



SUBSTITUTE HANDBOOK



The Solano County Office of Education promotes equity and excellence by working with our school districts and community partners to create opportunities that address the needs of every student.

Nondiscrimination in Employment

The Solano County Office of Education (SCOE) is an equal opportunity employer and prohibits unlawful discrimination against and/or harassment of its employees and job applicants at any SCOE site and/or activity on the basis of actual or perceived race, color, national origin, ancestry, religious creed, age, marital status, pregnancy, physical or mental disability, medical condition, genetic information, veteran status, gender, gender identity, gender expression, sex, or sexual orientation. SCOE also prohibits retaliation against any employee or job applicant who complains, testifies, assists, or in any way participates in SCOE's complaint procedures instituted pursuant to this policy. SCOE Policy 4031

Nondiscrimination in Programs and Activities

The Solano County Office of Education (SCOE) is committed to providing equal opportunity for all individuals in education and shall promote programs which ensure that discriminatory practices are eliminated in all its activities. SCOE programs, activities, and practices shall be free from discrimination based on race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity or expression, or genetic information; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. (Education Code (E.C.) section 220; Government Code 11135; Penal Code section 422.55) In addition to the above-mentioned actual or perceived characteristics, SCOE shall not discriminate against employees and job applicants based on their military or veteran status. Furthermore, SCOE shall reasonably accommodate employees' religious attire and grooming practices. (Government Code section 12940) SCOE Policy 0410

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WELCOME

Thank you for working as a Substitute with SCOE. Substitutes play an important role in the educational progress of our students. This assistance is a meaningful part of our team approach to providing excellence in all classrooms.

This Substitute Handbook is a guide for Substitute Teachers and Substitute Paraeducators. It is specifically intended to help you understand the duties and responsibilities outlined.

Thank you for your service to education and your commitment in support of quality learning opportunities for the students of Solano County!



Solano County Office of Education Services and Programs

The Solano County Office of Education (SCOE) provides instruction for special education students, infants through age 22. SCOE offers its services to approximately 30 sites (50+ different classrooms) throughout Solano County.

SCOE provide College and Career Readiness/Resource Development and Transition Services leadership to the county's six school districts in the areas of professional development, student leadership organizations, data collection, and curriculum and instruction. College and Career Readiness/Resource Development and Transition Services programs reach over 7,000 students and 75 teachers in Solano County.

SCOE delivers instructional support to students in district schools and SCOE programs who are deaf and/or hard-of-hearing.

SCOE provides instruction for the community school and students in the Solano County Juvenile Detention Facility. We also provide support services to homeless and foster youth.

Special Education

Special Education is the provision of special instruction and services to students with disabilities. SCOE provides these services to students with significant needs from birth to 22 years of age. The County Office provides services to students who have needs that cannot be met in the special programs offered by the individual school districts. Students in special education have an Individual Education Plan (I.E.P) stating their educational goals and tracking their progress.

Special education classes are located on various school sites throughout Solano County. Each special education class operated by SCOE works collaboratively with the respective school district in providing support to the special education programs. The Administrators for SCOE cover a wide geographical range of classes and are not always available at individual sites.

Juvenile Court and Community School

The Juvenile Court and Community Schools (JCCS) program provides an educational series of alternatives to "at-risk" students. These programs allow opportunities for academic competencies (instructions in all four core subject areas, English/Language Arts, Mathematics, Social Science, and Science), and life management skills, as well as vocational and work experience growth and development.

The Community School is located at the Golden Hills Education Center. These students have been referred by the Fairfield-Suisun School District due to an expulsion, probation placement, or attendance problems. The students in these programs receive a rigorous

education (instruction in all four core subject areas, English/Language Arts, Mathematics, Social Science, and Science), which enables them the opportunity to earn course credits toward meeting their district's graduation requirements.

The JCCS Department also serves incarcerated youth at the Solano County Juvenile Detention Facility (JDF).

Substitute Information

What is a Substitute?

A substitute employee is hired, as needed, due to the absence of a regular, permanent employee. Classified substitute employees are paid by the hour and accrue sick leave per **Healthy Workplace Healthy Family Act of 2014 (AB 1522)** once they have worked 30 calendar days within one year. Sick leave accrues at the rate of one (1) hour per every 30 hours worked. Appendix D on page 25 shows the form and Appendix D1 has the guidelines and other pertinent information outlined.

Requirements

To qualify as a Substitute Paraeducator, an applicant must have a California high school diploma or GED certificate. They must also have fingerprint clearance, a negative TB test, and pass a strength & agility test.

