Lincoln-West School of

GL🌐BAL STUDIES

Lincoln-West School of Global Studies
Student & Family Handbook
2025.2026

Lincoln-West School of GLOBAL STUDIES

Student Handbook
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WHAT IS GLOBAL STUDIES?

Lincoln-West Global Studies, located in one of Cleveland's most culturally diverse neighborhoods, opened its doors to incoming 9th graders in the Fall of 2016.

With a campus population comprised of over 41 nationalities and 27 spoken languages, Global Studies is well situated to be the highlight of multicultural and multilingual secondary education throughout Cleveland.

Global Studies will prepare students for success in post-secondary education and careers through an intellectually demanding culture of innovative teaching and learning in partnership with local, state, national, and international organizations focused on global citizenry.

OUR MISSION

The Lincoln-West School of Global Studies serves a diverse population through a personalized and competency-based approach. Our mission is to prepare adolescents to become knowledgeable, empathetic, and principled adults who think critically and act creatively on issues of local and global significance to build a just, sustainable, and peaceful world. We prepare students academically and emotionally to master rigorous academic standards, take ownership of their learning, collaborate, and communicate with diverse audiences, while developing skills that will prepare them for college and career.

OUR VISION

Students at Lincoln-West School of Global Studies will master key academic competencies through personalized pathways that develop critical thinking skills, language proficiency, and ownership of their learning. Through innovative instructional program including blended-learning, small group instruction, community-based projects, and strategic partnerships locally and globally, students will develop the knowledge and skills necessary to grow and succeed in a diverse and evolving global society.

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Learning at LW School of Global Studies

What is mastery and competency-based learning?

A competency-based education is based on an outcomes approach. This means that students will show **mastery** of a comprehensive set of **competencies** and content knowledge before advancing to the next set of topics and/or content.

This approach ensures that students will have the strongest foundation of knowledge possible to prepare them for colleges and careers.

The goal of competency-based education at LW School of Global Studies is that every student will graduate prepared for college, career, and civic life.

What does this mean in terms of how my student will be graded?

Each student will be given the multiple opportunities to demonstrate mastery of each set of competencies and content knowledge. Students can work at their own pace, with the help of the teachers, to guide them in becoming proficient in their knowledge base in each content area (reading, math, social studies, science, languages, arts, etc).

Because of the unique way LW School of Global Studies approaches teaching and learning, each student's progress report and report card might look different from a traditional grade card.

You will see each set of competencies that your student learning and learning standards that go along with that competency listed on the grade card. Your student will earn a performance level rating that will take into account their multiple attempts to master content and standards. Performance level ratings will be averaged so that you can see a traditional grade (A, B, C, etc.)

The advantage of using a more detailed grade reporting system is that you will know exactly how well your student is performing in every aspect of the content area. For example, instead of seeing a B- in English, you'll see the same grade, but understand how your student performed on each learning standard in the class. This can help you assist your student in skills that need further enhancement and celebrate successes in multiple areas.

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Revised Grading Matrix

Find Combined Current Grade for Core Courses		Competencies (Academic Skills) Students need to earn of score of 1.0 or higher				
		Exceeding Proficiency (3-2.5)	Proficient (2.4-2.0)	Approaching Proficiency (1.5-1.9)	Basic Proficiency (1.0-1.4)	Not Enough Evidence (0.9-0.0)
Content Knowledge Students need to earn a score of 60% or higher	A (100-90)	A	A	B	C	C
	B (89-80)	A	B	C	C	C
	C (79-70)	B	B	C	D	C
	D (69-60)	B	C	C	D	C
	C (59-0)	C	C	D	D	C

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<u>**Policies/Guidelines for Students**</u>

Dress Code

Cleveland Metropolitan School District Educationally Appropriate Dress and Appearance/Dress Expectations

The responsibility for the dress and appearance of a student rests primarily with the student and their parents or guardians. In the interest of maintaining a safe and healthy learning environment, the district believes in the following basic principles:

- All students are encouraged to dress in a manner that is appropriate, comfortable and conducive to an active academic school day.

- Students should be able to wear clothing without fear of or actual unnecessary discipline or body shaming.

- The student dress code should serve to support all students to develop a body-positive self-image.

- The district standard dress and appearance policy is gender neutral and applies to all students equally regardless of gender on school campuses and at school-sponsored functions and will be enforced consistently and fairly by all members of the school staff.

