

The background is a vibrant blue sky with stylized white and grey clouds. At the top, there are two yellow suns with rays. The bottom of the image features a range of mountains in shades of orange and green. A yellow border with horizontal and vertical lines runs across the entire page, with sun motifs at the corners.

No Dejes De Soñar

T'aado Na'iidzeel Ni'nittlāāda

Do Not Stop Dreaming

New Education Support Professional & Classified Guide



CONTACT INFORMATION

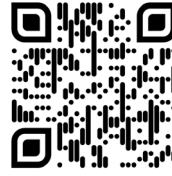


NEA-NM Headquarters

2007 Botolph Road, Santa Fe, NM 87505

Phone: (505) 982.1916 Fax: (505) 982.6719

www.nea-nm.org



New Mexico Public Education Department

300 Don Gaspar Ave, Santa Fe, NM 87501

Phone: (505) 827.5800 Licensure: (505) 231.4443

Email: PED.HelpDesk@state.nm.us

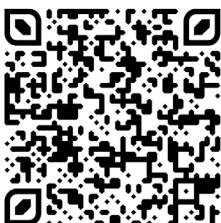
COVID-19 Hotline: 1 (855) 600.3453

INFECTIOUS DISEASE PREVENTION ADVICE

Practice Safe Hygiene

- Wash your hands frequently with soap and warm water for at least 20 seconds.
- Make frequent use of an alcohol based hand sanitizer.
- Avoid touching your eyes, nose, and mouth.
- Avoid close contact with people (e.g. hugging, hand shaking, kissing, etc.)
- Cover your cough/sneeze with a tissue and throw it away immediately.
- Clean and disinfect frequently touched surfaces (keyboards, cell phones, desk, etc.)
- Stay home when you are sick, except to get medical care. call ahead for advice before visiting your doctor.

Guidlines for COVID-19 Work Accommodations



Sample Letter from Health Care Providers



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Congratulations on your new Education Support Professional position!

All of us at NEA-NM welcome you. We hope this booklet provides helpful tips and resources in a variety of areas related to your profession. If you have questions, please contact your local association officers, UniServ Director and/or NEA-NM ESP Coordinator for assistance. www.nea-nm.org/staff



Who We Are

The National Education Association of New Mexico (NEA-NM) represents teachers, faculty members and classified/support professionals who work in New Mexico's public schools and universities to help improve education and the lives of New Mexico's children and families. NEA-NM members provide a wide range of professional education services in communities throughout the state.



Our members work in kindergarten classrooms, high school labs and university halls. They counsel adolescents and help students carve out career aspirations. They serve hundreds of thousands of students nutritious meals and work in school building offices. They coach athletes and transport students to and from the schools and extra-curricular events. Members provide professional services to benefit students, schools and the public in virtually every position needed to run New Mexico's schools.



NEA-NM members are dedicated to students and public education. Since 1886 NEA-NM has been working to make schools better and improve public education. Our association is dedicated to working in partnership with parents, community leaders and elected officials to support New Mexico's students and partnering to improve public education.



Great Public Schools Begin With Us!

Strategic Objectives

NEA-NM MISSION

The NEA-NM and its affiliates will be the recognized advocate for students, public education, and public education employees in New Mexico.

STRATEGIC FOCUS

The Association will focus the energy and resources of its members toward achieving Great Public Schools for every student and school employee in New Mexico. Great Public Schools Begin With Us!

- ✦ To assure equity and excellence in education, NEA-NM will lead the movement to provide the best possible learning opportunities for every student.
- ✦ To provide a Great Public School for every student and to ensure excellence and equity, NEA-NM will work to maintain the required vital investment in public education.
- ✦ To inspire professional excellence among education employees, NEA-NM will work to maintain the standards for preparation, licensure, and employment that are culturally sensitive, valid, and performance based, thereby assuring an education work force of the highest quality.
- ✦ To protect, improve, and expand the right and influence of education employees, NEA-NM will utilize advocacy processes such as exclusive recognition, collective bargaining, political action, and litigation to gain greater personal and contractual security.
- ✦ To secure a commitment to the intrinsic value of public education, NEA-NM will promote a positive image of, and self-esteem among education employees.
- ✦ To secure for members the benefits of an independent, united education association, NEA-NM will empower education employees through strong local affiliates; visionary, responsive leadership; and inclusionary practices which will increase membership, resources, and the personal commitment and involvement of members.
- ✦ To promote and defend human and civil rights, NEA-NM will work independently and collaboratively to eliminate all forms of discrimination and to attain equitable treatment for all people.
- ✦ To achieve its Strategic Plan, NEA-NM will support the systems and services that provide the basic framework described in the Strategic Budget.

