

World Language Middle School

Grades 6-8



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Staff Handbook 2023-2024

Mission

Guided by the principles of academic rigor and inclusivity, World Language Middle School continues and enriches the immersion pathway by bringing together a multilingual community of leaders. Our global educational environment will advance knowledge, critical thinking, and cultural awareness in all students.

Vision

World Language Middle School will create successful and compassionate global citizens who think critically, solve problems, respect all people, and promote intercultural understanding.

Introduction

The purpose of the handbook is to assist certified and classified staff in fulfilling their responsibilities as members at World Language Middle School by becoming more familiar with building and district policies and procedures.

It is the desire of this administration to establish clear and precise guidelines that will enable staff members to work effectively with students. It is our expectation that all staff members adhere to the procedures in this handbook and it should be referenced as needed.

This handbook is not meant to incorporate all staff responsibilities and information. Administration will further use the bulletins, staff meetings, and other modes of communication as needed to update, clarify, and add to this document and staff expectations. Please click [HERE](#) to acknowledge that you have received this handbook in digital format.

Sandra Santos
Principal

Marcia Davis
Assistant Principal

Tara Woodford
Leadership Intern

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General Information

Staff Roster

Staff Name	Ext/Phone	Email	Room	Position
Aagenas, Robin	77206	raagenas4391@	215	School Psychologist
Akunne, Joy		jakkune@		ESL IA
Ali, Zakariya		zali@		ESL IA
Arjona, Rosa	11420	rarjona@	142	ESL -Reading
Baxter, Heidi	11380	hbaxter638@	138	Computer
Barnett, Lillie	11320	lbarnett4@	132	Night Custodian
Baum, Kevin	11040		104	Vocal Music
Braun, Derek	12223	dbraun9280@	222C	ESL- Science
Buttrum, Lawrence	11320	lbuttrum@	132	Night Custodian
Calhoun, Lesley	12230	lcalhoun@	223	Spanish Language Arts
Carter, Dan	71106	wcarter@	121C	School Counselor
Childress, Kirby	12190	kchildress@	219	French Language Arts
Cimino, Joe	11390	jcimino3@	139	French Social Studiess
Davis, Marcia	70911	mdavis3396@	Main Office	Assistant Principal
Defilippo, Melissa	11420	mdefilippo3982@	142	ESL - Math
DeLozier, Mary	12260	mdelozier9104@	226	Math
Donley, Jacqueline	12270	jdonley@	227	ESL-ELA
Duncan, Mildred (Millie)	55718	mduncan@	Cafe	Food Service
Farmer, Cathy	11320	cfarmer@	132	Head Custodian
Finch, Bill	11104		Gym	PE
Flere, Brad	11104	bflere@	Gym	Adapted PE
Flere, Jessica	11400	jflere@columbus.k12...	140	Spanish Social Studies
Ford, Nicole		nicole@fnicolehebert@gmail.com		School Counseling Intern
García, Alexa	11410	agarcia@	141	Art
Geistfeld, Jennifer (Jen)	70881	jgeistfeld@columbus		Community Liaison
Hamlin, Savanna	72382/5707	shamlin@	Attendance	Rec/Attendance Secretary
Hancock, Marybeth	11250	mhackworth@	125	ELA
Heredia, Alexandra		aheredia@		ESL IA
Howenstine, Killien (Kiley)	11270	khowenstine@	127	ELA
King, Kate	77363	kking1153@	101D	School Nurse
Leopold, Sam	12221	sleopold@	222A	GT
Lyons, Sherry	11230	slyons7555@	123	MD IA
Mobley, Christopher	75394	cmobley@	121B	School Counselor
Morbey, Rowan	11230	rmorbey@	123	SPED-MD
Morton, Seniqua	11320	smorton@	132	Night Custodian
Narayanan, Rupa	12221	rnarayanan@	222A	GT
Obisesan, Abimbola	12290	aobisesan@	229	ESL-Math
Ottobre, Erin	11290	eottobre@	129	ELA

Oyer, Joseph	12060	joyer8504@	206	Science
Pandolfi de Rinaldis, Gianna		gpandolfiderinaldis@	Auditorium	Drama
Pence, Ashley	11360	apence@	136	ESL Social Studies
Penson, Lakisha	55718	lpenon@	Café/118	Cafeteria Manager
Poulson, Melanie	11362	mpoulson1@	136B	School Social IWorker
Rivera, Ramón	12020	rriveraromero@	202	Science
Rohda, Derryl		drohda@		Building Substitute
Rutherford, Tracey	11350	trutherford@	135	ESL-Math
Santos, Sandra	55769	ssantos@	Main Office	Principal
Schmitt, Elena	11104	eschmitt@	Gym	PE
Sharma, Priya		psharma@		Building Substitute
Slate, Sierra	74828	sslate@	124E	SEL IA
Sobolewski, Katie	12222	ksobolewski@	222B	Math
Simónó, Pedro	11370	psimonoalmonate@	137	Spanish Social Studies
Sow, Samba (Papa)	11260	ssow8973@	126	ESL-ELA
Strickland, Shanette		sstrickland@		Building Substitute
Swartz, Ryan	11060	rswartz@	106	Band/Orchestra
Tatz, Elizabeth (Libby)		etatz@		Building Substitute
Threats-Martin, Latonya	11230	lthreatsmartin@	123	MD IA
Torrez-Graham, Marlene	12170	mtorrezgraham@	217	Spanish Language Arts
Viau, Amanda	55752	aviau@	Library	Library Media Specialist
Wagenbrenner, Beth	70054	bwagenbr@	Main Office	School Treasurer
Williams, Vanita	71037/5707	vwilliams3@	Main Office	Principal's Secretary
Wolfson, Silvia	12100	swolfson@	210	Science/ESL-Science
Woodford, Tara	71133	twoodford4551@	213	Leadership Intern
Zielke, Catherine (Katie)	12240	czielke3686@	224	Math
White, Tricia	70719	twhite@	215	Speech Pathologist
Yates, Mary	55752	myates2@	Library	Library IA

Assemblies

Assemblies will be limited and noted on the Weekly Bulletin. Students are to enter assemblies in a single file line quietly. They are to sit in their class's assigned location and follow all directions given by staff members. Teachers are to remain with their students to monitor behavior.

Assembly Behavior

Please remind students of the following (**prior to each assembly**):

- Assemblies are for looking, listening and learning. They are an extension of the classroom.
- Children are expected to be a respectful audience.
- Children will be more involved in the assembly if they know the nature and purpose of each assembly program.
- Applause is an acceptable response to a performance; booing, stomping feet or whistling is not.
- The teacher's presence reminds students of your expectations. The teacher is expected to be near their classroom and administer discipline if necessary.
- Generally, unacceptable behavior results in immediate removal from the assembly.
- When students are dismissed from the assembly, they should leave in a quiet and orderly manner.
- The classroom teacher is expected to be present during assemblies.

Calendar

WLMS will use Outlook calendar. Please refer to the weekly email from Principal Santos to stay informed of building activities. All building activities and events will be posted on the calendar. All staff members have edit rights to this calendar. Please be sure to add your classroom field trips and special events to the calendar as well. All school events need to be added to this calendar. Reminders of events will be communicated through the weekly staff bulletin. The CCS Traditional Calendar is included in the [Appendix](#) of this document.

Certificated Code of Conduct

The purpose of the [code of conduct](#) and the outlining of general work rules are to clarify the District's expectations for all certificated employees. An employer

has the right to expect their employees to follow reasonable standards of conduct.

Classified Code of Conduct

The purpose of the [code of conduct](#) and the outlining of general work rules are to clarify the District's expectations for all classified employees: Classified Supervisors, Classified Staff, and all Classified Substitutes. An employer has the right to expect his or her employees to follow reasonable standards of conduct.

Communicating with Parents

Communicating with parents is the number one way to build rapport and working relationships with our families. It is our expectation that you are communicating frequently with parents concerning students' academic and social/emotional growth.

This year ALL Classrooms should utilize Class Dojo. The ClassDojo site has a great many resources to support teachers. Many resources for parent communication are available in multiple languages. Please have your Dojo rosters created and invitations home to parents by **Friday, September 1, 2023**. Please be sure to link our Unified Arts teachers and support staff to your class!

When you send a note home to parents for any reason, please make a copy for your file or place it in your data binder. All official letters to parents covering school business (field trips, behavior, procedures, etc) must be approved by the principal first for the following reasons:

1. Administration needs to know the situation in order to communicate intelligently with parents.
2. The chances of misinterpretation, misunderstandings, and possible accusations are greatly reduced if a third party, in this case the principal, looks over the notes.

Teacher Responsibilities For Communicating with Parents

- It is the teacher's responsibility to contact parents and communicate academic and behavior concerns.
- Report cards and Parent/Teacher conferences should not be the only form of communication, especially with students with academic and behavior concerns.
- Communication can be made through notes, phone calls, and meetings. If parents are not responding through notes sent via the child, it is the teacher's responsibility to make sure that the parents are receiving your information/concerns (phone calls should be made).
- When calling parents, always leave a message so they know to whom to return the call.
- Teachers should document parent contact attempts in the *Personal Learning Plan* (PLP) in Infinite Campus.
- Many phone inquiries are received in the office pertaining to notes or letters sent home to parents from teachers. A copy to the secretary would be helpful. Many times it is just an inquiry on a date, time, place, etc., which can be answered in a second, without bothering the teacher, if the information is available.
- If you send home a weekly newsletter/email to keep parents informed of activities at your grade level or room—this is GREAT. Please email a copy to Principal Santos and Principal Davis or add us to your list.

Copier Use

Paper is a valuable resource. We are encouraging sharing documents digitally when possible. If you must make copies, please practice good stewardship, like using both sides of the paper, when making copies for student work. If it is something which can be accomplished in an alternative manner, please consider different options. If you come across a useful teacher resource, see the principal to determine if additional copies can be purchased.

The copiers can be used to scan to a USB drive or to email. If you need assistance, please consult with one of the secretaries.

Custodial Services

If you have concerns or needs, please email [Ms. Farmer](#) and copy Principal Santos on that email.

Daily Classroom Visits

The Superintendent and Area Superintendent expect principals to spend most of their time in classrooms, monitoring instruction and providing feedback. We will conduct daily classroom visits to accomplish this. During these daily visits, students should continue to focus on instruction.

Device Usage for Staff

Staff members are expected to bring their devices to all meetings.

End of the Day

Rooms should be left in an orderly fashion at the end of the day. Part of our instructional responsibility is to teach orderliness to children. Chairs should be stacked so that custodians can effectively maneuver through your classroom. Ensure all trash and other items are cleared from the floor.

Family Ambassador

POSITION OVERVIEW:

The Family Ambassador: (1) serves as a liaison between school and home, facilitating a partnership in support of student academic achievements; (2) coaches and mentors families on how to be engaged members of the academic team; (3) advises and trains families to address issues and to advocate on behalf of their child's education; (4) connects families to community based services, school counselor and/or social worker; (5) expands volunteer opportunities; (6) maintains open communication with families regarding important school information (i.e. email, family bulletin board, newsletter, etc...); (7) maintains a family resource center (where applicable).

Food Service

- Columbus City Schools provides a Universal Breakfast and Lunch program for all students.
- **Students arriving at WLMS after 7:30 will be offered breakfast. Any student arriving to class with a breakfast pass should not be marked tardy to class.**
- We have two lunch periods at WLMS. While in the cafeteria, students should follow the direction of the staff members on duty, at all times.

Homework

The following is taken from the ***Parent-Student Handbook:***

Homework is given to reinforce skills being taught within the classroom and should be done to the best of the student's ability. Parents should be minimally involved in completion of homework. While homework may vary between teachers, we believe when learning a skill, students need a great deal of practice in order to achieve mastery. Parents are requested to only ensure the completion of homework. At WLMS, we believe:

- Homework is a positive part of the school program.
- Homework is an extension of classroom work.
- Homework provides an opportunity for parental awareness of classroom learning.
- Homework's frequency and length will vary from grade level to grade level.

Teacher's Homework Responsibilities

- Provide assignments that are relevant to instruction.
- Homework will not be assigned as a punishment, nor should students be punished for lack of completion.
- Make assignments clear so that students understand what is expected of them.
- Provide adequate time for students to ask questions.
- Communicate to students and parents what bearing homework has on grades.
- Communicate with parents regarding homework expectations.

- Communicate to parents when homework is not being completed.
- There should be opportunities for students to complete homework they have not turned in. If we are using homework to reinforce skills this means we want them to have extra practice...this may not always be possible at home. You can use intervention time to allow students to complete late homework.

Student's Responsibilities

- Before leaving class, understand what the assignment is and how to do it.
- Write down all assignments.
- Complete and turn in all assignments on time.
- Ask teachers for any missing assignments, especially when returning from absences.

Parent's Responsibilities

- Find out from the teacher if homework is being assigned.
- Be aware of what assignments are being made and how they relate to the total curriculum.
- Provide daily study time and a place away from distractions.
- Supervise student's eating and sleeping habits so that proper rest and nutrition are provided.

IEP Invitations

The principal must be made aware of all IEP invitations; this can be accomplished by email - Outlook invitations. The lead teacher should create a calendar invite for all of those who need to attend the meeting.

Intercom/PA System/Walkie-Talkies

The office will make every effort to keep announcements to a minimum during the instructional day. When you call the office, there may be parents or other visitors in the office at any time, and they are always in earshot of the conversations. Consider how you frame these conversations to ensure that they remain professional. If you are calling because of a discipline issue, simply state *"I need to speak to Principal Santos or Principal Davis."*

All walkie-talkies must be returned to the office at the end of the day, or if assigned to you housed on a charging station.

Leaving the Building

If you take your students outside for any reason (outside of normal recess or PE), you must notify the office and take a walkie-talkie or cell phone with you. This will ensure that if there is an emergency or parents are picking up students we are aware of where you are. **This is not optional.**

If you are leaving the building at any point, you must sign out in the Office. In the event of an emergency, all must be accounted for.

Lesson Plan/Grade Book Policy

Lesson plans must be up to date and available to the principal or on your desk or available at all times. Per Article 214 of the CEA Master Agreement 2022-2025 states:

A. Evidence of planning shall be required of each teacher and plans shall be available for review by the principal/supervisor upon their request. The principal/supervisor shall be permitted to make a copy of the plan upon request.

