

**Richard Green Central School
Staff Handbook**



**Principal - Matthew Arnold
Assistant Principal - Beatriz DeSantiago-Fjelstad**

Richard Green Central School

Staff Handbook

Vision

Our Vision at Green Central is to: Provide an equitable culture of academically rigorous and linguistically diverse opportunities Prepare students to take active ownership of their learning Create socially, emotionally, and physically prepared members of society.

Mission

Our Mission: Green Central engages students academically with critical thinking, problem solving, high quality writing and multilingual dialogue skills. Students engage their moral compass to guide them through their graduation. Green Central weaves themes, methods and resources that support this mission throughout its rigorous curriculum. We continue to build effective partnerships within the district and community that align with a culture of equity and academic and linguistic diversity.

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SECTION 1: STAFF INFORMATION

A. Hours

Staff Hours

Licensed staff hours are from **7:45 a.m. to 3:45 p.m.** on Mondays, Wednesdays and Thursdays. On Tuesdays staff hours are from 7:45a.m- 4:15 p.m. (due to PDPLCs). The duty day will be from 7:45 - 3:15 on Fridays.

In the event of an emergency, **staff should notify the principal or office staff of their destination and approximate return time**

Main Office: 612.668.3730

Principal's Cell: 612.666.5980

Assistant Principal cell: 612.516.9215

Building Hours

Richard Green Central School opens at 6:00 a.m. Please contact the Head Engineer (Abraham) as soon as you can to make arrangements for staying in the evening. This notification procedure allows the Principal and Engineer to secure the building and alarm when the building is open late. Most days the building afternoon engineer (Jay) is here until 8:30 p.m.

Student Hours

The student day is from 8:05 a.m. to 2:35 p.m. Buses depart at 2:40pm.

Weekly After School Schedules:

Mondays or Wednesdays are for staff work time along with After School Activities (ALC)

Tuesday's are for our Professional Learning Communities and Staff Development. Meetings will run until 4:15 p.m. Please be respectful of others and attend on time (2:50). Part of Tuesday's time is used for looking at student work, planning instruction from the data and for entering appropriate data into Classroom Success and Focus Instruction maps. The Response to Intervention (RtI) team will meet with grade level teams on Tuesdays from 3:30-4:15 every week (schedule is in Section 3).

Thursdays alternate between team planning time and required staff trainings or staff development. Friday staff hours are 7:45 a.m. to 3:15 p.m.

B. Parking

Staff parking lot is located in the back of the building.

C. Staff Absences

Besides calling/logging into the Minneapolis Substitute Management System (AESOP), **all staff must call the office (612-668-3730) as soon as you know you will miss work, no later than 6:30 a.m. on the day of absence.** The office should be called again before 1:45 p.m. to indicate if the absent staff member will or will not be returning the following day so that we may secure the substitute if needed. This procedure should be followed each day the staff member is absent.

To access the AESOP system, your phone number is your ID and the last 4 digits of your Social Security is your password. You can access AESOP online via the District Staff page.

D. Staff Dress Policy

Staff is expected to dress professionally every day.

Casual Fridays – Green Spirit wear and college gear that is appropriate can be appropriate Friday attire as well.

E. Reserve Teacher Folder

The following items need to be in your reserve folder. Please turn your completed Reserve folder with all items listed below to the principal by the end of September. The folder should include at least 5 days of well thought out plans. Please over-plan! If you would like to change your plans periodically throughout the year, please see the secretary.