  Examples of inappropriate clothing include:

  - clothing where the buttocks or torso is exposed, i.e., tube tops, half shirts, halters

  - clothing that is see-through. (clothing must be opaque)

  - clothing or accessories that show profanity, obscene words or pictures, sexually suggestive statements, violence, or incitement to violence

  - clothing representing gang-related activities

  - clothing where the entire thigh is exposed, such as micro minis or short shorts.

  - bathing suits or cut-offs

  - the wearing and carrying of tobacco promotional items, or items promoting controlled substances (drugs) and/or alcohol

  - clothing where undergarments are exposed

- clothing that has text or visual images that is libelous, bullying, constitutes harassment or discrimination

- footwear must be worn at school and all functions

- no backless or open toe footwear

Additionally, site leadership (UCC subcommittee plus one parent) with a survey from parents, may establish a site-specific dress code addendum in the following circumstances:

A. Times when students are engaged in extracurricular or other special school activities and where the standard dress and appearance policy would not be appropriate for the activity.

B. Times when students are engaged in specific courses where modification is needed to ensure the safety of the students engaged in the class. Examples include lab sciences, physical education, CTE classes or other classes that contain potential hazard

C. Schools may set their own site-specific addendum relating to hats, caps and other head coverings. There shall be no restriction on student head coverings worn for bona fide religious purposes.

D. Each school site, in accordance with the District Dress Code Review Process (as directed by Dress Code Committee, which meets once a semester) may develop additional guidelines stricter than the district's minimum standard dress and appearance policy; however, these site-specific dress code addendums may not contradict the district's dress and appearance policy outlined in this document. Schools are responsible for following the identified district policies on notification of students and parents for their site-specific addendums.

Consequences of Dress and Appearance Code Violations

Dress and appearance code violations will have consequences that are applied consistently and equitably. Except under exigent circumstances, suspension or expulsion will not be used as a consequence for the violation of a dress code.

Site Staff shall provide students opportunity to remedy the violation. Opportunities to remediate may include, but are not limited to, parental contact, offer of exchange of clothing, referral to the Student Support Team (SST), or to the Say Yes Coordinator. Any discipline that shall arise out of dress code violations shall have minimal loss of instructional time as its goal.

First Violation: Administrator, or designee (not a CTU member), can make a parent/guardian call. Student will be offered the opportunity to remedy the situation, which could include an exchange of clothing, if available, turning a shirt inside out, or other potential remedy. Verbal warning given.

Second Violation: Administrator, or designee (not a CTU member), will make a parent/guardian call. Student will be offered the opportunity to remedy the situation, which could include an exchange of clothing, if available, turning a shirt inside out, or other potential remedy. Written warning given.

Subsequent Violation(s): Administrator, or designee (not a CTU member), will make a parent/guardian call. Student will be offered the opportunity to remedy the situation, which could include an exchange of clothing, if available, turning a shirt inside out, or other potential remedy. Parent conference will be scheduled. Detention can be considered as a consequence.

If a parent/guardian or student disagrees with the site administrator's decision on a standard violation, the parent/guardian or student shall attempt to resolve the problem by requesting a personal conference with the site administrator. If the problem cannot be resolved informally to the parent/guardian's or student's satisfaction, the site administrator's decision may be appealed to the CEO's designee, whose decision shall be final.

Dangerous or Disruptive Violations: Dress or appearance violations that cause actual disruption of the educational environment, result in actual violation of law or other school rules, including hate-crime laws, or cause actual injury may result, at the discretion of the district Administration, in more serious disciplinary action, up to and including expulsion without regard to the policy set forth above for standard violations. The process for appeal of these dangerous or disruptive violations shall be consistent with standard district disciplinary procedures.

Exception to Regulations

Generally, these neutral dress rules will be applied to all students without regard to personal circumstances. However, religious beliefs, medical requirements or other reasons may be grounds for an exception to a specific portion of the district Standard Dress & Appearance policy with specific advance approval from the district. A petition for an exemption from enforcement of a specified portion of

district Standard Dress & Appearance policy may be submitted to the principal. Under no circumstances will the principal allow an exception for dress that displays gang symbols, uses profanity, displays products or slogans that promote tobacco, alcohol, drugs or sex, materially interferes with school work, materially disrupts the school environment, substantially disrupts the school environment or creates a risk of safety.

Gang-Related Apparel

Gang-related apparel is not acceptable. If individual schools that have a dress code prohibiting gang-related apparel at school or school activities, the principal, staff and parents/guardians participating in the development of the school safety plan shall define "gang-related apparel" and shall limit this definition to apparel that reasonably could be determined to threaten the health and safety of the school environment if it were worn or displayed on a school campus.

