

DEVONSHIRE PROJECT ADVENTURE

FAMILY & STUDENT HANDBOOK



2025-2026

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WELCOME TO DEVONSHIRE PROJECT ADVENTURE!

Dear Families & Students:

I am thrilled to welcome you to the 2025-26 school year at Devonshire Project Adventure! Our theme this year is “Adventures that start here, change the world.”



I am elated to be back with Devonshire Project Adventure, and continuing the great work of our students and staff. We begin this year in our newly remodeled building, with a rejuvenated sense of purpose and excitement. I want to share a few of my non-negotiables, for each and every student:

- All students can learn.
- Treat others the way you want your own kids treated.
- Listen as if you might be wrong.
- Maintain a growth mindset.
- We do what is best for kids, not what is easy for adults.

My commitment to you, each of our students, our staff and community is that Devonshire Project Adventure will serve all learners, families, and stakeholders as to challenge themselves, embrace new learning and experiences, and achieve their fullest potential. I welcome your active partnership within Devonshire, and cannot wait to see the great things our students are able to achieve!

I am elated to welcome the following staff members to the Devonshire community, whether they are brand new to us, returning, or adapting to a new capacity:

Marqkese Pannell - Evening Custodian
Monesha Gipson - Family Ambassador
Nicole Clinkscale - 1st Grade
Kristen Weimer - 2nd Grade
Myra Cintula - 4th Grade

Jeremy Harmon - SLC Teacher
Shannon Dalesandry - 1st Grade
Jennifer Hawkins - 2nd Grade
Elaine Nowak - 2nd Grade
Eileen Weidner - 4th Grade

Rose Lyle - 5th Grade

Amanda Hurt - General IA

In keeping with my focus for high levels of achievement for all, my focus will be to physically be with students and in classrooms. Therefore, if you require time or a meeting with me or Ms. Pace, please contact the office **first** so we can ensure you have our full attention. We will not be available for parent meetings from 8:30 - 9:15 am, or 3:15 - 4:00 pm as these are critical, busy times in the building for student arrival and dismissal.

If I can be of any assistance or of service to you, please do not hesitate to contact me: (614) 365-5335 OR apeddle@columbus.k12.oh.us.

In education,

ANTHONY M. PEDDLE

Anthony M Peddle, EdD, CTRS-E
Principal

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Statement of Educational Philosophy

At Devonshire Project Adventure, we inspire students to challenge themselves, embrace new experiences, and achieve their fullest potential.

At Devonshire Project Adventure, our mission is to create a dynamic and inclusive learning environment where all students are empowered to explore, grow, and thrive through the principles of Challenge by Choice and the Experiential Learning Cycle. We are committed to fostering a culture of curiosity and resilience, where every student is encouraged to take ownership of their learning journey, engage in hands-on experiences, and reflect on their progress.

We believe in providing opportunities that allow all students to step out of their comfort zones in a supportive setting, enabling them to discover their strengths and passions. Through active participation and reflection, our students develop critical thinking skills, creativity, and a lifelong love of learning.

Our goal is to nurture confident, compassionate, and capable individuals who are prepared to contribute positively to our communities and navigate an ever-changing world. At Devonshire Project Adventure, we inspire all students to challenge themselves, embrace new experiences, and achieve their fullest potential.

We are dedicated to providing personalized support, innovative teaching practices, and a rich array of learning experiences that empower every student to succeed. Through a collaborative partnership with families and the community, we strive to inspire a passion for lifelong learning, ensuring that every child is equipped with the skills, knowledge, and confidence to excel academically, socially, and emotionally.

Mutual Agreements at Devonshire Project Adventure

Devonshire Project Adventure Elementary School seeks to educate the whole student through the project adventure education focus; this focus offers students the opportunity to stretch themselves through problem solving and challenging activities. To ensure each community member feels safe, seen, and heard, we collectively agree:

- All students can learn.
- To treat others the way we want our own kids treated.
- To limit personal judgments and check personal deficit thinking.
- To assume best intentions.
- To consider the impact of our actions and voices.

- To respect and maintain awareness of our individual gifts, knowledge, skills, and lived experiences.
- To demonstrate compassion.
- To continue to develop and build relationships, even through discomfort.
- To work collectively with our purpose in mind.
- To create space for addressing individual and group conflicts and issues as they arise.
- To listen as if we are wrong and continue to learn and grow together.
- To honor and respect cultural differences and ways of being in our space.

School-Wide Policies and Procedures

Student Dress Code

Devonshire will again follow the standards set forth by Columbus City Schools. Specific provisions include:

- Dresses and/or skirts not shorter than mid-thigh (fingertip length) and undergarments concealed at all times;
- No bare midriffs or see-through clothing, including no tube-tops, spaghetti strap tops, halter tops, and/or strapless top or dresses revealing the midriff or breasts; no tight or form-fitting clothing; no night or sleeping clothes; and no underwear as outerwear;
- Shoes must be worn at all times with **slippers/bedroom shoes/beach shoes and flip-flops are not permitted, including crocs;**
- No words or writing across the seat of shorts, pants, and/or skirts;
- No hats, caps and other types of head covering, including but not limited to hoods, other than those for religious purposes; no sunglasses worn inside buildings;
- Shorts must be no shorter than mid-thigh (fingertip length) and must be worn at the waist. No saggy shorts and/or short shorts.
- Long pants must be of the proper waist size and must not hang below the waist, with pants not touching or dragging on the ground;
- Clothing and jewelry shall be free of writing, pictures, or any other insignia which are crude, vulgar, profane, sexually suggestive or which advocate negative racial, ethnic, gender or religious prejudice, or use glorification of drugs, tobacco, alcohol, and/or violence.

