



2011-
2012

Substitute Teacher Handbook

Aesop Absence
System

Prepared for

Dr. Rick Buresh

Superintendent of Schools

And

The Board of Education

By

Nancy Jordheim

Assistant Superintendent for Human Resources

The Fargo Public Schools is an Equal Opportunity Employer and does not discriminate on the basis of race, color, religion, national origin, sex, age, disability or non-disqualifying handicap in its education programs/activities and employment practices. The Fargo Public Schools seek to provide access to all its programs for those interested persons who might have a variety of handicapping conditions. This includes those with impaired vision and hearing loss. Furthermore Fargo Schools' district policy 5060 assures that the district and its employees will not retaliate against any persons who file a complaint regarding these or any other OCR enforced statutes regarding discrimination and/or treatment. Additionally the School District will discipline any individual who retaliates or takes adverse action against any person who reports alleged discrimination and/or harassment or who testifies, assists, or participates in any investigation relating to a discrimination and/or harassment complaint. If you have concerns or need information regarding the existence and location of services, activities, and facilities that are accessible, please contact the 504 Coordinator, Deb Dillon, Director of Alternative Programming at (701)446-1000. For information regarding Title IX compliance call, Brad Franklin, Principal, Jefferson Elementary School or Jennifer Soupir-Fremstad, Assistant Principal, Fargo South High School at (701)446-1000. You may also write to the coordinators at Fargo Public Schools, 415 4th Street N., Fargo, ND 58102.

Welcome to Fargo Public Schools

Dear Valued Substitute,

Substitute teachers are a very necessary part of the school district team of educators. Teachers occasionally have to be away from their classroom due to illness, personal business, professional development, activity supervision, or still other reasons. Securing a competent, caring teacher (or substitute teacher) for every classroom is one of our very top priorities. We spend a lot of time and resources making sure that we have quality persons in these positions.

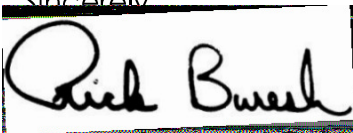
This substitute handbook is designed to help you become familiar with the Fargo Public Schools and our expectations as quickly as possible. There are many procedures and expectations that are consistent across the district and some that may vary slightly from building to building. Experiencing different buildings and classrooms with somewhat differing cultures can be a great source of professional growth for you as an educator.

FPS uses an automated computer/phone system for teachers to log their absences and to secure substitute teachers. The system will call in the evening between 5:00 p.m. and 10:00 p.m. and again starting at 5:50 a.m. for any new absences reported during the night.

Your responsibility after accepting an assignment is to replace the regular teacher and to carry out, to the best of your abilities, the duties, responsibilities, and plans of that teacher for the day. We want to do all that we can to assure that all of our students have a meaningful and productive day, every day, regardless of who their teacher is.

Thank you very much for your service to Fargo Public Schools. If you have any questions, please call Mary Steussy, Substitute Coordinator, at 446-1024.

Sincerely,

A handwritten signature in black ink, reading "Rick Buess", enclosed within a rectangular border.

Rick Buess

Superintendent

Welcome and thank you for becoming a part of Fargo Public Schools

If you have been with us a number of years or even if this is your first year, you will quickly come to understand that you are a critical component in Fargo Schools.

As a substitute teacher you are a part of our complete team. Whether your assignment is short or continues over a longer period, you will touch the lives of others each day you come into our buildings. Both our students and our teachers will be strengthened by your presence. You provide continuity for students and opportunity for staff.

This substitute handbook is designed to help you in your efforts to know as much as you can about our school system, our schools, and our students. Each building has a different personality and the exciting part for you is that you may have the opportunity to experience each one. You will be responsible for knowing the information outlined in this handbook and also in the Risk Management Handbook.

Your responsibility after receiving the assignment is to replace the regular teacher and to carry out, to the best of your abilities all the assigned duties and responsibilities of that teacher for the day. We trust that each time you substitute the students will have a meaningful and productive education experience.

Because we believe in the development of your skills we will seek to offer training opportunities for you throughout the year. These may come through our Teach 2 Learn courses, newsletters, resource materials, and/or opportunities to join us at in-services. Be watching for these professional development opportunities.

Thank you for your commitment to education in Fargo. If we can be of any service please call us at the Human Resources Department, 446-1024. We hope that you will soon see us as the **HeaRt** of the district.

