



**Berkeley Unified School District**

Human Resources Department

**2019-2020**

# **Substitute Teacher Handbook**

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**Human Resources Department**  
2020 Bonar Street, Berkeley, CA 94702  
(510)644-4539

**District's Mission Statement**

The Mission of the Berkeley Unified School District is to enable and inspire our diverse student body to achieve academic excellence and make positive contributions to our world.

**Overview**

Recruiting, supporting, and retaining the best candidates are crucial tasks. Highly qualified teachers and top performing support staff are the key to student achievement. In addition, the Human Resources Department provides daily guidance and support to District employees. The Human Resources Team is committed to its Mission, Vision, and Beliefs:

**Human Resources Team Mission**

The mission of the Human Resources Team is to be responsive to employees' needs, to establish a bridge to other departments and to provide quality customer service.

**Human Resources Team Vision**

The vision of the Human Resources Team is to recruit, hire, develop, support, and retain the most qualified and culturally competent staff to support the academic achievement and advancement of all students.

**Human Resources Team Beliefs**

We believe....

...our employees are our best and most valuable asset.

...we can provide friendly, accurate, and timely customer service.

...in cooperative and collaborative team work.

...we are one team that respects and supports each other.

**Non-Discrimination Statement**

It is the policy of the Berkeley Unified School District that no qualified person shall, on the basis of race, religious creed, sex, sexual orientation, age, marital status, national origin, physical handicap, disability, mental condition or any other basis made unlawful by federal, state or local laws, be excluded from participation in, be denied the benefits of or otherwise be subjected to discrimination under any program or activity in the Berkeley Unified School District.

## Responsibilities of Substitute Teachers

### **Maintaining a Valid Credential/Permit**

Substitutes are required to maintain current, valid credentials/permits. The Commission on Teacher Credentialing requires a valid substitute permit or a valid teaching credential. The Emergency 30 Day Substitute Teaching Permit authorizes the holder to serve as a day-to-day substitute teacher in any classroom, including pre-school, kindergarten, and grades 1-12 inclusive. The holder may serve as a substitute for no more than 30 days for any one assignment during the school year, except in a special education classroom, where the holder may serve for no more than 20 days for any one assignment during the school year.

**Effective October 1, 2009, all Substitute Permits must be renewed online. To renew a credential/permit, go to the Commission on Teacher Credentialing website and click on the box, "Online Services for Educators." Next, click on the box, "Educator Page" and follow the instructions.**

Substitutes cannot be paid for work performed as substitute teachers unless they hold valid credentials/permits, pursuant to California Education Code Section 42647: *"No order for a warrant, and no warrant drawn pursuant to Section 42647, shall be drawn in favor of any person employed in a position requiring certification qualifications, unless such person is at the time the holder of a proper certification document in full force for the full time for which the requisition or warrant, as the case may be, is drawn, and on file or registered as required by law at the time and unless he is employed by the governing board of the unified school district, or district with over 10,000 average daily attendance or by the county superintendent of schools as provided in this code."*

If you have renewed your teaching credential or permit or have obtained a new document, please contact Human Resources so that your documents may be updated in our system.

## **Active Involvement**

The successful substitute teacher is actively involved with instruction. This includes circulating regularly in the classroom, checking student work and assisting with assignments. The expression, “Be on your feet – not on your seat,” is sage advice to the substitute teacher. Many discipline problems can be avoided by the substitute teacher’s use of proximity to the students.

Substitute teachers should be particularly careful not to do any of the following without authorization from the site administrator:

- Change student groupings
- Dismiss class early
- Allow a student to leave the classroom without proper permission
- Suspend a student
- Release a student from your jurisdiction during school hours without written Permission from the school office

**Substitute teachers should never touch students for any reason.**

## **Classroom Duties and Instructional Responsibilities**

Substitute teachers are expected to perform all the duties of the classroom teacher unless the administrator releases the substitute from a particular responsibility. Check to see if there are any students with special needs or medical conditions. If the planning book is unavailable, check with the office staff. Substitute teachers should maintain the regular routine of the class. They should follow the daily class schedule and lesson plans provided by the classroom teacher. Substitute teachers should be aware of students with special needs.

## **Classroom Management**

We expect substitute teachers to model and reinforce the expectations of the classroom teacher. Classroom rules are posted in most classrooms and, except for the first few days of class, all students know what the rules of behavior are and what the consequences are for not following them. Effective classroom management will lead to effective teaching.

## **Discipline**

When students cause behavior problems that are disruptive to the learning environment, the substitute teacher should attempt to maintain discipline in the classroom using acceptable behavior management strategies. However, sometimes even the most effective classroom management strategies will fail and individuals or groups of students may need to modify their behavior to resume effective teaching. Substitutes must **never** administer **corporal punishment** (physically discipline) in any way or verbally abuse the students. Shouting at students or calling them derogatory names may constitute verbal abuse and is prohibited. **Sarcasm is ineffective in the classroom and should not be used with students.** Preventing students from participating in recess is not allowed. Only when all reasonable efforts to maintain order have failed should the substitute refer students to school administrators by completing a discipline slip or note explaining the circumstances.

## **Discipline Referral Process**

Each school site has its own discipline policy and referral process. Substitutes should familiarize themselves with the policies of the schools where they work.

## **End of the Day**

When the students have been dismissed for the day, the substitute still has several more duties to perform. The room should be checked to ensure that it is restored to the way the substitute found it. Books, supplies, and instructional materials should be returned, desks placed in their original positions, etc. Successful substitutes will take a few minutes to leave detailed notes for the teacher. The teacher appreciates knowing how much of the lesson plan was accomplished and any other important information about the substitute's instructional efforts. The teacher would also want to be informed of any behavior problems or unusual events that may have occurred during his or her absence. Finally, the substitute should always check out through the office when leaving for the day and return all keys. This provides the office staff with an opportunity to deliver any messages to the substitute and sign the timesheet.

## **Ethical Behavior**

Substitute teachers have a responsibility to conduct themselves in a professional manner at all times when carrying out their duties.

## **Firm, Fair and Consistent Treatment of Students**

Most literature on substitute teaching indicates that to be effective working with students, the substitute teacher needs to treat them in a firm, fair, and consistent manner. Fairness and consistency are key issues with students, especially in the middle schools. The substitute teacher must not "play favorites" when dealing with student behavior or performance.

## **Hours**

Substitute teachers are expected to be on duty the same length of time and work hours as the regular classroom teachers. Schedules vary by school site. It is critical to pay attention to the job information in the substitute management system.

A daily substitute is entitled to any regular break time or conference time including a duty-free lunch that the regular teacher's schedule includes. At the elementary level, scheduled prep time shall be used for assigned tasks, such as the correction of student work when the classroom teacher provides specific instructions, or other duties as assigned by the principal or designee.

## **Leaving the Campus**

The care and supervision of the students assigned to the substitute teacher is of paramount importance. At no time during the teacher duty day should the substitute teacher leave campus unless authorized to do so by a site administrator.

**Substitute teachers must make arrangements for parking for the assigned day so as not to interrupt the teaching and supervision of students, and substitute teachers may not leave students unattended for any reason.**

## **Lesson Plans**

When teachers are absent from school, they will leave lesson plans for the substitute teachers to follow to maintain continuity of instruction. Substitute teachers are to implement the lesson plans exactly as the teachers indicate. Substitute teachers are expected to adhere to the scope and sequence of instruction documented in the teachers' lesson plans. Any deviation from the lesson plans must be substantiated with sound reasoning and be based on established curriculum and instruction. Substitute teachers should leave detailed notes for the teachers if there was a need to deviate from the lesson plans. If there are any questions about the lesson plan, substitute teachers should consult a teacher from the same grade level or department or a school administrator.

Most of the time, teachers anticipate their absences when due to scheduled appointments or staff development requirements. Most schools have emergency lesson plans in the main office. Substitute teachers can ask the school secretary if there are any lesson plans available. However, if a teacher is absent due to an emergency or illness, the substitute may not have lesson plans provided by the teacher. When this occurs, help is available from other teachers and support staff in the school. Teachers from the same grade level or field of study should be able to help with missing lesson plans.

## **Mandated Reporters**

Substitute teachers are mandated reporters. Like other District employees, substitute teachers have a legal responsibility to report suspected child abuse immediately.

## Non-Smoking Policy

The District is a tobacco and drug-free workplace supported by Board Policy, Education Code, Health and Safety Code, and other state and federal statutes. For the safety and health of our students, smoking is not permitted within 25 feet of a school, playground, or District facility (Health and Safety Code 104495). For more information and legal references on the tobacco and drug-free workplace, Board Policy and legal references are available by accessing the GAMUT online service mentioned in Section 1 of this handbook.

## Punctuality

Substitutes should report to duty **at least fifteen (15) minutes before the start of school**. Many experienced substitutes advise arriving at school 30 minutes before the start of school to allow time to find the office, sign in, find the classroom, locate the lesson plans, prepare the room and instructional materials, and otherwise prepare for a successful day of substitute teaching. The exact beginning and ending times for substitute teachers may vary from school to school, so be certain to note the start times carefully as indicated by the substitute management system. **When in doubt, call the school the day before to verify the start time and to get directions to the school if needed.**

## Reporting for Duty

Substitutes should report to the school office before assuming their duties in the classroom. While in the office, they should ask for a **substitute's folder or binder**. Many schools have prepared folders or binders containing information such as the staff roster, school map, evacuation procedures, emergency plans, bell schedules, and list of key personnel. They should also ask if there are any special instructions or other information needed to carry out the day's activities. Finally, they should locate where the absent teacher's **lesson plans** are.

## Seeking Help

At all times, and in all matters related to substitute teaching, the substitute teachers should never hesitate to seek help when needed. In any kind of emergency you should call the main office, and you should send a student to the office if you cannot reach anyone by phone. Everyone in the District wants the substitute teacher to be successful—the teachers, administrators, students, and parents. Help is only a few steps or a call away at any time. In addition to the teacher next door or across the hallway, key personnel are always available to assist the substitute teacher with instructional questions or classroom management concerns. These personnel include the administrators, subject area experts, grade level chairpersons, team leaders, and department heads. Even when instructional assistants are assigned to support students in the classroom, the substitute teacher may not leave the instructional assistants alone with students because the instructional assistant are not certificated employees. If certificated staff is not present in a classroom with students, notify the school's main office or secretary of the classroom that needs certificated staff supervision.

## **Student Attendance**

One of the many regular duties of the full-time teacher is taking student attendance. State law and District policy require that student absences be excused only with a written note from the parents or legal guardians. We expect substitute teachers to assist in compliance with this requirement by sending all absence documents to the office. **Attendance must be taken in every class** and this information must be provided to the school office following the procedures established at the school. Illuminate is the electronic attendance management system used by the District. Substitutes should seek assistance from a school administrator if they experience any difficulty with Illuminate.

## **Supplies, Materials and Equipment**

Teachers' materials and supplies should not be used unless the lesson plans authorize their use. Any materials and equipment borrowed should be returned to the proper person before a substitute leaves campus. At the end of the day, the teachers' rooms and equipment should be left as found. The classroom teacher's desk, files, and other storage areas should be regarded with respect.

## **Unattended Classroom**

The substitute teacher should never leave students unattended. Even if a student runs out of the room, the substitute teacher should not chase the student. The substitute teacher must contact the office immediately for assistance and handling of the situation.

## **Access to FRONTLINE (Formerly AESOP) (Substitute Management System)**

We utilize an automated system that greatly simplifies and streamlines the process of finding and managing substitute teaching jobs. This system, called *Aesop*, can be used both by telephone and the internet to assist substitute teachers with locating jobs in our district. The system is available 24 hours a day, 7 days a week. Substitute teachers new to our district will be entered into the substitute management system by the substitute coordinator who works in the Human Resources Department.

To access the substitute management system, the substitute teacher will need to enter his/her:

**ID** (phone number)

**Pin Number** (last four digits of SSN)

**There are three methods for making jobs available to substitute teachers:**

1. Substitute teachers can view and accept available jobs, change personal settings, update their calendars, and personalize their available call times by visiting the substitute management system on the internet <http://www.aesoponline.com>. If the regular teacher has uploaded lesson plans on the internet, the substitute teacher will be able to view them online once the job is accepted.
2. Substitute teachers may also access the substitute management system by way of a toll-free, automated voice instruction menu at **1-800-942-3767**. Here, substitute teachers can proactively search for jobs and manage existing jobs. We recommend that substitute teachers call in to check the computer recording of their names by pressing Option 4.
3. The substitute management system will also make phone calls to substitute teachers to offer jobs. The standard call times when the system may call for substitutes are: 6:00 am – 11:59 am in the morning, and 12:00 pm – 10:00 pm in the evening. Substitutes have the option to turn off automated calling or modify call times by updating their accounts online.

When the substitute teacher accepts a job, the system will issue a confirmation number.

**Transactions are not complete until the substitute management system supplies a confirmation number.**

Substitute teachers who have questions regarding the use of the substitute management system may contact the substitute coordinator for assistance at (510) 644-4539 or [elizabethpizarro@berkeley.net](mailto:elizabethpizarro@berkeley.net).

