

Welcome to Substitute Teacher Orientation

Wednesday, August 27, 2025
Brewster Central School District



Agenda



01

Who's Who?

- Stephen P. Hancock, Asst. Supt for Human Resources
- Mr. Paul George, BTA President
- Mr. Larry Maslak, Substitute Teachers Union President

02

Getting to Know Brewster CSD

- Our WHY
- Vision 2026
- Student Demographics

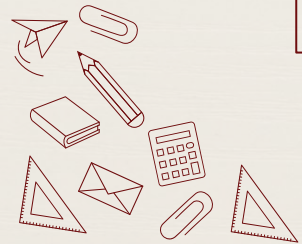
03

Safety & Security

- S.H.E.L.L
- B.E.A.R.S

04

Substitute Contract & Handbook



Agenda



05

Tips & Tricks

Strategies to help you be successful in your role

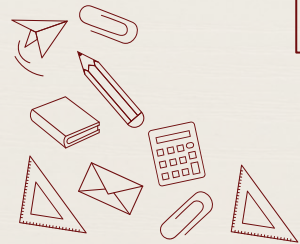
06


Q and A

What questions/thoughts do you have?

07

Lunch





THANK YOU, SUBSTITUTE TEACHERS

WE APPRECIATE ALL THAT YOU DO.



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01

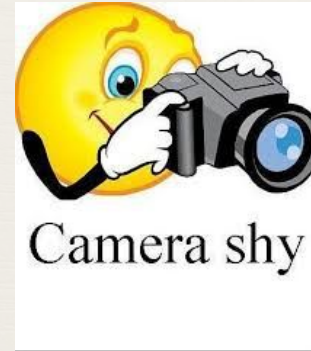
Who's Who?

Union Representatives



Paul George

BTA President



Larry Maslak

Substitute Teachers Union President



District Office Team



Dr. Michelle Gosh

Superintendent



Maggie Andriello

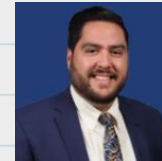
Asst. Supt. for CIA



VICTOR

Karlsson

Asst. Supt. for Finance
& Operations



Dr. Stephen Hancock

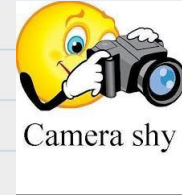
Asst. Supt. for Human
Resources



Our Principal Team



John Conroy



Paul Stellacci



Carlos Rodriguez

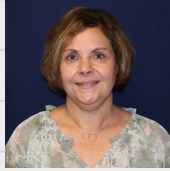


Nichole Horler

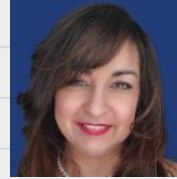
Human Resources & Payroll



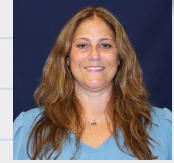
Alisa Ferrara
Certified Staff



Andrea Colombo
Classified Staff



**Jennie Alvarado
Gonzalez**
Attendance



Aliza Trupia
Health Benefits
Assistant



Matt Wenz
School Business Administrator



**Michèle
Kolhoss**
Payroll Clerk

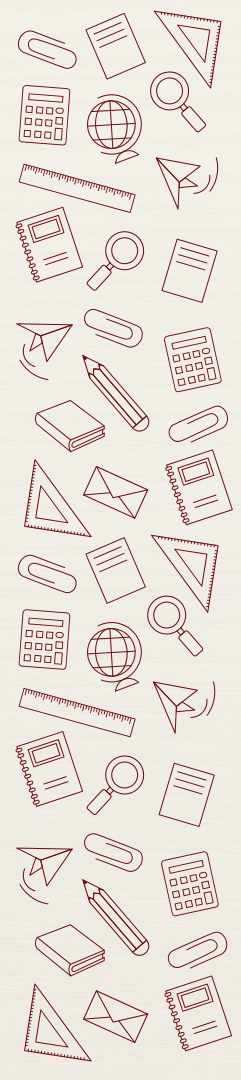


Shona Beal
Payroll Clerk

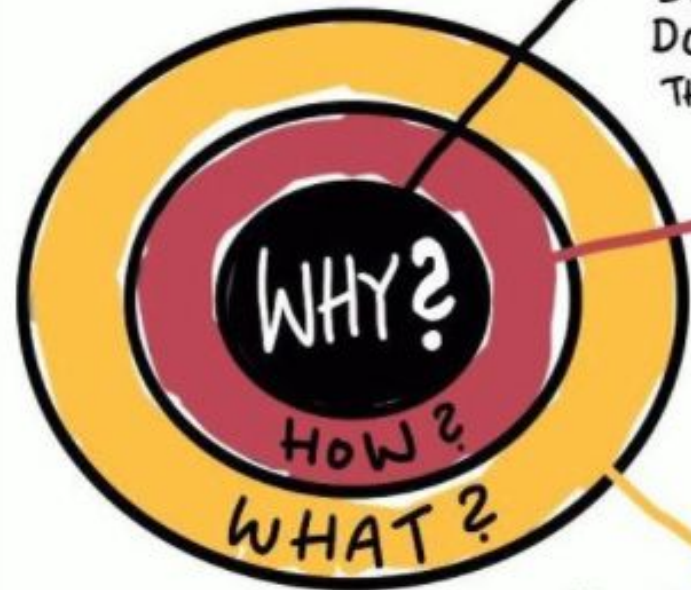
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02

Getting to Know the Brewster CSD



GOLDEN CIRCLE



WHY DO YOU DO WHAT YOU DO? WHAT'S THE PURPOSE?

