

2017-18
Substitute Teacher Handbook

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Introduction

The purpose of this handbook is to assist you in understanding your duties and responsibilities as a substitute teacher in the Crete Public Schools. The handbook is divided into three sections:

Section I: Contains an overview of the role of the substitute teacher in the educational process and contains the School Board policy and regulation relative to substitute teachers.

Section II: Contains additional information for the substitute teacher including a list of expectations, responsibilities, and suggested management techniques.

Section III: Contains a listing of those items pertaining to specific processes and procedures within individual schools, which Principals should distribute, and review with you.

DISCLAIMER

This handbook is intended to provide general information about the operation, practices, and procedures of the school district. It is not a contract, and should not be relied upon as such. The Board of Education may change policies at any time, and the administration may change rules, regulations or handbook provisions at any time. Copies of board policies are on our website (www.creteschools.com). If you have questions about the handbook or policies, direct your questions to the building principal or superintendent of schools.

Overview

Substitute teachers play a very important role in the educational process of the Crete Public Schools. Providing continuity in the classroom's instructional program is essential to a sound education. Occasional teacher absences from classes are unavoidable; however, the continuity of the program can and should be maintained by substitute teachers who are well versed in the policies, procedures, and expectations of the school and the classroom. Through his/her professional training and experience, the substitute teacher provides students with instruction to minimize negative effects on academic growth resulting from the teacher absence.

A substitute teacher should expect the needs and intentions of the classroom teacher to be communicated prior to taking charge of the class; a classroom teacher should expect the plans and assignments which have been left to be carried out by the substitute teacher. Each has an important role to play in this process, and this handbook is intended to establish communication and expectation levels between the teacher and the substitute.

If you should ever have any questions please contact the office at any of the four buildings within the district, or any other staff member at our school.

Just remember . . . when a sub can enter the classroom with a sense of confidence knowing they are not only prepared, but are also likely to leave behind a group of children who will remember the day as being very "special"!

The following School Board policy and regulation further outline the expectations, restrictions, and evaluation of substitute teachers.

Substitutes

Substitute Teachers

The superintendent may employ substitute teachers, except those who are classified as interim teachers, without election and appointment by the Board. All substitute teachers must have a valid teaching certificate on file with the superintendent of schools prior to actual performance of duties as a substitute teacher.

The rate of compensation for substitute teaching shall be set by the Board, acting upon the recommendation and advice of the superintendent. Differentiated rates may be paid to teachers who teach more than ten (10) consecutive days as a substitute for the same absent teacher.

The assignment of certified employees to substitute teaching assignments in addition to regular duty assignments, shall be avoided whenever possible and shall occur only in an emergency. Teachers who perform substitute teaching duties, in addition to regular duty assignments, will be compensated in accordance with provisions of the negotiated agreement between the Board and representative bargaining association.



Payment Procedures

Substitute teachers shall be assigned by the building principals or their designee, on an as-needed basis. For a full day substitution, the rate of pay shall be 100% of daily pay. For substitution of less than a full day, pay rate will be according to the following table. For substitutions of only one hour or fraction thereof, the rate of pay shall be the amount listed for one period or hour, due to inconvenience, time spent getting ready to substitute, and closure following the substitution.

Hours/Periods Worked	% of Daily Rate
1	23%
2	45%
3	45%
4	63%
5	100%
6	100%
7	100%

In the event that the regular teacher's preparation period falls during period one (or its equivalent) or period eight (or its equivalent) the substitute will be expected to be on duty preparing for, or closing out the regular assignment.

If a substitute teacher is contracted for the full day for one teacher and then substitutes for a second teacher during the first teacher's prep period, they will get an additional 13% of the daily pay. This will not apply on early dismissal days or when the substitute is not contracted for the entire day.

NOTE: Only one prep period extra is paid per day. If a substitute teacher subs for two part-day assignments total periods subbed will be added together to determine pay for the day.