- _____ List of team members
- _____ Class lists
- _____ seating charts
- _____ Directions for attendance and lunch count
- _____ Where to find lesson plans and extra work. Please over-plan
- _____ Schedules
- _____ Emergency procedures
- _____ Arrival and dismissal procedures (crucial)
- _____ Building floor plans
- _____ Office phone numbers (83730 or 83754)
- _____ Behavior phone number (43948)
- _____ Breakfast, Lunch, and Dismissal Procedures
- _____ Blank referral forms and procedures
- _____ Students with medical issues (seizure, asthma, etc.) Confidential Information.
- _____ Where to locate the staff lounge, specialist rooms, and restrooms

If you arrange for a substitute teacher for the day and need to cancel, you must call the computer and the reserve teacher to cancel. **The building will be billed for the teacher if cancellation procedures are not completed and it will still be deducted from your sick or personal leave.**

If you attend a staff development event off site, you need to call the office to make sure that the substitute teacher you have requested has actually arrived. **In the event of no coverage, you will need to return to the building to support your classroom.**

Building Support Staff may be assigned to a classroom in an emergency when a classroom teacher is ill and there is no reserve teacher or classrooms of students may be divided up. This will be done on a rotating basis whenever possible.

F. Student Attendance

State law requires that every teacher keep accurate attendance.

All attendance will be done on Classroom for Success. Please make sure that you are able to log in before school starts and that you are familiar with the procedures.

Tardiness

All doors except for the front one will be locked at 8:25 a.m. DO NOT admit students without a late slip. Exception may happen with late buses due to inclement weather or traffic. Also, students coming late from breakfast will have a tardy slip.

If a student has to leave school early for an appointment, please have the student report to the office to be released to the parent/guardian and signed out. If a student has left without permission, contact the Main Office immediately.

SECTION 2: CLASSROOM EXPECTATIONS

PLANNING IS EXTREMELY IMPORTANT!!

A. Student Engagement Plan

Completing lesson plans is a requirement. Make sure they are sitting out and visible on your desk. Please highlight your lesson objectives, strategies or interventions and assessment areas in your daily lessons.

Develop high and clear expectations with your students the first few days of school (Responsive Classroom):

- Post classroom expectations and procedures
- Praise students individually for meeting their goals
- Review expectations frequently
- If needed, hold class meetings when behaviors interfere
- Be calm and consistent with the interventions you choose
- Meet the goal of providing 3:1 positives to your students
- Expect the Best, Praise their EffortThey will perform relative to your expectations.

B. Routines and Procedures for Our Learning Community

- **First Six Weeks**

- First Week:
 - Teach the signal for silence (First day!)
 - Teach the expectations for the lunchroom (p.8-9) (First day!)
 - Model and Practice classroom routine
 - Model and Practice the use of community classroom materials through Guided Discoveries (R.C.)
- Second Week:
 - Complete Consensus Rule Building and establish classroom rules.
 - Display Hopes and Dreams
 - Model and Practice community and classroom rules and routines
 - Continue Guided Discoveries (R.C.)
- Third Week:
 - Model and Practice community and classroom rules and routines
 - Continue Guided Discoveries (R.C.)
 - Establish routines by the end of the third week.
- Fourth Week:

- Model and Practice routines
 - Continue Guided Discoveries (R.C.) as necessary
- Fifth Week:
 - Model and Practice routines
 - Continue Guided Discoveries (R.C.) Exploratory Modeling (D.D.) as necessary
- Sixth Week:
 - Model and Practice routines
 - Continue Guided Discoveries (R.C.) as necessary

- **Behavior Management Processes**

- Logical Consequences (Respectful, Relevant, Reasonable)

Three types of logical consequences:

- Time-out/Take a Break: student is directed to “take a break” or to go to the designated time-out area to recover his/her self-control. This is a consequence, NOT a punishment. The direction, “take a break” must be delivered in a firm, matter of fact, yet respectful tone. Time out must be taught! Remember, time-out is not negotiable, should be used for small things, and used for everyone in order to be effective
- Loss of privilege: this consequence can be used whenever a child, or group of children, has abused a privilege or failed to follow through on their responsibilities. For example, if a child is using the scissors in an unsafe manner, he/she loses the privilege of using the scissors for the remainder of the activity or day. If a group of children are found acting up in the hallway, they may lose the privilege of using the hall pass for a specified amount of time.
- Restitution (“You broke it, you fix it.”): This is an opportunity for a child to use an apology of action, that is, show that he/she is sorry rather than just saying so. For example: If a child spills something, the teacher should calmly direct the child to clean up the spill. Some things simply cannot be fixed; however, creative reparations may be used to approximate fixing the problem. Be careful NOT to turn the task into a punishment – the consequence should be related to the original misguided behavior.

