

2020-2021

Staff Handbook



Michelle Hughes, Principal

3202 West 30th Street, Cleveland, OH 44109

Phone: (216) 838-7100

Dear Staff,

It is with great pleasure that I welcome you to the start of the 2020-2021 school year at Lincoln-West School of Science and Health! I am humbled by the opportunity to serve as school leader to this great educational family for a third year. I am excited for another iteration of work that allows us the opportunity, in partnership with the MetroHealth System, to strengthen the mission of our school, which is to prepare our students for college and careers in the healthcare industry.

I am looking forward to continuing to build with you a professional learning community that will drive Lincoln-West School of Science and Health to become a national leader in facilitating mastery-based education. I am confident that we have the right people on our bus to create a learning community that offers a dynamic, interactive education environment that will engage us, as staff, and our students.

This school year our collective agenda will center around five (5) key priorities for all staff:

- **Priority 1:** Provide students daily access to and practice with GL complex texts.
- **Priority 2:** Provide students daily opportunities to clarify and organize understandings.
- **Priority 3:** Engage students in cognitively rich performance tasks.
- **Priority 4:** Provide daily opportunities for students to share mathematical thinking.
- **Priority 5:** Use student data to inform and make decisions about student progress.

Now more than ever, in these times of great uncertainties, as we prepare our students for college and beyond, they will need a great deal of social-emotional support as they deal with the impact of the pandemic and recent events while also striving to meet the rigorous expectations of our curriculum. I look forward to partnering with all of you to provide that guidance and support. It is my goal to continue to improve and strive for excellence.

We will remain dedicated to providing our scholars a memorable, interactive, and engaging remote learning experience. Together, we will get through this pandemic and come out on the other side better, stronger, and more unified than ever.

Sincerely,

Michelle L. Kirkwood-Hughes

Principal

Lincoln-West School of Science and Health

Absence Reporting

Staff will inform building principal and building substitute via email two hours prior to work times of an absence.

Additionally, all CTU members and the school secretary need to enter their sick leave into [SmartFind Express](#). The employee's sick leave is automatically populated in their Workday timesheet via the integration process and is automatically approved.

Sub plans must be submitted to building substitute two hours prior to work time on the day of the absence.

Bell Schedules

Normal Bell Schedule					
Monday-Tuesday & Thursday-Friday			Wednesday		
Staff Huddle	8:30 AM	8:40 AM	Staff Huddle	8:30 AM	8:40 AM
Period 1	8:40 AM	10:00 AM	Intervention	8:40 AM	10:40 AM
Period 2	10:05 AM	11:25 AM	Advisory	10:40 AM	11:00 AM
Lunch	11:25 AM	12:05 PM	Lunch	11:00 AM	11:40 AM
Advisory (TTh)	12:10 PM	12:30 PM	Plan Period	11:40 AM	12:30 PM
Period 3	12:35 PM	1:55 PM	TBTs	12:30 PM	1:50 PM
Period 4	2:00 PM	3:20 PM	100 Minutes	1:50 PM	3:30 PM
GLT Huddle	3:20 PM	3:30 PM	Plan Period	3:30 PM	5:10 PM

Early Dismissal Schedule					
Mondays-Thursdays					
Staff Huddle	8:30 AM	8:40 AM	Period 4	10:55 AM	11:35 AM
Period 1	8:40 AM	9:20 AM	Advisory (TTh)	11:40 AM	12:00 PM
Period 2	9:25 AM	10:05 AM	Lunch	12:00 PM	12:20 PM
Period 3	10:10 AM	10:50 AM	GLT Huddle	12:20 PM	12:30 PM

Bulletin Boards

Teachers should use bulletin boards to display current student work in classroom and hallways. All classrooms should display the teacher's professionalism and be print rich. All bulletin boards should be decorated and presentable for the opening of school and through the school year. Work displayed should represent Costa's Level 3 of Thinking and should be dated with a rubric attached.

Building Entrance Procedures

The official entrance to Lincoln-West Campus is the door facing West 30th Street.

- Visitors must wear a mask and have their temperature taken to receive service.
- Visitors must sign in at the Main Office and receive a visitor's pass.
- Visitors are to remain in the Main Office to meet their appointments.

- A security officer will continually monitor the front door.
- There will be a sign-in sheet for visitors in the Main Office.
- Visitors will be required to sign their name, identify the student about whom they are inquiring, provide photo identification, and provide their telephone number.
- Visitors will be directed to the small school they are visiting if an appointment is scheduled.

Building Hours of Operation

(Normal Business Hours) The Lincoln-West Campus and MetroHealth Campus is open to staff from 7:00 AM until 5:00 PM. All staff should be cleared from the building by 5:00 PM.

(Remote Learning Hours) The Lincoln-Wes Campus is open to staff from 8:15 AM until 3:30 PM. All staff should be cleared from the building by 3:30 PM.

