



Substitute Teacher and Para Educator RESOURCE GUIDE



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AESOP 1-800-942-3767 or www.aesoponline.com

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INTRODUCTION



Welcome to the challenging yet rewarding world of substituting. This handbook will explain our procedures and will answer questions you may have regarding substituting in the schools and programs within the Sacramento County Office of Education (SCOPE).

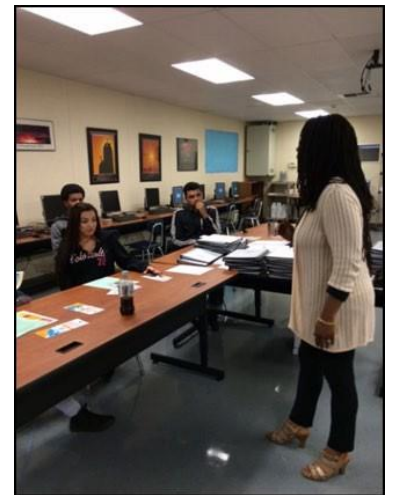
As the Substitute Teacher or Substitute Para-Educator your primary responsibility is to ensure that the classroom is a safe and secure environment.

This handbook will assist you in your role as a Substitute Teacher or Para Educator, providing ideas and guidance that will make your experience in a SCOPE classroom more positive and rewarding. On pages 16-22 of this guide, you will find helpful information about the locations of our sites and classrooms and contact numbers should you require additional assistance in getting to the appropriate classroom.

As the Substitute Teacher or Substitute Para-Educator your primary responsibility is to ensure that the classroom is a safe and secure environment.

The key to making the best out of any situation is knowledge, pre-planning, flexibility, and a sense of humor. Learn all that you can about the school policies, procedures, and staff responsibilities. Recognize that things will rarely go exactly as you or the permanent staff have planned and be prepared to make accommodations.

We at SCOPE wish you success in your assignments as a Substitute Teacher or Substitute Para Educator.



GENERAL INFORMATION FOR SUBSTITUTES



Employment Status

Substitutes are “at will”, on-call, temporary employees during the assigned job period. The substitute position is a non-contracted assignment. There is no guarantee of work.

Site Exclusion Policy

The substitute position is a non-contracted assignment. There is no guarantee of work.

A site administrator or program manager may request the exclusion of an individual substitute from returning to a specific classroom or school site. Site exclusion requests are reviewed by the Chief Administrator of Human Resources and exclusions are implemented as authorized. In lieu of a site exclusion, you may be asked to complete a substitute training course located at www.stedi.org at your own cost. You must pass the course with 85% cumulative score or higher to be reconsidered for reactivation.

Conditions of Employment

In addition to the completion of all required new substitute documents, you must provide/maintain: current, valid California teaching credential or permit (Substitute Teachers) and proof of freedom from tuberculosis.

Basic Assignment Information

There are no “open assignments”. All assignments have a beginning and an ending date. If you can only work only one day, **do not** accept an assignment for more than one day.

When you have accepted an assignment, no further assignments will be offered to you during the same period.

For Substitute Teachers, assignments are measured as either full-day or half-day. Lunch break and prep times are not counted toward full-day assignments. Instructional minutes are defined as the time the Substitute Teacher is required to directly supervise students.

It is always important to confirm the assignment details when you check in on the day of the assignment.

A Note for RETIREES

PERS/STRS retirees must wait 180 days after their retirement effective date to return to work. It is the responsibility of the substitute to consult with PERS or STRS to determine what effect, if any, work as a substitute may have on retirement benefits.

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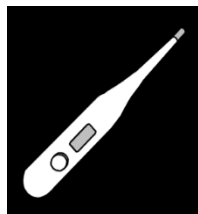
PERS retirees are limited to working a maximum of 960 hours per school year. Please note that employment beyond the maximum limits will affect your PERS retirement benefits. Please contact PERS for more information at www.calpers.ca.gov or 1-888-225-7377.

STRS Retirees may not be employed after retirement in classified positions within the public school system, except under limited circumstances. Please contact Cal STRS for more information at www.calstrs.ca.gov or 1-800-228-5453.

INSURANCE BENEFITS

A notice from the U.S. Department of Labor with general information about the Health Insurance Marketplace was provided to you with your new substitute documents. Another copy may be obtained from the Payroll Department. In California, the Health Insurance Marketplace is called "Covered California". You can find details about Covered California at www.coveredca.com or 1-800-300-1506.

SICK LEAVE



Effective July 1, 2015, substitutes may be eligible to accrue up to (3) days or 24 hours of sick leave per year. In order to be eligible, you must work thirty (30) or more cumulative days within the school year. Sick leave is earned at the rate of one (1) hour for every (30) hours worked, beginning with the commencement of your employment as a substitute with SCOPE. Sick leave may not be used until after the 90th day of employment. For more information, see Superintendent's policy 1004 (in the appendix).

ROLES OF THE SUBSTITUTE TEACHER AND PARA-EDUCATOR

Both the Substitute Teacher and Substitute Para-Educator are responsible for providing for the needs of the class, and ensuring that established rules, procedures, and all assigned tasks are performed in an effective and professional manner. The ability to work professionally and successfully with others is essential. As is expected of any school staff, you should treat students, parents, colleagues and other school staff in a friendly, courteous, respectful and professional manner. The ability to do those things reflects well on the school, on SCOE and on you as an educator for filling future substitute assignments.

The Substitute Teacher is the certificated employee in charge of the classroom in the absence of the regular teacher and is responsible for the delivery of the regular teacher's instructional program as set forth in the lesson plan. While the Substitute Teacher is in the classroom to facilitate the educational experience for every student, the foremost responsibility should be to maintain the care, welfare, safety and security of the students in the classroom. Moving around the classroom ensures that both Teachers and Para-Educators are better able to monitor student progress and use their proximity for classroom control.

