

**HEMPFIELD SCHOOL DISTRICT
200 CHURCH STREET
LANDISVILLE, PA 17538**

**SUBSTITUTE TEACHER
INFORMATION**

2011-2012



www.hempfieldsd.org

August, 2011

MISSION STATEMENT

The mission of the Hempfield School District community is to provide rigorous, relevant, responsive, and safe educational opportunities for students to become lifelong learners and contributing citizens in a diverse, global society.

Hempfield School District is an equal opportunity education institution and will not discriminate on the basis of race, color, national origin, sex, or handicap in its activities, programs, or employment practices as required by Title VI, Title IX and Section 504. For information regarding civil rights or grievance procedures within the district, contact the Director of Human Resources, Hempfield School District, 200 Church Street, Landisville, PA 17538.

If a child lives with criticism, he learns to condemn.

If a child lives with hostility, he learns to fight.

If a child lives with fear, he learns to be apprehensive.

If a child lives with pity, he learns to be sorry for himself.

If a child lives with jealousy, he learns to feel guilty.

If a child lives with tolerance, he learns to be patient.

If a child lives with praise, he learns to be appreciative.

If a child lives with acceptance, he learns to love.

If a child lives with approval, he learns to like himself.



TABLE OF CONTENTS

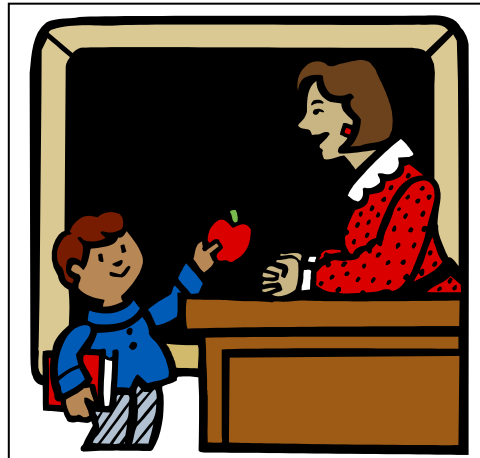
	PAGE
Mission Statement	2
Poem	3
Table of Contents	4
Preface	5
Hempfield School District Board of School Directors	6
Administrative Personnel	7
Department Supervisors/Coordinators/Chairpersons	8
Becoming a Substitute Teacher	9
Pay Information	10
Substitute Dispatch Service	10
Responsibility of the School	
Elementary	11
Secondary	12
General Duties of the Substitute Teacher	13
Tips for Substitutes	14
Evaluation	18
Guidelines for Acceptable Use of Internet Access and Network Resources	18
District Addresses and Telephone Numbers	19
Payroll Dates	20
General Information	21

PREFACE

This handbook is designed to provide substitute teachers with information and suggestions that should prove useful while substituting in the Hempfield School District. General organizational procedures designed to promote the coordination of the total instructional program and establish mutual understanding and effective rapport between the substitute teacher and the students are offered and should be reviewed by all substitute teachers.

We recognize that substitute teachers are a critical component of a comprehensive instructional program, and recognize the tremendous challenge each assignment presents. The problems to be solved by the substitute teacher, if he or she is to do an effective teaching job, differ from those of the regular teachers. Substitute teachers may encounter difficulty in achieving positive results if they fail to recognize these problems or if having recognized them, fail to solve them. The substitute teacher must have an understanding of what constitutes adequate preparation for instruction, what organizational procedures may be employed and what management techniques or methodologies will contribute to a positive classroom experience.

This handbook has been developed and organized in order to provide substitute teachers with a tool for a better understanding of their duties and responsibilities.