Getting Started

- Getting a positive start sets the tone for a successful year - and career. All of us have so much to do and far too little time in which to do it. Here are some helpful tips for starting your new job as an Education Support Professional/ Classified!

Tips for Starting Your New Job as an ESP/Classified

- **Know your contract.** We strongly suggest you take the time to read your contract. Remember, the language in this contract are your terms and conditions of employment. It is YOUR RIGHT that has been MUTUALLY AGREED UPON. If you have any questions or concerns, please contact your Association President, UniServ Director, or NEA-NM ESP/Classified Coordinator.
- **If you need help, ASK!** Get the help you need.
- **Plan ahead** for daily work and for big events: athletics, plays, PTA meetings.
- **Take advantage of the experience of your colleagues.** Make it a point to get to know one or two experienced ESPs/Classifieds in your building. Listen to their advice, learn from their mistakes, and ask them about some of your more difficult problems. You'll feel less alone and more able to cope.
- **Build relationships.** Take time to say hello to others: the librarians, secretaries, bus drivers, teachers, counselors, school nurses, cafeteria workers, paraprofessionals, and custodians.
- **Face up to common fears** such as observations, evaluations, and supervisors.
- **Ask questions** - No one expects you to know it all the first day.
 - **Gain computer experience** - *What system format does my school district use?*
 - **Keep good records** - *What do I keep?*
 - **Get work materials early** - *What do I need to do my job?*
 - **Share my story** - *What brought me here?*
 - **Create schedules and routines for work and home** - *Where will I find the time?*
 - **Volunteer in the community and in your school district** - *What's out there?*
- **Remember where you are working**
 - There are always students around.
 - You may not know it, but others notice you.
 - You make a difference.
 - Have a friendly disposition.
 - You are in the "People Business" – handle with care.
 - There is always something to learn.
- **And above all... Smile!**

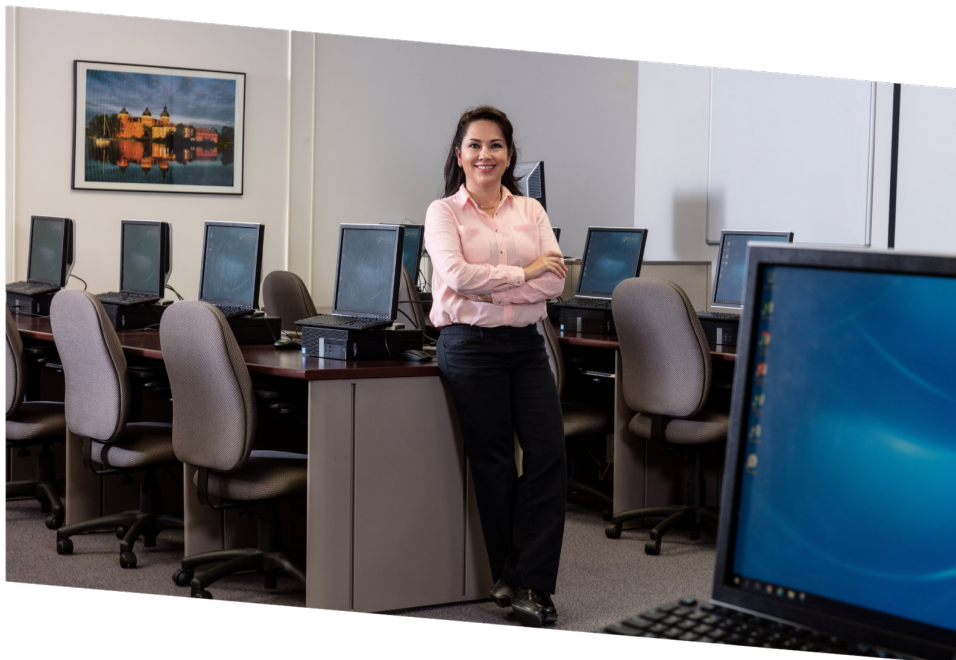
Building Your Professional Profile

What is a Professional Profile and what is it used for?

A professional profile is a brief summary of your skills, strengths, experiences and accomplishments. It is important to keep track of your current and past employment for any further potential jobs.

What do I need in my Professional Profile?

- Copy of your updated Resume
- Copy of Awards, Recognition & Trainings
- Copy of transcripts
- Copy of any certifications or licenses
- Copy of evaluations
- Copy of your individual contract



(Reproduce as needed for your portfolio)

Date	Description
------	-------------

[illegible]

Leave Records

Sick Leave Days/PTO*

	(YEAR)			(YEAR)			(YEAR)		
Month	Earned	Used	Date	Earned	Used	Date	Earned	Used	Date
August									
September									
October									
November									
December									
January									
February									
March									
April									
May									
June									
July									
TOTAL									
BALANCE									

Personal Leave Days/PTO*

(YEAR)			(YEAR)			(YEAR)		
Earned	Used	Date	Earned	Used	Date	Earned	Used	Date

*This is a sample

Vital Ways Schools Keep Buildings and Groups Safe and Secure

ESPs/Classifieds work with teachers and administrators to create a safe and healthy school.