Nancy Jordheim

Assistant Superintendent

Human Resources

TABLE OF CONTENTS

I.	Substitute Teacher List	1
II.	Substitute Application	1
III.	Procedure for Assigning Substitutes	2
IV.	Hours of Work	2-3
V.	Information on Substitute Assignments.....	3
VI.	Professional	

III. PROCEDURES FOR ASSIGNING SUBSTITUTES

Fargo Public Schools uses an automated calling system which gives the substitutes an active role in the assignments as they become available. This system gives substitutes these options:

- A. Register with the system
- B. Job Shop: Call into the system 24 hours per day to hear any jobs that you are qualified for or check the web site 24 hours per day.
- C. When you accept a job, you will receive a job number. If you do not get a job number, you did not get a job. No Job Number, No Job, No Pay
- D. Change your phone number
- E. Review assignments
- F. Change availability
- G. Always read text messages before the job starts, if you do not have a computer the head secretaries can help you retrieve the messages.
- H. If you accept a job after it has started, call the school to let them know that you are on your way or call Mary at 446-1024.

AESOP ABSENCE SYSTEM LINE: 1-800-942-3767

AESOP WEB SITE: www.aesoponline.com

AESOP HELP LINE (MARY STEUSSY): 446 - 1024

IV. HOURS OF WORK

Since the hours of the school day vary from school to school at the secondary level, please make sure you write down the opening and closing hours of the school to which you are assigned. For purposes of payment, a substitute is expected to work the regular work hours of the teacher. This includes 1/2 hour before school begins and 1/2 hour after school ends.

Full Elementary Day	100%	\$95.00
Three-Quarter Elementary Day	75%	\$71.25
One- Half Elementary Day	50%	\$47.50
Minimum Elementary or Secondary Day	25%	\$23.75
Four Secondary Periods	80%	\$76.00
Three Secondary Periods	60%	\$57.00
Two Secondary Periods	40%	\$38.00

Any deviation from the schedule must be approved by the principal.

V. INFORMATION ON SUBSTITUTE ASSIGNMENTS

By accepting a long-term substitute position you are agreeing to the provisions of Board Policy 5810. Please familiarize yourself with the policy. Long-term substitutes attend all faculty meetings and generally assume all the duties of the regular teacher.

After twenty (20) consecutive working days of substituting for one teacher, the substitute, beginning with the 21st day, will be paid on the regular salary schedule. Fringe benefits will only be provided as outlined in sections 6, 7 and 8 except for fringe benefits in compliance with the law.

A substitute who serves 60 or more consecutive working days for one teacher shall be paid for the difference between what he or she would have received for the initial 20 days computed on the basis of the salary schedule and the amount he or she was actually paid based on the substitute daily rate. If that position is half-time or more, the substitute shall also receive benefits beginning the 61st day.

If at the time a substitute is employed it is known that the period of service will be 60 days or more, the substitute will receive payment based on the salary schedule from the first day of service and will also receive fringe benefits from the first day of service if the position is half-time or more.

Substitutes may also request and receive 50 cents per mile computed from the first school assignment to another school assignment when asked and/or assigned to duties in more than one school in a single day. Travel reimbursement forms can be obtained by calling the Business office at 446 - 1029.

VI. PROFESSIONALISM

As a qualified substitute teacher, your first and most important responsibility is to adhere to the same high standards of conduct and professionalism expected of all teachers. At the outset, you should be receptive to assignments when you are called. Since your assignment may often come at last minute, you should be able to start work on short notice.

Arrive at school ready to teach. You will be more confident and far more professional if you substitute only in areas for which you are fully qualified. If, in an emergency, you are asked to substitute outside your field, make certain the principal understands that you lack the qualifications to take over completely, but that you will do your best under the circumstances.

In the teacher's absence, you are the teacher. It is your responsibility to move the learning process forward and maintain continuity in instruction. The regular teacher is legally and morally charged with the school property as well as the welfare of the children, and no less is expected of the substitute teacher.

Substitute teachers are expected to hold in professional confidence any information about the school (pupils, parents, teachers, principals) that might be gained while substituting.

Any outsider who comes to the classroom for information about a child or who comes to the classroom asking that a child be released from the school must be directed to the school office. In any event, children are not to be released from the classroom without official notice the principal's office.

It is expected that the substitute will maintain good order wherever assigned, and create such conditions as are conducive to a good learning situation. The teacher and/or principal will assess the substitute's effective handling of the following tasks:

- a. Correcting and recording pupil's papers
- b. Written summary of day/days which the substitute worked
- c. Classroom order and management

VII. PREPARATION

You can usually assume that the classroom teacher has prepared sufficient lesson plans to carry through your assignment. Your own special preparation consists of getting all the information you need and arriving at the school (especially one at which you have never worked) early enough to become oriented. Plan to be at school $\frac{1}{2}$ hour before and $\frac{1}{2}$ hour after classes begin and end. **Each teacher should have a bright yellow substitute folder with their pertinent information for their classroom, students and building.** It is a good idea to carry a collection of activities appropriate for different grade levels and subject areas that may be used to supplement the teacher's lesson plans.