Grades must be current on Infinite Campus, and available to administrators, students, and families at all times.

Lockers

Students will be able to use their lockers at specific times throughout the school day. They should not be at their lockers at any other time without permission; however, we ask that you refrain from writing passes to lockers for students outside of these designated times.

Lost and Found

Teachers should direct students to take valuable items they may find on the way to or from school, or on school premises, to the office. Clothing or miscellaneous items will be placed in the *Lost and Found* box, located in the cafeteria under

	6th grade	7th grade	8th grade
7:20	Dismiss Get period 1-4 Backpacks and coats away	No	No
7:23	No	Dismiss Get period 1-5 Backpacks and coats away	No
7:25	No	No	Dismiss Get period 1-5 Backpacks and coats away
Period 1	No	No	No
Period 2	No	No	No
Period 3	No	No	No
Period 4	At bell at end of 4th -Lockers - put all things away and get out coat/lunch only	No	No
Period 5	Dismiss from recess 3 minutes early get period 5-7 and line up at classroom doors	At bell at end of 5th: Locker prior to lunch get coat/lunch put all things away	At bell at end of 5th: Locker prior to lunch get coat/lunch and put all things away
Period 6	No	Dismiss from recess at bell to lockers get stuff for home including backpack, line up at classroom door	Dismiss from lunchroom 12:40 (3 minutes early) to get stuff for home including backpack go to class and line up
Period 7	Not allowed to have bookbags during 7th period At the end of 7th at the bell - Yes Get things to go home	NO Locker usage- Allowed to have bookbags during 7th yes	No locker usage- Allowed to have bookbags during 7th yes
Period 8	No locker usage bookbags yes	No locker usage - bookbags yes	No locker usage - bookbags yes

Everyone has bookbags 8th period

the tables by the serving lines. After each grading period, materials that are not claimed will be donated.

Public School Works (PSW)

All district staff will be required to complete online training for various topics (compliance, meds, harassment, etc.). Please make sure that you frequently check your CCS email regarding specific courses that you must complete by the stated deadline. You can access the [Public School Works platform](#) through the CCS Staff webpage.

Restroom Emergencies

Never refuse the child the right to use the restroom. Labor Relations deems this as a neglect of duty. Please be sure that when students ask to use the restroom you are granting them permission immediately - even if they recently asked a few minutes before. If you feel they are taking advantage, still allow them to use the restroom and contact the parent as soon as possible to note the frequency of the restroom breaks as there could possibly be a medical reason.

Retention

In order to request that a student be retained, you must have done the following:

- Clearly communicated academic concerns with parents. Make sure to document all contacts and contact attempts in the PLP in Infinite Campus.
- Provided parents with official written notice and have signed copies.
- Provided documentation of interventions attempted.
- Checked the appropriate boxes on the report card for both 3rd & 4th nine weeks that retention is being considered, due to failing grades.
- Students must be failing in two or more main subject areas.
- Referred students to the MTSS process.
- Completed the *Academic Assistance Plan for Students Under Consideration for Retention form*, which can be found in the office.

No child will be considered for retention if they have not been referred to MTSS/IAT. Please do not mark “*Retention being considered*” on the report card if you have not had a conversation with the principal. If student progress does not improve, another letter goes home with the next progress report indicating the possibility of retention if progress does not improve, and requires a parent signature as evidence of receipt. Retention letters come from the office.

At the end of the year, a conference must be held with the parents, teacher, and the principal. All must agree. An *Academic Summary Plan* must be filled out and approved. All information will be submitted to the Area Superintendent for final approval.

Staff Absences

If you know you will be absent, it is imperative that you request a substitute as soon as possible. In case of an unexpected absence, please utilize Red Rover as soon as possible to increase chances of getting a substitute. Your absence should be entered into Red Rover, which has replaced the Substitute Employee Management System (SEMS), by 5:45 am the day you are going to be absent. On the day you are absent, please call the office prior to 2:00 pm if we need to retain the substitute for the next day and it is not already in Red Rover. In the event of an emergency if you cannot access Red Rover, please call or text Principal Santos or Principal Davis, as a courtesy, to make sure that arrangements can be made for classroom coverage.

Substitute Folder - *Turn in by September 1, 2023*

Each teacher is required to maintain a current Substitute Teacher Folder. This folder should be housed in the main office (**printed copy**) and our WLMS 2023-2024 Google Drive. The contents of this folder must be complete and up to date. These items are:

- Location of lesson plans and other needed materials
- Current seating chart
- Daily schedule
- Tornado and fire drill instructions (also posted near door)
- Duty schedule
- Classroom rules and procedures
- The name and room number of a neighboring teacher who might answer questions.
- Written lesson plans and daily preparation to teach are synonymous. It is impossible for substitute teachers to provide a continuing program of instruction without guidance from the regular classroom teacher.

Emergency Substitute Plans

In the event that there is not a substitute, coverage will be assigned in place of a teacher's duty period. All teachers are responsible for making a generic packet of work for students to complete. These packets will be housed in the office and should be updated each time it is necessary to use them, or quarterly, whichever comes first. **KEEP THESE UPDATED.**

Substitutes for Lunch Duties and Recess Duties

Every effort will be made for a teacher who holds another paid duty to switch to cover the duty being missed, but in the case that one cannot cover we will ask for volunteers first, then need to find a replacement on a rotating schedule.

If we do not have teachers who volunteer for lunch duties a rotating schedule will be required. This is a paid duty IF assigned.

Procedure if Substitute Teacher is not available

Per Article 209.04 of the Columbus Education Association Master Agreement 2022-2025:

When any member of the bargaining unit is absent during the day and no substitute is available, the assignment shall, in elementary schools, be divided, and in middle and high schools, rotated among the teaching staff at the school involved. In the event no substitute is available:

Middle school and high school teachers who are assigned during their conference periods to cover the assignment of the absent teacher shall be paid the supplemental hourly rate for each class period.

In the event a self-contained middle school assignment is divided among teachers of other self-contained classes, compensation shall be in accordance with Section 209.04 (A) above.

Generally, the secretary will seek volunteers who wish to receive students for the day if the need for student split-up arises. *However, there are times when this will not be possible and you may be assigned students.*

Staff Communication

The weekly Smore newsletter will be shared with staff on Canvas on Fridays. Per CCS legal counsel, personal email addresses cannot be used. **The weekly bulletin is required reading and all staff are responsible for the information in the bulletin.** The Staff Newsletter is a vital means of communication as a staff. ***Please let Principal Santos know in advance if you would like to have something included in the bulletin by the end of business on Wednesdays.***

Check your mailbox each morning, at lunch, and before you leave the building for important messages or memos. All phone messages will be placed in your mailbox. It is the Superintendent's expectation that all phone calls are returned within 24 hours. The office will not bring messages to class except in cases of emergency. Other bulletins or memos regarding specific concerns will be issued as needed. Principals Santos and Davis check email often and can be reached at ssantos@columbus.k12.oh.us and mdavis3396@columbus.k12.oh.us, respectively.

Staff Duties

Staff members are responsible for knowing the location and times of their assigned duties and all staff should be on time for their duties. For example, if one has a duty at 11:02 am, one should be there by 11:02 am; not on the way to that duty at 11:02 am.

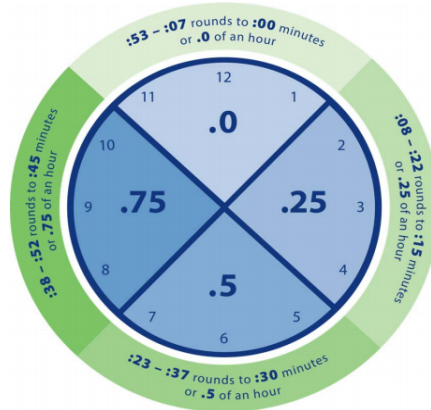
If you will not be available for your scheduled duty, for any reason, *please speak with Principal Santos. Duties are part of the CEA Master Agreement, so your participation is non-negotiable.* In an effort to respect our colleagues, please consider how we can ensure coverage happens. A great suggestion that someone shared is to set an alarm on your smartphone as a reminder.

Staff Hours

Our school day is from 7:15 am – 2:45 pm. If it is necessary for a staff member to deviate from these hours, they must meet with Principal Santos prior to the change in schedule and put their request in writing.

Classified: You are required to swipe in and out daily. Since classified employees report time using Kronos, you can take off any amount of time

in 15 minute intervals. However, you cannot request a sub for less than half a day. Please submit any missed swipes or absences to Sra. White by no later than the Thursday before a Friday payday. Changes will be required in writing. Rounding rules are represented in the graphic below:



Certificated: Substitute teachers are available for ½ days, but You cannot request a sub for less than a half day.. The same procedures for reporting full-day absences apply, but following times need to be specified when prompted: A.M. ½ days: 7:15 a.m. – 10:45 a.m. and P.M. ½ days: 11:15 a.m. - 2:45 p.m. **Any Staff member who has accumulated 7 absences may be requested to have a conference with an administrator.** Excessive absences do not contribute to the overall value of the school program, negatively affect student achievement, hinder school progress and deteriorate school climate. Up to two days per year of personal leave may be granted for personal reasons. Valid reasons for personal leave do not include: gainful employment, making application for employment elsewhere or participation in a strike related activity. **Please refer to Article 701.06 Certificates Required in Case of Sick Leave Absence of the CEA Master Agreement 2022-2025 for more details.**

Staff Injuries

Staff members are directed to avoid engaging in purposeful activities at school known to cause injury.

Should any staff member be injured for any reason at school, it is necessary to have an *Employee Injury Report* completed. These forms are available on the

intranet. Please see the school nurse or school secretary for more information. You may need verification at a later date should any complications develop. The form must be completed within twenty-four hours of an injury to preserve your Worker's Compensation benefits. Submit this form to the principal upon completion.

Staff Meetings

Certificated staff members are required to attend two regular staff meetings per month, if called by the principal. Except in the case of an emergency or within staff development guidelines, such required meetings will not extend more than forty-five minutes beyond the teacher's scheduled school day. Furthermore, if necessary, the CEA Master Agreement also allows for administration to require evening events as well. Instructional Assistants (IAs) are not required to attend staff meetings. Staff Meetings will be held on Monday afternoons. All staff meetings will be noted in the building Outlook calendar and agendas will be posted in the WLMS Google Shared Drive. Please refer to the WLMS Meeting schedule in the Appendix. Any changes to the schedule will be communicated with you as soon as possible.

Staff Phones

Staff members are not permitted to receive personal phone calls during instructional time unless it is an emergency. If such a circumstance exists, you must inform the principal. The secretary will take a message and place it in your box. If you are expecting an important phone call, please inform the secretary and someone will relay that information immediately. *All staff may have cell phones. However, at no time should the use of cell phones interrupt the instructional process or the supervision of children. Phones may not be used nor present with students during testing.*

Staff to Staff Notes/Flyers/Etc.

These should be provided to the principal in advance for clearance before they are placed in teachers' mailboxes, so please plan ahead. Please check your mailbox each morning, at lunch, and before you leave the building for important messages. All phone messages will be placed in your mailbox. It is the Superintendent's expectation that all phone calls are returned within 24 hours. The office will not bring messages to class except in cases of emergency. Other bulletins or memos regarding specific concerns will be issued as needed. You

can communicate with Principal Santos by email to: ssantos@columbus.k12.oh.us and with Principal Davis at mdavis3396@columbus.k12.oh.us.

Student Arrival & Dismissal

Arrival

Students are not permitted to enter the building until 7:00 am. At 7:00 am the doors will be opened and students may enter to get their breakfast and have a seat in their designated area. Teachers must be ready to receive students to their classrooms at 7:30 am.

7:00 - 7:30	All students enter the building and are offered the opportunity to eat breakfast. Students are dismissed to grade level designated waiting areas.
after 7:30	<p>Students will receive a tardy slip from duty teachers after checking in.</p> <p>Students will be offered the opportunity to get breakfast from the cafeteria. Students who choose not to eat will go to their lockers and then report directly to class with a tardy slip.</p> <p>Students who choose to eat breakfast will go to their lockers and then report directly to class with a tardy slip after eating breakfast.</p>

Dismissal

- There will be teachers and administrators stationed in the hallways to monitor students as they walk their designated areas. Please be sure to check the duty schedule and report to your assigned duty on time. Everyone is on duty.
- Bus riders will exit the building through the main entrance and car riders will exit the building through the doors in the Social Studies wing adjacent to the Art Room.

Teacher Based Teams (TBTs) & Building Level Team (BLT)

All schools in the state of Ohio must engage with the 5-step Ohio Improvement Process. This means that grade level teams must meet **weekly** as Teacher Based

Teams (TBTs) for the purpose of short-cycle assessment data analysis and intervention planning. Electronic documentation of this process must be kept and submitted to ODE (see *Resources* section for template). These meetings are data driven with the focus on improving student achievement. Minutes are to be updated weekly in the WLMS Google Shared Drive.

Furthermore, the Building Level Team (BLT) comprises various staff, and will meet monthly to analyze building-level data.

Essential Questions for TBTs and BLTs

1. What do we expect our students to learn (goals and expectations)?
2. How will we know they are learning (assessment)?
3. How will we respond if they don't learn (intervention)?
4. How will we respond if they already know it (extension)?

Valuables

Neither teachers nor students are to leave money or other valuables in the building overnight. Loose change in a desk drawer is a temptation and an invitation to theft regardless if it is during the day or overnight. Bringing valuables to school is done at your own risk. Furthermore, do not leave your personal items (e.g. cell phones, purses, etc.) unlocked. Please reach out to Principal Santos if you do not have a place in your room to lock your valuables.

Videos/DVDs

When showing a video/DVD to your class during instructional time, it must be related to the State Standards your class is focusing on for that day. Videos should be age-appropriate and preferably in the target language for your students to reinforce language.

Visitors in the Building

General Guidelines

- All visitors must check in at the vestibule of the main office when they enter the building and scan in using the LobbyGuard system.
- Any visitor requesting to leave the office area and move into the building must provide the appropriate identification. The visitor's identification will be scanned into our Raptor Visitor Management

System system. Using the information from a driver's license or state identification card, the Raptor system determines if and how the visitor is connected to the school - either as a parent/guardian, regular volunteer, or District-approved vendor - and whether that person has permission to enter the building. The system will also check the scanned information against a national database of registered sex offenders, as well as school-entered information on individuals who have previously been asked to stay off the building property.

