

Artesia Public Schools

Substitute Handbook



2026-2027

**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.

***This handbook is a supplement to the District Employee Handbook which you were also provided. Together the handbooks provide you with information that will enable you to have an awareness of important district policies and help you be successful as a member of our team. It is your responsibility to know the contents of each.**

Artesia Public Schools 2026-2027 School Calendar

July 2026						
Su	Mo	Tu	We	Th	Fr	Sa
			X	X	X	4
5	X	X	X	X	X	11
12	X	X	X	X	X	18
19	X	X	X	X	X	25
26	X	X	X	X	X	

August 2026						
Su	Mo	Tu	We	Th	Fr	Sa
						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	13 Instructional Days				

September 2026						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	X	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			
21 Instructional Days						

October 2026						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	X	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
21 Instructional Days						
October 9: End of Q1 (41 Days)						
October 12: Columbus Day/Indig. Peoples						
October 14: Report Cards						
October 16: Parent Conference Day						

November 2026						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	X	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	X	X	X	X	X	28
29	30					
15 Instructional Days						
Nov. 3 - Election Day						
Nov. 11: Veteran's Day - School Day						
November 23-27 Thanksgiving Holiday						

December 2026						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	X	X	X	X	X	26
27	X	X	X	X	X	
14 Instructional Days						
December 18: End of Q2 (42) and S1						
December 21-January 1 - Winter Break						
Q1: 41 Days; Q2: 43 Days						
Semester 1: 84 Days						

January 2027							
Su	Mo	Tu	We	Th	Fr	Sa	
					X	2	
3	X	5	6	7	8	9	
10	11	12	13	14	15	16	
17	X	19	20	21	22	23	
24	25	26	27	28	29	30	
31	18 Instructional Days						
December 21-January 1 - Winter Break							
January 4: Teacher PD/No Students							
January 5: School Resumes							
January 6: Report Cards							
Jan. 18: Martin Luther King, Jr Day							

February 2027						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	X	16	17	18	19	20
21	22	23	24	25	26	27
28						
19 Instructional Days						
February 5: Parent Conference Day						
February 15: Presidents' Day Holiday						

March 2027						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	X	X	X	X	X	20
21	22	23	24	25	26	27
28	29	30	31			
17 Instructional Days						
March 12: End of Q3 (47 Days)						
March 15-19: Spring Break						
March 24: Report Cards						
March 26: Spring Interim						

April 2027						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	X	24
25	26	27	28	29	30	
21 Instructional Days						
April 23: Staff Development & Awards						

May 2027						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13		15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30		19 Instructional Days				
May 14: Spring Sports Day						

June 2027						
Su	Mo	Tu	We	Th	Fr	Sa
		X	X	X	X	5
6	X	X	X	X	X	12
13	X	X	X	X	X	19
20	X	X	X	X	X	26
27	X	X	X			

Teacher Days: 183 (New Teachers: 184)

Q3: 47 Days; Q4: 47 Days
Semester 2: 94 Days
Instructional Days: 178
Board Approved - January 12, 2026

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

***School Safety**

Safety and health 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, the department of health, regular training activities, sensible construction, and the effective use of technology.

*** Student Achievement**

Our educational system will meet the academic, social, and emotional needs of ALL students.

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.

***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.

*** 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 families, 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.

*** 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.

TABLE OF CONTENTS

I. GENERAL INFORMATION	8
A. Requirements for Substitute Teaching.....	10
B. Hours of Duty	10
C. Job Inquiry Report	10
D. Release from Assignment.....	11
E. Substitute Teacher Pay	12
F. Insurance for Substitute Teachers	13
G. Substitute Teaching after Retirement.....	13
H. District School Schedules	13
I. Suggestions for Classroom Control/Norms of Collaborative Work	14
J. Personal Electronic Devices Policy	18
K. Student Dress Code	20
L. Crisis Drills/Procedures	20
M. Procedure for Taking Attendance.....	21
II. RESPONSIBILITIES OF THE PRINCIPAL, CLASSROOM TEACHER, AND SUBSTITUTE TEACHER.....	22
A. Responsibilities of the Principal or Designee Toward Substitutes	22
B. Responsibilities of the Classroom Teacher Being Replaced	22
C. Responsibilities of the Substitute Teacher.....	23
III. SOCIAL MEDIA	25
IV. PROFESSIONAL ETHICS OF THE SUBSTITUTE TEACHER	27
V. EDUCATOR CODE OF ETHICS	27
VI. FREQUENCY OF CALLS AND EVALUATION OF SUBSTITUTE TEACHERS.....	33

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. Apply online at the New Mexico Public Education Department and pay a **\$50** Application Fee for the initial license. Mykol Hodges can assist with the application process.
 - e. Pay a **\$59** 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 Mykol Hodges.
 - f. For information regarding the substitute information packet, contact the Artesia Public Schools Administration Office (Mykol Hodges) or see the State Department of Education web site at <https://webnew.ped.state.nm.us/bureaus/licensure/how-to-apply/substitute-license/>.
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**
 - i. **Proof of completion of Child Abuse Recognition and Reporting Training**
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 Hodges

at mhodes@bulldogs.org. Documents validating a change from non-degree to degreed status (Bachelor's) 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 Hodges at mhodes@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 and drug 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 7:50 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 to 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. If the time reflected on the "Job Inquiry Report" does not accurately reflect your time worked, please notify the secretary or principal and note the actual time on the form.

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 adjusted yearly and is available in the salary schedule on the school website.

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 available on the salary schedule posted on the school website:

Educational Assistants (other than In-School Suspension)

ISS substitutes paid the regular substitute teacher rate of pay),

Custodians, Cafeteria Workers

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 (Lisa Lewis or Nancy Duran). Questions concerning rate of pay or status should be addressed to the Personnel Office (JR Null or Mykol Hodges).

F. INSURANCE FOR SUBSTITUTE TEACHERS

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

G. DISTRICT SCHOOL SCHEDULES—2026-2027

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

Each school site has a unique schedule which may change depending on the activities of the day. A separate hanout will be provided with schedules for each of the elementary schools, Zia Intermediate School, Park Junior High School and Artesia High School. Please refer to those schedules for more specific times.

H. SUBSTITUTE TEACHING AFTER RETIREMENT

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.

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.

DO 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.

4. 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 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.

10. 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 question 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 8:00 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, smart watches, 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, 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.

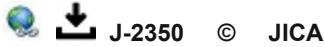
* Refusal to relinquish the device, when requested by a staff member, will result in a 3 day suspension.

* 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.

--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



STUDENT DRESS

The Board recognizes that each student's mode of dress and grooming is a manifestation of personal style and individual preference. The Board will not interfere with the right of students and their parents to make decisions regarding their appearance except when their choices affect the educational program of the schools or the health and safety of others.

The Board authorizes the Superintendent to develop and enforce school regulations prohibiting student dress or grooming practices that:

- Present a hazard to the health or safety of the student or to others in the school.
- Materially interfere with school work, create disorder, or disrupt the educational program.
- Cause excessive wear or damage to school property.
- Prevent students from achieving their educational objectives.
- Represent membership in a gang.

Obscene language or symbols, or symbols of sex, drugs, or alcohol on clothing are expressly prohibited.

Adopted: May 14, 2021

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

Artesia Public Schools are using a Student Information System called Synergy. A separate handout will give instructions on how to take attendance in Synergy.

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.
- 2. Instruct the class to instill an atmosphere of goodwill, courtesy, and cooperation toward a substitute teacher.
 - 3. 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 ensure 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.

- i. Allow students needing medication to report to the school office as needed. Only authorized district employees may administer medication.
- l. 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.
- m. Supervise the dismissal of any class (for recess, end of the day, etc.). The substitute teacher should be the last to leave the classroom.
- n. 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**

- b. 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**

- d. Assume the same responsibilities as a regular classroom teacher for students, equipment, and other assigned materials.
- e. 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.
- f. 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.
- g. Leave a summary of work covered in each class and other pertinent information for the teacher.
- h. 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.***
 - a. **Document information on any student who failed to** follow classroom rules of conduct and/or failed to complete work assigned.
 - b. **See Section I for further classroom control suggestions** and a list of Standards Based Learning Environment “Norms” used in our district.

III. SOCIAL MEDIA

Since a school district employee’s interactions or dialogue with students on a social networking website could be viewed as a representation of the school district by viewers and since communications on such websites are not subject to the same levels of supervision, structure, or formality as the school or classroom environment, the school district strongly discourages its employees’ use of social networking websites as a means of conducting school district business or communicating with students.

State statutes and regulations and school board adopted ethical and professional policies and standards require that professional educators and school district employees establish strict, appropriate, and professional boundaries in their conduct and communications with students. To that end, school district employees shall not use social networking websites as a means of communication with any school district student for purposes unrelated to the school curriculum or school programs.

Employees communicating on social networking sites on matters personal to them or personal to their individual employment on matters which are inappropriate and inconsistent with their ethical responsibilities and not of public concern or with intent to communicate personally with students outside of the district's approved instruction and supervision is prohibited. Employees should utilize the extensive policies and procedures already existing to communicate with the school district's administration on matters affecting their employment or the education of students whom they serve.

IV. 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.

V. EDUCATOR CODE OF ETHICS

All employees of the District are expected to conduct themselves in a manner consistent with effective and orderly education and to protect students and District property. No employee shall, by action or inaction, interfere with or disrupt any District activity or encourage any such disruption. No employee, other than one who has obtained authorization from the appropriate school administrator, shall carry or possess a weapon on school grounds. All employees shall at all times attempt to maintain order, abide by the policies, rules, and regulations of the District, and carry out all applicable orders issued by the Superintendent.

Licensed New Mexico educators acknowledge that ethical values in our schools cannot exist without ethical leadership. It is our ultimate goal to educate children so that they may become productive citizens; we understand that our guidance and ability to provide choices has a profound effect on reaching this goal. In affording students and each other choices, we agree to consider the consequence of each choice, the moral value best exemplified by the recommended choice, and our position on the choice if it were applied to us. These principles apply equally to all licensed educators in all schools except where they are uniquely applicable to public schools or where they conflict with principles of religious freedom.

Moral values are to ethical leadership what years of experience are to a successful educator. The former sets the stage for success of the latter. Abstract principles that espouse excellence do not easily equate into simple behavioral maxims. We are certain that some foundational concepts can be embraced because they truly celebrate desirable moral values. These concepts are: respect for one's self and others, honesty and openness, the delicate balance between absolute freedom and safety, the equally delicate balance between confidentiality and the right to know, equality of opportunity, fairness to all, and personal integrity.

In the final analysis it is our consistent ethical leadership that wins the most allies and produces the best results. Not only does this code highlight our professional responsibilities, but also it stimulates us to discuss the professional implications of our ethical choices and ethical recommendations, causes us to assess and reassess our application of moral values, and sets forth concrete behaviors appropriate for education professionals. We are committed to this code and understand that it provides minimally accepted standards of professional conduct in education.

***Any School District personnel, school employee, school volunteer, contractor or contractor's employee who knows or has reasonable suspicion that a child or student has been subject to ethical misconduct by any School District personnel, school employee, school volunteer, contractor or contractor's employee shall report the matter to the Superintendent or New Mexico Department of Education.**

CODE OF ETHICS

6.60.9.8 CODE OF ETHICS:

We, professional educators of New Mexico, affirm our belief in the worth and dignity of humanity. We recognize the supreme importance of the pursuit of truth, the encouragement of scholarship, and the promotion of democratic citizenship. We regard as essential to these goals the protection of freedom to learn and to teach with the guarantee of equal educational opportunity for all. We affirm and accept our responsibility to practice our profession according to the highest ethical standards. We acknowledge the magnitude of the profession we have chosen, and engage ourselves, individually and collectively, to judge our colleagues and to be judged in accordance with the applicable provisions of this code.

A. Principle I: Commitment to the Student. We measure success by the progress of each student toward achievement of his/her maximum potential. We therefore work to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals. We recognize the importance of cooperative relationships with other community institutions, especially the home. In fulfilling our obligation to the student, we:

- (1) Deal justly and considerately with each student.
- (2) Encourage the student to study and express varying points of view and respect his/her right to form his/her own judgement.
- (3) Conduct conferences with or concerning students in an appropriate place and manner.
- (4) Seek constantly to improve learning facilities and opportunities.

B. Principle II: Commitment to the Community. We believe that patriotism in its highest form requires dedication to the principles of our democratic heritage. We share with all other citizens the responsibility for the development of educational programs and policies and for interpreting them to the public. In fulfilling our obligations to the community, we:

- (1) Share the responsibility for improving the educational opportunities for all.
- (2) Recognize that each educational institution has a person authorized to interpret its official policies.
- (3) Acknowledge the right and responsibility of the public to participate in the formulation of educational policy.
- (4) Evaluate through appropriate professional procedures conditions within a district or institution of learning, make known serious deficiencies, and take action deemed necessary and proper.
- (5) Assume full potential and citizenship responsibilities, but refrain from exploiting the institutional privileges of our professional positions to promote political candidates of partisan activities.
- (6) Protect the educational program against undesirable infringement, and promote academic freedom.

C. Principle III: Commitment to the Profession. We believe that the quality of the services of the education profession directly influence the future of the nation and its citizens. We therefore exert every effort to raise educational standards, to improve our service, to promote a climate in which the exercise of professional judgment is encouraged, to demonstrate integrity in all work-related activities and interactions in the school setting, and to achieve conditions which attract persons worthy of the trust to careers in education. Aware of the value of united effort, we contribute actively to the support, planning, and programs of our professional organizations. In fulfilling our obligations to the profession, we:

- (1) Recognize that a profession must accept responsibility for the conduct of its members and understand that our own conduct may be regarded as representative of our profession.

- (2) Participate and conduct ourselves in a responsible manner in the development and implementation of policies affecting education.
- (3) Cooperate in the selective recruitment of prospective teachers and in the orientation of student teachers, interns, and those colleagues new to their positions.
- (4) Accord just and equitable treatment to all members of the profession in the exercise of their professional rights and responsibilities.
- (5) Refrain from assigning professional duties to nonprofessional personnel when such assignment is not in the best interest of the student.
- (6) Refrain from exerting undue influence based on the authority of our positions in the determination of professional decisions by colleagues.
- (7) Keep the trust under which confidential information is exchanged.
- (8) Make appropriate use of the time granted for professional purposes.
- (9) Interpret and use the writing of others and the findings of educational research with intellectual honesty.
- (10) Maintain our integrity when dissenting by basing our public criticism of education on valid assumptions as established by careful evaluation of facts.
- (11) Respond accurately to request for evaluation of colleagues seeking professional positions.
- (12) Provide applicants seeking information about a position with an honest description of the assignment, the conditions of work and related matters.

D. Principle IV: Commitment to Professional Employment Practices. We regard the employment agreement as a solemn pledge to be executed both in spirit and in fact and in a manner consistent with the highest ideals of professional service. Sound professional personnel relationships with governing boards are built upon integrity, dignity, and mutual respect between employees, administrators, and local school boards. In fulfilling our obligations to professional employment practices, we:

- (1) Apply for or offer a position on the basis of professional and legal qualifications.
- (2) Apply for a specific position only when it is known to be vacant and refrain from such practices as underbidding or commenting adversely about other candidates.
- (3) Fill no vacancy except where the terms, conditions, and policies are known.
- (4) Adhere to and respect the conditions of a contract or to the terms of an appointment until either has been terminated legally or by mutual consent.
- (5) Give prompt notice of any change in availability of service, in status of applications, or in change in position.
- (6) Conduct professional business through recognized educational and professional channels.

6.60.9.9

STANDARDS OF PROFESSIONAL CONDUCT

A. Preamble

(1) We, licensed New Mexico educators, acknowledge that ethical values in our schools cannot exist without ethical leadership. It is our ultimate goal to educate children so that they may become productive citizens; we understand that our guidance and ability to provide choices has a profound effect on reaching this goal. In affording students and each other choices, we agree to consider the consequence of each choice, the moral value best exemplified by the recommended choice, and a reflection on how we would view the choice if it were applied to us. These principles apply equally to all licensed educators in all schools except where they are uniquely applicable to public schools or where they conflict with principles of religious freedom.

(2) Moral values are to ethical leadership what years of experience are to a successful educator. The former sets the stage for success of the latter. Abstract principles that espouse excellence do not easily equate into simple behavioral maxims. We are certain that some foundational concepts can be embraced

because they truly celebrate desirable moral values. These concepts are: respect for one's self and others, honesty and openness, the delicate balance between absolute freedom and safety, the equally delicate balance between confidentiality and the right to know, equality of opportunity, fairness to all, and personal integrity.

(3) In the final analysis it is our consistent ethical leadership that wins the most allies and produces the best results. Not only does this code highlight our professional responsibilities, it stimulates us into discussing the professional implications of our ethical choices and ethical recommendations, causes us to assess and reassess our application of moral values, and sets forth concrete behaviors appropriate for education professionals. We are committed to this code and understand that it provides minimally accepted standards of professional conduct in education.

B. Standard I: Duty to the Student. We endeavor to stimulate students to think and to learn while at the same time we seek to protect them from any harm. Ethical leadership requires licensed educators to teach not only by use of pedagogical tools, but by consistent and justifiable personal example. To satisfy this obligation, we:

(1) shall, in compliance with the Family Educational Rights and Privacy Act of 1974 (20 U.S.C. Section 1232g, 34 C.F.R. Part 99), the Individuals with Disabilities Education Act (20 U.S.C. Section 1401 *et seq.*, 34 C.F.R. Part 300), the Mental Health and Developmental Disabilities Code (Section 43-1-19, NMSA 1978), the Inspection of Public Records Act (Section 14-2-1 *et seq.*, NMSA 1978), the Public School Code (Section 22-1-8, NMSA 1978), and the Children's Code (Sections 32A-2-32, 32A-4-3, NMSA 1978), withhold confidential student records or information about a student or his/her personal and family life unless release of information is allowed, permitted by the student's parent(s)/legal guardian, or required by law.

- (2) shall not discriminate or permit students within our control, supervision or responsibility to discriminate against any other student on the basis of race, color, national origin, ethnicity, sex, sexual orientation, disability, religion, or serious medical condition.
- (3) shall avoid using our position as a licensed school employee to exploit or unduly influence a student into engaging in an illegal act, immoral act, or any other behavior that would subject a licensed school employee or student to discipline for misconduct whether or not the student actually engages in the behavior.
- (4) Shall tutor students only in accordance with the local board policies if any, only after written permission from the student's parent(s)/legal guardian, and only at a place or time approved by the local school and/or the student's parent(s)/legal guardian.
- (5) Shall not give a gift to any one student unless all students situated similarly receive or are offered gifts of equal value for the same reason.
- (6) Shall not lend a student money except in clear and occasional circumstances as where a student may go without food or beverage or be unable to participate in a school activity without financial assistance.
- (7) Shall not have inappropriate contact with the student, whether or not on school property, which includes but is not limited to:

- (a) all forms of sexual touching, sexual relations or romantic relations;
- (b) inappropriate touching which is any physical touching, embracing, petting, hand-holding, or kissing that is unwelcome by the student or is otherwise inappropriate given the age, sex and maturity of the student;
- (c) Any open displays of affection toward mostly-boys or mostly-girls;
- (d) Offering or giving a ride to a student unless absolutely unavoidable as where a student has missed his/her transportation and is unable to make reasonable substitute arrangements.(8) Shall not interfere with a student's right to a public education by sexually harassing a student or permitting students without our control, supervision or responsibility to sexually harass any other student, which prohibited behavior includes:

- (a) making any sexual advances, requests for sexual favors, repeated sexual references, and any name calling by means of sexual references directed at gender-specific students, any other verbal or physical conduct of a physical nature with a student even where the licensed educator believes the student consents or the student actually initiates the activity, and any display/distribution of sexually oriented materials where students can see them;
- (b) creating an intimidating, hostile or offensive work/school environment by at a minimum engaging in any of the prohibited behaviors set forth at paragraph 7 or subparagraph a of paragraph 8, subsection B of 6.60.9.9 NMAC, above.

C. Standard II: Duty of Profession. The education profession has been vested by the public with an awesome trust and responsibility. To live up to that lofty expectation, we must continually engender public confidence in the integrity of our profession, and must strive consistently in educating the children all of whom will one-day shape the future. To satisfy this obligation, we:

- (1) Shall not make a false or misleading statement or fail to disclose a material fact in any application for educational employment or licensure.
- (2) Shall not orally or in writing misrepresent our professional qualifications.
- (3) Shall not assist persons into educational employment whom we know to be unqualified in respect to their character, education, or employment history.
- (4) Shall not make a false or misleading statement concerning the qualifications of anyone in or desiring employment in education.
- (5) Shall not permit or assist unqualified or unauthorized persons to engage in teaching or other employment within a school.
- (6) Shall not disclose personal, medical, or other confidential information about other educational colleagues to anyone unless disclosure is required or authorized by law.
- (7) Shall not knowingly make false or derogatory personal comments about an educational colleague, although First Amendment protected comments on or off campuses are not prohibited.
- (8) Shall not accept any gratuity, gift, meal, discount, entertainment, hospitality, loan, forbearance, favor, or other item having monetary value whose market value exceeds \$100 and which compromises the integrity of the licensed educator, excluding approved educational awards, honoraria, plaques, trophies, and prizes.
- (9) Shall avoid conduct connected with official duties that is unfair or is improper, illegal or gives the appearance of being improper or illegal.
- (10) Shall not sexually harass any school employee, any school visitor or anyone else we might encounter in the course of our official duties, which includes:
 - (a) making any sexual advances, requests for sexual favors, repeated sexual references, and name calling by means of sexual references or references directed at any gender-specific individuals named above;
 - (b) Making any other verbal or physical conduct with any of the above-named individuals even where the licensed educator believes they consent or they actually initiate the activity;
 - (c) Displaying or distributing any sexually oriented materials where the above-named individuals can see them;
 - (d) creating an intimidating, hostile, or offensive work/school environment by at a minimum not engaging in any of the prohibited behaviors set forth at subparagraphs a, b, or c, paragraph 10, subsection C of 6.60.9.9 NMAC, above.
- (11) shall educate oneself at least annually about avoiding sexual harassment by either attending periodic training, reviewing sexual harassment literature or the EEOC guidelines found at Title 29

Code of Federal Regulations Part 1604 (29 C.F.R. Section 1604.1 *et seq.*), or contacting appropriate school human resources personnel.