All Substitute Teacher applicants must be cleared through the Solano County Office of Education credentials office prior to beginning employment. For more information, please call our Senior Human Resources Analyst at (707) 399-4442.

All Retired Substitute Teacher applicants are required to undergo a physical evaluation.

IT IS THE RESPONSIBILITY OF THE SUBSTITUTE TO ENSURE ALL CREDENTIALS ARE CURRENT!

Payroll

Paydays are on the last working day of the month. The paychecks include compensation for all days worked during the pay period. Pay periods run from the first day of the month through the last day of the month. Hours worked in the current month are paid on the last working day of the following month to allow time to process payroll.

Substitutes do not need to fill out a timecard. Pay reports are pulled from Frontline and sent to Payroll on your behalf. Each month's hours are paid the following month. For example, all time worked in April is pulled out of Frontline at the end of April and pay is issued the last working day of May. It is the Substitute's responsibility to contact Human Resources to notify of any inaccuracies in Frontline within three (3) days. Please contact Human Resources at HumanResources@solanocoe.net or call telephone number (707) 399-4480 and let us know the date(s) and/or time(s) that need to be changed. If you work over six (6) hours, you are required to take a 30-minute duty-free lunch that will be deducted from your pay. If you work less than six (6) hours and take a duty-free lunch, please notify us so we can make sure that it is deducted. Failure to notify the Human Resources Department immediately of any changes may result in delayed pay or be subject to collection if overpayment is made. Examples of common changes include, but are not limited to:

- Arriving late/leaving early
- Staying beyond assigned hours due to classroom needs
- You are absent

Substitute, part-time, and temporary **Certificated** Employees can have the opportunity to voluntarily elect into the State Teachers' Retirement System (STRS), which will qualify as a retirement plan. If a Substitute does not elect into STRS, a Social Security deduction will be withheld from their earnings. Additionally, a deduction for Mandatory Medicare will be deducted.

Substitute and part-time **Classified** Employees do not have election rights to the Public Employees' Retirement System (PERS); therefore, a deduction for Social Security and for Mandatory Medicare will be withheld from their paychecks.

Current members of STRS and PERS do not have the option of opting out and will have retirement contributions deducted from their earnings.

Substitute Teachers are required to work either a full day, 2/3 day, or 1/3 day. (1/3 day is up to 2.5 hours; 2/3 day is 2.51 hours up to five (5) hours; and a full day is anything over five (5) hours). The normal working day for substitutes corresponds with that of the Teacher for whom he/she is substituting.

The duty hours may vary in some cases for Paraeducators, and the Frontline assignment will reflect these hours. If you are not able to work the full shift, but can work part of it, please let the Sub Desk know and the hours can be adjusted for the day based on your availability.

For the school year 2022–2023, Substitute Paraeducators filling in for staff or vacant positions make an hourly rate at Range 17, Step 1 of the Hourly Classified Salary Schedule. For Substitute Teachers please refer to Appendix C on page 24. If you have any questions regarding pay rates, please call the Sub Desk at (707) 399-4480.

Availability

If a situation arises which causes a Substitute to be unavailable for a Teaching or Paraeducator assignment for a long period of time, please mark “non-workdays” on your calendar in Frontline to save unnecessary calling. If you will be unavailable for more than 30 days, please call the Sub Desk at (707) 399-4480 to prevent removal from the sub list.

Address/Phone Change

Substitutes who have a change in name, address, phone number or availability should notify the Human Resources Department by emailing Humanresources@solanocoe.net.



Contact Information

Please contact the Sub Desk at 707-399-4480, if you have any questions or concerns at any time. If the Sub Desk is unable to answer your question or concern, they will direct you to an Administrator. If the Sub Desk does not answer, please leave a voicemail with your first and last name as well as a brief description of your need(s) and someone will get back to you.

Frontline

What is Frontline?

Frontline is an Employee Absence Management and Substitute placement system used by organizations throughout California. Substitutes, like you, can review and be accepted for jobs that you are qualified and willing to work for. You will see job opportunities based on criteria defined by the Human Resources Department. Frontline is available 24/7 via the telephone and Internet, so you can access the system at any time. Once all paperwork is complete and you have passed the mandatory fingerprinting and physical, you will receive an e-mail with instructions to create your Frontline account. You will also be receiving a separate email that will allow you access to the paid mandated trainings, called Vector Trainings. These trainings need to be completed by all SCOE staff every school year.



How do I use Frontline?

