

BISMARCK PUBLIC SCHOOLS

SUBSTITUTE
TEACHER
HANDBOOK



Tamara Uselman
Superintendent of Schools

Revised August 2015

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SUBSTITUTE TEACHER HANDBOOK

To keep students productively engaged in learning activities during the absence of the classroom teacher, substitute teachers must thoroughly understand and execute not only emergency lesson plans but also effective management techniques and strategies.

This guide has been developed to provide you with some general guidelines that you, as a substitute teacher, will probably wish to consider as you provide a positive classroom climate for students to learn, to interact, and to have an effective learning process.

This handbook does not cover every area or situation that you will encounter in your work as a substitute teacher. The suggestions offered are not foolproof. Every school has its own in-house procedures with which you will need to become familiar. An effective teacher needs to come prepared.

As you leave the school building, hopefully you'll have good thoughts about the students you've helped, the lessons you've taught, the school, and good thoughts about yourself as a substitute teacher.

SUPERINTENDENT'S MESSAGE

Substitute teachers are a very important part of the staff of the Bismarck School District and perform an essential service in the delivery of our instructional program. This being the case, we developed this manual to help you understand your role and duties as a substitute teacher. We hope that it will be helpful to you.

As is the case with all of our teachers, we want our substitutes to know that we believe that they should be committed to the students in their classes. They should want to contribute to our students' knowledge and well-being. We also expect our teaching staff to care about young people and to make decisions on the basis of what is best for young people. In other words, we believe that Bismarck kids are #1 and we think they should be the number one priority of the Bismarck community.

Thank you for being a part of our instructional program; if there are ways in which we can be of help to you, please let us know.

Tamara Uselman
Superintendent of Schools

HUMAN RESOURCES MANAGER

The purpose of this "manual" is two-fold. First, we want to provide our substitute teachers with information that will make it easier for them to know the names of our administrative staff, the locations of our schools and some of the expectations that we have as a school district. The second reason is to give our regular classroom teachers some guidelines as to what they should expect from you, our substitute teachers. As we all know, we need a unified approach to reach the needs of our youth.

This manual is only a guide. It cannot teach. It is you, the classroom teacher in charge of those students, who can and must teach them to be the best that they can be. That is an expectation from our parents, community and above all from our students.

I hope that you will have a successful year in your most important and essential role. If I can be of any assistance, please call.

Lisa J. Kudelka
Human Resources Manager

BISMARCK SCHOOL BOARD

Lawrence King, President
Scott Halvorson
Lawrence King

Heide Delorme
Karl Lembke

ADMINISTRATION

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SPECIAL SERVICES DIRECTOR - - - - -Cindy Wilcox

HUMAN RESOURCES - - - - - Lisa Kudelka

DIRECTOR OF TECHNOLOGY - - - - -Tanna Kincaid

GENERAL EMPLOYMENT INFORMATION

Every substitute teacher must possess a current North Dakota Teaching Certificate or an interim sub license. These certificates are issued by the State of North Dakota Education Standards and Practices Board. Application forms are issued by:

Executive Director of Certification Education
Standards and Practices Board 2718
Gateway Ave. Suite 204
Bismarck, North Dakota 58503

CURRENT REGULATIONS OF THE DEPARTMENT OF PUBLIC INSTRUCTION

REENTRY TO THE PROFESSION SECTION 67-02-04-01

An applicant who has been out of teaching for a period of more than five years must earn a total of eight semester hours or twelve quarter hours of college or university credit in the area in which the teacher wishes to renew certification during the two-year renewal period. One-half of the required credit hours must be earned before entering the second year of the renewal period. Substitute teachers are exempt from the eight semester hour requirement until the individual accepts a contracted position.

SOCIAL SECURITY

Substitute teachers are covered by Social Security.

TEACHER'S RETIREMENT

Substitute teachers are not covered under the North Dakota Teacher's Retirement Fund.

INJURIES ON THE JOB

Substitute teachers are covered under North Dakota Worker's Compensation. Any injury sustained as an employee on school property in the normal course of duties as a substitute teacher should be reported immediately to the school principal.

PAYROLL INFORMATION

Substitute teacher pay is \$120.00 for an eight hour day. Paychecks will be direct deposited on the 20th of the month. If the 20th falls on a Saturday payday will be on the 19th. If the 20th falls on a Sunday payday will be on the 21st.

A long term substitute teacher, one who has taught 11 consecutive days for the same teacher, will be paid at the daily rate of a BA-0 on the salary schedule beginning on the 11th day.

In counting consecutive days, school holidays (except Christmas), storm days, in-service days, and ND United days shall be counted within the 11 days. Substitute teachers will not be paid for the above days unless they are requested by the principal to be at the school.

SUBSTITUTE TEACHER SYSTEM

The Bismarck Public Schools (BPS) has implemented an automated service that will greatly simplify and streamline the process of notifying you when your services are needed.

This service is called AESOP (Automated Educational Substitute Operator). AESOP will automatically call you via telephone when a school has an absence that needs to be filled, and then notify the school when you have accepted an assignment. You may also accept days by accessing AESOP on the Internet. You may access AESOP by telephone at (800) 942-3767 or on the Internet at www.aesopeducation.com. Instructions are included at the end of this handbook. If you have any questions regarding AESOP please call the Human Resource Office at 323-4070.

LUNCH

All of our schools have lunch programs and many of them also have breakfast programs. The cost for adult breakfast is \$1.75 and adult lunch is \$3.25. Please check with the school secretary for additional information on eating breakfast and/or lunch at the school. If you wish to bring your lunch most of the schools have refrigerators to store your lunch. Once again just check with the school secretary.