When you are called be sure to obtain the following instructions:

- a. Name of the teacher for whom you will be substituting
- b. Name of the school
- c. Time you are expected to arrive (the time you hear on the AESOP ABSENCE SYSTEM reflects the $\frac{1}{2}$ hour before class begins). If the time is incorrect, please notify the head secretary.
- d. Any special instructions which may include extra duties you will have (hall duty, study hall, early morning supervision, lunchroom/playground duty)
- e. Length of assignment

It is always a good idea to check the regular teacher's mailbox when you arrive at school and during the day as there may be items for attendance and/or announcements for the students or staff. All teachers should be utilizing the Fargo Public Schools Substitute Folder. This is a large yellow folder with the teacher's name on it.

VIII. REPORTING

You should always consider it your responsibility to collect and correct all written work you assign, unless otherwise specified by the classroom teacher.

You should also leave a report on attendance for the teacher as well as with the attendance secretary. Attendance is done by computer in most building. If you have trouble logging into the attendance system, call the help desk at 446-1090.

A written report on what the students accomplished, how the class responded and any problems you encountered must be left for the teacher.

If you were not provided with adequate plans, work materials or anything else you need, you should report back to the principal and the classroom teacher. It is essential the regular teacher be fully aware of the classroom activity during your assignment.

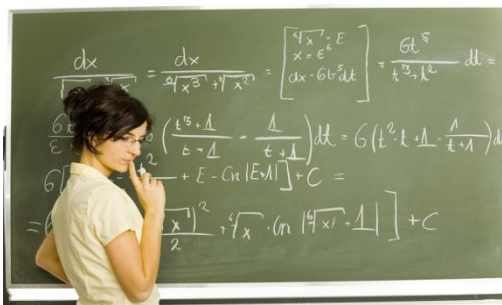
IX. SAFETY AND SECURITY

You are responsible for the safety and welfare of the students in your classes. You should avoid directing the use of equipment you cannot oversee safely. If you are not qualified to instruct students in the use of industrial arts machinery, tools or other equipment, plan an alternate lesson. Be sure rooms containing such equipment are locked when you are not present.

If not specific rules are available in the classroom, set up the rules you think are necessary, explain the reasons for them to the students and see that they followed.

It is also the substitute's responsibility to acquaint himself/herself with emergency drills, assigned exits and refuge areas.

The Fargo Public Schools participates in a Risk Management Safety Program providing a safe working environment for all employees. If you are injured while on



duty for the FPS, report immediately to the school office and call Mary Steussy or Becky Ganje at 446-1024 or 446-1000. We have an immediate reporting / same day reporting process for all work injuries **with or without** medical treatment.

It is substitute's responsibility to acquaint him/her with the Fargo Public Schools policy in handling "Significant Contagious Diseases". Refer to Board Policy 4780 located on the district website at www.fargo.k12.nd.us.

X. SOME GENERAL HINTS

*If you accept a job after school has started, please call Mary at 446-1024 and/or the school and let them know when you will be arriving at the school. **Substitutes should be ready for assignments within 30 minutes of a call.**

*Check into the office when you arrive and check out when you leave. Secondary schools will require a parking permit. Parking permits can be obtained at the District Office.

*From the student's point of view, seeing a substitute teacher in the classroom means that the day will, at least, be "different". If the students do not know you, it is natural to expect that the students too will be apprehensive (especially at the elementary level). Your first impression is very important so be certain that you are professional, friendly and enthusiastic about the day. Substitutes that dress professionally gain more respect in the classroom. Women should not wear short skirts or low-cut tops, as they are not considered appropriate attire for the classroom. Fridays are considered more casual dress days in most schools but jeans and t-shirts are generally not considered appropriate attire for the classroom setting.

*A suggestion from a "seasoned" sub: Walk around the room at times. Don't just sit by the desk, especially during assignments and tests. Students will be less likely to talk and cheat if you are circulating among them.

*You should maintain appropriate order in the classroom at all times. Every student is an individual and every combination of students has a unique chemistry and set of reactions. Don't argue or reason with one student in front of the whole class and don't blame the whole class for one student's behavior. Your disciplinary methods must often change from one case to another, depending on how you appraise the situation. Always refer difficult students to the principal for appropriate action.

IT IS IMPORTANT FOR YOU TO KNOW THAT UNDER NO CIRCUMSTANCES MAY PHYSICAL PUNISHMENT BE USED TO DISCIPLINE A STUDENT.

*Wednesday night is church night. Please do not keep children after school on Wednesday or schedule activities in the evening.

*Any child who becomes injured while under your supervision, in the halls, in the room, etc., should be taken to the office for attention.

*Please become familiar with the operation and location of the intercom/phone system in your room.