Frontline will call you for substitute jobs for the next day, or in the morning for same-day jobs. If you want to see jobs for the whole school year, login online. You will need your username and password. Once you have logged in online, you will see available jobs, scheduled jobs, and your job history. You also can make changes to your personal preferences online, including choosing which schools to work at, specifying call times, and specifying availability. You can call Frontline anytime at

(800) 942-3767 or login to their website at www.frontlineeducation.com to review any assignments available or ones you have already accepted.

What to Expect

You can expect a phone call from Frontline between the hours of 5:30-11:59am and then again in the evening from 5:00pm-9:30pm. The morning call-out is typically for same-day assignments.

If Frontline calls you for a same-day assignment, but it is past the start time, please feel free to accept the assignment if you can make it to the site in a reasonable amount of time. Please contact Human Resources as soon as possible, so we can make the time adjustment in Frontline of when you arrived at the classroom.

Canceling Assignments

If you need to cancel an assignment you have already accepted, please call the Sub Desk at (707) 399-4480, to report your absence. If there is no answer, please leave a voicemail message with your first and last name and a brief description of your concern.

Classroom Feedback Survey

You can rate your experience (1-5 stars) in the classroom and give details by answering a series of questions.

Feedback may be provided about the substitutes performance that is reviewed by human resources and administrators. If the feedback is of a negative nature, substitutes may be called in to review deficient areas of performance. If performance is sufficiently poor, the Teacher or Administrator may request that the Substitute not be sent to the classroom again. Continued poor performance or refusal to accept an assignment on a regular basis, may result in being removed from the Substitute List.

General Policies and Procedures

Expectations

Our Vision: Preparing students to learn, grow, thrive, and achieve lifelong success.

Our Mission: Promoting equity and excellence by working with our school districts and community partners to create opportunities that address the needs of every student.

All employees of the Solano County Office of Education are expected to uphold our vision and mission.

1. Professionalism - Employees are expected to maintain a professional attitude always.
2. Attendance - You are expected to arrive at your assigned site on time. Not showing up to your assigned site is unacceptable and grounds for removal from the substitute list.
3. Cell Phones - Phones should be stored away and on silent mode during work hours unless of an emergency or you are on break. No picture taking or video making of students are allowed on campus. If there is a need to take a picture or video of a student, the Teacher will use her own device(s) under her instruction.
4. Mandated Online Trainings - You are required to complete mandated trainings through Target Solutions annually to remain on the sub list as mandated by law.
5. Safety - Safety is the responsibility of ALL SCOE Employees. It is important to be aware of your surroundings always.

Reporting procedures

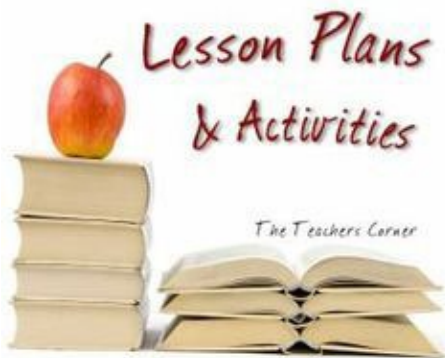
Substitutes should plan to arrive early at the assigned school with their SCOE ID badge to assure that adequate preparation can be made for the day's activities. Upon arriving at the assigned school, please report to the office to sign in and get instructions on where to go. Please advise school office staff that you are working for the County Special Education program to ease any confusion. Once you are in the classroom, the Paraeducators can assist you in finding pertinent student information, lesson plans, schedules, student goals, etc.

Dress Code

Since we are providing a public service, it is equally important that a Substitute present a clean, neat appearance, and dress appropriately all the time. Please remember that we have classes in each district within Solano County. Appearance is important. It is recommended that you dress casually and comfortably, as you may get dirty throughout the day. Close-toed shoes are required.

Please dress professionally. Examples of unacceptable clothing are:

- Skintight clothing
- Low cut tops
- Baggy clothing
- Spaghetti straps
- Tank tops
- Clothing with holes



Program for the Day

Each school and the absent Teacher or Paraeducator have a responsibility to provide the Substitute with enough information to ensure that the Substitute will be able to carry out the regular program for the day with minimal problems. Information that should be provided includes such items as the following:

- Lesson plans which are specific and reasonable for a Substitute to carry out
- Procedures for handling disciplinary problems
- Attendance procedures
- Procedures for fire drills and other emergencies
- Daily schedule of classes
- Location of needed keys
- Seating charts
- Staff roster
- Location of Teacher copies of textbooks and any answer keys for grading papers
- Map of the school

As a Substitute Teacher or Substitute Paraeducator, your responsibility is to carefully follow the daily lesson plans. In the unusual event that lesson plans are unavailable, you should formulate plans for the day with input from the Administrator, other Teachers, and staff.

