Nazareth Area School District

Substitute Teacher Handbook

Human Resources Department
One Education Plaza
Nazareth, PA 18064

Nazareth Area School District Mission

The mission of the NASD, a catalyst for excellence in education, is to develop students through rigorous educational and co-curricular programs into critical, reflective thinkers with the knowledge and skills to communicate effectively, to integrate technology for learning, and to contribute to an ever-changing, diverse community.

The Professional Substitute Teacher at Nazareth Area School District

Thousands of surveys, questionnaires, and interviews show that permanent teachers, school administrators and district personnel unanimously praise and value substitute teachers who are professional in dress, attitude and presentation.

Being a professional substitute teacher is a full-time job. It involves many aspects of attitude and conduct. These aspects have been organized into the following five time frames:

1. At Home
2. Prior to Entering the Classroom
3. In the Classroom Before School
4. Throughout the Day
5. At the End of Day

At Home

There are a number of things you can do at home before you even get that early morning call to substitute teach.

- Prepare a set of note cards, one for each school where you may be called to teach. On each card, list the name of the school, principal, secretary, school phone numbers, start time, address, driving directions, and the appropriate time it will take to travel from your house to this location.
- Place a notebook and pencil by the phone you will be using when receiving assignment communications. You may even want to note questions to ask when you arrive at the building.

Prior to Entering the Classroom

- Arrive at the school enthusiastic about the day, while serious about your role. If possible, arrive at least 20 minutes prior to the beginning of class. Report to the principal or office to let them know you have arrived, and ask pertinent questions:
  - *Will I be responsible for playground, lunch, or other duties?*
  - *Do any of the students have medical problems I should be aware of?*
  - *If the need arises, how do I refer a student to the office?*
  - *How do I report students who are tardy or absent?*
- ***Obtain any file, handbook, keys and other pertinent information from the office secretary of your building assignment.***
- Find the locations of restrooms, the faculty room, the cafeteria, the auditorium, the library, and the nearest exit before school begins.
- Meet neighboring teachers.

In the Classroom Before School

- Enter the classroom with confidence. Put your name on the board, then familiarize yourself with the room. Locate and review the classroom rules and evacuation procedures.
- Read through the lesson plans left by the permanent teacher and identify books, handouts, papers, and technology that will be needed throughout the day. Study the classroom seating chart. If you can't find a seating chart, get ready to make your own.
- When the bell rings, stand in the doorway and greet students as they enter the classroom. Be professional, friendly, and enthusiastic about the day. This first impression will take you a long way.

Throughout the Day

- Do your best to follow the lesson plans and carry out the assigned duties left by the regular classroom teacher. Over 75 percent of permanent teachers report that they spend over an hour preparing lesson plans and materials for substitute teachers. Having invested both time and energy into these plans, teachers feel very strongly about having them carried out.
- Remind students of homework. Writing homework assignments on the board throughout the day will help both you and the students remember.
- Whatever situation or challenge you are faced with, always strive to be positive and respectful. Teachers care about the students in their class. They know each student's strengths and weaknesses, and want to see these handled appropriately. They expect the substitute teacher to appreciate the good in their students and bring out the best in them.
- Regular teachers urge substitute teachers to be aware of how small things, like using a normal voice, giving praise, and having a positive attitude, can affect students. Students resent teachers who talk down to them, make promises or threats they don't intend to keep, and are not fair in administering rewards and consequences. Treating students as individuals is important. Don't blame the whole class or punish the group for the misdeeds of a few.

- When a substitute teacher uses good judgment, avoids criticism, and adapts to circumstances in a positive way, she/he becomes a professional role model for both the students in the class and other teachers.

At the End of the Day

Being a professional is just as important at the end of the day as it is at the beginning. What you do just before the school day ends will be the impression students take home with them. How you leave the classroom will be the first impression the permanent teacher has of you when she/he returns.

