

***SUBSTITUTE
TEACHERS'
HANDBOOK***

Revised October 13, 2020

SANTA BARBARA UNIFIED SCHOOL DISTRICT
720 SANTA BARBARA STREET
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(805) 963-4338

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This handbook is a reference for certificated substitute employees. Please use it in conjunction with additional information supplied by your school principal.

This handbook also fulfills the District's legal obligation to inform you annually of several policies and procedures.

Should any of the information presented in this handbook conflict with State or Federal Law or the Board Policies of the Santa Barbara Unified School District, the laws, policies or agreements will be deemed to be correct.

REQUIREMENTS FOR SERVICE

The following requirements **MUST** be completed before any substitute teacher can be employed in the District:

Teaching credential. A valid California credential must be filed with the Santa Barbara County Education Office (contact information below.) Designated subjects or community college credentials do not meet this requirement for traditional classrooms. A Designated Subjects credential can be used to substitute in a designated subjects or CTE classroom. Teachers holding an Emergency Credential are not allowed to teach more than 30 days for any one teacher during a school year and no more than 20 days in a row for any one special education teacher.

Physical Address:
Santa Barbara County Education Office
4400 Cathedral Oaks Rd.
Santa Barbara, CA. 93111

Phone Number: 805.964.4711

Fax Number: 805.964.4712

Mailing Address:
Santa Barbara County Education Office
P.O. Box 6307
Santa Barbara, CA. 93160

Credentials: You must have a valid credential registered with the County Education Office in order to legally teach and your credential must be current in order to receive your pay warrants. The credential must also match your current assignment.

Renewal: If you have a credential that needs to be renewed, you will need to start the renewal process six months in advance of the expiration date. Failure to do so may result in unnecessary complications. Failure to renew a credential in a timely manner can jeopardize your status with the District.

If you have a **Preliminary** credential, the coursework necessary for renewal is indicated on the credential document. Pay close attention to the renewal requirements. In some instances, you will need to obtain a recommendation from a credential-granting institution. Some of the requirements may take you as long as two years to complete.

If you have a **Professional Clear or Level II** credential, you will need to renew online at <http://www.ctc.ca.gov>

PROCEDURE FOR SUBSTITUTE ASSIGNMENTS

* All Assignments are scheduled via our automated system, Frontline/Aesop. The system utilizes both the telephone and the internet to assist you in location jobs for the District.

Aesop is available 24 hours a day, 7 days a week. You can search and accept available jobs, change personal settings, update your calendar, and personalize your available times by visiting Aesop on the internet at <http://www.frontlinek12.com/aesop>. If the teacher has uploaded lesson plans you will be able to view them once you accept the assignment

If you do not have access to a computer, you are able to interact with Aesop using their toll free number at 1.800.942.3767. You are able to use the number to proactively search for assignments and manage existing jobs. If you are interest in downloading an app on your cell phone to access available jobs, you can use Jobulator. Please note: there may be charges for the app and you would be responsible to pay those fees.

If you have misplaced your Aesop ID and Pin Number, please contact Human Resources at 805-963-4338 ext 6243.

* You are required to arrive at least 30 minutes before class begins. This allows you time to be prepared and ready to start when the students walk in the door. You should check in with the Principal's secretary for class plans and **check again before you leave**. Ask if your services are required for the following day.

* For everyone's safety, and to facilitate in the identification of person who do not belong on campus, the school site where you are assigned provides **identification badges** for all staff, substitutes, volunteers and visitors. Please make sure you return the badge to the office upon conclusion of your assignment at the school.

* Pay is \$130/day and \$65.00/half day. Elementary half day is 3 hours (teaching time); secondary half day is 3 periods (3 periods with a lunch break between any periods is paid as a full day. For schools on the block schedule, 2 periods is a ½ day.) Assignments which continue into the 21st day without any absences, are paid \$180/day retroactive to the first day. STRS (State Teachers Retirement System) retirement funds will be withheld from your pay if you are employed in the District for 100 or more days in a school year, or 600 hours. The contribution is 8% of your total gross earnings. Once a member of STRS, a Certificated person continues to be a member, so long as his/her contribution is not withdrawn. Teaching six periods in the High School District: Some of our teachers teach an additional period above their regular five period assignment. If you substitute for one of these teachers, your daily rate for that assignment will be \$150.

