

Montezuma-Cortez School District Re-1



Substitute Teachers & Support Staff Handbook

2023-2024

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August 16, 2023

Dear Substitute Teacher / Support Staff:

Welcome to Montezuma-Cortez School District RE-1. Quality substitute teachers are essential, and we are excited that you have chosen to share your knowledge and professionalism with the students and staff of our district.

Standards are high for our teachers and support staff, as we constantly pursue excellence in our educational programs. Our success can be attributed to teamwork, dedication, and professionalism of our employees. As a substitute teacher/support staff you are part of our district's most valuable asset. You assume a demanding and critical role in the education of the children/youth in our community.

The following pages of this handbook will help you understand the duties, responsibilities and procedures of the Montezuma-Cortez School District RE-1. You will be expected to carry on the programs of the regular classroom teacher / support staff as closely as possible. You will find the staff in all buildings helpful and willing to make your substituting experiences in the District pleasant, rewarding and enjoyable.

If you have any questions or concerns, please feel free to call me at 565-7282, Extension 1135.

Sincerely,

Cyndi Eldredge
Executive Director of Human Resources

SCHOOL PHONE NUMBERS
ADMINISTRATORS
AND
PRINCIPALS

Administration 400 N. Elm St. Tom Burris – Interim Superintendent Cyndi Eldredge – Executive Director of Human Resources Danielle Brafford – Director of Finances	565-7282
Montezuma-Cortez High School 418 S. Sligo St Principal – Dr. Jennifer Boniface	565-3992
Cortez Middle School 450 W. 2 nd Street Principal – Drew Pearson	565-7824
Kemper Elementary School 620 E. Montezuma Principal – Katie Nelson	565-3737
Lewis-Arriola Elementary School 21434 Rd. U Principal – Angie Sauk	882-4494
Mesa Elementary School 703 W. 7 th Street Principal – Robert Laymon	565-3858
Beech Street Pre-School 510 N. Beech St. Director – Andrea Martinez	565-7491

ARRANGEMENTS FOR PROFESSIONAL STAFF SUBSTITUTES

All substitute teachers shall be notified by the district notification clerk or building principal. The building principal, or his designee, shall apprise the notification clerk of regularly scheduled absences of teachers for his building (athletic events, personal leaves, professional meetings, etc.). Individual staff members shall be responsible for contacting the notification clerk if they are ill or have other absences not planned in advance.

Substitutes shall be called in the following order: those with Colorado Certified License and then those holding a Colorado Substitute License.

Substitute teachers shall carry out the program of instruction to the best of their ability. **Substitutes are not employed to only keep order.**

FRONTLINE

The District has the FRONTLINE ABSENCE MANAGEMENT SYSTEM for electronic notifications when a substitute is needed. In addition, substitutes will be able to pick up open positions in advance when an employee absence is requested ahead of time.

When you are hired you will receive an email with a welcome link to FRONTLINE. Please follow the instructions and set up your account as soon as possible.

If you are having difficulty, or have questions with the FRONTLINE system, please contact Carrie Hrvatin at 970-565-7282 x 1106 or email her at chrvin@cortez.k12.co.us.

Please see the Montezuma-Cortez School District RE-1 Website for the current school calendar.
[Calendar](#)

Code of Conduct - JICDA

The principal may suspend or recommend expulsion of a student who engages in one or more of the following activities while in school buildings, on district property, while being transported in vehicles dispatched by the district or one of its schools, during a school-sponsored or district-sponsored activity or event and off school property when the conduct has a nexus to school or any district curricular or non-curricular event.

1. Causing or attempting to cause damage to school property or stealing or attempting to steal school property of value.
2. Causing or attempting to cause damage to private property or stealing or attempting to steal private property.
3. Commission of any act which if committed by an adult would be robbery or assault as defined by state law. Expulsion shall be mandatory in accordance with state law except for commission of third degree assault.
4. Committing extortion, coercion or blackmail, i.e., obtaining money or other objects of value from an unwilling person or forcing an individual to act through the use of force or threat of force.
5. Engaging in verbal abuse, i.e. name calling, ethnic or racial slurs, or derogatory statements addressed publicly to others that precipitate disruption of the school program or incite violence.
6. Engaging in "hazing" activities, i.e., forcing prolonged physical activity, forcing excessive consumption of any substance, forcing prolonged deprivation of sleep, food, or drink, or any other behavior which recklessly endangers the health or safety of an individual for purposes of initiation into any student group.
7. Violation of the district's policy on bullying prevention and education.
8. Violation of criminal law which has an immediate effect on the school or on the general safety or welfare of students or staff.
9. Violation of district policy or building regulations.
10. Violation of the district's policy on weapons in the schools. Expulsion shall be mandatory for carrying, bringing, using or possessing a dangerous weapon without the authorization of the school or school district, in accordance with state law.
11. Violation of the district's alcohol use/drug abuse policy. Expulsion shall be mandatory for sale of drugs or controlled substances, in accordance with state law.
12. Violation of the district's violent and aggressive behavior policy.
13. Violation of the district's tobacco-free schools policy.

14. Violation of the district's policy on sexual harassment.
15. Violation of the district's policy on nondiscrimination.
16. Violation of the district's dress code policy.
17. Throwing objects, unless part of a supervised school activity, that can cause bodily injury or damage property.
18. Directing profanity, vulgar language or obscene gestures toward other students, school personnel or visitors to the school.
19. Lying or giving false information, either verbally or in writing, to a school employee.
20. Scholastic dishonesty which includes but is not limited to cheating on a test, plagiarism or unauthorized collaboration with another person in preparing written work.
21. Making a false accusation of criminal activity against a district employee to law enforcement or to the district.
22. Behavior on or off school property which is detrimental to the welfare or safety of other students or school personnel.
23. Repeated interference with the school's ability to provide educational opportunities to other students.
24. Continued willful disobedience or open and persistent defiance of proper authority including deliberate refusal to obey a member of the school staff.

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Each principal shall post a copy of these rules in a prominent place in each school and shall distribute a copy to each student. Copies also shall be available to any patron of the district upon request.

Adopted: 1977

Revised: August 27, 1985

Revised: November 9, 1993

Revised: September 20, 1994

Revised: September 17, 1996

Revised: August 18, 1998

Revised: September 7, 1999

Revised: February 6, 2001

Revised: November 18, 2003

Revised: March 5, 2013

LEGAL REFS.: C.R.S. 12-22-303 (7) (*definition of controlled substance*)
 C.R.S. 18-3-202 *et seq.* (*offenses against person*)
 C.R.S. 18-4-301 *et seq.* (*offenses against property*)
 C.R.S. 18-9-124 (2)(a) (*prohibition of hazing*)
 C.R.S. 22-12-105 (3) (*authority to suspend or expel for false accusations*)
 C.R.S. 22-32-109.1 (2)(a)(I) (*duty to adopt policies on student conduct, safety and welfare*)
 C.R.S. 22-32-109.1 (2)(a)(II) (*policy required as part of safe schools plan*)

C.R.S. 22-32-109.1 (9) (*immunity provision in safe schools law*)

C.R.S. 22-33-106 (1)(a-f) (*grounds for suspension, expulsion, denial of admission*)

CROSS REFS.: AC, Nondiscrimination/Equal Opportunity
ADC, Tobacco-Free Schools
ADD, Safe Schools
ECAC, Vandalism
GBGB, Staff Personal Security and Safety
JBB*, Sexual Harassment
JIC, Student Conduct
JICA, Student Dress Code
JICC, Student Conduct on School Buses
JICDD*, Violent and Aggressive Behavior
JICF, Secret Societies/Gang Activity
JICH, Drug and Alcohol Use by Students
JICI, Weapons in School
JK, Student Discipline
JKD/JKE, Suspension/Expulsion of Students

Montezuma-Cortez School District Re-1

SUBSTITUTE TEACHER PAY

Substitute teachers shall be paid at the following rates:

Para/Sec Daily sub rate	\$15.00 hour
One Year Substitute Authorization	\$150.00
Three and Five Year Sub License	\$200.00
Current Colorado Certified/Licensed	\$200.00
Long Term Sub	\$245.00

LONG TERM SUBSTITUTES:

All substitutes are paid in half-day increments.

Pay periods are from the 21st of each month to the 20th of each month. Paychecks are issued on the last workday of each month. Direct deposit is mandatory. If you are not set up for direct deposit please notify the payroll office.

General Procedures:

Each school will provide the substitute teacher with materials needed to: Take roll and record attendance, seating charts, duty schedules if applicable, daily lesson plans and pertinent student information. These classroom management tools will be given to each substitute teacher when checking in for duty. These materials will be in the school office or classroom where you will be substituting.

Report Time:	High School	7:40 A.M.
	Middle School	7:55 A.M.
	Lewis/Arriola	7:45 A.M.
	Mesa & Kemper	7:45 A.M.
	Beech Street	8:05 A.M.

Report To:	Office
Items to Bring:	Notebook, Pen, Pencil, Sub Handbook

Welcome to the School District RE-1. When not on duty, you are invited to have coffee and visit with other staff members in the teachers' lounge. Also, feel free to eat in the school cafeteria.