The ability to work professionally and successfully with others is essential.

Substitute Teachers should work closely with Para-Educators and other regular staff to maintain the continuity and routine of the regular classroom program. Operating procedures will differ between SCOE schools and classrooms because of the wide variety of programs. Special Education classrooms have Para-Educators and they will serve as invaluable resources who will provide assistance and support you throughout your stay.

The Substitute Para-Educator works closely with the classroom teacher to help maintain a safe-environment and implement the daily lesson plan. Duties vary by site, so it is important to ask questions and to be flexible. Some of the tasks typically assigned to a Para-Educator include taking attendance, correcting student work, working with individual students or small groups of students. At all times Para-Educators should be observant of the environment monitoring individual student needs and behavior and maintaining the safety and security of the students and other staff. It is important to understand the hierarchy of authority in your school and identify who your immediate supervisor is for each of your assigned responsibilities. Listen carefully and write down lengthy or complex directions. It is important not to disagree or argue about directions in front of the students. If what is being asked is unclear, ask for clarification during non-instructional time.



APPEARANCE AND DRESS

Substitute Teachers and Para-Educators are expected to maintain an appropriate and professional appearance. Inappropriate attire is identified as any item of clothing that causes a distraction to other employees, causes a break in the normal flow of the classroom environment, or creates an unsafe situation for the job being done.

Consider the level of casualness or formality of your school attire. This is especially important when working in a custody environment (Juvenile Court Schools). Over-dressing can be as distracting and unprofessional as under-dressing, or dressing sloppily.

Consider the level of activity required for the job. Substitutes working in areas that require climbing, lifting, and kneeling should consider the safety factor and wear clothing that is compatible with the job function they will be performing. Ties, dangling earrings/jewelry, high heeled shoes, sandals etc., are not advised in SH/ED sites or Court and Community Schools. Comfortable walking shoes are recommended. Shoes with open toes and heels are not appropriate at any school and are not permitted in the Juvenile Court School.

Listed below are some examples of Unacceptable Attire:

- See-through, clinging, or low cut clothing
- Tight or snug fitting jeans, pants or skirts
- Jeans or pants that expose undergarments or worn loosely
- Clothing which does not completely cover the stomach or midriff, even when bending or stretching
- Short skirts (anything above the knees)
- Sleeveless tops without a sleeved cover-up
- Shorts or skorts (approved only when supervising recreational activities such as PE)
- Any clothing that is torn, tattered, faded or ill fitting
- Workout clothes (sweat suits, aerobics outfits, etc.)

Maintain an appropriate and professional appearance.

Consider the level of casualness or formality of your attire.

Consider the level of activity required for the job.

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- Spandex or stretch material clothing
 - Message clothing (including t-shirts, sweaters, etc.) that depict illegal activities, alcohol, tobacco, or advertisements that are sexually suggestive
 - Camouflage/fatigue clothing
 - Hats

ARRIVAL

Substitute Teachers/Para Educators should check AESOP for specific teacher instructions and arrive at their assigned school sites early or by the start time designated in AESOP. Many of SCOE classrooms are housed within a District school-site. It is imperative that the Substitute employee check-in at the office to follow appropriate visitor procedures. At those sites that have SCOE office staff, they can assist you with classroom keys, maps of the school, duty schedules, class schedules, emergency procedures, lunch procedures and school rules. Once you arrive in the classroom, review the lesson plans in preparation for beginning instruction immediately at the start of the class period. As students arrive, welcome them at the door. **You are expected to be on time.** Habitual tardiness can result in removal from the substitute list.

QUICK GUIDE TO ASSIST YOU IN HAVING A POSTIVE DAY


- Arrive early.
- Check with the school administrator or office staff for instructions regarding keys and security codes or devices.
- Go over lesson plans for the day. Locate books and materials, review special procedures and duty assignments, if any.
- It is a good idea to bring several plans and activities of your own that to utilize if there are no lesson plans available. **Never substitute a movie for classwork.**
- Locate and review emergency procedures and specific behavior management plans for students.

It is imperative that the Substitute employee check-in at the office to follow appropriate visitor procedures.

Once you arrive in the classroom, review the lesson plans in preparation for beginning instruction immediately at the start of the class period.

As students arrive, welcome them at the door.

You are expected to be on time.

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- It is best to leave your personal belongings in your car. If not, be sure to leave them in a secure place when you arrive. Do not leave personal belongings out. It is your responsibility to keep your belongings safe, preferably in a locked desk or cabinet.
 - Leave your cell phone at home or in your car. It is never appropriate to use your cell phone in a classroom or on the playground.
 - Use copy machines before or after class hours or during a prep period.
 - Adhere to break and lunch times. Walking to or from a break area is considered part of the break time.
 - At the end of the lunch period, all Teachers/Para-Educators should be in their respective rooms before students reenter.
 - Some locations do not have food available. You are advised to bring a lunch.

CLASSROOM GUIDELINES

Review the substitute classroom binder before school for the following:

- Daily Lesson Plans and Class Schedules
- Worksheets or other produced materials for carrying out the day's activities in the classroom. Either the Teacher or Para Educator should make any copies of necessary worksheets, tests, etc.
- Attendance Directions
- Special Procedures - it is important not to vary from the practice of the regular teacher
- Seating Charts
- Notes regarding specific students (e.g., Special Education, behavior problems, medications or health problems)
- Name and hours of the other staff in the classroom

Make sure that the physical conditions of the classroom are conducive to high-quality learning. Check the lighting, ventilation and temperature for comfort levels.

