



WHITE BEAR LAKE AREA SCHOOLS

RESERVE TEACHER HANDBOOK

2015-2016

COMMUNITY CORE VALUES

Building quality lives and strong communities through...

COMPASSION

Understand the circumstances and viewpoints of others.
Develop the capacity to forgive others and ourselves.
Celebrate the contributions of others.
Promote a peaceful, caring and safe community.

INTEGRITY

Stand up for what we believe.
Be honest with ourselves and others.
Demonstrate fairness in our judgments and actions.
Fulfill commitments and promises.

RESPECT

Believe in the inherent dignity of all people.
Celebrate individuality.
Value and appreciate diversity.
Honor self and others through words and actions.

RESPONSIBILITY

Take ownership of our behavior as individuals.
Have the courage to think and act independently.
Demonstrate problem solving and decision-making skills.
Be reliable and trustworthy.

SERVICE

Find positive ways to contribute to the broader community.
Share time and talents with others.
Take an active role in service opportunities in the school and community.
Celebrate involvement in service.

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DISTRICT CENTER

4855 Bloom Avenue, White Bear Lake

SUPERINTENDENT

Dr. Michael Lovett, Superintendent..... (651) 407-7563

Jody Reber, Executive Assistant..... (651) 407-7563

HUMAN RESOURCES

Linda Goers, Director of Human Resources..... (651) 407-7550

Debra Villafania, HR Specialist (651) 407-7546

Aesop – www.AesopOnline.com 1-800-942-3767

OFFICE OF TEACHING AND LEARNING

Sara Paul, Assistant Superintendent (651) 407-7567

Jenna Battaglia, Administrative Assistant (651) 407-7568

FINANCE & OPERATIONS

Wayne Kazmierczak, Director of Finance & Operations..... (651) 407-7516

Kathy Robinson, Administrative Assistant..... (651) 407-7515

Mary Vaske, Accountant (651) 407-7518

Julie Wodicka, Payroll Clerk..... (651) 407-7517

Ginny Arcand, Accounts Payable (651) 407-7519

COMMUNITY SERVICES

Kristine Wehrkamp, Director of Community Services and Recreation (651) 407-7501

SPECIAL SERVICES

Kathleen Daniels, Director of Special Services..... (651) 407-7553

Patricia Ridley, Admin Assistant to the Director (651) 407-7553

Sue Reibel, Admin Assistant Special Education (651) 407-7554

NUTRITION SERVICES

Bridget Lehn, Manager, Nutrition Services..... (651) 407-7524

WHITE BEAR LAKE AREA LEARNING CENTER

2449 Orchard Lane, White Bear Lake

Gretchen Harriman, Director (651) 773-6401

Cathy Pierson, Secretary (651) 773-6400

HIGH SCHOOLS

NORTH CAMPUS

5045 Division Avenue, White Bear Lake

Don Bosch, Principal..... (651) 653-2914

Rebekka McCormick, Principal's Secretary (651) 653-2915

Dion Harriman, Associate Principal..... (651) 653-2966

Angela Nelson, Associate Principal..... (651) 653-2917

Lori Purdham A.P.'s Secretary (651) 653-2943

SOUTH CAMPUS

3551 McKnight Road, White Bear Lake

Tim Wald, Principal..... (651) 773-6205

Cathy Ackerknecht, Principal's Secretary..... (651) 773-6204

Brian Leonard, Associate Principal..... (651) 773-6203
 Carrie Barth, Associate Principal..... (651)773-6201
 Renee Mussetter, A.P.'s Secretary (651) 773-6202
 Tim Hermann, Activities Dir..... (651) 773-6208
 Renee Mussetter , Secretary (651) 773-6207
 Karen Larson, Secretary..... (651) 773-6206

MIDDLE SCHOOLS

CENTRAL

4857 Bloom Avenue, White Bear Lake

Noel Schmidt, Principal (651) 653-2886
 Kathy Younker, Secretary (651) 653-2887
 Bob Brewer, Associate Principal..... (651) 653-2890
 Open, Secretary..... (651) 653-2904

SUNRISE PARK

2399 Cedar Avenue, White Bear Lake

Christina Pierre, Principal (651) 653-2743
 Linda Adams, Secretary (651) 653-2701
 Open, Associate Principal (651) 653-2709
 Tanya Giese, Secretary..... (651) 653-2714

ELEMENTARY SCHOOLS/ EARLY CHILDHOOD/TRANSITION PLUS

BIRCH LAKE

1616 Birch Lake Avenue, White Bear Lake

Tamera VanOverbeke, Principal (651) 653-2779
 Laura Cook, Secretary (651) 653-2776

HUGO

14895 Francesca Avenue, Hugo

Early Childhood Special Education Program

Danielle Mickelson, Supervisor (651) 653-3101
 Jackie LaShomb, Secretary/Health Aide (651) 653-2798

K-1 Program

Jason Healy, Associate Principal (651) 653-2807
 LuAnn Bailey, Secretary (651) 653-2798

LAKEAIRES

3963 Van Dyke Avenue, White Bear Lake

Cary Krusemark, Principal (651) 653-2818
 Michon Sommers, Secretary..... (651) 653-2809

LINCOLN

1961 Sixth Street, White Bear Lake

Daniel Schmidt, Principal..... (651) 653-2830
 Karen Fischer, Secretary (651) 653-2820

MATOSKA

2530 Spruce Place, White Bear Lake

John Leininger, Principal..... (651) 653-2789
 Carolyn Kay, Secretary..... (651) 653-2847

NORMANDY PARK EARLY CHILDHOOD

2482 East County Road F, White Bear Lake

Nancy Melquist, Supervisor (651) 653-3102
 Michelle Igo, Secretary..... (651) 653-3120

ONEKA	<i>4888 Heritage Parkway N., Hugo</i>	
Teresa Dahlem, Principal.....		(651) 288-1805
Kristy Rockford, Secretary		(651) 288-1801
OTTER LAKE	<i>1401 County Road H2, White Bear Lake</i>	
Timothy Schochenmaier, Principal.....		(651) 653-2843
Ursula Thomas, Secretary.....		(651) 653-2831
VADNAIS HEIGHT		S
Sara Svir, Principal		(651) 653-2693
Lynn Deuel, Secretary		(651) 653-2858
WILLOW LANE	<i>3375 Willow Avenue, White Bear Lake</i>	
Christina Streiff, Principal		(651) 773-6172
Pat Wise, Secretary.....		(651) 773-6170
TRANSITION PLUS	<i>13497 Fenway Blvd Circle N, Hugo</i>	
Sara Derby, Supervisor		(651) 407-7622
Denise Hurry, Office		(651) 773-6051

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ACCIDENTS, REPORTING

Any accidents involving pupils should be reported immediately to the nurse or health aide. Serious accidents should also be reported to the principal or to a designated administrator.

An accident/injury report (see next page) must be filled out for each accident which occurs during any school activity. Personnel responsible for supervision at the time of the accident will be asked to verify and sign the accident report.

AESOP PROTOCOLS

The School District utilizes an automated substitute placement and management system called AESOP to secure reserve teachers. Aesop takes the hassle of sub placement and absences and creates a process that is not only efficient, but also easy for everyone to use! Here's how it works:

Absence Creation

Teachers register their absences at any time, either by calling a toll-free number (1-800-942-3767) or by logging on to the web at www.AesopOnline.com. Aesop immediately starts the hunt for an available substitute that matches the teacher's qualifications and preferences.

Sub Placement

Subs can search for available assignments anytime they wish, either by calling a toll-free number 800-942-3767 or by logging on to the web at www.AesopOnline.com. Aesop will also call substitutes based on preference lists managed by the district.

Administrative Process

Administrators know in real time which employees are absent, why they're out and who is substituting for them. Administrators can use Aesop's rich skill matching and preference list features to ensure that the best substitutes for a position are given priority when that position is open.

Form 402: Accident Report Form

Section 3

WHITE BEAR LAKE AREA PUBLIC SCHOOLS

An accident report must be filled out for each accident which occurs during any school activity. Personnel responsible for supervision at the time of the accident will verify and sign the report.

