OWEN D. YOUNG
CENTRAL SCHOOL DISTRICT



FACULTY AND STAFF
HANDBOOK
2026-2027

Brennan M. Fahey, Superintendent

Christine Tucker, Principal

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SECTION I

OPENING WEEK

1. Starting Time

2. Grade Level Homeroom Responsibilities

    * Homeroom Teacher Assignments
    * Student Schedules
    * Locker Distribution
    * Emergency Information

3. PA Announcements

SEPTEMBER 2026

WELCOME BACK!

GENERAL STATEMENT

Teachers are requested to read carefully. If you have any questions, please ask Mr. Fahey. ***I would rather answer questions than rectify errors***.

When a "***due-date***" is specified for return of some information, it is seldom arbitrarily set. Reports, meetings, etc. usually must be completed based upon the material requested. **Please comply with all due dates**. If, for some reason you cannot meet a specified date, let us know in advance. This will save us the time and trouble involved in contacting you.

OPENING DAY OF SCHOOL



Please familiarize yourself with the following procedures and agenda for the opening day:

If teachers encounter any problems concerning class loads, student scheduling problems, or additional supplies, please refer all problems to the Student Services Office and/or Main School Office.

STARTING and ENDING TIMES

The Main School Office will be open daily from 7:30 a.m. to 4:00 p.m. K - 12 teachers are to be on duty at 7:50 daily when students are in session for the duration of the school year. Teachers are required to stay on duty until five minutes after the last regularly scheduled bus leaves, generally around 3:10 pm

FIRST PERIOD HOMEROOM RESPONSIBILITIES FOR OPENING DAY

STUDENT SCHEDULES

One set of schedules for each student in your first period homeroom will be available on **Tuesday, September 8th.** These are to be distributed during the homeroom portion of the first period on opening day.

On opening day during homeroom/first period students should make a note of any problems or adjustments necessary to their schedules. *Special "Student Change Request" forms* will be furnished to you for this purpose. These forms may also be obtained in the Student Services Office. Once completed by the student, these forms should be returned to the Guidance Department **as soon as possible**. Pupils should include their present study hall schedule and the room numbers of the study halls so that they may be easily located by the Guidance Counselor. When necessary changes have been made by the Counselor, they will forward the schedule changes to the 1st period teachers. ***Pupils are not to report to the Guidance Office unless called for by the Counselor.***

NOTE: Course changes ***will not be made*** after **Friday, September 11th**. It is anticipated that all scheduling problems should be resolved by this date. 1st period teachers are to make this announcement to their pupils.

LOCKER DISTRIBUTION



Students will be assigned their locker through the Student Services Office for the 2026-27 school year. Their locker number will be printed on their schedule. The combination for their locker will be assigned at that time and given to **the 1st period teacher.** Only one locker and combination is to be assigned per student. Please inform the students that they *are not* to give their locker combinations to *anyone* and that the lockers must be kept locked at all times. The school will not assume liability for non-school related materials left in lockers. It is expected students will use their lockers and **not** leave any items in the halls. Students **are not to share** a locker with their classmates. GYM LOCKERS and combinations will be assigned by the PE teacher. If there is a need to reassign a student locker, please notify the Student Services Office.

PLEASE NOTE: Each grade level homeroom teacher will receive a copy of their homeroom/locker combination list. For security reasons, please return this list to the Student Services Office no later than **Friday, September 11th.**



EMERGENCY INFORMATION

1st period teachers will distribute Student/Parent Contact Information sheets and inform students to have parents complete and return these sheets to first period teachers within the first week of school. Please **alphabetize** the forms and return them to the school office no later than **Friday, September 11th.**

PA ANNOUNCEMENTS

Announcements will be made in the morning during first period and if necessary at the beginning of 10th period. If you wish to have an announcement made, please provide the Main Office with the information no later than 7:55 for AM announcements and 1:00 for afternoon. There are forms available in the office for this purpose or email your announcement to Mrs. Miller. Birthday announcements must have the first and last name indicated and will be announced during morning announcements. Please keep announcements brief so classes can begin promptly. Students should **not be out of** classrooms during the announcements. ***(It is expected you will make sure your students are quiet during announcements)*** Remember we are role models and should not be talking or doing other things during announcements as well.

SECTION II

FACULTY SUPERVISORY ASSIGNMENTS

1. Bus Duty
2. Attendance Assignments and Procedures

BUS DUTY



To assist with the safe entering/exiting of the students, a supervisory list of teachers has been published below. These teachers are to report **by 7:50** for morning duty and **when buses leave** for afternoon duty to the bus loading area for bus supervision. **It is the responsibility of the Bus Duty individual to know all kids are out and to dismiss the buses.**

Duties and responsibilities will include:

1. Assist with an orderly dismissal.

2. Assure that all students are loaded on the proper bus safely. All elementary teachers are to walk their students out to the bus area and inform the Administration or School Safety Officer that all students are out.

3. Assist with bus disciplinary problems that may arise. Walk around the bus area to observe inappropriate behavior. Students should not be allowed to loiter in the parking lots and should enter the school buses immediately after exiting the building. Any students leaving the bus area should be reported immediately to the main office.

4. Vehicles should not be allowed to enter the bus boarding area while the students are entering the buses.

5. Staff should remain on duty until all the buses have unloaded in the morning and until the last bus has departed in the afternoon.

2026-27

BUS DUTY SCHEDULE

Bus Loop:	**A.M.** **Mrs. Tucker**	**P.M.** **Mrs. Tucker**
Parking Lot Pick-up:	See Duty list	
Crossing Guards:	A.M. Ms. Giachetti	P.M. Ms. Giachetti
Coverage outside main entrance:	A.M. See Duty list	

ATTENDANCE ASSIGNMENTS AND PROCEDURES

Essentially, every teacher serves the role of attendance teacher for their classes. Attendance can be pulled from any class period during a given day making it essential every period has accurate attendance records taken in a timely manner.

Please take accurate attendance at the start of every period! Student transcripts, communications with parents, and applications for State aid are dependent upon the accuracy of our attendance reports.

PROCEDURE TO FOLLOW:

1. Each Period Teachers should personally take and record attendance during the first 5 minutes of class. Do not rely on students for your attendance report.

2. Every Period Teachers should post their attendance online within the first 5 minutes of class.

3. Report any errors you may discover to the Nurse's Office as soon as possible.

Please communicate regularly with students the importance of good attendance; if they are in attendance jeopardy, review their responsibilities and consequences of excessive absences or tardies. **Communicate poor student attendance patterns and/or concerns to parents, the nurse, guidance and administration.**

SECTION III

TEXTBOOKS/STUDENT DEVICES/PURCHASE ORDERS

1. Issuing Textbooks/Student Devices
2. Textbook Adoption
3. Purchase Orders

ISSUING TEXTBOOKS or STUDENT DEVICES



When you issue any book (text, workbook, paperback, etc.) or technological devices belonging to the school to a student please complete the Student Text/Device Assignment Form (copy attached). You should retain these forms and update them throughout the school year and until such time as your students return their books/devices.

Make sure the "book/device number" and the "student's name" is recorded accurately on this form. This helps us in the office to identify the proper owner if it is returned to our lost and found.

SPECIAL PROBLEMS: If a student loses a book/device or damages it beyond use, you may issue another book and record the new book number or if device report the issue to the appropriate personnel. The student is obligated to pay for the loss or damage as determined by administration for such books or devices.

It is suggested that you assure that any new books are marked with the year that they were purchased. This will avoid future confusion when determining reimbursement costs. Please use the textbook record form to record the student's book number. If a student reports the book or device lost or stolen, please notify the office immediately so that we can obtain a replacement copy.

If textbooks are used, each student must have their own and should not be shared for any reason unless kept in the classroom.

It is contrary to Board of Education policy to deny a student a textbook or device due to outstanding fines, inappropriate behavior, etc. *No student is to be denied access to instructional materials.* All damaged books are to be reported to Mr. Seifried not later than **June 25, 2027.**

Textbook Adoption Evaluation Rubric

When in need of new textbooks an evaluation process must be followed and approved by administration. A minimum of 3 textbooks must be reviewed with the rubric (in appendix). A thorough review of available textbooks must be completed to ensure that the best and most appropriate product is purchased for our students.

PURCHASE ORDERS



1. All purchase requests must be put on a requisition sheet obtainable in the Main Office from Mrs. Miller, School Secretary.

2. All requisitions should include a 15% shipping and handling cost on the bottom line dollar amount. All requisitions should be made from current, up-to-date catalogs. You will be notified if there is not enough money in your budget. At that time cuts should be made on the purchase request to align the request with the amount budgeted. This includes your end of the year requisitions for the following year. If you add at least a *15% Shipping and Handling* fee to your orders, there should be fewer adjustments in the summer when orders are placed.