Print your name on the board. Mr., Ms., or Mrs. and last name (most schools prefer using only last names with students)

SUBSTITUTE RESPONSIBILITIES

SCOE

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You are legally responsible for student safety. From the instructional day begins, identify emergency exits, routes, and procedures for student emergencies, evacuations and drills. Students must remain on campus for the entire school day. They are not allowed to leave campus during breaks or at lunch. While on campus, students are not to be left unattended at any time and should not be in the building without supervision by a school employee or substitute. **DO NOT RELEASE A STUDENT** to anyone without approval from the parent or the principal's office. If there is an emergency, contact the office immediately.

Follow the teacher's lesson plans as closely as you can. If you find it necessary to deviate from the plan, be sure to leave a note for the teacher containing information about what was or was not covered. It is also a good idea to have some plans and activities of your own that can be used if there are no lesson plans, or if the class covers the materials before the end of the period or day.

Use clear, consistent instructions in directing each activity; however, you can smile, be friendly, show enthusiasm, and be positive. Try to see that every student experiences some success or praise. As a professional maintain the use of conservative, non-controversial, acceptable language when in the classroom. The use of foul, vulgar, or sexually suggestive language creates a potentially volatile situation for the students as well as the teacher.

Ensure that students adhere to the appropriate dress code. The dress code prohibits students from wearing clothes that may reasonably be defined as gang related apparel (i.e. colors red and blue). This is apparel that, if worn or displayed on a site, school, or campus, could reasonably be determined to threaten the health and safety of the school environment. Any attire, paraphernalia, or symbol that displays a logo or other messages relating to alcohol, tobacco, drugs, or gangs may not be worn. Students must wear clothing that covers the body.

In addition, substitutes are responsible for the care of equipment and furniture in the classroom to which they are assigned.

Maintain professional boundaries. Substitutes are to maintain appropriate professional boundaries with students and not enter into romantic or sexual relationships nor share personal information. All electronic communication needs to be professional. It is not appropriate or acceptable to maintain social networking contacts with students.

You are legally responsible for student safety.

Follow the teacher's lesson plans as closely as you can.

Use clear, consistent instructions in directing each activity.

Ensure that students adhere to the appropriate dress code.

Maintain professional boundaries with students.



The following are some examples of unacceptable substitute behavior:

- Conducting personal business during the instructional time of your substitute assignment
- Taking or initiating personal phone calls
- Using cellular phones during the school day - cell phones should not be brought on campus
- Using smart phones or other cameras to take pictures of students or staff
- Reading personal books, magazines, the newspaper, etc. (including doing your own school work) during instructional time
- Taking unauthorized or extended breaks
- Using the computer or the internet for non-school related activities

ATTENDANCE PROCEDURES

Record attendance in grade books daily by class period (procedures will vary by site). If possible, complete this task within the first five minutes of class. If there is a question or concern regarding a student who did not report to class and the name is on the Daily Roll, call the office on the intercom or send the Para-Educator to the school office between classes to check with office personnel. If you learn that a student has been truant from your class, please refer to the Discipline Procedures for the site.





Never leave students unattended in the classroom. For discipline purposes, never send students out of the room unattended. Classroom management issues should be handled in the classroom using a quiet tone of voice. Never raise your voice for classroom management issues.

CLASSROOM MANAGEMENT


- **Meet students at the classroom door.** Be sure they enter the room in an orderly and quiet manner. This will set the tone for the period or the day.
- **Start the day out quickly and concisely in a firm but pleasant manner.** The shorter the time between the beginning of class and when students are actively involved in a productive activity, the better. When you are going to be in the class for just one day the opportunity to establish working relationships with students will not occur, so it is important that instruction begin immediately. This will eliminate wasted, or down time when students are more likely to engage in inappropriate behavior.
- **Introduce yourself to the class.**
- **Be pleasant. Appear confident.** Do not give students the impression that “anything goes”. Your first words and actions usually go a long way toward setting the tone and reducing behavior issues.
- **Establish your authority as their Teacher or Para Educator for the day.** Let students know your expectations. A positive but firm attitude will help to make the day successful. It is your responsibility to address inappropriate student behavior whenever and wherever it may occur.

Actively monitor student behavior.

Actively monitor student behavior.

- **Circulate or move around and among the students you are supervising or monitoring and offer assistance.** Do not spend the majority of your time in any one place. If working with a small group, visually scan the setting in which you are working on a continuous basis. Moving around the room allows the substitute to observe the progress of students, acknowledge and reinforce

positive behavior, and manage off-task behavior with proximity (nearness to the student).

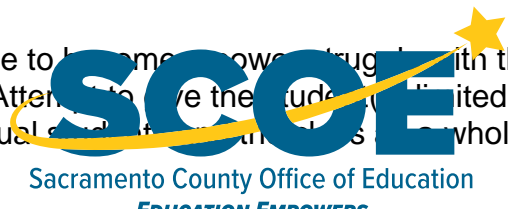
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- **Solve problems on the spot** - handle problem situations when they occur.
 - **When working with individuals or groups of students**, always keep your body in a position or location where you can maintain visual observation of the entire class.
 - **Never degrade or demean students.** When corrections are necessary, deal with the individual student, not the group. This should be handled, whenever possible, during non-instructional time when you can meet one-to-one. Obtain all the facts, listen to both sides of the story and focus attention on solutions to the problem.
 - **Whenever possible, give the student the benefit of the doubt.**
 - **Behavior Management Technicians are available at some sites.** They can assist if you are unable to manage a student outburst.

DISCIPLINE TIPS

The goal of discipline is to help students build their own self-control. Discipline techniques must be positive and rely on a problem-solving approach. It is important to be patient and consistent.