- Although parents have the right to observe their child's classroom, we ask that this is limited to 30 minutes and the secretary will inform you that a parent is coming.

Authorized Visitors

All Board of Education representatives, student teachers, and parents, who have checked with the office, are considered to be authorized visitors. After the office personnel are made aware of their presence, they will be escorted to the classroom unless the teacher is expecting them. In the latter case, the teacher will be notified that they are in the building and they are coming to the room.

Parents

All parents are to check at the office before going to any room in the building. If they have neglected to do so, ask them to go to the office or report their presence to the office on the intercom. Teachers should not engage in lengthy discussion or conference, during instruction time with visitors to the classroom. Children are not to leave the building with a parent or anyone else without first being signed out in the office. **NO CHILD MAY LEAVE WITH ANYONE WHO IS NOT IDENTIFIED WITHIN INFINITE CAMPUS. IT IS THE RESPONSIBILITY OF THE SECRETARY TO UPDATE INFINITE CAMPUS USING THE YELLOW CARDS. THIS IS A DISTRICT POLICY.** Please check Infinite Campus for any custody flags. You should not provide information to anyone other than the legal guardian without the guardian's approval.

Strangers

It is the right and duty of each staff member who sees a stranger in the halls to ask his/her identity and purpose for being in the building. A staff

member should introduce him/herself and ask if he/she can be of assistance. Notify the office on the intercom or escort the person to the office. Do not let the stranger wander through the building.

Volunteers at WLMS

There are many opportunities for volunteers at WLMS. If you know of parents or family members that would like to volunteer outside the classroom, please connect them with our WLMS Community Liaison.

Curriculum & Instruction

Dual Language Guiding Principles

WLMS follows the principles set forth in the [Dual Language Guiding Principles](#). A copy of this document is located in our WLMS Shared Drive.

Middle School Curriculum Resources

Middle school curriculum resources can also be found on the CCS website under the **Departments** tab. Click on the content area home pages are listed in the middle of the page to find the resources you need. There is also a link to the *Secondary Digital Resource Binder*. In order to access the tab, you must be sure that your CCS Google account is signed in. (To sign in to Google, use your CCS Email credentials. You must use your full email, including @columbus.k12.oh.us) The binder includes a tab for each of the core content areas, including World Languages, Instructional Technology, and more. When you enter the binder you will find a list of the most recent updates per tab. Be sure to review the binder so you are aware of the district resources available to you as well as district expectations.

Click [here](#) to go directly to the Secondary Digital Resource Binder.

Ohio's New Learning Standards and Common Core State Standards (CCSS)

Adopted by the vast majority of the states, our curriculum and pedagogy should align to these. The CCSS are rigorous and allow for depth rather than breadth. We will work this year to create curriculum maps that utilize backwards design to ensure we are meeting the requirements of the new standards.

Ohio's World Languages K-12 Immersion Program Proficiency Targets

The Ohio Department of Education has developed Proficiency Targets and Language standards for all World Languages programs, including K-12 Immersion Programs. You can find the proficiency targets [here](#). You can find the standards [here](#).

Ohio Evaluation Systems OTES/LSP/OSCES

Teachers who instruct students fifty percent or more are evaluated by the OTES rubric. Those who instruct students less than fifty percent are evaluated on the LSP rubric. School Counselors are evaluated on the OSCES rubric. You can find the rubrics and other important evaluation information on the CCS website under [Staff Quick Links](#) and [ILEAD Evaluation](#). You can access the Ohio Evaluation System at <https://www.ohioes.com>.

MTSS (Multi-Tiered Systems of Support)

In Columbus City Schools, MTSS is a comprehensive, multi-tiered, standards-aligned system designed to enable educators to identify the academic and behavioral needs of students. MTSS is an early intervention support process, but also is a framework to monitor and respond to the effectiveness of our instruction and to support professionals from a systems level. The goal of MTSS is to increase student achievement using research-based interventions/programs matched to the instructional needs and level of the student after first assuring that we have offered a guaranteed and viable curriculum at the core instructional level. Guaranteed means that the same great instructional experiences are offered to ALL students regardless of assigned school. Viable means that the instruction teaches what it needs to

teach as outlined in the state standards. You can find the MTSS Guide on the CCS website under the “Departments” tab, then click on click on the “Curriculum Division,” and you will find the [MTSS link](#) on the menu to the left.

Academics

Cumulative Records

We are transitioning to digital cumulative records but we have some paper cumulative records available for review. All cumulative records are kept in the front office. If you wish to look at a student’s cumulative record, **it must be signed out from the office**. See Ms. Hamlin, our Records/Attendance Secretary, concerning this. Cumulative records are to never leave the building.

Grading

Please review Article 210 of the *CEA Master Agreement 2022-2025* for details about requirements for students grades and parent contact requirements for students with failing grades, discipline issues, and expectations for recording/reporting student grades in Infinite Campus gradebook.

Health and Safety

Anti-Harassment Policy

On April 7, 1998, the Board of Education adopted a policy that, in accordance with federal and state laws and district policy, the Columbus City School District will not tolerate harassment against any staff member or students. Harassment is defined as slurs, jokes, intimidation or any verbal or physical attack directed at sex, race, national origin, religion, age, disability or sexual orientation, gender identity or expression, ancestry, familial status or military status.

Child Abuse Policy

Child abuse – All district personnel are encouraged to cooperate with authorized community agencies regarding the health and safety of children and youth. Procedures for reporting suspected cases of child abuse and neglect to legal authorities shall be developed and maintained. **We are all mandated reporters and are responsible for calling FCCS if abuse is suspected. The phone number is 614-229-7000.**

Any staff member suspecting that a child has been abused or neglected is to:

- Report the suspected case to the principal and/or nurse and counselor.
- Obtain the *FCCS Logbook* from the principal or secretary.
- Report information to FCCS. When reporting the incident to FCCS, record the FCCS worker's name, date, time, and a summary of suspicion and events in the *FCCS Logbook*.
- Please return the *FCCS Logbook* to its home.

Drug and Alcohol Policy

Except for supervised, prescribed medications, students shall not be under the influence of – nor use, possess, offer for sale, or distribute – drugs or alcohol in school buildings, on school grounds, in school controlled vehicles, at school sponsored events, or in other situations in the authority of the district.

Any staff member suspecting a violation of the above Board of Education policy shall report it immediately to the principal.

First Aid for Common Playground Injuries and Illness

In General

- Injured or ill students should be sent to the office for medical attention. Radio into the office that you are sending a child inside. Provide the child with a bathroom pass. If a student cannot walk under their own power, send someone to the office to get help.
- After recess, always follow-up on any student you sent to the office to see if the student has been seen by office personnel.

- Accident reports need to be accurate and reported on the proper form. Special attention should be given to the type and extent of the injury, name of student, surface and weather conditions.
- Be familiar with the procedure outlined in the Columbus City School's First Aid flip chart.
- Don't attempt to provide care above and beyond the procedures outlined in the First Aid flip chart.
- Be familiar with which students are allergic to bee stings or who have chronic diseases such as asthma, diabetes or seizures.

Minor Illness or Injury

- Refer these students to the school nurse or office staff for care.

Serious Illness or Injury

- Send someone into the office to get help.
- Do not leave the child unattended.
- Reassure the child in a calm manner.
- Don't panic.

What to do Until Help Comes

For Serious Bleeding:

- Control the bleeding using direct pressure on the wound.
- Do not use a tourniquet.

For Suspected Sprain or Fracture:

- Keep the child quiet and calm.
- Do not move the child or attempt to manipulate the bone.

Seizures:

- Try to prevent injury by moving objects out of the way.
- Do not attempt to put anything between the student's teeth.

Head Injuries:

- Consider them serious until proven otherwise.
- Be aware that a delayed reaction to a head injury is possible.
- Be aware that the following can be indications of serious injury: bleeding or other drainage from the ear, nausea, vomiting, drowsiness, or pupils of unequal size.

Bee Stings:

- Find out if the student is allergic to bee stings. If so, a sting is a medical emergency; the parent and the emergency squad must be called immediately. Symptoms: swelling, hives, shortness of breath.

Dog Bites:

- Report all dog bites to the Columbus Health Department.
- Be prepared to provide a description of the dog and the name and address of the owner if possible.

Permanent tooth knocked out:

- Find the tooth, the intact tooth may be replaced if the child is taken to the dentist promptly (preferably within a half hour).
- Wrap the tooth in moist sterile gauze and give it to the parent.
- Put in milk.

Food Allergy Policy

In order to comply with a new state law and to minimize possible food allergy reactions, no food will be distributed by means other than the school breakfast/snack/lunch/vending programs. Class snacks are permitted but should align with any food allergy needs in the classroom. Please consult the school nurse for your Emergency Action Plans. The only exception will be during PBIS incentives and activities approved by the principal. Class snacks are required to be nut free, no exceptions.

Medication

Students may **ONLY** be permitted to possess and use prescribed medication during school hours when the building administrator has received the following:

- Written permission from the parent or guardian.
- A physician's verification of the necessity for the medication to be taken during school hours and identification of the medication, dosage, and time interval it is to be taken.
- A statement releasing and holding the Board of education and school personnel harmless from any and all liability or damages or injury resulting directly or indirectly from the presence of the medication in the school or its use by the student.

Forms which include all of the above are available in the school office.

While all staff members must be trained in administering medications (for the purpose of field trips), medication will be administered by the secretary, an IA,

or the principal. The training is **Module M-376, “Medication Administration in Schools (Ohio),”** and it can be found in Public School Works (PSW).

Student Supervision/Hall Passes

Students are to be under adult supervision at all times. There should not be a time in which students are in any area without adult supervision. This is for the safety of everyone involved. If a child is moving through the hallways, they should have a pass with them. If they do not have a pass, they will be sent back to their classroom to receive a pass. It is our expectation that all staff will cooperatively remind children of their rights and responsibilities in the classrooms, in the halls, on the playground and in the breakfast and lunch programs in the overall school setting.

Emergency Information & Procedures

The safety and security of students requires that all students exercise disciplined and attentive behavior during fire, tornado, and emergency drills. Student silence is required to facilitate emergency instructions. Student orderliness is required to permit swift and organized evacuation. These expectations should be modeled by the staff. Fire and tornado drills are held several times during the school year. These times are to be practiced and responded to in a very serious manner. Emergency evacuation instructions are posted in each classroom. Emergency procedures will be presented and practiced as a part of the school’s program of instruction. Drills may be announced or unannounced.

Emergency Folder

Teachers are required to bring their emergency folder with them for every drill. The emergency folder should include:

1. Emergency Drill Response Packet (procedures for drills and emergencies)
2. School Crisis Plan (you will receive a copy of this)
3. Tornado and Fire Drill Map
4. Copies of your current rosters with phone numbers for students

Required by the Door

Teachers are required to post the following emergency information by their door:

1. Emergency folder
2. White fire drill card
3. Tornado egress map for each floor
4. Fire drill egress map for each floor
5. Emergency Drill Guide Poster
6. Emergency Bell Poster (this describes lockdown guidelines)

Emergency Drill Procedures

Duck, Cover and Hold (TORNADO):

This response is usually used for tornado, earthquake, explosion, and severe weather. May be followed by evacuation when safe to move.

- Take cover in the lower level of the building.
- Utilize tables or desks if necessary.
- Bury face in arms, close eyes and cover head and ears.
- Keep as much of the body shielded as possible.
- If outside, lie on stomach with face away from event, cover head, face, and as much skin as possible. Close eyes and cover ears.

Evacuation

This response is used for fires, unsafe building (after explosion or weather damage), and bomb threats:

1. Evacuate students by primary routes, unless instructed to use alternate routes.
2. All persons must leave the facility.
3. Close, but do NOT lock doors behind you.
4. DO NOT return to the building using a bell signal.
5. Return to the building when instructed by the Incident Commander or report to the relocation site as ordered.

Fire Drill Procedures

The purpose of the fire drill is to develop and maintain prompt and orderly evacuation procedures.

- There will be 2 fire drills in the first 2 weeks of school.
- Drills will be held at least once a month.

Drills are tentatively scheduled on the school calendar, but are subject to change due to weather and conflicts.

- At the sound of the fire alarm, students should stop work immediately and line up along a specified aisle. At the direction of the teacher, students should proceed quietly to the previously specified area on the playground.
- Teachers are to make certain that windows and doors are closed.
- Teachers should bring their emergency folder and white fire drill card.
- Upon evacuation, check attendance. If all students are present, have a runner give the white fire drill card to the secretary. If a student is missing, report the name of the missing students to the secretary. **DO NOT RE-ENTER THE BUILDING TO LOOK FOR A STUDENT.** (Counting students is not necessary just say all here OR missing “student name”)
- If students are in the lunchroom, restroom, or any place other than his/her classroom, that student should exit the nearest door and go to the specified area to join his/her class. Art, Music, and Physical Education teachers will also report to the principal or secretary after following the student count procedure.
- During a fire drill teachers are to maintain orderly conduct of all students and take roll call immediately after, assuring that a safe distance from the building has been attained.
- Any fire, regardless of how large or small, is to be reported to the Columbus Fire Department. Reporting is to be made regardless of whether the fire has been put “out” by staff of the building.
- Any violation called in to the Fire Prevention Bureau must be followed up by an inspection. The cost of the inspection will be billed to the Columbus City Schools.

WLMS specific procedures are as follows:

Evacuation - (Fire Drill) You along with your class will report to your designated station that appears on your yellow fire drill card located on the wall near the door of your classroom or office. Please pay attention to where you will exit. Once you get to your stations, please count your students and any adults with you. You will then fill out your fire drill report card. An example is found below to show you how it needs to be filled out (*Figure 1*).

Once you have your numbers please report your name, class number and number of adults and students to your station lead who will then log it. You can keep your card. You do not need to give it to your lead. Stations are listed on the next page.