* Do all personal business outside of the school. The use of cell phones is not allowed in the classroom. Please turn them off before entering the building. Time in the classroom should be used professionally. Do not use this time for personal business and/or personal hygiene. You are expected to eat before or after classes so do not bring your meals to class. Substitutes do not have technology access in the classroom unless they have prior approval from administration. Laptops brought into the classroom for personal use are not allowed.

*A reminder on fragrances and second hand smoke... Since teachers have such close contact to students and staff, please be sensitive to reactions of others who may be sensitive to smells, odors, and scents. We ask you to watch your personal use of perfumes and tobacco during the time you are in the building.

*Applicants should direct their inquiries for more information to the Assistant Superintendent for Human Resources, 415 4th St. N., Fargo, ND 58102 or call 446-1024.

THINGS TO TAKE TO SCHOOL WHEN SUBSTITUTING

- #2 Pencil
- A red pen
- One to three hall passes (optional)

THINGS TO DO BEFORE CLASS

- Look over Substitute Teacher's Folder
- Find emergency exits (Look in Substitute's Folder)
- Find out if the class changes rooms during the day (Look in Substitute's Folder and mailbox)
- Find the bell signal for the Fire Alarm (Look in Substitute's Folder)
- Write assignments on board
- Look at Lesson Plans
- Talk to first student in classroom

THINGS TO DO AFTER CLASS

- Leave a note to the Regular Teacher
- Clean the room
- Grade class daily work

Articles

Substitute Teaching

From KDP Novice Notes

Substitute teaching, the one-dreaded, fallback start to a teaching career is now a “foot in the door” in many districts and even a longtime choice for some educators. For teacher education students, substitute teaching offers pay-in-the-pocket learning experiences! It's all in how you look at it. If you decide to view substituting as additional preparation for your teaching career, then strive to be as professional in this temporary position as you would in a permanent placement. You can be the ultimate sub who administrators hire permanently.

Professional Practices

Inspire confidence and assure students and administrators with your professional attitude and practices. Show that you can be a role model.

- Arrive on time or early.
- Dress professionally like a teacher, not a college student.
- Bring supplies that may not be readily available tape, scissors, and extra pencils, as well as backup lessons.
- Follow the teacher's plans exactly. Teachers may complain to administrators when their plans are ignored.
- Conversely, they also let the principal know when substitutes do an excellent job.
- Familiarize yourself with educational jargon such as IEP, ELL, and intervention specialist, to communicate professionally with colleagues.
- Teach with a keen awareness of students. Implement lesson plans intelligently and perceptively. Watch each student, anticipate responses, and motivate students to do their work.
- Act like a pro. Stand up straight with your hands behind your back or at your side, not crossed in front of you. Make eye contact, and model each behavior you expect of students.
- Leave a note for the teacher summarizing the day and include your contact information.

Personal Conduct

On and off the job, conduct counts! It reflects your maturity and professionalism.

Acknowledge politely, but change the subject with students who comment on you. Converse in a friendly, professional but not too personal-manner with students, particularly older ones.

- personally about your hair, clothes, or car.
- Socialize sparingly at football games, the store, or the pizza parlor. Students can lose respect for you as a teacher if you act too casually; then discipline suffers.

Groundwork

Substitute teaching can build classroom skills and help establish your professionalism with students and school staff members.

- Prepare for activity in the classroom rather than supervision. Maintain a flow of activity for students from the moment they arrive. Follow routines to take attendance, group students, and distribute materials, for a smooth-running classroom. Avoid time fillers such as copying items from the board or completing worksheets. They are raw opportunities for student misconduct.
- Be the guest teacher. By your actions, signal to students that you are more than a real" teacher fill-in. Move about the room, keep on task, complete projects, and direct vivid discussions.
- Ask questions about the school. A substitute demonstrating detailed knowledge about school workings or a willingness to be a team player will be remembered.
- Network. A successful day should include a good conversation with a key player in the department you seek to enter.

Copyright [Kappa Delta Pi](#), International Honor Society in Education

HAVE A BACKUP PLAN

Use your backup teaching plan when the absent Teacher doesn't leave a set of lesson plans for the day. Backup plans should be kept in files in your car: the Substitute Teacher should have at least one Plan for an English Class, at least one plan for Algebra, etc. Every Substitute Teacher should plan on days when they know nothing about the subject for class they are teaching, and no lesson plans were left for you. In such a case, the Substitute Teacher may assign "Busy Work"

APPENDIX

A. EVALUATIONS

Substitute teachers will receive copies of any evaluation forms that have been turned into the substitute coordinator. When teachers and principals give a poor evaluation to a substitute they may also request a substitute not return to the school or to a certain classroom. Most evaluations are being done on the Aesop system now so check your website for the evaluations that have been left by the assignment. I will continue to send any copies of paper evaluations that are sent to me.