Part-Time and Substitute Professional Staff Employment/Qualifications of Substitute Staff – GCG/GCGA

The Board of Education shall maintain an authorized list of personnel to be used for substitute or part-time employment. Prior to adding a person's name to the list, a background check shall be carried out in accordance with state law.

The Board authorizes the superintendent to notify and direct persons on the list to perform such service for the district as may be required on a temporary basis. The Board authorizes principals to notify and direct persons on the list to perform as substitute teachers on a temporary basis as needed.

The Board shall approve payment of substitute teachers at the next regular meeting. Authorization by the Board of Education to pay personnel performing services on a temporary basis shall constitute employment by the Board for services provided during the period of time covered by such payment.

Such payment shall not constitute any assurance or offer of continuing employment without specific Board action.

Every person placed on the authorized list shall be given a copy of this policy prior to performing services pursuant to this policy.

The Board annually shall determine the district's needs for substitute teachers and the availability of substitute teachers who meet the licensure requirements of state law. If it is determined that a shortage of qualified substitute teachers exists, the Board shall attest that an emergency exists due to a demonstrated shortage of licensed or authorized substitute teachers in the district. If these conditions exist, qualified applicants shall be encouraged to apply for emergency substitute authorization in accordance with state regulations.

All persons hired as emergency substitute teachers shall be fingerprinted in accordance with the requirements of state law.

The Board directs the administration to take any necessary steps to increase the available pool of substitute teachers by encouraging qualified persons to seek the appropriate license or authorization as provided by state law and regulation.

Adopted: January, 1975
Revised: March 13, 1979
Revised: January 21, 1992
Revised: October 3, 1995
Revised: August 18, 1998
Revised: November 15, 2011

LEGAL REFS.: C.R.S. 22-9-106 (1)(b) (*licensed personnel evaluation system*)
22-32-109.7 (*duty to make inquiries prior to hiring*)
22-32-109.8 (*fingerprinting requirements for non-licensed positions*)
22-60.5-111 (*types of authorizations*)
22-63-103 (6), (10) (*definition of part-time teacher; definition of substitute teacher*)
1 CCR 301-37, Rules 2260.5-R-4.05 through 4.09 (*substitute authorizations*)

CROSS REFS: GCE/GCF, Professional Staff Recruiting/Hiring
GCOA, Evaluation of Instructional Staff
GDE/GDF, Support Staff Recruiting/Hiring
Montezuma-Cortez School District Re-1, Cortez, Colorado

Alcohol Use/Drug Abuse by Staff Members – GBEC

Montezuma-Cortez School District Re-1 has a firm commitment and a vital interest in maintaining a safe, healthful and efficient working environment for its employees, students and others. To that end, the school district shall comply with the requirements as set out in the Safe and Drug-Free Schools and Communities Act of 1994 and the Drug-Free Workplace Act of 1988. The superintendent shall establish and implement guidelines and programs to carry out the law. Compliance with such statutes, guidelines and programs shall be a mandatory condition of employment for all district employees.

Employees (which term shall, for purposes of this policy, include volunteers, part-time employees or similarly situated district personnel) are prohibited from possessing, using, handling, receiving, being under the influence of, or otherwise dealing with illegal drugs, alcoholic beverages or controlled substances while on duty, assignments, purposes or tasks, or while responsible for school district functions or student functions or activities.

Adopted: May 9, 1989

Revised: October 23, 1993 Revised: March 7, 2000

Revised: June 5, 2001

Revised: November 15, 2011

LEGAL REFS: 20 U.S.C. 7101 *et seq.* (*Safe & Drug Free Schools and Communities Act*)

21 U.S.C. 812 (definition of controlled substance)

41 U.S.C. 701 and 702 (*Drug-Free Workplace Act of 1988*)

CROSS REFS: EEAEAA*, Drug and Alcohol Testing for Bus Drivers

GCQF, Discipline, Suspension and Dismissal of Professional Staff

GDQD, Discipline, Suspension and Dismissal of Support Staff

JICH, Drug and Alcohol Use by Students

Montezuma-Cortez School District Re-1, Cortez, Colorado

REGULATIONS REGARDING A DRUG-FREE AND ALCOHOL-FREE WORKPLACE

"Illegal drugs" and "controlled substances" include but are not limited to narcotic drugs, hallucinogenic or mind-altering drugs or substances, amphetamines, barbiturates, stimulants, depressants, marijuana, anabolic steroids, and other controlled substances defined by law, or any prescription or non-prescription drug, medicine, vitamin, or chemical substances not possessed, used or handled in accordance with District policy, regulation and guidelines, or used other than in the manner and dosage prescribed. This definition shall include "look-alike" substances or substances characterized as drugs.