All educators are required to wear a face mask and to sign-in at the security check point on a daily sheet provided by the school secretary. This log will indicate who is in the building, time signed in, and room working from. When the educator leaves the building, they must sign out so the custodial team has an all clear and a log of which rooms/offices will need to be cleaned and sanitized each day.

Building Security

Visitors must always display an office pass. Do not accept visitors in your room without a pass from the office.

Under no circumstances may a parent speak with a child that is not their own for any reason. Notify the office immediately if a parent persists.

Keep purses and valuables out of sight and locked up.

All outside doors are always to be locked except at entrance and dismissal times. Doors should not be propped open for any reason.

Students from other schools are not be permitted in the building during the school day. Report any unauthorized visitors to the office immediately.

Only those individuals listed on the emergency contact list within eSchoolPLUS will be permitted to speak with, meet with, sign-out a student, or communicate with a student and/or their principal or teachers.

Certification of Sick Time Process

(*CTU Members & Secretaries*) Enter sick leave into [SmartFind Express](#). The employee's sick leave is automatically populated in their Workday timesheet via the integration process and is automatically approved.

(*School-Based Administrators*) Sick leave is populated in Workday timesheet when employee enters time off directly into Workday. Sick leave is sent to manager for approval.

The 'Certification of Sick Leave' task populates in the employee's Workday inbox asking the employee to certify their sick leave after each time off load into Workday.

The employee completes the 'Certification of Sick Leave'; checks box to certify their time off; enters physician's name/contact information where applicable and attaches applicable documentation electronically per Ohio Revised Code. If no physician was visited/consulted, no documentation is needed. Sick leave for consecutive days in a row (including Friday and Monday) will only need to be certified one time. Sick leave must be certified within **three days** of return.

Class Coverages

Class Coverages must be approved by email by the building principal prior to submitting in Workday. All class coverages should be submitted within Workday before the close of business on the day the coverage occurred.

Classroom Doors

To maintain the safety and security of our students, staff, and to allow building administrators to look in to observe teaching and learning taking place, classroom door windows should not be covered.

Classroom Safety

Never leave students unattended. Send a note to a neighbor, support person, paraprofessional or the office if an emergency arises where you must leave your area of responsibility. Do not leave students in the hallways or classroom unattended.

Students are not permitted to enter the Staff Lounge for any reason.

Please keep in mind that it is difficult, if not impossible to explain an incident to parents with the words, "The teacher does not know what happened," or "The teacher was not there." We have the legal obligation of *duty of care* when school is in session.

Corporal Punishment

Disciplinary methods, which may be damaging to students, such as ridicule, sarcasm, or excessive temper displays are unacceptable. Corporal punishment (including, but not

limited: slapping, paddling, or prolonged maintenance of a student in physically painful positions, and intentional infliction of bodily harm) may not be used. Violation of this, by law, may constitute grounds for a written reprimand (placed in the employee's personal folder) and/or dismissal.

Daily Health Assessment

Each employee should complete a health assessment self-evaluation each day before reporting to work.

- Assess for any flu-like symptoms and taking your temperature, if possible.
- Any employee who believes s/he may have flu-like symptoms or has a temperature should call in sick and consult a medical professional for advice on whether to report to work on the following day.
- Employees who both experience flu-like symptoms and seek medical advice may be eligible for emergency Family Medical Leave (FMLA) and/or emergency paid sick leave, as provided by the [Family First Coronavirus Response Act](#).
- The District will administer active temperature checks for all employees working at and guests visiting a CMSD property.

Disciplinary Policies and Procedures

It is crucial that staff and students understand their rights and responsibilities. School administration will conduct expectation assemblies at the beginning of the school year, at which time the [Student Code of Conduct](#) will be reviewed. Teachers are expected to do a follow-up on the Handbook with their advisory and have each student sign off on the [Handbook Verification Form](#) and return to the school secretary following the assembly.

Emergency FMLA and Emergency Paid Sick Leave Acts

Secured through the [Family First Coronavirus Response Act](#), these two acts produced leave provisions for employees who are experiencing challenges related to COVID-19.

To apply for one of these respective provisions, please log-in to Workday, select the 'Time Off' icon and choose the respective Leave Type. Forms for verifying eligibility can be found by clicking [here](#). Questions regarding these provisions or eligibility? Contact employeerelations@clevelandmetroschools.org for assistance.

Field Trip Procedures

[Field Trip Request Form](#) must be completed at a minimum three (3) weeks before booking any instructional field experience. You will receive email notification within five (5) business days of whether your request has been granted or denied. A Field Trip Permission Slip will be generated once the request has been granted permission by the building principal. No student will be allowed to participate on a school trip unless his/her parent/guardian has signed an approved permission slip.

Bag Lunch requests for field trips must be completed via the [Bag Lunch Service Form](#) two (2) weeks prior to the field trip.