Below are a few discipline strategies that may be useful:

- Call each student by name (use the seating charts). A positive approach to discipline is encouraged. Be firm, fair and consistent.
- Discipline problems tend to be minimized in a classroom where the substitute is:
 - **prepared** (has read over the lesson plan before class);
 - **organized** (has all materials readily available);
 - **adaptable** (can modify plans as needed); and
 - **demonstrate an understanding of what should be happening during the day** (has read the substitute instructions).
- The manner of lesson presentation can make all the difference in maintaining student attention

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- Do not allow discipline to become a power struggle with the student... especially in front of the class. Attempt to give the student a limited but flexible options that will keep both individual and the class as a whole moving forward in a positive direction.
 - Remind students of the rules. Help them to understand why their behavior may not be acceptable. Use words that the student can understand, be consistent, and avoid sounding condescending.
 - It is appropriate to disapprove of a student's behavior, but never the student. You may say...“that is not a good thing to do”, but never say...“you are not a good person.”
 - Constantly responding to inconsequential student behavior (not life threatening or destructive to the classroom and materials) may actually reinforce the frequency of these behaviors.
 - State positive actions – “Walk” instead of “Don’t Run”.
 - Give sufficient warnings... and time to respond.
 - A productive strategy is to keep your voice as low as possible. Move to the front of the room and begin giving instructions quietly. As students hear you, they will need to become quiet in order to understand what you are saying. The students will get louder as your voice gets louder. If students do not respond to a soft voice, raise your hand or use another signal for them to be quiet.
 - Offer each student a chance to participate. Quiet students are sometimes ignored.

The Sacramento County Office of Education policy prohibits corporal punishment: Do not touch, push, shove, slap or punch a student in an attempt to discipline the student. If a serious discipline issue arises and you are unable to solve the problem, contact the principal immediately or a probation/safety officer.

SCOE policy forbids Sub Teachers and Para-Educators from breaking up a fight. Immediately call for assistance if a fight breaks out, and move other students out of harm's way.

Discipline problems tend to be minimized in a classroom where the substitute is:

- prepared,
- organized,
- adaptable, and
- demonstrates an understanding of what should be happening during the day.

SUSPENSION GUIDELINES FOR SUBSTITUTE TEACHERS

From time to time there may be a need for a suspension. However, a suspension must be the last resort if other alternatives to resolve the problem have failed. If you have used an effective progressive discipline protocol (appropriate behavior reminders, progressive warnings, etc.), a suspension will most likely not be necessary for classroom management issues. For questionable issues and incidents, seek advice from school administrators, the Teacher-in-Charge or other teachers. If a suspension cannot be avoided, be detailed in noting time of incident, escalation details, protocols followed and other details of incident, etc.

Para-Educators may not suspend students, but they may assist in filling out the suspension form at the teacher's request.

USE OF AUDIO-VISUAL EQUIPMENT IN THE CLASSROOM (FILMS, MOVIES, AND TELEVISION)

The use of educational films and television in the classroom can be a valuable tool for instruction. However, the following guidelines should be followed:

- **Substitutes are not allowed to show films/videos unless it is part of a standards-aligned lesson plan**, which the classroom teacher has reviewed and planned. If there are no supplementary, standard's based materials to accompany the video, you should find alternative activities to do. Films and videos should not be a part of your "sub-pack," the activities you bring in case the lesson plan needs supplementation.
- All equipment should be used with care and stored properly.

STUDENT COMPUTER AND INTERNET "ACCEPTABLE USE" POLICY

The use of the internet and any network resources is a privilege, not a right. Inappropriate use will result in a cancellation of those privileges. The administration, teachers and/or staff of the Sacramento County Office of Education may deny, revoke or suspend specific user access of those students who violate the "Acceptable Use Agreement" form.

The Internet contains material which is not appropriate for classroom use. Student use of the internet must be closely supervised. Substitute Teachers/Para-Educators will supervise and monitor student use of the internet and on-line resources where it is acceptable and indicated as part of the lesson plan. Move around the room to make sure student computer use is appropriate. If computer use is NOT indicated on the lesson plan, do not be persuaded by students to allow them access.

- Students shall not disclose, use or disseminate personal identification information (names, photographs, addresses, telephone numbers, social security numbers,

or other identifiable information) about themselves or others when using electronic mail or other forms of electronic communication.


- Students shall not use the internet for purposes unrelated to educational endeavors.
- Students are prohibited from accessing, posting, transmitting, publishing or displaying harmful or inappropriate matter that is threatening (i.e. gang related or violent), obscene, disruptive or sexually explicit, or that could be construed as harassment of others (i.e. race, medical condition, political or religious beliefs).
- Students shall not commit acts of vandalism using the school's technology resources (hacking, deleting, intentionally transferring, uploading, downloading, creating computer viruses and/or destroying or harming equipment or data in any form.)



AT THE END OF THE DAY

Complete a final written report to the regular teacher to include:

- What you were able to complete in the lesson plans.
- What you were unable to complete, and why.
- What you added to the lesson plans, and why.
- Which students were helpful and which students presented particular issues (be specific and give details).
- Leave copies of all disciplinary forms or suspensions.

- 
- Turn in completed suspension forms to the appropriate personnel (if not turned in during the day)
 - Leave completed student work for the teacher.
 - Return supplies and equipment to their proper storage areas.
 - Re-lock any cabinets that were locked when you arrived.
 - Once all students have left, close and lock all windows, turn off lights, set the alarm (if required) and lock all doors.
 - Return keys and security devices to the school office or appropriate staff.
 - Let the office staff know how the day went and whether you would like to return to the class or site.
 - Ask any questions that might help you on future visits.

The effective substitute is responsible, has good rapport with students and staff, and feels a sense of reward for making a difference in a child's life.