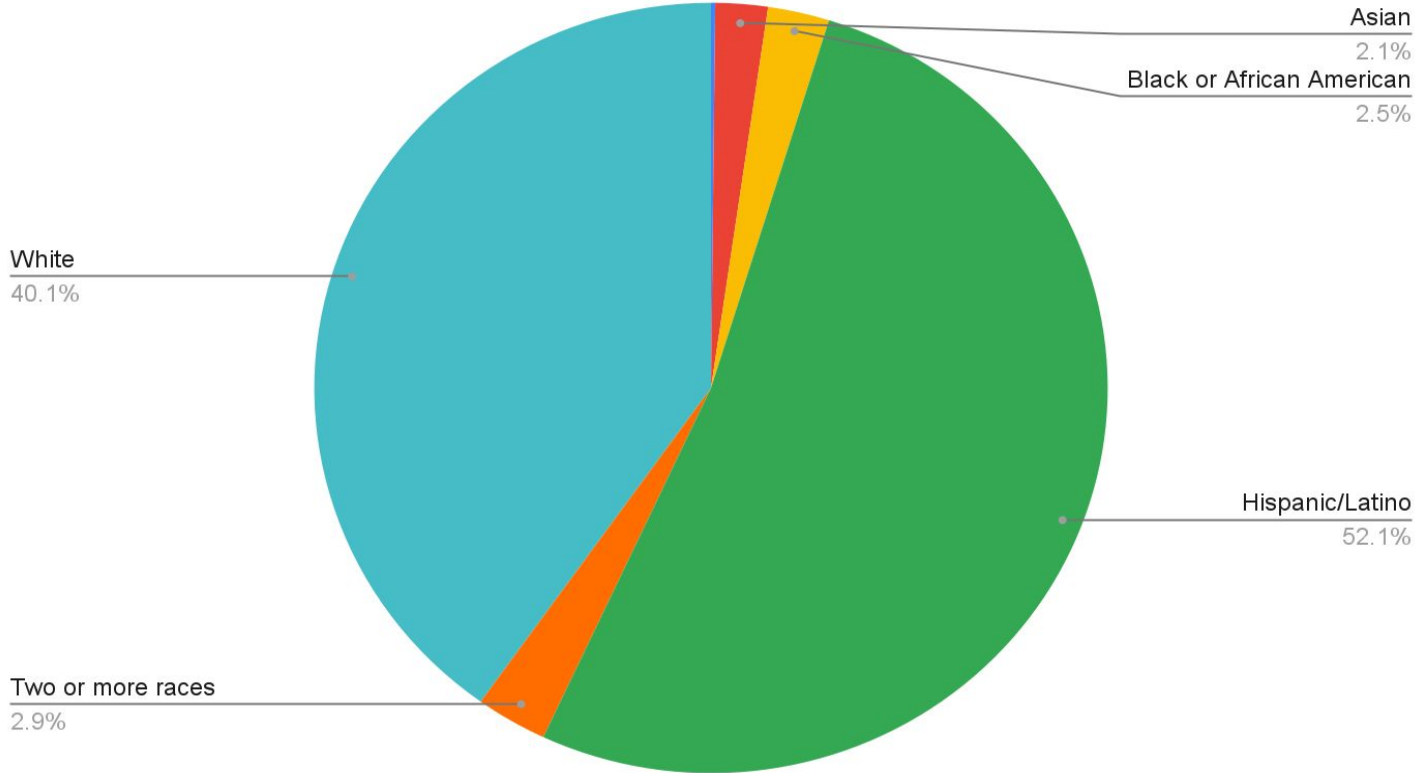
HOW DO YOU DO WHAT YOU DO?

WHAT DO YOU DO?

