Berkeley
PUBLIC SCHOOLS

Berkeley Unified School District

Human Resources Department

2014-2015

Substitute Teacher Handbook

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Substitute Teacher Handbook

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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.

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

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:

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.

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.

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 District 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 teacher during the school year, except in a special education classroom, where the holder may serve for no more than 20 days for any one teacher 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."*

Ethical Behavior

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

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.

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 specific instructions and materials are left by the classroom teacher.

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 sub-finder 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.

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.

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 be sure to return all keys. This provides the office staff with an opportunity to deliver any messages to the substitute and sign the timesheet.

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. Please be aware of students with special needs.

Lesson Plans

When teachers are absent from school, they will leave lesson plans for the substitute teacher to follow to maintain continuity of instruction. Substitutes are to implement the lesson plans exactly as the teacher indicates. The substitute is expected to adhere to the scope and sequence of instruction documented in the teacher's lesson plans. Any deviation from the lesson plans must be substantiated with sound reasoning and be based on established curriculum and instruction. Leave a detailed note for the teacher if you have to deviate from his/her 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. 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.

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. Substitutes are expected 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. PowerSchool is the electronic attendance management system used by Berkeley Unified School District. Substitutes should seek assistance from a school administrator if they experience any difficulty with PowerSchool.

Classroom Management

Substitute teachers are expected 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**. 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.

Unattended Classroom

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

Leaving the Campus

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

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

Firm, Fair and Consistent Treatment of Students

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

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. Many discipline problems can be avoided by the substitute's use of proximity to the students.

Substitute teachers should be particularly careful not to do any of the following things without authority 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

Substitutes should never touch students for any reason.

Mandated Reporters

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

Seeking Help

At all times, and in all matters related to substitute teaching, the substitutes should never hesitate to seek help when needed. 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 with instructional questions or classroom management concerns. These personnel include the administrators, subject area experts, grade level chairpersons, team leaders, and department heads.

Access to Aesop (Substitute Management System)

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

To access the substitute management system, the substitute will need to enter his/her:
ID (phone number)
Pin Number (chosen at the time of hire)

There are three methods for making jobs available to substitutes:

1. Substitutes can search for 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 at **http://www.aesopeducation.com.** *If the regular teacher has uploaded lesson plans on the internet, the substitute will be able to view them online once the job is accepted.*

2. Substitutes may interact with the substitute management system by way of a toll-free, automated voice instruction menu at **1-800-942-3767.** Here, substitutes can proactively search for jobs and manage existing jobs. It is recommended that substitutes 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 substitutes 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 4:00 pm – 9:30 pm in the evening.

When the substitute accepts a job, the system will issue a confirmation number. **Transactions are not complete until the substitute management system supplies a confirmation number.**

Substitutes who have questions regarding the use of the substitute management system may call the substitute coordinator at (510) 644-4539 for assistance.

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's qualifications to that of an absent teacher, the system will then begin calling all available substitutes.

3. Site secretaries may call substitutes in emergencies; however, no assignment is complete until it has been reported into the substitute management system to generate a job 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 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).

Maintaining Bargaining Unit Status

Substitutes will remain members of the bargaining unit as long as they are working an average of six substitute assignments each month. This does not include hourly jobs. During the Fall semester, substitutes will remain members of the bargaining unit until they accept fewer than six assignments in any month. The third time in the Fall semester that a substitute has not accepted at least six assignments in a month, the substitute will no longer have bargaining unit status.

Pre-Assignments for Non-Bargaining Unit Substitutes

A non-bargaining unit substitute 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 report. We understand that emergencies occur. In such instances the substitutes are expected to cancel the acceptance of the assignment as soon as possible, and preferably no later than 24 hours prior to the reporting time for that assignment. Repeated failure to do so will result in an unsatisfactory performance report. Should there be a pattern of cancelling accepted assignments, even with a 24 hour advance notice, an unsatisfactory performance review will be issued.

In the event of an emergency, please email Janet Lopez at janetlopez@berkeley.net or (510) 644-4539.

Inactivation of Substitute

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

a) The issuance of three (3) unsatisfactory performance reviews on the substitute teacher report form 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

d) Noncompliance with substitute dispatch procedures

e) Substantial noncompliance with the law, District policies, procedures or rules

Two (2) unsatisfactory performance reviews from a site will 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.

Substitute teachers can find additional information regarding performance reviews by visiting the BFT website: 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 inactivated or blocked from a site, a bargaining unit substitute may request reinstatement.

To do so, the substitute should write a letter to the Director of Personnel Services explaining the reason why the substitute should be reinstated. The Director of Personnel Services/ Designee will meet with the substitute and make a determination.

