

Table of Contents

Our Mission.....	1
Purpose Non-Discrimination Indian Preference	
2011-12 Calendar.....	2
General Information for All Staff	3-5
Line Of Authority Work Hours School Climate School Visitors Classroom/Work Interruptions Leave Abuse of Leave	Appearance Keys Facility Use Staff Development Travel Request "School Closing" Wellness
Responsibilities Pertaining to All Staff	5-6
Student Supervision Leadership Accidents Incident Reports Duty Classrooms/Workspace Supplies and Materials School Vehicles Inventory	Copy machines Computer technology Cafeteria & Food Requests Student Field Trips Extra Activities School Events Computer Check-out End of the Year Check-out
Communication.....	7-8
Staff Meetings Parent Communication Positive Public Relations Newspaper Articles Staff Communication Plan	Mail Calendar Daily Reports Telephone Calls
Key Information for Teachers	8-13
Student Handbook NCLB Policy Confidentiality Certificates Lesson Planning Daily Attendance Grading	Reporting Assessment Homework Policy Textbook Checkout Retention Discipline Hall and Bathroom Supervision

Student Threats
End of the School Day
Curriculum
Videos/DVDs
Student Cumulative File
Withdraws/Transfers

Extra-Curricular Activities
Health/Nurse
Student Medication
Emergencies/Drills
Situations to Avoid
Lost and Found

Program Resources 13-14

Exceptional Education
Gifted and Talented Program
Title I
Lakota Studies

Counseling Program
Johnson O'Malley
Library
Safe and Drug Free Schools

Residential Dormitory Procedures 15-16

Accountability Checks
Appropriate Room Décor
Cleanliness
Family Groups
Illness
Laundry
Log Books
Medicine

Missing Students
Privacy
Study Time/Tutoring
Supervision by Movement
Toxic Waste/Body Fluid Disposal
Two Way Radios
Visitors to the Dormitory

Policies and Procedures for All Staff 17-19

Violence in the Workplace
Grievance Procedure
Child Abuse
SCAN
Crisis Management
Procedure for Reporting Harassment

COOP Plan
Suicide Intervention
Zero Tolerance Gang Behavior
Weapons
Sexual Harassment

Bureau of Indian Education Personnel Policies and Procedures (Selected) 20-26

District 20-1 Personnel Policies in Negotiated Agreement (Selected) 27-31

Cheyenne River Sioux Tribe Personnel Policies & Procedures (Selected) 32-37

OUR MISSION:

To prepare students with the academic, spiritual, physical, cultural, and social skills needed to be life-long learners and productive world citizens in a technological world.

STUDENT EXPECTATIONS:

B	BE PREPARED for learning
R	Take RESPONSIBILITY for self and actions
A	Choose a positive ATTITUDE
V	Build character through VALUES
E	Strive for EXCELLENCE
S	Promote a positive SAFE Environment

PURPOSE: This handbook has been designed to provide you with an overview of the Cheyenne-Eagle Butte School employment policies and procedures, and your benefits and expectations as a C-EB employee. Please read it carefully and keep it for future reference. This handbook cannot anticipate every situation or answer every question about employment. For additional information review the complete Personnel Policies or contact your Human Resources personnel or your direct supervisor.

NON-DISCRIMINATION STATEMENT: The Cheyenne-Eagle Butte School advises students, parents, employees, and the general public that educational programs or activities and employment opportunities will be offered without regard to sex, race, color, national origin, or disabilities.

INDIAN PREFERENCE (95-561 BIE positions): The BIE is required by law to give preference to persons of Indian descent in filling positions, whether through initial appointment or advancement.

Cheyenne-Eagle Butte School 2011-2012 Calendar

Approved by the Combined
Board of Education – March,
2011

August 2011

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
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28	29	30	31			

8 5

September 2011

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21 20

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30	31					

20 20

November 2011

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20	21	22	23	24	25	26
27	28	29	30			

19 19

December 2011

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18	19	20	21	22	23	24
25	26	27	28	29	30	31

14 14 (82 staff, 78 student)

January 2012

S	M	T	W	T	F	S
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				

20 19

February 2012

S	M	T	W	T	F	S
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20 20

March 2012

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31						

22 22

April 2012

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19 19

May 2012

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20	21	22	23	24	25	26
27	28	29	30	31		

12 11 (93 staff, 91 student)

June 2012

S	M	T	W	T	F	S
						1
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30	31					

July 2012

S	M	T	W	T	F	S
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22	23	24	25	26	27	28
29	30	31				

Aug. 10-11 -- Pre-Registration
 Aug. 22-24 -- Staff Pre-Service
 Aug. 25 -- First Student day
 Sept. 2 -- Staff Dev. Day
 Sept. 5 -- Labor Day
 Sept. 8 -- Open House K-12
 Oct. 10 -- Native American Day
 Oct. 21 -- End of 1st Quarter
 Oct. 25 & 26 --PT Conf. 4:30-8
 Oct. 28 -- PTC Comp. Day
 Nov. 11 -- Veteran's Day
 Nov. 23 -- 1:00 Release
 Nov. 24-25--Thanksgiving Break
 Dec. 16 - No School -- LNI
 Dec. 19-20 -- Semester Finals
 Dec. 21--1st semester ends
 1:00 release

Dec. 22 - Jan 2 -- Winter break
 Jan. 3 -- Staff Development
 Jan. 4 -- School Resumes
 Jan. 16 -- Martin Luther King Day
 Feb. 20 -- President's Day
 March 2 -- End of 3rd Quarter
 March 13 & 14 -- PTC's 4:30-8
 March 16 -- PTC Comp Day
 April 2 -April 20--Dakota
 Step Window
 April 6 - 9 -Spring Break (Easter)
 May 15-- Last Day for Students
 May 16 -- Last Day for Staff

Parent Teacher Conference
 Oct. 25 & Oct. 26 (4:30-8:00pm)
 March 13 & 14 (4:30-8:00)

K-6 Student Make-Up Days
 Oct. 31, Dec. 15

K-12: 169 student days
 (167+ 2 PT) + 6 Staff Dev. = 175

Code of colors:

Vacation --No school	
Holidays	
Staff Development day	
Test window	
PTC Comp. Day	

GENERAL INFORMATION FOR ALL STAFF

LINE OF AUTHORITY: All staff are expected to follow their Line of Authority for student and personnel issues. Staff that do not follow the Line of Authority may be subject to verbal and/or written reprimands. Staff can obtain the most current Line of Authority chart for their area from their supervisor.

WORK HOURS (Unless Otherwise Scheduled):

- 7:45 a.m. – 4:15 p.m. BIE Employees
- 8:00 a.m. – 4:30 p.m. Title I Employees
- 8:00 a.m. – 4:00 p.m. District 20-1 & Title IX Employees

Sign out and utilize approved leave when leaving the work area/duty station or when performing non-work related tasks (does not include breaks or lunch).

SCHOOL CLIMATE: It is our goal to build and retain a positive school climate. Thus, it is important for all staff members to welcome any visitors (see required visitor check-in procedure) especially office staff. Keeping an attractive, organized classroom/work area sets a positive climate.

SCHOOL VISITORS: All school visitors must report to the office to check-in, get permission to be in the school facilities, and have a visitor’s badge.

CLASSROOM/WORK INTERRUPTIONS: It is our responsibility to guard the learning time of students by not allowing classroom interruptions (except emergencies). Intercom use during the school day should be kept to a minimum. Messages for students will be announced/given at the end of the day. It is also the responsibility of each employee to manage their work day efficiently by actively working during the established work hours and utilizing the break time for personal business.

LEAVE: The Cheyenne-Eagle Butte School recognizes that students’ achievement is negatively affected by instructional staff absence, thus requests staff to plan leave well in advance and schedule appointments late in the day. Leave request forms (BIE, District, Title I) are available from the office. Leave must be requested personally from your direct supervisor. Personal/Annual/Vacation Leave must be requested 2 weeks in advance. Medical Leave for appointments must be requested 1 week in advance. Staff members who are unable to report to work due to illness should notify the Principal by 6:00 am and sign a Leave Request form immediately upon return to work duty. It is each employee’s responsibility to ensure that Time Sheets are accurate for each pay period.

	Personal/Annual	Emergency	Sick
District	2	3	10
95-561 Contract	6	-	Earn 4 hrs/pp
95-561 Status Quo	Accrue	-	Accrue
CRST Title I	40 hours/school year	-	Earn 4 hrs/pp

ABUSE OF LEAVE: Staff members who abuse leave (more than 3 days without a doctor's note, patterns of inconsistent work attendance or having to use Leave Without Pay) may be placed on an Improvement Plan or required to participate in Employee Assistance Counseling. This data will be considered as part of the staff evaluation.

