

BEACON CITY SCHOOL DISTRICT
Dedicated to Excellence in Education



SUBSTITUTE TEACHER
HANDBOOK

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Welcome to the Beacon City School District

The role of a substitute teacher is both challenging and critical in maintaining continuity of instruction, educational quality, and a positive tone for our schools. The purpose of this handbook is to provide you with information and guidelines to enable you to complete your assignment efficiently and effectively.

The handbook has been designed as a resource for you, so please familiarize yourself with the procedures outlined within it. Should you have any questions, please ask for assistance. The building administrators are committed to working with each substitute to maximize the classroom educational experience for our students.

We wish you the best in your assignment and welcome any suggestions for future editions of this handbook. We look forward to working with you and wish you a successful school year.

Overview of Substitute Teaching

Definition:

A substitute teacher is a short-term replacement for a board-appointed teacher who is absent but expected to return to the position.

Why Substitute?

- You determine when you work. You can request to work every day of the week or just a few days per week that fits your schedule. For example, you can request to work only Tuesdays and Thursdays.
- You will gain invaluable experience if you are planning on being a teacher in the future.
- You can request the age group you'd like to work with; just elementary or all levels.
- Substitute teaching can be rewarding meaningful work.
- Once you learn the routine, substituting can be fun.

Pre-employment Information

Substitute Pool:

Beacon maintains an approved pool of substitute teachers. Substitutes are used on an as-needed basis so there is no set pattern of how approved substitutes may be utilized. Until substitutes become known as a helpful resource by several teachers, don't be surprised if you are called to work on a random and sparse pattern. If you meet the expectations, teachers will want you to return in the future.

Application for Employment:

For "walk-in" applicants, applications for substitute teaching are available at the Board of Education Office located at 10 Education Drive. Copies of your educational transcript and certifications should be submitted when the application is returned to the office.



Orientation and Interviews:

Several times throughout the year, an orientation/interview session will be held when the substitute pool needs to increase. Successful candidates will be added to the substitute pool by Board of Education appointment. No one may substitute teach until there is a Board of Education appointment.

Order of Preference and Terms for Substitute Teaching in Beacon:

Credentials	Number of Days	Details
NYS Teacher <u>with</u> Valid Teaching Certificate	Indefinitely	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 placed in areas for which they are certified.
NYS Teacher without Valid Teaching Certificate but holds a Bachelor's Degree or Higher	Indefinitely	Service may be rendered in any capacity for any number of days, in any number of school districts.
Teachers without Valid Teaching Certificate but Working Toward Certification at a Rate of not Less than Six Semester Hours per Year	Indefinitely	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 placed in areas for which they are seeking certification.
Teachers who are Licensed in Other States but not New York State	Limited	May substitute up to forty (40) days per year
Persons Holding an Associate's Degree or Higher	Limited	May substitute up to forty (40) days per year
Persons Attending College	Limited	Must be 18 years of age, with at least two (2) years of college credit. May substitute up to forty (40) days per year.
Persons with a High School Diploma	Limited	Must be 18 years of age. May substitute up to forty (40) days per year.



The business office will keep a tally of the days each type of substitute works. The Superintendent's Office will be notified when a non-certified substitute reaches the forty-day limit.

In June the Business Office will provide the Superintendent with a list of non-certified substitutes and the number of days they have worked. The information is for use on State reports.

Required Paperwork for Board Appointment:

After candidates have successfully completed an application and interview and it is determined they will be candidates for the Substitute Pool, additional paperwork and clearance are required before a Board of Education appointment.

- Instructional Application Form
- Employee's Withholding Tax Forms
- NYS Teacher Certification Verification
- Fingerprint Clearance
- Retirement Status Inquiry Form
- DASA Certification (if applicable)
- Oath of Allegiance
- Eligibility Verification Form (I-9)
- Authorization for Automatic Deposit Form
- Emergency Contact Form

Required Paperwork Years Following First Appointment and Successful Substituting:

If a substitute remains in good standing after a Board of Education appointment, it will only be necessary for the substitute to complete an updated application for continued employment in the following years.