NEWSLETTER

The district employee newsletter is emailed out weekly to all staff. It is called the *intercom* and substitute teachers should also receive a copy in their Bismarck Public Schools email account.

STAFF DEVELOPMENT OPPORTUNITIES

Certified teachers who substitute teach in the Bismarck Public Schools are welcome and encouraged to attend workshops and courses sponsored by the Bismarck Public Schools. Throughout the school year and in the summer the school district sponsors a wide variety of workshops and courses. Information on specific classes is listed each week in the school district's weekly newsletter, the *intercom*. The *intercom* is emailed to all Bismarck Public School employees including substitute teachers each week during the school year.

For additional information, please contact Lisa J. Kudelka, Human Resources Manager at 323-4070.

IN-DISTRICT MILEAGE FOR SUBSTITUTE TEACHERS

Mileage will be paid to substitute teachers who substitute for a teacher who must travel to more than one school building during the school day as part of their regular teaching assignment. Mileage will be paid at .56 per mile. To be paid for in-district mileage substitute teachers must complete a Substitute Teachers In-district Mileage Voucher. Additional vouchers are available by contacting the Human Resources Office at 323-4070.

Vouchers can be sent to the Human Resources Office for payment when:

1. The payment will be for at least ten dollars;
2. When a substitute teacher withdraws their name from the list of available substitute teachers, regardless of the amount of the payment; or
3. At the end of the first semester and the end of the school year, regardless of the amount of the payment.

THE "BASICS"

Each school has its own personality and will vary some on their procedures and routines, but your awareness of the following points will help in your performance as a substitute teacher wherever you are assigned.

The substitute teacher is responsible for the students' conduct in the assigned classes. When and if special problems arise, the teacher should feel free to turn to the responsible administrator for help.

The substitute teacher is responsible for the full schedule of the regular teacher. This includes the classroom day, clubs, study halls, playground duty, and any special duties performed by the absent teacher. They are invited to attend specific meetings at the request of the principal or supervisor. Because elementary substitute teachers spend a portion of most days on the playground, please dress for the weather. Spend the day working with and for the students. No personal work is to be done. And please remain in the classroom if a student teacher is teaching.

STARTING THE DAY:

1. Report to the building principal or secretary when you arrive. The principals encourage substitute teachers to arrive a few minutes early when going to a new school. This will give the principal a better opportunity to visit with you before the rush begins and will provide you with some extra time to orient yourself with a new school.
2. Introduce yourself and let the office know for whom you are subbing.
3. Check the teachers sub packet for orientation to the school policies and procedures such as: attendance, discipline, storm day schedule, support system, and any other pertinent policies for that school. Let the principal know when you're missing necessary items or information.
4. Secure the materials and equipment necessary for carrying out the planned activities.
5. Consult the seating chart; identify any children that have been designated to assist you.
6. Familiarize yourself with the recess times, lunch period, art and music periods, the schedule and routine of the class.

ROUTINE PROCEDURES AND EXPECTATIONS:

1. Be professional as it applies to your dress, grammar (both written and spoken) and your dedication.
2. Introduce yourself to teachers in nearby classrooms. Be open and cordial during your prep and lunch period.
3. Neighboring teachers can be and are willing to be your best helper in interpreting rules, in controlling citizenship.

4. Check the class rolls/seating charts carefully and as quickly as possible.
5. Listen to announcements and have students listen.
6. Classroom teachers are required to leave adequate plans in their absence. Please follow them as closely as possible, recognizing that you need to use your own professional judgment as to needed modification or adjustments. If adequate plans are not available, contact the building principal or director at once.
7. Report to the principal or director immediately if any accident occurs. Parents should be contacted regardless of the perceived extent of injuries which may occur.
8. Seek guidance from the principal in any unusual situation. Report any major disciplinary problems (one that interferes with the learning process).
9. Elementary teachers escort classes to and from special activities such as music, physical education, bathroom breaks, library, lunch, etc.
10. Stand at the door of your classroom during passing periods.
11. Use “free time” to plan and prepare materials.
12. Keep notes, bulletins and other communications for the classroom teacher.
13. Be prepared to assume all responsibilities of the classroom teacher, including special duties.
14. Do not permit students to leave the classroom indiscriminately to lockers, library, bathroom, or office during the class period. Students who must leave the classroom may be passed to the areas by a written pass, time and dated. Even when the student says their regular teacher allows them.
15. Never leave your class unsupervised – send a student if you need assistance.
16. The substitute teacher should refrain from doing the following without authority from the building principal:
 - a. Dismiss class ahead of time
 - b. Allow students to leave classroom without permission
 - c. Suspend a student
 - d. Hold a class or individual after school
17. Under no circumstances will the substitute teacher:
 - a. Release a child from his/her jurisdiction during school hours without written permission from the office
 - b. Leave money or valuables in the desk
 - c. Resort to use of corporal punishment
 - d. Criticize the regular teacher

WHEN TO NOTIFY THE OFFICE:

1. Personal injury to a student.
2. Serious illness of any student.
3. Damage to school property
4. Serious discipline problems

MAKING YOURSELF KNOWN:

1. Keep a calendar with you and write down all subbing dates.
2. Leave a business card with your report.
3. Leave a business card in the staff rooms.
4. Introduce yourself to the school secretary.

