

Lincoln-West  
School of

**GLOBAL  
STUDIES**

**STUDENTS AND FAMILIES  
HANDBOOK  
SY 2025-2026**



# **Table of Contents**

**Who We Are?**

**Instructional Vision Infographic**

**CMSD Instructional Vision**

**CMSD Strategic Priorities, Goals and Guardrails**

**Educator Info Sheet What is Global Studies?**

**Student Experience Description**

**Portrait of a Graduate**

**What is Competency-based Learning?**

**Five Forms of Experiential Learning**

**Exhibition of Learning (EOL) Process**

**Course of Study, CMSD Course Completion**

**Grading Matrix, CCWRM College, Careers, Military, Workforce Metrics**

**“My Habits of Success”**

**School Supplies and Access to Technology**

**Late Entry and Early Dismissal**

**Important Info & Contacts Staff Roster**

**Handbook Verification, Technology, Lunch Detention and RTA Transportation**

**Student Dress Code Policy**

**Use of Cellphone and Electronic Device Policy**

**Educator Directory**

**Connect with us!**

**Important Info & Contacts Address:**

**3202 W. 30th St. Cleveland, OH 44109 Phone:**

**216-838-7050 Website:**

**[www.clevelandmetroschools.org/globalstudies](http://www.clevelandmetroschools.org/globalstudies)**



**Mascot: Wolverines**

**School Leaders:**

**Principal: Dr. Irene Javier**

**[irene.javier@clevelandmetroschools.org](mailto:irene.javier@clevelandmetroschools.org)**

**P: 216-838-7054 C: 216-551-6484**

**Assistant Principal: Mrs. Darla Hilt**

**[darla.hilt@clevelandmetroschools.org](mailto:darla.hilt@clevelandmetroschools.org)**

**P: 216-838-7074 Personal Cell: 440-554-5680**

**Support Staff**

**School Counselor: Mrs. Shannon Pelsnik**

**[shannon.pelsnik@clevelandmetroschools.org](mailto:shannon.pelsnik@clevelandmetroschools.org)**

**P: 216-838-7006**

**School Secretary: Mrs. Christina Jackson**

**[Christina.jackson@clevelandmetroschools.org](mailto:Christina.jackson@clevelandmetroschools.org)**

**P: 216-838-7050**

**Technology Support: Mr. Guillermo Pardo**

**[Guillermo.pardo@clevelandmetroschools.org](mailto:Guillermo.pardo@clevelandmetroschools.org)**

**P: 216-302-9474**

**Custodians Head Custodian: Mr. Tyrone Turner**  
[tyrone.turner@clevelandmetroschools.org](mailto:tyrone.turner@clevelandmetroschools.org)  
**P: 216-838-7005**

**Athletic Director: Timothy Casselberry, Room 323**  
[timothy.casselberry@clevelandmetroschools.org](mailto:timothy.casselberry@clevelandmetroschools.org)  
*Use for eligibility cards, team rosters, and concession stand availability*

**Security Main Office Lead Officer: Phillip Malone**

**Community Partners**

**Youth Opportunities Unlimited: Sam Motes**  
**College Now: Tori Larsick and Bryanna Wallace**  
**TRIO**

**How do I?**

**Technology issues: email [helpdesk@clevelandmetroschools.org](mailto:helpdesk@clevelandmetroschools.org)**  
**216-838-0440**

**Supplies: Contact Ms. Jackson in the main office; Paper= 1 case per semester**

**Expeditions: Get approval from Dr. Javier with approval form (for trip AND transportation). Contact the kitchen on the first floor to get "grab and go" lunches.**

*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](http://www.clevelandmetroschools.org/globalstudies)**

