

Youngstown Community School

Staff Handbook



2024-2025

NOTES

Staff Hours
8:00-3:30

[2024-25 School Calendar](#)

August 19 & 20 Staff Reports/Inservice
August 21 Open House
5:00-7:00 pm



- 3&4 Arrival/Homeroom/Dismissal
- 5 K-5 Intervention Checklist
- 6&7 Building Wide Expectations/PBIS
- 8&9 Safety Protocol
- 10 Emergency Lesson Plans
- 11 Reporting Off/Safety/Miscellaneous
- 12-13 MTSS
- 14 Tier 1 Instruction & Resources
- 15 Scaffolding & Differentiation
- 16 Instructional Resources: Explicit Instruction/Modeling/Anchor Charts
- 17 Procedures & Operations
- 18 YCS Staff
- 19 Progress Reports and Report Cards



Academics

Curriculum:

1. ELA: Science of Reading
 - a. CKLA (K-5)
 - b. Amplify (6-8)
2. Math
 - a. My Math (K-6)
 - b. Reveal Math (7-8)
3. Social Studies
 - a. Scholastic (K-3)
 - b. Gallopade (4-8)
4. Science
 - a. Discovery Ed.
5. Intervention
 - a. Istation K-8

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Morning Arrival

- Doors open at **7:45** for breakfast. Teacher report time is **8:00**.
- Breakfast is from **7:45-8:10**; car riders must arrive by 8:00 to have time to eat.
 - Students arriving on late buses will be permitted to have breakfast.
- All students in homeroom by 8:15 or they are tardy.**
- Parents are required to enter the building to sign in any student arriving 8:15 or after.
- K-5 Students who are tardy, will report to the cafeteria for the remainder of the intervention period.
- Grades 6-8 will report to their class after signing in with a parent/guardian.

Homeroom

- Begins promptly at **8:15**
- Take attendance in progressbook by 8:30**
- Know how everyone is going home that day
- Morning Announcements
- Pledge of Allegiance - students are expected to stand and recite

Dismissal

- Bus Riders will be dismissed from the classroom.
- Car Riders will be dismissed from the cafeteria.
- The dismissal transition will begin at 2:50 for car riders. Teachers will escort their group to the cafeteria at that time.
- Buses will be called as they arrive.

- ★ Transportation List
 - Check the list daily by 2:15
 - **Adhere to the list . Never take a child 's word for changes to how they will going home.**
 - The transportation list is updated until 2:00pm
 - Have a routine at the end of the day to keep it quiet to hear announcements.
 - Students are not to be in the hallway unless they have been dismissed to go home.

IMPORTANT!

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DATE: **2024-2025**Arrival

- School Doors open at 7:45
- Teacher report time 8:00 am
- Breakfast 7:45-8:10
- Homeroom 8:15

Morning Procedure:

- All students (bus riders and car riders) enter the main entrance and go through security.
- All students will go directly to the cafeteria, go through the line, & fill in from the front of the cafe first. They will be dismissed in the same order.
- Car riders must arrive by 8:00 if intending to eat.
- *Students arriving on a late bus will be offered breakfast.*
- Breakfast is over promptly at 8:10. However; students who arrive on a late bus will be offered breakfast.
- **Tardy is 8:15 for K-8**
- **K-5 Intervention Period from 8:15-9:00**
- **6-8 reports to their 1st period class**

Tardy Procedure:

K-5 students who arrive after 8:15 will report directly to the cafeteria for the remainder of the Intervention Period. They will complete Istation in the cafeteria and be released to class at 9:00.

DATE: **2024-2025**Morning Checklist Kindergarten through Grade 5

1. Take attendance in Progressbook by 8:30am

K-5

- Homeroom begins 8:15
- All students will be on a chromebook and log into Istation
- Each child works independently for at least 30 minutes each day.
- Materials needed: **chromebooks** and **headphones/earbuds**
- All tutors, title teachers, intervention specialists (k-5) will PUSH IN for tiered support during intervention.**

Teacher & Support Staff Tasks

Develop a schedule for PUSH IN SUPPORT with your title teacher and tutor(s).

Following the schedule is mandatory for support staff.

Adults will provide embedded tiered support, small group or individualized learning based on the Science of Reading in ELA while the whole group is on Istation.