* Substitute teachers are **paid one pay period behind on the last business day of the month.** (Example: any hours work in April will be paid on the last business day in May.) The District pays a daily rate of \$130 for 1 day of work. Substitute teachers who fulfill a half day assignment in one school and a full day assignment at a different school site will be compensation for 1-1/2 days (\$130 – full day + \$65 half day = \$195.) This will not apply if both assignments are at the same site.

Reminder: your credential must be current at the time of the issued pay warrant in order for it to be released to you.

SUBSTITUTE TEACHER SICK LEAVE POLICY

According to the Healthy Workplace, Healthy Families Act of 2014 (AB 1522) and Assembly Bill No. 304, California employers must provide a minimum amount of paid sick leave to any employee who works for the same employer for at least 30 days within a year. For Substitute Teachers, Santa Barbara Unified School District (SBUSD) uses the Front-Load Method. SBUSD gives all of our substitutes 24 hours (three days) of sick pay at the beginning of the school year.

- An employee may use accrued paid sick days beginning on the 90th day of employment.
- An employee may request paid sick days in writing or verbally. An employee cannot be required to find a replacement as a condition for using paid sick days.
- An employee can take paid leave for employee's own or a family member for the diagnosis, care or treatment of an existing health condition or preventive care or for specified purposes for an employee who is a victim of domestic violence, sexual assault or stalking.

SBUSD Sick Leave Procedure:

- The substitute must be eligible to use paid sick leave (being a district employee for at least 90 days and having worked at least 30 days within a year).
- The substitute must accept an assignment (using the Frontline platform or verbally from a school secretary).
- The substitute must use the Frontline system to "cancel" the assignment AND call the school secretary to notify them of the cancellation.
- If a substitute needs to cancel less than 1 hour before the assignment start time, they must immediately call the school secretary AND Human Resources (805-963-4338, ext. 6304 or 6243). If the substitute does not get through, they must continue calling the school until they reach the secretary, and they should email Human Resources at ctait@sbunified.org and apeak@sbunified.org.
- Human Resources will verify eligibility for paid sick leave, and if the substitute is eligible, a Sub Sick Day Vacancy will be created in Absence Management by HR and the substitute will be assigned to the vacancy. The substitute will be able to view this in their History on Frontline.
- It is the substitute's obligation to notify the school site and Human Resources of their sick leave in this manner. Failure to do so will result in the substitute not being paid sick leave for that absence.

- If the substitute does not have a sufficient amount of time in their sick leave balance or are not yet eligible to use their sick leave, they will only be paid for the amount of time that they have accrued or are eligible for.
- Substitutes will be notified of their sick leave balance and usage on their monthly pay stubs.

SUBSTITUTE FEEDBACK REPORTS

The District requests that teachers and principals provide feedback reports on your performance in a substitute assignment. The report is based on the following criteria:

- Did the substitute arrive on time?
- Did the substitute maintain classroom control?
- Were any disciplinary issues reported?
- Were lesson plans followed?
- Was the student classwork corrected? (If applicable)
- Was there a summary left on the day's activities?
- Was the room left in order?
- Did the sub perform in a general satisfactory manner?

Satisfactory performance on the feedback reports generally assures continued assignments.

Unsatisfactory reports may result in administrative action ranging from a phone call to discuss the report to dismissal. If reports are positive, no action is required.

USEFUL SUGGESTIONS

Please arrive at school at least one half hour before the instructional day begins. **YOU MUST BE ON TIME.** Report to the Principal's office immediately upon arrival at the school in order to receive assignment information and instructions. Please be sure to present yourself in a professional manner. This will allow for the staff and for your students to take you more seriously. **Please remember to wear the ID badge given to you by the school site.**

SUBSTITUTES ARE EXPECTED TO FOLLOW LESSON PLANS LEFT BY THE TEACHER. However, if no lesson plans are available, substitute teachers should have materials and lesson plans prepared for any level they expect to teach, so that they can teach effectively.

Greet students as they come into the classroom and set expectations at the beginning of the day. Tell students that you will be doing things a little differently. Set rules that work for you.

Have your name written on the whiteboard. If your name is difficult to pronounce, repeat it to the students. This will allow them to realize that you are a person, their teacher for the day, not just "the substitute."

If name cards or seating charts are not available, have the students help you make them so you can call them by their name right away.

