

Artesia Public Schools Substitute Handbook



2019-2020
Artesia Public School District
301 Bulldog Boulevard
Artesia, New Mexico
(575)746-3585

***"Teachers affect eternity:
They can never tell where their influence stops."
- - - Henry Adams***

Foreword

The substitute teacher is vital to operating our school programs. In the absence of the regular teacher, the substitute must bridge the gap for a day or longer with effectiveness to continue the lesson plan from the point where it was discontinued assisting students and teachers in moving toward their goals.

We consider every teaching day to be important in the life of the child. The substitute should not consider that he/she is filling in but should believe that he/she is doing the work of the classroom teacher for that day. The substitute should strive to strictly adhere to the normal program and lessons designed by the teacher as well as the routines and established policies of the school.

The successful substitute teacher is one who is versatile enough to not only adequately teach the plans left by the classroom teacher but also teach them in the spirit in which they were intended to be taught.

Duties of the classroom teacher cannot be defined by rules and regulations. Therefore, this booklet does not encompass the entire scope of duty of the substitute, nor does it address every question which will confront the substitute. Success is dependent upon responsible, professional decision-making which is governed by good judgment. It is important to remember that the welfare of all students should be of utmost importance at all times.

This guide will provide assistance in defining areas of responsibility and will hopefully serve as a valuable reference. It is our desire that an understanding of the topics addressed herein will lend themselves toward a more efficient and effective operation of the District, and as a result, the best for our students.

ARTESIA PUBLIC SCHOOLS CALENDAR 2019-2020

**2019
JULY**

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

AUGUST

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

SEPTEMBER

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

OCTOBER

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

NOVEMBER

S	M	T	W	T	F	S
				1	2	
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

DECEMBER

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

89 Instructional Days (88 Student Days, 1 P. C. Day)
91 Staff Days
92 New Staff Days

- August 8th - New Teacher In-Service
- August 9th - Professional Development Day
- August 12th - Professional Development Day
- August 13th - First Day of School
- September 2nd - Labor Day (No School)
- September 11th - Early Dismissal for Professional Development
- October 11th - End of the 1st Quarter
- October 14th - Indigenous Peoples' Day (No School)
- October 16th - Report Cards
- October 18th - Parent Conference Day (No School for Students)
- November 11th - Veterans' Day (School Day)
- November 13th - Early Dismissal for Professional Development
- November 27th - 29th - Thanksgiving Holiday (No School)
- December 20th - End of the 2nd Quarter
- December 23th - January 3rd - Winter Break (No School)

183 New Staff Contract Days
182 Staff Contract Days
178 Instructional Days (176 Student days + 2 Parent Conference Days)

Board Approved 4/15/19

**2020
JANUARY**

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

18 Instructional Days

FEBRUARY

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

19 Instructional Days

MARCH

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

17 Instructional Days

APRIL

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

20 Inst. Days

MAY

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

15 Instructional Days

JUNE

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

89 Instructional Days (88 Student Days, 1 P. C. Day)
91 Staff Days

- January 6th - Professional Development Day
- January 7th - School Resumes for Students
- January 8th - Report Cards
- January 20th - Martin Luther King, Jr. Day (No School)
- February 5th - Early Dismissal for Professional Development
- February 17th - Presidents' Day (No School)
- March 6th - End of the 3rd Quarter
- March 11th - Report Cards
- March 13th - Parent Conference Day (No School for Students)
- March 23rd - 27th - Spring Break (No School)
- April 10th - Spring Interim (No School)
- April 17th - Prof. Development/Staff Awards (No School for Students)
- May 15th - All Sports Day (No School)
- May 21st - High School Graduation
- May 22nd - End of the 4th Quarter/Last Day of School/Report Cards
- May 25th - Memorial Day
- June 2019-17-21, 24-27 K-5+/ELT Summer School
- July 2019-1-3, 8-12, 15-18, 22-25 K-5+/ELT Summer School



Superior Quality Education for All Students

Artesia Public Schools

Administration Office, 301 Bulldog Blvd	746-3585	Fax 746-6232
Athletic Office	746-2373	
Federal Programs	746-3585	Fax 748-2404
Special Education	746-3585	Fax 746-2778
Maintenance Warehouse, 906 W Quay	746-4351	
Artesia High School, 1002 W Richardson	746-9816	Fax 746-4365
Agricultural Building, 1002 W Richardson	746-4171	
Annex, 1201 W Quay	746-2671	
Auditorium, 215 S 15th	746-2744	
Band, 1112 W Richardson	746-2332	
Brainard Park, 1102 N 13th	746-2691	
Bulldog Bowl Field House, 1702 W Grand	746-6533	
Bulldog Bowl Press Box	746-6488	
Bulldog Pit, Ticket sales, 212 S 13th	746-2373	Fax 746-8816
Bulldog Pit, Coaches Office	746-2354	
Cafeteria, 1112 W Richardson	746-3342	
Chorus, 1112 W Richardson	746-2332	
Gym #2 1112 W Richardson		
Gym #3 1112 W Richardson		
Mack Chase Complex 1101 Gilchrist		
Morris Field 1206 W Richardson		
Vocational Building, 1200 W Grand	746-9265	
Artesia Junior High School, 1508 W Cannon	746-9892	Fax 746-4462
Athletics, Band	748-3647	
Cafeteria	748-2381	
Artesia Intermediate School, 1100 W Bullock	746-2766	Fax 746-4097
Athletics	748-2898	
Central Elementary School, 405 S 6 th St	746-4811	Fax 746-8765
Grand Heights Early Childhood, 2302 W Grand	746-6282	Fax 746-1291
Hermosa Elementary School, 601 Hermosa Drive	746-3812	Fax 746-8978
Penasco School, 12 Dunken Rt Hope, NM 88250	687-3360	Fax 687-2149
Roselawn Elementary School, 601 N Roselawn	746-2812	Fax 746-4790
Yeso Elementary School, 1806 W Centre Ave	748-2755	Fax 748-2334
Yucca Elementary School, 901 N. 13 th St	746-3711	Fax 746-2075

ARTESIA PUBLIC SCHOOLS
“Superior Quality Education for All Students”

**We believe the needs of our students take
priority over all else.**

**We believe the teacher is the single
most influential factor in the classroom.**

**We believe in developing each student’s self-reliance, instilling a belief
that he or she can make a worthy contribution to society.**

**We believe we are responsible for teaching standards
Which prepare students for College and Career.**

**We believe, in partnership with families and community members, in
assisting students to acquire and display admirable
qualities and values.**



ARTESIA PUBLIC SCHOOLS

BOARD OF EDUCATION PRIORITIES

I. School Safety

Safety of students, staff, and visitors is of utmost importance. We strive to provide the most effective means of prevention, intervention, and response through collaboration with local law enforcement agencies, regular training activities, sensible construction, and the effective use of technology.

II. Student Achievement

Standards-based teaching and learning are expected at all levels. Available assessments will be utilized to determine student levels, plan instruction, and monitor progress resulting in continuous improvement. Priority is placed on providing students with an education balancing required core subjects with participation in activities, athletics, electives, and courses offering dual credit, advanced placement, and career readiness.

III. Support of Staff

The teacher is the most influential factor in the education of students. The mission of all other staff members is to support the efforts of the teacher. All staff members will be provided the environment, resources, and training necessary to excel in their respective roles.

IV. Community Relations

A mutually beneficial relationship has been established between the community of Artesia and the Artesia Public Schools. We realize our dependence on one another to assist students in acquiring and displaying admirable qualities and values. Our valuable partnerships with local foundations, industries, and city government enable us to provide valuable educational experiences for students that would otherwise not be possible. Together we are the City of Champions.

V. Capital Improvements

Safe, inviting, and practical classrooms and facilities are essential for student and staff success. We take great pride in the care and maintenance of existing facilities, and new construction projects are completed according to the highest standards. Projects will be addressed according to the District Capital Improvements Priority List established by the current Facilities Master Plan.

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I. GENERAL INFORMATION

A. Requirements for Substitute Teaching

1. Applicants must meet the following conditions for initial substitute teacher licensure:
 - a. Be eighteen (18) years of age if seeking to perform instructional services in grades K-8, and twenty-one (21) years of age if seeking to perform instructional services in grades 9-12
 - b. Have earned a high school diploma or high school equivalency
 - c. Meet certain criteria which are verified by the employing school district on a ***Superintendent's Verification for Initial Substitute Teacher Licensure form.***
 - d. Pay a **\$35** Application Fee for the initial license by **cashier's check or money order** made payable to the *New Mexico Public Education Department.* (***Application fee may be combined with the background check fee in one cashier's check or money order.***)
 - e. Pay a **\$44** Fingerprint and Background Check Fee. Details on completing the fingerprint and background check will be provided at the substitute workshop or at the administration office through Josie Reyes.
 - f. For information regarding the substitute information packet, contact the Artesia Public Schools Administration Office (Josie Reyes) or see the State Department of Education web site at www.ped.state.nm.us.
2. Applicants must have the following on file in the Administration Office:
 - a. Completed application
 - b. College or university transcript showing that a four-year degree has been conferred, if applicable, to receive a higher rate of pay
 - c. Valid Teaching Certificate, if applicable
 - d. Income Tax withholding exemption form W-4
 - e. I-9 Employment Eligibility Verification
 - f. Picture ID and Social Security Card (Identification to support I-9 form)
 - g. Acceptable Computer Use Agreement
 - h. Direct Deposit Form, if applicable
3. Applicants for substitute teaching must attend an orientation session.
4. Each applicant must be approved by the Superintendent's Office.
5. Any change of name, address, telephone number, educational status, or availability must be reported in writing to the Personnel Office, or you may e-mail Mykol Horner at mhorner@bulldogs.org. Documents validating a change from non-certified to certified status must be added to the substitute's personnel folder.
6. A substitute who is unable to continue working for the Artesia Public Schools must contact the Administration Office. Please e-mail Mykol Horner at mhorner@bulldogs.org.
7. Principals are encouraged to recommend persons as substitutes, but placement on the list shall be through the Superintendent's Office. Only persons approved by the Superintendent's Office are eligible for substitute teaching and payment of wages.

8. Artesia Public Schools is a tobacco-free district. No school employee, including substitute teachers, may smoke or use tobacco products in school buildings or on school grounds. This includes electronic cigarettes.
9. Substitutes should dress in a professional manner appropriate for teaching assignments.
10. Substitutes may elect to only be contacted for either elementary (K-5) or secondary (6-12) positions. However, substitutes will not be allowed to specify individual schools to work for.