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K-5 HOMEROOM/INTERVENTION PERIOD

Morning Checklist Kindergarten through

Grade 5

1. Take attendance in Progressbook by 8:30am
2. Whole group Istation Computer Program
3. Embedded tiered support with small groups and individualized support.
4. Use data to determine support needs from the start.
5. The K-2 Literacy Grade on the state report card will be determined by the fall benchmark assessments.
 - a. Prior to fall benchmark assessment, title teachers and tutors should be assigned to provide support from the beginning of the year.
 - b. After fall benchmarking is completed, that data shall determine needs. All support staff will work with those who need extra learning support.
6. Look For Tool: Admin will complete look for visits this year. The items on the checklist are non-negotiable.

DATE: 2024-2025

Organization: You will need to plan for the following..

1. Chromebook distribution/collection
 2. System for charging chromebooks.
 3. Headphones (have a system to collect and store student earbuds)
 4. All students working on Istation use earbuds for individual work.
 5. Set up Go Guardian on your smart board, you are responsible for monitoring your class.
 6. Set up your room to you can monitor computer screens.
 7. Teach & Enforce Intervention Expectations
- ★ The Look For Tool will be used as part of the Evaluation Process and Merit Pay Awards
- ★ It is critical to establish the procedures from day 1.

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Behavior & Classroom Management System

[PBIS Voice Level Key.pdf](#)

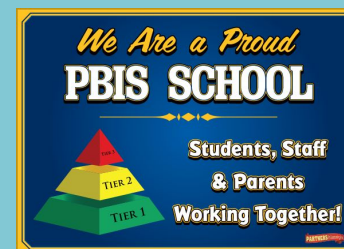
[YCS PBIS Matrix/Posters 23-24](#)

PBIS (Positive Behavior Intervention and Support) is the behavior system at YCS.

- Teach the behavior matrix to your class
- Teach them the ACADEMIC HABITS necessary to be successful in your classroom.
- Communicate with parents for support with academic habits that need to be addressed.
 - Class Dojo
 - Folders (primary)
- Be prepared to address the whole class if they are testing you.
 - Specials and recess are a privilege
 - When students are not doing their work or disruptive, keeping from specials or recess to conference and call home is important.
- At no point should a student be sent to the office for level 1 behavior without having a leveled system in your room.
 - How will you re-direct?
 - What will you do if it continues?

YCS PBIS Monthly Incentive Calendar_24/25

- ★ Beginning at the end of September, students who meet the PBIS expectations on a regular basis will be recognized by an invite to the Monthly Incentive.
- ★ All others will participate in "BUG" Bring Up Grades!



PBIS Celebrations

Each month students who are meeting expectations for Attendance, Behavior and Course Performance will be invited to a special event to reward excellence!

Attendance

0-1 Absences in the month
0 tardies to homeroom

Behavior

Zero Office Referrals for the month
Positive Academic Habits

Course Performance

1st/2nd Minutes- complete 30 minutes daily and meet learning goals monthly

Teach your class this process. What does it mean to have good academic habits ? Help them understand the WHY behind these celebrations. Have HIGH STANDARDS & EXPECTATIONS.

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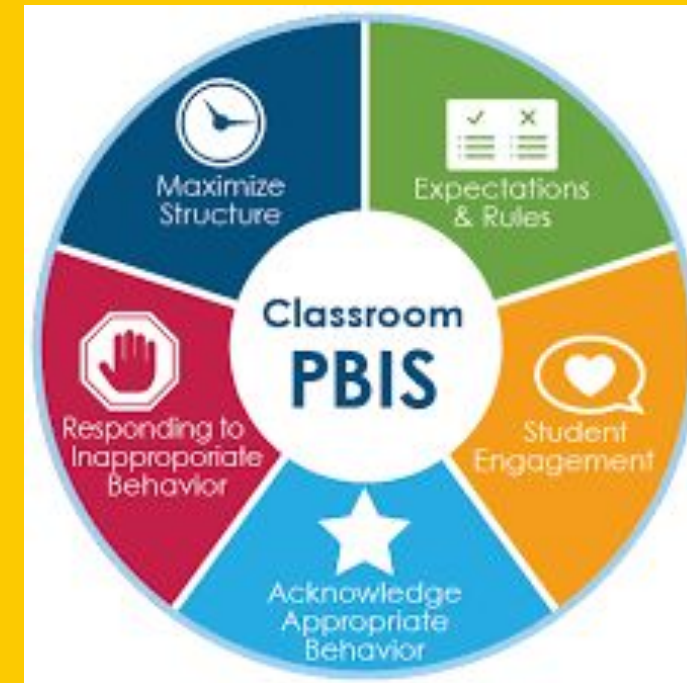