Remember, you do not have to come up with the consequence immediately. Take the time you need to come up with a reasonable, respectful and relevant consequence.

LOGICAL CONSEQUENCES DO NOT HUMILIATE OR HURT. THE MESSAGE OF A LOGICAL CONSEQUENCE IS THAT “MISBEHAVIOR RESULTS FROM POOR JUDGMENT OR BAD PLANNING, NOT FROM POOR CHARACTER”

- **Teacher Language**

The words a teacher uses, as well as the tone and body language that accompany these words have a profound effect on the student-teacher relationship. In Responsive Classroom, teachers take care to notice and be aware of their language, both verbal and nonverbal. They work to use this powerful tool to create a classroom where children feel trust and belonging, competence in social and academic learning and an intrinsic interest and responsibility for behaving with mutual respect and discipline”

Two basic types of language for use in the Responsive Classroom:

- **Empowering Language:** teaches and guides children in appropriate behaviors.

Examples:

- “Who can remind us what we do when we would like to share a story or ask a questions?”
- “Show me what it looks like when you are ready to listen.”
- “I need everyone to stop and listen, now.”

- **Encouraging Language:** affirms and sustains the child’s use and knowledge of appropriate behaviors. This type of language is used for reinforcing. Take care to focus on the action, not the child. Examples:

- “I noticed that many of you turned in your homework papers today. Way to go!”
- “I see that you tried playing with some new people at recess today. How did that feel?”
- ”Thank you for taking such good care of our supplies.”

Using effective teacher language takes forethought and practice. Be patient. It will take time to rebuild your teaching vocabulary into effective, empowering and encouraging language.

- **Social Conferences**

If a student is going to the buddy room frequently, you will want to set aside time for a social conference. The conference should take place at a time when the student and teacher are both calm.

Steps of a Social Conference

1. Say what you have noticed and ask the student to do the same.
2. Name the problem and agree to come up with a solution together.
3. Get to the root of the problem. “Could it be...” statements are often useful to discuss the possible relationships between the pattern of behavior and the cause.
4. Generate alternatives. If possible, come up with 2 or 3 alternatives (It may be helpful to write the alternatives down).
5. Agree to try one of the alternatives. Let the student help select which alternative he/she thinks will work.

6. Agree to meet at a later date to check in and talk about how things are going. This would be a good time to try a different strategy if the first one was unsuccessful or give some empowering feedback if the situation has improved.

C. Visitors

Must sign in and out in the office and wear visitor badges.

Staff must stop anyone not wearing an identifying badge and politely direct them to the office, even our regular morning and afternoon visitors. Older/former students should not be at school during school hours.

D. Field Trips

Field Trips may be canceled by the principal up to the day of the trip if information is not in or if safety concerns arise.

Field Trip Request Forms must be completed and signed by the principal prior to the trip. Supervision is mandated at 15:1, and a lower ratio for trips involving more supervision/danger. Lunches must be ordered 2 weeks prior to the field trip.

The teacher must make contact with parents if a student has shown behaviors that may make the trip unsafe for the student or others. The student will stay at school and not attend the trip if the parent/guardian and/or the school believe the trip would not be a safe place for the student to attend. The school is required to provide an appropriate place for the student to continue with his/her education that is an equivalent experience as provided by the field trip. The classroom teacher is responsible for ensuring work is prepared and an alternative placement has been arranged for all students not attending the trip. Students with special education services will follow their Individual Education Program (IEP) for any field trip modifications.

Section 3: Procedures

A. Silent Signal

The silent signal is the first thing to establish and teach your class. Do NOT proceed without it! Be rigorous in your expectation for silence.

Here is how to give the signal:

- The Silent Signal is one hand raised with open palm.
- No one, including the teacher, should speak while the teacher's hand is up.
- A verbal, sound or visual cue (e.g. clap, bell, chimes) can be given prior to, or along with, the silent signal when such a cue will facilitate compliance with the signal.
- Teachers have the option of having students also give the signal while the teacher(s) are giving it.
- You may demonstrate to students how to “show a neighbor” or “tap a friend” when the signal is given in case some students do not realize that the signal has been given.

What to do when the signal isn't working:

- If 1 or 2 students are willfully not complying, send them to time-out.
- If more than 1 or 2 students are not complying, stop giving the signal. Ask, “who can remind us what we need to do when the signal is given?” Ask someone to demonstrate. Practice as a class until students demonstrate that they have mastered the signal in an acceptable amount of time. Challenge them to shave time off their response each time you practice.
 - **Note – it is imperative that the signal be mastered at the classroom level to facilitate acceptance and success in larger settings such as the lunchroom and gymnasium. Also the signal may need to be used in emergency situations in order to give directions. Therefore, compliance with the signal is a safety issue.
- If there is general non-compliance, get the group's attention (raise voice if necessary) and direct everyone to sit in their seats silently (with heads down if necessary) to regain self-control.
- If students begin talking or moving about while the signal is being given, stop and give the signal again. It may be helpful to teach students a release signal for “return to work” so they will know precisely when the signal period is over.

B. Morning Meeting

Morning Meetings are held in the homeroom classrooms every morning. The purposes of these meetings are:

- To build social skills
- To build a caring, inclusive community
- To build academic readiness
- To begin the day's academic learning
- To integrate social emotional, and intellectual learning.

Introduce the components of Morning Meeting one by one in this order:

- On the first day of school, model and practice getting in a circle and introduce the "Greeting".
- Establish Morning Meeting rules compatible with the teacher's expectations for safety and respect.
- Introduce "News and Announcements". Start simple and let this become more lengthy and complex as the year goes on.
- Introduce "Activity" once students are doing well with the "greeting".
- Introduce "Sharing" as soon as students are doing well with other components of the meeting.

Once all of the components of Morning Meeting are introduced, the order each morning is:

- Greeting – use eye contact; everyone listens; sincere, friendly tone
- Sharing – attentive listening; interesting questions and friendly comments; development of the art of good conversation
- Activity – enjoyable and respectful; academic and non-academic
- News and Announcements – including interactive academic learning; skills practice; higher order thinking; and integrating curriculum content.

C. Hopes and Dreams

Lead a Hopes and Dreams Discussion:

- Ask students, “What do you most hope our class will be like this year?” “What kind of activities would make this a ‘dream’ year?” “What kinds of things would we do?” “How would everyone feel?” “What do you especially want for yourself?”
- Share your own hopes and dreams with the class, or bring in a visitor to share a special hope and dream. Another idea for introducing hopes and dreams may be to read a story about someone with a hope or dream. Whatever the activity, the goal is to inspire your students to hope and dream.
- For younger students, the teacher can record each child’s hopes and dream. Older students will likely be able to write their own.
- Invite input from parents as to what their hopes and dreams are for their children
- Display everyone’s Hopes and Dreams. Be creative with your display. Some ideas to get you started include using photos of each student with his/her hope and dream, and making interesting backdrops that inspire hopes and dreams (examples = clouds, stars, rainbows, etc.).

D. Consensus Rule Building

- Develop your classroom rules together, democratically.
- Refer back to the Hopes and Dreams and tie them to the rules. “What are some rules that we need to follow to make sure that everyone can meet his/her Hope and Dream?”
- Lead a discussion about rules; for example, every community needs them, they keep us safe, they guide us in making choices, etc.
- Frame rules as positive guidelines. For example, write, “walk” instead of “do not run”.
- Brainstorm rules as a class or break up into small groups and have each group come up with 3 or 4 rules.
- Combine and condense rules into 3-5 good rules for the whole class.
- Model and Practice those rules and their application to everyday situations.
- Post the rules in the classroom and refer back to them as necessary.