**Facebook: Lincoln-West School of Global Studies**

**Twitter: LWGlobalStudies**

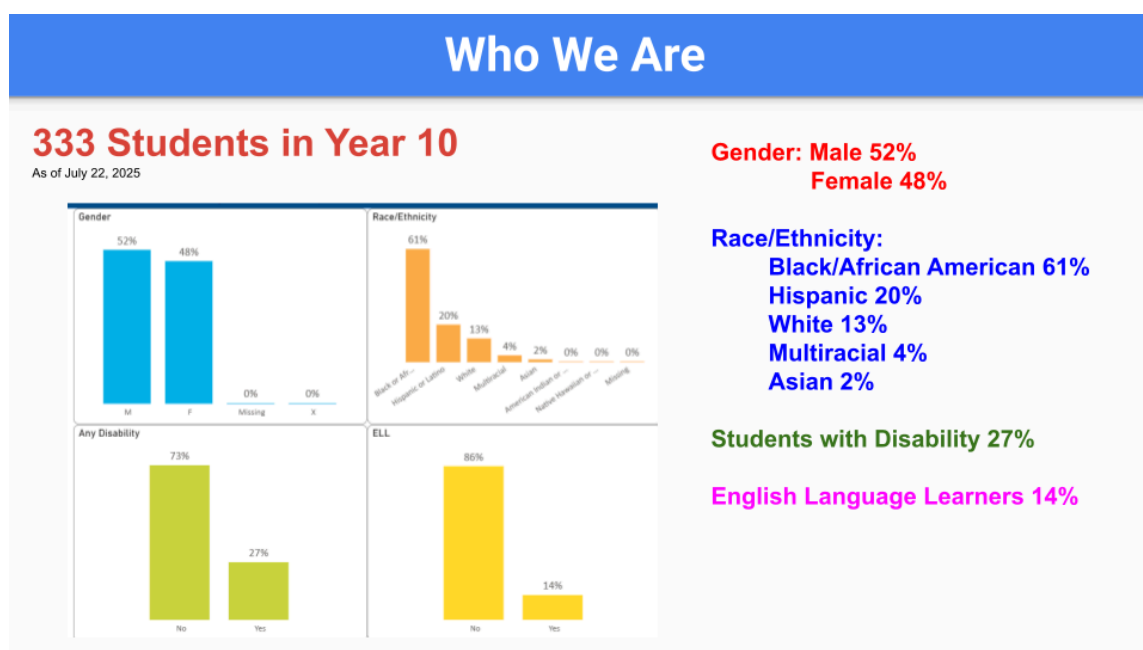
**Instagram: LWGlobalStudies**

# WHAT IS GLOBAL STUDIES?

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

With a campus population of over 18 nationalities and 14 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.



## WHO WE ARE?

- ★ Global Studies has a culturally diverse staff and student population
  - Staff come from over 8 countries and speak 14 languages
  - Students come from 14 countries and speak 12 languages
  - Student with IEP's comprise 27% of our population and Limited English Proficient students comprise 14% of our population

# SCHOOL VISION

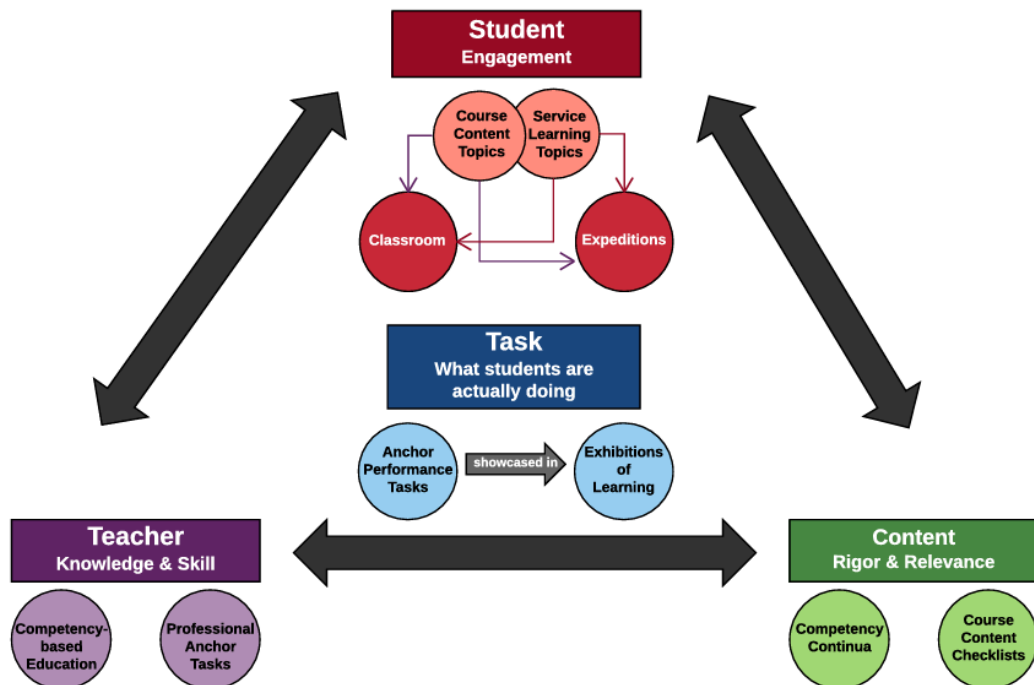
Students at **Lincoln-West School of Global Studies** ("School of Global Studies") will master key academic competencies through personalized pathways that develop critical thinking skills, language proficiency, and ownership of their learning. Through innovative instructional programs including blended-learning, 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.

