporting and testing requirements) be assigned a grade level equivalent (GLE). This GLE determines the level of Ohio State Tests or Diagnostic Assessment that the student must take. The initial GLE upon entrance is determined by multiple factors including, but not limited to, School benchmark assessments, state assessments, prior retention, age, and special education status. GLE promotions generally happen

between school years but may occur at any time up to the end of the 1st trimester of a school year. GLE does not determine classroom placement, which is based solely on the student's identified learning stage and needs.

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

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

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

Chapter Six: Federal Programs and Your Rights

Federal Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act ("FERPA") affords parents certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days after the day the School receives a request for access. Parents should submit to the Principal or appropriate School official a written request that identifies the records they wish to inspect. The School official will arrange for access and notify the parent or eligible student of the time and place where the records may be inspected. The right to request the amendment of the student's education records that the parent believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. Parents who wish to ask to amend a record should write the Principal, clearly identify the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent, the school will notify the parent of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent when notified of the right to a hearing.
2. 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 (whether paid or unpaid), including but not limited to School personnel, a member of the School's Threat Assessment Team, transportation providers and/or drivers, a person with whom the School has contracted to perform a special task (i.e. Attorney, auditor, outside consultant) and a person serving on the Board. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility on behalf of the School, such as when the School Official is performing a task that is specified in his or her job description or by a contract agreement or other official appointment; performing a task related to a student's education; performing a task related to the discipline of a student; providing a service or benefit relating to the student or student's family, such as health care, counseling, or assisting with the college application procedure; and any other purpose that the Board deems necessary as related to a student's education..

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

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

5. The School intends to forward any and all education records to another school which has requested such records for the purpose of the student's potential enrollment at that school. The student's parents, or eligible student, upon request, may receive copies of the records disclosed or have the opportunity to request a hearing to challenge the content of the record. The School has the discretion of which education records to disclose to the potential new school and FERPA does not provide parents, or an eligible student, the right to prevent such disclosure or prevent the School from communicating general information about the student to the school in which the student seeks to or intends to enroll.

FERPA Notice for Directory Information

FERPA, a Federal law, requires that the Schools, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, Intergenerational Schools may disclose appropriately designated "directory information" without written consent, unless you have advised the School to the contrary in accordance with School procedures.

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

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

The School has designated the following information as directory information:

- Student's name
- Grade Level

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. Child Find requires the School to identify, locate and evaluate children who may have a disability and require special education and related services.

Parents, School staff and members of the community are encouraged to notify the School in the event a child is suspected of having such a disability. Upon receiving such notification, the School will contact the parents and, if an evaluation is needed, obtain consent before performing said evaluation. Free testing is available to determine whether a special need exists. If you are aware of a child that may require an evaluation for special education and related services, please contact the Principal.

Title I: Parents and Families' Right to Know

It is important to understand that you have the right at any time to request information from the School to verify a teacher's credentials. Specifically, you have the right to know

- Whether the teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
- Whether the teacher is teaching under emergency or other provisional status through which State qualification or licensing criteria has been waived.
- Whether the teacher is teaching in the field of discipline of the certification of the teacher.
- Whether your child is provided services by paraprofessionals and, if so, their qualifications.

Grievance Procedures

The Board appoints the HR Specialist or their 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 HR Specialist or their designee regarding Title IX discrimination. The HR Specialist's contact information is available from the School office.

For general grievances against the School, staff, the educational practices or philosophies, Section 504 or Title I complaints, please submit a written complaint, including all relevant information, to the School's CEO. The CEO's information is available from the School office.

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

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

Rights Afforded by the PPRA

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

- Consent is required before students are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED) . . .
 - Political affiliations or beliefs of the student or the student's parent;
 - Mental or psychological problems of the student or the student's family;
 - Sex behavior or attitudes;
 - Illegal, anti-social, self-incriminating, or demeaning behavior;
 - Critical appraisals of others with whom respondents have close family relationships;
 - Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
 - Religious practices, affiliations, or beliefs of the student or the student's parent; or
 - Income, other than as required by law to determine program eligibility.
- Receive notice and an opportunity to opt a student out of
 - Any other protected information survey, regardless of funding;
 - Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the

immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and

- Activities involving collection, disclosure, or use of personal information collected from students for marketing or to sell or otherwise distribute the information to others. (This does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions.)
- Inspect, upon request and before administration or use . . .
 - Protected information surveys of students and surveys created by a third party;
 - Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
 - Instructional material used as part of the educational curriculum.