The following information should be submitted to the building principal and school secretary prior to leaving the school building to go on the trip:

- A list of students not going on the trip and which classroom they will be in.
- The classroom teacher is responsible for placing students who are not going on a trip. Do not crowd classrooms with students. Consider grade/appropriate setting when placing students. Students are to be sent with class work assignments to complete, accompanied by the appropriate materials.
- A roster listing all students attending the field trip, along with an emergency telephone phone number where the field trip chaperone can be reached.
- A note should be taped to the inside of the classroom door for students not attending the field trip, advising class period and rooms students should report to.

Failure to follow these procedures may result in the cancellation of a planned field trip.

Fire + Security Drills

Familiarize students with the instructions that should be posted in your room. Teach your students the directions they must follow and proper drill protocol. No running, pushing, and/or talking. You must take a student roster with you during a fire drill to accurately account for all students, ensuring student's safe exit and entry.

- Post Fire and Security Drill signs prior to students first day of school
- Practice safety areas for each drill the first week of school and the following week.
- Remind students that it is against the law to pull or touch the fire alarm.
- By law, a Fire and Tornado Drill will take place each month (twice during the first two (2) weeks of school. Please be aware that there may be several unannounced drills.
- Fire drills will be scheduled by the district and each individual school will be responsible for assuring that fire drills are conducted at various times.
- Teachers will need to make sure their students are properly prepared for all drills and know what is expected of them.
- Upon hearing the fire bell, the entire school will participate in a fire drill. A fire drill is an orderly process of evacuating the building. The fire drill is to be executed in silence and in haste under the supervision of the classroom teacher.
- It is expected that each teacher will instruct their class to form a column of two and lead them out of the building to a safe location on the sidewalk.
- Students will exit in accordance with emergency exit routes posted in each classroom.
- Teachers should familiarize students with designated exits prior to fire drill.

Fundraising

The most common sources of revenue for student activity programs is fund raising activities. Fundraising activities should only occur when there are clear purposes and objectives for the use of funds. The raising and expending of activity money by student bodies should have but one purpose: to promote the general welfare, education, and morale of all students and to finance the normal, legitimate co-curricular activities of the student body organization.

The **Sales Project Potential Form** should be used to document that appropriate procedures were followed to authorize and conduct fund raising activities. Prior to the implementation of the event, authorization must be obtained from the building principal and the finance partner. After approval is obtained, the fundraiser may take place, however:

- ALL cash receipts collected must be turned over to the clerk/cashier for deposit within a 24-hour period.
- NO cash payment may be made from these proceeds. All payments from these proceeds should follow the prescribed disbursement procedures.
- The use of this form is required by the state and is designed to account for income, projected and actual, from sales projects conducted by the school or any of its student activity programs.

Below are step-by-step fundraising procedures:

- Determine the profit needed and the cost of merchandise vs. selling price to determine the quantity needed to reach your goal.
- Determine time limit for sale and check the school calendar for sales conflicts.
- Check to see if the vendor is in the FMS system. If not submit vendor request in the Workday system and send vendors W-9 to the Purchasing Department.
- Create finance committee (2-3) adults and submit the **Sales Project Potential Form** for building principal approval.
- Principal reviews, approves and submits all forms to the finance partner at least two weeks in advance. Once approval is obtained all District purchasing procedures must be followed.
- Order merchandise and advertise your sale.
- Collect order forms and money (accept cash or money orders ONLY) and process packing slip, make sure all merchandise is received, and record and distribute your merchandise. Verify that money matches order forms. Return only the order form to the vendor and never cash.
- All monies are to be DEPOSITED DAILY and delivered to the school secretary using a **Pay-In Slip**.
- At the end of the fundraiser complete the bottom half of the **Sales Project Potential Form** and return it to the secretary.

Gradebooks

The teacher grade book is a legal document, which must remain on file for five (5) years. It is expected to be neat, complete, and well-documented with grades and attendance for each student assigned to your class. The grading process is to be a fair measurement of each student's progress. Each grade must be clearly labeled as to date, content, points, and possible points associated with the grade.

Guidance Procedures

Any student wishing to request assistance from the guidance counselor must fill out an **Appointment Request Form**. The guidance counselor will process and honor requests for assistance in the order in which they are received or, in extremely rare cases, based upon need.

Hall Passes

Only one (1) student may be issued a hall pass at a time in each classroom. To leave the classroom, a student needs to have their planner signed by a teacher with where the student is going, and the time left. Hall passes will not be given out during the first and last ten (10) minutes of class, except for in the case of emergencies.

Do not give out hall passes to students to go to their lockers, visit other classrooms, see the guidance counselor or an administrator.

Incident Reporting

All alleged and/or actual reports of serious incidents should be reported immediately to an administrator. Do not discuss details of the incident with students. Once a report is made, there is no need to discuss it further in the building.

Leave of Absence

All leaves of absence are processed through Workday. Instructions can be found [HERE](#).