Getting Started as a Substitute Teacher

Pre-Substitute Work School Visit:

Once candidates have been appointed to the Substitute Pool by the Board of Education they may want to prepare themselves for substitute teaching. If he/she is unfamiliar with the Beacon Schools where they would like to substitute, candidates are welcome to call the building principal to schedule an informal tour. Please have your letter of appointment with you for the principal to review before the informal tour.



Directory of Beacon Schools and District Office:

School	Principal	Phone
J. V. FORRESTAL 125 Liberty Street Beacon, NY 12508	Ms. Crystal Sessoms-Wiggins	(845) 838-6900 x5601
GLENHAM SCHOOL 20 Chase Drive Fishkill, NY 12524	Ms. Cassandra Orser	(845) 838-6900 x5001
SARGENT SCHOOL 29 Education Drive Beacon, NY 12508	Ms. Cathryn Biordi	(845) 838-6900 x4501
SOUTH AVENUE SCHOOL 60 South Avenue Beacon, NY 12508	Ms. Kelly Amendola	(845) 838-6900 x5301
ROMBOUT MIDDLE SCHOOL 84 Matteawan Road Beacon, NY 12508	Mr. Brian Soltish	(845) 838-6900 x4131
BEACON HIGH SCHOOL 101 Matteawan Road Beacon, NY 12508	Mr. Corey Dwyer	(845) 838-6900 x3003

BEACON CITY SCHOOL DISTRICT OFFICES

10 Education Drive
Beacon, New York
Phone: (845) 838-6900

Dr. Matthew Landahl, Superintendent of Schools

Ms. Ann Marie Quartironi, Deputy Superintendent

Dr. Sagrario Rudecindo-O'Neil, Assistant of Curriculum and Student Support

Dr. Heather Chadwell Dennis, Assistant Superintendent of Pupil Personnel Services

Mr. John Giametta, Executive Director of Human Resources and Operations

Mr. Jesse Morrill Director of Facilities

Ms. Vanessa DeFonce, Director of Technology

Mr. Anthony Rollins, Director of Food Services

Ms. Deborah Caul, Director of Transportation



Substitute Teacher Code of Ethics

A “Code of Ethics” defines and describes acceptable practices. The Code for Substitute Teachers examines the specific responsibilities of the Substitute Teacher and the relationships that must be maintained with students, parents, teachers, the school, and the community at large.

Confidentiality is one of the most critical aspects of your job. It is your legal responsibility to observe the rights of both students and parents regarding data privacy. You will have access to personal information about students and their families, including:

- Anecdotal behavior from within classrooms and other school settings; and
- Family circumstances and family relationships.

Accepting Responsibility

- Recognize that the Classroom Teacher has the ultimate responsibility for the delivery of instruction and classroom management; follow the directions prescribed by that Teacher.
- Communicate progress or concerns about students to parents, only when directed to do so by a School Administrator.
- Refer concerns expressed by parents, students and/or others, to a School Administrator.

Relationships with Students and Parents

- Discuss a student’s progress, limitations and/or educational program only with the School Administration and in an appropriate setting.
- Discuss school problems and confidential matters only with designated personnel. Refrain from engaging in discriminatory practices, based on a student’s disability, race, gender, cultural background and/or religion.
- Respect the dignity, privacy, and individuality of all students, parents, and staff members.
- Present yourself as a positive adult role model.

Relationship with the School Administration

- Recognize the School Administration as Supervisory.
- Establish communication and a positive relationship with the School Administration. Discuss concerns about the teaching methods directly with the School Administration.
- Utilize the appropriate grievance procedures when problems cannot be resolved.

Relationship with the School

- Accept responsibility for improving your skills.
- Know school policies and procedures.
- Positively represent the School District.

Adapted from: *Supervising ParaEducators in School Settings: A Team Approach*, edited by Anna Lou Pickett and Kent Gerlach, 2009, Pro-Ed, Inc.



Substitute Teacher's Responsibilities

Starting the Work Day:

Substitute teaching is an important job. The absent teacher and the principal rely on you to provide a quality service. Substituting is far more than showing up and babysitting, it is complex work with high demands. To help you start the day positively, please follow the steps below.