E. Buddy Room

When to send a student to the buddy room:

- When a student is not following the expectations for “taking a break” in the classroom or is refusing to “take a break” in the classroom.
- On rare occasions, the buddy room may be used to give the teacher and student a break.
- Remember, there is no formula for when a child needs to go to the buddy room. The buddy room should not be used simply because a student has had several time-outs. (Idea: A social conference may be useful in the case that a student is not using their time-out to rethink their misguided behavior).

How to send a student to the Buddy Room****(use RC handbook procedure)

- Send another student
- Establish buddy room cooperating teacher.
- Classroom teacher escorts child to the buddy room AND makes eye contact with the buddy room teacher to ensure the teacher knows the child is present.
- Classroom teacher gets student from buddy room (after a reasonable period of time and when there is a break in your teaching), has a conference with the student and welcomes the student back into the classroom. Use your judgment. It may not be the best time to process the entire situation with the student. At the very least, however, you will want to establish an agreement with the student that he/she is ready to return to the classroom to work productively and follow the rules.

Remember- Use of the buddy room should be viewed as a serious situation. The student demonstrated that he/she could not follow the expectations of the classroom even after several opportunities to regain his/her self-control. A phone call to the student’s parent or guardian would be appropriate to communicate the difficulties that the child had at school that day.

F. Behavior Referrals

- *If child is still not ready to return to class after Buddy Room Process:*
Call behavior staff. Behavior staff will manage classroom while classroom teacher has a social conference with the child.
- *If child needs to be removed and sent to the behavior room after buddy room and conference with behavior staff present:*
 1. Teacher calls behavior and the behavior staff comes to the classroom to manage the class while teacher completes referral.
 2. Behavior dean escorts child to the behavior room. (If behavior dean is unavailable, call the office and they will find someone to escort child to the behavior room.
 3. When the child is in the behavior room, the behavior deans continue restorative practice (coaching, de-escalating, fix-it plan, contact family, practice returning to class, reviewing expectations)
- *Re-entry process after behavior referral:*
 1. Behavior staff escorts student back to the classroom.
 2. Teachers welcome student back to class.
 3. Teacher/student will practice fresh start with presentation/conversation around the student’s fix-it plan
 4. *If behavior issues continue*, teacher contacts behavior dean. Behavior dean comes to the classroom to remove the student.

Teachers need to provide work for students who are returning to the behavior room for the second time because now they will be removed for a longer period of time.

G. Hallway expectations:

1. Students should walk in one or two lines on the right side of the hallway and stairs.
2. Silent hallways
3. Walking
4. Students who are unattended need to have a pass or clip with room number and destination.

All students should have a pass when they leave the classroom. Any staff member who sees a student in the hall should:

1. Ask the student for his/her pass
2. Attempt to conference with the student to figure out why they are out of the classroom. If they do not have a pass, escort them back into their classroom.
3. *If staff is unable to guide the student back to class, staff must contact behavior room. Do not leave the child in the hallway without a pass.*
4. *If behavior staff is not available, staff needs to contact the office to find someone to escort the child back to class.*
5. If the student is out of class without permission, behavior staff, classroom teacher, case manager (if student gets special education services) and administration will decide consequence/plan for future. Classroom teacher may want to start RTI interventions for this behavior if it happens often.

H. Breakfast expectations:

1. Walk in the hallway quietly
2. Go directly to the lunchroom without stopping at lockers.
3. Students immediately get into line, get their food and walk to their lockers/classrooms.

I. Recess

Recess to lunchroom:

1. After whistle blow students immediately line up by lunch order (talk with Branagan re: seat assignments) at the door.
2. AE escorts students to cafeteria when they are in line and silent.
3. ***This will be revisited at the end of September to make sure students are calm and respectful.

J. Lunchroom Procedure:

1. Enter through north doors
2. Remain seated
3. Students raise hands if they need assistance

4. Lunch supervisor assigns “Lunch Captains” at each table. Lunch Captains wash table tops and check tables for garbage before table is cleared for exit. Students help each other clean up trash leftover from the class.