Workers Compensation

Substitute employees injured on the job are to follow established procedures for filling out accident information and visiting the doctor, if necessary.

1. Report the injury IMMEDIATELY to Company Nurse by calling 1-877-778-2576. Please see Appendix B on page 23 for all details.
2. If there is a need to see a doctor because of your injury, Company Nurse will schedule an appointment.
3. Substitute employees who have questions or concerns regarding workers' compensation should contact the Human Resources Department at (707) 399-4426.

Driving Program Vehicles

In some special education classes, a Substitute may be required to transport students to a community-based work site in a SCOE vehicle. As part of the hiring process, the Human Resources Department will complete a Department of Motor Vehicles (DMV) check on all employees and keep their information until they are no longer active. You may drive a county vehicle with students, only if you have a valid California Driver's License.

Classroom Management

Preparation

Substitutes for SCOE will be working in one of two-specialized areas: Special Education and/or court and juvenile court and community school.

Substitutes should introduce themselves and indicate clearly for whom they are substituting for.

Substitutes should receive adequate information of the classroom schedule and daily activities.

Community-based

Community-based instruction has been defined as teaching relevant, critical activities in the setting and/or natural environment where they most frequently occur in the student's community or daily living plan. Teaching these critical activities to Students with moderate to severe disabilities in the community is very important for several reasons. Research has shown that "simulated" learning situations often are not relevant or adequate to teach students specific skills that will generalize to natural settings. Students with severe disabilities need systematic instruction and training in integrated community, domestic, recreation/leisure, and vocational activities which will further increase or maximize their participation in present and future integrated environments. Community-based instruction also provides students with further opportunities to model the behavior of their non-disabled peers, something which is not always available in a classroom setting.

Special Education Substitutes can do one, or all, of the following: Swim, transport Students by car, community-based instruction, change diapers and toilet Students, feed, position, lift students, job site training and coaching, and do specialized health care procedures with training and supervision from the County School Nurse.

Student Attendance/Supervision

Students should not be left unsupervised in the classroom or playground at any time.

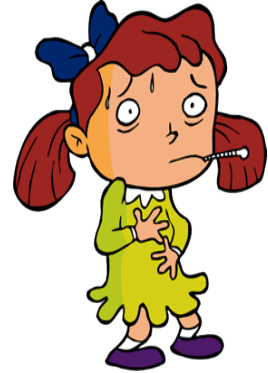
- Early Dismissal: Students are not to be dismissed from school early without approval of the school office and the Administrator in charge of the classroom.
- Release of Students: Students are not to be released to leave school with anyone unless the dismissal is cleared by the office and the classroom Administrator.

Illness and Injury

Illness: Sick students should not remain at school. The Teacher should contact the parent, or the person designated by the parent, to come for the student. Questions regarding illness may be directed to the special education registered Nurse or Administrator.

Seizure policy: Staff will follow the "Procedure for Care of Students with Seizures" (see Appendix A) unless the parents have requested a different procedure. Please note the time, date, and length of the seizure.

Accidents: Report all accidents to the individual Program Secretary and fill out a Student Accident Report. The Teacher is responsible for basic first aid and parent notification. In cases of more serious injury, notify parents and/or paramedics as designated on the student emergency form.



Punishment

Handle discipline in a definite and firm manner. Students are expected to be respectful to the Teacher, and Teachers are expected to be respectful in their interactions with students.

Corporal punishment is not to be used.

The Teacher is expected to handle discipline problems. However, if a serious discipline problem should occur in which one or more Students refuse to obey a direct command or there is interference from non-school personnel, call the office to ask for assistance. (Never leave your students alone in the classroom or playground unless you have been relieved.)

The Administrator oversees discipline and is responsible for the overall conduct of the students. All Students are welcome to discuss matters of mutual concern with the Administrator at appropriate times.

Damage to property

Damage to school property, to a teacher's property, or a Student's personal property should be reported to the Program Administrator at once.

Communication

Students are not to be interviewed by anyone, in or out of the classroom, without permission from the Administrator's office. This also includes photographs and videos.

Any communications being sent to parents should have the approval of the Administrator.

Throughout your day, you may have occasion to review students' records. These records are of a confidential nature and must be treated in a way so that their confidentiality is not violated.