1. If you are called early, please arrive at the school early. The formal start times are listed below but you may need a few extra minutes to prepare yourself.
 - a. 8:30 a.m. Elementary Schools
 - b. 7:50 a.m. Rombout Middle School
 - c. 7:20 a.m. Beacon High School
2. Report to the main office upon arrival; let the secretary know who you are. Ask if there is paperwork you need to complete as a substitute.
3. Initial the sign-in sheet in the place provided for the teacher you are substituting for that day. Please read any additional information on the sign-in if provided.
4. Check that teacher's mailbox and gather any announcements or items for the day's work, the teacher's mail addressed to them should be left in the mailbox.
5. Locate the teacher's room and find the teacher's plan book. The plan book may be found on top of the desk or in the top drawer. If you cannot find the plan book return to the office and see if it was left there. The plan book will have lessons for the day, review the plans, and gather any necessary materials including textbooks.
 - a. Write on the board
 - i. Your name
 - ii. Any homework assignment
 - iii. The objective for the day
 - iv. Any other information indicated in the plan book.
 - b. You should also find a sheet(s) to take attendance, the teacher's daily schedule, the bell schedule (in secondary schools), and familiarize yourself with this information.
 - c. You are expected to fill all of the duties on the teacher's schedule which may include bus duty, hall duty, or lunch duty.
6. Familiarize yourself with the fire drill procedures if you have not seen them before. Directions for fire drills are posted on the wall adjacent to the corridor in all classrooms. You can always check with the teacher in the room adjacent to yours.



7. Take note of any special alerts concerning your students with allergies such as medical or diverse needs.
8. Find out the procedure for reporting any absent students.
9. Familiarize yourself with student bathroom break procedures. The teacher in the next room may be a good resource or the main office.
10. Locate the faculty restrooms and faculty room.

The Work of the Day:

Very quickly the students will begin to enter the classroom and your day is off and running!

1. Establish yourself as a confident and prepared substitute. Welcome the students to the classroom ensuring that a calm and orderly environment is maintained as the students seat themselves. Introduce yourself.
2. Taking attendance is required. At the elementary schools attendance is required once. Mark the appropriate paper to reflect the attendance. At the middle and high school attendance must be taken each period.
3. You are responsible for each student in the classroom and their safety. No student should be permitted to leave the class without permission. No student should be left unsupervised; you are responsible for knowing if the student leaves for special services to ensure that a teacher is waiting for that student. No student is permitted to leave the building during the school day except through the main office. If you are in doubt, contact the main office.
4. If a student becomes ill or an accident occurs, students are permitted to go to the nurse's office. Depending on the age or situation, another student to escort may be needed. Accidents should be IMMEDIATELY reported to the Nurse's office.
5. Once attendance is taken, begin the lessons as outlined by the teacher. It is the expectation of the school district that you will follow the plans, and the teacher's schedule and perform the academic duties of the teacher.
6. Sometimes students will text substitutes. Remain calm and use a firm tone of voice. Hitting a student or other forms of physical contact is not permitted. If there is a student fight, call the office, alert teachers nearby, and call for security.



7. Use standard grammar when speaking with the students. Profanity is not permitted.
8. If a student(s) is out of control do not hesitate to ask for help.
9. Pupil behavior problems should be discussed with the Principal or Assistant Principal.

How to End the Day:

1. Ensure that during the last period or at the end of the elementary day the students assist in putting the classroom back in the order you found it. Collect any materials that were handed out. If the task is not completed with the students, you are expected to place the room in order.
2. At the secondary level at the end of each class ask the students to summarize what they learned in the class period. For elementary ask the same question after each subject.
3. If there are homework assignments, ask secondary students to write the homework in their planners or notebooks, if elementary do the same at the end of the day.
4. You cannot allow students to leave early, no matter how well they have behaved.
5. You are expected to follow the end-of-the-day procedures to excuse the students. Procedures will be different for different age groups.
6. Make a set of notes for yourself so you can reflect on your day and your performance and just in case you are asked to substitute the next day in that classroom or the future.
7. Close the windows, turn out lights, and shut the door when you leave the classroom.
8. Complete the paperwork you were given at the beginning of the day and return it to the main office. Sign yourself out, if required by the building.



After Substituting

Payroll:

Substitutes are paid by check on the same two-week schedule as all staff. The check can be mailed to your home, sent to the school of your choice, or directly deposited in your bank account.