<h1 style="color: red;">FIRE DRILL REPORT</h1> <p style="color: red;">Room No. <u>306</u></p> <h1 style="color: red;">OK</h1> <p style="color: blue;">WLMS School</p> <p style="font-size: small;">Cat. No. 200076</p>		<table border="0"> <tr><td>1. 8/29 21S/1A</td><td>21.</td></tr> <tr><td>2. 9/14 28S/1A</td><td>22.</td></tr> <tr><td>3. 10/22 27S/1A</td><td>23.</td></tr> <tr><td>4. 11/17 29S/1A</td><td>24.</td></tr> <tr><td>5. 12/9 29S/2A</td><td>25.</td></tr> <tr><td>6.</td><td>26.</td></tr> <tr><td>7.</td><td>27.</td></tr> <tr><td>8.</td><td>28.</td></tr> <tr><td>9.</td><td>29.</td></tr> <tr><td>10.</td><td>30.</td></tr> <tr><td>11.</td><td>31.</td></tr> <tr><td>12.</td><td>32.</td></tr> <tr><td>13.</td><td>33.</td></tr> <tr><td>14.</td><td>34.</td></tr> <tr><td>15.</td><td>35.</td></tr> <tr><td>16.</td><td>36.</td></tr> <tr><td>17.</td><td>37.</td></tr> <tr><td>18.</td><td>38.</td></tr> <tr><td>19.</td><td>39.</td></tr> <tr><td>20.</td><td>40.</td></tr> </table>	1. 8/29 21S/1A	21.	2. 9/14 28S/1A	22.	3. 10/22 27S/1A	23.	4. 11/17 29S/1A	24.	5. 12/9 29S/2A	25.	6.	26.	7.	27.	8.	28.	9.	29.	10.	30.	11.	31.	12.	32.	13.	33.	14.	34.	15.	35.	16.	36.	17.	37.	18.	38.	19.	39.	20.	40.
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Figure 1

STATION 1 (Exit front of School-Main Door/Gather west of Flag pole)

AUD Pandolfi	Room 135 Rutherford	Room 219 Childress
Room 100B Hamlin	Room 211 Safety & Security	Room 219B (vacant)
Room 101A Main Office	Room 213 Woodford	Room 222A Leopold/Narayanan
Room 101D King	Room 215 Aagenas/White	Room 222B Sobolewski
Room 101E Santos	Room 217 Rollwagen	Room 222C Braun

STATION 2 (South Door/Gather in grass field across Sharon Ave at Colerain ES)

Room 136 Pence	Room 140 Flere
Room 137 Simonó	Room 141 García
Room 138 Baxter	Room 142 Arjona/Defilippo
Room 139 Cimino	

STATION 3 (East Door/Gather at outdoor tables, east of playground)

Room 104 Baum	Room 202 Rivera	Room 210 Wolfson
Room 106 Swartz	Room 206 Oyer	

STATION 4 (North Door via Cafe/Walk West and gather in grass field on west side of building)

Room 118/122 Cafeteria	Room 121A Davis
GYM Schmitt	Room 121B Mobley
Custodians	Room 121C Carter

STATION 5 (West Door/West edge of the property all the way to the fence)

Library	Room 129 Ottobre	Room 227 Calhoun
Room 123 Morbey	Room 223 Vásquez	Room 229 Obisesan
Room 125 Hackworth	Room 224 Zielke	
Room 126 Sow	Room 225 Geistfeld	
Room 127 Howenstine	Room 226 DeLozier	

Donnely (Traveling Teacher)

3rd, 7th, and 8th periods: **Station 5**

4th and 5th: **Station 2**

“Quick Check” Fire Drill Procedures

Inside

- Accurate attendance sheet/fire drill card
- Emergency Folder
- All windows are closed
- All lights are off
- All doors are closed

Outside

- Take attendance
- Check in with Station Leader/Office staff
- Keep class quiet and in straight line outside and re-entering
- Students should stay in line
- Do not re-enter the building until the principal or designee gives final re-enter clearance.

Hit the Deck

- This response is usually used in the event of gunfire. Usually followed by lockdown or evacuation when safe to do so.
- Anyone recognizing immediate danger shouts, “Hit the Deck.”
- Everyone immediately drops to the ground and lies flat.
- No one should get up until an adult gives directions.

Lockdown (Three Levels):

This response is usually used for an intruder inside or outside the building.

Level 1

- Exterior doors and windows are locked and secured.
- Free movement within the school building.
- May release by PA announcement.
- WLMS is ALWAYS on a Level 1 lockdown.

Level 2

- Exterior doors and windows are locked and secured.
- Students in halls and restrooms move to the nearest classroom.

- Classroom doors and all exterior doors/windows are immediately locked and covered.
- Students may move about the locked classroom.
- May release by PA announcement.

Level 3

- Exterior doors and windows are locked and secured
- Students in halls and restrooms move to the nearest classroom.
- Classroom doors and all exterior doors/windows are immediately locked and covered.
- Sit on the floor out of sight of windows, doors.
- Take attendance, include the names of people who have entered and are not usually in your class.
- Do not open doors or windows. Await the police or administrator to evacuate you. DO NOT follow PA announcements.

WLMS Specific Procedures

Lockdown Drill Level 3 - This will immediately follow our reverse evacuation. No students or adults should be in the hallways during this drill. Please shut and lock all doors and windows. Your class is to remain quiet and out of the sight of windows. Do NOT open any doors or windows. Do NOT follow any PA announcement directions once the initial lockdown announcement has been made. If you have a walkie at no time should you be on it. At this time it is designated specifically for use by admin and safety and security only. Your door will be unlocked by an admin, safety and security or designated staff member only.

Reverse Evacuation:

This is signaled by 3 bells or 3 whistle blows outside. This response is used for severe weather, intruder, sniper or gunfire, or hazardous materials release. May be rapidly followed by lockdown or shelter in place.

Move indoors quickly.

- Close doors behind you.
- Close windows once you are inside.

WLMS specific procedures are as follows:

Reverse Evacuation - This will immediately follow our fire drill. Please safely and promptly get your students back into the building and into your classroom.

Shelter-in-Place:

This response is used for hazardous materials in the outside environment.

- Move everyone inside. If possible, move to interior rooms on upper level floors.
- Close and lock all windows and doors. Assign personnel to doors to control late entries.
- Custodians will immediately shut down all HVAC units (even during drills).
- Seal off openings with tape and plastic (windows, door, heat/air units, electrical outlets, etc.)
- Await instruction from public officials before exiting shelter.

Fire Department Regulations

The fire department has become very serious about enforcing fire regulations in schools. Violations which are not corrected could result in \$1,000 citation issued to the principal for each day during which such failure to take corrective action or violation continues. Therefore the principal will be very vigilant regarding fire regulations and staff members responsible for any violations will be directed to take corrective action.

Below are listed some of the regulations which more directly affect most staff members:

- All breaker switch boxes in hallways/classrooms are to be kept locked.
- Boiler room (actual room with the boilers not the custodians' office area) doors are to be kept locked. Only the principal and custodians are allowed in the boiler room.
- No flammable materials are allowed to be hung from the ceiling or light fixtures, across windows/window shades, on doors or door openings or stored within 24 inches of the ceiling regardless of material/content.
- Only three-prong, ground extension cords are to be used. No cord should be used that has the grounds prong removed from the plug or that has been damaged or spliced.

- The use of candles is permitted only in laboratories, specifically equipped. The labs at WLMS are not specifically equipped for candles.
- Science fairs that may use electrical, chemical, flammable, or any other “hazard medium” for display should be carefully assessed for correct / legal usage. A variance for the use of any of these must be obtained and a fire inspector must be present during the time these items are on school premises (at a present cost of \$25.00 per hour).
- No curtains, drapes, shades or other materials are to be brought into the school building by a private person or group unless these items are fireproofed and properly tagged. A certificate of fireproofing must be provided and kept on file.
- Exiting directions for all classrooms and other parts of the building are to be kept in place, large enough to be read and reviewed by the occupants.
- No materials, supplies, equipment, or furniture is to be placed or stored in any manner prohibiting the safe and orderly exiting of the building.
- No combustible material (boxes, papers, etc.) can be stored in the hallway or egress route unless stored in a metal file cabinet.
- Never run a cord under a rug.

Kitchen

- 504.1 All fire protection systems, devices, and equipment which were installed should be maintained. (Standpipes and A.E.S. systems.)
- 518.2 Extinguishers shall be installed in proper locations as required by NfiPA 10. (40-BC)

Classroom

- 306.2 Overhead decorative material not approved by a fire official.
- 607.3 Aisles do not comply with fire code requirements. (Tables and chairs should be arranged where aisles are clear and unobstructed.)
- 601.5 No approval egress plan on premises. An egress plan was not submitted to a fire official for approval. (Evacuation Plan should be posted in each classroom. Floor plan diagrams. Master plans on record front office.)
- 306.4 Curtains, draperies, hangings and other decorative materials shall be noncombustible.
- 316.1 Operation and maintenance of Educational laboratories not in compliance with NFiPA 45. (List of chemicals and hazardous material.)

- 318.1 Accumulations and/or storage of combustible or flammable waste/rubbish do not comply with fire code. (e.g. hand sanitizer!)
- 318.2 Assembly and education occupancies wastebaskets and other waste containers not made of noncombustible materials.
- 3104. Multi plug adapters, unfused plug strips must comply with NfiPA 70; rule 1301:7-7-35.
- 310.1 All electrical hazards shall be corrected.

Boiler Room

- 308.1 Chimneys and heating appliances not maintained per NfiPA 54 and 211. (State certification should be posted in Boiler Room. Check for expiration date.

Tornado Plan Alert

Keeping children safe from physical harm is a major responsibility and concern of all school personnel. While the following guidelines will contribute toward an effective reaction in an emergency, there is no substitute for keeping calm and using common sense.

Tornado Watch:

Weather conditions indicate that tornadoes **could develop**.

Tornado Warning:

A warning of danger is issued when a tornado has been sighted and there may be danger to life and property if protective measures are not taken by the people who are in its path.

Tornado Alert:

Alert alarm will be given via the public address system. Do not respond to the sirens. In case of a power failure, an alarm will be made via an announcement made through the corridors.

- All teachers should take their pupil groups to the designated stations.
- Everyone should remain very quiet and listen for further instructions from the school's office where radio disaster information will be monitored.
- If a tornado or other disaster is imminent, everyone will be instructed to sit down on the floor on their knees in a "crouching"

position; their heads tucked down with their hands providing cover over their heads.

Tornado Emergency Procedures

March through June is the normal tornado season in the state of Ohio. However, tornadoes can occur anytime the conditions are present. “Tornado weather” usually occurs on a hot, sticky day with southerly winds and threatening, ominous skies. Familiar thunderstorms are present. Clouds are usually funnel-shaped and often have a greenish-black color.

In the event of a tornado warning/drill, the staff and students at WLMS will be expected to follow the tornado emergency procedures that have been outlined below:

- When a tornado warning has been received, the information will be transmitted to the entire student body over the public address system. If the system is not working, the administrators or designee will personally relay the information to the staff with a bull-horn or other such device.
- The announcement will say that a tornado warning has been issued for our section of the city. Everyone in the building should proceed to their designated tornado safety area.
- Teachers will take their students to their designated tornado safety areas. Students sit down on the floor on their knees in a “crouching” position; their heads tucked down with their hands providing cover over their heads. Students will be expected to keep calm, quiet and listen for instructions from their teachers. Students will move quickly without running, talking or causing a disturbance.
- Teachers will take their attendance cards to check roll once the students have reached their designated tornado safety areas.
- Teachers will make special provisions to assist any handicapped students to their designated tornado safety areas.
- The administrators, secretaries and custodians will communicate via walkie-talkies throughout the tornado emergency/drill.
- Everyone will remain in their designated tornado safety areas until the “ALL CLEAR” signal has been announced over the public address system, the bull horn or other such device. Students will

return to their respective classrooms in a quick, quiet and orderly manner.

PBIS, Discipline, and Awards

PBIS Purpose Statement

The foundation of WLMS's culture is built upon three expectations: Be Responsible, Be Respectful, and Be Ready. Through the implementation of Positive Behavior Interventions and Supports (PBIS) at WLMS, we will create and sustain a positive learning environment in which all students can succeed academically, socially, and emotionally.

Philosophy of Behavioral Expectations

Meaningful student behavioral expectations must be developed and shared by home, community and school. It is necessary that classrooms and schools be settings where effective learning can occur. Students and school personnel have a right to a safe and orderly learning environment. To ensure that an atmosphere is conducive to learning and personal growth is present, standards of behavior must be developed, taught, reinforced, and maintained.

Behavior is largely a matter of morale, of positive classroom atmosphere and interpersonal relationships, and of self-discipline and pride. Through teaching and reinforcing clear behavioral expectations that are culturally relevant and consistent, our classrooms can be productive positive environments where all can thrive.

Students are expected to walk quietly in the halls at all times, this does not have to be silent activities like singing or responding to teacher questions through gesturing are encouraged. While in class, children are expected to learn. This requires good manners and cooperation with the classroom teacher. Children are to be respectful to all adults working with them in our building and in turn all adults will endeavor to respect them.

Schools and classrooms shall be organized and managed to ensure a safe and orderly environment for students and school personnel where effective teaching and learning can occur. A behavior management system should be in place in

each classroom and goals for expectations should be a part of the classroom learning targets.

Effective relationships forged in respect for self and others are integral to the teaching profession and classroom management as well as community building are a top priority for all teachers at WLMS.

***Teachers will share classroom management plans via Google Drive.**

WLMS Behavioral Expectations

- **Responsible:** Accepting ownership for your choices and actions
- **Respectful:** Consideration for self, others, and property
- **Ready:** Prepared for learning at all times in all places

What is School-Wide PBIS?

One of the foremost advances in school-wide discipline is the emphasis on school-wide systems of support that include proactive strategies for defining, teaching and supporting appropriate student behaviors to create positive school environments. Instead of using a piecemeal approach of individual behavioral management plans, a continuum of positive behavior support for all students within a school is implemented in areas including the classroom and non-classroom settings (such as hallways, buses, restrooms). Positive behavior support is an application of a behaviorally based systems approach to enhance the capacity of schools, families, and communities to design effective environments that improve the link between research-validated practices and the environments in which teaching and learning occurs. Attention is focused on creating and sustaining primary (school-wide), secondary (classroom), and tertiary (individual) systems of support that improve lifestyle results (personal, health, social, family, work, recreation) for all children and youth by making targeted behaviors less effective, efficient, and relevant, and desired behavior more functional.