3. All purchases must be placed on a purchase order and encumbered. Please do not order or retrieve the item in person without prior approval. If an order was placed, over the telephone, on-line or otherwise, without following proper procedures, your order will be returned or you will be held responsible for payment.

4. Towards the conclusion of the school year, Mr. Seifried has all purchases not immediately needed, curtailed. This is done with the intention that we may bring our books up-to-date with deliveries and payments. At this time, if you need a purchase, please contact Mr. Seifried with your request for purchase and the reason for the request. If approved, a purchase order will be drawn up and sent to the company. This is where planning is critical in ordering your end-of-the-year purchases. Please try to complete your orders as far in advance as possible.

SECTION IV

DISCIPLINE POLICY

1. Discipline
2. Class Cuts
3. Detention and After School
4. Discipline Strategies
5. Hall Passes
6. Late To Class
7. In-School Suspension

DISCIPLINE

In general, teachers are urged to use their own good judgment in disciplining students. If the situation becomes unmanageable, or in any other way counterproductive, contact administration and they will come and get the student. **Do not send** the student to the office without an administrative directive. If a student needs a break or counseling contact Ms. Soper or Ms. Rockwell. When Ms. Soper or Ms. Rockwell intervene they will not hand out consequences. In addition, it is to be anticipated that any student removed will be returned to classroom activities as soon as deemed appropriate. The more information you can supply about the child and/or the incident, the better we will be able to handle the matter. Remember, that once a student is referred to either the guidance office, Mrs. Tucker, or Mr. Fahey, you relinquish control of the situation; therefore, it is not wise to predict to the student what will happen.

School discipline policy regarding procedures for suspension, in school suspension, student removal from class, and disciplining students with disabilities is thoroughly described in the Owen D. Young *"Code of Conduct."* This code was developed to comply with the legal codes of New York State and has been adopted by the Board of Education. ***We employ a progressive discipline plan*** requiring documentation and steps to discipline. If incidents are not reported and documented, discipline consequences may be reset or begin with a warning if no other incidents are recorded warranting a higher consequence. ***It is imperative that teachers record all discipline issues through schooltool.*** Copies of this code are on our website and will be provided to the students and the staff at the beginning of the school year.

Refer students to the office during class time *only if they constitute a clear and present danger to the safety and orderliness of a classroom.* Students are to be sent to the office only with Mrs. Tucker or Mr. Fahey's directive; e.g., gross insubordination, aggravated assault, etc. If neither are available you are to call Mrs. Richvalsky then if needed Mrs. Miller. *You must inform the administration of a student with disciplinary concerns and have a directive to send them out prior to removing a student.* Normally, a mildly disruptive or unruly student should remain in the classroom and the discipline slip completed at an appropriate time. Do not just ignore or not fill out the necessary paperwork.

If you have an extremely disruptive student, call the office and someone will come to your classroom if needed, to escort a recalcitrant student to the office. Discipline notices written by a teacher should include all of the facts of the infraction by the student but kept brief and to the point. Names of other students should be left off discipline slip but communicated with administration.

Teachers must assist in carrying out the following:

1. Students are not to wear hats, bandanas, hoods or any head coverings in the classroom, auditorium, cafeteria, gymnasium or office areas.

2. Electronic equipment such as ipods, earbuds or cell phones are not allowed out during classes and should be stored in a student's locker or lock box unless directly related and required to accomplish lesson activities. Earbuds/headphones should only be used for instructional purposes with instructor's permission. Students may not have phones during the school day from 7:50-3:10. ***Cell phones are to be kept in the cases outside the Principal's office and room 303 or in student lockers/cars.*** If seen being used they are to be immediately confiscated and turned into an administrator.

3. Food and drink are restricted to the cafeteria during designated times. Water can only be in a clear top container.

    a. Students are not allowed to display overly amorous behaviors on campus. Teachers are expected to correct students in a non-confrontational way. If the problem continues please contact administration.

4. Students are to keep the halls clear when possible and they are to avoid blocking the hallways by sitting on the floors.

5. Teachers should be at their doors at 7:50 am to assist in moving the students to their designated classes. This will encourage students to arrive to class on time.

6. **Do not leave** your students to make copies or send students to sit unsupervised outside your classroom as a punitive measure.

7. Teachers should **never** transport students in their private vehicle.

8. Written correspondence such as newsletters, flyers or group letters mailed or sent home ***must*** have prior approval of the Administration.

CLASS CUTS

Teachers and/or staff members reporting truancy for individual classes should report their class cuts in the following manner:

1. Classroom attendance should be taken for each class at the beginning of each period. All absences should be recorded daily. Attendance will be required to be reported daily in SchoolTool. Please be accurate.

- The absence list should be checked as well as any updates on the same day or as soon as possible. If a student is not found on the absence list his/her illegal absence should be indicated in attendance.

- Students are often absent from a particular class for a legitimate reason (eg. guidance appointment, test taking, early release, or in the nurse's office due to illness). Therefore, avoid sending a notice to the office unless you are absolutely sure that the student was truant from class.

- Disciplinary measures should first be prescribed by the teacher before a referral is made to the office. Truancy from class should only be referred to the office when the offense is deemed *chronic* or the truancy was related to another serious school infraction (eg. vandalism, leaving the school grounds, fighting). Examples of disciplinary measures might be: *calling home, restricting a student from participating in an after school activity, etc...*

- Students who are missing from class should be reported five (5) minutes after class begins to *Ms. Giachetti, the School Nurse at ext. 1500.* Call Mrs. Miller, at ext. 1101 if the School Nurse is unavailable. Additional assistance can be received from the Student Services Office, ext. 1108, Mrs. Tucker, ext. 1110 or Mr. Fahey, ext. 1100.

DETENTION AND AFTER SCHOOL REMEDIATION

Detention is designed for remedial or disciplinary reasons. If you keep a student after school for remediation or extra help the teacher must contact the parent that day or supply the student with a 24 hour notice. If transportation is needed the student must be signed up for the late bus no later than 1pm of the day transportation is needed. ***Elementary students must be signed up for the late bus by the teacher requesting they stay after. Secondary students must either sign-up themselves or have the teacher sign them up. If students are not signed up by 1pm they will not be permitted to ride the late bus. No exceptions. Secondary teachers should double check students are signed up for the bus before allowing them to stay that afternoon.*** If the teacher forgets to sign students up for the late bus the teacher is responsible for finding the student a ride home by the parent/guardian. ***Teachers are not to give students a ride home in their personal vehicles under any circumstances.***

Students kept after school for remediation or detention **must** remain under the teacher's supervision until the bus or a parent/guardian arrives. Please walk students outside to assure that they get on the school bus/parent is there.

DISCIPLINE STRATEGIES

We must at all times demand and get from each Owen D. Young CSD student, respect for authority and good behavior so that there is a proper climate for learning in every part of the school. Our positive approach will produce good discipline. The following suggestions will assist with this goal.

1. No teacher or other staff member should hesitate to speak to any child, regardless of grade, if that pupil is out of order. Your pupils should fully understand this.

2. Anticipate how students will react and foresee unpleasant situations. A change of activity, occasionally, can prevent some of these unpleasant situations. Preventive measures help to eliminate the need for punishment.

3. Establish definite routines in the classroom for various activities. Have the students follow them consistently. They will soon become a habit with your pupils.

Entering room	*Going to lavatory*
Leaving room	*Going up to smartboard*
Passing books, papers, etc.	

4. ***No pupil is to stand or sit in the hall at any time*** for disciplinary reasons. They belong in the room, or in some instances, can be detained in another classroom supervised by a fellow teacher. Students should never be left unattended or unsupervised **(including after school clubs and sports).**

5. If you refer a pupil to the office for a *serious* disciplinary reason, fill out a discipline referral slip through SchoolTool immediately explaining exactly what took place. These complaints will be maintained in SchoolTool and may be the basis for parental conferences or suspensions.

6. Corporal punishment is the poorest of all disciplinary practices. Do not discipline a student by placing your hands on them. *The New York State Board of Regents policy strictly prohibits it.*

7. Courtesy: Let's demand that the pupils be courteous to each other and to every adult. *"Thank you", "Excuse me", "I'm sorry"*, use of sir names such as **Mrs. Mister, Miss etc**. should become very natural for each child. We should be role models by setting a good example through our own courteous actions.

8. Accept all pupils assigned to the class on a *fair, impartial and considerate basis.*

9. Accept all the individual differences in every child based on his/her:

    - *Personal difference*

- *Educational levels: Achievement, Intelligence and/or Performance level*
- *Cultural background*
- *Socioeconomic status*

10. Create a spirit of *enthusiasm and cooperation* by constantly upholding high standards of conduct, by emphasizing the practice of correct responses and correct procedures, and by praising the worthy efforts of the pupils.