Reactivation for a particular site and/or the District's substitute 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	$142.00
10-19 days	in the same assignment	$159.75
20-44 days	in the same assignment	$177.51

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 the 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 $142.00 so the hourly rate is $23.66. 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.

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 BUSD.

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

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

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

Timesheets

Substitute teachers must submit 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 should call or email the appropriate Payroll Specialist:

Ma'lika Upshur – Letters A through J at 644-6436 malikaupshur@berkeley.net

Kevin Younger – Letters K through Z at 644-6067 kevinyounger@berkeley.net

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

GET SIGNATURES FOR EACH SCHOOL SITE FROM EACH SCHOOL SITE ADMINISTRATOR

Berkeley Unified School District

Substitute Teacher's Time Report - K-12

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

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) Full	Day * (√ one) ½	Principal, Vice Principal, or Teacher in Charge	Reason for Teacher Absence (see reverse for information)	(b)	(a)
		Please print legibly and in ink					FULL SIGNATURE REQUIRED			
M									S B	
TU									S B	
W									S B	
TH									S B	
F									S B	
M									S B	
TU									S B	
W									S B	
TH									S B	
F									S B	
M									S B	
TU									S B	
W									S B	
TH									S B	
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TU									S B	
W									S B	
TH									S B	
F									S B	
M									S B	
TU									S B	
W									S B	
TH									S B	
F									S B	

Total # of Days this Period

* 1/2 day = Elementary: less than: 3 ¼ hours
6th Grade: less than 3 ¼ hours
Secondary: fewer than 3 periods

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

Blue Original - Payroll Dept Green - State/Fed/BSEP White - HR Yellow - Employee

BUSD Form TS-0100 10/09

Sample Timesheet K-12

1. Last Name (print)	First Name (print)	MI	2. Social Security Number

SECTION II: PAYROLL SECTION

14. Hours	15. Pay Rate

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

Hourly	Salaried	3. First work period From	3. First work period To	4. Second work period From	4. Second work period To	5. Hours	6. Substitute Job Number
1	16						
2	17						
3	18						
4	19						
5	20						
6	21						
7	22						
8	23						
9	24						
10	25						
11	26						
12	27						
13	28						
14	29						
15	30						
16	31						
17	1						
18	2						
19	3						
20	4						
21	5						
22	6						
23	7						
24	8						
25	9						
26	10						
27	11						
28	12						
29	13						
30	14						
31	15						
7. TOTAL HOURS							

8. Hourly Payroll Paid 15th of month

Pay Period Ends	Month	Last Day	Year

9. Salaried Payroll Paid end of month

Pay Period Ends	Month	15th	Year

10. Pay Type

- ❑ Daily Substitute
- ❑ Stipend
- ❑ Per Diem
- ❑ Hourly
- ❑ Hourly Curriculum Development

11. Explanation of Hourly Pay

13. Explanation of Stipend Pay + Amount:

SECTION III: SUPERVISOR / BUDGET MANAGER

FUND	RESOURCE	LOCATION	YEAR	BUDGET MGR	OBJECT	GOAL	FUNCTION	DISTRICT DEFINED

16 Account Code

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

17. Supervisor / Program Manager Approv: (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
- ❑ 10 - 19 work days
- ❑ 20 - 44 work days

Person(s) for whom substituted _____

14. Employee Certification

I certify that this time sheet is correct. Signature: Date:

CERTIFICATED STAFF TIME SHEET — Berkeley Unified School District

Form 39 Stock No. 1-8622 July 2002 Distribution: Send Blue copy to Payroll

Sample Timesheet
Early Childhood & Adult School

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

Special Circumstance Waiver
2014-2015*

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 2014-2015 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 uniquely qualified for this position:

_____

_____

_____

_____

The principal or designee's signature: _____Date:_____

It is the responsibility of the substitute teacher or administrator to send this form to the Berkeley Federation of Teachers at bft4tchr@lmi.net or by fax to 549-2308 for approval by the BFT Union President. All special circumstance waiver substitutes are part of the BFT bargaining unit.

If the Special Circumstance Waiver is approved, the substitute's name will be displayed.

*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
2014 – 2015

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. **Payroll records will no longer be used to verify K-12 jobs.** This stipend is payment toward medical/dental benefits as per collective bargaining agreement.