- (12) Shall not engage in inappropriate displays of affection, even with consenting adults, while on school property or during school events off campus.
- (13) shall not without permission of a supervisor use public school property to conduct personal business or our personal affairs.
- (14) Shall use educational facilities and property only for educational purposes or purposes for which they are intended consistent with applicable policy, law and regulation.
- (15) Shall not discriminate against any school employee, or any other person with whom we have any dealings or contact in the course of our official duties, on the basis of race, color, national origin, ethnicity, sex, sexual orientation, disability, religion, or serious medical condition.
- (16) Shall not engage in any outside employment:
 - (a) the performance of which conflicts with our public school duties as where a licensed educator takes a private job that would require performance in the very school district where he/she is employed;
 - (b) Where we use confidential/privileged information obtained from our public school employment as part or all of our private employment duties;
 - (c) That impairs our physical ability to perform our school duties.
- (17) Shall not with the intent to conceal/confuse a fact, change or alter any writing or encourage anyone else to change or alter any document:
 - (a) in connection with our official school duties;
 - (b) in connection with another licensed person's official school duties;
 - (c) in connection with any non-standardized testing;
 - (d) in connection with any school application or disclosure process;
 - (e) in connection with any writing submitted to the Public Education Department related to our initial or continued licensure, including endorsements.
- (18) Shall not in connection with any State Board-approved teacher test knowingly make any misrepresentations about one's identity, or engage in any false or deceptive acts of test-taking or test-registering.
- (19) Shall not engage in any conduct or make any statement:
 - (a) that would breach the security of any standardized or non-standardized test;
 - (b) that would ignore administering portions or the entirety of any standardized or non-standardized testing instructions;
 - (c) that would give students an unfair advantage in taking a standardized or non-standardized test;
 - (d) that would give a particular school or a particular classroom an unfair advantage in taking a standardized or non-standardized test;
 - (e) that would assist students in obtaining services or benefits to which they do not qualify or are not entitled.
- (20) shall not, when on school property or off campus while representing the school or attending a school function, engage in violent, abusive, indecent, profane, boisterous, unreasonably loud or otherwise disorderly conduct which tends to disturb the peace.

6.60.9.9 NMAC-N, 04-30-01.

6.60.9.10 FAILURE TO COMPLY WITH THIS CODE The SBE finds that adherence to this Code of Ethical Responsibility has a significant bearing on licensed personnel's competence, turpitude or the proper performance of their duties. It makes the same finding for any other person providing instructional services in a school who does not hold a standard license but whose presence is authorized by the SBE through a waiver, substandard license, substitute license, or an educational plan approved by the SBE. Both the Code of Ethics and Standards of Professional Conduct are intended to provide a valuable framework of personal ethics to assist educators and administrators in their interaction with colleagues, students and parents. However, the Standards of Professional Conduct establish minimal standards of accepted professional conduct with which all educators and administrators are required to comply. Therefore, the SBE through the professional licensure unit ("licensure unit") of the of Public Education Department (PED), may revoke or suspend the licensure of any person, or may deny applications for licensure or relicensure to any person, who is within the scope of this regulation, and who after hearing, is found to have failed to comply with one or more of the enumerated provisions of the Standards of Professional Conduct set forth in 6.60.9.9 NMAC, above, exclusive of the preamble. All hearings and attendant notices shall be conducted and served pursuant to either 6 NMAC 4.2.4.4 or 6 NMAC 4.2.4.5.

6.60.9.10 NMAC-N, 04-30-01

6.60.9.11 DISSEMINATION OF THIS CODE The licensure unit shall adopt measures to ensure that this Code of Ethical Responsibility receives the widest possible dissemination to all persons falling within its scope. Such measures include but are not limited to:

A. Providing information about the Code of Ethical Responsibility directly through the licensure unit's application process;

B. Providing information about the Code of Ethical Responsibility to all school districts, charter schools, and non-public schools accredited by the SBE;

C. Notifying any school district, charter school or private school accredited by the SBE of the decision and order of the SBE after the SBE has taken final licensure action against one of their employees based in whole or in part on a failure to comply with the standards of Professional Conduct;

D. Any other reasonable measure that is calculated to result in the widest dissemination of the SBE's Code of Ethics and notification of the consequences of failure to comply with the Standards of Professional Conduct.

6.60.9.11 NMAC-N, 04-30-01.

VI. FREQUENCY OF CALLS AND EVALUATION OF SUBSTITUTE TEACHERS

A. The Artesia Public Schools now uses an automated substitute calling system called Absence & Substitute. A supplement to this handbook will be provided with guidance on utilizing 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 EVALUTION 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

This Substitute Teacher is **NOT 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.