Before the Students Leave:

There are several things you should do during the last few minutes of class, before the students leave:

- If the teacher has classroom sets (calculators, scissors, books, etc.), make sure they are all returned before the students leave the room. It is much easier to locate a missing calculator in a class of 30 than trying to find it somewhere in the whole school.
- Challenge students to recall, and list on the board, projects and topics they have studied that day. ***(Now they will have a positive answer when parents ask what they did in school, instead of the traditional, "Nothing, we had a substitute teacher.")***

After the Students Have Left:

- After the students have gone, take a few minutes to complete your professional duties as a substitute teacher. Fill out a Substitute Teacher Report, or one provided by the school office, for the regular teacher (Attachment A). Write a detailed summary of what was accomplished throughout the day, along with any problems that arose and notes about things that went well, or students that were particularly helpful.
- If, for any reason, you were unable to carry out the plans left by the regular teacher, make sure you explain why you were unable to carry them out and what you did instead. Leave your name, phone number, and an invitation for the regular teacher to contact you if they have any questions, or to request you as their substitute teacher again in the future.
- Leave the teacher's desk and assignments completed by students neatly organized. Close windows, turn off lights and equipment, and double check to make sure the room is in good order before you lock the door and head for the office. At the office, return keys, express appreciation for assistance provided, and check to see if you will be needed again the next day.

Advice from School Nurses For Substitute Teachers

1. Check your teacher substitute folder for the telephone extension of the nurse in your buildings.
2. Check your teacher substitute folder for the location of protective gloves and Band-Aids, should you need them. Contact the nurse for the replacement of gloves and Band-Aids. (Do not touch any body fluids without gloves.)
3. Send student to the nurse's office:
    a. For any medication issue.
    b. For any bleeding or injury. For paper cuts, have the student wash his/her hands and apply a Band-Aid.
    c. To contact a parent regarding illness.
4. Encourage students to wash their hands before meals and when using the restrooms to reduce exposure to germs.
5. Prevention is the best antidote for medical emergencies. Always stay with the students. Contact another adult if you need to leave the students at any time. If you have recess duty, walk around the playground and be proactive about potentially dangerous behavior. Remember, you are the adult in charge.

Inclement Weather

Please check WFMZ, District website, and District Facebook, Twitter accounts. Text will be sent by Brandalyn Timko when she receives official confirmation.

Legal Aspects of the Job

An overall consideration when substitute teaching is your legal responsibility in the classroom and school. The following are some legal responsibilities you should be aware of. An understanding of these responsibilities requires some questioning on your part as to specific school/ district policies.

- **Individual Education Plans (IEPs), 504 Accommodations and Individual Health Care plans**– You may be teaching some students, who have individual plans to address their identified needs. Familiarize yourself with any individual student plans the classroom teacher has provided to you, and be ready to implement these plans.
- **Supervision Of Students** — The substitute teacher who has physical control of a classroom has a duty to keep students safe and orderly. In Pennsylvania, a teacher acts in loco parentis—in the place of a parent—and is allowed to use his/her judgment in a manner similar to a parent. 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 Students** — Due to possible restraints on who may have custody of a child, students 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, not the classroom or substitute teacher. If you know of medication requirements of a student, the school health professional should be notified.
- **Confidentiality** — It is unprofessional and against the law in many states to disclose confidential information about your students. Generally, a substitute teacher should avoid comments about individual students that convey private information (e.g., grades, medical condition, learning or discipline problems, etc.)
- **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. Attach these notes to your substitute teacher report (Attachment A).

- **Discipline Policies** — In the event negative behavior is evident or escalating, referring students to the building principal is sound advice. When sending a student to the principal due to discipline matters, the substitute teacher maintains the duties of supervision and due care for both the individual child and the remainder of the class. Proper action may require your sound judgment. Possible actions include sending another child to bring someone from the office to intervene, or having another teacher watch your class while you take the child to the office.
- **Dangerous Situations** — A substitute teacher is responsible for making sure the learning environment is safe. This includes things such as the arrangement of desks so as not to block exits and proper supervision during the use of potentially dangerous classroom equipment. A teacher must also consider the potential for problems in certain kinds of classes. Planned activities in a physical education class, science class, technology education class, or family consumer science class may be challenging. Professional judgment is imperative. In situations outside your comfort zone, you may choose to do an alternate activity.

Remember

Never leave your students unsupervised.

Behavior Management Notes

Principles of Human Behavior:

- Behavior is largely a product of its immediate environment.
- Behavior is strengthened or weakened by its consequences.
- Behavior ultimately responds better to positive than to negative consequences.
- Whether a behavior has been punished or reinforced is known only by the course of that behavior in the future.

Five Skills for Effective Behavior Management:

1. The ability to get and keep students on-task.
2. The ability to maintain a high rate of positive teacher-to-student interactions and risk-free student response opportunities.
3. The ability to teach expectations.
4. The ability to respond non-coercively to inappropriate behavior that is consequential.
5. The ability to avoid being trapped.
    a. The Criticism Trap
    b. The Common Sense Trap
    c. The Questioning Trap
    d. The Sarcasm Trap
    e. The Despair and Pleading Trap
    f. The Threat Trap
    g. The Physical and Verbal Force Trap

Advice from Students

- Trust us.
- Be fair to everyone.
- Punish only the troublemakers.
- Make learning fun.
- Give us our assignment and let us go to work.
- Allow study time in class.
- Show concern and be willing to help with assignments.
- If I raise my hand, do not ignore me.
- You can be both strict and nice.
- Do not shout.
- Be straightforward with us.
- Be organized.
- Speak quietly and be patient.
- Give us something to work toward.
- Leave your personal life at home.
- Think positively of every student.
- Speak clearly.
- Be reasonable in your expectations.

- Have a sense of humor.
- Follow through with promises and consequences.

General Technology Rules for the Classroom

- Mobile devices not provided by the district should not be used unless approved by the teacher.
- Only school approved apps and programs are allowed during class.
- Keep food and beverages away from devices.
- Students will not take photos or videos of other students and teachers unless directed by the teacher for a project.
- Student devices are LEARNING DEVICES.
    - They should not text or play unapproved games.
    - They should not DOWNLOAD or UPLOAD media or apps that are not for classroom use.
- Elementary:
    - Students will not turn bluetooth off to disrupt Apple Classroom.
    - Students will not airdrop unless my teacher asks them to do so.
- MS/HS:
    - Students will be aware that Go Guardian may be running for device monitoring.

Frequently Asked Questions

What attire is appropriate?

As a general rule, jeans, T-shirts, sandals, and other casual clothing are not considered professional or appropriate for the classroom setting. You should always dress professionally "business casual".

Be sure to select comfortable shoes, since as an effective substitute teacher you will be on your feet all day. Have several different outfits ready so that you are prepared to dress appropriately for different grade levels and subject assignments (ie. PE Classes).

- Research shows that teachers who dress professionally command more respect in the classroom than those who dress casually or inappropriately. Gain the respect you deserve by the way you dress.

How am I notified?

The Nazareth Area School District utilizes the AESOP call system to schedule our substitutes. ***Ms. Brandalyn Timko*** is a district employee who oversees the AESOP system in fulfilling the substitute needs in each of our six buildings. As she learns of vacancies that remain unfilled on the day of the absence, she will call the most suitable subs from our roster of certified teachers, emergency certified substitutes, associate teachers, and monitors.

What hours should I tend to my phone and messages?

AESOP typically calls substitutes between the hours of 3:00 PM and 9:30 PM Sunday through Thursday and 6:00 AM to 9:15 AM Monday through Friday. Ms. Timko's phone number is 484-425-0958. It is essential that you keep Ms. Timko informed of your appropriate contact information.

You may have the opportunity to book days in advance for teachers who are on personal or professional development days. Otherwise, for unplanned absences, the call in the morning may afford you limited time to "be up and out". Planning ahead and early rising will help your schedule and reliability.

My certification is for Secondary Science, what else can I teach as a substitute?

The State of PA allows you to substitute for up to 20 school days in a certificate area outside of your certificated area(s). This crosses grades and subjects, so an elementary certified person can teach at the secondary level in any subject. A secondary certified person (in Science, for example) may teach any subject at that level---or substitute teach in the elementary levels.

Please note: Inactive and Voluntary Inactive Pennsylvania certificate holders may only substitute for a total of 90 days per school year in their certificate area(s). A Type 06 emergency permit is required when the individual is working outside of their certification area(s). A single assignment may not exceed 20 days. These two options (inactive certificate and emergency permit) cannot exceed 90 days per school year total.

What is an Emergency Permit – Day-to-Day Substitute (Type 06) – Issued to individuals who are not certified teachers but hold a Bachelor's Degree from an accredited college/university?

A Type 06 permit is issued to qualify a person for service as a day-to-day substitute in any certification area. It may not exceed 20 days in a single assignment. An official bachelor's degree transcript is to be kept in the substitute's personnel file, and the district must submit it to PDE if the application is selected for a random audit.

What will I expect to be paid as a sub at NASD?