- ☐ Worked **80 jobs** – stipend **$ 920**
- ☐ Worked **95 jobs** – stipend **$1,052**
- ☐ Worked **110 jobs** – stipend **$1,184**
- ☐ Worked **125 jobs** – stipend **$1,316**

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:_____

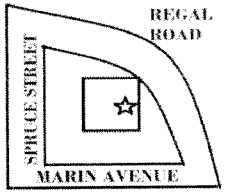
Application submitted to the Payroll Department on: _____

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

DIRECTIONS TO BERKELEY PUBLIC SCHOOLS

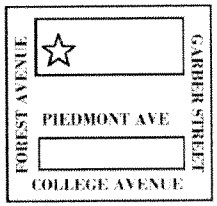
Berkeley Arts Magnet
1645 Milvia Street
(510)644-6225

From Shattuck, turn West on Virginia. Park on Virginia. Office is through main door and to the right.



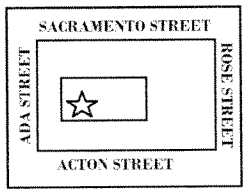
Cragmont Elementary
830 Regal Road
(510)644-8810

From Marin, turn North on Spruce, then East on Regal. Park on Regal. Enter from Regal to the office.



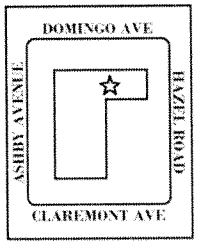
Emerson Elementary
2800 Forest Avenue
(510)644-6890

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.



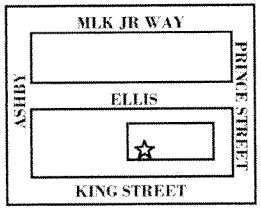
Jefferson Elementary
1400 Ada Street
(510)644-6298

From Sacramento, turn west on Ada. Park on Ada. Entrance is in the middle of the block. Office is inside, to the right.



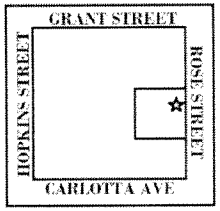
John Muir Elementary
2955 Claremont Avenue
(510)644-6410

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.



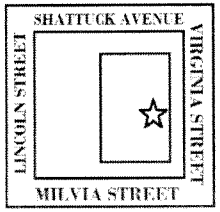
Malcolm X Elementary
1731 Prince Street
(510)644-6313

From MLK Jr. Way, turn west on Ashby, turn left on King. Park and enter on Prince.



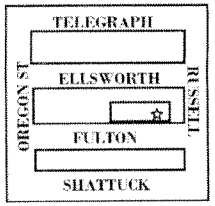
Martin Luther King Middle School
1781 Rose Street
(510)644-6280

From MLK Jr. Way, turn West Rose Street, park on Grant or Rose. Enter on Rose Street. Office is across courtyard to the left.



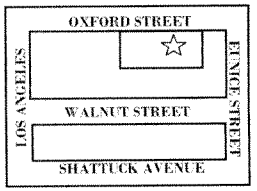
LeConte Elementary
2241 Russell Street
(510)644-6290

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.



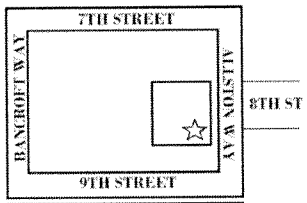
Oxford Elementary
1130 Oxford Street
(510)644-6300

From Shattuck, turn East on Rose, then left on Oxford. Park on Oxford. From southern entrance, office is on the right.



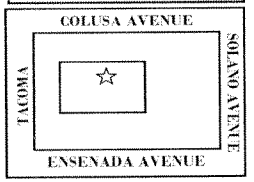
Rosa Parks Elementary
920 Allston Way
(510)644-8812

From University, turn south on 8th street, 8th street dead ends at the school. Park and enter office across Allston Way.



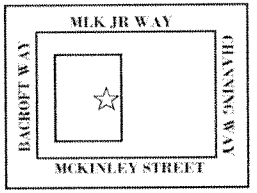
Thousand Oaks Elementary
840 Colusa Avenue
(510)644-6368

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.

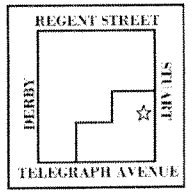


Longfellow Middle School
1500 Derby Street
(510)644-6360

From Sacramento Street, turn east on Derby Street. Park on Derby. Enter through North (main) gate.

