

# LWSH Staff Handbook

## 2023-2024



Juliet King, Principal

Robert Early, Assistant Principal

Lowell King, Campus Coordinator

Jamessa Motley, Say Yes Coordinator

Monica McMillan, Principal Secretary

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Greetings LWSH Family,

Welcome back to a brand-new school year! I am excited to welcome back all of our educators from last year and welcome our new LWSH members, who I know will make great additions to the team! Please welcome the following members to the family:

Lowell King–Campus Coordinator  
Theresa Carlin– Algebra I  
Elaine Barnes–Algebra II and College Math  
Loren Neubert–ELA I and ELA II  
Samantha Mieczkowski–Spanish

I'd also like to welcome new members to the MetroHealth Upper Campus Team:

Lowell King–Campus Coordinator  
Taylor Zepp–ELA IV, Senior Capstone, and AP English  
Avriel Chaney–Intervention Specialist  
Stephanie Massey-Cole–Intervention Specialist  
Elaine Barnes–Algebra II and College Math  
Samantha Mieczkowski–Spanish

I'm thrilled to be a part of such a dynamic team, and I just know that we are going to

do great things together this year. I'm happy to announce that we are entering this year with upward movement in achievement, and it is clear that we have kept our focus on Continuous Improvement. As we move forward, let's hold on to the 22-23 SY data as a celebration and a recognition that our efforts have made all the difference in meeting our goals!

To highlight our accomplishments, we met or exceeded our goal in overall performance index by 5+ points; increased our ELA performance index by 14 points; increased Sped PI by 9 points; and increased our Adult Support outcomes by 7%. In addition to that, we increased our Biology OST passage rate from 18% to 35%, exceeding the district's rate; we increased American Government from 21% to 32%; and American History from 5% to 24%. We also successfully graduated 7 of our scholars from the STNA program and more than doubled our Demonstrations of Learning. These are all AMAZING outcomes! And although we have more goals to meet and more work to do, let us bask in the glory of what has been achieved and set our minds on working in full collaboration to keep that upward trajectory!

Last, but certainly not least, I'd like to share that our school received national recognition as Congresswoman Shontel Brown orchestrated a roundtable discussion that included US Secretary of Health and Human Services, Xavier Becerra; Congresswomen Emilia Sykes; CEO and President of MetroHealth, Dr. Aarica Steed around our school to workforce pipeline we have created between LWSH and MetroHealth. As a result, our school may become a national model! So, let's continue to bring attention to the great things we are doing for our scholars to successfully prepare them for college and a healthcare career!

I look forward to our continued momentum and I'm confident that our efforts will not only positively impact our scholars, but ourselves and the school community as well!

Sincerely,



Juliet King

Your Proud LWSH Principal



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### **School Vision**

Transform Yourself. Transform Your Community.

### **School Mission**

In partnership with the MetroHealth System, is to prepare students for college and careers in the healthcare industry through a dynamic and interactive education environment that engages students in modern, science, health, and medicine through relevant workplace and community experiences.

### **Alma Mater**

Lincoln-West, we sing thy praise,  
To thee our highest hopes we raise.  
Let us pledge our loyalty,  
United, strong, victorious be.  
Leading through the years ahead,  
With the Blue and White and Red.  
We will always do our best,  
To honor Cleveland's Lincoln-West.

## LWSH Regular Bell Schedule

Time	Schedule
8:00am – 8:30am	Arrival and Breakfast
8:35am – 9:30am	1 <sup>st</sup> Period
9:35am – 9:55am	2 <sup>nd</sup> Period Advisory
10:00am – 10:55am	3 <sup>rd</sup> Period
11:00am – 11:55am	4 <sup>th</sup> Period
11:55am – 12:35am	5 <sup>th</sup> Period Lunch and Open Gym
12:40pm – 1:35pm	6 <sup>th</sup> Period
1:40pm – 2:35pm	7 <sup>th</sup> Period
2:40pm – 3:35pm	8 <sup>th</sup> Period
3:35pm – 3:40pm	Dismissal (All students must exit the building unless staying for a sport or after school club)