Collection of Money

In some cases, it may be necessary for the Substitute Teacher to collect money from students. An accurate record of any money collected should be kept, and a report of this should be left for the regular Teacher.

Teacher's mail

Do not remove mail or other articles from the regular Teacher's mailbox without permission from the office or the Administrator.

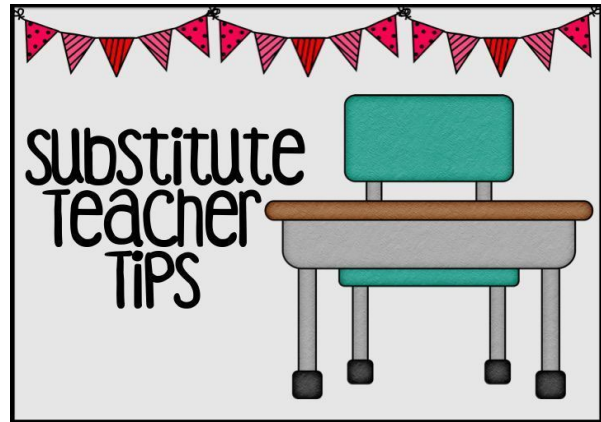
End of Day

- See that the room is neat and orderly.
- Lock all windows and doors and turn out the lights.
- Leave the classroom ready for the next day.
- Leave comments regarding lessons completed or not completed, or problems encountered on the teacher's desk.
- Report to the site office:
 - Sign the substitute report sheet.
 - Return classroom key if one was received.

Tips for Orderliness

Teaching assignments may be unique and vary from situation to situation. The following tips are proven techniques which may be helpful for a good beginning:

1. Teachers are required to be in the classroom at least 15 minutes before the students arrive. This is necessary for effective control and good discipline.
2. Experienced Substitute Teachers indicate that the day is more successful if you arrive early enough to check schedules, note unusual assignments, and determine the plan for the day before the students arrive.



3. Greet the Students with a smile and "good morning." Insist on Students being seated and remaining so. Have something for the students to do immediately, either out of the lesson plan or appropriate to the subject.
4. Follow the regular routine as much as possible and try not to establish new ones. Substitutes should use rules, regulations, guides, and directives which have their basis in common sense and safety.
5. Check attendance carefully.
6. Try not to argue with children over routines. Be pleasant but firm as to how you want things done.
7. Start formal lessons as soon as possible. Substitute Teachers should use Paraeducator knowledge and experience to assist them in having a successful day.
8. Classroom control can be a major problem for a Substitute. The following suggestions will help substitutes establish good class routines, provide an efficient learning situation, and establish mutual respect between the Teacher and the Student.
9. Be patient: It is natural for a class to test a Substitute. You represent a change, and change produces insecurity. Patience, understanding, and respect will banish distrust.
10. Expect good behavior: Students tend to respond to whatever we expect of them. A positive approach is worth a hundred negative rules.

11. Be fair and consistent: Success in classroom control will depend on the degree of fairness and consistent treatment. Students must know what to expect of a Substitute. Uncertainty breeds misbehavior.
12. Avoid ridicule and sarcasm.
13. Recognize the importance of each child: Treat each child impartially to the best of your ability. They need help, understanding, and encouragement, not lectures.
14. Have materials ready: Groups waiting for materials can be starting points for discipline problems.
15. Take cues from attention spans: It is important to know when to change activities, when to speed up, and when to slow down.
16. Do not leave the class: Do not leave the classroom without telling the Teacher or if unavailable, a Paraeducator. Never leave the students unattended.
17. Give Students responsibilities: Responsibilities suited to their age and understanding help create a sense of belonging. When Students feel they belong, problems are few.
18. Take an objective 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. A Substitute's tension will only be reflected in the behavior of the students in the room.
19. Avoid making threats: Not only is this approach negative, but it may place the Substitute in the position of destroying whole control through a threat that cannot be carried out.
20. Be positive: Praise what is good far more than scold what is bad.
21. Keep your sense of humor.

Tips for Teaching the Lesson

Follow the lesson plans as closely as possible. Only long-term Substitutes should initiate units of work and introduce new books, unless such plans have been made by the classroom teacher for the substitute.

Be prepared—the outcome of the lesson, as well as classroom control, depends largely upon your preparedness. If Substitutes teach for more than one day, they are under the same obligation to plan as the regular Teacher. Have your materials ready before class if possible. The Substitute should have the attention of the class before beginning.



