



2020-2021

Substitute Teacher

Handbook

Published by:
Norfolk Public Schools
Office of Human Resources and School Accreditation
512 Philip - P.O. Box 139
Norfolk, Nebraska 68702-0139
Phone: 402-644-2500

Introduction

A substitute teacher is an extremely valuable and critical resource to our schools and the job can often be challenging; even under the most favorable conditions. As a substitute teacher in the Norfolk Public Schools system, you are a very important person and we greatly appreciate your commitment to our students and staff.

Whether your stay in our buildings is only for a day (or continues over an extended period of time) we expect your best and we want you to feel supported in your role. Each time you enter one of our classrooms to teach, you are responsible for our most valuable commodity: our children. Your service to our district is very important and we are confident that you will provide a positive learning experience for all students.

This handbook is intended to be a resource for you so that you can find answers to some frequently asked questions, become aware of some standardized expectations and procedures across buildings, and gain a deeper understanding of district operations. The handbook deals with items that should assist you in having a successful year working for our school district.

On behalf of the Norfolk Public Schools Board of Education and our entire staff, I would like to extend a very cordial welcome to you, our substitute teacher! Thank you again for being an important part of our team and we hope that you will enjoy working with us.

Sincerely,

Angie L. Baumann

Director of Human Resources and Accreditation

Notice of Nondiscrimination

The Norfolk Public School District does not discriminate on the basis of sex, disability, race, color, religion, veteran status, national or ethnic origin, marital status, pregnancy, childbirth or related medical condition, or other protected status in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following persons have been designated to handle inquiries regarding the nondiscrimination policies:

Students: Erik Wilson, Director of Student Services: 512 Philip Avenue, Norfolk, NE 68701, (402) 644-2500.

Employees and Others: Angie L. Baumann, Director of Human Resources and Accreditation; 512 Philip Avenue, Norfolk, NE 68701, (402) 644-2500.

Complaints or concerns involving discrimination or needs for accommodation or access should be addressed to the appropriate Coordinator. For further information about anti-discrimination laws and regulations, or to file a complaint of discrimination with the Office for Civil Rights in the U.S. Department of Education (OCR), please contact the OCR (816) 268--550 (voice), FAX (816) 268-0599, (800) 877-8339 (telecom. device for the deaf), or ocr.kansascity@ed.gov.

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Norfolk Public Schools
2020-2021
Substitute Handbook
FOREWORD

Section 1 Intent of Handbook

Welcome to Norfolk Public Schools! This handbook is intended to be used by substitute employees to provide general information about the district and to serve as a guide to the district's policies, rules, and regulations, benefits of employment, and performance expectations.

Each substitute is responsible for understanding the contents of this handbook and knowing the information contained in it. Although the information found in this handbook is detailed and specific on many topics, the handbook is not intended to be all encompassing so as to cover every situation and circumstance that may arise.

In reading this handbook, please understand that where a direct conflict exists; state or federal law, the Negotiated Agreement, and NPS Board of Education policies and regulations adopted after this handbook, will be referenced for decision making.

The administration will be responsible for interpreting the rules contained in the handbook and shall have the right to make decisions and make rule revisions at any time. Should a situation or circumstance arise that is not specifically covered in this handbook, the administration will make a decision based upon applicable school district policies, state and federal statutes and regulations, and the best interests of the district.

*This handbook will be in effect for the **2020-2021** school year and subsequent school years unless replaced by a later edition.*

Section 1 Information About Norfolk Public Schools

Norfolk Public Schools serves approximately 4,300 students in pre-kindergarten through twelfth grade. All-day kindergarten is available in all seven elementary schools. **Little Panthers Preschool is located at 2500 Norfolk Ave and serves our students ages 3 and 4.** ~~and (beginning with the 2019-2020 school year), Little Panthers Preschool will begin operations at its own building located at 2500 Norfolk Ave.~~ Lincoln Elementary also offers a K-4 Montessori Program. For the upper grades, Norfolk Middle School serves grades 5-6, Norfolk Junior High serves grades 7-8, and Norfolk Senior High serves grades 9-12. In addition, Alternatives for Success (AFS) is a specialized program that provides an alternative, flexible learning environment for 9th through 12th grade students. Career Academies are also in place at the high school to provide additional career exploration opportunities. Finally, our High Ability Learner (HAL) program serves intellectually gifted students and our comprehensive special education (SPED) program provides a wide variety of services for our students with special needs.

The district covers 68.8 square miles in Madison, Pierce, Stanton, and Wayne Counties. Norfolk Public Schools exceeds accreditation requirements of the Nebraska Department of Education. Norfolk Senior High School also outperforms accreditation standards set forth by the AdvancED Commission.

Norfolk Public Schools believes that quality education begins with a quality staff and collaborative partnerships with local businesses and community agencies. Since the first graduating class in 1889, Norfolk Public Schools, in cooperation with the community, have prepared students for the world beyond the walls of the schools.

Section 2 School Vision and Mission Statement

The mission of Norfolk Public Schools is to: *prepare all students to pursue their goals for the future.*

The Vision of Norfolk Public Schools *is to be a top-performing school that provides outstanding educational opportunities for every student and is a source of pride and an asset to our community.*

Section 3 Members of the Board of Education

Name	Contact Information
Tammy Day	tammyday@npsne.org
Dr. Patti Gubbels (Vice President)	pattigubbels@npsne.org
Bruce Mitchell	brucemitchell@npsne.org
Arnie Robinson	arnierobinson@npsne.org
Robert Waite	bobwaite@npsne.org
Sandy Wolfe (President)	sandywolfe@npsne.org

Section 4 Administrative Staff

Name	Position
Dr. Jami Jo Thompson	Superintendent of Schools
Dr. William Robinson	Associate Superintendent of Business Services
Angela Baumann	Director of Human Resources /School Accreditation
Beth Nelson	Director of Teaching and Learning
Mary Luhr	Director of Student Programs / Special Education
Erik Wilson	Director of Student Services and School Safety
Derek Ippensen	Principal: Norfolk Senior High School/Alternatives for

	Success
Ben Ries	Assistant Principal/Activities Director: Norfolk Senior High School
Jason Settles	Assistant Principal: Norfolk Senior High School
John Erwin	Assistant Principal: Norfolk Senior High School
David Nelson	Dean of Students: Norfolk Senior High School
Jennifer Robinson	Principal: Norfolk Junior High School
Josh Weber	Assistant Principal, Norfolk Junior High School
Beau Viergutz	Dean of Students / Assistant Activities Director: Norfolk Junior High School
Chuck Hughes	Principal: Norfolk Middle School
Renee Rucker	Assistant Principal: Norfolk Middle School
Trisha Andreasen	Principal: Bel Air Elementary School
Troy Berryman	Principal: Grant Elementary School
Haeven Pedersen	Principal: Jefferson Elementary School
Angie Hausmann	Principal: Lincoln Montessori Elementary School
Melissa Jantz	Principal: Little Panthers Preschool
Ryan Specht	Principal: Washington Elementary
Tracy Lichty	Principal: Westside Elementary
Bruce Strong	Principal: Woodland Park Elementary

Certification Requirements

Substitute teachers in the Norfolk Public Schools must have a current Nebraska Teaching, Substitute, or Local Substitute Certificate. All certificates are issued by:

Nebraska Department of Education
Office of Certification
301 Centennial Mall South
P.O. Box 94987
Lincoln, NE 68509-4987
Phone: (402) 471-0739
<http://www.education.ne.gov/TCERT/>

IMPORTANT CERTIFICATION INFORMATION

*Effective February 1st, 2012, all teaching certificates currently in force will expire August 31st of the year indicated. Therefore, certificate expiration dates on active certificates will be changed in the Teacher Certification system as follows: those expiring **January 1st to August 30th** will change to August 31st of the same year; and those with an expiration date of **September 1st to December 31st** will move back to August 31st of that same year. Replacement certificates will not be mailed and do not need to be registered again.*

You can view your revised teaching certificate at www.education.ne.gov/TCERT. Under searches: select Current Certificates & HR Training Lookup.

Nebraska Teaching/Substitute Certificates:

- √ **Initial/Standard/Professional** - The holder of an Initial, Standard, or Professional Nebraska Teaching Certificate is eligible to substitute an unlimited number of days in all school districts in Nebraska.
- √ **Substitute** - The holder of a Substitute Nebraska Teaching Certificate is eligible to substitute an unlimited number of days in all school districts in the state.; **however, they cannot work more than ninety (90) days in the same long-term assignment.**
- √ **Local Substitute** - The holder of a Local Substitute Teaching Certificate may substitute for the Norfolk Public Schools in all grades, subjects, fields, and areas of specialization on an intermittent basis up to 90 days per school year. *(It is the local substitute teacher's responsibility to keep track of the number of days worked.)* To obtain a Local Substitute Certificate an applicant must complete sixty (60) hours of college credit (*official transcripts required*); get pre-approval from the Norfolk Public Schools' Director of Human Resources; and meet all guidelines established by the State Department of Education. A Local Substitute Teaching Certificate is valid for three (3) years.
- √ **Wayne State College Student Teachers and Professional Development Students (PDS)** - WSC student teachers may serve as substitutes following the guidelines outlined by Wayne State College and the Nebraska Department of Education. PDS students may serve as local substitutes during their first semester in the district, and during the second (*student teaching*) semester. PDS students may serve as substitutes following the Wayne State College guidelines.

Certificate Renewal:

- √ **Initial/Standard/Professional** - Please follow the established procedures outlined on the Nebraska Department of Education website.
- √ **Substitute** - To renew this certificate, the Nebraska Office of Certification requires you substitute a minimum of fifty days in the preceding five years (*the Office of Certification now keeps a record of this*

information so they can confirm that you qualify) or an official transcript with three hours of pre-approved college credit. Please follow renewal procedures outlined on the Nebraska Department of Education website. Proof you have taken the Human Relations Training is also required for this certificate.

- ✓ Local Substitute - Please follow procedures outlined on the Nebraska Department of Education website.