**HEMPFIELD SCHOOL DISTRICT
BOARD OF SCHOOL DIRECTORS**

Mr. Bill Jimenez	President
Mrs. Diane L. Gerlach	Vice President
Mr. Daniel K. Forry	Member
Mr. Bob Sauders	Member
Mr. James H. Maurer, Jr.	Member
Mr. Craig Feister	Member
Mr. Charles S. Merris, Jr.	Member
Mr. Loren Good	Member
Dr. Barbara Zimmerman	Member



ADMINISTRATIVE PERSONNEL

Dr. Brenda J. Becker	Superintendent of Schools
Dr. Christopher S. Adams	Assistant Superintendent
Dr. Ruth V. Crawford	Director of Student Services
Mr. Daniel L. Forry	Director of Enterprise and Operations
Mrs. Mary Lynne Kniley	Director of Finance
Ms. Marlena K. Geiger	Director of Human Resources
Ms. Denise M. Galen	Director of Special Education
Mrs. Janet E. Baer	Centerville Elementary School, Principal
Ms. Kimberly L. Rauscher	East Petersburg Elementary School, Principal
Mrs. Rachel J. Martin	Farmdale Elementary School, Principal
Mr. Ronald G. Swantner	Landisville Primary Center, Principal
Mr. Richard S. Bentley	Landisville Intermediate Center, Principal
Mr. Christopher E. Jahnke	Mountville Elementary School, Principal
Mrs. Kathleen H. Swantner	Rohrerstown Elementary School, Principal
Mr. James A. Dague	Centerville Middle School, Principal
Mr. Douglas B. Dandridge, II	Centerville Middle School, Assistant Principal
Mr. Tab J. Musser	Landisville Middle School, Principal
Mr. Douglas B. Dandridge, II	Landisville Middle School, Assistant Principal
Mr. Wilbur L. Stout	Hempfield High School, Principal
Mr. Mark E. Reinhardt	Hempfield High School, Grade 12 Principal
Mr. Jodi C. Harrington	Hempfield High School, Grade 11 Principal
Mrs. Beth B. Brumbaugh	Hempfield High School, Grade 10 Principal
Mr. Ryan J. Axe	Hempfield High School, Grade 9 Principal
Mr. Brendan P. Cregan	Rohrerstown Education Center, Principal

DEPARTMENT SUPERVISORS/COORDINATORS/CHAIRPERSONS

Brian Lehman	Art Department
Danny Walck	Business Education Department
Wanda Richie	English Department
Donna Goserud	English as a Second Language Department
Lauren Stauffer	Family and Consumer Sciences Department
Ryan Stralo	Foreign Language Department
Sally Metz	Guidance Department
Mark Ashley	Health and Physical Education Department
Susan Horan	Health Services Department
Catherine Fuhrman	Library Department
Alan Mudrick	Music Department
Cheryl Weyant	Reading Department – Elementary
Joyce Young	Reading Department – Secondary
Ralph Heister	Science Department
Terry Trego	Social Studies Department
Meredith Goodrich	Special Education Department - Elementary
Kathy Dinkel	Special Education Department - Secondary
Eileen Little	Special Education Department – Gifted
Leon Shoffler	Technology Education Department

BECOMING A SUBSTITUTE TEACHER

The Hempfield School District has a continuous need for substitute teachers during the entire school year. Because this need arises across all curricular areas, substitute teachers in all subjects and grade levels are necessary. It is our obligation, whenever possible, to assign a person certified in the subject area to be taught.

To apply for a substitute teaching position in the district, the following is required:

- 1) A completed application for employment. When filling out the application, please indicate subject area certification and submit a copy of a valid Pennsylvania teacher certificate for the personnel file.
- 2) Act 34 Criminal History Clearance, an I-9 form, an Act 151 Pennsylvania Child Abuse History Clearance form*, and FBI Fingerprint check**. These forms may be accessed on our website at www.hempfieldsd.org, or obtained from the Human Resources Office at the Hempfield Administration Office, (717) 898-5503.

Upon receipt of both your application and clearances, the Human Resources Office will contact you to schedule an interview with one of our building administrators. Following the interview, a recommendation may be made to the Board of Education. Board approval and completion of all payroll paperwork is necessary prior to working as a substitute.

In order to continue on the substitute list from year to year, substitutes must provide the Human Resources Office with a written notice of intent. Each substitute will be contacted during the summer as a reminder of this requirement.