If a substitute teacher receives two or more poor evaluations, they will be contacted by the substitute coordinator to see if some problem solving needs to be done.

The school district may remove any substitute teacher and/or para from the list at any time if the substitute does not adhere to the same standards of conduct and professionalism expected of all Fargo Public School teachers.

Please avoid cancelling jobs at the last minute. We will be keeping track of all same day cancellations. This causes a great deal of stress and confusion in the mornings for the students and the school staff. When a substitute has cancelled three jobs on the same day as the job, they may be removed from the substitute availability list for up to three weeks.



Secondary

SUBSTITUTE TEACHER EVALUATION FORM

Name of Substitute _____

School _____

Class(es) Evaluated _____

Grade/Subject _____ Date(s) _____

Teacher(s) Being Replaced _____

Indicate your evaluation of the substitute by circling the appropriate number according to the following scale:

5-Outstanding 4-Above Average 3-Average 2-Below Average 1-Poor

Classroom Control 5 4 3 2 1 Comments: _____

Relationship with Students 5 4 3 2 1 Comments: _____

Implementation of Lesson Plans 5 4 3 2 1 Comments: _____

Implementation of Policies and Procedures 5 4 3 2 1 Comments: _____

Initiative 5 4 3 2 1 Comments: _____

Would You Want This Sub to Return ? _____ Yes _____ No _____

If you do not want this substitute to return please explain why: _____

Administrative Supervisor _____ Date _____

Elementary

Classroom Teacher's Report

Substitute Name _____

School and Classroom substituting in _____

Please return this completed form to the principal's secretary by the end of the day.

- | | |
|--|----------------|
| 1. Were the students comfortable with the substitute? | Yes____ No____ |
| 2. Were complete and accurate records left for you? | Yes____ No____ |
| 3. Were the papers corrected and any documentation completed? | Yes____ No____ |
| 4. Was the room left neat and clean? | Yes____ No____ |
| 5. Did the substitute give the appropriate work, activities, etc for students? | Yes____ No____ |
| 6. Would you like to have this sub again? | Yes____ No____ |

Please reflect upon the substitute's comments?

Additional Comments:

Date(s) absent: _____ Teacher's Signature: _____

Principal's Report

- | | |
|--|----------------|
| 1. Reported to school on time. | Yes____ No____ |
| 2. Provided appropriate classroom management strategies. | Yes____ No____ |
| 3. Remained in building until official school closing time for teachers. | Yes____ No____ |
| 4. Demonstrated professional appearance and attitude towards staff and students and parents. | Yes____ No____ |

This substitute's overall performance was Satisfactory ___ Fair ___ Unsatisfactory ___

Recommendation(s): More than one box may be checked.

- ☐ Retain as a substitute.
- ☐ Professional growth needed in the area of _____.
- ☐ No recommendation at this time.
- ☐ Do not assign to this school in the future.
- ☐ Drop from substitute list.

Comments: _____

Concerns were shared with the substitute: _____

Dated: _____ Principal's Signature or Designee _____

Fargo Public Schools

Human Resources Department

SUBSTITUTE TEACHER'S REPORT and EVALUATION

Substitute: _____ Date Substituted: _____ Circle: Full AM PM

School: _____ Substituted For: _____ Subject/Grade: _____

Please respond to the following and return form to the principal's secretary when you sign out. Thank you for helping us today:

- | | |
|--|----------------|
| 1. Teacher plans were available and easily understood. | Yes____ No____ |
| 2. Attendance was taken for each class. | Yes____ No____ |
| 3. All materials were readily available. | Yes____ No____ |
| 4. Seating charts/name tags were available and up to date for each class. | Yes____ No____ |
| 5. Assistance was available from other staff members and/or administrators. | Yes____ No____ |
| 6. Lessons, as planned, were carried out completely. If not, explain under comments. | Yes____ No____ |
| 7. Teacher will collect homework/class assignment(s). | Yes____ No____ |
| 8. Homework/class assignment(s) was collected. | Yes____ No____ |
| 9. Students were cooperative. | Yes____ No____ |
| 10. Instructions for individual students' special circumstances were available. | Yes____ No____ |
| 11. Classroom procedures were clear and easy to administer. | Yes____ No____ |
| 12. Emergency/escape plans were available and clear. | Yes____ No____ |

List the names of uncooperative student(s) and any action that was taken:

Summary of day/follow-up/comments for the teacher:

I ____would____ would not be willing to substitute in the class again.