Continuum of School-Wide Instructional & Positive Behavior Support

Tier 1 Prevention: 80% <ul style="list-style-type: none">* Defining Expected Behavior* Teaching Expected Behavior* Encouraging Expected Behavior* Essential Classroom Practice* Responding to unproductive Behavior* Ongoing Monitoring	Tier 2 Prevention: 15% <ul style="list-style-type: none">* Check in/out* Targeted social skills instruction* Peer-based supports* Social Skills Club	Tier 3 Prevention: 5% <ul style="list-style-type: none">* Function-based support* Wraparound* Person-centered planning
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PBIS at WLMS

PBIS is an approach in behavior management on a school-wide level, in a specific setting such as the classroom, hallways, cafeteria, restrooms, assemblies, playground, etc., or with an individual student.

PBIS methods are research-based and have been proven to significantly reduce the occurrence of problem behaviors. One of the keys is to focus on prevention. PBIS is based on the idea that when students are taught clearly defined behavioral expectations and provided with predictable responses to their behavior, both positive and corrective, 80- 85% of students will meet these expectations. The 15-20% of the students not responding to universal interventions will receive additional support through group and individual interventions.

Another key element is an analysis of discipline referral data. This team-based approach to data analysis will allow WLMS's PBIS/MTSS Team to identify problem areas, brainstorm interventions, acknowledge students exhibiting positive behavior, and communicate the findings to staff, students and parents.

The key components of an effective school-wide PBIS system involve:

- Clearly defining and teaching a set of behavioral expectations
- Consistently acknowledging and rewarding appropriate behavior
- Constructively addressing problematic behavior
- Effectively using behavioral data to assess progress

Building Positive Relationships

Building positive relationships with students and their parents at the beginning of the school year is essential to the success of each child academically as well as socially. Positive relationships are the foundation of a “good” classroom, and they provide an environment that is conducive to learning. It is vital that you get to know your students and their parents.

Preventative Strategies, Supportive, Corrective Measures

Effective classroom management creates an atmosphere that promotes learning and contributes to students’ self worth by allowing them to make choices about their behavior. Classroom management generally takes on certain forms including preventive, supportive and corrective measures, and should involve the teacher, the students, and others who are involved with the students, including parents and other school professionals.

Preventative - defining expectations, establishing routines, and setting up classroom rules

Supportive - restating restating of your expectations, using redirection and giving students verbal feedback on their behavior

Corrective Measures - apply consistent equitable discipline for all students, making certain that consequences are clearly linked to students’ inappropriate behavior

Suggestions and Strategies to consider:

- Have students come up with rules and consequences for the classroom and have them sign it (Classroom Constitution). Have an open discussion about your expectations.
- Consequences and Rewards/Recognition should be visible for students to see and should almost be equal in regards to what they will receive if they do the right thing vs. the wrong thing.
- Giving students choices promotes a sense of ownership in the classroom. Students will feel more like ‘citizens than tourists’ in the classroom.
- **Visual signs and reminders in the class will make students more independent and will allow them to navigate through the classroom more effectively. You want your students to still function without you**

when you are absent (Warm-up, Today's Assignment, Homework, Objective signs & Open/Close signs).

- Reflection (written and orally) can ensure that students understand what they learned after each subject or at the end of the day. Exit tickets, journals and group reflection allows for the teacher to assess how effective the instruction was for that time period and overall day.
- Classical music is a great way to cut down on unwanted talking. The music allows the students to listen to something as they work independently or in groups and sets the noise level for the room.

Discipline Policy

Schools and classrooms shall be organized and managed to ensure a safe and orderly environment for students and school personnel where effective learning can occur. Discipline shall be maintained through means which are constructive and which are not solely punitive.

Philosophy of Discipline

Meaningful student discipline must be developed and shared by home, community and school. It is necessary that classrooms and schools be settings where effective learning can occur. Students and school personnel have a right to a safe and orderly learning environment. To ensure that an atmosphere is conducive to learning and personal growth is present, standards of discipline must be developed and maintained. Discipline should not be thought of solely as punishment. Instead, it is best thought of as being constructive and as helping students to adjust by turning unacceptable behavior into acceptable behavior. Discipline is largely a matter of morale, of positive classroom atmosphere and interpersonal relationships, and of self--- discipline and pride. Students are expected to walk quietly in the halls at all times. While in class, children are expected to learn. This requires good manners and cooperation with the classroom teacher. Children are to be respectful to all adults working with them in our building and in turn all adults will respond to our students in a respectful manner. Schools and classrooms shall be organized and managed to ensure a safe and orderly environment for students and school personnel where effective teaching and learning can occur. Discipline shall be maintained through means, which are constructive and are not solely punitive.

Effective discipline and student relationships are integral to the teaching

profession and classroom management is a top priority for all teachers at WLMS.

CCS Guide to Student Success

Please refer to the CCS Guide to Student Success for explanations of what constitutes a Level 1, Level 2, and Level 3 behavior. The code of conduct outlines discipline that can occur for each level of behavior. Please note communication with Principal Santos, Principal Davis, and the parent is key. If a student is behaving in a way that disrupts the learning environment, please inform the parent on that day and let Principal Santos and Principal Davis know. This will ensure all parties are working towards a solution and that learning is not interrupted. If a student commits a Level 2 or 3 behavior, it is an immediate **phone call** to the office and Principal Santos and Principal Davis will issue appropriate discipline from this point. Teachers are expected to attend conferences with parents, as needed, when these conferences are disciplinary in nature and teachers have served as witnesses to events.

SUMMARY OF STRATEGIES & CONSEQUENCES

Strategies and Consequences		Parent Contact/Conference	School-based Behavioral Intervention	Referral to Student Support Program (Personal)	Time-Out: PEAK (Elementary Only)	Detention	In-School Suspension	Out-of-School Suspension	Expulsion
LEVEL I OFFENSES	Dress Code Violation	x	x	x	x	x		**	
	Disruptive Behavior	x	x	x	x	x	x		
	Profanity	x	x	x	x	x	x	**	
	Tardiness, Absenteeism, Truancy	x	x	x	x	x	N/A See page 15		
	Gambling	x	x	x	x	x	x	**	
	Electronic Communication Devices	x	x	x	x	x	x		
	Tobacco/Electronic Cigarette/Smoking	x	x	x	x	x	x		
	Forgery/Fraud/False Identification	x	x	x	x	x	x		
LEVEL II OFFENSES	Fighting	x	x	x	x	x	x	x	x
	Improper Operation of a Vehicle	x	x	x	x	x	x	x	x
	School Bus Disruption	x	x	x	x	x	x	x	x
	Sexual Misconduct	x	x	x	x	x	x	x	x
	Bullying, Cyberbullying, Harassment, Threats	x	x	x	x	x	x	x	x
	Insubordination	x	x	x	x	x	x	x	x
	Extortion	x	x	x	x	x	x	x	x
	Firearms Look-Alike	x	x	x	x	x	x	x	x
	Theft	x	x	x	x	x	x	x	x
	Vandalism	x	x	x	x	x	x	x	x
	Trespassing	x	x	x	x	x	x	x	x
	Cheating/Plagiarism	x	x	x	x	x	x	x	x
	Unauthorized Use of the Internet	x	x	x	x	x	x	x	x
	Use, Possession, Sale or Distribution of Alcohol	x	x	x				x	x
	Use, Possession, Sale or Distribution of Drugs other than Tobacco or Alcohol	x	x	x				x	x
LEVEL III OFFENSES	Use, Possession, Sale or Distribution of a Firearm	x	x	x				x	x
	Use, Possession, Sale or Distribution of a Dangerous Weapon other than a Firearm, Explosive, Incendiary Device or Poison	x	x	x				x	x
	Use, Possession, Sale or Distribution of Explosive, Incendiary Device or Poison	x	x	x				x	x
	Physical Assault	x	x	x				x	x
	Volatile Act	x	x	x				x	x
	Sexual Offenses	x	x	x				x	x
	False Alarms/Bomb Threats	x	x	x				x	x
	Serious Bodily Injury	x	x	x				x	x

NOTE: ** Suspension may be used with approval of the Area Superintendent. The student's violation must have caused disruption, incited panic, etc. Do not use for standard dress code violations.

Level I: Behaviors & Intervention Strategies

Definition: Level I – Minor offenses.

Multiple options for correcting student behavior may be selected depending on individual student needs including the age and grade level of the student, history of misbehavior, and seriousness of any specific offense.

	Expected Behavior	Violation of Expected Behavior	Definition of Violation (Includes any repeated Level I or Level II Violation)	Strategies to Correct Behavior
Be Safe	Obey laws regarding smoking for minors	Use, Possession, Sale or Distribution of Tobacco Products	Using or possessing any tobacco product such as cigarettes, "dip", chewing tobacco, or electronic cigarette smoking device.	<p>Positive practice of desired behavior</p> <p>Conference with student/parent</p> <p>Re-teach the behavioral expectations</p> <p>Create a behavioral contract with the student/parent that includes 2-3 behavioral goals for demonstrating expected behaviors that will be monitored and revisited</p> <p>Student participates in a reflective activity and applies new learning Refer student to the Intervention Assistance Team for repeated behaviors</p> <p>**Out of School Suspension</p> <p>(OSS) is not permitted for TRUANCY or other ATTENDANCE related infractions</p> <p>Detention during which student participates in behavioral intervention PEAK (elementary only)</p> <p>Time owed outside of instructional time</p> <p>In-school suspension time during which student participates in behavioral intervention</p> <p>Criminal charges may be filed</p>
	Follow District Dress Code Policy	Dress Code Violation	Any style of dress that contradicts the District Dress Code Policy (see pages 16). The Dress Code Policy is intended to prevent disruption of the classroom atmosphere, enhance classroom decorum, eliminate disturbances and minimize distractions of other students so as not to interfere with the educational process.	
Be Respectful	Consider the feelings of others	Disruptive Behavior	Conduct such as talking out of turn, making noises, throwing objects, play fighting, horseplay, inappropriate displays of affection or otherwise distracting one or more classmates in the school environment will be considered disruptive.	
		Profanity	Swearing, cursing, or making obscene gestures.	
Be Responsible	Obey classroom rules	Tardiness Absenteeism Truancy	Arrival to school or class after the school day has begun or absence from school or the classroom without parents' and school authorities' knowledge. Truancy is defined as any unexcused absence from school.	
	Demonstrate positive social skills	Gambling	Playing any games money or items of value.	
	Be at school on time and attend regularly	Electronic Communication Devices	The misuse by students of cellular telephones, and other electronic devices including ipods, mp3 players, tablets and including "look alike" devices for receiving and/or transmitting messages during school time. (The district shall not assume responsibility for devices that are damaged, lost or stolen when brought to school or after being confiscated for violation of this Board policy). Students may be permitted to use electronic devices for instructional purposes.	
	Tell the truth			
	Follow school rules	Forgery/Fraud/False Identification	Writing the name of another person or changing times, dates, grades, passes, or permits; giving false information to school district personnel or a school resource officer.	

Level II: Behaviors & Intervention Strategies

Definition: Level II – Repeated Level I offenses or serious misconduct.

Multiple options for correcting student behavior may be selected depending on individual student needs including the age and grade level of the student, history of misbehavior, and seriousness of any specific offense.

	Expected Behavior	Violation of Expected Behavior	Definition of Violation (Includes any repeated Level I or Level II Violation)	Strategies to Correct Behavior
Be Safe	Solve problems peacefully	Fighting	Mutual participation in an incident involving physical conflict.	Conference with student/parent
	Take care of school property	Improper operation of a vehicle	Any action that violates state driving codes and district rules of student conduct within a public or in a private vehicle.	
		School bus/School vehicle disruption	Conduct not specifically listed that obstructs the orderly and safe operation of buses/vehicles.	
Be Respectful	Consider the feelings of others	Sexual Misconduct	Any action or behavior that includes unacceptable touching or making references to their private body parts or those of another person verbally, pictorially or in writing. Included in sexual misconduct are actions involving touching of a sexual nature, with or without consent of the other party and possession of inappropriate sexual materials. This includes "sexting" which is defined as sending, sharing, viewing or possessing pictures, text messages, e-mails or other material of a sexual nature in electronic or any form on a cell phone or other electronic device.	Create a behavior contract with the student/parent that includes 2-3 behavioral goals for demonstrating expected behaviors that will be monitored and revisited
		Bullying: Cyberbullying/ Harassment/Coercion Intimidation/Threats	Any act written or verbal, gestures, photographs, drawings or any other form of communication used to intimidate, harass or threaten harm to another person based on race, gender, religious belief, nationality, disability, sexual orientation, violence within a dating relationship, or any other reason.	Restitution
		Insubordination	Behavior that substantially disrupts the orderly learning environment. Refusing to follow a request, direction or instruction of an adult. All other disruptive, aggravating and/or disobedient behavior not mentioned in any other category.	Require daily check-ins with designated staff or administration
		Extortion	Getting money or a promise by using threat or force. Students must not make a person do anything he or she does not want to do by using threat or force.	Refer student to the Intervention Assistance Team for repeated behaviors
		Firearms Look-Alike	Possessing, transmitting, or using any item that resembles a firearm but does not have the explosive characteristics of a firearm but may use a spring loaded device or air pressure by which to propel an object or substance (i.e., toy guns, cap guns, BB guns and pellet guns).	Detention during which student participates in behavioral intervention
				Link student with community agency
Be Responsible	Ask before borrowing	Theft	Taking or assisting in taking another person's property without his/her permission.	PEAK (Elementary Schools only)
		Vandalism	The intentional destruction or damage of property without permission of the owner or the person having control of the property.	In-School Suspension time during which student participates in behavioral intervention
	Take care of school property	Trespassing	The act of being on school property without permission or refusing to leave the premises or property.	Out of School Suspension with class work
	Follow school rules	Cheating/Plagiarism	Using, submitting or attempting to obtain information or answers dishonestly. Taking ideas or writings of others and presenting them as if they were yours.	Criminal charges may be filed
	Follow acceptable use policy	Unauthorized or inappropriate use of Internet, computers or computer software	Any action that violates local, state or federal law or CCS Acceptable Use Policy.	Expulsion
			This includes using the internet for non-educational purposes, sending or receiving personal information about yourself or others without permission, using inappropriate language and using the network to personally attack or harass another person.	

Level III: Behaviors & Intervention Strategies

Definition: Level III – Repeated Level I or Level II offenses, illegal and/or, serious misconduct or life or health threatening offenses.

Multiple options for correcting student behavior may be selected depending on individual student needs including the age and grade level of the student, history of misbehavior, and seriousness of any specific offense.