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 Unified School District — Human Resources Department

01.03.14 dr v6

K-12 Calendar 2014-15

Month	Mon	Tue	Wed	Thur	Fri	Key Dates	Highlights	Student Days	Elementary Teacher Work Days	Secondary Teacher Work Days
JULY		1	2	3	4	7/4	Independence Day Holiday***			
2014	7	8	9	10	11					
	14	15	16	17	18					
	21	22	23	24	25					
	28	29	30	31				0	0	0
AUG					1					
2014	4	5	6	7	8					
	11	12	13	14	15	8/25	Staff Development Day** (No school for students)			
	18	19	20	21	22	8/26	Teacher Work Day (No school for students)			
	25	26	27	28	29	8/27	First Day of School for Students	3	5	5
SEPT	1	2	3	4	5	9/1	Labor Day Holiday*			
2014	8	9	10	11	12	9/4	Elementary Back to School Night			
	15	16	17	18	19	9/11	Middle School Back to School Night			
	22	23	24	25	26	9/18	High School Back to School Night			
	29	30						21	21	21
OCT			1	2	3					
2014	6	7	8	9	10					
	13	14	15	16	17	10/13	District Staff Professional Development Day** (No school for students)			
	20	21	22	23	24	10/24	End of First Grading Period (K-12)			
	27	28	29	30	31			22	23	23
NOV	3	4	5	6	7	11/4-11/7	Elementary Parent Teacher Conferences (Shortened days)			
2014	10	11	12	13	14	11/10	Secondary Staff Development Day and Parent-Teacher Conference Day (No school for students)			
	17	18	19	20	21	11/5-11/7	Middle School Parent Teacher Conferences (Shortened days)			
	24	25	26	27	28	11/11	Veterans' Day Holiday*			
						11/26-11/28	Thanksgiving Holidays*	15	16	16
DEC	1	2	3	4	5					
2014	8	9	10	11	12					
	15	16	17	18	19					
	22	23	24	25	26	12/22-1/2	Winter Recess (No school for students)			
	29	30	31			12/24-12/26	Winter Board Holidays* (District offices closed)	15	15	15
						12/31-1/1	New Year's Holidays* (District offices closed)			
JAN				1	2					
2015	5	6	7	8	9	1/19	Martin Luther King Jr. Birthday Holiday*			
	12	13	14	15	16	1/23	End of Second Grading Period/First Semester (Secondary)			
	19	20	21	22	23	1/26	Secondary Semester Break and Elementary Staff Development Day			
	26	27	28	29	30		(No School for students)	18	19	18
FEB	2	3	4	5	6	2/5	High School Open House			
2015	9	10	11	12	13	2/13	Lincoln's Birthday Holiday*			
	[redacted]	17	18	19	20	2/16	Presidents Day Holiday*			
	23	24	25	26	27	2/27	End of Second Grading Period (Elementary)			
								18	18	18
MAR	2	3	4	5	6					
2015	9	10	11	12	13	3/26	Middle School Open House			
	16	17	18	19	20	3/27	End of Third Grading Period (Secondary)			
	23	24	25	26	27	3/27	Cesar Chavez Day of Service and Learning			
	30	31				3/30-4/3	Spring Recess (No school for students)	20	20	20
APR			1	2	3	4/3	Spring Board Holiday* (District Offices closed)			
2015	6	7	8	9	10					
	13	14	15	16	17					
	20	21	22	23	24	TBD	State Testing for High School begins			
	27	28	29	30		TBD	State Testing for Middle School begins	19	19	19
						TBD	State Testing for Elementary School begins			
MAY					1					
2015	4	5	6	7	8	5/18	Malcolm X's Birthday Holiday*			
	11	12	13	14	15	5/18	Staff Development Make-up Day			
	18	19	20	21	22	5/21	Elementary Open House			
	25	26	27	28	29	5/25	Memorial Day Holiday*	19	19	19
JUN	1	2	3	4	5					
2015	8	9	10	11	12	6/12	Last Day of School			
	15	16	17	18	19					
	22	23	24	25	26			10	10	10
	29	30								
							Total Days	180	185	184

*Certificated and Classified Staff **Certificated Staff ***12 Month Classified Staff #Selected Classified Employees ~Subject to change

BERKELEY UNIFIED SCHOOL DISTRICT

2014-2015 HOLIDAY CALENDAR
12-MONTH CLASSIFIED AND CERTIFICATED STAFF

Independence Day Holiday.....Friday, July 4, 2014

Labor Day Holiday.....Monday, September 1, 2014

Veterans Day Holiday.....Tuesday, November 11, 2014

Thanksgiving Holiday.....Wed-Fri, November 26-28, 2014

Winter Board Holiday.....Wed-Fri, December 24-26 2014

New Year's Holiday.....Wed-Thurs, December 31, 2014/Jan 1, 2015

Martin Luther King Jr. Birthday Holiday.....Monday, January 19, 2015

Lincoln's Birthday Holiday.....Friday, February 13, 2015

Presidents' Day Holiday.....Monday, February 16, 2015

Spring Board Holiday.....Friday, April 3, 2015

Malcolm X's Birthday Holiday .....Monday, May 18, 2015

Memorial Day Holiday.....Monday, May 25, 2015

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 you 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.

NOTES