## How Substitute Teachers Are Assigned

### Assignment to a Substitute Position

The selection and assignment of a substitute teacher to fill a particular vacancy is the responsibility of the Human Resources Department. Jobs are offered by an automated system based on the following criteria:

1. Priority consideration is given to substitute teachers who have already worked fifty assignments in our district during one school year. These substitutes are eligible for bargaining unit status.
2. If the substitute management system is unable to match a substitute teacher's qualifications to that of an absent teacher, the system will then begin calling all available substitutes.
3. Site secretaries may call substitute teachers in emergencies; however, no assignment is complete until it has been reported into the substitute management system to generate a confirmation number.

### Achieving Bargaining Unit Status

Substitute teachers who have worked in paid substitute service for fifty (50) assignments during the school year, or thirty (30) assignments in *each* of the last two semesters, or who have worked twenty (20) consecutive days can become bargaining unit members. **The substitute teacher will need to send a report of the jobs to the Human Resources Department along with a copy to the Berkeley Federation of Teachers (BFT). Send your Aesop report of jobs to [Bft4chr@lmi.net](mailto:Bft4chr@lmi.net) with a subject line stating "Your last name, First initial Achieving Bargaining Unit Status" and your contact information and someone will respond to you Asap.**

### Maintaining Bargaining Unit Status

Article 2.1.7 (f) Substitute who have become members of the bargaining unit under this section shall remain members of the bargaining unit for the semester as long as they are working at the rate of 20 assignments per semester.

### Pre-Assignments for Non-Bargaining Unit Substitutes

A non-bargaining unit substitute teacher may receive a Special Circumstance Waiver for a specific subject matter assignment, teacher or department if approved by the requesting site administrator, the president of the Berkeley Federation of Teachers and the Human Resources Department. Waiver request forms are available from the Human Resources Department and are only valid for the specified school year. In the absence of a special circumstance waiver, a non-bargaining unit substitute cannot be pre-assigned.

## **Pre-Assignments for Student Teachers**

Student teachers may substitute for their master teachers if the student teachers hold valid Substitute Teaching Permits, are authorized by the Human Resources Department and have registered with the substitute management system. Student teachers may only substitute for their master teachers or at their assigned sites.

## **Cancelling Accepted Assignments**

To ensure continuity of instruction, substitutes who accept assignments are expected to report as appropriate. Repeated failure to do so will result in the substitute receiving an unsatisfactory performance evaluation. We understand that emergencies occur. In such instances, the substitute teachers are expected to cancel the acceptance of the assignment as soon as possible and preferably no less than 24 hours prior to the reporting time for that assignment. Repeated failure to do so will result in an unsatisfactory performance evaluation. Should there be a pattern of cancelling accepted assignments, even with a 24-hour advance notice, an unsatisfactory performance evaluation may be issued.

**In the event of an emergency, please contact [elizabethpizarro@berkeley.net](mailto:elizabethpizarro@berkeley.net) or (510) 644-4539.**

## **Inactivation of Substitute**

A substitute may be inactivated from the system for one or more of the following reasons:

- a) Receiving two (2) unsatisfactory performance reviews from a site. Receiving three (3) unsatisfactory performance reviews within one (1) year. Upon request, a Human Resources administrator shall meet with the substitute teacher and review the substitute teacher's performance prior to inactivating the substitute.
- b) Lack of valid teaching credential or substitute permit
- c) Written request from the substitute teacher
- d) Noncompliance with substitute dispatch procedures
- e) Substantial noncompliance with the law, District policies, procedures or rules

One (1) unsatisfactory performance review from a site may result in future exclusion from that particular site.

Substitute teachers have a right to respond to unsatisfactory performance reviews in writing within thirty (30) working days of receiving the negative report.

Bargaining Unit Substitute teachers can find additional information regarding performance reviews by visiting the BFT website: [berkeleyfederationofteachers.org](http://berkeleyfederationofteachers.org).

### **Request for Reactivation**

Pursuant to Articles 15.11.1 or 15.11.2 the BUSD-BFT Collective Bargaining Agreement, twelve (12) months after being deactivated or blocked from a site, a bargaining unit substitute teacher may request reinstatement.

To do so, the substitute teacher should write a letter to the Director of Human Resources explaining the reason why the substitute teacher should be reinstated. The Director of Human Resources or Designee will meet with the substitute teacher and make a determination. Reactivation for a particular site and/or the District's substitute teacher list is at the discretion of the District.

## Pay

Substitute teachers are paid every 15th of the month for all work they completed the previous pay period.

### **K-12 Substitute Teachers Daily Rate Schedule**

1-9 days	in the same assignment	\$153.00
10-19 days	in the same assignment	\$171.00
20-44 days	in the same assignment	\$191.00

### **Elementary School Substitute Service**

Any assignment of three hours and fifteen minutes or more in the elementary schools is paid at 100% of the daily substitute rate. Any assignment less than three hours and fifteen minutes in the elementary schools is paid at 50% of the daily substitute rate.

### **Secondary School Substitute Service**

Any assignment for three periods or more in secondary schools is paid at 100% of the daily substitute rate. Assignments of one or two periods are paid at 50% of the daily substitute rate.

### **Early Childhood Education (Preschool and BEARS) Substitute Service**

All early childhood education (Preschool and BEARS) substitute service will be paid at the K-12 daily substitute salary schedule rate. Assignments for fewer than five hours will be paid on a prorated basis. The daily rate is 153.00 Divided by 6 so the hourly rate is \$25.50. A minimum of two hours will be paid for a substitute called for a portion of the day. Long term early education substitute assignments will advance in pay at the same intervals as long term K-12 substitute assignments (10 days, 20 days, and 44 days). Current early childhood education teachers, who work beyond 202 days per year, when working additional days, will be paid at the K-12 daily substitute rate.

For questions regarding the BEARS Program please contact Aaron Jorgensen at 510-644-7770 or [aaronjorgensen@berkeley.net](mailto:aaronjorgensen@berkeley.net). For questions regarding the Preschool Program please contact Maria Carriedo at 510-644-4533 or [mariacarriedo@berkeley.net](mailto:mariacarriedo@berkeley.net).

## **Continuous Assignments**

After 44 days on a continuous assignment, substitute teachers shall be placed on the salary schedule, retroactive to the first day of the assignment. These teachers are eligible to sign up for medical and dental benefits through the District.

If a substitute teacher is called back for the same teacher in a continuous assignment within five (5) working days that substitute teacher's term of assignment and pay will continue as if there was no break in service.

If a substitute teacher's assignment is interrupted by the substitute teacher's personal illness and (s) he subsequently returns to continuing assignment, this shall not be considered a break in service.