THREE R'S FOR SUBSTITUTES

RESPONSIBILITY – The effective substitute is:

- Dependable and recognizes the importance of his/her role.
- Diligent in following the lesson plans and the rules of the campus.
- Appreciative of the efforts of the school to educate all students and to provide maximum learning opportunities for each and every student.
- Supportive of the administration and teaching staff.
- Sincerely concerned about the students.
- Able to generate enthusiasm about each student.
- Willing to be discreet, dedicated, punctual and appropriate.
- Professional in his/her commitment, dress and behavior.

RAPPORT – The understanding substitute:

- Provides a professional yet caring atmosphere with students, while carrying out the teacher's plan.
- Respects the teacher and school's ultimate responsibility for the health, welfare and education of each student.



- Provides opportunities for each student to be successful.
- Cooperates, coordinates, and communicates continually with teachers and school administration.
- Is comfortable asking for clarification and is willing to express concerns and questions with the school staff at appropriate times.
- Recognizes the essential need for confidentiality and will not comment or gossip about individual students, staff members, or the school.

REWARDS – The successful substitute:

- Provides the teacher and administration with the satisfaction of knowing that the student’s needs are being met and that quality education is being promoted, extended and enriched.
- Celebrates in the knowledge that they have made a difference in a child’s life.

TIPS TO REMEMBER

BE HONEST- in your approach and attitude. It will aid in developing trust. Do NOT, however, discuss your personal life or give your phone number or address to students.

BE PATIENT- when working with students. When they are having difficulty with an activity, they do not need additional pressure.

BE FLEXIBLE- in responding to the needs of students. This may mean extending work time for struggling students, modifying work or using accommodations as needed.

BE FRIENDLY- say something positive. With a smile, a “please” and a “thank you”, you can accomplish much more than many people realize.

BE A ROLE-MODEL- students learn by your example.

BE RESPECTFUL- treat individuals in the same manner you wish to be treated.

BE CONFIDENTIAL- it is very important that what is observed in the classroom remains confidential. Student performance or behavior is not to be discussed outside the classroom except with administration.

BE AWARE- it is important to position your body so you can see the entire classroom, even when working with an individual or small group.

- Be honest.
- Be patient.
- Be flexible.
- Be friendly.
- Be a role model.
- Be respectful.
- Be confidential.
- Be aware.

TIMESHEETS



SCOE substitutes do not carry their timesheets with them. Substitute teachers and Substitute para-educators timesheets are generated, calculated and distributed by Substitute Services. The information is transferred directly from Aesop onto the timesheets; therefore, it is important to maintain accurate and up-to-date data in Aesop. The days and/or hours worked by the substitute and the name of the employee they covered is noted on the timesheet.

It is recommended that you keep a personal record of your substitute work.

Generally, the pay cycle is the 18th of one month to the 17th of the next and payable on the 10th of the following month. For example, days worked August 18 thru September 17 are payable October 10.

Original timesheets, reflecting hours and days worked, are mailed after the last day of the pay period to all substitutes who have worked. Substitutes should review and return timesheets immediately after receiving them. If there are any corrections needed, contact Personnel at 228-2472 to report the needed changes. Direct Deposit is available to substitutes, but it is a privilege that can be revoked if Personnel does not receive signed timesheets in a timely fashion.

Warrants may be picked up on payday (10th of the month). Warrants not picked up are mailed the next business day at noon.



Special Education Sites for Students with Emotional Disabilities

Site	Site Address	Program Secretary	Phone Numbers
Leo A. Palmiter Jr./Sr. High School	2040 Ethan Way Sacramento, CA 95825	Eli Andrade	916-228-2020
Cyril Spinelli Elementary	3401 Scotland Drive Antelope, CA 95843	Petra White	916-228-2096

Special Education Sites for Students with Significant Disabilities

Site	Site Address	Program Secretary	Phone Numbers
Jessie Baker Elementary (Young Adult)	885 Southside Avenue Elk Grove, CA 95624	Beckie Shafer	916-228-2240
Cal State University, Sacramento (CSUS)	6000 J Street (Between Lot 4B & 7A)	Amanda Wirz	916-228-2050
Dry Creek Elementary	1230 G Street Rio Linda, CA 95673	Amanda Wirz	916-228-2050
Fairsite Preschool and School Readiness Center	902 Caroline Avenue Galt, CA 95632	Karin Saunders	916-228-2386
Galt High School	145 North Lincoln Way Galt, CA 95632	Rose Graham	209-745-5424
George Washington Carver SAAS (GWC) #503	10101 Systems Parkway Sacramento, CA 95827	Amanda Wirz	916-228-2050
Vernon E. Greer (GALT) Elementary Rm. 10	248 W. A Street Galt, CA 95632	Rose Graham	209-745-5424
Hillsdale HeadStart Preschool	5665 Hillsdale Avenue Sacramento, CA 95842	Karin Saunders	916-228-2386
Markofer Elementary	9759 Tralee Way Elk Grove, CA 95624	Beckie Shafer	916-228-2240
McCaffrey Middle School	997 Park Terrace Drive Galt, CA 95632	Rose Graham	209-745-5424
Monterey Trail High School	8661 Power Inn Rd Elk Grove, CA 95624	Beckie Shafer	916-228-2240
Northview HeadStart Preschool	2401 Northview Drive Sacramento, CA 95833	Karin Saunders	916-228-2386
Prairie West Elementary	5251 Valley High Drive Sacramento, CA 95823	Beckie Shafer	916-228-2240
Wilson C. Riles Middle School Rm. 612	4747 PFE Rd Roseville, CA 95747	Amanda Wirz	916-228-2050
Rio Linda High School	6309 Dry Creek Road Rio Linda, CA 95673	Amanda Wirz	916-228-2050
Rio Linda Prep Academy	1101 G Street Rio Linda, CA 95673	Amanda Wirz	916-228-2050
James Rutter Middle	7350 Palmer House Dr Sacramento, CA 95828	Amanda Wirz	916-228-2050
Sheldon High School	8333 Kingsbridge Drive Sacramento, CA 95829	Beckie Shafer	916-228-2240
Smedburg Middle School	8239 Kingsbridge Drive Sacramento, CA 95829	Beckie Shafer	916-228-2240
Sunrise Elementary	11821 Cobble Brook Dr Rancho Cordova, CA 95742	Amanda Wirz	916-228-2050