Newly Retired Teachers



Teachers who retired at the end of the last school year must be careful not to jeopardize their retirement. The following is a quote from the Nebraska Retirement System: "A retiree who is asked to sub a day here and day there should not have a problem, but if that substitute works for an employee who will be absent over a long period of time, a retiree could jeopardize his/her retirement benefits. An example would be if a retiree worked as a substitute for someone on medical leave or military call-up."

It is the responsibility of newly-retired teachers to protect their retirement benefits.

The following guidelines are established to not jeopardize retirement funds:

- 1) You cannot work on a regular basis for the school district for 180 days following your last day of employment with the district.
- 2) You cannot show a "pattern" of substituting.
- 3) You can substitute in an emergency situation only with administrative approval.
- 4) You cannot be a long-term substitute until the 180-day rule is met. *(We estimate the 180-day rule will end by the start of second semester, depending on actual retirement date.)*



Application Procedure



New/Returning Substitutes - Any person who wishes to substitute for the Norfolk Public Schools should complete/update the online application available through the district website at <http://www.norfolkpublicschools.org/>. Click on "Employment," and "Substitute Teacher for (School Year)" to access the application. Please call Human Resources at (402) 644-2500 if you need more information. You must reapply each year.

It is **your responsibility** to maintain a current Nebraska teaching certificate and to be sure that your certificate is on file with the Human Resources Office. The Human Resources Office must register and photocopy the teaching certificate issued by the Nebraska Department of Education.

A substitute can be added to the district "Substitute Teacher List" **and begin working** only when the following checklist has been fully completed:

- ✓ An online "Substitute Teacher Application" and all other requested information has been submitted on the NPS district website for the current school year
- ✓ A current Nebraska Teaching Certificate has been registered/copied by the Human Resources Office
- ✓ W-4 has been completed.
- ✓ I-9 (with two approved forms of identification) has been completed.
- ✓ Direct deposit form (with account information attached) completed.
- ✓ Annuity form (optional) completed.
- ✓ Completed the NPS substitute teacher workshop or viewed the substitute teacher presentation (call Human Resources at (402) 644-2500 to schedule an appointment).
- ✓ Substitute has met with payroll office or Human Resources staff to complete paperwork.
- ✓ A photo ID has been processed.

Substitute Address/Status Change

Substitute teachers are responsible for notifying the **Human Resources Office** (402) 644-2500 of any **permanent** changes in their availability, phone number, etc., and we will update changes in our sub management system.

Substitute Daily Rate Pay

		Teaching Certificate		
Assignment	Duration	Retired NPS Teacher	Initial/Standard/Professional/ Substitute Rate	Local Substitute* Rate
Short Term	Daily	\$147/day	\$137/day	\$117/day
Long Term Full-Time	Day 21**	\$203/day - Days 1-20 are retroactive to the long term daily rate**	\$198/day - 1/188 th of base pay and days 1-20 are retroactive to the base salary**	Not available
Long Term - Half (.5) Time	Day 21**	\$101.50/day - Days 1-20 are retroactive to the long term daily rate**	\$99/day - One-half 1/188 th of base pay and days 1-20 are retroactive to one-half the base salary**	Not available

*Limited to 90 days in a school year

**Days must be consecutive in the same teaching assignment

Substitutes are paid on (or before) the 18th of the month by direct deposit based on the schedule below:

2020 - 2021 Payroll Cut-Off Dates

Monthly Pay Periods	Pay Date
July 19 – August 22, 2020**	September 18, 2020
August 23 – September 19, 2020	October 16, 2020
September 20 - October 17, 2020	November 18, 2020
October 18 - November 21, 2020**	December 18, 2020
November 22 – December 19, 2020	January 15, 2021
December 20 - January 23, 2021**	February 18, 2021
January 24 - February 20, 2021	March 18, 2021
February 21 - March 20, 2021	April 16, 2021
March 21 - April 17, 2021	May 18, 2021
April 18 - May 22, 2021**	June 18, 2021
May 23 – June 19, 2021	July 16, 2021
June 20 - July 17, 2021	August 18, 2021
July 18- August 21, 2021**	September 17, 2021

**Indicates a five-week pay period

You will receive a pay stub by mail indicating the amount deposited in your designated account(s). In accordance with the federal and state statutes and rules of the Board of Education, deductions are made from the substitute teachers' salaries for social security and income tax, but no deductions are made for retirement. Temporary substitute teachers, by state regulations, are not classified as regular teachers and thus have no pension or tenure rights.



Annuity Option: Substitute teachers are eligible to designate a portion of their salary to an annuity with a company from an approved list provided by the Business Office. Appropriate forms and signatures will be required before funds will be deposited into an annuity. (*Note: A deposit will not be made to an annuity if the substitute's pay for that month does not equal or exceed the designated amount.*)



Substitutes should keep track of the dates, locations, and times they substitute and verify this information on their pay stub when it arrives. (*Again, Local Substitutes are to monitor their 90 day limit.*) To prevent delay in receiving your pay stub, address changes must be sent to the **Human Resources Office** as soon as possible. If you have any questions regarding your pay please call (402) 644-2500 and ask for "payroll."

Long-Term Substitutes

We are required under the **Every Student Succeeds Act (ESSA)** to notify all parents if we have a substitute teacher for four weeks or more. The letter should be sent by the principal as soon as he/she realizes the substitute will be teaching four weeks or more. Substitute teachers with an Initial, Standard, Professional, or Substitute Teaching Certificate are eligible for long-term substitute positions.

- 1) Definition of Long-Term Substitute: A substitute who remains in the same teaching assignment for twenty-one or more consecutive days.
- 2) Long-Term Substitute Pay: On day twenty-one, the daily rate moves to the teacher's salary schedule - **Step I, Column B** - and substitutes are paid the balance of this amount retroactively for the first 20 days. ~~Again, the holder of a Nebraska Substitute Certificate cannot work more than 90 days in the same long-term assignment.~~
- 3) Long-Term Half-Day Substitute: The same process is followed for a long-term half-day (.5) substitute, however, the salary is adjusted accordingly.
- 4) Long-Term Substitute Sick Leave or Bereavement Leave: Any substitute teacher who is teaching a long-term assignment is entitled to one (1) paid sick or bereavement day. The substitute teacher must have taught at least ten (10) consecutive days before the sick or bereavement day can be used. If the substitute teacher uses the one sick or bereavement day any time after teaching at least ten (10) consecutive days their time will NOT be counted as being interrupted. However, if a substitute uses sick or bereavement time for more than one workday during a long-term teaching assignment the following will occur:
 - a) The second sick or bereavement day will be without pay with salary remaining the same (*no interruption*);
 - b) The third sick or bereavement day will be without pay and the substitute will revert back to the daily rate and needs to once again start accumulating consecutive days.
- 5) Sick Leave for long-term half-day substitutes will be pro-rated.

Local Substitutes: Long-term substituting is not allowed.

Substitutes and Building Assignments



Our online sub procurement system Absence Management (Aesop) is used to contact substitutes for the Norfolk Public Schools. The web address to access the system is: <https://www.aesoponline.com/>

All substitute teachers should receive account and log in information for access to this system at the time payroll paperwork is completed.

As a general rule, when substitutes are needed due to illness or family emergencies, they are contacted beginning after 6:00 a.m. The building principal should secure long-term substitute teacher assignments in consultation with the Human Resources Office.

As a safety measure, all substitute teachers are required to have a **photo ID** and it is to be worn whenever you are in a school building. Those substitutes working at Norfolk Senior High will also be given a **parking pass**, available in the Senior High office the first time you substitute at that building. The pass will be distributed by office staff upon arrival.

The regular teacher schedule and typical substitute teacher schedule:

Level	Check-In Time	Check-Out Time	Students in Session
Elementary (Grades K-4)	7:45 a.m.	3:45 p.m.	8:05-3:15
Middle School (Grades 5-6)	7:45 a.m.	3:45 p.m.	8:00-3:20
Junior High* (Grades 7-8)	7:45 a.m.	3:45 p.m.	8:00-3:25
Senior High (Grades 9-12)	7:45 a.m.	3:45 p.m.	8:00-3:25

**Please Note: The east office doors at the Junior High are the only doors unlocked during the school day.*

The typical workday is eight hours. If the school you are substituting in needs you earlier, the time can be adjusted. For example, if the Senior High asks you to be there 15 minutes early, your workday is completed 15 minutes early.

There are two categories which constitute a “half-day”:

- 1) Typically, a half-day is from 7:45 a.m. to 12:00 p.m. or 12:00 p.m. to 3:45 p.m.
- 2) A second type of half-day is four hours that may span both morning and afternoon - for example, 11:00 a.m. to 3:00 p.m.

* Please understand that the specific job assignment may not be exactly four hours. It could be slightly more or less depending on individual school circumstances.

Substitutes who are on the teacher’s “preferred sub” list will generally be contacted first. For the sake of accurate record keeping and to ensure proper credit for substitute time, please do not accept a teaching assignment from a staff member without contacting (and receiving confirmation from) the attendance secretary. An attempt is made to give all substitutes an opportunity to work as often as possible; however, teacher and principal requests for specific substitutes are honored.

School Dress

Substitutes shall dress appropriately, presenting a neat, clean, professional appearance conducive to the learning environment of the students. As a general guideline, appropriate, professional attire is to dress “Business Casual.” The general guidelines for “Business Casual” are: dress pants or khakis, a reasonable length dress or skirt, or dressy capris combined with a dress shirt, polo or sweater; dress shoes/sandals. Fridays will be designated as Spirit Days across the district and subs are encouraged to show their school spirit by wearing a Panther Polo on those days. Neat, clean jeans may be allowed by your building principal on Spirit Days if they are accompanied by a Panther Polo.

The Substitute and the Principal

Unless you are notified of an assignment later in the morning, you are expected to arrive at your assigned school on time. Go directly to the main office for any special instructions or revised assignments. Review the lesson plans with the building administrator (*or his/her designee*) if possible to clarify assignment information. Check with the attendance secretary (or building administrator) in regard to extra duty assignments (i.e. detention duty, hall duty, study hall duty, playground duty, lunch duty, etc.). Check the teacher’s mailbox as needed for additional materials or information. Take anything from the mailbox pertinent to your teaching day, but leave personal or United States mail in the mailbox. Inquire where your teaching assignment is located and go to that area immediately to familiarize yourself with the schedule and room layout. If you have not received lesson plans from the teacher or as an attachment in the Absence Management (Aesop) program, immediately contact the attendance secretary or a building administrator. If no plans are located, please inform the building principal (*or his/her designee*) immediately.



The substitute teacher should also be introduced to a staff member who may be of assistance if the principal is not available for consultation.

Responsibilities of the Regular Teacher

Even though they may never meet, the substitute and the regular teacher have a responsibility to each other to provide for a productive day of learning. The regular teacher is responsible for the attitude that his/her pupils display toward the substitute teacher. That attitude should be one of helpfulness and courtesy as would be accorded any invited guest of the school.

Hopefully, most or all information needed to carry on the regular classroom lessons will be available to you when you arrive at your teaching assignment. If adequate lesson plans or specific teacher instructions are located, please follow those plans as closely as possible. Additionally, there are other things you should have to make your assignment as productive as possible. It is expected that the teacher will provide current seating charts with student pictures, notification of special schedules (assembly, field day, etc.) identify special student needs (hard of hearing, visually impaired, etc.) and a list of student and staff helpers and their assignments. You should also be provided recess schedules, bell schedules, bus schedules, special seating for assemblies, safety information, and instructions to follow in case of a student accident or illness.



Responsibilities of the Substitute Teacher

Unless otherwise directed, the substitute teacher should perform all the work of the teacher who is absent including playground, hall and lunch duties, and other similar school-related tasks such as grading papers.

The substitute teacher will be responsible for taking attendance. The substitute teacher should follow the plans and assignments of the regular teacher unless the principal or assisting teacher gives permission to do otherwise after a consultation on the subject.



A dignified, businesslike, sensitive, warm, and respectful attitude toward students usually merits the respect a teacher deserves. If there are students who become major discipline problems and/or disrupt the teaching atmosphere to the extent you cannot carry on your duties, know the specific building procedures to use in contacting administration to have the student removed from the class. In all normal teaching situations, the substitute is expected to handle routine discipline problems and any other normal behavior exhibited by students.

These policies are general, but very important, and they pertain to all Norfolk Public School buildings. Individual schools may also have more specific and detailed policies.

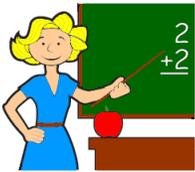
- ✓ Substitute teachers are **NOT** to use teacher computers for personal reasons; the computers are for official school business only. Accessing personal/home e-mail accounts on school computers is classified as unauthorized use and could result in revocation of your Norfolk Public Schools' substituting privileges.
- ✓ Substitutes are **NOT** to use personal cell phones (*or any other personal communication devices*) while supervising students. However, these devices may be used while on lunch break, etc.
- ✓ Classroom materials and supplies should be used with discretion, properly cared for during the day, and left in an orderly fashion at the end of the day.
- ✓ All money collected in the classroom for any reason should be removed from the classroom as soon as possible and turned in to the principal's office in accordance with specific building procedures.
- ✓ If a person not connected with the school wants information about a child or permission to take a child from the room, refer that person to the principal's office and immediately alert the office. Under no circumstances should a child be released from your care without proper approval.
- ✓ In the event of major discipline problems, contact administration immediately. At no time are you to administer corporal punishment. Do not put your hands on students or physically force them to do anything.
- ✓ Students are never to be released from the school building without written permission from the school principal's office.
- ✓ Students are not to be kept after school by a substitute without the principal's approval.
- ✓ All cases of accidents or illnesses are to be reported immediately to the school office.
- ✓ Information concerning students, such as health information, etc., which may be confidential in nature should be kept confidential by the substitute. Additionally, this information should not be left out where others can view it. Confidential student information should remain in the sub folder after you use it as intended by the teacher.
- ✓ The substitute is responsible for learning the instructions for all emergency procedures in each building where he/she is teaching and they should be trained in the district's **Standard Response Protocol or SRP**. This SRP information is located on the school website under the "Safety and Security" tab. A copy of the district SRP is also located in the appendix at the end of this document.
- ✓ At no time are substitute teachers to dispense medication to students. If a substitute has playground/recess duty, they should know which playground/recess person has medical supplies.

- ✓ When you leave the classroom at the end of the day, please see that it is in an orderly fashion, the windows are closed and locked, and that the room is locked. When you have completed your work for the day, check out with the school secretary. Document information regarding the day (discipline issues, student questions, etc.) and submit the information to the building principal or his/ her designee. You should make a brief written summary of each class session. This would include any problems encountered, areas of study not adequately covered, assignments made, etc. Basically, a general evaluation of what happened during the instructional period. The written summary should be turned in to the building administrator at the end of the day. If a substitute works only one or two days, there should be a daily summary. If a substitute serves several consecutive days this summary should be made at the end of the substitute's service. (A "Substitute Summary" is included in the back of this handbook.)



The Substitute Teacher and the Students

The students are expected to share the responsibility of making the day's work effective despite the absence of the regular teacher. A substitute teacher should expect the full cooperation of all students in the room and should help ensure such cooperation by planning to make the day worthwhile and productive.



A strong teacher takes time to start the day right. They are proactive in their preparation and alert to see that the class is in order and that all materials are ready. Be aware that the confidence of the pupils may be won or lost in the first ten minutes. By using an updated seating chart (complete with student pictures), the substitute may soon learn the students' names. To help with introductions and clarity of information, the substitute's name should be prominently displayed and pronounced for the students. If you have a question about a student's name (pronunciation, etc.), please ask the student to privately clarify the name (if possible) before publicly announcing the information.

It is wise for the substitute to avoid talking too much and waste time. Remain on task and focus on the objectives and learning targets of the lesson at all times. Brief directions given with animation will save time and prevent disorder. No teacher should use threats to obtain the desired reaction from students. A teacher's skill lies in their ability to engage the pupils' interest and willingness to cooperate without using undue pressure. Consult the substitute folder for the names of reliable students who can be a source of help and information during the day.

Educational consultant, Robert Defruyn, has identified seven ways a teacher can be more influential and have a more effective impact on their students. This information can be applied to substitute teaching as well. The behavior styles we operate from are "Child, Parent, and Adult." The "Adult" role serves (*substitute*) teachers best. As a (*substitute*) teacher apply these steps whenever possible when you are working with students. Be mindful of the "Adult" role when working with students. Seven steps to assist success with students are as follows:

- 1) Use action to establish support rather than power. Power builds walls and support tears them down. The goal must be to know students as individuals – to let them know we understand the challenges and problems they face and respect them as individuals.
- 2) Relax! You will have a hard time developing positive relationships with students if you are uptight or appear so busy that you couldn't possibly have an interest in them. You will build effective relationships with students if you are easy to talk to, are ready to listen, and appear to be in their corner. The goal is to remove the achievement blocks and smooth the way for student success – not to make it more difficult.
- 3) Always tell students precisely what you expect. In every classroom, the (*substitute*) teacher establishes the rules. If you want to build effective relationships with students, these rules must be known to students and be consistently and fairly enforced. To be fair, you must also be flexible. Things are not always "black and white" and "fair doesn't always mean equal". Know your "hot buttons" and emotional triggers.
- 4) Be polite, friendly, and genuine. You will not build effective student relationships with manipulation. Young people can spot phony behavior quickly and easily. They mimic it.



They poke fun at it. They dislike it. When you are dealing with resistance, remain positive and polite.

- 5) Don't make students always come to you. Go to the students. Meet them where they are. Follow this practice in and out of school. If students falter in class, be the positive initiator. If you see them in the hall or in the supermarket, go out of your way to acknowledge them and visit with them. The more you learn about them and what they do outside of the classroom, the more you will establish credibility and trust.
- 6) Always act as if you are pleased to see students. Whenever you encounter them, smile and greet them warmly, immediately. And never, under any circumstances, indicate that you don't have time to see them.
- 7) Look for both the joy and pain in students. When students are experiencing success, be the first to help them enjoy and celebrate. On the other side, if they are experiencing pain, be there for them. Anytime you show them you care; you are building stronger relationships.

Supervision / Management of Students

Proper supervision of students is an important responsibility for all staff. Employees responsible for student supervision are expected to meet the four "P's" for student supervision and safety. All employees of the school should be familiar with these principles, to the extent they may be involved in supervision of students or interacting with students.

Proper Supervision

Report to all duty assignments on time.

Circulate through your duty area. Pay particular attention to areas and activities that pose an increased risk of injury.

Be vigilant while supervising students. **Never leave students unattended**; the need to make a copy is not greater than the need to supervise your students. If an emergency requires that you leave students who you are supervising, request that another nearby staff member provide supervision for you, or notify the office so someone can provide assistance. If you are on recess duty, your responsibility is to supervise the students in your assigned area. When talking with other adults or students, remember that your primary duty is supervision and make sure you are aware of what all students who you are to be supervising are doing.

If you have seen or have been informed that a particular student has a propensity to act dangerously or in an unpredictable manner, your supervision of that student must increase with the known risk of injury. (Remember, though, that this type of information may be confidential—do not share confidential information about students, except with other staff who need to know the information to perform their jobs).

Be careful with touching students. Touching students should be limited to that necessary to protect the student. Corporal punishment is prohibited in our school district and is not to be used. Physical force may only be used to the extent reasonably necessary to protect the student, yourself and others, and to protect property as may be reasonable.

Use good judgment when dealing with difficult situations involving students. Physical confrontation generally escalates tense situations.

Be careful with your language. Profanity or abusive language should not be used by you.

Be a good role model for students. If a student uses such language, you should correct the student and take such disciplinary action as is appropriate, which may include making a report to administration.

Proper Instructions

Proper instructions are important to reduce the risk of injury when students undertake an activity, especially an activity that has an increased risk of harm to students

Repeat the instructions on how to complete a task that has a heightened risk of danger as often as needed. Do not assume because students heard the directions once that they will be remembered.

When you go over safety rules with students, document this training.

Proper Maintenance of Buildings, Grounds, and Equipment

Conduct periodic inspections of equipment under your control or in your area of supervision.

If equipment is broken and presents a risk of injury, immediately take it out of service (if it can't be moved, tape a "Do Not Use" sign) and notify the office so those repairs may be undertaken.

Check your communication device (whether it be a school phone in your supervision area, a walkie-talkie, intercom, e-mail, cell phone or other means as applicable) periodically to make sure you can communicate with the office immediately in the event of an emergency.

Proper Warnings

If you have knowledge of a hazard that can likely cause injury, take steps to warn other staff and students. Tell the office so that additional warnings may be given if needed and actions can be initiated to fix the issue.

Contact the Office for Assistance

The office administration should be contacted immediately when a situation exists which could cause injury to students or others. Examples include:

- student fight
- student health problem (fainting, bleeding, high temperature, difficulty breathing, etc.); if the office cannot be immediately located, call 911 if the problem appears to be of immediate and serious concern
- a report or a suspicion that a student has a weapon or other dangerous item or drugs, alcohol, or other illegal substances
- a report or a suspicion of an abusive or neglectful situation involving the student
- presence of an intruder (a non-student or staff member who refuses to go to the office)

*Violations of student rules which are also violations of state law are required to be reported to law enforcement. Immediately make a report of such conduct to the principal so this law may be followed.

Student Searches

Substitutes may not search students. You may direct a student suspected of having an item in violation of school rules to wait with you until another adult is present (remember to maintain "eyes on" vigilance with the student as this happens), or to follow you to the office if you can leave your assigned area without causing risk of harm to others or leave other students unsupervised. Contact building administration as soon as possible if you believe that a student has a dangerous item, etc. Do not use physical force to detain the student or to make the student accompany you except as reasonably necessary to protect the student or others.

Student Rights

Treat students fairly and consistently without consideration of race, color, religion, gender, or disability. Students who need special accommodations are to be given those accommodations as needed for them to participate in school and school activities. Follow IEP, 504, behavioral, and other plans as applicable for the students for whom you are responsible. Be attentive and respond to “bullying” behaviors immediately. Maintain the confidentiality of student records. Student record information should be shared only with other school staff with a need to know the information to perform their duties. Student information is not public information.

Student Discipline:

Student discipline is everyone's responsibility. It begins with each student being responsible for his/her own behavior and understanding the consequences it may cause. Each substitute is responsible for understanding and supporting classroom expectations and consistently implementing these expectations.

The following guidelines will assist in maintaining appropriate student conduct and complying with the process required for student discipline.

1. Students will be made aware of classroom / building expectations. These expectations should be communicated in writing from the regular teacher.
2. Document student behavior as needed. This can be done on paper or in a digital format.
3. Be attentive and respond to “bullying” immediately.
4. If a student continues to cause problems after you have tried to utilize normal classroom management techniques such as proximity control, redirection, offering choices, etc. please send the student to the office or request additional administrative or staff support to assist with the situation. Be sure to state the problem clearly and expectations in terms of assistance. At times, the student’s and adult’s stories may be different. Be prepared to provide documentation. Refer students with significant behavioral problems (such as physical or verbal aggression, threats, property damage, etc.) to the building administration as soon as possible.
4. Talk with other staff members about the behavior management techniques they use to establish positive relationships with students. A large repertoire of behavior management techniques is encouraged.
5. Use good judgment when dealing with difficult situations involving students. Physical confrontation generally escalates tense situations. **Corporal punishment is prohibited in the District and is not to be used.** Physical force may only be used to the extent reasonably necessary to protect the student, yourself and others, and to protect property as may be reasonable.
6. Violations of student rules which are also violations of state law are required to be reported to law enforcement. Make a report of such conduct to the teacher/sponsor or building Principal so this law may be followed.

The following information is from a philosophy called “Teaching with Love and Logic” developed by Charles and Jim Fay.

Helping students solve their own problems:

- 1) Provide empathy and listen
- 2) Ask, “What do you think you are going to do?”
- 3) If they shrug their shoulders, ask “Would you like to hear what some other kids try?”
- 4) Give them two or three possible choices or solutions. After each, ask, “How will that work for you?”
- 5) Allow them to learn from the happy or sad consequences of their choices.



Discipline Considerations

- 1) Good teachers offer students lots of small choices that will not cause a problem for anyone. The more students feel they can make a choice, the more cooperative they become.
√ For each choice, give two options - make sure you like both options.

- √ Give choices before there is resistance - not after.
- 2) Traditional techniques like lectures, punishments, and rewards many times make the problems worse.
 - 3) The fastest way to erode your authority in the classroom is by telling a potentially resistant student what to do. Example:
 - Teacher - "Get to work."
 - Student - "You can't make me."It took the student, and a few seconds for the teacher, to lose whatever power he/she might have had and the relationship immediately deteriorates.

Dispensing Medication to Students (Policy No. 6910)

Substitutes are not permitted to give any medication to students unless they are trained under the Medication Aid Act (Neb. Rev. Stat. §71-6718 to 71-6743). To ensure the proper care of our students, employees who are asked to take the medication training and administer medications shall do so.

Students who need to take prescription medicine must have a signed parent release form on file in the office. Medications are to be taken in the presence of the office staff, the nurse, or medication aide and are to be stored in the nurse's office - with the exception of students who have a diabetes self-management or asthma self-management plan.

Medical procedures are not to be administered in the classroom except in accordance with the district's Safety and Security Management Plan and the district's emergency protocols (asthma/anaphylaxis protocol).

If students must take medication and/or perform medical procedures prescribed by a duly licensed physician during school hours, it is the responsibility of the parents or guardians to sign permission slips to dispense the medicine at the school and to submit a note or prescription from the physician authorizing the medicine and/or medical procedure. School district personnel are not to administer medicine, including over the counter medicine, without this signed form and note or prescription. Any medication brought to school needs to be properly labeled. The label should include the following information: **student's name, name of medication, dosage needed, and time of dispensing the medication.**

Reporting Child Abuse (Policy No. 5402)

Nebraska State Law and school policy mandates school officials to promptly make a report to the proper law enforcement agency or the Department of Health and Human Services (Child Protective Services) when there is reasonable cause to believe that a child has been abused or neglected, or a child is in a situation which would reasonably result in abuse or neglect. According to Nebraska State Law, abuse or neglect means knowingly, intentionally, or negligently causing or permitting a minor child to be:

- A. Placed in a situation that endangers his or her life or physical or mental health;
- B. Cruelly confined or cruelly punished;
- C. Deprived of necessary food, clothing, shelter, or care;
- D. Left unattended in a motor vehicle if such minor child is six years of age or younger;
- E. Sexually abused; or
- F. Sexually exploited by allowing, encouraging, or forcing such person to solicit for or engage in prostitution, debauchery, public indecency, or obscene or pornographic photography, films, or depictions.

Substitutes are to promptly inform building administrators or office staff about child abuse allegations or suspicions. Administrative staff may sometimes choose to make the report for an employee. However, informing a principal or supervisor does not end the employee's responsibility; employees are obligated to make certain a report was made if they do not do it themselves.

This requirement shall apply to all school employees, including substitutes, coaches and volunteers participating in interstate amateur athletic competition. The term “promptly” means “within a 24-hour period.”

It is vital that the report be made as accurately and as soon as possible. To assure accuracy, you are encouraged to document the date of the incident and specific statements or explanations made by a child regarding an abuse/neglect concern. Timeliness in making a report will assist in minimizing further risk to the child by allowing the police or Child Protective Services workers to promptly interview the child. A counselor or an administrator will assist you as needed.

Legal Aspects of Substituting

- √ **Supervision of Students**: The substitute has a duty to keep children safe and orderly. The standard is the reasonable use of professional judgment for the safety and orderly education of students.
- √ **Due Care and Caution**: A teacher is required to exercise due care and caution for the safety of the students in his/her charge. Essentially, this means acting reasonably and with safety in mind, being able to explain circumstances and your actions, and following school safety policies and procedures.
- √ **Release of Children**: Children should not be allowed to leave the building during the school day without express consent from the office.
-  √ **Administering Medication**: Medication should only be administered by the school nurse or other appropriate health personnel.
- √ **Confidentiality**: It is unprofessional and against the law to disclose confidential information about your students. Avoid comments about individual students that convey private information, i.e., grades, medical condition, learning or discipline problems, etc. Please remember that confidentiality about students remains in place even after a substitute leaves the classroom. Do not discuss student issues or disclose confidential student information in public.
- √ **Anecdotal Records**: Maintaining notes on particular incidents in the classroom can protect you in problematic situations. If you feel that a classroom occurrence might be questioned, note the date and time, the individuals involved, the choices for action considered, and the actions taken.
- √ **Discipline Policies**: The school district’s policy is NO CORPORAL PUNISHMENT. When sending a student to the principal due to discipline matters, the substitute teacher maintains the duties of supervision and due care of both the individual child and the remainder of the class. Send a child to bring someone from the office to intervene, or have another teacher watch your class.
- √ **Dangerous Situations**: A substitute teacher is responsible for making sure the learning environment is safe, such as the arrangement of desks so as not to block exits, and proper supervision is in place during the use of potentially dangerous classroom equipment.  Planned activities in a physical education, science, shop, or home economics class may be uncomfortable for the substitute teacher. In such cases, the substitute teacher may choose to do an alternative activity which they feel they can conduct safely. Notify the principal in advance if lesson plans are changed.

School Based Vocabulary Terms:

To communicate better and more precisely, educators have developed names for school programs and processes. Listed below are some terms you might find to be helpful.

- √ **Alternatives for Success (AFS)**: This is the high school alternative program located across the street west of the high school.
- √ **ESSA – Every Student Succeeds Act**: This is the nation’s main education law for all public schools. The law holds schools accountable for how students learn and achieve. ESSA aims to provide an equal opportunity for students who get special education services

- √ IEP: Individualized Education Plan: This is a written document that is developed for each public school child who is eligible for special education.
- √ SAT: Student Assistance Team: is a school-based group of people whose purpose is to provide additional Tier II support to students who are experiencing difficulties that are preventing them from benefiting from general education, because they are either performing below or above expectations.
- √ MTSS: Multi- Tiered Systems of Support: This is a comprehensive school wide framework used to provide targeted support for all learners.
- √ Wonders: A language arts program for students in grades K-5.
- √ Envisions: A math program for students in grades 3-8.
- √ Journaling: The actual writing of ideas, thoughts, etc., by students. Typically these are personal writings intended, 1) to provide additional writing opportunity, 2) to allow students to organize their thoughts and ideas, and 3) to provide reflection time.
- √ Literature Circles: A guided reading strategy in which the teacher works with a small group of students who have like reading skills.
- √ Proficiency Scales: These scales measure a student's current understanding of various content or topics in subjects like reading, math, or science. It communicates smaller, more specific skills and abilities the student must demonstrate to accomplish the learning target.
- √ Learning Targets: These are concrete goals written in student-friendly language that clearly describe what students will learn and be able to do by the end of a class, unit, project, or even a course.
- √ Manipulatives: Actual items (*beads, blocks, beans, etc.*) that assist students in seeing various mathematics proportions.
- √ MAP (Measures of Academic Progress) – A standardized, norm-referenced test of Reading, Language Usage, and Mathematics.
- √ Multicultural Program: The process of infusing information about, and respect for, other cultures that have contributed to the growth of the United States. Norfolk’s multicultural program focuses on Native Americans, Hispanic Americans, African Americans, Asian Americans, and European Americans.
- √ NSCAS: The Nebraska Student-Centered Assessment System (NSCAS), pronounced “en-skass,” is a statewide assessment system that embodies Nebraska’s holistic view of students and helps them prepare for success in postsecondary education, career, and civic life. It uses multiple measures throughout the year to provide educators and decision makers at all levels with the insights they need to support student learning.
- √ Rubric: A rating scale that provides specific descriptors that guide both teacher and student through levels of performance for a task – such as writing.
- √ Six Trait Writing: Student writing is assessed in six areas. They are: Ideas and Content, Organization, Voice, Word Choice, Sentence Fluency, and Writing Conventions.
- √ Time Out/Quiet Room: A place to send a student who is disruptive. The purpose of this room (*or space*) is to allow the student to “settle down” and, when ready, return to the classroom.
- √ Writer’s Workshop: A process of writing whereby students compose a written paper over an extended period of time. The process moves from generating ideas to rough draft to editing to final copy.
- √ IXL – A software based program that supplements grammar and mechanics instruction in Language Arts and math concepts.



Substitute Teachers and Their Professional Responsibilities

It is a mark of professional ethics for a substitute teacher to refrain from criticizing the work of the regular teacher or the work of the school.

Inclement Weather



In the event that Norfolk Public Schools close due to inclement weather, substitutes are not to report to work and will not be paid. If school closes during the morning, substitutes will be paid for a half-day; and if school closes during the afternoon, substitutes will be paid for a full day. School closing information is available on local media outlets as soon as the information is released.

Substitutes who are working more than ten consecutive days in the same position are to follow the same procedures for inclement weather as provided for regular teachers.

Drug-Free Schools and Work Place

Norfolk Public Schools is committed to providing an employment environment that is safe and provides a creative and productive work force. To this end, the district unequivocally endorses the philosophy that the workplace should be free from the detrimental effects of illicit drugs and alcohol. It is unlawful and, therefore, absolutely prohibited for any employee (*or substitute*) of the district to:

- ✓ Engage in the unlawful manufacture, possession, use, or distribution of illicit drugs.
- ✓ Possess, use, or distribute alcohol on school premises.
- ✓ Be under the influence of illicit drugs and/or alcohol while directly supervising students' activities off school property, or as a part of any of the schools' activities held on school property.

Inappropriate conduct outside the school environment could also be grounds for removal as a substitute teacher for the Norfolk Public Schools.

Smoke-Free/ Vaping Free Environment



- ✓ Tobacco smoke is linked with heart, lung and respiratory diseases. Nonsmokers are harmed by the secondhand smoke. The hazards range from immediate to long-term serious effects. Some employees already suffer from respiratory diseases, heart diseases, or allergies where they may be at risk when smoke is present.
- ✓ Nonsmoking is the policy in all school buildings, on all school grounds, and in all school vehicles.
- ✓ Vaping in all forms is also not permitted in school buildings, on school grounds, or in school vehicles.
- ✓ It is the intent of the Board of Education to maintain a smoke/vaping-free environment within the district. Our employees are one of our most valuable resources and we promote the health, safety, and well being of each individual.
- ✓ Employees, substitutes, and visitors are also expected to honor the non-smoking/vaping designation. Visitors will be asked to quit smoking/vaping or leave the school grounds.
- ✓ Employees/Substitutes who violate this no smoking/vaping policy will be subject to the same disciplinary actions that accompany infractions of other school rules, up to and including termination.

Weapon-Free Workplace

The district prohibits any person from being in possession of a weapon at a school attendance facility, on school property, at a school-supervised activity, or at a school-sponsored function. Any employee found to be in violation of this policy shall be subject to disciplinary action, up to and including termination.

The term "weapon" means an instrument or object used, or which may be used, as a means of attack, defense, or destruction, including, without limitation:

- A. Any object which will, or is designed to, or may readily be converted to, expel a projectile by the action of an explosive or other means;
- B. The frame or receiver of any object described in the preceding example;
- C. Any firearm muffler or silencer;

- D. Any explosive, incendiary or gas (a) bomb, (b) grenade, (c) rocket, (d) missile, (e) mine, or similar device;
- E. Any bludgeon, sand club, metal knuckles, or throwing star;
- F. Any knife other than as used for strictly instructional or personal care or eating purposes. A pocket knife with a blade of 2-1/2 inches or more is a prohibited weapon. A switch-blade knife is prohibited regardless of size of the blade. A switch-blade knife is defined as a knife with a blade that opens automatically by hand pressure applied to a button, spring, or other device in the handle of a knife, or any knife having a blade that opens or falls or is ejected into position by the force of gravity or by an outward, downward, or centrifugal thrust or movement;
- G. Any electronic device designed to discharge immobilizing levels of electricity, commonly known as a stun gun;
- H. An employee may possess mace or other similar chemical agents in quantity and/or concentration typically designed for individual personal defensive purposes and shall not be considered as possession of a weapon. Possession of larger quantities and/or concentrations of mace or other similar chemical agents than is typically designed for individual personal defensive purposes will be considered as possession of a weapon. Usage of mace or other similar chemical agents will be considered as usage of a weapon if the usage is found to be for non-defensive purposes. An employee who is negligent in their possession of mace or other similar chemical agents will be subject to disciplinary action;
- I. An employee may possess an item which may be considered a weapon where such item is used for instructional purposes and the employee has received approval of the administration to possess the item, provided it is used in the manner approved and is maintained in such manner as the administration has directed; and
- J. Any other object that is designed for or intended for use as a destructive or injurious device.

The phrase “possession of a weapon” includes, without limitation, a weapon in an employee's personal possession, as well as in an employee's motor vehicle, desk, locker, briefcase, backpack, or purse.

Classroom Environment

At all times, teachers are expected to organize, maintain and ensure that their classroom is in a safe, orderly and clean condition for student learning. Classrooms should be free from distractions (such as inappropriate or unprofessional posters or other displays) and other apparatus that may cause student health problems (such as essential oils and/or essential oil diffusers).

Elementary Substitute Hints and Suggestions for Success

1. Know the teacher who is next door. Introduce yourself so you can call on someone to answer your questions about schedules or material for the class.
2. When students need to go to the restroom or the library, send only one student at a time. When the first one returns, a second one may go.
3. If there is no seating chart left by the teacher, quickly make one. It is much easier to maintain discipline when you can call a student by name and not just refer to them as “the student in the blue shirt.”
4. Let students know it is better to have the correct names so the wrong student doesn't get in trouble with the permanent teacher.
5. Do not let students start any name calling or rude behavior to other students. It is much easier to stop a disagreement by talking before it gets to pushing or a fight.
6. Try to get out into the hallway between classes. It is a good idea to stand in the doorway so you can keep one eye on the hallway traffic and one eye on the students coming into the classroom. If students are aware of a teacher's physical presence and active supervision, they are less likely to engage in inappropriate behavior.
7. Have a couple of extra pens or pencils with you for those who have “forgotten” and would rather go to their lockers and walk the halls than be in class.



8. If you do give a student a pen or pencil and you would like it back, be sure to ask the student for their lunch card, or something of value that they will be sure to remember they want back. Many students will just plain forget that it isn't their pen.
9. Try to have the names of one or two trustworthy students who will tell you the truth and help out in the class.
10. Never let a class go early for lunch or to the next class unless the teacher or the next door teacher says it is okay. Some schools have very strict rules about the number of students in the cafeteria at a time.
11. Make your rules and expectations very clear at the beginning of the day.
12. Do not touch the blood of a bleeding child. Use a napkin, towel, or a cloth to cover the cut. Have the student put his hand on the cut until you can get to some first aid or the nurse.
13. Do not discuss the teacher's class with other people, especially outside of school. You are a professional and shouldn't discuss individual students or problems.
14. If you need to talk to someone about a problem, talk to the principal.
15. Be neat in your appearance.
16. Follow the lesson plans the teacher has left. Incorporate your own ideas if there is extra time.
17. Correct the students' work for the day if possible.
18. Even though a few students can upset your plans, try to find out the names of the students who have been good or helpful and let the teacher know about them as well.
19. Most students will respect your leadership, but there may be some who will question your plans or authority. It is better not to argue. Instead say, "I know this may not be the way your regular teacher does it, but this is the plan for today." Avoid power struggles.
20. If you are not sure how the teacher wants an assignment done, ask another teacher to develop your own plan. Be sure to leave a note for the permanent teacher explaining what you assigned.
21. Be assertive so the students don't feel they can manipulate your decisions and authority. You can use statements such as:
 - √ I need you to start reading now.
 - √ I want everyone to pass their papers forward.
 - √ I don't need . . .
 - √ I don't want . . .



Secondary Substitute Hints and Suggestions

1. Know the teacher who is next door. Introduce yourself so you can call on someone to answer your questions about schedules or material for the class.
2. When students need to go to the restroom or the library, send only one student at a time. When the first one returns, a second one may go. Have students sign out when they leave and sign in when they return so you'll always have a record of where they are and how long they've been gone.
3. If there is no seating chart left by the teacher, quickly make one. It is much easier to maintain discipline when you call a student by name and not just refer to them as the "student in the blue shirt."
4. If a student doesn't respond when you call them by name, you may suspect the students have switched seats. Let students know it is better to have the correct names so the wrong student doesn't get in trouble with the permanent teacher.
5. Do not let students start any name calling or rude behavior to other students. It is much easier to stop a disagreement by talking before it gets to pushing or a fight.
6. Try to get in the hallway between classes. It is a good idea to stand in the doorway so you can keep one eye on the hallway traffic and one eye on the students coming into the classroom. If the students are aware of a teacher's physical presence and active supervision, they are less likely to engage in disruptive behavior.



7. Have a couple of extra pens or pencils with you for those who have “forgotten” and would rather go to their lockers and walk the halls than be in class.
8. If you do give a student a pen or pencil and you would like it back, be sure to ask the student for an ID, driver’s license, or something of value that they will be sure to remember they want back. Many students will just plain forget that it isn’t their pen.
9. Try to have the names of one or two trustworthy students who will tell you the truth and help out in the class.
10. Never let a class go early for lunch or the next class unless the teacher or the next door teacher says it is okay. Some schools have very strict rules about the number of students in the cafeteria at a time.
11. Make your rules and expectations very clear at the beginning of the class.
12. Do not discuss the teacher’s class with other people, especially out of school. You are a professional and shouldn’t discuss individual students or problems.
13. If you need to talk to someone about a problem, talk to the principal.
14. Be neat in your appearance.
15. Follow the lesson plans the teacher has left. Incorporate your own ideas if there is extra time.
16. Correct the students’ work for the day if possible.
17. Even though a few students can upset your plans, try to find out the names of the students who have been good or helpful and let the teacher know about them also.
18. Most students will respect your leadership, but there will be some who will question your plans or authority. It is better not to argue. Instead say, “I know this may not be the way your regular teacher does it, but this is the plan for today.” Avoid power struggles.
19. If you are not sure how the teacher wants an assignment done, ask another teacher to develop your own plan. Then be sure to leave a note for the permanent teacher explaining what you assigned.
20. Be assertive, yet understanding so the students don’t feel they can manipulate your decisions and authority. You can use statements such as:
 - √ I need you to start reading now.
 - √ I want everyone to pass their papers forward.
 - √ I don’t need . . .
 - √ I don’t want . . .
21. Don’t let any student possess a knife or any other weapon. Safely confiscate the item if possible. If a student has a nail file and jabs it at another student, consider that a weapon and safely confiscate the item as soon as possible.
22. If a teacher has classroom sets that are used by the students, be sure to have them all returned before the entire class can leave. It is easier to locate one book or calculator in a class of 30 than trying to find one in the whole school. Hopefully, the calculators or books are numbered and have been assigned to be given out in order so you know who has the missing book.



Additional General Classroom Strategies:

K-W-L: Know, Want, Learn:

A major challenge of substitute teaching, particularly in the upper grades, is trying to teach a subject which you know absolutely nothing about. One method of providing a meaningful learning experience in such a situation is the utilization of a KWL chart. KWL stands for “what do I know,” “what do I want to know,” and “what have I learned?” A KWL chart provides an outline for having the students teach you. As you are being taught, the students will be teaching each other, and clarifying concepts in their own minds.

A lesson using KWL would begin by the teacher listing the letters K, W, and L across the top of the board. Under the appropriate letter would be written, “What do I know?” “What do I want to know?” and “What have I learned?”

The teacher then lists facts which they know about the subject in the first column. In the second column, the teacher list things they want to know or understand. A brief look at a student textbook will help to list “want to know” topics and ideas which students will be capable of addressing. The students are then asked to help answer and explain the items listed in the “W” column. Encouraging students to refer to their textbooks and other resources to answer your questions will help ensure that correct principles are being taught and explained.

At the end of the class period or lesson, the teacher completes the final column listing what they have learned during the class from the students. Students will be checking to make sure the “learned” information is correct.

An example K-W-L Chart that could be used for learning about volcanoes:

K What do I Know ?	W What do I Want to know?	L What have I Learned ?
1. Lava comes out of volcanoes. 2. There are volcanoes in Hawaii. 3. Volcanoes erupt. 4. The lava from volcanoes is hot. 5. Volcanoes can be dangerous	1. What is lava? 2. Where does lava come from? 3. Where are most of the volcanoes in the world? 4. Why do volcanoes erupt? 5. Etc.	1. Lava is melted rock. 2. When lava is still under ground, it is called magma. 3. Etc. 

An adaptation of this teaching method is to have the students complete individual KWL charts. This works well with assignments such as reading science chapters or watching videos. Before the activity, students write down what they know and what they want to/think they will learn during the activity. At the end of the activity, they complete the third column. A class discussion of the information students list in the third column will help to clarify any confusing points and provide a review of the material covered.

**Material from Utah State University, Substitute Teacher Training Institute*

Verbs Often Used to Promote Higher Level Thinking

Level of Thinking	Typical Verbs Used	Examples of Teacher Questions
Knowledge	Define Repeat Receive Label Name Draw Record Identify List	<u>Name</u> the author of the book.
Comprehension	Classify Contrast Compare Translate	<u>Compare</u> the weather today with the weather yesterday.

	Explain Give examples	Summarize	
Application	Apply Complete Illustrate Solve Predict	Calculate Demonstrate Practice Use Show	<u>Complete</u> the sentence using a vocabulary word from the lesson.
Analysis	Analyze Discuss Explain Inspect	Classify Divide Infer	<u>Explain</u> why it is important to have classroom rules.
Synthesis	Arrange Construct Design Generalize Plan Categorize	Combine Create Develop Organize Predict Rearrange	<u>Predict</u> what would happen if a law was passed which made commercials on TV illegal.
Evaluation	Assess Estimate Judge Rate Test Justify	Critique Evaluate Rank Recommend Value	What requirements for hiring a new teacher would you <u>recommend</u> to the principal? 

Appendices:

Appendix: 1

Norfolk Public Schools Instructional Model

The image below is our district instructional model. This graphic is in every classroom in our district and it visually demonstrates the expectations our district has for classroom instruction.

The graphic is titled "NPS INSTRUCTIONAL MODEL STRATEGIES FOR SUCCESS" and features a stylized red star logo. It lists seven instructional strategies, each with a definition and associated student/teacher reflection questions.

Strategy	Definition	Student Reflection	Teacher Reflection
SPARK	Spark is a short, focused and intentional beginning activity that is intended to spark ideas, ignite thinking, make connections, motivate, or warm up.	"AM I ENGAGED IN THE LESSON'S INSTRUCTION?"	"HOW CAN I ENGAGE MY STUDENTS IN LEARNING?"
OBJECTIVE	The objective identifies what students will know and be able to do as a result of the instruction.	"WHAT AM I GOING TO LEARN FROM THIS LESSON?"	"WHAT DO I WANT THE STUDENTS TO LEARN?"
STUDENT-FOCUSED INSTRUCTION	Student-focused instruction includes research-based instructional strategies and reliable classroom management skills. Professional discretion determines purposeful and intentional strategies catered to student needs and addresses learning objectives.	"HOW AM I INVOLVED IN THE LEARNING PROCESS?"	"HOW CAN I ENSURE ALL STUDENTS ARE LEARNING?"
ASSESSMENT	Assessments are formative and summative activities which monitor and evaluate student learning of standards. Formative assessment provides for ongoing feedback, and summative assessment documents levels of proficiency at designated intervals.	"HOW AM I DOING?"	"HOW WILL I MEASURE THE STUDENTS' LEARNING?"
CLOSURE	Closure is a focused and intentional ending activity linked to the instructional objective(s). The learner is asked to show an understanding of or reflect on what was taught and/or what they learned.	"WHAT DID I LEARN TODAY?"	"DID I MEET MY OBJECTIVES?"
TECHNOLOGY INTEGRATION	Technology Integration is the purposeful use of technology for best practices in teaching and learning. The use of technology is intentionally embedded in teaching and learning to appropriately meet the learning objectives established for each lesson.		"HOW CAN I INCLUDE THE USE OF TECHNOLOGY TO ENHANCE MY STUDENTS' UNDERSTANDING OF THIS TOPIC?"
PROFESSIONAL PRACTICES	A true professional educator in the Norfolk Public Schools district reflects on his or her teaching, maintains accurate records, communicates with families, participates in a professional learning community, commits to growing and developing professionally, builds positive relationships and culture, and shows professionalism at all times.		"AM I DEVELOPING AS A PROFESSIONAL EDUCATOR?"

NORFOLK PUBLIC SCHOOLS

Appendix 2

Norfolk Public Schools: Standard Response Protocol (SRP):

Listed below is a graphic of the procedures our district employees and students use in emergency situations.

IN AN EMERGENCY WHEN YOU HEAR IT. DO IT.

LOCKOUT! Get inside. Lock outside doors.

STUDENTS

Return inside
Business as usual

TEACHER

Bring everyone indoors
Lock outside doors
Increase situational awareness
Business as usual
Take attendance



LOCKDOWN! Locks, lights, out of sight.

STUDENTS

Move away from sight
Maintain silence
Do not open the door

TEACHER

Lock interior doors
Turn out the lights
Move away from sight
Do not open the door
Maintain silence
Take attendance



EVACUATE! To the announced location.

STUDENTS

Bring your phone
Leave your stuff behind
Follow instructions

TEACHER

Lead evacuation to location
Take attendance
Notify if missing, extra or injured students



SHELTER! Hazard and safety strategy.

STUDENTS

Hazard	Safety Strategy
Tornado	Evacuate to shelter area
Hazmat	Seal the room
Earthquake	Drop, cover and hold
Tsunami	Get to high ground

TEACHER

Lead safety strategy
Take attendance



HOLD! In your classroom. Clear the halls.

STUDENTS

Remain in the classroom until
the "All Clear" is announced

TEACHER

Close and lock classroom door
Business as usual
Take attendance



STANDARD
RESPONSE PROTOCOL
EXTENDED



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Appendix: 3

Blood-borne Pathogens and Universal Precautions Information



Hepatitis B (HBV): In the United States, approximately 300,000 people are infected with HBV annually. Of these cases, a small percentage are fatal.

"Hepatitis" means "inflammation of the liver," and, as its name implies, Hepatitis B is a virus that infects the liver. While there are several different types of hepatitis, HBV is transmitted primarily through "blood to blood" contact. HBV initially causes inflammation of the liver, but it can lead to more serious conditions such as cirrhosis and liver cancer.

There is no "cure" or specific treatment for HBV, but many people who contract the disease will develop antibodies which help them get over the infection and protect them from getting it again. It is important to note that infection with HBV will not stop someone from getting another type of hepatitis.

The hepatitis B virus is very durable, and can survive in dried blood for up to seven days. For this reason, this virus is the primary concern for custodians. Knowledge of blood-borne pathogens is an important factor for the safety of Norfolk Public School employees and its students.

Symptoms of HBV: The symptoms of HBV are very much like a mild "flu." Initially there is a sense of fatigue, possible stomach pain, loss of appetite, and even nausea. As the disease continues to develop, jaundice (*a distinct yellowing of the skin and eyes*) and a darkened urine will occur. However, people who are infected with HBV will often show no symptoms for some time. After exposure, it can take one to nine months before symptoms become noticeable. Loss of appetite and stomach pain, for example, commonly appear within 1-3 months, but can occur as soon as two weeks or as long as 6-9 months after infection

Transmission

Infected blood can enter your system through open sores, cuts, abrasions, acne, and any sort of damages or broken skin such as sunburn or blisters. Bloodborne pathogens may also be transmitted through the mucous membranes of the eyes, nose, and mouth.

Human Immunodeficiency Virus (HIV): AIDS, or Acquired Immune Deficiency Syndrome, is caused by a virus called the Human Immunodeficiency Virus or HIV. Once a person has been infected with HIV, it may be many years before AIDS actually develops. HIV attacks the body's immune system, weakening it so that it cannot fight other deadly diseases. AIDS is a fatal disease and while treatment for it is improving, there is no known cure.

Norfolk Public Schools custodians and employees who clean restrooms or assist with toileting procedures must be aware of HBV and HIV modes of transmission.

HIV is very fragile and will not survive very long outside of the human body. It is primarily of concern to employees providing first aid or medical care in situations involving fresh blood or other potentially infectious materials. It is estimated that the chances of contracting HIV in a workplace environment are only 0.4%. However, because it is such a devastating disease, all precautions must be taken to avoid exposure.

HIV infection essentially occurs in three broad stages. The first stage happens when a person is actually infected with HIV. After the initial infection, a person may show few or no signs of illness for many years. Eventually, in the second stage, an individual may begin to suffer swollen lymph glands or other lesser diseases which begin to take advantage of the body's weakened immune system. The second stage is believed to eventually lead to AIDS, the third and final stage. In this stage, the body becomes completely unable to fight off life threatening diseases and infections.

Symptoms of HIV infection can vary, but often include weakness, fever, sore throat, nausea, headaches, diarrhea, a white coating on the tongue, weight loss, and swollen lymph glands.

Modes of Transmission

HBV and HIV can be transmitted through:

- ✓ Sexual contact
- ✓ Sharing of hypodermic needles
- ✓ From mothers to their babies at or before birth
- ✓ Accidental puncture from contaminated needles, broken glass, or other sharps
- ✓ Contact between broken or damaged skin and infected body fluids
- ✓ Contact between mucous membranes and infected body fluids
- ✓ Saliva (in dental procedures)
- ✓ Any body fluid that is visibly contaminated with blood

Appendix 3: cont. Universal Precautions

Universal precautions are simple infection control measures that reduce the risk of transmission of blood-borne pathogens through exposure to blood or body fluids. Under the “universal precaution” principle, blood and body fluids from all persons should be considered as infected with HIV, regardless of the known or supposed status of a person. Infected blood can enter your system through open sores, cuts, abrasions, acne, and any sort of damages or broken skin such as sunburn or blisters. Blood-borne pathogens may also be transmitted through the mucous membranes of the eyes, nose and mouth. Some infections that can be transmitted through contact with blood and body fluids include:

- √ HIV
- √ Hepatitis A, B, C
- √ Strep Infections
- √ Pneumonia
- √ Syphilis
- √ TB
- √ Malaria
- √ Measles
- √ Chicken Pox
- √ Gastroenteritis-Salmonella and Shigella
- √ Herpes
- √ Urinary tract infections
- √ Blood infections

What do “Universal Precautions” look like to me in school?

For the most part, the use of universal precautions will consist of the use of gloves when handling blood or body secretions. Make sure that you have gloves available to you, and they should be worn when there is potential for mucous membrane, hand, or skin contact with blood, body fluids containing visible blood, other body fluids, other potentially infectious material, or items and surfaces contaminated with these materials. Gloves should be worn any time a provider (that’s you):

- √ Has an open lesion on the hands;
- √ Handles contaminated disposable items such as tissues, diapers, clothing;
- √ Has any hand contact with blood or body fluids;
- √ Especially when providing clean up of body fluid spills such as vomit, blood, feces, urine, when rendering first aid and diapering assistance.



Remember to remove your soiled gloves and wash your hands before touching any cabinets, doorknobs, or items other people may come in contact with.

Avoid accidental injuries by sharp items. Puncture resistant containers marked with the biohazard symbol should be used for the disposal of used needles, syringes, and other sharp items. Red trash bags must be used and disposed of properly for any items containing blood or other body fluids.

Begin by attending to the injured person:

- √ Whenever blood and body fluids are present, a barrier (latex rubber gloves, thick layer of paper towels, or cloth) should be used to minimize exposure of the attending person while the injury is cleansed and/or dressed.



- √ Wear face protection (face shield) during procedures that are likely to generate droplets of blood or body fluid to prevent exposure to mucous membranes of the mouth, nose and eyes.
 - √ Wear protective body clothing when there is a potential for splashing of blood or body fluids.
 - √ Soiled clothes of the injured person must be bagged to be sent home.
 - √ Place waste in a plastic bag for disposal.
 - √ Remove gloves, dispose and secure in a plastic bag.
 - √ Change clothing if another person’s blood or body fluid gets onto your clothes.
- √ Immediately apply soap.
 - ≈ Thoroughly wash hands with soap by rubbing hands together (avoid scrubbing hands).
 - ≈ Pay particular attention to fingertips, nails, and jewelry.
 - ≈ Rinse with fingers pointing downward
 - ≈ If running water and soap are not immediately available, a waterless antiseptic cleaner or moist towelette may be used until hands can be thoroughly washed (use of antiseptic cleaner or towelette is NOT a substitute for hand washing). WASH HANDS AS SOON AS POSSIBLE.

Clean and disinfect environmental surfaces:

- ✓ Whenever cleaning and disinfecting environmental surfaces in which blood and body fluids are present, a barrier (rubber utility gloves durable enough to withstand environmental cleaning and disinfecting, thick layer of paper towels, or cloth) should be placed between the blood and the attending person. Use disposable paper towels or other disposable materials to remove blood and body fluids.
- ✓ Disinfect the affected area(s) and cleaning tools with a commercial tuberculocidal disinfectant (mixed according to manufacturer's specifications) or bleach solution (approximately 1/4 cup common household bleach per gallon of tap water, mixed fresh daily). The affected surface being disinfected should remain wet for several minutes.
- ✓ Secure all waste in a plastic bag for disposal.



Wash your hands:

- ✓ Before drinking or eating
- ✓ Before handling clean utensils, equipment or food
- ✓ After going to the bathroom
- ✓ After contact with any body secretions
- ✓ After handling any soiled diapers, garments or equipment
- ✓ After caring for kids - especially those with any body secretion discharges

What else can I do to protect myself from contracting infectious disease at school?

- ✓ *Avoid rubbing or touching your eyes;*
- ✓ *Refrain from kissing or being kissed; and*
- ✓ *Use your own personal care items such as drinking glasses and utensils (unless shared items are properly cleaned).*
- ✓ *If you are working in an area where there is reasonable likelihood of exposure, you should never eat, drink, smoke, apply cosmetics or lip balm, or handle contact lenses.*

Appendix 4
Substitute Summary/ Feedback Sheet

Office of Director of Human Resources and Accreditation
Norfolk Public Schools

Substitute Summary Sheet

Please complete this summary for the period of time you substituted. Turn this form in to the building office before you leave this assignment.

Substitute Name: _____ Date: ____/____/____

For whom were you substituting today? _____

Yes	No	NA	Please check the correct response to these questions in the boxes to the left.
			Was the teacher's manual available?
			Did the teacher leave a copy of the class roster?
			Did the teacher leave enough information to cover the entire class period?
			Did the teacher leave information regarding classroom procedures?
			Was the office staff helpful during the day?
			Was the administration helpful during the day?
			Did you have any trouble finding your way around the building?