BE SURE ALL SECTIONS OF THIS FORM ARE COMPLETED

SCHOOL: _____

NAME OF PUPIL INJURED: _____ GRADE: _____

DATE OF ACCIDENT: _____

TIME OF DAY: _____

TYPE OF SCHOOL ACTIVITY: _____

PLACE OF ACCIDENT

NATURE OF INJURY

EQUIPMENT INVOLVED IN ACCIDENT (please be specific)

CAUSE OF ACCIDENT

STUDENT WAS

- _____ returned to class
- _____ sent to doctor
- _____ sent to hospital
- _____ sent home
- _____ other

Statement of person injured concerning how the accident occurred and who caused it:

Signature of person on duty

APPLICATION

Any interested, properly licensed teacher may make application for reserve teaching in Independent School District #624 by contacting the school district's **Human Resources Office, 4855 Bloom Avenue, White Bear Lake, Minnesota 55110** or by calling (651) 407-7549. The following forms will need to be completed:

- A. **Reserve Teacher Information Sheet**
- B. **Online application (www.whitebear.k12.mn.us)** (Credentials are preferred for reserve teachers, so please provide a copy of each of your transcripts—they could prove valuable in the event an opportunity for a long-term assignment should arise.)
- C. **Payroll Authorization, W4 form and Direct Deposit form**
- D. **Criminal Investigation Authorization form**
- E. **Immigration and Naturalization form**
- F. **Affirmative Action form**
- G. **Direct Deposit form**
- H. **Acceptable Use Policy**

A valid Minnesota teaching license is required, ***with a copy to be on file in this office***. Your completed forms are to be submitted ***in person*** to the Human Resources Office at the above address. In order to complete the Immigration and Naturalization form, ***you must bring*** with you either a U.S. Passport, a Driver's License, or an alien ID document **AND** a social security card. These items will be photocopied and returned to you. You will also have your picture taken for a photo ID badge. All District 624 employees are required to wear these badges at all times.

SELECTION

All applications are screened by an administrator and Human Resources. The administrator and Human Resources discuss each application to determine if an interview is likely. If all criteria are met, the candidate will be scheduled for an interview with Human Resources. Candidates will be notified regarding their statuses of being placed (or not placed) on the substitute calling list.

FALL 2015

September

- 7 No School – Labor Day
- 8 School Begins – Grades 1-12
- 8 K/K+ Orientation
- 9 K/K+ Orientation
- 10 School Begins – K/K+

October

- 15 No School
State Teacher Professional Meetings
- 16 No School
State Teacher Professional Meetings

November

- 6 End of First Quarter
- 9 No School - Professional Development/Teacher Prep.
- 10 Pre-K–12 Evening Parent Conferences
- 12 Pre-K–12 Evening Parent Conferences
- 16 Pre-K-5 Evening Parent Conferences
- 17 6-12 Evening Parent Conferences
- 26 No School – Thanksgiving Break
- 27 No School – Thanksgiving Break

December

- 21-31 No School – Winter Break

SPRING 2016

January

- 1 No School – Winter Break
- 4 School Resumes
- 18 No School – Martin Luther King, Jr. Day/ Professional Develop
- 28 End of Second Quarter/End of First Semester
- 29 No School –Teacher Prep

February

- 11 K-5 Evening Parent Conferences
- 15 No School – Presidents’ Day
- 16 K-5 Evening Parent Conferences
- 18 K-5 Evening Parent Conferences

March

- 8 6-12 Evening Parent Conferences
- 10 6-12 Evening Parent Conferences
- 15 6-12 Evening Parent Conferences
- 21-25 No School – Spring Break

April

- 7 End of Third Quarter
- 8 No School- Professional Development/Teacher Prep.
- 29 No School – Professional Development

May

- 30 No School – Memorial Day

June

- 9 Last Day of School
- 10 Graduation

ATTENDANCE (STUDENT)

Please refer to Policy #503

BE PUNCTUAL

You are expected to be on time for all assignments, especially those you accept well in advance. If you are going to be late, be sure to call the school site to let them know! If you accept an assignment that is scheduled to start before you can get there, let the school know as well.

BOOKS AND LESSON PLANS

It is expected that textbooks and lesson plans needed by the reserve teacher to carry out instruction will be in the classroom. In the event that these materials are not located, contact the principal's secretary immediately. Lessons for the day will be specified on a lesson plan sheet or book.

CHEMICAL USE/ABUSE

Please refer to Policy #417

CHILD ABUSE AND NEGLECT: REPORTING OF MALTREATMENT OF MINORS

As a representative of the public, the School Board of Independent School District 624 adopts the public policy of the state of Minnesota to protect children whose health or welfare may be jeopardized through physical or sexual abuse (including threatened abuse), mental/emotional injury (including threatened injury), or neglect. Under Minnesota Statute 626.556, any professional or professional's delegate who is engaged in the practice of child care or education is mandated to report suspected abuse or neglect to the local welfare agency, police department, or the county sheriff. Any person required by statute to report suspected abuse or neglect who willfully fails to do so shall be guilty of a misdemeanor. Any person who willfully or recklessly makes a false report under the provisions of the law shall be liable in a civil suit for any actual damages suffered by the person or persons so reported and for any punitive damages set by the court or jury. However, any person making a report in good faith and exercising due care shall have immunity from any liability, civil or criminal, that otherwise might result by reason of his or her action.

In compliance with this school board policy and statute, all Independent School District 624 employees who have knowledge of or have reasonable cause to believe that a child is being abused or neglected shall immediately notify the building principal or other administrator as directed under such procedures as promulgated by the superintendent of schools.

LEGAL REF.: M.S.626.556

CLASSROOM MANAGEMENT

Often the greatest challenge of a reserve teacher is simply keeping a class under control. *Classroom management* is the art of keeping students safe and on-task. Discipline occurs

when *management* fails. Remember, management is proactive while discipline is reactive. The following are some ideas on how to maintain a learning environment in your classroom.

General Rules to Follow:

- A. **Set Clear Expectations.** Verbal and/or written instructions let students know what you expect, thereby eliminating surprises when rules are enforced.
- B. **Respond Immediately.** It's difficult to begin enforcing a rule half way through a class.
- C. **Be consistent.** If you have not been fair, your students will point it out to you!
- D. **Empower the student.** Illustrate a student's choice to behave: "You can choose to sit down and do your work, or you can choose to go to the office."
- E. **Connect with students as people.** If you show a genuine interest in your students, you may earn their respect, and it will make your day easier. Ask questions or give compliments. Some good ice breakers: pop culture (music, movies), sports, and extracurricular activities.
- F. **Lead by example.** Be respectful, kind, and calm even when your students are not. Young people are still defining themselves, and they need positive role models.
- G. **Be mindful of discrimination.** In a multicultural and progressive society, it is imperative to be sensitive to differences among students. Don't allow any of the following to effect how you treat your students.
 - **Race.** Racial slurs, even when used in a joking way, do not contribute to a positive learning environment.
 - **Sexual Orientation.** A student's or teacher's sexual orientation is not a good topic for discussion. Don't bring it up, and change the subject if students bring it up.
 - **Gender.** If you choose to separate girls from boys, use caution. Be fair.
 - **Androgyny.** Calling a boy "she" and visa versa is more common than you think. Apologize and move on.

If discussion on these sensitive topics arises, try to diffuse it. If accused of discrimination, explain that you try to treat everyone fairly, and move on with the lesson.

Other Useful Tools:

- A. **Sense of humor.** Use it to improve the atmosphere of your class, not to embarrass students in front of their peers. Always remember, however, that you're there to educate, not entertain.
- B. **Reinforce good behavior.** Point out good behavior to illustrate your expectations: "I love how this table is clean and quiet. We'll wait for every table to be this clean and quiet before we go to lunch."
- C. **Take advantage of peer pressure.** Ask students to help others get to work.
- D. **Play the "it's my job" card.** "It's my job to make sure we get this work done/follow the rules. I need your help."

- E. **Apologize.** “I’m sorry I don’t know everything your regular teacher does. I need you to be really flexible today.” Also, when you make an honest mistake, your students deserve an honest apology.
- F. **Tack a compliment on the beginning of an instruction.** “Okay, I can tell you’re an intelligent/responsible student. Show me that you can do this.”
- G. **Plan your transitions.** Great lesson plans may include transitions, but don’t be surprised if they are left out of the instructions. There can be many, many transitions in a 50-minute class. Very small adjustments can help to keep a lively class under control. Some helpful hints:
 - Pass out the handout for the next activity while students are still working on the first
 - Delegate jobs to students
 - Give students instructions before they break into groups
- H. **Create a delay.** If your attention is being pulled in many directions and you are feeling overwhelmed, have students “ask again in five minutes”. It tells students that you care about their needs while simultaneously giving you a moment to collect yourself. This will also weed out many requests that are not so urgent.
- I. **Other authority figures.** Suggesting a call to the principal or a student’s parents may help keep a student in line. Make sure that you intend to follow through with these threats. If you feel you actually need to call a parent, you must clear it with the administration first.