"Under the influence" is defined as being unable to perform work in a safe and productive manner, or being in a physical or mental condition which creates a risk to the safety and well-being of the individual, students or other employees, the public or District property, or having any detectable level, including odor, of alcohol, drugs, substances, intoxicant, or any combination thereof, in or from the body.

Certifications

The Superintendent of Schools shall file a certified statement to the Department of Education that the School District has adopted and implemented, in accordance with law, a program to prevent the use of illicit drugs and alcohol by School District employees.

Disciplinary Actions

Observance of these policies, procedures and guidelines is a condition of employment. A violation shall subject the employee to appropriate disciplinary action, which may include termination and referral for prosecution. The employee may be allowed to participate in an approved drug or alcohol abuse assistance or rehabilitation program in appropriate circumstances in accordance with Board of Education policy and when determined to be appropriate by the Administration.

An employee knowingly in violation of these policies, procedures and guidelines may be suspended immediately by his/her Building Principal or supervisor.

An employee shall be suspended immediately after arrest for possession or being under the influence of an illegal drug or a controlled substance.

After investigation, the Superintendent of Schools may reinstate the employee if it appears to be in the best interests of the individual and the School District. The matter must be reported in full to the Board of Education.

If the investigation causes the Superintendent of Schools to continue the suspension in excess of ten (10) school days, the employee may request an opportunity to meet with the Superintendent of Schools or his/her designee to discuss the matter in a fair and impartial manner.

Information about the standards of conduct required by District policy and procedure and a statement of disciplinary sanctions shall be available to employees in an appropriate manner on an annual basis. All employees who specifically work under a contract or grant, which is federally funded, shall acknowledge receipt of this policy and related information.

PROGRAMS

The Superintendent of Schools shall develop and implement a program or programs as required by law relating to drugs in the workplace to inform employees about:

The dangers of drug abuse in the workplace.

The School District's policy of maintaining a drug-free workplace

Available drug counseling, rehabilitation and employee assistance programs.

Each employee shall be informed about the standards of conduct outlined in this guideline.

Notification

Any employee who is convicted or pleads *nolo contendere* under any criminal statute for any matter which would be a violation of these policies, procedures and guidelines shall notify the Superintendent of Schools no later than five (5) days after the conviction. The School District has an obligation under federal law to notify the appropriate federal agency within ten (10) days after receiving notice of such conviction if there is a relationship between federal funds received by the School District and the convicted employee's work site.

Review

The Board of Education shall conduct a biennial review of its drug and alcohol abuse prevention program to determine its effectiveness to implement required changes and to ensure that disciplinary sanctions are consistently enforced.

Information

The School District shall, upon request, make available full information about the elements of this program including the results of the biennial report to the appropriate federal officials, the Colorado Department of Education and/or the public.

Testing Generally

Supervisors who have a reasonable and individualized suspicion that any classified or licensed School District employee is under the influence of illegal drugs or controlled substances contrary to this policy or procedure shall immediately consult with the Superintendent or the Superintendent's designee to determine what if any action should be taken. A supervisor who believes the employee in question poses an immediate threat to the health or safety of the employee or to others shall take necessary and appropriate action to obviate the threat before consulting the Superintendent or Superintendent's designee.

- a. "Reasonable and individualized suspicion" may be based on, but need not be limited to, such criteria as the employee's physical appearance, behavior, speech or odor.

If the Superintendent or Superintendent's designee concurs that there is a reasonable and individualized suspicion that the employee in question is under the influence of illegal drugs or alcohol while on duty, the employee may be confronted with the suspicion and may be required to undergo testing by an experienced, reputable provider of testing services at School District expense. Any employee tested for illegal drugs or alcohol has the right to timely obtain a second test at his/her own expense and submit the results to the School District for its consideration.

- b. Arrangements shall be made for employees to be taken home if the School District questions their ability to drive safely.

- c. All test results, both positive and negative, shall be treated as confidential and shall only be disclosed on a "need to know" basis.
- d. Any employee who refuses to be tested for illegal drugs or alcohol as requested by the School District pursuant to this policy shall be subject to disciplinary action for insubordination, up to and including dismissal. For repeated incidents, dismissal shall be mandatory.

Employees who have been demonstrated to be or have been under the influence of illegal drugs or who test positive for illegal drugs or alcohol under this procedure are subject to discipline up to and including dismissal. For repeated incidents, dismissal shall be mandatory.

Employees with alcohol or drug abuse problems are encouraged to request information about drug and alcohol counseling and rehabilitation programs through their supervisors or through the personnel office. The School District may work to accommodate employees seeking to enter or become involved in counseling and rehabilitation programs to assist them in overcoming their alcohol and/or drug abuse problems.