Cell Phone Policy

- Devonshire Project Adventure, Columbus City Schools and the State of Ohio want all students to be engaged in their learning and feel safe every day. Student cell phones often lead to educational disruptions, distractions, and significant social conflict. For this reason, the Devonshire Project Adventure and Columbus City Schools will no longer allow students to use cell phones during the school day.
- Devonshire will follow the Columbus City Schools policy and State of Ohio guidance for cell phones, which includes:
 - Cellular phones may be in the student's possession but are not to be used, seen, or heard in schools, on the playground, or in the cafeteria. They should be turned **off**.
 - Cell phones may be removed from a student's possession if they are used during the school day. Cell phones that are removed from a student's possession will be remanded to the office, and, at the discretion of the administrator, may:
 - On the first offense, be released to the student at the end of the school day;
 - On the second offense, will only be released to the parent/guardian and/or other responsible party, with proper parent/guardian approval, at the end of the school day from the Main Office / Administrator;
 - Subsequent offenses may result in further disciplinary action, in accordance with the Guide to Student Success.

Student Arrival

- Students who wish to participate in school-sponsored breakfast are able to enter the building beginning at 8:30 am.
- Students who do not wish to participate in the school-sponsored breakfast program, will wait outside, weather permitting, until 8:45 am.
- At 8:45 am students will be allowed to enter the building. They will report to their classrooms, where the teacher will have procedures established for their entry.
- Students who ride the CCS yellow school bus, will be allowed to receive school-sponsored breakfast upon their arrival to school.
- **While parent engagement is important, starting September 2, 2025, parents will not be able to walk their students to their classrooms.**

Student Dismissal

- No students will be dismissed early without an authorized adult signing them out from the office.
- **No students will be released early between 3 and 3:20 pm.** This is a critical time in the building and there are many moving parts.
- Students who are parent pick ups, or walkers, will be dismissed from the doors nearest the gym.
- School dismissal begins at **3:20 pm.**
- Students who must wait for brothers and sisters after school will do so at the exit, OUTSIDE the building – this includes older siblings.
- Parents/Caregivers should **not** park along Ambleside Drive; both directions are no parking zones.
- No cars are allowed to pull into the school parking lot at arrival (8:15 - 9:00 am) and/or dismissal (3:00 - 3:45 pm). The Parking Lot is for Daycares, Busses, and Special Needs student pick-ups only.
- **All students will be required to go home their usual way unless a note or phone call is received, by the main office, before 2:30 pm.**

Birthdays & Other Celebrations

- No food, treats, or drinks will be allowed in classrooms. This rule will be strictly enforced to ensure the safety of all students, including those with allergies and illnesses.

Parent & Family Classroom Visitation

Parents are always welcome (and encouraged!) to visit the school and the classrooms. In order to preserve the optimum learning atmosphere, we ask that all visitors follow these guidelines:

1. If you are wanting a meeting or conference with the teacher, schedule an appointment for the day, time and purpose of your visit. **Please provide the teacher with 24-hours of advance notice to ensure they're able to meet with you.**
2. Please do not interrupt the teachers when they are teaching.
3. All visitors MUST REPORT TO THE OFFICE, SIGN IN, and OBTAIN A VISITOR'S PASS.
4. Once you have checked in with the office, you will be escorted to the classroom. The office will notify the teacher of your visit. Feel free to enter and become part of the

class. **However**, if you would like a conference, we ask that you schedule this with the teacher during a non-teaching time.

5. We kindly ask that you please do not bring other children (e.g., younger siblings) with you for classroom visitations.
6. We also kindly ask that you do not address children (e.g., children's behavior) who are not yours. If you have a problem with another child, please seek out the classroom teacher or principal.

Student Attendance

- Attendance is taken on Infinite Campus each day between 9:00 and 9:30 am.
- If students are tardy (arrive after 9:00 am) they are marked absent until the office can modify their attendance. This *may* result in an automated phone call from the school.
- Parents are required by law to report a child's absence to the school office. If they do not, the school must make every reasonable attempt to contact them.
- If your child will be absent, please be sure to contact the school via phone, email, or note.
- If your student will be absent from school for a vacation or extended period of time, we ask that you contact the office at **least 10 days before**. The office will notify the teacher and submit the absence to the principal, who can decide whether to excuse it.

House Bill 410

Habitual Truancy and Excessive Absences

The good habits students built now will be carried with them throughout life.