Substitute teachers will not be intentionally terminated from continuing in an assignment to prevent achievement of long term status.

## **Timesheets**

Timesheets must be signed by the site administrator or designee where the assignment was completed. Assignments completed for the Music Department must be signed by the Visual and Performing Arts Supervisor, Peter Gidlund, whose office is located at 2020 Bonar Street, Building E.

Substitute teachers must submit a completed timesheets by the 25th of each month and maintain copies for their records.

For suspected errors in pay (i.e. incorrect daily rate, missing timesheet(s), incorrect calculation, incorrect deduction such as a TSA, Section 125, retirement, etc.), the substitute teachers should call or email the appropriate Payroll Specialist:

Kevin Younger (Temporary) – Letters A through J at 644-6436 [kevinyounger@berkeley.net](mailto:kevinyounger@berkeley.net)

Victoria Session – Letters K through Z at 644-6067 [victoriasession@berkeley.net](mailto:victoriasession@berkeley.net)

For pay concerns not promptly resolved, the substitute teacher should contact Payroll Supervisor at 644-6674 or by fax at 644-8549, including a copy of the substitute teacher's paycheck stub, a short description of the problem, and the date(s) the Payroll Specialist was contacted and the response received.

## Berkeley Unified School District

## Substitute Teacher's Time Report - K-12

Print name

Last

First

Mi

SSN or Employee Number

Month / Year

Payroll period begins on the 25th and ends on the 24th of the following month.				SITE USE ONLY - REQUIRED	
Enter Date	School / Site	Person(s) for whom substituted	Sub Finder Job Number	Day * (\ one)	Reason for Teacher Absence (see reverse for information)
Please print legibly and in ink			Full	1/2	(a)
M					S B
TU					S B
W					S B
TH					S B
F					S B
M					S B
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Total # of Days this Period

\* 1/2 day = Elementary: less than: 3 1/4 hours  
6th Grade: less than 3 1/4 hours  
Secondary: fewer than 3 periods

Time Sheets are due on the 25th  
of the month or the next working  
day

I Certify that this time sheet is correct	
Employee Signature	
Date	
See reverse side for complete instructions	

(a) Continuous Work Assignment
If you are substituting for the same teacher in a continuous assignment, check the box.

(b) Circle S for State/Fed Programs. Circle B for BSEP
---

PAYROLL DEPARTMENT USE ONLY			
Expense Code			
01-0000-901-0-00-1103-1110-1003-000			
Description	Rate	Days	
1-9 Days			
10-19 Days			
21-44 Days			
Per Diem			
initial		date entered	

<b>1. Last Name (print)</b>	<b>MI</b>	<b>2. Social Security Number</b>	<b>SECTION II: PAYROLL SECTION</b>
			<div style="display: flex; justify-content: space-between;"> <div><b>14. Hours</b></div> <div><b>15. Pay Rate</b></div> </div>

### SECTION I: EMPLOYEE (Complete in ink)

- Employee completes Section I (items 1 through 13)
- See reverse side for complete instructions
- Hourly Payroll time sheets are due on the first working day after the month ends.
- Salaried Payroll time sheets are due on the first working day after the 15th of the month

	3. First work period		4. Second work period		5. Hours	6. Substitute Job Number	8. Hourly Payroll Paid 15th of month		
	From	To	From	To			Pay Period Ends	Month	Last Day
Hourly									
1									
2									
3									
4									
5									
6									
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8									
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31									

### SECTION III: SUPERVISOR / BUDGET MANAGER

FUND	RESOURCE	LOCATION	Y E A	BUDGET MGR	OBJECT	GOAL	FUNCTION	DISTRICT DEFINED

**ALL TIME SHEETS**

**Object Code**

X X 0 3	Daily Substitute / Per Diem
X X 1 6	Hourly

Additional Adult Education Codes

1 1 0 4	Adult Hourly Teaching
1 1 0 6	Hourly Curr. Development

**16**  
Account Code

**17. Supervisor / Program Manager Approval:** (Initial all corrections in Section I: Employee

I certify that the time reported and account codes are correct.

Supervisor Signature (If different from Budget Manager)

Date:

Budget Manager Signature

Date:

**12. Substitute Teacher (continuous work days in the same assignment)**

☐ 1 - 9 work days    Person(s) for whom substituted  
☐ 10 - 19 work days  
☐ 20 - 44 work days

**13. Explanation of Stipend Pay + Amount:**

**14. Employee Certification**

I certify that this time sheet is correct.

**11. Explanation of Hourly Pay**

☐ Daily Substitute  
☐ Stipend  
☐ Per Diem  
☐ Hourly  
☐ Hourly Curriculum Development

# CERTIFICATED STAFF TIME SHEET INSTRUCTIONS

## SECTION I - EMPLOYEE

(Employee completes this section.)

Prepare a separate time sheet for: Daily Rate  
Hourly teaching; Hourly curriculum development;  
Substitute Teaching: 1-9 continuous work days;  
Substitute Teaching: 10-19 continuous work days;  
Substitute Teaching: 20-44 continuous work days.

### 1. Name

Print last name, first name, and middle initial.

### 2. Social Security Number

Enter your nine (9) digit Social Security number.

### 3. From/To Time - First work period

- Enter on proper date line the time work started and time work ended for first work period for that date. Record time to the nearest 15 minutes.

### 4. From/To Time - Second work period

- Enter on proper date line the time work started and time work ended for second work period for that date.
- Record time to the nearest 15 minutes.
- A minimum lunch break of one-half hour must be shown when you work five (5) or more hours.

### 5. Hours

- Enter total hours worked that day.

### 6. Substitute Job Number

Enter the substitute job number assigned by the BSMART computer substitute teacher assignment system for each assignment.

### 7. Total Hours

Enter total hours worked for this pay period.

### 8. Hourly Payroll

- Enter month and year when pay period ends.
- Employees who work on an hourly/daily rate are paid on this payroll.
- Pay Period starts on the first day of the month and ends on the last day of the month.
- Pay day is the 15th of the next month except when this falls on a weekend or holiday then pay day is the prior work day.

### 9. Salaried Payroll

- Enter the month and year in which the pay period ends.

- The pay period starts on the 16th of the month and ends on the 15th of the next month.

- Daily rate, hourly teaching and hourly curriculum development for staff on monthly payroll are paid on this payroll.

- Pay day is the last working day of the month except when this falls on a weekend or holiday then payday is the prior working day.

### 10. Pay Type

- Check pay type
- Daily substitute is used by substitute teachers.
- Per Diem is used to pay per diem rates.
- Hourly rate is for teachers who work additional hours on teaching assignments.
- Hourly curriculum development rate is for teachers who work additional hours on curriculum development.