Safety Sensitive Testing

Notwithstanding any other provisions in these policies, procedures and guidelines, employees involved in safety sensitive functions shall be subject to the provisions of Policy EEAEAA, relating to procedures for testing of motor vehicle operators.

Adopted: March 7, 2001
Revised: June 5, 2001

MONTEZUMA-CORTEZ SCHOOL DISTRICT RE-1
EMPLOYEE ACKNOWLEDGMENT FORM

I, the undersigned employee of Montezuma Cortez RE-1, have received a copy of the Drug-Free Workplace Standards of Conduct as reflected in District policy, procedure and guidelines and:

1. I agree to abide by the terms of these standards.
2. I agree to notify my supervisor if I am convicted of violating a criminal drug statute in the workplace no later than five (5) days after the date of such conviction.

Employee Name (Please Print)

Employee

Date

LEGAL REFS: 20 U.S.C. 7101, *et seq.*, Safe and Drug-Free School and Communities Act of 1994
 20 U.S.C. 3221, Drug Education, Definitions
 21 U.S.C. 812, Definition of controlled substance
 41 U.S.C. 3221, Drug Education, Definitions
 41 U.S.C. 701, *et seq.*, Drug-Free Workplace Act of 1988
 34 C.F.R. Part 86, Drug-Free Schools and Campuses

Adopted: May 9, 1989
Revised: October 23, 1992
Revised: June 5, 2001

Staff Dress Code - GBEB

Teachers and other staff members project an image to the community and to students about the professionalism of the district. During the workday and at all work-related activities, employees shall adhere to a professional standard of dress and shall be neat and clean in appearance. Examples of professional attire include, but are not limited to, collared shirts, dress slacks, dresses and coordinated separates. Maintenance workers, transportation employees, food preparers, custodians, etc. shall wear suitable clothing for their work instead of professional dress. The principal or department director has the final authority to decide what professional attire is.

Unacceptable items - The following items are deemed disruptive to the classroom environment or to the maintenance of a safe and orderly school and are not acceptable in school buildings, on school grounds, or at school activities:

1. Shorts, dresses, skirts or other similar clothing shorter than mid-thigh length
2. Sunglasses and/or hats worn inside the building
3. Inappropriately sheer, tight or low-cut clothing (e.g., midriffs, halter tops, backless clothing, tube tops, garments made of fishnet, mesh or similar material, muscle tops, etc.) that bare or expose traditionally private parts of the body including, but not limited to, the stomach, buttocks, back and breasts.
4. Any clothing, paraphernalia, grooming, jewelry, hair coloring, accessories, or body adornments that are or contain any advertisement, symbols, words, slogans, patches, or pictures that:

- Refer to drugs, tobacco, alcohol, or weapons
- Are of a sexual nature
- By virtue of color, arrangement, trademark, or other attribute denote membership in gangs which advocate drug use, violence, or disruptive behavior
- Are obscene, profane, vulgar, lewd, or legally libelous
- Threaten the safety or welfare of any person
- Promote any activity prohibited by the student code of conduct
- Otherwise disrupt the teaching-learning process as deemed by administration

Exceptions

Appropriate athletic clothing may be worn when teaching or assisting with physical education classes, or when coaching athletic activities.

Adopted: August 9, 1977, Revised: May 14, 1981, Revised: August 23, 1988, Revised: August 19, 1997, Revised: August 17, 2004: **Revised: August 18, 2020** - LEGAL REF.: C.R.S. 22-32-109 (1) (cc) (districts required to have staff dress code)
CROSS REFS. GBEB, Staff Conduct (And Responsibilities) JICA, Student Dress Code

**SUBSTITUTE TEACHER
RENEWAL AND NON-RENEWAL**

Certified Substitutes are responsible for tracking their days as to when they are approaching the one hundred & ten day (110) limit. The substitute may continue to work up to the number of days allowed.

A letter will be mailed or a phone call will be made, requesting information and whether or not you will be returning in the fall.

SUBSTITUTE AUTHORIZATION

1. Five (5) Year Substitute Authorization may be issued to an applicant who:
 - Holds a valid certificate or license from another state, **OR**
 - Holds or has held a standard Colorado certificate or license.

2. Three (3) Year Substitute Authorization may be issued to an applicant who:
 - Holds at least a bachelor's degree from a regionally accredited institution of higher education.

3. One (1) Year Substitute Authorization may be issued to an applicant who:
 - Has sixty (60) post secondary hours or has a high school diploma with experience working with children and BOCES training.
 - Provides evidence of successful experience working with children or youth.

NOTE: Applications for all licenses and license renewal are to be completed and paid for online at cde.state.co.us.