Effective beginning with the 2017-18 school year, the Board of Education in each city, exempted village, local, joint vocational, and cooperative education school district and the governing board of each educational service center shall adopt a new or amended policy to guide employees of the school district of service center in addressing and ameliorating student absences.

House Bill 410 Definitions

Habitual truancy:

- Absent 30 or more consecutive hours without a legitimate excuse.

- Absent 42 or more hours in one month without a legitimate excuse.
- Absent 72 or more hours in one school year without a legitimate excuse.

Excessive Absences:

- Absent 38 or more hours in one month with or without a legitimate excuse.
- Absent 65 or more hours in one school year with or without a legitimate excuse.

Chronic Absenteeism:

- Absent 10% of the school year for any reason.

	Consecutive Hours	Hours per Month	Hours per school-year
Habitual Truancy	30 <i>without</i> Legitimate excuse	42 <i>without</i> legitimate excuse	72 <i>without</i> legitimate excuse
Excessive Absences	---	38 <i>with or without</i> legitimate excuse	65 <i>with or without</i> legitimate excuse
Chronic Absenteeism	---	---	10% or 92 <i>with or without</i> legitimate excuse

Field Trips and Adventure Education

At Devonshire Project Adventure we use field trips and environmental education to support the initiatives that are happening in the classrooms. Field trips will be scheduled to support classroom instruction, where we are able, parents will certainly be invited (and encouraged!) to participate. Because field trips are an integral part of our curriculum and methodologies, we will use one field trip permission form for the year, with the exception of the annual 3rd - 5th grade camping trips. You will, however, be informed prior to any and all trips.

You can complete your student's permission form online [here](#).

MTSS

Multi-Tiered System of Supports (MTSS) is a system used to identify struggling students and provide the individual support(s) they need to succeed. The Intervention Assistance Team (IAT) is the team that meets to discuss students that may be struggling or experiencing struggles accessing the materials at their grade level. This team is made up of the school Principal & Assistant Principal, School Counselor(s), the School Psychologist(s), Instructional Coach, the School Nurse and other key staff members, all of

whom understand the needs of each student, and the demands of the content at their grade level(s).

The IAT coordinator receives referrals from teachers, staff and parents when a student is not performing well in school. Individualized interventions are then put into place for the student. If progress is not made, the team will meet with the parents (and student when feasible) to discuss further supportive options. If you feel your student needs intervention please contact their teacher or the IAT coordinator to start the process.

PBIS

PBIS stands for “Positive Behavioral Interventions and Supports.” In schools, this framework involves directly teaching students expected behaviors in the building. Expected behaviors are worded in a positive way, focusing on how students should behave, rather than what they shouldn’t do. For example, one expectation may be “Be Respectful” rather than “Don’t be Disrespectful.”

These expectations are the same throughout the school building for all students and staff so that a student is not punished in one classroom for something that is allowed elsewhere. PBIS schools also praise and recognize students for the positive behaviors they show at school (e.g., with rewards from a raffle, sending positive notes home, or special privileges) so that these positive behaviors are more likely to happen in the future. In addition, PBIS involves using a range of supportive services (called interventions) to encourage appropriate behaviors and prevent or address problem behaviors. These interventions are based on data and are evidence based, meaning they have been shown to work in school settings.

Goals of PBIS

PBIS is founded on the ideas that behavior can be taught and that all students will do well when they are placed in a setting in which they can thrive. PBIS schools seek to focus on positive behaviors and create a consistent and predictable environment for students. By focusing on positive behaviors and decreasing unnecessary punishments, all students are more likely to view school as a positive setting for learning. Overall, PBIS seeks to increase time students spend in the classroom, decrease time spent on punishment or classroom management, and improve the school environment. This allows students to continue to develop the life and social skills needed for future success both inside and outside the classroom.



PAWS Expectations

- P. Personal Best
- A. Act Responsibly
- W. Work and Play Safely
- S. Safe With Our Work and Actions

PBIS Tiers

According to PBISRewards.org, the use of PBIS is a three tiered approach:

Tier 1 - All Students

The bulk of PBIS supports fall within Tier 1. Schools begin at Tier 1 by creating a behavior matrix outlining the positive behaviors that they wish to establish schoolwide. Depending on the school, positive behaviors might include simple actions such as walking calmly in line, throwing away trash in the cafeteria, or keeping a neat and tidy locker. As the school staff and students focus on these behavioral goals, negative behaviors begin to lessen. And because teachers are spending less time disciplining students, instructional time increases.

Approximately 80% of students never need to move beyond Tier 1 in interventions and support.

Characteristics of Tier 1 – Universal or Primary Prevention:

- Schoolwide
- For all students, staff members, and settings
- Designed to reduce problem behaviors
- Increases instructional time

Tier 2 - Some Students

For that subset of students (roughly 15%) who struggle with the Tier 1 interventions and supports, Tier 2 addresses at-risk behavior. The specialized interventions and supports at the Tier 2 level help to prevent the worsening of problem behaviors.

These efforts focus on specific groups of students and the underlying issues that may be causing the behavior. Disruptive students may be dealing with social, emotional, or academic issues that result in poor behavior in the classroom. Tier 2 interventions parse out the hidden causes behind negative behavior and provide support in changing those behaviors.