IDEA: SIMON SINEK

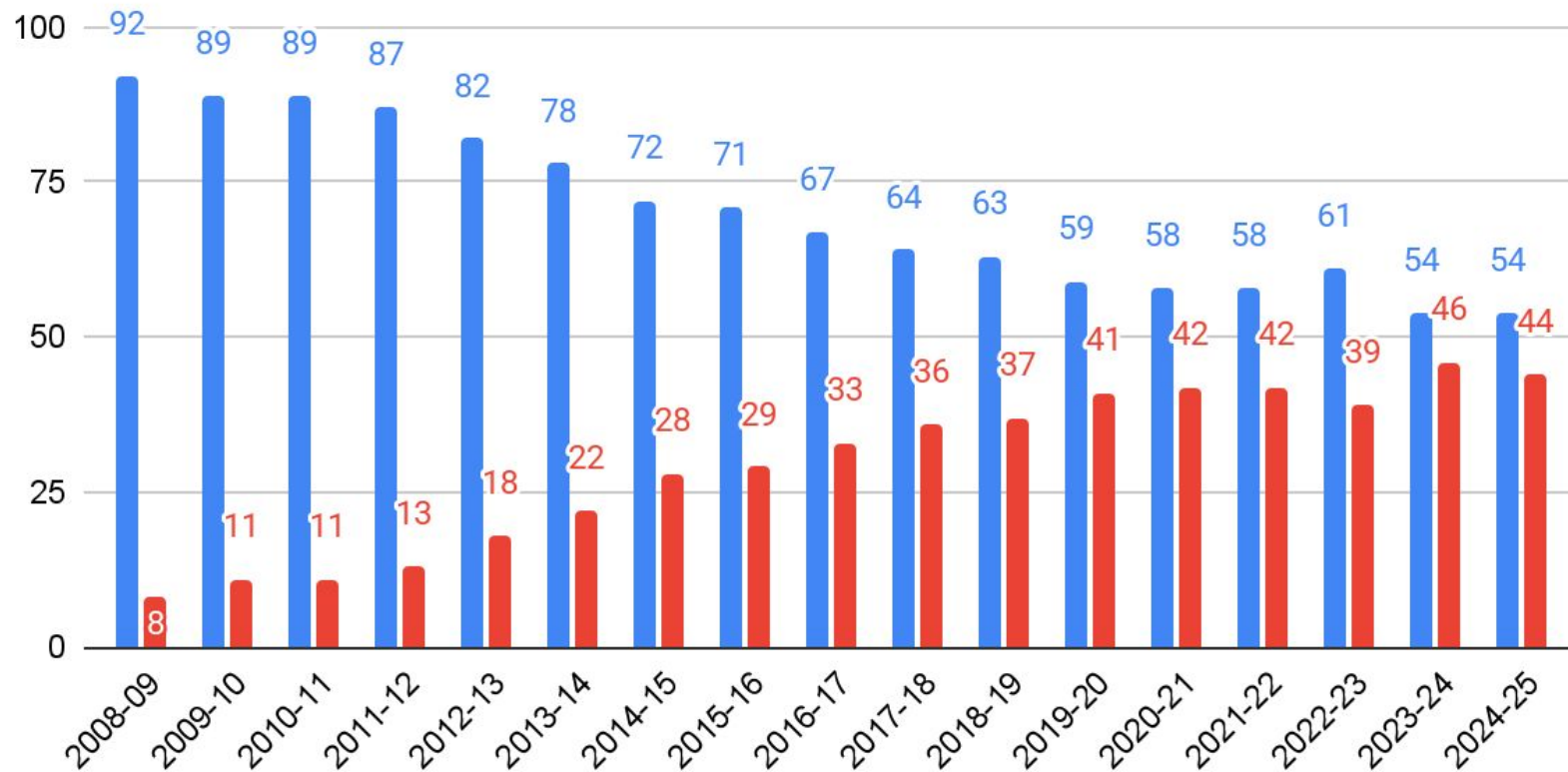


2024-2025 Demographics

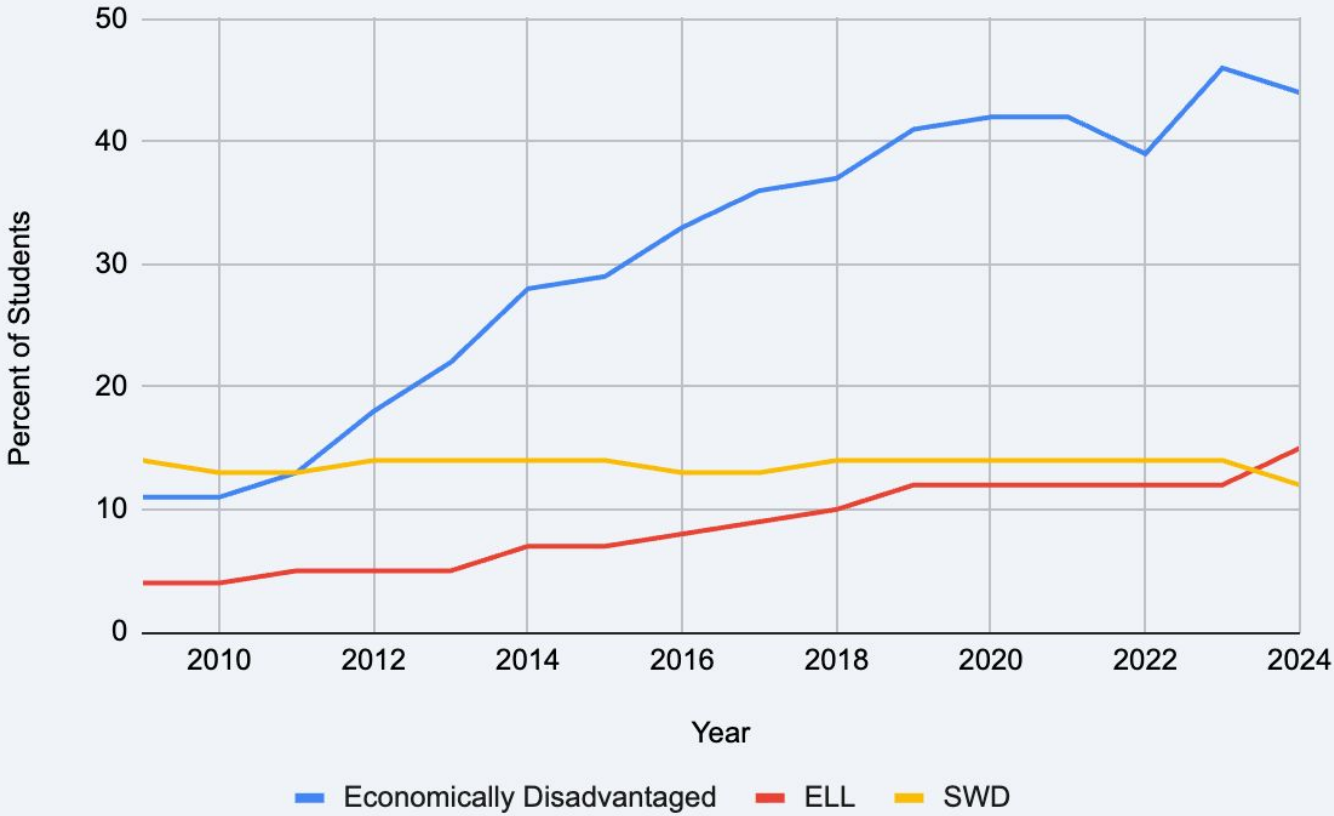


Percentage Non-Poverty and Poverty

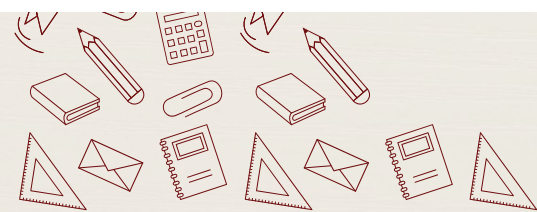
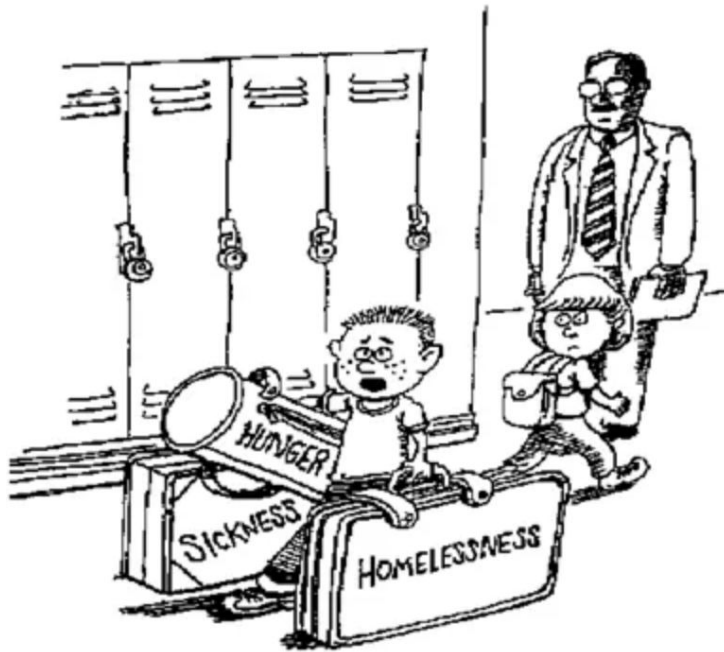
■ Non-Economically Disadvantaged ■ Economically Disadvantaged



Trends of Economically Disadvantaged, ELL, and SWD Over Time



“Could someone help me with these?
I’m late for math class.”