11. Promote a feeling of *social consciousness* by demonstrating a mutual respect for the necessary rules and regulations which are required to govern your classes and the school.

12. Develop a feeling of *class pride and a school spirit* based upon the Owen D. Young tradition of excellent standards.

HALL PASSES

Students using the lavatories, sent to the nurse, or sent to the main offices **must have** a completed corridor pass and teacher/location going to **must be called prior to sending student**s. Hall passes should be issued on a **limited** basis only. Teachers should not allow students to leave their class everyday to get a drink, go to the bathroom, visit the nurse, etc.

Students should be aware that upon requesting a pass that they are to return to class in a reasonable length of time. Please ***avoid*** issuing passes to the lavatory in the first 5 minutes or last 5 minutes of class. This will help in getting students out of the hall and on task in classrooms. Every staff member **must** utilize this pass system. It is essential that everyone follow the procedures to assure the effectiveness of this program.

1. A universal classroom pass should not be used; instead please use an individually signed pass for sending students to the lavatory, locker, office, or other areas of the building that require "minimal time" away from the classroom.

2. **A sign-out sheet** with the date, time, student name, and destination **must** be completed before the student leaves the classroom. This form should also be taken with you during any evacuation drills.

3. Only one student is to use a pass at a time. Multiple names on the pass for a given destination should not be allowed.

4. Students should be required to return to the classroom promptly.

Other Important Pass Rules:

- If a student needs to visit another teacher for additional assistance during a study hall, a "pre-signed written pass" from the receiving teacher is required. This pass should be given by the designated teacher during that student's regular instructional class time, prior to their study hall. Pre-signed passes should be written *daily* – not weekly or monthly!

- Students should not be allowed in your class unless they are assigned. However, if you need to see a student that you have not given a pre-signed pass, call their study hall or lunch room to confirm that the student may come to your classroom for extra help, conference, or detention.

- When giving any pass, it is also a good idea to call the destination room to assure that the student has arrived, especially for students who have a reputation for wandering.

- *Do not send students to the gymnasium or lunch room during their study hall period or during your class time.*

- Do not send more students than necessary when issuing a pass. For example, sending three students to the main office to make a telephone call when only one student needs to use the telephone.

LATE TO CLASS

For reasons similar to those stated above, do not send students to the office if they are late to your class. Please accept the student to your room and make a record of the tardy. ***Chronic tardiness should be referred to the office via a discipline notice only after other disciplinary measures have been taken.*** (Chronic absenteeism is considered 3 times during a quarter)

Tardy students should not be sent from your class to obtain a pass. Keep the tardy student in class and provide consequences later. Encourage students to be on time by providing a daily quiz at the beginning of the period or warm-up activities for extra points.

INTERNAL SCHOOL SUSPENSION

Definition: This is a self-contained setting, providing a complete temporary learning environment for certain selected pupils.

Purpose: This environment is designed for those pupils whose actions demonstrate that they have difficulty complying with the rules of the school, with an emphasis on those regulations concerning class attendance.

General Description and Procedures

A. Pupils will be placed in ISS solely by an administrator.

B. The pupil will remain in ISS as prescribed by the administration. Additional days may be prescribed if behavior does not improve.

C. A student will be restored to regular classroom attendance based upon his or her progress in this In-School Suspension Learning Situation. The student must have the recommendation of the Principal before returning to regular classes.

D. While assigned to this classroom, the student remains under the academic direction of his regular classroom teacher. Teachers have the professional responsibility to provide assignments for this pupil to complete while in this room. The student will be required to complete their assignments and return them to the In-School Learning Instructor. The instructor will then channel these assignments and other evaluations to the classroom teachers.

E. While assigned, the student is to remain in the room for the entire school day.

1. No Physical Education classes will be provided to these students.

2. There will be absolutely no conversing with other students. Work in this room is solely individualized between the In-School Learning Instructor and the student assigned. No student visitors are allowed.

Additional Services Provided:

* If a student infraction is deemed serious enough to require immediate containment, the Student Services Secretary will contact each classroom teacher or circulate by messenger, a request for student work from the student's classroom teachers.

* The In-School Suspension Monitor will contact teachers for textbooks from each subject area to assist the assigned students. Students assigned to this room are encouraged to bring appropriate textbooks with them on the day(s) assigned.

SECTION V

TEACHER RESPONSIBILITIES

1. First Period Homeroom Duties
2. Grade Books/Records
3. Lesson Plans
4. Parent Communication
5. Teacher Absence
6. Substitute Folder
7. Mailbox and Telephone Messages
8. Leave Early Request
9. Classroom Repairs
10. Grade Reporting Procedures
11. Reporting Child Abuse
12. Television and Video use
13. Communication Chart

FIRST PERIOD DUTIES

Traditionally at Owen D. Young School, the first period teacher assumes the role of homeroom teacher. Besides being a place for students to begin the day, first period class is the place where a student's behavior and attitudes toward school are formulated. Consequently, it is essential that each first period teacher should strive to create within his homeroom an environment that will be conducive to acceptable behavior and produce appropriate attitudes that continue throughout the day.

Students look to the first period teacher for guidance and leadership.

1. **Assume your post** outside the classroom door promptly at 7:50 am and actively assist in clearing the halls and welcoming students during this time. Students from another classroom should not be permitted to visit other classrooms in the morning once the period has started.

2. Encourage all your students **to be prompt** for both school and classes. Show concern when they are late or absent. Inform them that it is necessary to bring in a written excuse for absences and that these will be kept on file and become a part of their record.

3. **Require good manners.** Students who do not know what socially acceptable behavior is should be taught and shown by you.

4. **Build positive school spirit** toward activities, assemblies, and other school-related events. If you do these things at the start of the day, pride in the school will surely follow. At 8:05 am each day, the morning announcements will begin with the *Pledge of Allegiance.* Please assure that **proper respect** is given to our *Pledge* by having everyone in your homeroom stand. All staff members are also expected to set an example for their students by stopping whatever they are doing and participate in the Pledge of Allegiance. Students who decide not to participate are expected to stand and remain silent. <u>No one should be in halls and if so need to stop and be quiet as well.</u>

5. <u>Students and staff should be quiet during all of the announcements.</u> Teachers are to demand strict **student attention** to homeroom announcements.

6. **No student should be allowed out of their classroom during announcements** to go to other classrooms, bathroom, library, the office, etc. until the announcements are completed.

7. Teachers responsible for student lockers must also assure that students utilize the locker that has been assigned to them. Sharing of lockers is **not** allowed for security reasons.

GRADE RECORDS

Your gradebook should contain:

a. Individual classes arranged in alphabetical order with each student's first period indicated.

b. Clearly labeled marks for tests, quizzes, projects, homework, term papers, etc. Sufficient grades must be recorded in SchoolTool to justify the marks given within 5 days of the assignments due date. Please be sure to indicate what type of work each grade represents, that is, homework, test, quiz, etc.

c. Records of daily attendance in each class are to be kept regularly, by period, in SchoolTool, including a record of tardiness and class truancy for each student.

> * Please Note that **attendance for each student** will be recorded for each 10 week marking period. Please make sure that an accurate attendance record is maintained for each of the students in your classes.

In case of absence, it is expected that each teacher will have the **seating charts** from which attendance may be taken available for the substitute. Seating charts are to be completed for each class. A copy of each chart should be filed in your substitute folder during the first week of school and updated continuously throughout the school year.

LESSON PLANS

All teachers are responsible for demonstrating clear understanding of the NYS State Standards, as well as any updated content standards which includes, NYS Next Generation Science Standards and the NYS Social Studies Framework. (see Lesson Plan Template)

Plans are to include a clear statement of:

A. What standard and specific area is being taught

B. Instructional Data (what information you are using to assist in making instructional/grouping decisions)

C. Lesson Target/Objective (What every student will walk out understanding from lesson)

D. Relevance/Rational

E. Formative Assessment Criterion for Success

F. Differentiation of lesson as needed per student

G. Modifications/Accommodations

- Every teacher is expected to demonstrate ELA integration according to standards in each lesson plan

- Lesson plans may be collected weekly on Mondays (to cover Monday-Wednesday) and Wednesdays (to cover Thursday/Friday) by administration.

- Substitute plans are expected to be detailed and meet criteria with objectives and standards of regular lesson plans. **We must plan and expect regular instruction to continue! These will be periodically checked by administration.**

PARENT COMMUNICATION:

Is an expectation of all ODY Faculty.

. Parents should be communicated with through email, phone calls, Parent Square, or written letters at least five times per marking period.

i. Progress reports are not considered teacher communication.
ii. No parent should be able to say the first they heard of their child failing, struggling or owing work is at progress report or report card time.
iii. Grades are expected to be posted to SchoolTool no later than 5 days after an assignment due date. If not handed in on time a zero should be recorded until assignment is made up or handed in.

b. Letters home, newsletter, communication flyers or other forms of printed communication must be approved by the superintendent or his designee prior to being sent out.

i. Use of electronic communication such as reminders or email must include administration along with parents.

TEACHER ABSENCE

Please go to **Frontline Education Absence Management** no later than 6:00 am the day of your absence or 5:00 pm to 7:00 pm the day prior. Provide the service with the reason and the anticipated length of your absence. You must then complete the required absence paperwork in the main office. If you have a planned absence, please notify the substitute service well in advance as well as complete the required paperwork immediately. Keep your lesson plans current and/or have special plans prepared for the day(s) you are absent.

SUBSTITUTE FOLDER

The folder should be on the teacher's desk and contain:

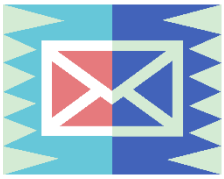
1. Seating charts for all classes and study halls *(Very important that these are updated whenever there are changes)*
2. Any special instructions (classroom rules and procedures)
3. *Two* days of lesson plans in the event specific plans are unavailable.
4. A bell and teacher schedule
5. Emergency procedures (fire drills, evacuation, lock down)

The *SUBSTITUTE FOLDER* should be prepared immediately and updated on a regular basis. It should be stored in the top left or right side of your desk for easy retrieval by the substitute. Completion of your substitute folder is first due no later than **Friday, September 11th.**

To assure that the condition of your room remains in satisfactory condition while you are absent, please follow these guidelines each day before you leave the building:

* **Do not** leave your keys in the classroom where students may have access to them.
  Lock desks, cupboards, windows and your classroom before leaving each day.
* All valuables should be locked up overnight.
* Electronic equipment (especially ipads, Laptop Computers) should be secured in a safe place overnight.

MAILBOXES AND TELEPHONE MESSAGES



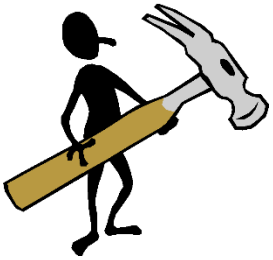
Please **check your office mailbox when arriving in the morning and again periodically throughout the day**. If you do not have access to an outside telephone line, all telephone messages will be placed in your mailbox unless there is an emergency message. If you are expecting an urgent call, please notify the office and notification of the call will be made upon your request.

LEAVE EARLY REQUEST

If it is necessary to leave the building early for the remainder of the day or for a portion of the day, permission must be granted from Mr. Fahey.

Teachers leaving the building during the school day **for any reason** shall inform the main office. If this involves class cancellations, arrangements should be cleared through the Superintendent or Principal.

CLASSROOM REPAIRS



Please make sure that student desks are placed far enough away from the walls to prevent marring and damage by the students. Each teacher is responsible for the condition of the equipment and classrooms in their assigned area. Please report any damage to desks, walls, windows, etc. to the custodial staff **via maintenance request form on the website**. Also, please report any acts of vandalism in the building or on the grounds to the School Office, immediately. This may prevent any further damage especially if the damage can be repaired the day it occurred.

GRADE REPORTING PROCEDURES



Student report cards are computer generated. Specific and detailed instructions for entering grades will be given to the faculty as the close of each academic quarter draws near.

In the past, however, some serious delays and errors in student grades have occurred because certain specific directions were not followed properly. It is essential then, to keep the following grade reporting guidelines in mind as we begin a new academic year.

*** COMMENTS**

A comment sheet has previously been provided. Additional copies can be obtained from the guidance office. Every teacher should add at least **two** comments for every student each marking period. There are both positive and negative comments available to choose from.

*** ATTENDANCE**

Teachers are required to include classroom attendance for each student on a "class by class" daily basis. Absences for each student for every subject will be indicated on the report card each marking period.

For report card purposes please note that the Nurse's Office will report *Educational Days* such as band, instrumental practice, field trips or in-school suspension as full attendance days.

*** RETURN DATE**

All reporting sheets must be returned to the Student Services Office by midnight on the deadline due date. There are no exceptions to this rule. Failure to submit your grades in a timely fashion will affect the distribution of the report cards and formulation of the honor roll. Promptness is required!

*** TEACHER ABSENCE**

If you are absent on the day grades are due, please make arrangements to get your grades to school by the due date.

AT THE END OF THE SCHOOL YEAR:

- *Be certain that the student's grade/attendance for each quarter matches your record book.*
- *Be certain that the final exam grades and attendance match your record book.*
- *When filling in reporting sheets, be careful to place grades in the corresponding boxes, i.e. quarterly grades, regents examination grades, examination grades, final grades.*

Grade Reporting Deadlines 2026-2027

Progress Reports submitted to SchoolTool	**Tuesday, October 13**
Grades Close for First 10 Weeks	**Friday, November 13**
1st Quarter Grade submitted to SchoolTool	**Tuesday, November 17**
Progress Reports submitted to SchoolTool	**Tuesday, December 15**
Grades Close for 20 Weeks	**Friday**, **January 29**
2nd Quarter Grade submitted to SchoolTool	**Tuesday, February 2**
Progress Reports submitted to SchoolTool	**Tuesday, March 9**
Grades Close for 30 Weeks	**Friday, April 9**
3rd Quarter Grade submitted to SchoolTool	**Tuesday, April 13**
Progress Reports submitted to SchoolTool	**Tuesday, May 18**
Grades Close for 40 Weeks	**Tuesday, June 15 (HS)** **Tuesday, June 22 (Elem)**
4th Quarter Grade submitted to SchoolTool	**Thursday, June 24 (HS)** **Tuesday, June 22 (Elem)**
Report Cards Distributed	**Thursday, June 24 (Elem)**
Mailed home to secondary students	**1st week of July**

GRADE REPORTING GUIDELINES

- Progress reports must include all assignments collected to that point
- If assignment is not turned in it must be reported as a zero even if it can be made up.
- No late assignments should be collected/made-up after 5 days. They become 0's after 5 days.
- Each day late students should lose 10 points.
- First two quarters should have no grade recorded lower than 50.
- Must have at least 2 comments for each student.
- Progress reports should include comments with grade range. 50-60, 60-70, 70-80 etc.

PROCEDURES FOR REPORTING SUSPECTED CHILD ABUSE

Step 1: If a teacher or staff member has reasonable cause to suspect that a student is being abused or maltreated they **must** file a report on their own with child services.

New York State Law also allows for any additional persons other than school personnel or administration to file a report.

Step 2: A report of child abuse or maltreatment must then be made by telephone, fax, and on a form provided by social services. Forms are available through the guidance office or the guidance webpage. Immediately report the incident and provide the written report within 48 hours.

The telephone HOTLINE number for reporting suspected abuse is **1-800-342-3720**

PROCEDURES FOR REPORTING SUSPECTED CHILD ABUSE IN THE EDUCATIONAL SETTING BY A SCHOOL EMPLOYEE

Step 1: District employees or volunteers are required to report the allegations of child abuse in an educational setting. A written report should be completed upon receipt of any oral or written allegation. Forms are available through the guidance office or the guidance webpage.

Child abuse refers to the intentional or reckless infliction of physical injury, serious physical injury or death, as well as conduct which creates a substantial risk of such injuries or death. It also includes any child *sexual abuse* as defined under sections 130 or 263 of

the Penal Law, and the dissemination of or attempts to disseminate indecent materials to minors under article 235 of the Penal law.

District employees or volunteers should be aware that there are legal penalties for failure to report cases of child abuse in the educational setting and failure to report properly could result in a class A misdemeanor. This same law provides immunity from liability for the school officials or personnel making a report in good faith.

** Please be advised that information regarding child abuse is of a delicate nature and should be kept in the *strictest* confidentiality. Sharing information amongst colleagues or persons outside of the school district, other than school authorities or law enforcement personnel, could jeopardize your rights to immunity under the law.

VIDEO USE IN CLASS



Most classrooms are equipped with smart technology. It is intended to enhance the educational value of your lessons and is not to be used for entertainment purposes. Therefore, videos and internet content should be selected carefully. The following guidelines should be followed:

1. Videos or internet content should be short and not extended for more than one class period. Showing entire length feature films that extend for days in the classroom interferes with regular instructional time. Segments from popular films can be used effectively to enhance a given lesson. An example would be to show a section (10-15 minutes) from the movie "Jurassic Park" illustrating prehistoric dinosaurs. This, in effect, would enhance a lesson on dinosaurs without taking up valuable instructional time. *Your lesson plans must document how videos or other internet content tie to the NYS standards and your lesson's objective.*

2. Videos should be appropriate for school use and the age of the students. *Showing a PG or higher rated film must receive advanced permission from the Superintendent* even if you are only showing a small segment of the film. Parents may only hear from their child what the film was rated and may be unaware that only a ten-minute portion was shown. Avoid poor communication.