Lesson Plans

Lesson plans are required for all teachers in all courses taught. Lesson plans should always be available for review. Lesson plans should be considered as a guideline for effective instruction. Therefore, it is essential that teachers maintain substantive daily lesson plans which will provide a framework for such instruction. Substantive lesson plans include, at a minimum, aims and goals for student learning/achievement which parallel the District's Scope and Sequence; daily, weekly and instructional unit objectives correlated to the District's Scope and Sequence, including timelines set by the District, and assessment tools. Teachers should create an unpublished folder in their Schoology courses that houses all their lesson plans titled "Lesson Plans." Additionally, a syllabus of your course is to be distributed to students and parents.

Intervention specialists should also retain lesson plans for courses co-taught that outline and detail tier two interventions and supports that are being used to service students in the inclusive setting.

Lockdown Procedures

Code Blue/100

- Building principal or designee will announce via public address and/or other means that a code blue has been initiated.
- Remain calm, reassuring students by giving clear, concise instructions in a calm voice
- Contact emergency services via 911 and/or radio dispatch at 838-7777 only if you have pertinent information about the emergency.
- If there is a potential danger, outside the building modified procedures are appropriate.
- Lock doors, but admit students assigned to that class.
- Outside doors will be locked and students and staff will continue their normal day.
- NO CELL PHONES ARE TO BE USED BY ANYONE.
- Security personnel will assure that no one will be permitted in or out of the building without permission of the principal or designee.
- Continue until the "ALL CLEAR" signal is announced. The ALL CLEAR message will be _____.
- Prepare to debrief at end of day.

Code Red/200

- Building principal or designee will announce via public address and/or other means that a code red has been initiated.
- Remain calm, reassuring students by giving clear, concise instructions in a calm voice
- Contact emergency services via 911 and/or radio dispatch at 838-7777.
- If students are not already in their classroom, they will be immediately swept inside the nearest classroom which is equipped with the appropriate locks.
- Staff will immediately lock doors and cover their windows.
- Lock your doors. Keep students away from the doors and windows.
- Use red and green cards with the room number to communicate with emergency responders.
- NO CELL PHONES ARE TO BE USED BY ANYONE.
- Do not make any phone calls unless you have pertinent information about the emergency.
- If appropriate, implement established school incident command structure via the emergency operation center.

- Lockdown will continue until the school receives an “ALL CLEAR.” The ALL CLEAR message will be _____.

General Evacuation Procedures

- Leave the building immediately, in a calm, orderly manner using only the exit given. Take class attendance sheets.
- Instruct the first student to hold open the door until all persons have cleared.
- Ensure all students are out of the classroom and any bathrooms.
- Close doors, but do not lock. Leave everything.
- Proceed to evacuation area and stay with students.
 - On-site evacuation area: Parking Lot – 500 feet away from building
 - Off-site evacuation area: Walton Elementary School – 3409 Walton Ave.
- Make note of students who are not present.

Locker Assignments

Lockers will be distributed to students by advisors. All students are expected to have a lock on their lockers to properly secure their items. An accurate record of lockers and locks issued along with the students’ names and locker combination must be maintained by the advisor. Failure to follow this policy may result in lost or stolen items and the school will not be held liable.

Main Office

When visiting the Main Office, please keep in mind that this space is the center of operation for all business conducted, as well as the site of initial contact for all visitors to our school.

- It is the responsibility of our staff and student body to present a professional, yet welcoming atmosphere always. There should be no loitering or sidebar conversation in the Main Office from staff or students.
- Only office personnel should be behind the Main Office counter. The front counter must always remain clutter free. Staff are asked to discard all unwanted correspondence/mail into the nearest waste receptacle.
- Students are not allowed in the Main Office without administrative approval. Students are prohibited from sitting in the office for any reason and should not be sent to the Main Office by staff. If a student needs to be removed from the classroom a phone call must be placed to the Main Office to have an escort sent to the classroom.

Mastery-Based Learning Model

Our school community uses mastery-based learning to ensure all students are better prepared for life after high school. We have established a pedagogical foundation for our work, which describes the features of our mastery-education system:

- Teachers utilize "backward design", to design learning experiences to achieve specific learning goals. Teachers first design a cognitively rich performance task (Costas' Level Three of Questioning) aligned to critical concepts for their course. This task should be shared with students before teaching and learning occurs and used to create a series of lessons and supporting instructional strategies intended to progressively move student understanding and skill acquisition closer to the desired learning goals of the unit.
- All course learning goals and performance scales used in the teacher's grading system are clearly and consistently communicated to students and families. Student achievement is evaluated against proficiency scales that outline performance expectations that are consistently applied to all students.
- All forms of assessment are criterion-referenced and success is defined by the achievement of expected performance, not relative measures of performance or student-to-student comparisons.
- Performance tasks are a summative demonstration of learning that students will complete to show that they have learned what they were expected to learn.
- Formative assessments measure learning progress during the instructional process and these results are used to inform instructional adjustments, teaching practices, and academic support.
- Academic progress and achievement are monitored and reported separately from work habits, character traits, and behaviors such as attendance and class participation, which are also monitored and reported.
- Academic grades communicate learning progress and achievement to students and families and grades are used to facilitate and improve the learning process.
- Students are given multiple opportunities to improve their work when they fail to meet expected standards.
- Students are given opportunities to make important decisions about their learning, which includes contributing to the design of learning experiences and learning pathways.

