



Substitute Handbook 2021-2022

Substitute Services
Human Resource Department
(575)527-5979
www.lcps.net

Mr. Ralph Ramos
Superintendent

Dr. Miguel Serrano
Chief Human Resource Officer

Sherley O'Brien
Director of Human Resources

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Coordinator of Human Resources

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Substitute Services

WELCOME

Dear Substitute Teacher,

Thank you for serving as a substitute teacher with the Las Cruces Public School District (LCPS). This handbook will explain our procedures, assist you in becoming a successful substitute, and answer some of the questions you may have about substituting in LCPS. We want your time with LCPS to be beneficial for the students and rewarding for you.

As a substitute teacher, you share with all educational professionals the task of strengthening our society by preparing children for responsible citizenship. You play a major role in carrying out the activities planned by our teachers when they are absent. Principals and teachers value effective substitute teachers and recognize that your efforts to provide continuity, in the regular teacher's absence, are extremely important and appreciated.

All substitutes are required to familiarize themselves with this handbook. This handbook is neither a contract nor a substitute for official district policies. Rather, it is a guide and a brief explanation of our substitute procedures. We trust your substituting experiences will be professionally fulfilling to you and educationally profitable to our students.

We need strong substitutes who will take on the responsibility to ensure the educational process is not interrupted when the regular teacher is absent. Thank you for your time, creativity, and enthusiasm required to work in a stimulating environment where excellence is an expectation.

Sincerely,

Dr. Jeff Spaletta

Coordinator

Human Resources Department

Substitute Office

575-527-6683

MISSION STATEMENT

The Las Cruces Public Schools provides an equitable student-centered learning environment that cultivates civic engagement, promotes excellence, and celebrates diversity.

NONDISCRIMINATION ON THE BASIS OF DISABILITY, RACE, ETHNICITY, COLOR, SEX, SEXUAL ORIENTATION, NATIONAL ORIGIN, RELIGION & AGE

The Las Cruces Public Schools will not discriminate on the basis of race, color, sex, religion, national origin, spousal affiliation, age, disability, serious medical condition, gender identity, physical or mental handicap or sexual orientation in employment or the provision of services or activities, in access to them, in treatment of individuals, or in any aspect of their operations.

The U.S. Equal Employment Opportunity Commission (EEOC) allows all employers to take all actions necessary to comply with the requirements of the Americans with Disabilities Act of 1990 ("ADA"), 42 U.S.C. § 12101 et seq. In addition, the district is required under law to take all action necessary to comply with the requirements of the Uniformed Services Employment and Reemployment Rights Act ("USERRA"), 38 U.S.C. § 4301 et seq.; Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 706; New Mexico Workers' Compensation Act, N.M. Stat. Ann. § 52-1-1 et seq. (1978); Fair Labor Standards Act of 1938 ("FLSA"), 29 U.S.C. § 201 et. seq. and the Family Medical Leave Act of 1993 (FMLA), 29 U.S.C. § 2601, et seq.

TOBACCO/ALCOHOL/DRUG FREE SCHOOLS

Any use of tobacco products or possession or use of beverages containing alcohol by staff, students, visitors, or community members is prohibited on school district property, §22-5A-3, NMSA 1978. The school district prohibits the use of alcoholic beverage possession or use, and illicit drug possession or use by school staff in school buildings and/or on school property, NMAC 6.12.4.8; P.L. 107-110, Title IV, Part A.

DUTY TO REPORT – LEGAL OBLIGATIONS

32A-4-3 NMSA requires that school employees who know or suspect that a child is an abused or a neglected child shall immediately report the matter to the Children, Youth and Families Department (CYFD) or a local law enforcement agency. So long as such report is made in good faith, the reporting school employee shall be immune from civil liability or criminal sanctions for his/her action. The failure of any school employee to report knowledge or suspicion of child abuse or neglect will be cause for criminal prosecution and is cause for discipline of the employee.

HOW TO REPORT – CYFD/LAW ENFORCEMENT

Call the Statewide Central Intake (SCI) of the Children, Youth and Families Department at (800) 797-3260. Statewide Central Intake is open 24 hours a day/ 7 days a week. You may be referred to local law enforcement, the Las Cruces Police Department, at phone number: 528-4200. Provide information including what causes you to suspect abuse and neglect and general demographic information. Cooperate with the investigators, including allowing the child to leave under protective custody with a law enforcement officer. (Remember to ask for proper identification.)

LCPS POLICY ON CONFIDENTIALITY

"All information regarding known or suspected child abuse/neglect should be treated with the utmost confidentiality. It should not be discussed, even within the school, except on a need to know basis." Principals, school counselors and heads of Health/Mental Health teams are covered under "need to know." Other confidentiality laws such as HIPAA apply to other information.

When confidentiality can be broken:

- The student is considering harming him/herself or others.
- A major crime has been committed or the student is engaging in illegal activity at school.
- Child abuse/neglect.

WORKERS' COMPENSATION

Substitutes are covered by workers' compensation. Contact building administration for procedures should an accident occur.

KNOWLEDGE, SKILLS & ABILITIES

The minimum expectations for this job are as follows:

- Effective communication skills, both verbal and written.
- Flexibility, organization, decision-making and problem-solving skills.
- Interpersonal skills with diverse populations, in-person and on the telephone.
- Ability to meet deadlines, work on multiple projects, and coordinate the work of others.
- Knowledge of District policies on immunization, medication, first aid, emergencies and child abuse/neglect.
- Knowledge of all laws, regulations and guidelines affecting teachers and students.
- Knowledge of effective classroom management techniques.
- Ability to maintain positive relationships with students, parents, community members and staff.

WORKING ENVIRONMENT

The work environment characteristics described here are representative of those an incumbent encounter while performing the essential functions of this job:

- The Substitute will work with other LCPS staff members in a team environment, which may include the administrative staff, State department personnel, LCPS legal counsel, parents, students, advocates and others outside the District.
- Frequent interactions with people or by phone as necessary.
- The Substitute will also meet with students and perform the essential functions of this job in a variety of online platforms.

PHYSICAL DEMANDS

The physical demands described here are representative of those that must be met by the incumbent to successfully perform the essential functions of this job with or without reasonable accommodation:

- The employee must occasionally manage assortment of materials.
- The employee must be able to use a variety of instructional materials.
- The employee must be able to use hands and arms to operate online platforms via computer.
- The employee must be able to use keyboards, audiovisual tools and other controls.
- The employee must be able to sit and/or stand for long periods of time.
- The employee must have normal vision and hearing with or without aid.

SAFE SCHOOLS

All substitutes are required to complete Safe Schools online training before substitute teaching in our district. Safe Schools training modules can be found on our website under the “Staff” tab.

SUBSTITUTE STAFF SCHOOL HOURS

Elementary Schools	7:45 – 3:15	(includes a 30-minute unpaid lunch time)
Middle Schools	8:15 - 3:45	(includes a 30-minute unpaid lunch time)
High Schools	8:00 – 3:30	(includes a 30-minute unpaid lunch time)

TYPES OF SUBSTITUTES/ LICENSURE REQUIREMENTS

Short-Term Substitute Teacher with 60 Credit Hours– Eligible to substitute in any school in the district as a teacher substitute

- Completed at least 60 hours of college-credit from a regionally accredited college or university
- Must be eligible for or currently hold a valid New Mexico Substitute Teaching License or Teaching License.
- Not required to work daily
- Fill daily absences

Short-Term Substitute Teacher with Bachelor’s Degree or Above– Eligible to substitute in any school in the district as a teacher substitute

- Bachelor’s degree or above from a regionally accredited college or university
- Must be eligible for or currently hold a valid New Mexico Substitute Teaching License or Teaching License.
- Not required to work daily
- Fill daily absences

Extended Substitute Teacher – Eligible to substitute in any school in the district as a teacher substitute

- Bachelor’s degree or above from a regionally accredited college or university
- Must be eligible for or currently hold a valid New Mexico Substitute Teaching License or Teaching License.
- Agrees to work a minimum of 160 days per school year
- Fills vacancies, FMLA, Extended Leave
- Plans, Prepares and Grades student assignments – Full Responsibility of class
 - Communicates with parents

- Enters Grades
- Responsible for effectively delivering instruction aligned with standards, etc.

Educational Assistant Substitute – Eligible to substitute in any school in the district as an EA substitute.

- High School Diploma or equivalency required
- Must be eligible for or currently hold a valid New Mexico Substitute License.

SUBSTITUTE SALARY SCHEDULE

Short Term Teacher Substitute	\$100.00 per day (\$14.28 per hour/7-hour day)
Substitute Teacher with a Bachelor's Degree	\$125.00 per day (\$17.85/7-hour day)
Extended Teacher Substitute	\$125.00 per day (\$17.85/7-hour day)
ALL TEACHER Substitutes	\$150.00 per day on Mondays and Fridays

Educational Assistant Substitute \$11.50 per hour/7-hour day

* LCPS reserves the right to change these rates without notice.

If the Substitute provides service up to 3.75 hours, s/he will be paid a minimum of 3.75 hours.

If the Substitute works from 3.75 hours to 7 hours, s/he will be paid by the hours worked not to exceed 7 hours per day.

MAINTAINING YOUR SUBSTITUTE LICENSE

Maintaining a current New Mexico Substitute Teacher License is the responsibility of the licensee and must be renewed every three years. To renew your license, you must complete one of the following before your current license expires:

1. Have earned 3 college or university semester hours in relevant area of study.
2. Have completed 48 hours in district's approved professional development.
3. Have provided 270 hours of instructional services as a substitute.

PAYROLL QUESTIONS OR ISSUES

- After each check is received, the Substitute Teacher should check the pay stub or earnings statement for correctness of pay.
- Requests for corrections should be made directly to the school secretary. Only the school can request adjustments.
- If no requests are made for corrections, the payroll will be considered correct after three pay periods. **NO CHANGES WILL BE MADE AFTER THREE PAY PERIODS. *Keep an accurate record of all time worked!***
- Work completed from the 1st – 15th will be paid on the 30th of each month
- Work completed from the 16th – 30th/31st will be paid on the 15th of each month

SEPARATION OF EMPLOYMENT

- Substitutes are “at will” employees and can be terminated for any reason the district deems sufficient.
- LCPS will consider that you have “voluntarily terminated” your employment if you:
 1. Resign from LCPS -- A letter of resignation must be submitted to the Substitute Services.
 2. Show insufficient work history for 60 days.
 3. Have a non-working call back phone number in Frontline Absence Management.

UNSATISFACTORY PERFORMANCE REPORTS

- The school administration is required to complete a *Substitute Teacher Incident Report* for all incidents that reflect unacceptable professional behavior or performance of duties (sample form in the back of this book).
- Recommendations for further action should be included in the report.
- The unacceptable behavior or performance of duties may require an appointment with Substitute Services to discuss the incident.
 - The Substitute Services Office will determine if the substitute will be kept in rotation on Frontline Absence Management.
 - School administration may request that a substitute be blocked from substituting at a particular school.
 - Seriousness of the charge is the determining factor of continued employment.
 - **If a substitute receives more than one (1) Disciplinary report during a period of 12 months or less, it may result in termination.**
 - **Three (3) Disciplinary reports in a period of three (3) years or less may result in termination.**
- Written rebuttal may be attached or submitted to Substitute Services.
- Reports are submitted at the school’s convenience; therefore, a delay may occur between the incident and the actual report. This illustrates the need to keep good documentation on your teaching assignments.

SUBSTITUTE RESPONSIBILITIES

I. Substitutes must be on time or early.

- A. Report and check in with the secretary.
- B. Review teacher’s written lesson plans and prepare supplementary activities as necessary. If plans are not available, let the school administrator know.

II. Substitute teachers are responsible for providing continuity of instruction for students by:

- A. Following written lesson plans as prepared by the classroom teacher.
- B. Working actively with students during the assigned duty day.
- C. All written work specified in lesson plans must be assigned by the substitute and collected for the classroom teacher.
- D. Written work will be corrected only if the classroom teacher leaves the answer key, and if time permits.
- E. Long term substitutes will correct all written work, record in grade book when applicable, and return it to students.
- F. Make a copy of lesson and your “exit” notes and keep a notebook. If questions arise, you can refer to them.

- G. Supplementing the instructional program, when necessary, with appropriate instructional activities.

NOTE: *When a substitute teacher works in a classroom with an assistant, the substitute teacher is responsible for the classroom. S/he should collaborate with the educational assistant to determine what may work best in a particular situation. Decide together what would be **best for students**.*

III. Substitutes are responsible for checking with the school on discipline procedures, as well as for maintaining classroom order during each duty day. Request the school's policy regarding discipline.

- A. Inquire at each assignment about procedures for securing assistance in troubled situations.
- B. Reach out for support starting with the closest teacher, the head teacher, lead teacher, department head, counselor, secretary, or school principals. Becoming familiar with administrative staff makes it much easier to request assistance.
- C. Leave exit notes describing unusual occurrences during the duty day. Be pro-active. Do not wait for students to report.
- D. Keep accurate records of:
 - 1. Work accomplished.
 - 2. Student attendance/absences.
 - 3. Money collected (amount, from whom). **This applies only to long term substitutes.** Check with the office to see how they would want to handle any money collected.
 - 4. Money or articles lost or found and by whom. Be sure to return all money/articles to the school office at the end of each day.

IV. Substitutes are responsible for completing an assignment by:

- A. Checking out with the secretary -- ALWAYS.
- B. Leaving a completed substitute's assignment form with the secretary.
- C. Reporting to the school office to return items such as keys, schedules and other school materials loaned to the substitute for the day.
- D. Working the full duty day as assigned to the regular teacher or assistant or as needed by the school site.
- E. Short term substitutes **SHALL NOT COLLECT MONEY NOR BE RESPONSIBLE FOR ANY MONIES**, i.e. lunch money, field trip money, candy money, etc. Refer to secretary.

V. Dress Code:

- A. Dress neatly and appropriately for the workday. Keep in mind that students will react to the model you present. More formal dress often helps establish authority.
- B. Exercise professional judgment in physical appearance, clothing, and hygiene. *You should always dress at least as professionally as your permanent teacher counterparts.*

VI. Substitutes are responsible for maintaining a positive, professional attitude.

- A. Use a friendly, professional, cooperative approach when interacting with students, staff members and parents.
- B. Refrain from making personal calls or having visitors during the day.
- C. The use of social media with students is strictly prohibited and could be grounds for termination.

VII. Educational Assistants, Physical Educators/Coaches, Music Teachers:

- A. Substitute assistants will be responsible for aiding the classroom teacher or substitute teaching during the scheduled day. If you see no schedule of duties for EA, request one.
- B. Substitute physical educators/coaches and music teachers will be responsible for locating

equipment and returning it to proper storage areas. Contact administrative staff when assistance is needed with these responsibilities.

VIII. Substitutes must seek school site administration approval:

- A. Before allowing anyone to interview or remove a student from the classroom.
- B. Before allowing a student to leave the campus.
- C. Before communicating with parents.

IX. Substitutes must report any instances of physical violence and/or sexual harassment to a school administrator as soon as possible.

X. Substitutes do not administer medication to students. Refer students to nurse or health assistant.

OBSERVATIONS

- Personal observations of substitute's work and/or professional demeanor.
- Reported observations of substitute's work and/or professional demeanor.
- Adherence to teacher's plans.

BEHAVIOR MANAGEMENT

Behavior is largely a product of its immediate environment. If students misbehave, act out, or are easily distracted, it is likely that this behavior is in response to something in the immediate classroom environment. To a large degree, your actions as a teacher determine this environment.