Court/Community and CARE Programs

Site	Site Address	Program Director	Phone Numbers
Nathaniel S. Colley , Sr. Community School	8182 Gerber Road Sacramento, CA 95825	Sandra Huit	916-228-2074
Elinor L. Hickey Community School	2040 Ethan Way Sacramento, CA 95825	Sandra Huit	916-228-2074
North Area Community School	4000 Pinell Street Sacramento, CA 95838	Sandra Huit	916-228-2074
El Centro Jr./Sr. High School within the Youth Detention Facility (YDF)	9601 Kiefer Blvd. Sacramento, CA 95826	Corrina Beatty	916-228-2525
Center High School CARE	3111 Center Court Lane Antelope, CA 95843	Sis Hendrix	916-228-2446
Discovery PROMISE Program	3401 Fong Ranch Road Sacramento, CA 95834	Sis Hendrix	916-228-2446
Encina High School CARE	1400 Bell Street Sacramento, CA 95825	Sis Hendrix	916-228-2446
Folsom Middle School CARE	500 Blue Ravine Road Folsom, CA 95630	Sis Hendrix	916-228-2446
Mills Middle School CARE	10439 Coloma Road Rancho Cordova, CA 95670	Sis Hendrix	916-228-2446
Mitchell Middle School CARE	2100 Zinfandel Drive Rancho Cordova, CA 95670	Sis Hendrix	916-228-2446
Riles (Wilson C.) Middle School CARE	4747 PFE Road Roseville, CA 95747	Sis Hendrix	916-228-2446
Sutter Middle School CARE	715 Riley Street Folsom, CA 95630	Sis Hendrix	916-228-2446

APPENDIX



Appendix 1-Superintendent's Policy 1004


Short-Term and Substitute Employee Pay Schedules

Appendix 2-Superintendent's Policy 1006

Prohibition on Discrimination, Harassment, and Sexual Harassment in Employment

Appendix 3-Superintendent's Policy 1009

Drug and Alcohol-Free Workplace



Persons employed by the Sacramento County Office of Education (SCOE) who are not covered by a collective bargaining agreement or other SCOE sick leave policy, are eligible to earn sick leave as outlined by the Healthy Workplaces/Healthy Families Act of 2014. SCOE recognizes the rights of these individuals and outlines the following policy and procedure to meet the requirements of the law.

ELIGIBILITY

An employee who works for thirty (30) or more days within a year (does not have to be consecutive days) from the first day of work after July 1, 2015 is entitled to earn paid sick leave. Under this policy, a “year” is defined as July 1 through June 30.

An employee covered by this policy shall be entitled to use paid sick leave beginning on the 90th day of employment.

SICK LEAVE EARNED/USAGE

Beginning July 1, 2015, any eligible employee who works more than thirty (30) days at SCOE during the fiscal year shall be entitled to one (1) hour of paid sick leave for every 30 hours worked. The leave cannot be used until the 90th day of employment with SCOE. Sick leave must be used in increments of two hours or more. Employees will receive notice of earned sick leave on their paystub when they have worked for thirty (30) or more calendar days.

PROCEDURE

Paid sick leave, under this policy, may be used for the diagnosis, care, or treatment of an existing health condition, as well as preventive care, for the individual or family member (see below for definition of family member). Additionally, sick leave may be used for a victim of domestic violence, sexual assault or stalking.

For the purposes of this policy family member is defined as follows:

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.
7. A sibling.

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To use sick leave an individual covered by this policy must be scheduled in advance to report to work on the day the use of sick leave is requested.

If the use of the sick leave is foreseeable, the employee shall provide reasonable advance notification. If the need is unforeseeable, the request must be made by telephone conversation with the affected Program Manager prior to the scheduled start time of the work shift. If a substitute has already accepted an assignment through SubFinder the substitute will need to cancel in the SubFinder system so the position can be filled.

An individual requesting sick leave is not responsible for securing a replacement worker to cover the time during which the individual uses sick leave.

An individual will be paid no later than the payday for the next regular payroll period after the sick leave is taken using the required absence reporting procedure.

Covered employees' earned sick leave will be reflected on their paystub after July 1, 2015 and after they have worked at SCOE for thirty (30) or more calendar days. The maximum accrual and yearly usage is twenty-four (24) hours per fiscal year. Accrual sick leave carries over from year to year but cannot exceed forty-eight (48) hours. Unused sick days will not be paid out at the time of resignation, retirement or termination.

Legal References:

LABOR CODE

245-249 Healthy Workplaces, Healthy Families Act of 2014

06/23/15	Approved by Superintendent
07/01/15	Reviewed by Cabinet
07/01/15	Distribution
07/19/16	Reviewed by Cabinet and Approved by Superintendent
07/20/16	Distribution

**PROHIBITION ON DISCRIMINATION, HARASSMENT AND SEXUAL HARASSMENT
IN EMPLOYMENT SP 1006**



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Sacramento County Office of Education

EDUCATION EMPOWERS

The Sacramento County Office of Education (SCOE) prohibits the unlawful discrimination or harassment of any employee, job applicant, unpaid intern, or volunteer on the basis of the person's actual or perceived race, religious creed, color, national origin, ancestry, age, marital status, pregnancy, physical or mental disability, medical condition, genetic information, military and veteran status, gender, gender identity, gender expression, sex, sexual orientation, or any other legally protected class.