3. Select films from the BOCES or School Library files that are educationally prepared and enhance your lesson strategies.

4. Digital music selections should also be appropriate for school use and meet the age level of the students. Profanity use in some popular music should not be played in

school. Teachers should use caution when playing music brought in from home by the students that may contain inappropriate language.

2026-27 Communications Chart

Questions about	1st contact	2nd contact	3rd contact	4th contact
Academics/ Curriculum	Classroom Teacher	Guidance counselor	Mrs. Tucker	Mr. Fahey
Athletics	Coach	Mr. Dunn	Mr. Fahey	
Behavior	Teacher	Mrs. Tucker	Mr. Fahey	
Board policy	District Clerk – Ms. Clements	Mr. Fahey	Board of Education	
Building use	Mrs. Miller	Mr. Walker	Mr. Fahey	
Food services	Cafeteria Staff	Ms. Dorr	Mrs. Tucker	Mr. Fahey
Instruction	Classroom Teacher	Mrs. Tucker	Mr. Fahey	
Curriculum	Classroom Teacher	Mrs. Tucker	Mr. Fahey	
Health Office	Ms. Giachetti	Mr. Fahey	School Doctor	
Scheduling	Guidance Secretary	Guidance Counselor	Mrs. Tucker	Mr. Fahey
Special Education	Classroom Teacher	Special Education Case Manager	Mrs. Tucker	
Transportation	Student's Bus Driver	Mr. Fahey		

SECTION VI

EVACUATION PROCEDURES

1. Fire Drill Procedures
2. Evacuation Procedures
3. Bomb Threats
4. Lock Down Procedures

EVACUATION OF THE BUILDING



Emergency and Fire Evacuation Rules and Regulations for Teachers, Students, and Staff

State regulations call for a minimum of 12 Emergency/Safety drills per year, eight of which must be held before December 31. Four of which must be lock-down in nature by the end of the school year.

Each teacher is to explain thoroughly and carefully the proper procedure pupils are to follow with each of his/her classes. Please explain proper procedure for passing, type of signal used for fire drill, conduct in leaving and re-entering the building, passing rapidly with no lag, etc. Additional information for fire drills and evacuation in the event of fire can be found in the **"Emergency Response Plan"** located in each classroom. This plan provides a quick reference in emergency situations. Please familiarize your substitute teacher of its location and purpose in the event of your absence from school.

1. Due to the fact that changes in direction may have to be given verbally, teachers must insist that there is no talking during the fire drill.

2. Each teacher is requested to use good judgment in the placement of the pupils so that the fire companies have sufficient room to operate, at least 200 feet is required.

3. Teachers must accompany groups at all times. Pupils are not to be without supervision. Teachers who are *UNASSIGNED* during the period when a fire alarm is sounded should immediately enter the halls to help supervise movement of pupils.

4. Teachers must carry class roll books with them on all drills. This is mandated so that, if necessary, a roll call may be taken to determine who might be missing.

5. All telephone calls, whether within the system or outside, must be immediately terminated at the sound of the fire alarm bell.

6. Upon leaving a classroom, gym, locker room, cafeteria, etc., the person last leaving should be instructed to close the doors and shut off the lights.

7. *EVERYONE!* -- Students, faculty, office help, cafeteria workers, etc. -- are to leave the building immediately upon the sounding of the fire alarm. Where no specific exit has been indicated for personnel other than students, the nearest exit should be used to leave the building.

8. The first group arriving at an exit should assign sufficient student(s) to keep doors open until everyone has moved through that exit. Doors should then be closed and the student(s) should join the nearest group.

9. Pupils are to move in ***single file.*** Pupils are to be moved away from the building. ***No one*** is permitted to remain on any road leading to or from the building.

10. Any pupil, upon hearing the fire alarm while in the lavatory, shall follow the group to the nearest exit rather than attempt to return to his classroom.

11. Pupils who are taking a shower are to dress immediately and await any instructions given over the P.A. or by their teachers.

12. Reentry into the building will be carried out only after the proper signal has been given and will be along the same route that students took to leave the building.

13. Make them aware the need may arise to change exit routes because of the location of a fire or a possible injury to a student or students in the stairwell.

Removal of Students with Disabilities

1. Teachers are to identify students with disabilities in their classes and/or under their supervision as early as possible in the school year, and in what particular way each student is handicapped. *Be sure to make note of any student evacuation needs for substitutes.*

2. In the event of a fire or fire drill, teachers are to personally assist any pupil who has any problem of mobility. If there is more than one student with a disability, use trained pupil assistants to assist in evacuation of the building.

3. In the event of a fire or fire drill that involves a pupil or pupils who have a mobility problem, teachers are to instruct those pupils on the proper evacuation procedures of the building.

   Examples: ramps, exit arterials with the least congestion.

EMERGENCY EVACUATION PLAN

Our building has instituted the following emergency plan in reference to chemical accidents or any other emergency outside the school building. Please be aware of the following procedures in a **Lock-out.**

1. The Superintendent/Principal communicates the problem to the Office Secretary.

2. An ***all call*** announcement is made to indicate an emergency situation.

   * All students and teachers must be in the building and in their classrooms.

   * All doors are to be closed.

   * All students are to clear the hallways and **no** passes are to be issued. Regular instruction is to continue.

3. Classroom teachers are to check attendance and report any unaccounted students to Mrs. Miller.

4. Students and staff should prepare to leave the building if necessary.



BOMB THREAT PROCEDURES

Please refer to *the "Emergency Response Plan"* for further information

1. Contact the Superintendent/Principal immediately.

2. If it is determined that the building needs to be evacuated evacuation directions will follow.

RECEIVING A THREATENING CALL

If you receive the phone call directly in your room please make a note of the following information:

1. Engage caller and write down exact statements, if possible record conversation. Try to engage assistance while on the phone. Do not interrupt the caller except to ask the following questions:
   a) When is the bomb going to explode?
   b) Where is the bomb?
   c) What does it look like?
   d) What kind of bomb is it?
   e) Why are you doing this?
   f) Who are you?
   g) Where are you calling from?

2. Leave the phone off the hook; after caller hangs up, police will activate Star (*) 69.
3. Assess urgency and notify Administration.
4. Origination of call (check if known):
   • Local • Long Distance • Internal • Cellular

Description of caller's voice: • Male • Female

Estimate of age: • Young • Middle age • Old

Accent:_____Tone of Voice:_____

Other voice characteristics:_____

Did the caller seem familiar with the facility?

Was there any background noise?

Other comments or remarks:_____

_____

LOCK-DOWN PLAN



LOCK DOWN PROCEDURES

1. Report threatening person to the main office, give description, location, and describe the activity the threatening person is involved in.

2. Keep classroom/students secure. Staff shall immediately detain students already in their classroom, plus summon students located outside, into a room, lock the door(s) and shelter out of sight of interior windows and if possible, exterior windows.

3. Special planning is to be made for those students who are participating in the on-campus activities that are taking place outside. Example: Physical Education classes. Also to be included are students moving about the campus due to lunch or class break. ***Anytime going outside make sure to notify the office first in case of emergencies like this.***

4. During a threatening situation, a PA message or automated system announcement will be given: ***"Lockdown, lockdown, lockdown"***

5. Do not open doors or leave room for any reason during a lockdown. (Fire alarms are to be ignored)

6. All staff who are not directly supervising students at the time, should check bathrooms and clear halls of any students then take students to the closest unoccupied room and follow the lockdown protocol.

7. If we are in a **Lockdown** a police officer or administrator will unlock your room and direct you where to go. Do not leave or unlock room for any reason.

    - If notification of the police is deemed necessary, be prepared to brief and provide latest developments. The administration will keep office staff apprised of their location of contact.

    - If evacuation of a building or buildings is required, teachers are required to bring their class lists and take attendance. (Red Folders)

    - Until removed from building by police or administration, it is imperative that teachers keep students inside their room and as calm as possible and wait for additional instructions.

        - Reminder under a lockout you continue teaching but no one leaves or enters.
        - During a Lockdown – you have students take cover out of sight of the classroom door window and stay quiet.

SECTION VII

Study Halls / Cafeteria

1. Study Hall Duties
2. Cafeteria Guidelines
3. Cafeteria Supervision

STUDY HALL SUPERVISION

The policy of Owen D. Young Central School is that all students will have the maximum opportunity to pursue constructive ends in the study hall. Teachers should adhere to the following:

1. **Immediately** take accurate attendance daily.

2. Insist that students reach your study hall at the appointed time. Student tardiness must not be tolerated.

3. Know your students' names and always address them courteously when the occasion arises. This gives them confidence in your ability to direct them.