ALL SUBSTITUTES MUST ATTEND A CLASSROOM MANAGEMENT COURSE BEFORE BEING PLACED ON THE SUBSTITUTE LIST.

POSITIVE BEHAVIORAL SUPPORT SYSTEM

Positive Behavioral Support systems are in place at all of our district schools. Each school determines their 3-5 behavioral expectations which best fit the school culture of that building. Please check with the administration or office staff if you need any clarification on those expectations. PBS promotes positive behavior and each school will have a slightly different approach to recognizing good behavior. The following information summarizes PBS.

DUTIES

1. **Be on time!!**
2. Assume responsibility for the care, discipline and instruction of the pupils in your charge.
3. Assume responsibility for keeping all records required of the classroom teacher (lunch, attendance, grades, etc.)
4. Check to see which students have special classes.
5. You are in control of the classroom as long as you are there.
6. Make sure you sign off on your timesheets.

If you have any questions, please ask!

Hints on classroom control

- A. Be firm.
- B. Be fair.
- C. Be calm.
- D. Treat each child as you would like to have your own child treated.

Discipline when necessary. Send pupils to the Principal, Assistant Principal, or Head Teacher for disciplining as a last resort.

7. Report promptly, to the Principal or Head Teacher, any serious accident or illness affecting any child in your charge.
8. Assume responsibility for supervision in the halls, classroom, playground, lunchroom and the bus lines as assigned.
9. In case of fire drill, follow the exit plan posted in the classroom to which you are assigned.
10. If possible, you will be notified before dismissal time if you will be needed the following day.

Significant Disciplinary Issues

The following situational topics tend to escalate into contentious, possibly dangerous scenarios that require immediate action on your behalf. (These will be discussed in detail during substitute training.)

- Reports of weapons or drugs. Contact building administration or a teacher immediately.
- Reports of bullying, intimidation, or fighting. Contact administration or a teacher as soon as possible.
- **Never place your hand on a student in a disciplinary situation unless it is to protect yourself or another student.**
- Do not attempt to block a student from exiting a classroom, hallway, or an area during a disciplinary situation. Allow the student to leave and call for assistance.
- Searches are to be conducted by school administration or police officers only.
- If in doubt- call for help. You will not get into trouble for asking for assistance!
- Know how to contact building administration (phone codes, etc...) or teachers immediately. Ask ahead of time if you do not know how to do this.
- Review the Critical Response Plan for each building prior to students entering the classroom. A copy of this must be posted by your desk.
- If in doubt.....ASK!

DAILY
SUBSTITUTE TEACHER REPORT FORM

Date _____ Name _____

Substituting for _____

Were lesson plans, seating charts, etc. provided? Yes _____ No _____

Work Covered _____

Assignments _____

General comments _____

(Completed form is to be returned to the teacher within one day and the principal within two days)

Teacher's Comments: _____

Teacher's Signature: _____ Date: _____

Principal's Signature: _____ Date: _____

REPORT OF CONCERNS
BY THE CLASSROOM TEACHER
REGARDING THE SUBSTITUTE TEACHER

Teacher's Name _____ Date _____

Substitute Teacher's Name _____

This is to be completed by the classroom teacher and returned to the principal as soon as possible.

	YES	NO	MOST
1. Were the students' papers and tests checked? _____	_____	_____	_____
2. Were the lesson plans followed? _____	_____	_____	_____
3. Was discipline maintained? _____	_____	_____	_____
4. Were your duties covered/followed? _____	_____	_____	_____

Classroom Teacher's Comments

1. If the substitute teacher was unsatisfactory, please state your specific reasons. _____

2. Additional comments – positive statements are welcomed! _____

Teacher's Signature _____ Date: _____

Principal's Signature: _____ Date: _____

DUE PROCESS CHECKLIST

DATE

NOTICE TO SUBSTITUTE REGARDING CONCERNS _____

AN UNBIASED MEETING WITH SUBSTITUTE, PRINCIPAL AND
HR DIRECTOR REGARDING CONCERNS _____

OPPORTUNITY FOR SUBSTITUTE TO VOICE THEIR CONCERNS
AND TO MEET WITH TEACHER IF DESIRED _____

MEETING WITH SUBSTITUTE, PRINCIPAL AND HR DIRECTOR FOR
DECISION ON PROPOSED ACTION AND THE GROUNDS ASSERTED FOR IT _____

SUBSTITUTE COMMENTS: _____

TEACHER COMMENTS: _____

PRINCIPAL COMMENTS: _____

FINDINGS: _____

SUBSTITUTE

PRINCIPAL

HUMAN RESOURCES

PAGE 2 OF 2

SURVIVAL HINTS!