Principals will collaborate with Law Enforcement Agencies to update changes in gang-related apparel at the beginning of each semester or as often as needed. Because gang-related symbols are constantly changing, definitions of gang-related apparel shall be reviewed at least once each semester and updated whenever related information is received.

Uniforms

In schools where a schoolwide uniform is required, the principal, staff, and parents/guardians of the individual school shall jointly select the specific uniform, and uniform combinations to be worn.

The principal or designee shall give parents/guardians at least two weeks' notice before a school uniform policy is implemented.

Parents/guardians shall be informed of their right to have their child exempted from a school uniform policy. A student exempted from participation in a school uniform policy by his/her parents/guardians must comply with this regulation and any supplemental site-specific dress code adopted at the site level.

The CEO or designee shall establish criteria for determining student eligibility for financial assistance when purchasing uniforms.

The CEO or designee shall establish a method for recycling or exchanging uniforms as students outgrow them.

Students who participate in a nationally recognized youth organization shall be allowed to wear organization uniforms on days when the organization has a scheduled meeting.

The Cleveland Metropolitan School District does not harass, intimidate, or discriminate on the basis of race, color, ethnicity, national origin, immigration status, ancestry, age, creed, religion, political affiliation, gender, gender identity or expression or genetic information, mental or physical disability, sex, sexual orientation, parental or marital status, military veteran status, or any other basis protected by law or regulation, in its educational program(s) or employment.

School Supplies

All LW Global Studies students will be issued the following school supplies:

School Supply Box
Laptop
Lock & Locker

Technology

Laptops
The school is committed to providing each student with a laptop. The students will be accessing their learning through Google Classroom.
Using technology is an important part of student life at LW School of Global Studies and our school has a 1 to 1 technology model. This means that every student will be issued a laptop (per class period) to use for academic purposes. Every student will discuss with their teachers the responsible use of laptops and will sign a **Technology Contract** that ensures understanding of how to responsibly use the laptops as a tool to further enhance learning.

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CLEVELAND METROPOLITAN SCHOOL DISTRICT

Handbook Issuance & Orientation Verification
2025-2026 School Year

_____   _____
School   H.R.

_____   _____
Student Name   I.D. Number

This is to certify that I have received a copy of the
Student Code of Conduct

_____   _____
Date Received   Student Signature

Issued by: Orientation by:

___ Homeroom Teacher   ___ All School Assembly
___ Counselor   ___ Unit Assembly
___ Administrator   ___ Homeroom
                                        ___ Individual conference

LWGS Technology Policy
I understand that I will be issued a laptop & charger. It is my responsibility to keep all school issued technology. I understand if I lose my laptop or charger there will be a monetary fine.

I will not allow other to borrow my devices.
Fees:
$75 Lost Laptop
$15 Lost Charger

This is to certify that I have received a copy of the Technology Policy & Fees

_____   _____
Date   Student Signature

LWGS Detention Policy
I understand that if I am issued a detention I must serve it or I will be issued ISS/OSS.

Detention Infractions
-Tardy to class
-Skipping Class

This is to certify that I have received a copy of the Detention Policy

_____   _____
Date   Signature

RTA Card Policy

I understand that if I am eligible for an RTA card I will receive it from the school office. If I lose my RTA card, I can get 1 free replacement card.

Replacement RTA Card Fee
$10 Money Order
$3.00 bus ticket (until card is replaced)

_____   _____
Date   Student Signature

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LAST NAME	FIRST NAME	CONTENT	ROOM
Acuna	Felix	Bilingual Para	401
Alvarado	Yulisa	Science	117
Cardwell	Amanda	ELA	118
Casselberry	Timothy	Mathematics	323
Chase	Alison	Science	329
Conner	Anitza	Bilingual Para	401
Cruz	Rosa	Spanish	301
Cummings	Rashonda	ASL Interpreter	104
Dunn	William	Science	328
Floyd	Jason	Intervention Specialist - CD/ED	401
Fortin	Rie	ELA	111
Galaszewski	Maggie	Physical Education/Health	Gym/318
Gorius	Heidi	Intervention Specialist - MD/AUT	143
Granda	Kelly	Art	105
Guile	Cassandra	Intervention Specialist - CD/ED	327
Gurung	Saraswoti	Bilingual Para	319
Hannah	Donna	Instructional Aide - MD/AU	142
Hilt	Darla	Assistant Principal	100
Jackson	Christina	Secretary	300
Javier, Dr.	Irene	Principal	408
Jones	Samantha	Intervention Specialist - CD/ED	112