Substitute teachers will be paid according to the following per diem schedule:

Credential	Daily Rate
Retired BCSD Teacher	\$125.00
Certified Teacher	\$115.00
Uncertified	\$90.00

If you are assigned to the same teacher for 20 consecutive days, your rate will increase to 1.5 times the certified per diem rate, effective on the 21st day of the assignment in accordance with district practice.

If the assignment extends to 30 consecutive days, your rate will be adjusted, effective on the 31st day, to 1/200th of the Bachelor’s Step 1 or Master’s Step 1 salary, as applicable based on your qualifications, in accordance with district practice and the Beacon Teachers’ Association contract.

If your assignment is formally designated as a Leave Replacement position, your salary will be determined in accordance with the provisions of the Beacon Teachers’ Association contract based on your degree and credits.

Evaluation of Substitutes:

The building administration is directly responsible for evaluating substitute teachers. Do not be surprised if administrators enter the classroom unannounced during the day. You may receive feedback at any time, but if you do not, you may ask the administration for feedback. A copy of the Substitute Evaluation Report is provided on pages 21-22.

Major areas of evaluation are based on:

- Substitute’s ability to establish rapport with the students & adults in the building
- Substitute’s ability to provide a safe learning environment
- Substitute’s ability to carry out lesson plans left by the teacher
- Substitute’s ability to deal with unexpected situations
- Substitute’s classroom management techniques
- Feedback from the classroom teacher and others



Professional Substitute Teacher Checklist

At Home:

- Organize several appropriate substitute teacher outfits in a section of your closet.
- Compile a set of note cards containing pertinent information about the schools where you may be assigned.
- Keep a notepad and pencil by the phone you will use to answer early morning calls.
- Answer the phone yourself.
- Assemble a Sub-Bag. Keep it well-stocked and ready.
- Leave early enough to arrive at school early (suggested at least twenty (20) minutes before the beginning of school).

Prior to Entering the Classroom:

- Report to the main office.
- Ask about student passes and special procedures.
- Ask if there will be any extra duties associated with the permanent teacher's assignment such as hall, bus, or lunch duty.
- Find out how to refer a student to the office.
- Ask if any students have medical alerts or instructions.
- Find out how to report students who are tardy or absent.
- Find the locations of restrooms and the teachers' lounge.
- Ask for the teachers' names on both sides of your classroom and, if possible, introduce yourself to them.

In the Classroom Before School:

- Enter the classroom with confidence and your Sub-Bag.
- Put your name on the board.
- Review the expectations, or rules, if any are posted.
- Located the school evacuation map.
- Read through the lesson plans left by the permanent teacher.
- Locate the books, papers, and materials needed throughout the day.
- Study the seating charts.
- When the bell rings, stand in the doorway and greet students as they enter the classroom.

Throughout the Day:

- Greet the students at the door and get them involved in a learning activity immediately. Please ensure you pronounce students' names correctly.
- Carry out the lesson plans and assigned duties to the best of your ability.



- Improvise using the materials in your Sub-Bag to fill extra time, enhance activities, or supplement sketchy lesson plans as needed.
- Be fair and carry out the rewards and consequences you establish.
- Be positive and respectful in your interactions with students and school personnel.

At the End of Each Class Period:

- Make sure that all classroom sets are accounted for.
- Challenge students to recall projects and topics they have studied that day.
- Remind students of homework.
- Have students straighten and clean the area around their desks.

At the End of the Day:

- Complete a “Substitute Teacher Report” for the permanent teacher.
- Neatly organize the papers turned in by the students.
- Close windows, turn off lights and equipment and make sure the room is in good order before you lock the door.
- Check to see if you will be needed again the next day.
- Jot down a few notes to yourself about what was accomplished, how things went, and ways to improve.

Substitute Teacher Survival 101

Effective classroom management and preparation are essential to survival as a substitute teacher. Flexibility, backbone, and a "bag of tricks" are the keys to success.

Substitute teachers in elementary schools need a few tricks up their sleeves, or chaos takes over. Substitute teachers are usually new teachers, and are often easy targets of student misbehavior. Fortunately, with the proper classroom management techniques, the school day can run smoothly.