Substitute's Signature: _____

Principal's Signature: _____

SECONDARY SCHOOLS

North High School - Grades 9-12

801 17th Ave N

446-2400

Principal: Andy Dahlen

Asst Principal: Troy Cody

Asst Principal: Katherine Neumann-Cieslak

Asst Principal: Mark Blanshan

Head Secretary: Sandy Goughnour

Office Asst: Kerri VanEnk

South High School - Grades 9-12

1840 15th Ave S

446-2000

Principal: Todd Bertsch

Asst Principal: Michael Nygaard

Asst Principal: Jennifer Soupir-Fremstad

Activities Director: Cory Lehman

Head Secretary: Dode Port

Office Asst: Donna Lee

Woodrow Wilson Community High School - Grades 9-12

315 N University Dr

446-2800

Principal: Deb Dillon

Head Secretary: Ila Hegg

Adult Learning Center/GED/CNA: Patricia Schroeder

Head Secretary: Jane Hovden

Ronald N. Davies High School - Grades 9-12

7150 25th St S

446-5600

Principal: Dr Jeff Schatz

Asst Principal: Marcy Blikere

Asst Principal: Dr Dale Miller

Activities Director: Lenny Ohlhauser

Head Secretary: Deb Clapp

Office Asst: Cathy Pauly

Carl Ben Middle School Grade - 6-8

1601 13th Ave S

446-1700

Principal: Brad Larson

Asst Principal: Barb Weber

Asst Principal: Dean Wilson

Head Secretary: Peggy Johnson

Office Asst: Janna Callahan

Ben Franklin Middle School - Grade 6-8

1420 8th St N

446-3600

Principal: John Nelson

Asst Principal: Shane Martin

Asst Principal: Oake Reile

Director of Native American Center: Melody Staebner

Head Secretary: Donna Unrue

Office Asst: Robin Costain

Discovery Middle School - Grade 6-8

1717 40th Ave S

446-3300

Principal: Linda Davis

Asst Principal: Michael Beaton

Asst Principal: Peggy Stibbe

Head Secretary: Susan Winkelman

Office Asst: Kim Gores

ELEMENTARY SCHOOLS

Bennett Elementary - Grade K - 5

2000 58th Ave S

446-4000

Principal: David Saxberg

Head Secretary: Melda Young

Office Asst: Kari Klingman

Centennial Elementary - K - 5

4201 25th St S

446-4300

Principal: Jeff Reznecheck

Head Secretary: Grace Olson

Office Asst: Karen Eiler

Clara Barton Elementary - 3 - 5

1417 6th St S

446-4400

Principal: Tanya Wrigley-Lingle

Head Secretary: Clara Barton

Office Asst: Julie Emery Hetland

ELEMENTARY SCHOOLS (con't)

Hawthorne Elementary - 3 - 5

555 8th Ave South

446-4500

Principal: Tanya Wrigley-Lingle

Asst Principal: Matthew Naugle

Head Secretary: Arlene Teigen

Eagles Education Center - Pre-K

3502 University Dr S

446-3900

Building Administrator: Barb Swegarden

Office Assistant: Jane Gunderson

Horace Mann Elementary - K - 2

1025 3rd St N

446-4600

Principal: Kim Colwell (1/2 time)

Asst Principal:

Head Secretary: Melissa Tedford

Office Asst: Barb Fisher

Jefferson Elementary - K - 5

1701 4th Ave S

446-4700

Principal: Brad Franklin

Head Secretary: Jennifer Stein

Office Asst: Karen Muscha

ELEMENTARY SCHOOLS (con't)

Kennedy Elementary - K - 5

4401 42nd St S

446-4200

Principal: Jerry Hanson

Head Secretary: Maureen Cook

Office Asst: Dureen Onerheim

Lewis and Clark Elementary - K - 5

1729 16th St S

446-4800

Principal: Tricia Erickson

Head Secretary: Susan Willard

Office Asst: Julie Graalum

Lincoln Elementary - K - 5

2120 9th St S

446-4900

Principal: Manix Zepeda

Head Secretary: Donna Anderson

Office Asst: Sharon Bladow

Longfellow Elementary - K - 5

20 29th Ave NE

446-5000

Principal: Eric Henrickson

Head Secretary: Diane Christensen

Office Asst: Patty Edlund

ELEMENTARY SCHOOLS (con't)

Madison Elementary - K - 5

1040 29th St N

446-5100

Principal: Bobby Olson

Head Secretary: Patricia Chadwick

Office Asst: Cheryl Hoffman

McKinley Elementary - K - 5

2930 8th St N

446-5200

Principal: Dawn Streifel

Head Secretary: Romelle Sperl

Office Asst: Pam Christianson

Roosevelt Elementary - 3 - 5

1026 10th St N

446-5300

Principal: Kim Colwell (1/2 time)

Head Secretary:

Office Asst: Vickie Hoss

Washington Elementary - K - 5

1725 N Broadway

446-5400

Principal: Dana Carlson

Head Secretary: Anita Folden

Office Asst: Mary Miller

Alternative Schools

STUDENT SUPPORT RESIDENTIAL PROGRAMS

Fargo Public Schools has four alternative school sites.