Here are some ways ESPs/Classifieds make a difference:

PROTECTING STUDENTS AND BUS DRIVERS

- Inspect the bus for safety and cleanliness before each trip. Check after each trip to make sure no child is left on the bus
- Provide bus safety classes for drivers
- Use two-way radio to communicate with other drivers and dispatchers
- Perform evacuation drills
- Service buses regularly
- Assign seats to prevent trouble
- Use video cameras controlled by drivers to deal with rowdy riders
- Present a safety program to new kindergarten students each school year and make sure older students know the rules
- Listen to conversations to pick up potential problems
- Make security guards available at the bus garage to be with drivers coming in from late evening activity runs

KEEPING BUILDINGS AND GROUPS SAFE AND SECURE

- Check the building before opening and at the end of the work day
- Install security cameras and metal detectors at entrances, cameras in parking lots to guard against vandals, in-school TV monitors and motion detectors
- Require sign-in sheets and visitors' badges
- Require photo name tags for students and staff, buttons for substitutes and visitors
- Form coalitions of law enforcement and schools. Police officers can patrol grounds and halls, present safety programs, check for drugs
- Lock all exit doors except main door
- Have teachers and ESP/Classified staff members serve as hall monitors
- Send children on errands in pairs
- Set up computer software to check attendance. Place a call to the home if a child is absent.
- Keep emergency cards on file for every child, and ensure students do not leave with anyone not listed on their emergency cards
- Check for criminal backgrounds of anyone working on campus when students are present
- Send a handbook explaining safety rules and procedures home with each student, and require that it be returned signed by parents or guardian
- Ask neighbors to call in whenever they observe anything suspicious
- Keep shrubs and bushes cut back
- Install lights and fences around playground and inspect playground equipment regularly
- Provide walkie-talkies for playground aides and teachers in different buildings
- Set up an advisory council to ask for and respond to employee suggestions

PREPARING FOR EMERGENCIES

- Practice fire drills every month
- Train crisis intervention teams to react to emergencies
- Install intercoms or phones in every classroom for emergencies
- Set up caller ID for all lines to the school in case of bomb threats
- Have an emergency number similar to 911 to summon security, and post in all buildings
- Prepare course of action guidelines/evacuation plan for bomb threats
- Have a code phrase that means, “Get all the children into a room and out of the halls, and stay in the room until the clear code is given.”
- Take any threats made by students seriously

ENCOURAGING STUDENTS TO SUCCEED

- Greet everyone with a smile
- Give needy students positive reinforcement
- Communicate with “at risk” students
- Plan out-of-school activities
- Solicit donations from businesses to buy items or provide scholarships for needy students
- Mentor a child in reading or writing
- Be observant. Listen carefully
- Make a concerted effort to reach out to children who are shy or troubled. Compliment them and acknowledge them whenever you see them
- Allow children to express their feelings about school and about home without judging them
- Encourage children to share their problems. Find help or counseling if necessary
- Work with families. Educate and inform parents on how to observe changes in their kids. Make positive phone calls to their homes
- Sponsor a 2-week summer program (camp) for children who never experience the outdoors
- Provide a role model - lifestyle, values, attitude, hobbies, interests
- Ask kids how their grades are and if they need help
- Eat lunch with a student
- Set up a Big Brother/Big Sister program
- Set aside time to read daily with a child
- Follow your instincts and be a friend

GUARDING AGAINST DRUGS, WEAPONS

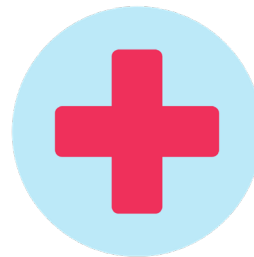
- Enforce zero tolerance for weapons, drugs, alcohol, fighting, tobacco, and inappropriate language
- Check lockers for drugs, with dogs, if necessary
- Look for suspicious bags and lumps in pockets or coats and pass this information to proper authorities
- Supervise children on the playground by watching for strangers
- Provide an in-school drug/alcohol counselor
- Monitor backpacks in junior and senior high school

MAINTAINING SCHOOL BUILDINGS

- Improve sprinkler systems
- Install handicapped access
- Abate asbestos
- Keep offices clean and sanitary
- Monitor air quality. Upgrade ventilation system, install dust filters, install clean air vents in buildings without windows
- Remove old carpeting
- Make sure building temperature is in the comfort zone
- Install fire windows

SUPPORTING COWORKERS

- Share a hello and ask if they need any help
- Lend a listening ear, talk to or walk with peers
- Send notes, flowers, candy to a co-worker who needs support