Leahy	Nora	Say Yes to Education Coordinator	402
Mahone	Vivian	Instructional Aide - MF	142
Memaj	Donika	Mathematics	321
More	James	Intervention Specialist - MF	142
Morales	Awilda	Spanish	115
Morales	Cynthia	Bilingual Para	327
Negi	Vernika	PCIA	102
Pardo	Guillermo	Technology Support Specialist	134
Pelsnik	Shannon	Guidance Counselor	100
Pen	Carolynn	Media Specialist	MC
Potter	Ronn	Mathematics	325
Pritt	Brittany	Instructional Aide - MD/AU	142
Pritt	Rhonda	Instructional Aide - CD/ED	401
Reagan	John	Social Studies	317
Rege	Nora	Intervention Specialist - CC	320
STAFF	STAFF	JROTC	146
Saidi	Wadesisi	Bilingual Para	317
STAFF	STAFF	YOU JOGS/ECity	135
Smith	Carla	Intervention Specialist - MD/AUT	140
Sullen	Bobby	Instructional Aide - MD/AU	143
Tuck-Macalla	Heather	College & Career Campus Coordinator	MC
Valenti	Steven	ELA	315
Wade	Teroy	Intervention Specialist - CC	101
Werchiwsky	Jennifer	ELA	114

Wick	Milena	Social Studies	319
		Conference Room	**404**
		College NOW	**402**
		Security Office	**110**

Introduction to Competency-Based Education and Mastery Learning

What is Competency-Based Education (CBE)?

Competency-Based Education	Traditional Education
Students graduate after demonstrating mastery of a comprehensive list of competencies (broken down into learning standards and outcomes)	Student graduate upon completion of a mandated number of hours in a required set of courses.
Courses are designed around a set of competencies and learning standards that are aligned with state standards and the National Common Core Standards.	Courses are designed to align with state standards and the National Common Core Standards.
Course "credit" is received by mastering the competencies associated with the course.	Course credit is received by meeting seat-time requirements.
Each competency is assessed on a rating scale (such as "Exceed", "Meets" or "Doesn't Yet Meet" the expectation for the standard. Where effort or work habits are reported, they are maintained as a separate grade.	Course completion is assessed with a final grade composed of weighted averages of completed assignments, "effort", and timeliness.
Students progress at their own pace, allowing for acceleration or extra time based on the student's needs.	Students complete coursework together.
Assessments are aligned with competencies, and may be taken when a student is ready to demonstrate mastery.	Assessments are aligned with course calendars, and are taken when units of study are complete.

Source: Adapted from REAL Institute materials, Boston Day and Evening Academy, 2011

This approach insures that students have a strong foundation to build on as they continue through high school.

The goal of a competency-based education is that every student graduates from high school prepared for college, career, and civic life.

In my first year of college, I will be expected to complete...

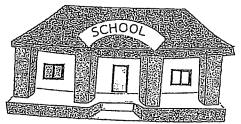|			
5,000	PAGES OF READING	90-100	POLISHED ESSAY PAGES
12	POSITION PAPERS	6	PRESENTATIONS
8	EXAMINATIONS	75	TEXT - BASED DISCUSSIONS
6	LAB REPORTS	21	PROBLEM SETS

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Building a Competency-Based School

What is Competency-Based Education?

An outcomes-based approach to education that in which students show mastery of a comprehensive set of competencies and content knowledge at one performance level before they advance to the next level.

The Finished School
(Achieving Mastery)

A student has demonstrated **proficiency** multiple times and in multiple contexts at a particular **performance level**.

The Skills Needed to Build the School
The Competencies

The learning targets that define the **essential skills and knowledge** students need in order to graduate from high school ready for college or career.

The Bricks
(Content Knowledge)
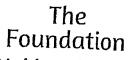
The content topics a student must learn in a specific course.

Building Codes
(Standards-Based Grading)

The grading system that is used to monitor student progress in competencies and content.

The Foundation
(Habits of Mind)

The **life skills** students will develop to support their academic success.

CLEVELAND
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What does Competency-Based Education look like?

Competencies

Define the essential skills and knowledge students need in order to graduate from high school ready for college or an entry-level job. Students develop their competencies from grades 9-12, and are expected to perform at higher levels for each competency as they progress through high school.

9th Grade Courses	10th Grade Courses	11th Grade Courses	12th Grade Courses

Each course has a defined set of competencies and content learning standards that a student must demonstrate mastery of to earn credit for that course and advance to the next course.