B. Hours of Duty

1. The substitute teacher shall be expected to be on duty the entire school day and perform all duties of the regular teacher. The substitute teacher should report to the school by 8:00 a.m. and will be able to leave for the day at 3:30 p.m. A minimum 30-minute duty free lunch break will be provided.
2. School day bell schedules for teachers vary on the different campuses. See section H for campus schedules.
3. Individual campus circumstances may require the assignment of a substitute for only a portion of the school day.
4. The substitute teacher is subject to reassignment during the day due to extenuating circumstances.

C. Job Inquiry Report

1. Either at the beginning or end of the day, you will be asked sign a "Job Inquiry Report" which will serve as the timesheet you will be paid from. Please report to the school office to sign the document and get any necessary instructions from the principal or secretary. Failure to sign this form may complicate the process and delay the substitute's paycheck.

D. Release from Assignment

1. A substitute shall not terminate one assignment to accept another.
2. A substitute shall consult with the principal's office before leaving school for the day. There may be occasions when a substitute receives an assignment which will continue for more than one day. In such cases, daily consultation with the principal may not be necessary but shall be at the discretion of the campus principal.

E. Substitute Teacher Pay

1. Substitutes shall be paid according to the substitute rate schedule approved by the Artesia Public School Board:
 - a. Days worked as a substitute teacher from the 1st-15th of the month, you will be paid on the 22nd of the same month.
 - b. Days worked as a substitute teacher from the 16th-31st of the month, you will be paid on the 7th day of the following month.
 - c. Should payday fall on Saturday or Sunday, the checks will be ready on the preceding Friday.
2. The rate of pay for substitute teachers is as follows:
 - \$85.00 – degreed
 - \$70.00 – non-degreed
3. Before the degreed rate of pay will be utilized, it is the substitute teacher's responsibility to have certified copies of the college transcript sent to:
 - APS Administration Office
 - Attn: Superintendent's Secretary
 - 301 Bulldog Boulevard
 - Artesia NM, 88210

The higher rate of pay will not be paid retroactive when the transcripts are received.
4. The rate of pay for the following substitutes is as follows:
 - \$9.00 per hour – Teacher Aides, Custodians, Cafeteria Workers
 - \$9.51 per hour – Secretary, Registrar
5. Substitute teachers who are required to be on duty for more than four hours will be paid for the full day. Substitute teachers who are required to be on duty four hours or less per day will be paid for one-half day.
6. Employees of the Artesia Public Schools are encouraged to enroll in automatic payroll deposit. Paychecks will be directly deposited in the substitute's checking or savings account, and a check stub will be mailed to the substitute's address as listed on the W-4 form.
7. Specific questions concerning a substitute's paycheck should be addressed to the Payroll Office (Esther Earl). Questions concerning rate of pay or status should be addressed to the Personnel Office (John Ross Null or Mykol Horner).

F. Insurance for Substitute Teachers

Medical insurance through the district is not available for substitute teachers.

G. Substitute Teaching After Retirement

1. Persons receiving retirement benefits from the New Mexico Educational Retirement Board (NMERB) may substitute teach; however, such retirees must be aware that the

NMERB has established a maximum dollar amount which can be earned without negatively affecting their retirement benefit. Contact the NMERB (575-827-8030) or the Artesia Public Schools Payroll Department for specifics. Retirees will be paid as per the current salary schedule for substitute positions. The substitute is not entitled to additional creditable service under the NMERB system.

2. The NMERB should be contacted if there are questions as to the effect of a particular substituting situation on one's status as a retiree.

H.

DISTRICT SCHOOL SCHEDULES—2019-2020

***TEACHER required hours are 8:00 a.m.-3:30 p.m. with a minimum thirty minute “duty free” lunch.**

ELEMENTARY CLASS SCHEDULE

Kindergarten	8:10 -- 3:05
Grade One	8:10 -- 3:20
Grade Two	8:10 -- 3:20
Grade Three	8:10 -- 3:20
Grade Four	8:10 -- 3:20
Grade Five	8:10 -- 3:20

PENASCO ELEMENTARY SCHOOL

Grades K-8	8:10 – 11:45	12:15 – 4:00
	(Monday –Thursday)	

ARTESIA INTERMEDIATE CLASS SCHEDULE

GRADES 6 & 7

First Bell	8:10
First Period	8:15- 8:50
Second Period	8:53- 9:28
Third Period	9:31-10:06
Fourth Period	10:09-10:44
Fifth Period	10:47-11:22
Sixth Period	11:25-12:00
LUNCH	12:00-12:46
Seventh Period	12:51- 1:26
Eighth Period	1:29 - 2:04
Ninth Period	2:07 - 2:42
Tenth Period	2:45 - 3:20

ARTESIA JUNIOR HIGH CLASS SCHEDULE

GRADES 8 & 9

Lunch A		Lunch B	
First Period	8:10-9:00	First Period	8:10-9:00
Second Period	9:03-9:53	Second Period	9:03-9:53
Third Period	9:56-10:46	Third Period	9:56-10:46
LUNCH	10:46-11:16	Fourth Period	10:49-11:39
Fourth Period	11:19-12:09	LUNCH	11:39-12:09
Fifth Period	12:11- 1:02	Fifth Period	12:12 - 1:02
Sixth Period	1:05 - 1:55	Sixth Period	1:05 - 1:55
R-Time Homeroom	1:58-2:27	R-Time Homeroom	1:58-2:27
Seventh Period	2:30 - 3:20	Seventh Period	2:30 - 3:20

ARTESIA HIGH SCHOOL CLASS SCHEDULE
GRADES 10-11-12

First Period	8:17- 9:07
Second Period	9:13-10:03
Third Period	10:09-10:59
Fourth Period	11:05-11:55
LUNCH	11:55-12:36
Fifth Period	12:42- 1:32
Sixth Period	1:38 - 2:28
Seventh Period	2:34 - 3:24

I. **SUGGESTIONS FOR CLASSROOM CONTROL**

Encouraging students to want to behave is a complex skill. So much depends upon your personality and impression that it is difficult for anyone to lay down rules or make suggestions which will work, even in a majority of cases. However, here are some hints/ideas which may be helpful to you:

1. The tone of the day is set when students first enter the room, so be at the door to greet them. Be sure they know what is expected of them as soon as they come into the room.
2. Be well organized. Careful preparation cannot be overemphasized. Use written plans with all materials needed for use. Know how you are going to conduct each activity.
3. Start giving instructions at the sound of the bell. Give directions carefully and call on students to repeat what you have said.
4. Before beginning a new concept, find out what the students already know about the subject. If they don't have the requisite background, knowledge and skills, teach these first.
5. Speak softly but firmly yourself, setting the pattern for quietness. The tone, pitch, and volume of your voice will strongly influence the noise pattern in your room. Keep it loud enough to be heard, but quiet enough not to assault the ears of your listeners. Noise begets noise -- yelling tends to cause students to yell.
6. Firm insistence on acceptable behavior should begin at the start of the day/class period. Don't hesitate to be firm, consistent, and fair in dealing with students. They are entitled to know what is expected of them.
7. Remember that it is easier to loosen up in your permissiveness in a classroom than it is to tighten down once things become chaotic.
8. Anger and sarcasm have no place in a classroom.
9. To change a student's behavior, give specific instructions for an activity and explain why the new activity is better.
10. Give students appropriate responsibilities.
11. Students should not be threatened. Once a directive is given, it should be understood and followed through.

12. A sense of humor is invaluable. Smiles are much more potent instruments for securing good behavior than are frowns. Circulate around the room. Students appreciate and respond to genuine interest in them on the part of the teachers.
13. The best preventive measure for restlessness in the classroom is work and change. Have frequent changes of pace and don't give the students time to misbehave.
14. The key to good discipline is careful planning plus adequate preparation and enthusiasm. Be ready for the day before the students come into the room. Be enthusiastic -- enthusiasm is catching. Keep the room neat and orderly. A neat, orderly room has a calming effect on the students. Be sensitive to the physical needs of students.

AVOIDING TROUBLE

1. Isolate a student from the group when he is losing self-control.
2. Do not try to talk with the student until both of you have cooled off enough to talk rationally.
3. Be truthful and honest with students.
4. If the student has damaged property, [ex. let them propose a method of restitution.
5. When the matter is settled, do not bring it up again.
6. Do not publicize offenses and their treatment in front of the other students.
7. Ask for help from your principal and others in the school, but do not wait until the situation has become extreme.
8. Do not make an issue of something that is trivial.

CLASSROOM CONTROL: FOURTEEN WAYS TO GET IT

1. You want students to be quiet so that you can begin:
DON'T say, "Be quiet!" Give a positive direction instead of a negative one. Don't say, "I'll begin when everyone is quiet," either, because someone may steal the stage by waiting for almost quiet before making noise. And if you ask them, "Didn't you learn how to obey?" or any other rhetorical question, you may well get a "smart aleck" reply.
DO start giving instructions at the sound of the bell and let the talkers reap the consequences of not paying attention: mistakes and lost time. Keep it from becoming a major issue by making it easy for them to accept the consequences.
2. You want them quiet so they can finish a project:
DON'T threaten them with "Quiet down or we can't continue." They may test you to see if you really mean it.

DO give positive directions for quiet, like "Whisper to your partner," or "You may talk to your right-hand neighbor but to no one else."

3. You want them to speak softly:

DON'T yell to get attention. The class will copy you.

4. You speak softly but firmly yourself, setting the pattern for quietness.
You want someone to stop what he's doing:

DON'T just tell him to stop doing it. He won't know what to do instead. **DO** tell him what to do instead and why the new activity is better.

5. You want to prevent something (touching things, getting out of line, etc.):

DON'T say, "Don't." Some children may want to find out what happens if they do.

DO awaken class appreciation for courtesy, safety, objects, art, etc., and give positive directions, like "Stay in line", "Hands behind your backs," etc.

6. You want them to stay in their seats:

DON'T insist on their sitting beyond their endurance.

DO plan frequent opportunities for physical movement so they can stretch.

7. You want them to know an activity is going to be fun:

DON'T say, "We're going to have a lot of fun." School is a child's work -- admit it. Besides, the child who has had unpleasant school experiences in the past will probably be saying to himself, "Like fun we are."

DO let your enthusiasm serve as a model and let them discover the fun for themselves. Offer your opinion afterward, but don't force anyone to agree with you.

8. You want to teach something you think is new to them:

DON'T assume it's new to them. If it isn't, they'll think you're talking down to them. Also, don't assume they're ready to learn it, because if they're not, their problems at the beginning may prejudice them against the rest of the activity.

DO find out what they already know about the subject. If they don't have the requisite background, knowledge and skills, teach these first.

9. You want to help a child who can't get the answer:

DON'T do it for him.

DO show him how -- but not on his own paper. Explain the steps verbally, and then give him a chance to do it himself and explain it back to you.

10. You want the whole class to learn something one or two already know;

DON'T make the one or two students sit there and listen. They probably won't.

DO suggest an alternate activity for them, either separate from the class or in a leadership role.

11. You want to regain the control that you've lost:

DON'T threaten. There may be someone who'll test you to see if you mean it.

DON'T contradict yourself. For example, if you say, "This is the last time I'm telling you," don't say it again five minutes later.

DO enlist the cooperation of the class in setting up new rules. (Beware of accepting students' very stringent notions of punishment.) Do make changes in the situation so that it's new -- new seating arrangements, new sequences of activities, different methods of teaching, variety in class structure, etc. Do react to any infringement of a rule, with a reaction suited to the offense. For some students, just a glance will do.

It is likely that a day's activity will include some form of group work. As a district, we have adopted the following "Norms" for encouraging productive collaborative work:

THE SEVEN NORMS OF COLLABORATIVE WORK

Promoting a Spirit of Inquiry: Inquiring to explore perceptions, assumptions, and interpretations and inviting others to inquire into their own thinking. Inquiring into the ideas of others' before advocating for one's own ideas.

Pausing: Pausing before responding or asking a questions allows time for thinking and enhances dialogue, discussion, and decision-making.

Paraphrasing: Using a paraphrase starter that is comfortable for you: "So. . ." or "As you are. . ." or "You're thinking. . ." and following the starter with a paraphrase assists members of the group to hear and understand each other as they formulate decisions.

Probing: Using gentle open-ended probes or inquiries such as, "Please say more. . ." or "I'm curious about. . ." or "I'd like to hear more about. . ." or "Then, are you saying. . .?" increases the clarity and precision of the group's thinking.

Putting ideas on the table: Ideas are the heart of a meaningful dialogue. Label the intention of your comments. For example, you might say, "Here is one idea. . ." or "One thought I have is . . ." or "Here is a possible approach. . .".

Paying attention to self and others: Meaningful dialogue is facilitated when each group member is conscious of self and of others and is aware of not only what she/he is saying, but also how it is said

and how others are responding. This includes paying attention to learning style when planning for, facilitating and participating in group meetings. Responding to others in their own language forms is one manifestation of this norm.

Presuming positive intentions: Assuming that others' intentions are positive promotes and facilitates meaningful dialogue and eliminates unintentional put-downs. Using positive intentions in your speech is one manifestation of this norm.

The Adaptive School: Developing and Facilitating Collaborative Groups, Center for Adaptive Schools

**J. Personal Electronic Devices (PEDs)
GENERAL POLICY—MAY VARY SLIGHTLY BY CAMPUS
--STUDENT--**

Cell phones should be kept in the student's backpack, pocket, or purse and should be turned off between 8:10 a.m. and 3:20 p.m. Cell phones may be used before the school day begins and after the end of the school day. **Electronic Devices other than cell phones** must be stored in a locker or backpack during instructional time. This includes but is not limited to: iPods, mp3 players, PSPs, video recorders, cameras, etc. The school will not be responsible for the loss/theft of the devices listed above and will no longer spend valuable educational time to search for them. If a parent needs to contact their child, please call the school's main number (746-2766), and our staff will notify the student to come to the office between classes. If a student needs to contact a parent, we will allow the student to call the parent with permission from the teacher or office. *Only in an emergency situation will a classroom be disrupted to contact or relay a message to a student.*

Penalties for Violation of Electronic Device/Cell Phone Policy

If a violation occurs, a staff member will confiscate the student's electronic device/cell phone and turn it in to the Principal or Assistant Principal.

- 1st offense - the student may pick up the electronic device/cell phone from the office after school, and a parent will be notified.
- 2nd offense - the parent or legal guardian will be required to pick up the electronic device/cell phone from the office, and the student will be suspended for the remainder of the day.
- 3rd and subsequent offenses – the parent or legal guardian will be required to pick up the device from the office, and the student will be suspended from school for a minimum of 2 days.

* Refusal to relinquish the device, when requested by a staff member, will result in a 3 day suspension.

* Use of any electronic device/cell phone to harass, bully or intimidate another student or faculty member of the Artesia Public Schools will result in suspension from school.

*Some students may wear an Apple Watch or similar device. While allowed to be worn, they still should not cause a disruption and should not be used for anything but checking the time without permission.

--STAFF--

Use good common sense regarding the use of cell phones. Your cell phone should be used rarely during class time, but you are encouraged to contact parents regarding students at the time most appropriate for addressing the problem. With that in mind, please don't neglect the

group to make a call regarding a single student.

K. STUDENT DRESS—Artesia Public Schools

The District's dress code is established to teach grooming and hygiene, instill discipline, prevent disruption, avoid safety hazards, teach respect for authority, and prepare students for their future employment settings. Students shall be dressed and groomed in a manner that is clean, neat, not a health or safety hazard to themselves or others, and appropriate for the daily activities. The District prohibits any clothing or grooming that, in the school administrator's judgment, may reasonably be expected to cause disruption of or interference with normal school operations, to present a clear and present danger to the student's health and safety, or to cause a material interference with the educational environment.

The following must be adhered to:

- Shoes must be worn at all times.
- The hemline for shorts, dresses, and skirts must be of sufficient length to cover body parts in a manner appropriate for school.
- Spandex-type material, Yoga pants, or Leggings are prohibited when worn as outer clothing. An outer garment (shirt, sweater, dress, skirt, shorts, etc.) must cover spandex, Yoga material, or Leggings, and the outer garment must be of sufficient length to cover body parts in a manner appropriate for school.
- Pant stride and waistline must be in the normal position. Sagging clothing is prohibited.
- See-through or off-the-shoulder clothing is prohibited. Tops/shirts/blouses must be of sufficient length to cover the top of the trousers, skirt, or shorts if the student's hands are raised about the head. Bare midriff is prohibited. Revealing tops such as halter-tops, spaghetti straps, half-shirts, tank tops, and muscle shirts are prohibited. Top/shirt/blouse must be one complete piece on the front, back, and sides (i.e., no cut-outs, rips, tears). No bras, bralettes, or bra straps may be visible.
- Clothing with inappropriate wording or pictures is prohibited. This includes but is not limited to pictures, emblems, writings, colors, and styles of clothing that:
 - Are lewd, offensive, vulgar, obscene, or sexual in nature.
 - Advertise or depict tobacco products, alcoholic beverages, drugs, or any other substance prohibited under state or federal law.
 - Refer to, symbolize, or promote racism, violence, cult, or gang activities.
- No student on or about school property or at any school activity shall wear, possess, use, distribute, display, or sell any clothing, jewelry, emblem, badge, symbol, sign, or other things which are evidence of

membership or affiliation in any gang, or promote violence against others.

- Excessive piercings, spiked jewelry, or jewelry creating a health or safety hazard or a distraction are prohibited.
- Chains are prohibited.
- Tattoos which are lewd, offensive, vulgar, obscene, or distracting to student learning are not allowed to be visibly displayed at school or school activities.

*The district and school-site discipline matrices should be utilized for dress code violations. When possible, a student should correct a dress code violation immediately and return to class. In-School Suspension and/or Suspension may be warranted for certain or repeat infractions.

L. Crisis Drills/Procedures

As a substitute teacher, there are two primary safety procedures you must know how to follow. First is how to assist your students in evacuating the building if necessary (for example, a fire). The fire drill tone would sound to initiate this action. Second is how to assist your students in “locking down” in place in the classroom (for example, in the case of an active shooter). The lockdown tone or code word from the office initiates this action. Upon arrival at your assigned job, you must make certain you have and familiarize yourself with the procedures for evacuating the building and locking down your classroom. If you do not have them, notify the building principal immediately. If your classroom door is unlocked and you have not been given a key to lock it, notify the building principal immediately. While procedures are very similar at each school, variations exist due to the architecture of the building, age of the students, etc. Don’t hesitate to ask questions.

M. Procedure for Taking Attendance

1. Login to the Computer if necessary
Login Name: substitute Password: T3acher
2. Click on the “Google Chrome” icon
3. Go to www.bulldogs.org
4. Scroll to the bottom right-hand side of the page and click on “PowerSchool for Substitutes”.
5. The web address is <https://bulldogs.powerschool.com/subs>
6. Select Language
7. Select School
8. Select the Teacher you are Subbing for
9. Password is Attendance followed by the school number:
Grand Heights—Attendance 054
Central—Attendance 032
Hermosa—Attendance 056

Roselawn—Attendance139

Yeso—Attendance001




Yucca—Attendance183

Penasco—Attendance128

Artesia Intermediate—Attendance189

Artesia Junior High—Attendance 187

Artesia High School—Attendance 014

10. Click on the  or  to take attendance. The  icon shows students' pictures.
11. If all students are present, simply click on SUBMIT.
12. For students absent or tardy, click on the box next to the name and select UX or UT. These are the only attendance codes you will use. You must then click on SUBMIT.
13. If you have any trouble, please contact the secretary, administrator, or a neighbor teacher.

II. RESPONSIBILITIES OF THE PRINCIPAL, CLASSROOM TEACHER, AND SUBSTITUTE TEACHER

A. Responsibilities of the Principal or his/her Designee Regarding Substitutes:

1. Tell the substitute where and how to sign in.
2. Direct the substitute to the teacher's classroom and locate lesson plans, grade books, and supplies needed for the school day.
3. Provide the substitute with a schedule of school activities for the day. The schedule should include beginning and ending times of class periods, lunch, and recess, if applicable.
4. Show the substitute how to report absences and tardies, what to do in case of a crisis situation including fire drills and lockdowns and how to contact the office in case of emergencies.
5. Advise the substitute of the location and availability of restroom facilities, lunchroom services, teacher workroom/lounge, and areas of special duties. Provide a campus map.
6. Advise the substitute of whom to contact if assistance is needed. Review with the substitute the procedure for handling special discipline cases.
7. Visit the class during the day to see that it is operating satisfactorily.
8. Create an attitude of helpfulness, understanding, and respect toward the substitute teacher.

B. Responsibilities of the Classroom Teacher who is Being Replaced by a Substitute Teacher:

1. Provide a daily lesson plan book along with the following:
 - a. Complete, legible lesson plan instructions indicating titles of books and technology resources to be utilized and material to be covered.
 - b. Location of materials, supplies, books, and other necessary resources.
 - c. Special instructions concerning the manner in which assignments are to be taught.
 - d. Alternate lesson plans that a substitute could use to fill time or when circumstances might warrant variation from the primary plan.
 - e. Behavioral expectations with positive as well as negative consequences

- identified.
 - f. Schedule of the day with names of students who should be in attendance.
 - g. Names of students who have permission to leave class during the day. This list should include the time of day they should leave and return to class.
 - h. Names of reliable students who can be of assistance to the substitute during the day.
 - i. Name and location of a neighboring teacher or department chairman who can be of assistance.
 - j. Class period schedule and/or bell schedule.
 - k. Procedure for recording student attendance.
 - l. Seating charts.
 - m. Information and instructions concerning the procedure for Crisis Drills.
 - n. Answer key, as applicable, for student assignments or tests.
3. Instruct the class to instill an atmosphere of goodwill, courtesy, and cooperation toward a substitute teacher.
 4. Substitute evaluation forms can be completed by the teacher and are available in the school office. Use of these forms is not mandatory but serve as a vehicle of informing the campus principal of favorable or unfavorable performance by the substitute.

C. **Responsibilities of the Substitute Teacher:**

1. **General responsibilities:**
 - a. Dress for success. There must be a distinct difference between the dress of the students and the dress of the teacher. Professionalism in your attire positively influences your effectiveness.
 - b. Arrive promptly at the assigned time and location in order to assemble materials needed for the day and to receive necessary directions. This includes when you return from lunch, between class periods, etc.
 - c. Park in designated staff parking area. Please do not park in areas marked "Visitor".
 - d. Report directly to the principal's office for instructions regarding classroom assignments and responsibilities for the day.
 - e. You will be asked to sign a Job Inquiry Report to insure proper reporting to the Payroll Office. Before leaving school, report to the office to inquire whether to return the following day.
 - f. Check the teacher's mailbox for notices or communications from the campus office.
 - g. Perform any special duties the classroom teacher may have.
 - h. Check the room condition, noting lighting, temperature, and seating arrangements. The principal should be contacted with any concerns.
 - i. Become familiar with Crisis Drill procedures.
 - j. Prevent students from leaving the room unless it is absolutely necessary.
Discretion should be used when making the determination to allow a student to

- leave a class.
- k. Do send a sick or injured student to the school nurse. In the case of a serious accident or injury, send for the school nurse or an administrator immediately. Allow students needing medication to report to the school office as needed. Only authorized district employees may administer medication.
- k. Notify the school office, before leaving the campus, of any serious problems experienced during the day. This is good protection for the substitute, the school, and the District.
- l. Supervise the dismissal of any class (for recess, end of the day, etc.). The substitute teacher should be the last to leave the classroom.
- m. Leave the room in good order, turn out lights and perform other appropriate housekeeping chores.

2. **Instructional responsibilities:**

The substitute teacher should keep the following in mind:

- a. A lesson can be broken down into three components:
 - 1. Introduction
 - 2. Instructional core
 - 3. Conclusion
 - Introduce a lesson by:
 - 1. Stating the lesson
 - 2. Reviewing
 - 3. Motivating learners
 - The instructional core should include:
 - 1. Step by step explanation
 - 2. Modeling
 - 3. Guided practice
 - The conclusion should include:
 - 1. Independent practice
 - 2. Lesson summary
- b. Assume the same responsibilities as a regular classroom teacher for students, equipment, and other assigned materials.
- c. Follow, as closely as practical, the lesson plans provided by the teacher and maintain the regular routine of the class. If time permits, the substitute's own innovations may supplement the daily program.
- d. Grade written assignments only if directed by the regular classroom teacher. Assignments should be left for the regular teacher to review and record. Do not write in the teacher's gradebook or other books of record.
- e. Leave a summary of work covered in each class and other pertinent information for the teacher.
- f. Visit with the principal concerning the possibility of contacting the regular teacher should the substitute assignment be for more than one day.

3. **Discipline responsibilities:**

The substitute can maintain a level of discipline in the classroom which is conducive to good learning by doing the following:

- a. Be prepared and take charge of the classroom:

1. Start class decisively
2. Take roll efficiently
3. Give directions concisely
- b. Clarify expectations regarding student conduct:
 1. Use the classroom discipline plan
 2. Give specific directions about desired behavior
 3. Give students specific feedback about actual behavior
 4. Circulate frequently around the classroom
- c. Communicate the significance of learning to the students:
 1. Follow classroom procedures and minimize time spent on trivial matters
 2. Require student attention and participation
 3. Provide feedback to students about their work
 4. Provide closure at the end of class
- d. Notify a neighboring teacher if a situation warrants leaving the classroom. The neighboring teacher will observe the class during the time the substitute is away. *At no time should a class be left unattended.*
- e. Document information on any student who failed to follow classroom rules of conduct and/or failed to complete work assigned.
- f. See Section I for further classroom control suggestions and a list of Standards Based Learning Environment “Norms” used in our district.