The first five minutes of the day are critical for establishing a backbone as a teacher. For example, if students try to talk during the national anthem, announcements, or attendance, the teacher must nip these behaviors in the bud. From the minute the students walk into the room, the teacher must establish him or herself as the one in charge.

Learn Students' Names to Build Rapport

Taking attendance is a necessary task and a great way to learn students' names. Knowing students' names helps build rapport, and lets students know that the teacher is interested in them as individuals. It is also an excellent classroom



management technique. Later in the day, if Billy talks out in science class, the teacher can address him by name rather than “boy in the red shirt.” When students see that teachers take the time to learn their names, it shows the students that teachers care. This sense of caring builds trust, and trust results in respect.

Follow Through With Consequences

If a student is told that she has one more chance to stay on task or else a visit to the principal’s office is in order, this one chance should not turn into three more chances. If a teacher is too lenient or gives empty threats, students will soon learn they can get away with more than the teacher lets on. If other students see that the substitute teacher follows through with consequences, they will monitor their behavior.

Only One Student to the Bathroom at a Time

Daily classroom teachers usually have a bathroom system in place that the kids know well. Usually, only one boy and one girl are allowed out of the classroom at a time, unless it is an emergency. If multiple students are allowed to go to the bathroom at once, they will take advantage of this. With the substitute teacher, students often try to go to the bathroom in groups to chat, goof off, or generally escape the classroom. Have students write their names on the chalkboard before they leave because teachers need to know the whereabouts of each student at all times. If there is a fire drill, the teacher must know which students are in the bathroom, since they may be required to use a different exit than the rest of the class. If Ashley’s mom arrives to drop off her lunch, the teacher must show credibility by knowing where Ashley is.

Be Prepared for the Unexpected

The classroom teacher usually leaves excellent lesson plans for the substitute teacher to follow, but it is necessary to be prepared in case no lesson plans are left at all. While this is an unlikely scenario, sometimes the classroom teacher’s lesson plans do not take up as much time as anticipated, so the substitute teacher must have a “bag of tricks” to fill in extra time.

The “bag of tricks” should contain books to read aloud to the class, a list of games that can be played in the classroom (such as the Icebreaker games on the next page, a spelling bee of vocabulary words, or Hangman), and a variety of worksheets for various grade levels.

The most important trait of the substitute teacher is flexibility because every class has unique needs. A positive attitude and a smile go a long way!



Fun Icebreaker Games For Substitute Teachers

These fun icebreaker games for substitute teachers will help you control the tempo of your school day while getting to know the students.

As the substitute teacher, you should quickly set the tone for the day before the students do. These icebreaker games for substitute teachers will give the students the feeling that they are safe, that you are interested in getting to know them, and it's a short time investment to achieve these goals.

If you haven't been taking the time to use icebreaker activities, give any of these a try and see how much it helps create an environment of positivity. Children want to be recognized, heard, and most importantly, understood. Let's break the ice!

Icebreaker Game 1: Two Truths and a Fib

Directions: Write two statements that are TRUE about yourself and one fictional (FALSE) statement about yourself. Write them in any order. We will see how well your classmates know you! You will collect the papers and read them to the class and keep a tally of how many students guess the correct one.

Hint#1: Don't always say the fib last or the class will know. Practice saying the fib with confidence in your head so your classmates won't be able to guess.

Hint #2: Hide your paper while writing... you don't want any spies seeing your answers!

Icebreaker Game 2: "So Do I"

Directions: The class is in a circle wherever there is space in the classroom. The guest teacher will say: "I have blonde hair. " The students who have blonde hair will go into the middle of the circle and say, "So do I." After they step in the middle, they will go back to their places and wait for the next one. Make sure to include all students before you end the game.

Here are some suggestions:

I have Glasses, I like to play soccer, go to the beach, travel, eat pizza, do science experiments, read books, eat chocolate, love dogs, cats, scared of spiders, read non-fiction, watch TV, play video games , etc.



Icebreaker Game 3: Would You Rather

Directions: Pose a question and ask students to justify their answers. You can say hold up one finger for the first choice or two fingers for the second choice or stand up for the first choice and stay seated for the second choice. Call on several students for each choice before moving to the next question.