Turn and Talk

What did you already know?

What surprised you?

How does this relate/impact your work as a substitute teacher?

What support do you need?



Vision 2026



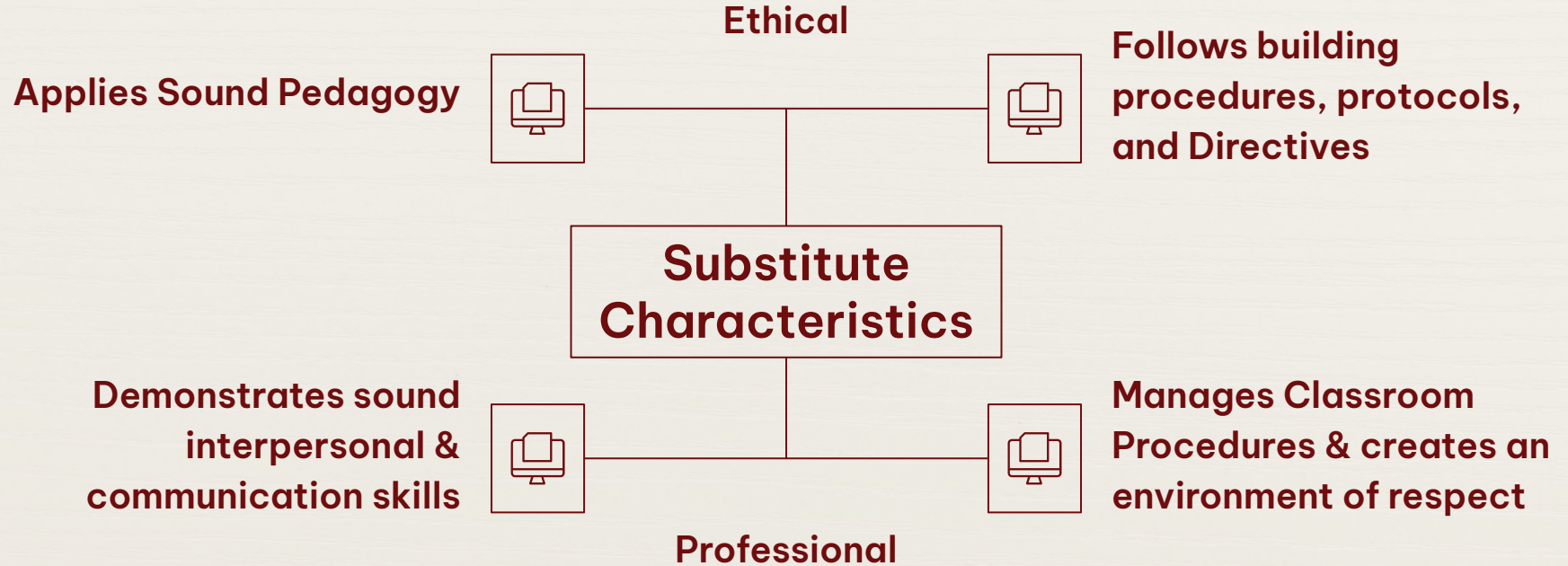
MISSION

The mission of BCSD, the unifying center of a diverse community that embraces, engages and supports every student, is to **educate, inspire, and create multiple pathways for success** that foster responsible and impactful global citizens through the use of **authentic and dynamic learning experiences** that instill intellectual risk-taking, critical and creative thinking, and nurture student well-being in partnership with school, home and the community.

BELIEFS

BCSD believes that learning is iterative; that **students are not defined by a test score**; that all students should be supported and guided towards achieving their full potential; that diversity should be embraced; that **equity** ensures students have access to opportunities to pursue their version of success; that mental, emotional and physical health are necessary for optimal learning; that all students should be known, affirmed and safe; that **strong relationships** are essential to student success; that developing student sense of self and voice is essential; and that a strong home, school and **community partnership** is key to supporting every student.

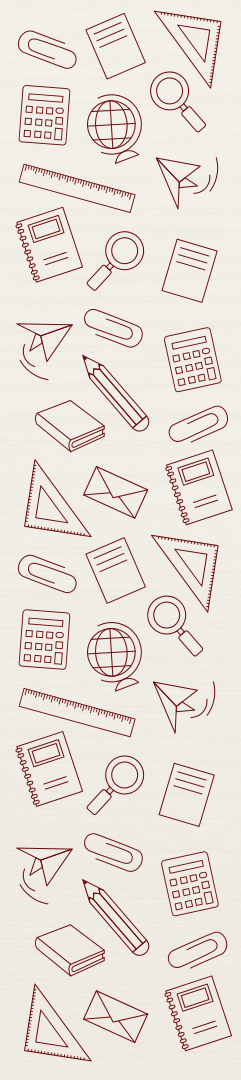
Your Success Is Our Success!



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03

Safety & Security



Emergency Response Procedure

SHELL

- Shelter In Place
- Hold in Place
- Evacuate
- Lockout
- Lockdown

EMERGENCY Response

Insert Legal School Name

Insert 911 Address

<u>Shelter-in-Place</u>	<u>Hold-In-Place</u>	<u>Evacuate</u>	<u>Lockout</u>	<u>Lockdown</u>
<p>Used to shelter students and staff inside the building.</p> <ul style="list-style-type: none"> • Listen for instructions about the situation and your actions. • Students in hallways should return to assigned classroom, if possible. • Classroom teachers, take attendance. • All other staff assist students, as needed. • Move away from windows, if situation warrants. • If instructed, move out of classroom to designated safe area. Stay together at all times. • Take Attendance. • Listen for updates. 	<p>Used to limit movement of students and staff while dealing with short term emergencies.</p> <ul style="list-style-type: none"> • Listen for instructions about the situation and your actions. • Students in hallways should return to assigned classroom, if possible. • Classroom teachers, take attendance. • All other staff assist students, as needed. • Listen for updates. 	<p>Used to evacuate students and staff from the building.</p> <ul style="list-style-type: none"> • Listen for instructions about the situation and your actions. • Lead students to designated assembly or announced assembly area. Use secondary route, if necessary. • Bring attendance list and class roster. • Close the classroom door after exiting. • Take attendance when safe to do so. • If evacuating off site, take attendance before moving from and upon arrival at off site location. • Listen for Updates. 	<p>Used to secure school buildings and grounds during incidents that pose an imminent concern outside of the school.</p> <ul style="list-style-type: none"> • Listen for instructions regarding the situation and your actions. • Lock all exterior windows. • Leave blinds/lights as they are. • Take Attendance. • After initial instructions listen for updates. • Classroom instruction continues as normal. • All outdoor activities are terminated. • Listen for updates. 	<p>Used to secure school buildings and grounds during incidents that pose an immediate threat of violence in or around the school.</p> <ul style="list-style-type: none"> • When you hear lockdown announced, you should move quickly to execute the following actions. • If safe, gather students from hallways and common areas near your classroom. • Lock your door. Barricade if necessary. • Move students to a safe area in the classroom out of sight of the door. • Leave windows, blinds/lights as they are. • Keep everyone quiet, silence cell phones. • Take attendance, if possible. • Do not communicate through door or answer room phone. • Do not respond to P.A. announcements or fire alarm. • Stay hidden until physically released by law enforcement personnel.