DISCIPLINE POLICY/PUPIL FAIR DISMISSAL ACT

Discipline in the schools is governed by the Secondary Division Code of Discipline, School Board Policy, the Pupil Fair Dismissal Act (Sections M.S. 121A.40 to M.S. 121A.56), and M.S. 609.06. In addition, individual buildings have specific applications of the discipline code.

Prior to the administration of discipline, it is essential that teachers review each of the three documents cited above and be certain of appropriate disciplinary measures. If necessary, students should be referred to appropriate administrative personnel for disciplinary action. If the reserve teacher encounters serious problems with student behavior, contact may be made with a teacher in an adjacent room to ask for assistance. Students who are persistently disrupting the classroom should be sent to the building’s principal or associate principal.

DRUG-FREE/ALCOHOL-FREE WORKPLACE

Use of controlled substances, toxic substances, and alcohol before, during, or after school hours, at school, or in any other school location, by any student, teacher, administrator, other school district personnel, or member of the public is prohibited as general policy. Paraphernalia associated with controlled substances is also prohibited.

DUTIES OF TEACHERS

The nature and quality of education in our schools is determined to a large extent by the ability and devotion to responsibility on the part of the classroom teacher. The primary

responsibility of the teacher is to teach children, taking into consideration individual differences and interpreting to parents the child's growth and progress in the instructional program.

Teaching consists primarily of setting goals, developing the readiness of an individual to learn, and providing appropriate stimuli to encourage learning and helping the student evaluate his/her progress.

Effective teaching is largely concerned with stimulating pupils in problem-solving activities which involve creative and critical thinking. Each teacher is expected to:

- A. Assume those duties which are inherent with the teaching profession and which are essential for a smooth operating and efficient school system, including:
 1. pupil behavior and discipline;
 2. parent-teacher conferences;
 3. supervising activities, buildings, and grounds;
 4. selecting textbooks;
 5. communicating with parents when students are falling short of school standards in discipline, attendance, and/or academic performance;
 6. being responsive to student, parent, and community problems with school and seeking solutions; and
 7. seeking ways to meaningfully involve parents, students, and the community in the school.
- B. Cooperate with the administration and supervisory staff in following the policies, regulations, and procedures of the school district.
- C. Share with other members of the faculty the responsibility for making the school function as an excellent school.
- D. Assume the responsibility for a reasonable amount of non-teaching duties.
- E. Work with other teachers, supervisors, and administrators in the development of the curriculum for the White Bear Lake Area public schools.

EMPLOYEE DRESS – Policy 496

The purpose of this policy is to enhance the education of students by establishing expectations of dress and grooming that are related to educational goals and community standards, and that set an appropriate example for students. We believe that professionally dressed staff set a higher expectation for student behavior and building climate.

The School District recognizes that teachers and other staff members are role models for the students who come in contact with them during and after school hours. As role models, teachers and other staff should be conscious of their dress and grooming and how it may affect and be perceived by students, parents and community members.

Teachers and staff are expected to dress in a professional and appropriate manner that will be conducive to the educational environment. Employees should be clean, neat, well groomed and dressed in an appropriate manner for their individual work assignments.

EMPLOYEE-STUDENT RELATIONSHIP- Policy 423

- A. This policy applies to all school district employees at all times, whether on or off duty and on or off school district locations.
- B. At all times, students will be treated by teachers and other school district employees with respect, courtesy and consideration and in a professional manner. Each school district employee is expected to exercise good judgment and professionalism in all interpersonal relationships with students. Such relationships must be and remain on a teacher-student basis or an employee-student basis.
- C. Teachers must be mindful of their inherent positions of authority and influence over students. Similarly, other school district employees also may hold positions of authority over students of the school district and must be mindful of their authority and influence over students.
- D. Sexual relationships between school district employees and students, without regard to the age of the student, are strictly forbidden and may subject the employee to disciplinary action and criminal liability.
- E. School district employees shall, whenever possible, employ safeguards against improper relationships with students and/or claims of such improper relationships.
- F. Excessive informal and social involvement with individual students is unprofessional, is not compatible with employee-student relationships, and is inappropriate.

EQUAL EDUCATIONAL OPPORTUNITY

Please refer to Policy #102

FIRE REGULATIONS

Fire regulations and exit routes are normally posted in all classrooms and teaching stations near the exit way. Please check bulletin boards. If you do not find a copy of fire regulations and exit procedures in your room, please notify the principal's or associate principal's secretary at the most expeditious time possible or by the end of the school day.

FRINGE BENEFITS, LONG-TERM RESERVE TEACHING

The fringe benefits of long-term reserve teachers are as follows:

- **Less than one semester**

The reserve teacher does not qualify for health and hospital insurance, dental or life insurance or long-term disability benefits.

- **One semester or longer**

Long-term reserve teachers hired under a reserve teacher contract for a full semester or longer shall have the same fringe benefits as a regular teacher.

HARASSMENT AND VIOLENCE POLICY

The School Board of District 624 has adopted a Harassment and Violence Policy. *Please refer to #413*

HOMEROOM/HOMEBASE

The primary purposes of homeroom/homebase are to take initial attendance, disseminate information, and begin the school day on a positive note. Since the building level procedures for attendance taking and general routine differ, a reserve teacher must check in each building for its procedures.

North:

North has a separate ten-minute homeroom period after which the students go to their first classes.

South:

Attendance is taken as part of the first class period. There is no separate homeroom period.

Central:

- A. Attendance is taken on Skyward—see team member for assistance.
- B. If computers are down, send a list of absent students to the attendance clerk;
- C. Read or distribute materials.

Sunrise Park:

- A. Check attendance by using individual student attendance cards:
- B. Send to office with a reliable student by 8:08;
- C. Read or distribute materials.

KEYS

In some buildings, room keys are needed and should be secured from the principal's secretary before going to the classroom or teaching station.

LEAVING THE BUILDING

At the end of the school day, the reserve teacher is asked to report to the administration office and

- A. Sign the Reserve Teacher Daily Record (see Reporting);
- B. Leave a narrative report for the teacher including references to activities completed, discipline problems encountered, and other information that may be helpful to the teacher; and/or
- C. Complete a substitute report form (South).

LIABILITY INSURANCE

Reserve teachers shall be covered by the school district's group liability insurance policy.

LONG-TERM RESERVE TEACHING

After thirty days of continuous teaching for the same teacher, the reserve teacher shall be placed on the applicable teacher's salary schedule. Teachers who have had long-term teaching experience in school systems or in other fields of endeavor will be placed on the step of the salary schedule deemed appropriate by the administration, subject to approval by the school board. However, in no event shall the initial placement exceed the number of years of previous teaching experience. Placement on the salary schedule is retroactive to the beginning of the long-term assignment.

LUNCH

Lunch is provided in the regular teacher's eight-hour day schedule. Please follow the lunch schedule of the teacher being replaced.

NEPOTISM – Policy 497

- A. The District may employ family members of current employees. To be hired, transferred or promoted, close family members may not:
 - 1. Be assigned to positions where one can influence the employment conditions or career of the other. This includes decisions involving hiring, termination, compensation, performance evaluation, discipline, promotional opportunities and work assignments; or
 - 2. Be assigned to positions where one reports to, directs the work of, or otherwise has direct or indirect supervision of another close family member.
- B. This policy shall apply to appointment of temporary and summer help, as well as contract employees.

NOTIFICATION OF RESERVE ASSIGNMENT

Aesop is notified of an assignment as early as the building becomes aware that a regular teacher will be absent. Aesop's integrated phone and web service provides constant access to the system. Teachers can conveniently register absences via phone or web, while subs can find and accept jobs online, over the phone, or through phone and email notification.

PAYDAYS

Teacher duty days are established through the adoption of an annual school calendar by the school board. The calendar specifies teaching days, in-service education days, teacher work days, professional days, and holidays.

The paydays fall on the fifteenth and the last day of each month. If the fifteenth or the last day falls on a weekend or holiday, the payday will occur on the last working day before. Please note that there may be some lag time in processing the data if the cut-off dates are not met.

POLICIES AND PROCEDURES, BUILDING

Policies and procedures applicable to a specific building's operation, not contained in this handbook, are generally contained in the Staff Handbook and are available in the classroom for review. Special distribution of building policies/procedures are made at each of the secondary schools to long-term reserve teachers. However, both short- and long-term reserve teachers should familiarize themselves with policies/procedures applicable to the buildings to which they are assigned, since rules may vary slightly from building to building.