Here are some suggestions:

- Would you rather have a pet cat or a pet dog?
- Would you rather have someone give you \$100 or give \$1000 to a charity?
- Would you rather be a pencil or a rubber band?
- Would you rather be able to fly or be invisible?
- Would you rather be able to only eat sugary things or salty things?
- Would you rather have to walk on your hands or cartwheel every time you had to go somewhere?
- Would you rather it be always raining or always super hot?
- Would you rather live in space or live in a submarine?
- Have a dog that could talk or a horse that could fly?

More Icebreakers for Substitute Teachers:

<https://www.teachervision.com/teaching-strategies/icebreakers>

Some curriculum-based resources for Substitute Kits that you can preview at the site above for future use:

- [The Five Senses](#) (Kindergarten) This Substitute Kit explores the five senses.
- [A Visit to the Zoo](#) (Grades 1 - 2) This Substitute Kit encourages students to explore the world of animals.
- [An Ocean Adventure](#) (Grades 3 - 4) This Substitute kit explores oceanography topics through a series of cross-curricular activities.
- [A Day in Space](#) (Grades 5 - 6) This Substitute Kit encourages students to learn about outer space.
- [Poetry Jam!](#) (Grades 7 - 8) This Substitute Kit assists students to write and appreciate poetry.
- [Seeing the World](#) (Grades 7 - 8) This Substitute Kit focuses on the development of Geography skills.
- [What's in the News?](#) (Grades 7 - 8) This Substitute Kit teaches grammar by having students use a newspaper.



Student-teacher Boundary Policies



*Gary J. Intoccia, Senior Partner
McGivney Kluger Clark & Intoccia, P.C.*

In February of 2019, New York’s Child Victims Act (CVA) was signed into law,

allowing victims of alleged child sexual abuse to bring civil lawsuits against perpetrators and institutions accused of having negligently allowed it to occur. Schools

have been a common target of such legal filings, a fact highlighting the inherent power imbalance between students and teachers, and making scrutiny of district boundary policies important.

Maintaining emotional and physical boundaries – invisible lines established to protect both groups – is essential to building a safe and positive learning environment.

Maintaining emotional and physical boundaries – invisible lines established to protect both groups – is essential to building a safe and positive learning environment, but can be complicated by the power dynamic between

teachers and students. Teachers who cross the lines can end up being the focus of Title IX investigations, and even defendants in CVA lawsuits.

School districts can reduce or mitigate future liability – and more important, protect students from possible abuse – by gleaned vital lessons from underlying facts uncovered in CVA lawsuits that point to the absolute necessity of updating policies relevant to boundaries, implementing open discussions with staff, and conducting annual workshops.

YOU HAVE THE POWER

Teachers, by definition, are in a position of authority relative to their students, and most often use that power

to gain trust and influence students in a positive way. However, misuse of that power can lead to negative consequences for both students and the school. The challenge in establishing and fully exercising boundaries is to understand their scope, which isn't always obvious.

The most egregious overstepping of physical boundaries often leads to allegations of sexual abuse, but rarely is that the intent behind initial interactions between teachers and students. Instead,

there is a blurring of the relationship that leads to crossing boundaries, a phenomenon commonly referred to as “grooming.” Grooming is when a teacher unduly manipulates a student, resulting in an





unhealthy trust in the teacher. In many cases, the educator's intent is much less nefarious at first, but can shift into a gray zone where boundaries become uncertain.

In recent CVA lawsuits, facts disclosed during discovery involved the following



actions: (1) a teacher and student exchange cell phone numbers and interact on social media; (2) the teacher and student socialize outside school; (3) teachers drive students home in the teacher's car; (4) a teacher shares personal information with a student; and (5) gives a student gifts. At face value, all of those interactions are improper, but somehow may have

been justified by the teacher at the time.

Educators must be trained to become more aware of the potential to cross boundary lines, even when the conduct may initially be well-intentioned.

One-on-one student-teacher meetings, for example, should never be conducted behind closed doors or off premises. A suitable alternative might be to keep the classroom door open and always maintain a line of sight to the hallway. Additionally, schools should shift focus and

reinforce the exercise of teacher judgment on a case-by-case basis; teachers should always be cognizant of how certain interactions could be

perceived, for instance, and what the potential consequences might be.