# 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.

# INSTRUCTIONAL VISION

## Macro-level View



students are doing to demonstrate ownership of the



## The Goals

are designed to directly impact what students *know and can do*, guiding our focus toward tangible, measurable academic outcomes.

1

**Early Literacy:** The percentage of 3rd graders who are proficient in ELA will increase from 35% in August 2024 to 60% by August 2030.

2

**Math Proficiency:** The percentage of first time test takers who are proficient in Algebra 1 will increase from 26% in August 2024 to 50% by August 2030.

3

**College Readiness:** The % of graduating cohort who meet at least one college ready indicator — ACT/SAT College Ready, Honors Diploma, AP/IB College Ready, or 12+ college credits — will increase from 8.2% in August 2024 to 25% by August 2030.

## The Guardrails

describe the non-negotiable values the school system must honor while allowing freedom to pursue the goals.

1

**Safety/Well-Being:** The CEO shall not fail to promote safety within CMSD facilities, along with physical and mental well-being for all students.

2

**Opportunity:** The CEO shall not implement an academic program that fails to provide access to artistic, athletic, and career preparation opportunities for all students.

3

**Inclusion:** The CEO shall not make significant changes to the operation of the district without meaningful ways for the community to provide input.

## Learner Information Sheet

### *What's it like being a **Learner** at Global Studies?*

#### **School Schedule:**

- ★ Global Studies follows a traditional calendar schedule
  - Student School Day for SY 2025-2026 8:35am-3:05pm

#### **Academic Experience:**

- ★ Global Studies is a competency-based mastery learning school
- Anchor Performance Tasks (2 per quarter for each class)
  - An APT is a major academic task that is based on competencies and content standards. These tasks are formed in such a way that they would prepare students for a typical work-load for their freshman year at college and/or a career setting
  - Example: Lab report, Narrative Writing, Position Paper, Math Modeling, Research, Debate
- Expeditionary Learning (at least 1 expedition per quarter; can be combined with service learning)
  - Expeditionary learning is tied to a course APT and features learning that takes place outside of the classroom
  - Example: “From Classroom to Curtain Call”, “Lifting Puerto Rico”, Universal STEM Reimagined, A.V.I.D. Expeditions
- Service Learning (at least 1 service-learning experience per quarter; can be combined with expeditionary learning)
  - Service learning is tied to a course APT and features a problem of local or global significance that the students are expected to solve while completing their associated APT. Service learning is NOT community service; rather, it is an opportunity for students to problem-solve issues that are significant and can impact on the greater community and the world.
  - Example: Lifting Puerto Rico Youth Service Learning, US Citizenship Oath-taking, Street Law, Pulsera Project, Produce Market, “Who wants to be a Millionaire”, CPR, Best Buddies, Kindness Bingo, Wall of Hearts, Food Justice Policy, SEL Day at Luis Muñoz Marin, Earth Day, Metro Parks Clean-up

- School Model Courses
  - Example: A.V.I.D, Computer Science, Intervention, Professional Communications Forensic Science, Life Skills, Cultural Perspectives,, Financial Literacy
- Advisory and Study Hall
  - Opportunity and space to practice growth mindset, habits of success, and community building competencies and college and career ready skills that the student learn over the course of the year
- Exhibition of Learning (1 per year)
  - The 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 is a progressive assessment process that will eventually lead to a culminating capstone event in each student's senior year.