PROBLEMS, WHO TO SEE ABOUT

If the reserve teacher encounters a problem pertaining to his/her job, feel encouraged to seek out the following administrator(s) first:

- South: Associate Principals
- North: Associate Principals
- Central: Principal, Associate Principal
- Sunrise Park: Principal, Associate Principal
- Elementary School: Principal

If a serious problem is encountered, do not hesitate to contact any administrator, teacher, or service person immediately.

RESPECTFUL WORKPLACE – Policy 498

The School District strives to maintain an environment that fosters mutual respect, prevents bullying and promotes harmonious, productive working relationships. Our district believes in going beyond what is required by law and expects school personnel to treat each other and students in a manner in which they would like to be treated and to give to others the respect that is due to every individual whether it is a fellow employee, School Board member, member of administration, agent, volunteer, student or visitor to our premises. As a result, school personnel are prohibited from engaging in behavior that substantially interferes with a professional productive, respectful working environment, including behavior that is disrespectful, obscene, inappropriate, offensive, or an act of bullying.

Any school personnel receiving a complaint shall advise the immediate supervisor, the director of human resources, or the superintendent of the complaint.

RETURN, NOTIFICATION TO

In some instances, reserve teachers will be asked to return to the same or a different teaching assignment the following day. If you are unsure about whether or not you should

return the next day to replace a staff member, please log onto Aesop to review open teaching assignments.

SAFETY BENCHMARKS

All school employees are directed to employ the utmost caution in supervising students during the course of the school day to avoid accidents and/or injury. Obviously, it is not possible to cite examples to cover every instance where safety precautions should be taken and how they should be taken, but several general rules are most illustrative. In most cases, safety is merely the application of common sense and an expectation that, if something can go wrong, it probably will. Consider the following as safety benchmarks to be employed with students in the classroom, hallways, on the grounds, in school vehicles, and on athletic fields.

- A. Do not leave students (under your supervision) unattended.
- B. Give thorough instructions on the correct procedures for performing an act which may be construed to involve some risk (e.g. use of machinery, chemicals, athletic movement, etc.)
- C. Demonstrate or have some other expert demonstrate correct procedures for performing an act which may be construed as involving some risk.
- D. Require student orderliness.
- E. Require that safety devices be used (e.g. glasses, aprons, machine guards, clamps, athletic pads, spotters, etc.). Do not allow participation by those not using safety devices or safe procedures.
- F. Be a thorough, alert supervisor.
- G. Do not use or allow to be used any broken or defective devices or equipment.
- H. Do not allow students to engage in an unsafe activity that would be construed to be a function that should have been performed by a custodian, administrator, teacher, or some other adult.
- I. Post reminder signs and placards on or near devices that could involve risk if used improperly.
- J. Remind students over and over again of the rules, safety procedures, and performance standards.
- K. Be prepared for emergencies that may arise and have corrective devices, phone numbers, and first aid procedures available or in mind.
- L. If you have any doubts about the wisdom of allowing a students to do or use something because of a potential risk involved, ask for clarification or assistance before proceeding.

SALARY (these rates include shadowing teachers for transition purposes)

Contract salary for 2014-2015:

\$140 Full day – White Bear Lake retired teachers (\$70.00 half day)

\$130 Full Day – All other reserve teachers (65.00 half day)

\$100.00 for every additional twenty opportunities of subbing (including half days)

The substitute daily rate of pay does not guarantee prep time. On casual assignments, some substitute teachers will receive prep time and others will not. The daily rate of pay remains the same.

SICK LEAVE

- A. Long-term substitute teachers who work more than 20 hours per week shall only be entitled to contractual leave benefits under ARTICLE XII, Section 1, Subds. 1-4 and 7-10 for the maximum number of days set forth below:
1. Long-term substitute teachers working 0-39 days shall not be eligible for leave benefits under Article XII, except as set forth in paragraph 2 of this Agreement;
 2. Long-term substitute teachers working 40-49 days will be eligible for up to 2 days of accrued leave;
 3. Long-term substitute teachers working 50-69 days will be eligible for up to 5 days of accrued leave;
 4. Long-term substitute teachers working 70-95 days will be eligible for up to 7 days of accrued leave;
 5. Long term substitute teachers working more than 95 days will be entitled to full contractual leave language per ARTICLE XII.
 6. Long-term substitute teachers working more than 39 days who had absence(s) during their initial 39 days may be reimbursed for lost days retroactively, provided that the days taken do not exceed the accruals in items b-d above and are compliant with the provisions of ARTICLE XII, Section 1, Subds. 1-4 and 7-10.
 7. Per ARTICLE XII, Section 1, Subds. 9, long-term substitute teachers will accrue leave benefits within the current school year but not transfer to the subsequent school year.
- B. Long-term substitute teachers who work more than 20 hours per week are also entitled to contractual leave benefits per ARTICLE XII, Section 2.
- C. Long-term substitute teachers who work more than 20 hours per week will not be eligible for any other provisions of ARTICLE XII.
- D. This agreement will be the standard for contractual interpretation regarding long-term substitute teachers leave benefits until the ratification of the 2015-17 WBLTA Master Agreement.

TOBACCO-FREE ENVIRONMENT

It shall be a violation of this policy for any student, teacher, administrator, other school personnel of the school district or person to smoke or use tobacco, tobacco-related devices, or e-cigarettes in a public school. This prohibition extends to all facilities, whether owned,

rented, or leased, and all vehicles that a school district owns, leases, rents, contracts for, or controls. In addition, this prohibition includes vehicles used, in whole or in part, for work purposes, during hours of school operation, if more than one person is present. This prohibition includes all school district property and all off-campus events sponsored by the school district.

Students who violate this tobacco-free policy shall be subject to school district discipline procedures.

School district administrators and other school personnel who violate this tobacco-free policy shall be subject to school district discipline procedures.

STUDENT SUPPORT SERVICES/SITUATIONS

Special Education

Working in a special education classroom can present unique challenges. Special education can include students with both cognitive and physical disabilities. Class sizes are often smaller, leaving more space for one-on-one teaching, and there is often a great deal of professional support from paraprofessionals.

- **Paraprofessionals.** These professionals are excellent resources. They know the students and the classroom routine, and in the absence of a lesson plan, they can often tell you what's going on in the class. However, you are legally responsible for your classroom. You must not leave the class while students are in the room. If an errand needs to be run, delegate responsibility in a way that keeps you, the licensed teacher, with the class.
- **Being a resource in another teacher's classroom.** Sometimes special education teachers go to regular classrooms and help a few students with their work. If you find yourself in this situation, make sure to introduce yourself to the other teacher and to the students on your caseload. Take notes on what happens in the class, get a copy of any handouts, and whenever there is work time, do your best to help your students.
- **Different kinds of Special Education.** What do all those letters mean?
 - **EBD (Emotional/Behavioral Disorder)**

These students can be very unpredictable. As a reserve teacher, it is often best to allow the paraprofessional to confront behavior issues. They may be able to resolve conflict more efficiently. The five levels of EBD range from 1, or least severe, to 5, or most severe.
 - **DCD (Developmental Cognitive Disability)**

These students do not function mentally or socially at the same level as their peers. In a DCD classroom, you may find students with severe mental retardation, Down Syndrome, Asperger's Syndrome, physical handicaps, and other impairments. You will discover a wide variety of ability levels in these classes. Trust the SEAs who know the routines of the class. Help wherever you can, and enjoy yourself! These classes can be very rewarding.

- **Autism**

Trust your paraprofessionals, because they know what their students need. Any breaks in the routine can be upsetting to autistic students, so simply do what the EAs tell you to do.

- **Other**

You will find many different special education classes with students who have needs that cannot be met in a mainstream classroom. Be flexible and assist your students as well as you can.

- **Title 1**

A Title 1 class is a class that has been created to comply with No Child Left Behind. The intent of the Title 1 program is to help all students attending high-poverty schools improve their academic performance in reading and mathematics. Title 1 teachers often have small classes of students who are “pulled out” of their regular class to get additional assistance in math and/or reading.

- **EL (English Learners)**

ELL classes serve to teach non-native English speakers the English language. ELL core courses like math or history are often taught at a slower rate so that students can focus on language acquisition while learning content. There are varying levels of English comprehension among these students. The more bilingual students can help you communicate with students whose English is not as strong. (A caveat: be aware of students passing along inaccurate or inappropriate information!) If you speak another language, you are a great person for this job. If you don't, you can still have a good experience in an ELL class. Even in the absence of a lesson plan, you will always have something to teach—English! Have your students teach you some essential words and phrases in their language as well. Also, keep in mind that many of these students come from different cultures. Be flexible and understanding.