Where were the lesson plans located? _____

Please give your thoughts on the clarity and organization of the lesson plans left for you:

Please list any problems you had with student behavior: _____

Please rate your experience today substituting for the Norfolk Public Schools:

___-Excellent ___-Pleasant ___-Satisfactory ___-Poor

Thanks for your help!

Appendix: 6 2020-2021 School Calendar for Staff

This "Parent Calendar" is also available on the district website at www.norfolkpublicschools.org/



Norfolk Public Schools 2020-2021 Staff Calendar

August 2020						
S	M	T	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

January 2021						
S	M	T	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September 2020						
S	M	T	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

February 2021						
S	M	T	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

October 2020						
S	M	T	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

March 2021						
S	M	T	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

November 2020						
S	M	T	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

April 2021						
S	M	T	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

December 2020						
S	M	T	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

May 2021						
S	M	T	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Key:

- No school for students or teachers
- Teacher Work Day/Students-No School
- Teacher Work Day/Students-No School (a.m. only)
- End Quarter
- 2:00 p.m. dismissal for students K-12
- 11:30 a.m. dismissal for students K-12
- Make-up Snow Days (if needed)

- August**
- 4-7 Orientation - New teaching staff
 - 10-12 Orientation - All teaching staff
 - 13 1-9 and New Students - First day of classes
 - 15 First-half All-day Kindergarten - Classes all day
 - 14 1-12 Students - Classes all day
 - 14 Second-half All-Day Kindergarten - Classes all day
 - 17 All-Day Kindergarten - All Students
- September**
- 7 Labor Day - No School
- October**
- 13 K-12 End First Quarter
 - 19-22 K-12 Parent-Teacher Conferences
 - 19 - K-8 P-T Conferences, 4:00-7:00
 - 20 - K-4, 9-12 P-T Conferences, 4:00-7:00
 - 21 - 5-12 P-T Conferences, 4:00-7:00
 - 22 - K-12 Students - 11:30 a.m. dismissal (K-12 P-T Conferences, 1:00-4:00)
 - 23 K-12 Students - No School
 - 26 K-12 Staff - Prof. Development - No School for Students
- November**
- 25-27 Thanksgiving Break - No School
- December**
- 22 K-12 End Second Quarter/First Semester
 - 23-31 Winter Break - No School

- January**
- 1-4 Winter Break - No School
 - 4 K-12 Staff - Prof. Development - No School for Students
 - 5 K-12 School Resumes
 - 18 K-12 Staff - Prof. Development ESU Speaker - No School for Students
- February**
- 8-11 K-12 Parent-Teacher Conferences
 - 8 - K-8 P-T Conferences, 4:00-7:00
 - 9 - K-4, 9-12 P-T Conferences, 4:00-7:00
 - 10 - 5-12 P-T Conferences, 4:00-7:00
 - 11 - K-12 Students - 11:30 a.m. dismissal (K-12 P-T Conferences, 1:00-4:00)
 - 12 K-12 Students - No School (K-12 Teachers - Comp. Day - No Duty)
- March**
- 11 K-12 End Third Quarter
 - 12 K-12 No school - Spring Break
 - 15 Make - Up Snow Day (if needed due to 4 snow days)
 - 16 Make - Up Snow Day (if needed due to 5 snow days)
 - 17 K-12 School Resumes
- April**
- 2-5 No School - Spring Break
 - 6 K-12 School Resumes
 - 22 Grades 9-12 - 11:30 a.m. dismissal PM-SH Track Meet
 - 23 No School - District Music/JH Speech Staff Development Day
- May**
- 8 Grades 7-8 Students - 11:30 a.m. dismissal PM - 7-8 JH Track Meet
 - 16 Graduation
 - 19 K-12 Staff Appreciation Day
 - 20 K-12 - 11:30 a.m. dismissal (End of 4th Quarter)
 - 21 Last Teacher Work Day

Quar.	Days	Days	Days	Days	Days
1	43.0	43.0	43.0	43.0	August 13 - October 13
2	87.5	87.5	87.5	87.5	October 14 - December 22
3	45.5	45.5	45.5	45.5	January 5 - March 11
4	89.0	89.0	89.0	89.0	March 12 - May 20

Note: In the event of four snow days, we will return on the 15th.

- 178.5 Student Days, Grades K-4
- 178.5 Student Days, Grades 5-8
- 178.0 Student Days, Grades 7-8
- 178.0 Student Days, Grades 9-12
- 188/192 Veteran/New Teacher Contract Days

Updated: 11/19/2019

Published by:
Office of Director of Teaching and Learning
and Director of Human Resources
Norfolk Public Schools
512 Philip - PO Box 139
Norfolk, Nebraska 68702-0139
402-644-2500

Note: All dates and times subject to change.

Appendix: 7

Administrative Directory 2020-2021

Central Office Administrators

(402) 644-2500

- *Dr. Jami Jo Thompson, Superintendent*
- *Dr. Bill Robinson: Associate Superintendent of Business Services*
- *Angie L. Baumann, Director of Human Resources and Accreditation*
- *Beth Nelson: Director of Teaching and Learning*
- *Mary Luhr: Director of Student Programs*
- *Erik Wilson: Director of Student Services and Safety*

Building Administrators

Administrator	Title	Building	Address	Work Phone
Derek Ippensen	Principal	Senior High	801 Riverside Blvd.	644-2529
John Erwin	Assistant Principal	Senior High	801 Riverside Blvd.	644-2529
Jason Settles	Assistant Principal	Senior High	801 Riverside Blvd.	644-2529
David Nelson	Dean of Students	Senior High	801 Riverside Blvd.	644-2529
Ben Ries	Activities Director	Senior High	801 Riverside Blvd.	644-2529
Jennifer Robinson	Principal	Junior High	510 Pasewalk Ave.	644-2516
Josh Weber	Assistant Principal	Junior High	510 Pasewalk Ave.	644-2516
Beau Viergutz	Dean of Students/AD	Junior High	510 Pasewalk Ave.	644-2516
Chuck Hughes	Principal	Middle School	1221 N. First Street	644-2569
Renee Rucker	Assistant Principal	Middle School	1221 N. First Street	644-2569
Trisha Andreasen	Principal	Bel Air	1101 N. Eighteenth	644-2539
Troy Berryman	Principal	Grant	1106 Philip Ave.	644-2544
Haeven Pedersen	Principal	Jefferson	406 Cottonwood	644-2546
Angela Hausmann	Principal	Lincoln/ Montessori	310 S. Third St.	644-2550
Melissa Jantz	Principal	Little Panthers Pre-School	2500 Norfolk Ave.	644-2501
Ryan Specht	Principal	Washington	1205 S. Second St.	644-2557
Tracy Lichty	Principal	Westside	1703 Philip Ave.	644-2561
Bruce Strong	Principal	Woodland Park	611 Meadow Lane	644-2565

Other Phone Numbers:

Human Resources Office: 644-2500 Ext: 1112

Payroll Office: 644-2500 Ext: 1106

Appendix: 8 Substitute Teacher Job Description



Norfolk Public Schools Job Description

It is the policy of Norfolk Public Schools to not discriminate on the basis of sex, disability, race, color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, or other protected status in its educational programs, admission policies, employment policies or other administered programs. Persons requiring accommodations to apply and/or be considered for positions are asked to make their request to the Director of Human Resources.

JOB TITLE: SUBSTITUTE TEACHER

***NOTE:** *This is a generalized job description.* Specific science teaching assignments may vary somewhat in essential functions and requirements. Applicants should be made aware of specific requirements prior to employment.

Norfolk Public Schools will conduct a back-ground check on all substitute candidates.

LOCAL SUBSTITUTE TEACHER REQUIREMENTS:

Completion of 60 credit hours of college credit with at least one course in professional education.
Evidence of Human Relations training
Valid/registered Nebraska Local Substitute Permit
Completion of the application procedure and orientation
Such alternatives to the above qualifications as the Board of Education may find appropriate

STATE SUBSTITUTE TEACHER REQUIREMENTS:

Bachelors Degree from an accredited university or college
Valid/registered Nebraska Teaching/Substitute Certificate
Successful teaching and/or practice teaching experience
Completion of the application procedure and orientation
Such alternatives to the above qualifications as the Board of Education may find appropriate

REPORTS TO: Building Administrator

RECEIVES GUIDANCE FROM: Building Administrator

JOB GOAL: A certified instructor who teaches students in a school in the absence of the regular teacher, carrying out the lessons plans of the teacher for whom he/she is substituting, and meeting the duties of teaching as outlined in current laws and policies

TERMS OF EMPLOYMENT: Substitutes are not considered employees of the Norfolk Public Schools, so their service to our district is on an as-needed basis.

EVALUATION: Performance will be evaluated on an as-needed basis by building administration with input from staff.

NOTE: *Long-term substitute teachers are held to the same standards as a classroom teacher.*

ESSENTIAL FUNCTIONS:

- Respect personal privacy and maintain confidentiality regarding students and staff
- Meet with the principal/staff regarding any questions and concerns about lesson plans or rules and regulations of the school
- Comply with all building procedures and schedules
- Adhere to school and administrative procedures
- Keep accurate attendance record
- Follow the regular lesson plan of the absent teacher
- Display a confident and positive attitude to encourage student engagement
- Establish and maintain order in the classroom; maintain a classroom environment conducive to effective learning
- Communicate with students in a clear and understandable manner
- Maintain high standards of education
- Provide guidance and advice to students; show interest in a student's progress
- Encourage critical thinking, analytical and creative skills
- Update records and promptly submit reports as appropriate
- Take all necessary and reasonable precautions to protect students, materials, equipment, and facilities
- Never leave students unsupervised
- Monitor behavior of students and report to the principal any flagrant issues or problems
- Report evidence of suspected child abuse to building administrator
- Supervise non-classroom activities when assigned
- Cooperate with all school personnel
- Prepare and submit a daily summary of work on designated building forms
- Update the regular teacher of situations or problems encountered
- Perform other responsibilities as assigned