4. Have a seating chart prepared. This chart should also be available to the substitute in the event of your absence. Seat students toward the front of the room whenever possible, for better supervision.

5. The first two or three minutes of your study hall set the tone for the entire period. If you have good order in the beginning of the period you will likely have it throughout. Students should not be allowed to loiter near the classroom windows.

6. Please leave the room neat for the next teacher or monitor who may be sharing this room. If there is debris on the floor or on a seat, courteously ask a student to help with it. (He need not be the perpetrator).

7. Do not permit your students to leave your study hall unless they have a hall pass. Avoid sending more than ***one*** student to the lavatory at a time. Always use a pass for this purpose. Students may not go to the gym from a study hall *unless they are given a "pre-signed pass" from the respective physical education teacher.*

8. It is a good policy to tour your study hall occasionally, noting who is engaged in what, glancing at desk surfaces, noting student behavior, etc. Let students know you are *aware*, *alert* and *in charge*.

9. *Sleeping, eating, playing cards, or listening to music are not permitted in study halls.* Card playing, when gambling is involved, is strictly prohibited in any part of the building or school grounds.

10. Most students have ample work they wish to accomplish during their study hall. Every student should bring a book or assigned work to the study hall. It is expected that *everyone* will be working.

11. If a student does not have work but you know they are failing a class, call that classroom teacher and double check that they have no course work to complete.

CAFETERIA GUIDELINES



1. Students are expected to be on time for lunch. Lunch is a class and like any other class. Students are expected to be on time.

2. Students are not allowed to enter the cafeteria to purchase food at any time other than during their designated lunch period. <u>All food sales will end 10 minutes prior to the end of lunch period.</u>

3. Students will be allowed to leave on a limited basis (one at a time) to go to the lavatory but must have a corridor pass. To go to another classroom or main office students **must** have a pre-signed pass or they should not be leaving the cafeteria.

4. Students are responsible for disposing of their trash, returning trays, and cleaning the table. Clean-up will be accomplished during the designated lunch time.

5. Students are not allowed to take opened food out of the cafeteria to eat in the classroom areas. (Unopened drinks and snacks can be taken out for practices)

6. Any student who displays socially unacceptable behavior will be removed from the cafeteria.

Examples of unacceptable behavior:

1. *Foul and/or inappropriate language*
2. *Throwing food; leaving trash on table*
3. *Placing trays in the trash barrels*
4. *Shooting baskets with your trash*
5. *Cutting in line*
6. *Loud noise*

CAFETERIA SUPERVISION

One of the most crucial assignments in any school building is cafeteria supervision. The informality of the cafeteria, and a large number of students present, offer unique problems with supervision. Therefore, monitors who are assigned to the cafeteria are requested to:

1. Report promptly to their posts.

2. Supervise the cafeteria lines to prevent "cutting." Students are not allowed to hold places for anyone in line.

3. Maintain reasonable quiet and order.

4. Do not admit students who are not assigned to that particular lunch unless informed by the office prior.

During Lunch Period:

1. Insist that students do not throw or drop paper or food on the floor or tables.

2. Remind students that common sense and politeness should also be considered when they seek seats in the cafeteria.

3. Prevent students from leaving the cafeteria with open food.

4. Prevent students from leaving the cafeteria until directed to do so by the monitor in charge.

5. Refrain from congregating with other cafeteria supervisors -- you are encouraged to move around in the cafeteria to prevent difficulties.

6. Students are not to put gum on their trays. Gum should be thrown in the garbage upon entering the cafeteria.

7. If a serious problem occurs, identify the students involved immediately and report them on a discipline referral slip to the office.

At the Conclusion of Lunch:

1. Insist that students return their trays and put trash in the garbage container. There are no exceptions to this regulation.

2. Always insist that students remain in the cafeteria until the appropriate time for their return to class.

SUPERVISOR GUIDELINES FOR THE CAFETERIA

Clipboard

A *"Supervisor Clipboard"* should be maintained by the monitors and will contain the following data sheets:

a. Special Cafeteria passes for lavatory, telephone, etc.
b. Pass sign-out sheets
c. Cafeteria Rules and Regulations
d. Attendance sheets of who should be in cafeteria

Seating

Students may select their own seats in the cafeteria provided they keep to the assigned number of seats per size table. Seats of students may be changed for disciplinary reasons.

Tardiness

Students should report to the cafeteria on time. Students who are persistently late to the cafeteria should be reported to the Administration for disciplinary action.

Clean-Up

Students are not to leave the cafeteria with "food in hand". They are also required to clean their tables before leaving. Supervisors should encourage students to start cleaning up at least 5 minutes before the bell. Cleaning supplies should be kept conveniently nearby or at the entrance table. Brooms and/or mops should be located near the entrances or behind the counter if required by the students for clean-up. Students who do not clean up promptly may be kept after until their area is cleaned properly.

Monitor Duty

Supervisors should circulate around the lunch room to assure proper procedures and discipline is maintained. One monitor should be at the cafeteria exit. Proper supervision and attention should be given to the exit doorways, the food distribution line, the snack area, and the tray retrieval counters.

Passes

Passes should be given on a limited basis to the lavatory only. Students should be aware that no new passes will be issued until the previous students return

LUNCH TIME PROCEDURES AND PRIVILEGES

- **NO STUDENT IS TO LEAVE THE SCHOOL CAMPUS DURING LUNCH**

LEAVING THE CAFETERIA

1. Secondary students will be permitted to visit the picnic table area located outside the gymnasium when supervised by a teacher or teacher aide.

2. The Gymnasium will be opened during lunchtime when feasible and cafeteria supervisors are allowed to release students to the gymnasium area when indicated.

3. Students are absolutely forbidden to leave the cafeteria during lunch time for anything but lavatory without pre-signed pass.

4. Students will be allowed to play board games or table related activities if allowed by the cafeteria supervisors.

- **LOSS OF PRIVILEGES** if students do not follow the rules

1.

CAFETERIA SUPERVISORS:



5th period LUNCH 26/27
Cafeteria – See duty assignments on individual schedules

6th period LUNCH 26/27
Cafeteria - See duty assignments on individual schedule

7th period LUNCH 26/27
Cafeteria - See duty assignments on individual schedule

SECTION VIII

EDUCATIONAL GUIDELINES

- **Teaching and Learning**
- **Virtual Outline**
- **Grading/Assignments**
- **Student Accountability**
- **Data Meeting Expectations/Topics**
- **Curriculum Maps**
- **RTI and/or Remediation**
- **Social-Emotional/Mental Health Component**
- **Field Trips**

SECTION VIII

EDUCATIONAL GUIDELINES

Teaching and Learning: Mandatory Requirements

- Clear opportunities for equitable instruction for all students
- Maintain continuity of learning when using any of the three instructional models (in person, hybrid, virtual)
- Standards-based instruction
- Meaningful daily interaction (teacher to students and student to teacher)
- Clear communication between parents and teachers

Virtual Outline

1. Virtual Online Requirements
    - Google Platform for posting lessons and assignments
    - User Friendly
    - Weekly schedule visible for students regarding lessons and assignments
    - Google Site or Google Slides to present daily lessons
    - Other school digital programs may be utilized

2. Attendance
    - Attendance will be taken daily and require students to have direct contact with instructors. Examples of acceptable attendance for virtual instruction are phone conversations or streaming online (ex. Google Meet). If a scheduled meeting is missed, the student will be marked absent (I) for that session. E-mail or other texting media do not fill the virtual attendance requirement.
    - Attendance codes for remote learners

3. Requirements of virtual participation
    - Due dates are firm. Any late work will receive a per day penalty
    - Students are expected to attend virtual meetings either by phone or computer
    - Active learning should be taking place on a daily basis
    - Two way communication is required
    - Student responsibility to make up any work and communication with teacher when absent

4. Virtual Etiquette
    - Attend meetings/virtual class or teacher contact appointments in their entirety to earn attendance and participation credit
    - Quality school work is expected and crucial for success
    - Wear proper attire if streaming
    - Create an ideal educational workspace

- Minimize distractions
- Mute when not talking and/or experiencing background noise
- Give your full and focused attention
- Participate fully and ask pertinent questions
- Use educationally appropriate words, grammar, and language
- Meet deadlines/due dates and check email regularly

5. USB usage
    - Content must mirror classroom lessons, activities, assignments, and assessments
    - Only used for students who do not have internet and who are virtual
    - Drop off and pick up twice a week and assignments are due on the pick up day submitted on USB drive.

6. Course Syllabus Template
    - See Appendix A

Grading/Assignments

- The grading guidelines are still in place.