TRAINING: GET ON BOARD

Specific boundaries need to be set by schools and

regularly reinforced with teachers throughout the school year. Boundary training should begin with written policies and be followed up with annual interactive workshops featuring discussions about hypothetical scenarios that fall into the gray zone, and how a teacher may respond. As new teachers are hired, it's recommended that the interview process include an in-depth exploration of the applicant's philosophy on student-teacher boundaries.

Overall, teachers must refresh their understanding of their roles as educators and the inherent power they have over students. Because laws continue to evolve, school districts should consult counsel on the changing parameters of student-teacher relationships and the establishment of necessary boundaries to eliminate confusion. Clear guidelines, increased awareness and the constant communication of boundary policies can minimize a district's legal exposure and benefit all involved.

The New York State School Boards Association provides guidance on school district codes of conduct that address boundaries to assure that students remain safe at school. Guidance can be found at nyssba.org. The U.S. Center for Safe Sport, a national non-profit program established to address the sexual abuse of athletes, also offers guidance at uscenterforsafesport.org.

Specific boundaries need to be set by schools and regularly reinforced with teachers throughout the school year.





Rombout Middle School Bell Schedule

Period	6th Grade Regular 8 Period Bell Schedule 44 Minutes Each	2 Hour Delay Day 6th Grade	7th/8th Grade Regular Day 8 Period Bell Schedule 44 Minutes Each	2 Hour Delay Day 7th/8th Grade
1	8:10 - 8:54	10:10 - 10:37	8:14 - 8:58	10:14 - 10:41
2	8:58 - 9:48	10:41 - 11:08	9:02 - 9:52	10:45 - 11:12
3	9:52 - 10:36	11:12 - 11:39	9:56 - 10:40	11:16 - 11:43
4	10:40 - 11:24	11:43 - 12:18	10:44 - 11:28	11:47 - 12:22
5	11:28 - 12:12	12:22 - 12:57	11:32 - 12:16	12:26 - 1:01
6	12:16 - 1:00	1:01 - 1:36	12:20 - 1:04	1:05 - 1:40
7	1:04 - 1:48	1:40 - 2:07	1:08 - 1:52	1:44 - 2:11
8	1:52 - 2:39	2:11 - 2:39	1:56 - 2:42	2:15 - 2:42



Beacon High School Bell Schedule

Period	Regular Day - 9 Periods - 40 Minutes Each	2 Hour Delay Day 27 Minutes Each
Homeroom	7:30 - 7:38	9:30 - 9:35
1	7:39 - 8:18	9:35 - 10:02
2	8:22 - 9:02	10:06 - 10:33
3	9:06 - 9:46	10:37 - 11:04
4	9:50 - 10:30	11:08 - 11:35
5	10:34 - 11:14	11:39 - 12:06
6	11:18 - 11:58	12:10 - 12:37
7	12:02 - 12:42	12:41 - 1:08
8	12:46 - 1:26	1:12 - 1:39
9	1:30 - 2:10	1:43 - 2:10



Substitute Teacher Report

(To be completed by the substitute teacher)

Today I substituted for a (circle one) Half Day or Full Day for (Teacher's Name):

1. Were lesson plans provided for all classes/subjects?

a. Were the instructions clear and specific?

b. Were the necessary supplies/materials made available to you if the lesson plan required them?

2. Were class rosters and seating charts available?

3. Were classroom rules and discipline procedures available?

4. Did the teacher provide names of students who could be helpful?

6. Was the administration helpful?

7. Were the classes able to complete the assignments for the day? If not, why?



Substitute Evaluation Report

(To be completed by the classroom teacher and principal)

Substitute Name (Please print)

1. Was the lesson plan followed?

2. Were there any concerns? If so, explain.

3. Were supplies, class work, and homework collected appropriately?

4. Was the classroom left in a neat and orderly condition?

5. Were detailed notes left describing the day?

6. Would you request this substitute again? If not, why?

7. Any additional comments or suggestions

Teacher Signature

Date



Receipt of Substitute Teacher Handbook

This is to acknowledge that I have received the Substitute Teacher Handbook for Beacon City School District. I understand that I am responsible for knowing and adhering to the rules and procedures contained in this handbook as well as any other rules and procedures established by the school district.

Name (Please print)

Signature

Date

Please return this page to Human Resources Department