The following are the current substitute teacher pay rates:

$115.00 per day (for days 1-20)

$125.00 per day (for days 21 and thereafter)

Once substitutes have reached the $125.00 level, they remain there, even into the following year, as long as their employment remains continuous (subbing at least one day per year).

Substitutes will receive full pay for unplanned late starts and early dismissals.

The following guidelines are used to calculate pay for substitute teachers when they work a partial day due to planned early dismissal (in-service days, illness, etc.)

¼ day = up to 1 hour 52 minutes
½ day = up to 3 hours 45 minutes
¾ day = up to 5 hours 37 minutes

Example: Early dismissal due to in-service — arrived 7:30 A.M. — dismissed 11:42 A.M.

Worked 4 hours, 12 minutes = ¾ day on Payroll Data Sheet

Contacts and Addresses

Human Resources
District Office
One Education Plaza
Nazareth, PA 18064
alangen@nazarethasd.org
610-759-1170, ext. 1124

Nazareth Area High School
Mr. Scott Breidinger, Principal
501 E. Center Street
Nazareth, PA 18064
adavis@nazarethasd.org
610-759-1730

Nazareth Area Middle School
Dr. Robert Bauder, Principal
94 Friedenstahl Avenue
rbauder@nazarethasd.org
610-759-3350

Nazareth Area Intermediate School
Mr. John Fidelibus, Principal
355 Tatamy Road
Nazareth, PA 18064
jfidelibus@nazarethasd.org
484-292-1111

Kenneth N. Butz, Jr. Elementary School
Mrs. Kelly Apruzzi, Principal
960 Bushkill Center Road
Nazareth, PA 18064
kapruzzi@nazarethasd.org
610-759-1118

Lower Nazareth Elementary School
Mr. Michael Santos, Principal
4422 Newburg Road
Nazareth, PA 18064
msantos@nazarethasd.org
610-759-7311

Floyd R. Shafer Elementary School
Mr. William Mudlock, Principal
49 S. Liberty Street
Nazareth, PA 18064
wmudlock@nazarethasd.org
610-759-5228

Directory

District Offices	Extension
Dr. Resende, Superintendent	1112
Business Office	1888
Payroll	1116
Human Resources	1124
Transportation	1179
Curriculum & Educational Technology	1136
Pupil Services	1114
Special Education & Alternative Education	1115
Food Services	1711
Information Technology	1711
Facilities and Operations	1702
Athletics	2502
Technology IT Help Desk	1337
School Offices	**Extension**
Nazareth Area High School	2301
Nazareth Area Middle School	8000
Nazareth Area Intermediate School	3003
Kenneth N. Butz, Jr. Elementary School	5002

Lower Nazareth Elementary School	6000
Shafer Elementary School	4200
To make an announcement throughout the building on the Public Address System in the school building in case of an emergency ONLY	**Extension**
Nazareth Area High School	2999
Nazareth Area Middle School	8999
Nazareth Area Intermediate School	3999
Kenneth Butz Elementary School	5999
Lower Nazareth Elementary School	6999
Shafer Elementary School	4999

Substitute Teacher Start and End Times

Building	Times
Elementary K-4: • Kenneth Butz, Jr. Elementary • Lower Nazareth Elementary • Shafer Elementary	8:00 AM - 3:30 PM
Nazareth Area Intermediate School (5-6)	8:15 AM - 3:45 PM
Nazareth Area Middle School (7-8)	7:25 AM - 2:55 PM
Nazareth Area High School (9-12)	7:45 AM – 3:15 PM

In Conclusion

Teachers have high expectations of others who come into their classroom. You can become a professional that meets and exceeds these expectations. Nazareth asks teachers to provide feedback to us regarding our substitute program. Each teacher relies heavily on the results and information you deliver. The attached sample demonstrates the cursory overview. Always remember that you are a valued and important part of the educational system. Never diminish your role as a substitute teacher. Teachers appreciate having a person come into their classroom who is caring and capable. By being prepared, poised, and professional, you will greatly reduce the stress on the teacher, students, and yourself.

Attachment A

Nazareth Area School District
Substitute Teacher Report

Substitute Teacher:_____ Date:_____

Phone Number:_____ Grade:_____

Submitted for:_____ School:_____

Notes regarding lesson plans:

I also taught:

Notes regarding behavior:

Terrific helpers:

Students who were absent:

Messages for the permanent teacher: