

GMCS SUBSTITUTE TEACHER HANDBOOK

2016 - 2017



PERSONNEL OFFICE

Substitute Teacher Contact – Judy Jaramillo (505)721-1128

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These policies and procedures are subject to state law and governed by GMCS school board policy. GMCS school board policy can be found at www.gmcs.k12.nm.us under the NMSBA Revised Personnel policy heading.

TABLE OF CONTENTS

Requirements for Becoming a Qualified Substitute Teacher.....	3 - 4
Duties and Responsibilities.....	4 - 5
Safe Learning and Working Environment.....	5 – 6
Communicating with Schools to Accept or Decline a Substitute Teaching Assignments.....	6
Being a Successful Substitute Teacher.....	7
What Students Expect.....	8
Classroom Management & Discipline.....	9 – 10
Substitute Evaluation Procedures.....	10 - 11
Pay Scale for Substitute Teachers.....	12
Agreement and Record of Attendance.....	13

Requirements for Becoming a Qualified Substitute Teacher for GMCS

Becoming a qualified substitute teacher in Gallup McKinley County Schools requires candidates to successfully complete the application process, conduct classroom observations, and receive a NMPED substitute teaching license. A qualified substitute teacher will replace the regular teacher during times of temporary absence of the teacher. The requirement of the substitute teacher is to carry out all normal functions of the regular teacher. Before applying for a substitute teaching license, please complete the following tasks:

1. **Substitute Teacher Application:** It must be current and on file in the Personnel Department.
2. **Provide Documentation:** The Immigration Reform and Control Acts of 1986 require that you present documents (see instructions regarding columns A, B, and C) as proof of your legal right to work. *If your name has changed since the time you completed and filed your I-9 form, you will need to provide supporting documents and note the change on the form. Any name changes must be updated with the Personnel Office and the Business Office.*
3. **W-4 Form:** In order to receive your paycheck, you must have a current school year W-4 form on file with the Business Office. If you change your name and/or address, or wish to change the withholding amount from your check, please go to the Business Office and fill out an amended W-4.
4. **Proof of Educational Background:** A high school diploma, GED certificate, or official transcripts of college hours earned for 60 and above hours are needed to verify your educational background. If you have a NMPED teaching license, please provide a copy of that as well.
5. **Professional References:** A form letter is provided for three (3) references. It is your responsibility to contact the people and have them fill out the form letter provided and return those letters in your substitute teaching application.
6. **Classroom Observations:** Candidates must contact the school(s) and make the necessary arrangements with a principal or designee to observe in a classroom. Candidates that want to substitute in elementary schools must observe for 3 hours, and candidates that want to substitute in middle or high schools must observe for 3 hours. In order to qualify for substitute teaching in all grade levels, a total of 6 hours of observations are required. When making your arrangements, please be aware that each substitute teacher shall be at least 18 years of age for the elementary and 21 years of age for middle and high school substitute teaching jobs.
7. **Attend Substitute Teacher Trainings/Meetings.** Substitutes are required to attend one district-sponsored meeting/training each new school year as a condition of employment. Your name will not be on the list of qualified substitute teachers until you attend the required meeting on an annual basis.

After you have completed the process outlined in steps 1-7, please come to the Personnel Office with your paperwork and speak with Judy Jaramillo so that you can begin obtaining your background check and NMPED substitute teaching license. Ms. Jaramillo will assist you in registering for fingerprinting for licensure and the Federal FBI (3M Cogent) background investigation. The fees associated with this are:

- \$35.00 money order made payable to NMPED for licensure.

- \$44.00 money order or debit/credit card charge made payable to 3M Cogent for fingerprinting.

Please **return the receipt** you receive after fingerprinting in the Sherriff's Office to Ms. Jaramillo so that she can place you on the Substitute Teacher List for the school year. When you receive your substitute teaching license from NMPED, please give a copy to the Personnel Office for your file. This must be completed within 90 days of being placed on the Substitute Teacher List. Substitutes who fail to apply for licensure within a reasonable period of time (90 days maximum) will not be able to substitute teacher after the 90 day deadline.

New Mexico Statute 22-10A-3C states: A person performing the duties of a licensed school employee who does not hold a valid license or certificate or has not submitted a complete application for licensure or certification within the first three months from beginning employment duties shall not be compensated thereafter for services rendered until he demonstrates that he holds a valid license or certificate.

Duties and Responsibilities

Essential Duties of the Substitute

- Perform the duties of the regular education teacher
 - Teach content and expectations by implementing lesson plans
 - Get and keep students on task
 - Maintain a high rate of positive interactions
 - Classroom management
- Arrive at the expected time of duty and remain on duty throughout the day
- Communicate directly with the principal regarding any conflict with parents, caregivers, or teachers.

Duties of the Contacting School

The administrator or designee should inform the substitute of:

- Schedule for arrival, lunch, and end of the school day
- Process for substitutes to document their work day
- Lesson plans
- Bell schedule
- Operation of technology equipment, as necessary
- School behavior expectations for classroom management of students
- Requirements for recording attendance and data processing procedures
- Lunchroom and playground schedules
- Fire drill and/or emergency procedures
- Procedures to follow in case of student injury or accident
- School bulletins and information applying to the position for the day
- The principal, not the substitute teacher, will serve as the point of contact for any conflict with parents, caregivers, or teachers.

Duties of the Regular Teacher

The teacher should provide the following information:

- Lesson plans that are easy to follow
- Class rules and expectations
- Class schedule
- Up-to-date seating chart

- Instructional supplies
- Plans for students with any specific academic, medical, or behavioral needs
- Phone list for the school

Implement Lesson Plans – The school requesting your services will provide, except in extreme emergencies, adequate instructional plans and a statement of assigned duties and responsibilities for the substitute. This information may be obtained from the principal, secretary, or designated staff member.

Utilize Time Clocks and Time Sheets – GMCS is will soon begin utilizing time clocks to pay substitute teachers. It is the substitute teacher’s responsibility to ensure that their work time is accounted for utilizing the time sheet or time clock system. Before implementation of time clocks begins, the school shall provide a time sheet on which substitutes will verify their arrival time, their 30-minute lunch, their departure, and the total number of hours worked at the end of the day. There will likely be a phase-in period when you will be utilizing time sheets and time clocks to ensure a smooth transition into utilizing time clocks for payroll.

When time clocks are implemented, substitute teachers will clock-in at their arrival, clock out for lunch, clock-in and the end of the 30 minute lunch, and clock out at the end of the day. **WHEN CLOCKING OUT, PLEASE APPROVE YOUR OWN SHIFT.** Schools will guarantee substitutes 3.75 hours of work when called in, regardless of a teacher’s absence. Substitute teachers may not work more than 7.5 hours each day.

Safe Learning and Working Environment

Reporting Drug and Alcohol Use – A school employee who knows of or receives a good faith report regarding any student using or abusing alcohol or drugs shall report such use or abuse directly to the building administrator. No school employee who in good faith reports any known suspected instances of alcohol or drug use or abuse shall be held liable for any civil damages as a result of such report or his efforts to enforce any school policies or regulations regarding drug or alcohol use or abuse.

Drug-Free Workplace – The GMCS Board of Education supports an alcohol and drug-free work environment. The Board of Education forbids any school employee from possessing, using, distributing, being under the influence of or smelling of alcohol or drugs while on duty or in the supervision of students. Any person in violation will be subject to the termination policy as stated in this Handbook and referred to law enforcement agencies, if appropriate. Information about drug and alcohol counseling and rehabilitation programs within the community will be made available to substitutes by the Personnel Department upon request.

Suspected Child Abuse and Neglect – According to the New Mexico Children’s Code 32-1-15 and 32-1-16, NMSA, 1978, it is the obligation of any GMCS staff member to report suspected cases of child abuse or neglect to a local law enforcement agency having jurisdiction, or County or Tribal Social Services Offices of the Human Services Department. This reporting process does not require that suspected cases must first be reported to the administrative authority of the school or department. Administrators do not have the authority to screen the reporting process; however, staff members should notify the school administrator that a report has been made. **PLEASE DO NOT HESITATE TO ASK THE SCHOOL ADMINISTRATOR OR COUNSELOR TO SUPPORT YOU IN MAKING THE REPORT, IF YOU NEED GUIDANCE.** Any person failing, neglecting, or refusing to report abuse is guilty of a misdemeanor. In addition, it is the responsibility of each employee within the GMCS District to report to the school administrator any reasonable suspicion that another employee of the District may be

engaging in the abuse of any child. The same protections, as stated previously under Reporting Drug and Alcohol Abuse, do apply to the reporting employee. If there are any questions directed to substitute teachers by parents, guardians, or caregivers, they shall be referred to the administrator or appropriate designee.

Tobacco-Free Schools Policy – The Gallup McKinley County Schools Board of Education believes that tobacco use represents a health and safety hazard, which can have serious consequences for the user and non-user. The use of tobacco, in any form, is prohibited in all buildings, vehicles, and on any school district-owned property or at any district sponsored activity, wherever located. For the purpose of this policy, “tobacco use” will mean all uses of tobacco, including, but not limited to, cigars, cigarettes, pipes and smokeless tobacco products. This policy will be in effect 24 hours a day, seven days a week.

Policy for Prohibition of Harassment, Discrimination, or Violence based on race, religion, sex, sexual orientation, gender identity, disability, age, national origin, maternity, or veteran status.

- A. It is the policy of Gallup McKinley County Schools (“the District”) to maintain a learning and working environment that is free from racial, religious, sex, sexual orientation, gender identity, disability, national origin, maternity, veteran status, or age harassment, discrimination, or violence. Therefore, the District prohibits any form of racial, religious, sex, sexual orientation, gender identity, disability, national origin, maternity, veteran status, or age harassment, discrimination, or violence.
- B. It shall be a violation of this policy for any student, teacher, administrator, or other school personnel of the District to harass, discriminate, inflict, threaten to inflict, or attempt to inflict violence against a student, teacher, administrator, or other school personnel through conduct or communication regarding race, religion, sex, sexual orientation, gender identity, disability, national origin, maternity, veteran status, or age as defined by this policy.
 - a. For the purposes of this policy, school personnel include school board members, school employees, agents, volunteers, contractors, or persons subject to the supervision and control of the District.
- C. The District will act to investigate all complaints, either formal or informal, verbal or written, of harassment, discrimination, or violence concerning race, religion, sex, sexual orientation, gender identity, disability, national origin, maternity, veteran status, or age, and to discipline or take appropriate action against any student, teacher, administrator, or other school personnel who is found to have violated this policy.

Definitions of Standards of Conduct

Between an employee and a student, sexual harassment is any conduct of a sexual nature.

- 1. No employee may engage in conduct of a sexual nature with a student at any time or under any circumstances regardless of whether such conduct takes place on school property or in connection with any school sponsored activity.

Between employees, sexual harassment is the unwelcome, unwanted, and uninvited conduct of a sexual nature.

- 1. Conduct of sexual nature – Any conduct, which includes unwelcome, offensive or harassing sexual comments, questions, or acts.

Staff members of the Gallup-McKinley County School District are encouraged to take a sincere professional interest in students. Professional ethics require that staff members avoid social situations through which they could exploit their positions of authority over students. Therefore, staff members will not use their positions of influence and/or authority over students to make personal demands upon them, to become intimately involved with them, to engage in dating activities, or to participate in any unethical behavior.

All employees, as part of their regular duties, shall be watchful of the welfare of students, particularly with respect to circumstances that suggest abuse, including the sexual victimization of students by school employees. All reports of possible abuse, including sexual misconduct against students by school employees, shall be promptly and fully investigated by the administration according to the procedures set forth in the directive "Reporting and Investigating Sexual Misconduct by School Employees" Policy. (See Personnel Handbook at www.gmcs.k12.nm.us)

Student/Employee Accident/Injury

School employees will exercise caution in administering first aid to students. Normally, it is expected that the school nurse or health assistant will be available for this purpose, or the student will be taken to medical facilities if the situation warrants. **Substitutes are not to administer medication of any kind, including over-the-counter medication.**

If a substitute teacher is injured on the job, please notify the building administrator or designee immediately. You will need to complete the worker's comp form necessary to report the injury or accident.

Communicating with Schools to Accept or Decline a Substitute Teaching Assignment

When it is necessary for a teacher to be absent, it is the teacher's responsibility to notify the principal at his/her earliest opportunity of the probable duration of the absence. The selection of the substitute teacher will be made by the principal or designee from the approved "substitute teacher list," which will contain the following information: name, phone number, degree/pay level, and school preferences. Once your name is added to the official substitute teacher list, the schools you selected will contact you when a substitute teaching position is available. Please accept or decline the job as soon as possible so that the school can have the greatest possible chance of getting coverage for the absent teacher. Assignment of substitute teachers is made by the principal or designee. Please be sure to keep the Personnel Office updated if there are any changes to your contact information or school preferences. A school will not contact you unless you have designated the school as a place that you would prefer to serve as a substitute teacher.

The substitute teacher may remove his/her name from the substitute teacher list any time he/she chooses by notifying the Personnel Office **in writing**. Accordingly, his/her name may be deleted from the list any time it is deemed advisable or necessary by the school district. The substitute teacher will be notified of such action by an administrator from the Personnel Department. The District reserves the right to exclude any applicant from the Substitute Teaching List.

Limitations:

1. No class may be taught by a substitute teacher for more than four (4) weeks during the school year in lieu of a certified/licensed teacher under contract without written notice being sent to the parents of those students being taught by a substitute/non-licensed teacher.
2. GMCS does not allow student teachers to substitute during their student teacher experience, except for the designated cooperating teacher. There are exceptions only in extreme emergencies, which must be approved by the building principal, the Assistant Superintendent of Personnel or his/her designee, and the appropriate university official.

Being a Successful Substitute Teacher

- Introduce yourself at the start of the day and display a caring, enthusiastic attitude. Effective teachers are those who know and care about the student, the parents, and the goals of the school.
- Clearly explain the learning objectives of the day and write them on the board.
- Walk around the classroom and give students feedback on their progress.
- Walk around the classroom and remind students to stay on task.
- Keep activities moving. Discipline problems will be minimized when students are engaged in meaningful activities.
- Be flexible. Teaching demands flexibility and substitute teaching demands even more flexibility. Have several backup plans ready in case they are needed.
- Have an activity in mind to make the day special and fill in as students complete their assigned work.
- Find ways to involve students who are not interested. If a student refuses to become involved, don't force the issue. Often, students will choose to participate on their own.
- Substitute teachers should not communicate with parents or caregivers about any conflict without the principal's consent and/or participation.

What Students Expect

Essentially, students expect you to be a competent, caring teacher. The following suggestions from students are a reflection of key aspects of teaching competence from a learner's point of view.

- Dress professionally and act like an adult. Please do not mimic or speak down to us.
- We dislike being ridiculed or embarrassed. Sarcasm is not necessary.
- Control yourself. It is silly to "blow-up" in front of us.
- Speak so that everyone can hear. Don't talk so fast that we can't follow or so slow that we get bored.
- Be fair to all of us. Don't show favoritism.
- Have good suggestions for things to do instead of a lot of "do nots." Describe the behavior or action you want from us.
- We have feelings. Be cautious of how we are disciplined in front of our friends.
- Don't try to show up our regular teacher or change things. Don't brag about what you did in your youth.
- Have something to do during each class period or subject.
- Give us a chance to answer questions and give our ideas. Wait for us to think and form an answer after asking a question.
- Don't talk over our heads. Ask clear questions and use words we can understand.
- Have different things for us to do. Don't do the same thing every day.
- Accept us for who we are, not just for the good behavior.
- Praise us for a job well done. Try to be specific in your praise.
- Provide us with opportunities to succeed and reasonable goals that are attainable. Help us understand what the assignment (or specific problem) is asking us to do. If we don't "get it," ask questions that make us

think and guide us towards understanding, but do not give us the answer. Allow us the dignity of working to solve the problem and/or complete the assignment.

Classroom Management & Discipline

The most effective form of classroom management is being an effective teacher. Follow these general rules for successful classroom management:

1. Start the day promptly, with purpose, and concisely. Be pleasant and confident. Let the students know what your expectations will be. Your first words and actions will usually go a long way to set the “tone” for the day. A good rule of them: BE FAIR, FIRM, and FRIENDLY.
2. Engage students at the beginning of the period or day, and keep them busy. Let them know how you expect them to complete their assignments.
3. Phrase questions so that only one student will answer (i.e., “Raise your hand if you can...”)
4. Tell students, “Don’t worry if I don’t do things exactly the way your teacher does.” Children feel more secure, however, when the established routine is observed, so try to follow the regular schedule and procedures when possible.
5. Compliment students whenever possible. Be positive and find success in every student’s work. A smile and a pleasant word will go a long way.
6. Be firm and calm. Rather than issuing an ultimatum, give the student a choice (i.e., “You may follow the rules of the classroom for today or not take part in the classroom activities by moving to another area of the room.”). Give the child only one chance and if he makes the wrong choice and cannot follow instructions, then follow through with the classroom consequences or your established consequences. Choices have consequences – sometimes they are positive. As far as is humanly possible, consistently apply disciplinary rewards and consequences.
7. Avoid power struggles with students. Enlist the child’s cooperation by focusing on the fact that he/she is a natural leader in the class, and assign a meaningful task to the child.
8. If you anticipate problems, seek the advice of the building administrator or neighboring teacher. If there are any conflicts, inform the principal as soon as possible. The principal will directly handle any conflicts with parents, caregivers, or teachers.
9. If you send a student to the office, follow the procedures outlined in that school. Send a detailed note, which explains not only the incident, but your efforts to resolve the problem. Move around the room and do not sit behind the desk. A good way to avoid discipline problems is to be aware of what is happening in the classroom and decreasing the distance between you and a potentially disruptive student.
10. You will obtain the best results if you structure your request so that students clearly understand the behavior that is expected of them (i.e. Instead of “No name calling,” say “I will use your name when I speak to you. I expect you to do the same to me and to each other.”)
11. As you gain experience, you will develop your own classroom management techniques that will successfully provide a positive learning environment in the event the regular teacher has not provided you with a discipline plan to follow.

Progressive Interventions / Steps for Dealing with Disruptive Behavior

The L.E.A.S.T approach:

1. L - Leave alone – Sometimes, ignoring attention-getting behavior stops the problem.

2. Eye Contact (“The Look”) – Using nonverbal techniques, particularly at the beginning stages of misbehavior, can be an effective way of letting students know of acceptable behavior. Eye contact, body posture, facial expressions, and silence (waiting, while using “The Look”) are the most noteworthy of the nonverbal techniques.
3. Attend – Move closer in proximity. Walking up to and simply standing beside a student that is misbehaving can frequently redirect a student to behave better.
4. Say something – Have a private, if possible, conversation with the student. Instead of telling the child, try asking questions to get the child to say what the problem is, what a solution might be, and to tell you the rules/expectations and consequences. Treat the child with respect and dignity; usually, you will get this in return.
5. Take action – Find a consequences (if class rules do not already specify this) that fit the misbehavior. Time-out in a designated area can be an effective strategy because it gives students who are upset a chance to cool off or separates “talkers” from friends. It is generally more effective when you, as a substitute teacher, can handle discipline problems in the classroom. However, for chronic or serious misbehaviors, you should call the office and send the student to the counselor or administrator with a referral.

When Dealing With Students With Challenging Behavior, Please Remember:

1. The substitute teacher must never administer corporal punishment to any child for any reason; this includes the use of physical activity as a punishment. The substitute teacher should not use physical or degrading punishment on any student; the use of physical or degrading punishment can result in immediate termination of your status as a substitute. A good rule of thumb, **KEEP YOUR HANDS TO YOURSELF**.
2. The substitute teacher is expected to maintain an appropriate level of discipline in the classroom that is conducive to student learning. This can be accomplished by following the school’s discipline plans and procedures.
3. When individual pupils cause behavior problems, which are disruptive to the learning environment, the substitute teacher should apply the prescribed procedures as provided by the regular teacher and/or administrator.
4. Firm and fair treatment of all students combined with clear and complete explanation and directions will help avoid many discipline problems. Provide all instructions and ask for clarifying questions before having students start on an activity.

Other General Recommendations:

- Supervise the students with your full attention throughout the day; do not leave students unattended. Under no circumstances should the substitute teacher conduct personal business or use their cell phone during the work day.
- Leave a brief written summary of the day’s activities for the regular teacher.
- Enlist students to help you stay in their regular routines as much as possible.
- Use caution in expressing personal opinions and reactions about any subject.
- Do not collect money from students unless instructed to do so. If so instructed, the substitute should have students sign a sheet stating the amount given to you’ deposit the money with the bookkeeper or secretary before leaving the building. If a substitute teacher collects any items of value from students, he/she is responsible for the article until it is returned to the student or turned in to the office.
- Do not leave the building during the day. Your lunch break would be the only exception to this, if time permits.
- If you were given classroom keys, be sure to return them at the end of the day.
- Leave the room as you found it at the beginning of the day.

Substitute Evaluation Procedures

1. Substitutes will be evaluated by the building administrator along with the Personnel Department. The following criteria will be used as the basis for evaluation:
 - a. Observations of the substitute's work and/or professional demeanor by the school and/or District staff.
 - b. Reported observations of the substitute's work and/or professional demeanor.
2. The building administrator may submit a formal performance report or write a letter of positive commendation at any time of the year for any substitute and forward the letter to the Personnel Department. Substitutes will receive a copy of the commendation from the Personnel Department.
3. Formal complaints about a substitute teacher's performance should be in writing and will be investigated. Documentation regarding the final outcome will also be placed in the personnel file.
4. An unsatisfactory performance report and/or investigation may require an additional meeting with the Personnel Office to discuss the matter in private. After this discussion, it will be determined if the substitute will remain on the Substitute Teacher List. Following the conference, the substitute teacher may also be placed on probation for the remainder of the school year. The seriousness of the conduct is the determining factor of all disciplinary actions taken and of continued employment.
5. If a substitute receives two unsatisfactory performance reports during a school year, permanent termination of services may occur. Once a substitute teacher has been placed on probation, future unsatisfactory reports may also result in termination of employment. The final decision to remove a substitute from the Substitute Teacher List rests with the Director of Personnel.

Additional Evaluation and Feedback

1. If the classroom teacher wishes to comment on the performance of his/her substitute teacher, he/she will be asked to do this in writing. The report will be given to the building administrator.
2. Preparations made by the regular teacher for a substitute can be evaluated by the substitute. The written and oral reports will be given to the building administrator/designee.

Pay Scale for Substitute Teachers

High School Diploma or GED	\$10.50/hr	\$78.75/daily
Associate Degree	\$12.00/hr	\$90.00/daily
BA/MA Degree	\$13.50/hr	\$101.25/daily
NMPED Certified Teacher	\$16.50/hr	\$123.75/daily

Schools will guarantee a minimum of 3.75 hours of work when a substitute teacher is called for an assignment. Substitute teachers may not exceed 7.5 hours of work per day. Substitute teachers are responsible for completing time sheet or time clock procedures in order to get paid for their work.

Paychecks will be submitted according to the arrangements you have made in the Business Office at GMCS. In cases where substitute teachers are working over a certain number of hours, they may be eligible for benefits. If they are, the District will contact them directly for further information on benefits. Deductions for State and Federal Income Tax and Social Security will be made from each paycheck if applicable. Substitutes will also have Medicare tax deducted from their wages. No exemptions or exceptions are allowed.

Please note that substitute teachers work on an “as needed” basis and are only available to work from the date the substitute goes on the Substitute Teaching List for the current school year.

GMCS Substitute Training: Agreement and Record of Attendance

I, _____ (full name) have reviewed the information in the GMCS Substitute Teacher Handbook and agree to the terms set forth by Gallup McKinley County Schools in order to qualify to be a substitute teacher for the 2016-2017 school year.

Signature

Date

Survey:

1. How many years have you been a substitute teacher? _____

2. Are the lesson plans that teachers leave easy to follow? (circle)

Always Often Sometimes Rarely Never

3. Please circle training topics that you are learning more about:

- a. Classroom Management
- b. Teaching Strategies
- c. Special Education
- d. Fill-in Activities
- e. _____

We want to improve and refine our substitute teacher training program. Please give us your feedback and/or suggestions below:

