Handbook for Substitute Employees

2022-23

Aesop (24 hrs.)
Human Resources Message Telephone
Human Resources E-mail

(800) 942-3767 or www.aesoponline.com
(530) 668-3727
human.resources@ycoe.org
Serving the Yolo County Office of Education

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Dan Rubio, Payroll/Benefits Technician

Revised 3/2023
INTRODUCTION

Welcome to the Yolo County Office of Education!

Substitute employees play a very important role in our educational programs for the special students of Yolo County. Substituting is challenging and requires flexibility, initiative, caring and the skill to adapt quickly. We are confident that you will perform this service in a professional manner.

The services provided by our organization include Special Education Programs for the severely handicapped (birth to 21), seriously emotionally disturbed, visually impaired, deaf and hard of hearing; Child Development Programs; Cesar Chavez Community Schools; Dan Jacobs School; and Yolo County Career Program. You may be asked to provide substitute service to any of these programs. In most instances there will be other staff on site to give you assistance.

The purpose of this handbook is to explain our procedures and answer some of the questions you may have regarding substitute employment. We are looking forward to your service with the Yolo County Office of Education. If you should have further questions or need assistance, please do not hesitate to contact us at:

Human Resources Message Telephone: (530) 668-3727
Human Resources E-mail: human.resources@ycoe.org
Bebe Reveles: (530) 668-3780 (8:00 a.m. - 4:00 p.m.)
Patti Robles: (530) 668-3779
Anabel Figueroa: (530) 668-3704
Iris Tapia-Ramirez: (530) 668-3774
Amy Blake: (530) 668-3716
Christie Petrali: (530) 668-3705
Dan Rubio: (530) 668-3778

Margie Valenzuela
Executive Director, Human Resources
(530) 668-3784
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<tr>
<td>Shannon McClarin, Director – (530) 668-3773</td>
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<tr>
<td>Katrina Hopkins, Program Administrator – (530) 668-3012</td>
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<tr>
<td>Maria Cardenas, Administrative Secretary – (530) 668-3756</td>
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<tr>
<td>Vanessa Lopez, Secretary – (530) 668-3031</td>
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<tr>
<td><strong>Alyce Norman Learning Center</strong></td>
<td>(530) 668-3030</td>
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<tr>
<td>1200 Anna Street</td>
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<tr>
<td>West Sacramento, CA 95605</td>
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<td><strong>Esparto Community Center</strong></td>
<td>(530) 668-3052</td>
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<tr>
<td>26479 Grafton Street</td>
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<tr>
<td>Esparto, CA 95627</td>
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<tr>
<td><strong>Greengate Center</strong></td>
<td>(530) 668-3898</td>
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<td>285 West Beamer Street</td>
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<tr>
<td>Woodland, CA 95695</td>
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<td><strong>Lemen Center</strong></td>
<td>(530) 668-3071</td>
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<td>1230½ Lemen Avenue</td>
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<tr>
<td>Woodland, CA 95776</td>
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<td><strong>Montgomery Center</strong></td>
<td>(530) 668-3053</td>
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<td>1441 Danbury Street</td>
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<tr>
<td>Davis, CA 95618</td>
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<td><strong>Plainfield Center</strong></td>
<td>(530) 668-3072</td>
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<tr>
<td>20450 County Road 97</td>
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<td>Woodland, CA 95695</td>
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<td><strong>Prairie Center</strong></td>
<td>(530) 668-3050</td>
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<td>1444 Stetson Street</td>
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<tr>
<td>Woodland, CA 95776</td>
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<tr>
<td><strong>Wolfskill Center</strong></td>
<td>(530) 668-3048 (classroom)</td>
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<tr>
<td>200 Baker Street</td>
<td>(530) 668-3077 (office)</td>
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<tr>
<td>Winters, CA 95694</td>
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<tr>
<td><strong>Woodland Central Center</strong></td>
<td>(530) 668-3056</td>
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<tr>
<td>620 North Street</td>
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<tr>
<td>Woodland, CA 95695</td>
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**SPECIAL EDUCATION PROGRAMS**

Marty Remmers, Director – (530) 668-3789  
Rosalva Vargas, Administrative Secretary at YCOE – (530) 668-3788  
Lisa Young, Principal – (530) 668-3854  
Jessica Bohatch-Easton, Principal – (530) 668-3768  
Rosalva Wisterman, Administrative Secretary at Greengate – (530) 668-3851  
Alejandra Hernandez, Secretary at Greengate – (530) 668-3871

**Adult Living Skills Academy**

Sol West  
301 N. Sage Street, #N121A  
Davis, CA 95616  
(530) 668-3800  
Heidi Anderson

Sol West  
301 N. Sage Street, #N125A  
Davis, CA 95616  
(530) 908-0372 (cell)  
Alison Kennedy

**Deaf & Hard of Hearing Program**

Plainfield Elementary  
20450 County Road 97  
(County Roads 25A & 97)  
Woodland, CA 95695  
(530) 662-3724  
Dee Pitto  
Courtney Hipskind  
(530) 662-3874  
Natalie Washabaugh

**Infant Programs**

Greengate School  
285 West Beamer Street  
Woodland, CA 95695  
(530) 668-3851  
Jessica Wiegel  
Jill Viramontes

**Horizon School**

Whitehead Elementary  
624 W. Southwood Drive  
Rooms G6 & G4  
Woodland, CA 95695  
(530) 908-0605 (cell)  
VACANT  
Tye Hertel

Lee Middle High School  
520 West Street, Rooms 37 & 38  
Woodland, CA 95695  
(530) 908-9589 (cell)  
Dennis Meeks

Woodland High School  
21 N. West Street, Room 514  
Woodland, CA 95695  
(530) 908-0993 (cell)  
(530) 662-4678 (school office)  
Christopher Fowler  
(remain on the line, ask for x2051)

Davis Sr. High School  
315 W. 14th Street, Room T1  
Davis, CA 95616  
VACANT

Yolo Education Center  
919 Westacre Road  
West Sacramento, CA 95691  
(530) 902-8637  
Ian Demment
<table>
<thead>
<tr>
<th>Site</th>
<th>Phone Number</th>
<th>Contact</th>
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<tr>
<td><strong>Autism Programs</strong></td>
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<tr>
<td>Greengate School</td>
<td>(530) 668-3851</td>
<td>VACANT</td>
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<tr>
<td>285 West Beamer Street</td>
<td></td>
<td>Mike Jackson</td>
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<tr>
<td>Woodland, CA 95695</td>
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<td>Michaela Mitchell</td>
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<td><strong>Multiple Disabilities Programs</strong></td>
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<tr>
<td>Riverbank School</td>
<td>(530) 668-3070</td>
<td>VACANT</td>
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<td>110 Carrie Street</td>
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<tr>
<td>West Sacramento, CA 95691</td>
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<tr>
<td>Yolo Education Center</td>
<td>(530) 490-1068</td>
<td>VACANT</td>
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<tr>
<td>919 Westacre Road</td>
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<tr>
<td>West Sacramento, CA 95691</td>
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<tr>
<td>Greengate School</td>
<td>(530) 668-3851</td>
<td>Veronica Pimentel</td>
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<tr>
<td>285 West Beamer Street</td>
<td></td>
<td>Katya Griffin</td>
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<tr>
<td>Woodland, CA 95695</td>
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<td>Norma Schoen</td>
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<td></td>
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<td>Heather Williams</td>
</tr>
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**STUDENT SERVICES PROGRAM**

Stan Mojsich, Assistant Superintendent – (530) 668-3711
Anissa Del Castillo, Administrative Assistant – (530) 668-3772
Heather Schlamann, Principal – (530) 668-3091
Candi Martinez, Administrative Secretary – (530) 668-3090

<table>
<thead>
<tr>
<th>Site</th>
<th>Phone Number</th>
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<tbody>
<tr>
<td><strong>Cesar Chavez Community School</strong></td>
<td>(530) 668-3089</td>
</tr>
<tr>
<td>255 W. Beamer Street</td>
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<tr>
<td>Woodland, CA 95695</td>
<td></td>
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<tr>
<td><strong>Dan Jacobs School</strong></td>
<td>(530) 668-3089</td>
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<tr>
<td>2880 East Gibson Road</td>
<td></td>
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<tr>
<td>Woodland, CA 95776</td>
<td></td>
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<tr>
<td><strong>Yolo County Career Program</strong></td>
<td>(530) 668-3089</td>
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<tr>
<td>Cesar Chavez Community School</td>
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<td>255 W. Beamer Street</td>
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GENERAL EMPLOYMENT PROCEDURES

LOYALTY OATH

All employees are required under California Government Code Sections 3100-3109 to sign a Loyalty Oath with Human Resources.

CHILD ABUSE STATEMENT

Any person hired as a child care custodian, medical practitioner, or non-medical practitioner, must sign a form stating that he or she has knowledge of the provisions of Section 11166 of the California Penal Code related to the reporting of child abuse.

A “child care custodian” is defined as follows: teacher, paraeducator, administrative officer, supervisor of child welfare and attendance, or certificated pupil personnel employee of any public or private school, licensed day care worker, administrator of community care facilities licensed to care for children, Head Start teacher, and social worker.

MANDATED REPORTER TRAINING

AB 1432 requires employees, including substitutes, hired after the start of school to provide proof of completing the Child Abuse/Mandated Reporting training within six weeks of employment and annually thereafter at the start of each school year. The goal is for mandated reporters to have the appropriate knowledge and understanding of their responsibilities under the Child Abuse and Neglect Reporting Law (CANRA), Penal Code (PC sections 11164-11174.3).

HEALTH SCHOOLS ACT

The Healthy Schools Act requires annual training and the safe use of pesticides around children for school district/county office staff and child care center staff using pesticides on a school campus or child care center. The training requirement applies to use on a school campus or a child care center of any product labeled by the U.S. Environmental Protection Agency (EPA) as a “pesticide.” This includes many products such as disinfectants (disinfecting wipes) and sanitizers in addition to what most people think of when they hear the word “pesticide”: insecticides, rodenticides, and weed-killers (herbicides).

INTEGRATED PEST MANAGEMENT (IPM) FOR TEACHERS AND OFFICE STAFF TRAINING

Integrated Pest Management (IPM) for Teachers and Office Staff is a course for anyone who is using an antimicrobial wipe to clean classrooms, desks, office environments, etc. The goal of the Keenan SafeSchools’ Integrated Pest Management course is to familiarize teachers and other staff members with the principles of an effective IPM program as well as the steps they can take to clean/wipe classrooms down in their school.

INTEGRATED PEST MANAGEMENT (IPM) TRAINING FOR CUSTODIAL AND MAINTENANCE

Integrated Pest Management (IPM) is a safer – and usually less costly – option for effective pest management for a school campus. In fact, the Environmental Protection Agency (EPA) has recommended that schools use Integrated Pest Management to reduce pesticide risk and exposure to children. The goal of the Keenan SafeSchools’ Integrated Pest Management course is to familiarize staff members with the principles of an effective IPM program as well as the steps they can take to implement an IPM program in their school.
Cal/OSHA COVID-19 Protection Plan Training

This course provides employees in California with an overview of COVID-19 as well as several methods for prevention required by California law. Topics include: symptoms of COVID-19, methods of physical distancing, requirements for face covering, methods of hand washing, and procedures for cleaning and disinfecting.

PREA Training

All employees, including substitutes, assigned to work at Dan Jacobs School are required to provide proof of completing the Prison Rape Elimination Act Training (PREA). In order to meet this federal requirement, we will provide the information to access an online training called “Your Role Responding to Sexual Abuse” from the National Institute of Corrections.

Sexual Harassment Prevention Training

SB 1343 expands the scope of mandatory sexual harassment prevention training for employers to provide at least one hour of training to all non-supervisory employees. The goal is to provide California employees with a basic understanding of sexual harassment and strategies to maintain a harassment-free environment. The training of all employees must be conducted at least once every two years.

Tuberculosis (TB) Skin Test

All employees are required by California Education Code Section 49406 to file a report verifying freedom from tuberculosis which must be done no earlier than 60 days prior to your first day of service. This can be done either by an approved intradermal TB skin test or by chest x-ray. You may provide current TB clearance verification from another school district or county office of education, which can be used for the remainder of the four year period; however, this clearance must be filed with Human Resources prior to your first day of service. The test must be repeated every four years. Tests are available at your physician’s office or at one of the following clinics:

<table>
<thead>
<tr>
<th>Occupational Health (by appointment only)</th>
<th>Davis Community Clinic (by appointment only)</th>
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<tbody>
<tr>
<td>2081 Bronze Start Dr., Station #1, Woodland</td>
<td>2051 John Jones Road, Davis</td>
</tr>
<tr>
<td>Cost: $52.00</td>
<td>Cost: $13.00 (only for non-insurance)</td>
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<tr>
<td>Monday/Tuesday/Wednesday &amp; Friday (Not on Thursday)</td>
<td>Monday/Tuesday/Wednesday &amp; Friday (Not on Thursday)</td>
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<tr>
<td>8:00 am – 4:00 pm</td>
<td>8:00 am – 3:30 pm</td>
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<tr>
<td>(530) 668-2660</td>
<td>(530) 758-2060</td>
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Fingerprints

Fingerprints must be taken for all substitutes. The prints will be processed through the Department of Justice (and through the FBI if you are coming from out of state or out of country). Employment will not begin until the fingerprint process is complete. When you end your employment with the Yolo County Office of Education, Human Resources must notify the Department of Justice that you are no longer working for YCOE.

Withholding Exemption Form

You must complete, sign, and file a Withholding Exemption Certificate (Form W-4) with Human Resources.
**EMPLOYMENT ELIGIBILITY VERIFICATION**

Under the rules and regulations of the Immigration and Naturalization Service, every employee hired after November 6, 1986, must complete an Employment Eligibility Verification (Form I-9). In addition, you will be required to provide original documents that establish your identity and employment rights. The following is a list of some documents you may be asked to provide:

For Identity and Employment Eligibility:
1. United States Passport (expired or unexpired)
2. Certificate of U.S. Citizenship
3. Certificate of Naturalization
4. Unexpired Foreign Passport with attached Employment Authorization
5. Alien Registration

For Identity:
1. State-Issued Driver’s License or I.D. Card
2. U.S. Military Card
3. INS Employment Authorization

For Employment Eligibility:
1. Social Security Card
2. Birth Certificate

**PERFORMANCE REPORT**

Substitute Evaluations (See Appendix A) are routinely submitted to Human Resources by staff in order to assess effectiveness as well as appropriate placement in assignments.

**REMOVAL FROM THE SUBSTITUTE LIST**

Substitutes will be removed from the substitute list for the following reasons:

1. At the request of the substitute.
2. Receipt by HR of negative performance reports.
3. Not accepting jobs in the previous six months.

**HIRING PRACTICE**

Substitutes are welcome to apply for regular positions as they are posted. It is the substitute’s responsibility to periodically check bulletin boards or web site for posted vacancies and to apply within the posted timeframe.

**SUBSTITUTE ASSIGNMENT EXCLUSION**

The Yolo County Office of Education excludes the appointment of any person to a substitute assignment in which his/her relative is a student.
SUBSTITUTE CERTIFICATED EMPLOYEES
SPECIFIC EMPLOYMENT PROCEDURES

In addition to the General Employment Procedures, the following are required:

**Teachers (with the exception of Head Start/Early Head Start):**
If you do not hold a valid California Teaching Credential, you must have a BA, BS, or equivalent and have passed the CBEST to apply for a 30-Day Substitute Teaching Permit.

**Head Start/Early Head Start Teachers and Associate Teachers:**
If you do not hold a valid Child Development Permit, you must have 12 semester units in ECE or Child Development including 3 core areas of Curriculum, Child Family and Community, and Child Growth and Development and 50 days of at least 3 or more hours per day of experience in the last two years.

**CBEST**

The CBEST is given throughout the school year at various colleges and universities throughout the state. Information booklets are available at the receptionist’s desk, from the credential technician in Human Resources or on the internet at: http://www.cbest.nesinc.com.

**CREDENTIALS/PERMITS**

Fingerprint clearance through the California Department of Justice (DOJ) and the Federal Bureau of Investigation (FBI) is required from every applicant prior to the Commission’s issuance of any credential permit by applying for a Certificate of Clearance (COC). The Certificate of Clearance is a document issued by the Commission to an individual who has completed the Commission’s fingerprint character and identification process, whose moral and professional fitness has been shown to meet the standards as established by law. The COC is not related to earning a clear credential. The COC provides no authorization to provide instruction or services in schools; its sole purpose is to provide verification that the holder has completed a professional fitness review.

If you already have your credential/permit, we will retain a copy in your personnel file. If you have applied for a credential/permit through our office, you will receive the document directly from the Commission on Teacher Credentialing. The county office will also receive a copy and place it in your personnel file.

If you have applied for a credential/permit but have not received the document, our office will issue a Temporary County Certificate (TCC). The TCC is valid for one year, or until your credential/permit has been issued. The TCC requires your signature and that of the County Superintendent or designee.

**MEDICAL EXAMINATIONS**

Any certificated person employed for the first time in a California school district or county office of education is required to have a medical examination to determine freedom from any disabling disease unfitting the person to instruct or associate with children (Ed. Code §44839).

A form to be completed by your physician will be given to you by Human Resources. The form, when completed, should be returned by the physician directly to our office.
STATE TEACHER’S RETIREMENT SYSTEM

Upon completion of 100 days of substitute teaching in a school year, you will automatically qualify for membership in the State Teachers’ Retirement Systems (STRS), effective the first day worked of the following pay period.

If you are presently a member of STRS, you will have retirement deductions taken from all earnings, regardless of the number of days of service you render monthly.

RETIRED TEACHERS’ REQUIREMENTS

If you are a retired teacher, the Education Code provides that you may serve as a substitute teacher; however, the following regulations apply:

The first time you work as a retiree in a California school district or county office of education, you are required to have a medical examination to determine freedom from any disabling disease unfitting the person to instruct or associate with children (Ed. Code §44839.5). A form to be completed by your physician will be given to you by Human Resources. The form should then be returned by the physician directly to our office.

If you have never taken the CBEST (California Basic Educational Skills Test) and have not been in the classroom for 39 months, you must pass the CBEST prior to substituting.

Also, as a retired teacher, you may be subject to the earnings limitation set by STRS, which is $49,746* for the current fiscal year. If you are drawing retirement, it is suggested that you keep a monthly record of the days you have substituted and your total salary. Any earned salary over the maximum of $49,746 could place your retirement status in jeopardy. As many of our substitutes also serve other school districts, we do not have a record of an individual’s total earnings.

Pursuant to Section 24214.5, retired CalSTRS members who are under age 60 and have been retired for less than six months will be subject to a restriction if they return to CalSTRS-covered employment during that time. If the retired member returns to work during this period, CalSTRS will reduce his or her retirement benefit dollar-for-dollar by an amount equal to his or her earnings. This law does not allow exemptions.

This restriction is in addition to the annual earnings limit. Any amount the retired CalSTRS member receives while under age 60 will count against the annual post-retirement earnings limit for the appropriate fiscal year. Both restrictions apply simultaneously.

*Because there are various exemptions to the post-retirement earnings limitation, please check with STRS at 1-800-228-5453 for applicable limitations.
SUBSTITUTE CLASSIFIED EMPLOYEES
SPECIFIC EMPLOYMENT PROCEDURES

In addition to the General Employment Procedures, the following are required of substitute classified employees:

**PROFICIENCY TEST**

In order to work as a substitute paraeducator, the person must demonstrate proficiency in basic reading, writing, and mathematics (Ed. Code §45344.5).

Once you have completed an employment application, you will be scheduled for the proficiency test, which takes approximately three hours.

**PUBLIC EMPLOYEE’S RETIREMENT SYSTEM**

A substitute employee is excluded from membership until he/she works 1,000 hours within a fiscal year (July 1 – June 30). Membership will become effective no later than the first of the month following the month in which 1,000 hours are completed.
PAID SICK LEAVE AND ABSENCE REPORTING PROCEDURES

Persons employed by the Yolo County Office of Education who are not covered by a collective bargaining agreement or other Yolo County Office of Education sick leave policy, are eligible to earn sick leave as outlined by the Healthy Workplaces/Healthy Families Act of 2014. The Yolo County Office of Education recognizes the rights of 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 is entitled to earn paid sick leave. This sick leave shall be limited to twenty-four (24) hours in each fiscal year (July 1 through June 30) of employment. 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 shall be entitled to twenty-four (24) hours of paid sick leave in each fiscal year (July 1 through June 30). The employee shall be entitled to use paid sick leave beginning the 90th day of employment. Sick leave must be used in increments of two (2) hours or more. If the need for paid sick leave is foreseeable, the employee shall provide reasonable advance notification. If the need is unforeseeable, the employee shall provide notice of the need for the leave as soon as practicable.

PROCEDURES

Paid sick leave may be used for the diagnosis, care, or treatment of an existing health condition, as well as preventive care, for the employee 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.

“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.
To use sick leave the employee covered by this policy must be scheduled in advance to report to work on the day the use of sick leave is requested. The employee must report his/her absence to the Aesop Message Telephone prior to the scheduled start time of the work shift. The employee will log the same number of hours used on his/her timesheet.

The employee requesting sick leave is not responsible for securing a replacement worker to cover the time during which he/she uses sick leave.

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

Employees’ earned sick leave will be reflected on their paystub. The twenty-four (24) hours is accrued on a fiscal year basis and does not carry over from year to year. Unused sick days will not be paid out at the time of resignation, retirement, termination or other separation of employment.

Legal Reference
LABOR CODE:
245-249 The Healthy Workplaces/Healthy Families Act of 2014
PAYROLL INFORMATION

TIME SHEETS

Please submit an online time sheet(s) to the Payroll Department by the 1st of each month to avoid a delay in receiving your payroll warrant. Time is reported from the 1st through the 31st of each month. You should keep records of the days/hours you work each month. Online time sheets with the instructions can be found at www.ycoe.org/forms.

BREAKS

The authorized rest period time shall be based on the total hours worked daily at the rate of fifteen minutes per four (4) hours.

LUNCH

A substitute working for a period of more than six (6) hours is entitled to an unpaid meal period of not less than 30 minutes. It is a good idea to bring your lunch with you when working a full day.

SALARY WARRANTS

Salary warrants are issued on the 10th of each month (if the 10th falls on Saturday or Sunday, warrants will be issued on the Friday before). Salary warrants are mailed to your home address. If you find any discrepancies between your records and that of your salary warrant, please call the payroll department at (530) 668-3705.

ELECTRONIC TIMESHEET – USER GUIDE

How do I fill out and submit my timesheet?

1. Access your form:
   You can initiate a timesheet from the link below
   www.ycoe.org/forms
2. Enter your Legal Name and Email
   If you do not have a YCOE email, you may use your personal email. Be aware that an important link will be emailed to the email address you provide.
3. Fill out all required fields.
   Red Fields are REQUIRED. If an attachment is needed, you can add it by scrolling down to the bottom and clicking “Add Attachment”.
4. Click on the red SUBMIT FORM button.
   Select the next recipient (your site secretary or admin secretary for your department/program).
5. Don’t forget to check your email!
   You will receive a link to your email with a copy of your form once you complete it. You will also receive email if corrections need to be made or if your form has been successfully completed by the payroll department.

TIP: If you are not ready to submit your form, click on Save Progress and you will receive an email with the link to your timesheet so that you can edit and submit later.

Questions?
The payroll department is here to help!
Christie Petrali - Sr. Payroll/Benefits Tech christie.petrali@ycoe.org or 530-668-3705
Or
Dan Rubio – Payroll/Benefits Tech Daniel.rubio@ycoe.org or 530-668-3778
**SUBSTITUTE PAY RATES**

Effective 9/1/22

**HOURLY PAY RATES – CLASSIFIED SUBSTITUTES** (with the exception of Head Start/Early Head Start)

Substitutes are paid at an hourly rate as follows:

- Administrative Secretary $20.93
- Custodian $17.18
- Food Services Assistant $15.18
- Maintenance Technician $20.42
- Paraeducator $18.50
- Secretary $18.05

If you continue in the same assignment for a period of more than 20 consecutive days, you will be placed on the classified salary schedule, beginning on the 21st day.

**HOURLY PAY RATES – CERTIFICATED AND CLASSIFIED SUBSTITUTES FOR HEAD START/EARLY HEAD START**

Substitutes are paid at an hourly rate as follows:

- Administrative Secretary $19.46
- Associate Teacher $16.37
- Secretary $16.79
- Teacher (as an Associate Teacher Subbing) $19.45 or 5% increase in pay.
- Teacher $19.45

If you continue in the same assignment for a period of more than 20 consecutive days, you will be placed on the classified or teachers’ salary schedule, beginning on the 21st day. Placement will be based on graduate units and past teaching experience.

**DAILY PAY RATES – SUBSTITUTE TEACHERS** (with the exception of Head Start/Early Head Start)

Substitute teachers are paid at a daily rate as follows:

- Teacher $220.00
- Teacher with Substitute Teacher Training $230.00
- Teacher with Full Credential $240.00

If you continue in the same assignment for a period of more than 20 consecutive days, you will be placed on the teachers’ salary schedule, beginning on the 21st day. Placement will be based on graduate units and past teaching experience.
Logging in on the Web

To log into Aesop, type http://www.aesoponline.com in your browser’s address bar. Enter your ID number and PIN; then, click Login.

Can’t remember your login info?

If you’re having trouble logging in, click the Login Problems link next to the “Login” button for more information.

Finding Available Jobs

Aesop makes it easy to find available jobs right on the homepage. Jobs available for you to accept show in green on the calendar and in list form under the “Available Jobs” tab.

To accept a job, simply click the Accept button next to the absence. If you do not want to accept this job, click the Reject button, instead.

Getting Help and Training

If you have questions, want to learn more about a certain feature, or want more information about a specific topic, click the Help tab to go to the Aesop Learning Center to search Aesop’s knowledge base of help and training materials.
Using Aesop on the Phone

Not only is Aesop available on the web, but you can also find and accept available jobs, manage personal information, change your PIN number, and more, all over the phone.

When You Call Aesop
To call Aesop, dial 1-800-942-3767. You’ll be prompted to enter your ID number (followed by the # sign), then your PIN number (followed by the # sign).

When calling Aesop, you can:
- Find available jobs – Press 1
- Review or cancel upcoming jobs – Press 2
- Review or cancel a specific job – Press 3
- Review or change your personal information – Press 4

When Aesop Calls You
If an available job has not been filled by another substitute two days before the absence is scheduled to start, Aesop will automatically start calling substitutes, trying to fill the job. Keep in mind, when Aesop calls you, it will be calling about one job at a time, even if you’re eligible for other jobs. You can always call into Aesop (see “When You Call Aesop” section above) to hear a list of all available jobs.

Note: When Aesop calls you, be sure to say a loud and clear “Hello” after answering the call. This will ensure that the system knows you picked up the call.

When you receive a call from Aesop, you can:
- Listen to available jobs – Press 1
- Prevent Aesop from calling again today – Press 2
- Tell Aesop the Sub it is trying to reach is not available – Press 3
- Prevent Aesop from ever calling again – Press 9

If you are interested in the available job, Press 1. You will be asked to enter your PIN number (followed by the # sign). At this point, Aesop will list the job details, and you will have the opportunity to accept or reject the job.

ADDRESS AND TELEPHONE

One of your responsibilities is to keep Human Resources informed of your correct address and telephone number. Because your salary warrant is mailed to your home address, it is important to have a correct address on file. Forms for this purpose are available in Human Resources.

HOW TO REACH HUMAN RESOURCES

If you have any questions or issues with Aesop or a substitute assignment that you have been given, please call (530) 668-3727 and leave a message.
FREQUENTLY ASKED QUESTIONS

**Q. How many hours can I expect to work each week?**

A. The number of hours may vary from week to week.

**Q. When will I be called for work or should I call in?**

A. Substitutes will normally be called in the evening between 4:00 p.m. and 9:00 p.m. and in the morning starting at 6:00 a.m. You may also call AESOP or use the Online Aesop System to pick up an available job or review a scheduled job.

**Q. How and where should I report my time?**

A. Each substitute is responsible for completing and signing an online time sheet. Please submit online time sheets to the Payroll Department by the 1st of each month to avoid a delay in receiving your payroll warrant. Online timesheets with the instructions can be found at www.YCOE.org/forms

**Q. When do I get paid?**

A. Payroll checks are distributed on the 10th of each month (if the 10th falls on Saturday or Sunday, warrants will be issued on the Friday before). Substitute pay periods are from the 1st through the 31st of each month.

**Q. Will my substitute service lead to a full-time position?**

A. Substitutes are given the opportunity to apply for open positions after our current full-time employees have had the chance to request a transfer. We do have a number of employees who began as substitutes.

**Q. Is there a dress code I must follow while working as a substitute?**

A. There is no dress code; however, it is important to maintain a neat appearance and to wear comfortable attire. Collared shirts, jeans or slacks and flat shoes with closed toes (athletic shoes are best) would be appropriate. Tight short skirts, high heels, tank tops and flip flops/sandals or other open toed shoes would be considered inappropriate. It is important to be mindful of the environment in which you will be working. If in doubt, do not wear it to work. You will be working with students as a representative of YCOE, so before dressing think “**CAN: Comfortable, Appropriate, and Neat.**” (See Standards for Professional Dress on page 25.)
PROGRAM DESCRIPTIONS

ADULT LIVING SKILLS (ALS)

ALS is a program for students ages 18 to 22 years with developmental disabilities. The students participate in school in apartments next to the Sacramento City College in Davis during the school day. The curriculum focuses on comprehensive adult living skills, including independent living skills, functional academics, community skills, and vocational skills. Activities available to students include: use of the classroom’s kitchen for meal preparation, washers and dryers in the laundry area of each apartment, access to public transportation, community exploration, work experiences, maintenance of individual checking accounts and a variety of other functional life skills. The vocational components are enhanced by a Workability grant that helps provide materials, wages and support personnel to the students as they continue their transition to adult life. The focus of the program is to provide the necessary training students need to become active, contributing members of the community. Students learn alongside Sacramento City College/University of California Davis students and can participate in campus organizations and activities. The purpose of the program is to facilitate self-determination and choice to foster independence and inclusion.

Substitutes are required to provide appropriate supervision and instructional support in all activities, including reinforcement of lessons and tasks to develop vocational and job skills, appropriate hygiene and self-care habits, social skills, communication and language abilities, mobility skills, cognitive abilities, behavioral and self-monitoring strategies and/or basic daily living functional skills. Instruction is delivered in small groups and individuals.

AUTISM (K - ADULT)

This program serves students, ranging in age from 5 to 22 years, who demonstrate skills and abilities in the moderate to severe range and are identified as eligible for Special Education services within the disability category of autistic-like behaviors. Most have significant language, behavioral and cognitive challenges. Students demonstrate pervasive developmental delays, repetitive habitual motions or persisting tendencies, including repeating sounds or words, and may demonstrate unusual responses. Classrooms are located at Greengate School.

Curriculum emphasis is on functional skills, including basic daily living activities involving hygiene, toileting and feeding, communication skills, pre-academic and early academic skills and vocational skills. High staffing ratios typically include one staff to two to three students. All staff must have the ability to respond quickly and safely to a wide variety of physical, behavioral, cognitive, communicative, self-care needs, and other challenges.

The classroom activities, delivered in small group and to individuals, are structured around functional routines and repeated opportunities for practice. Some of the daily activities include practice of basic prevocational skills, appropriate hygiene, self-care habits, functional communication skills. Participation in meaningful language and literacy experiences, basic math and cognitive activities such as counting, sorting and matching, assembling and computing, are also common activities. Technology, alternative and augmentative communication, visual supports, and behavioral plans are important elements of this program.

Some students participate in classroom activities with non-disabled peers on comprehensive school sites. Community Based Instruction, which includes supervised activities in various settings such as restaurants, stores and other businesses, is also part of some students’ programs.

Substitutes are required to provide appropriate supervision and instructional support throughout the school day. This includes all outdoor and indoor activities, lunch and toileting needs.
Substitutes are responsible for the reinforcement of lessons and skills, while allowing as much independence as possible within a safe environment. Supporting the classroom routine and schedule is critical to meeting students’ needs and program quality.

**CESAR CHAVEZ COMMUNITY SCHOOL**

Cesar Chavez Community School is a WASC accredited educational program operated by the Yolo County Office of Education in coordination with other community agency partners. This program provides an individually tailored educational and counseling experience aimed at meeting the specific needs of students in grades seven through twelve who are experiencing school, family, and/or delinquency problems that interfere with their education.

The program is structured and there are behavioral as well as academic expectations and supports. Students are required to attend school and maintain acceptable behavior, as well as complete all required schoolwork in order to earn credits toward graduation. The staff keeps in regular communication with the students, parents or guardians to plan for student success, discuss progress, and address concerns.

The success of Cesar Chavez Community School is rooted in a belief that authentic and healthy relationships are the key factor in personal transformation. Cesar Chavez Community School staff engage with other youth and family-serving partner agencies to create a positive learning environment for our students and to support families in their endeavors to ensure the success of their children.

**CHILD DEVELOPMENT PROGRAMS**

Early Childhood Education programs include Head Start, Early Head Start, State Preschool and a home visiting program all serving children from birth to age 5, pregnant women, and their families. The goal of these programs is to provide comprehensive early childhood education for children and their families to bring about a greater degree of social competence. These families represent the most at risk families in Yolo County. Additionally, the various programs provide opportunities for each child to grow in the areas of intellectual and cognitive development, physical and mental health and better nutritional and health habits. The Yolo County Office of Education implements developmentally appropriate practices and uses the Creative Curriculum in our classrooms in order to help children develop social skills and become enthusiastic learners who are eager to explore and be confident in their growing skills. With infants and toddlers, we implement the Educaring® Approach which was developed by Madga Gerber, Infant Toddler Expert. Children are encouraged to be active and creative explorers who are not afraid to try out their ideas and to express their own thoughts. Our programs teach children how to work together and how to learn skills that will benefit them throughout their lives. Children have the opportunity to develop social-emotional skills and have many opportunities for play experiences in our social setting. The ECE Department also serves as a hub for the ECE Workforce in Yolo County. Funds are allocated for successful opportunities for Educators to elevate and increase their education as well as participated in the CA State Approved Professional development trainings. Educators can also have participated in Quality Counts which is focused on quality measures and strategies to improves teaching and learning for 0 – 5 year old children.

**DAN JACOBS SCHOOL (JUVENILE HALL)**

The juvenile court schools are required by the state to provide an education for detained youth. It is an honor for the Yolo County Office of Education to operate Dan Jacobs, a WASC accredited program, within the Juvenile Detention Center. The classrooms is open year round, five days a week. Each pod with juvenile hall contains one classroom with up to 18 youth per classroom. Depending on the pod, students may range from grades seven through
Enrollment fluctuates daily because students continually enter and leave juvenile hall. Detention Officers are always on duty and are either in the classrooms or viewing the classroom from right outside. All teachers, including substitutes, have a means to communicate directly with the Detention Officers.

The role of the substitute teacher in the juvenile hall program is to support regular teachers in their classrooms by following the lesson plan provided for the day and working with other staff to ensure that the students’ class day proceeds without disruption. Working at juvenile hall can be a very rewarding experience.

**Dress Code:** It is important to dress appropriately while working at Juvenile Hall. Conservative clothing and a closed toed shoe is acceptable. However, tight short skirts, high heels, tank tops, and flip flops/sandals or other open toed shoes are inappropriate. It is important to keep in mind that while you are to dress comfortably, your appearance should remain neat, professional and respectable.

**Reporting to Juvenile Hall:** Please report to the front entrance prior to 7:30 a.m. on your first day and push the silver button to the right of the front door. Let the receptionist know your name and bring identification with a picture, such as a driver’s license. The receptionist will call a staff member to take you to the teacher or principal.

When you reach the classroom, the teacher/principal will supply you with the lesson plans for the day, the time schedule, orient you to the building and escort you to the classroom. You may only bring in your keys and lunch. Personal keys need to be left at the control station when you pick up the classroom keys. Lock all personal items such as purse, backpacks, briefcases, cell phones, personal medications, electronic devices, pens, etc. in your car trunk. Glass or aluminum food or beverage containers, metal soda cans, chopsticks and eating utensils made of anything but plastic are not permitted in Juvenile Hall; plastic containers and plastic utensils are acceptable.

**Deaf and Hard of Hearing (DHH) (Pre K-6)**

Students are eligible within the disability category of Deaf/Hard of Hearing and this program serves students who demonstrate a wide range of skills and abilities. Students may be deaf or have a moderate hearing loss which significantly impacts the student’s ability to learn. A student may have additional disabilities as a part of their individual profile. Students from preschool age through sixth grade are served in various classroom configurations designed as center-based SDC-DHH classes. The classes are located on a comprehensive public school campus, Plainfield Elementary.

Students are held to the same standard common core academic curriculum and behavioral expectations as all students on the campus. High staffing ratios typically include one staff to three to four students. Total Communication is emphasized and all communication from students is reinforced and students have access to a wide range of supports; a variety of communication strategies are implemented to promote understanding, including but not limited to American Sign Language and verbal speech, and communication devices. The classroom educational team includes educational interpreters, para-educators with signing skills in American Sign Language and a teacher for the Deaf Hard of Hearing. Students spend the majority of their school day within the special day class setting attending general education grade level appropriate classes per their Individual Educational Plan (IEP).

Substitutes are required to provide appropriate supervision and instructional support throughout the entire school day for all activities. This includes recesses, breaks, lunch and toileting times. Substitutes are responsible for the reinforcement of lessons and skills, while allowing as much independence as possible within a safe environment. Maintaining the basic classroom routine and schedule is critical to the continuity of the program and instruction.
HORIZON PROGRAM (K-12)

The Horizon Program is designed for students with emotional disturbance in Kindergarten through twelfth grade. Classes are clustered for groups containing Kindergarten to fourth; fourth to sixth; seventh and eighth; and ninth to twelfth. Each class is located on a comprehensive public school campus: Whitehead Elementary, Lee Middle School, Woodland High, Davis High and the Yolo Education Center.

Students are held to the same standard common core academic curriculum as all students on that campus with any necessary modifications or accommodations. High staffing ratios typically include one staff to three to four students. All staff must have the ability to respond quickly and safely to a wide variety of physical, behavioral, cognitive, communicative, self-care needs, and challenges throughout the school day. Students may have access to individual or group counseling in addition to academic support as outlined in their Individual Education Plan (IEP). Behavior Intervention Plans (BIP) or are a consistent component of every student’s educational program. Some students participate in their Horizon class most of their school day while some students participating in general education classes for part of their day.

The classrooms utilize structured routines and focused support for behavior and social actions. Instruction is delivered in small groups and to individuals. The curriculum includes academic lessons, self-care habits, social and emotional learning, communication skills and participation in meaningful social language experiences. There are also opportunities for participation in physical education activities, practice of problem-solving and creative thinking tasks, reinforcement of behavioral and self-monitoring strategies, and prevocational and job skills.

Substitutes are required to provide appropriate supervision and instructional supports throughout the entire school day for all activities. This includes recess breaks, lunch and toileting times. Substitutes are responsible for the reinforcement of lessons and skills, while allowing as much independence as possible within a safe environment. Maintaining the basic classroom routine and schedule is critical to the continuity of the program and instruction.

INFANT DEVELOPMENT PROGRAM

The First Steps Infant Program, an infant development program, serves eligible infants and toddlers, from birth to 36 months of age, who have delays in the development of physical or motor skills, communication, cognitive, social-emotional, and/or adaptive skills.

The early intervention team collaborates closely with each family and provides coaching services in the natural environment, which often consists of the family home, and within the family’s daily routines. Through a strong relationship-based model, team members support the parents in acquiring the skills and resources needed for the children’s needs.

Substitutes support team members by participating in preparation for home visits and group activities and may accompany team members to these activities.

MULTIPLE DISABILITIES (PRE-K-ADULT)

This program serves students, ranging in age from 3 to 22, who demonstrate skills and abilities in the severe to profound range, with significant global delays in multiple areas of instruction (language, mobility, cognitive, self-care, etc.).

Curriculum emphasis is on functional skills involving daily living activities, including toileting, feeding and hygiene. High staffing ratios typically include one staff to two to three students. All staff must have the ability to respond quickly and safely to a wide variety of physical, behavioral, cognitive, communicative, self-care needs, and related challenges. Classrooms are located at the Greengate campus, Riverbank Elementary, and the Yolo Education Center.
Classroom activities occur in small group and individual settings and are structured around functional routines and repeated opportunities for practice. Some of the activities include practice of basic prevocational skills, motor skills, appropriate hygiene, self-care, and functional communication skills. Participation in meaningful language and literacy experiences, safe mobility skills, and practice of basic cognitive abilities, such as sorting, counting, matching and assembling are also important aspects of the program.

Community Based Instruction is also part of the curriculum and takes place in the actual environment where the skills are needed and can be practiced. This involves supervised practice of skills while in various settings, such as restaurants, stores and other businesses.

Substitutes are required to provide appropriate supervision and instructional support throughout the school day. This includes all outdoor and indoor activities, and lunch and toileting times. Substitutes are required to use safe lifting and transferring skills to move students from one piece of equipment, chairs, etc. and are responsible for the reinforcement of lessons and skills, while allowing as much independence as possible within a safe environment. Maintaining the classroom routine and schedule is critical to meeting students’ needs and program quality.

**Reporting to Programs at Greengate School:** Please follow the directions on AESOP/Frontline regarding checking in. Please report to the school office to sign-in and pick-up binder or folder with specific information about their students and the school day. Your substitute I.D. badge before reporting to the classroom.

**YOLO COUNTY CAREER PROGRAM**

Yolo County Career Program (YCCP) is housed on the Cesar Chavez Community School and serves youth 16-18 years of age in partnership with Yolo County Probation. Students attend class in the morning and work with a CTE instructor focusing on digital media and the arts in the afternoons. YCCP provides a high quality educational program that empowers students to earn a high school diploma while acquiring college and career readiness skills.
WASHING HANDS

The **BEST** way to **STOP** disease is to wash your hands well. Use this method to make sure your hands are free of germs:

**HOW:**

- use **SOAP** and **RUNNING WATER**
- rub your hands vigorously as you wash them (for 15 seconds)
- wash **ALL** surfaces, including:
  - backs of hands
  - wrists
  - between fingers
  - under fingernails
- rinse your hands well, leave the water running
- dry your hands with a single-use towel
- turn off the water using a **paper towel** instead of bare hands

**WHEN:**

- when you come to school in the morning
- before preparing or serving food
- after diapering a child, wiping a nose, or cleaning up messes
- after you’ve been to the bathroom – either with a child or by yourself

**KEEP THE CHILDREN’S HANDS WASHED TOO.**

**ESPECIALLY:**

- when they arrive at school
- before they eat or drink
- after they use the toilet or have their diaper changed
- after they have touched a child who may be sick

If the children are unable to wash hands by themselves, **YOU** must wash their hands. Older children should get into the habit of hand washing to **STOP** disease from spreading.

**REMEMBER:** They will learn by watching **YOU**. Children copy what they see adults doing, especially when they love those who care for them.

*The use of gloves is recommended when toileting/diapering students as well as when there is contact with any body fluids, especially blood. Wash hands after removing gloves.*
What Everyone Should Know About Seizures

About 75,000 American children develop epilepsy every year. With regular use of anti-seizure medicine, most of these children can lead a normal, active childhood, attend regular schools, and have only occasional seizures—and perhaps none at all. A child with epilepsy should be treated just like any other member of the class, and the other children should be encouraged to accept the condition as just one of the many ways in which people are different from one another. Some children wear glasses. Some have allergies. And some have seizures. If you see any of the following types of seizure activity, please call out for help immediately.

Common Types of Seizures

CONVULSIVE: Starts with a cry, loss of consciousness. There is rigidity, followed by massive jerking of the body. Breathing is shallow, followed by louder breathing in relaxed state. Saliva around the mouth may be blood-flecked from bitten tongue. Lasting about 1-3 minutes, followed by fatigue and confusion. Child may lose bladder or bowel control.