### 11. Explanation of Hourly Rate

Explain why you worked hourly rate.

### 12. Substitute Teacher

Check the number of continuous work days that you worked in the same substitute teacher assignment at the same site.

- 1-9 work days in the same assignment
- 10-19 work days in the same assignment
- 20-44 work days in the same assignment
- After 44 work days in the same assignment a personnel requisition should be prepared by the principal to place the employee on the salary schedule. Show the name of the teacher for whom substituted.

### 13. Employee Certification

Sign and date your time sheet. Keep the white copy of your time sheet. Give the blue and yellow copies of your time sheet to your supervisor.

## SECTION II - PAYROLL SECTION

(Payroll Section completes this portion of the Time Sheet.)

### 14. Hours

Enter hours worked

### 15. Pay Rate

## SECTION III - SUPERVISOR/BUDGET MANAGER

(Supervisor/Budget Manager completes this section of the time sheet.)

### 16. Account Code

Complete Account Code box. Use budget control code 03 for Daily/Substitute/Per Diem and 16 for Hourly Teaching. The Adult School will also use 04 for Adult Hourly Teaching and 06 for Hourly Curriculum Development.

### 17. Supervisor/Budget Manager Approval

- Supervisor signs and dates time sheet and sends to Budget Manager. If Supervisor is the Budget Manager, this box is left blank.
- Budget Manager signs and dates time sheet.
- Budget Manager keeps yellow copy of time sheet.
- Budget Manager sends blue copy of time sheet to Payroll Section on the first working day after the end of the pay period. Hourly payroll time sheets are due first working day of the month. Salaried payroll time sheets are due on the first working day after the 15th of the month.
- All corrections, erasures, and cross-outs in "Section I: Employee" should be initialed by the Budget Manager.

*This form is to be completed by an administrator, not by the substitute candidate.*

## Special Circumstance Waiver 2019-2020

This waiver application is for the following non-union Berkeley Unified School District substitute teacher who has special skills or credentials that make this substitute teacher the best possible candidate for the assignment.

### Substitute Teacher Information

Name: \_\_\_\_\_

Address: \_\_\_\_\_

Phone #: \_\_\_\_\_ E-mail: \_\_\_\_\_

This request is for the substitute teacher named above to be pre-assigned to the teacher(s), school(s) or subject(s) listed below for the 2019-2020 school year:

School(s): \_\_\_\_\_

Subject(s): \_\_\_\_\_

Teacher(s) (if applicable): \_\_\_\_\_

Department(s): \_\_\_\_\_

The site administrator or designee must explain below the special circumstances that make this substitute teacher uniquely qualified for this position:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

The principal or designee's signature: \_\_\_\_\_ Date: \_\_\_\_\_

**It is the administrator's responsibility to send this form to the Berkeley Federation of Teachers at [bft4tchr@lmi.net](mailto:bft4tchr@lmi.net) or by fax to 549-2308 for approval by the BFT Union President. All special circumstances waiver substitute teachers are BFT bargaining unit members.**

If the Special Circumstance Waiver is approved, the substitute teacher's name will be displayed in Aesop as a bargaining unit member.

\*Special Circumstance Waivers must be applied for each school year.

-----The boxes below are for BFT and Human Resources use only-----

**BFT:**                                      Approved ☐                                      Not Approved ☐

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Human Resources:**                                      Approved ☐                                      Not Approved ☐

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Application for Incremental Medical-Dental Benefits 2019 – 2020

Pursuant to Article 14, Section 15 of the BFT-BUSD Collective Bargaining Agreement, substitute teachers who have worked at least 80 jobs may apply for Incremental Medical-Dental Benefits. To be eligible, all K-12 jobs must be listed in the substitute management system. A job is either a full day or half day with a different confirmation number. **Payroll records will no longer be used to verify jobs.** This stipend is payment toward medical/dental benefits. Requests must be submitted no later than **June 30<sup>th</sup>** to receive payment by **July 31<sup>st</sup>**. Please return the form to the **Human Resource** department or Email: [SubMedicalStipends@berkeley.net](mailto:SubMedicalStipends@berkeley.net)

- |                          |        |                    |         |
|--------------------------|--------|--------------------|---------|
| <input type="checkbox"/> | Worked | 80 jobs – stipend  | \$ 976  |
| <input type="checkbox"/> | Worked | 95 jobs – stipend  | \$1,116 |
| <input type="checkbox"/> | Worked | 110 jobs – stipend | \$1,256 |
| <input type="checkbox"/> | Worked | 125 jobs – stipend | \$1,396 |

Print Name: \_\_\_\_\_  
First Name Last Name Employee ID #

By signing this, I certify that the **attached** substitute management system job report is an accurate record of the jobs I have worked.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

\_\_\_\_\_

The Payroll Department is authorized to pay one stipend payment by July 31st in the amount of \$\_\_\_\_\_

I certify that the total units and stipend are correct.

Verified by Human Resources Staff Member:

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Approved by Human Resources Administrator:

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

\_\_\_\_\_

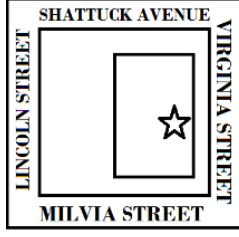
Application submitted to the Payroll Department on \_\_\_\_\_ by \_\_\_\_\_.

Budget Code: 01-0000-901-0-00-1151-1110-1003-000
--

# Directions to Berkeley Public Schools

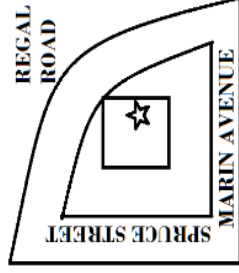
## Berkeley Arts Magnet

2015 Virginia Street  
(510)644-6225  
From Shattuck, turn West on Virginia. Park on Virginia. Office is through main door and to the right.



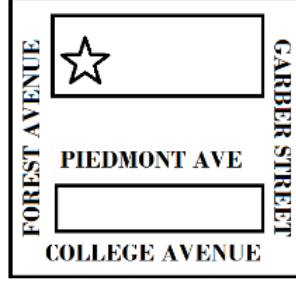
## Cragmont Elementary

830 Regal Road  
(510)644-8810  
From Marin, turn North on Spruce, then East on Regal. Park on Regal. Enter from Regal to the office.



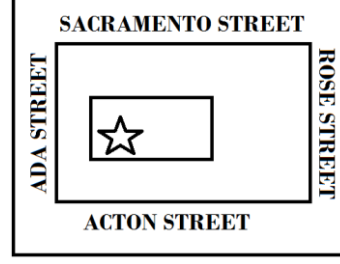
## Emerson Elementary

2800 Forest Avenue  
(510)644-6890  
From College Avenue, turn East on Garber, left on Piedmont, then right on Forest. Park on Forest. Enter on Forest. Office is straight, then right.