III. PROFESSIONAL ETHICS OF THE SUBSTITUTE TEACHER

- A. The substitute is on the same professional level as the regular classroom teacher and should remain conscientious toward responsibilities. The substitute teacher should use extra caution in expressing personal opinions and reactions about various subjects.
- B. The substitute shall endeavor to be cooperative and positive when beginning each assignment.
- C. The substitute shall recognize the importance of the position of the substitute teacher within the total educational program.
- D. When serving in an assignment, the substitute must remember that substitute teaching is a position of public trust. Confidential information concerning individual students must not be discussed.
- E. Criticism and/or comparisons of individual campuses and teachers should be avoided. This practice creates negative community attitudes toward the public school system.
- F. The substitute shall endeavor to exhibit positive character traits in school and in their public relations.

IV. FREQUENCY OF CALLS AND EVALUATION OF SUBSTITUTE TEACHERS

- A. The Artesia Public Schools utilize an automated substitute calling system by E-School Solutions called Smartfind Express. The site can be accessed from our district website at www.bulldogs.org. The link is in the bottom right hand corner of our webpage. The system can also be accessed by phone at 575-308-5210.

General Instructions:

1. Returning substitutes can access the site with the same login credentials used in 2017-2018 (your employee ID# and the PIN # you set-up). New substitutes for 2018-2019 will activate their account using their employee ID# as both the Access ID# and Initial PIN#.
 2. Activating an account (new substitutes)—Dial 575-308-5210. Follow the prompts to activate your account. Make sure you have your employee ID# which will be used as your Access ID# and Initial PIN#. You will be prompted to change your PIN# to whatever you choose.
 3. After activating your account, you can login to the site to modify your schedule if necessary including temporary “do not call” and unavailable times. You can also review your teaching assignment. The “Help” tab in the top right hand corner of the Smartfind Express site can provide assistance.
 4. The system will call substitutes between the hours of 5:30 and 8:00 a.m. and 5:00 and 10:00 p.m. to fill jobs. If called, you will be prompted to either accept or decline the job. Principals/Secretaries may still contact you on occasion to fill jobs when there is an advanced notice of absence. If so, you will be marked “assigned” on those days, and the system will not call you for other jobs.
 5. Mykol Horner, Audrey Sanchez, and John Ross Null at the administration office are all administrators of the system. If you have any questions, problems, or concerns, please notify one of them for assistance.
 6. Please answer calls from the system. If you cannot work, decline the job, so it will not call you again for that job. If you want to be removed from the substitute teaching list, please notify Mykol Horner, so you can be deactivated in the system.
- B. It is difficult to give substitutes any estimate of how often they will substitute. It will depend a great deal on such factors as the substitute's prior availability compared to the district's daily need, general overall needs of the district, time of year, and effectiveness of each substitute when assigned. Dependability and reliability are valued attributes of substitute teachers.
- C. The District must constantly be aware of the quality of substitutes employed. Substitutes are informally evaluated at the conclusion of each assignment by the building principal, with input from the teacher, in the following areas:
1. Did the Substitute Teacher follow lesson plans in a satisfactory manner?
 2. Did the Substitute Teacher leave the room in an orderly condition?
 3. Did the Substitute Teacher maintain control of the class?
 4. Did the Substitute Teacher leave sufficient information regarding the day's events/activities?
 5. Would the teacher want this individual to substitute again?

The following “Substitute Evaluation Form” may be utilized by the classroom teacher to inform his/her supervising administrator of your performance as a substitute.

SUBSTITUTE EVALUATION FORM
(To Be Completed by Classroom Teacher)
Artesia Public Schools

Substitute Teacher: _____ Work Date(s): _____

Classroom Teacher: _____ Principal: _____

Data Sources (Check all applicable): _____ classroom teacher report _____ classroom observation
 _____ conversation with sub _____ reports from faculty _____ staff reports
 _____ student reports _____ parent reports _____ physical evidence

INSTRUCTIONS: Rate the Substitute Teacher's performance on any of the criteria for which you feel you have appropriate data. Please use the following scale:

1 = unsatisfactory 2 = satisfactory 3 = commendable 4 = not observed

I. INTERPERSONAL SKILLS

1. _____ Rapidly establishes an appropriate level of rapport with students.
2. _____ Establishes and maintains student discipline in an environment conducive to teaching and learning.
3. _____ Is courteous to staff and students.

COMMENTS: _____

II. INSTRUCTIONAL SKILLS

1. _____ Clearly articulates the procedures and goals of the lesson to be taught.
2. _____ Makes efficient and meaningful use of instructional time.
3. _____ Adequately interprets and implements instructional plans prescribed by the classroom teacher.

COMMENTS: _____

III. LOGISTICAL SKILLS

1. _____ Understands and follows rules, procedures and routines required of substitute teachers, in general, and of the school, in particular.
2. _____ Completes end-of-day reports for the classroom teacher.

COMMENTS: _____

IV. PROFESSIONAL SKILLS

1. _____ Arrives promptly and stays until all duties are complete.
2. _____ Makes appropriate referrals to the building administrator(s) and other professional persons.

COMMENTS: _____

CHECK ONE

The Substitute Teacher is **RECOMMENDED** for a return visit to my (check one)
 _____ school _____ classroom

****Additionally, substitute report forms are included in your packet and can be completed by the Substitute to provide us with feedback regarding your experience. Additional forms are available in the school office or in each teacher's substitute binder. Use of these forms is not mandatory but serve as a tool for informing the campus principal of favorable or unfavorable preparation by the classroom teacher.**