Students need motivation. Remember, the primary purpose is to teach, not to entertain. Be brief, set the stage, and arouse curiosity. Make your presentation clear by using the following guidelines:

1. Use appropriate language for the students' level of understanding.
2. Present one point at a time.
3. Move from known to unknown - easy to hard.
4. Stop often and review. Provide practical examples.
5. Provide opportunities for questions and/or clarifications.
6. Convey control with a calm voice.
7. Ask questions which will draw out students from within rather than trying to overload them with knowledge.
8. Provide for active participation by the students.
9. Leave time for summary.
10. See that the room is neat and orderly.
11. Lock all windows and doors and turn out the lights.
12. Leave the classroom ready for the next day.
13. Leave comments regarding lessons completed or not completed, or problems encountered, on the Teacher's desk.
14. Report to the site office:
 - a. Sign the substitute report sheet.
 - b. Return classroom key if one was received.

SPECIAL EDUCATION CLASSROOM SITES 2023-2024

Note: Substitutes at ALL sites should check in with the main office before entering the classroom.

FAIRFIELD

Armijo High School - 824 Washington Street, Fairfield

Anna Kyle Elementary School – 1600 Kidder Avenue, Fairfield

Fairfield High School - 205 E. Atlantic Avenue, Fairfield

Fairfield Suisun Adult Transition/Post-Secondary - 900 Travis Blvd, Fairfield

Golden Hills Transition - 2460 Clay Bank Road, Fairfield

Grange Middle School - 1975 Blossom Avenue, Fairfield

Green Valley Middle School - 1350 Gold Hill Road, Fairfield

K.I. Jones Elementary School – 2001 Winston Drive, Fairfield

Rodriguez High School - 5000 Red Top Road, Fairfield

T.C. McDaniel Preschool Center - 1895 Woolner Avenue, Fairfield



SUISUN CITY

Dan O. Root Elementary School - 820 Harrier Drive, Suisun

TRAVIS

Travis Elementary School - 100 Hickam Avenue, Travis AFB

VACAVILLE

Alamo Elementary School – 500 S. Orchard Avenue, Vacaville

Browns Valley Elementary School – 333 Wrentham Drive, Vacaville

Irene Larsen Center – 1707 California Drive, Vacaville

Jepson Middle School - 580 Elder Street, Vacaville

Larsen Adult/Post-Secondary – 1707 California Drive, Vacaville

Sierra Vista Elementary School - 301 Bel Air Drive, Vacaville

Vacaville High School - 100 Monte Vista Avenue, Vacaville

Vaca Pena Middle School – 200 Keith Way, Vacaville

Will C. Wood High School - 998 Marshall Road, Vacaville



DIXON

Dixon High School – 555 College Way, Dixon

Dixon Adult/Post-Secondary – 555 College Way, Dixon (on Dixon High School campus)

Gretchen Higgins Elementary School - 1525 Pembroke Way, Dixon

Silveyville Preschool Center (@Dixon Montessori) – 355 N. Almond Street, Dixon

BENICIA

Benicia High School - 1101 Military West, Benicia

Mary Farmer Elementary School - 901 Military West, Benicia

Benicia Middle School - 1100 Southampton Road, Benicia

COURT AND COMMUNITY SCHOOL SITES

Juvenile Detention Facility – 740 Beck Avenue, Fairfield

Golden Hills Court and Community School - 2460 Clay Bank Road, Fairfield



APPENDIX A



Lisette Estrella-Henderson, Superintendent of Schools
5100 Business Center Drive, Fairfield, CA 94534-1658
707.399.4400 ★ www.solanocoe.net

STANDARD PROCEDURE FOR CARE OF STUDENT WITH SEIZURES

Epilepsy (seizure disorders) is a common neurological condition. It is a general term for more than 20 different types of seizure disorders produced by brief, temporary changes in the normal functioning of the brain's electrical system. Teachers should know their students' usual seizure pattern and the medications they take to control their seizures.

If the parents have a plan other than the procedure outlined here, an individualized seizure plan must be developed with the school nurse.