- Grading and assignments should be:
    - Rigorous
    - Hold students accountable
    - Relevant
    - Authentic
    - Show an accurate measurement of student ability/progress

- Major Grade Assessments
    - Examples are tests, a robust writing assignment or project, etc.
    - Must meet several State Standards and Learning Objectives

- LDC Writing Task
    - Should include students writing on a daily basis
    - Major writing assignments should be assigned & graded quarterly

Student Accountability

- Students must be held accountable for all work, attendance, participation, and assessments on a **daily basis**.
- Parents should be contacted immediately if a student is falling behind with regard to any of these accountability measures.
- Administration and guidance should be notified if parents and/or students are not responsive and making needed improvements.
- Write-ups when necessary and relevant.
- Students falling behind should be brought in for extra help.

Data Meeting Expectations/Topics

- Grade analysis/breakdowns/tally sheets/assignments, or other data points are needed to effectively answer and discuss the question:
    - "How are we using data to inform instruction?"
- How are you using writing/reading/speaking and listening on a daily basis in your classes?
- Update curriculum maps
- LDC writing discussions
- Rigor / Questioning in class and assessments
- Grade Entry: Timely graded and entered into SchoolTool (within 5 days)
- How are we gauging and continually increasing rigor? (ex. continued clarification of high end questioning/prompts, outline work, adding more text analysis)
- How do you incorporate standards in lessons, assignments, and assessments on a daily basis?
- SMART Goals and yearly goal discussion and revisions
- Address needs, share resources, address gaps, review concerns

Curriculum Maps

- Online and accessible to Administration
- Updated regularly
- Highlights priority standards

RTI and/or Remediation

- Heightened awareness for student need
- Individualized instruction
- Frequent contact with previous year teacher(s), team teachers, and parents
- Discuss with Administration RTI strategies and referrals
- Paper trail is crucial
- *Must follow referral process*

Social-Emotional/Mental Health Component

- These components must be embedded into your lessons and content at least 3 times a week.
- Refer to Guidance for suggestions and ideas

Field Trips

- Field Trip request form must be completed 1 month before intended trip.
    - Can be found in the main office.
- All grades should target 1-2 field trips per year.
- Target two grades or approximately 30-40 kids at a time. No more than 1 bus on any given day for field trips.
- Must be educationally driven and correlated to appropriate NYS Standards.
- Needs administration approval
    - Approval based on transportation
    - First come first serve basis
- Student permission forms must be completed 2 days in advance.
    - Roster must be shared with the nurse, the main office, and the cafeteria.
    - Any kid not returning a permission form must have parent called the day before.
    - If a student does not attend there must be an assignment given during the time of the field trip covering content/material/standards that the field trip is teaching/reinforcing.
        - The student assignment must cover content missing by not attending the field trip and count toward a grade.
        - Assignment are not a punishment but a way to teach content covered in trip
- 1 adult per 10 students no more. Be sure any teachers you sign up to go are aware they are expected to go. **It is the responsibility of teachers to get coverage with a peer for any class needing coverage.** Subs should only be requested when approved by administration.

Appendix A

COURSE SYLLABUS TEMPLATE

INTRODUCTION TO COURSE AND TEACHER

If the course is online, hybrid, or blended, clearly specify as such.

(course length – half year, full) school year	Department/subject/grade level
Name of the Course	Teacher's Name
Office/Room Location	Time
Contact information	Website

Course Description: Give a brief explanation of the course being offered. Set some expectations for students completing the course. A statement can be made: *It is usually expected that students will spend time outside of "class time" to complete assignments that then will be posted to the class website (i.e. Google Classroom).*

COURSE SPECIFICS

Course Goals: These can be the overarching themes of the standards being addressed. Or specific goals set by the teacher.

Student Learning Outcomes: These can be matched with the practices and performance expectations developed in the Standards for each course. All standards being addressed should be listed separately. *Use the NYS learning standards to support this. Links to the standards can also be embedded.*

Assessment Requirement: List the EOY Assessment that students would be required to complete as a culmination of the course (i.e. Regents or Local Exam).

Course requirements/assignments: In this section, list all required work that makes up the total grade for the course, such as student tasks, quizzes, tests, homework, projects, service hours, etc. Be sure to specify **if attendance and/or participation is required** and how it impacts student grades.

Instruction for special or significant assignments: For course or grade specific projects, papers, or other assignments/expectations of a given task. Give details and requirements for these assignments here. Included any applicable grading measures.

Grading Policy: List course and district specific grading policy. Include descriptions of how grades are measured, whether whole or specific graded assignments (i.e. Rubric Scoring Template for Papers/Essays – include them up front with the syllabus)

Major Grades (tests, major projects) - 55%

Minor Grades (quizzes, classwork, minor projects) - 30%

Daily Grades (participation, bell-ringer, homework) - 15%

Assignment and Assessment Schedule

(You can estimate and be general here – your pace may shift depending on your students' needs and progress. However, setting up a general timeline expectation of units and assignments is expected)

Due Date	Assignment (with link if necessary)	Points/Grading Expectation

You may also link to a course calendar if applicable. Refrain from directing students to follow just the calendar online.

COURSE POLICIES & SAFETY ISSUES

Clearly state the district's policies regarding online access and remote learning prohibitions, if any. Clearly outline the etiquette of using the online learning platform and set student expectations for interacting with other students and the teacher online.

Provide the general guidelines for usage of electronic devices (Note: *federal and state laws on student disability supersede your class policy on access to lecture/material)*

Late work and make-up work policy: Include the policy for late or make-up work as allowed by the district grading policy. Provide a brief explanation of how these policies both support and impact student grades.

Plagiarism Policy: Clearly define the district's plagiarism policy and how that impacts students who violate the policy. What are the processes put in place for students who are participating in plagiarizing/copying of other student work?

SUBJECT TO CHANGE STATEMENT

THIS SYLLABUS AND SCHEDULE ARE SUBJECT TO CHANGE IN THE EVENT OF EXTENUITING CIRCUMSTANCES

Tentative Course Calendar

(these may vary or be universal based on the decision of the building team – this can even be a separate attachment/document for students to follow)

SECTION IX

LIBRARY MEDIA CENTER

1. Mission
2. LMC Times
3. LMC Use
4. Academic Atmosphere

MISSION

"The Mission of the library media program is to ensure that students and staff are effective users of ideas and information. This mission is accomplished by

* providing intellectual and physical access to materials in all formats
* providing instruction to foster competence and stimulate interest in reading, viewing and using information and ideas.
* working with other educators to design learning strategies to meet the needs of individual students."

The students of Owen D. Young Central School will be taught informational literacy which is defined as the ability to access, evaluate and use information from multiple resources and a variety of formats. Steps in a problem-solving process should include:

- *defining the need for information*
- *interpreting & evaluating information*
- *initiating search strategies and locating resources*
- *communication of the information*
- *assessing and comprehending the information*
- *evaluating the product and process*



LIBRARY MEDIA CENTER TIMES

Students wishing to use the library during Study Hall may be restricted if classes have been scheduled in the LMC. Students may use the LMC during their lunch hours with a pre-signed pass.

LIBRARY MEDIA CENTER (LMC) USE

Students may use the LMC for:

* Research assignments requiring the use of the LMC
* Book selection
* Silent sustained reading (books, magazines or newspapers)
* Viewing a video (make-up work or class assignment)
* Other, with permission form the LMC staff

ACADEMIC ATMOSPHERE and DISCIPLINE

* Student must be **on task**
* Disturbing others will not be permitted.
* Students must report to the Library Media Center directly from study hall.
* Students are not to eat or drink in the LMC.

STUDENT TEXTBOOK/DEVICE ASSIGNMENT ROSTER
2026-27 SCHOOL YEAR

Teacher: _____ Class:_____

Student	Textbook/Device #	Name of Textbook

Textbook Adoption Evaluation Rubric

(At least 3 different textbooks reviewed)

Course/Grade	
Textbook name	
Publisher	
Copyright	
Teacher completing form	

Part I		
Standards Alignment		
Does this textbook align with New York State Standards?	Yes	No

Part II			
Work Students Do	**Does not meet**	**Meets**	**Exceeds**
Engaging Prior Knowledge: Review to determine the extent to which the instructional materials include strategies that help students to: ·Think about their current understanding and functional knowledge as it relates to a core concept ·Build on previously learned skills across	**1**	**2**	**3**
Metacognition Instructional materials include strategies that help students to: ·Recognize the goals of the chapter/unit as well as **their** own learning goals ·Assess their own learning ·Reflect, over time, on what and how they have learned	**1**	**2**	**3**
Concept Development **The development of the concepts, or functional knowledge, for each topic area is essential so that students will achieve the performance outcomes for the selected topic areas. Review textbook material to generally determine if:**			

