



Family Guidebook



Table of Contents

INTRODUCTION

SECTION 1: EDUCATIONAL OVERVIEW

MISSION AND PHILOSOPHY

CURRICULUM

INDIVIDUAL LEARNING PLANS (ILPs) and LEARNER LED CONFERENCES (LLCs)

SECTION 2: ENROLLMENT & ADMISSION

NEW ENROLLMENT

RE-ENROLLMENT

WITHDRAWAL

SECTION 3: ATTENDANCE

Absence

Tardiness

SECTION 4: LEARNER CONDUCT

EXPECTATIONS FOR SCHOOL BEHAVIOR

ATTIRE

ANTI DISCRIMINATION AND HARASSMENT

SECTION 5: GENERAL OPERATIONS

OFFICE HOURS

SCHEDULE

SECTION 6: DAILY OPERATIONS

DROP OFF AND VALET PROCEDURES

BEFORE AND AFTER SCHOOL OPTIONS

SCHOOL LUNCH PROGRAM

SECTION 7: TECHNOLOGY

ELECTRONICS

INTERNET USAGE

NETWORK USE GUIDELINES

NETIQUETTE (Network Etiquette)

SECTION 8: POLICIES AND PROCEDURES

FIELD LEARNING

EMERGENCY MEDICAL AUTHORIZATION

EMERGENCY PROCEDURES

STUDENT RECORDS

CHILD FIND

STATE PRESCRIBED TESTING AND COMPULSORY ATTENDANCE

COMPLAINT PROCEDURE

SECTION 9: COMMUNICATION

COMMUNICATION METHODS

SECTION 10: FAMILIES AND iLEAD WORKING TOGETHER

FAMILY PARTICIPATION EXPECTATIONS

INTRODUCTION

Welcome to iLEAD Spring Meadows! You are part of a ground-breaking, innovative program designed to meet your child's individual needs, and to foster in them a love of learning.

iLEAD may be different than some of your child's previous educational experiences. First, your child will participate in an interdisciplinary academic learning environment where they will make connections among various areas of study including language arts, history, science, math, art, and music. This setting will allow them to move at their own pace through inquiry-based learning strategies. Your child will also learn experientially through field trips visiting local parks, organizations, businesses, historical sites, and museums. Participation in these experiences will help your child apply his or her classroom learning. Finally, your child's growth will be measured along a continuum of learning, and in a variety of ways that demonstrate mastery of skills and concepts that are grounded in educational standards. In essence, your child will be empowered to take ownership of his or her learning experience.

As a parent at iLEAD Spring Meadows, you may also experience education very differently than what you did as a learner in a more traditional school. To make the transition a smooth one for both your learner(s) and yourself, we encourage our families to keep updated and informed about school events and parent education programs. We encourage and depend upon our parents to be actively engaged both in and outside of their learner's classroom. You will work harder here as a parent, but your rewards will be tenfold.

The Family Guidebook is designed to share iLEAD Spring Meadows' philosophy, expectations for learners and families, and essential school policies and procedures.

SECTION 1: EDUCATIONAL OVERVIEW

MISSION AND PHILOSOPHY

iLEAD empowers learners to become conscientious, compassionate, and responsible citizens of the world. In this process, we inspire them to become creative thinkers and leaders, with a lifelong love of learning. We accomplish this through individualized instruction, active learning methods, collaborative efforts, and opportunities for self-directed learning. We celebrate and foster each child's individuality and support them in discovering their highest potential.

CURRICULUM

The research-based instructional approach at iLEAD Spring Meadows is differentiated to engage learners through hands-on, authentic learning experiences across a variety of content areas. This methodology allows facilitators to address learners' individual differences, variations in learning styles, intelligences, and abilities. Rather than rely on any one series of books, textbooks, or guides, iLEAD Spring Meadows facilitators employ multiple materials, resources and strategies to best meet the needs of individual students.

Curriculum is implemented with the following best practices in education:

Global Understanding – 21st Century learners are faced with the challenge of engaging in an increasingly interdependent world where knowledge is constantly developing and evolving. Rigorous curriculum covering global connectivity will give learners a sense of belonging in our ever changing

world and prepare them to thrive in the global marketplace upon graduation and post-college. Exploring diverse cultures will give learners a positive attitude toward learning and greater understanding of the world around them.

Engaging Curriculum - Our curriculum delivers Ohio's Learning Standards standards through relevant learning experiences that engage learners' interests as they discover underlying concepts and develop deep understanding of subject matter. Learners are active participants in meaningful exploration, engage in hands-on activities and experiences that build on their prior knowledge. Projects are used as a teaching tool to focus on higher order thinking and real world skills. We will encourage learners to apply their understanding in projects that gradually introduce more complexity, more learner-driven choice of topics and products. The goal is to foster self-motivation and self-directedness, as each learner discovers her or his unique strengths.