## **WHO WE ARE?**

- ★ Global Studies has a culturally diverse staff and student population
  - Staff come from over 8 countries and speak 14 languages
  - Students come from 14 countries and speak 12 languages
  - Student with IEP's comprise 27% of our population and Limited English Proficient students comprise 14% of our population

Lincoln-West School of



## STUDENT EXPERIENCE DESCRIPTION

There are Five Forms of Experiential Learning at School of Global Studies, the anchor performance tasks (APT), Exhibitions of Learning (EOL), Service-Learning Projects, Expeditions, and College and Career Connections.

**Anchor Performance Tasks**, these 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

**Exhibitions of Learning**, this is our dynamic and performance-based means of assessing students' knowledge and skill with the School of Global Studies school-wide competencies.

We recognize that performance tasks prepare students for success in college and careers, we need a system to assess and validate students' learning from performance tasks. Exhibitions of Learning are the performance-based assessment system that we have put in place at School for Global Studies to do this.

- The 9<sup>th</sup> grade EOL is presented in a roundtable style focused on anchor performance tasks and service learning are featured
- The 10<sup>th</sup> grade EOL is presented in a roundtable-style with a focus on personal reflection on the Habits of Success and Growth Mindset
- The 11<sup>th</sup> grade EOL is a professional presentation in a an exposition-style of delivery focused on Field Experience and reflective essay and digital presentation
- The 12<sup>th</sup> grade Graduation Capstone EOL is a form of Global Issues Forum on an action research paper through digital presentation

**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

**Expeditions** are 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.

**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. We ensure that Global Studies students have experiences that allow them to imagine their post-high school lives. We also want our students to see early in their high school career how the performance tasks, expeditions, and service learning prepare them for their futures.

School of Global Studies implements the AVID program to support the college, career, workplace, military readiness efforts, side by side with being identified as a SAY YES TO EDUCATION school.

# Portrait of a Graduate

## **STUDENTS WILL BE:**

- Confident, self-advocates who take ownership of learning and have a vision for their future
- Highly effective and creative collaborators, critical-thinkers, problem-solvers, and communicators using civil discourse
- Community-minded, culturally competent leaders who champion diversity
- Innovators with compassion for self, others, and the global environment

## **STUDENTS OF LINCOLN-WEST SCHOOL OF GLOBAL STUDIES WILL:**

- Identify, examine and take action on issues of local and global significance to improve human conditions
- Investigate and engage in rigorous and relevant academic work linked to real and current world issues
- Foster and maintain a student-driven community characterized by high levels of engagement, motivation, service, collaboration, and respect for self and others
- Acquire the knowledge, skills, and disposition necessary to matriculate successfully to college and career
- Gain social-emotional skills and attributes needed to successfully transition from adolescence to adulthood
- Understand the potential of technology and become savvy users and contributors to a technologically-rich world
- Extensive study and practice of languages, culture, and commerce of other countries

## **STUDENTS FROM LINCOLN-WEST SCHOOL OF GLOBAL STUDIES WILL EXPERIENCE:**

- Interaction, exploration, and internships with government entities, public officials, organizations, and businesses, with a global emphasis
- Local, regional, national or international travel
- Service projects and expeditionary learning opportunities that draw together personal experience and intellectual growth to promote self-discovery and efficacy
- Showcasing mastery in a body of knowledge and skills within each academic discipline
- School community life through clubs, athletics, service organizations, and school governance

# 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 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 is 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.