	Expected Behavior	Violation of Expected Behavior	Definition of Violation (Includes any repeated Level I or Level II Violation)	Strategies to Correct Behavior
Be Safe	Pay attention to health, nutrition and exercise	Use, possession, sale or distribution of alcohol	Possession, being under the influence of, buying or selling alcohol or illegal drugs. This also applies to any substance made to look like, or represented to be, illegal drugs or alcohol and any related paraphernalia. Students are permitted to bring prescribed or over-the-counter medication to school with the written permission from a parent/guardian and with authorization and supervision of their doctor and school administrator or administrator's designee. A student may not sell or give prescribed or over-the-counter medication to another student at school or during school activities.	Conference with student/parent
	Resist negative pressure and avoid dangerous situations	Use, possession, sale or distribution of drugs other than tobacco or alcohols		Loss of privilege
Be Respectful	Place high importance on getting to know people of other cultural/racial/ethnic groups	Physical Assault	Physically attacking another person. Unprovoked hitting, kicking, shoving or otherwise causing physical pain or harm to another outside the context of a mutual conflict is considered assault.	Participation in substance abuse counseling program
	Practice conflict resolution and anger management skills	Use, possession, sale or distribution of a firearm	Possessing, transmitting or using any kind of firearm, knife, razor, needles, mace, pepper gas or like substances; dangerous clubs, chain or other look-alike object; or any item that can be considered a weapon or used as a weapon, or ammunition for any such weapon. This includes having such items at one's desk, or in a locker or a hiding place on school property including district school buses/vehicles.	Refer student to the Intervention Assistance Team
Be Responsible	Use impulse control	Use, possession, sale or distribution of explosive, incendiary device or poisons	Creating, setting off, attempting to set off or possessing any type of explosive device.	In-School Suspension time during which student participates in behavioral intervention
	Practice personal responsibility	Volatile Act	Disruption of school/school activities by use of violence, force, intimidation, threats to students or staff or disorderly conduct. This includes menacing and provoking others toward acts of disruption (individual or group related).	Out of School Suspension with class work
		Arson	Setting fire or attempting to set fire to a school building or property located on school grounds or any property belonging to, rented by, or on loan to the school district.	Restitution
		False Fire Alarms/Bomb Threats/Tampering with Automated External Defibrillator (AED)	Destroying or damaging a fire alarm. Making bomb threats, either written or verbal, against any school building. Tampering with the fire alarm means setting off the alarm when there is no emergency. Tampering with the AED means opening the cabinet without permission.	Expulsion
		Sexual Offense	Any sexual act or attempted act committed on school property, or during school activities.	Criminal charges may be filed
		Serious Bodily Injury	An incident that results in serious bodily injury to oneself or others. Serious bodily injury involves substantial risk of death; unconsciousness; extreme physical pain; protracted and obvious disfigurement; or protracted loss or impairment of the function of a bodily member, organ or mental faculty.	

Parent Contact and Discipline

It is vital that you make contact with the parents/guardians of students where there is a disciplinary incident under your supervision. Do not depend on the leadership team to make sole contact with parents. It is important that the parent/guardian first hear about the incident from the teacher. The leadership team will follow up with all serious infractions.

Social Emotional Learning (SEL) Program

(Formerly known as PEAK (Positive Efforts for Adjustment and Knowledge))

Rationale (from Student Support Services): The PEAK Program began as a response to a district and community need for corrective measures alternatives. The primary goal was to establish programs that would:

- Be positive and preventive in design;
- Intervene with inappropriate choices before the need for out-of-school suspension;
- Allow the student to continue a regular education program;
- Keep students on-track for learning;
- Provide the student with appropriate choice-making strategies and skills;
- Develop a behavior change plan for academic improvement; and
- Reduce out-of-school-suspensions.

The SEL Program should be used as a behavioral intervention. It is an in-school intervention at the middle school level that is positive and preventive in nature. Its intent is to minimize disruptions to the learning process for all students and reduce out-of-school suspensions. It is meant to be a space for reflection and intervention for students. It is not meant to supersede classroom discipline. Ms. Slate is our SEL Specialist.

General SEL Room Guidelines

1. The SEL Room is an intervention, it can be used to support students behaviors and academics as needed.
2. **A student can only be assigned to the SEL Room as a resolution to a behavior referral, not by teacher request alone.**

3. A student who is frequently assigned to the SEL Room for discipline will be referred to IAT and a FBA will be conducted to determine the reason for the disciplinary need.
4. Administration will make every effort to inform teachers prior to the start of the student's assignment.
5. Students should bring with them written assignments, instructions and any other material needed to complete the work that will be missed.
6. Completed written assignments will be placed in those teachers' mailboxes by the SEL Specialist.
7. Parents will receive a call from the SEL Room teacher **AND** you should follow up with the parent as well. The SEL Room teacher was not present to witness the occurrence that led to the intervention, so your communication with the parent is essential.

Emails and reflection forms regarding the SEL Room

When entering any kind of discipline, stick to the facts, do not include opinions or any emotionally-laden comments or information. Make sure the comments you write have been observed (not what you think). However, you may write about an alleged behavior and it will be reviewed. Ms. Slate can gather information regarding issues throughout the building.

The purpose of discipline is to change behavior or get the desired response. This is different for every child. Sometimes we need to figure out what will motivate the student towards the desired behavior.

There are also limits on what can be used as discipline for certain infractions. For example, level 1 infractions cannot be given the consequence of suspension.

Out-of-School Suspension

Only an administrator may assign a student to out-of-school suspension, which will be handled on a case-by-case basis. All students and parents will be provided due process. Out of school suspensions can last from one to ten days and students will be allowed homework for credit. These are discouraged and the result of a MAJOR infraction that creates an unsafe learning environment.

In-School Suspension

Only an administrator may assign a student to an in-school suspension and these will be handled on a case-by-case basis. Any student placed to an in

school suspension will be assigned to the SEL Room, for the days he/she is suspended. While in the SEL Room the student will work on any classroom assignments that he/she will miss while serving the in school suspension. In school suspension can last from one to ten days.

Procedures and Operations

Association Building Council (ABC)

The ABC will be organized during the first month of the school and will meet with the principal at least once a month. Please refer to [Article 202 of the CEA Master Agreement 2022-2025](#) for more information (pp. 13-14).

The ABC shall be advisory only, and is intended to assist the principal and the school staff in developing policies and programs for WLMS. Any staff member may bring a concern to the ABC by putting a note (signed or unsigned) in the mailbox of any member of the ABC, or by giving the concern personally to any member. All concerns should also include a possible solution to remedy the problem. Any certified staff member may bring a concern to the ABC by completing an ABC Concern Form in the mailbox of any member of the ABC. A concern form must be complete and submitted at least 48 hours prior to the meeting. An agenda shall be submitted to the principal 48 hours prior to the meeting. The principal will forward the agenda with minutes to staff no later than 5 days after receiving it from the chairperson.

Bell Schedule

The [Bell Schedule](#) can be found on the WLMS Shared Google Drive.

Student Attendance

It is expected that a student's parents, custodial parents, guardians, or legal custodians shall report the student's absence to school officials before 9:30 AM each day the student is absent. In the event that such a report is not made, school officials shall attempt to notify the person responsible for the student of the absence.

Attendance Procedures at World Language Middle School

It is the responsibility of the classroom teacher to maintain up-to-date, accurate information in Infinite Campus.

- No student is to be considered withdrawn or discontinued until you receive the TRANSFER/WITHDRAWAL form from the office. Continue to mark the student absent until you receive this form. If you have reason to believe a student has moved, please notify the office.
- The office will be responsible for attempting to contact parents of absent students who have not notified the school.
- If a student is not in the classroom when you take attendance, mark them with an "A".
 - If using a sub attendance roster, please note the correct symbols for marking students' absences:

A = Absence (in pencil) • = Present (Please **NO** Check marks ☑)

- Students arriving after 7:30 am need to be checked in by the office. **Do NOT mark a "T" on the Infinite Campus attendance.** The office will correct the absence and enter the time when the tardy slip is issued.

Teacher Attendance Procedures

It is the responsibility of the classroom teacher to maintain up-to-date, accurate attendance records.

- Teachers will use Infinite Campus to record daily attendance.
- Attendance should be taken within the first 10 minutes of each class period.
- If the student is in the building, they are marked present (e.g. you see a student but he/she gets into trouble on their way to your classroom – mark them present).
- Tardy students should not be admitted to the classroom without a slip from the office.
- Mark a student either "absent" or "present" to first period, not "tardy." If a student is absent to first period and arrives tardy to school, office personnel will take care of tardies.
- See [Appendix](#) for instructions on how to take attendance.

Students Who Are Tardy to Class

Our bell schedule allows three minutes of travel time in between classes. Immediately after the bell rings to end travel time, teachers begin their classes. At that time, we expect our students to be in their seats and have everything they need to fully participate in class.

The staff of WLMS **will not** issue passes for students to go to their locker during class and adhere to the locker schedule. STUDENTS will be expected to:

- Adhere to the locker schedule
- First 5, last 5 rule while in class (no hall passes during the first or last 5 minutes of class)

The WLMS Tardy to Class Policy will be as follows:

1. **First tardy to class:** Warning
2. **Second tardy to class:** Warning
3. **Third tardy to class:** Teacher call home to parents
4. **Fourth tardy to class:** Referral to administrator as “*Insubordination*,” not “*Tardiness/Absenteeism/Truancy*.”

The staff of WLMS understands that our students are taught the importance of punctuality at home. Our goal as educators is to reinforce your lesson to our students. Being punctual is one of many skills that will be vital to our students as they prepare for RESPECT, RESPONSIBILITY, and READY in the global community.

Student Absences (taken from the *Parent-Student Handbook*)

- If a student is going to be absent from school because of illness, medical appointments, death in the family, or other reasons, the parent must notify the school office by 9:30 am. We must know the reason for students’ absences due to Ohio’s Missing Children Law. The parent should:
 - Send a note with the student to turn in to Ms. Hamlin, our Attendance Secretary, in the office or
 - Complete the [Student Absence Note](#) Google Form, which can be translated via Google Translate by the parent. Their response is forwarded to Ms. Hamlin or

- Contact a staff member (via email, phone call, text, Dojo, etc.) who should relay that information to Ms. Hamlin via the [Student Absence Notification form](#).
- Columbus City Schools has established board policy limiting the number of parent notes that are allowed for excusing absences when students are ill. **The district will only allow 9 written notes from parents for excused absences.** This means that after nine written notes, parents/caregivers will be required to provide additional documentation in order for the absence to be excused. Examples of approved documentation are official notes from a doctor, dentist, licensed mental health care provider, or a social service agency (such as Charity Newsies). Also, any statement excusing a student's absence (written by parent or other formal documentation) must be sent to the school within **one week** of the student's return to school. If a note is received after one week, the principal will need to approve the absence.

WLMS's Tardy Policy

A tardy will be considered excused if your child has been to some type of doctor's appointment (you must bring an excuse slip from the doctor's office), has been to Charity Newsies, or the bus is late. All other tardies will be considered unexcused. A student is considered tardy if they arrive after 7:30 am.

House Bill 410

Definition of Habitual Truant:

The law changes the definition of "habitual truant" to any student who is absent ***without legitimate excuse*** for:

- 30+ consecutive hours;
- 42+ hours in one school month; or
- 72+ hours in one school year.

Notification Requirements (Triggering Event):

The law requires notification to the student's parent/guardian of the students' absences (both excused and unexcused) once they reach:

- 38+ hours in one school month; or
- 65+ hours in one school year.

Notice must be given within seven days of the triggering event.

Building Attendance Intervention Team:

The law requires the *assignment* of a student who exceeds the statutory thresholds to an attendance intervention team within 10 days of the triggering event. Members of an attendance intervention team are to be selected within seven *school* days of the triggering event. The attendance intervention team is required to meet within 14 *school* days of being assigned to the student. At least three good faith attempts to secure the participation of the student's parent/guardian, Guardian Ad Litem (GAL), or custodian must be made.

Members of the Building Attendance Intervention Team:

Team membership will vary based upon the individual needs of the student but requires the following, at minimum:

- Representative from the student's district or school;
- Another representative of the student's district/school who knows the student;
- The student's parent or designee (parent has the right to name designee and we must inform parent of this option), guardian, custodian, GAL;
- OPTIONAL – school psychologist, counselor, social worker, or representative from a public or nonprofit agency designated to assist students and families in reducing absences.

Building leaders are encouraged to look at existing teams and determine who will serve on the attendance intervention team. Each of our schools have different teams working on different things: TBTs, BLTs, PBIS teams, etc. Building leaders are encouraged to look at already existing teams and assign the HB 410 responsibilities to one that already exists OR they can create a new team to address habitual truancy.

Attendance Intervention Plan (Work of the Building Attendance Intervention Team):

The attendance intervention team is to develop a plan to reduce or eliminate future absences. Each plan is to be based on the needs and circumstances of the individual student.

Ohio Report Card

Each school and district in the state of Ohio will be assigned an A to F rating based on the following six elements, (as applicable by grade level): Achievement, Progress, Gap Closing, K-3 Literacy, Graduation Rate, Prepared for Success.

Field Trips

Note the following CCS policy regarding student eligibility for field trips: The administration considers to be extensions of course work done in the classroom. As such, they are academic in nature and should be treated as any other subject area. All students must be permitted to go on field trips. Students may not be excluded from field trips as a form of discipline. There are occasions when it may be deemed necessary to remove a student from a field trip because the student poses a danger to himself or others. In this case, the circumstances should be clearly understood by the parent. However, there should be some plan to help the student improve so future trips can be taken. If necessary, the parent may be required to attend the field trip with their child if safety is a concern. These incidents should be cleared by the principal.

Well-planned field trips can be a valuable teaching tool as an extension of the curriculum. Trips should be planned to relate to what you are teaching and your students are learning. As in the past, each grade level may select one field trip for their classes. This trip will be paid for using school funds. Additional trips, not funded by the district, will require funds from students or the PTO. Field trips require careful planning. **The field trip planning checklist must be initiated at least 4 weeks prior to the field trip. Please make sure to complete each item by the appropriate deadline, per the checklist.**

Do not collect money from students for a field trip without prior approval from the principal. A PO must be created to pay for trips, no exceptions.

Planning Considerations

- Obtain verbal permission from Principal Santos at least 30 days in advance. Be prepared to discuss the educational significance of the field trip.