Characteristics of Tier 2 – Secondary Prevention:

- Group supports for some students
- Specialized interventions for students demonstrating at-risk behavior
- Prevents worsening of problem behaviors

Tier 3 - Few Students

Students who do not respond to the interventions and support in Tier 2 receive further individualized supports in Tier 3. These interventions target students who exhibit high-risk behavior. Such interventions might take the form of an individual plan created to address specific academic or behavioral concerns.

The individualized plan for each student at this level may include efforts by special education teachers or school psychologists. Typically, less than 5% of students require Tier 3 interventions.

Characteristics of Tier 3 – *Tertiary Prevention*:

- Individual support for a few students
- Specialized interventions for students with high-risk behavior
- Designed to reduce severity of ongoing problem behaviors

Student Discipline

As part of the PBIS framework, Devonshire Project Adventure uses progressive discipline. Understanding discipline as a “teachable moment” is fundamental to a positive approach to discipline. Progressive discipline uses incremental interventions to address inappropriate behavior with the ultimate goal of teaching pro-social behavior. Progressive discipline seeks concurrent accountability and behavior change. Progressive discipline is a framework designed to address student behavior in a fair and consistent manner, aiming

to correct misconduct through a series of escalating consequences and interventions. The primary goal is to help students understand the impact of their actions and encourage positive behavior change.

The goal of progressive discipline is prevention of a recurrence of negative behavior by helping students learn from their mistakes. Essential to the implementation of progressive discipline is helping students who have engaged in unacceptable behavior to:

- Understand why the behavior is unacceptable and the harm it has caused
- Understand what they could have done differently in the same situation
- Understand the impact their behaviors have on others
- Take responsibility for their actions
- Be given the opportunity to learn pro-social strategies and skills to use in the future
- Understand the progression of more stringent consequences if the behavior recurs

Progressive discipline is often associated with minor infractions. However, it can also be applicable to more serious behaviors but with appropriately escalated responses. Here is how we differentiate and apply progressive discipline across different levels of behavior:

Minor infractions that typically result in initial interventions such as verbal warnings, restorative conversations, or minor consequences. The focus is on educating the student about appropriate behavior and preventing recurrence. As we progress toward more serious infractions that pose safety concerns or significant disruptions, interventions look different and while progressive discipline still applies, the consequences are more severe and immediate to address the gravity of the situation. This can include suspension, mandatory meetings with parents, or involvement of external authorities if necessary.

Our progressive discipline approach is tiered and responsive to the severity of the behavior, the student's individual needs and history (some of which classroom staff may not be aware of). The safety and well-being of our students and staff are our top priorities, and we take all necessary actions to maintain a secure environment.

Determining the Disciplinary Response

This list provides guidance to school officials when determining which disciplinary measure to impose. In determining how to best address inappropriate conduct, it is

necessary to evaluate the totality of the circumstances surrounding the conduct. The following facts must be considered prior to determining the appropriate disciplinary measures:

- The nature, severity, and scope of the behavior
- The student's age and maturity
- The circumstances/context in which the conduct occurred
- The frequency and duration of the behavior
- The student's disciplinary record (including the nature of any prior misconduct, the number of prior instances of misconduct, and the disciplinary and guidance intervention measures applied for each)
- The student's IEP (Individual Education Plan), BIP (Behavioral Intervention Plan), and/or 504 Accommodation Plan, if applicable

Moreover, there are multiple Board Policies and Ohio Revised Code sections that require certain infractions be met with certain discipline. As is consistent with Articles 208.11 and 210.03 of the CEA Master Agreement, all behavior is documented and communicated via the Student Information System (Infinite Campus) and subsequent automated emails, and through teachers. According to 210.03: "Teachers shall communicate with families regularly about student academic performance, discipline problems, and irregular attendance throughout the school year. This provision is inclusive of in-person contact, such as conferences. Contacts and contact attempts shall be documented in the district-provided student information system." This means that the first call for behaviors or concerns should not come from the administrative office.

Senate Bill 29 - Educational Technology

Ohio state legislators passed Senate Bill 29, which focuses on student data privacy. The new law, which will take effect at the end of October 2024, requires Ohio school districts to take certain actions and protections around our students' data when working with outside vendors, and specifically:

- Acknowledge school district ownership of student data
- Contain provisions prohibiting unnecessary access to student data
- Restrict the use of student data
- The return of or or destruction of student data upon conclusion of contract

- Restrictions on how a technology provider may sell, share, or disseminate educational records

The new law also requires school districts to notify parents and guardians when monitoring student devices owned by the school district. Below is our notice of general monitoring:

General Monitoring of School-Issued Devices

Please be aware that the District, directly or through a technology provider, is electing to generally monitor all school-issued devices (as this term is defined by R.C. 3319.325). Monitoring may include these features: location tracking and student interactions with school issued devices (e.g., keystrokes and web-browsing activity).

The District generally monitors these features for the noncommercial education purpose of instruction, technical support, and/or exam proctoring. Additionally, these features are generally monitored as a necessary precaution for preventing and/or responding to threats to life or safety.