Do not let students work ahead of the teacher's assignment.

Be available for any special assignments that fall within the teacher's responsibility during the instructional day.

Leave important conferences with parents for the regular teacher.

Leave room neat and orderly with materials and supplies returned to proper area. Students can help with this.

Leave a note describing:

- 1) *What was covered or not covered in the lesson plan.*
- 2) *Names of students who were particularly helpful or creating problems.*
- 3) *What you shared, what you did during the day.*
- 4) *List of activities accomplished.*
- 5) *Any difficulties in locating plans, supplies, schedules.*
- 6) *Your overall feeling about the day.*

Substitutes should be familiar with operating document cameras, VCRs, DVD players, Smart Boards and PowerPoint.

Learn the correct attendance procedures and take roll accurately.

Report to the school office before leaving and check if you are needed to return to the same assignment the next day.

If a substitute is paid for a full day and the specific assignment is less than the full day, the principal has the prerogative to assign other duties to the substitute.

The District appreciates efforts by all to turn out the lights when rooms are not in use, to keep doors and windows closed while the heater is on, and any other measures to conserve energy.

Occasionally, you may be asked to perform duties in addition to those of a substitute teacher. Also, you may be asked to teach in a classroom other than the one to which you have been assigned. In both cases, you are expected to demonstrate flexibility and cooperation with the school administration in its attempts to meet the instructional safety needs of the students under your care.

CLASS CONTROL

Class control can be a major problem for a substitute. A few simple suggestions will help you establish good class routines, provide for efficient learning situations, and establish mutual respect of teacher and pupils.

BE PATIENT - It is natural for a class to test a substitute. You represent a change, and change produces insecurity. Patience, understanding, and treating students with respect will alleviate distrust.

BE FAIR AND CONSISTENT - Your success in class control will depend to a great extent on your degree of fairness and consistent treatment. Students must know what to expect of you and what you expect in turn. Uncertainty is a breeder of misbehavior.

RECOGNIZE THE IMPORTANCE OF EVERY STUDENT - Students are human beings. Treat each student impartially to the best of your ability. Respect student's individual differences. Usually students are not slow "on purpose". They need help, understanding and encouragement, not lectures. Frustration is a prime cause of poor discipline. Make all personal corrections in private. Avoid ridicule and sarcasm.

HAVE MATERIALS READY - Groups waiting for materials can be starting points for discipline problems.

BE READY FOR A REAL PROBLEM - In spite of your best efforts you may have a pupil who is a definite discipline problem. If at all possible avoid excluding him/her from the group, and never lay a hand on the student. As a last resort, refer the student to the principal or assistant principal.

WATCH ATTENTION SPANS - It is important to know when to change activities, when to speed up and when to slow down.

DO NOT LEAVE THE CLASS - Except during a real emergency, DO NOT leave the class unattended.

TAKE A CLINICAL POINT OF VIEW - Seldom, if ever, does a discipline problem involve personal dislike of the teacher. Do not take school problems home with you, and

likewise, leave personal problems at home. Do not inflict your frustrations on the students. Your tension will only be reflected in the behavior of the students in the room.

GIVE STUDENTS RESPONSIBILITIES - Responsibilities suited to their age and understanding help create a sense of belonging. When students feel that they belong, problems are few.

AVOID MAKING THREATS - Not only is this approach negative, but you place yourself in the position of destroying your whole control through a threat you cannot carry out.

BE POSITIVE - Praise what is good far more than you criticize what is bad.

USE COMMON SENSE AT ALL TIMES - This is the greatest rule of all. All the rules, regulations, guides and directives in the world are no substitute for common sense.

KEEP YOUR SENSE OF HUMOR - Every problem is not a tragedy. If you do not have a sense of humor, work on developing one. If you cannot develop one, consider another field.

TEACHING THE LESSON

BE PREPARED - The outcome of the lesson as well as class control depends largely upon your preparedness. If you substitute for more than one day, you are under the same obligation to plan as the regular teacher.

BE READY TO START - Have your materials ready before class. Be sure that the class is listening and do not start until you have the attention of every student in the classroom.

MOTIVATE THE LESSON - Students need motivation. Remember, however, the primary purpose is to teach, not to entertain. Be brief, set the stage, arouse curiosity, and relate to the previous lesson. This can be done by a question, picture, story or shared experience.