**AVID**<sup>®</sup>

**WICOR**

## Writing

### Writing is:

- A tool for communication, reflection, and learning
- Inquiry
- Visible organization of thought
- Communication with authentic audiences

## Inquiry

### Inquiry is:

- Uncovering one's understanding
- Critical thinking and questioning
- Exploring a variety of ways to solve problems
- Engaging in thinking, learning, and discussion to inspire innovation

## Collaboration

### Collaboration is:

- Positive group interactions
- Teamwork with shared responsibility
- Sharing of ideas, information, and opinions

## Organization

### Organization is:

- Managing materials, time, and self
- Practicing methodical study habits
- Planning and prioritizing school, work, and social tasks
- Engaging in goal-setting, planning, and reflection
- Strategically and intentionally taking responsibility for one's own learning

## Reading

### Reading is:

- Making connections between texts, self, and the world
- Navigating and comprehending rigorous texts
- Evaluating information from a variety of formats
- Organizing and applying text-based learning

# 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

Lincoln-West School of

**GLOBAL STUDIES**



# LINCOLN-WEST GLOBAL STUDIES EOL PROCESS

The Exhibition of Learning (EOL) is a dynamic means of assessing our students' knowledge of school-wide competencies as a part of our mastery learning model.

## WHAT DOES AN EOL LOOK LIKE?

Students in grades 9-12 will complete 6 EOL experiences during their time at LWGS. The EOL experience is carefully scaffolded at each grade level to prepare students for a Capstone experience during their senior year.



### 9TH GRADE

Format: Roundtable Style

Content: Anchor Performance Tasks & Service Learning are featured

Frequency: 2x per year

### 10TH GRADE

Format: Data Chat

Content: Student data and associated anchor performance tasks

Frequency: 2x per year



### 11TH GRADE

Format: Professional Presentation  
Exposition Style

Content: Field Experience Reflective  
Essay & Digital Presentation

Frequency: 1x year at the conclusion  
of Field Experience.



### 12TH GRADE

Format: Global Issue Forum

Content: Action Research Paper &  
Digital Presentation

Frequency: 1x year at the  
conclusion of Capstone course



## COURSE OF STUDY

SCHOOL YEAR 2025-2026

LWGS Course Sequence (as of SY 2025-2026)								
	OST	ELA/ESL	Math	Science	Social Studies	Electives (grade specific)	General Electives (open to all grades)	CCP /AP Courses (teacher recommended)
<b>Goal 1: We will see an annual increase of 4.2% of students who meet at least one indicator of the College Measure.</b> § Supporting - Ohio Means Jobs Readiness Seal and 250 Work-based Learning Hours								
<b>Year 1</b>	<b>Biology, Alg I</b>	ELA I/ESL I	Algebra I	Biology	World History	AVID 9 (Y1 ONLY)		
<b>Year 2</b>	<b>ELA II, American History, Geometry</b>	ELA II/ESL II	Geometry	Physical Science	American History	AVID 10 (Y2 ONLY)	Spanish (I, II, III), PhysEd, Weight Training, Art I, Drawing & Painting, Mixed Media, Forensic Science, Math Intervention, Cultural Perspectives, Computer Literacy, Principles, Computer Literacy, JROTC - <del>JOBS I</del> , <b>JOBS II</b> , Supporting - Ohio Means Jobs Readiness Seal, Credit Recovery	
<b>Year 3</b>	<b>American Government</b>	ELA III/ESL III	Algebra II	Environmental Science (Y3 or Y4)	Government (Y3 or Y4) ( <b>National Incident Management</b> )	Financial Literacy (Y3 or Y4)		
<b>Year 4</b>	<b>Retakes (if necessary)</b>	ELA IV/ESL IV	Transition to College Math	Environmental Science (Y3 or Y4)	Government (Y3 or Y4)	Health and Stop the Bleed (CPY) AND Capstone (Y4 ONLY)		



## CMSD COURSE COMPLETION

### English (4 credit)

- English I
- English II
- English III
- English IV

### Mathematics (4 credits)

- Algebra I
- Geometry OR TTAM
- Algebra II
- TTCM

### Science (3 credits)

- Physics
- Biology
- Chemistry/Environmental (or advanced science)

### Social Studies (3 credits)

- World History
- American History
- American Government

### Other Required Courses

- Fine Arts (1 credit)
- Foreign Language (1 credit)
- Physical Education (.5 credit)
- Health (.5 credit)
- Senior Seminar (.5 credit)
- Electives (4 credits)
- Financial Literacy (.5)