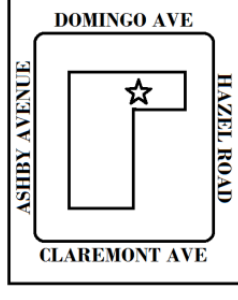
## Jefferson Elementary

1400 Ada Street  
(510)644-6298  
From Sacramento, turn west on Ada. Park on Ada. Entrance is in the middle of the block. Office is inside, to the right.



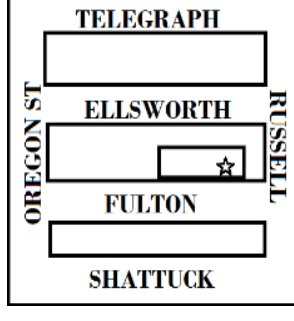
## John Muir Elementary

2955 Claremont Avenue  
(510)644-6410  
On Claremont, just below Ashby. Park on Claremont. Come in main gate, follow path to the back of the building. Office is in the corner, to the left.



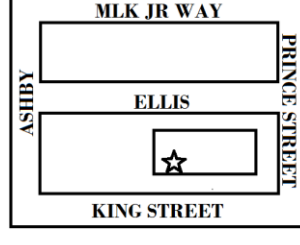
## Sylvia Mendez Elementary

2241 Russell Street  
(510)644-6290  
From Telegraph, turn West on Russell; from Shattuck, turn East. Park on Russell. Walk down path right of the auditorium. Office is straight through the door.



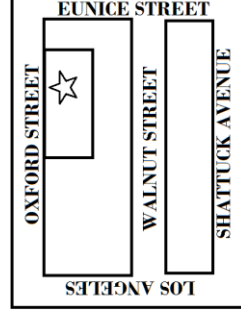
## Malcolm X Elementary

1731 Prince Street  
(510)644-6313  
From MLK Jr. Way, turn west on Ashby, turn left on King. Park and enter on Prince.



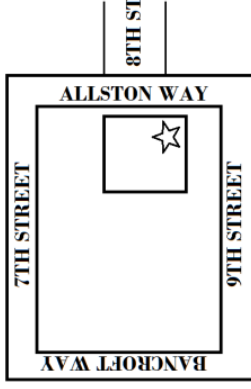
## Oxford Elementary

1130 Oxford Street  
(510)644-6300  
From Shattuck, turn East on Rose, then left on Oxford. Park on Oxford. From southern entrance, office is on the right.



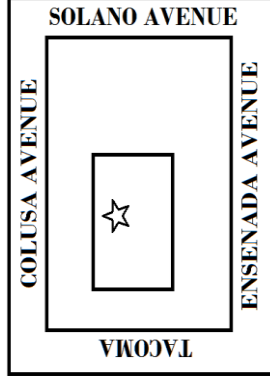
**Rosa Parks Elementary**

920 Allston Way  
(510)644-8812  
From University, turn south on 8<sup>th</sup> street, 8<sup>th</sup> street dead ends at the school. Park and enter office across Allston Way.



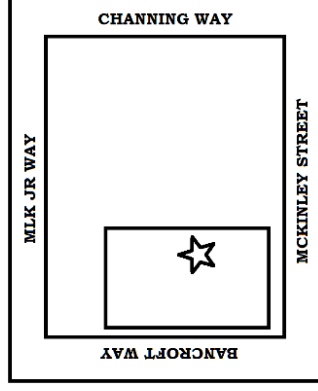
**Thousand Oaks Elementary**

840 Colusa Avenue  
(510)644-6368  
From The Alameda, turn west on Solano. Turn right on Colusa. Park and enter on Colusa Avenue.



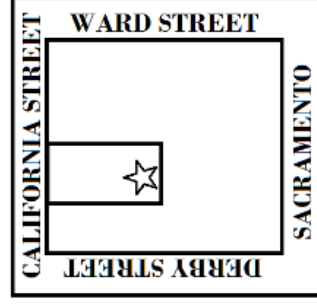
**Washington Elementary**

2300 MLK. Jr. Way  
(510)644-6310  
From MLK Jr. Way, turn west on Bancroft. Park on Bancroft. Walk in McKinley Street. Turn left into the yard. Enter upper yard to office.



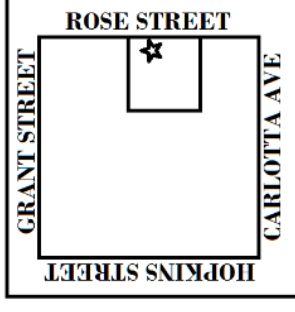
**Longfellow Middle School**

1500 Derby Street  
(510)644-6360  
From Sacramento Street, turn east on Derby Street. Park on Derby. Enter through North (main) gate.



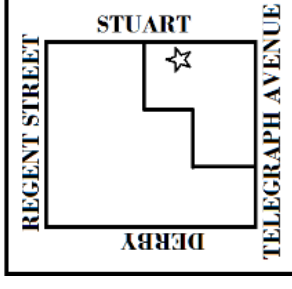
**Martin Luther King Middle School**

**School**  
1781 Rose Street  
(510)644-6280  
From MLK Jr. Way, turn West Rose Street, park on Grant or Rose. Enter on Rose Street. Office is across courtyard to the left.



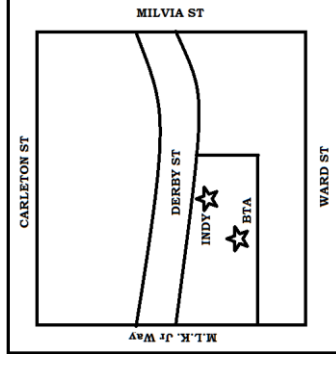
**Willard Middle School**

2425 Stuart Street  
(510)644-6330  
From Telegraph, turn East on Stuart Street. Park on Stuart Street and enter on Stuart, nearest Regent.