Building Positive Behaviors

- Teach & Remind students of Building Wide Expectations (the behavior matrix and voice levels)
- Lesson Plans for week 1 Include:
 - ◆ Explicitly teach the procedures of each portion of the day.
 - ◆ Anchor charts, modeling, practicing
- Common Language
- Positive 4:1 Ratio Rule
- Consistent and Clear
- Visible (posters)
- Enforced/Reinforced
- Recognized/Monthly incentive
- Must be consistent



Be Safe
Be Respectful
Be Responsible



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Safety

Should an emergency arise and there is a need to secure the building the following procedures will be followed for lockdown:

The building staff will be alerted by a call on the PA to go to a particular lockdown:

Level 1 Lockdown:

Students and staff are secured in the building - Nobody is permitted to enter or exit the building. Movement is allowed in the hallways and teaching is still taking place in the classrooms.

Level 2 Lockdown:

Students and staff are secured in their classrooms -No movement is permitted in the hallways.

Level 3 Lockdown:

Students and staff are secured in place - No movement in the classrooms. Doors locked and secured with entrances blocked. Students are away from the doors and windows utilizing any gear to protect themselves. Lights are turned off.

All specialists and auxiliary personnel will keep students contained in their areas if they have a class at the time of the lockdown.

- The head custodian and teachers will make sure their assigned area doors are locked and secured.
- Classroom teachers will make sure that all students in their classrooms are accounted for in the room.
- All classroom doors will be shut and locked during a level 2 or 3 lockdown. Students are to be away from windows and doors.
- Students are to be quiet so all instructions can be heard and followed.
- When it is determined by the principal that the building is safe, an announcement will be made that ALL IS CLEAR and we are no longer in a lockdown situation.
- If an evacuation occurs, all persons/classrooms will be directed by a law enforcement officer or administrator to a safe location. Once evacuated from the building, teachers must take roll call to account for all students present in class.

Safety Checklist:

- Safety Binders are in all Classrooms**
- Student Roster with contact information
- Keys for room
- Doors and Windows Lock from the inside
- NEVER PROP OPEN OUTSIDE DOORS**
- Have safety information in your sub plans**
- Teach explicitly the why and how**
- [Fire and Safety Signs 2024-2025](#)
(copy and have ready in your safety folder)

DATE: Due by September 9, 2024

1. Create a class split list that indicates what teacher your students will be with in the event you are absent and we are unable to secure a substitute.
2. Work with your colleagues to ensure there is an equal distribution of students. The list should be submitted to the following people: Admin and office staff.
3. The list must be updated and submitted anytime there is a change to your roster.
4. Include after school transportation as well.
5. Emergency Sub plans must be available in your room with the following included:
 - a. Roster
 - b. Schedule
 - c. Procedures
 - d. Work for the day
 - e. Duties



DATE:

- Remember to update emergency plans and rosters as needed!
- Please have work ready for a substitute.

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Calling off/Safety/Misc:

- Teacher emergency contacts turned into the office
- Classroom treats should be eaten in the classroom
- No food is to leave the cafeteria
- Teachers may not sell snacks
- YCS generally has an open door policy for parents. They must sign in with the officer at the entrance.
- Please enforce safety drill expectations during drills . Keep a current roster with you during all drills. Students' phone numbers need to be included on the roster. Please keep rosters updated including contact numbers.
- All honor roll and perfect attendance students will be honored at quarterly awards assemblies. Please create a list and awards, teachers will recognize their students at the ceremonies.
- Calling off: Please have lessons prepared including emergency plans in the event of an emergency.
- Please partner with a substitute in the event of an emergency or drill.**
- Do not leave doors open for safety reasons.**

The YCS Assessment Calendar

School Activity/Assessment Calendar 2024-2025

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Multi-Tiered System of Support

YCS MTSS Handbook

A **Multi-tiered System of Supports (MTSS)** is an educational **framework** for meeting the varied needs of students academically and behaviorally.

Originally construed as a way to identify students with learning disabilities and called Response to Intervention (RTI or RtI).