MAKE YOUR PRESENTATION CLEAR - What the students gain from the lesson will depend on how well you present it.

- *Keep the language on the students' level of understanding.*
- *Present one point at a time.*
- *Go from the known to the unknown, the easy to the difficult.*
- *Stop often and review.*
- *Do not hesitate to repeat.*
- *Give students opportunities to ask questions.*
- *Use your voice to emphasize, maintain interest, change and control tempo.*

ASK GOOD QUESTIONS - Good teaching is a process of engaging the students with the lesson. To do this depends much on your ability to question. A good question is one that:

... asks something you really want to know.

... is concise and expressed well.

... may often require a series of intermediate answers.

... directs and stimulates a student to observe and sends him/her in search of new data.

*... guides and stimulates thought, helps with analysis of complex problems.
... gives a student a mind-set for what is to follow.*

... causes students to formulate new or unexpressed ideas.

... does not call for mere repetition of book material.

MECHANICS OF ASKING QUESTIONS:

- State your question; then call on a pupil.
- Discourage hand waving.
- Respect student's answers.
- Do not fake answers.

PROVIDE FOR ACTIVE PARTICIPATION - In a really good lesson, students engage in much activity. Make sure that directions are clear. Provide proper supervision and help.

LEAVE TIME FOR A SUMMARY - All facts and concepts need to be brought together before the close of the lesson. Vary your ways of summation. It can be teacher-, pupil- or activity directed.

GIVE CLEAR ASSIGNMENTS - Assignments should be clear, concise, purposeful, and take into account individual differences. The homework you assign should be of the same kind and length as that of the regular teacher. If you are in doubt about how much to give, consult with the regular teachers or other department members.

CONFIDENTIALITY- In the course of your employment, you may have access to privileged information regarding students, parents, or employees. Privileged information is knowledge that you obtain while in the legitimate pursuit of your duties.

It is extremely important that you protect the confidentiality of this information and not share it inappropriately with anyone who would not ordinarily have access to this information.

Similarly, in the pursuit of your duties, you may have access to District information systems. This access is restricted to information that you need to perform your duties. It

is a serious violation for anyone to use database information for personal or business reasons.

If you have any questions regarding confidentiality, please contact your principal or supervisor.

EMERGENCIES

In the event of a school closure that is announced and is implemented prior to the beginning of the school day, you are not expected to report to your school site. The lost day will either be forgiven by the State or be made up at a later time. School closure would be announced on local radio and television stations.

In the event that school closure is announced or implemented following the opening of the school day, or that a disaster or emergency occurs during the school day, you are expected to remain at your school site until children are released to parents and the principal releases you from your obligations.

To report life-threatening emergencies or criminal activities, call 911 and then inform your site administrator.

For all emergencies:

1. Use common sense. Remain Calm. Remember that the safety and well-being of pupils is the first priority.
2. Use extreme caution when entering or leaving buildings.
3. Do not light candles, matches, cigarettes, etc. since there may be leaking gas lines or flammable material present.
4. If the odor of gas is present, report this immediately to the person of authority.
5. Keep pupils away from fallen or damaged electrical wires.
6. Use the telephone only to report emergencies. Leave line clear for emergency operations.

Emergency Procedures

Each classroom should have emergency procedures available that are specific to that location. Locate and review materials needed.

Fire

1. At the sound of the alarm, students line up at the door and proceed in an orderly, quiet fashion to a predetermined location, as indicated in the site plans. Students are to remain at this location under the supervision of their teachers until further instructions (911 should be called).
2. Teachers ensure that all students evacuate the building safely.

Earthquakes

Students Inside Building

1. The teacher, or other person of authority, implements the action by saying “DROP, COVER AND HOLD.” Students and others in the room immediately drop to their knees under furniture with backs to the windows, if possible. One or both hands should be placed over the head with arms over ears; lay forehead on knees and keep eyes closed. One or both hands should be used to hold the desk legs in order to keep the furniture from shifting. Students remain in one of these positions until the teacher gives the next instruction. (See Disaster Plan)
2. After tremor stops and there is no danger from falling objects, the teacher moves children from any room hazards, e.g. windows, heavy, suspended light fixtures, and bookcases. As soon as possible the teacher supervises the orderly removal of students from the building to the designated evacuation area.
3. Teachers must account for all students under their supervision by taking roll.
4. After roll call has been taken, all staff reports to assigned areas to carry out their respective tasks. (See Disaster Plan)

Students Outside Building

1. At the first sign of a tremor, students and personnel must move away from the buildings, trees, and utility wires to the grade level designated areas.
2. Teachers join their students as soon as possible to take roll and then to report to their designated areas to complete their tasks.