ENDING THE DAY:

1. Unless arrangements have been made with the building principal and/or teacher, substitute teachers will be expected to remain in the building for at least 7½ hours per day. On Fridays, all teaching staff can leave as soon as the students have left the building.
2. Leave the room in an orderly condition, with all supplies and equipment returned to storage areas.
3. Place detached chairs on desks after school in order to facilitate sweeping.
4. Complete any required reports. Leave the regular teacher a note of what was accomplished, what needs to be completed, how well the day went and any problems you may have had.
5. Students who ride the bus are not to be detained at the end of the day unless prior arrangements have been cleared with the principal or director.
6. Turn in all money collected to the office with detailed notes concerning who turned in the money and why.
7. Return all forms and folders to the office before leaving the building.
8. Leave your teaching area in good order. Students should help clean the room. Close all windows and adjust window shades. Turn lights off upon departure.

SAMPLE REPORT

THE BISMARCK PUBLIC SCHOOLS BISMARCK, NORTH DAKOTA

SUBSTITUTE TEACHER'S REPORT

Name of Substitute _____

Date _____

Substitute for _____

School _____

Number of Days Taught _____ Grade or Subject _____

Did you find a seating chart? _____

Did you find a daily schedule? _____

Did you find lesson plans? _____

Students who were discipline problems:

Nature of the Problem:

Students who were especially helpful:

How did they help you?

Please leave this report with the Principal before you leave.

SCHOOL INFORMATION

<u>School</u>	<u>Address</u>	<u>Phone</u>	<u>Principal</u>	<u>Secretary</u>
BECEP	720 N. 14 th St.	323-4400	Michelle Hougen	Cheryl Brown
Centennial	2800 Ithica Dr.	323-4290	Michele Svihovec	Trish Moch
Grimsrud	716 St. Benedict Dr.	323-4150	Wilda Nelson	Cathy Bauman
Highland Acres	1200 Prairie Dr.	323-4160	Shawn Oban	Michelle Gerrity
Liberty	806 N Washington	323-4320	Terry Kuester	Lila Brendel
Lincoln	98 McDougall Dr	323-4310	Shelly Swanson	Jaclyn Dahl
Miller	1989 N. 20 th St.	323-4170	John Alstad	Kim Olsen
Moses	1312 S. Columbia Dr.	323-4180	Jason Hornbacher	Lori Perman
Murphy	611 N. 31 st St.	323-4190	Matt Fricke	Betty Thornton
Myhre	919 S. 12 th St.	323-4200	Tyler Hanson	Rebecca Lahren
Northridge	1727 N. 3 rd St.	323-4210	Kathy Rooke	Moni Krantz
Pioneer	1400 E. Braman Ave.	323-4220	Jim Jeske	Cindy Thompson
Prairie Rose	2200 Oahe Bend	323-4280	Brenda Beiswenger	Peggy Morris
Roosevelt	613 W. Avenue B	323-4240	Shawn Oban	Laura Johnson
Saxvik	523 N. 21 st St.	323-4250	Linnett Schmidkunz	Roberta Nyhus
Solheim	325 Munich Dr.	323-4260	Charles Dalusong	Bonnie Aide
Sunrise	3800 Nickerson Ave	323-4300	Lynn Wolf	Carol Pittman
Will-Moore	400 E. Avenue E	323-4270	Brad Barnhardt	Sheri Keaveny
Horizon Middle	500 Ash Coulee Rd	323-4550	Tabby Rabenberg	Mary Felchle
Simle Middle	1215 N. 19 th St.	323-4600	Russ Riehl	Tari Azure

Wachter Middle	1107 S. 7 th St.	323-4650	Lee Ziegler	Kari Leier
Bismarck High	800 N. 8 th St.	323-4800	David Wisthoff	Cassie Bauer
Century High	1000 Century Ave.	323-4900	Steve Madler	Stacy Irely
Legacy High	1221 College Dr.	323-4850	Tom Schmidt	Pam Peske
South Central	806 North Washington	323-4520	Joe Kalvoda	Jaime Haswell
Career & Tech	1200 College Drive	224-5433	Dale Hoerauf	
Career Academy	1221 College Drive	323-4340	Dale Hoerauf	Connie Grause

BECEP
720 North 14TH Street
323-4400
Enrollment: 400

PRINCIPAL: Michelle Hougen
SECRETARY: Cheryl Brown
CUSTODIAN: Cynthia Hoff
SCHOOL DAY: 8:00 a.m. – 3:30 P.M.
NOON LUNCH SCHEDULE: 11:30-12:30 Staggered lunches
SPECIAL PARKING INFORMATION: Park in the Faith Lutheran Church parking lot across on
14th Street.

CENTENNIAL ELEMENTARY SCHOOL
2800 Ithica Drive
323-4290
Enrollment: 445

PRINCIPAL: Michele Svihovec
SECRETARY: Trish Moch
CUSTODIAN: Blake Graff
SCHOOL DAY: 8:35 a.m. – 3:05 P.M.
NOON LUNCH SCHEDULE: 11:25 - 1:05 Staggered Lunches
SPECIAL PARKING INFORMATION: Use faculty parking lot (north side)

GRIMSRUD ELEMENTARY SCHOOL
716 W St. Benedict Dr.
323-4150
Enrollment: 240

PRINCIPAL: Wilda Nelson
SECRETARY: Cathy Bauman
CUSTODIAN: Shawn Mittlestadt
SCHOOL DAY: 8:35 a.m. to 3:05 p.m.
NOON LUNCH SCHEDULE: 12:00 – 12:55 Staggered Lunches
SPECIAL PARKING INFORMATION: Do not park in bus area in front of school during the
school day. There is on-street parking. Our off-street lot is small and reserved for staff (teachers,
support staff).