**TOTAL = 22**

# What are the Measures?



In 2024, Ohio established 12 indicators on the Report Card to determine College or Career Readiness

## College Measures

- 3 AP exams of 3 or better
- 3 IB exams of 4 or better
- Earn an Honors Diploma
- 12 earned credits in Dual Enrollment Courses (CCP)
- Remediation Free SAT Score

## Career Measures

- 3 or more proficient WebExams
- Achieve 12 pts in an Industry Recognized Credentials (IRCs)
- Apprenticeship Completion
- Pre-Apprenticeship
- Proof of Military Enlistment
- OMJ Readiness Seal **and** 250 Work Based Learning Hours
- Apprenticeship 18+

## Grading Matrix SY 2025-2026

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	IC
	B (89-80)	A	B	C	C	IC
	C (79-70)	B	B	C	D	IC
	D (69-60)	B	C	C	D	IC
	IC (59-0)	C	C	D	D	IC

# MY HABITS OF SUCCESS COMPETENCIES

## HOS.1 GROWTH MINDSET

- Approach challenges with confidence 1.1
- Deal with obstacles effectively 1.2
- Develop a love for learning 1.3
- Accept criticism and feedback 1.4
- Get support from others 1.5

## HOS.2 DECISION -MAKING

- Approach decisions with purpose and clarity 2.1
- Choose and use decision-making strategies 2.2
- Consider the consequences and personal responsibility 2.3
- Communicate decisions to others 2.4
- Reflect on decisions made 2.5

## HOS.3 WORK AND TIME MANAGEMENT

- Set and prioritize goals 3.1
- Manage schedules and meet deadlines 3.2
- Stay focused on tasks 3.3
- Prepare for upcoming activities and events 3.4
- Stay organized and take care of belongings 3.5

## HOS.4 SELF -REGULATION

- Build and maintain a healthy self-concept 4.1
- Demonstrate physical and emotional self-control 4.2
- Monitor and manage learning progress 4.3
- Make improvements to work 4.4

## HOS.5 SOCIAL SKILLS & AWARENESS

- Recognize the feelings and perspectives of others 5.1
- Interact effectively with others 5.2
- Manage and resolve conflicts 5.3

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

- School Supply Box
- Laptop
- Lock & Locker

**Technology**

The school is committed to providing each student with a Chromebook 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.

**LATE ENTRY AND EARLY DISMISSAL POLICY FOR SENIORS**

- Seniors eligible for early release and/or late arrival must have a form signed by parent/guardian on file.
- Eligible Seniors are not permitted in the building during late arrival and/or early release times.
- Should eligible Seniors become in danger of failing or remain in the building during unscheduled times, early release/late arrival privileges will be revoked.

**LATE ARRIVAL AND LEAVING SCHOOL EARLY**

- Students arriving late (after 8:35am) to school must sign-in at the Main Office on the 3rd Floor, and secure a Tardy Pass to be admitted to class. Students are also required to turn-in their cellphone following the cellphone-free procedures
- Students leaving early for appointments, family reasons, etc. are required to sign-out at the Main Office on the 3rd Floor. Parents and guardians listed in PS are required to contact the office to make arrangements for early dismissal. To improve students attendance and academic achievement, It highly recommended that these appointments are made outside the school hours.



# CMSD Dress Code Policy

## *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:

- A. All students are encouraged to dress in a manner that is appropriate, comfortable and conducive to an active academic school day.
- B. Students should be able to wear clothing without fear of or actual unnecessary discipline or body shaming.
- C. The student dress code should serve to support all students to develop a body-positive self-image.
- D. 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:

- A. clothing where the buttocks or torso is exposed, i.e., tube tops, half shirts, halters
- B. clothing that is see-through. (clothing must be opaque)
- C. clothing or accessories that show profanity, obscene words or pictures, sexually suggestive statements, violence, or incitement to violence
- D. clothing representing gang-related activities
- E. clothing where the entire thigh is exposed, such as micro minis or short shorts.
- F. bathing suits or cut-offs
- G. the wearing and carrying of tobacco promotional items, or items promoting controlled substances (drugs) and/or alcohol
- H. clothing where undergarments are exposed
- I. clothing that has text or visual images that is libelous, bullying, constitutes harassment or discrimination
- J. 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 hazards.
- 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.