Student Fights

In the event a fight breaks out, do not physically try to break it up. Remain calm and call campus safety or administrator immediately. It is recommended that you use the first names of the students involved, followed by commands such as “Stop fighting now.” Or “Clear the hall and go to class right now.” or “That’s enough. Break it up.” but do not step into the middle of it.

Bomb Threats

1. Evacuate buildings according to fire drill plans.
2. The principal contacts the Assistant Superintendent of Student Services, the Sherriff’s Department and/or the Police Department.
3. Selected school personnel and law enforcement officers inspect the school site.

Explosion

Follow procedures for earthquakes.

Chemical Accidents

Warning of a chemical accident is usually received from the fire or police department or from civil defense authorities when such accidents occur sufficiently near a school to be a threat to student and personnel safety.

Faced with a chemical release or spill which may issue from any one of several potential sources, -i.e. a train, a tanker truck, an airplane, a pipeline break, an industrial enterprise, or from any other source not named here,- the principal, principal designee, or disaster team leader, will make the decision for confinement of the students and adults by closing windows and doors and closing off air intake to heater system. All students and staff should stay inside until the situation or conditions warrant other action.

In order to make the decision for confinement or evacuation, the principal, principal designee or disaster team leader will assess the situation taking into account any available information regarding the nature of the spill or release, the type of chemical involved, its toxicity, volatility, flammability, explosive potential, proximity of the release or spill to the school site, the volume of the chemical release or spill, weather conditions, (particularly wind conditions and direction), temperature, or any other related factor/s which may affect the level of danger to the school children or personnel. Information provided by any relevant Federal, State, County or City Office or agency, or District school officials, when available, will be utilized in making the above-mentioned decisions.

Severe Windstorm

Warning of a windstorm is usually received via radio, television or civil defense officials. If time permits, parents may be contacted and children sent home or picked up from school. However, if high winds develop without sufficient warning:

1. Assemble students in buildings, against an inside wall.
2. Close doors and blinds.
3. Teachers must account for all pupils by taking roll.

Emergencies TO and FROM School

Instruct students to follow protective procedures outlined under specific emergencies with regard to protective position and safety precautions. If students are on their way to school, they should continue to school; if going home, continue going home.

FOR MORE INFORMATION ON BOARD POLICIES

If you are viewing this information online on a PC, please hold down the control button on the keyboard and use your mouse to click on the link. If you are viewing a printed version, you can view all Board Policies (BP) and Administrative Regulations (AR) on the District's website by going to the Board link and clicking on Policies and Regulations.

[\(http://www.sbunified.org/board/policies/\)](http://www.sbunified.org/board/policies/)

Bloodborne Pathogens:

[BP 4219.42 Exposure Control Plan for Bloodborne Pathogens](#)
[AR 4219.42 Exposure Control Plan for Bloodborne Pathogens](#)

Complaint Procedures (Uniform Complaint):
[BP 4144 Complaints](#)
[AR 4144 Complaints](#)

Drug & Alcohol Free Workplace:
[BP 4020 Drug and Alcohol-Free Workplace](#)

Employee Use of Technology:
[BP 4040 Employee Use of Technology](#)
[AR 4040 Employee Use of Technology](#)

Harassment:
[BP 5145.3 Nondiscrimination/Harassment \(English\)](#)
[AR 5145.3 Nondiscrimination/Harassment \(English\)](#)

Non Discrimination & Complaints of Discrimination:
[BP 4030 Nondiscrimination in Employment](#)
[AR 4031 Complaints Concerning Discrimination in Employment](#)

Professional Standards:
[BP 4119.21 Professional Standards](#)
[Exhibit 4119.21 Code of Ethics of the Education Profession](#)

Student Wellness:
[BP 5030 Student Wellness](#)

Tobacco Free Schools:
[BP 3513.3 Tobacco-Free Schools](#)
[AR 3513.3 Tobacco-Free Schools](#)