*A Note About OSHA

With the Occupational Safety and Health Act of 1970, Congress created the Occupational Safety and Health Administration (OSHA) to assure safe and healthful working conditions for working men and women by setting and enforcing standards and by providing training, outreach, education and assistance. More than 4,500 workers lose their lives on the job every year. OSHA’s mission is to prevent workplace deaths, injuries, and illnesses. www.osha.gov



"I try to help children respect their school building and themselves." – PARAEDUCATORS MEMBER

"Protecting children means more than just their immediate safety. It could be just keeping an eye on them and giving them a little adult attention. It doesn't have to be a big program." – CLERICAL



"We are working with our district to improve air quality. We've enlisted parents to help with this problem, since districts tend to listen to them." – CUSTODIAL & MAINTENANCE MEMBER

Quality Public Education - It's Everyone's Job

“As a bus driver, I’m the first person in the education system to have contact with the children. I find that saying, ‘Good morning,’ or ‘Nice hat,’ can bring a smile and comfort to a weary child.” – TRANSPORTATION MEMBER

“Our school requires office check-in, visitor and employee badges, an intercom system with a call button in each classroom, video cameras in the buses, and locked outside doors from 8:05 a.m. to 3:00 p.m.”
– SECURITY SERVICES MEMBER

“Our district has classes for self-defense, first aid, and workplace safety. These classes are on weekends and evenings for professional growth.” – CLERICAL

“Bomb threats are taken very seriously in our county. Buildings are evacuated and bomb squads and police are called each time. As secretary, I don’t let packages stand unopened or uninspected. I check for P.O. numbers to match my paperwork.”
– CLERICAL SERVICE MEMBER

“I try to help children respect their school building and themselves.” – PARAEDUCATORS MEMBER

“Here’s our safety drill: when we hear ‘music, art, phys. ed. canceled,’ all children everywhere must go to the nearest classroom, close the door, and wait until ‘all clear’ is announced.” – CLERICAL SERVICE MEMBER

“I’m an aide on a bus with special needs students, three of whom are in wheelchairs. Having me there helps the bus driver and reassures the parents.” – TRANSPORTATION MEMBER

“I’ve implemented a ‘Second Step’, a violence prevention program, for the children in my class.”
– PARAEDUCATORS MEMBER

“I went to the school board and asked for permission to serve breakfast for needy children on a two-week trial basis. They were apprehensive, but OK’d it. I had teachers survey the students’ grades in the first-hour classes before the breakfast program began, and then during the two weeks that breakfast was offered. The results of the survey were so impressive the board made the program permanent. It has been a huge success for the last five years.” – FOOD SERVICE MEMBER



Confronting Student Discipline Issues

ESPs/Classifieds play a critical role in helping the school maintain student conduct and resolve student disciplinary issues. For the efforts of the individual staff member to work, it is essential to have a systematic, district- or school-wide policy of student discipline. It is also essential to have a principal who helps staff maintain a positive, proactive approach by providing a dependable system of support and in-service training for all staff and the opportunity to coordinate their actions.

When individual staff members are confident that parents are aware of the school's discipline policy and that the administration will back them up in their efforts and will follow through on the agreed-upon policy, they are more likely to take necessary action.

But what can you, as an ESP/Classified, do to maintain student behavior?

Preventing Student Discipline Problems

You are a key person in keeping the school's physical environment conducive to learning as well as a safe, supportive environment.

GET THE YEAR OFF TO A GOOD START.

- Learn your school and district policies toward discipline as soon as possible. It is important to know what the school's expectations are for both you and the student.
- Plan your movements throughout the school with student contact in mind. Whether it's on the bus, in the hallway, during class or in the cafeteria, students need to see you as a professional.
- Learn students' names whom you encounter regularly. All bus drivers should devise a seating arrangement to help with this. Referring to students by name lets them know you care about them as individuals and is much more effective when correcting student behavior.

BE FIRM AND FAIR.

Firmness should not be equated with harshness. Being firm means using an emphatic voice, looking directly at the student and, if necessary, moving toward the student.

BE CONSISTENT IN YOUR APPLICATION OF SCHOOL RULES.

Consistency in dealing with disruptive behavior is crucial if students are to view staff members and the system as being fair.

ACKNOWLEDGE THE DIVERSITY AND INDIVIDUALITY OF YOUR STUDENTS.

Be aware of how different cultures and ethnic backgrounds react to different situations. For example, in some cultures, it is disrespectful for a child to look directly at an adult. He/she may look down a lot.

DRAW STUDENTS OUT IN CONVERSATION IF TIME PERMITS.

Let them get to know you, a funny story from when you were in school. No stories that disclose personal information or situations.