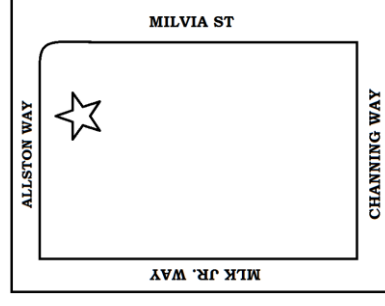
**Berkeley Technology Academy/**

**Independent Study**  
2701 M.L.K. Jr Way  
(510) 644-6159  
On the corner of MLK Jr. Way and Derby St.



**Berkeley High School**

2239 Martin Luther King Jr Way  
Berkeley, CA 94704  
(510)644-6120  
On the corner of Allston Way and Milvia Street.



121118 v6							K-12 Calendar 2019-20				
Month	Mon	Tue	Wed	Thur	Fri	Key Dates	Highlights		Student Days	Elementary Teacher Work Days	Secondary Teacher Work Days
JULY 2019	1	2	3	4	5	7/4	Independence Day Holiday***				
	8	9	10	11	12						
	15	16	17	18	19						
	22	23	24	25	26						
	29	30	31						0	0	0
AUG 2019				1	2						
	5	6	7	8	9						
	12	13	14	15	16	8/22	Staff Development Day (No school for students)				
	19	20	21	22	23	8/23	Teacher Work Day ( No school for students)				
	26	27	28	29	30	8/26	First Day of School		5	7	7
SEPT 2019											
	2	3	4	5	6	9/2	Labor Day Holiday*				
	9	10	11	12	13	9/5	Elementary Back to School Night				
	16	17	18	19	20	9/12	Middle School Back to School Night				
	23	24	25	26	27	9/26	High School Back to School Night		20	20	20
	30										
OCT 2019		1	2	3	4						
	7	8	9	10	11	10/14	District Staff Professional Development Day (No school for students)				
	14	15	16	17	18	10/25	End of First Grading Period (Elementary)				
	21	22	23	24	25	10/25	End of First Quarter (Secondary)				
	28	29	30	31		11/4	Elementary Parent Teacher Conference Day and		22	23	23
NOV 2019					1	11/4	Secondary Staff Development Day (No School for Students)				
	4	5	6	7	8	11/5-11/8	Elementary Parent Teacher Conferences ( Shortened Days)				
	11	12	13	14	15	11/6-11/8	Middle School Parent Teacher Conferences ( Shortened Days)				
	18	19	20	21	22	11/11	Veterans' Day Holiday*				
	25	26	27	28	29	11/25-11/29	Thanksgiving Holiday (No School for Students)		14	15	15
						11/27-11/29	Thanksgiving Board Holiday* (District Office Closed)				
DEC 2019											
	2	3	4	5	6						
	9	10	11	12	13						
	16	17	18	19	20	12/23-1/3	Winter Recess (No School for Students)				
	23	24	25	26	27	12/24-12/26	Winter Board Holiday* ( District Office Closed)		15	15	15
	30	31				12/31-1/1	New Year's Holiday* (District Office Closed)				
JAN 2020			1	2	3						
	6	7	8	9	10						
	13	14	15	16	17	1/20	Martin Luther King Jr. Birthday Holiday*				
	20	21	22	23	24	1/24	End of Second Quarter/First Semester (Secondary)				
	27	28	29	30	31	1/27	Secondary Semester Break & Elementary Staff Development Day (No School for Students)		18	19	18
FEB 2020											
	3	4	5	6	7	2/6	High School Open House				
	10	11	12	13	14	2/14	Lincoln's Birthday Holiday*				
	17	18	19	20	21	2/17	Presidents Day Holiday*				
	24	25	26	27	28	2/21	End of Second Grading Period (Elementary)		18	18	18
MAR 2020											
	2	3	4	5	6						
	9	10	11	12	13	3/26	Middle School Open House				
	16	17	18	19	20	3/27	End of Third Quarter (Secondary)				
	23	24	25	26	27	3/27	Cesar Chavez Day of Service and Learning		20	20	20
	30	31				3/30-4/3	Spring Recess (No School for Students)				
APR 2020			1	2	3	4/3	Cesar Chavez Day* (District Office Closed)				
	6	7	8	9	10						
	13	14	15	16	17						
	20	21	22	23	24						
	27	28	29	30					19	19	19
MAY 2020					1						
	4	5	6	7	8						
	11	12	13	14	15	5/14	Elementary Open House				
	18	19	20	21	22	5/18	Malcolm X's Birthday Holiday*				
	25	26	27	28	29	5/25	Memorial Day Holiday*		19	19	19
JUN 2020											
	1	2	3	4	5						
	8	10	10	11	12	6/12	Last Day of School				
	15	16	17	18	19						
	22	23	24	25	26				10	10	10
	29	30									
*Certificated and Classified Staff    **Certificated Staff    ***12 Month Classified Staff    #Selected Classified Employees    ~Subject to change    Total Days									180	185	184

**BERKELEY UNIFIED SCHOOL DISTRICT**

**2019-2020 HOLIDAY CALENDAR  
12-MONTH CLASSIFIED AND CERTIFICATED STAFF**

Independence Day Holiday.....Thursday, July 4, 2019

Labor Day Holiday.....Monday, September 2, 2019

Veterans Day Holiday.....Monday, November 11, 2019

Thanksgiving Holiday.....Wed-Fri, November 27-29, 2019

Winter Board Holiday.....Tues/Wed/Thurs, December 24, 25, 26, 2019

New Year's Holiday.....Tuesday/Wednesday, December 31, 2019/January 1, 2020

Martin Luther King Jr. Birthday Holiday.....Monday, January 20, 2020

Lincoln's Birthday Holiday.....Friday, February 14, 2020

Presidents' Day Holiday.....Monday, February 17, 2020

Cesar Chavez Holiday.....Friday, April 3, 2020

Malcolm X's Birthday Holiday .....Monday, May 18, 2020

Memorial Day Holiday.....Monday, May 25, 2020

## My Favorite Trick: The Substitute Teacher Bag

### *Advice from a retired educator*

At root most educators are bag people. Go to any gathering of educators and you will see it. Almost everyone is lugging around a bag. You will find the bag stuffed with things like student work, an interesting article we hope to find time to read, a class set of worksheets just in case and random art supplies. I invite you to join the club and create your own educator bag of tricks. Below is a list of things you might want to have in your bag:

Item	Why you might want it
Overhead markers	Nothing is worse than arriving at a classroom and not being able to find the markers. Hedge your bets and show up prepared. It will save you a lot of stressful scrambling.
Whiteboard markers	See above
Colored markers	Having a set of colored markers can come in handy if you need to improvise because there was no lesson plan or you finished early.
Golf pencils	Students love to use the excuse of no pencil to get out of doing their work. Regular pencils often disappear at the end of the day, but golf pencils usually end up back in your box.
Nice pencils	New pencils can be used as rewards for students doing a good job.
Glue	Just in case. You never know when this one will come in handy.
Paperclips	These can come especially in handy to clip together class sets of worksheets.
Scratch paper	Students frequently ask for a piece of paper and if you are unfamiliar with the classroom you might not know where to look for one. Paper can also come in handy if you need to improvise activities.
Class set of worksheets (writing prompts, math problems, etc.)	It is handy to bring a back-up activity in case you finish a lesson early or have no lesson plans. Avoid potential problems with the copier by bringing a class set of worksheets in plastic sheet protectors and having students put answers/responses on blank paper. That way you can collect the worksheets at the end of the period and be prepared for your next assignment. There are many activity sheets for students at different grade levels available on the intranet – just Google it.