First aid for seizures

- Stay calm and reassure the other students
- Do not restrain
- Protect head and remove glasses
- Loosen tight neckwear
- Turn student on one side, if possible
- Keep track of time
- Do not attempt to place anything in the mouth
- Move anything hard or sharp out of the way / gently direct student away from hazard(s)
- Be aware that verbal instructions may not be obeyed
- Stay with student until they are fully aware; help reorient student to surroundings
- Call ambulance if seizure lasts more than five minutes (unless student's typical seizure is longer and there is an individual seizure plan)

An ambulance should be called for any type of seizure if:

1. The seizure continues for more than five minutes
2. A second seizure starts shortly after the first has ended
3. Consciousness does not start to return after the shaking has stopped
4. There is no known history of seizures
5. The seizure has happened in water
6. The student is pregnant
7. The student has diabetes
8. The student is injured
9. The student does not resume normal breathing
10. The student has a fever 101° or greater

Parents and care providers should be informed by phone or in the student's communication notebook when their child has a seizure on the bus or at school. The student should not return to routine activities until he/she has recovered from the seizure. Staff will document seizure activity on the school seizure log.


If at any time or for any reason staff believes it is in the best interest of the student to be transported to a hospital, they should call 911 and then notify the parents.

Resource: Epilepsy Foundation

APPENDIX B

IN CASE OF WORKPLACE INJURY

ACCION a seguir en caso de un accidente en el trabajo



AVAILABLE
24 HOURS A DAY

1-877-778-2576

Employer Name (Nombre De Compania)

Search Code (Código Del Búsqueda)

Solano County
Office of Education

SCOE

- 1 Injured worker notifies supervisor.**
Empleado lesionado notifica a su supervisor.
- 2 Supervisor/Injured worker immediately calls injury hotline.**
Supervisor / Empleado lesionado llama inmediatamente a la línea de enfermeros/as.
- 3 Company Nurse gathers information over the phone and helps injured worker access appropriate medical treatment.**
Profesional Médico obtiene información por teléfono y asiste al empleado lesionado en localizar el tratamiento médico adecuado.

NOTICE TO EMPLOYER/SUPERVISOR: Please post copies of this poster in multiple locations within your worksite. If the injury is non-life threatening, please call Company Nurse prior to seeking treatment. Minor injuries should be reported prior to leaving the job site, when possible.

APPENDIX C



Lisette Estrella-Henderson, Superintendent of Schools
5100 Business Center Drive, Fairfield, CA 94534-1658
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CERTIFICATED SUBSTITUTE SALARY SCHEDULE

Effective October 1, 2022

<u>Position</u>	<u>Day to Day Pay</u> Full workday	<u>Long-Term Pay</u> Full workday 10 consecutive days or <u>more in same assignment</u>	<u>Extended Pay</u> Full workday 20 consecutive days or <u>more in same assignment</u>
Substitute Teacher	\$230.00 per day \$80.00 per 1/3 day \$160.00 Per 2/3 day	\$270.00 per day \$140.00 per ½ day Note: higher pay rate starts on the 10 th day.	Step 1 Range 2 on teachers' salary schedule – per day Note: higher rate of pay starts on the 20 th day.

Individuals who have retired as SCOE employees, maintaining their “valid” credentials:
\$290.00 per day \$150.00 per ½ day.

Active regular Paraeducators/Interpreters that are qualified to serve as a substitute teacher, will be paid a flat stipend of \$90.00 per full day (6 hours) or prorated at \$15.00 per hour.

General Information:

1. A substitute teacher’s workday consists of the time that the students are present, plus 15 minutes before and after school. Please put 1 day on time sheet when working a full day. A 1/3 day consists of 2.5 hours or less, a 2/3 day consists of 5 hours or less. Please put 1/3, or 2/3 day on the timesheet.
 - a. A substitute teacher working more than 5 hours shall be paid a full day’s pay.
 - b. If a substitute is called to a school, but is not needed, he/she shall be paid for a 1/3 day if not reassigned.
2. Substitutes do not earn fringe benefits which includes vacation, holiday pay, or health and welfare benefits.
3. Retired and former certificated SCOE employees working in a teaching or other certificated assignment requiring the teacher or certificated employee to assume the full duties of the assignment will receive the daily rate of pay based on their placement on the salary schedule at the time of retirement or their separation of the employment. This is not day to day retired and regular teacher pay used for the day-to-day sub rate.

Approved: _____
Revised and effective 10-1-22

Digitally signed by Lisette
Estrella-Henderson
Date: 2022.11.07
12:22:56 -0800'

Date: 11-7-2022

APPENDIX D



Lisette Estrella-Henderson, Superintendent of Schools
5100 Business Center Drive, Fairfield, CA 94534-1658
707.399.4400 * www.solanocoe.net

Substitute Paid Sick Leave Request Form

The Substitute Paid Sick Leave form must be submitted by the last working day of the month for payment on the following month's payroll.