HIGHLAND ACRES ELEMENTARY SCHOOL
1200 Prairie Drive
323-4160
Enrollment: 140

PRINCIPAL: Shawn Oban
SECRETARY: Michelle Gerrity
CUSTODIAN: Brad Goecke
SCHOOL DAY: 8:35 a.m. TO 3:05 p.m.
NOON LUNCH SCHEDULE: 11:30 - 12:30 Staggered Lunches
SPECIAL PARKING INFORMATION: Black top parking lot is on east end of building.
Two handicap parking spaces are on south side of building.

LIBERTY ELEMENTARY SCHOOL
5400 Onyx Drive
323-4320
Enrollment: 371

PRINCIPAL: Terry Kuester
SECRETARY: Lila Brendel
CUSTODIAN: ?
SCHOOL DAY: 8:35 a.m. to 3:05 p.m.
NOON LUNCH SCHEDULE: ?

LINCOLN ELEMENTARY SCHOOL
3320 McCurry Way
323-4310
Enrollment: 361

PRINCIPAL: Shelly Swanson
SECRETARY: Jaclyn Dahl
CUSTODIAN: Kurt Grensteiner
SCHOOL DAY: 8:35 a.m. to 3:05 p.m.
NOON LUNCH SCHEDULE:

ROBERT MILLER ELEMENTARY SCHOOL

1989 North 20th Street

323-4170

Enrollment: 552

PRINCIPAL: John Alstad
SECRETARY: Kim Olsen
CUSTODIAN: Shelly Weiland
SCHOOL DAY: 8:35 a.m. to 3:05 p.m.
NOON LUNCH SCHEDULE: 11:00 - 12:15 Staggered Lunches
OTHER IMPORTANT INFORMATION: Observe student medical instructions

DOROTHY MOSES ELEMENTARY SCHOOL

1312 South Columbia Drive

323-4180

Enrollment: 350

PRINCIPAL: Jason Hornbacher
SECRETARY: Lori Perman
CUSTODIAN: Joe Schmidt
SCHOOL DAY: 8:35 a.m. to 3:05 p.m.
NOON LUNCH SCHEDULE: 11:35 - 12:55 Staggered Lunches
SPECIAL PARKING INFORMATION: Avoid handicap area and space left of area.
Do not park in designated bus area in front of school building.

RITA MURPHY ELEMENTARY SCHOOL

611 North 31st Street

323-4190

Enrollment: 508

PRINCIPAL: Matt Fricke
SECRETARY: Betty Thornton
CUSTODIAN: Robb Monzelowsky
SCHOOL DAY: 8:35 a.m. to 3:05 students/3:45-4:00 for teachers
NOON LUNCH SCHEDULE: 11:15 - 12:30 Staggered Lunches
SPECIAL PARKING INFORMATION: Parking lot at north end on 31st Street.
OTHER IMPORTANT INFORMATION: Special folder for substitute teachers in desk.

JEANNETTE MYHRE ELEMENTARY SCHOOL
919 South 12th Street
323-4200
Enrollment: 278

PRINCIPAL: Alivia Wamboldt
SECRETARY: Rebecca Lahren
CUSTODIAN: Kim Keifer
SCHOOL DAY: 8:30 a.m. to 3:05 p.m.
NOON LUNCH SCHEDULE: 11:30 - 1:00 Staggered Lunches
SPECIAL PARKING INFORMATION: Staff parking lot north of school building.

NORTHRIDGE ELEMENTARY SCHOOL
1727 North 3rd Street
323-4210
Enrollment: 450

PRINCIPAL: Kathy Rooke
SECRETARY: Moni Krantz
CUSTODIAN: Kerry Wentz
SCHOOL DAY: 8:35 a.m. to 3:05 p.m. Subs should remain until 4:00.
NOON LUNCH SCHEDULE: 11:00 - 12:45 Staggered Lunches
SPECIAL PARKING INFORMATION: Staff parking lot on north side of school.
OTHER IMPORTANT INFORMATION: Use a school-wide behavior plan for proper conduct on playground and in school. Teachers have own classroom plan.

PIONEER ELEMENTARY SCHOOL
1400 East Braman Avenue
323-4220
Enrollment: 289

PRINCIPAL: Jim Jeske
SECRETARY: Cindy Thompson
CUSTODIAN: Jeff Moos
SCHOOL DAY: 8:35 a.m. to 3:05 students/subs stay until 4:00
NOON LUNCH SCHEDULE: 11:30 - 12:35 Staggered Lunches
SPECIAL PARKING INFORMATION: Parking lot at north end

PRAIRIE ROSE ELEMENTARY SCHOOL
2200 Oahe Bend
323-4280
Enrollment: 175

PRINCIPAL: Brenda Beiswenger
SECRETARY: Peggy Morris
CUSTODIAN: Wallace Kahler
SCHOOL DAY: 8:30 a.m. to 3:05 p.m.
NOON LUNCH SCHEDULE: 11:50 - 12:50 Staggered Lunches
SPECIAL PARKING INFORMATION: Park in front of the school.

ROOSEVELT ELEMENTARY SCHOOL
613 West Avenue B
323-4240
Enrollment: 148

PRINCIPAL: Shawn Oban
SECRETARY: Laura Johnson
CUSTODIAN: Daron Heim
SCHOOL DAY: 8:35 a.m. to 3:05 p.m.
NOON LUNCH SCHEDULE: 11:35 - 12:40 Staggered Lunches
SPECIAL PARKING INFORMATION: Park on the street around the building and use the front door to enter.