2025-26 School Supply Lists



**COLUMBUS
CITY SCHOOLS**

**Devonshire Project Adventure
Alternative Elementary School**

6286 Ambleside Drive

Columbus, Oh 43229

Ph. 614.365.5335

Fax 614.365.8094

www.columbus.k12.oh.us

Mission: Each student is highly educated, prepared for leadership and service, and empowered for success as a citizen in a global community.

SCHOOL SUPPLY LIST 2025-2026

Kindergarten

- 3 24 ct. Crayola crayons
- 2 large boxes of tissues
- 2 Clorox wipes (35 ct. or larger)
- 1 pack of pencils
- 1 pair scissors
- 4 glue sticks
- Boys: 1 box gallon size Ziploc bags
- Girls: 1 box quart size Ziploc bags

First Grade – Name on everything

- 24 #2 Dixon-Ticonderoga yellow pencils
- 1 Pencil/Supply plastic container
- 2 24 count boxes of Crayola crayons
- 1 10 ct. Crayola wide markers
- 1 pair Fiskars scissors (kids)
- 8 Elmer's glue sticks (large size)
- 2 composition notebook
- 4 black dry erase markers (Expo)
- 1 headphone (students are responsible for having a working pair every day) **NO** Bluetooth/wireless
- 3 large box of tissues
- 1 canister of Clorox wipes
- 1 zippered Ziploc (gallon & quart)
- 3 Folders (2 pocket, plastic, 3 prongs)

Second Grade

- 1 pair of Fiskars scissors
- 24 #2 Dixon-Ticonderoga yellow pencils
- 4 24 count box of Crayola crayons
- 8 Elmer glue sticks (large size)
- 2 boxes of tissues
- 4 dry erase Expo markers – black
- 1 box Crayola markers – 10 count
- 1 canister of Clorox wipes
- 1 earbuds or headphone (students are responsible for having a working pair every day)
- 1 quart size Ziploc bags with zipper

Third Grade

- 2 glue sticks (large size)
- 1 supply box
- 1 24-count box of Crayola crayons
- 1 10 ct. Crayola markers
- 1 plastic 2-pocket folder (no rings)
- 40 #2 Dixon-Ticonderoga pencils
- 1 composition book (not spiral)
- 1 78-ct. Clorox wipes
- 1 pair of earbuds or small headphones
- 1 scissors with name on them
- 1 box of tissues

Fourth Grade

- 90 #2 Dixon-Ticonderoga yellow pencils
- 4 pocket folders (durable plastic)
- 3 boxes of tissues
- 2 Elmer glue sticks
- 1 24 count Crayola crayons
- 1 box 10 ct. Crayola markers (washable)
- 1 canister of Clorox wipes
- 1 pair of scissors
- 2 composition books
- 1 pencil box
- 1 earbuds or headphone (students need a working pair every day)

Fifth Grade

- 90 #2 Dixon-Ticonderoga yellow pencils
- 4 pocket folders (durable plastic)
- 3 boxes of tissues
- 2 Elmer liquid glue
- 1 24 count Crayola crayons
- 1 box 10 ct. Crayola markers (washable)
- 1 canister of Clorox wipes
- 1 pair of scissors
- 2 composition books
- 1 pencil box
- 1 earbuds or headphone (students need a working pair every day)

Gym - MUST have tennis shoes

The Columbus City School District does not discriminate because of race, color, national origin, religion, sex or handicap with regard to admission, access, treatment or employment. This policy is applicable in all district programs and activities.

District Calendar



2025-2026

Traditional School Year Calendar

JULY 2025	AUGUST 2025	SEPTEMBER 2025	OCTOBER 2025
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
6 7 8 9 10 11 12	3 4 5 6 7 8 9	7 8 9 10 11 12 13	5 6 7 8 9 10 11
13 14 15 16 17 18 19	10 11 12 13 14 15 16	14 15 16 17 18 19 20	12 13 14 15 16 17 18
20 21 22 23 24 25 26	17 18 19 20 21 22 23	21 22 23 24 25 26 27	19 20 21 22 23 24 25
27 28 29 30 31	24 25 26 27 28 29 30	28 29 30	26 27 28 29 30 31
NOVEMBER 2025	DECEMBER 2025	JANUARY 2026	FEBRUARY 2026
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
2 3 4 5 6 7 8	7 8 9 10 11 12 13	4 5 6 7 8 9 10	8 9 10 11 12 13 14
9 10 11 12 13 14 15	14 15 16 17 18 19 20	11 12 13 14 15 16 17	15 16 17 18 19 20 21
16 17 18 19 20 21 22	21 22 23 24 25 26 27	18 19 20 21 22 23 24	22 23 24 25 26 27 28
23 24 25 26 27 28 29	28 29 30 31	25 26 27 28 29 30 31	
MARCH 2026	APRIL 2026	MAY 2026	JUNE 2026
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 7	5 6 7 8 9 10 11	3 4 5 6 7 8 9	7 8 9 10 11 12 13
8 9 10 11 12 13 14	12 13 14 15 16 17 18	10 11 12 13 14 15 16	14 15 16 17 18 19 20
15 16 17 18 19 20 21	19 20 21 22 23 24 25	17 18 19 20 21 22 23	21 22 23 24 25 26 27
22 23 24 25 26 27 28	26 27 28 29 30	24 25 26 27 28 29 30	28 29 30

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

August 18-22	Professional Development Days <i>Students not in attendance</i>	Jan. 21	Records Day <i>Students not in attendance</i>
Aug. 25	First Day of School for Grades 1-12	Feb. 16	All Schools Closed <i>Compensatory Day for Parent Conferences</i>
Aug. 28	First Day of School for Kindergarten	Feb. 17	Professional Development Day <i>Students not in attendance</i>
Sept. 1	All Schools Closed - Labor Day	Mar. 13	End of Quarter 3
Sept. 4	First Day of School for Pre-K	Mar. 18	Records Day <i>Students not in attendance</i>
Oct. 17	Professional Development Day <i>Students not in attendance</i>	Apr. 2	30 Minute Early Dismissal
Oct. 21	End of Quarter 1	Apr. 3-10	All Schools Closed - Spring Break
Oct. 22	Records Day <i>Students not in attendance</i>	May 25	All Schools Closed - Memorial Day
Nov. 4	Professional Development Day <i>Students not in attendance</i>	May 28	Last Day for Students
Nov. 24-28	All Schools Closed - Wellness Week <i>Nov 26 Compensatory Day for Parent Conferences</i>	May 29	Records Day <i>Students not in attendance</i>
Dec. 19	30 Minute Early Dismissal	June 19	All Schools Closed - Juneteenth
Dec. 22-Jan. 2	All Schools Closed - Winter Break		
Jan. 16	End of Quarter 2		
Jan. 19	All Schools Closed - MLK Jr. Day		
Jan. 20	Professional Development Day <i>Students not in attendance</i>		

The 2025-2026 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.

Devonshire Project Adventure Staff Directory

Name	Position	Room/Office	Email (@columbus.k12.oh.us)
Dr. Anthony Peddle	Principal	Main Office	apeddle
Aimee Pace	Assistant Principal	Main Office	apace
Mylia Eyer	Secretary II	Main Office	meyer
Lucy Wolfe	Secretary I	Main Office	lwolfe1
Allison Fitzgerald	School Social Worker	Main Office	afitzgerald
Monesha Gipson	Family Ambassador	Main Office	mgipson2
Dr. Lisa Carney	School Nurse	Main Office	lcarney
Lauren Sferrella	School Counselor	Main Office	lsferrella6386
Courtney Cornell	NCCC Counselor	Main Office	ccornell@northcommunity.com
Sara Timms	School Psychologist	Main Office	stimms2576
Jackie Reedus	PEAK Teacher	Main Office	jreedus5160
	Instructional Support	Main Office	
Lisa Scott	Special Needs Preschool Teacher	Room 150	lscott
Amara Rivers	Special Needs Preschool IA	Room 150	arivers1
Amy Boyd	Kindergarten Teacher	Room 146	aboyd4348
Rene Stuftt	Kindergarten Teacher	Room 143	rstuftt3215
Carey Guyton	Kindergarten Instructional Support	Rooms 143 & 146	cguyton
Nicole Clinkscale	1st Grade Teacher	Room 163	nclinkscale
Shannon Dalesandry	1st Grade Teacher	Room 161	sdalesandry
Jennifer Hawkins	2nd Grade Teacher	Room 123	jhawkins6763
Elaine Nowak	2nd Grade Teacher	Room 125	enowak
Kristen Weimer	2nd Grade Teacher	Room 122	kweimer9474

Rebecca Bomer	3rd Grade Teacher	Room 127	rbomer
Tonya Dixon	3rd Grade Teacher	Room 124	tdixon7301
Kristi George	3rd Grade Teacher	Room 126	kgeorge
Amy Brown <i>ELA and Social Studies</i>	4th Grade Teacher	Room 136	abrown204
Eileen Weidner <i>Math and Science</i>	4th Grade Teacher	Room 138	eweidner9545
Myra Cintula <i>Self-Contained</i>	4th Grade Teacher	Room 128	mcintula
Chris Boyd <i>ELA and Social Studies</i>	5th Grade Teacher	Room 137	cboyd1098
Rose Lyle <i>Math and Science</i>	5th Grade Teacher	Room 139	rmoore7548
Amy Bridges	SLC Teacher	Room 147	abridges1849
Ryan Tackett	SLC Teacher	Room 149	rtackett
Sala Norris	SLC Teacher	Room 145	snorris1
Jeremy Harmon	SLC Teacher	Room 148	jharmon
Ebony Woods	SLC IA		ewoods1
Tosha Hayes	SLC IA		tjones5
Monica Payne	SLC IA		mpayne3
Brian Hightower	SLC IA		bhightower
Atanya Brown	Intervention Specialist	Room 129	abrown1867
Sheena Orr	Intervention Specialist	Room 129	sorr
	P/T Intervention Specialist	Room 129	
Kathy Scott	PE Teacher	Gym	kscott6843
Brandyn Jones	APE Teacher	Gym	bjones2
Kevin Grassel	Music Teacher	Room 164	kgrassel7466
Tonya Willow McAdams	Art Teacher	Room 162	twillowmcadams