Barb Christianson - Coordinator - 271-6744

Drake Counseling

1202 23rd St South

Drake Counseling employs one teacher who is responsible for teaching the current curriculum from their home school to middle and high school students.

Lori Pearson: Teacher 293-5429

Luther Hall

1505 5th Ave South

Luther Hall employs two teachers and two paraprofessionals. This is a residential facility which treats behavior problems. The students follow the Fargo Public Schools curriculum.

Janette Olson: Teacher 364-5378

Joe Leggio: Teacher 364-5377

Amy Ricco: Social Worker 364-5376

Prairie St John's

510 4th St South

Prairie St John's employs three teachers who are responsible for teaching students from all age groups. These students are in a hospital setting for behavior/emotional/clinical problems that require 24 hour supervision. The students are kept up to date with the curriculum from their school.

Peggy Holum: Teacher 476-7200

Carolyn Juell: Teacher 476-7267

Kyle Olthoff: Teacher 476-7266

Connie Conner: Social Worker 476-7843

Mindy Marquardt: Social Worker 476-7236

River's Edge - Dakota Boy's Ranch - Educational Day Program

3320 33rd St South

River's Edge (Dakota Boy's Ranch) employs three teachers and two paraprofessionals. The residential program is for behavior problems. The students range from middle to high school age. The teachers are responsible for teaching the curriculum for all subject areas.

The Educational Day Program employs one teacher and two paraprofessionals. This is a day program for 7th and 8th grade students with academic/behavior concerns. The teacher is responsible for teaching curriculum in all subject areas.

Lisa McFarland: LD Teacher 271-6746

Doris Shive: DBR Teacher 271-6750

Matt Myrold: EDP Teacher 271-6745

Hollie Diederick: DBQR Teacher 271-6746

Shayla Leinen: Social Worker 271-6750



School Starting and Ending Times

Elementary

8:30 - 11:00 12:00 - 2:15	EAGLES EDUCATION CENTER
8:40 - 3:02	Full day for all grades at the following schools: Horace Mann Washington Madison
8:10 - 2:32	Full day at Clara Barton
8:30 - 2:52	Full day for all grades at McKinley Roosevelt Longfellow
8:20 - 2:42	Full day for all grades at the following schools: Bennett Centennial Hawthorne Jefferson Kennedy Lewis and Clark Lincoln

Secondary

8:40 - 3:25 7:50	Full day at Carl Ben Eielson Middle School Early classes (Band, Orchestra and choir only)
8:52 - 3:35 8:00	Full day at Ben Franklin Middle School Early Classes
8:40 - 3:25 7:50	Full day at Discovery Middle School Early Classes
8:05 - 3:45 8:50 - 3:48 7:25 - 8:50	Full day at Davies High School on Monday, Tuesday, Thursday and Friday Full day on Wednesday at Davies High School Early Phy ed Classes
8:05 - 3:45 8:50 - 3:48 7:25 - 8:50	Full day at North High School on Monday, Tuesday, Thursday and Friday Full day on Wednesday at North High School Early Phy ed Classes
7:45 - 3:30 8:30 - 3:30	Full day at South High School on Monday, Tuesday, Thursday and Friday Full day on Wednesday at South High School
8:30 - 3:00	Full day at Woodrow Wilson Community High School

2011-2012 FARGO PUBLIC SCHOOLS CALENDAR

AUGUST

Thursday 25 FIRST DAY of School

SEPTEMBER

Monday 5 NO SCHOOL: Labor Day Holiday

Monday 19 NO SCHOOL: Professional Development for Teachers

OCTOBER

Thursday 20 NO SCHOOL: NDEA Convention

Friday 21 NO SCHOOL: NDEA Convention

Friday 28 End of First Quarter

NOVEMBER

Thursday 11 NO SCHOOL: Veteran's Day Holiday

Friday 18 End of 1st Progress Marking Period (Elem)

Wednesday 23 NO SCHOOL: Parent Teacher Conferences

Thursday 24 NO SCHOOL: Thanksgiving Holiday

Friday 25 NO SCHOOL: Thanksgiving Friday

DECEMBER

Thursday 22 Winter Vacation Begins at End of School Day

JANUARY

Tuesday 3 CLASSES RESUME

Friday 13 End of First Semester

Monday 16 NO SCHOOL: Professional Development for Teachers

FEBRUARY

Monday 13 NO SCHOOL: Parent Teacher Conferences/PD for Teachers

Friday 17 End of 2nd Progress Marking Period (Elem)