Shelter In Place

- Usually for weather-related incidents.
- Listen for instructions about the situation and your actions.
- Students in hallways should return to assigned classroom, if possible.
- Classroom teachers, take attendance
- All other staff assist students, as needed.
- Move away from windows, if situation warrants.
- If instructed, move out of classroom to designated safe area.
- Stay together at all times.
- Take attendance.
- Listen for updates.

Hold in Place

- Usually for medical-related incidents & need to keep hallways clear.
- Listen for instructions about the situation and your actions.
- Students in hallways should return to assigned classroom, if possible.
- Classroom teachers, take attendance.
- All other staff assist students, as needed.
- Listen for updates.

Evacuate

- Fire drills
- Listen for instructions about the situation and your actions.
- Lead students to designated assembly or announced assembly area.
- Use secondary route, if necessary.
- Bring attendance list and class roster.
- Close the classroom door after exiting.
- Take attendance when safe to do so.
- If evacuating off site, take attendance before moving from and upon arrival at off site location.
- Listen for Updates.

Lockout

- Threat outside of building i.e. a bear, police activity, etc.
- Listen for instructions regarding the situation and your actions.
- Lock all exterior windows.
- Leave blinds/lights as they are.
- Take Attendance.
- After initial instructions listen for updates.
- Classroom instruction continues as normal.
- All outdoor activities are terminated.
- Listen for updates.

Lockdown

- When you hear lockdown announced, you should move quickly to execute the following actions.
- If safe, gather students from hallways and common areas near
- your classroom.
- Lock your door. Barricade **IS** necessary.
- Move students to a safe area in the classroom out of site of the door.
- Leave windows, blinds/lights as they are.
- Keep everyone quiet, **SILENCE CELL PHONES.**
- Take attendance, if possible.
- Do not communicate through door or answer room phone.
- Do not respond to P.A. announcements or fire alarm.
- Stay hidden until physically released by law enforcement personnel.

Lockdown Hardening

BEARS

- Acronym for actions that can be taken during a Lockdown in order to increase survivability during an active threat inside of our buildings.
- Up until now, we have trained our faculty, staff and students to lock the door and hide in a corner
- **LOCKDOWN IS NOT ENOUGH**
- **B – Barricade**
- **E – Evacuate**
- **A – Advise**
- **R – React**
- **S – Silence**
- This is not to be used as a step-by-step method

Barricade

- If you are forced to remain inside of the building during an active threat
- This should be done in all rooms regardless of type
- Inward opening interior doors to be barricaded with tables, chairs, filing cabinets, etc.
- Outward opening doors to be tied closed

Evacuate

- If you know that the threat is in another part of the building
- If you *reasonably* believe it is safe to evacuate
- If you are already outside the building (i.e. gym class, Envi. Sci., Recess)- DO NOT COME BACK IN.
- Classrooms with exterior doors (chorus/band, Kindergarten)
- Get to a SAFE location, then notify 911.

Advise

- Relay information that may be helpful to mitigate the threat
- During a Lockdown, any information that can be relayed to 911 about the event
- IF YOU SEE SOMETHING, SAY SOMETHING

React

- What do you do if confronted with an armed threat?
- Distract
- Rush
- Defend

Silence

- Silence your cell phone
- It is unreasonable to expect anyone to turn off their phone
- By silencing your phone, you can still use it to communicate (advise) without a sound
 - Call 911 and just let them listen to background noises.

Other Important Info:

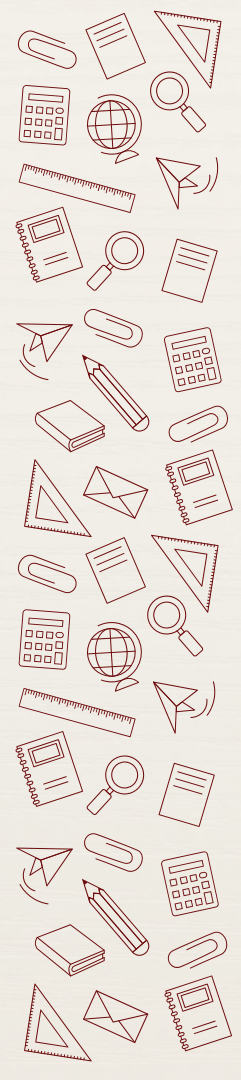
- **AED** Locations
 - KNOW WHERE THEY ARE
 - Main Lobby
 - Nurse's Office
 - Consider taking a CPR Class!



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04

Substitute Teacher Handbook & Contract





Getting Substitute Jobs - AESOP

Brewster Central School District utilizes an automated service that will greatly simplify and streamline the process of notifying you when your services are needed in the District. This service utilizes both the Phone and the Internet to assist you in locating Jobs in the School District for which you work.