GIVE EACH STUDENT THE CHANCE TO FEEL IMPORTANT AND USEFUL.

Acknowledge them and take the appropriate time to listen.

LET EACH STUDENT FEEL YOUR GENUINE INTEREST IN HIM OR HER WHENEVER YOU ARE AROUND.

- Recognize situations which can lead to discipline problems.
- Follow school policy for tardiness to class, running in the halls, or roughhousing.
- Pay attention to disorder in the hallway, cafeteria, and outside areas. Take note, and share concerns with colleagues first, then with others as needed.



Workplace and Student Management

Whether you are a classroom teacher or support professional, there are time-tested techniques that will help all educators maintain control. Here are a few tips to help support professionals interact with students in a school setting and make the school experience more positive for all students.

Before problems arise

- If you are working as a classroom aid or paraprofessional, make sure you understand your classroom teacher's rules and expectations.
- Get to know your students. This will help you anticipate problem situations.
- Show courtesy to every student and display trust and confidence in them all.
- Keep your school and workspace cheerful and orderly.
- Be fully prepared by anticipating potential problems and your response.
- When students do disrupt learning, use the LEAST approach to discipline.

After a situation has occurred

The **LEAST** Approach to Discipline:

- **LEAVE THINGS ALONE** — when a brief and minor disturbance occurs with no danger of it continuing or interrupting learning.
 - **END THE ACTION DIRECTLY** — when learning is disrupted. Let the student or students involved know you're aware of what's going on through expression or quiet action.
 - **ATTEND CAREFULLY** — when a high level of emotion is evident. Ask the disruptive student(s) what's going on, and respond appropriately.
 - **SPELL OUT DIRECTIONS** — when a situation threatens to get out of hand or risking harm to someone. Explain to the students involved the consequences of their actions, and
 - follow through.
 - **TRACK STUDENT PROGRESS** — by keeping a record of students' behavior. This is a way of checking out the effectiveness of your discipline methods.
- Keep your voice at a normal level.
 - Keep in mind potential distractions such as windows, doors, or animals.
 - There are some students who encourage each other to get into trouble. Regrouping the students immediately without comment is key.
 - It is sometimes helpful for support professionals to remind the students to control their impulses when they may be tempted to misbehave. The support professionals should show encouragement. Tell the student, "This has been such a good day, you read so well this morning... Come on, don't spoil it now."

After problems arise

- Allow a student to tell you his or her side of the situation. Be willing to consider mitigating circumstances.
- Do not talk about the misdeeds of students except to those who have a right to know.
- Admit you've made a mistake and apologize if you've treated a student unjustly.
- Make sure punishments are appropriate for the misbehavior.
- Do not threaten or humiliate a child.
- Do not use school work as punishment.
- Signal a student through a gesture, a look, or a brief signal that you are displeased.

- Provide a transition period of drawing, singing, etc. That releases tension after an exciting or tense experience.
- Sometimes a student may do something impulsively and is not sure what the teacher will do as a consequence. React with humor and understanding. The student will be greatly relieved and assured of his/her being accepted.
- Assume that the students have a conscience and basically want to do the right thing. Remind them of whatever standards are important to them without accusation or threat.
- When attractive nuisances such as fidget spinners, yo-yos, or balls are confiscated, it is wise to tell the student that the situation is temporary, and that the student can reclaim his/her possession later when it is not a distraction.
- Constructive criticism should focus on what is required for improvement, the student's personality or character as a whole. You might say, "This room is too noisy," instead of "You are an inconsiderate class!"
- When teasing becomes more painful than playful, or a free-for-all develops, a clear cut "No!" may provide a welcome light to a student who is getting further into trouble than he/she means to. The teacher substitutes her/his authority for the student's self-control, which is temporarily out of commission. The effectiveness of this control increases if it is used only rarely.
- If you feel discipline has been a disaster the first couple of weeks, don't worry; you still have time.

Dealing with Disruptive Behavior

No matter how good your rapport is with students, you can't prevent all disruptive behavior. Kids will talk, swear, fight, push and carry weapons in spite of the rules. The question is, "What do you do about it?" Again, you must be aware of the discipline policies of your school building and your district before a discipline problem arises.

Here are a few general guidelines for dealing with school building disruptions:

- Do not take it personally. Likewise, avoid making reprimands personal.
- Avoid sarcastic remarks.
- Do not threaten actions with which you will not or cannot follow through. If you state a consequence for a specific behavior, enforce it.
- Be specific. Refer to the disruptive student(s) by name and specify the misbehavior and the preferred behavior.
- Be careful approaching the student. Do not touch the student unless it is a matter of safety. When a situation threatens to get out of hand, immediately remove the student(s) from the situation, if possible. Removing the audience from the picture will often diffuse the situation.
- Do not hesitate to ask for the help of other professionals in your building when dealing with serious student problems. These could include fellow staff members, teachers, counselors, psychologists, or your building principal.
- As soon as possible, write up a description of the incident. Be sure to include the student name(s), adult observers, time, date, and circumstances of the environment (i.e. wet floor, trash, lighting).