Monday 25 Spring Vacation Begins

MARCH

Monday 5 Classes Resumes from Spring Vacation

Friday 23 End of 3rd Quarter

APRIL

Friday 6 NO SCHOOL: Good Friday Holiday

Monday 9 *Storm Make-up Day #2* if needed, otherwise vacation Day

Tuesday 10 *Storm Make-up Day #1* if needed, otherwise vacation Day

MAY

Monday 28 NO SCHOOL: Memorial Day

Thursday 31 Last Day of School

JUNE

Friday 1 NO SCHOOL: Professional Development for Teachers

FARGO PUBLIC SCHOOLS BI-WEEKLY PAYROLL*

2011-2012

PERIOD COVERED	PAY DAY**
07/11/11 - 07/24/11	07/29/11
07/25/11 - 08/07/11	08/12/11
08/08/11 - 08/21/11	08/26/11
08/22/11 - 09/04/11	09/09/11
09/05/11 - 09/18/11	09/23/11
09/18/11 - 10/02/11	10/07/11
10/03/11 - 10/16/11	10/21/11
10/17/11 - 10/30/11	11/04/11
10/31/11 - 11/13/11	11/18/11
11/14/11 - 11/27/11	12/02/11
11/28/11 - 12/11/11	12/16/11
12/12/11 - 12/25/11	12/30/11
12/26/11 - 1/8/12	01/13/12
01/09/12 - 1/22/12	01/27/12
01/23/12 - 02/05/12	02/10/12
02/06/12 - 02/19/12	02/24/12
02/20/12 - 03/04/12	03/09/12
03/05/12 - 3/18/12	03/23/12
03/19/12 - 04/01/12	04/06/12
04/02/12 - 04/15/12	04/20/12
04/16/12 - 04/29/12	05/04/12
04/30/12 - 05/13/12	05/18/12
05/14/12 - 05/27/12	06/01/12
05/28/12 - 06/10/12	06/15/12
06/11/12 - 06/24/12	06/29/12

Department of Instructional Resources

Our goal is to provide resources and tools for teachers to engage students in active learning.

The Department of Instructional Resources (DIR) supports the instructional programs of the district by providing print, audio-visual and digital resources to the school library media centers and classrooms. Those resources include book sets, videotapes, DVDs, CDs, audio books, leap pads, software, and kits. It also supports the library media specialists and teachers in professional growth by housing the district's professional library, which includes books, periodicals, AV and digital items. Single laptops or laptop sets, digital camera or digital camcorder sets can be reserved and checked out by calling Diane at 446-1066.

DIR is located on the first floor of the District Office building at 415 4th St N. Print and video resources can be located in the OPAC by searching DIR.

- The most efficient way to obtain materials from the DIR, contact your building Library Media Specialist. You will need to sign a release form when ordering videos.
- To speak to someone at the DIR who can direct your question to the appropriate person, call Ann @ 446-1064
- For access to the many online resources:
- www.fargo.k12.nd.us
- Select substitutes, on the left side
- Select student resources on the top blue navigation bar

Then click into the area of most interest...

- Elementary Resources –username - FPS
- Middle Level Resources-username - FPS2
- High School Resources-username -FPS3
- Password for any of the above -student
- Click on OPAC Library catalog and begin your search for materials.

Teach2Learn Registration Instructions:

Throughout the school year, Fargo Public Schools offers professional development classes in areas relating to technology and curriculum that will help enhance your knowledge in different educational areas within your job setting. Notifications of offerings will be sent to head secretaries and posted on your school's home page or on paper postings next to time clocks or in the staff lounge. You can also go to the Teach2Learn website to view a monthly calendar of sessions being offered; (directions below). Some classes will be offered for a Graduate Credit at a cost of \$50 through NDSU EDUC 600. As a sub you are not eligible for accumulating CEUs (continuing education units) for additional payment. Our Teach 2 Learn (T2L) database will also keep a running record of the classes that you attend for future references.

If you want to register for a Teach2Learn session, go to the FPS homepage at www.fargo.k12.nd.us and click on Substitutes on the left hand side; at the bottom of Substitute Documents is the link to the Teach2Learn Calendar, click on that and then download the calendar. This will bring up the monthly calendar with the classes being offered; locate the correct month and then class that you want to attend and click on it. Next you will see a Class Information window with the information pertaining to that particular class. To register, you will probably have to move your screen down to the see the registration area. Click on the LOGIN link and enter your email address in the Non-Directory Login area. Fill out any information and then it will take you back to the class to register. (If you have registered with that email address before, it will go right back to the class information.) Click the GRAD or OTHER option and click 'register'. You will receive a confirmation email from palma@fargo.k12.nd.us at the email address you entered at login.

If you need to cancel your registration, that option is available by going through the same steps, and in the area where you registered, you are given the option to delete your registration.

Any questions, please don't hesitate to call me, Ann Palm, at 446-1064 and I will do my best to help you out.