Students who do not earn proficiency for a course in an academic school year will be assigned to academic resource. Students work with an academic intervention teacher who provides instructional support on learning goals needed for course mastery and increases the time dedicated to personalized learning plans.

Medical Emergencies

In case of illness or accident (staff or student), notify nurse, security officer and/or an administrator.

- DO NOT leave the sick/injured party unattended.
- DO NOT attempt first aid or life-saving methods if you are not certified to do so. Once a security officer or administrator is on the scene, please allow him/her to take control of the situation.

- The adult in charge of the area where the accident occurred MUST complete an accident report as soon as possible. (See a security officer for appropriate form)
- DO NOT touch a bleeding victim or one emitting bodily fluid without appropriate protective gear.

Anyone encountering any of the above scenarios must notify the building principal immediately.

Mission Statement

In partnership with the MetroHealth System, Lincoln-West School of Science and Health will prepare students for college and careers in the healthcare industry. We will offer a dynamic, interactive education environment that engages students in modern science, health, and medicine through relevant workplace and community experiences.

Neglect + Abuse Child Reporting

A District employee who has reasonable cause to suspect that a student may be an abused or neglected child shall report such a case to the Department of Children and Families Services. The employee shall notify the building principal that a report has been made.

Office Referrals

An office referral may be issued for any student by any staff member. Other than in crisis situations, referrals should be used sparingly and only after all intervention policies have been followed and documented to correct the behavior problem. Referrals are to be used for serious offenses and should not be used for such reasons as “forgot his/her book”, “didn’t bring supplies to class,” “refused to participate,” student puts his/her head down,” or student’s refusal to read.” These are issues that should be dealt with by the teacher contacting a parent/guardian and referring the student to the SST team.

Parent Contact + Conferences

Parent contact should not only be utilized when there is a problem in the classroom; it should also be utilized when positive things occur. Parents/Guardians requesting conferences with teachers are required to complete a **Conference Request Form**. Teachers are responsible for contacting the parent/guardian within (3) days of receipt, to schedule a date/time convenient for all parties.

Personal Protection Equipment

For your safety, and as required as part of Ohio’s School Reopening Guidance, all CMSD staff members must always wear masks while at work.

- Each employee will be provided a reusable cloth mask. This mask or another appropriate face covering should always be worn, particularly when within eyesight of another person while at work.
- Mask requirements for students will be determined based upon the student’s age, any unique needs of the student, and based upon the County’s current risk level as measured on the Ohio Public Health Advisory System (OPHAS).
- Family members and guests will be required to wear masks while visiting any CMSD site.
- Disposable gloves will be available for those who employees who wish to use them.

Personal Safety and Hygiene

Each employee is always expected to maintain good hygiene. This includes: frequent hand washing or sanitizing; proper social distancing. Although the district will provide hand sanitizer, frequent handwashing for at least 20 seconds with soap and water (whether hot or cold) is a primary defense from COVID-19. At all times, avoid touching the “T” section of your face– your eyes, nose, and mouth – to further protect yourself from the infection.

Professional Development Request Form

Staff members attending an in-service, professional development, union meeting, counselor meeting, etc. are required to complete the [PD Request Form](#) to obtain the building principal’s permission to attend.

Sale of Food to Students

There is to be no sale of candy, gum, pop, or any food item to students during normal school hours. All fundraisers must have an approved **Sales Potential Form** on file prior to any item being sold. Monies generated from any student fundraiser are to be deposited into the Student Activity Fund for student use only. Any misuse of said monies is in violation of the Federal RICO Act and could result in termination and/or prosecution.

School-Based Employee Roles and Responsibilities

Role	Responsibilities	Work Schedule
Principal	<ul style="list-style-type: none"> • Creates a system for principal and/or designee to conduct wellness check-ins with all staff. • Creates a communication cadence to provide official communication updates to NSL, families, administrative leadership team, UCC, staff, and key stakeholders that is easily accessible. 	7:30 AM – 4:30 AM

	<ul style="list-style-type: none"> • Utilizes school-based social media and email systems to communicate information to and from families, students, and stakeholders. • Communicates explicitly and monitors all training, teaching & learning, assessment, and planning schedules to all staff according to building level remote learning plan. • Creates a system for principal and/or designee to conduct teaching & learning check-ins with all staff. • Analyzes school’s academic data by subgroups to create a plan to collaboratively ensure academic success for all students. • Ensures all students have access to grade-level content in ways that meet their individual needs, considering their home learning environments without compromising reasonable expectations. • Creates an informal and formal supervisory cadence to observe the planning, preparation, and implementation of remote learning environments, teacher/staff-led teaching & learning activities, virtual meetings, and communications with families and students. • Monitors the remote professional responsibilities of all staff. 	
<p>Assistant Principal</p> <p>Mastery Learning Specialist</p>	<ul style="list-style-type: none"> • Serves as a principal designee to conduct wellness check-ins with all staff and debrief the principal according to building level remote learning plan. • Stays informed by reading all formal and informal communication updates sent by District to families, administrative leadership team, UCC, faculty/staff, and key stakeholders. 	<p>7:30 AM – 4:30 AM</p>