Disobedient and Insolent Students

- Ask him/her to leave the area immediately, but be clear as to whether the pupil is to wait outside the door for you or report to the principal.
- Maintain your poise and continue with your work. Do not permit a student to break up your workday by quarreling with him or her or by forcing an issue.
- Never argue with a student. Correction of a problem must be completed by you and/or supervisor/principal as soon as possible.
- Never send a student to office without a note.
- Never send a student to hallway to wait.



How to React to Hallway Disruptions

- Leave things alone when a brief and minor disturbance occurs with no danger of its continuing or interrupting the flow of student traffic.
- End the action indirectly when it looks as though someone may get hurt. Let the student or students involved know you're aware of what's going on through expression or quiet action.
- Give the matter closer attention when a high level of emotion is evident. Ask the disruptive student(s) what's going on and respond appropriately. Again, providing a one-on-one exchange by immediately removing the student(s) from the situation will allow you to determine more quickly what the problem is before a full-blown altercation occurs.
- Give clear directions. When a situation threatens to get out of hand, or risk harm to someone, spell out directions clearly. Explain to the student(s) involved the consequences of his or her actions and let him or her know you will follow through.
- Return to your work when the situation has resolved itself or another authority figure has taken charge of the student.
- Give positive feedback.
 1. When you've noticed an improvement in a student's behavior or attitude, let him or her know you're aware of it. Even a quick smile or friendly hello in the hallway can work wonders.
 2. Call attention to positive behavior. All of us need to hear what we're doing "right" and this can serve as a powerful reinforcement of the behavior everyone wants to see in your school.
- Keep good records. Keep a log of serious discipline problems, including actions taken.
- Maintain a consistent, calm, friendly manner when returning to your duties. If needed, ask for a short break to regain your composure.

Planning for a Successful Supervisor Meeting

There are several ways in which a supervisor meeting can help you succeed:

- It demonstrates your poise and professional demeanor
- It shows that you and the supervisor are on the same team
- It encourages working together to find approaches that best meet the district's and your needs

If you believe the meeting is disciplinary in nature, please see Weingarten Rights (page 22).



Tips for a Successful Supervisor Meeting

- Don't wait too long to schedule a meeting with your supervisor. Let him or her know that you know your job. If needed, ask clarifying questions. Make an effort to periodically communicate with your supervisor throughout the school year.
- Schedule adequate time. Remember to allow yourself enough time to write notes and to discuss mutual concerns.
- Try scheduling your meeting at a convenient time and place for your supervisor.
- If a job description has not been provided for your position, consider making up a fact sheet about your job description. Sharing this with your supervisor will clarify everyone's expectations.
- Relax, smile, speak slowly, and don't be afraid to ask questions of your supervisor. If your supervisor is not able to answer a question, ask for help in getting an answer.
- Set a positive tone. Open with a positive statement about your work and abilities. Wherever possible during the conference, include good news about your job experiences. Focus on your strengths and frame any difficulties as "areas of need."
- Be specific. When commenting on positive or negative aspects of your position, use specific examples of what you know or have experienced. Don't refer to any rumors.
- Ask for your supervisor's opinions. He or she may have ideas about your job. He or she may have worked in your position at one time. Ask if there is anything he or she wants to know about you and/or additional job expectations.
- Stress cooperation. Let your supervisor know that you want to work together to help the district. Listen to his or her concerns and try to design approaches that meet your supervisor's needs, your needs and, most importantly, the district's needs.
- End on a positive note. Be sure to end the conference on a positive note, summarizing the actions that you will take. Offer to meet again. Be sure to thank your supervisor for his/her time.
- Keep a record of the meeting. Keep notes that summarize your conversations. Include specific suggestions for improvement that were discussed during the conference. You might also consider making copies of notes made and actions agreed upon during the conference so that your supervisor also has a clear record of your activity.



Preparing for a Substitute Worker

Preparing for a substitute worker can be challenging. But, if preparing for a substitute is difficult, being one is even more challenging since substitute workers are expected to step directly into your job.

Some pointers to help you prepare for your substitute:

- Find out the district policy regarding substitute workers. What are you expected to leave for them? What are they expected to do? What are they not allowed or not expected to do?
- Establish a substitute folder that contains your job description and a complete schedule of your work day.
- Leave the following information for the substitute: up-to-date work schedule, list of school staff (principal, secretary, and other staff members) who can help.
- Leave word with your colleagues asking them to check in on your substitute occasionally throughout the day to see if he/she needs anything or has any questions.