Substituting for a part-time teacher, i.e., a .6 FTE preschool teacher, allows two possible payment schedules and assignments:

- 1) Receive a full-day substitute salary for completing the part-time assignment. The teacher would then report to a building principal for an assignment to complete the rest of the day or:
- 2) Accept 63% of the substitute's daily rate of pay upon completion of the part-time teacher's assignment.

A choice of option 1 or 2 should be made at the time of accepting the assignment.

For **long-term substitution** for a single, regular teacher, from the eleventh day through the thirtieth consecutive day, the substitute shall be paid an amount for each day of services equal to the daily rate for a beginning teacher on the first step of the salary schedule (BA, Step one). From the thirty-first consecutive day of substituting for a single, regular teacher, he/she shall be paid an amount for each day of services equal to the daily rate according to placement on the salary schedule.

Substituting for Para Educator – If a substitute teacher subs for a para educator he/she will receive the para educator sub rate per hour.

Adopted from Administrative Regulation R3500

Payroll

All personnel shall be paid once each month, through direct deposit, on the fifteenth (15th) day of the month or the Friday before the 15th if the 15th falls on a weekend. The check reflects time worked from the first of the preceding month to the end of that month.

It is the responsibility of the employee to be sure that the account numbers and routing numbers are current and correct for direct deposit.

Expectations of a Substitute Teacher

There are certain expectations that the staff at Crete Public Schools have of substitutes in our schools. The following is a listing of some of those expectations. Please review them before beginning your instruction or leaving our school buildings. Hopefully this information will aid you in being successful while on our campus.

What you can expect of us:

1. The substitute can expect to be contacted for work at the earliest possible time.
2. The substitute can expect to have a class roll; and, if applicable, a seating chart for the class.
3. The substitute can expect to have complete lesson plans, which are easily read and designed to cover the time allotted for each subject.
4. The substitute should be allowed to expand upon lesson plans as long as the objectives are maintained.
5. The substitute is the teacher and has the right to handle various classroom situations in a manner comfortable to him/her within the framework of the teacher's guidelines and school district policy.
6. The substitute has the right to take concerns to the principal.
7. When a teacher assigns work to be supervised by the substitute, the substitute has a right to expect that the work assigned will be of significant value to the students and will not be considered busy work by the students.

What we expect of you, the substitute:

1. The substitute has left a report, which quickly brings the teacher up to date in regard to what has occurred during his/her absence.
2. The substitute made the day "special" for all students by adding his/her own creative touch.
3. The substitute demonstrated skill in dealing with the emotional needs of all students.
4. The substitute made an effort to become aware of and to follow school/classroom procedures and policies.
5. The substitute has used his/her own initiative in terms of planning and directing classroom activities.
6. All plans have been followed correctly.
7. Other teachers and observers report that all students were well behaved in teacher's absence.
8. All papers, workbooks, and assignments have been corrected.
9. All correspondence from parents, principals, etc., is located in one spot and labeled appropriately.
10. Teacher's desk is in order.
11. The substitute arrived on time and left only after the necessary work was completed.
12. The substitute left the teacher's room as he or she found it.

Responsibilities of a Substitute Teacher

1. Arrive at school as early as possible.
2. Take roll and follow the school's attendance procedures.
3. Maintain order in the classroom.
4. Learn and make use of routine procedures, which have been established by the classroom teacher, i.e., helpers and classroom workers.
5. Make every effort to leave plans and materials in order.
6. Follow the teacher's plans and materials in order.
7. Fulfill all responsibilities of the regular classroom teacher unless otherwise stated, i.e., bus duty, patrol duty, etc.
8. Supervise the students assigned to the regular classroom teacher at all times, i.e., homeroom, special classes, playground, movement through the halls, dismissal, etc.
9. Immediately report to the school administration all incidents involving student injuries or misconduct.
10. Leave a note in the lesson plan book at the conclusion of the instructional day. This note should include:
 - a. Work covered as specified in the plan book.
 - b. Any departure from the lesson plan and the reason for the change.
 - c. Other pertinent information that is essential and helpful for the classroom teacher. (This should include any misconduct of students).
 - d. Any communication received from parents.
 - e. Work, which has been corrected. (Do not assign or grade work or send papers home unless instructed to do so).
11. Complete the regular teacher's instructional day, from 8:00 a.m. – 4:00 p.m. (The substitute-teaching day shall be the same duration as that of the regular teacher; however, upon completion of the duties assigned, the substitute may be released at the discretion of the building principal.
12. Be sure to bring along your own personal comforts what ever they may be.
13. Scout out your new territory, and immediately locate or identify:
 - a. seating chart
 - b. plan book
 - c. class list
 - d. fire and safety drill procedures and exits
 - e. equipment and materials available for your use.
14. Take a few seconds to learn several names from the class list so that you will be able to enlist these students by name to do small chores.
15. Providing you are comfortable in so doing, share information about yourself with the class.
16. Initiate your part of the day with an interesting activity of your own creation. This often is a very useful technique for generating enthusiasm for the rest of the day.
17. A rough outline of what is planned for the day written on the marker board will give the group a sense of direction.
18. Don't forget to check the teacher's mailbox at midday in case there are notices or messages, which need to be sent home with the students.
19. Leave the classroom in good order. Involve the students in this process when possible/appropriate.
20. Be sure to leave some sort of written report. Highlight any information pertinent to the next day activities.

Building Security and Safety

At Crete Public Schools, the safety and security of our students and staff is a top priority. The Nebraska Department of Education adopted Safety and Security Standards in June 2016. The Standards are based on four areas: Prevention, Preparedness, Response, and Recovery.

Throughout the district and in the classroom, you will find a poster related to the Response Standard. There are four core instructional communications pertaining to the K12 Standard Response Protocol. Many school districts in Nebraska, including Crete, have adopted the Response Protocol. In an emergency, "When you hear it. Do it."

In addition to the K12 Standard Response Protocol, CPS implements the Run, Hide, Fight procedures.

To learn more about Run, Hide, Fight, go to:

<https://www.youtube.com/watch?v=5VcSwejU2D0>

To learn more about the K12 Stand Response Protocol go to:

www.elizabeth.k12.co.us/Downloads/SRP%20K12%20poster2.pdf

To learn more about the NDE Safety and Security Standards go to:

https://www.education.ne.gov/safety/Docs/Safety_and_Security_Standards_ADOPTED.pdf

Computer Use of Internet and Email

Staff members may use the internet as a means to locate information for use in the classroom as well as the development of curriculum. All school employees will adhere to applicable laws, school district policy, copyright laws, rights of software publishers, license agreements and privacy, such as confidentiality of student data, created by federal and state law. The district reserves the right to access all computers including any software programs and data files and/or creations of any descriptions which reside on district computers and/or storage media.

The following are **strictly prohibited** by all school employees:

1. Any offensive messages.
2. Personal, commercial or religious messages.
3. Installation of unauthorized hardware or software.
4. The streaming of audio/video not pertaining to legitimate educational use.
5. Use of email, Facebook, Twitter, Instagram, Snap Chat, etc., at any time for any purpose other than school-related business.
6. Giving any student passwords for access to emails, access to any server or restricted programs within the district except as authorized by the superintendent.
7. Accessing of any obscene, pornographic or otherwise inappropriate material.
8. Purchasing, ordering or selling of items or services by anyone unless for district business.
9. The use of E-Bay or similar sites for buying, selling or bid notification other than school business.
10. Engaging in hacking or other attempts to otherwise compromise any computer or network system security.
11. Engaging in any illegal activities on the internet.
12. Violation of any copyright laws.
13. Unauthorized use for solicitation or proselytization for commercial, religious, political, personal or any other non-school related activities.

Staff members shall not view any internet sites other than accidental pop-ups or accidental linking for anything other than school related business during the normal school staff hours (8:00 A.M.-4:00 P.M.) Guidelines for using the internet outside the school hours are subject to prohibited items listed above. School employees may forward any non-school related emails received at a school business address to his/her personal email address. Forwarding to a list-serve or any other addresses is prohibited.