## Classroom Management Tips – Interacting with Middle School Students

*Advice from a retired middle school principal and veteran school psychologist*

1. **Your mantra: Don't take the bait!** Students at this age are savvy at trying to take the class off task. Acknowledge the comment or behavior and redirect the class back to the task at hand. Do your best not to react emotionally to distractions.
2. **Dress the part.** As a substitute teacher you will be on stage all day long, especially at the secondary level. Be mindful of what you wear and the signal that it sends to students. I recommend "business casual." There is no need to wear a suit, but if you show up dressed in sweats students may think that you are not serious about your work.
3. **Everyone (even adolescents) loves predictability.** At the beginning of the period tell students what to expect from the day. Laying out a road map will help them feel more comfortable about where you are going and will give some structure to the day. Tell them how you would like them to behave and what you would like to accomplish together.
4. **De-personalize.** The strength of every 13-year-old is his/her ability to bring you right back to feeling like a 13-year-old yourself. If someone makes a comment about your clothes or appearance do your best not to let it rattle your confidence. Acknowledge the comment and redirect the student back to the task at hand.
5. **Don't embarrass them.** Students at this age have a constant "imaginary audience" and always feel like they are on stage and everyone is looking at them. If they are embarrassed they think everyone noticed and feel compelled to respond. It is tempting to shame students into completing their work. Pride is very important during adolescence and the minute you embarrass a student you have escalated the situation and lost that student for the day.
6. **Hands off.** At this age the slightest touch can dramatically escalate a situation. Keep your hands off and if you are faced with a situation you can't handle seek help from the school office staff or the neighboring teacher. Never leave the students unattended. Send a student for help.
7. **Orderly environment.** Students respond to the physical environment around them. If you walk into a new classroom and notice the space is particularly disorderly, it is absolutely worth taking the time to do a little straightening. It will go a long way. Be careful not to disturb the teacher's materials, stick to things like straightening the rows of desks.
8. **Focus on the positive.** Even if you are shaking in your boots, put on a big smile and greet students with a positive tone. It will disarm most students and set the tone for a smooth day. Students of all ages feed on positive attention, but adolescents don't receive a lot of praise. In your introduction tell students that you love working with students their age or that you particularly like their school.

## HEALTHY WORKPLACES/HEALTHY FAMILIES ACT OF 2014

### PAID SICK LEAVE FOR SUBSTITUTES AND HOURLY EMPLOYEES NOT ENTITLED TO LEAVE PER EXISTING COLLECTIVE BARGAINING AGREEMENTS

#### **Entitlement:**

Each employee who works in California for the same employer for 30 or more days within a year from the beginning of employment is entitled to paid sick leave. Paid sick leave accrues upon employment at a rate of three days or 24-hours, and is paid at the employee's regular wage rate. Accrual shall begin on the first day of employment or July 1, 2020, whichever is later. PERS retired annuitants are not eligible.

#### **Usage:**

An employee may use accrued paid sick days beginning on the 90th day of employment. The District will provide paid sick days upon the oral or written request of an employee for the following reasons:

- Diagnosis, care or treatment of an existing health condition or preventive care for self or family member,<sup>1</sup> or
- Employee is a victim of domestic violence, sexual assault, or stalking.

The District limits the use of paid sick days to 24 hours or three days in each year of employment.

**Paid sick leave can be utilized only on days on which the District has offered the employee a job assignment, and the employee declines the assignment for one of the above-stated reasons.**

To access leave the employee must submit a **REQUEST FOR PAID SICK LEAVE FORM**. If the need for paid sick leave is foreseeable, the employee shall provide reasonable advance notification. If the need for paid sick leave is unforeseeable, the employee shall provide notice of the need for the leave as soon as practicable. The District does not carry over nor pay out unused sick leave. The attached form can be used to provide notice in advance, following an oral request in order to process payment. Oral requests for paid sick leave should be directed to the Human Resources Department.

---

<sup>1</sup> "Family member" is defined as (1) a child, which for purposes of this article means a biological, adopted, or foster child, stepchild, legal ward, or a child to whom the employee stands in loco parentis. This definition of a child is applicable regardless of age or dependency status; (2) a biological, adoptive, or foster parent, stepparent, or legal guardian of an employee or the employee's spouse or registered domestic partner, or a person who stood in loco parentis when the employee was a minor child; (3) a spouse; (4) a registered domestic partner; (5) a grandparent; (6) a grandchild; or (7) a sibling. (Labor Code section 245.5 (c))

**BERKELEY UNIFIED SCHOOL DISTRICT**  
**HEALTHY WORKPLACES, HEALTHY FAMILIES ACT OF 2014**  
**REQUEST FOR PAID SICK LEAVE**  
**for Substitutes and Hourly Employees Not Entitled to Leave per Existing**  
**Bargaining Unit Agreements**

Employee's Last Name:		Employee's First Name:	
Employee ID#:		Telephone #:	
		Email address:	
<p>The District limits the use of paid sick days to 24 hours or three days in each year of employment. <b><u>Paid sick leave can be utilized only on days on which the District has offered the employee a job assignment, and the employee declines the assignment for one of the allowable reasons.</u></b></p> <p>To access accrued leave the employee must submit this form. If the need for paid sick leave is foreseeable, the employee shall provide reasonable advance notification. If the need for paid sick leave is unforeseeable, the employee shall provide notice of the need for the leave as soon as practicable. PERS retired annuitants are not eligible.</p>			
Date on which District offered assignment and employee requests use of paid sick leave:			
Reason for Request:	<input type="checkbox"/> Diagnosis, care or treatment of an existing health condition or preventive care for self or family member <input type="checkbox"/> Employee is a victim of domestic violence, sexual assault, or stalking.		
Date Submitted:			
Signature:			

*The "Request for Paid Sick Leave" also requires the submittal of an accompanying absence certificate to the Human Resources Department for approval.*

<b>Human Resources Department Use Only:</b>	
Payment offered on date requested: <input type="checkbox"/> No	Worked 30 days within a year: <input type="checkbox"/> No
Leave balance verified:	
Submitted to payroll:	Retiree <input type="checkbox"/> No
Submitted by:	

Copy to:    ☐ Employee    ☐ Human Resources    ☐ Payroll

[illegible]