### **Modified Schedule for Early Release and Remote Learning**

Instructional Times:	Instructional Periods
8:35 AM - 8:55 PM	Advisory (2 <sup>nd</sup> Period)
9:00 AM – 9:27 AM	1 <sup>st</sup> Period
9:32 AM – 9:59 AM	3 <sup>rd</sup> Period
10:04 AM – 10:31 AM	4 <sup>th</sup> Period
10:35 AM- 11:02 AM	6 <sup>th</sup> Period
11:07 AM – 11:34 AM	7 <sup>th</sup> Period
11:39 AM – 12:06 PM	8 <sup>th</sup> Period
12:06 PM – 12:26 PM	Lunch (5 <sup>th</sup> Period)



### **Staff Reporting Times**

All teachers are to report to school no later than 8:15 am each day (due to AAP agreement) and leave no earlier than 3:35pm without proper notification and permission from administration. All paraprofessionals need to report to work according to their individual schedules; and the secretary will report at 8:00am and leave no earlier than 4:15pm without proper notification and permission from administration. All administrators will report by 7:30am and leave no earlier than 4:30pm without proper notification and permission from the principal.

All instructional staff, including long-term substitutes will report to our professional development sessions Monday through Friday from 8:15am - 8:25am and Wednesdays at 3:40pm. Paraprofessionals are to arrive at 7:45am to receive students from the school bus or greet scholars as they walk in. All paraprofessionals are to remain until 4:00pm.

### **Staff Reporting Procedure**

Staff are required to sign in on the **Daily Attendance Log** located in the Main Office by 8:15 AM. In the case that we are in a *remote learning setting*, staff with advisories are required to log on with their advisory at 8:35 AM.

Staff must report all tardies as soon thereafter as possible via text and email to the building principal and assistant principal.

### **Absence Reporting**

Staff will inform both the principal and assistant principal via email and text message if you anticipate an absence the day before or sooner than the absence date. However, if you discover that you will unexpectedly be absent, you will need to text both the principal and assistant principal no less than 2 hours prior to report time, along with sending an email unless there is an emergency that prevents you from doing so. 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 available in Schoology and communicated to the building substitute prior to

the workday beginning. If you are a MetroHealth teacher, please leave specific directions around what campus they will be working in and how to arrive at MetroHealth.

If an employee fails to report his/her absence, the employee will be considered absent without leave until a reasonable explanation is subsequently provided.

### **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 the Workday timesheet when an employee enters time off directly into Workday. Sick leave is sent to the 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 the 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.

### **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.

### **Leave of Absence**

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

### **Article 20 Attendance Policy:**

Any suspicion of attendance abuse, including excessive call-offs, patterns (i.e., every Friday), consistently missing PD time, consistently arriving to work late, or leaving early, can and will result in Step Disciplinary action according to Article 20 of the Collective Bargaining Agreement.



### **Emergency FMLA**

To apply for an Emergency FMLA please log-in to Workday, select the 'Time Off' icon and choose the respective Leave Type. Forms for verifying eligibility can be found on the district website. Questions regarding these provisions or eligibility? Contact [employeerelations@clevelandmetroschools.org](mailto:employeerelations@clevelandmetroschools.org) for assistance.

### **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.

### **Building Hours of Operation**

*(Normal Business Hours)* The Lincoln-West Campus and MetroHealth Campus is open to staff from 7:30 AM until 4:30 PM. All staff should be cleared from the building by 4:30 PM. The main office is closed from 12:00pm – 1:00pm when our secretary takes her lunch break.

### **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.
- Notify an administrator or the secretary if a student needs to be removed from class to be taken to the office.



### **Building Entrance Procedures**

The official entrance to Lincoln-West Campus is the door facing West 30<sup>th</sup> Street. Visitors will sign in with our secretary in the main office to receive a visitor's pass. 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 Safety and Security**

- Visitors must always display an office pass. Do not accept visitors in your room without a pass from the office.
- Parents should never be sent to a classroom under any circumstances without an administrative escort. Only in rare cases would a family member be escorted to a room in which they want to observe their child's behavior without the student knowing.
- 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 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 PowerSchool will be permitted to speak with, meet with, sign-out a student, or communicate with a student and/or their principal or teachers.
- For classroom emergencies, contact the main office and the office will contact security or the school nurse depending on what the circumstances are.

**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 and coordinate security efforts within the Lincoln-West Campus.
- 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.

### **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.

### **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 fully 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.

### **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 get their safety folders with student rosters and parent contact information and 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 drills.

### **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 followed.

### **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.
- Prepare to debrief at the 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.”

### **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.

### **Medical Emergencies**

In case of illness or accident (staff or student), notify the 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.

### **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 in Public Works. Lastly, the injured worker must inform the building safety officer they are completing an incident report.

### **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 prior to making the report. The person who witnesses or hears information that indicates a child is being abused, you are the person who has to make the call. Administration will support you in this process.

### **Using e-Hallpass**

E-Hallpass is a digital hallpass system we use to assign students a pass when leaving the classroom. This serves as documentation to ensure safety is maintained and all scholars are accounted for. Only one (1) student may be issued a hall pass at a time in each classroom. To leave the classroom, a student will use EHallpass and approval 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.

### **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. Teachers should update their locker assignments when students arrive and / or leave. Send administration all updates. Failure to follow this policy may result in lost or stolen items and the school will not be held liable.

### **Workplace Harassment**

All CMSD employees are to be treated with dignity and respect. Any and all forms of harassment including workplace bullying, retaliation, or sexual harassment are prohibited and should be reported to the building principal immediately. All cases will be handled promptly and diligently according to policy.

### **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.

### **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.

### **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.

### **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.

### **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.



### **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 Assistant Principal following the assembly and in the future.

### **Use of LiveSchool**

We aim to improve student behavior and professionalism here at LWSH. [LiveSchool](#) is a tool we use to reward adhering to our school-wide expectations. Per our PBIS plan and implementation process, all classroom teachers will assign students LiveSchool points for following specific outcomes according to our PBIS matrix as we ask our scholars to R.O.A.R.



## Respect:

1. Use professional language
2. Respond appropriately
3. Be considerate of others
4. Respect yourself and the school community

## Open-Mindedness:

1. Show empathy
2. Respect the differences in others
3. Be welcoming to school members and outside community
4. Welcome new and different ideas

## Achievement:

1. Show perseverance
2. Seek academic challenge
3. Participate in activities
4. Seek and use feedback to improve work

## Responsible:

1. Wear Professional Dress
2. Use technology appropriately
3. Arrive to classes on time daily
4. Manage time and schedule effectively

Pay special attention to the outcomes “Using Technology Appropriately” and “Arriving to Class on Time” as those were our two top negative behaviors based on last year’s data.

### **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, may do so through email, messages left at the school, or through direct contact with administration or office personnel. Teachers are responsible for contacting the parent/guardian within (3) days of knowing a request was made to schedule a date/time convenient for all parties.

### **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 if noted as habitual.

All office referrals will be returned to the staff member who issued the referral with the actions taken by administration in a timely manner.

### **Cell Phone/Electronic Device Use**

Students may possess cellular phones and other electronic devices on school property and school-sponsored transportation; however, the use of the cell phone or electronic device is limited to appropriate uses as defined by this policy. Any other use of cellular phones and other electronic devices on school property, while on school-sponsored transportation, or while engaging in school-sponsored activities is prohibited. When not using their cell phone or other electronic device for an authorized, appropriate purpose, students are responsible for keeping their cell phones and electronic devices powered completely off (not simply in a “vibrate,” “silent,” or “airplane” mode) and stored securely in a purse, backpack, or locker. The school is NOT responsible for lost, damaged, or stolen phones that were not in possession by administration at the time.