SAXVIK ELEMENTARY SCHOOL
523 North 21st Street
323-4250
Enrollment: 248

PRINCIPAL: Linnett Schmidkunz
SECRETARY: Roberta Nyhus
CUSTODIAN: Curt Dockter
SCHOOL DAY: 8:35 a.m. to 3:05 p.m.
NOON LUNCH SCHEDULE: 11:00 - 12:30 Staggered Lunches
SPECIAL PARKING INFORMATION: On-street parking
OTHER IMPORTANT INFORMATION: Duty card is transferred from teacher to teacher. Duty schedule on bulletin board in office. Staff room used by all teachers and staff

SUNRISE ELEMENTARY SCHOOL
3800 Nickerson Avenue
323-4300
Enrollment: 614

PRINCIPAL: Lynn Wolf
SECRETARY: Carol Pittman
CUSTODIAN: Tom Heaton
STARTING TIME OF DAY: 8:35
NOON LUNCH SCHEDULE: 11:15 – 1:00 Staggered lunches
ENDING TIME OF DAY: 3:05
SPECIAL PARKING INFORMATION: Park in the north parking lot and walk around to the main entrance, Door #1, on the east side where the flag pole is located.

VICTOR SOLHEIM ELEMENTARY SCHOOL
325 Munich Drive
323-4260
Enrollment: 531

PRINCIPAL: Charles Dalusong
SECRETARY: Bonnie Aide
CUSTODIAN: Gary Koppinger
SCHOOL DAY: 8:35 a.m. TO 3:05 p.m.
NOON LUNCH SCHEDULE: 11:45 – 1:00 Staggered Lunches
SPECIAL PARKING INFORMATION: Use street or staff parking lot.

WILL-MOORE ELEMENTARY SCHOOL
400 East Avenue E
323-4270
Enrollment: 248

PRINCIPAL: Brad Barnhardt
SECRETARY: Sheri Keaveny
CUSTODIAN:
SCHOOL DAY: 8:35 a.m. to 3:05 p.m.
NOON LUNCH SCHEDULE: 11:30 - 12:40 Staggered Lunches
SPECIAL PARKING INFORMATION: On-street parking
OTHER IMPORTANT INFORMATION: Subs should check at in office upon arrival.
Subs should arrive at 8:15 a.m. and stay until 4:00 p.m. Follow teacher instructions.

HORIZON MIDDLE SCHOOL
500 Ash Coulee Drive
323-4550
Enrollment: 945

PRINCIPAL: Tabby Rabenberg
SECRETARY: Mary Felchle
CUSTODIAN: Les Emter
SCHOOL DAY: 8:10 a.m. to 3:20 p.m.

NOON LUNCH SCHEDULE: Grade 6 11:47 – 12:17
Grade 8 12:30 – 1:00
Grade 7 1:02 – 1:32

SPECIAL PARKING INFORMATION: On-street parking
Subs should check in at office upon arrival.

SIMLE MIDDLE SCHOOL
1215 North 19th Street
323-4600
Enrollment: 847

PRINCIPAL: Russ Riehl
SECRETARY: Tari Azure
CUSTODIAN: Carson Fleck
STARTING TIME OF DAY: 8:10 a.m. to 3:20 p.m.

NOON LUNCH SCHEDULE: Grade 6 11:34-12:04 Grade 7 12:00-12:30
Grade 8 12:25-12:55

SPECIAL PARKING INFORMATION: On-street parking

WACHTER MIDDLE SCHOOL
1107 South 7TH Street 323-4650
Enrollment: 927

PRINCIPAL: Lee Ziegler
SECRETARY: Kari Leier
CUSTODIAN: Marvin Bauer
SCHOOL DAY: 8:10 a.m. to 3:20 p.m.

NOON LUNCH SCHEDULE: Grade 7 12:32-1:02 Grade 6 11:47-12:17
Grade 8 1:02-1:32

SPECIAL PARKING INFORMATION: Enter using the handicapped ramp – it is the security entrance. Subs should check in at the office upon arrival.

BISMARCK HIGH SCHOOL
800 North 8th Street
323-4800
Enrollment: 1226

PRINCIPAL: David Wisthoff

SECRETARY: Cassie Bauer

CUSTODIAN: Gary Strom

SCHOOL DAY: 8:20 a.m. to 3:28 p.m.

NOON LUNCH SCHEDULE: 11:02-11:52 11:56 -12:46 12:50 -1:40

SPECIAL PARKING INFORMATION: Use teacher's assigned parking space. A map will be provided from building office. Refer to sub packet in classroom.

CENTURY HIGH SCHOOL
1000 Century Avenue
323-4900
Enrollment: 1135

PRINCIPAL: Steve Madler

SECRETARY: Stacy Irely

CUSTODIAN: Greg Hochhalter

SCHOOL DAY: 8:20 a.m. to 3:28 p.m.

NOON LUNCH SCHEDULE: 11:02-11:52 11:56 -12:46 12:50 -1:40

SPECIAL PARKING INFORMATION: Use teacher's assigned parking space in northeast/southeast staff parking lot. Subs should check in at office upon arrival.

LEGACY HIGH SCHOOL
3400 Calgary Avenue
323-4850
Enrollment: 256

PRINCIPAL: Thomas Schmidt

SECRETARY: Pam Peske

CUSTODIAN: Ron Schumacher

SCHOOL DAY: 8:15 a.m. to 3:28 p.m.