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

Notification Procedures

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

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

- Collection, disclosure, or use of personal information for marketing, sales or other distribution
- Administration of any Protected Information Survey funded in whole or in part by U.S. Department of Education

- Any nonemergency, invasive physical examination, or screening as described above in the Rights Afforded by the PPRA

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

Reporting a Violation

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

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

Health and Safety

Anonymous Reporting Tipline

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

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

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

General Health Care Policies Statement

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

Parents should work with children to encourage hand washing before preparing food, eating, after toileting, playing outdoors, playing with pets, and coughing/sneezing. Hand washing is the number one way to prevent communicable diseases. Basic disease prevention practices are taught as part of the school's wellness curriculum. The school will not discriminate with respect to enrollment and access to education for students who have Acquired Immune Deficiency Syndrome (AIDS), Human Immunodeficiency Virus (HIV), or other related conditions.

Health Forms and Immunizations

All incoming Students

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

Returning Students

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

Students are required to have written proof of immunizations on file before the beginning of school. The immunization chart is part of the School Entrance Medical Record, which all new students receive. The required immunizations can be accessed through the following website: <https://www.odh.ohio.gov>. Certain exemptions and exceptions apply, as permitted by Ohio law.

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

Vision and Hearing Screenings

All kindergarten, first, third, fifth, and seventh graders, and new students will be screened for adequate vision and hearing. Kindergarten students are screened for hearing, vision, speech and communication, or medical problems and developmental disorders. Additionally, state law requires that certain students are screened for dyslexia.

Emergencies

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

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

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

Communicable Disease

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

Illness

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

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

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

and vomiting), the parent will be notified by phone to pick up the child.

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

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

Use of Medication

Students needing medication are encouraged to receive such medication at home. If necessary for the School to administer any prescription medication the School will only do so after receiving a written request, signed by the parent, that the medication be administered to the student. In addition, the School will not administer any prescription medication unless it also receives a signed prescriber/physician approval containing the information listed below. The person authorized to administer the medication must receive the medication in the container in which it was dispensed by the prescriber or licensed pharmacist. The parent is responsible for keeping a record of the amount of medicine that is on-hand at the School and replenishing the supply as necessary. Except in situations required by law, no medication will be administered by School staff.

The Physician's written approval must include the following information:

- The name and address of the Student
- The School in which the Student is enrolled
- The name and dose of the medication to be administered
- The times or intervals at which each dosage is to be administered
- The date the administration of the drug is to begin
- The date the administration of the drug is to cease (if applicable)
- Any severe adverse reactions that should be reported to the prescriber and one or more phone numbers at which the prescriber can be reached in an emergency as well as one or more phone numbers at which the parent, guardian or other person having care or charge of the Student can be reached in an emergency
- Special instructions for administration of the drug by the Student
- Written instructions outlining procedures School employees should follow in the event the Student is unable to administer the medication or the medication does not provide adequate relief
- A list of adverse reactions that may occur to a child for whom the medication was not intended who uses the medication
- Any other special instructions

Per the Ohio Revised Code students are permitted to possess and use a metered dose or dry powder asthma inhaler to alleviate or prevent asthmatic symptoms. In addition, students are permitted to carry and use an epinephrine injector to treat anaphylaxis (an intense allergic reaction). The School must have the above stated documentation provided by the physician and parent in order to allow a student to use an asthma inhaler or epinephrine auto injector. For a student to carry and use an epinephrine injector, the physician's written approval must also include the circumstances in which the injector should be used, and acknowledgement that the prescriber has provided the student with training in the proper use of such injector and determined that the student is capable of possessing and using the injector.

The parent must submit a revised statement signed by the prescriber if any of the information originally provided to the School changes.

Any medication which may be legally sold without a prescription and administered without the instruction of a prescriber (an "over-the-counter drug") may be administered to students upon a written request by the parent. The request must be signed by the parent and must also include the name of the student, the name of the medication, the dose (which is not to exceed the recommended amount), and the reasons such medication is to be administered. Over-the-counter medication must be delivered to the School by the parent in its sealed, original container. Students are prohibited from having over-the-counter medications on their person, in their personal bag, their locker, or their desk.

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.

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

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.

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

Other Important Information

Change of Contact Information

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

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

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

paycheck or paystub issued to the parent/caregiver within the last 90 days.

Fees

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

- Loss, damage or destruction of school apparatus, equipment (including School owned technology), musical instruments, library material, textbooks or electronic textbooks required to be furnished without charge.
- Damage to school buildings.
- Acts of vandalism and/or malicious intent resulting in the loss, damage or destruction of any school owned item(s), including School-owned technology.

The fees are set by the Board of Directors and are based on the original cost of the item or replacement cost if greater than the original cost of the item. If any fee poses a hardship for a family, the parent/guardian should contact the school's administrators to set up a payment plan. This plan shall include an initial "good faith" partial payment as well as an agreed payment schedule.