FIVE SKILLS FOR EFFECTIVE BEHAVIOR MANAGEMENT

1. Teaching expectations

- Communicate to students the behaviors that are expected in the classroom--be specific ("follow directions the first time they are given" not "be cooperative.")
- Provide clear boundaries and establish standards for student success.
- Model the expectations of the permanent teacher.

2. Getting and keeping students on task

- **Teach Bell to Bell:** Keep students engaged – Begin instruction/activities immediately
- Do not let students draw you off task.

3. Maintaining positive teacher-to-pupil interactions and risk-free student response opportunities

- Verbally recognize appropriate behavior.
- Ignore the inconsequential.
- Never belittle a student's attempt to answer a question.

4. Responding non-coercively

- Again, ignore the inconsequential. Giving negative behavior attention generally reinforces the behavior and extends it.
- Never coerce or threaten students. This will only make you look weak.

5. Avoid being trapped

- Once trapped, teachers lose their power to be effective educators.
- Recognizing and avoiding these traps will improve your classroom management skills:
 - Criticism Trap—the more students are criticized for their behavior, the more likely they are to continue the same behavior.

- Common Sense Trap—using logic to persuade a student to change is ineffective without a ‘tangible’ incentive to change
- Do not ask a question unless you really want and are willing to accept the answer. (“Why did you call Jane that name?” “Because she is an ugly and stupid cow!”)
- No one responds positively to sarcasm. It is never appropriate.
- That you feel inadequate and incapable. This puts the students in charge of the classroom.

WHEN STUDENTS BEHAVE INAPPROPRIATELY

When students behave inappropriately (and they all will at one time or another), responding non-coercively is important. This means that your response does not involve the use of threats or force to change student behavior; that you act and speak in a calm and controlled manner. Many non-coercive strategies can be used in a classroom setting. Here are three that can be easily utilized in a variety of situations.

1. Reinforce Appropriate Behavior — temporarily overlook and ignore inappropriate behavior while at the same time publicly recognizing a specific student and action that is expected. Many times, a misbehaving student will comply with expectations in an attempt to get attention too. When he or she behaves appropriately, be sure to acknowledge it. Example: *"I like the way Serena followed my instructions and has her book open to page 47."* As soon as Beth, who was not previously following instructions opens her book say, *"Beth, thank you for getting your book ready too."*

2. Engage — Ask questions, keep students on task, continuing reiterating and reinforcing tasks.

3. Redirect Student Behavior — provide specific instructions for a student to stop what he is doing and then redirect his actions to something appropriate. Getting students to stop an inappropriate behavior is only half the battle; they also need to begin doing something appropriate. Beginning the directive with a positive comment will make the student more receptive to the subsequent instructions you give. Example: *"John you did a great job getting your math done this morning, now will you please put your markers away and begin silently reading."*

CONTACT LIST

Name/Title	Duties	Phone	Email
Dr. Jeff Spaletta HR Coordinator	Overall support for substitutes including: applying, onboarding, licensure, background and fingerprinting, vacancies, etc.	575-527-6683/575-636-8786	jspaletta@lcps.net
Vanessa Robles, HR Specialist	Substitute Teacher and Substitute EA support: Frontline Absence Management, renewal onboarding process, support for continuing substitutes.	575-527-5979	vrobles@lcps.net
Edwina Tapia, HR Specialist	Substitute Teacher and Substitute EA support: Applications, interviews, licensure, background check and fingerprinting, new substitute onboarding process.	575-527-5973	etapia1@lcps.net