- Locate the lesson plans and class schedule.
- Maintain control over the class at all times.
- Keep the students focused and on task.
- Downtime is detrimental
- Keep a smooth transition of topics, tasks or assignments.
- If it is a quick lesson, take note and be prepared to fill in with additional material.
- Organize the teaching materials.
- Check the discipline system. It is usually on the wall or in the plans. If you find nothing, be ready to use your own.
- Evaluate the quality of work for the class so you know what to expect.
- Evaluate the student cooperation. Did the class come in and know what was expected of them? Ask them questions and look at their answers to see if they are uniform or not.
- Look for a seating chart in the lesson plan. If you find nothing, you may want to write your own on the chalkboard, name cards or graph paper.

IN AN EMERGENCY WHEN YOU HEAR IT. DO IT.

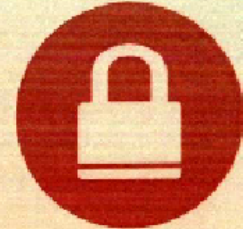
LOCKDOWN! LOCKS, LIGHTS, OUT OF SIGHT.

STUDENTS

Move away from sight
Maintain silence
Do not open the door

TEACHER

Lock interior doors
Turn out the lights
Move away from sight
Do not open the door
Maintain silence
Take attendance



LOCKOUT! SECURE THE PERIMETER.

STUDENTS

Return inside
Business as usual

TEACHER

Bring everyone indoors
Lock perimeter doors
Increase situational awareness
Business as usual
Take attendance



EVACUATE! TO ANNOUNCED LOCATION.

STUDENTS

Bring your phone
Leave your stuff behind
Follow instructions

TEACHER

Lead evacuation to location
Take attendance
Notify if missing, extra or injured students



SHELTER! HAZARD AND SAFETY STRATEGY.

STUDENTS

Hazard	Safety Strategy
Tornado	Evacuate to shelter area
Hazmat	Seal the room
Earthquake	Drop, cover and hold
Tsunami	Get to high ground

TEACHER

Lead safety strategy
Take attendance



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EMERGENCY PROCEDURES

Lock Down: This means danger may be imminent inside the facility or outdoors. All students and staff go to and stay in their classrooms or offices. The building is locked up.

Evacuation: This means danger to the facility may be impending. All staff and students follow the fire drill/evacuation procedures to evacuate the buildings. Proceeding to an alternate safe site may be needed.

LOCKDOWN PROCEDURES

Lock Down

Doors shall be closed and locked and no students will be released until law enforcement or an administrator unlocks your classroom door.

- Stay in control
- Keep students in classroom with no interruptions
- Direct students to move out of sight of doors and windows
- Stay in locked rooms
- DO NOT send students out of class
- Wait for further instructions
- If a fire alarm goes off during a lockdown it will be silenced and wait for instructions.

Weapons on Campus

- Notify Administrator
- Get description of weapon
- Be aware of the person's state of mind

Bomb Threat

- Person who takes initial call must fill out telephone procedures for bomb threat form
- Relay information to Administrator
- Wait for further instructions

Natural Disaster

- In disasters requiring evacuation of students from school, the evacuation will be carried out according to procedures established for evacuation during fire drills.
- In disasters requiring closure of school for several days, parents will be updated with further information through media.

Bomb Explosion, Fire Chemical Accident or Manmade Disaster

- Call 911/Notify Administrator
- Evacuate classroom and account for all students
- ADM will contact appropriate personnel for arrangement of transportation and other responsibilities
- Listen for further instructions

Hostage Procedure

Directly involved

- Notify Administrator whenever possible
- Remain calm
- Do NOT negotiate
- Do NOT lecture the individual
- Be flexible to the situation
- Be ready to react to any directions from police or SWAT Team

Not directly involved

- Will be instructed to go to Lock Down status
- Take attendance to account for anyone missing
- Prepare for evacuation
- Wait for further directions

Media

All media questions should be referred to the school superintendent or any appointed designee.

- Southwest Health Systems in Cortez - <https://www.swhealth.org/covid-19info/>
- Colorado Department of Public Health - <https://covid19.colorado.gov/frequently-asked-questions-faq>

CULTURAL AWARENESS:

Owls in the classroom: Some families are very superstitious about owls. Some students may be quite uncomfortable around them.

Animal stories: Coyote stories were only told at certain times of the year such as winter. Some animals and insects caused nightmares or bad luck if you told stories about them. Some of these are ants and stink bugs. Bird stories you could tell at any time.

Also the Coyote was used in these stories as an example of unwanted behavior; he acted in a way that you weren't supposed to. He was not a hero or someone to emulate but a troublemaker.