Phone Usage

Any phone calls/texting should be limited to school business. Staff members should not use the school phone lines for any personal long distance calls.

Suggested Management Techniques

It is essential that good classroom discipline be achieved and maintained. Pupils are masters at detecting when people are insecure, and they sometimes take advantage of this ability. Therefore, a good attitude and a feeling of self-confidence are essential from the beginning. If you do have a cheerful, confident feeling about substituting, your term as an interim teacher can offer a refreshing interlude for a class and provide a rewarding experience for you. **Do not** use any form of corporal punishment.

Don't be afraid to admit to a student that you do not know the answer to a question. It is better to be honest with the student and advise him to ask the regular teacher the next day or send the student to the Media Center to use a reference book to obtain the answer. It would be literally impossible to be prepared for every subject in every grade. Not even the regular teacher has this responsibility. In conclusion, if you go into each new class with the feeling that you are going to give the class something of value, and that you will receive valuable experience and insight into the exciting world of teaching, it is likely that a positive relationship will develop between you and your classes.

1. Arrive early and be well prepared for the day. This will help you to be "in charge" which student's respect.
2. It seems imperative to quickly identify as many students by name as is possible. This establishes some early accountability for student behavior. Knowing names also personalizes the relationship you will have with your students.
3. Many students will regard you as an intruder. You need to approach them in a firm, warm, and positive manner. Being too defensive or authoritarian seems to bring out the worst in a new group.
4. It seems important to make students aware that since you are an individual in your own right, who is temporarily acting in their teacher's place, the day may be a little different from usual but not necessarily less productive or less pleasant.
5. A substitute should focus on the positive aspects of supportive cooperation from students.
6. Emphasize to the students that the responsibility for the day's success is shared by both the students and the substitute. It puts you all on the same team.
7. Make your expectations for classroom behavior clear from the very start.
8. Make the class also aware that the group has options for which there are related consequences. If students opt to be responsible and cooperative this behavior will result in being able to easily complete required work allowing time for more creative and rewarding activities.

Processes and Procedures for Individual Schools

The following list contains the types of information which should be distributed and reviewed by individual, building-level administrators with new substitute teachers.

1. School orientation including hours of work, intercom system, classroom management procedures, parking information, and daily schedules (bell schedule, lunch, hours of attendance, etc.)
2. Layout of building with fire exits clearly marked.
3. Identification of someone in the building that the substitute teacher could contact if a problem arises, such as a teacher partner assigned by the principal.
4. Explanation of all appropriate procedures/forms, i.e., pupil attendance procedures, behavior forms, etc.
5. Explanation of payroll forms and procedures.
6. Statements by principals making classroom teachers aware of their responsibility to the substitute teacher and vice versa.
7. Instructions to substitutes on operating audio-visual equipment.
8. School personnel roster and school calendar.
9. Procedure for securing guidance and/or assistance from the school administration.

Yearly Activity Passes

All staff shall have the opportunity to secure a yearly activity pass for home school activities. To be eligible to receive activity passes staff must work the minimum required based on the categories below. After working for activity passes staff will be paid the applicable rate as also listed below.

Gates - \$20 for first 2 hours and minimum wage for each hour after that

Ticket Sales

Gate Supervision

Dance Supervision

Working for passes will require 2 events for a single pass, 3 for a couple's pass, 4 events for a family pass

Skill Level 1 - \$25 for first 2 hours and minimum wage for each hour after that

MS level sports:

Basketball – Book, Scoreboard

Football – Scoreboard, Clock (for all games at Papik field)

Volleyball – Book, Scoreboard

Working for passes will require 2 events for a single pass, 2 for a couple's pass, 3 events for a family pass

Skill Level 2 - \$30 for first 2 hours and minimum wage for each hour after that

9/JV/Varsity level sports

Basketball – Book, Scoreboard, Clock, Announce

Football – Scoreboard, Clock, Announce, Video Board

Volleyball – Book, Scoreboard, Announce, Libero

Softball - Scoreboard, Announce

Baseball - Scoreboard, Announce (often same person does both)

Soccer - Scoreboard, Announce

Working for passes will require 1 event for a single pass, 2 for a couple's pass, 3 events for a family pass

Other:

Track/Wrestling: Many of the workers needed for track/wrestling are supplied by the teams competing. If additional workers are needed, payment would be determined by the A.D. while taking into account the level of competition and the categories listed above.

Tennis/Golf/Cross Country: Workers are rarely needed within these activities. The A.D. would determine payment according to the skills needed and the schedule above.

Activity passes are issued at the beginning of each school year with the understanding that staff members will complete the assignments in which they have volunteered. If unforeseen circumstances cause a staff member to not fulfill the work required for a pass, the balance of the activity pass costs must be refunded by the staff member to the district through payroll deduction on the June paycheck.

Nondiscrimination in Education Programs and Activities - English

It is the policy of the Crete Public Schools, not to discriminate on the basis of race, national origin, creed, age, marital status, sex or disability in its educational programs, activities, or employment policies as required by Titles VI and VII of the 1964 Civil Rights Act, Title IX of the 1972 Education Amendments, the Section 504 Rehabilitation Act of 1973 and the Nebraska Equal Educational Opportunity Act.

Any person who believes she or he has been discriminated against, denied a benefit, or been excluded from participation in any district education program or activity on the basis of sex, race or handicap in violation of this policy may grieve such matters using the adopted grievance procedures of this district. Such procedures shall provide for prompt and equitable resolution of complaints alleging acts of discrimination.

Inquiries regarding compliance with Title IX, Section 504, Title VI or the Nebraska Equal Opportunity in Education Act may be directed to Sandra Rosenboom, 920 Linden Avenue, Crete, NE 68333, (402)826-5855 or in the case of Title IX and the Section 504 Rehabilitation Act to the Director of the Region VII Office for Civil Rights, 10220 North Executive Hills Boulevard, 8th Floor, Kansas City, Missouri 64153 or call (816) 891-8026.

Any public school employee or student of the school district of Crete of Saline County, Nebraska who alleges discrimination on the part of the school district, Board of Education, administrator, or staff may follow the procedures outlined in resolving the alleged complaint or grievance. Refer to the grievance procedure for discrimination, Board of Education Policy 3400.

No-Discriminacion en Programas Educativos Y Actividades - Spanish

La politica de las Escuelas Publicas de Crete es el no discriminar a ninguna persona basados en su origen nacional, raza, credo, edad, estado civil, sexo, o incapacidad, en este programa de actividades educacionales, o politicas de empleo requeridas por el Titulo VI y VII del la Acta de Los Derechos Civiles de 1964, y el Titulo IX de 1972 de Enminendamiento de Educacion, de la seccion 504 Acta de Rehabilitacion de 1973 de la Acta de Oportunidad Educacional Equitative en Nebraska.

Cualquier persona que crea que ha encontrado discriminacion en su contra, o se le haya negado beneficios o se les haya excluido en la participacion de los programas de las actividades educaionales en cualquier distrito, o que crean que se ha violado esta politica basados en el sexo, raza, o incapacidad se puede quejar de estos problemas de acuerdo a los procedimientos del distrito. Tales procedimientos discriminatorios deberan tener una solociion immediate dandole una solucion de igualdad a las quejas y alegaciones de acuerdo a la acta de discriminacion.

Se agradecera que las preguntas con respecto al acuerdo por el Titulo IX, de Seccion 504, del Titulo Vi o del Acta de Oportunidad Educacional Equitativa de Nebraska, sean dirigidas a Sandra Rosenboom, 920 Linden Avenue, Crete, NE 68333, (402) 826-5855 o en caso de ser el Titulo IX y la Seccion 504 del Acta de Rehabilitacion pueden ser mandadas al director de la Region Vii Oficina de Derechos Civiles, 10220 North Executive Hills Boulevard, 8th Floor, Kansas City, Missouri 64153 o llame al telefono # (816) 891-8026.