

# BRADFORD AREA SCHOOL DISTRICT SUB TEACHER/SUB SUPPORT STAFF MANUAL

~ 2023-2024 ~



*Welcome!*

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# Bradford Area School District

150 Lorana Avenue · Bradford, PA 16701

Telephone: 814-362-3841

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Web Site: [www.bradfordareaschools.org](http://www.bradfordareaschools.org)

E-mail: [basd@bradfordareaschools.org](mailto:basd@bradfordareaschools.org)

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## A WORD OF WELCOME FROM OUR ADMINISTRATORS TO YOU!!

Welcome to the Bradford Area School District and thank you in advance for the support that you will be providing for our students and staff!

The role of a substitute is a difficult one and we appreciate your willingness to support our instructional program in this manner. You are critical in helping us to meet our goal of providing our students with the best education possible. Therefore, please don't hesitate in asking for support as needed, our faculty and staff are always willing to help.

We appreciate all you do and know that our success is assured by people like you.

*Katharine Pude, Superintendent*

I would like to welcome everyone back for another year. I hope your summer was enjoyable and relaxing. I would also like to welcome those of you that are new to our district. You play a critical role in the success of our schools and allow our regular faculty the flexibility to be absent when it is absolutely necessary. You are vital to the success of our school district. We know how hard you work and thank you for your commitment to our students and to the District.

The Human Resources Department is here to serve you. Should you have any questions, do not hesitate to contact me directly.

*Samuel Johnson, Assistant Superintendent*

The District fills all absences using a combination of AESOP, an automated system, and a staff member that makes phone calls to fill absences. When you meet with Human Resources to complete your pre-employment paperwork, the process will be explained to you. Once all paperwork has been completed, you will be issued a Login and Password to access the system. AESOP is user friendly and can be self-taught.



**CENTRAL OFFICE ADMINISTRATORS/SUPPORT STAFF**

**150 Lorana Avenue, Bradford, PA 16701.....362-3841**

Katharine Pude, Superintendent	x2501	Samuel Johnson, Assistant Superintendent	x2502
Mary Graffius, Supt./Assist. Supt.Secretary/HR	x2506	Lisa Brown, Benefits Manager	x2512
Kristen Green, Payroll Clerk	x2520	Lisa Godding, Substitute Coordinator	x2509
Melissa Stiles, Payroll Clerk	x2514		

**BUILDING ADMINISTRATORS/SUPPORT STAFF**

**Bradford Area High School, 81 Interstate Parkway, Bradford, PA 16701.....362-3845**

David Ray, Principal	x5023	Sierra Campbell, Secretary	x5012
Kenneth Coffman, Dean of Students	x5024		
Marty Cummins, Dean of Students	x5342		

**Floyd C. Fretz Middle School, 140 Lorana Avenue, Bradford, PA 16701.....362-3508**

Melissa Merry, Principal	x2205	Elizabeth Spindler, Secretary	x2210
Amber Benjamin, Assistant Principal	x2204		

**G.G. Blaisdell Elem. School, 265 Constitution Avenue, Bradford, PA 16701.....362-6834**

Kimberly Swanson, Principal	x3112	Deborah Cline, Secretary	x3110
Wesley Lohrman, Assistant Principal	x3113		

**School Street Elementary School, 76 School Street, Bradford, PA 16701.....368-3183**

Sarah Tingley, Principal	x4617	Carrie Schwind, Secretary	x4610
Heidi Blatchley, Assistant Principal	x4616		

**Maintenance, 76 Glennwood Avenue, Bradford, PA 16701.....362-6743**

Gene Woodmansee, Director

**Transportation, 101 Songbird Road, Bradford, PA 16701.....368-4714**

Barry Bryan, Director

## FOREWARD

The Bradford Area School District considers the substitute teacher/aide to be an important part of the overall instructional staff. To be an effective substitute teacher/aide, the substitute must be familiar with the daily operations of the various schools in the District and the faculty with whom he/she will be working. The role of the substitute is recognized as a most difficult one. More than just "filling in," the substitute should continue with the regular teacher's lesson plans, wherever possible.

In an attempt to ease the substitute's entry into a position, the chief objectives of this handbook are to answer a number of questions and provide supplemental information. Additional questions should be directed to either the respective Building Principal or to the Human Resources Office at 150 Lorana Avenue.

We appreciate your interest in the Bradford Area School District and the role you will play in our total instructional program.

There is a Substitute Folder in every classroom, which includes necessary information for a successful substitute experience. It includes an evaluation tool (if evaluation tool is not in the sub folder, please notify the principal's secretary), which should be turned in at the office at the end of each substitute assignment.

We encourage new staff to request building tours prior to beginning their first day. Please contact the Human Resource office to coordinate a tour.

## SUBSTITUTE TEACHER'S RESPONSIBILITIES

The nature of the substitute teacher's work is such that the duties and responsibilities will vary according to the day's assignment and the philosophy and administration of the individual schools.

### Responsibilities

- ❖ Arrive to school on time, report to the office to sign in, and ask for the lesson plans and materials.
- ❖ Dress professionally.
- ❖ Ask for the lead teacher's contact information.
- ❖ Teach to the best of your ability, under the supervision of the principal or supervisor, in accordance with provisions of the rules and regulations of the Board. This involves using the lesson plans, which have been left by the regular teacher or, in the case of some secondary classes, general lesson plans which have been prepared by the lead teacher.
- ❖ Perform additional duties, which have been assigned to the teacher whose place the substitute is filling unless other arrangements have been made by the principal or supervisor. Such duties may include playground supervision, lunch supervision, hall duty, and early/late bus duty.
- ❖ Practice and maintain good housekeeping routines in all classes.
- ❖ Maintain control of the students in the classroom. If difficult situations arise, the substitute should contact the principal or lead teacher for assistance.
- ❖ Report to the lead teacher and principal if there are no lesson plans or if they are deficient.
- ❖ Comply with all the school rules, regulations, and policies. These include arriving to work on time, remaining for the full assignment, completing all required reports and records, and reporting student accidents/incidents to the office. Questions relative to District policies and regulations should be directed to the Building Principal.
- ❖ Take and report attendance.
- ❖ Practice professional ethics in all relationships with pupils, parents, teachers, and other citizens of the community.
- ❖ Report to the regular teacher any pertinent information concerning procedures used and assignments made.
- ❖ Contact the regular teacher, when possible, if the assignment is to be for an extended period of time.
- ❖ Maintain confidentiality relative to all pupil records and information.
- ❖ Report to the office and sign out at the end of the day.

## REGULAR TEACHER'S RESPONSIBILITIES

The regular classroom teacher has an important role to fulfill in relation to the substitute teacher, including:

- ❖ Instruct pupils as to attitudes, behavior, and class procedures in the event of a substitute teacher.
- ❖ Designate, in writing, pupil helpers in each class to assist the substitute teacher.
- ❖ Designate, in writing, lead teachers and/or aides that can assist the substitute teacher.
- ❖ Prepare a comprehensive list of instructions, including the following:
  - Information on the use and care of materials
  - Homework policies and procedures
  - Requested feedback from the substitute at day's end
  - Up-to-date seating charts
  - Schedules
  - Procedures, etc.
  - Special information (bus changes, allergies, etc.)
  - Fire drill list folder (updated) and materials clearly on your desk
  - Emergency Plan information in plain sight and on your desk.
- ❖ Review, periodically, and update your copy of the Substitute Teacher Handbook.
- ❖ Have clear lesson plans including general suggestions covering classroom instructions to be followed. If sequential arrangements are used with specific subjects, e.g., reading or math, leave instructions as to the procedure to be followed. **Lesson plans are to be left in plain view on your desk.**
- ❖ Follow through with pupils on any decision or work which was accomplished or begun by the substitute teacher. This helps to make the pupils' experiences with the substitute more meaningful and helps the pupils realize the substitute is respected by the regular teacher.
- ❖ Make supplemental materials available to the substitute.
- ❖ Refrain from making any personal or unprofessional remarks about a substitute teacher to the students.
- ❖ Advise the substitute teacher about any students with special needs or disabilities.

## PRINCIPAL'S RESPONSIBILITIES

The principal, or designee, will assist the substitute in every way possible. Feel free to call upon him/her at any time. The principal will:

- ❖ Be available throughout the day to answer questions and assist with problems which may occur.
- ❖ Make an occasional visit to the classroom to observe the learning activities.
- ❖ Provide a handbook or substitute folder, outlining the individual school's policies and regulations regarding:
  - Lunch Schedules
  - Accident Reports (or instructions to follow in the event of an injury occurring)
  - Attendance Reports/Procedures
  - Emergency Procedures (Fire Drills, Lockdowns, etc.)
  - Building Schedules
  - Other Policies or Practices Unique to the School
- ❖ Inform the substitute teacher of physical facilities, such as lunchroom, restrooms, smoking policies, etc.
- ❖ See that the substitute teacher will have any special help needed.
- ❖ See that the substitute teacher has access to keys, materials, and needed supplies.
- ❖ Respect the substitute teacher as an important member of the staff and seek to establish this atmosphere in the schools among the teachers, office personnel, and pupils.
- ❖ Assess the substitute teacher's performance through anecdotal records and observations and provide feedback to the substitutes as needed.
- ❖ Instruct and follow through to see that the regular classroom teachers have their classes, teaching plans, class records, etc., so organized that, when it is necessary to secure the services of a substitute teacher, there is the least amount of confusion for both the substitute and the students.
- ❖ Notify the substitute teacher before the end of the day whether his/her services are needed for the next day (if known).



## EMPLOYING A SUBSTITUTE

Substitute teachers are employed according to the following guidelines. For further information, call the Human Resources Office at (814) 362-3841.

### Application Process

- ❖ Candidates must complete an appropriate application online at the District's website (bradfordareaschools.org). Your application must contain at least two references with correct email addresses. Reference surveys will be sent to their emails. Once you are notified that two references have been completed, your application will be reviewed.
  
- ❖ Once your application has been reviewed and determined that the position will be a suitable fit, an appointment will be made for you to meet with Human Resources/Substitute Coordinator and start the employment process. When meeting with Human Resources/Substitute Coordinator you will be scheduled for your Pre-employment Drug Test.

Pre-Employment forms to be completed will include, but not limited to, the following:

- Policy Manual Sign-Off
- Authorization To Release Information
- Act 29
- W-4 Tax Information
- Veteran's Preference Form
- Workers' Comp. Acknowledgment Form
- Job Description (when applicable)
- Technology Sign-Off
- Act 24 Form
- Child Abuse, State Police, FBI Clearances
- COBRA
- I9 Immigration Form
- Act 168 Form
- Direct Deposit
- Retirement System Forms
- Confidentiality Form
- PDE Physical Exam with TB Test

- ❖ Additional information regarding certification may be obtained through the Human Resources Office.
  
- ❖ Once **all** paperwork has been completed, the Assistant Superintendent will recommend successful candidates to the Board of Education for approval and addition to the approved substitute listing.
  
- ❖ Each year substitute teachers will be asked to file for a state PDE Emergency Certificate in all subject areas, regardless of whether or not you hold a Level I or Level II teaching certificate. The District will cover the cost of your Emergency Certificate.

### Certification

- ❖ A valid PA Teaching Certificate is required for substitute teaching in the Bradford Area School District. A college graduate who did not major in education may qualify for an Emergency Certificate and will be eligible for consideration if he/she qualifies.

- ❖ With the Teacher Information Management System (TIMS) in place at the PA Department of Education, obtaining teacher certification, whether it be Level I, Level II, or Emergency Day-to-Day, is now in the hands of the applicant. The District does not initiate the filing of teacher permits any longer. Please reference the BASD website under Substituting in BASD (under the HR Department tab) for the related documents necessary for obtaining certification (Instructions for Creating an Account on TIMS for Teacher Certification and Instructions for Requesting a Day-to-Day Emergency Teacher Permit).

<https://www.education.pa.gov/Educators/Certification/Application/Pages/LogintoTIMS.aspx>

### Assignment

- ❖ At the time of employment, your name, address, and telephone number, along with area(s) of certification held are placed on your AESOP Profile. You may change your call settings, and days of availability at any time using your log-in and password. You will be limited to work in areas within your certification and a limited number of days as per the Affordable Health Care Act. This list is provided to each building principal and supervisor within the District; calls will be made only from that listing. Substitutes can search and select open positions in AESOP. If any information relative to your listing changes in the future, it is your responsibility to notify the Substitute Caller/Coordinator of those changes.
- ❖ When you are called, you will be told what subjects and/or what grade level you will be expected to teach. Be certain the caller explains the process of obtaining the appropriate lesson plans for the day and who to contact should you need assistance. If you keep "subject/grade folders" of material for each field, it may be helpful to take those with you for the day.

If you need to cancel an assignment you had previously accepted, you must contact the Substitute Coordinator/Caller **and** the building office where you were to report.

\*\*\* Lisa Godding contacts substitutes to fill absences. She is able to call and schedule assignments in advance, or may call first thing in the morning should a staff member call in sick. Lisa can be reached at 814-362-3841 ext. 2509 or [lgodding@bradfordareaschools.org](mailto:lgodding@bradfordareaschools.org) \*\*\*

- ❖ As no school personnel or passengers other than a child attending school or an assigned aide are permitted to ride school buses, you should have made prior arrangements for transportation. Maps of the District, to aid you in locating the schools, are available from the Human Resources Office.

### Successive Engagement

- ❖ Any succession of engagements shall be deemed to be separate and unrelated as if different individuals served in such succession, the mutual intent being that any such succession shall not serve as a basis for the substitute claiming tenure.

### Pay Cycle for Substitute Teachers

- ❖ Substitute Teachers will be paid starting on September 20th. The pay periods will run through the 8th of every month and are due in the office by end of day on the 8th.
- ❖ The rate of pay is established annually for substitutes. Pay periods do not coincide with the calendar month; please refer to the due dates on the back of the BASD Substitute Timesheets. Timesheets are due in the Payroll Office at PO Box 375, 150 Lorana Avenue addressed to Sam Johnson by end of day on the 8th of the month. Any timesheet turned in after that date will not be paid until the following month. Checks for substitute teachers are issued monthly and are for the actual days worked during the preceding period. Specific pay periods, due

dates and pay dates are listed on the back of the Substitute Timesheets. Substitute aides, secretaries, custodians and bus drivers will remain on the bi-weekly pay cycle and again, the pay periods, due dates and pay dates are listed on each category of timesheet.

- ❖ Paychecks are received through direct deposit. Payroll deductions will include the following:
  - Federal Withholding Tax - Federal tax is withheld from the substitute's salary according to the exemptions filed on the W-4 form. The substitute bears the responsibility for any changes which are to be made in exemption status.
  - Social Security - All substitute teachers are covered by Social Security. The substitute's social security number must be reported and social security deducted from gross wages.
  - Retirement - Substitutes employed on a long-term basis are eligible for retirement benefits and deductions must be taken from salary earned.
  - You can contribute to a district-sponsored annuity. For information, please contact Sam Johnson at ext. 2502.
  - Local Wage Tax
  - State Income Tax
  - Occupational Privilege Tax (when applicable)

#### Injuries on the Job

- ❖ As employees of the Bradford Area School District, substitutes are covered under Workers' Compensation. Any injury occurring during the school day should be reported to the principal immediately after the injury occurs. It is necessary that this be done to establish any future claims. Please contact Lisa Brown at 362-3841 ext. 2512 with any questions on workers' compensation.

#### Termination

- ❖ Should it become necessary for you to terminate your services as a substitute teacher with the District, please notify the Human Resources Office in writing.

**REPORTING TO SCHOOL**

Upon your arrival, check in at the school office and sign the sign-in sheet. Under normal circumstances, plan book, class roster, and manuals will be easily accessible at the teacher's desk. Please take a few minutes to preview the plans for the day and determine if you will need additional equipment (i.e. audio visual, science materials, health models, etc.). The lead teacher or the principal's secretary will help you locate this equipment and answer any questions you may have. Duplicating materials may be run in the building. A class schedule will be available whereby you can determine special classes and lunch periods for the day. Please be sure to report to the school office before leaving at the end of the day so you can have your timesheet signed and you can sign-out on the sheet so the secretary can confirm your employment for the day.

Before the Day Begins

- ❖ **REPORT EARLY.** Occasionally, substitutes are not called until just prior to the beginning of the school session. Even so, get there as early as you can, especially if it is your first day in a new classroom. The regular teacher knows his/her room, group, what he/she has to work with, where he/she left off, and where he/she plans to go; but you will have to find your way.

Hours of Work

- ❖ Substitute teachers will work the same hours as a regular teacher. The hours for the teaching staff are as follows:

Elementary	-	8:30 a.m. to 4:10 p.m.
Middle	-	7:20 a.m. to 3:00 p.m.
High School	-	7:35 a.m. to 3:15 p.m.

Other Considerations

- ❖ **Secure keys.** If you find something locked on your arrival, lock it when you leave, including exterior and interior classroom doors. Keys should then be returned to the office.
- ❖ **Check the teacher's mailbox** for messages or appointments. Cancel parent appointments where an extended period is involved (several weeks); new ones can be made later, when you know the situation and feel comfortable with it. Messages should be referred to the office unless they are routine in nature.
- ❖ **Check with the office** for rules governing students, especially early dismissal and student/staff welfare.
- ❖ **Special periods** are designed for planning and clerical duties. This time can be used for the preparation of classes and correction of student work. If you have been responsible for a class over an extended period, please leave one day's lesson plans for the returning teacher. If the building is short of substitutes, you may be asked to cover a class during the planning period.

## Lockdown Procedures

- ❖ **EVACUATION** – When conditions inside make it unsafe to remain in the building, the safest course of action would be to move people to a safe location outside of the building.  
(Fire, Smoke or Odor, Bomb/Bomb Threat, Utility Failure – Gas Leak/Water Leak/Power Outage, Hazardous Material/Chemical Spill)
- ❖ **REVERSE EVACUATION** – When the source of danger is outside and there are people in outdoor areas, reverse evacuation is used to bring them into safer environment of the building. Potential danger outside the building.  
(Hazardous Weather – Lightning/High Winds, Outside Threat – Armed or Dangerous Suspect, Utility Failure Outside, Hazardous Material/Chemical Spill)
- ❖ **SHELTER-IN-PLACE** – Focuses on courses of action when students and staff are required to remain indoors, perhaps for an extended period, because it is safe inside the building or a room than outside.  
(Severe Weather – Tornado/Severe Storm, Medical Situation – Serious Illness/Injury/Fall, Searches – Dog or Other Searches, Intruder – Unknown or Unidentified Non-Threatening, Outside Threat – Armed or Dangerous Suspect)
- ❖ **LOCKDOWN** – Protective action that involves locking and hiding and in certain cases “fighting back” to defend themselves and others. Doors are locked and procedures are implemented for people to move quickly to or stay within locations that are secure. All possible means of staying out of sight are used.  
(Active Shooter or Active Threat with Weapon)

## A Good Beginning

- ❖ Be in your room when the students arrive. This is not only a legal responsibility, but is necessary if you wish to establish good discipline and effective control.
- ❖ Greet the students with a smile. Have a pleasant "Good Morning," but make little, if any comment. Insist on students being seated and remaining so.
- ❖ Follow posted routines. If there are established routines, make no changes. For example, if students are to sharpen pencils when they arrive, if helpers are to dust, water plants or get supplies, stay with these procedures.
- ❖ Make the opening exercises brief. Your main objective is to get down to the task at hand. However, any regular policies regarding them should be followed.
- ❖ Check attendance carefully; check with the building secretary if you have any questions.
- ❖ Do not argue with students. They will be quick to tell you if what you are doing varies from the usual way. If such a situation arises, be pleasant, but firm as to how it will be done today. However, you should adhere closely to the regular teacher's routine. Now, you are ready to teach; the business of the day is teaching. Get lessons started at once. A good start is ninety percent of a successful lesson.

## CLASS CONTROL

Class control can be a major obstacle for a substitute. A few simple suggestions will help you to establish good routines, provide for efficient learning, and establish mutual respect.

- ❖ Be patient. It is not unusual for a class to resent and test a substitute. You represent a change, and change produces insecurity. Patience, understanding, love, and respect will overcome distrust.
- ❖ Expect good behavior. Students tend to respond to whatever is expected of them. A positive approach is worth a hundred negative rules. Be fair and consistent. Your success in class control will depend to a great extent on your degree of fairness and consistent treatment. Students must know what to expect of you and what you expect in turn. Uncertainty tends to breed misbehavior.
- ❖ Recognize the importance of the individual child. Children are human beings. Treat each child impartially to the best of your ability. Respect children's individual differences. Usually children are not slow "on purpose." They need help, understanding, and encouragement, not lectures.
- ❖ Avoid making threats. Not only is this approach negative, but you may place yourself in the position of destroying all of your control by not being able to carry out the threat.
- ❖ Be positive. Make it a practice to praise what is good far more often than you admonish what is bad.

### Teaching The Lesson

- ❖ Be prepared. The outcome of the lesson as well as class control depends largely upon your preparedness. If you substitute for more than one day, you are under the same obligation to plan as the regular teacher.
- ❖ Be ready from the start. Have your materials ready before class. Be sure that the class is listening and does not start until you have the attention of every student in the classroom.
- ❖ Motivate the students—they need to be motivated. Remember, however, the primary purpose is to teach. Be brief, set the stage for learning, arouse curiosity, and relate to previously learned material. This can be done by question, picture, story, or shared experience.

## MAKING YOUR PRESENTATION CLEAR

- ❖ What the students gain from the lesson will depend on how well you present it.
  - Keep the language on the student's level of understanding
  - Present one point at a time
  - Go from the known to the unknown, the easy to the difficult
  - Stop often and review
  - Do not hesitate to repeat
  - Give students opportunities to ask questions
  - Use your voice to emphasize, maintain interest, change and control tempo
  - Do not share personal information unless it is relevant to the lesson at hand and appropriate.

### Asking Questions

- ❖ Good teaching is a process of drawing out from within the students rather than stuffing them with knowledge. Doing this depends much on your ability to question. A good question is one that:
  - Begins with WHAT, WHY, or HOW
  - Is concise and expressed well
  - Asks something that you want to know
  - May often require a series of intermediate answers
  - Stimulates thought and helps with analysis of complex problems
  - Gives a student a mind set for what is to follow
  - Does not call for mere repetition of book material
  - Draws upon cause and effect relationships

### Providing For Active Participation

- ❖ In a really good lesson, children engage in a great deal of activity. Make sure that directions are clear. Provide proper supervision and assistance.

### Leaving Time For A Summary

- ❖ All facts and concepts need to be brought together before the close of the lesson. Vary your ways of summation. It can be teacher, pupil, or activity directed.

### Some Helpful Hints

- ❖ The substitute should always have some ideas for activities that will add interest to each subject. Students always learn better through application. The few listed here will start you thinking about others. The most successful ones are those you and your pupils plan together.

### **MATHEMATICS**

- Use concrete objects: sticks, blocks, cutouts, containers, coins, etc.
- Relate problems to interest and life, such as costs for a party, computing mileage, sports scores, comparing pupil heights and weights, etc.
- Use classroom situations: banking, lunch money, and picture money
- Dramatize situations involving mathematical concepts, shopping, buying tickets, going on trips, etc.

### **LANGUAGE ARTS**

- Make much use of creative writing: stories, plays, poems, and reports
- Involve all areas of communication: planning, discussing, explaining, reading, analyzing, dramatizing, reporting, and summarizing
- Vary opportunities for writing: labels, letters, titles, notices, signs, requests, replies, charts, reports, stories, summaries, outlines, poems, directions, and experiences

## **READING**

Try these ways to make books interesting to children:

- Dramatize part of a story or book
- Relate this book to another text, to themselves, or something in their real life experiences
- Have students give descriptions of interesting characters
- Pantomime some part to arouse interest in reading a book
- Explain to a class how to make something according to directions in a book
- Have a class member read directions to create a character then explain them to the class
- Give a travel talk based on a book about another country
- Discuss ways students would like to change a story, especially the ending
- Have the students assume character roles in a story, then play them out

### **BEFORE LEAVING FOR THE NIGHT**

- ❖ Leave the room in good order. The room should be left as orderly as you found it. Adjust shades. Leave everything ready for the regular teacher or for yourself. See that the plan book is complete for the next day.
- ❖ Correct papers if instructed by plans. Checking and marking the day's papers will be a big help for the returning teacher. Leave pertinent information for the regular teacher; this might include a short list of the things accomplished during the day, special incidents, and communications.
- ❖ Reporting incidents to the office might include such items as parents' communications you cannot answer, discipline problems, accidents, room damage, etc.
- ❖ Be certain all materials are safely secured. Check to see that all windows, doors, and the teacher's desk are locked, where applicable.
- ❖ Check with the principal's secretary to inquire as to whether they are expecting you to return the following day for the same assignment or for some other staff member.
- ❖ Checking out is just as important as checking in—especially since your services may be needed for the following day.
- ❖ Please, make sure that you sign-out when you leave the building on the appropriate forms located in the main office of every building. Your timesheet must be signed by an administrative member daily.



## CONCLUSION

This handbook was prepared with the hope of helping each substitute teacher and substitute aide with the vital job at hand. Your task and our expectation is that you will carry on the learning role of the student just as the teacher planned it. Our emphasis with each student is one of quality education; we hope that you will have the same expectation and will view your job as important as any teacher in the Bradford Area School District. Neither this handbook nor any other can provide you with all of the information or assistance that you may need. Please do not hesitate to ask your fellow staff members for help if you should need it.

***Thank You For Helping Us Make A Difference***

## Lead Teachers 2023-2024

<u>Subject</u>	<u>Name</u>
Pre- Kindergarten .....	Shannon Luzzi
Kindergarten .....	Nicole Cappello
1 <sup>st</sup> Grade .....	Sarah Mason
2 <sup>nd</sup> Grade.....	Danielle Lewis
GGB Unified Arts .....	Amy Krepp
3 <sup>rd</sup> Grade .....	Rebecca Ward
4 <sup>th</sup> Grade .....	Vacant
5 <sup>th</sup> Grade .....	Stephanie Bradybaugh
School Street Unified Arts .....	Rebecca Hunter
Fretz Middle School Social Studies .....	Ashlee Colwell
Fretz Middle School English Language Arts.....	Hannah Rivett
Fretz Middle School Math .....	Mary Gracey-Dalton
Fretz Middle School Science.....	Michelle Backus
Fretz Middle School Unified Arts.....	Brigid Lundgren
Fretz Middle School Special Education.....	Meghan Lama - Cercone
High School Mathematics .....	Michael Leet
High School Social Studies .....	Anthony Doriguzzi
High School Unified Arts.....	Marissa Golden
High School Science.....	Peter Eckstrom
High School English .....	Terri Irwin
High School Career and Technical Education.....	Matt DeGolier
High School Special Education .....	Jennifer Barnes
High School Health and Physical Education .....	Lori Nuzzo



## 2023 – 2024 Substitute Rates

Bradford Area School District

Substitute Teacher (Day to Day)	\$128 per day
Substitute Teacher (Short Term/Long Term)	\$149 per day
Building Substitute	\$149 per day
Long-Term Substitute Teacher (45+ Days in Same Assignment)	Bachelor Step 1 minus \$1,000 (Contractual)
Substitute General Aide	\$12.80 per hour
Substitute Long-Term General Aide	\$13.30 per hour
Substitute Special Education Aide	\$13.85 per hour
Substitute Long-Term Special Education Aide	\$14.35 per hour
Substitute Secretary	\$12.80 per hour
Substitute Custodian 1st Shift	\$14.90 per hour
Substitute Custodian 2nd Shift	\$15.40 per hour
Substitute Bus Driver	\$20.00 per hour
Substitute Van Driver	\$16.50 per hour
Substitute Nurse (RN)	\$24.35 per hour
Substitute Nurse Aide (LPN)	\$21.30 per hour