You don't play with horned toads or lizards, turn them over on their backs, etc., or kill them. You also don't kill chipmunks as doing these things will cause a big rainstorm.

Never drink out of a bowl because it will get lost. Also do not eat out of the pans or dishes that you cooked in.

Some people will pour out a little liquid before they drink for those who have passed on.

You are not supposed to pick up rocks or pottery as these may hold bad spirits that may cause nightmares or sickness. Also out of respect for the ancestors who made the pottery.

If you are outdoors and you find a feather, don't hang it up in your room or make the students handle it as this may cause some students to be uncomfortable if you don't know what kind of bird it came from.

You may notice that some students will avoid pointing at rainbows; this is because we are told by the grandmothers that if you point at the rainbow, your finger will be cut off.

Do not open umbrellas inside a house or buildings, this is considered bad luck.

Avoid whirlwinds. We believe that it is extremely bad to get caught in one. It makes you get mixed up in your mind or you could get very sick.

In our Tribal society, your first cousins are considered your brothers and sisters and are called as such, which could cause some confusion if you don't know this.

Regarding the menstruation period for our young women, there are a number of things that we tell them to do. One thing is that we avoid certain foods, so please do not force them to eat everything on their tray. It is also important that you realize that Native Americans are very modest people, and this time period is a very private matter for the young ladies, they will not talk about this at all with you. They might also refuse to participate in athletics at this time. So please just be aware of this with your older female students. Also, regarding the modesty of our people, most students will be very shy about undressing in front of other students for P.E. for example.

TEACHING AND LEARNING WITH NATIVE AMERICANS **A Handbook for Non- Native American Adult Educators**

Strategies for Teaching Native Americans

Some points to be considered when teaching Native Americans:

- Be aware of their background, knowledge, and experiences.
- Get to know each person. This may take time but once a relationship is established which involves trust then the individual is more receptive to learning and more willing to participate. He will do better with the understanding that his teacher cares. Trust is an integral part of the relationship.
- One-to-one help. At the beginning, some may be reluctant to ask questions but through the trust building relationship and time they will open up and be more willing to share and ask questions. Some may not be as verbal as non-Native Americans.
- When teaching concepts use examples that are relevant to their lifestyles and/or communities. It helps to have some background information about the tribe(s) of the individual. They come with varying backgrounds and experiences.
- Use all modes (visual, auditory, tactile, and kinesthetic) when teaching concepts and skills. Use visual aids, drawings, illustrations or demonstrations, and do not limit activities to worksheets and lectures.
- Role playing can be utilized provided that the teacher feels comfortable in using it. At the beginning, students may appear shy and may not be willing or may be hesitant to participate. With time they will take part although perhaps not to the extent of some non-Native Americans. This depends on the background of individuals. The person who is more acculturated may be more verbal than a more traditional student. Become familiar with and know your students, then they will be more apt to open up and participate.
- In the beginning have them work in small groups and slowly bring the small groups together into a larger group. This allows students to get to know others and feel more comfortable.
- If they do not understand concepts, try another method of re-teaching the concepts. Sometimes, the concept may be difficult because of the vocabulary.
- Teachers need to make sure students understand when concepts are being taught by asking questions. This allows for feedback before introducing a new concept.
- When re-teaching a concept that involves reading, have them paraphrase a paragraph that they have read and ask to see if there are any words in the paragraph that they do not understand. It is usually the vocabulary that makes it difficult, especially in a subject area that is totally new to an individual. Use lots of examples and pictures in teaching concepts to make sure they understand.

- Some individuals may not be direct when they ask questions which could be interpreted as hinting. This may be because they do not want to appear pushy, persistent, or demanding. This may also be due to the individual not wanting to make a mistake or making sure he is doing the right thing.
- Allow wait-time for responses. If they know their native language and use it on a daily basis at home they may have to process the information in their native language and think how they will respond in English. They may also want to make sure their answer is correct.
- Use praise and incentives. Some prefer not to be recognized in front of their peers. But they will take and enjoy praises and incentives if given one-on-one.
- Be aware of body language. Become aware of their comfort level. Some may not mind the closeness as compared to others who may want their space.
- Present the whole picture of a concept before isolating skills/concepts. It is much easier to see the complete picture or the end result; the individual will then know what the concept is leading up to or the end result.
- Allow brainstorming and get input from everyone. Ask open-ended questions which will allow for input from the group.
- The preferred classroom arrangement, if desks are used, is circular. Allow space for freedom of movement and group activities. If there is not room for a circle, desks may be grouped in two's or four's instead of rows.

Information copied from <http://literacynet.org/lp/namericans/strategies.html>