NON-CONVULSIVE: A blank stare that looks like daydreaming. Lasts only seconds but can occur frequently. May induce rapid blinking or mouth movements. Immediate return to full awareness. May not have been noted by parents or others. Other non-convulsive seizures may produce automatic movement of arms or legs or repetitive automatic behavior (chewing, picking at clothes, mumbling) with clouded consciousness.

First Aid for Convulsive Seizures

1. Ease child gently to floor, clear area of hazards. Reassure others.
2. Put something flat and soft (like a folded jacket) under the head.
3. Turn child carefully on one side to keep airway clear. DON’T try to force open the mouth or hold on to the tongue or put anything in the mouth.
4. If the child is known to have epilepsy, follow parents’ instructions on whom to notify. If there is no history of epilepsy, the child should get an immediate medical checkup, since an accurate underlying medical problem might be causing the seizure. If any seizure lasts longer than 10 minutes, or if another starts right after the first, call for emergency assistance.
5. When jerking movements stop, let the child rest. When full consciousness has returned, let the child rest in a supervised area. The need for post-seizure rest varies with each individual.

First Aid for Non-Convulsive Seizures

1. No first aid is necessary for a seizure that is merely a brief stare or the uncontrolled jerking of an arm or leg, although parents should be informed.
2. When a child has an episode of automatic behavior, he should be spoken to gently and calmly and guided carefully away from hazards. Someone should stay with him/her until full awareness returns and a supervised rest afterwards may be needed. The seizure usually lasts only a minute or two, but confusion may be prolonged afterwards.

Even though seizures look different and affect children in different ways, they are caused by the same thing—a brief malfunction in the brain’s electrical system that self-correction after a short time. Epilepsy is not contagious and poses no threat to the school community in any way.
Substitute Employees
Guidelines for Success

• Arrive for work on time and ready to begin working. (Eat your breakfast before coming to work—eating your breakfast on the job is not appropriate.)

• Wear clean, comfortable clothing and shoes with closed toes (athletic shoes are best).

• Observe what other employees are doing and do the same. Ask questions if you are unsure.

• Be an active participant—move around the classroom. Do not “plant” yourself in one spot. Interact with the students.

• Leave your cell phone in your car. Texting or taking phone calls while on the job is not appropriate. (Leave the telephone number of the worksite with your family for emergency purposes—the office will be able to find you.)

• Be aware of your surroundings—watch out for slip, trip and fall hazards. Assist in two-person lifts. Remember, safety first!

• Attitude is everything. Go to work with a smile on your face and in your heart. Be ready to learn new things and accept constructive criticism.
STANDARDS FOR PROFESSIONAL DRESS

It is the responsibility of the Yolo County Office of Education (YCOE) to provide a work environment that is safe, healthy, productive, and respectful of fellow employees and members of the public.

During business hours and whenever representing YCOE, employees are expected to present a clean, neat, and tasteful appearance. This is particularly true when interacting with the public, coworkers, parents and students which may require more formal business attire. With this in mind, YCOE recommends that all employees dress appropriately according to the type of work they do, the students/clients they come into contact with, and the image they need to project.

Recommendations:

- Attire should reflect the professionalism and commitment to quality service that is reflective of YCOE’s values and our image as a public services provider.

- All attire should be clean, free of wrinkles, stains, tears, holes and free of images or logos that may be disrespectful or offensive to others, or in any way considered inappropriate for the workplace (e.g. restricting low cut shirts, crop tops, short dresses, shorts or skirts).

- Shoes should be appropriate to the type of work being done, keeping safety in mind (e.g. flip flops, open-toe shoes, high heels).

- Special Education – Please see reverse side for additional recommendations on “Dressing for the Special Education Classroom”.

- Alternative Education – YCOE recommends not wearing the colors “blue and red” for safety reasons. Please see reverse side for additional recommendations on “Dressing for the Special Education Classroom” as many of these may pertain to your type of work.

- Head Start/Early Head Start – Please see reverse side for additional recommendations on “Dressing for Special Education Classroom” as many of these may pertain to your type of work.

- Business casual may be worn on Fridays, provided employees do not have meetings or other commitments requiring more formal business attire. Business casual may include denim jeans (not torn, frayed or with holes) and a YCOE logo shirt or another appropriate shirt.

YCOE recommends that employees follow additional guidelines set by the assigned school site.

1/2020
Special Education: Dressing for the Special Ed Classroom

Do your clothes affect your ability to respond safely in an emergency? Do your shoes allow you to navigate wheelchairs over sandy sidewalks?

Remember, stay alert...don’t get hurt!

Clothing and Emergencies:
- Flip flops?
- Tight pencil skirts?
- Heels, open-toe shoes?
- Sand, inclines, stairs?

Attractive Nuisances:
- Hoop or dangling earrings
- Wearing long hair down
- Hanging name badges

Wear Proper Attire:
- Do your clothing choices show students how to behave respectfully?

# Yolo County Office of Education
## Substitute Evaluation

**Substitute Employee:**

**Substitute Assignment:**

**Program:**

**School/Site:**

<table>
<thead>
<tr>
<th>EVALUATION</th>
<th>OUTSTANDING</th>
<th>ACCEPTABLE</th>
<th>INSUFFICIENT</th>
<th>COMMENTS</th>
</tr>
</thead>
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**GENERAL:**

- Punctuality
- Adaptability
- Attitude
- Grooming/Dress Appearance

**JOB PERFORMANCE:**

- Ability to work effectively with staff, students and public
- Ability to follow written and oral instructions
- Shows initiative in work, activities, etc. Asks for help when needed

**PROFESSIONAL COMPETENCE:**

- Knowledge of Subject Matter/Grade Level
- Preparation of Supplementary Materials (if applicable)
- Adherence to Lesson Plans
- Classroom/Pupil Management Skills
- Pupil Reaction upon observation by evaluator/administrator

**OTHER: (Please Specify):**

Do you wish to have this substitute return to future assignments?  

[ ] Yes  

[ ] No  

(If no, please explain below)

**Evaluator’s Signature**

**Title**

**Date**

**Administrator’s Signature**

**Title**

**Date**

* Evaluator may be the immediate supervisor, or a designated certificated staff member familiar with this classification.

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**For Human Resources Use:**

Informed Absence/Substitute Caller on: ____________________________  

Date  

Initials  

HR Director: ____________________________