The following policy will be instituted to reform non-adherence to the cell phone/electronic device policy:

- **Offense #1:** Warning; counseled by teacher and documented.
- **Offense #2:** Warning; teacher makes parent communication and documents.
- **Offense #3:** Teacher assigns Opportunity School\* (after-school detention) and documents.
- **Offense #4:** Teacher submits Office Referral Form to school administration within 24 hours and administration assigns student to Planning Center to receive behavioral support from PCIA.
- **Offense #5 and Future Offenses:** Teacher submits Office Referral Form to school administration within 24 hours and they will recommend a consequence aligning to Level II offenses prescribed by District Student Code of Conduct Handbook.

### **Opportunity School**

Students may be assigned Opportunity School for low-level disciplinary offenses by teachers and school administration. Opportunity School is an after-school detention for 1-2 hours after school **(3:45pm - 4:45pm or 3:45pm - 5:45pm)**. During Opportunity School, scholars are given the "opportunity" to make different choices in the future to avoid further consequences. Students will be given a notice in advance of the date they are to serve, and parents will be called by the assigning staff to ensure arrangements are appropriate based on their family situation. In the case of those who cannot serve Opportunity School for family reasons may instead spend one full day in the Planning Center.

### **Planning Center Assignments:**

Whether a student is being assigned or self-referred, documentation and administrative approval is required. Teachers have the right to assign an REI (Referral of Educational Intervention) in which a student would be assigned to the planning center for no more than

Student Support Team Referrals:

### **Corporal Punishment**

Disciplinary methods, which may be damaging to students, such as ridicule, sarcasm, or excessive temper displays are unacceptable. Corporal punishment includes, but is not limited to slapping, paddling, or prolonged maintenance of a student in physically painful positions, and intentional infliction of bodily harm. These measures are unacceptable and may not be used. Violation of this, by law, may constitute grounds for a written reprimand (placed in the employee's personal folder), suspension, and/or dismissal.



**Unit and Lesson Plans**

Unit plans in the form of UBDs or PBLs are required for all teachers in all courses taught. Associated lesson plans and daily agendas with standards and objectives should always be available in Schoology and accessible to students. 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. Additionally, a syllabus and course overview are to be distributed to students and parents.

Intervention specialists should modify 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. An unassigned folder or a folder assigned for SWDs should be housed in the Schoology course to access modified assignments.

**Schoology**

Schoology is our district’s Learning Management System that serves to bring access to students who are unable to attend the lesson in person. It also allows parents to monitor their child’s progress in all of their classes. Therefore, the AAP team has developed an expectation around the use and all classrooms are to utilize Schoology to deliver instruction, including the lesson objective and associated standards.

### **Classroom Agendas**

Due to the nature of our shortened class periods, we want to be sure that everyone follows a similar agenda to maximize learning time. The agenda that all classrooms are to use are as follows:

- 5-minute Do Now
- 10-minute introduction / objectives/ lecture
- 30-minute students work on task
- 5-minute closure
- 5-minute Exit Ticket

We understand that PBL may not follow this pattern, but we should still see the teacher formatively assessing students during the class time and elements of this agenda at different points within the project.

### **Formative Assessments**

All observed classrooms should include watching the teacher(s) formatively assessing students as they engage in a lesson.

### **Advisory Cadence**

To ensure we are all consistent in what we do during Advisory, a specific cadence will be used and followed throughout the school year. The cadence will be developed by the APT in collaboration with the PBIS team and communicated to all staff.

### **Mastery-Based Learning Model**

Our school community uses mastery-based learning using UBD or PBL 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" or the principles of PBL design, to design learning experiences to achieve specific learning goals. Teachers first design a cognitively rich performance task 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, experiences, and 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 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.

### **Mastery Trackers**

All teachers must maintain a Mastery Tracker in Schoology to track student progress toward mastery of critical standards to be addressed that quarter. This should be evident as administrators do Schoology walk-throughs to ensure we are holding fidelity to the use and content of Schoology and Mastery Trackers.

### **Gradebooks**

The teacher grade book is a legal document, which must remain on file for five (5) years. Therefore, all teachers must maintain, export, and submit a copy of their Schoology grades for each quarter. 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.

### **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 Special Programs such as a previous IEP or ETR, please notify the building principal immediately.