How is Competency-Based Education reported?

REPORTING
How is this reported?

ASSESSMENT
How is this assessed?

Transcripts *and* Report Cards

COMPETENCIES
Cross-curricular and subject area competencies.

Student Portfolios

Report Cards, Progress Reports *and* Student Dashboard

STANDARDS
5-10 standards describe the required knowledge & skill-sets for mastering each competency.

Performance Tasks

Student Feedback

LEARNING OBJECTIVES
Teachers use daily learning objectives for specific skills, concepts, and knowledge sets to create learning progressions that guide students toward achieving the benchmark skills.

Formative Assessments

Source: Adapted from Great Schools Partnership, 2013

Traditional Course Reporting vs. Competency-Based Reporting

Course	Credit
English I	B
Biology	C+
U.S. History	A-

Competency

Competency		Grade
Writing argumentative texts	93%	A

- I can introduce my claim — 9
- I can develop my claims & counterclaims — 8.5
- I use academic vocabulary effectively — 9
- I maintain an objective tone — 9
- I have a strong conclusion — 10

Learning Standards

Performance Level (defined by rubric)

Revised CMSD Competencies

Schoolwide

1. Vocabulary and Language 2. Communication 3. Conducting Research 4. Writing Arguments 5. Reading Informational Texts

History

1. Evaluate Change, Continuity, and Context
2. Analyze Perspectives
3. Evaluate Historical Sources and Evidence
4. Analyze Causation and Argumentation

Math Practices

1. Problem Solving
2. Mathematical Arguments and Reasoning
3. Modeling
4. Mathematical Connections

ELA

1. Reading Literature
2. Reading Informational Texts
3. Writing Informative Texts
4. Writing Narrative Texts

Science

1. Lead Scientific Investigations
2. Analyze and Interpret Data
3. Develop and Use Models

Visual Art

1. Create Visual Art
2. Present Visual Art
3. Analyze Visual Art

Music

1. Perceiving, Knowing, and Creating Music
2. Producing and Performing Music
3. Responding to and Reflecting on Music

Health

1. Apply Knowledge of Health Concepts
2. Analyze Health Promotion and Risk Reduction
3. Engage in Healthy Advocacy

Phys Ed

1. Analyze Physical Fitness Activities and Outcomes
2. Demonstrate Personal and Social Skills
3. Advance Health and Movement Performance

World Language

1. Participate in Interpersonal Communication
2. Interpret Written and Spoken Language
3. Analyze Practices, Products, and Perspectives

Revised June 2016

Five Forms of Experiential Learning

1. Anchor Performance Tasks

tangible learning products and/or performance that serves as evidence of learning and that typically take several days to weeks to complete. Designed to give students experience with the skills they will need to be successful in college and a variety of workplaces

2. Service Learning Projects

opportunities for students to put the competencies they are developing and the content knowledge they are acquiring to use by identifying and solving problems of local, national, and global significance

3. Expeditions

student learning trips that provide context for course content and/or allow students to investigate a community topic or phenomenon that has local, national, and global significance.

4. College & Career Connections

expeditions and experiences designed specifically to expose students to college and workplace environments and the ways that adults perform in these places

5. Exhibitions of Learning

dynamic and performance-based means of assessing students' knowledge and skill with the School of Global Studies schoolwide competencies