Dealing with Workplace Assaults

With any job, there is a risk for injury and assault while being at work. Working in public education is no different, and in this case there can be a risk of assault or harm from students. If you are the victim of an assault on school property or at a school-related function, the following are suggested procedures. You are encouraged to consult with your local Association and or your local UniServ Director before deciding how to proceed. www.nea-nm.org/staff

- Contact the proper school authorities.
- Contact your local association president.
- Contact your UniServ Director.
- File all appropriate police reports. Press charges against the assaulting student(s) or others.
- Go to a doctor. Get a doctor's statement if there is even a remote possibility of personal injury.
- Take pictures, if relevant, and possible, of injuries or property damage.
- Do not talk to anyone representing the student or others without prior counsel.
- Inquire from your human relations or personnel department which papers and forms are necessary for possible Workers Compensation Claim.
- Write down all particulars of the situation as soon as possible after the assault incident, including names, witnesses, date, times, location, and general conditions. Keep this information on your personal computer or notebook, preferably at your home.
- After consulting with your UniServ Director contact an attorney to consider a civil claim. Any person who has been willfully and maliciously assaulted by a minor may recover up to \$2,500 of actual damages plus taxable court costs from the parents with whom the child under the age of 18 resides. This does not apply when the child's conduct occurred through the operation of a motor vehicle.
- Remember: NEA-NM members maybe covered by the NEA-NM/NEA Legal Services Program or the EEL Liability Insurance if charges are filed against you (*Representation is not guaranteed and is determined on a case by case basis. Contact your local UniServ Director for more information on how to access NEA-NM's legal services*).

Social Networking Sites

Facebook, Twitter, Instagram, Snapchat, and other social sites when used appropriately, can be powerful tools for sharing information and building community around important issues, including public education.

Nonetheless, the use of social networking sites may expose members to unintended consequences which could impact jobs and careers. The following tips can help minimize the possibility of any adverse consequence on members' employment.

- Members should not post, do, say or write anything on a social network that they would not want to see on the front page of the local newspaper or would not say or do in front of students, parents, or the board of education.
- Members should not post material to their sites that may be considered inappropriate or unprofessional, including pictures and links. Members should monitor the content of their "pages" and remove anything inappropriate or questionable immediately. Members should not join and should end affiliations with sites that are unprofessional or inappropriate.
- Members should never post any information that would identify a student, and members should refrain from posting critical comments about students and school officials. Unfortunately, school employees do not have the same free speech rights as the general public, and the content and impact of some speech may subject members to discipline, including termination.
- Members should educate themselves about and take all appropriate precautions available on the social networking sites they are using. For example, "pages" should be marked private, and all requests to become "friends" should be approved by the member. A member should never grant access to his or her "page" without knowing who the person making the request is.

If a member is threatened with discipline by his or her local board of education or the New Mexico Public Education Department of Education (NMPED) because of the use of a social networking site, he or she should contact his or her UniServ Director immediately. The member may be eligible for legal services to assist with the issue.

This document is not meant to be comprehensive or substitute for common sense when using social networking sites, and it is not intended to provide legal advice. For additional information, members should contact their UniServ Director. www.nea-nm.org/staff



Representation - “Weingarten” Rights

Union employees should assert the right to union representation during an investigatory interview—if the employee reasonably believes the investigation at the interview will result in discipline. The employee must CLEARLY REQUEST representation to claim this right.

1. An employee’s right to representation in an interview applies to situations where the employee reasonably believes the investigation at the interview will result in discipline. In this kind of situation, the employee is entitled to union representation.
2. The employee **MUST CLEARLY REQUEST** representation to claim this right (there is no right to representation unless an employee requests it. The employer has no duty to inform the worker of this right).
3. An employer does not have to grant a “Weingarten” request; once an employee makes a request for union representation, an employer has three options:
 - a. *The employer may grant the request.*
 - b. *The employer may deny the request and stop the investigatory interview immediately.*
 - c. *The employer may give the employee the option of continuing the interview without a representative or discontinuing the interview.*
4. There are limits on Weingarten rights, the most important being that these rights only apply to “investigatory interviews.” If an employer has already made a decision to discipline and the interview is only for the purpose of informing the employee of that decision, then the meeting is a “disciplinary meeting,” not an “investigatory interview” and there is no legal right to union representation. However, even though there is no legal right to have union representation at the time discipline is imposed, many local unions have negotiated this right in their contracts.
5. Check your collective bargaining agreement to see if you have any other rights to representation during the meeting with supervisor.

Employment

Employment is governed by state and federal law. A negotiated collective bargaining agreement may grant you additional rights. You should check with your local union or your regional NEA-NM UniServ Director to see if you have additional rights as an Association member if you are faced with the prospect of discipline or termination. As an educator you are also governed by the New Mexico Code of Ethics, www.nea-nm.org/codeofethics/.