CMSD 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) business days prior to the scheduled IEP meeting. IEP's must be finalized and locked in Special Programs within 24 hours of the completion of the team meeting.

Intervention specialists and related service providers should use Microsoft Outlook Calendar to schedule IEP meetings. These meetings are now set to 30 minutes to allow for more meeting time slots 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.

Please be sure that families utilize DocuSign or be sent home 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 IEP Day per quarter for the purpose of IEP development and case management. This should be arranged with administration at least two weeks in advance, and a substitute should be secured by the intervention specialist. IEP days

must be held on campus. If you need a more private location, see administration to support you with that.

### **Bulletin Boards**

Teachers should use bulletin boards to display current student work in the 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 DOK Level 3 or above and should be dated with a rubric attached.

### **Class Coverages**

Class coverage may be assigned in an emergency or volunteered based on need and availability. All class coverages should be submitted within Workday before the close of business on the day the coverage occurred. Use 1 per 54 minutes unit of class coverage per covered class, and 1/3rd class period for covering advisories.

### **Professional Development Request Form**

Staff members attending an in-service, professional development, union meeting, counselor meeting, etc. are required to obtain the building principal's permission to attend. This can be done via email upon learning about the opportunity.

### **Prepping 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, bell schedule, special assignments, classroom rules, consequences, rewards, and/or notations about behavior problems.
- Lunch procedures.
- Fire/Tornado/Security Drill procedures.
- Restroom times/procedures/helpers, when applicable.
- Dismissal procedures if applicable.

Keep this folder in a safe place in the classroom and indicate its location in your request for a substitute. Also give the title and a brief description of the lesson that can be found in Schoology for the substitute to reference.



### **Emergency Lesson Plans**

There may be a time that you have an emergency and leaving detailed notes or a lesson in Schoology is not possible. An Emergency Lesson Plan Folders must be set up with three days' worth of assessments to use in your absence. Emergency lesson plans are due on or before Friday of the first week of school that students return from break. 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.

### **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. (Please request copies from our School Guidance Counselor).



### **Field Trip Request and Follow Up**

1. [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.
2. The Field Trip Lead will ensure that all participating scholars have their Year-Round Permission Slip on file. will be generated once the request has been granted permission by the building principal.
3. [Bag Lunch requests for field trips must be completed via the Bag Lunch Service Form](#) a minimum of 10 business days prior to the field trip. Failure to make a timely request will result in lunches not being prepared.

### **Field Trip Coverage and Team Planning**

- The following information should be submitted to administration 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 finding coverage for students not going on the 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.

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

### **Incentivized Quarterly Field Trips**

Each team will meet one week prior to the Quarterly Incentive Field Trip, and submit the names of the attending students using this [shared Google Sheet](#). Names not identified will NOT attend the field trip. Students should be informed in advance that they do or do not qualify during advisory after the team's determination. Each GLT will determine and communicate who will attend, making sure we have one chaperone per 15 students, and who will remain behind with scholars who will not be attending.



## **Fundraising**

The most common sources of revenue for student activity programs are 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 those 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, have the secretary submit a vendor request in the Workday system and send vendors W-9 to the Purchasing Department.
  - Create a 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 within one week of receiving the funds and communicated to the school secretary and fundraising advisor via a copy of deposit slip and bank receipt.
- At the end of the fundraiser complete the bottom half of the [Sales Project Potential Form](#) and return it to the secretary.

### **Sale of Food to Students**

There is to be no financial sale of candy, gum, pop, or any food item to students during school breakfast or lunch. All fundraisers must have an approved [Sales Project Potential Form](#) on file prior to any item being sold. Monies generated from any student fundraiser are to be placed in the safe in the principal's office. Within one week of receipt, the principal will ensure the funds are deposited into the Student Activity Fund for student use only and provide copies of the receipt and deposit slips to the secretary and fundraising advisor. Any misuse of said money is in violation of the Federal RICO Act and could result in termination and/or prosecution.

### **School Budget**

The UCC Chairperson will request the budget from the secretary each month. The secretary is responsible for printing it out for use by the UCC to post, share, or discuss with fellow UCC members.