- **Are buses needed?** A bus holds approximately 60 students and costs \$175 each (or going rate for SY22-23). Each teacher should add \$2 to the cost of entry to cover the cost of the bus.
- **Is funding required for the field trip and buses?** Check with the principal first to see if funds are available for your trip. **If you are collecting money from the students, you MUST keep record of each student that pays and how much. It will get deposited into the principal's fund and we will complete a Purchase Order for the cost of the field trip and bus.**
- **Will parents attend the trip?** If parents are attending the field trip they should either be accompanied by a staff member or with another family. Parents should never be supervising students alone. Determine how parents will get to the field trip. Determine how parents will pay for admittance. Parents MAY ride buses but NO siblings.
- **How will students eat lunch?** If you would like to bring lunches with you to eat, you can complete a picnic lunch application 60 days in advance. Applications are available with the food service worker. Students can also eat lunch in their classrooms upon return, but this must be coordinated with the food service worker.
- Add your field trip on the WLMS Outlook calendar.
- All field trips must be on the calendar by Winter Break.
- VAT bus transported field trips must return to WLMS by 2:00 pm. CCS bus trips by 1:00 pm.
- Staff must report to the office immediately upon return a list of all students who were "signed out" during the field trip. This is an attendance requirement...you should take a sign out sheet with you for parents who wish to take their children early.
- **Take your white emergency medical cards with you.**

Extra Fun Events

Events such as Field Trips, Field Day, Classroom Celebrations, Camp, etc. are considered extensions of classroom learning and should not be taken away from students without principal approval. Students are not to be sent to the SEL Room to hang out during these events.

Student Dress

Students are to abide by the ***CCS Guide to Student Success*** for details on the Student Dress Code.

Electronic Devices

The district prohibits the use of electronic communications devices, including cellular phones and associated cameras, and pagers/beepers, at all school and school sponsored or school-related activities on or off school property, during the instructional school day. Under no circumstances shall student's use or access electronic devices during emergency drills, assemblies or other school evacuations.

Students may possess electronic communications devices only under the following conditions:

- 1) Electronic communications devices may be used at the discretion of the classroom teacher during the instructional day, and during lunch. Inappropriate use of electronic devices may result in confiscation of the device by any staff member. Device will be returned before the end of the school day, unless otherwise determined by an administrator.
- 2) Electronic communications devices may not be used while traveling on district school buses except in cases of an emergency and approval by the bus driver.
- 3) During periods of testing and other student evaluations, teachers may request that students remove all devices from their possession, either by returning the devices to lockers or placing them outside the direct possession of the student. Any use of an electronic communications device during testing will be considered cheating and will be addressed accordingly.
- 4) Building principals may grant individual students permission to use electronic communications devices during the instructional day upon advance approval based on unique circumstances or in cases of emergency.

School building principals shall have the authority to further restrict possession of electronic communication devices in their individual buildings in order to maintain the principles of this policy and consistent with the unique circumstances of their individual schools or grade levels.

Should a student be observed using an electronic communications device, or if a device rings or beeps during the instructional day, disciplinary action will be taken including but not be limited to confiscation of the device, loss of the privilege of carrying the device permanently or for a limited period and other options for student discipline as reasonable under the circumstances.

Should a device be confiscated for violation of this policy, the student's parent or guardian may pick up the device from the school after showing proof of ownership such as a phone bill and following a conference with the building administrator. By this policy parents and/or guardians are on notice that confiscated devices that are not claimed by the end of the school year, shall be disposed of appropriately.

The district shall not assume responsibility for devices that are damaged, lost or stolen when brought to school or after being confiscated for violation of this policy.

Middle School Electronics Policy

Board Policy [5136](#) and [5136.1](#) speak to the district's policy on Personal Communication Devices for students.

Students, who do not follow the guidelines outlined in the policy, may be subject to the following disciplinary action.

1st Offense – Teacher Feedback and Parent Contact

2nd Offense – Teacher Confiscation of Device (returned at the end of the instructional day) and parent contact

3rd Offense – Principal's Discretion

Budgeting/Fiscal Guidelines

Cash Handling

- All money received for the District must be prepared for deposit and secured in the main office safe within 24 hours of collection (or the next business day).
- All money collected must be counted, and the pay-in completed before it is placed in the safe. It should be counted in the presence of a second person (employee, not student).
- Money must be deposited intact. It may not be expended before deposit.
- All money should be secured in the office safe until deposit. Money should not be kept in file cabinets, desk drawers, etc.
- Access to the safe should be limited to a few key personnel. If these persons are reassigned the safe combination should be changed. (17th Avenue)
- Receipts should be given when money is received. If this is not feasible a log should be kept showing the payer, amount, date received, and purpose. (We will have a log).
- When money is delivered to the office to be put in the safe the person receiving the money must sign the pay-in, and give a copy to the person bringing the money.
- All money placed in the safe for deposit must have a pay-in attached (see index for sample). Once money is put in the safe it should not be removed except to be verified by the school treasurer, or picked up for deposit. Amounts kept on hand for change should be separated from amounts to be deposited.
- Do not collect money from students without prior approval from the principal.
- School money should be kept in school safe.

Crowdfunding

The use of Crowdfunding must be board approved. Please find the instructions below on Crowdfunding. You can access this information and the application through CCSDAS (Infinite Campus - Index - Links - CCSDAS - Crowdfunding). Board policy on Crowdfunding can be found [here](#).

Crowdfunding Instructions:

- Before starting a Crowdfunding Campaign Request, please complete the **Public School Works** training and comply with the Administrative Guidelines.
- The information entered for this request must be the same information that will be included on the Crowdfunding site.
- Please complete the application, include additional documentation as necessary and click **Submit Application** for the Principal/Supervisor to Review.
- Approved Applications will be sent to the Office of the Communications.
- You may be asked to make changes or stop your campaign should there be any legal concerns.
- If you have any questions, please contact the Office of the Communications at 614-365-5680.
- Take Course C-135 - Columbus City's Crowdfunding Policy on **Public School Works**.

Expenditures

- No commitment to purchase shall be made until a Purchase Order (PO) has been issued to the vendor.
- Please see the principal to request a PO or turn in a supply request form to the secretary to give to the principal.
- Employees may not spend their personal funds on District expenses expecting reimbursement, unless they have a purchase order issued in their name in advance. Such purchase orders may only be issued when it has been documented that the vendor will not accept a CCS purchase order.

Grants

All competitive grants must go through the Columbus City Schools Grants Endorsement Process prior to applying. To access required documents and for more information, please visit: <https://www.ccsch.us/Page/1256>

Grants Process

- All applicants must submit the FY22 Grant Endorsement form completed in its entirety no later than the due date to the Grants Office as indicated on the schedule above.
- You must include a copy of the grant application from the funder or guidelines that you are applying for along with the Grant Endorsement form.
- The Grant Endorsement form must, at a minimum, include the signatures of the applicant, principal/supervisor and Executive Director/Area Superintendent (or appropriate personnel as it pertains to your position).
- Do not apply for any grant prior to submitting the Grant Endorsement form to the Grants Committee for approval. The committee reviews all applications/proposals for grammar, accuracy, clarity and spelling to ensure it aligns with the District goals.
- Any incomplete submissions will be sent back to the applicant.
- After the Grant Endorsement Committee has met, you will receive email notification if more information is required or the decision of approval/denial.
- If you have any questions/concerns or need assistance, please contact the Grants Office at grants@columbus.k12.oh.us

Petty Cash

- All purchases to be reimbursed through Petty Cash need to be approved prior to making the actual transaction. Any transactions that have not been approved will not be reimbursed!
- MAKE SURE RECEIPTS ARE FOR SCHOOL ITEMS ONLY!! IF YOUR RECEIPT INCLUDES A PERSONAL ITEM IT WILL NOT BE ACCEPTED.
- When submitting your Petty Cash receipt, you will need to tape the receipt to a blank piece of copy paper. On the copy paper you will write your name and purpose of the expenditure.

FY24 Petty Cash Guidelines

Please read carefully. In order to receive a check, an original signature copy of this document must be returned to Accounts Payable CEC. Keep a copy for your records.

- Reimbursements are limited to the amount of cash on hand.
- Total expenses for a single vendor may not exceed \$100 in one day.
- **VERY IMPORTANT:** The sum of receipts, cash on hand, and any "in-process" requests should always equal the amount of the initial advance. Petty cash on hand must be secured at your assigned district site.
- Athletic Directors are also provided with a \$500 change fund. This money may not be spent on purchases for any reason. It must always be on-hand and intact in the full amount of \$500.
- Administrators and Athletic Directors have the discretion to not reimburse any receipt(s) submitted to them for reimbursement over 90 days old and within the current fiscal year. Receipts over 90 days that are reimbursed should have signed approval by the Administrator or Athletic Director on the receipt. *RECEIPTS FROM A PRIOR FISCAL YEAR ARE NOT BE REIMBURSED TO INDIVIDUALS. THESE RECEIPTS WILL NOT BE ACCEPTED WHEN THE PETTY CASH FUND IS REIMBURSED.*
- Receipts must be itemized and dated – Circle the date and amount when submitting. Each receipt should contain an item description, quantity, price, the amount paid, and any change received. The date of purchase and company name must appear on the receipt. Personal items must not be on the receipt. Cash register receipts are acceptable and the norm. A non-itemized credit card slip is not an acceptable receipt.
- The principal will not reimburse anyone without an original receipt.
- All Receipts should be submitted for reimbursement prior to the year-end closeout. *ITEMS PURCHASED NEAR THE END OF THE SCHOOL YEAR WOULD HAVE LESS THAN 90 DAYS TO BE TURNED IN FOR REIMBURSEMENT.*
- Petty cash may not be used to purchase goods or services from individuals (including employees). Prohibited cash payments include those

made for speakers, artists, landscapers, security, athletics, DJ's, caterers, judges, etc., as well as purchases for musical instruments, books, supplies, etc. No Pay-Pal payments.

- Out-of-town travel/conference expenses will not be reimbursed from petty cash. Local mileage reimbursement may be reimbursed in exceptional circumstances with specific approval from Gregg Somers.
- Petty cash checks are sent to schools via school mail.
- Petty cash must be reconciled and closed each year. *All receipts and unspent cash must be turned in to the building treasurer within one week after the close of school – this includes a PO and pay-in.*

Student Activities

- The principal is responsible for a **Purpose Statement** and a budget must be submitted annually for each student activity account. No expenditures may be made until this form is received in the Budget Office and entered on the accounting system.
- No fund raising activity should take place (including vending, stores, candy sales, etc.) we are not a fundraising staff, as PTO does this for us.

School Funds

- School funds must be deposited daily with Mrs. White. Please see her before you begin collecting money so that she can work with you to create an envelope for collection.
- Deposits should be given to the Principal.
- Monies will be placed in the school safe by the principal or secretary if the principal is not present.
- No monies will be accepted without pay-in (which must have all students' names on it).

Then and Now

The Ohio Revised Code, Section 5705.41, requires certification that sufficient funds are available or in the process of collection at the time that the orders or contracts are made. When a delivery of goods or services is received **before** a purchase order is issued, the purchase is referred to as a “then and now” and may require Board of Education (BOE) approval before payment can be made.

Invoices for “then and now” purchases are identified by the treasurer’s office. If a payment is identified as a “then and now”, the purchaser will be required to submit an explanation to the treasurer. The treasurer will then communicate this information to the superintendent and to the Board of Education. The board has the authority to accept or reject the purchase. Should the Board reject the purchase, the purchaser will be held liable for the expenditure.

Observed Causes of Then and Nows

- Purchaser made no attempt to generate a requisition to Purchasing before receiving goods or services.
- Purchaser obtained BOE approval and failed to submit a requisition to Purchasing or failed to release a requisition for a purchase order. Getting BOE approval does not help to avoid a then and now. You must have a purchase order before receiving goods or services.
- The invoice is dated after the purchase order date, but the goods or services were received prior to the purchase order date. This is a “*then and now.*” The purchase order must come before receiving goods or services, regardless of when the invoice is dated.
- The purchaser was unsure of the actual cost so did not generate a requisition for a purchase order.
- The purchase is made to avoid or cure an emergency which threatens the health or safety of a student or employee.

Special Education

Accommodations and Modifications

	Instructional Accommodation	Instructional Modification
Explanation	<p>Changes how the content is</p> <ul style="list-style-type: none"> • taught • made accessible, and/or • assessed. <p>Accommodations <u>DO NOT</u> change what the student is expected to master. The objectives of the course/activity remain intact.</p>	<p>Also changes <u>how</u> the content is</p> <ul style="list-style-type: none"> • taught • made accessible, and/or • assessed. <p>Modifications <u>DO</u> change <u>what</u> the student is expected to master. Course/activity objectives are modified to meet the needs of the learner.</p>
Examples	<ul style="list-style-type: none"> • One-on-one or small group instruction • Extended time on assignments and/or assessments • Braille or large print materials • Shortened assignments and/or assessments • Slant boards or study carrels • Oral administration of subject-area tasks that do not assess decoding/reading comprehension 	<ul style="list-style-type: none"> • Instruction that focuses on selected grade-level standards instead of all the standards for the grade-level course • Changes in the scoring rubrics or grading scale • Reducing the complexity of the activity (e.g. only one step as opposed to multiple steps to solve a problem) • Cueing or prompting the student during a grade-level activity

Procedures for Parental Letter Submission for Testing

If a parent requests testing, either in writing or verbally, share the communication with our school psychologist immediately. Our timeline for compliance begins the moment a parent requests testing.

IEPs and Special Education Guidelines

There are some very important changes concerning special education policy, particularly as they relate to the convening of the IEP Team. While these mandates may not be popular, full implementation is expected. The biggest significant change is that IEP meetings must take place where the following individuals can attend: 1) Parents; 2) Principal or Vice Principal; 3) Not less than one regular education teacher of such child; 4) Not less than one special education teacher. If a member of the IEP Team cannot attend the meeting an excusal form must be filled out and submitted.

Compliance Actions Beginning/Continuing for the 22-23 Academic Year

1. IEPs and ETRs are available for teachers to view in Infinite Campus. Select Student Information, General, Special Education, IEP at a Glance
2. Special Education teachers and tutors should print out the IEP at a Glance and place this in the hands of each teacher who sees this student. Document who, when and where you give this out.
3. All IEPs must be sent to Hudson no later than 48 hours after the IEP meeting is held. Document when and how the IEP is sent to Hudson (school delivered, hand delivered). Failure to do this makes for a late IEP. Due to the importance of IEP timeliness, not meeting the 48 hour deadline may result in a discipline hearing in labor relations.
4. Progress notes and Behavior Plans need to be filed in school records after they are mailed out (as stated in the IEP).

The term *IEP Team* means a group of individuals composed of:

- The parents of a child with a disability;
- Not less than one regular education teacher of such child (if the child is, or may be, participating in the regular education environment);
- Not less than one special education teacher, or where appropriate, not less than one special education provider of such child;

- A representative of the local education agency (LEA) who is: qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities; knowledgeable about the general education curriculum; and knowledgeable about the availability of resources of the LEA; ***(In most cases this is the building principal or assistant principal)***
- An individual who can interpret the instructional implications of evaluation results, who may be a member of the team described above;
- At the discretion of the parent or the agency, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate; and
- Whenever appropriate, the child with a disability

IEP Meeting Excusal/Authorized Excusals from IEP Meetings

A member of the IEP team may be excused from attending an IEP meeting, in whole or in part, when the meeting involves a modification to or discussion of the member's area of the curriculum or related services *if*:

- The parent and the LEA consent to the excusal; and
- The member submits, in writing to the parent and the team, input into the development of the IEP prior to the meeting.
- The parent's consent shall be in writing.

How does an IEP team decide whether a student needs modified grading?

Typically, grades may reflect: The relative quality of a student's work;

- The student's readiness for future instruction;
- The student's level of competence/skill mastery;
- The student's effort and participation; and/or
- The student's completion of class work and homework.

The Process for IEPs

Pre-IEP Meeting:

1. A parent invitation letter must be sent at least two weeks prior to the IEP meeting. ***(Make sure all parties are checked on the invitation)***
2. A copy of "Whose IDEA is This?" provided to the parent.
3. At least 3 documented attempts to invite the parent to an IEP meeting and filled in on the form.

Present Level of Performance

- The information in the Present Level is current.
- Student strengths are identified.
- The information in the Present Level defines the baseline.

- The teacher will know where to begin instruction based on provided information.
- The present level of skills and behaviors identify which goals and objectives are selected.
- The information is observable and quantified.
- Parent input was respectfully sought and included.

Goals and Objectives

- The goals and objectives are related to the needs that were addressed in the Present Levels of Performance.
- The goals and objectives are written in a measurable and objective way.
- The goals and objectives meet the stranger test. (A stranger could observe and measure the behavior based on how specifically and objectively it is written.)
- The measures listed should lead to meaningful interventions.
- Performance criteria are challenging yet realistic.
- The goals and objectives meet the identified areas of need and are instructionally relevant.

Progress Monitoring

- I know how progress will be monitored. There is a schedule, a specific person identified and parents know how they will be notified of progress.
- The measurement tool/methodology can be repeated frequently for progress monitoring.

Supports and Services

- Effective curricular and instructional strategies have been identified.
- Adequate supports and accommodations are defined and based on identified needs in Present Level.

An IEP is the centerpiece of special education. It is in our best interest to assure that the right people are at the IEP meeting, that mandated procedures are followed, that mandated timelines are met, and that mandated content is included. A good IEP almost guarantees adequate progress for special education students. **Remember to ensure that IEP progress reports are being submitted with all grade submissions.**

504 Plans

The school counselor will oversee the creation of 504 Plans at WLMS and will provide the teachers of students who have 504 Plans a copy of the plan prior to school starting. It is the classroom teachers' responsibility to implement the plan with fidelity.

What is a 504 plan?

This type of plan falls under Section 504 of the Rehabilitation Act of 1973. This is the part of the federal civil rights law that prohibits discrimination against public school students with disabilities. That includes students with learning and attention issues who meet certain criteria.

Much like an IEP, a 504 plan can help students with learning and attention issues learn and participate in the general education curriculum. A 504 plan outlines how a child's specific needs are met with accommodations, modifications and other services. These measures "remove barriers" to learning.

Keep in mind that a student with a 504 plan usually spends the entire school day in a general education classroom. And typically, children who need modifications would have an IEP, not a 504 plan.

Who qualifies for a 504 plan?

504 plans are for K-12 public school students with disabilities. Section 504 defines "disability" in very broad terms. That's why children who aren't eligible for an IEP may qualify for a 504 plan. Section 504 defines a person with a disability as someone who:

- Has a physical or mental impairment that "substantially" limits one or more major life activity (such as reading or concentrating).
- Has a record of the impairment.
- Is regarded as having an impairment, or a significant difficulty that isn't temporary. For example, a broken leg isn't an impairment, but a chronic condition, like a food allergy, might be.

This definition covers a wide range of issues, including ADHD and learning disabilities. However, Section 504 doesn't specifically list disabilities by name.

Having a disability doesn't automatically make a student eligible for a 504 plan. First the school has to do an evaluation to decide if a child's disability "substantially" limits his ability to learn and participate in the general education classroom.

This evaluation can be initiated by either the parent or the school. If the school initiates the evaluation, it must notify the parents and get the parents' consent to evaluate a child for a 504 plan. If the school wants to move ahead without the parents' consent, it must request a due process hearing to get permission to work around the parents' refusal.

When doing an evaluation for a 504 plan, the school considers information from several sources, including:

- Documentation of the child's disability (such as a doctor's diagnosis)
- Evaluation results (if the school recently evaluated the child for an IEP)
- Observations by the student's parents and teachers
- Academic record
- [Independent evaluations](#) (if available)

Section 504 requires evaluation procedures that prevent students from being misclassified, incorrectly labeled as having a disability or incorrectly placed.

Appendix



Bell Schedule



Period	Time
1	7:30 – 8:20
2	8:23 – 9:13
3	9:16 – 10:06
4	10:09 – 10:59
5	11:02 – 11:52
Grade 6: Lunch 11:02-11:22, Recess 11:23-11:52	
6	11:55 – 12:45
Grade 7: Lunch 11:55-12:20, Recess 12:21-12:45	
Grade 8: Recess 11:55 – 12:20, Lunch 12:21-12:45	
7	12:48 – 1:38
8	1:41 – 2:30

WLMS Meeting Schedule 2023-2024

August							September							October							November						
SUN	MON	TUE	WED	THU	FRI	SAT	SUN	MON	TUE	WED	THU	FRI	SAT	SUN	MON	TUE	WED	THU	FRI	SAT	SUN	MON	TUE	WED	THU	FRI	SAT
		1	2	3	4	5						1	2	1	2	3	4	5	6	7			1	2	3	4	
6	7	8	9	10	11	12	3	4	5	6	7	8	9	8	9	10	11	12	13	13	5	6	7	8	9	10	11
13	14	15	16	17	18	19	10	11	12	13	14	15	16	15	16	17	18	19	20	21	12	13	14	15	16	17	18
20	21	22	23	24	25	26	17	18	19	20	21	22	23	22	23	24	25	26	27	28	19	20	21	22	23	24	25
27	28	29	30	31			24	25	26	27	28	29	30	29	10	31					26	27	28	29	30		

December							January							February							March						
SUN	MON	TUE	WED	THU	FRI	SAT	SUN	MON	TUE	WED	THU	FRI	SAT	SUN	MON	TUE	WED	THU	FRI	SAT	SUN	MON	TUE	WED	THU	FRI	SAT
					1	2		1	2	3	4	5	6			1	2	3					1	2			
3	4	5	6	7	8	9	7	8	9	10	11	12	13	4	5	6	7	8	9	10	3	4	5	6	7	8	9
10	11	12	13	14	15	16	14	15	16	17	18	19	20	11	12	13	14	15	16	17	10	11	12	13	14	15	16
17	18	19	20	21	22	23	21	22	23	24	25	26	27	18	19	20	21	22	23	24	17	18	19	20	21	22	23
24/31	25	26	27	28	29	30	28	29	30	31				25	26	27	28	29			24/31	25	26	27	28	29	30

April							May							June							July						
SUN	MON	TUE	WED	THU	FRI	SAT	SUN	MON	TUE	WED	THU	FRI	SAT	SUN	MON	TUE	WED	THU	FRI	SAT	SUN	MON	TUE	WED	THU	FRI	SAT
	1	2	3	4	5	6				1	2	3	4						1			1	2	3	4	5	6
7	8	9	10	11	12	13	5	6	7	8	9	10	11	2	3	4	5	6	7	8	7	8	9	10	11	12	13
14	15	16	17	18	19	20	12	13	14	15	16	17	18	9	10	11	12	13	14	15	14	15	16	17	18	19	20
21	22	23	24	25	26	27	19	20	21	22	23	24	25	16	17	18	19	20	21	22	21	22	23	24	25	26	27
28	29	30					26	27	28	29	30	31		23/30	24	25	26	27	28	29	28	29	30	31			

No School
Staff Meeting 2:45-3:30
BLT Meeting 2:45-4:15
First/Last Day of School for Students
First/Last for Staff



2023-2024

Traditional School Year Calendar

JULY 2023							AUGUST 2023							SEPTEMBER 2023							OCTOBER 2023						
Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1			1	2	3	4	5						1	2	1	2	3	4	5	6	7
2	3	4	5	6	7	8	6	7	8	9	10	11	12	3	4	5	6	7	8	9	8	9	10	11	12	13	14
9	10	11	12	13	14	15	13	14	15	16	17	18	19	10	11	12	13	14	15	16	15	16	17	18	19	20	21
16	17	18	19	20	21	22	20	21	22	23	24	25	26	17	18	19	20	21	22	23	22	23	24	25	26	27	28
23 30	24 31	25	26	27	28	29	27	28	29	30	31			24	25	26	27	28	29	30	29	30	31				

NOVEMBER 2023							DECEMBER 2023							JANUARY 2024							FEBRUARY 2024						
Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4						1	2		1	2	3	4	5	6				1	2	3	
5	6	7	8	9	10	11	3	4	5	6	7	8	9	7	8	9	10	11	12	13	4	5	6	7	8	9	10
12	13	14	15	16	17	18	10	11	12	13	14	15	16	14	15	16	17	18	19	20	11	12	13	14	15	16	17
19	20	21	22	23	24	25	17	18	19	20	21	22	23	21	22	23	24	25	26	27	18	19	20	21	22	23	24
26	27	28	29	30			24 31	25	26	27	28	29	30	28	29	30	31				25	26	27	28	29		

MARCH 2024							APRIL 2024							MAY 2024							JUNE 2024						
Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2		1	2	3	4	5	6				1	2	3	4						1	
3	4	5	6	7	8	9	7	8	9	10	11	12	13	5	6	7	8	9	10	11	2	3	4	5	6	7	8
10	11	12	13	14	15	16	14	15	16	17	18	19	20	12	13	14	15	16	17	18	9	10	11	12	13	14	15
17	18	19	20	21	22	23	21	22	23	24	25	26	27	19	20	21	22	23	24	25	16	17	18	19	20	21	22
24 31	25	26	27	28	29	30	28	29	30					26	27	28	29	30	31		23 30	24	25	26	27	28	29

■ All Schools Closed for Staff and Students	■ Schools Closed for Students; Professional Development Day	■ 30-Minute Early Dismissal
■ First and Last Day of School for Students	■ Schools Closed for Students; Records Day	■ End of Quarters

Aug. 21-22	Professional Development Days Students Not in Attendance	Feb. 7	Professional Development Day Students Not in Attendance
Aug. 23	First Day for Students	Feb. 19	All Schools Closed Compensatory Day for Parent Conferences
Sept. 4	All Schools Closed - Labor Day	Mar. 6	Professional Development Day Students Not in Attendance
Sept. 20	Professional Development Day Students Not in Attendance	Mar. 15	End of Quarter 3
Oct. 20	Professional Development Day Students Not in Attendance	Mar. 20	Records Day Students Not in Attendance
Oct. 24	End of Quarter 1	Mar. 28	30-Minute Early Dismissal
Oct. 25	Records Day Students Not in Attendance	Mar. 29 - Apr. 5	All Schools Closed - Spring Break
Nov. 7	Professional Development Day Students Not in Attendance	Apr. 24	Professional Development Day Students Not in Attendance
Nov. 20-24 Nov. 22	All Schools Closed - Wellness Week Compensatory Day for Parent Conferences	May 27	All Schools Closed - Memorial Day
Dec. 19	30-Minute Early Dismissal	May 30	Last Day for Students
Dec. 20 - Jan. 2	All Schools Closed - Winter Break	May 31	Records Day Students Not in Attendance
Jan. 12	End of Quarter 2	June 19	All Schools Closed - Juneteenth
Jan. 15	All Schools Closed - Martin Luther King Jr. Day		
Jan. 16	Professional Development Day Students Not in Attendance		
Jan. 17	Records Day Students Not in Attendance		

The 2023-2024 Columbus City Schools Academic Calendar is subject to revision due to emergencies created by severe weather, energy problems, or other public calamities that force the cancellation of classes.

Secondary (6-12) Entering Attendance

ENTER ATTENDANCE

Secondary school teachers, **except** 6th grade teachers at K-6 schools, enter attendance every day for every attendance course on their schedule. Attendance for each period must be entered into Infinite Campus within the last 15 minutes of every period.

There is also a video for Secondary (6-12) School Teachers Taking Electronic Attendance. Click [here](#) to view the video.

1. In Campus Instruction, click the Attendance module on the Action Bar. The number in orange indicates the number of course sections that need attendance entered.
2. Choose the period needing attendance taken. The current period will be highlighted.
3. A list will open with a list of the students in alphabetical order.
4. Three columns display to the right of the student names. P=Present; A= Absent; T=Tardy. All students are assumed Present until they are marked absent or tardy.
5. **Click on the A for each student absent** from class. Once a student is marked absent, a comment can be entered. It is optional to enter comments, however it can be useful to the school office. **Note:** Comments entered here can be viewed on the Parent and Student Portals.
6. Click on the **T** for each student **tardy** to class. **Note:** If marking a student tardy 1st period, verify that the student was in the building at the start of the school day.
7. If the student has been marked absent or tardy for school by the office, the teacher cannot change the entry. **Note:** If the student is in class, but marked absent by the office, notify the office to resolve the conflict.
8. Click **Save**. Clicking **Save** indicates to the school office that attendance has been completed for that class. **Note:** It is important to click **Save** even if all students are present.