Lunchroom Dismissal:

1. AE support staff will prompt children to throw away their food and initiate table clean-up.
2. Students will be waiting with their heads resting on the lunchroom table for their teacher.
3. Teacher will pick up students from tables; Teacher will ensure tables/floors are clear before leaving cafeteria
4. Exit south doors.

*Children may bring food from home, but may not share it.

K. Bus

Arrival

Students will unload on the 4th Avenue side of the building in the morning and enter the front doors. (except for DCD and other special needs students.) All students are to go directly to breakfast if they are choosing to eat. Students are not to go to the classroom and then to breakfast. The other students will go directly to their classrooms. Staff members are expected to be standing in their doorways or at their assigned morning duty spot and informing students to get into class beginning at 8:05 a.m.

Dismissal

To secure a safe departure for all students, all staff will be involved with Bus Duty/Dismissal. Some will be out by buses, some will be in the hallways, and others will be supervising students who are picked up and students who are walking by the office.

Students in HI 5 – 2nd grade should exit the building at 2:30 p.m. Students in 3rd - 5th grade should exit before 2:35 p.m. All students will exit the building through the main hallways and out the 4th Ave. main doors to load buses. Walkers will meet in front of the staff lounge by the main (office). Students being picked-up will wait to be signed out by their parent/guardian.

Staff is encouraged to speak to the bus drivers to get to know them. If drivers are complaining about behavior on the bus please encourage the driver to write the incident on a “Bus Conduct” form. All “Bus Conduct” forms are to be delivered to the Main Office to the transportation personnel.

Please review the following bus expectations with your class regularly:

- Stay out of the “Danger Zones” outside the bus
- Follow the driver’s instructions
- Be on time
- Always SIT DOWN
- Be respectful. No fighting, swearing or yelling – use inside voices
- No EATING or DRINKING
- Keep your bus clean. Do not damage the bus
- Keep your head and arms inside the bus windows
- No dangerous objects or pets
- Windows may not be open over halfway
- Riding the bus is a privilege. If these rules are not followed, transportation will be denied

SECTION 3: SCHEDULES

A. [Recess/Lunch schedule](#)

B. [Specialist Schedule](#)

C. RTI 2015/2016 CALENDAR

Date	Time	Grade Level	Date	Time	Grade Level
9/1/15	3:30-4:15	Hi-5, K	1/5/16	3:30-4:15	Hi-5, K
9/8/15	3:30-4:15	1 st	1/12/16	3:30-4:15	1 st
9/15/15	3:30-4:15	2 nd	1/26/16	3:30-4:15	2 nd
9/22/15	3:30-4:15	3 rd	2/2/16	3:30-4:15	3 rd
9/29/15	3:30-4:15	4 th	2/9/16	3:30-4:15	4 th
10/6/15	3:30-4:15	5 th	2/16/16	3:30-4:15	5 th
10/20/15	3:30-4:15	Open	2/23/16	3:30-4:15	Open
10/27/15	3:30-4:15	Hi-5, K	3/1/16	3:30-4:15	Hi-5, K
11/3/15	3:30-4:15	1 st	3/8/16	3:30-4:15	1 st
11/10/15	3:30-4:15	2 nd	3/15/16	3:30-4:15	2 nd
11/17/15	3:30-4:15	3 rd	3/22/16	3:30-4:15	3 rd
11/24/15	3:30-4:15	4 th	4/5/16	3:30-4:15	4 th
12/1/15	3:30-4:15	5 th	4/12/16	3:30-4:15	5 th
12/15/15	3:30-4:15	Open			

SECTION 4: BEHAVIOR POLICIES

A. [Positive School-Wide Engagement Plan](#) - MPS

B. [Levels of Behavior Chart](#) - MPS

C. [Positive School-Wide Engagement Plan Presentation](#) - Green

D. Positive School-Wide Engagement Plan - Green

SECTION 7: [BUILDING EMERGENCY PROCEDURES](#)