Habits of Success Competencies Map

Code	Descriptor	Statement
HOS.1	Growth Mindset	I can demonstrate a growth mindset in my approach to challenges, learning, and new opportunities.
HOS.1.1	Approach challenges with confidence	I strategically and independently seek academic challenge and takes risks to pursue learning.
HOS.1.2	Deal with obstacles effectively	I can independently persevere through significant academic and non-academic setbacks on a consistent basis.
HOS.1.3	Develop a love for learning	I am motivated to work hard because I know that serious effort and practice will help me improve my skills and my performance.
HOS.1.4	Accept criticism and feedback	I actively and regularly seek out feedback from people I trust and respect, and I can use it to improve my work, expand my understanding, or consider another point of view.
HOS.1.5	Get support from others	I actively seek out help and support from others when I need it.
HOS.2	Decision making	I can demonstrate effective decision-making skills to help me achieve my academic and personal goals.
HOS.2.1	Approach decisions with purpose and clarity	I can clearly articulate the specific problem I am trying to solve and determine the scope of the problem.
HOS.2.2	Choose and use decision-making strategies	I can choose the most appropriate decision making strategy in any situation or context, and I can ask for advise from people I trust before I make the decision and consider the strengths and weaknesses of their perspectives.
HOS.2.3	Consider consequences and personal responsibility	I can predict the consequences of decisions and take personal responsibility for the outcomes.
HOS.2.4	Communicate decisions to others	I can communicate my decisions effectively to others.
HOS.2.5	Reflect on decisions made	I can reflect on the decisions I have made and consider how I can improve my decision-making process in the future.
HOS.3	Work and Time Management	I can demonstrate effective work and time management skills to help me achieve my academic and personal goals.
HOS.3.1	Set and prioritize goals	I can set and prioritize my personal and academic goals.
HOS.3.2	Manage schedules and meet deadlines	I can manage my schedule effectively and meet deadlines.
HOS.3.3	Stay focused on tasks	I can stay focused on my tasks.
HOS.3.4	Prepare for upcoming activities and events	I can purposefully prepare for upcoming activities and events.
HOS.3.5	Stay organized and take care of belongings	I can stay organized and take care of my belongings.
HOS.4	Self-Regulation	I can develop a healthy self-concept while demonstrating the skills necessary for self-directed learning and personal growth.
HOS.4.1	Build and maintain a healthy self-concept	I can build a healthy self-concept and actively work to develop it.
HOS.4.2	Physical and emotional self-control	I can show emotional and phsical self-control in a range of situations and environments.
HOS.4.3	Monitor and manage learning progress	I can monitor and manage my own learning progress independently.
HOS.4.4	Make improvements to work	I can use feedback and the continua to improve my work.
HOS.5	Social Skills and Awareness	I can demonstrate the ability to communicate and work well with others, show empathy, and manage conflict.
HOS.5.1	Recognize the feelings and perspectives of others	I can use listening skills and observation skills to recognize the feelings and perspectives of others.
HOS.5.2	Interact effectively with others	I can cooperate with others, build positive relationships, and show respect for others' belongings, feelings, perspectives, and personal space.
HOS.5.3	Manage and resolve conflicts	I can independently use strategies to manage or resolve a conflict in a way that ensures the interests or needs of all parties are valued and considered in the outcome.

Sample Personal Learning Plan

STUDENT INFORMATION

Name	Global, Joe	ID No.	12345
DOB		Date Enrolled at LWGS	
Advisor		Anticipated Graduation Date	

CAREER INTERESTS

At this stage in my life, I think I might want to become a(n)...

Profession 1	Profession 2	Profession 3
Medical field, particularly nursing, because I know people in the field and it seems like something I would like.	Social work, but I worry about finding the money to attend a four year school.	I have interest in being a barger, and this was my number one, but I have concern about being able to make a living in this field.

COLLEGE INTERESTS

At this stage in my life, I think I might want to attend these colleges...

College 1	College 2	College 3
Cuyahoga Community College because it is an affordable path to start college.	Unsure, but maybe Cleveland State for location and majors.	Not yet identified.

PREPARATION FOR MY FUTURE
The information below summarizes the progress that I am making toward my career and college interests.

EXHIBITIONS OF LEARNING

Y1 Winter	Complete	Y1 Spring	Complete	Y2 Winter	1.6	Y2 Spring	2.1
Y3				Y4 Capstone			

FORMATIVE ASSESSMENT DATA - NWEA

Grade 9					
Reading Fall	207	Reading Winter	228	Reading Spring	221
Math Fall	165	Math Winter	227	Math Spring	220

Grade 10					
Reading Fall	214	Reading Winter	230	Reading Spring	238
Math Fall	225	Math Winter	233	Math Spring	221

COURSE CREDITS

Subject Areas	Minimum Credits Req'd	1	2	3	4	5
English language arts	4	X	X	currently		
Health	½					
Mathematics	4	X	X	currently		
Physical education	½					
Science	3	X	X	currently		
Social studies	3	X	X	currently		
Electives (inc. 2 semesters of fine arts)	5	FA - X	FL - X	X	X	X
Economics and Financial literacy	1?	currently				

OHIO STATE AND COLLEGE BOARD TEST SCORES

English I	2 (686)/3(711)	English II	3 (700)
Algebra I	3 (701)	Geometry	1 (663)
American History	3 (701)	American Government	
Biology	2 (694)	AP Test: AP BIO	1
AP Test:		AP Test:	
AP Test:		Total Graduation Points	14/18-15/18

APTITUDE TEST SCORES

PSAT Gr 9	740	PSAT Gr 10	760
SAT		ACT	

EXTRA-CURRICULAR PERSONAL SUCCESSES

This is a record of successes that I have had as a student at the School of Global Studies. I may be able to include these accomplishments on my college applications and job résumés.