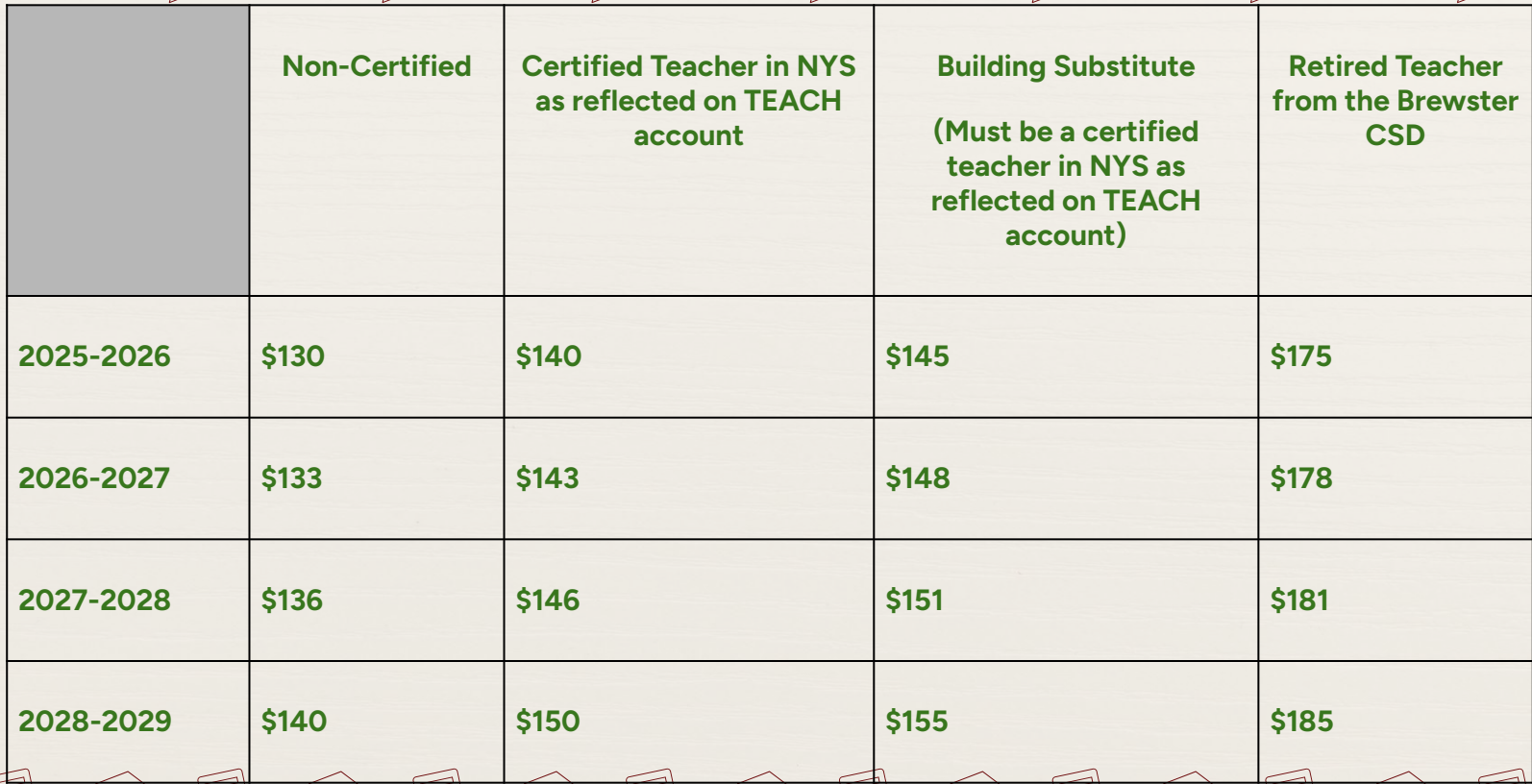
You will then be prompted to either accept or reject the assignment. You will also have the option to reject the assignment as well as all future calls for jobs on the day of the particular assignment. If you accept, the system will issue you a confirmation number that you might need in the event of a follow-up inquiry. Please remember that you have not *accepted the job until you receive a confirmation number.

Things to note:

You may contact the system to search for available jobs 24 hours a day, 7 days a week on the [Internet](#) or on the phone at 1-800-942-3767 (1-800-94-AESOP)

**Your sub. assignment is subject to change when you arrive at the school you accepted the job for.*





	Non-Certified	Certified Teacher in NYS as reflected on TEACH account	Building Substitute (Must be a certified teacher in NYS as reflected on TEACH account)	Retired Teacher from the Brewster CSD
2025-2026	\$130	\$140	\$145	\$175
2026-2027	\$133	\$143	\$148	\$178
2027-2028	\$136	\$146	\$151	\$181
2028-2029	\$140	\$150	\$155	\$185



Who to Contact



Alisa Ferrara

Clerical Support for the
Assistant Superintendent for
Human Resources

Email - aferrara@brewsterschools.org
Ext. 6118



Building Clerical

For building specific sub.
assignment questions



Payroll

Shona Beal or
Michele Kolhossor

Email - sbeal@brewsterschools.org
mkolhossor@brewsterschools.org
Ext. 6126



General Duties & Responsibilities

- ❑ **Report to the Main Office** of the school and identify yourself as a substitute teacher and your assignment for that day to the office staff. It is **highly recommended that you report at least fifteen to twenty minutes before the start of the school day** to review your schedule and assignment for that day. Please note the starting time of the school you are assigned to as starting times vary from school to school. A list of starting times for each building can be in the front of this handbook.
- ❑ **Familiarize yourself with the school building.** Locate the main office, the student cafeteria, and the restrooms.
- ❑ Become acquainted with district and building procedures including drill procedures such as fire, safety, and shelter. **Locate the exits nearest the classroom where you will be working.**
- ❑ **Be prepared** to assume the schedule and duties of the teacher you are substituting for including morning assignments, attendance, etc.
- ❑ **Review the day's schedule and lesson plans prior to the start of school.** While it is expected that the teacher's lesson plans and instructions will be followed, substitute teachers are encouraged to enrich each lesson with appropriate materials and knowledge of their own.
- ❑ **Check dismissal procedures before the end of the day,** (i.e. bus numbers, pick-up information, parent notes.)
- ❑ **You must complete and sign a payroll timesheet.** Substitute teachers must sign out and return I.D. /key badges on a daily basis.

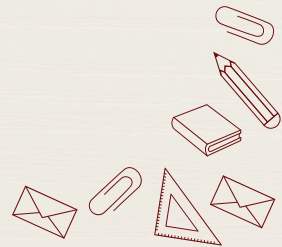




Teaching Load


Article II

- A. The teaching/duty load for an **elementary substitute teacher shall not differ from the normal teaching/duty schedule of a regular teacher**, except in circumstances where the regular teacher has no duty assignment (as could be the case with building liaisons, grade chairs, or the BTA president). **Secondary substitute teachers shall be assigned six (6) periods and shall be provided at least a thirty-minute lunch.** In the event the District adopts a drop rotation schedule in any of the schools, a committee shall convene to negotiate possible modifications to Article II and any other relevant articles.
- B. **Substitutes will accept one (1) additional teaching or duty assignments at the discretion of the building principal.** Substitutes may voluntarily agree to accept a second additional teaching or duty assignment. In such circumstances, the substitute will receive added per diem compensation of thirty (30) dollars for each additional teaching period/assignment.