HELPFUL LINKS & Resources

- Frontline Absence Management:
<https://login.frontlineeducation.com/login?signin=eaf69de063bc223db6be28d31aa460ee&productId=ABSMGMT&clientId=ABSMGMT#/login>
- Frontline Absence Management: Substitute Basic Training <https://tinyurl.com/vydy56rr>
- Frontline Absence Management: Substitute Advanced Training
<https://tinyurl.com/advancedsubtraining>
- Frontline Absence Management: Quick Start Guide
[http://help.frontlinek12.com/WebNav/Docs/SubstituteQuickStartGuide\(English\).pdf](http://help.frontlinek12.com/WebNav/Docs/SubstituteQuickStartGuide(English).pdf)
- Frontline Absence Management Mobile App Code: “7354”
- Safe Schools Training Website: <https://lcps-nm.safeschools.com/login>
- Las Cruces Public Schools Website: <http://www.lcps.net/>
- Las Cruces Public Schools AppliTrack Online Application:
<https://www.applitrack.com/lascruces/onlineapp/default.aspx>
- New Mexico Public Education Department (NM PED) Website:
<https://webnew.ped.state.nm.us/bureaus/licensure/>
- Discovery School’s Puzzlemaker—generate customized puzzles online <http://puzzlemaker.school.discovery.com/>
- Ed Helper--edHelper.com provides reading comprehension, vocabulary, geography and other lessons. <http://edhelper.com>
- Education World: The Educator’s Best Friend—Lesson plans, professional development, and other educational resources <http://www.education-world.com/>
- Lesson Plans Page—More than 2,500 free lesson plans available by subject or specific topics <http://www.lessonplanspage.com>
- Math World has detailed materials on algebra, calculus, probability and more. <http://mathworld.wolfram.com>
- ProTeacher!— Substitute teacher’s advice and tips for teaching in elementary school classrooms resources. <http://www.proteacher.com/020019.shtml>
- ProTeacher—Lesson plans, classroom management tips, child development, and other educational resources <http://www.proteacher.com>
- Teachnology—Resources for teaching with technology <http://www.teach-nology.com>
- The Educator’s Reference Desk (formerly AskEric Lesson Plans)—2,000+ lesson plans, 3,000+ links to online education information, and 200+ question archive responses. <https://eduref.org/>
- USA Today Education Online—Daily Lesson Plans and other timely resources for learning. <http://www.usatoday.com/educate/home.htm>
- You Can Handle Them All—A Reference for Handling Over 117 Misbehaviors at School and Home <http://www.disciplinehelp.com>
- Super Substitute Teachers-Tips and Resources. <http://www.supersubstituteteachers.com/>
- Teach Hub—Lessons and Shared Resources. <https://www.teachhub.com/>

Substitute Teacher Report Form

Please complete this form, leave copy for teacher or turn into the main office with folder.

Date: _____ Substitute's Name: _____

Substituting For: _____

Were the following provided? (circle one)

Textbook(s) YES NO Class roster or other list of students YES NO

Lesson Plans YES NO Seating Chart YES NO

Keys YES NO Other Necessary Materials YES NO

Grading Key (if grading papers was requested) YES NO

.....
Please answer the following, using the back of this paper if necessary:

Did you take attendance? YES NO

Did you follow the teacher's lesson plans? Circle one: YES NO If NO, explain why:

Did you give written work other than that specified in the lesson plans?
If so, explain:

Did you grade papers as requested? YES NO

What was the general class attitude and atmosphere?

Were any students especially helpful? If yes, who and elaborate:

Did you have discipline problems? If yes, elaborate:

Comments or suggestions: (Please use back of this sheet.)

Las Cruces Public Schools
SUBSTITUTE TEACHER INCIDENT REPORT

To be completed by the Principal in the event of complaints against or unsatisfactory work performed of a substitute teacher.

School	
Date of Incident	
Name of Substitute Teacher	
Name of Absent Teacher	
Type of Class	<input type="checkbox"/> General Education <input type="checkbox"/> Special Education

Describe incident (use reverse side if necessary):

Substitute Teacher's Signature/Date

Principal's Signature/Date

Substitute Teacher: Your signature verifies receipt of this Incident Report and may not necessarily indicate that you agree with the contents. You are encouraged to provide a written statement regarding this incident. Human Resources may request a meeting with you to discuss the incident.

School Administrator:

Date of meeting held with Substitute Teacher _____

Written statement provided by Substitute Teacher ☐ Yes ☐ No

Remove substitute from subbing at your campus ☐ Yes ☐ No

Please email completed form to Human Resources Substitute Services – cmaldonado@lcps.net

Human Resources:

Meeting held ☐ Yes ☐ N Date _____ Action _____

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