

LEBANON SCHOOL DISTRICT SUBSTITUTE HANDBOOK

WWW.LEBANON.K12.PA.US



**Lebanon School District
1000 South Eighth Street
Lebanon PA 17042**

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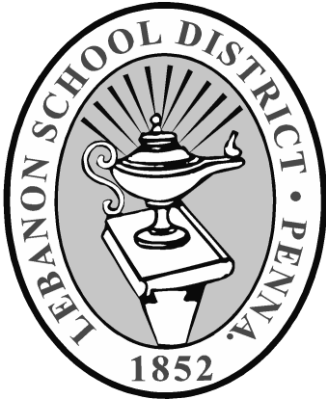
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Substitute Contact Information
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July 3, 2017

I. MISSION AND VISION STATEMENT

Mission Statement

Building on our tradition of educational excellence, the mission of the Lebanon School District is to challenge students to continually develop their skills as lifelong learners and responsible citizens.



Vision Statement

The Lebanon School District will provide an educational experience that will optimize success for all students. We will honor best practices in teaching and learning so that all students learn at high levels. Our graduates will rely on the foundation of their K-12 education as they set their own goals. Our children will become confident, skilled communicators who are prepared to compete both academically and socially in the world beyond high school. They will be active citizens who contribute in both local and global communities. Lebanon School District graduates will rely on their strong sense of character, enabling them to make ethical decisions in an ever-changing world.

ADMINISTRATION

Dr. Arthur Abrom

Superintendent of Schools

Dr. Chris Danz

Assistant to the Superintendent
Human Resources & Pupil
Services

Mr. Michael Murphy

Assistant to the Superintendent
for Curriculum Instruction &
Assessment

Mr. Josh Coatsworth

Director of Special Education

Mr. Brian Hartman

Director of Buildings & Grounds

Mr. Curtis O Richards

Business Manager

Mrs. Kelly Herr

Assistant Business Manager

Mr. Shawn Canady

Chief Information Officer

Mr. Dustin Nikles

Director of Technology

Mr. Fred J Shattls

Director of ESL Services

II. BOARD POLICIES AND WEBSITE INSTRUCTIONS

The Lebanon School District policies are available to the public through our website. These policies include important information regarding employment with the Lebanon School District. To access the board policies:

Log onto www.lebanon.k12.pa.us

Click on Board of Directors

Click on Board Policies

Please note: If you do not have access to the internet, please visit the Human Resources office for assistance.

III. WHY SHOULD LEBANON SCHOOL DISTRICT BE YOUR FIRST CHOICE?

Our vision is to be the district of choice by parents for their children because we take a personal interest in each child, and we provide a positive learning environment that significantly accelerates learning. Utilizing the best that technology has to offer, our dedicated staff approaches teaching and learning with enthusiasm as we strive to ensure that all of our students are college and career ready when they graduate. We work in partnership with our parents and families to provide the best opportunities for our youth. We are a “full service” district that invites students to learn in a variety of ways: through our virtual program which students can access from their own homes, in our hybrid program both at school and at home, in our county Career and Technology Center, in our College in the High School and Dual Enrollment classes, or in a more traditional classroom setting. We provide extraordinary opportunities to a strong arts and music program, competitive sports, student government and service clubs. Our schools connect students with caring adults at school and in the business community, who help guide them toward a fulfilling future.

The Board of Directors of the Lebanon School District has shown its commitment to our students and community by updating our buildings, both inside and out, so that our classrooms are ready for 21st century learners who come to us as digital natives. Over the past eight years, already four of our elementary schools have been renovated, and our high school is nearing completion. Building renovations include new roofing, state of the art digitally controlled heating and cooling systems along with new ceilings, flooring and interior finishes plus building expansions where possible. All of our classrooms and libraries are technologically integrated. Our high school has been redesigned to be a state of the art facility, resembling a college campus. Lebanon High School is earning Leadership in Energy and Environmental Design

(LEED) certification. This recognition makes us a leader among high schools in design not only in this county, but also in the state. Our commitment is to ensure that all buildings are held to the same high quality standard. We are well on our way to fulfilling that commitment.

IV. EMPLOYMENT POLICY

A. HIRING PROCEDURES

The Lebanon School District cannot function at its highest level without a group of competent substitute teachers. A substitute teacher in the Lebanon School district is a temporary per diem employee who serves as an integral and valued part of a team to provide services to our students. In this capacity, the substitute teacher gives the students of the District a valuable professional service by continuing the learning process while their regular teacher is out of the classroom.

The effective performance and success of a substitute teacher is shared equally by the principal, the classroom teacher, and the substitute teacher. Failure of any one person to assume his or her responsibility, results in a poor instructional program.

Position openings are displayed in every school, on our website, and on PA Educator. To apply for an open position, please contact the HR representative as indicated on the posting. We will include your application, which is on file, to be screened for that position.

Please note that applications of current substitute security guards and custodians will receive preference when applying for permanent positions in those departments.

B. SALARY SCHEDULE

The rates below are competitive and compensate our substitutes who serve our students.
July 1, 2017 – June 30, 2018

	Assignment	Compensation	Remarks
Category 1	Day to Day Substitute Teacher	\$125 per day	Day to Day Substitute no benefits covered by district
Category 2	Long Term Substitute Teacher. Work 45-89 consecutive days in the same position	1 st step salary schedule prorated for days worked	LTS under 90 days. No benefits covered by district
Category 3	Long Term Substitute Teacher. Work 90+ days in the same position.	1 st step salary schedule prorated for days worked, plus benefits.	LTS 90+ days. Benefits offered with applicable professional premium payment rate. Pro-rated sick and personal days
Category 4	Day to Day Substitute Paraprofessional or Personal Care Aide	\$9.90 per hour	Day to Day Substitute no benefits covered by district
Category 5	Day to Day Substitute Security Guard	\$9.90 per hour	Day to Day Substitute no benefits covered by district
Category 6	Day to Day Substitute Secretary	\$10.90 per hour	Day to Day Substitute no benefits covered by district
Category 7	Day to Day Substitute RN or LPN	\$13.60 per hour LPN \$16.10 per hour RN	Day to Day Substitute no benefits covered by district
Category 8	Day to Day Substitute Custodian	\$10.50 per hour	Day to Day Substitute no benefits covered by district

C. PAYROLL PROCEDURES

Substitutes will be paid bi-weekly in accordance with the District’s pay schedule. Substitute teacher time worked will be exported from Aesop. Substitute Support Staff (non-professional), will be paid by the information gained from using the time clock.

V. SUBSTITUTE INFORMATION

A. SCHEDULING

Teachers: After a substitute teacher has been approved for employment, he/she can expect to receive information for use of our Aesop program (web based system).

Support Staff (non-professional): After a substitute support staff has been approved for employment, he/she can expect to be called by the Substitute Coordinator for immediate/daily need or advanced scheduling.

1. Immediate/Daily Need: The substitute coordinator will call between 6:00 a.m. and 8:00 a.m. for immediate work at one of our seven (7) buildings. The substitute coordinator will inform the substitute of the need, building location, and report time. The actual assignment may vary due to schedule changes, staff availability and the Principal's staffing decisions.
2. Advanced Scheduling: The substitute coordinator will also call substitutes to fill planned staff vacancies due to conferences, meetings, personal days, etc. Advanced scheduling benefits both the substitute and the students. Substitutes are encouraged to work with the substitute coordinator to fill vacancies and communicate schedule and availability changes to the substitute coordinator as soon as possible.
3. Schedule Changes: If the District needs to cancel an assignment, the substitute coordinator will use all available resources to reassign you. If you need to cancel an assignment, please do so in a timely manner whenever possible.

B. WORK AND SCHOOL DAY

All substitutes are required to follow the schedule of the assigned school. Most assignments are full school days unless dismissed earlier by the building principal. A one-half (1/2) hour duty free lunch is included with that school day. There are cafeterias and faculty rooms in all of our school buildings.

The work hours and job requirements will depend on the building assignment.

<u>School</u>	<u>Full Day</u>	<u>Working AM</u>	<u>Working PM</u>
Elementary Schools:	8:30 – 3:30	8:30 – 12:15	11:45 – 3:30
Middle School:	7:30 – 3:05	7:30 – 11:15	10:45 – 2:55
High School:	7:30 – 2:55	7:30 – 11:15	10:45 – 2:55

C. DELAYED START/EARLY DISMISSAL AND CLOSURES

The substitute is responsible for obtaining information pertaining to the closing of our schools due to weather conditions or emergency situations. Announcements are made on local radio and television stations including:

RADIO STATIONS:

WQIC (Lebanon)	100.1 (FM)
WLBR (Lebanon)	1270 (AM)
WWSM (Lebanon)	1510 (AM)
WITF (Harrisburg)	89.5 (FM)
WITF (Lancaster)	99.7 (FM)
WHP (Harrisburg)	580 (AM)
WINK (Harrisburg)	104.1 (FM)
WRVV (Harrisburg)	97.3 (FM)

TELEVISION STATIONS:

ABC (Harrisburg)	Channel 27
WHP-CBS 21 TV	Channel 15 and 21
WHTM-TV (Harrisburg)	Channel 27
WGAL-TV (Lancaster)	Channel 8
WPMT FOX 43 (York)	Channel 43

TWITTER: @mariannebartley

FACEBOOK: Lebanon School District

D. REPORTING OFF/CANCELING AN ASSIGNMENT

If an emergency arises and you cannot keep your assignment, please leave a message on the 24 hour Absence Hot Line at **(717) 272-4551** or **(717) 270-6844**. Custodial Substitutes should report off by using the Buildings and Grounds call off line at **(717) 270-6827**. Leave your name, details about the assignment, and the reason why you cannot keep the assignment. Calls should be made no later than 6:30 a.m. on the day of the absence. After 6:30 a.m., you must call the substitute coordinator at (717) 273-9391 press #6922.

E. RESPONSIBILITIES AND WHAT IS EXPECTED OF A SUBSTITUTE

Follow the regular teacher's program. Report student progress to the classroom teacher only, and allow the regular classroom teacher to report to parents or discuss grades with students. The work of other teachers should be confidential and not discussed.

The substitute teacher is to assume all of the responsibilities of the regular classroom teacher on the day or days he or she is assigned. **Always report to the school office and sign in.** Check the teacher's mailbox and desktop for who you are substituting. The principal, assistant principal or building secretary will help you find your classroom, give you a substitute folder, pertinent keys and information, and answer any questions you may have. Secure the teacher's plan book and seating chart(s), which should be located on the teacher's desk. It is important to introduce yourself to the teachers near your room. If you have any questions, they can be of assistance to you. Acquaint yourself with fire exits and emergency plans. **Make sure you have the phone number for the front office.**

After completing the assignment, the substitute is required to complete the substitute feedback form on Aesop. After your assignment, the teacher for whom you have substituted should also be complete an Aesop feedback form. You will be able to see their response on Aesop.

The substitute's first objective is to gain the respect of the students. This can be achieved by being prompt, neat, honest, and firm and by having a definite objective. Student attendance should be noted for the teacher, and reported to the front office.

The substitute teacher is expected to follow the teacher's plans as best as he or she can. When plans are not understandable, help should be sought from another teacher or the principal. The substitute may be asked to substitute in a classroom that is out of their subject of certification. Teachers should have an alternate set of lesson plans to use in special areas where a substitute may not have the appropriate certification.

A substitute teacher can expect the building principal to come into his or her classroom periodically to observe classroom technique.

The substitute is expected to perform any duties assigned by the teacher and to oversee proper bus dismissal of the students in his or her class. If you are substituting in an elementary class that dismisses to parents, and you are not familiar with the parents, you should have the classroom paraprofessional assist with dismissal. If you are alone and you are unfamiliar with the students' families, please contact the office. You should never dismiss students if you are not 100% certain that you are dismissing them to a person on the approved list for dismissal.

The substitute teacher must leave the room in the same physical condition he or she found it. (ex., chairs up, blackboards clean, floors clear of debris, etc.)

The substitute is expected to correct any papers or workbooks he or she has done with the class unless they are materials that require special attention by the regular classroom teacher (ex., essay tests).

At the end of the day, the substitute should leave a note to the teacher, outlining what was accomplished during the day and if there were any discipline issues. Turn in any relevant materials to the office. If a substitute has secured a single position for multiple days, they should develop a basic plan to provide continuity of instruction.

The substitute teacher should not leave prior to the end of the teacher work day, even if there is a planning period. Instead, report to the office during the end of the day planning period.

Substitute teachers are invited to discuss their work with the principals or assistant principals. An appointment can be made through the principal's secretary. Any questions, concerns, or problems should be brought to the attention of the building principal, who can help resolve them. If everything went well, report that it went well.

F. CONFIDENTIALITY

Substitute teachers should refrain from sharing their personal information with students.

Substitute teachers should refrain from discussing personal information about students except with other professionals who need to know the information to help the student. Avoid personal involvement with students. Refer students who request help to others either within or outside the school whose jobs are to provide assistance. And rather than telling another professional in the school which might be able to help a student, about a student's problem, send the student to tell the professional or accompany the student to the professional's room or office.

Substitute teachers should not repeat rumors or gossip, nor discuss personal situations regarding students in public areas. If someone else brings up the topic, offer to discuss it in private at a later time, if appropriate.

Limit discussions of students and written statements about them or content you know to be true, or have reason to believe is true "Just the facts Ma'am". Limit discussions and written statements regarding students to those that have a valid educational purpose.

Substitute teachers should encourage anyone who requests personal information about students or their families to pose the questions to the building administrator.

G. INJURED AT WORK

If you are injured during an assignment, you should report to the school nurse and complete an injury report immediately. Completing this report will allow the district to communicate with the provider and properly facilitate the billing. Familiarize yourself with the Lebanon School District Notice of Rights and Duties form that you signed upon hire, as it contains valuable information should you be injured at work.

H. STUDENT DISCIPLINE

The substitute is expected to maintain control over the class and avoid all physical confrontations. All major problems should be referred to the school office. **Do not wait till the end of the school day to report** incidents of threats, weapons or if you reasonably suspect a student has a weapon, acts of physical aggression, racial or sexual harassment, etc. If you think it's serious or if you are in doubt about the severity of the incident, contact the office. **These events need to be reported immediately.** Become familiar with the building procedures and student discipline by reviewing the board policies on our district website.

Follow the Behavior Protocol in the substitute handbook you find in the classroom. The teacher will have noted their discipline guidelines. If you follow the protocol in the handbook, and are still experiencing discipline issues, **please call the office.**

If a student is causing harm to themselves or others, call the office immediately.

Be responsible for safety and security of all children. Don't turn your back on any problem.

Punishments to **AVOID** Include, but are not limited to (*notice I said Punishments, not disciplines*):

- Administering corporal punishment
- Sending a student to the hallway
- Standing a student in the corner
- Ridiculing a student in front of the class

You may place your hands on a child, with no intent to harm, in the following situations:

To separate students who are fighting or in your judgement about to fight
To defend yourself (notice the key word is to "defend") – defensive, not offensive.

To come to the aid of a student ...example: student trips, falls, and becomes dizzy you certainly can help them to their feet and steady them with your hand on their arm as you walk them to the nurse's office.

You give a direct order to a student and the student refuses to follow through. Repeat the order and if the student still refuses, you may place your hand between his/her shoulder and elbow and escort him/her to the office.

Note: If the student resists or breaks away, do not grab them

However, it is important to know that what you must do, do so in a way that in no manner can you be called deliberately indifferent to the health, safety, and welfare of the student. Emergency Safety Intervention (formerly referred to as Safe Crisis Management) techniques of physical intervention can be used, if necessary, to safely secure the student ***by a staff member who is trained in such techniques.***

If a student is hostile, and wants to leave the classroom or school:

You should give a verbal directive.

You should not attempt to block the door or stop the student (unless of primary age, or unless the student is going after someone with an intent to harm).

You should notify the office if the student leaves the building. The building administrator will notify the parents and the police.

I. SAFETY PROCEDURES

A crisis response manual is located in every classroom in Lebanon School District. The following safety procedures should be reviewed prior to your first assignment. We follow the ALICE (Alert, Lockdown, Inform, Counter, and Evacuate) protocols. We do drills that are announced and unannounced.

Lock Down

Lock Down is the signal to staff that there is a serious problem.

- Move all students into a secure classroom
- Lock doors where possible
- Turn out lights
- Move Students out of sight-if possible
- Stay in secure classroom
- Await further instruction; prepare to evacuate or implement ALICE procedures, based on information on hand.

Specific directions for Lock Down, for principals and secretaries, have been provided. Secretaries should post near phone. See Administrative Hand- book, section 800.

Hostage

- Cooperate with the perpetrator
- Do not approach the perpetrator
- Do not attempt to confiscate a weapon
- If possible, notify office. Advise if weapon is suspected and of other immediate concerns
- Calm students who might be in danger
- If possible, assemble students in a corner of the room
- Place self between students and perpetrator
- Calmly ask permission to evacuate rest of class. If allowed, evacuate quietly with the class
- Cooperate with the police and administration by following directions provided
- Document incident; file an incident report

Intruder

- DO NOT BECOME CONFRONTATIONAL
- Approach calmly, with another staff member if needed, any person not wearing a visitor pass
- Offer to escort them to the office to get a visitor pass
- Accompany visitor to office if he/she does not have a visitor pass
- If individual is not cooperative, determine where individual is headed or know their intended location
- Contact office for assistance
- Keep intruder's location known to inform the administrator who will locate the intruder
- Lock Down may be issued, as determined by the Principal or next in line according to the Chain of Command

Weapon

DO NOT PUT ANYONE IN HARMS WAY

- The safety of students and staff is always first
- Apprehension of violators and weapon retrieval is second
- Notify principal/designee immediately
- Guns: If a student is suspected to have a gun, it is best apprehended by police
- Treat all weapon-related information (rumor) to be accurate

Consider the following when faced with a suspected weapon on a person:

- Type of weapon
- Age of suspect
- Mental state of suspect
- Victim risk factor
- Past history of suspect, if known
- Suspected location of weapon (On person or elsewhere)
- Avoid confrontation
- Don't attempt to stop the suspect if flight from the building is attempted
- Do not allow student access to book bags or backpacks
- Attempt, in a non-confrontational way, to get suspect to a private office near an exit
- Allow students to leave the building
- A weapon found on school property is evidence
- Close off student traffic from the area of the weapon
- DO NOT handle the weapon-and if possible, cover from public view
- Notify office-have a staff member stay with the weapon

IDENTIFICATION: All Staff must present valid ID to enter any building, and you must wear a district picture ID tag at all times when in the building. Please have your license or school ID available to show security guard upon entrance. NO EXCEPTIONS. If you do not have one, report to the district office to have one made for you. A visitor's badge will be provided and worn if you do not have an ID badge when substituting.

J. Classroom Information

The classroom teacher will seek to provide all of the following information for a substitute:

- An up-to-date seating chart or class list.
- A class schedule.
- Behavior protocol. If you follow the protocol in the handbook, and are still experiencing discipline issues, please call the office.
- If a student is causing harm to themselves or others, call the office immediately.
- An explanation of how opening exercises are handled.
- A lesson plan book with clear and concise lessons stated.
- An explanation of how special events such as assemblies, programs, films, etc. are handled.
- A list of specific building procedures such as attendance, lunch, etc.
- A list of students with special needs.
- Other duties for which the substitutes are responsible.
- Students' cumulative records are confidential and should not be given out to anyone.
- Be responsible for safety and security of all children. Don't turn your back on any problem.
- Administering corporal punishment is not permitted.
- Students should be supervised at all times; hallways should not be used as a means of punishment.
- Maintain control at all times and don't leave the classroom unsupervised.
- Assign only what has been requested by the regular classroom teacher.
- Don't make unfavorable comparisons between teachers, classes, schools, or school districts.
- Notes may not be sent to a parent's or guardian's home without first checking with the building principal.
- Do not take pictures, or post pictures on social media.
- Please do not use cell phones during class time.
- Complete assigned position for half or full day. Report to the office before leaving assigned position at the end of work day, or for any unplanned personal emergency or illness.

VI. OUR SCHOOLS

By calling **(717) 273-9391**, you may select the school by following the phone prompt to reach any school.

DISTRICT OFFICE: 1000 S 8th Street, Lebanon PA 17042

Parking: The district office has a designated Parking Lot

HARDING ELEMENTARY: 600 Chestnut Street, Lebanon PA 17042

Michael Reager, Principal

Nick Bullock, Asst. Principal

Harding Elementary is comprised of grades K4 through grade 5 and approximately 630 students and employs 66 faculty and support staff.

Parking: Please do not park in the lot next to the school. Metered street parking is available around the school. If walking is an option, there are metered parking spaces one block North on Walnut Street, or two blocks East on Chestnut Street. Free Parking may be found towards 5th Street or towards Walnut Street.

HENRY HOUCK ELEMENTARY: 315 E Lehman Street, Lebanon PA 17046

Pedro Cruz, Principal

Henry Houck Elementary is comprised of grades K4 through grade 5 and approximately 420 students and employs 47 faculty and support staff.

Parking: Parking is usually available directly in front of the school on East Lehman Street. (Be aware of posted street sweeper schedules.)

NORTHWEST ELEMENTARY: 200 Maple Street, Lebanon PA 17042

Neil Young, Principal

Jennifer Nordall, Asst. Principal

Northwest Elementary is comprised of grades K4 through grade 5 and approximately 615 students and employs 73 faculty and support staff.

Parking: Parking lot is on the corner of 10th and Maple Streets. Enter from 10th Street. If lot is full, there is metered parking.

SOUTHEAST ELEMENTARY: 499 Pershing Avenue, Lebanon PA 17042

Michael Habecker, Principal

Southeast Elementary is comprised of grades K4 through grade 5 and approximately 460 students and employs 50 faculty and support staff.

Parking: Parking lot is located in front of the school.

SOUTHWEST ELEMENTARY: 1500 Woodland Street, Lebanon PA 17042
Craig Coletti, Principal

Southwest Elementary is comprised of grades K4 through grade 5 and approximately 500 students and employs 49 faculty and support staff.

Parking: Parking lot is located in front of the school.

LEBANON MIDDLE SCHOOL: 350 N Eighth Street, Lebanon PA 17046
Dawn Connelly, Principal
Corey Wenger, Asst. Principal
Carlos Sanchez, Asst. Principal

Lebanon Middle School is comprised of grades 6 through 8 and approximately 1035 students and employs 106 faculty and support staff.

Parking: Parking lot is behind school when traveling North on 8th Street, turn right onto Weiner Street. Go through gates and turn left.

LEBANON HIGH SCHOOL: 1000 S Eighth Street, Lebanon PA 17042
William Giovino, Principal
David Bentz, Asst. Principal
Robert Nordall, Asst. Principal

Lebanon High School is comprised of grades 9 through 12 and approximately 1170 students and employs 142 faculty and support staff.

Parking: Park in the student parking area, located behind the first three rows in the parking lot behind the building.

VII. PENNSYLVANIA'S CODE OF PROFESSIONAL CONDUCT FOR EDUCATORS

Section 1 Mission

The Professional Standards and Practices Commission is committed to providing leadership for improving the quality of education in this Commonwealth by establishing high standards for preparation, certification, practice and ethical conduct in the teaching profession.

Section 2 Introduction

- (1) Professional conduct defines interactions between the individual educator and students, the employing agencies and other professionals. Generally, the responsibility for professional conduct rests with the individual professional educator. However in this Commonwealth, a Code of Professional Practice and Conduct (Code) for certificated educators is required by statute and violation of specified sections of the Code may constitute a basis for public or private reprimand. Violations of the Code may also be used as supporting evidence, though may not constitute an independent basis, for the suspension or revocation of a certificate. The Professional Standards and Practices Commission (PSPC) was charged by the act of December 12, 1973 (P. L. 397, No. 141) (24 P. S. § § 12-1251 – 12-1268), known as the Teacher Certification Law, with adopting a Code by July 1, 1991. See 24 P. S. § 12-1255 (a) (10).
- (2) This chapter makes explicit the values of the education profession. When individuals become educators in this Commonwealth, they make a moral commitment to uphold these values.

Section 3 Purpose

- (1) Professional educators in this Commonwealth believe that the quality of their services directly influences the Nation and its citizens. Professional educators recognize their obligation to provide services and to conduct themselves in a manner which places the highest esteem on human rights and dignity. Professional educators seek to ensure that every student receives the highest quality of service and that every professional maintains a high level of competence from entry through ongoing professional development. Professional educators are responsible for the development of sound educational policy and obligated to implement that policy and its programs to the public.
- (2) Professional educators recognize their primary responsibility to the student and the development of the student's potential. Central to that development is the professional educator's valuing the worth and dignity of every person, student and colleague alike; the pursuit of truth; devotion to excellence; acquisition of knowledge; and democratic principles. To those ends, the educator engages in continuing professional development and keeps current with research and technology. Educators encourage and support the use of resources that best serve the interests and needs of students. Within the context of professional excellence, the educator and student together explore the challenge and the dignity of the human experience.

Section 4 Practices

- (1) Professional practices are behaviors and attitudes that are based on a set of values that the professional education community believes and accepts. These values are evidenced by the professional educator's conduct toward students and colleagues, and the educator's employer and community. When teacher candidates become professional educators in this Commonwealth, they are expected to abide by this section.
- (2) Professional educators are expected to abide by the following:
 - (a) Professional educators shall abide by the Public School Code of 1949 (24 P. S. § § 1-101-27-2720), other school laws of the Commonwealth, sections 1201 (a) (1), (2) and (4) and (b) (1), (2) and (4) of the Public Employee Relations Act (43 P. S. § § 1101.1201 (a) (1), (2), and (4) and (b) (1), (2) and (4)) and this chapter.

- (b) Professional educators shall be prepared, and legally certified, in their areas of assignment. Educators may not be assigned or willingly accept assignments they are not certified to fulfill.
- (3) Educators may be assigned to or accept assignments outside their certification area on a temporary, short-term, emergency basis. Examples: a teacher certified in English filling in a class period for a physical education teacher who has that day become ill; a substitute teacher certified in elementary education employed as a librarian for several days until the district can locate and employ a permanent substitute teacher certified in library science.
- (4) Professional educators shall maintain high levels of competence throughout their careers.
- (5) Professional educators shall exhibit consistent and equitable treatment of students, fellow educators and parents. They shall respect the civil rights of all and not discriminate on the basis of race, national or ethnic origin, culture, religion, sex or sexual orientation, marital status, age, political beliefs, socioeconomic status, disabling condition or vocations interest. This list of bases or discrimination is not all-inclusive.
- (6) Professional educators shall accept the value of diversity in educational practice. Diversity requires educators to have a range of methodologies and to request the necessary tools for effective teaching and learning.
- (7) Professional educators shall impart to their students principles of good citizenship and societal responsibility.
- (8) Professional educators shall exhibit acceptable and professional language and communication skills. Their verbal and written communications with parents, students and staff shall reflect sensitivity to the fundamental human rights of dignity, privacy and respect.
- (9) Professional educators shall be open-minded, knowledgeable and use appropriate judgment and communication skills when responding to an issue within the educational environment.
- (10) Professional educators shall keep in confidence information obtained in confidence in the course of professional service unless required to be disclosed by law or by clear and compelling professional necessity as determined by the professional educator.
- (11) Professional educators shall exert reasonable effort to protect the student from conditions which interfere with learning and are harmful to the student's health and safety.