NOON LUNCH SCHEDULE: 10:50 – 1:30 p.m.

SOUTH CENTRAL HIGH SCHOOL
406 S Anderson Street
323-4520
Enrollment: 65

PRINCIPAL: Joe Kalvoda
SECRETARY: Jaime Haswell
CUSTODIAN: Dale Fleck
SCHOOL DAY: 8:30 a.m. TO 2:15 P.M.
NOON LUNCH SCHEDULE: 11:55 - 12:35
SPECIAL PARKING INFORMATION: Park in southeast parking lot (fenced area).

VOCATIONAL CENTER
1200 College Drive
224-5433
Enrollment: 1200 (Tech Center and Career Academy combined)

DIRECTOR: Dale Hoerauf
STARTING TIME OF DAY: 7:25 a.m. to 1:30 p.m.
NOON LUNCH SCHEDULE: 11:00-12:00
SPECIAL PARKING INFORMATION: Use parking lot behind Vocational Center building.

CAREER ACADEMY
1221 College Drive
323-4340
Enrollment: 1200 (Tech Center and Career Academy combined)

DIRECTOR: Dale Hoerauf
SECRETARY: Connie Grause
SCHOOL DAY: 7:25 a.m. to 3:30 p.m.
NOON LUNCH SCHEDULE: Varies by teacher
SPECIAL PARKING INFORMATION: Use parking lot on the west side of the building or the east side of the Tech Center across the street.

HELPFUL HINTS

1. Be an informed substitute teacher; know the school rules.
2. Write directions on the board; this will be a great help in the orderly beginning of the day's work.
3. Take firm control of the class from the beginning. Physical punishment, sarcasm, ridicule, or hasty decisions are not acceptable as a means of pupil control.
4. Use positive rather than negative requests and suggestions.
5. Expect respect and cooperation; be respectful of student opinions.
6. Have a positive, enthusiastic attitude toward the assignment.
7. Fairness and careful follow-through are invaluable in maintaining good classroom order.
8. Physical conditions in a room may affect the behavior of pupils. Watch ventilation, temperature, and light. Keep the room neat and orderly. Supervise pupils as they enter and leave the classroom. Stand at the door and meet them in a friendly manner. (Smile!)
9. Be organized! ! !
10. Be innovative and flexible. Have alternative plans in case the lesson plan fails. Be prepared with a "bag of tricks". Be more than a "babysitter".
11. Immediately establish your behavior expectations.
12. Contact parents if there is a need.
13. Ask extremely noisy students to stand. This causes a degree of uncertainty which helps with control.
14. Whenever possible avoid an open clash with the student(s). Kindness and sympathy, lined with firmness is a far better way of maintaining class control.
15. Ask disruptive students to step outside the door so you can talk to them. This

has a quieting effect on the other students.

16. Be calm. This is particularly true when working with intermediate/middle school students. If you do lose your temper, calm down as soon as possible.
17. Keep the students busy.
18. Change disruptive students' desks.
19. Class morale can be kept high with praise from the teacher.
20. Walk around the room. Stand next to the noisy person or group.
21. Model the behavior you want from the students.
22. Try to talk to each of the students on a personal level. This is very important if you are going to be at the school on several occasions.
23. Be sure to have a current seating chart for the classes. Call the students by name.
24. Ask questions of other teachers and the school administration.
25. Carry 35 copies of a back-up lesson. (Don't let the students write on the sheets, collect them at the end of the period.)
26. When an obvious classroom procedure has been established with which the students are familiar, work with it. Do not try to impose an entirely new system for one or two days.
27. When you sense that students are willing to be helpful in terms of clarifying procedures, use them.
28. Carry a book of "sponges". Bring interesting articles to read to the students. Prepare a listening exercise for each article. Alert students that there will be questions, or program them to listen for answers to questions already posed. Can be used to calm students or to fill gaps in the lesson plan.
29. Check with the school in advance about parking.
30. Your success in the room depends on being visible, circulating, and being attuned to attitudes and atmosphere of the class.
31. Make sure students turn in all work. Count papers, count heads.

CLASSROOM MANAGEMENT

OPEN COMMUNICATION:

Teaching is communicating. Perhaps the single most important factor in establishing a positive learning climate is developing clear and open communication between the teacher and the students. Honest misunderstanding rather than willful disregard is often at the root of behavior and learning problems. Improving the effectiveness of communication between the teacher and the students can prevent discipline problems and at the same time foster cooperation and learning in the classroom.

It is obvious that messages from the teacher to students are best understood when they are well organized and expressed in terms with which the students are familiar. Beyond this, however, there are two things which teachers can do which promote communication. First, the teacher can voluntarily share personal broader frame of reference for understanding messages. Second, the teacher can elicit feedback from students in order to check on how well messages have been understood.

VOLUNTARY SHARING OF PERSONAL INFORMATION:

When the student knows little or nothing about his/her teacher in human terms, a simple message or direction may seem abstract and impersonal. But when teachers voluntarily share personal information about themselves, their thoughts, feelings, past experiences, interests, hobbies, and so on, this background information gives students a context within which to place specific messages and directions. The messages and directions become more understandable and take on personal meaning because they can be seen as the expressions of a whole human being.

Students often really know much less about their teachers than we think they do. Young students are often surprised to find that their teacher has a mother or father, and many youngsters think their teachers live at the school. Even older students are sometimes taken aback to see their teachers in a grocery store, wearing jeans, or playing tennis. When the teacher allows students to see him/herself as a whole human being, rather than only in his/her narrow role as teacher, this engenders empathy, support and willingness on the part of students.