STUDENT TEACHERS

Like EAs, student teachers are excellent resources because they know the students and how the class runs. If they want to teach, let them. Always remember, however, that you are legally responsible for that classroom. You are ultimately responsible for ensuring that the lesson is completed.

RECESS/LUNCH/BUS DUTY

Look to the lesson plan for any additional duties. If details about your extra duties are not available, ask other teachers and staff. Ask them what the rules of lunch are, or where you are supposed to report for bus duty. In most extra duty situations, your job is to keep the students safe and to get them where they are supposed to be on time.

ELECTIVES/SPECIALTIES

When you encounter a non-academic class that you are not qualified to teach, don't be afraid to ask for help from other teachers. These departments tend to be small and contained in one hallway or space in the school.

MUSIC

Safeguard the materials and instruments in the room.

If you are a musician, don't be afraid to teach. If you have directing skills, have the orchestra play their pieces for you.

Tone deaf and teaching music? You may not be able to direct the band or teach a song, but most music classrooms have a CD player. Younger students often sing with a CD or tape. Older students can do listening exercises, identifying and writing about what they hear.

PHYSICAL EDUCATION

Safety! Safety! Safety! Do not have students participate in games where they may injure one another, like dodge ball or tackle football. Avoid creating safety and liability issues. Younger students often have a routine involving calisthenics. Ask the students for a good leader or lead them yourself.

Avoid pitting boys against girls or having students pick their own teams.

ART

Safeguard materials—they are expensive! (A 50-minute class can deplete a year's budget.) It's a good idea to limit what they can use. "We'll just use markers today, no paints."

Safety is an important concern. Watch use of staplers, scissors, razor blades, and other potentially dangerous tools. For this reason, many art teachers lock their cabinets.

If all materials are locked up, do a simple exercise with pencils and paper, or bring students up to the chalkboard.

VOCATIONAL TECHNOLOGIES (WOOD SHOP, AUTO, ETC.)

Safety! Safety! Safety! If you are not comfortable supervising the use of dangerous equipment, don't let students use it. Give them an alternate activity or let them do other homework.

BUSINESS (OR ANOTHER CLASS IN WHICH EACH STUDENT SITS AT A SCHOOL COMPUTER)

Know the rules of this particular class/computer lab. Many classrooms have a "no Internet" rule. If students are allowed to use the Internet, monitor their screens closely.

If a student refuses to follow rules, don't hesitate to turn off his or her computer.

WORLD LANGUAGES

You do not need to speak a world language in order to have a successful class. Most of the time your basic classroom management principles will be enough. Give some extra time to examining the lesson plan, and try to learn along with your students.

FAMILY AND CONSUMER EDUCATION (HOME ECONOMICS) - cooking, sewing, parenting, hygiene

Safety! If you are not comfortable letting students use tools such as a range or a knife, then modify the lesson, and let the teacher know.

MEDIA CENTER

Most media center specialists will not allow book check-outs when they are gone. This is a good policy, unless there are specific notes to the contrary.

If you need something to do, reshelv books.

STUDENT SUPERVISION RESPONSIBILITIES

All teachers are responsible for student supervision throughout the school day and year. Regardless of the activity in which a teacher is engaged at any moment in the day, teachers will be expected to respond immediately to any requests for assistance from administrators, colleagues, other staff members, and students to correct situations which are illegal, insubordinate, or otherwise jeopardize the health, safety, and welfare of school personnel, property, or students entrusted to the schools. Such requests shall not be routinely made of teachers, but clearly it is every school teacher's responsibility to provide student supervision both inside and outside of the classroom.

TEACHER LOAD (LTS positions of thirty consecutive days or more ONLY)

Teacher daily load shall consist of one fifty-minute preparation period (may not be daily but must not be less than 250 minutes/week), one thirty-minute duty-free lunch period, a maximum of six teaching preparations, student supervision, and other assignments which shall equal 480 minutes of duty/day.

"In addition to the basic school day, teachers may be required to reasonably participate in school activities beyond the basic teacher's day to attend to those matters requiring their attention, including consultation with parents, faculty meetings, curriculum meetings, and other professional teaching responsibilities." (Reference Article VIII, Section 3, ISD #624/WBLTA Agreement)

VANDALISM REPORTING

Acts of vandalism should be reported immediately to the building principal or an administrative representative, designated by the principal. Upon detection of vandalism of school property and/or contents, a Secondary Education Vandalism Report should be completed and filed with the superintendent, assistant superintendent, director of business and finance, and building principal.

WORK DAY

The K-5, middle, and high school reserve teacher's school day shall be the same as the regular teacher's day. The day is eight hours in length and extends from 7:30 a.m. to 3:30 p.m. at the middle and high schools and 8:00 a.m. – 4:00 p.m. in the elementary buildings. In most instances, a half-day shall be either the a.m. or p.m. school session or completing the middle period for middle and high schools (there will be some exceptions and 4 hours will be the benchmark for one-half days). Portions of any half day shall count as one-half day. K-5 reserve teachers, when working a.m. only, employment should be from 8:00 - 12:00 and p.m. employment should be from 12:00 noon – 4:00 p.m. If a reserve teacher is working both halves of a day in two buildings, the principal of the a.m. building should be informed so that arrangements can be made between principals concerning time to change schools.

Reserve teachers who accept an assignment "late" in the morning of the day they are to teach should make every attempt to be at school within one hour from the time they are contacted. Reserve teachers who are assigned and report for duty will be paid to teach for the period of time designated, even if conditions change so that they are no longer needed, unless the reserve teacher prefers not to work.

The District reserves the right to interrupt any substitute assignment due to lack of work, emergency, or extenuating circumstances.

2015-2016

Reserve Teacher Resources

Categorized by Grade Level and School

EXPECTATIONS OF THE RESERVE TEACHER

Familiarize yourself with the information in the reserve teacher file folder. Also, see the forms in the back of this section of the handbook. The classroom expectations and routines should be followed very closely. If you have questions, please ask for assistance from the grade level team members. At the end of the day, leave the reserve teacher report on the teacher's desk and return the reserve teacher folder to the office, sign the *Reserve Teacher Daily Record* form, and return the classroom key.

WORKING WITH STUDENTS

In order for each child to learn effectively in our schools, it is essential that a supportive environment is provided. The White Bear Lake Public Area Schools have a strong commitment to maintaining a climate in each school that develops responsible persons, exercising self-discipline and respect for others.

Each school is required to evaluate student discipline procedures at the beginning of each school year and to establish a plan which can be effectively communicated and understood by students and parents. These plans may vary as long as they are within the guidelines of the Minnesota State Statutes and district policy. **It is very important that you become familiar with the discipline plan for your school.**

Some general rules, common to all schools, include:

- A. No corporal punishment
- B. Avoid touching students for any reason except for restraint in order to assure the safety of the student, other students, yourself, and/or property.
- C. No use of language which intimidates students. The need for a healthy, confident self-concept is essential for all students and is one of the Board-approved objectives.
- D. Encourage students through appropriate use of praise and recognition for good work and/or behavior.
- E. Be willing to discuss problems with children, listen for their feelings, and be understanding of the situation.
- F. Seek to provide each child with responsible tasks and expectations so that he/she feels involved in the process of working together within the school.
- G. Let students know what is expected so that there is a minimum of misunderstanding about limits, rules, and procedures.
- H. Provide instruction appropriate for the child's ability.
- I. Never leave students unsupervised. Send a student to the office for help or ask another teacher to supervise if you need to leave for a moment.

- J. Start fresh each day. Do not allow an unpleasant experience from another time carry over to "cloud" the potential for success today.
- K. Be aware of student statements concerning possible physical or sexual abuse. Share any comments in this area with a teacher or principal.
- L. Do not expect perfection.
- M. Seek assistance from another teacher or principal for emergency or questionable situations.

Schools are for children. Students spend approximately 12,000 hours of their lives in school. They learn by watching and interacting with those who teach them and those who discipline them. They learn how to relate to others and how to solve problems with people. They learn what happens when they stretch and sometimes break limits. They learn about the responsibilities involved in being part of a group and they learn to express their own feelings and the way they think. Methods of discipline are a very critical part of the life of each student and require our best efforts to support the goals of responsible, self-confident, and happy children.