# Cell Phone Policy

## CMSD Phone-Free School Initiative

To enhance the teaching and learning experience, CMSD schools are becoming phone-free spaces by implementing a system, a solution already used in over 1,000 schools across 21 countries.

### POLICY

According to CMSD's board policy and Ohio House Bill 250, students who bring personal cellphones or electronic devices to school will have them stored in secure pouches during the school day to maintain a secure and orderly learning environment.

### PROCEDURE

- Students will receive a personally assigned pouch upon arrival at school.
- Phones will be secured in the pouch and kept with the student, but inaccessible until the end of the school day.
- Students are responsible for their pouch throughout the day and should store it safely in their backpacks.

#### ***Student Cellphone Procedure Specific to Lincoln-West School of Global Studies Students***

***At Lincoln-West School of Global Studies, students are required to turn in their cellphones upon entering the building. Instead of using Yondr pouches, phones are placed in a secure, clearly labeled, and monitored cellphone case at the security checkpoint. This process is facilitated and supervised by designated educators.***

***During school hours, the cellphone cases are stored in a secured office location. At dismissal, students retrieve their phones from educators assigned to oversee the cellphone return process.***

### BENEFITS

Cellphone-free policy has proven to significantly improve the learning environment:

- 65% of schools reported improved academic performance.
- 74% of schools observed better student behavior.
- 83% of schools saw increased student engagement in the classroom.

### SUPPORT

For any questions or concerns, please contact your child's school directly. In case of an emergency, please reach out to the main office at your child's school.

- Reaching Your Child: Contact the main office during the school day.
- School Emergencies: Students will follow the school's emergency preparedness protocol for safety.
- Phone Safety: Phones remain in students' possession within the pouch, kept safe in their backpacks.
- Handling Pouch Issues: Damaging a pouch or unauthorized phone use will result in disciplinary actions as outlined by the school.

## EDUCATOR DIRECTORY

<b>LAST NAME</b>	<b>FIRST NAME</b>	<b>CLASS</b>	<b>ROOM</b>	<b>Telephone</b>
<b>Acuña</b>	Felix	Bilingual Para	<b>312</b>	<b>87061</b>
<b>Alvarado</b>	Yulisa	Science	<b>118</b>	<b>87025</b>
<b>Cardwell</b>	Amanda	ELA/ESL	<b>117</b>	<b>87024</b>
<b>Casselberry</b>	Timothy	Mathematics	<b>323</b>	<b>87068</b>
<b>Chase</b>	Alison	Science	<b>329</b>	<b>87073</b>
<b>Conner</b>	Anitza	Bilingual Para	<b>401</b>	<b>87035</b>
<b>Cruz</b>	Rosa	Spanish	<b>301</b>	<b>87058</b>
<b>Cummings</b>	Rashonda	Interpreter	<b>140</b>	<b>87039</b>
<b>Dunn</b>	William	Science	<b>328</b>	<b>87072</b>
<b>Floyd</b>	Jason	Intervention Specialist	<b>403</b>	<b>87076</b>
<b>Fortin</b>	Rie	ELA	<b>111</b>	<b>87018</b>
<b>Galaszewski</b>	Maggie	Physical Education/Health	<b>Gym/318</b>	<b>87836</b>
<b>Gorius</b>	Heidi	Intervention Specialist - MD/AUT	<b>143</b>	<b>87042</b>
<b>Granda</b>	Kelly	Art	<b>105</b>	<b>87017</b>
<b>Guile</b>	Cassandra	Intervention Specialist - CD/ED	<b>327</b>	<b>87071</b>
<b>Gurung</b>	Saraswoti	Bilingual Para	<b>401</b>	<b>87076</b>
<b>Hannah</b>	Donna	Intervention Specialist - MD/AUT	<b>143</b>	<b>87042</b>
<b>Hilt</b>	Darla	Assistant Principal	<b>100</b>	<b>87074</b>
<b>Jackson</b>	Christina	Secretary	<b>300</b>	<b>87050</b>
<b>Javier, Dr.</b>	Irene	Principal	<b>408</b>	<b>87054</b>
<b>Jones</b>	Samantha	Intervention Specialist - CD/ED	<b>112</b>	<b>87019</b>
<b>Leahy</b>	Nora	Say Yes to Education Coordinator	<b>405</b>	<b>216-219-1570</b>
<b>Mahone</b>	Vivian	Instructional Aide - MF	<b>142</b>	<b>87041</b>