Evolved into Minimizing or decreasing the number of students needing Tier 3 interventions and supports; and

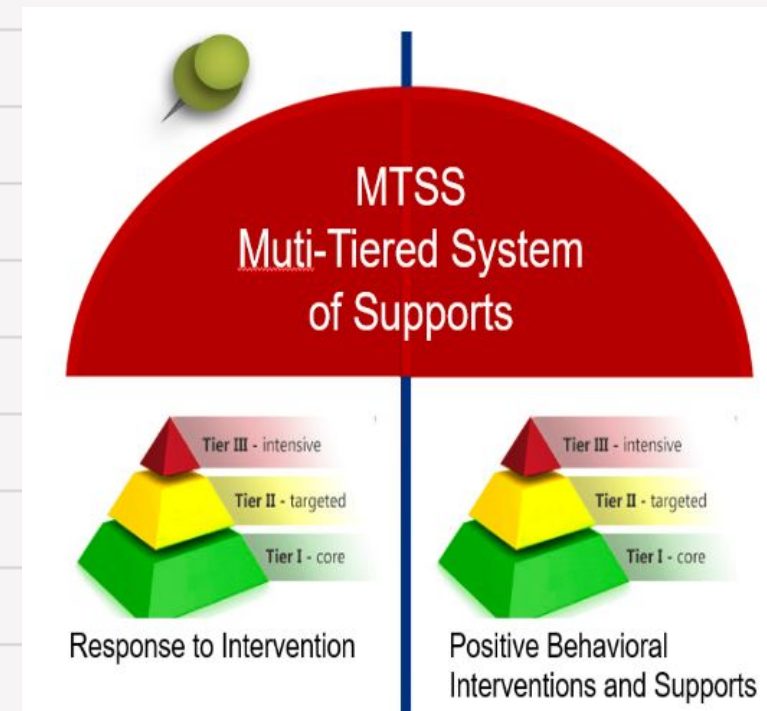
Preventing overidentification of students perceived to be in need of special education services.

- ✓ Understand **MTSS** is a framework intended to improve **school culture**.
- ✓ Clear understanding of **building expectations**.
- ✓ Focus on strong **T1 system**.
- ✓ Implementation of effective **Intervention**.



MTSS Simple View

Have a strong system in place for classroom management and engaging lessons.
Have a plan to address what could go wrong.
Make it clear what you expect and follow through.



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New This Year: MTSS Team Meetings

- ❑ All staff will be trained on the MTSS process this year.
- ❑ To begin the year, prior to benchmarking, use the report from last year to begin addressing student needs.
- ❑ Tutors, Title Teachers, and Intervention Specialists are to support those students during the intervention block and tier 1 instruction.
- ❑ Tutors, Title Teachers and Intervention Specialists are expected to provide PUSH IN support to address learning gaps.
- ❑ You will not begin the referral process until close to November.
- ❑ Before referring the the MTSS team, you will have to show documentation of the 6-8 weeks of scaffolding, differentiation, small group or individual instruction.
- ❑ The MTSS team will assist teacher on the focus for tier 2 and data necessary to determine progress and NEXT STEPS.

Tutors and Title Staff Checklist:

1. Schedule
 - a. classrooms during the intervention block
 - b. List of students working with regularly
 - c. Classrooms after intervention
2. You will participate in grade level TBT's
3. All support in ELA will be aligned with the Science of Reading.
4. Assist in benchmarking and progress monitoring for primary grades.



Tier 1 ACADEMICS

Expectations:

Lessons planned and executed aligned to the resources below:

- 1) CKLA and other approved curriculum.
 - 2) [Ohio's Learning Standards](#)
 - 3) [Model Curricula | Ohio Department of Education](#)
 - 4) [Test Administration Resources for Ohio's State Tests | Ohio Department of Education](#)
- ★ If you choose to enhance your lesson with Teacher Pay Teachers Materials, it must be used in addition to CKLA and other approved curriculum.
- It is not to be used in place of

How do I provide tier 2 or 3 support in a Tier 1 Lesson ?

[YCS PD](#) (Explicit Tier 1 Teaching)

Embedded Tiered Support includes scaffolding and Differentiation.

Tutors and Title Teacher will also provide embedding tiered support through small group or individual support.