CONFIDENTIALITY/DATA PRIVACY

In order to work effectively with students, it is sometimes necessary to know information which will support appropriate instruction. This information may not be the type that can be or should be shared with others and is provided on a "need to know" basis. We expect all employees to respect the personal, confidential nature of this type of information and to understand that it should not be shared outside of the school. If you have any questions in this area, please contact the teachers or principals in your buildings. **Data privacy is the law.**

PUBLIC RELATIONS

The best public relations program is the manner in which we operate within each of our schools. A business-like atmosphere, respectful of others and demonstrating care and concern for the needs of each child, provides the best image for the district.

Use of appropriate language and serving as a model for others is a part of the responsibility of each employee working in our schools. We sincerely appreciate the attention to this concern which is evident throughout the district.

ELEMENTARY RESERVE TEACHER FORM

Dear Reserve Teacher,

The information in this folder has been prepared to provide you with general information about my class. Specific daily lesson plans will be furnished in addition to this. I hope the materials are useful and that you have a good day with my class.

Teacher: _____ Grade: _____ Room: _____

Classroom Phone #: _____

Office Phone #: _____

Team Teacher(s) _____	Room: _____
_____	Room: _____
_____	Room: _____
_____	Room: _____
_____	Room: _____

The following items are enclosed:

- Classroom Daily Schedule _____ Seating Chart
- Class List
- Emergency Procedures
- Title/LD Schedule
- Map of Building
- Classroom Behavior Plan & Procedures
- Attendance Procedure
- Smartboard Procedure

School Schedule:

Students enter at _____

Lunch is from _____ to _____

Students prepare for dismissal at and should be dismissed at _____

My signal for getting attention is: _____

Procedure for "in day": _____

In case of a fire / fire drill exit: _____

Specialist's Schedule:

Prep time(s): _____

Music – days: _____ in room: _____

Basic Skills – days: _____ in room: _____

Phy. Ed. – days: _____ in room: _____

Media – days: _____ in room: _____

Computer – days: _____ in room: _____

My plan book is kept in/on my: _____

Teachers' manuals are kept: _____

Daily Routine:

Correspondence from home: _____

Restrooms: _____

Getting drinks: _____

Pencil sharpener: _____

Lining up: _____

Talk among students: _____

Passing out books / supplies: _____

Out-of-seat policy: _____

What to do when finished with work: _____

Where to turn in completed work: _____

Failure to bring materials (pencil, paper, textbook): _____

Dismissal procedures: _____

Student Helpers:

Students with Special Needs:

Person(s) to Contact for Help:

Name	Phone
_____	_____
Name	Phone
_____	_____
Name	Phone
_____	_____

Health Concerns:

Extra Duties:

REPORTING TO CENTRAL MIDDLE SCHOOL FOR RESERVE TEACHERS

Please be at school at **7:30 a.m.** School (Homebase) begins at 8:15 a.m. Come to the main office to receive instructions left by the teacher and room keys. Also, check the teacher's mailbox in the faculty workroom in the main office area.

RESERVE TEACHER EXPECTATIONS

During homebase, record attendance and tardiness. Attendance is taken on the computer using the Skyward program. Instructions should be included in the teacher's sub folder. Please refer to team members if you are in need of assistance.

Proceed with the lesson plan left by the teacher. We would like you to teach and not merely supervise – team members or others in the department are very willing to assist you. Discourage any requests by students to leave your class for drinks, bathroom, etc. They can use their passing time.

If time permits, please go over some of the work handed in.

Make notes for the teacher, telling what has been accomplished or if you had any particular problems. All teachers are expected to supervise hallway traffic during passing time and also before and after school.

Limit the use of the student agenda for passes. You may tell students that the Principal has asked reserve teachers not to write passes for students.

Please take care of your keys and return them to the office at the end of the day. Do not leave purses or valuables where they are accessible to students.

Please make sure that all classroom windows are closed and the door locked when you leave.

FIRE DRILL REGULATIONS

Please be aware of the fire and tornado drill regulations for each different room in which you are teaching. These regulations are posted on the wall in each room.

FREE TIME

When you do not have a class or group to supervise, coffee and soda are usually available in the staff lounge. We encourage you to bring a coffee cup for the day, but if you need one, you may get a cup from the office. Occasionally, teachers with extra free time will be assigned other duties.

WHERE TO EAT

Lunch for teachers is served in the cafeteria. We use an automated system for recording lunch purchases and no longer sell lunch tickets. You may purchase a lunch for \$3.70 by having the exact change. Yogurt and other snack items are also available. Staff at Central

eats in the staff lounge located in the cafeteria next to the snack bar or in the main office faculty lounge.

OTHER COMMENTS

We expect our students to be cooperative. If a disruptive student fails to respond to your classroom interventions, you may send them to the time out room or the main office for discipline. If you send them to the main office, please follow-up with a referral. If there is an accident in your room, you must fill out an accident report form on the day of the accident. The completed form should be turned in to Deb Sehr in the main office as soon as possible.

We hope that your stay with us will be pleasant. While here, you have the authority of that classroom teacher. Classes end at 3:02 p.m. and you may leave the building at 3:30 p.m. Before you leave, be certain to stop by the main office to ***turn in your sub folder and keys and sign the Reserve Teacher Daily Record.***

HAVE A GOOD DAY!

Central Middle School

Guest Teacher

Dear Guest Teacher:

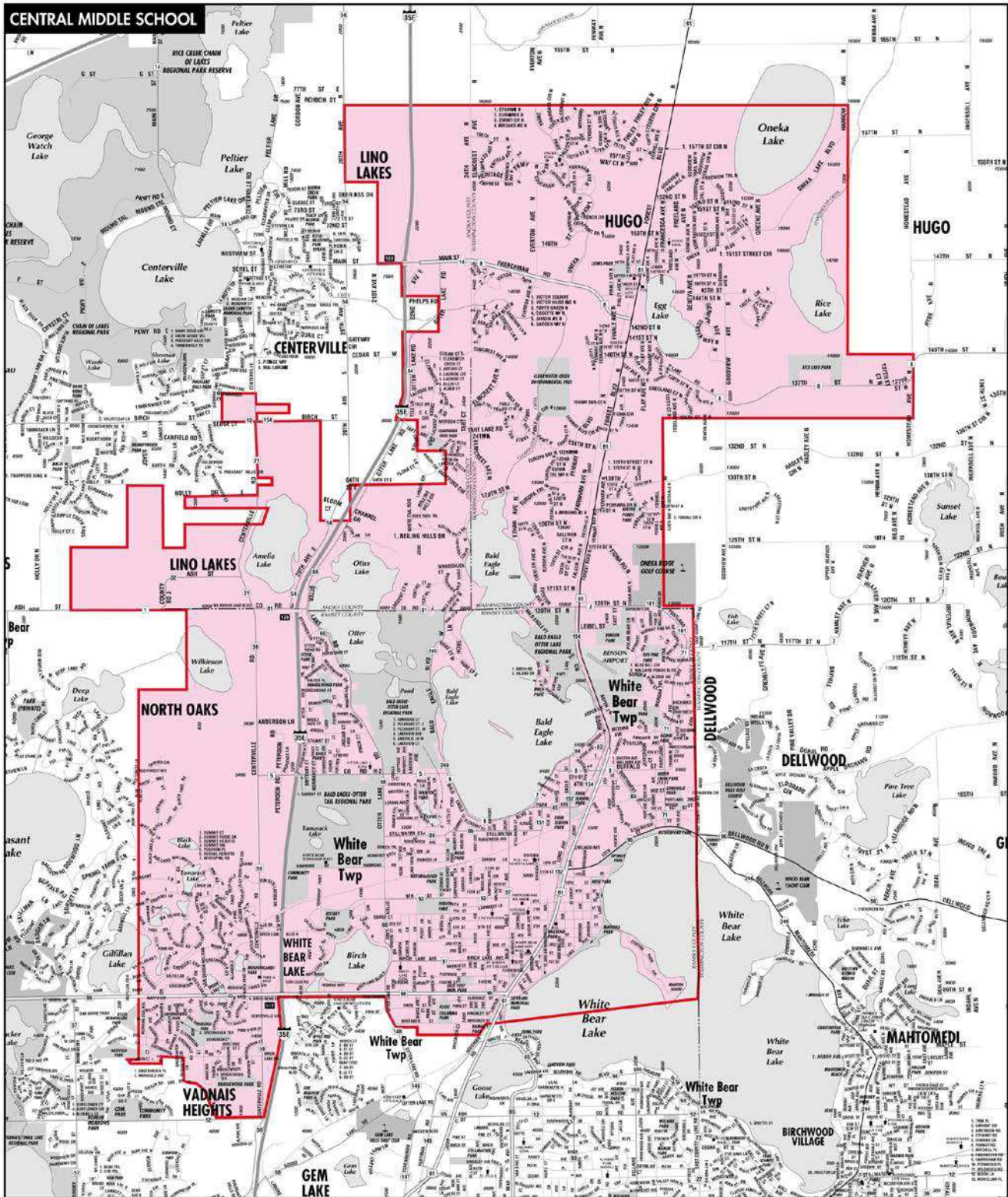
This information has been prepared to provide you with a good deal of information about my classes. I hope the material is useful to you and that you have a good day with my classes.