Requirements for the Substitute Sick Leave (AB 1522 – Healthy Workplaces/Healthy Family Act) are on page two of this form.

Name: Position:

Date of absence: Frontline job number: Hours of job:

Date of absence: Frontline job number: Hours of job:

Date of absence: Frontline job number: Hours of job:

I hereby certify that this a true and accurate statement of sick leave:

Employee Signature

Date

To be completed by Human Resources

Employee ID Number Hourly Rate:

Budget Code:

Approved by: Date:

APPENDIX D1

REQUIREMENTS OF THE ACT:

Eligibility: An individual who works for 30 or more workdays within a year (does not have to be consecutive days), from the first day of work after July 1, 2015 is entitled to paid sick days.

Sick Leave Accrual Rate: Beginning July 1, 2015, or at the commencement of employment, whichever is later, paid sick days will be accrued at the rate of not less than one (1) hour per every 30 hours worked.

Accrual Limits: Days will be limited to 24 hours or three (3) days in any given year of employment. Unused, accrued sick days shall carry over to the following year of employment, but shall not exceed 48 hours or six (6) days in total at any time.

Use of Sick Leave: An individual covered by this policy shall be entitled to use accrued sick days beginning on the 90th day of employment, after which date the employee may use paid sick days as they are accrued, as per the law. Individuals will be informed of their sick day accrual in writing on each pay warrant received.

Procedure: Paid sick days, 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. Additionally, sick days may be used for a victim of domestic violence, sexual assault or stalking. To use sick days an individual covered by this policy must be scheduled in advance to report to work on the day the use of sick days is requested. If the use of sick days is foreseeable, the employee shall provide reasonable advance notification of two days to the Human Resources department. If the need is unforeseeable, the request must be made by telephone conversation or email, prior to the scheduled start time of the work shift. Sick leave must be taken in minimum increments of two (2) hours not to exceed eight (8) hours in one day. The Solano County Office of Education shall not deny an individual the right to use accrued sick days, discharge, threaten to discharge, demote, suspend, or in any manner discriminate against an individual for using accrued sick leave, attempting to exercise the right to use accrued sick leave, filing a complaint or alleging a violation of this law, cooperating in an investigation or prosecution of an alleged violation of this law, or opposing any policy or practice or act that is prohibited by this law.

Payment of Used Sick Leave: The Sub Sick Leave Request form must be submitted by the 5th of the month following after the sick leave is taken for payment on payday of the next regular payroll period. The rate of pay shall be the employee's hourly wage. If the employee in the 90 days of employment before taking accrued sick leave had different hourly pay rates, was paid by commission or piece rate, or was a nonexempt salaried employee, then the rate of pay shall be calculated by dividing the employee's total wages, not including overtime premium pay, by the employee's total hours worked in the full pay periods of the prior 90 days of employment.

Employment Separation: The Solano County Office of Education will not provide compensation to an employee for unused earned paid sick days accrued under Healthy Families Act upon termination, resignation, retirement, or other separation of employment. If an employee separates from the Solano County Office of Education and is rehired by the Solano County Office of Education within one year from the date of separation, previously accrued and unused paid sick days shall be reinstated. The employee shall be entitled to use those previously accrued and unused paid sick days and to accrue additional paid sick days upon rehiring.

APPENDIX E



CALLING 911

Name of School: _____

Address: _____

1. Class Staff Person #1: Dial 911 from a land line, if possible

"I am _____ (state your job title) at _____ (give location). I have a _____ (age or grade of student) student who has special needs."

Give a brief description of injury /situation. Then describe treatment/actions.

2. Class Staff Person #2: Immediately notify the front office of your school. Office phone #:

3. Notify your Program Secretary at _____.

The Program Secretary will confirm that the school nurse, principal/administrator and parent/care provider have been notified. If not, they will notify those parties.

4. If possible, make a copy of the Student's Emergency Card, Health Inventory and School Health Plan (if the student has one)

- Give copies to paramedics
- If you cannot make copies, give paramedics your own class copy (we will replace it).

5. One staff member should remain with the student. Be sure someone will direct the paramedics to the student.

6. If two staff members are available, one staff member goes with the ambulance to the hospital and remains with the student until a parent or parent designee arrives. The staff member should provide the parent or designee with a brief account of the situation.

7. If only one staff person is available, remain with the group until other responsible school personnel arrive. Then proceed to hospital.

Important Phone Numbers:

Administrator _____ cell: _____

If the administrator is not available, contact the Special Education Director 399-4867

Poison Control: 1-800-222-1222