SCOE prohibits retaliation against any person who lodges a complaint or participates in an investigation pursuant to this policy.

In accordance with the Fair Employment and Housing Act (FEHA), SCOE prohibits supervisors, managers, coworkers, and third parties from engaging in conduct prohibited by this policy and the Act.

SEXUAL HARASSMENT

This policy's prohibition against harassment encompasses sexual harassment. Sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature made against another person of the same or opposite sex or gender in work when:

1. Submission to the conduct is made explicitly or implicitly a term or condition of employment or of a benefit of employment;
2. The conduct is sufficiently severe and/or pervasive to have a negative impact upon an individual's work or to create an intimidating, hostile, or offensive work environment.

Sexual harassment may occur when the harassing conduct is not motivated by sexual desire and when the offensive conduct was not directed at the person alleging harassment. Examples of actions that might constitute sexual harassment, include, but are not limited to:

1. Unwelcome verbal conduct such as sexual flirtations or propositions; graphic comments about an individual's body; overly personal conversations or pressure for sexual activity; sexual jokes or stories; unwelcome sexual slurs, epithets, threats, innuendoes, derogatory comments, sexually degrading descriptions, or the spreading of sexual rumors;
2. Unwelcome visual conduct such as drawings, pictures, graffiti, or gestures; sexually explicit emails; displaying sexually suggestive objects;

**PROHIBITION ON DISCRIMINATION, HARASSMENT AND SEXUAL HARASSMENT
IN EMPLOYMENT**



SP 1006

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EDUCATION EMPOWERS

3. Unwelcome physical conduct such as massaging, grabbing, fondling, stroking, or brushing the body; touching an individual's body or clothes in a sexual way; blocking or impeding normal movements.

COORDINATOR

The Superintendent designates the Chief Administrator of Human Resources as its coordinator for nondiscrimination and harassment prevention in employment. The Chief Administrator will coordinate SCOPE's efforts to comply with state and federal nondiscrimination and harassment laws and to answer inquiries regarding this policy. The coordinator may be contacted at:

Chief Administrator, Human Resources 10530 Mather Boulevard, Mather, CA 95655
(916) 228-2330
coordinatorhr@scope.net

PREVENTION MEASURES

1. The coordinator shall use all appropriate means to reinforce this policy and the applicable laws. Such measures may include:
2. Publicizing this policy by posting it on SCOPE's website and in SCOPE schools and offices, including staff lounges and other prominent locations;
3. Posting the Department of Fair Employment and Housing (DFEH) employment poster (DFEH-162) regarding sexual harassment in the workplace; At the time of employment and at the beginning of the first quarter or semester of the school year, providing employees with a copy of this policy, the DFEH sexual harassment pamphlet (DFEH 185), and with other available resources, as appropriate;
4. Providing two hours of sexual harassment training to all supervisory employees within six months of assuming the supervisory position and once every two years thereafter, in accordance with the law;
5. Periodically reviewing SCOPE's recruitment, hiring, and promotion processes and regularly monitoring the terms, conditions, and privileges of employment to ensure SCOPE's compliance with the law.



COMPLAINT RESOLUTION PROCEDURES

SCOPE will conduct a fair, timely, and thorough investigation of allegations of employment discrimination, harassment, or retaliation that provides all parties appropriate due process and reaches reasonable conclusions based on the evidence presented. SCOPE will maintain the confidentiality of any complaints received to the extent possible, but will not guarantee the investigation will be completely confidential. Complaints will be investigated in accordance with the following procedures.

1. Notice and Receipt of Complaint: A complainant who is an employee should inform his/her supervisor of the complaint as soon as possible after an incident. If the employee does not feel comfortable informing the supervisor, the employee may inform the coordinator or the Superintendent's designee. A job applicant should inform the coordinator or the Superintendent's designee.

A complainant who is an employee may first attempt to resolve the situation informally with his/her supervisor. The complainant may also file a written complaint in accordance with this procedure.

The written complaint should contain the complainant's name, the name of the individual(s) who allegedly committed the act, a description of the incident, the date and location where the incident occurred, any witnesses who may have relevant information, other evidence of the discrimination or harassment, and any other pertinent information which may assist in investigating and resolving the complaint.

A supervisor or manager who has received information about an incident of discrimination or harassment, or has observed such an incident, shall immediately report it to the coordinator, whether or not the complainant files a written complaint.

2. Investigation Process and Findings: The coordinator shall promptly initiate an impartial investigation of an allegation of discrimination, harassment, or retaliation after receiving notice of the behavior, regardless of whether a written complaint has been filed or whether the written complaint is complete.

The coordinator shall meet with the complainant to describe SCOPE's complaint procedure and discuss the actions being sought by the complainant in response to the allegation. The coordinator shall inform the complainant that the allegations will be kept confidential to the extent possible, but that some information may be revealed as necessary to conduct an effective investigation.

As part of the investigation, the coordinator, or a designee, should interview the complainant, the person accused, and other persons who may have relevant information.



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Sacramento County Office of Education

The coordinator shall conclude the investigation within a timely period and provide the aggrieved party with a written response based on the evidence collected.

If the investigation finds that discrimination, harassment, or retaliation occurred, the response will indicate that SCOPE will consider appropriate options for remedial actions and resolutions.

3. Remedial Measures: SCOPE will implement appropriate remedial measures at the conclusion of the investigation if it concludes that misconduct occurred. Any SCOPE employee who engages in prohibited discrimination, harassment, or retaliation or who aids, abets, incites, compels, or coerces another to engage or attempt to engage in such behavior in violation of this policy shall be subject to disciplinary action, up to and including dismissal.