Teacher: _____ Room #: _____ Home Phone: _____

Teacher who can help understand my curriculum: _____ Room #: _____

Period	Room	Subject/Class Name Day A or Day B	Text
Homebase 8:15 – 8:35			
Mod 1 8:40 – 9:33			
Mod 2 9:38 – 10:31			
Mod 3 10:36 – 11:02			
Mod 4 11:07 – 11:33			
Mod 5 11:38 – 12:04			
Mod 6 12:09 – 12:35			
Mod 7 12:40 – 1:06			
Mod 8 1:11 – 2:04			
Mod 9 2:09 – 3:02			

Special Notes: _____



REPORTING TO SUNRISE PARK MIDDLE FOR GUEST TEACHERS

Please be at school at 7:30 a.m. School begins at 8:15 a.m. Come to the Principal's Office to receive instructions left by the teacher and room keys. Also, check the teacher's mailbox in room 103.

WHAT WE EXPECT OF THE GUEST TEACHER

Take attendance in Skyward every period. Send student(s) with notes to leave the building to the attendance office. If unable to take attendance in Skyward, send a paper copy of attendance to the attendance office (X2706) at the beginning of each class hour.

Proceed with the lesson plan left by the teacher

We would like you to teach and not merely supervise; - team members or others in the department are very willing to assist you. Do not have student do activities you are not comfortable/licensed to teach, e.g. power machines. Students should not leave your class for drinks, bathroom, etc. unless it is an emergency. They can use their passing time.

If time permits, please go over some of the work handed in.

Make notes for the teacher

Tell him or her what has been accomplished or if you had any particular problems. All teachers are expected to supervise hallway traffic during passing time and before and after school.

Limit the use of the Student Planner book for passes. You may tell students that the principal has asked guest teachers not to write passes for students, except in emergency situations.

Please take care of your keys and return them to the office at the end of the day. Do not leave purses or valuables where they are accessible to students. If you wish to lock up anything, please see someone in the main office.

FIRE DRILL REGULATIONS

Please be aware of the fire and tornado drill regulations for each different room in which you are teaching. These regulations are posted on the wall in each room.

FREE TIME

When you do not have a class or group to supervise, coffee and pop are usually available in the staff lounges (room 100 or behind the cafeteria). You may bring a coffee cup for the day, but cups are available in the office. Occasionally, teachers with extra free time will be assigned other duties.

WHERE TO EAT

Lunch for teachers is served in the cafeteria, exact change is required, or you may put money in an account and receive a PIN number. Yogurt and other snack items are also available. At Sunrise Park Middle School, we have two staff lunchrooms, one is located in the northeast corner of the student cafeteria and the other is in room 100. Cost of lunch is \$3.80, breakfast is \$1.80 and milk 50¢.

OTHER COMMENTS

We expect our students to be cooperative. We prefer that you send any student who is being disruptive to the office with a note explaining his/her behavior. We are always ready to help you. Check with the office (ext. 2717) to make sure the student sent to the office arrived. Administrators can be reached at that same extension, 2717.

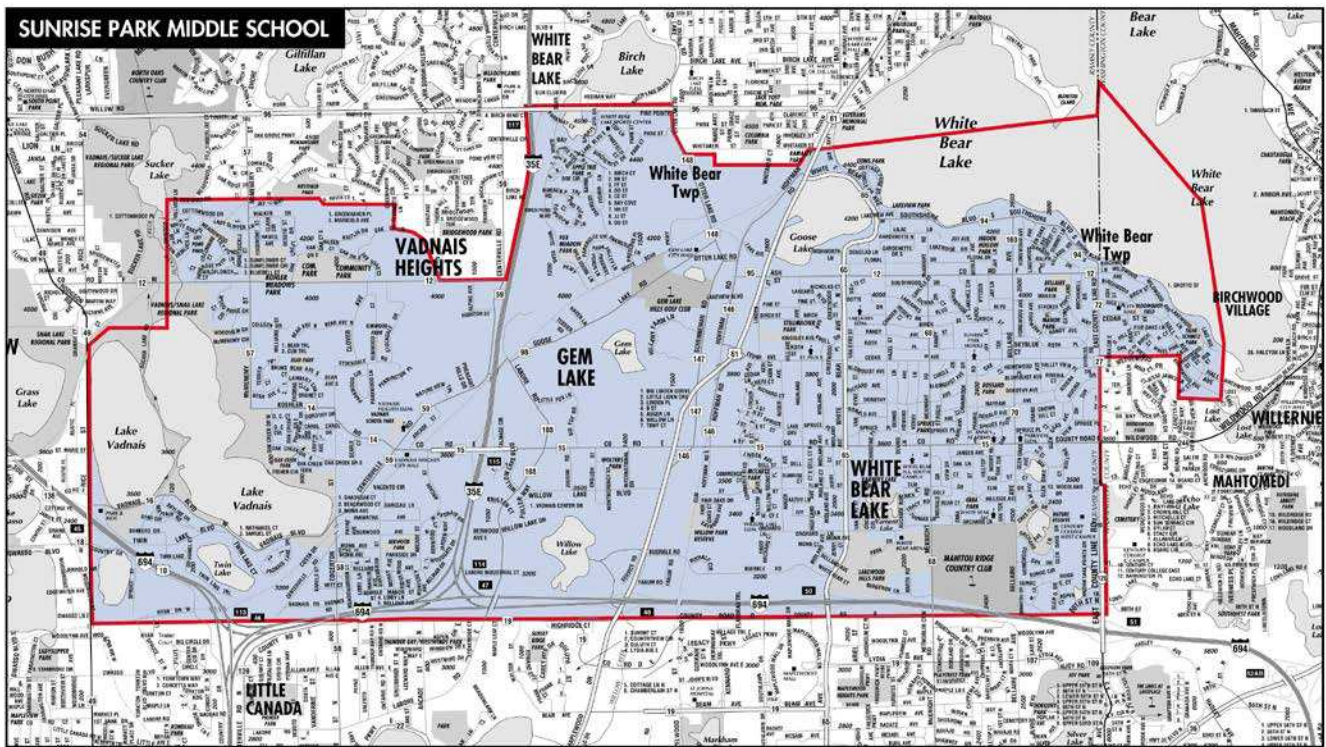
We hope that your stay with us will be pleasant. While here, you have the authority of the classroom teacher. Classes end at 3:01 p.m. and you may leave the building at 3:30 p.m. Before you leave, be sure to stop by the main office to turn in your guest teacher folder and room keys and sign your guest teacher form.

Have a Good Day!

Robert McDowell, Principal
Sunrise Park Middle School

Daily Schedule

HOUR	BEGIN	END
1	8:15	9:09
2	9:14	10:08
3	HB 10:13 - 10:37 Lunch 10:42 - 11:06	11:06
4	HB/Lunch 11:11 - 11:35 HB/Lunch 11:40 - 12:04	12:04
5	HB/Lunch 12:09 - 12:34 HB/Lunch 12:39 - 1:03	1:03
6	1:08	2:02
7	2:07	3:01



ATTENDANCE

Class lists are included in the sub folder. Please record today's attendance on this sheet, and return to the Attendance Office with a student at the beginning of each class. Attendance should be taken the first 10 minutes of class.

CLASSROOM

There should be lesson plans and a seating chart available for you in each class.

DAILY BULLETIN

Copies of the daily bulletin will be in the sub folder.

EMERGENCY INSTRUCTIONS

Familiarize yourself with all emergency instructions posted in each classroom (i.e. evacuation routes, handicapped students).

END OF THE DAY

Please sign out at the end of the day in the Principal's Office. Return your key, issued name tag and reserve teacher folder when you sign out.

HALLWAYS

Please supervise hallway traffic between classes and before and after school.