Athletics	Club Participation	Leadership Roles	Service Learning	Work
N/A			Costa Rica Earth University	Employed at Five Guys

CMSD--GRADUATION WORKSHEET: (this worksheet was revised to reflect SY2018 & Beyond)

School: _____   Student: _____   STID _____

Grade Level SY_____ Cohort: _____ ☐YR1 ☐YR2 ☐YR3 ☐YR4

*Note student must meet the equivalent of the core courses listed below (higher level or AP coursework would meet the requirement

Credit Requirements: CMSD requires students to take and complete a minimum of 22 required credits and complete one of the three assessment options below.

English Language Arts –4 credits .... Yr1 ☐ Yr2 ☐ Yr3 ☐ Yr4 ☐

Mathematics –4 credits* must include one credit of Algebra II & must sequence to higher level each year ... Yr1 ☐ Yr2 ☐ Yr3 ☐ Yr4 ☐

Science –3 credits * must include one unit of phys sciences, one unit of life science and one unit of study in one or more of the following sciences: chemistry, physics or other phys science, adv biology or other life science, astronomy, physical geology or other earth or space science ... Yr1 ☐ Yr2 ☐ Yr3 ☐

Social Studies –3 credits *must include ½ unit of Am History and ½ unit of Am Govt. In 3 units required for the classes of 2018 and 2019. The class of 2021 will need ½ unit in world history and civilizations in their required three units as well as Am History and Am Govt. ... Yr1 ☐ Yr2 ☐ Yr3 ☐

Physical Education –0.5 credit must complete at least two semesters of physical education any time in grades 9-12 ... Met ☐

Health – 0.5 credit ... Met ☐

World Language- 1 credit ... Met ☐

Fine Arts – 1 credit* must complete at least two semesters of fine arts taken any time in grades 7-12. Fine arts is not a requirement for students following a career-technical pathway. ... Met ☐

Seminar - .5 credit* requirement may be connected to specialized area of technical studies and completed during 11 or 12 grade ... Met ☐

Electives – must include one or any combination of business, career-technical education, family and consumer sciences, technology, agricultural education or English language arts, mathematics, science or social studies courses not otherwise required. ... Met ☐ ☐ ☐ ☐

Other State Requirements- All students must receive instruction in economics and financial literacy during grades 9-12, typically taught as second semester of American Government course ... Met ☐

Met Academic Requirements	Date

Assessment Requirements: student must meet one of the 3 options to show readiness for college and careers

Option 1: Ohio State Tests: earn a cumulative passing score of 18 points, using seven end-of-course state tests.

Tested Area	Score 1-5 value	Min sub score ELA(4); Math(4) S/SS(6)	Met ✓
English I			
English II			
Algebra I			
Geometry			
Biology *	* Students studying Advanced Placement (AP) courses may substitute AP test scores or College Credit+ scores for the * end-of-course state exams		
US History *			
US Gov't *			
/35	TOTAL Score		

Option 2: College Admission Test: earn "remediation-free" scores in English language arts and mathematics on a nationally recognized college admission exam.

Remediation Free Scores (ACT or SAT)	Math	Student Score	Met ✓	Reading	Student Score	Met ✓	English	Student Score	Met ✓
SAT	520			450			430		
	22			22			18		

Option 3: Industry credential and workforce readiness: Students earn 12 points through an-approved, industry-recognized credential or group of credentials in a single career field and achieve a workforce readiness score on the WorkKeys assessment.

Industry Credential Earn credential(s) worth 12 points or more	WorkKeys Score (13 or higher composite score)

Met Assessment Requirements	Date:

OHIO'S GRADUATION REQUIREMENTS
CLASS OF 2023 AND BEYOND

Ohio's long-term graduation requirements take effect for the class of 2023. For students entering ninth grade on or after **July 1, 2019,** Ohio's new high school graduation requirements provide more flexibility to choose a graduation pathway that builds on a student's strengths and passions – one that ensures students are ready for their next steps after high school. Students in the classes of 2018 through 2022 may also use these requirements as a pathway to graduation.

As a part of this pathway to graduation, students must show that they have completed all three parts of these requirements.

1. Credit Requirements:

Students must earn a **minimum total of 20 credits** in specified subjects and take your required tests. Schools can locally require more than 20 credits. Schools are still required to administer all the high school end-of-course assessments. These are: English Language Arts II, Algebra I (or Integrated Math I), Geometry (or Integrated Math II), Biology, American History, and American Government.