OTHER REMEDIES

In addition to filing a discrimination or harassment complaint with SCOPE, a person may file a complaint with either the California Department of Fair Employment and Housing (DFEH) or the Equal Employment Opportunity Commission (EEOC).

SCOPE's discrimination policy and complaint procedures do not replace grievance procedures for matters which are grievable under applicable Collective Bargaining Agreements, or are covered by Personnel Commission Rules and Regulations (i.e., employee/employer contract disputes).

Legal References:

EDUCATION CODE

200-262.4 Prohibition on Discrimination

GOVERNMENT CODE

12900-12996 Fair Employment and Housing Act, especially: 12940 Unlawful employment practices

12950 Information sheet on sexual harassment

12950.1 Training and education regarding sexual harassment

TITLE 20, UNITED STATES CODE

1681-1688 Title IX of the Education Act Amendments of 1972

TITLE 29, UNITED STATES CODE

621-634 Age Discrimination in Employment Act 794 Section 504 of the Rehabilitation Act of 1973



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TITLE 42, UNITED STATES CODE

2000d-2000d-7 Title VI, Civil Rights Act of 1964, as amended 2000e-2000e-17 Title VII, Civil Rights Act of 1964, as amended 2000ff-2000ff-11 Genetic Information Nondiscrimination Act of 2008 2000h-2-2000h-6 Title IX of the Civil Rights Act of 1964 6101-6107 Age discrimination in federally assisted programs 12101-12213 Americans with Disabilities Act

TITLE 2, CALIFORNIA CODE OF REGULATIONS

11005 et seq. Discrimination in employment, especially:
11023 Harassment and discrimination prevention and correction 11024 Sexual harassment training and education
11034 Terms, conditions, and privileges of employment

TITLE 5, CALIFORNIA CODE OF REGULATIONS

4900-4965 Nondiscrimination in elementary and secondary education programs, especially:
4916 Sexual harassment definitions

TITLE 28, CODE OF FEDERAL REGULATIONS

35.101-35.190 Regulations implementing the Americans with Disabilities Act

TITLE 34, CODE OF FEDERAL REGULATIONS

Designation of responsible employee for Section 504
Notice of nondiscrimination
Designation of responsible employee and adoption of grievance procedures
Dissemination of policy
110.1-110.39 Nondiscrimination on the basis of age

02/16/17 Reviewed by Cabinet
02/21/17 Approved by Superintendent
03/07/17 Distribution



The Sacramento County Superintendent of Schools (Superintendent) believes that the maintenance of a drug- and alcohol-free workplace is essential to staff and student safety and to help ensure a productive and safe work and learning environment.

An employee shall not unlawfully manufacture, distribute, dispense, possess, or use any controlled substance in the workplace.

Employees are prohibited from being under the influence of controlled substances or alcohol while on duty. For purposes of this policy, on duty means while an employee is on duty during both instructional and noninstructional time in the classroom or workplace, at extracurricular or cocurricular activities, or while transporting students or otherwise supervising them. Under the influence means that the employee's capabilities are adversely or negatively affected, impaired, or diminished to an extent that impacts the employee's ability to safely and effectively perform his/her job.

The Superintendent or designee shall notify Sacramento County Office of Education (SCOE) employees of this policy, which includes the prohibition against drug use and the actions that will be taken for violation of such prohibition.

Employees shall abide by the terms of this policy and shall notify SCOE, within five days, of his/her conviction for violation in the workplace of any criminal drug statute.

The Superintendent or designee shall notify the appropriate federal granting or contracting agency within 10 days after receiving notification from the employee or otherwise that an employee engaged in the performance of the federal grant has had any conviction for a violation occurring in the workplace.

In accordance with law and the SCOE's collective bargaining agreements and Personnel Commission rules and regulations, the Superintendent or designee shall take appropriate disciplinary action, up to and including termination, against an employee for violating the terms of this policy and/or shall require the employee to satisfactorily participate in and complete a drug assistance or rehabilitation program approved by a federal, state, or local public health or law enforcement agency or other appropriate agency.

The Superintendent or designee shall establish a drug-free awareness program to inform employees about:

1. The dangers of drug abuse in the workplace.
2. The Superintendent's policy of maintaining a drug-free workplace.
3. Available drug counseling, rehabilitation, and employee assistance programs.



4. The penalties that may be imposed on employees for drug abuse violations occurring in the workplace.

Legal References:

EDUCATION CODE

- 44011 Controlled substance offense
- 44425 Conviction of controlled substance offenses as grounds for revocation of credential
- 44836 Employment of certificated persons convicted of controlled substance offenses
- 44940 Compulsory leave of absence for certificated persons
- 44940.5 Procedures when employees are placed on compulsory leave of absence
- 45123 Employment after conviction of controlled substance offense
- 45304 Compulsory leave of absence for classified persons

GOVERNMENT CODE

- 8350-8357 Drug-free workplace

TITLE 21, UNITED STATES CODE

- 812 Schedule of controlled substances

TITLE 41, UNITED STATES CODE

- 8101-8106 Drug-Free Workplace Act

TITLE 21, CODE OF FEDERAL REGULATIONS

- 1308.01-1308.49 Schedule of controlled substances

COURT DECISIONS

- Cahoon v. Governing Board of Ventura USD*, (2009) 171 Cal.App.4th 381
- Ross v. Ragingwire Telecommunications, Inc.*, (2008) 42 Cal.4th 920

- 02/16/17 Reviewed by Cabinet
- 02/21/17 Approved by Superintendent
- 03/07/17 Distribution