ELICITING STUDENT FEEDBACK:

There is a direct correlation between the teacher's sharing of personal information about him/herself and his/her ability to elicit feedback from students. Although the process is generally not a conscious one, when students feel that their teacher is being open and honest with them, they are inclined to be open and honest in return. The personal insights which the teacher has given them about him/herself help them to feel less threatened about sharing information which they feel may be personally meaningful to the teacher. Because they can understand the teacher in the larger, human context, students are both more able and more willing to give useful feedback.

DISCIPLINE GUIDELINES:

1. Be firm, fair and consistent.
2. Provide positive reinforcement when something is done well.
3. Isolate misbehaving students within rather than outside of the regular classroom.
4. Avoid group punishments, threats, verbal or physical abuse, exclusion from special programs, extra homework and repetitive writing assignments, sending misbehaving students to the secretary and exclusion from noon lunch.
5. Never leave the classroom unsupervised!
6. Keep your personal belongings in a safe place. We are not responsible for the loss of personal items. Feel free to leave valuables in the school vault.

Should situations in the classroom arise which are difficult for you to handle, contact the building principal or director immediately. As much as possible, however, attempt to handle most situations yourself. Classroom control is necessary. Set up reasonable standards and stick to them.

Substitute teachers may be confronted with instances whereby someone not directly associated with school seeks information about a student or may even attempt to take the child from the room.

DO NOT TURN OVER INFORMATION TO ANY STUDENTS THEMSELVES.
IMMEDIATELY CONTACT THE PRINCIPAL OR DIRECTOR.

CLASSROOM MANAGEMENT

SUBSTITUTE TEACHER QUALITIES

1. Be a teacher – not a study hall keeper.
2. Be straight forward. Let the students know you have lesson plans and that you have the responsibility to follow these plans.
3. Be respectful of your students.....they need patience, consistency, good judgment, and a sense of humor.
4. Be genuinely interested and concerned for the students.
5. Be friendly (but firm), enthusiastic and open-minded.
6. Be active and energetic in the classroom.
7. Be poised and calm in all situations.
8. Be assertive – do not hesitate to step in and take charge of your assigned class or student situations in the room or in the halls.
9. Be self-confident as you go into the classroom.
10. Be professional and ethical at all times in attitude and relationship with pupils, staff members and parents. Remember that all pupil's personnel records are confidential.
11. Be adequately prepared and on time for your assignment.

WORKING WITH THE STUDENTS:

1. Welcome the students at the classroom door when they arrive.
2. Try to learn each student's name.
3. Start class immediately with the assigned work.
4. Keep activities moving along. Make the students feel cheerful and successful.
5. Encourage students to work together when this will generate success.
6. Be sensitive to the mood of the class if a special situation arises.
7. Be positive and reassuring in your approach when working with the students.
8. Be enthusiastic – students mirror your attitude.
9. Involve students who are not interested. Try to find ways to motivate them.
10. Should a student refuse to become involved, don't force the issue. Let him/her quietly observe.
11. Go to the students when they need help. This avoids confusion and needless commotion.
12. Encourage student direction. Enlist student advice in a structured way.
13. Be flexible. Teaching demands flexibility. Substitute teaching demands flexibility plus.
14. Use lesson plans plus. Have a game or activity in mind to make the day special.
15. Minimize time spent on procedural matters.
16. Provide feedback to students about their work.

PRIMARY SPONGES

BEGINNING

1. Be ready to tell one playground rule.
2. Be ready to tell me the names of the children in our class that begin with J or M, etc.
3. Be ready to draw something that is only drawn with circles.
4. Be ready to tell a good health habit.
5. Have a color word on the board. Have children draw something that color.
6. Flash fingers – children tell how many fingers.
7. Say numbers, days of the week, months – have children tell what comes next.
8. “I went to the sporting goods store and I bought...” each child names an item.
9. What number comes between these two numbers: 31-33, 45-47, etc.
10. What number comes before/after 46, 52, 13, etc.
11. Have a word written on the board. Children make a list of words that rhyme.
12. Have a word written on the board. Children list words with the same long or short vowel sound.
13. Put spelling words in alphabetical order.
14. Count to 100 by 2’s, 5’s, 10’s, etc. either oral or written.
15. Use T squares to drill math fundamentals.
16. Think of animals that live on a farm, in the jungle, the water.
17. Give names of fruits, vegetables, meats, etc.
18. Play hangman using the names of the children in the class or colors or numbers.
19. Play Simon Says.....
20. List things you can touch, things you can smell, big things, small things, etc.
21. List the colors you are wearing
22. Use clapping games, finger plays.

DISMISSAL

1. “I spy”. Who can find something in the room that starts with M, P, etc.
2. Who can find something in the room that has the sound of short a, long a, etc.
3. Number rows or tables. Teacher signals number of table with fingers, children leave accordingly.
4. Those children who have all crayons put away may leave now, etc.
5. Those with freckles may leave, buckled shoes, new front teeth.
6. Count in order by 2’s, 5’s, etc.
7. Say the days of the week, the months of the year.
8. What day is it, what month is it, what is the date, what is the year, how many months in a year, days in a week, etc.?
9. Reward activity: “We have had a good day! Who helped it be a good day for all of us? Betty, you brought flowers to brighten the room. You may leave. John, you remembered to wash your hands, good for you. You may leave. Ellen showed us that she could be quiet coming into the room

today. You may leave, Ellen. Bob remembered his library book all by himself. Dawn walked all the way to the playground – she remembered our safety rules. Lori brought things to share with us, etc., etc. Some students can be grouped together for good deeds to speed things up. Teacher can finish, “You’re all learning to be very thoughtful. I’m proud of all of you and you should be very proud of yourselves.”