	<ul style="list-style-type: none">• Communicates health and wellness concerns and building needs to principal immediately.• Encourages and monitors communication regarding all training, teaching & learning, and planning schedules to all staff according to building level remote learning plan.• Leads professional development sessions connected to remote learning or school specific models, reviewing data with individual teachers and teacher teams, and meeting with administrative teams to review school progress around key metrics.• Executes the teaching & learning check-in system with all staff.• Analyzes school's academic data and assigned subgroup(s) to implement the plan to collaboratively ensure academic success for all students.• Monitors all students have consistent access to grade-level content in ways that meet their individual needs, considering their home learning environments without compromising reasonable expectations.• Implements the informal and formal supervisory cadence to observe the planning, preparation, and implementation of remote learning environments, teacher/staff-led teaching learning activities, virtual meetings, and communications with families and all students.• Monitors the remote professional responsibilities of all staff.• Co-plans for students and staff returning to a hybrid or in-person environment in 9-week cycles.	
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	<ul style="list-style-type: none"> • Support principal by consistently communicating on progress of assigned projects to completion. • Co-creates the academic assessment schedule with the Testing coordinator to present to principal. • Provides feedback to educators aligned to district expectations for teaching & learning. • Assists teachers and families in supporting all students. Pays attention to any flags that need to be supported or escalated for others. • Meet with grade level teams to discuss progress monitoring and barriers that you can assist in resolving. • Assist in the development of the remote and hybrid plans. • Facilitate virtual team meetings such as grade-level teams, BLT, and SST . • Develop a plan and lead virtual meetings with families who are not engaging and identifying solutions. • Complete TDES evaluations as directed by the Principal providing coaching support in a remote learning environment. • Participate in planning for hybrid or in-person learning. • Collaborate with school leadership on instructional planning. 	
Teachers	<ul style="list-style-type: none"> • Lead class meetings and other wellness-focused lessons to support the SEL learning of students. • Ensure that all students have access to grade-level content in ways that meet their individual needs, while considering their home learning environments. • Use district-approved learning platforms to deliver personalized and differentiated learning opportunities to 	<p>430-minute student instructional day.</p> <p>330 minutes of instructional time, which will incorporate synchronous and asynchronous learning activities.</p>

	<p>students according to the building-assigned schedule.</p> <ul style="list-style-type: none"> • Set regular “office hours” where students/families can contact you and get support in real time. • Stay connected to families, and caregivers. Provide families with regular communication via email, text, phone, or learning platform. Bi-weekly check-in phone calls to families. • Monitor student progress and provide consistent and timely feedback to student work completed in an asynchronous environment. • During student check-ins, ask about their remote learning experiences; offer advice and support in setting up a routine for the day. • Stay in contact with school leadership and your colleagues to share areas of concern and successes. • Completion of reports (grading, IEPs, lesson plans) • Attend staff meetings and professional development. 	<p>100 minutes for planning and lunch.</p> <p>100 minutes/week for administrator designed PD.</p>
<p>Intervention Specialists</p>	<ul style="list-style-type: none"> • Responsible for all teacher core activities and daily work schedule. • Ensure that all students with a disability on caseload have access to IEP content and goals in ways that meet their individual needs, while considering their home learning environments. • Progress monitor IEP goals. • Complete IEPs and IEP meetings to inform principal about IEP no-shows weekly. • Collaborate with each student’s teachers to ensure Free and Appropriate Public Education (FAPE) compliance. • Collaborate with paraprofessionals in planning and implementation of learning. 	<p>Same as teacher.</p>

<p>Building Substitute Teacher</p>	<ul style="list-style-type: none"> • Execute lesson plans with fidelity. • Leverage technology, as available to you and your students, to allow for personalized and differentiated learning. • Check-in with administration daily. • Join various classes for their virtual class sessions to continue to use the technology and to engage regularly with students and teachers. • Assist school with making attendance phone calls. • Attend district and building-level professional development and building-level meetings. 	<p>Same as teacher.</p>
<p>Paraprofessionals Bilingual Instructional Aides</p>	<ul style="list-style-type: none"> • Participates in remote learning with your assigned partner teacher and students. • Plans for successful re-entry of students back to school. • As appropriate, provides support for bilingual education, students with IEPs, and student hearings. • Connects with teachers and administration to ensure strong communications with families via building level remote learning plan. • Calls families of students that have not attended virtually or who are absent from required check-ins. • Provide SEL supports, SEL lessons, join teachers in providing SEL lessons to students. • Work with students one-on-one with assignments. • Work with students in small groups in breakout sessions. • Work one-on-one with students that are struggling. 	<p>465-minute professional day.</p> <p>360 minutes of instructional support.</p> <p>75 minutes of planning.</p> <p>30 minutes of unassigned lunch.</p>
<p>Planning Center Instructional Aide</p>	<ul style="list-style-type: none"> • Plan for successful re-entry of students back to school. 	<p>465-minute professional day.</p>

