



South Fayette Township School District

3680 Old Oakdale Road • McDonald, PA 15057-2580
Phone 412-221-4542 • Fax 724-693-2883 • www.southfayette.org

Dr. Michelle Miller
Superintendent of Schools

Dr. Kristin Deichler
Assistant Superintendent

Substitute Workshop Handbook Acknowledgement

I _____ acknowledge that I have read the policies and practices in the
(print your name)
South Fayette Township School District's Substitute Handbook regarding the expectations for substituting in
the district. I have reviewed the information and agree to comply with the procedures set forth in the handbook.

(sign your name)

(date of signature)

South Fayette Twp. School District



Substitute Handbook
2024 - 2025

Welcome to South Fayette Township School District

Mission Statement

In partnership with the community, the mission of the South Fayette Township School District, a leader in innovation, is to elevate academic, artistic, and athletic excellence of the whole learner by inspiring the strength to be dynamic, ethical, and empathetic citizens who flourish in a global society.

Where the Student is ...

- the most important person in our school. Without students there would be no need for this institution.
- not a cold enrollment statistic, but a flesh and blood human being with feelings and emotions like our own.
- not someone to be tolerated so that we can do our thing. They **ARE** our thing.
- not dependent on us. Rather, we are dependent on them.
- not an interruption of our work, but the purpose of it. We are not doing them a favor by serving them; they are doing us a favor by giving us the opportunity to do so.
- our future and we can **NEVER** forget it.

All students in the South Fayette School District must be able to:

- ☆ Write effectively
- Read critically
- Apply information
- Use technology
- Perform
- Present
- Calculate
- Analyze



District Demographics

South Fayette Township is a rapidly developing residential suburb located 17 miles southwest of Pittsburgh in Allegheny County, southwestern Pennsylvania. The township encompasses an area of 20.95 square miles and has a population of 14,416 residents as of the 2010 census.

The school district is centrally located on a 105 acre tract of land. Campus facilities consist of an Elementary School (grades K-2), Intermediate School (grades 3-5), Middle School (grades 6-8), High School (grades 9-12), Athletic Stadium complete with Administrative Offices, a Pupil Personnel Building, and Bus Garage. Students from several municipalities attend South Fayette Township School District including the communities of McDonald, Bridgeville, Morgan, Cuddy, Sturgeon, Oakdale, Cecil and Presto. Our current enrollment (as of 8/2/2024) is 3,520 students.

The ***Board of Education*** has nine members elected for four-year terms including:

Thomas Iagnemma, President	William Gray, member
Teresa Burroughs, Vice President	Dr. Jennifer Iriti, member
Rebecca Bruce, member	Prajakta Patanka, member
Esther Cardillo, member	Joseph Welch, member
Leonard Fornella, member	

Committee meetings are held on the third Tuesday of the month and the regular meetings are the fourth Tuesday of the month. Meetings are held in the High School Studio.

District Leadership Team

Dr. Michelle Miller	Superintendent of Schools
Dr. Kristin Deichler	Assistant Superintendent
Mrs. Cristine Wagner-Deitch	Director of Curriculum
Dr. Rachel Andler	Director of Student Support Services
Dr. Natasha Dirda	High School Principal
Mr. Thomas Salopak	Assistant High School Principal
Dr. Erin Crimone	Middle School Principal
Dr. Kevin Maurer	Associate Middle School Principal
Mr. Thomas Kaminski	Intermediate School Principal
Mrs. Kristen Johnson	Assistant Intermediate School Principal
Mr. Tyler Geist	Elementary School Principal
Mrs. Pharlan Ives	Assistant Elementary School Principal
Dr. Matthew Callison	Director of Innovation and Strategic Partnerships
Mrs. Jennifer Donovan	Director of Communications
Mrs. Gretchen Tucci	Assist. Dir. of Student Support Serv./Sch. Psychologist
Dr. Conchetta Bell	Assist. Dir. of Student Support Serv./Sch. Psychologist
Dr. Charles Herring	Director of Diversity, Equity and Inclusion
Mr. Michael Radage	Director of Human Resources
Mr. Ryan Neely	Director of Finance
Mr. Brandon Soubie	Director of Transportation
Mr. Mark Keener	Athletic Director
Mr. Joseph Silhanek	Dean of Students
Mr. Rob Warfield	Director of Technology
Mrs. Lee Ann Jubas	IT Manager
Ms. Sophia Freeman	Helpdesk Manager
Mrs. Nicolle Pleil	Director of Food Service
Mr. Athanasios Tsourekis	Maintenance Manager
Mr. Steve Timmins	Facilities Director



Substitute Application Process-See "Employment" at www.southfayette.org

Substitute Teaching Application Process

Required Components

- Resume
- Letter of Interest
- PA Standard Teaching Application
- Copy of your Transcripts (Cumulative QPA 3.0 or higher in a Bachelor's, Master's, or Doctoral Degree program)
- Copy of your Pennsylvania Teaching Certificate
- Copy of NTE/Praxis Scores
- Three Letters of Recommendation
- Current ACT 48 Hours
- Act 34 – Criminal Background History Clearance Form
- Act 151 – Pennsylvania Child Abuse History Clearance Form
- Act 114 – FBI Fingerprinting Clearance
- Act 126 – Mandated Child Reporting Certificate
- Act 168 – Pre-Employment Sexual Abuse/Misconduct Disclosure
- C.A.R.E. Module Certificate-The link can be found on the website.
- HIPPA Training Form
- Negative TB skin test within 3 months of date of hire
- Must be Approved by the School Board



****Must be dated within one year of date of hire***

Substitute Paraeducator, Administrative Assistant Application Process

Required Components

- Resume
- Letter of Interest
- Completed District Application
- Credentials from your two or four year degree
- Three Letters of Recommendation
- Act 34 – Criminal Background History Clearance Form
- Act 151 – Pennsylvania Child Abuse History Clearance Form
- Act 114 – FBI Fingerprinting Clearance
- Act 126 – Mandated Child Reporting Certificate
- Act 168 – Pre-Employment Sexual Abuse/Misconduct Disclosure
- C.A.R.E Module Certificate-The link can be found on the website.
- HIPPA Training Form
- Negative TB skin test within 3 months of date of hire
- Must be Approved by the School Board

****Must be dated within one year of date of hire***

Substitute School Nurse Application Process

Required Components

- Resume
- Letter of Interest
- Completed District Application
- Three letters of recommendation
- Copy of your Pennsylvania School Nurse Certificate
- Act 34 – Criminal Background History Clearance Form
- Act 151 – Pennsylvania Child Abuse History Clearance Form
- Act 114 – FBI Fingerprinting Clearance
- Act 126 – Mandated Child Reporting Certificate
- Act 168 – Pre-Employment Sexual Abuse/Misconduct Disclosure
- C.A.R.E Module Certificate-The link can be found on the website.
- HIPPA Training Form
- Negative TB skin test within 3 months of date of hire
- Must be Approved by the School Board

****Must be dated within one year of date of hire***

Act 36 - Substitute Teachers

The Pennsylvania Department of Education gives public schools some relief during two of the most critical periods in December/January and May/June.

Act 36 provides the following:

A temporary substitute teacher certificate may be issued by a public school entity to an individual who presents a letter from a college or university verifying that the individual has:

- Completed an approved teacher preparation program
- Successfully completed the certification testing requirements
- Has completed all requirements for the awarding of a bachelor's degree on a date certain
- Application has been made to the Pennsylvania Department of Education for an Instructional I Certificate



South Fayette School District

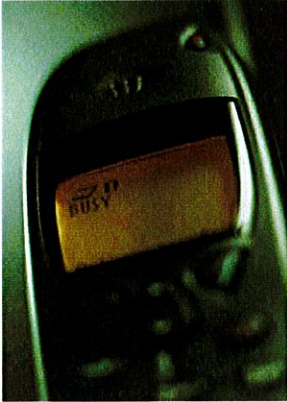
To: Substitute Teachers
From: Melissa Dennison, Payroll Administrator
Date: July 23, 2024
Re: PAY SCHEDULE FOR SUBSTITUTE TEACHERS FOR 2024-25

Note: If you have never subbed for South Fayette, please report to the Administrative Offices on your first day in order to complete paperwork for payroll purposes.

Pay dates for substitute teachers are as follows:

<u>Pay Date</u>	<u>Time Period Covered</u>
September 13, 2024	August 19 th through August 30 th
September 27, 2024	September 2 nd through September 13 th
October 11, 2024	September 16 th through September 27 th
October 25, 2024	September 30 th through October 11 th
November 8, 2024	October 14 th through October 25 th
November 22, 2024	October 28 th through November 8 th
December 6, 2024	November 11 th through November 22 th
December 20, 2024	November 25 th through December 6 th
January 3, 2025	December 9 th through December 20 th
January 17, 2025	December 23 rd through January 3 rd
January 31, 2025	January 6 th through January 17 th
February 14, 2025	January 20 th through January 31 th
February 28, 2025	February 3 rd through February 14 th
March 14, 2025	February 17 th through February 28 th
March 28, 2025	March 3 rd through March 14 th
April 11, 2025	March 17 th through March 28 th
April 25, 2025	March 31 st through April 11 th
May 9, 2025	April 14 th through April 25 th
May 23, 2025	April 28 th through May 9 th
June 6, 2025	May 12 th through May 23 th
June 20, 2025	May 26 th through June 6 th

It all starts with the phone call from the School District!



You will get a phone call or text from Joan Fordeley.

Morning phone calls begin at 5:30 a.m.

Evening phone calls end at 10:00 p.m.

Please call back on her cell phone at 412-789-3054. She will call you as soon as she gets the notification. Please call her back if you can or cannot come on that day. She needs to know if you are not available so she can call someone else in for the day.

Important questions to ask...

- Who is the teacher, grade level/subject I will be substituting for?
- What is the arrival and dismissal time for the staff and what building?
- May I have the building telephone number for emergency purposes?
- Where do I check in and with whom?

Hours for School Staff

- High School – 7:10 a.m. – 2:40 p.m.
- Middle School – 7:30 a.m. – 3:00 p.m.
- Intermediate School – 8:15 a.m. – 3:45 p.m.
- Elementary School – 8:15 a.m. – 3:45 p.m.

Reporting to the School

Be sure to get your Substitute Teacher Binder.

Important questions to ask include...

- Do I need a key to open my classroom?
(If you are given a set of keys, they must be returned to the Office at the end of the day.)
- What is my schedule for the day?
- Is there a phone in my room? If so, what is the extension number?
- Are there any special events or programs going on today?
- Do I have any special duties or assignments?
- Are there any specific Health and Safety protocols that I must follow?

Reporting to the Classroom or Assigned Area

Things to consider:

- Review the lesson plans and gather materials.
- REVIEW PROCEDURES FOR THE FIRE ALARM.
- Review procedures for attendance (all) and lunch count (elementary).
- Be in your room when the students arrive.
- Greet the students with a smile.
- Introduce yourself and state the objective for the day or class period.
- Provide clear expectations of what will occur today.
- Follow posted rules and routines. Make no changes.
- Follow Health and Safety protocols

Payroll Forms and Paperwork

The first day that you are called to substitute in the District, you **MUST** stop at the Administration Building (upper level of Stadium complex) to complete the necessary payroll forms. Please see Mrs. Victoria Adams, Benefits Coordinator.

Professional Dress

- As you are dressed, so shall you be perceived; as you are perceived, so shall you be treated.
- You must model professionalism at all times.
- Gentlemen: Dress slacks/Dockers, shirts and ties, dress shoes
- Ladies: Dress slacks, skirts and dresses of a professional length and conservative coverage, dress shoes/sandals
- Blue jeans, cargo pants, shorts, tennis shoes, t-shirts, flip-flops, untucked shirts, short skirts/dresses, tops that expose undergarments/cleavage are not considered to be professional dress and should not be worn on days when school is in session with students, during contact with parents, or on field trips.



Role and Expectations of a Substitute Teacher

To provide continuous and effective education for South Fayette students, substitute teachers are asked to fulfill the following responsibilities:

- a. Arrive early to allow for sufficient preparation time.
- b. Become familiar with school policies and procedures (see Faculty and Student-Parent Handbooks).
- c. Follow the lesson plan as prescribed by the regular classroom teacher.
(If you have any questions, you need to consult with the Principal, Lead Teacher or Department Chair, or another grade level teacher.)
- d. Maintain classroom discipline.
It is important to have control of your surroundings if teaching is to be effective and meaningful. Preparation on your part will help you to maintain proper control. When you feel that it is necessary, a student may be sent to the office. You should consult with the Principal or Dean of Students regarding any student who requires this attention.
- e. Maintain confidentiality.
Substitute teachers work in many different situations and with many students, and it is important that confidentiality be maintained at all times.
- f. Report injuries or accidents.
Substitute teachers are required to report any or all injuries or accidents to the Building Principal on the same day that the incident occurs. The Principal will provide the required forms or direct you to the appropriate personnel to document the incident as per school policy.

Teaching the Lesson

Be prepared.

The results of the lesson, as well as class control, depends largely upon teacher preparedness. You may need to have lessons prepared in advance – lessons from the “real world” to keep things interesting.

Be ready from the start.

Have your materials ready before class. Be sure that the class is listening and do not start until you have the attention of every student in the classroom.

Motivate the students. Remember, 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.

Make the presentation clear.

Keep the language on the students’ 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 the tempo of the lesson.

Ask questions.

Good teaching is a process of drawing out from within the students. A good question is one that:

Begins with what, why, or how.

Is concise and expressed well.

Ask 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 mindset for what is to follow.

Draws upon cause and effect relationships.

Provide for active participation and make sure that directions are clear.

Summarize the key concepts of the lesson.

Provide clear directions for homework or assignments.

South Fayette School District

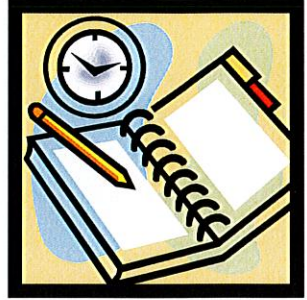
Instructional Design Template

Based on 40 – 50 minute classes.

Time Allotment	Elements of Effective Instruction	Practical Suggestions
3 – 5 Minutes	Warm Up Activity of Anticipatory Set	<p>A beginning to the lesson that excites and engages the students. It is not something that you tell the students. It is something that you create to generate excitement or interest.</p> <p>Anticipatory sets may involve reading an exciting excerpt from a book, dressing in character, staging a discrepant event, placing an activity on the board for students to solve.</p> <p>How will you determine what students already know?</p> <p><i>IT SETS THE STATE FOR LEARNING.</i></p>
3 – 5 Minutes	Stating the Objective and the Alignment to the Pennsylvania Academic Standard	<p>Objectives must be measurable and written in behavioral terms.</p> <p>As a result of this lesson, what will students know and be able to do?</p> <p>Tell them what they are going to learn today and how it connects to their previous learning and WHY it is important to students to learn it!</p> <p><i>IT GIVES STUDENTS THE BIG PICTURE.</i></p>
15 – 20 Minutes	Presentation or Facilitation of the Learning (Teacher Activities)	<p>Information is received by students to facilitate the learning. Various instructional delivery approaches can be used.</p> <p>Consider smooth transitions from one activity to another.</p> <p><i>IT PROVIDES THE FOUNDATION.</i></p>

3 – 5 Minutes	Checking for Understanding	<p>It is a process that assists teachers to assess the learning and determine if the students have attained the level of competence before going on.</p> <p>It helps teachers to monitor and adjust their teaching.</p> <p><i>IT IS THE GUIDE FOR TEACHERS THAT THE STUDENTS ARE GETTING IT.</i></p>
10 Minutes	Guided Practice	<p>Practice is the time given in the lesson to allow the student to “tryout” or experience what was learned to apply their understanding.</p> <p>Small, meaningful amounts are usually more desirable and ensure that the practice relates to the objective of the lesson.</p> <p>You need to give students feedback on their performance.</p> <p><i>IT PROVIDES TIME TO PRACTICE AND APPLY NEW SKILLS AND KNOWLEDGE.</i></p>
3 – 5 Minutes	Closure, Summary and Assignment of Homework	<p>Closure is a final summary of the lesson.</p> <p><i>IT ANSWERS THE QUESTION – DID THEY GET IT?</i></p>

At the end of the day . . .



Important things to do:

- Leave the classroom in good order. The room should be left as orderly as you found it. Note any unusual situations or findings.
- Complete the Substitute Teacher Report and leave it in the Binder. Leave a brief note for the teacher with pertinent information including things accomplished or not accomplished during the day, special incidents, and reports.
- Report incidents to the office including discipline, injuries, or special notes.
- Collect all assignments, place them in a folder or on the desk and mark clearly so the teacher knows what was and was not accomplished.
- Return the keys to the office.
- Check to see if you are needed for the following day or within the next week.
- Complete a timesheet and return it to the Main Office.

Key Building Personnel – Where to Direct Questions

Elementary School (Gr. K-2)

Mr. Tyler Geist, Principal	Extension 337
Mrs. Pharlan Ives, Assistant Principal	Extension 346
Mrs. Diana Maitland, Admin. Asst.	Extension 315
Ms. Kristal Morton, Admin. Asst.	Extension 332

Intermediate School (Gr. 3-5)

Mr. Tom Kaminski, Principal	Extension 336
Mrs. Kristen Johnson, Assistant Principal	Extension 328
Mrs. Amy Jessloski, Admin. Asst.	Extension 226
Ms. Christina Sible, Admin. Asst.	Extension 331

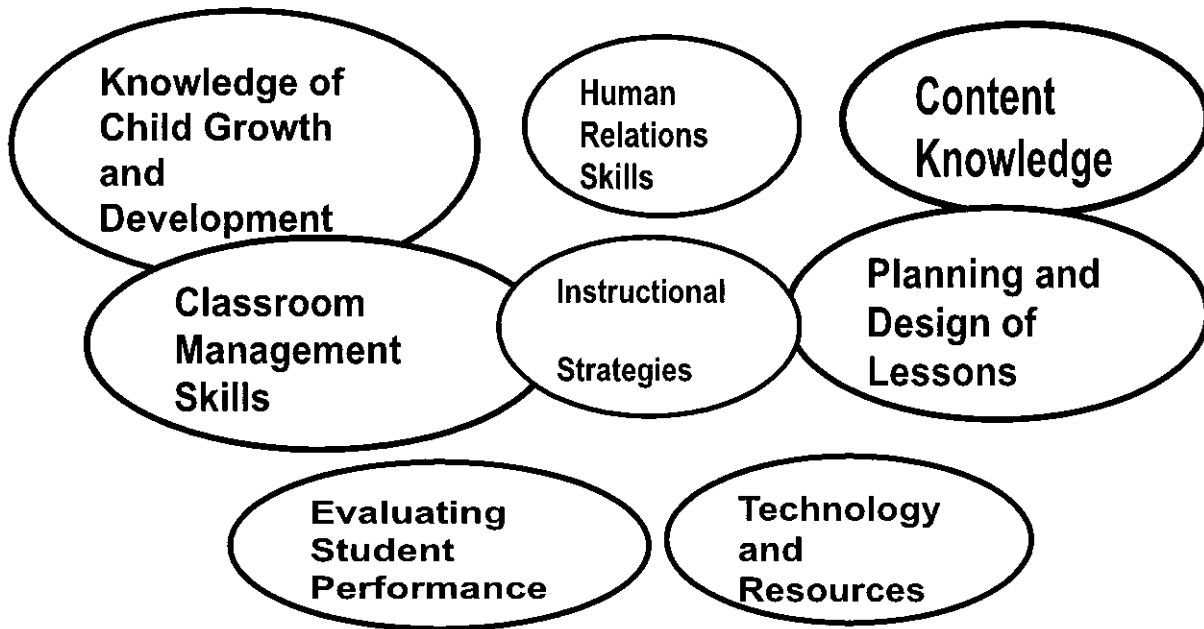
Middle School (Gr. 6-8)

Dr. Erin Crimone, Principal	Extension 427
Dr. Kevin Maurer, Associate Principal	Extension 224
Mrs. Megan Colaiacovo, Admin. Asst.	Extension 216
Mrs. Sharon Aprea, Admin. Asst.	Extension 258

High School (Gr. 9-12)

Dr. Natasha Dirda	Extension 242
Mr. Thomas Salopek, Assistant Principal	Extension 265
Mr. Joe Silhanek, Dean of Students	Extension 691
Mrs. Jodi Holley, Admin. Asst.	Extension 221
Mrs. Kelly DiSciullo, Admin. Asst.	Extension 241

Role of an Educator



“The only invention that can create student achievement is a knowledgeable, skillful teacher.”
National Commission on Teaching

- Creates a structure and a positive environment for learning
- Provides time, help and encouragement to all students to ensure high achievement so every student reaches his/her potential.
- Sets high expectations for students
- Models respectful and responsible behavior
- Prepares effective lessons that address the essential course content and state standards
- Maintains accurate records of student’s attendance and progress
- Develops and communicates a procedure for grading that complies with Board Policy
- Utilizes appropriate instructional techniques and materials including technology
- Provides adequate materials and information for substitute teachers
- Designs instruction and assessment that addresses individual learning styles

- Maintains an organized classroom
- Uses bulletin boards, displays, projects . . . which are authentic and related to lesson objectives and state standards
- Promotes student confidence, flexibility, perseverance, curiosity, and inventiveness
- Encourages active participation in classroom activities
- Models the importance of learning
- Emphasizes shared responsibility for student behavior between school and home
- Implements lesson activities which are varied, challenging, and designed to ensure a high success rate for all students
- Models sensitivity to the cultural diversity of students

Accepts no excuses – only positive results

TEN KEY PRINCIPLES OF POSITIVE RELATIONSHIPS



1. Always remember that your mission is to serve and support your students.
2. Always speak and act from a place of respect and dignity.
3. Develop relationships with your students that nurture them.
4. Respond rather than react when dealing with discipline.
5. Model the behaviors and attitudes that you expect from your students.
6. Be open to learning from your students.
7. Speak and listen from your heart when communicating with students.
8. Seek support and coaching when you find yourself overwhelmed.
9. Be calm, fair, and firm when dealing with discipline.
10. REMEMBER that students are human and make mistakes; ditto for teachers.

Maintaining Confidentiality

Why must confidentiality be maintained?

Federal laws, state regulations, and local policies require it.

Who should NOT have access to information about the performance level, behavior, program goals, and objectives or progress of a student?

Teachers, therapists, or other personnel, relatives, or people in the community not responsible for planning and providing services or maintaining the safety, health, and well-being of students.

Who may have access to written or oral information about children and youth or their families?

Only teachers or other personnel responsible for the design, preparation, and delivery of education and related services; and/or personnel with responsibility for protecting the health, safety, and welfare of a student.

What information do children and their families have the right to expect will be kept confidential?

Results of formal and informal assessments; social and behavioral actions; performance levels and progress; program goals and objectives; all information about family relationships and other personal matters.

Confidentiality

F.E.R.P.A

Family Educational Rights and Privacy Act
(20U.S.C. 1412(2)(D); 14179c)

300.572

- Personally identifiable information shall be collected, stored, disclosed, and destroyed by authorized personnel according to proper procedure.
- One official person will be responsible for ensuring confidentiality of information.
- All authorized individuals who have access to confidential information must be trained regarding state policies and procedures.

Confidentiality Tips

Tips to help keep confidentiality from becoming a problem.....

- Keep all health, special education, grading, academic, behavior, discipline and other personal student information confidential at all times.
- Be careful with whom you share information. Is that person directly involved with the student's education? Do they have a legal NEED and RIGHT to know? If not, you may not share any information.
- Store confidential information in a locked desk drawer or in the Substitute Teacher Binder, if it is in your possession at all times. Do not keep confidential information on your desk or where others can see it.
- Do not discuss information with anyone in a public area. Keep your voice down when discussing information with someone who has a need and a right to know. Be careful at the copier, in the hallways, in open classrooms, in the faculty room, in the community, on your deck or patio, and other places where others could overhear your conversation.
- Do not communicate confidential information in e-mail. It is equally protected by HIPAA and the laws of confidentiality.
- Do not leave voicemail in regard to medical or confidential information. Simply ask a parent to call you back on a matter regarding their son or daughter.
- If you are asked about your job, avoid using specific student names.
- Suggest that questions about a student are best directed to the teacher or other school professional.
- Be careful not to distort, exaggerate, or confuse information.
- Never use information about a student as gossip or a joke.
- Focus comments on a student's strengths and be positive.
- Be prepared to respond to questions. No matter who asks you a question about a student, if you don't feel comfortable answering it ... don't. You can do this gently and politely.
- Be direct and honest. Say, "I'm sorry, I can't say" and refer the person to someone else, such as the teacher.