10. Use flash cards. A first correct answer earns dismissal.
11. To review the four basic shapes, each child names an object in the room either in the shapes of a triangle, circle, square, etc.
12. Say a word that begins or ends with certain consonants, blends.
13. Dismiss by color of eyes, color of clothing, type or color of shoes, month of birthday, season of birthday, beginning letter of first name or last name.
14. Name an object that begins with B, C, etc. Pretend you are this object as you leave.
15. What will we remember for tomorrow?

UPPER GRADE SPONGES

1. List the continents of the world.
2. Make up three names for rock groups.
3. Name as many kinds of windstorms as you can.
4. Take a number. Write it. Now make a face out of it.
5. Name as many gems or precious stones as you can.
6. Write the names of all the girls in the class.
7. Name as many teachers at this school as you can.
8. List as many states as you can.
9. Write: (a) an abbreviation, (b) a Roman numeral, (c) a trademark, (d) a proper name, (e) a proper name – geographical.
10. How many countries and their capitals can you name?
11. How many baseball teams can you name?
12. Write down as many cartoon characters as you can.
13. List as many kinds of flowers as you can.
14. Turn to your neighbor. One of you tell the other about an interesting experience you have had. The listener must be prepared to retell the story to the class.
15. List all the things in your living room.
16. Write what you would do if you saw an elephant in your yard.
17. Name as many kinds of ice cream as you can.
18. List five parts of the body above the neck that have three letters.
19. List one manufactured item for each letter of the alphabet.
20. List as many nouns in the room as you can.
21. List the mountain ranges of the U.S.
22. Write the twelve months of the year correctly. Stand up when you are finished.
23. Make a list of five things you do after school.

24. List one proper noun for each letter of the alphabet.
25. Write one kind of food beginning with each letter of the alphabet.
26. Name as many holidays as you can.
27. How far can you count and write down by 6's?
28. Name as many balls as you can that are used in sports games.
29. List as many U.S. presidents as you can.
30. List all the work tools you can think of.
31. List as many models of cars as you can.
32. Name all the colors you know.
33. How many parts of an auto can you list?
34. How many animals can you list that begin with vowels?
35. List as many kinds of trees as you can.
36. Name as many countries of the world as you can.
37. List as many personal pronouns as you can.
38. List as many kinds of transportation as you can.
39. How many different languages can you name?
40. Write as many homonyms as you can (i.e. past-passed).
41. You have five children. Make up their five names.
42. Name as many things as you can that are made of cloth.
43. Name as many things as you can that you can wear on your head.
44. Name as many movie stars as you can (not T.V.).
45. List all the musical instruments that begin with "t".
46. Name as many T.V. game shows as you can.
47. Name as many politicians as you can.
48. Name as many breeds of dogs as you can.
49. Write the days of the week correctly in order. Stand up when you are finished.
50. List all the kinds of sandwiches that you can.
51. Scramble five spelling words, trade with someone, unscramble them.
52. List as many things as you can that make people the same.
53. List as many kinds of soup as you can.
54. List all the places you find sand.
55. List as many breakfast cereals as you can.

AESOP INSTRUCTIONS FOR SUBSTITUTE TEACHERS

The Bismarck Public School District (BPS) uses an automated substitute service. This service is called AESOP (Automated Educational Substitute Operator). AESOP will automatically call you via telephone when a school has an absence that needs to be filled, and then notify the school when you have accepted an assignment. You may access AESOP by telephone at (800) 94-AESOP or on the Internet at <http://www.FrontlineK12.com/Aesop>.

The AESOP service will automatically call you at the phone number you gave us between the hours of 6:00 a.m. and 10:00 a.m. and 4:00 p.m. and 10:00 p.m.

Things to note:

- Your interaction with the system will be through an easy to use voice instruction menu system.
- The AESOP system will call you within the call times specified above.
- After you pick up the telephone, the AESOP system will wait until it hears a human voice before it starts playing the recorded instructions. If a human does not answer the call, it will hang up and call the next substitute on the list. If the assignment is not fulfilled after the substitute list is exhausted, AESOP will call you again at regular intervals within your valid callback times.
- You will be given the option to request that the system not call you again for a given day.
- Your Personal Log-On Information will be given to you at the administrative office.

What to do when AESOP calls you

You will be prompted to enter your pin number followed by the pound sign (#). This number can be changed by accessing <http://www.FrontlineK12.com/Aesop>.

AESOP will provide you with the following details of the assignment:

- School Name
- Date(s) of assignment
- Location and time to report
- Any further special instructions

You will then be prompted to either accept or decline the assignment.

If you accept, AESOP will issue you a confirmation number. Remember to write this number down; the school district may ask you for this number should any follow-up be necessary.

How to contact AESOP

You can also search for available jobs, change personal settings, update your calendar, and tell AESOP when to call you by calling 1-800-942-3767, or by visiting the AESOP website at <http://www.FrontlineK12.com/Aesop>. In either case you will be prompted to enter your ID as well as your pin number followed by the pound sign (#). Please note, modifying your calling times may reduce the number of requests you get for substitute positions.

Should you experience difficulty using the system, please call your district's AESOP administrator, Tracey Reinbold, at (701) 323-4070 for assistance.