Sufficient information is provided for students to be able to demonstrate competency in each concept (Providing sufficient information contributes directly to a student's achievement of the performance outcomes for a standard/concept)	**1**	**2**	**3**
Illustrations, graphs, charts, and demonstrations are current, correlated, and accurate and presented in a variety of formats	**1**	**2**	**3**
The textbook provides objectives as well as review and reinforcement of concepts and vocabulary	**1**	**2**	**3**
Glossaries, bibliographies, indices, appendices, and tables of content are included, comprehensive, and easy to use	**1**	**2**	**3**
Essential questions are included in the chapter or lesson to guide students in recognizing "big ideas"	**1**	**2**	**3**
Learning objectives are included in chapters or lessons to guide students in recognizing what they should be able to demonstrate	**1**	**2**	**3**
The textbook materials provide guidance to the student regarding practicing, applying and rehearsing the skill using real life scenarios	**1**	**2**	**3**
The textbook materials provide rigorous exercises that ask students to apply concepts to similar or new situations	**1**	**2**	**3**

1

Skill Development ***Note that every lesson/chapter may not address each of the standards/skills. Review to assure that all standards/skills are addressed throughout the book at some time. Review textbook materials to generally determine if:**			
The textbook materials provide information to the students about the skills needed to meet each standard	**1**	**2**	**3**
The textbook materials provide one or more opportunities or activities for students to practice the skills needed to meet the standard	**1**	**2**	**3**
The textbook materials provide opportunities for students to assess their own skill progress, such as personal check lists	**1**	**2**	**3**
The instructional strategies use interactive, experiential methods that actively engage students in learning to help them personalize the information, such as cooperative learning, group discussions, problem solving, demonstrations and role playing	**1**	**2**	**3**
Textbook provides objectives as well as review and reinforcement of skills and vocabulary	**1**	**2**	**3**
Textbook provides opportunities to interact with complex informational text	**1**	**2**	**3**

Accessibility and Bias **Instructional materials accessible to students address/consider:**			
Developmentally appropriate information	**1**	**2**	**3**
Varied learning abilities/disabilities	**1**	**2**	**3**
Special needs (e.g. auditory, visual, physical, speech, emotional)	**1**	**2**	**3**
English language proficiency	**1**	**2**	**3**
Different learning styles	**1**	**2**	**3**
Digital Curriculum for Students **Review digital curricular textbook materials to generally determine if:**			
There are robust digital resources for student learning, practice and assessment	**1**	**2**	**3**
Digital materials provide content that enhances the textbook	**1**	**2**	**3**
Digital materials provide differentiated access to content	**1**	**2**	**3**
Digital materials are intuitive and engaging	**1**	**2**	**3**
Assessment System **Documentation includes a description of the overall system or approach to assessment and includes:**			
Description of alignment with national/state standards and research on assessment practices	**1**	**2**	**3**
Guidance for teachers in the use of the assessments	**1**	**2**	**3**
Evidence that assessments within the textbook materials were field tested and/or evaluated	**1**	**2**	**3**
Include a variety of student assessment strategies	**1**	**2**	**3**
Are linked to relevant objectives/standards	**1**	**2**	**3**
Provide students with opportunities to demonstrate their understanding of key concepts and apply learned skills to real life or diverse situations (i.e., what students know and are able to do in new or different situations)	**1**	**2**	**3**
Provide criteria for students regarding learning targets and assessment criteria (e.g., rubric, performance checklist), and allow continuous access to evidence of progress	**1**	**2**	**3**
Incorporates multiple measures over time	**1**	**2**	**3**
Examples of assessment include:			
Selected response items (e.g., multiple choice, matching, true and false)	**1**	**2**	**3**

Performance assessments (e.g., posters, skits, role plays, PSAs, surveys, journals, letters to the editor, actual performance based assessments	**1**	**2**	**3**
Project based tasks	**1**	**2**	**3**
Portfolios	**1**	**2**	**3**

Use of Assessments **Instructional materials include assessments that provide ways to modify instruction, including:**			
Assessments used for purposes other than determining student grades	**1**	**2**	**3**
Assessments are designed to focus on learning core concepts, mastering skills, as well as evaluation	**1**	**2**	**3**
Student work informs the design or redesign of teaching strategies or sequences	**1**	**2**	**3**
Accessibility **The three key characteristics of accessible assessments:**			
The text is free from bias (e.g., gender, cultural)	**1**	**2**	**3**
Provide accommodations for individual and cultural differences	**1**	**2**	**3**
Provide accommodations for differences in learning styles and language proficiency	**1**	**2**	**3**
TOTAL SCORE PART II	**/129**		

Part III			
Work Teachers Do	**Does not meet**	**Meets**	**Exceeds**
Instructional Model The textbook's instructional model is described in the teacher's materials and supports the teacher to implement the model to organize and sequence learning experiences. Effective instructional models provide opportunities for teaching and demonstrating skills, concepts and information (essential concepts). Review the materials to determine if:			
Clear procedures are provided to assist in implementation of materials	**1**	**2**	**3**
Provide opportunities for students to extend, apply and evaluate what they have learned	**1**	**2**	**3**
Content, methodology, and teaching strategies are consistent with the curriculum's philosophies, values, and goals	**1**	**2**	**3**

Teacher's edition provides suggestions for evaluation, assessment, remediation, acceleration, feedback, and motivational techniques	**1**	**2**	**3**
The textbook materials provide guidance to the teacher regarding practicing, applying and rehearsing the skill using real life scenarios	**1**	**2**	**3**
The textbook materials provide rigorous exercises that apply concepts to similar or new situations	**1**	**2**	**3**
Essential questions are included in chapters or lessons to guide teachers in recognizing "big ideas" in the content area	**1**	**2**	**3**
Learning objectives are included in chapters or lessons to guide teachers in recognizing what students should be able to demonstrate	**1**	**2**	**3**
Effective Teaching Strategies **Instructional materials support the teacher's use of effective teaching strategies that prompt students to:**			
Actively engage in learning to help themselves to personalize information, such as through cooperative learning, group discussions, problem solving, performance and role playing	**1**	**2**	**3**
Provide feedback to their peers and reflect on their own learning	**1**	**2**	**3**
Access prior knowledge and skill abilities to further develop functional knowledge and abilities to practice and perform and creative processes	**1**	**2**	**3**
Participate and benefit from activities that expand learning opportunities outside of the classroom, such as through family activities, investigative assignments, internet review assignments, concert and performance attendance	**1**	**2**	**3**
Skill Development **Review textbook materials to generally determine if:**			
The textbook materials provide guidance to help the teacher understand the steps required to learn and teach the skill	**1**	**2**	**3**
The textbook materials provide guidance for the teacher to model the skill	**1**	**2**	**3**

The textbook materials provide guidance to teachers for providing feedback and reinforcement following practicing of skills	**1**	**2**	**3**
The textbook materials provide literacy development and supports for teachers following the Common Core State Standards Reading and Writing Standards for content literacy	**1**	**2**	**3**
Textbook provides opportunities to instruct with complex informational text related to the content area	**1**	**2**	**3**
Support for the Work Teachers Do: **Instructional materials support the work teachers do by providing:**			

Pertinent content background information and demonstrations	**1**	**2**	**3**
Examples of typical student conceptions and demonstrations	**1**	**2**	**3**
Explanations of specific instructional models and teaching strategies to improve student understanding	**1**	**2**	**3**
Resources to assist and enhance instruction (e.g., transparencies, videos, DVDs, software, online website and/or resources)	**1**	**2**	**3**
Essential learning materials, handouts, student and teacher text, and other instructional tools necessary to achieve the provided or indicated learning objectives	**1**	**2**	**3**
Well organized, easy to use and comprehensive teacher's edition	**1**	**2**	**3**
Suggestions for integration across the curriculum	**1**	**2**	**3**
Sequencing **Textbook with a coherent sequence includes:**			
Organization in a deliberate fashion to promote student understanding	**1**	**2**	**3**
Building from and extends concepts and skills previously developed	**1**	**2**	**3**
Accuracy Analysis **Determine if the information in the textbook is factual, accurate and current.**			
Terminology is accurate and appropriate	**1**	**2**	**3**
Data and information is accurately shown in charts, graphs and written text	**1**	**2**	**3**
Sources are clearly noted, current, credible and reputable	**1**	**2**	**3**
Images used of an appropriate quality and related to the content	**1**	**2**	**3**
Digital Curriculum for Teachers **Review digital curricular textbook materials to generally determine if:**			
There are robust digital resources for student learning, practice and assessment	**1**	**2**	**3**
Digital materials provide content that enhances instruction and assessment	**1**	**2**	**3**
Digital materials provide differentiated access to content	**1**	**2**	**3**

Digital materials provide opportunities for meaningful, interactive experiences	**1**	**2**	**3**
Digital materials provide content supports for teachers to further develop expertise	**1**	**2**	**3**
TOTAL SCORE PART III	**/105**		

Narrative/Review of Textbook: