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Development of a Handbook for Substitute Teachers in the East Irondequoit School District

Robert W. Mason
The College at Brockport

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DEVELOPMENT OF A HANDBOOK FOR SUBSTITUTE TEACHERS
IN THE EAST IRONDEQUOIT SCHOOL DISTRICT

ROBERT W. MASON

SUBMITTED IN PARTIAL FULFILLMENT OF
REQUIREMENTS LEADING TO THE DEGREE OF
MASTER OF SCIENCE IN EDUCATION

STATE UNIVERSITY COLLEGE AT BROCKPORT
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APPROVED:

Andrew D. Virgilini
Faculty advisor

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CHAPTER I

PRESENTATION OF THE PROBLEM

INTRODUCTION

In the past five years, the East Irondequoit School District has increased its enrollment by almost thirty percent. The teaching staff has been increased proportionately until today, there is a staff numbering above three hundred instructional employees. It is truly a large district and is still growing by leaps and bounds.

In a district such as this, the need arises for competent substitute teachers. No district is devoid of sickness or personal problems, and so many substitutes are used every day. Under extremely bad conditions, there may be as many as thirty to forty substitutes working on a particular day. How then, can provisions be made to provide the competent substitute for the district schools?

In the past, many districts used the substitute teacher as nothing more than a "baby-sitter". It has been district policy to expect of the substitute, the same high standards and goals as the regular classroom teacher. True, in some instances this becomes almost impossible, but when the substitute is hired, he or she at least knows what is expected of her from this standpoint.

For the past three years, the district has held Adult Education classes for people who are certified in the profession and would be interested in returning as a substitute teacher. This has been mainly for people who live in the district and has helped greatly in getting community interest in teaching. It is also much simpler to call a substitute teacher who lives in the neighborhood rather than one who lives across the city. In this series

of six to eight sessions (two hours each) the average has been about ten to twelve people per semester, and about seventy-five of these have done some substituting after the course.

For the participants in these classes, an overview of philosophy, curriculum, and organization has been given in a very brief form. The instructor has relied on their own "note-taking ability" to have them remember the facts that have been presented. This procedure has not been entirely efficient. Nor has the district been able to reach all of the people who would substitute in it. It is for this reason that the district wishes to produce a "Substitute Teacher Handbook" designed especially for those people who would substitute in the East Irondequoit School District. It would follow in many ways, the "Teacher Handbook" which is distributed to all of the regular employees, but would contain material specifically geared to those people who would substitute for a regular teacher for a short period of time.

STATEMENT OF THE PROBLEM

The problem has arisen as to how a school district can better prepare its substitutes for the position which they will hold. How can a district make sure that basic procedures will be known and followed? How can substitutes be expected to know these procedures when no formal plans are available to them? And what are these basic procedures that they should know? For clarity, these questions shall be divided into three distinct categories; District, Individual School and Problems of the Substitute.

District

At the district level the substitute should be expected to know something about the organizational structure and some of the pertinent district policies and procedures. The philosophy of the district is also an important part of the substitute's knowledge of the district. Certain Board of Education policies and Administrative rulings are pertinent information of which the substitute should be aware. The make-up of the district as far as schools and curriculum are concerned should also be included in the substitute's over-all picture of the district.

Individual School

Each of the Elementary Buildings is organized on a slightly different plan. They vary from a straight self-contained graded school, through semi-departmental to a completely non-graded school with team organization. It proves difficult for a substitute to go into any one situation without some idea as to the make-up of the particular organization of the school. Other problems which the substitute may encounter would be differences in staff relationships, as well as relationships with the building principals. Further problems may be met with fire and air-raid drills, housekeeping duties,

and the teaching of planned lessons.

Problems of the Substitute

Individual substitutes may also encounter problems with discipline, planning, audio-visual aids, registers and attendance procedures and other things which they are unsure of in performing their duties. These may be constantly on their minds as they go from school to school. Do these questions have to remain unanswered?

PURPOSE OF THE PROJECT

It is the purpose of this project to produce a handbook specifically designed for the "Substitute Teacher". It is an attempt to answer the substitute's questions, dispel his or her fears, and give him a working knowledge of the district operation. It will be produced in a semi-permanent form and will become the property of everyone who applies to the East Irondequoit School District to become a substitute teacher. In its make-up, it will be possible to make any necessary changes simply by substituting pages which could be mailed to all substitutes for inclusion in their handbook at the appropriate places.

It is the district's hope that a handbook such as this will not only help the substitutes, but in so doing, will also raise the standards of instruction in the district. It is not the feeling that this handbook will be the answer to all problems regarding substitutes, but it is one step in raising district standards.

PROCEDURE

The procedure for this study consisted of the following major steps:

1. Contacts with substitute teachers who, in fact, were instrumental in presenting the need for such a study.
2. Surveying the opinion of these substitute teachers regarding specific ideas to be included in this study.
3. Developing a questionnaire for validating inclusion of certain materials in the study.
4. Analysis and interpretation of the results of the questionnaire.
5. Compiling data and material which, as the result of the study, was pertinent to a substitute handbook.
6. Locating district material which was already available for inclusion in the handbook.
7. Providing for effective distribution of the handbook which appears in this study as an Appendix.
8. Establishing procedures for updating the handbook as the need arises.
9. Providing for an evaluation of the material at periodic intervals from the standpoint of:
 - a. Reliability
 - b. Currency
 - c. Content
10. Recommendations for future study in this field.

DEFINITION OF TERMS

Terms regarding substitutes will be defined as per regulations recommended by the Commissioner of Education and approved by the Board of Regents on September 24, 1965.

Subdivision 146a Substitute Teachers

- 1. Definition: A substitute teacher is one who is employed in place of a regularly appointed teacher who is absent but is expected to return.
- 2. Responsibility: The responsibility for the employment of appropriately qualified substitutes rests with the chief school officer. Persons serving on a long term basis shall have proper certification for the position.
- 3. Length of Employment: There shall be three categories of substitutes as follows:
 - a. Substitutes with valid teaching certificates.
 - (1) Service may be rendered in any capacity, for any number of days, any number of school districts. If employed on more than an "itinerant" basis such persons will be employed in an area for which they are certified.
 - b. Substitutes without valid certificates, but who are completing collegiate study toward certification at the rate of not less than six semester hours per year.
 - (1) Service may be rendered in any capacity, for any number of days, in any number of school districts. If employed on more than an "itinerant" basis such persons will be

employed in an area for which they are certified.

c. Substitutes without valid certificates and who are not working toward certification.

- (1) Service may be rendered for no more than forty (40) days per school year per school district.

Other terms which should be defined in this project:

Elementary School: One of the five buildings in the school district used to house students in grades K - 6.

Building Principal: The administrative head of each elementary school.

Instructional Consultant: A non-teaching position - a person who is responsible for the development of the reading program in a particular elementary school and at the district level is responsible for one of the content areas. This person would be available to the substitute teacher in time of need or direction.

Content Areas: Those elementary subjects not directly related to the Language Arts such as Science, Social Studies and Mathematics.

LIMITATIONS

The limitations of this study may be categorized as follows:

1. The resulting handbook will be limited only to the East Irondequoit School District.
2. The resulting handbook will be geared to the Elementary School substitutes. This is necessary because the district obtains its elementary substitutes by personal call, but receives Secondary substitutes through the State Employment Bureau. The problem of diversification is not so evident at the secondary level as there is only one Junior High School and one High School. Therefore, a person who has substituted once in either school can return there without such problem.
3. The amount of time allocated to this study may or may not prove to be a limitation.

CHAPTER II

PREVIEW OF PERTINENT LITERATURE

INTRODUCTION

Having looked through scores of books, periodicals, and other material, it should be noted that there is an apparent lack of literature of any kind pertaining to the subject of Substitute Teachers. On close scrutiny of professional books, one finds nothing more than the acknowledgement of the presence of the substitute in the classroom. It is for this reason that the writer is forced to use fewer than normal references in validating the need for this study. Perhaps this lack of information is indeed, the most valid argument for this study.

RESEARCH

In discussion with many school administrators and Professors of Education, there is general and unanimous agreement that such a handbook should be made available to all substitute teachers. In a discussion with Dr. Ross J. Willink,¹ it was noted that a distinct need of the district was to have a capable person to replace a regular teacher who was absent. It was further stated that one of the most practical ways to make such people available was to have available for them, a handbook which would allow them to become familiar with district principles and practices.

In a recent discussion with Mr. Robert H. Gefell,² it was stated that many districts have similar problems regarding substitute teachers. These

1 In discussion with Dr. Ross J. Willink, Superintendent of Schools, East Irondequoit Central School District #1.

2 In discussion with Mr. Robert H. Gefell, Planning Director, Supplementary Services Center, Genesee Valley School Development Association.

problems finally arrive at the committee level and a group of regular teachers decide what material should be inserted in a Substitute Handbook. This theory would be in opposition to this study because a major part of the research involved has been to find out what problems substitutes have and what they feel should be included to do the job that is expected of them.³

Many of the needs for this study have come about as a result of a unique inservice course, held each year in the East Irondequoit School District. The person, most instrumental in promoting this course has been one of the elementary principals who is also the Director of Adult Education; Mr. Ivan L. Green.⁴ Mr. Green feels that many substitute teachers come into the schools without sufficient knowledge of the district organization and practices. In the Fall of 1963, he introduced a course in the Adult Education evening program specifically designed to prepare district residents with teacher's certificates to become substitutes. Green recognized the vast difference between regular teaching and substituting.

It has been the privilege of the writer to be named instructor of this course for the past three years. This experience has given him more of an insight into the problems that substitute teachers encounter. Many of the students had done some substituting, but to a man, felt that this course was both rewarding and refreshing. Some of the topics covered in these sessions follow:

3 See letter to substitutes. Appendix A p.29

4 Mr. Ivan L. Green, Principal, Whipple Lane School, East Irondequoit Central School District. Director of Adult Education

Audio-Visual Aids	Lunch Money
Discipline	Staff Relationships
Planning	District Organization
Attendance	Administration
Drills	Philosophy
Certification	Enlistment ⁵

A complete listing of the topics may be found with other materials from the course in Appendix A. p.28

Cooke⁶ states that all information that a school district requires of a substitute should be on file with the Central Office when the person is assigned to a position and that the district should also furnish materials for them. Standards and requirements vary in different buildings of a given school system. A set of instructions for each building will help a substitute teacher appreciably.⁷ This approach will be used and a recommendation to this effect is located on page 24.

In further exploring the need for substitute's material, Reeder gives the following information to school administrators:

1. Each substitute should be provided with a copy of the course of study in each of the subjects that he will be called upon to teach. This material should be furnished to him at the beginning of the school year, and it should be expected that he become familiar with it as soon as possible. In addition to the course of study, a copy of the rules

5 Appendix A p. 28.

6 Dennis H. Cooke, Administering the Teaching Personnel, p. 172.

7 Ibid., p. 175.

and regulations of the school system and other suggestions governing substitute-teacher service should be handed to the substitute teacher for their help and guidance.

2. The superintendent of schools should call a meeting of all substitute teachers at the beginning of the school year at which time there should be a discussion of the work expected of them. The advantage of such meetings for substitute teachers should be even greater than for the regular ones.⁸

As is true with many administrative matters, the problem of substitute teachers is one which should be carefully studied by most school staffs. Standard practice in many school systems is to expect the substitute teacher to follow the lesson plans of the absent teacher.⁹ Further evidence shows that substitute teachers should be expected to provide good learning experiences for pupils, whether they are with them for a few hours or several weeks.¹⁰

No substitute teachers can be expected to follow the above expectations without direction at the district level and in the individual schools. It is the responsibility of the recruiting district to provide direction for these teachers and to help them in any way possible. It is upon these people that much of the district responsibility falls in educating the pupils. All districts must recognize the need and take proper steps to rectify it.

8 Ward G. Reeder, The Fundamentals of Public School Administration, p.181

9 F.V. Turner, The Administrative Policies Governing Substitute-Teachers in Major American Cities, p.57

10 C.Spain and H. Drummond and J. Goodlad, Educational Leadership and the Elementary School Principal, p. 259

A very early study by Clare Charles Baldwin indicates that only a few cities provided extensive programs of supervision and in-service education for substitute teachers. Of the one-hundred forty (140) cities that reported to Baldwin, only thirteen required substitutes to do any special reading in this area.¹¹

This trend seems somewhat apparent today. Of the thirteen districts which were contacted by this writer, only five returned any printed material specifically designed for a substitute teacher. All of them however, felt that there was a distinct need for this material and hoped to have copies of this study sent to them when it was available. The expressed needs of the above experts and other surrounding districts should be valid arguments for this study to develop a Substitute Teacher Handbook for the East Irondequoit School District.¹²

11 C.C. Baldwin, Organization and Administration of Substitute Teaching Services in City School Systems, p. 70

12 See Appendix B, p. 31

CHAPTER III

PROCEDURE EXPANDED

INSTRUMENTS USED IN PROCEDURE

As stated in Chapter I, under PROCEDURE, the first four steps of the study involved the area of questioning substitute teachers as to their needs. This was done in two separate phases which will be explained below. It is the firm belief of the writer that in order to help a substitute to do the best possible job, his needs must be met, his questions answered, and his fears allayed.

Class Survey Sheet

The class survey sheet¹³ was designed long before this study was undertaken, but it substantiates the need for a handbook more than any other piece of research material. It is put in the hands of prospective substitutes at the first meeting of the Adult Education Class explained in Chapter II. The reaction to it is given before any explanation of the course or goals is given. The answers to the questions are completely unsolicited and are usually quite frank and to the point. Below are listed the two major questions presented in the survey and some typical answers to them.

Question: "What are some of your personal reasons for taking this course?"

Answers: "I would like to become familiar with the educational system in this area. I own a home here and intend to substitute."

"Since I am already on the substitute list, I felt that I would like to have more information on the system and what to expect in substituting situations."

13 See Appendix A, p. 27

"To find out if I am following the right procedures to be a good substitute."

"What the requirements are for a sub teacher and a knowledge of the correct procedure for running a class."

question: "What do you hope to gain from this experience?"

Answers: "I hope to learn about the district policies and practices; the general curriculum; any new programs that I might be responsible for as a substitute."

"Confidence---Knowledge."

"Confidence---Knowledge of the system-mechanics."

"A knowledge of the school system, especially the rules and regulations applying to teaching. I have never been a substitute and I realize this is a different experience. I'd like to feel prepared."¹⁴

The answers to the sample questions seem to show the enthusiasm that has been generated by the course. As stated previously, the course is not required for substitutes and so it is impossible to reach them all. For this reason, it was necessary to do further research into the needs of all substitutes in order to produce a handbook for them.

Questionnaire

A questionnaire developed as part of this study was sent to some thirty (30) persons who are currently substituting in the district.¹⁵ This number represents approximately seventy-five percent of the registered elementary

¹⁴ F.W. Mason, Materials Collected for Substitute Teacher Course evaluation

¹⁵ See Appendix A p. 29.

substitutes. For those who did not return their card promptly, a card was sent asking them to return it by a certain date. Using this procedure, a total of twenty-three (76%) questionnaires were returned. The questionnaire was divided into five questions.

1) "Do you feel that a handbook such as this would be helpful?"

All but one felt that it would be helpful if not a necessity. The one person giving the negative reaction felt that each teacher should prepare materials for the substitute teacher.

2) "Should the handbook become the property of the substitute teacher?"

Although it was the writer's feeling that this handbook would become the property of the substitute, it was felt that reaction to this might prove informative. Of the twenty-three reporting, over 80% felt that it should be kept by the substitutes because it would be available to them as a ready-reference in time of need. Having done further research into this problem, the writer now feels that it is a necessity to have each substitute possess a copy of the handbook.

3) "What general areas would you like to see included in such a handbook?"

Answers were varied in this category. The majority were interested in procedure and policy in regard to attendance, drills, background of children, salary, discipline and philosophy.

4) "Are there any specific questions which you feel would be answered in this handbook?"

An attempt is made here to list the most frequent responses.

Registers

Use of Audio-Visual Materials

Professional Ethics

School Calendar

District Philosophy	Administrative Personnel
Pay dates and periods	Map of School District
Salary Schedule	Substitute Qualifications

Many others were listed by the people who were surveyed, but the above were repeated throughout the questionnaire.

5) "What do you feel is the biggest problem now facing a substitute teacher in our district?"

The most pertinent answer directly related to the study was that most substitutes felt that more in-service education should be made available to them. It was felt that these people should be invited to attend district-wide conferences, and regular in-service programs as well as the enlargement of the programs directly related to the substitute.

Copies of all of the questionnaires which were returned are on file in the Central Office of the East Irondequoit Central School District.¹⁶

COMPILING DATA AND MATERIAL FOR INCLUSION IN HANDBOOK

Listed as steps 5 and 6 under procedure in Chapter I, the collection of materials was based on the specific needs of the substitutes which were mentioned in the above questionnaire. Most of these materials were not in any written form and so the writer had to produce most of the material and list it in a proper form. Further study for appropriate materials was based on the following:

"Substitute teachers' handbooks are another means of orientating these important members of the faculty. Handbooks should include information on the administrative, supervisory and instructional staff of each building in the district. Procedures for employing substitutes,

¹⁶ P. Mason, op. cit.

their qualifications, methods of notifying them of assignments, procedures within the district, and other methods can be discussed in the handbook: A substitute teacher's handbook might also include a salary schedule for each teacher, pay dates, procedures for continuing their employment and certification, and the method for filing for substitute teacher duty each year."¹⁷

DISTRIBUTION AND EVALUATION

Distribution of the handbook will take place in September of 1966. It will be sent to each substitute teacher who makes application for the school year 1966-1967. Subsequently, it will be sent to each new applicant who applies during the school year. A record will be kept on file listing all persons who have received a copy of the handbook.

This list will then be used to send out additions or deletions to be inserted in the future. Being a loose-leaf type of handbook, which was one of the substitutes' own recommendations, it will be possible to make these changes without damaging the entire contents. It is hoped that this will be the most effective way of keeping the handbook up-to-date.

Evaluation of this handbook will be done by substitute and regular teachers. Critiques will be developed to test the effectiveness of it and unlimited revision is possible and some is definitely expected. The substitutes using the handbook for the first year will be asked to annotate it if they wish and send it back to the Central Office at the end of the year to help in the evaluation.

¹⁷ E. Smith, S. Krouse, and M. Atkinson, The Educator's Encyclopedia p. 195

The evaluation which has been previously described will be undertaken by the writer. In his capacity as Coordinator of Elementary Instruction, his office is responsible for all district substitutes and so this will allow both time and availability for the evaluation.

CHAPTER IV

ANALYSIS OF CONTENTS

The contents referred to in this chapter pertain to the contents of the Handbook which is Appendix B of this study. The need for most, if not all, of the materials has been justified previously in this study. The handbook is divided into two parts. The regularly numbered pages are materials produced especially for the substitute teacher. The pages numbered with A are district materials which were specifically asked for and/or listed in current literature. Appendix B is also in varifax form to show the actual handbook as it will be presented to the substitute. The original mimeograph masters will remain at the East Irondequoit Central Office so that more copies can be produced or changes made as the need arises. A look at the Table of Contents of the Handbook will show that all pertinent topics discovered necessary by the study are included.

CONTENTSMap of the DistrictSchool PersonnelDistrict Organization Chart

This material is included to give the substitute teacher an overall picture of the size and scope of the district and its organization. It covers location of schools as well as administrative and instructional personnel. The organization chart is included to show the flow of line and staff assignments of the district.

General Instructions to Substitutes

Listed here are general instructions which would be standard throughout all of the elementary schools in the district. These are common

practices which are expected and required of all persons who substitute in the district. This page, even by itself, could prove extremely helpful to any substitute.

Topics of Importance

The writer has attempted to list in this section, an alphabetical reference to specific questions and problems which could arise at any time during the substitute's stay in a particular building. It will be noted that all of the areas listed here were found in the study of substitute's problems or were included on the advice of the building principals. This section should be a ready reference for substitutes as situations arise.

General Information on Substitutes

This material is concerned with the administrative details of the substitute and is sure to be very enlightening to each of them. Again, much of this material was asked for by the substitutes themselves.

Responsibilities of the School to the Substitute Teacher

In expecting of the substitute the high standards put down for them, the schools have certain responsibilities which must be met to achieve these standards. In this section, the substitute is aware of what he may expect in regard to uniformity in the district. In order for the substitute to do the proper things, the classroom teacher must be aware of his presence and plan accordingly. District policy as to materials to be on hand, supervisory personnel at the substitute's disposal, and creating a favorable climate in the classroom for the substitute is also contained in this section.

Responsibilities of the Substitute Teacher to the School

*A substitute teacher who expects to be called to serve----should

become familiar with the general policies of the school district." So begins this next important section of the handbook. It deals directly with substitute duties and is quite explicit in its mandates. If the substitute follows the seven helps given in this section, he will find his work easier and more rewarding.

Additional Information

No handbook can contain all of the necessary materials to do a good job of substituting under one cover. This page merely lists other materials which are available to the substitute and the proper location or means of obtaining them.

District Material

With some material already available in printed form in the regular Teacher Handbook, it was felt that any pertinent information should also be included in this Handbook. The following list of district materials contained in this section shows many things which were thought to be extremely important by the substitute teachers.

First Aid Instructions	Teacher's Creed
Discipline	Use of Filmstrips
Ethics	Duties of Teachers
School Calendar	Local Courses of Study
State Laws	Philosophy of Education

It is a certainty that all of the areas mentioned above are of prime importance and therefore, should be included in a handbook such as this.

CHAPTER V

SUMMATION AND RECOMMENDATIONS

SUMMATION

As in any research project, certain basic principles are discovered. Some have been obvious to the researcher, and some only become apparent as a result of the study. This study has been extremely enlightening to the researcher from each standpoint. It has presented an administrative problem not limited to one distinct phase of education but a problem which has encompassed a wide variety of areas. From curriculum to finance, from pupil to parent, from teacher to textbook, a study of the substitute teacher involves all phases of education. The writer feels he has gained tremendous insight into administrative detail which, in essence, is the real purpose of a study such as this.

In reviewing the study, the following principles are listed as findings.

- 1) A substitute position is quite different from that of a regular teacher from the standpoint of the problems confronted by each.
- 2) A substitute teacher has to assume the role of a regular teacher despite these problems.
- 3) There is a distinct lack of written direction for substitutes on the part of educators.
- 4) Substitute teachers work extremely well in a climate of direction.
- 5) A good substitute teacher is a highly prized asset of a school district.

It is hoped that the East Irondequoit Handbook for Substitute Teachers will provide the needed direction to produce outstanding substitute teachers in the district.

RECOMMENDATIONS

The recommendation has already been made by the Instructional Consultants¹⁸ that each of them be allowed to produce a page for the handbook dealing with their particular school. The topics to be covered are listed below:

School Organization

Special Classes (Art, Music, Physical Education)

Cafeteria procedure

Bus duty or arrangements

Banking (Day, Procedure)

Religious Education (Time, Day, Procedure)

Other pertinent items of the particular school

This final recommendation will allow the substitute to become familiar with all of the procedures of the district both system-wide and at the individual school level. It is hoped that other recommendations for the handbook will come from this group as well as the regular teachers, the administrative staff and the substitute teachers themselves. In this way there will be constant thought on this matter and a final form will take shape.

It is further recommended that a follow-up study be made at the end of a one-year period to determine the value of the handbook in its present form. If any parts need revision, a study will be made for this purpose.

¹⁸ Instructional Consultants, see definition, p. 6.

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APPENDIX A

Below are listed some thoughts which I feel may be of use to you. The more important ones could be discussed in class. Please check the ones which are of interest to you and add any others which you feel are important. These are not necessarily in order of importance.

Certification

Philosophy of the district

Substitute lists

Basic procedures and policies

Individual school policies and procedures

(might be able to visit schools, if interested)

Relations with Principals, fellow teachers, general staff

Planning (teacher and pupil)

Services offered by district

Salary, hours, etc.

Subject matter background (Reading, science, etc.)

Organization

Classroom discipline

Professional ethics

Various levels encountered by substitutes

Teaching planned lessons

Housekeeping duties (required and expected)

Use of Audio-Visual Equipment

Fire drill and Air raid procedures

Accidents and First Aid

Faculty meetings

Registers and attendance

Others: Please list below

CLASS SURVEY SHEET

NAME _____

ADDRESS _____

TEL. NO. _____

DEGREE _____ COLLEGE _____

PREVIOUS EXPERIENCE elem sec YEARS _____

MARRIED _____ CHILDREN _____

Are you interested in becoming a substitute in East Irondequoit?

What are some of your personal reasons for taking this course?

What do you hope to gain from this experience?

Are you interested in substituting at a particular level? If so,
which level would you choose? Elem. Jr. High Sr. High

Why?

Below are listed some thoughts which I feel may be of use to you. The more important ones could be discussed in class. Please check the ones which are of interest to you and add any others which you feel are important. These are not necessarily in order of importance.

Certification

Philosophy of the district

Substitute lists

Basic procedures and policies

Individual school policies and procedures

(might be able to visit schools, if interested)

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Planning (teacher and pupil)

Services offered by district

Salary, hours, etc.

Subject matter background (Reading, science, etc.)

Organization

Classroom discipline

Professional ethics

Various levels encountered by substitutes

Teaching planned lessons

Housekeeping duties (required and expected)

Use of Audio-Visual Equipment

Fire drill and Air raid procedures

Accidents and First Aid

Faculty meetings

Registers and attendance

Others: Please list below

EAST IRONDEQUOIT CENTRAL SCHOOL DISTRICT No. 1

2300 RIDGE ROAD EAST

ROCHESTER, NEW YORK 14622

RT H. GEFELL

COORDINATOR OF ELEMENTARY INSTRUCTION

PHONE LI 4-9950 ext.20

April 1, 1966

Substitute Teacher:

East Irondequoit School District is planning to produce a handbook for "Substitute Teachers". Would you help us in our preparation by answering the following questionnaire? It should be returned to the undersigned at your earliest convenience.

Name _____ No. of years of substituting _____

Do you feel that a handbook such as this would be helpful to a substitute teacher?

Yes No Why? _____

Should this handbook become the property of the individual substitute?

Yes No Why? _____

What items would you especially like to see included in such a handbook?

Are there any specific questions which you feel could be answered in this handbook?

What do you feel is the biggest problem now facing a substitute in our district?

We would like to thank you for your cooperation in this matter which we are sure will raise the standards of instruction in our district and make the job easier for you as a substitute teacher.

Sincerely,



Robert W. Mason, Acting Coordinator
Elementary Instruction

(Use other side for any or all questions if necessary)

APPENDIX B

HANDBOOK

FOR

SUBSTITUTE

TEACHERS

EAST IRONDEQUOIT CENTRAL SCHOOL DISTRICT # 1.

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SECTION A CONTAINS PERTINENT INFORMATION TAKEN FROM THE REGULAR TEACHER'S HANDBOOK

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Code of Ethics	6A
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FOREWARD

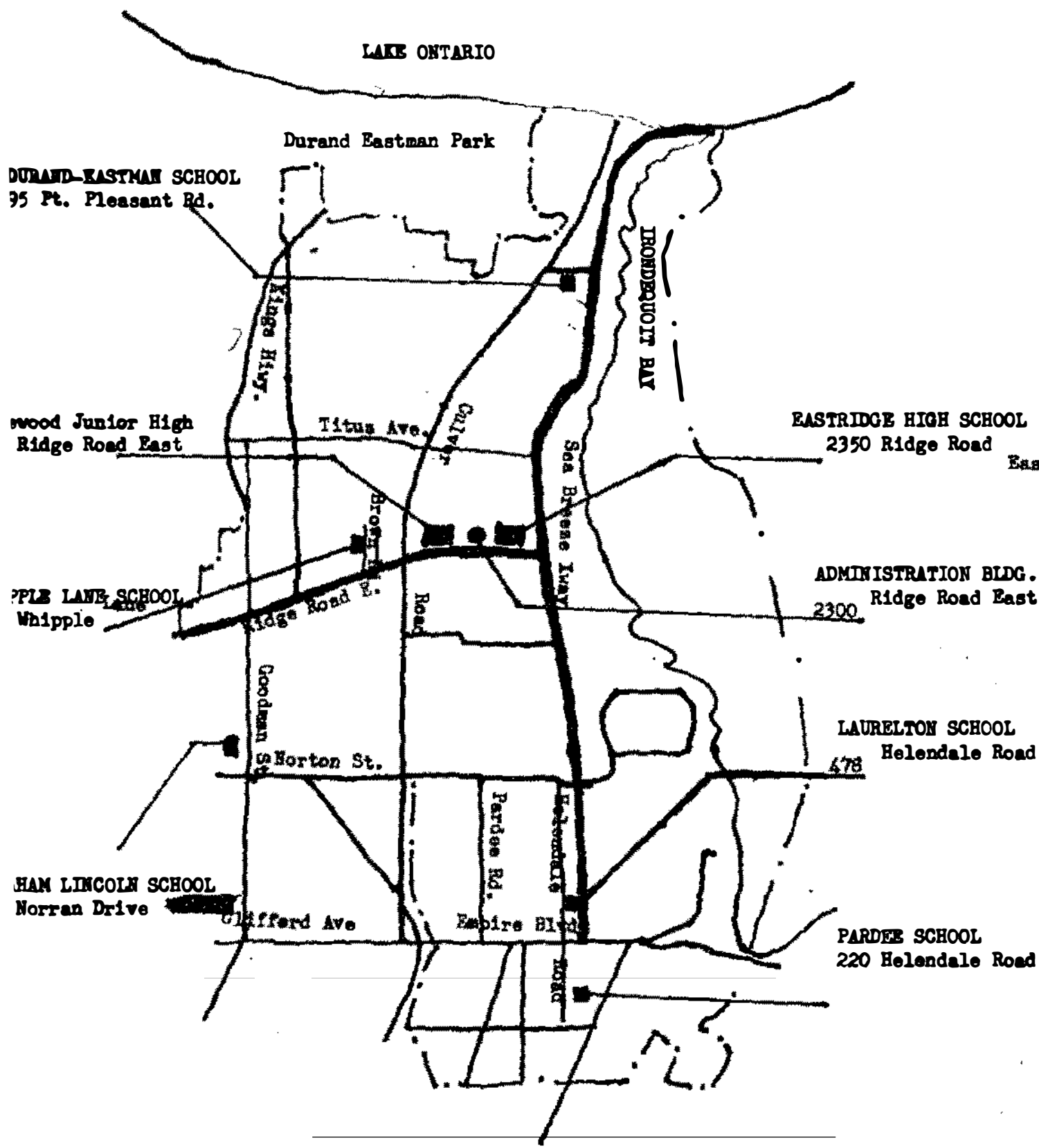
HANDBOOK FOR SUBSTITUTE TEACHERS

Welcome to the staff of the East Irondequoit Central School District.

This handbook has been prepared to assist you in carrying on the work of the regular teacher in his absence. The importance of your role in the education of our students cannot be overemphasized. We know that you want to make each day's experience for the students interesting and worthwhile. We sincerely appreciate your willingness to come upon brief notice, study the regular teacher's plans, and then move forward in each subject throughout the school day.

This handbook cannot possibly give all the answers. Each substitute teacher, therefore, is urged to seek help from the principals and the regular teachers in the building. We all stand ready to assist you in your professional contribution to our students.

We hope you find your teaching experiences most satisfying and rewarding.



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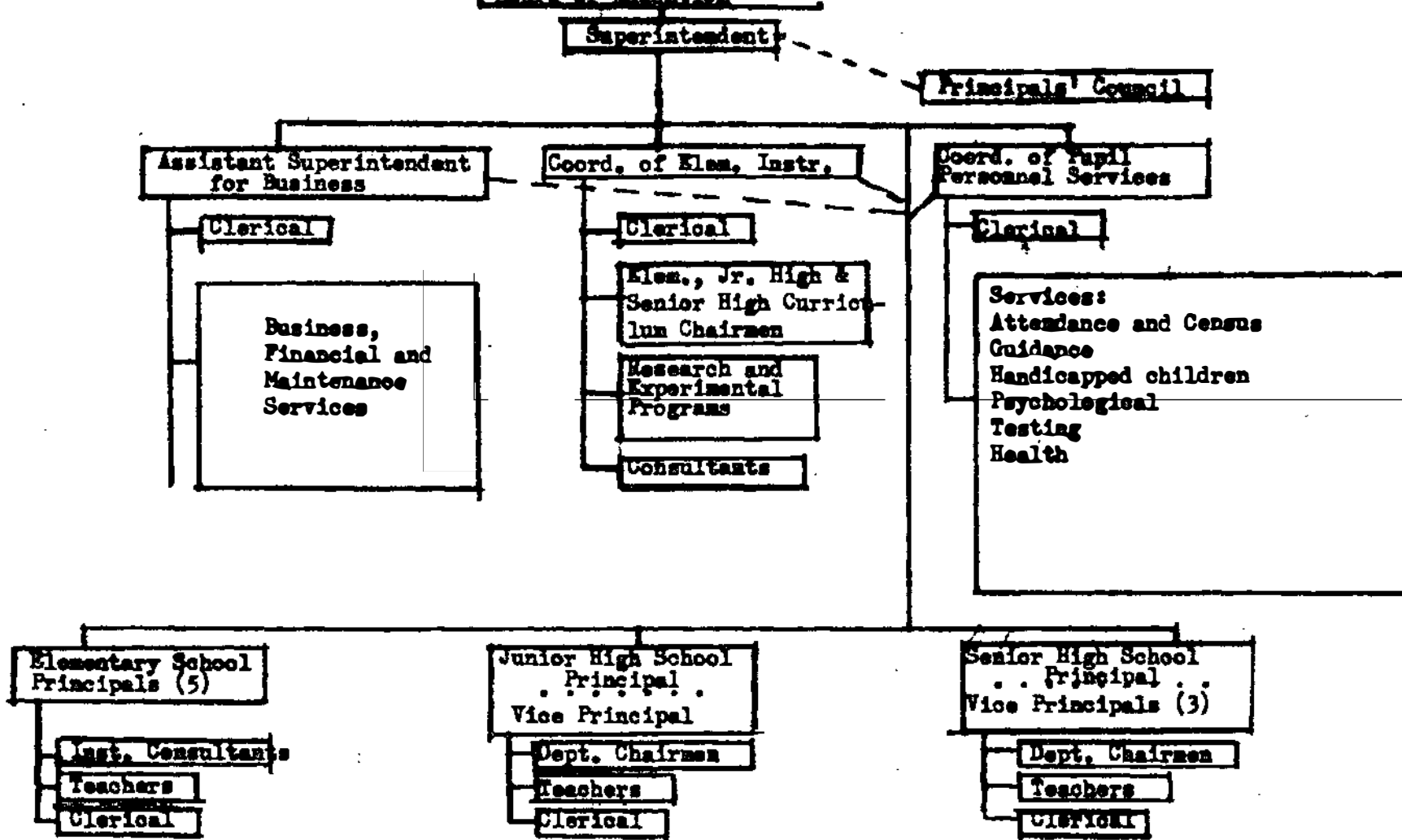
List of Schools, Principals, Instructional Consultants and Secretaries

Abraham Lincoln HO 7 7795	Mr. Hobart R. Miles Prin. Mrs. Josephine Russo Sec.	I.C.
Durand-Eastman HO 7 6078	Mr. Edward A. Paxson Prin. Mrs. Pauline Foster Sec.	Mr. Robert Mason I.C.
Laurelton BU 2 8644	Mr. Melvin G. Webster Prin. Mrs. Priscilla Gillis Sec.	Mrs. Irene Erwin I.C.
Pardee BU 8 4170	Mr. Walter J. Kennedy Prin. Mrs. Yolanda DeLorn Sec.	I.C.
Whipple Lane FI 2 8135	Mr. Ivan L. Green Prin. Mrs. Priscilla Wolford Sec.	Miss Ann Kelly I.C.

ADMINISTRATION

Superintendent of Schools	Dr. Ross J. Willink	LI 4 9950
Assistant Superintendent	William E. Endicott	LI 4 9950
Coordinator of Pupil Personnel Services	Donald ^s Childs	LI 4 9950
Coordinator of Elementary Instruction	Robert H. Gefeal	LI 4 9950

2300 Ridge Road East, Rochester New York 14622



DISTRICT ORGANIZATION CHART

GENERAL INSTRUCTIONS TO SUBSTITUTES

- . Report to the main office of the school at the regular school hours.
- . Go to the absent teacher's room and locate on the desk his plan book, seating chart, schedule, IBM Attendance sheet, class roll, and instructional materials.
- . Staff members are responsible for having such materials accessible at all times.
- . Find out if any special duties have been assigned to the teacher for whom you are substituting.
- . Take attendance on special cards provided for each child and send cards of absent pupils to main office or nurse's office.
- . Collect lunch money and record purchases. Send record and money to the cafeteria.
- . Correct papers for work assigned and leave them in order on the desk.
- . At the end of the school day, place a note in the teacher's mail box or plan book as a brief report of the work done.
- . Be sure to check regular teacher's mail box at least twice a day and read Bulletin Board for any announcements pertinent to your stay in the school.
- . If a substitute is employed for one teacher for an extended period of time (more than one week), he will find it to his advantage to become familiar with the regular teacher's entire program, including any activities which the teacher may be involved in or sponsor. Also, in cases of extended teaching, attendance at committee meetings and at staff meetings (faculty meetings) is recommended.
- . All special duties assigned to a teacher involving supervision should be carried out by the substitute teacher.
- . Do not hesitate to seek help from a regular teacher, instructional consultant, or principal.

TOPICS OF IMPORTANCE

ACCIDENTS All accidents incurred by pupils of staff should be referred immediately to the school nurse (or the main office if a nurse is not available), regardless of how minor the accident. In the case of an accident to a pupil, the supervising class teacher to whom the pupil is assigned, should see that the pupil immediately receives the services of the nurse, or in the absence of the nurse, first aid. An accident form must be filled out by the teacher or adult witness at the scene of the accident. This form must be signed by the principal and sent to the superintendent. (District First Aid Instructions are listed on page 1A of this handbook)

AIR RAID DRILLS At the present time, air raid drills are given with advance notice from Civil Defense Headquarters or from the school principal. The signal for the shelter drill will be explained to you by the principal. At this signal, the teacher leads the pupils directly to their shelter areas. Become familiar with the procedure in the school in which you substitute.

ATTENDANCE It is extremely important to have accurate attendance taken every day. Find out and follow the procedure used in the particular school in which you are substituting. In all schools, be sure to sign the space marked for Substitute Teachers on the right hand side of the IBM Attendance Registers.

BULLETIN BOARDS For communication from outside as well as within the building, the bulletin board is useful. It is important to check the office bulletin board and the teacher's mail box daily.

BUS DUTY Principals will inform each substitute teacher of the bus regulations in his school.

CLASSROOM MANAGEMENT AND CONTROL The classroom should exemplify democratic living as much as possible. Pupil-teacher relationship should be one of friendliness and cooperation. The classroom atmosphere should be one in which pupils are free from disciplinary pressures, nervous tensions, and fear of punishment. Matters of classroom routine, however, should be properly organized. Freedom for pupils should not be permitted to the point where it interferes with providing an efficient and effective learning situation. Classes are never to be left without teacher supervision. Teachers are responsible for conduct of pupils in their rooms and in the halls in their vicinity. Classes should begin and end promptly.

DISCIPLINE In cases serious enough to require temporary removal of a pupil from the class:

1. Send the pupil to the main office or special office designated for this purpose.

or

2. Send for the principal.

(Administrative regulations regarding Discipline are listed on page 3A of this handbook)

FIRE DRILLS Please read the following directions:

The objective of our fire drills is to train pupils to leave the building in a sudden emergency in the shortest possible time without confusion or panic. We attempt to meet this objective by placing emphasis on the following points:

1. Fire drill direction cards giving specific directions for leaving the building have been placed in each room. Become familiar with the directions in each room in which you teach.
2. Pupils and teachers are not told when fire drills are to be given. They may be given by the Fire Department without knowledge of any person in the school.

3. Whenever the fire bell rings, it should mean just one thing -----
ABSOLUTE SILENCE, FOLLOWED IMMEDIATELY BY AN ORDERLY EXIT FROM THE
BUILDING.
4. Pupils must not return to lockers or homerooms but leave the building
from the room in which they are reciting. (Music room , Art, Gym etc.)
5. Teachers are responsible for discipline in the lines. Allow absolutely
no talking
6. Pupils should walk briskly but never run. There should be two single
lines on each stairway. The stairs in two-story schools are wide enough
to accommodate two lines and much time can be gained.
7. Lines should form outside of the building in the place designated on
the fire drill card and be ready to return on signal in perfect order.
8. It is the responsibility of the teacher to know that all of her pupils
are out of the building. Registers should be taken from the room
during a fire drill and an accurate attendance count taken immediately
outside the building. NOTIFY PRINCIPAL OF ANY MISSING PUPILS IMMEDIATELY !

HOUSEKEEPING An attractive and orderly classroom creates a more pleasant atmos-
phere for teaching and learning. Be sure to leave a neat room at the end of the
day. Put materials away, have desks and boards clean, reading tables arranged,
and teacher's desk orderly. Be sure that all windows are closed and fastened
and that the window shades are drawn to the appropriate level. Turn off lights,
lock door and leave keys in the main office.

MAIL BOXES There is a mail box provided for each teacher for the school staff
in his particular school office. It is advisable for the substitute to check
the teacher's box at least twice a day. Once in the morning and again at noon
time. Also check when you leave the keys in the afternoon.

NOON HOUR LUNCHROOM SUPERVISION The East Irondequoit School District has a closed lunch hour. This means that all children must stay in school for lunch unless a specific request is made by the parents in writing. Our cafeterias are supervised by Lunchroom Aides. Teachers are responsible for seeing that the children arrive at the cafeteria at their assigned time and must also pick them up at the cafeteria according to schedule. Punctuality is essential to a smooth-running lunch program.

PUPILS LEAVING CLASSROOM This should occur only infrequently and never without permission of the teacher. Children who are ill are sent to the nurse's office usually accompanied by another child. Minor injuries are cared for by the nurse or by the elementary teacher or office if the nurse is not available.

TEACHERS TO BE IN ROOMS BEFORE PUPILS Teachers in all schools are to be in their respective rooms before the admission of children in the morning. Children should not be in a classroom without a teacher at any time.

TELEPHONE CALLS Teachers are not to be called to the telephone from their classes by the public or by supervisors. The number of the person calling or a message will be given to the teacher at a time when the classroom work will not be interrupted. During the school hours, the telephone is strictly for school purposes. If a child needs to use the phone, he should have the permission of the principal first; children should be discouraged from using the school phone.

VISITORS It has been found advisable to have all visitors report to the principal's office. Teachers should never excuse a pupil from the building on the request of anyone. Refer such requests to the principal.

GENERAL INFORMATION ON SUBSTITUTE TEACHERS

APPLICATION-- Application for a substitute teaching position may be obtained at the District Administration Building.

CERTIFICATION-- According to the State Education Department there are three types of substitutes. There are listed below, the three categories:

1. Substitutes with valid teaching certificates.
Service may be rendered for any number of days in any number of school districts.
2. Substitutes without valid certificates, but who are completing collegiate study at the rate of not less than six semester hours per year.
Service may be rendered for any number of days in any number of school districts.
3. Substitutes without valid certificates and who are not working toward certification.
Service may be rendered for no more than forty (40) days per school year per school district.

~~SUBSTITUTE~~ LIST Eligible substitutes are placed on the substitute list. Additions and deletions are made on this list each month and are distributed to the building principals. Names will be removed from the list if so requested by the substitute, or if the substitute's services have not been satisfactory.

~~CALLING THE SUBSTITUTE TEACHER~~

1. The principal at each building will have the list of substitutes arranged according to grade level and or subject preference.
2. The principal or school secretary will call the person who is best qualified to fill the position. Whenever possible, substitutes are called to teach in the area for which they are best prepared. Sometimes it is possible to call a substitute the night before the service

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is to be rendered, but the usual case will be a call to the substitute sometime close to 7:00 A.M.

3. How often the substitute is called will depend on the area of preparation, the number of substitutes available, and the past performance of the substitute.

DUTY HOURS Substitutes will be expected to follow the same schedule as the regular class teacher. Please report to the school office before and after your assignment. Those persons substituting in our district for the first time should fill out the Federal Exemption form (W-4) at their first assignment.

PAY The pay for substitute teachers is based on $1/200$ of the starting salary for district teachers. For the school year 1966-67, the salary would be \$27.00 per day. Any part of the day will be apportioned according to the time spent. Pay days for substitutes are the same as for regular teachers, every other Wednesday.

OTHER The number of calls which any substitute receives will generally depend on their past performances, their availability, and the number of grades or subjects in which they have competency.

Substitutes should arrange their early morning schedule so as to be able to leave home on a very short notice. Substitutes are subject to call at any time. However, where possible, calls will be made the night before or by 7:15 am. in the morning. When a substitute teacher is on duty, he should continue in his assignment until officially released by the building principal. In most cases, the principal will know by dismissal time whether the regular teacher is going to return the following day.

RESPONSIBILITIES OF THE SCHOOL TO THE SUBSTITUTE TEACHER

1. The regular teacher's lesson plan book along with the other necessary materials that a substitute would need should be found in the large center drawer of the desk.
 2. The teacher should always leave the pupils seating chart on or in the desk. If seating chart is not used, some other means of naming children should be used.
 3. Instructional Consultants should be instructed in the help that they are expected to give a substitute teacher.
 4. The regular teacher should inform the school office as soon as possible after he or she knows that she will be able to return to regular duty.
 5. The regular teacher should resume her work at the point where the substitute left it, even though it may have varied from what she would have done.
- Coordinating the work of the substitute teacher and the regular teacher will create in the minds of the pupils the impression that the substitute is a vital part of the school program.

It is the responsibility of the school, the teachers and the pupils to create an attitude of helpfulness toward, understanding of, and a respect for the problems of the substitute teacher. It is the goal of the district to see to it that these are carried out.

RESPONSIBILITIES OF THE SUBSTITUTE TEACHER TO THE SCHOOL

1. A substitute teacher who expects to be called to serve in a subject area or grade of her preference should become familiar with the building routines and general policies of the school district. A visit to one of the schools would be helpful so that the methods might be observed and a definite knowledge acquired of the specific techniques, lessons, plans and materials used and the pupil participation in classroom activities. Visits should be arranged by contacting the building principals. Substitute teachers are cautioned to avoid expressing personal opinions concerning what he or she sees in the classroom. Also, professional employees should respect the plans and teaching procedures that each individual makes.
2. The substitute teacher should endeavor so far as possible to preserve the regular routine of the class and to perform all the duties expected of the regular teacher.
3. The substitute teacher should be prompt on arrival. This will make it possible to assemble the materials needed for the day and receive the necessary instructions and directions from the proper authority.
4. The substitute teacher should leave appropriate notes pertaining to the work covered.
5. The substitute teacher should mark, using her discretion and record any assigned work for the day.
6. The substitute teacher should not feel that he or she is merely "filling in" or holding things together. There should be a feeling that the substitute has a definite place in the learning experience. When this attitude prevails cooperation of the student is assured and the morale of the class is preserved.
7. Signature of the substitute should be placed on the IBM register before leaving the building.

ADDITIONAL INFORMATION

Procedures may vary from school to school because of special arrangements for lunch hours, bus dismissals, audio-visual aids, banking, religious instructions, bell schedules and attendance routines. More detailed and specific instructions for such items and additional help may be found from the following sources:

- East Irondequoit Teachers Handbook
Available at Individual schools or Central Office
- Audio-Visual Handbook
Available at some schools
- Individual Building Handbook
- Conference with Building Principal or Instructional Consultant
- Curricula and Courses of Study
Available at Curriculum Library - Central Office
- Selected Textbooks and other material
Available at Curriculum Library - Central Office
- Adult Education Class for Substitute Teachers
Meets first semester of each year at Eastridge High School
- Various In-Service courses and workshops sponsored by the district
Usually open to any interested substitutes

FIRST AID INSTRUCTION

It is possible that a teacher might have to administer to an ill child if an emergency arose and the nurse and principal were missing. It is with this in mind that these helps are given.

Insect Stings:

The bee, hornet or wasp will leave a stinger in the flesh along with venom. Remove the stinger with a tweezer or needle which has been passed through a flame. Wash thoroughly with soap and water and apply cold compress, or ice bag.

An allergic person may have difficulty breathing, in which case medical attention should be obtained immediately.

Burns:

Burns may be treated by immersing in ice water. All burns show much better results by constant irrigation for at least one hour. Irrigation by running water is necessary for all chemical burns.

Convulsions:

Do not try to hold child. Place him on floor or ground, away from everything. If possible, place a wedge of wood between his teeth, but do not force. Allow him to rest quietly on cot after seizure--then send home and advise medical treatment.

Earache:

If child has an elevation of temperature or appears in acute pain, send home and advise that family doctor be consulted.

5. Eye, foreign body:

If the object can be removed with a piece of cotton wet with water, do so. If the foreign body cannot easily be dislodged, refer child and parent to family physician.

6. Fainting:

Place child in head low position, or flat on floor. Give aromatic spirits of ammonia inhalation. Open windows. Keep spectators away so that adequate ventilation can be achieved. Do not move a person who has fainted. Call for nurse.

7. Fractures and Severe Sprains:

Place in comfortable position without moving affected part if possible. Securely immobilize affected part with a splint, making sure the splint goes above and below the injured part. Keep patient warm. Contact parents immediately and have them call their doctor for further instructions. Cold packs or ice packs should be applied to site of fracture or sprain.

8. Hemorrhage:

Apply pressure bandage directly to wound in most cases. In exceptional cases, apply a tourniquet between the wound and the heart, loosening at 15-minute intervals. Elevate part. Have someone call parents and a doctor immediately.

First Aid (con't)

9. Hysteria:

Rest on cot-cold compresses to forehead.

10. Menstrual Pain:

Girls with menstrual pain are not to be permitted to lie down with heat. In as much as there is evidence that adequate exercise prevents cramps, these individuals are to continue their activities or be sent home for medical advice.

11. Nosebleed:

Do NOT let child lie down or tip head back. Grasp nose firmly, pinching lower 3/4" tightly together and HOLD for 5 minutes by the clock. Ice cold packs entirely around the neck (not just on back of neck) are useful as adjuvants.

12. Scratches, minor cuts, abrasions:

Clean with soap and water. Dry with antiseptic gauze. Apply zephiran chloride (antiseptic) with cotton applicator.

13. Stomach ache, Vomiting:

Rest on cot - send home if there is a rise in temperature or if condition persists.

Never leave a sick child unattended.

If, in an emergency, you feel a youngster needs immediate medical attention and the parents cannot be reached, call the family doctor. If he cannot be reached, call the school doctor. If he cannot be reached, send the child to emergency at either the Northside or Genesee Hospital.

Dr. Gerhard Feldman	2233 Clifford Avenue	HU 2-5280
Dr. Duane Walker	490 Titus Avenue	HO 7-8503
Dr. John D. White	No Office	CH 4-5442

School nurses, principals, and the school personnel are constantly being asked to dispense internal medications, such as aspirin tablets, to school children and to school personnel. Compliance with such requests, in addition to being contrary to good health practices, is contrary to statutory regulations as outlined in the Nurse Practice Act, and to provisions of State Education Law.

Under unusual circumstances, when it is necessary for the child to take internal medication during school hours, the nurse may cooperate with the family physician and the parents. If the parent submits a written request to the school authorities and it is accompanied by a written request from the family physician in which he indicates the frequency and dosage of a prescribed medication, then the school nurse may administer this medication during school hours.

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The Board of Education, through the Superintendent of Schools, holds all school personnel responsible for the proper conduct and control of students while under the legal supervision of the school. The Board of Education supports all personnel acting within the framework of district policy. Full support and mutual cooperation shall be expected of all school personnel.

Good discipline should be preventive, rather than corrective. With this thought in mind, the following suggestions for preventive discipline are given:

- Try to like all of your students, those who lack attractive personalities, who belong to minority groups, who are not taking college preparatory work, as well as the charming, the "acceptable", and the gifted.
- Be fair, for children have a keen sense of justice. Don't play favorites.
- Be appreciative of good work and effort. Remember that when you praise a virtue, a vice may disappear.
- Be calm. Never look or act worried, for the class will sense your insecurity and act accordingly. By your calm attitude, you rob unusual episodes of the excitement the instigators hope to enjoy
- Believe in your students. Someone has said: "If you believe people can do better and keep telling them so, they will make a prophet of you."
- Know your students. Equip yourself with knowledge and understanding of each student before problems arise.

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- Get to know as many parents as you can, for they are your partners. When seeking parent's help, approach them in a positive way. Let them know that your goals and theirs are the same--the good of their youngster.

Corporal punishment

Under the law, a teacher has the right to use corporal punishment, providing the Board of Education has no policy to the contrary. (The East Irondequoit School District does not have a policy against the use of corporal punishment; therefore, the State Law applies to this district.)

"The teacher's right to use corporal punishment for the purpose of restraining and correcting pupils in attendance at school is recognized under the law as that of the parent or guardian. This principle is frequently called 'in loco parentis'. Corporal punishment as a means of discipline, however, must be reasonable in manner and moderate in degree."

Section 246 - Penal Law
William J. Hageny - Handbook on New York State Education Law 1962 Revision - page 47

Despite the above legal provisions, the East Irondequoit
S
School District discourages the use of corporal punishment. (This includes paddling, slapping, or forcing the child to pass among his own colleagues, who would be instructed to paddle him.)

Any case which requires severe disciplinary action should have reached the building principal long before such punishment is necessary.

In all cases where corporal punishment is used, the instance should be reported immediately to the building principal, in writing, by the person administering the punishment. Such reports shall contain full details, date, pupil's name, cause of punishment, and type of punishment. This report should be forwarded to

the superintendent through the building principal as soon as possible.

Other questionable disciplinary practices:

1. Sarcasm or public reprimands usually defeat the purpose.
2. Constant reprimands, scoldings, or threats soon lose their meaning.
3. Punishment of an entire group when the offender cannot be located is discouraged.
4. In no case should an academic mark be reduced as a disciplinary measure.
5. Assignment of extra work as a disciplinary measure frequently has the result of instilling in youngsters a general feeling that homework is a form of punishment.

CODE OF ETHICS
OF
EAST IRONDEQUOIT CENTRAL SCHOOL DISTRICT NO. 1

Preamble:

We of the teaching profession acknowledge the scope of our responsibilities. As educators we engage ourselves, individually and as an association, to judge our colleagues and to be judged by them in accordance with the provisions of this code of ethical standards.

I. Relation of the members of the teaching profession to the student.

1. Be fair and consistent with each student.
2. Respect the right of the student to be heard.
3. Withhold confidential information about a student unless its release serves a professional purpose.
4. Refrain from commenting unfavorably about a student or his work.
5. Conduct conferences with or concerning students in an appropriate place and manner.
6. Avoid exploiting our professional relationship with any student.
7. Render extra help as necessary but tutor only in accordance with officially approved policies.
8. Inform Pupil Personnel Services of students needing special attention.

II. Relation of the members of the teaching profession to their profession.

1. Recognize that a profession must accept responsibility for the conduct of its members.
2. Participate and conduct ourselves in a responsible manner as our own conduct may be regarded as representative.
3. Cooperate in the selective recruitment of prospective teachers.
4. Cooperate in the orientation of student teachers and those teachers new to the system.
5. Refrain from assigning professional duties to non-professional personnel.
6. Assure just and equitable treatment to all members of the profession.
7. Support any member who is unjustly accused or mistreated.
8. A member, upon request, must be provided with a reason for administrative recommendations relative to a change of status considered detrimental by the member.
9. Make appropriate use of time specified for professional purposes.

OF ETHICS (con't)

- 10. Interpret and use the writings of others and the findings of educational research with intellectual honesty.
- 11. Base our public criticism of education on valid assumptions.
- 12. Represent honestly our professional qualifications and identify ourselves only with reputable educational institutions.
- 13. Respond accurately and promptly to requests for evaluations of colleagues seeking professional positions.
- 14. Provide applicants seeking information about a position with an honest description of the assignment, the conditions of work, and related matters.

II
 . Relation of the members of the teaching profession to professional employment practices.

- 1. Apply for or offer a position on the basis of professional and legal qualifications.
- 2. Apply for a specific position only when it is known to be vacant and refrain from commenting adversely about other candidates.
- 3. Fill no vacancy except where the terms, conditions, policies, and practices permit the exercise of our professional judgment.
- 4. Adhere to the conditions of a contract or to the terms of an appointment until either has been terminated legally or by mutual consent.
- 5. Give prompt notice of any change in availability of service or in change in position.
- 6. Conduct professional business through the recognized educational and professional channels.

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EAST IRONDEQUOIT CENTRAL SCHOOL DISTRICT NO. 1

SCHOOL CALENDAR FOR 1966-67

	Teaching Days
September	18
Tues. Sept. 6.....Teachers Workshop	
Wed. Sept. 7.....School opens ($\frac{1}{2}$ day)	
October.....	19
Wed. Oct. 12.....Columbus Day - No school	
Fri. Oct. 21.....State Regional Teachers Conference - No school	
November.....	18
Tues. Nov. 8Workshop for teachers - No school	
Fri. Nov. 11.....Veterans Day - No school	
Wed. Nov. 23.....School closes after half-day session	
Thurs. Nov. 24 and	
Fri. Nov. 25.....Thanksgiving Recess - No school	
December.....	15
Thurs. Dec. 22 through	
Mon. Jan. 2..... Christmas Recess - No school (School closes at end of day's session on Wednesday, Dec. 21 and opens Tues. Jan. 3)	
January.....	21
Mon. Jan. 2.....Last day of Christmas Recess - No school	
February.....	18
Mon. Feb. 13 and	
Tues. Feb. 14.....Winter Recess - No school	
March.....	15
Fri. Mar. 3.....Teachers Workshop - No school	
Thurs. Mar. 23 through	
Fri. Mar. 31.....Spring Recess - No school (School closes at end of day's session on Wednesday, March 22 and opens Monday, April 3)	
April	20
May	21
Mon. May 29 and	
Tues. May 30 Memorial Day Observance - No school	
June	17
Fri. June 23 School closes at end of day	
Sun. June 25 Commencement	

Teaching days

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STATE LAWS REGARDING DRILLS

FIRE DRILLS

EDUCATION LAW NO. 807

"Such drills (fire) shall be held at least twelve times in each school year, eight of which required drills shall be held between September first and December first of each such year."

BUS DRILLS

EDUCATION LAW NO. 3623

"The Commissioner shall also establish and provide for the enforcement of rules and regulations requiring emergency drills to be conducted on all school buses. A minimum of three such emergency drills shall be had on each school bus during the school year, the first to be conducted during the first week of the fall term."

CIVIL DEFENSE DRILLS

STATE CIVIL DEFENSE COMMISSION POLICY

All schools should hold at least three air raid shelter drills during the school year. At least one of these drills should be held prior to December 31st. These drills are in addition to the regular fire drills.



A TEACHERS CREED

I believe in children and youth as the hope of the future, for us and for all men everywhere. I will so live with young people day by day, that they will catch the spirit of universal brotherhood and make it a world-wide reality. Each day I will try to add richness and beauty to my own living in order to enrich the lives of others.

I believe in teaching that helps each student become his best self: physically, mentally, emotionally, socially, and spiritually. For such teaching I must keep myself physically fit, mentally alert and growing, emotionally poised and vibrant, socially aware of my responsibility to live understandingly, honorably, and generously with my fellow men, and spiritually attuned to uplifting and inspiring influences.

I believe in democracy as the most desirable way of life and will strive to help youth practice democracy in daily living at home, in school, and in all social contacts. I will emphasize these principles of democratic living: consideration for the rights, obligations, abilities, and property of others; respect for the dignity and worth of the individual; intelligent participation in planning and carrying on group activities; cooperative striving toward goals agreed upon; respect for worthy leadership and democratically established authority; responsibility for one's self and for the welfare of all mankind.

I believe in education as basic to a democratic society. Through education, democratic institutions and processes can be continuously improved and strengthened. I accept the awesome and compelling challenge of the world situation and pledge my teaching service to the builders of a better world.

F I L M S T R I P S

One of the most valuable visual aids is the filmstrip. It has the advantages of being easy to set up, can be used in any classroom with or without a screen, is flexible, and may be geared to the speed of the group.

A suggested procedure for using might be:

1. Preview

2. Determine applicability

- a. Will it do the job better than any other medium?
- b. What purpose do I have in mind in using it?
- c. Is the content satisfactory?
- d. Will I use all frames, a few frames, or one frame to achieve my objective?

3. Preparation procedures

- a. Provide for orientation, introduction, and close tie-up with previous work and experiences of the pupils so that they will see a reason for using this tool.
- b. Will you use this tool in introducing, discussing, or examining a topic?
- c. Devise questions that you will ask the class during the presentation stage.
- d. Formulate clear-cut statements as to what students should look for in the visual tool.

4. Presenting the lesson

- a. Introduce the filmstrip.
- b. Bring out just why this tool is being used.
- c. Tell what you want the class to get out of it.
- d. Use manual if one is available.
- e. Ask questions relative to content. Use additional tools at this point to clear up and amplify.
- f. You may wish to run the filmstrip, or parts of it, through a second or third time to clarify and correct errors.

5. Applying the lesson

- a. If it deals with making something, practice it.
- b. If it deals with factual presentation, then follow through with discussions, essays, talks, library references, etc.

6. Examination

- a. Written, oral, or performance.
- b. Objective tests are particularly desirable.

7. Discussion

- a. After first six stages are completed, have discussion to correct errors and tie the lesson together as a whole.

The Teacher

The duties and responsibilities of a teacher fall into four groups.

1. Duties to students

- a. To make clear, definite assignments.
- b. To speed the learning process as much as possible without sacrificing thorough learning or satisfactory student performance.
- c. To make learning easier by knowing, and using, the most effective teaching techniques.
- d. To strive for student understanding in each lesson that is taught.
- e. To give conscientious attention to the grading of all work done by each student, and to report grades promptly.
- f. To develop favorable attitudes toward work by personal influence and example.
- g. To develop efficient study habits and work habits.
- h. To develop students who are "safety-conscious".
- i. To develop students with a deep sense of patriotism.
- j. To be firm, but fair, in all matters of discipline.
- k. To conduct instructional activities democratically.
- l. To foster democratic ideals.
- m. To be alert to the physical, mental, and social needs of individual children.
- n. To develop the right social attitudes, such as courtesy.

2. Duties to the Administration

- a. To interpret administrative policies correctly and support them loyally.
- b. To stay within proper channels of communication in all official matters.
- c. To use time, materials, and supplies economically.
- d. To teach completely and thoroughly all topics listed in the syllabus of instruction.
- e. To keep up-to-date on changes and late developments in the subject being taught.
- f. To turn in all reports promptly, making sure that they are accurate.
- g. To guard against the loss or abuse of equipment.

3. Duties to his profession

- a. To set an example of workmanship and character which students will be proud to follow.
- b. To maintain a professional attitude toward his work.
- c. To retain the dignity appropriate to his position.
- d. To keep physically and mentally fit.
- e. To cooperate with his fellow workers.
- f. To frequently revise and improve his instructional materials and methods.
- g. To show respect for the opinions of those with whom he comes in contact.
- h. To exercise his responsibilities to his community as a citizen.
- i. To maintain active membership in his professional organizations.

4. Duties to parents

- a. Reporting progress of their children.
- b. Cooperating in health matters.
- c. Discussing behavior problems.

LOCAL COURSES OF STUDY

<u>Subject Area</u>	<u>Date of Last Review</u>
<u>ELEMENTARY</u>	
Art 1 - 6	1956
English K - 12	1960
Handwriting 1 - 6	1960
Kindergarten Guide	1962
Library Scope and Sequence K - 6	1962
Math K - 6	1961
Music 1 - 6	1960
Reading - Standardized and Informal Tests	1962
Science, 3 - 6	1962
Science - Air - 1 - 6	1961
Social Studies Units K - 6	1962
Social Studies - Developing Map Skills	1961
<u>JUNIOR HIGH SCHOOL</u>	
ART	
Art 7 III	1962
ENGLISH	
English 7 III	1962
Handbook for Teachers	1962
FOREIGN LANGUAGE	
Teacher's Guide for Teaching and Testing	1962
INDUSTRIAL ARTS	
Industrial Arts (wood) 7 & 8	1960
Industrial Arts (ceramics) 7 & 8	1960
Industrial Arts Comprehensive Shops 7 & 8	1962
Teacher Reference Booklet on Textiles	1962
MATHEMATICS	
The Metric System	1962
Deriving Formulas From Given Formulas	1962
An Introduction to the Common Sense of Algebra	1962
A Brief Study of Symmetry, Similarity and Congruence	1962
7 I	1960
7 II	1961
8 II	1960
8 III	1961
MUSIC	
General Music 7 III	1962
SCIENCE	
General Science 7 II	1961
General Science 8 II	1961
SOCIAL STUDIES	
7 I	1962
8 I	1961

Local Courses of Study (con't)

SENIOR HIGH SCHOOL

BUSINESS EDUCATION

Manual for Retailing Students 1962

ENGLISH

English Curr. I 1962
 English 9 II 1960
 English 9 III 1962
 English 10 II 1960
 English 10 III 1962
 English 11 III 1962
 English 11 III (retyped only) Honors 1962

FOREIGN LANGUAGE

Spanish II Special, Curr. I 1962
 Spanish III Special, Curr. III 1962
 French II and III Special, Curr. I 1962

HUMANITIES

Society and the Arts 1962

MATHEMATICS

General Math 9 1961
 Elementary Algebra 9 I 1961
 General Math 10 (Shop Math) 1960

PHYSICAL EDUCATION

Physical Education 9 - 12 1962

SCIENCE

General Science, 9th year 1962
 Biology 10 III 1962
 Physical Science, 12th year 1962

SOCIAL STUDIES

Economic World, 9 I 1962
 Economic World, 9 III 1962
 World History, 10 I 1962
 World History, 10 III 1961
 American History, 11 I 1962
 American History, 11 III 1961
 Economics 12 1960
 Problems of Democracy 12 1960

TEACHING UNITS

<u>Subject Area</u>	<u>Date of Last Review</u>
Math Unit K-6: The Teacher Helps the Pupil Solve Arithmetic Problems	1961
Reading Units: K-6	1961
Science Unit: Air, 1-6	1961
Comparison of Content Areas, 4-6	1961
The Earth and the Universe, 1-6	1961
Matter, Molecules and Energy, 1-6	1961
Social Studies: Developing Map Skills	1961

OTHER CURRICULAR AIDS

General Math 9	1961
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PHILOSOPHY OF EDUCATION
East Irondequoit Central School District No. 1

The objectives of our educational program are:

1. To implement the process of acquiring knowledge and at the same time encourage the highest development of the unique abilities of each individual.
2. To foster physical and mental health as well as an appreciation of these assets.
3. To develop pride and faith in the democratic way of life and to instill a desire to participate in its evolution.
4. To develop appreciation and understanding of our cultural heritage.
5. To lay the foundation for economic independence and to promote, where possible, opportunities for the practical application of related skills and concepts.
6. To establish morally acceptable standards which recognize excellence in all fields of endeavor.
7. To promote the realization that while factors of environment and heredity are at work in every situation the individual must be basically responsible for achieving to the limits of his own capacity.
8. To develop an appreciation of human dignity and the worth of all men in this global age.

Philosophy of Education (cont) Page -2-

To achieve these objectives:

Thus, The community should provide -

1. A high caliber teaching staff supported by effective administrative and supervisory and non-instructional staffs.
2. Adequate facilities for a comprehensive program.
3. Support and development of cultural offerings.
4. Active leadership and individual participation which foster an understanding of the educational process.
5. Recognition of the professional role of the teacher.
6. An atmosphere of spiritual and moral values.
7. Community resources which supplement the formal in-school program.

The staff should contribute -

1. Personal examples of good moral character, of respect for learning, and of responsible citizenship based upon a sincere patriotism.
2. Professional skills in subject fields and in methods of teaching.
3. Teaching which includes the best elements from the old and the most promising from the new schools of educational thought.
4. An understanding of this changing world and its implications for education.
5. An effective environment for the development of superior standards.
6. An understanding attitude toward each student which will build mutual respect.
7. Guidance in the development of a realistic concept of self in each pupil.
8. Willingness to grow professionally in the above areas of experience.

The pupil should demonstrate -

1. Willingness to meet the responsibility of learning.
2. Appropriate personal standards with an open-mindedness that permits change in the light of best evidence.
3. A basic self-discipline, as evidenced by acceptable behavior patterns.
4. An awareness that rights and privileges are accompanied by responsibilities.
5. Efforts to become healthy in body and mind, with wholesome feelings toward himself and other people.
6. Personal energy and desire to develop those skills which will provide a good foundation for his economic independence.
7. Active participation in the democratic process to preserve and strengthen our American way of life.
8. A respect for the worth of all men regardless of race, creed or color.