DATE:

Scaffolding Examples
Graphic organizers
Visuals; cue cards
Manipulatives
Reference charts/cards
Strategic questioning & prompting
Reading passages/stories aloud
Providing hints or prompts
Lots of examples
Teacher modeling and think-alouds
Graph paper; grid paper
Use of technology
Cue cards
Gamification of learning
Class discussions
Sentence starters/stems

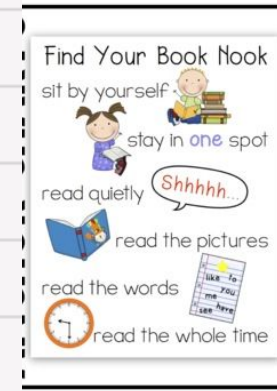
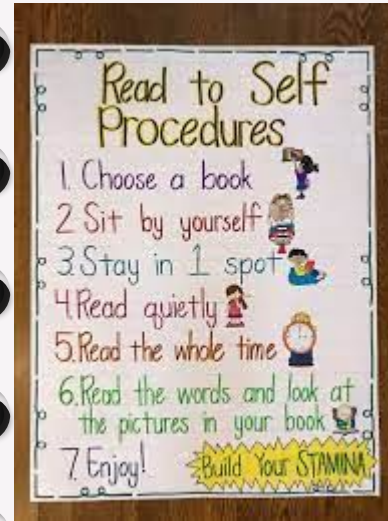


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Differentiation Examples
Graphic Organizers
Group work – cooperative learning
Manipulatives
Project vs. report
Comic strips vs. story
Peer tutoring
Choice board; choices
Use of technology
Guided notes
Task cards vs. worksheets
brain breaks; activity changes
Visuals; cue cards
Gamification of learning
Oral work vs. written
Sentence starters/stems



Why Explicit Instruction? Anita Archer (5 minute Video)



Building Procedures

- Students are not permitted to leave the classroom without a pass.
- Don't send students to a staff member without ensuring that person is in their office/space to receive them. (Counselor, Dean of Students. Office, etc.)
- Level 1 Classroom disruptions are not office referrals unless there is evidence of attempts to address on your own.

Operations

Master Schedule

[YCS Master Schedule 2024-2025](#)

Class Lists

[2024-2025 Class Rosters](#)

Staff Handbook

[YCS 2024-2025 Staff Handbook](#)

Lunch/Specials

[2024-2025 Lunch Schedule](#)

Recess

[Recess Procedures](#)

School Wide PBIS System

[YCS PBIS Matrix](#)

[PBIS/RTI 2024-2025](#)

Collaboration/Communication

[2024-2025 Staff Assignments](#)

[Phone Extensions](#)

Merit Pay

[Revised Merit Pay](#)

TITLE A

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DATE: 2024-2025

YCS Staff

<p>Admin Michelle Payich, Superintendent Mike Majzun, Principal</p>	<p>Custodial Staff Mark Greenwalt Sharon Greenwalt Michael Deak Rich Murray</p>	<p>First Grade Linda Mancini Megan Conti Melissa Smith</p>
<p>Instructional Coaches MaryAnn Davis Brittany Rothbauer (3rd/4th)</p>	<p>Intervention Specialists Bella Hoffmaster Lisa Edwards Taylor Phillips Jennifer Ciocca Bailey Doran</p>	<p>Second Grade Jules Singer Marina Springer Joey Cario</p>
<p>Counseling Stacey Baun, School Counselor</p>	<p>Title Teachers Alyssa Jenkins (ELA 6-8)</p>	<p>Third Grade Jenna Drayer Myklyn Reakes</p>
<p>Admin Linda Mansfield, Community EEA Kyle Moore, BS Emily Vollnogle, Dean Jamont Ware, Wellness/Attendance Kevin White, IT</p>	<p>Kindergarten Stacey Murray Adriane Rice Cheriese Farkas Sierra Pluchinsky Kara Pushay</p>	<p>Fourth Grade Drew McLaughlin, ELA/SS Jordyn Young, Math/Sc</p>

DATE: 2024-2025

YCS Staff

<p>Fifth Grade Jennifer Allen, Math/Sc Carie Watson, ELA/SS</p>	<p>Specialists Mary Kay Gordon, Tech Erin Rivello, Art Trell Thomas, PE</p>
<p>Middle School (6-8) Yvonne West, ELA Logan Edwards, Sc Mason Tibbetts, SS Marnee Sweeney, Inter Brian Townsend, Math</p>	<p>Tutors/Subs Elaine Gibson Michelle Gugliotta Paige Knisley Nicole Hughes</p>
<p>Office Staff Diane Grimm, EMIS Jeanine Miller</p>	<p>Treasurer/Payroll Michelle Johnson Charlotte Tibbetts</p>
<p>Kitchen Staff Gina Miller Patricia Miller</p>	

TITLE A

Progress Reports

Progress Reports Due in the Office

<u>Day</u>	<u>Date</u>
Friday	Sept. 20
Friday	Nov. 22
Thursday	Feb. 13
Tuesday	April 15

TITLE B

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TITLE D

Report Cards

Grades Due in Progressbook

<u>Day</u>	<u>Date</u>
Friday	Nov. 1 (P/T Conf = Nov. 7)
Monday	Jan. 27 (P/T Conf = Jan. 30)
Friday	March 28
Tuesday	May 20

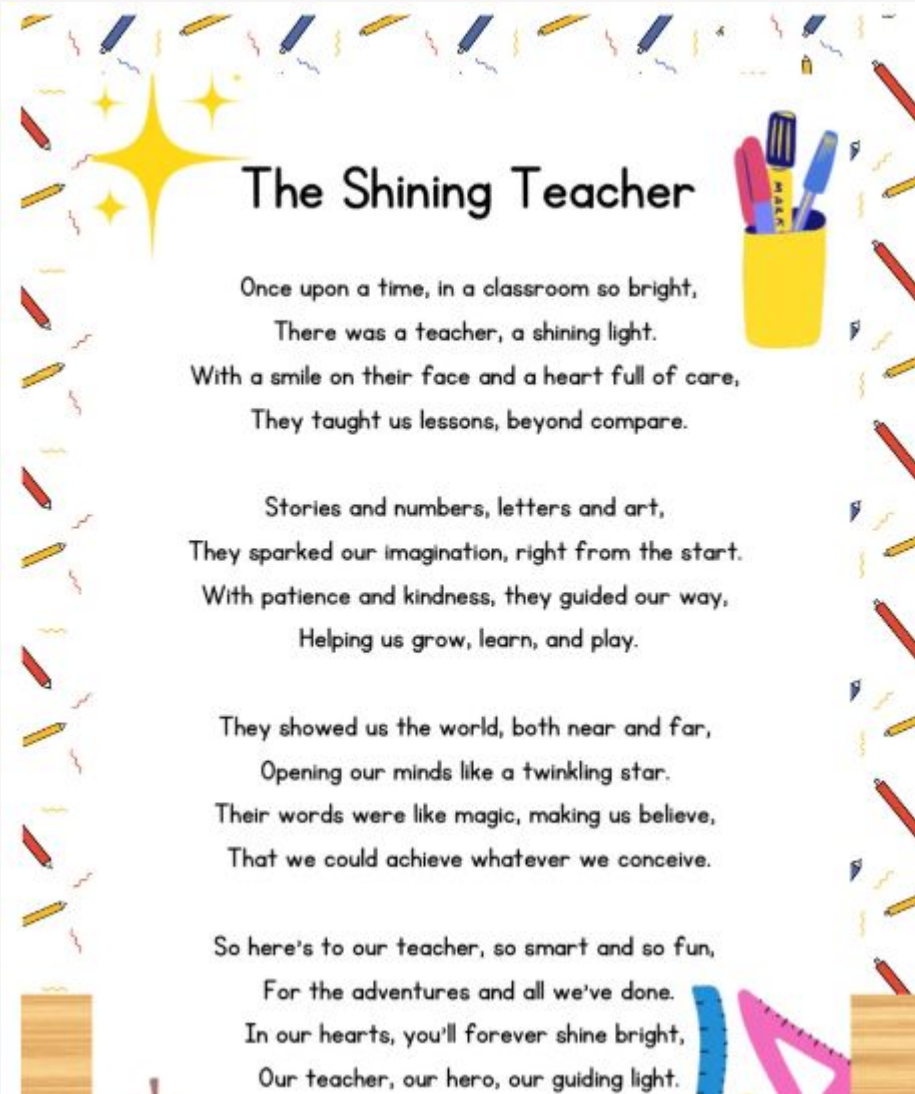


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The Shining Teacher

Once upon a time, in a classroom so bright,
There was a teacher, a shining light.
With a smile on their face and a heart full of care,
They taught us lessons, beyond compare.

Stories and numbers, letters and art,
They sparked our imagination, right from the start.
With patience and kindness, they guided our way,
Helping us grow, learn, and play.

They showed us the world, both near and far,
Opening our minds like a twinkling star.
Their words were like magic, making us believe,
That we could achieve whatever we conceive.

So here's to our teacher, so smart and so fun,
For the adventures and all we've done.
In our hearts, you'll forever shine bright,
Our teacher, our hero, our guiding light.

Notebook
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