Multi-age Groupings: Research supports environments with two or more grades that allow learners the flexibility to progress at their own pace along a continuum of achievement. There will be some opportunities for multi-age groupings throughout the year.

Facilitator Continuity: Multi-year relationships between facilitator and learner provide for deeper knowledge to guide instructional decisions and familiarity with the social-emotional health of a learner (Anderson and Pavan, 1993).

Advisory/Morning Meetings: Research shows that when learners feel connected to their school, they do better academically. Our learners participate in daily morning and/or 'family' (classroom) meetings that provide an opportunity to witness and display social problem solving skills and interactions. These meetings provide learners with the forum to develop social and emotional skills needed to thrive in a collaborative environment.

Hands-on Discovery (Makery/Exploratorium/Art Expression Studio): The makery is a space that provides hands-on, creative ways to encourage learners to design, experiment, build and invent as they deeply engage in science, engineering, and creative tinkering. The exploratorium is a technology space that is a gymnasium for the mind. The hands-on focused, learner-centered approach to Science, Technology, Engineering, and Math (STEM) and digital media arts creatively engages and motivates learners of all ages and abilities. In the Exploratorium, the individualized learning is relevant, challenging, and engaging. The Art Expression Studio is a place for students to explore the creative arts whether through visual or performance art, dance/movement, or music; maybe all at once!

INDIVIDUAL LEARNING PLANS (ILPs) and LEARNER LED CONFERENCES (LLCs)

Each year, learners, along with their family and facilitator, create an ILP to guide instruction. As a team, they work together to monitor the ILP and make adjustments, as needed. The primary goal of the ILP is to ensure that each child will be treated as an individual and therefore will be working toward attainable goals appropriate to his/her individual development.

Throughout the year, learners will review learning outcomes and set individual goals. They will learn to evaluate their progress toward those goals, starting at a basic level when they are younger and improving their ability to self-assess over time. Throughout the year, learners will meet with their facilitator and their parent(s) to look critically at what they have accomplished both in formal settings as well as at home with their families. At the end of the spring semester our learners will present their progress in the Learner Led Conference (LLC) Presentations.

Portfolio-based LLCs will help ensure that learners are accountable to themselves, their families, their teachers, and the school community as a whole. Additionally, the experience creates a powerful incentive for learners to develop their skills, through the communication of high expectations, public display of meaningful work, and opportunities to showcase talents in modalities that best suit learners' distinct learning styles.

SECTION 2: ENROLLMENT & ADMISSION

NEW ENROLLMENT

Preference for admission will be given in the following order:

1. Returning learners
2. Siblings of returning learners (if space is available)
3. New learners (if space is available)

When demand exceeds available seats, admissions will be determined by a lottery of all applicants in each grade level.

There are two steps in the application and enrollment process:

Completing and submitting an Intent to Enroll form initiates the first step in the process. By completing and submitting an Intent to Enroll form, the parent/guardian expresses an interest to have his/her child attend iLEAD Spring Meadows. It does not mean the child will be enrolled in the school.

The second step is enrollment. After the period for re-enrollment for returning students, enrollment for siblings is completed, and the lottery process is completed, enrollment can begin. The child is not officially a student of iLEAD until the second step of enrollment is completed.

The child is enrolled when The Enrollment Packet is completed and submitted. You can enroll your child(ren) online at www.iLEADschoolmint.net. The Enrollment Packet consists of the completion and uploading of additional needed documents.

- 2019-2020 Enrollment Information Form
- Student Emergency Contact Card
- Confidential Language, Education & Ethnicity Survey
- Free and Reduced Lunch Application
- 2019-2020 General Permission Slip Form
- Request for Student Records Form
- Immunization Record
- Copy of Official Birth Certificate or Valid Passport

In addition, learners entering Kindergarten must return:

- Report of Health Examination for School Entry (verification of physical exam), and Oral Health Assessment

The information stated above is also stated in the Enrollment Packet Checklist. All enrollment forms are due before the learner may attend classes. Incomplete packets will delay enrollment.

RE-ENROLLMENT

For those learners presently attending iLEAD Spring Meadows, re-enrollment begins in March. Preference for enrollment is given to current learners and then to their siblings. Learners are not automatically re-enrolled from school year to school year. All students must be re-enrolled each school year.

WITHDRAWAL

Parents/guardians withdrawing children from the school are encouraged to provide iLEAD Spring Meadows with at least one week's notice. An Exit Form will need to be signed. This signed form gives official notice of the child's withdrawal. iLEAD Spring Meadows may also request an Exit Interview.

Except as is required by law, records will not be released until a Release of Information form is completed by the legal parent/guardian. In addition, all outstanding fees, academic records or obligations must be met.

SECTION 3: ATTENDANCE

We try to make every minute of school engaging for the learners, and our expectation is that all learners will be at school on time and for the entire course of the school day. Learners arriving late could miss important beginning of the day information that is relevant to their education.

The required attendance of children shall conform to the minimum standards prescribed by State law. Therefore, absences from school should only be for illness or an emergency.

Absence

If your child is going to be absent, please email us at attendance@iLEADSpringMeadows.org or call the front office on the morning of the first day of the absence, 419-491-7423. You may leave a voicemail message when the office is closed.

Per Ohio Revised Code 3313.609, 3321.01, 3321.04, 3321.13, 3321.19, 3321.38, 4507.061, the term "excused" will refer to any absence based on the following:

- Personal illness, with a limit of 10 days per school year. Any more than ten (10) days must be certified by the learner's licensed physician
- Quarantine of the home by a public health official, for the length of time determined by that official
- Death of an Immediate Relative, with a limit of three (3) days, unless reasonable cause can be provided by parent or guardian for a longer absence
- Observation of religious holidays

- Emergency or set of circumstances, including weather-related, “acts of God”, and labor stoppage
- Doctor/Dental appointment, with written excuse from health care provider
- Other as deemed by the administrator

The term “unexcused” will refer to any absence based on the following:

- Habitual Truancy
- Excessive Absences without a valid excuse provided to the school

Tardiness and Habitual Truancy

The instructional day begins at 8:30 every school day. A learner is considered tardy if he or she arrives at school after that time. We ask that you contact the school if you know your child is going to be tardy. Consistent tardiness will result in learners missing valuable time with their classmates and will require them to make up missed activities.

Habitual Truancy - Learners are expected to be in school every school day. Any learner who is absent from school without a valid excuse as defined above is considered truant. The term “truancy” will also refer to any of the following:

- Learner leaving school without permission
- Learner absent from school without a parent/guardian’s knowledge
- Learner in school, but refusing to attend classes

Regular school attendance is an important ingredient in students’ academic success. Excessive absences interfere with students’ progress in mastering knowledge and skills necessary to graduate from high school prepared for higher education and the workforce. To support academic success for all students, iLEAD Spring Meadows will partner with students and their families to identify and reduce barriers to regular school attendance. iLEAD Spring Meadows will utilize a continuum of strategies to reduce student absence including, but not limited to:

- Notification of student absence to the parent or guardian;
- Development and implementation of an absence intervention plan, which may include supportive services for students and families;
- Counseling;
- Parent education and parenting programs;
- Mediation;
- Intervention programs available through juvenile authorities; and
- Referral for truancy, if applicable.

DEFINITION OF TRUANCY AND EXCESSIVE ABSENCES

Per Ohio Revised Code 3313.609, 3321.01, 3321.04, 3321.13, 3321.19, 3321.38, 4507.061, the definition of Habitual Truancy is considered to be defined by the following condition(s)

- Absent 30 or more consecutive hours without a legitimate excuse;
- Absent 42 or more hours in one school month without a legitimate excuse;
- Absent 72 or more hours in one school year without a legitimate excuse.

Per Ohio Revised Code 3313.609, 3321.01, 3321.04, 3321.13, 3321.19, 3321.38, 4507.061, the definition of Excessive Absences is considered to be defined by the following condition(s):

- Absent 38 or more hours in one school month with or without a legitimate excuse;
- Absent 65 or more hours in one school year with or without a legitimate excuse.

Illness - Any child who becomes ill during the school day will be taken to the Health Office and parent(s) will be called to pick up the sick child, if necessary.

SECTION 4: LEARNER CONDUCT

EXPECTATIONS FOR SCHOOL BEHAVIOR

iLEAD Spring Meadows strives to present our learners with opportunities that exceed those available at most traditional schools. In turn, our learners are expected to accept a sense of personal responsibility that in many ways exceeds that which is expected at a traditional school. We expect each child to do his or her best, both academically and behaviorally. When learners fail to meet our expectations, we personally speak with the child, discuss the options for making good decisions, set appropriate consequences, and strive to help the learner internalize the importance of taking responsibility for his or her own learning and behavior.

At iLEAD Spring Meadows, we utilize Love and Logic as we embrace each learner's uniqueness while modeling and expecting appropriate behavior.

The expectations at iLEAD Spring Meadows for appropriate school social behaviors are:

- I will do nothing to harm myself or others
- I am responsible for my behavior
- We are each other's keepers
- I take pride in myself and in my work
- I will leave it better than I found it

At the beginning of the school year, and at intervals throughout the year, we discuss these goals and principles with the learners, come to a common understanding of what they mean and why they are important, and then help our students to incorporate them into their daily lives.

The Expectations for School Behavior apply to all of the following:

- On school grounds during the school day or immediately before or after school hours
- On school grounds at any other time when the school is being used by a school group
- On or off school grounds at any school activity, function, or event
- Traveling to and from school, including actions on any school bus, van, or public vehicle

CONSEQUENCES

There are consequences for not adhering to the behavior guidelines. Family and staff will work together to make decisions that are in the best interest of the child. The following consequences allow flexibility for individuals and varying situations. If the behaviors escalate, so will the consequences.

1. **Warning and reminder:** This may take place in or out of the classroom.
2. **Reflection/Recovery time:** This allows children to cool off and the situation to diffuse before it becomes a larger issue. A reflection or recovery time may take place outside the learning space.
3. **A respectful, logical consequence:** This step allows the flexibility for a child- or adult-created consequence. For instance, if a child wrote on a table, the consequence may be to clean the tables in the learning space during lunch.
4. **A disciplinary referral to the office:** This consequence reflects the seriousness of the situation. At this time, the learner will meet with an administrator, describe what happened, what she or he could have done differently, and what could be changed at the school that could prevent this from happening again.
5. **In-house suspension:** The child would come to school and do schoolwork in an alternative environment.
6. **Suspension/parental supervision:** The child would not be allowed to attend school. This would include extra-curricular activities during the suspended time period.
7. **Emergency Removal:** See *Emergency Removal* section on the next page.

SUSPENSION/EXPULSION PROCEDURES

Rules of suspension and expulsion must follow due process mandates. They are stated below.

Suspension

- The school administrator or administrative designee can suspend a child.
- No suspension shall exceed ten (10) school days.
- The administrator must give written notice of the intention to suspend and the reasons why to the learner.
- The learner must be given the right to appear at an informal hearing before the Administrator and has the right to challenge the reasons for the intended suspension or otherwise explain his/her actions.
- A written notice of suspension must be sent or given within one school day to the parent, guardian, or custodian of the learner. The notice must contain the reasons for the suspension and the right of the learner to appeal the suspension.
- A parent/guardian has the right to appeal the suspension, which must be submitted, in writing, to the Administrator within fourteen (14) calendar days of the written notice of suspension. The Administrator shall immediately forward this written appeal to the appeals officer assigned by iLEAD Spring Meadows as the Board of Director's designee.

Note: A learner under a suspension shall have the right to make up all academic work missed. From the day he/she returns to school, the number of days given to accomplish this make-up work shall equal the number of suspension days.

Expulsion

- Only the school administrative team can recommend to expel a learner.
- The administrative team must provide the learner and parent(s)/guardian(s) written notice of the intent to expel; the notice is to state the time and place to appear which must not be less than three (3) days or later than five (5) days after the notice of intent to expel was given to the learner and parent(s)/guardian(s).

- The administrative team may grant an extension of time. If granted, the Site Director must notify all parties, in writing, of the new time and place for the meeting.
- The written notice is to include reasons for the intended expulsion.
- The learner and parent(s)/guardian(s) must have an opportunity to appear, on request, before the administrative team to challenge the expulsion, or to otherwise explain the learner's actions that led to the intended expulsion.
- The parent(s)/guardian(s) may be given the opportunity to withdraw the learner before expulsion takes place. It should be noted, however, that when such learner is withdrawn, the expulsion process must continue to be followed to its conclusion once the the letter of expulsion is sent.
- Within one (1) school day of the expulsion hearing decision to expel, the Administrator shall notify the school Registrar, in writing, of the expulsion.
- The parent(s)/guardian(s) has/have the right to appeal the expulsion, which must be submitted, in writing, to the administrative team within fourteen (14) calendar days of the written notification of expulsion. The Site Director shall immediately forward this written appeal to the appeals officer assigned by iLEAD Spring Meadows as the Board of Director's designee.

EMERGENCY REMOVAL

The school Administrator may perform an emergency removal of a learner from curricular or extracurricular activities, or from school grounds if a learner's presence poses a threat and/or danger to any person or property, or if the learner's presence poses an on-going disruption to the educational process. This removal may be done without immediate notice or hearing.

If the removal leads to a suspension any learner so removed shall be given written notice and provided with a hearing within three (3) school days after removal as defined in the Suspension section of this Handbook. If it is probable that the learner is going to be recommended for expulsion, the expulsion process shall be conducted in accordance within the Expulsion section of this Handbook.

ATTIRE

The Learners at iLEAD Spring Meadows do lots of walking, running, sitting on the carpet, and a variety of learning activities during the school day. It is important that the Learners are comfortable and able to move freely. Therefore, loose-fitting clothing, and sneakers or comfortable walking shoes work best at our school.

Distracting and/or offensive clothing is discouraged. In the event a learner chooses to wear clothing that does not represent him or her as a responsible, respectful, and tolerant citizen, a parent or guardian will be notified.

During the school year, it is important that all learners dress appropriately for the season. It should be noted that learners will have outdoor times when weather permits, and outdoor clothing should include appropriately sized coats, headwear, and gloves/mittens during the winter months.

ANTI DISCRIMINATION AND HARASSMENT

Any form of harassment, intimidation, or bullying behavior whether in the classroom, on school property, to and from school, or at school-sponsored events is expressly forbidden. This includes electronically transmitted acts of harassment, intimidation, or bullying.

SECTION 5: GENERAL OPERATIONS

OFFICE HOURS

8:00 a.m. to 4:00 p.m.

Front Desk Phone Number: (419) 491-7423

SCHEDULE

The instructional day begins at 8:30am. The instructional day ends Monday through Thursday at 3:00pm. The instructional day ends at 1:00pm every Friday.

See the website at www.iLEADSpringMeadows.org or the posted schedules throughout the school for the most up to date hours, including break and lunch schedule.

INSTRUCTIONAL CALENDAR

See the website at www.iLEADSpringMeadows.org or for the 2019-2020 Instructional Calendar.

SECTION 6: DAILY OPERATIONS

VALET PROCEDURES

Drop Off: 8:05-8:30

iLEAD offers a convenient valet drop off system. **This is the safest and most efficient way to drop off your learner(s). We strongly encourage all families, regardless of the learner's grade level, to use the valet system.**

Please help us keep the valet line safe and efficient during the morning drop-off by following these guidelines:

- Have your child seated in the vehicle with school work/lunch in hand so that he/she can exit the vehicle quickly.
- Make sure your child has exited safely and is at a safe distance away from your vehicle before you drive away from the valet drop off area.
- Please keep vehicle speed at 5 miles per hour or less entering and leaving the valet line.
- **If your child is not able to unbuckle the car seat, or booster chair independently, please park your vehicle and escort your learner into the school through the main entrance.**
- **If you need to get something out of your trunk, please park in the parking lot, and escort your learner into the school through the main entrance.**

- There is no smoking permitted on school grounds, please refrain from smoking on school grounds even in your vehicles.
- After 8:30, Learners will enter through the main entrance at the front of the building

Pick Up: 3:00-3:15

The afternoon valet service will use two different locations. In order for the valet line to move efficiently during the afternoon pick-up, please follow these guidelines:

- Learners in grades K and 1 will be released through the Village doors on the NORTH side of the building. (Near the playground)
- Learners in grades 2 to 8 will be released through the SOUTH side of the building.
- For families with learners in both K/1 and 2-8, older learners will join the younger sibling(s) and exit from the Village.
- Facilitators and learner safety patrol volunteers will assist with loading learners into vehicles, so please use caution when entering and exiting the valet line. Keep vehicle speed at 5 miles per hour or less.
- **If your child is not able to buckle the car seat or booster chair independently, please wait until your learner has entered the vehicle, then pull forward from the loading zone to assist your child with his or her safety seat.**
- Please wait until your learner has entered the vehicle and the door has been closed before pulling away from the loading area.
- If you need to pull around a vehicle delayed in the loading zone, please exercise caution, as the valet volunteers may be assisting with other learners in the area.
- Between 3:15-3:30, families will need to park and enter through the main entrance at the front of the building to pick up Learners. At 3:30, Learners that have not been picked up will go to aftercare and an hourly fee will be charged.

In order to keep the learners and families safe before and after school, we ask that you follow these parking lot procedures when driving your child to the iLEAD Spring Meadows campus.

- Drive slowly and watch for families and children walking through the parking lot
- Do not use your cell phones while driving in the parking lot.
- Give your attention to driving and exiting safely.
- All learners should be accompanied through the parking lot by a parent or guardian.

BEFORE AND AFTER SCHOOL OPTIONS

There are several before and after school care options for iLEAD Spring Meadows learners, including our school-based before and after care program, and outside daycare vendors. For the most up to date information please see the iLEAD Spring Meadows website at www.iLEADSpringMeadows.org

SCHOOL MEALS PROGRAM

iLEAD Spring Meadows learners may choose to bring breakfast or lunch from home or participate in our school meal program. We offer meals for purchase provided by outside vendors. Refer to the enrollment packet for information about applying for free and reduced lunch.

SECTION 7: TECHNOLOGY

The Board and the School consider access to the Internet using its computer resources (hardware and/or software) a privilege, not a right.

Therefore, users violating the iLEAD Spring Meadows Acceptable Use Policy (AUP) may be subject to revocation of these privileges and potential disciplinary action.

It is the policy of iLEAD Spring Meadows to:

1. prevent users from accessing or transmitting inappropriate material over its computer resources via the Internet, electronic text/mail, or other forms of direct electronic communications;
2. prevent unauthorized access and other unlawful online activity;
3. prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and
4. comply with the Children's Internet Protection Act [Pub. L. No. 106-554 and 47 USC 254(h)].

Access to Inappropriate Material

To the extent practical, technology protection measures including Internet filters shall be used on iLEAD Spring Meadows provided computers to block or filter the Internet or other forms of electronic communications and access to inappropriate information. The School filters Internet access through the use of z-Scaler Web Security.

Specifically, as required by the Children's Internet Protection Act (CIPA – for more information on the CIPA requirements, please visit this URL:

<http://www.fcc.gov/guides/childrens-internet-protection-act>), blocking shall be applied to visual depictions of material deemed obscene or to child pornography or to any material deemed harmful to minors. Subject to staff supervision, technology protection measures may be disabled or, in the case of minors, minimized only for bona fide research or other lawful purposes.

ELECTRONICS

Cell phones, tablets, and other electronic devices are often used for instructional practices. We are guiding our learners in appropriate use of technology, helping them to make appropriate choices concerning these items. We realize that many parents give their children cell phones for safety and

convenience. We ask that learners limit use of the phones during the school day to academic purposes only. **Families may contact their child in an emergency situation by calling the school office and learners may use school phones to contact families in an emergency.** Learners should respect their facilitator's requests regarding appropriate times to use technology. **Inappropriate or unauthorized use of cell phones, tablets, gaming systems, and other personal devices will result in the device being confiscated and returned only to a parent/guardian.** The school and school staff are not responsible for lost, stolen, or damaged devices. Learners are not required to bring personal devices to school.

INTERNET USAGE

iLEAD computers have access to the Internet. The school works diligently to protect our students from inappropriate content. The iLEAD Spring Meadows staff works closely in training our learners as to the appropriate use of the Internet. Before using the Internet, parents and learners should read the following "Network Use Guidelines." All parents and learners must also sign a Student & Parent/Guardian Network Responsibility Contract.

NETWORK USE GUIDELINES

Please read the following carefully. This will give you information about the privileges and responsibilities of using the Internet as part of your educational experience. The Internet is an electronic highway connecting thousands of computers all over the world and millions of individual people.

Learners will have access to:

1. Electronic mail (e-mail) communication with people all over the world.
2. Information and news from a variety of sources and research institutions.
3. Public domain and shareware software of all types.
4. Discussion groups on a wide variety of topics.
5. Many university libraries, the Library of Congress, and more!
6. Educational Software

Giving our learners the skills to thrive in the 21st Century means giving them access to technology. With computers as part of every classroom curriculum, iLEAD uses very strong guidelines for Web usage and Internet security. We comply with the level of security that the Children's Internet Protection Act requires. While we have filters at the network level for inappropriate Websites, there are still instances when those Websites can come through. Please be assured that iLEAD remains committed to restricting the use of such Web sites.

Our school is taking reasonable precautions to restrict access to "harmful matter" and to materials that do not support approved educational objectives. However, on a public network it is impossible to control all materials.

"Harmful matter" means matter that, taken as a whole by the average person applying contemporary statewide standards, describes in a patently offensive way material which lacks serious literary, artistic, political, or scientific value for minors. The facilitators/staff will choose resources on the Internet that are appropriate for classroom instruction and/or research for the needs, maturity, and ability of their learners. iLEAD takes no responsibility for the accuracy or quality of information from Internet sources. Use of any information obtained through the Internet is at the user's risk.

The purpose of schools having access to the Internet is to support research and education in and among academic institutions by providing access to unique resources and the opportunity for

collaborative work. The use of the internet must be in support of education and research and consistent with the educational objectives of iLEAD.

Transmission of any material in violation of any federal or state law is prohibited. This includes, but is not limited to, the distribution of:

1. Any information which violates or infringes upon the rights of any other person.
2. Any defamatory, inappropriate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, or illegal material.
3. Advertisements, solicitations, commercial ventures, or political lobbying.
4. Any information which encourages the use of controlled substances or the use of the system for the purpose of inciting crime.
5. Any material which violates copyright laws.
6. Any vandalism, unauthorized access, "hacking," or tampering with hardware or software, including introducing "viruses" or pirated software, is strictly prohibited.
7. The use of the Internet is a privilege, not a right, and inappropriate use will result in cancellation of these privileges.

NETIQUETTE (Network Etiquette)

The use of the Internet requires that you abide by accepted rules of network etiquette. These include, but are not limited to, the following:

1. Be polite. Do not send abusive messages to anyone.
2. Use appropriate language. In all messages, do not swear or use vulgarities or any other inappropriate language. Anything pertaining to illegal activities is strictly forbidden.
3. Maintain privacy. Do not reveal the personal address or phone numbers of yourself or other persons. Before publishing a learner's picture, first name, or work on the Internet, the school must have on file a parent release authorizing publication.
4. Respect copyrights. All communications and information accessible via the network should be assumed to be the property of the author and should not be reused without his/her permission.
5. Do not disrupt the network. Do not use the network in a way that would disrupt the use of the network by others.
6. Security on any computer system is a high priority, especially when the system involves many users. If you feel you can identify a security problem, you must notify iLEAD staff.
7. Vandalism will result in cancellation of privileges. This includes, but is not limited to, the uploading or creation of computer viruses.

SECTION 8: POLICIES AND PROCEDURES

FIELD LEARNING

Throughout the school year, learners will take many trips, often planned through facilitator and parent collaboration. These trips are a part of iLEAD's project-based curriculum and may include walking trips,

trips by private or school vehicles, and buses. Participation is a vital part of the learning process and is strongly encouraged.

A walking field trip permission slip is completed as part of the enrollment packet. Signing the form indicates you have granted your child permission to participate in any walking field trip program during the school year. Facilitators will not send home trip slips for each individual walking field trip.

Field Trip Permission Slips will be required for all non-walking field trips. Learners must have a permission slip on file in order to participate in a field trip.

Approved volunteers* are encouraged to accompany your child's class on a field trip, please let the facilitator know in advance. We appreciate all volunteers for trips.

*See Family Expectations for information on the volunteer process.

EMERGENCY MEDICAL AUTHORIZATION

Each parent is asked to complete the Emergency Medical Authorization portion of the Enrollment/Information Form and Emergency Contact Information. These forms will include the necessary information the school must have should an emergency arise. It is extremely important that the authorization and Emergency Contact Information be fully completed.

EMERGENCY MEDICINE

If your learner requires emergency medicine (such as an inhaler, epi-pen, or oral medication), it must be prescribed by a doctor and will be kept in a locked compartment in the front office. A parent or guardian must complete an Emergency Medical form prior to the learner attending classes at iLEAD. Emergency Medical forms are available in the front office.

EMERGENCY PROCEDURES

Drills - Emergency drills, such as tornado and fire drills, are conducted during the school year. Drills are serious practice so that everyone will be prepared should an emergency occur. Procedures are reviewed with all staff who teach them to learners.

If an emergency occurs during regular school hours, learners will be directed by their facilitator to follow emergency procedures for the specific event. If an emergency occurs when the learners are not on-site, learners will be directed to the supervising aid, parent volunteer or other school staff member. These supervisors will call iLEAD to provide an update and next steps.

Actual Emergency - If an emergency extends beyond the end of the school day, learners will not be released until it has been determined that it is safe to do so. In the case of an emergency, parents or an emergency contact are expected to sign learners out, regardless of grade.

If damage is extensive, we ask that you park your car away from the valet areas and walk to the designated location to pick up your child. It is important to keep any lanes open for emergency vehicles only.

When you arrive at the school, an emergency response team (made up of public servants, staff and volunteers) will direct you to the appropriate check out area to sign out your child. If the school building is not considered safe, learners will be congregated in the parking lot away from all buildings. A phone message will be sent to your primary phone number with directions on where to pick up your child. Please do not leave the school without signing out your child.

PARENTS' RIGHT TO KNOW FACILITATOR QUALIFICATIONS

Parents may request the following regarding their child's facilitator(s):

- Licensure and certification information
- Emergency or provisional teaching certificate
- Educational background
- Qualifications of Instructional Aides (if applicable)

STUDENT RECORDS

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records.

For more information on FERPA, visit the U.S. Department of Education's website at:

<http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

CHILD FIND

iLEAD is participating in an effort to assist the State of Ohio in identifying, locating, and evaluating all children who may have disabilities that may be hindering their ability to receive FAPE (Free and Appropriate Public Education).

School districts across the State of Ohio are also participating in this effort to identify disabilities such as hearing impairments, visual impairments, speech or language impairments, specific learning disabilities, emotional disturbances, multiple disabilities, cognitive impairments, physical impairments, autism, traumatic brain injury, and other health impairments.

We are committed to affording all children their right to a free and appropriate education, regardless of any disability a child may have. However in order to accomplish this, we must know that a need is present.

iLEAD is interested in meeting the needs of children with disabilities. If you know a child who may have disabilities, contact the school for more information.

FREE AND APPROPRIATE PUBLIC EDUCATION (FAPE)

iLEAD is dedicated to providing education to everyone. Section 504 of the *Rehabilitation Act of 1973* states: "No otherwise qualified individual with a disability in the United States . . . shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance..."

For more information on FAPE, visit the U.S. Department of Education's website at:

<http://www2.ed.gov/about/offices/list/ocr/docs/edlite-FAPE504.html>

MISSING CHILDREN REPORTING

In accordance with Ohio revised code, iLEAD Spring Meadows will make every effort to identify possible missing children and notify the proper agencies.

STATE PRESCRIBED TESTING AND COMPULSORY ATTENDANCE

iLEAD Spring Meadows is a community school established under [Chapter 3314](#). of the Revised Code. The school is a public school and students enrolled in and attending the school are required to take proficiency tests and other examinations prescribed by law. In addition, there may be other requirements for students at the school that are prescribed by law. Students who have been excused from the compulsory attendance law for the purpose of home education as defined by the Administrative Code shall no longer be excused for that purpose upon their enrollment in a community school. For more information about this matter contact the school administration or the Ohio Department of Education."

COMPLAINT PROCEDURE

It is always our intent to resolve concerns in the simplest manner for all. If a parent has a classroom concern, it is expected that he/she will try to resolve the concern with the classroom facilitator when class is not in session. The facilitator will take the necessary steps in resolving the concern.

If the concern is not resolved, please bring your concern to the School Director, Ms. Sarah Hawley. Concerns should be brought to the School Director via phone (419-491-7423), email sarah.hawley@ileadspringmeadows.org, or in person at iLEAD Spring Meadows. Every effort will be made to find a fair resolution through a personal conference or a meeting between the parties involved. If a satisfactory resolution is not met, you may contact our management company, iLEAD School Development, ileadschools.org or info@ileadschool.org.

If an agreeable solution is not reached after contacting the school and working collaboratively with the school's management company, iLEAD School Development, parents may direct complaints to iLEAD Spring Meadows' Sponsor, the Ohio Council of Community Schools (OCCS).

SECTION 9: COMMUNICATION

COMMUNICATION METHODS

Website - The best way to keep updated with current events and activities at iLEAD is via the website: www.iLEADSpringMeadows.org

The best way to contact your learner's facilitators or other staff members is to email them or leave a phone message with the front office. You may also use the "Contact Us" link on our school website.

Monday Message - Each Monday, school information and reminders are sent home via the Monday Message. You can sign up using a link on the iLEAD Spring Meadows website homepage.

Facebook - You can follow our journey at <https://www.facebook.com/iLEAD.SpringMeadows/>

Class Newsletters/Website - All facilitators will send a weekly email with a review of the week and what is coming up. If your learner's class uses a website or a Facebook group, your learner's facilitator will provide information for accessing the site.

Text - You will receive periodic texts from Schoolmint. These text messages will contain important information and reminders. In the event of inclement weather or an emergency, we will also utilize this system. Please make sure that we have your current cell phone number in our system at all times.

To update your information, email: registrar@iLEADSpringMeadows.org

SECTION 10: FAMILIES AND iLEAD WORKING TOGETHER

FAMILY PARTICIPATION EXPECTATIONS

iLEAD seeks to make education a community passion. To this end, parent participation is essential to the success of the education process. Parents are expected to participate in the operation of the school as an integral part of the staffing and support team in the development and successful completion of the individual learning plan for your child.

It is because of families like you that we are able to offer such a unique program for our children here at iLEAD. Families attending iLEAD agree to the following:

Each family will commit to 8 hours per month or 80 hours per year of participation. Recording hours and meeting the yearly obligation is the responsibility of the parent. Visit the iLEAD Spring Meadows website or Monday Message for school wide volunteer opportunities and/or speak with your child's facilitator.

Families having difficulties meeting the participation commitment should contact iLEAD Spring Meadows' Parent Action Committee by emailing PAC.ilead@gmail.com

Hours completed off campus or by learner volunteers can be emailed to pac.ilead@gmail.com or brittany.strickland@ileadspringmeadows.org

EXAMPLES OF FAMILY VOLUNTEER WORK

In-class support as an educator aide

Adult workshops – parents teaching other parents

Outside research in support of specific school projects

Driving on field trips (must register as driver)

Organizing a community service project for learners

Supervising at the school – lunch periods, front desk

Operation support – maintenance of the campus

Hosting an activity in your home or business

NOTE: All volunteers working with children must have a BCI and FBI background check. BCI/FBI screenings are valid for the full duration of stay at the school. Background checks can be obtained at various locations (Ohio Council of Community Schools, YWCA on Jefferson Ave, Downtown, etc) and could take up to 2 weeks to clear.