MAILBOX

Check the teacher's mailbox and please sort out the materials that are needed for homeroom students such as passes to see an administrator or counselor, notices to be read, etc. If in doubt, ask.

No Pass List means just that. Check the daily bulletin for the list.

RESERVE TEACHER'S REPORT TO THE ADMINISTRATION (OPTIONAL)

If you choose to fill this form out, return to the Principal's Secretary when you sign out.

RESERVE TEACHER'S REPORT TO THE TEACHER

This report should be left in the teacher's mailbox or on his/her desk so that it will be seen immediately.

STAFF LOUNGE

It is located in the center of the 100s circle and is available to you when you do not have a class or group to supervise.

TELEPHONES

You must dial '9' to make an outside call. Phones within the district can be reached by dialing the four-digit extension number.

We expect our students to cooperate with you. If a student is acting inappropriately and you need to send them to the office, call Ext 2943 to let us know who you are sending down.

GUIDANCE OFFICE/COUNSELORS

The counseling department has four counselors to assist students with registration, educational planning, career choices, financial aid, personal problems, and many other issues of concern to students.

A student may see his or her counselor before or after school, during the lunch period or study period by scheduling an appointment with the secretary in the counseling office. Unless there are special circumstances, students should see their counselors during non-class time. If a student feels he or she must see the counselor during a class period, permission of the teacher must be obtained prior to leaving the class.

LOCKDOWN PROCEDURE

All communication will come from the administration and the command center. **The administration/command center will call 911.**

First: There will be an announcement over the PA system indicating we are implementing lockdown procedures. If the lockdown is to occur during passing time, the bell system will ring and an announcement will follow. The administrative team will share basic information regarding the incident.

Second: When the announcement is made, the following procedures are expected of all staff.

Stay calm. Don't panic.

Usher students from the hall into the nearest classroom.

Once inside your classroom, if possible close and lock the door.

Turn off lights.

Instruct students to sit on the floor away from doors and windows.

Observe total silence.

Best practice states that you should remain in lockdown until your door is opened by school staff or police.

Post Lockdown: Once the situation has been resolved, administration may choose to evacuate to Central Middle School.

**THANK YOU FOR SUBSTITUTING AT NORTH CAMPUS.
WE APPRECIATE YOUR HARD WORK!**

DAILY SCHEDULE

PERIOD	BEGIN	END	
1	7:30	8:31	
2	8:37	9:33	
3	9:39	10:35	
4	10:41	11:37	
4A	11:15	12:13	LUNCH BEFORE CLASS
4B	10:41	12:13	SPLIT LUNCH
4C	10:41	11:37	LUNCH AFTER CLASS
5	12:17	1:13	NO LUNCH
5D	11:43	1:13	SPLIT LUNCH
6	1:19	2:15	

Welcome to South Campus!

We hope you will enjoy your day! All staff and students will be helpful, so please ask.

REPORTING TO SOUTH CAMPUS FOR SUBSTITUTING

Everyone should check into the Main Office by 7:30 a.m. and report to the Principal's secretary regardless of the teacher's schedule. At that time, you will receive a room key and folder which contains a schedule for the teacher. Make sure you check the teacher's mailbox in the Faculty Room. 1st Period begins at 7:55 a.m.

KEYS

Keys will be picked up from the Principal's secretary when you check in.

ATTENDANCE

Attendance is to be taken within the first ten minutes of each block during the school day. Class lists are included in the sub folder. Please record today's attendance on this sheet, and return to the Attendance Office with a student at the beginning of each class.

If you have any questions regarding attendance, please contact the Attendance Clerk at ext. 6210.

WHAT WE EXPECT OF THE RESERVE TEACHER

Proceed with the lesson plan left by the teacher. We would like you to teach and not merely supervise. Team members or others in the department are very willing to assist you. Discourage any requests by students to leave your class for drinks, bathroom, etc. They can use their passing time.

Students whose names appear as excused on the Teacher's Daily Attendance Report should be automatically admitted to class.

Students whose names are listed as unapproved or truant should not be admitted to class without an admit slip. If they do not have an admit slip, they should be sent to the Attendance Office with a pass).

Make notes for the teacher, telling what has been accomplished or if you had any particular problems. All teachers are expected to supervise hallway traffic during passing time and also before and after school.

Please take care of your keys and return them along with the Reserve Teacher Folder to the Principal's Secretary at the end of the day. At that time, you will initial the reserve essential sheet. **DO NOT LEAVE PURSES OR VALUABLES WHERE THEY ARE ACCESSIBLE TO STUDENTS.**

FIRE/TORNADO DRILL/EMERGENCY RESPONSE PLAN

Please be aware of the fire and tornado drill regulations for each room. These regulations are posted in each room.

LOCKDOWN PROCEDURE

All communication will come from the administration and the command center. The administration/command center will call 911. We do not want to jam the phone lines; however, if you need to inform or update the office, please use extension 6204.

First: There will be an announcement over the PA system indicating we are implementing lockdown procedures. The administrative team will share basic information regarding the incident.

Second: When the announcement is made, the following procedures are expected of all staff:

- Stay calm. Don't panic.
- Usher students from the hall into the nearest classroom.
- Once inside your classroom, if possible close the lock the door.
- Turn off lights.
- Instruct students to sit on the floor away from doors and windows.
- Observe total silence.
- Remain in lockdown until school staff or police opens your door.

Post Lockdown: Once the situation has been resolved, administration may choose to evacuate to an alternate site. In the event of an evacuation, please bring a hard copy of your student rosters as well as a list of additional students (if any) who were in your room during lockdown.

FREE TIME (PREP)

When you do not have a class or group to supervise, coffee and pop may be purchased in the Faculty Room. Occasionally, teachers with extra free time will be assigned other duties.

WHERE TO EAT

Lunch for teachers is served in the Cafeteria. The kitchen is on a computerized system. Please have cash available and inform the kitchen that you are a substitute teacher. Yogurt and other snack items are also available. Most staff members eat in the faculty lounge.

PARKING

Please park in the last two rows (nearest Elm Street) in the parking lot on the south side of the building in the faculty section. You may obtain a guest teacher parking permit from the principal's secretary. Please display this permit from your rear view mirror.

BATHROOMS

Faculty bathrooms are located outside the east door of the faculty room.

OTHER INFORMATION

We expect our students to be cooperative.

We prefer that you send any student who is being disruptive to the office with a note explaining his or her behavior. We are always ready to help you. **Please call the main office at ext. 6200 and inform them you are sending a student to the office.** Tell them the student's name and the time he or she left your room. If a situation arises that you need an administrator immediately, please call the main office at ext. 6200. An administrator will assist you.

We hope that your stay with us will be pleasant. While here, you have the authority of a regular teacher.

Classes end at 2:35 p.m. You may leave the building at 3:30 p.m. Before you leave, be certain to stop by the principal's secretary and turn in your keys and sub folder and initial the reserve teacher daily report.

HAVE A GREAT DAY AT SOUTH CAMPUS!

DAILY SCHEDULE

PERIOD	BEGIN	END
0	7:00	7:50
WARNING BELL	7:53	
1	7:55	8:55
2	9:00	9:55
3	10:00	10:55
4	11:00	12:35
A LUNCH	11:00	11:30
B LUNCH	11:35	12:05
C LUNCH	12:05	12:35
5	12:40	1:35
6	1:40	2:35

BEAR ESSENTIALS

Expectations for Learning

The staff at the North Campus has developed a set of expectations for our learners that improves behavior, attendance and study habits.
The following expectations are our **BEAR Essentials**:

BE ON TIME

Lost time is never found again.

When the bell rings learners are in the classroom and ready to learn.

EFFORT IS IMPORTANT

Do your best every day in every way.

Students demonstrate effort by doing their best.

ALWAYS BRING MATERIALS

Proper planning prevents poor performance.

Students will bring appropriate materials and completed homework to class.

RESPECT PEOPLE AND PROPERTY

Children need models more than they need critics.

All staff and students will treat one another with respect in what they say and do.

STUDY AND USE TIME WISELY

Education isn't play and it can't be made to look like play. It's hard, hard work, but it can be made interesting work. Students will be prepared to learn to the maximum in every school situation.

SECONDARY MISSION STATEMENT

**WE ARE ENGAGED IN A COLLABORATIVE EFFORT WITH
THE COMMUNITY TO ENSURE SUCCESS FOR ALL LEARNERS
WITHIN A SAFE, SUPPORTIVE AND CHALLENGING
ENVIRONMENT THAT MODELS GLOBAL RESPECT AND
LIFELONG LEARNING.**