Alexis Paternoster	Library IA	Library	apaternoster
Julie Freeman	ESL Teacher	Room 165	jfreeman5477
Jennifer Macaulley (Coty)	ESL Teacher	Room 166	jcoty
Omayra Soto	ESL IA	Room 166	osoto4456
Teresa Villa Rodriguez	ESL IA	Room 165	tvillarodriguez
Jacqueline Galbreath	Primary Gifted Instructional Specialist		jgalbreath3825
Jennifer Kee Tyson	Primary Literacy Specialist	Room 144	jkeetyson3183
Sharron Dutton	Primary Literacy Specialist	Room 144	sdutton
Pamela Anthony	Occupational Therapist	Room 106	panthony8040
Tracy Winkfield	Physical Therapist	Room 106	twinkfield10055
Betsy Geddis	Physical Therapy Assistant	Room 106	bgeddis
Diane Bertke	Speech & Language Pathologist	Room 157	dbertke5363
Kelly Paternoster	Kitchen Manager	Room 101	kpaternoster1475
Tyrone Smith	Custodian	Room 115	
Marqkese Pannell	Evening Custodian	Room 115	

Resources For Families

Action For Children

Parenting Classes

614-224-0222

<https://afclearning.org/parenting-courses/>

Alcohol, Drug Addiction & Mental Health Services (ADAMH Board)

(614)224-1057

Adults in Crisis: text 988, or visit 988lifeline.org

Youth in Crisis: 911 or (614) 722-1800

Central Community House

Community, Youth, and Family Services

<http://cchouse.org/>

Columbus Metropolitan Library

Northern Lights

4093 Cleveland Ave.

Columbus, OH 43224

614-645-2275

614-479-3824 - Curbside

Karl Road

5590 Karl Road

Columbus, OH 43229

614-645-2275

614-479-3825 - Curbside

Get free school work help or find times for Reading Buddies Power Hour with fun

reading and writing activities by visiting: <https://www.columbuslibrary.org/school-help/>

Find the location closest to you in the drop down menu

To find events for the whole family, visit: <https://events.columbuslibrary.org/events>

Getting ready for kindergarten: <https://www.columbuslibrary.org/readyforkindergarten>

Columbus Parks & Recreation

<https://www.columbus.gov/recreationandparks/>

Connect With Columbus - US Together

<https://www.ustogether.us/columbus-office>

CRC Kinship Care Program

Assists families raising children/grandchildren where the child's parent is not living in the home. Available in Franklin County only.

Lu Zipfel, LSW

CRC Kinship Care Program

3222 North High Street

Columbus, Ohio 43202

614-268-3539 (office)

614-214-6347 (cell)

Lz.kinship@clintonvillecrc.org

CRIS Community Refugee and Immigration Services

<https://www.crisohio.org/>

Ethiopian Tewahedo Social Services (ETSS)

ETSS has seven Bilingual Liaisons covering Arabic, Nepali, Somali-Somali, Somali-Maay Maay, Kinyarwanda, and Spanish and offer Refugee Individual Development Account (RIDA) Program, a youth program, adult services, family care and mental health services, food ambassadors, and community involvement.

1060 Mt. Vernon Avenue

Columbus, Ohio 43203

(614) 252-5362

<https://ethiotss.org/>

Franklin County's Prevention, Retention, and Contingency Plan (PRC Plus) Rental Assistance Program

<https://jfs.franklincountyohio.gov/prc>

Free Meals for Children

<https://www.golunch.club/>

GrandUnderstandings

Resources to assist grandfamilies and the educators who support them.

<https://ohiofamiliesengage.osu.edu/grandunderstandings/>

Inprem Holistic Community Resource Center

5757 Karl Road

Columbus, Ohio 43229

(614) 516-1812 | <https://inprem.org/>

Food pantry serving 28,000 families; 214 zip codes in 68 counties; Fresh produce & canned & boxed goods

Journey Center for Safety & Healing

(216) 391-4357

Learning Aid Ohio

Supplemental learning support for students with disabilities

<https://www.learningohio.com>

LSS 211/Hands On Central Ohio

<https://lssnetworkofhope.org/211centralohio/>

National Alliance on Mental Illness (NAMI)

(800) 950-6264 | <https://namiohio.org/programs/>

National Domestic Violence Hotline

(800) 799-7233

National Suicide Prevention Hotline

(800) 273-8255

Nationwide Children's Hospital

<https://www.nationwidechildrens.org/family-resources-education>

Northside Food Pantry

4664 Cleveland Avenue

Columbus, Ohio 43230

(614) 259-5441

<https://www.myvc.info/need-help/food>

Serving zip codes 43229, 43224, 43231

If you live in any of these areas, the pantry may be open every Saturday morning. Please bring a picture ID that shows your current address; they will also take a utility bill with your name and address on it.