The Value of Membership

Reach, teach and inspire.

You're never on your own. Your membership gives you access to some of education's most sought-after authorities who provide new and innovative programs you can use in your schools. With resources that cover classroom management and support, to more in-depth professional development provided by your local, state, and national affiliates—you have a team supporting you.

Make your voice heard.

As trusted professionals, educators are best equipped to make school and classroom decisions to ensure student success. It's our mission to ensure educators have a seat at the table when education policies are made. As members of the Association, educators have a powerful voice in creating the policies that affect our students, our schools, and our classrooms.

Grow your network.

We're a community of experienced professionals. Through a variety of online and off-line tools, you enjoy access to valuable resources and a host of other topics. Plus, you'll make connections with the educators at your school, in your state, and among our more than three million members.

Enjoy what matters most.

Membership means less worrying for you and more action from us. With representation at the bargaining table, liability insurance and so much more, NEA-NM provides advice and professional advocacy on the range of issues you face as an educator: salary, working conditions, evaluation support, contract compliance and enforcement, and retirement.



Join NEA-New Mexico



www.nea-nm.org/membership-join



Become a Member

When you become a member of NEA-NM/NEA, you automatically become a member of four separate but united organizations—your local, region, state and national associations.

These organizations work together to give members the comprehensive protections for which NEA-NM is known. NEA-NM/NEA membership pays for itself the first year, the second year and over a lifetime of employment.

For information about how you can get the most out of your membership in New Mexico's premier education association, talk to your association officers, building representatives, or association membership chair.

For more info, please visit: www.nea-nm.org/membership-join



ESP/Classified Job Classifications

Clerical Services (C)

ESP/Classified serving in Clerical Service roles interact daily with students, parents/guardians, staff, visitors, and community. They often are the first and last impression one has about a school and district. Clerical Services staff are on the front lines of all office operations; working in settings from schools to administrative offices. The daily workload of ESP in this position often includes answering phones, processing important paperwork, scheduling, and maintaining records and files. ***Positions include, but are not limited to: school secretaries, administrative and office assistants; data entry, payroll, and general office workers; bookkeepers, accounting and financial assistants; registration, records, and attendance technicians; and receptionists.***

Custodial and Maintenance Services (CM)

ESP/Classified serving in Custodial and Maintenance roles keep schools safe and clean for students, parents/guardians, staff, visitors, and community. In this position, ESP often perform heavy cleaning and groundskeeping duties such as clearing snow, electrical repairs, cleaning up spills, waste disposal and recycling, painting and maintaining uniform temperatures. ***Positions include, but are not limited to: building -and grounds-maintenance staff, custodians, mechanical and electrical repairers, and laborers.***

Food Services (F)

ESP/Classified providing Food Services ensure that students have access to safe and nutritious meals, influencing student behavior, energy levels, thinking, physical health, and overall well-being. Some of the more important aspects of Food Services include meeting recommended dietary guidelines, meal planning and inventory control, proper food handling, adapting recipes for children with special dietary needs, nutrition education, and guided practice for healthy eating habits. ***Positions include, but are not limited to: cooks and food-preparation workers, dietitians and dietary technicians, food-service workers, and cashiers.***

Education Assistant (EA)

ESP/Classified serving as an Education Assistant to classroom instruction and intervention, support students with special needs, and perform a variety of other duties such as preparing materials, recordkeeping, and monitoring students in non-classroom settings. ***Positions include, but are not limited to: instructional and non-instructional assistants, teachers and program aides, library aides and assistants, preschool caregivers, bus and playground monitors, and crossing guards.***



Technical Services (T)

ESP/Classified providing Technical Services are continually learning about current trends and innovations of the field in order to maintain high standards of technology and efficient communications. Duties involve: installation, repair, and upgrade of computers and networks; teaching students and staff the proper use of the latest computing and internet technologies; and development of policies and safeguards to protect students, parents/guardians, staff, visitors, and community searching for/sharing information. ***Positions include, but are not limited to: audiovisual, language, science, mechanical, and electrical technicians; programmers; systems analysts; graphic artists; and data processing specialists.***

Transportation Services (TR)

ESP/Classified serving in Transportation Service roles are the first people to greet students on their way to school and the last to say goodbye as they return home. Duties involve: operation and maintenance of district vehicles; safe transportation of students with special needs; following code of conduct and supporting positive discipline protocols; and executing first aid and emergency evacuation procedures. ***Positions include, but are not limited to: bus or van drivers, vehicle mechanics, garage workers, transportation maintenance workers, and delivery persons.***



2007 Botolph Road Santa Fe, NM
87505

505.982.1916 | f.505-982-6719

www.nea-nm.org