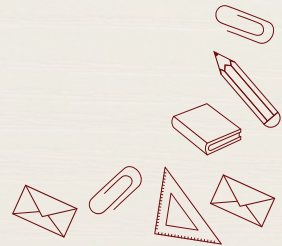
During the School Day

- ❑ **Greet your students as they enter the classroom.** Be professional, friendly, and enthusiastic. This first impression will be remembered throughout the day.
 - ❑ **Be certain that students are properly supervised at all times.** At the elementary level, accompany students to and from special classes such as Art, Music, and Physical Education. At the secondary level, stand at the classroom doorway to ensure that students are safe and orderly in the hallway between classes.
 - ❑ Assume the regular teacher's responsibility for supervision of students in the building, on the grounds, or on field trips. A substitute who accompanies students on a field trip assumes responsibility for the students until they have returned to school and are dismissed.
 - ❑ **Contact the office in case of emergency, illness, or discipline problems.** If discipline problems arise which you are unable to manage, notify the main office immediately for assistance.
 - ❑ Accidents, illnesses, administration of medication, and other emergencies should be **referred to the principal and/or school nurse.**
 - ❑ If possible, **lock all doors** when leaving the room.
- 




During the School Day cont'd...

- ❑ **Good communication** between the substitute teacher and the classroom teacher is essential to the students' continuity of learning. **Prepare a brief summary for the teacher** including information regarding the day's activities making note of any exceptional instances.
- ❑ All substitutes must **remain in the building until the end of the school day** even if you do not have an assignment the last period of the day.
- ❑ You may be asked to **supervise students in the cafeteria** for a period of the day. Please ask the building secretary for specific details. If this is additional coverage, please complete a payroll coverage form.





Instruction

- ❑ Try to **maintain a continuity of lessons** by referring back to the last completed day if available, and then do a follow-up to the previous lesson. Check with a “buddy teacher” or other teachers of the same grade for additional information about the curriculum and students.
 - ❑ **Check with the office to see if the classroom teacher has left instructions.** Obtain the permission of the principal before telephoning the teacher.
 - ❑ **Accumulate your own prepared materials (a “survival kit”)**, including materials such as math worksheets or problems, creative writing exercises, and educational games.
 - ❑ **Enlist the help of staff members and the cooperation of students.** Some students may be upset by the absence of the classroom teacher and a departure from the regular routine. Let them know that some things may be done differently that day. Ask them for their cooperation.
 - ❑ **If lesson plans are not available in the classroom, please contact the main office** to see if lesson plans were emailed to the school or left on Google Classroom or Schoology.
- 



Student Sent to the Office

A substitute teacher should use classroom management techniques that minimize behavior problems. Student record sheets should be utilized prior to referring a student to the Assistant Principal. In the event that a student would need to be removed from a classroom, the following steps should be taken:

- ❑ Students are instructed by the teacher to “report to the main office”.
- ❑ **Call the main office first** and alert them, an administrator can come to the classroom if possible.
- ❑ **Review specific building procedures** with the building administration.





Child Abuse


Pursuant to applicable law, any school official which includes, but is not limited to, school teacher, school guidance counselor, school psychologist, school social worker, school nurse, school administrator, or other school personnel required to hold a teaching or administrative license or certificate, who has reasonable cause to know or suspect that a child has been subjected to abuse or maltreatment will report this to the New York State Child Abuse and Maltreatment Register and **immediately notify the Building Principal**. Any such report made by the school official must include the name, title, and contact information for every staff person of the school believed to have direct knowledge of the allegations in the report. Once the school official makes the initial report, the Building Principal will be responsible for all subsequent administration necessitated by the report. Only one report regarding the suspected abuse must be issued from the District.

Please refer to board policy 5460 - "Child Abuse in a Domestic Setting" for additional information.





Other Important Information

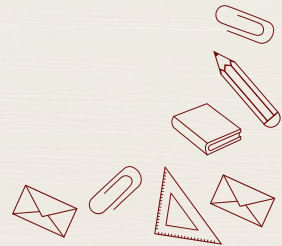
- ❖ **Supervision** - You are supervised by the building Assistant Principal.
 - ❖ **Dress Code** - Substitute teachers are expected to dress professionally. You will gain the respect you deserve by the way you dress.
 - ❖ **Parking** - Staff parking varies by building. Please check with the Main Office for staff parking areas.
 - ❖ **School Property** - Keeping the school and equipment in excellent condition is not a function of custodians alone. It is a responsibility that must be shared by students, staff members and all others who use the facility.
 - ❖ **In the case of early dismissal**, the substitute teacher shall receive full compensation even if the substitute was scheduled to work a full day in two different buildings and was unable to sign-in.
 - ❖ **GCN** - Substitutes are required to complete this **training by November 30th**. You will receive a half days pay for doing so. You need to send your completed GCN certificate to Alisa Ferrara at aferrara@brewsterschools.org.
- 



Cell Phones - Code of Conduct

As required by Education Law §2803, this policy prohibits student use of internet-enabled devices during the school day (including all classes, homeroom periods, lunch, recess, study halls, and passing time) on school grounds (any building, structure, athletic playing field, playground, or land contained within the boundary of a school or district or BOCES facility), unless under an exception set forth in the law.

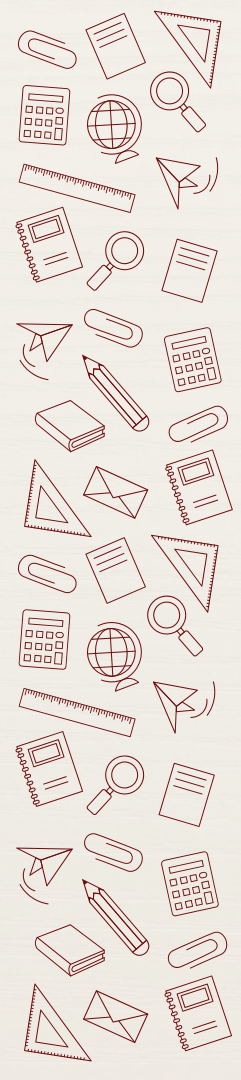
- ❖ At the K-5 level, any device that is brought to school must be silenced and kept in the student's personal cubby or stored in the student's backpack in the cubby.
- ❖ At the middle and high school level, student devices must be silenced and stored as designated by the school administration and outlined in the building-level handbook.