For children, please bring a social security card or birth certificate.

Ohio Children's Trust Fund

<https://octf.ohio.gov/wps/portal/gov/octf/resources-for-parents>

Positive Parenting Program (Triple P)

<https://www.nationwidechildrens.org/specialties/behavioral-health/for-families/triple-p>

Riverview International Center for New Americans

<https://riverviewinternationalcenter.org/>

Substance Abuse and Mental Health Services Administration (SAMHSA)

(877) 726-4727

**United Methodist Church and Community Development For All People
FREE STORE & FREE FRESH MARKET**

<https://www.4allpeople.org/FreeStore>

<https://www.heal4allpeople.org/all-people-s-fresh-market>

Vineyard Community Center

<https://www.vineyardcommunitycenter.org/>

YMCA North - Programming for K-6

1640 Sandalwood Place, Columbus, OH 43220

614-389-4707

Mon - Thr: 7 am - 12 pm and 4 pm - 7 pm

Friday 7 am - 12 pm

Saturday 8 am - noon

Closed Sundays

https://ymcacolumbus.org/locations/north?gclid=Cj0KCOjwit_8BRCoARIsAlx3Rj6DwTCDvt5t5VJgA2yPRoGpDg5zSNLHJmzvzvbsZd5WoAwDmjJlDsaAlITEALw_wcB

Questions about programming, call David Donahue at 614-460-0746 or email him at david.donahue@ymcacolumbus.org.

I Still Have Questions...Who Should I Call?

Devonshire Project Adventure

(614) 365-5335

Our office staff are ready and willing to assist! Please do not hesitate to reach out if you have questions, or need assistance!

Technology Help Desk

(614) 365-8425

Call this number if you have questions about technology - such as trouble with your student's Chromebook, logging into Clever, password issues, and E-mail.

Health Services

(614) 365-8524

Call this number if you have questions about required vaccinations, need assistance with medical care, or have questions for a school nurse.

ESL Department / Translation Services

(614) 365-5074

Call this number if you need access to information in another language. Below are specific phone numbers and languages that are readily available:

Spanish / Español: (614) 365-5118	Somali / Soomaali: (614) 365-8972
Nepali / नेपाली: (614) 365-3105	French / Français: (614) 365-5327
Arabic / 6920-365 (614) العربية:	General ESL Office: (614) 365-8802

Transportation

(614) 365-5074

Is your student's bus late? Do you have questions about the bus stop? Use this number for information regarding all things transportation. Please note: The buildings do not route students, track buses, or have access to buses after they leave the school.

Customer Relations

(614) 365-8888

This is the Superintendent's Customer Relations line. Use this phone number when you are having trouble reaching your student's school or Principal, if you need assistance connecting with another district department, or if you have a general concern.



DEVONSHIRE PROJECT ADVENTURE

Anthony M Peddle, EdD, CTRS-E, Principal
Aimee Pace, Assistant Principal
6286 Ambleside Drive, Columbus, Ohio 43229
614.365.5335
www.ccsok.us

Mission: Each student is highly educated, prepared for leadership and service, and empowered for success as a citizen in a global community.

Title I Notification Letter

Dear Parent(s)/Legal Guardian(s):

As a guardian of a student attending a school that is receiving Federal Title I dollars, you have the right to know the professional qualifications of the teacher(s) and instructional paraprofessional(s) who instruct your child. Federal law requires every Title I school district to comply and to provide you with the requested information in a timely manner.

We are happy to provide this information to you. At any time, you may ask:

- Whether the teacher met state qualifications and certification requirements for the grade level and subject he/she is teaching,
- Whether the teacher received an emergency or conditional certificate through which state qualifications were waived, and
- What undergraduate or graduate degrees the teacher holds, including graduate certificates and additional degrees, and major(s) or area(s) of concentration.

You may also ask whether your child receives help from a paraprofessional. If your child receives this assistance, we can provide you with information about the paraprofessional's qualifications.

The Every Student Succeeds Act (ESSA) which was signed into law in December 2015 and reauthorizes the Elementary and Secondary Education Act of 1956 (ESEA) includes additionally right to know requests. At any time, parents and family members can request:

- Information on policies regarding student participation in assessments and procedures for opting out;
- Information on required assessments that include:
 - subject matter tested,
 - purpose of the test, and source of the requirement (if applicable),
 - amount of time it takes students to complete the test, and
 - time and format of disseminating results.

Our staff is committed to helping your child develop the academic knowledge and critical thinking he/she needs to succeed in school and beyond. That commitment includes making sure that all of our teachers and paraprofessionals meet applicable Ohio state requirements.

We look forward to the upcoming school year, and together we will make a difference in your child's life.

Sincerely,

ANTHONY M. PEDDLE

Anthony M Peddle, EdD, CTRS-E
Principal

The Columbus City School District does not discriminate based upon sex, race, color, national origin, religion, age, disability, sexual orientation, gender identity/expression, ancestry, familial status or military status with regard to admission, access, treatment or employment. This policy is applicable in all district programs and activities.