<b>Memaj</b>	Donika	Mathematics	<b>321</b>	<b>87067</b>
<b>Morales</b>	Awilda	Spanish	<b>115</b>	<b>87015</b>
<b>Morales</b>	Cynthia	Bilingual Para	<b>327</b>	<b>87071</b>
<b>More</b>	James	Intervention Specialist - MF	<b>142</b>	<b>87041</b>
<b>Motes</b>	Sam	YOU JOGS/ECity	<b>135</b>	<b>87037</b>
<b>Negi</b>	Vernika	PCIA	<b>102</b>	<b>87014</b>
<b>Pardo</b>	Guillermo	Technology Support Specialist	<b>134</b>	<b>87036</b>
<b>Pelsnik</b>	Shannon	Guidance Counselor	<b>100</b>	<b>87006</b>
<b>Pen</b>	Carolynn	Media Specialist	<b>MC</b>	<b>87045</b>
<b>Potter</b>	Ronn	Mathematics	<b>325</b>	<b>87069</b>
<b>Pritt</b>	Brittany	Instructional Aide - MD/AU	<b>140</b>	<b>87039</b>
<b>Pritt</b>	Rhonda	Instructional Aide - CD/ED	<b>140</b>	<b>87039</b>
<b>Reagan</b>	John	Social Studies	<b>317</b>	<b>87064</b>
<b>Rege</b>	Nora	Intervention Specialist - CC	<b>325</b>	<b>87069</b>
<b>Saidi</b>	Wadesisi	Bilingual Para	<b>317</b>	<b>87064</b>
<b>Smith</b>	Carla	Intervention Specialist - MD/AUT	<b>140</b>	<b>87039</b>
<b>Sullen</b>	Bobby	Instructional Aide - MF	<b>142</b>	<b>87041</b>
<b>Tuck-Macalla</b>	Heather	College & Career Campus Coordinator	<b>MC</b>	<b>87010</b>
<b>Valenti</b>	Steven	ELA	<b>315</b>	<b>87063</b>
<b>Velez</b>	Tanisha	Parent Liaison	<b>300</b>	<b>87057</b>
<b>Wade</b>	Teroy	Intervention Specialist - CC	<b>101</b>	<b>87014</b>
<b>Werchiwsky</b>	Jennifer	ELA	<b>114</b>	<b>87038</b>
<b>Wick</b>	Milena	Social Studies	<b>319</b>	<b>87065</b>

		<b>College NOW</b>	<b>402</b>	<b>87834</b>
		<b>Ohio Guidestone</b>	<b>133</b>	<b>87034</b>
		<b>Custodians</b>	<b>1st Flr</b>	<b>87005</b>
		<b>IT Help Desk</b>	<b>CMSD</b>	<b>216-838-0440</b>
		<b>eSports Lab</b>	<b>116</b>	<b>87023</b>
		<b>LWGS Kitchen</b>	<b>1st Flr</b>	<b>87011</b>
		<b>Nurse's office</b>	<b>2nd Flr</b>	<b>87107</b>
		<b>Ohio Guidestone Sandra Ramirez</b>	<b>330</b>	<b>87075</b>
		<b>Security Office</b>	<b>110</b>	<b>87009</b>
		<b>Staff Copy Room</b>	<b>404</b>	<b>87056</b>
		<b>TRIO</b>	<b>402</b>	<b>87834</b>
		<b>ReSource</b>	<b>136</b>	<b>87038</b>