Parents are responsible for FULL payment of these fees. Unpaid fees may be reported to a collection agency for failure to comply with the School's payment arrangement. Unpaid fees will roll over from year to year. Except as otherwise prohibited under Ohio law, the School may enforce the payment of these fees and charges by withholding the grades and credits/transcripts of the student concerned.

Meal Program

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

School Breakfast and Lunch

The School currently provides breakfast and lunch to all students at no cost. We only require that families annually fill out the Household Income Forms, available at the School Office. The School does not provide food substitutes for non-life-threatening allergies. If your student has been diagnosed with a food allergy, please provide written documentation from your child's physician and the school will do its best to provide an alternative meal.

Packed Lunch

Students who do not want the provided 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 lunchbox with an ice pack to keep items cool.

Electronics and Cell Phone Usage

Except as permitted by state law, students are prohibited from using their cell phones during the instructional day. Please see the Principal, or their designee, for questions about permitted uses. Students are required to follow any and all cell phone and electronic communication device rules, regulations and procedures that may be established by the Principal, or their designee.

Students in violation of such rules, regulations and procedures will be subject to disciplinary action, up to and including suspension or expulsion, and may have the device confiscated by the School. If the School confiscates a cellular telephone or other electronic communications device, the telephone or device will be released/returned to the student at the end of the day. Repeated violations may result in the parent being required to attend a conference with the Principal, or their designee, prior to the telephone or device being released/returned. Students assume all risk related to bringing a telephone or other electronic device onto School property and the School assumes no responsibility for the damage, theft, or loss, of any such device or the data contained therein.

If a student damages a school-issued electronic device, the family will be charged based on an assessment of the damages.

Student Withdrawal

The School is a school of choice, and a parent 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, the new school the child will attend, and the reason for withdrawal.
- Return all School materials (including library books)

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.**

A student may not be enrolled in two different schools simultaneously. Receiving a records request from another school that states that the student is enrolled there will automatically constitute a withdrawal from any Intergenerational School. If there is a special circumstance where withdrawal is not the intent of the parent, the parent must provide documentation to the front office explaining their alternate intention prior to the School receiving the records request. This does not apply to supplying records in conjunction with an application to high school or other private/parochial school. If a student simply stops attending during the school year, they will continue to earn unexcused absences until being withdrawn by a parent. After missing 72 consecutive hours of school, by state law, the School will automatically withdraw the student. This will also result in a referral for

educational neglect, per state law. See attendance policies for more details.

Home Schooling

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

Weather-Related or Emergency Closing

Unless otherwise notified, Intergenerational Schools will be closed whenever the Cleveland Metropolitan School District is closed due to weather conditions. This will be communicated on Bloomz, School Reach phone calls/texts, on social media (Facebook and Instagram), and listed on local television stations. In the event of a building emergency, the School will communicate through Bloomz and School Reach phone calls/texts. In the event that the School building is closed but students are required to participate in lessons via the School's Online Day Plan, the School will follow similar notification procedures that the Online Day Plan is in effect.

Please make sure you are signed up to receive these messages.

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

Technology and Internet Acceptable Use Policy

The use of technology and computer resources at the School is a revocable privilege. Failure to abide by this policy may render the student ineligible to use the School's and/or personal technology and may bring additional disciplinary action. The full Internet Safety Policy will be mailed to Parents under separate cover.

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

Failure to adhere to this policy and related guidelines available on the school's website will result in disciplinary action as outlined in the Student Code of Conduct. Users, including parents, may be required to sign a technology user agreement prior to being able to access School technology.

Solicitation on School Grounds

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

Student and Family Policy Handbook Agreement 2026-2027

Student's Name: _____ Stage: _____

Parent's/Guardian's Name: _____

We have read and understand all of the information contained in this Policy Handbook including the Student Code of Conduct, Electronics and Cell Phone Usage Policy, Anti-Bullying, Anti-Harassment, and Anti-Intimidation Policy, and Technology and Internet Acceptable Use Policy. As parents, we commit to the responsibilities outlined within the Handbook to help our child become a successful learner in the program. We agree to abide by and support the School's policies and code of regulations in the Parent/Student Handbook. We recognize that although this Parent/Student Handbook reflects the current policies of the School, it may be necessary to make changes from time to time to best serve the needs of the School and its students. As a result, we agree to make affirmative efforts to review new policies and information related to changes at the School on a regular basis.

Agreed to by:

Student's Signature and Date

Parent's/Guardian's Signature and Date

Please return the signed form to the Office.

This agreement will be placed into the student's file.