	<ul style="list-style-type: none"> • Complete PCIA-related duties, including filing student information for SEL documentation. • Mentor students one-on-one or in small groups. • Provide behavioral interventions. • Respond to early warning signs (de-escalation) in conjunction with the classroom teacher. • Attend professional development. 	<p>360 minutes of instructional support.</p> <p>75 minutes of planning with partner teacher.</p> <p>30 minutes of unassigned lunch.</p>
Guidance Counselor	<ul style="list-style-type: none"> • Plans for grade level activities and supporting students in need. • Creates and strengthen graduation plans, which includes college applications, FAFSA support, and career planning. • Reviews student performance data to assist team to plan for academic interventions and reduce student retention for the school. • Reaches out to students and families identified as at-risk for wellness checks, including students who may be homeless and in transition. • Connects families to outside agencies for community resources. • Flags any high-risk student concerns to the appropriate staff member. • Plans and participates in SEL and wellness activities for staff and students. 	<p>430-minute student instructional day.</p> <p>330 minutes of student services support.</p> <p>100 minutes for planning and lunch.</p> <p>100 minutes/week for administrator designed PD.</p>
College & Career Success Manager	<ul style="list-style-type: none"> • Participates in all CCP activities and collaborate with the Counselor to ensure supports are identified and offered to students. • Coordinates virtual tours of colleges and community stakeholders. • Participates in weekly check-in) to provide administrative leadership team with updates on progress. 	<p>7:30 AM – 4:30 AM</p>

	<ul style="list-style-type: none"> • Develops with principal a plan to best achieve the goals for students in a remote learning/support environment. 	
Wrap Around Site Coordinator	<ul style="list-style-type: none"> • Be present, be a resource, and connect students and families to resources. • Contact students and families identified as at-risk once per week to check in on wellness. • Collaborate with teachers and related service providers to coordinate supports for students and families, as appropriate. 	8:30 AM – 4:30 AM
School Secretary	<ul style="list-style-type: none"> • Continue to support the school leadership team. • Answer the building’s main telephone number. • Check and respond to voicemail messages within two hours of receipt. • Ensure staff members working in the building sign in and out. • Respond to staff and family needs in a timely manner. • Maintain student records update eSchoolPLUS as appropriate. • Connect with teachers and administration to ensure strong communications with families. • Review the list of employees in Workday pay group and verify that all employees at the school location are accurately reflected in the system, including any new hires during the distance learning period. • Follow standard protocols to enter time into Workday no later than 5:00 PM on Fridays, unless instructed otherwise by the Payroll Department. 	8:00 AM – 4:15 PM 60 minutes of unassigned lunch/breaks from 12:00 PM – 1:00 PM.

Security

To ensure that a safe, secure, and academically rewarding school environment is maintained for students and staff on campus the following security measures will be implemented:

- The assistant principal will work with the security team will coordinate security efforts within the Lincoln-West Campus.
- Security Officers will meet weekly with the assistant principal to discuss security concerns and revise the security plan as needed.
- To facilitate effective communication, all security officers will always be visible and moving throughout their assigned area of the building with their radios at full volume, especially during all class changes. Immediately following class changes, security officers will “sweep” their area for loiterers and trespassers. The sweeps will include all the stairwells, empty classroom, Main Office, parking lots, bathrooms, etc.

Special Education Procedures

All special education enrollments and transfers must occur at 1111 Superior. If a family states that a child has (or might have) an IEP, please let them know that the enrollment cannot occur at the building level. When students are enrolled into our building, the IEP team has two (2) weeks to complete the IEP from the date of enrollment. If there are missing documents in IEP+ such as a previous IEP or ETR, please notify the building principal immediately.

CMUSD allows for the adoption of ETRs from other districts, which falls to the building psychologist. If possible, the intervention specialist should schedule the IEP to occur directly after the ETR meeting. However, do not let an IEP expire waiting for a new ETR.

Intervention specialists must send the building principal and student’s family a draft of the IEP no less than five (5) days prior to the scheduled IEP meeting. IEP's must be finalized and locked in eSchoolPLUS within 24 hours of the completion of team meeting.

Intervention specialists and related service providers should use the booking system to schedule IEP meetings. These meetings are now set to 30 minutes to allow for more meeting timeslots in a day. It is a best practice to start scheduling a meeting 4-5 weeks before the IEP is due, so you have ample time to complete it, schedule with the parents, and allow yourself time to go to 3 meetings if the parents are no-shows.

DocuSign should be the ONLY method used to obtain signatures for ETR and IEP meetings that are held remotely. All intervention specialists have received via email directions on how to activate their District accounts.

When an intervention specialist is servicing students in a regular education classroom, the intervention specialist will work collaboratively with the regular education teacher in the performance of classroom duties which may include team teaching, small group

instruction, classroom management, joint lesson planning, providing interventions for regular education and students and students with IEPs, determining grades and other typical classroom duties. It should be clear in the joint lesson plan with the regular education teacher how the intervention specialist is supporting instruction.

All intervention specialists are entitled to one (1) monthly additional plan period for the purpose of IEP development and case management. They should use the Microsoft Form to schedule the plan periods.

Special Privilege Leave

Special Privilege Leave is not to exceed three (3) days in any school year. The [Application for Special Privilege Leave](#) must be turned into the building principal at least two (2) days in advance of a planned absence. Applications for the first ten (10) days of school and last ten (10) days of school or the workday before or after a paid holiday or vacation period are prohibited.

Smoking Policy

Federal and state regulations prohibit smoking in any school building, including the parking garages. In accordance, no smoking is permitted anywhere within the Lincoln-West Campus and grounds.

Staff Reporting Procedure

In the *in-person setting*, staff are required to sign in on the **Daily Attendance Log** located in the Main Office. After 8:20 AM, staff who have not signed in will be highlighted to mark tardiness.

In the *remote learning setting*, staff are required to sign in using a digital **Daily Attendance Log**. After 8:20 AM, staff who have not signed in will be highlighted to mark tardiness.

Staff must report all absences and tardies prior to the start of their work time, or as soon thereafter as possible via email or phone to the building principal and via the [SmartFind Express](#). You must have a PIN number to report an absence. If an employee fails to report his/her absence, the employee will be considered absent without leave until a reasonable explanation is subsequently provided.

Student Dismissal

Students who leave school at a time other than the regular dismissal time are to be released to a parents/guardian through the office. Telephone calls from individuals waiting on school premises will not be accepted. Dismissal notes from the parents should be brought to the school in advance and sent to the office for approval. Students

will be given an early release form to verify that they may leave. All notes will be verified.

Substitute Teachers

There is a maximum effort made to secure substitute teachers in the academic area to be taught. Teachers are responsible for maintaining up-to-date substitute folders.

Your folder should contain the following:

- Current classroom roster.
- Current seating chart.
- Current daily schedule including duties, special assignments, classroom rules, consequences, rewards, and/or notations about behavior problems.
- Copy of lesson activity to be duplicated for 80-minute period.
- Lunch procedures.
- Fire/Tornado/Security Drill procedures.
- Restroom times/procedures/helpers, when applicable.
- Dismissal procedures if applicable.

All Emergency Lesson Plan Folders are due on or before **Friday of the first week of school**. Teachers should complete all information for the folders and check them periodically for accuracy. Substitute folders should be updated at a minimum of each quarter. These plans should be submitted to the school secretary and updated when used and/or each marking period.

Tornado Drills

Tornado drills are to be conducted once a month between April and July. When students are assembled in interior hallways during a tornado drill or warning, they should be instructed to respond to a specific command to assume protective postures, facing interior walls, when the danger is imminent. Such a command might be: "Everybody down!" It is essential that this command be instantly understood and obeyed. Illustrations showing the protective position should be posted on bulletin boards.

Transportation of Students

No student is to be transported by any staff member in his/her personal vehicle. All Eligible CMSD students in grades 6-12 will be issued an RTA bus pass. Out of district students will not receive an RTA bus pass. The initial bus pass is free for students. Lost/stolen bus passes thereafter will incur a fee from CMSD Safety & Security.

Vulnerable Staff

Health officials advise all workplaces that are reopening to consider the vulnerability of some staff due to conditions that make them particularly susceptible to infection. If you

are unable to work due to reasons related to COVID-19 complete a Leave of Absence (see Leave of Absence in Handbook) in Workday.

Workday Time Entry

School secretaries will resume checking in and out of Workday daily to record time worked and request sick, special privilege, and vacation hours as well as to request business leave.

CTU members and school-based administrators will only enter time into Workday when using sick, vacation, or special privilege. CTU members will resume using Workday to record supplemental work such as class coverages, VPD hours, etc.

CTU substitutes and tutors must continue to submit regular time on a semi-monthly basis through Workday to be compensated.

To be compliant with Ohio Revised Code regarding the use of sick leave, the District has implemented a new certification of time off process within Workday that all employees must complete if they use sick leave. A form will be delivered to your Workday inbox that should be completed within **three days** of your return to work.

Worker's Compensation Procedures

If you are injured on the job, you are required to notify the building principal immediately. Additionally, the injured worker has 24 hours to report the injury to Worker's Compensation and you must fill out the injury report and have the building principal sign it. Lastly, the injured worker must inform the building safety officer they are completing an incident report.

Workplace Safety and Sanitation

Help maintain clean and sanitary workplaces. While this is the primary function of our environmental service specialists, it is more important than ever that each of us frequently wipe down the equipment we use to ensure these surfaces are sanitized as well.