2. Competency:

Students can demonstrate competency by earning a passing score on Ohio's high school Algebra I (or Integrated Math I) and English language arts II tests. Students who do not pass the test will be offered additional support and must retake the test at least once. If students have not met the competency score on these tests, there are four additional ways to show competency.

Option 1	Option 2	Option 3	Option 4	Option 5
Algebra I and ELA II	Career Readiness	College Credit Plus	Military Enlistment	ACT or SAT

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Option 1. To demonstrate competency using Ohio's state tests, students must earn a score of 684 or above on both the Algebra I (or Integrated Math I) and English language arts II end-of-course exams.

Option 2. To demonstrate competency by Career Readiness, students must demonstrate two career-focused activities, at least one must be a foundational option.

- Foundational options: 1. Cumulative score of proficient on 3 or more WebXams. 2. Earn 12-points of industry credential. 3. Complete a registered pre-apprenticeship, an apprenticeship, or show evidence of acceptance into an approved apprenticeship. 4. State-issued license for a practice in a vocation.

- Supporting options: 1. Work-Based Learning. 2. Earn the workforce readiness score on the Workkeys. 3. Earn the OhioMeansJobs Readiness Seal

Option 3. To demonstrate competency through the College Credit Plus Program, students must earn credit in a non-remedial math or English course for the subject area not passed.

Option 4. To demonstrate competency through Military Enlistment, students must provide evidence of enlistment in a branch of the armed forces to demonstrate competency.

Option 5. To demonstrate competency using the ACT or SAT, students must obtain a remediation-free score in the math and/or English subject area on the ACT or SAT. To demonstrate competency in English, a student must be remediation-free in the subjects of English and reading on the ACT or SAT.

3. Readiness:

Students can meet the readiness requirement by earning two diploma seals. In alignment with their graduation plan, students should be choosing seals that align with their goals and interests. These seals give students the chance to demonstrate academic, technical and professional skills and knowledge that align to their passions, interests and their post-high school pathway.

Of the two seals students are required to earn, at least one of the two must be State-Defined. Ohio's 12 diploma seals are:

- OhioMeansJobs Readiness Seal (State-Defined)
- Industry-Recognized Credential Seal (State-Defined)
- College-Ready Seal (State-Defined)
- Military Seal (State-Defined)
- Citizenship Seal (State-Defined)
- Science Seal (State-Defined)

- Honors Diploma Seal (State-Defined)
- Seal of Biliteracy (State-Defined)
- Technology Seal (State-Defined)
- Community Service Seal (Locally-Defined)
- Fine and Performing Arts Seal (Locally-Defined)
- Student Engagement Seal (Locally-Defined)

Want to learn more?

Contact your school counselor or visit education.ohio.gov/graduation

Department of Education & Workforce

OUR MISSION

The **Lincoln-West School of Global Studies** serves a diverse population through a personalized and competency-based approach. Our mission is to prepare adolescents to become knowledgeable, empathetic, and principled adults who think critically and act creatively on issues of local and global significance to build a just, sustainable, and peaceful world. We prepare students academically and emotionally to master rigorous academic standards, take ownership of their learning, collaborate, and communicate with diverse audiences, while developing skills that will prepare them for college and careers.

Exhibition of Learning (EOL)

Our EOL is a dynamic means of assessing our students' knowledge of school-wide competencies as a part of our mastery learning model. These competencies address the students' abilities to develop critical thinking skills, hone their language proficiency, and take ownership of their learning. The EOL serves as an interim assessment and opportunity for students to practice for a more comprehensive senior Capstone that is required for graduation. Oral presentations give students the opportunity to:

- Demonstrate their understanding of content through the language modalities of speaking and listening
- Improve their public speaking skills
- Improve their preparation and organizational skills
- Practice professionalism
- Experience receiving feedback and using it to improve their future performance

The EOL is a progressive assessment process that will eventually lead to a culminating capstone event in each student's senior year. For current students, the EOL process is the following:

	Grade 9	Grade 10	Grade 11
Content	Anchor Performance Tasks & Habits of Success	Solving a School Issue & Habits of Success	College & Career Exploration (internships, visits, mentorships)

Lincoln-West School of
GLOBAL STUDIES

For the most up-to-date information and events about LW School of Global Studies, please find us via social media in the following ways:

Website: www.clevelandmetroschools.org/globalstudies

Facebook: Lincoln-West School of Global Studies

Twitter: LWGlobalStudies

Instagram: LWGlobalStudies