A LETTER OF RESIGNATION SHOULD BE SENT TO THE HUMAN RESOURCE OFFICE WHENEVER YOU WANT YOUR NAME REMOVED FROM THE SUBSTITUTE LIST.

*CHILD PROTECTIVE SERVICES LAW

A state law requires school districts to screen potential employees for criminal histories, as well as, founded reports of child abuse. Act 244 of 1984 specifically requires criminal history records from the Pennsylvania State Police and verification of founded or indicated reports of child abuse from the Department of Public Welfare prior to employment. Your permission is necessary to secure these reports.

**FBI FEDERAL CRIMINAL HISTORY RECORDS FOR PERSPECTIVE EMPLOYEES

Act 114 of 2006, Section 111 of the Public School Code was amended effective April 1, 2007. All student teachers (participating in classroom teaching, internships, clinical, or field experience) and perspective employees (including but not limited to administrators, teacher substitutes, janitors, cafeteria workers, office employees) of public and private schools, Intermediate Units and area vocational-technical schools, including independent contractors and their employees and bus drivers, who have direct contact with children, must provide their employer a copy of their Federal Criminal History Record that cannot be more than one (1) year old.

PAY INFORMATION

The pay scale for substitutes will be set annually by the Board of School Directors. The daily rate for 2011-2012 will be \$100.00. This rate addresses all assignments that are 20 days or less.

Inclement weather delays and early dismissals will be compensated at \$80.00 per day.

If a position exceeds 20 days, but is less than a full semester, it is considered a short-term assignment. The substitute will be compensated at the per diem rate of a Bachelor's Step 1 teacher effective after the 20th day in the assignment.* This rate will then be retro-adjusted to the first day in the assignment.

A long-term assignment occurs when the position lasts for a semester or more and must be board approved. Substitutes assigned to these positions will receive health and life insurance, sick and personal days, and will be compensated at Step 1 of the teacher's salary schedule with full credit for degree level. Their salary and benefits will begin the first day of the assignment and will conclude at the end of the assignment.*

**The district reserves the right to give consideration for rate adjustment in hard to find certification areas*

SUBSTITUTE DISPATCH SERVICE

The Hempfield School District is currently using a web-based/automated phone system (Aesop). All of Hempfield School District's Board approved substitutes will be entered into this system, providing you with a personal account to access information about substitute opportunities within our school district.

It is important that all substitutes thoroughly read the *Aesop QuickStart Guide for Substitutes* so they can be an active participant in this process. This guide provides you with information regarding the availability of substitute positions in Hempfield School District. Please click here for access to the [*Aesop QuickStart Guide for Substitutes*](#).

In essence, Aesop provides the prospective substitute with a vehicle to search for job opportunities on the Internet or by telephone. On a daily basis, all substitute openings will be listed on the Aesop web site. Potential substitutes may view the list of openings and accept a position via the Internet or telephone. We will not be calling substitutes directly unless we have positions that are not filled. The Aesop program will initiate calls to fill these openings.

Additionally, individual buildings will continue to call substitutes to fill positions that we know of in advance. These positions will also be confirmed via the Internet.

If you sign up for an assignment and fail to show up, you will be blocked from substituting at that building if this occurs a second time.

RESPONSIBILITY OF THE SCHOOL

Elementary

1. Building Principals or Designee

Whenever possible, the building principal or designee will take the substitute teacher to the classroom to acquaint them with the general program of the building, and;

- assist the substitute in locating the plan book and substitute teacher's information.
- inform the substitute of duties for which they are responsible and where these duties are to be performed.
- introduce the substitute teacher to the regular teachers, and when possible, assign one of the regular staff members to assist the substitute and give the substitute all regular forms.

2. Regular Classroom Teachers

The regular classroom teacher shall;

- see that substitute teacher's information is available (i.e., attendance, assigned duties, emergency procedures, etc.).
- see that the daily class schedule is available.
- be sure that the plan book is up to date.
- have a seating chart or name tags available for the substitute.
- have a record of student group assignments available for the substitute.
- have listed in the plan book the names of any students with special problems (i.e., physical defects, IEP requirements, etc.).
- refrain from criticizing or voicing dissatisfaction of the substitute teacher in the presence of the students.
- when necessary, an appropriate professional evaluation form should be completed by the regular teacher and directed to the building principal.

B. Secondary

1. Principals, Supervisor/Coordinators

Whenever possible, the principal, department supervisor or building secretary should see that the substitute teacher is given:

- an introduction to the class and to a neighboring teacher.
- a bell schedule (including fire drills).
- information about general building procedures (i.e. hall duties, rest room privileges of students).
- information about procedures in case of injury to a student.
- notice of any extra activities for the day.
- a copy of the daily bulletin.
- the necessary supplies to carry on the day's activities.
- the procedure for reporting of student attendance, handling any money, etc.
- help in planning the day's program if the substitute is teaching a class out of his/her certified field.
- a packet of materials containing teacher's schedule for the day, special assignments, student handbook, report forms, pay forms and any necessary keys.

2. Regular Teachers

The regular teacher shall;

- have the instructional plans, seating chart, fire drill procedure, record of grouping students, regular class schedule, class roll, grade books, notes concerning special handling and other pertinent information available for use by the substitute teacher.
- develop and keep on file special supplementary enrichment assignments for a substitute teacher whenever the regular teacher anticipates being absent for only one or two days.
- make keys to locked drawers and cupboards available.

- refrain from criticizing or voicing dissatisfaction of the substitute teacher in the presence of the students. When necessary, a professional evaluation form will be completed by the regular teacher and directed to the building principal.

GENERAL DUTIES OF THE SUBSTITUTE TEACHER

- a. Report to the building principal or designee upon arrival at the school
- b. Be in the classroom in a timely fashion
- c. Follow the teacher's lesson plans as closely as possible unless otherwise advised by the classroom teacher or principal
- d. Assume any special duties of the regular teacher for that day
- e. Refer any unusual requests from the parents or students to the principal's office (i.e., student progress, special activities, dismissal and request to go home)
- f. Correct all papers that are completed in the classroom that day (elementary only)
- g. Leave the room in good order and write a report (form given by principal) indicating the work completed for that day
- h. A high level of classroom control is to be maintained at all times. Students are expected to show the same respect for a substitute teacher as they do their regular teacher. Any show of disrespect should not be overlooked. Do not hesitate to send a student to the office with a brief note when they are disruptive and cause the remainder of the students to lose benefits of the lesson.
- i. On early dismissal days, substitutes may leave the building after the students are dismissed
- j. Cellular phone and personal computer use is not permitted during work time and personal calls must be handled during a break

Please understand that in addition to these guidelines, all district employees must adhere to Board Policy. Please click here for access to these [policies](#).

TIPS FOR SUBSTITUTES

We realize that substitute teaching is one of the hardest jobs in education. A substitute is expected to manage behavior of students he/she doesn't know, follow lesson plans that have been developed by someone else, and interact with students of all ages and academic levels in an appropriate manner all done on a moment's notice.

Although these tasks seem extremely difficult, substitutes are expected to provide a meaningful learning experience for our students. At Hempfield we have been blessed with excellent substitute teachers and we are appreciative of all they do year in and year out.

In order to help substitutes have a successful experience, we have tried to provide some "Tips for Subs" below. We hope they are helpful. These tips were taken from *Developing an Effective Substitute Teacher Program* by Educational Research Service (ERS-2002) and were developed by Montgomery County Public Schools (Maryland) and the San Diego County Office of Education (California).

Montgomery County Public Schools offer the following suggestions from successful substitutes:

1. Arrive at school with sufficient time to organize your materials and familiarize yourself with local school rules, bell times, and procedures.
2. Greet students warmly as they arrive.
3. Make sure to locate class seating chart(s) as soon as possible. Be on top of the roll call situation. If you are not sure how to pronounce a name, spell the child's name and ask the student to pronounce it. Use the seating chart to call on students.
4. While you should typically find a well-planned lesson available for use, it is always a good idea to have supplemental plans handy in case the teacher's plans do not cover the time allotted for class. Your plans should be generic and deal with appropriate subject material. Some suggestions follow:
 - Ask the students to write down 5-10 questions pertaining to the subject matter they are reviewing, and then use these for an oral or written quiz.
 - Write vocabulary words (10 to 20) on the board, and ask students to use them in sentences. Have the sentences read, and/or use the words to build a crossword puzzle.

- Keep a pack of exercises, brainteasers, math detective puzzles, and mysteries to fill in a math lesson. Check the library for materials, if you have not brought your own. Let students work individually or in teams based on your feelings about classroom control. Expect the unexpected. Be ready for contingent action. Stay in control.
- The teacher next door and those teaching the same grade can review your plans, make suggestions, and give you ideas. Resource teachers and interdisciplinary resource teachers are excellent resources to consult in secondary schools. Give them a chance to help.
- Be flexible, expect the unexpected, and demonstrate a sense of humor.
- Allow yourself time to go over the lesson plans before the students arrive. Use bookmarks to make sure that you know which book to use and which page to turn to.
- Leave a note for the teacher regarding the day's activities.

The San Diego County Office of Education provides the following guidelines for substitute teachers regarding classroom management and basic expectations for substitute teachers:

- **Remember:** It is important for substitute teachers to establish their classroom expectations and consequences at the beginning of the day. It is essential for teachers to be perceived by students as confident, as being in charge, and as being fair.
- **Staying in Control:** It is extremely important for the teacher not to lose his/her temper or control. Teachers should model appropriate behavior even under highly stressful situations. When teachers lose self-control, it becomes more difficult to make proper decisions and to retain the respect of students. When teachers lose self control, their behavior often becomes the focus of attention rather than the student's behavior.
- **Eye Contact:** Direct eye contact and nonverbal communication are effective classroom management tools, provided that the nonverbal communication doesn't become threatening or intimidating to students.

- **Raising Your Voice:** Using different voice inflections in the classroom is appropriate, if it has a legitimate educational purpose, doesn't result in yelling (which is ineffective and abusive), and doesn't demean students.
- **Establishing Standards of Conduct:** Letting the entire class know what your expectations are is key to having a successful educational day. "Establishing standards" should be done as early in the day as possible. Teachers need to be firm, fair and consistent. Setting reasonable standards and consequences and consistent enforcement of these standards is essential in maintaining a safe and orderly learning environment.
- **Logical Consequences for Student Behavior:** Students need to understand that if they chose to follow or violate classroom expectations, a correlation exists between their choice and the consequence. Negative student consequences should be logical and in proportion to the seriousness of the violation. Rewards should also be in proportion to students' correct choices. Rewards should have a legitimate educational purpose, and the reward offered should be sufficient to motivate students to want to continue making correct choices.
- **Positive Reinforcement:** Students, like adults, respond to positive reinforcement better than to sarcasm or use of the negative. Praising desired behavior is much more effective than punishing undesired behavior. Preventive discipline is more effective than reactive discipline.
- **Praise and Correction Guides:** It is more powerful and appropriate to correct students one-on-one at every grade level. Students who are corrected in front of their peers often respond by acting out even more. Often the student who is being publicly disciplined will have their peer group rush to their support at the expense of the teacher. A general guideline at the elementary level is "to correct privately and to praise a particular student in front of other students." At the middle school and high school levels, individual praise normally needs to be done privately, while group praise is done publicly. Praise should always be genuine and never contrived.
- **Surprising Students:** Students need and expect clear direction and predictability. Clear direction and teacher predictability provide a safer and more secure learning environment for students. A disciplinary surprise is usually not only ineffective, it often results in the students perceiving the teacher as being unfair and unreasonable

- **Correlation of Success & Student Behavior:** There is a high correlation between the difficulty of assigned work and student behavior. If the assigned work is too difficult, students may become frustrated and begin to act out. If the assigned student work is too easy, students may easily become bored and also begin to act out. The teacher needs to constantly monitor student learning by walking around the classroom and checking for student understanding. Assisting students who are having difficulty and adjusting the level of difficulty of the work will go a long way to ensure proper classroom management. Increasing the difficulty of the work or providing alternative learning assignments to students who have demonstrated mastery of the assignment will help to prevent boredom and classroom disruptions.
- **Unoccupied Student Time:** Unoccupied and non-directed student time often results in classroom management difficulties. Teachers should provide learning activities for students to begin working on immediately upon entering the classroom and upon concluding their regular classroom assignments.
- **Extinction:** Minor unacceptable student behaviors are often best dealt with by using a technique known as extinction (ignoring minor negative behavior so it is not reinforced by providing desired attention). This technique usually results in minor unacceptable student behavior disappearing. If the undesired behavior persists, the teacher will need to use more direct disciplinary intervention strategies.
- **Listen Before You Discipline:** It is important to listen carefully to students and to consider their point of view before disciplinary action is taken. Listening to students is particularly important when there is a situation where the teacher may not have all the information. The process of listening will not only assist the teacher in making proper decisions, but will often result in a teachable moment for that student.

EVALUATION

The work performed by substitute teachers is evaluated with the hope of improving classroom instruction. Each substitute is required to complete a sheet on the work performed during the time they were teaching. This is extremely important, as it informs the classroom teacher of what work was accomplished.

If concerns arise regarding a substitute's performance, the principal will inform the substitute and provide an opportunity to discuss the concern. If too many unfavorable reports are given, the substitute's name will be removed from the substitute list. Throughout this process consideration will be given for such items as, whether you were teaching in your area of certification and other factors, which could affect your evaluation.

Substitutes will be informed by the building principal regarding unfavorable evaluations and when their name is in danger of being removed from the active substitute list.

GUIDELINES FOR ACCEPTABLE USE OF INTERNET ACCESS AND NETWORK RESOURCES

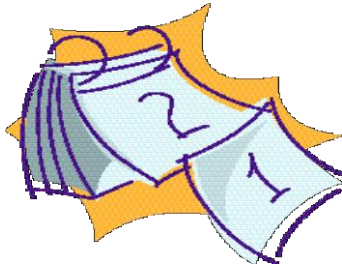
Hempfield School District takes the proper use of technology very seriously and has developed an "Acceptable Use Policy" that must be addressed with all staff. This policy describes how and when the internet, e-mail computer network and other types of technology may be used by staff.

All substitute teachers are expected to read and become familiar with this policy which is available to you by clicking [here](#).



DISTRICT ADDRESSES AND TELEPHONE NUMBERS

Hempfield High School	200 Stanley Ave. Landisville, PA 17538	717-898-5500
Rohrerstown Education Center	Mayer Avenue Lancaster, PA 17603	717-406-3400
Centerville Middle School	865 Centerville Road Lancaster, PA 17601	717-898-5580
Landisville Middle School	340 Mumma Drive Landisville, PA 17538	717-898-5607
Centerville Elementary School	901 Centerville Road Lancaster, PA 17601	717-898-5575
East Petersburg Elementary School	5700 Lemon Street East Petersburg, PA 17520	717-569-1211
Farmdale Elementary School	695 Prospect Road Mount Joy, PA 17552	717-898-5595
Landisville Intermediate Center	300 Church Street Landisville, PA 17538	717-898-5590
Landisville Primary Center	320 Mumma Drive Landisville, PA 17538	717-898-5519
Mountville Elementary School	200 College Avenue Mountville, PA 17554	717-285-5501
Rohrerstown Elementary School	2200 Noll Drive Lancaster, PA 17603	717-299-7126
Administrative Offices	200 Church Street Landisville, PA 17538	717-898-5564



2011-2012 PAYROLL DATES

September 9
September 23
October 7
October 21
November 4
November 18
December 2
December 16
December 30
January 13
January 27
February 10
February 24
March 9
March 23
April 6
April 20
May 4
May 18
June 1
June 15
June 29

GENERAL INFORMATION

Click here for access to the Hempfield School [District Calendar](#) for the 2011-12 school year.

Further inquiries concerning Aesop, salary, change of address, and change of telephone number should be directed to the Human Resources Office at 717-898-5503.