Section 5 Conduct

Individual professional conduct reflects upon the practices, values, integrity, and reputation of the profession. Violation of § § 235.6-235.11 may constitute an independent basis for private or public reprimand, and may be used as supporting evidence in cases of certification suspension and revocation.

Section 6 Legal Obligations

- (1) The professional educator may not engage in conduct prohibited by the act of December 12, 1973 (P. L. 397, No. 141) (24 P. S. § § 12-1251-12-1268), known as the Teacher Certification Law.
- (2) The professional educator may not engage in conduct prohibited by:
 - (a) The Public School Code of 1949 (24 P. S. § § 1-101—27-2702) and other laws relating to the schools or the education of children.
 - (b) The applicable laws of the Commonwealth establishing ethics of public officials and public employees, including the act of October 4, 1978 (P. L. 883, No. 170) (65 P. S. § § 401-413), known as the Public Official and Employee Ethics Law.
- (3) Violation of subsection (b) shall have been found to exist by an agency of proper jurisdiction to be considered an independent basis for discipline.

Section 7 Certification

The professional educator may not:

- (1) Accept employment, when not properly certified, in a position for which certification is required.

- (2) Assist entry into or continuance in the education profession of an unqualified person.
- (3) Employ, or recommend for employment, a person who is not certificated appropriately for the position.

Section 8 Civil Rights

The professional educator may not:

- (1) Discriminate on the basis of race, National or ethnic origin, culture, religion, sex or sexual orientation, marital status, age, political beliefs, socioeconomic status; disabling condition or vocational interest against a student or fellow professional. This list of basis of discrimination shall be found to exist by an agency of proper jurisdiction to be considered an independent basis for discipline.
- (2) Interfere with a student's or colleague's exercise of political and civil rights and responsibilities.

Section 9 Improper Personal or Financial Gain

The professional educator may not:

- (1) Accept gratuities, gifts or favors that might impair or appear to impair professional judgment.
- (2) Exploit a professional relationship for personal gain or advantage.

Section 10 Relationships with Students

The professional educator may not:

- (1) Knowingly and intentionally distort or misrepresent evaluations of students.
- (2) Knowingly and intentionally misrepresent subject matter or curriculum.
- (3) Sexually harass or engage in sexual relationships with students.
- (4) Knowingly and intentionally withhold evidence from the proper authorities about violations or the legal obligations as defined within this section.

Section 11 Professional Relationships

The professional educator may not:

- (1) Knowingly and intentionally deny or impede a colleague in the exercise or enjoyment of a professional right or privilege in being and educator.
- (2) Knowingly and intentionally distort evaluations of colleagues.
- (3) Sexually harass a fellow employee.
- (4) Use coercive means or promise special treatment to influence professional decisions of colleagues.
- (5) Threaten, coerce or discriminate against a colleague who in good faith reports or discloses to a governing agency actual or suspected violations of law, agency regulations or standards.

VIII. ACKNOWLEDGEMENT OF RECEIPT

I hereby acknowledge receipt of the Lebanon School District's substitute handbook as updated July 3, 2017:

I understand that the policies are also listed on Lebanon School District's website at www.lebanon.k12.pa.us. I have reviewed this information and have had the opportunity to ask questions.

Signature

Date

Printed Name

Please return this signed acknowledgement of receipt to Human Resources. Thank you.