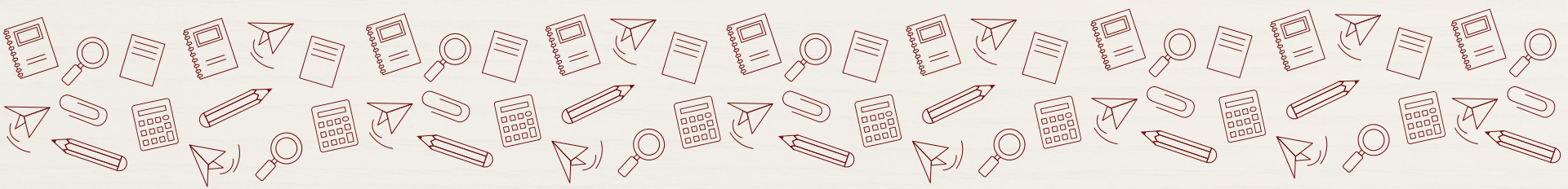


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05

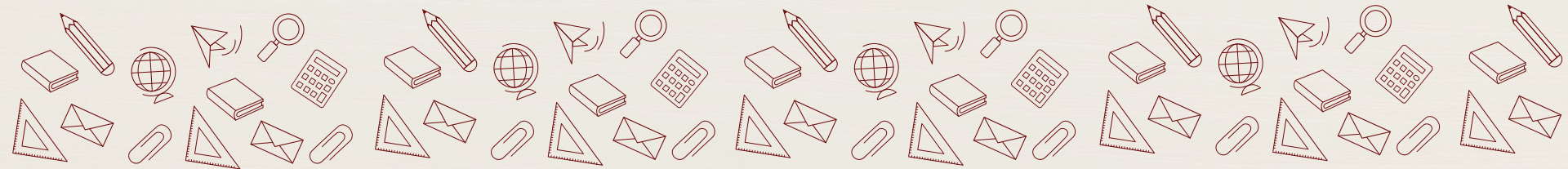
Tips & Tricks





Be prepared!

Each classroom environment is unique and has its own culture
Have a bag of tricks ready in case plans were not left or are not
there yet.





Classroom Climate & Management

Developing and maintaining student cooperation and involvement in classroom activities is an important component in effective classroom management. In general, effective classroom managers:

- ❖ Give clear directions and information
- ❖ **Frequently state desired attitudes and behavior**
- ❖ Provide activities and assignments with higher levels of student success
- ❖ **Present clear expectations for work standards**
- ❖ Provide consistent responses to appropriate and inappropriate student behavior
- ❖ Frequently use classroom rules and procedures in dealing with behavior problems

An effective substitute teacher quickly establishes expectations for student performance, arranges activities for high-at-task student activity, continually monitors student performance, and establishes positive rapport with students.

Safety and order are paramount considerations. Advice or assistance from the principal of the school should be sought if concerns arise.





SUGGESTIONS FOR CLASSROOM MANAGEMENT


Successful classroom management is based on mutual understanding through **honest, open communication and respect.**

Self-confidence, self-knowledge, resilience, initiative, and resourcefulness are important characteristics of a successful classroom manager.

Set the stage for a successful substitute teaching experience by being **prompt, neat, patient, honest, flexible, enthusiastic, and accepting.**

Review the day's schedule and become familiar with related activities. When the students arrive, introduce yourself and write your name on the board. **Try to call students by their names.**

Teach what the teacher asked you to cover. Keep the students busy for the entire period. If you do not understand the notes left by the teacher as to how the lesson should proceed, ask another teacher of the same grade or subject area for further information. You should convey to students that what you are asking them to do is as important as the work their classroom teacher would be asking them to do at that time.





SUGGESTIONS FOR CLASSROOM MANAGEMENT cont'd.

Vary your instruction so that it is relevant, diversified, and interesting.

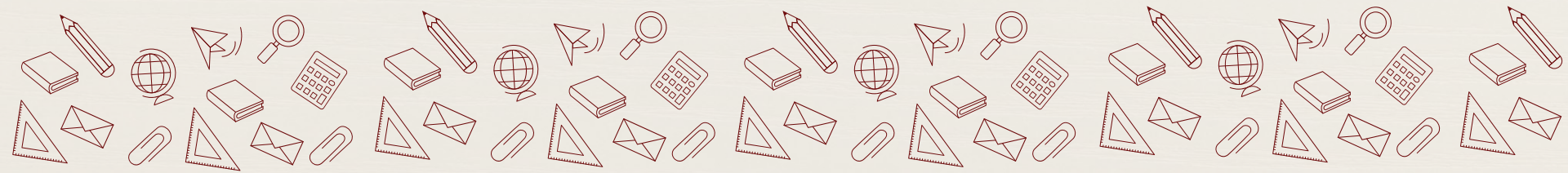
If discipline problems arise which you are unable to manage, contact the building principal for assistance.

Provide “risk-free” student response opportunities in which students are not afraid to respond and participate. In a “risk-free” environment, the student is praised for answering a question, even if the answer is incorrect. Do not dwell on the incorrect answer. Rephrase or redirect the question





**Do you have
other ideas?**



Activity: class welcome



Welcome students to your new class!

Today you'll have a fun activity planned to help you to get to know each other better

1. Give each student a piece of paper
2. Ask the students to create a visual representation of themselves on the paper
3. Then, invite each student to introduce themselves to the class by sharing their artwork and providing a brief explanation
4. Encourage the rest of the class to ask questions, always being respectful
5. Finally, have the class applaud and show appreciation for the student's sharing

A vertical border on the left side of the page, composed of various school-related icons such as a paperclip, ruler, calculator, globe, magnifying glass, pencil, book, envelope, and paper airplane, arranged in a repeating pattern.

06

Q & A



Thanks!

Do you have any questions?
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