APPEARANCE: You are expected to dress appropriately and professionally as befits your occupation. Please see Dress Code memo for complete list of unacceptable clothing items.

KEYS: Building/Classroom keys will be issued and must be checked in at the end of your contract. There will be a charge for lost keys due to the substantial cost in changing locks.

FACILITY USE: The school buildings are for school use only. Community organizations may request facility use. Facility use requests for any prior approved programs/practices will be processed through the Athletic/Activities Director well in advance. Staff who work late are asked to work no later than 9:00pm (10am – 8pm on weekends). Staff are asked to keep the school buildings locked at all times after hours. Young children requiring supervision are not permitted.

STAFF DEVELOPMENT: Every staff member is required to complete an Individual Development Plan (IDP) each fall no later than October 1st. Staff Development will be provided to employees through on- and off-site trainings, continuing education, and on-the-job training. Teachers have the opportunity to take classes each year for credit and may request from the Staff Development Fund up to \$800 of tuition and fees allocation for a class each year. Paraprofessionals may request up to \$1,200. Staff development requests must be in the employee's primary area of responsibility, on the appropriate staff development request form, approved by your supervisor, and presented to the business office for processing. Employees who request professional development are individually responsible to check on approval/disapproval of requests. All staff development requests are contingent on the funds that are available. Each staff member is required to keep a current Staff Development Log that includes classes, trainings, conferences (onsite and offsite) with dates and certificates (if given). A section of the school web site will be developed specifically for staff development. The staff development calendar can be found on Google. Prep/Professional Development time will be utilized for some training. For further questions refer to the C-EB Staff Development Policy.

TRAVEL REQUEST & TRAVEL AUTHORIZATION: All travel must be approved by the BIE School Supervisor/20-1 Superintendent two weeks in advance. District out of state travel requires School Board approval. The clerk/asst. in each area will prepare the travel authorization. Every staff person on travel must keep copies of receipts for transportation, hotel, registration, other and turn into the clerk/asst. BIE employees are required to utilize GovTrip for all travel authorizations and vouchers. A travel voucher is turned into Business personnel for reimbursement. Reimbursement may take two weeks or longer.

"SCHOOL CLOSING" ANNOUNCEMENTS: If for any reason there is a closing of the school, announcements will be made via the School Reach System and over KGFX-Pierre, KILI-Pine

Ridge, KLND-Little Eagle, KOLY-Mobridge, KMLO-Mobridge, KELO-Sioux Falls and KSFY-Pierre/Sioux Falls Stations. The 20-1 Superintendent and BIE School Supervisor will make the decision to close school.

WELLNESS POLICY: All students and staff are required to follow the Wellness Policy (available from the office).

RESPONSIBILITIES PERTAINING TO ALL STAFF

STUDENT SUPERVISION: *All staff members* (regardless of position) are expected to provide general supervision of students in all areas of the school system. Any staff member is allowed to respectfully ask students in the halls to present a pass and require student to return to the classroom for a proper hall pass. *Teachers* have the specific responsibility for student supervision. Students must be fully supervised in all areas of the school including classrooms, hallways, playgrounds, and cafeteria. Teachers need to be in their classroom by 8:00 am daily.

TEAM LEADERS/DEPARTMENT CHAIRS/GROUP LEADERS/HEAD: Each area and department may set up leadership roles. See the supervisor for specific duties.

ACCIDENTS: All accidents must be reported immediately to the Principal's office. A written report must be made on an accident report form as soon as possible following an accident.

INCIDENT REPORTS: All Staff who directly or indirectly (first adults on the scene) witness minor or major incidents must fill out an incident report and deliver it to the principal and/or appropriate supervisor.

MORNING/NOON/RECESS/AFTER-SCHOOL DUTY: Instructional Staff (Teachers, Assistants, Librarian) and Support Staff (ISS, Dean of Students, Liaison Officers, etc.) may be assigned duty as indicated by the duty schedule on a rotating basis or a daily basis. Staff may receive additional compensation (lunch tickets, early release, etc.) during their duty as determined by their direct supervisor. Staff members are required to report to the designated area on time and actively supervise students the entire time. If a staff member will be absent, it is their responsibility to coordinate with the principal on a replacement for duty. [See Recess in Student Handbook for additional information.]

CLASSROOMS/WORKSPACE: General care and cleanliness of your classroom/workspace is your responsibility. All staff is expected to keep their work areas organized in a manner conducive to their work. Teachers should expect students to clean up after themselves (throw away trash, put away materials, etc.). Seeds are not allowed. Allowing students to chew gum is discouraged. Janitorial staff will provide a thorough cleaning (trash, floors, boards, desks/tables, bathrooms) daily for classrooms and twice weekly for office work areas. If maintenance is needed, fill out a work order and submit to the office.

ORDERING SUPPLIES AND MATERIALS: All supply requests (BIE/District/Title I) must be submitted on appropriate requisition forms to the Supervisor (Principals, other Supervisors)

well in advance. The Business Office requires forms two weeks in advance to ensure adequate processing time. Any staff member who orders supplies, materials, or equipment without appropriate approval personally assumes the financial liability of the order.

MOTOR VEHICLE OPERATOR'S LICENSE AND DRIVING RECORD: All new BIE/Title I staff is required to complete the GSA Form 3607, Motor Vehicle Operator's License and Driving Record, form by the end of August. All staff, as notified, must annually complete the form.

INVENTORY: All staff is required to keep an accurate inventory their equipment, textbooks, and supplies. The inventory list should be submitted to the office with the staff Check-out Form.

COPY MACHINES: Copy Machines are available in each area for staff school use only. Please plan ahead and refrain from sending students or aides to the office at the last minute. Please notify office staff if the machine jams or is not functioning properly.

COMPUTER TECHNOLOGY: All staff are required to sign and abide by the Acceptable Use policy. For repairs, staff members are encouraged to self-check their equipment (connections, restart, etc.) before contacting a Technology staff member.

CAFETERIA & FOOD REQUESTS: Staff is welcome to eat in the cafeteria with a purchased lunch ticket. Lunch tickets can be purchased with a money order. If staff members are actively supervising students they can eat free of charge. Breakfast is served from 7:30 - 8:00 am and lunch is served from 11:10 – 12:25pm. Food request forms are available in each area office. Food requests should be submitted two weeks in advance with appropriate approval and should be limited to athletic, academic, and class field trips and class incentive celebrations. All areas are asked to collaborate on School-wide (K-12) events such as Parent-Teacher conferences or Open House.

STUDENT FIELD TRIPS: Student field trips require approval, a two-week advance planning, and budget approval. Sponsors of the field trip must communicate trip details (roster, itinerary, rules) to students, parents, and staff.

RESPONSIBILITY DURING EXTRA ACTIVITIES: By state law, school staff has the right and authority to require obedience on the part of students in school and/or under any circumstances when they are congregated as the result of school activities. Sponsors are expected to exercise this authority at all times.

SCHOOL EVENTS: Cheyenne-Eagle Butte school staff members are required to pay the admittance fee to attend athletic activities sponsored by the Cheyenne-Eagle Butte School. Staff attendance at activities indicates a healthy interest in the school.

COMPUTER CHECK-OUT: Laptop computers will be checked out on a limited/priority basis. A signed check-out form (use/care/responsibility) is required.

END OF THE YEAR CHECKOUT: All staff members must complete a Check Out sheet at the end of their contract and turn it into their supervisor.

COMMUNICATION

STAFF MEETINGS: Staff meetings are regularly scheduled to facilitate the communication of personnel in each area and to give staff a venue to solve problems. The following schedule will be followed for regularly scheduled meetings:

- K-2 Monthly on Thursdays
- 3-4: Monthly on Thursdays
- 5-6: Monthly on Thursdays and Grade Level
- 7-8: Weekly on Thursdays
- HS: Monthly on Thursdays
- Eagle Center: Scheduled as needed
- Support Staff: The Support Staff Supervisors will call meetings as needed.

PARENT COMMUNICATION:

- Teachers are expected to establish open communication with parents of the students they teach which can be done in multiple ways (for example: introduction letters, sending out copies of course outlines).
- Teachers are required to notify parents when their child drops below passing in a class.
- Disciplinary Staff (Principal, Dean of Students, ISS/Time Out Monitors) are expected to contact parents (phone call, email, written) each time a student commits a disciplinary infraction.
- C-EB Staff are expected to communicate on upcoming events, activities, and awards to parents.
- Parent Contact Logs must be completed on a monthly basis and turned into your supervisor.
- Items can be sent home with the students or mailed.

POSITIVE PUBLIC RELATIONS: All staff members are expected to facilitate positive public relations for the Cheyenne-Eagle Butte School System. As employees of the school, each of us is an ambassador of the school to parents and community members. Unresolved issues should be discussed and resolved internally.

NEWSPAPER ARTICLES: Each teacher, coach, and activity sponsor is expected to submit at least one newspaper article to the West River Eagle per year. These submissions should be grammatically correct and written from a positive view point. Please have your supervisor approve all submissions. Pictures of students actively learning adds to any written submission.

MAIL: Each staff member has access to a Staff Mail Box. Please check your mail regularly (twice daily) and keep it clean and clear. There is an Outgoing mail box for each area as well. Mail that is put in the outgoing box before 11am will be delivered to the Post Office that day.

CALENDAR: The 2011-12 School Calendar was adopted and included in this Handbook. The Superintendent, School Supervisor, and Athletic/Activity Director will be responsible for the coordination of the Master School Calendar. To the extent possible, the areas should

coordinate District-Wide events. All staff should schedule events a minimum of two weeks in advance (in order to give proper notice) and refrain from scheduling events that conflict with existing activities. In addition, each area Supervisor may have Monthly or Weekly calendars to coordinate their activities, as well.

DAILY/MORNING/WEEKLY REPORTS: Each area is encouraged to provide a written or emailed Daily/Morning/Weekly report to provide timely daily communication to staff and students.

TELEPHONE CALLS:

- Emergency phone calls to staff or students will be processed immediately.
- Students are discouraged from using the telephone during school hours. Under special circumstances students with written permission of the teacher or other staff member will be allowed limited phone use under the direct supervision of a staff member.
- Messages will be taken and placed in mailboxes for staff members who receive phone calls. Long Distance is for business use only and must be logged on the phone log sheet.
- Cell phones may be used only during scheduled breaks/prep time when a staff member is not supervising students or expected to be actively working.

STAFF COMMUNICATION PLAN: All staff are required to have e-mail. E-mail will be the primary tool to get information disseminated quickly to all staff. Supervisors will create distribution lists for appropriate groupings of staff. Staff Meetings will also be utilized to provide direct information to staff. In emergency situations the Staff Listing on the School Reach program will be utilized to robodial all staff contact phone numbers.

ENERGY CONSERVATION STATEMENT: Staff will shut the lights off in all rooms in the school that are not in use.

KEY INFORMATION FOR TEACHERS

STUDENT HANDBOOK: Teachers should become familiar with the adopted Student Handbook that contains specific information for students and procedures for staff in working with students.

NCLB POLICY: The Cooperative School Board of the Cheyenne-Eagle Butte School is in full support of the intent of the federal law, No Child Left Behind (NCLB) and the developed goals of the school system including 94% attendance rate and 100% proficiency in Reading and Math by 2014. To support the goals, the Board requires that additional assistance be given to students that do not meet the goals.

CONFIDENTIALITY: Confidentiality is a very important issue within the school. The South Dakota Code of Ethics states that educators are to “keep in confidence information that has been obtained in the course of professional service, unless disclosure serves professional purposes or is required by law.”

1. Do not discuss students or their academic progress, need for exceptional education services, family problems, behavior etc. within the hearing of students, parents or non-involved staff.
2. Do not leave documents relating to students (IEP notices, etc.) lying around carelessly. These documents contain confidential information and need to be kept secure.
3. Do not divulge grades or other student achievement information, such as posting class grades.

CERTIFICATES: Newly employed teachers should give a copy of their teaching certificates to the school Human Resource personnel who will keep them on file during the term of the teacher's employment. This should be done prior to the opening of school (required with applications for BIE Teaching positions). The first check will not be given until this certificate is on file. Parents may obtain qualifications of their children's teachers upon request through the Administration Office.

LESSON PLANNING: Teachers are expected to have a written daily, weekly, and/or unit plans for each class taught. Each principal will communicate the method and format for collecting lesson plans for their area. Note that state standards must be identified on every lesson plan. Units placed in Curriculum Connector may be utilized for the Lesson Plan requirement. Each teacher is expected to utilize their planning periods to prepare for their classes by planning, developing materials, and grading.

DAILY ATTENDANCE: Teachers are responsible for maintaining accurate daily attendance records (electronic and paper) for their students and for correctly supplying this information to the office. Daily attendance should be sent by 8:20 am each morning for grades K-6. Period attendance for grades 7-12 should be done in a timely manner at the beginning of each class. If the computer network is down, teachers can send a written attendance list. See Student Handbook for specific guidelines and procedures for Student Attendance.

GRADING: Each teacher will have access to an electronic/paper grade book and will be expected to follow established grade scale guidelines on the student report cards. Teachers should make a concerted effort to stay caught up with grading and be able to communicate student evaluation data (grades) to parents and/or student weekly upon request. Remember that grades are made available via the parent portal feature in Infinite Campus for parents that request access so make sure grades are current. Teachers should be able to justify report card grades by data if asked.

REPORTING:

- Deficiency Reports: Teachers are required to send Deficiency Reports to parents of students who fall below passing.
- Reports of Excellence: Teachers are encouraged to send positive notes home including Reports of Excellence.
- Mid-Term Progress: Teachers are expected to compile a mid-term progress report electronically through the Infinite Campus program. Office staff will mail reports to every parent.

- **Report Cards:** Parents will receive a report card for their children after each nine week period. Parent-Teacher Conferences will be scheduled throughout the year and progress reports/report cards will be given out at that time. All remaining report cards will be mailed out one week after the quarter ends.

ASSESSMENT: Teachers are required to participate in all student assessments planned by area (i.e. DIBELS, DACS, other) within each testing window. In addition, formative and summative assessment results should be consistently shared with students and parents including, but not limited to, Dakota Step, DACS, MAP, DIBELS, and Finals.

HOMEWORK POLICY: C-EB School expects students at each level to complete homework. The homework policy takes into account the age of the student in determining the appropriate amount of homework. As a general rule, Kindergarten is expected to do 5-10 minutes, with each grade adding 5 minutes so that 30 minutes/day would be expected in Grade 6. For grades 7-12, homework should take 30-60 minutes, combining all classes.

Homework is expected to be given by teachers four days/week, and may be a combination of independent reading, projects and practice related to classroom work. At least once a week, parents are expected to be asked to sign the homework or the planner stating that the child has completed the required homework.

TEXTBOOK CHECKOUT: Textbooks that are issued to a student to take home must be recorded on a Textbook Checkout form by the teacher. If the textbook is not returned by a student, it is the teacher's responsibility to make every attempt to recover the textbook, seek payment from the student or replace the books through the requisition/ordering process. The teacher has the right not to check out additional copies of the book to the student until the student has made restitution.

RETENTION: Retention of specific students will be recommended to the building principal by his/her teacher. This recommendation should be based on data including: low grades, low reading level/achievement, significant student emotional immaturity, and/or considerable number of absences. The principal will assemble a Teaming Committee (Principal, Classroom Teacher, Parents, other Staff Members) who will make a retention decision based on the data including: student age, previous retentions, parental requests, over-all academic records, special services placement, and other pertinent information.

DISCIPLINE: It is the goal of the school to facilitate the development of self-responsible students that follow the rules and respect self, others, and the property of others. Each teacher is responsible for the management of and discipline within his/her classroom.

- Principals have a responsibility to work directly with teachers or provide resources to teachers who have difficulty managing his/her classroom. [Note that a teacher yelling to students is considered an indicator of difficulty managing classroom or self-behavior.]
- Classroom procedures (when to use the restroom, how to ask questions, etc.) should be developed, taught, and reviewed with students. Classroom rules and consequences should be reviewed and posted visibly in the classroom.

- All classroom discipline consequences should initially include teacher/classroom actions prior to any actions that require students to leave the classroom for time-out, ISS, or reporting to personnel (principal, dean of students, etc) since it is extremely hard to teach students who are in ISS or sent home.
- Teachers are expected to be fair and consistent with discipline.
- Students respond better to private (1-1) conversation rather than public correction.
- Students that disrupt the whole class' learning may need an alternative setting.
- Teachers are encouraged to contact parents of students that have difficulty following classroom procedures and rules to share information and get input on ways to help the child control his/her own behavior and thus maximize learning.
- When sending a student to the office for discipline, contact the principal, share the problem and the requested outcome. Note that the principal/Dean of Students will follow the disciplinary measures of the Student Handbook.

HALL AND BATHROOM SUPERVISION: All teachers are expected to supervise the hall adjacent to their classroom during student transitions. In addition, please check bathrooms periodically to see that they are being used properly.

STUDENT THREATS: Please be attuned to any threats made by students. If you hear or are aware of a student making threats relating to violence, it must be reported to the office.

END OF THE SCHOOL DAY: It is important to provide continuous student supervision until the buses leave and after school students report to their activity. Each Principal will determine who is responsible for this supervision and notify staff they directly supervise.

CURRICULUM: All classroom content taught must be aligned to the grade level South Dakota Standards. Teachers are required to Map 2 Classes on Curriculum Connector. Core/Common Curriculum Maps will be developed through the collaboration of grade level teachers. Vertical alignment will be an ongoing task.

VIDEOS/DVDS: Educational videos/DVDs that correlate directly with the academic content of the classroom may be used if they are appropriate (rated G or PG), have been previewed, and are not used as an alternative to instruction. Entertainment videos/DVDs should be used sparingly as a reward/incentive with approval of the principal.

STUDENT CUMULATIVE FILE: An individual student folder is kept on file for each active student. Each teacher is asked to review his/her student's files and add any additional pertinent information. All files must be signed out and back in.

STUDENT WITHDRAWING/TRANSFERRING: When a student withdraws/transfers from your class, you are required to fill out a student transfer report. Please submit the transfer report, student's report card, attendance information, testing results and any other information to the office within one week of the transfer date.

TEACHER ATTENDANCE AT EXTRA-CURRICULAR ACTIVITIES: Although the research shows that having teachers involved in school student activities beyond the work day makes a positive

impact for students, the school recognizes that attendance at these events must be left to each teacher's discretion. However, we highly encourage teachers to be involved in student activities to the extent possible.

HEALTH/NURSE: Send students who become ill to the office for a pass to the nurse. If the nurse is out, the student should be sent to the office. Teachers should be alert for evidence of visual or hearing handicaps and report such observations to the nurse and principal for further examination.

STUDENT MEDICATION: Any parent wishing to have prescription medication provided for their child in school must provide the medication in the original pill bottle with the doctor's instructions for administering the medicine to the School Nurse. The parent must sign a consent form for the administration of the medication. All student medications including prescriptions must be checked in with the school nurse.

EMERGENCIES & DRILLS: Emergency fire drills are held monthly throughout the school year. Each teacher should become acquainted with the procedures and teach the procedures to their students. (See COOP/EPP Plan for complete details)

- A. At the sound of the fire alarm signal, everyone should vacate the building at once. Do not permit conversation, horseplay, or running. Insist on a quiet, orderly exit. This is an absolute necessity should oral commands need to be given at any time. Do not allow students to stop for books or coats.
- B. The teacher will make sure that all windows are closed and the lights are off prior to closing the classroom door.
- C. Students should remain in line once they have cleared the building in order for the teacher to take roll. It is advisable for the teacher to take his/her grade book and make a practice of checking the class roll at this time.
- D. No one is to re-enter the building until an all-clear signal is given. Once the all-clear signal is given should return in an orderly manner.
- E. Exit routes and procedures are posted in each classroom, please make all students aware of them.
- F. Tornado drill procedures should be explained to all students in your classroom.

SITUATIONS TO AVOID (GOOD ADVICE): Listed below are some of the practices by teachers that seem to cause parents and students the most concern. All of us have undoubtedly violated a few of these at one time or another. We ask only that you be aware of the problems which can be created by these approaches to problems and avoid them if possible.

- Not informing the parents about students who are making failing or very low grades.
- Not permitting students to make up work when they are absent.
- Embarrassing the student before the rest of the class with ridicule.
- Remarks to the student to be delivered (2nd hand) to their parents.
- Comments to the rest of the class about another student....or a teacher.
- The use of unreasonable consequences or physical punishment in any form.
- Excessive amount of work connected with assignments.

- Comparison of siblings.
- Placing stigma on the entire group (i.e. This is the poorest group I ever had...)
- Loss of self-control (yelling)

LOST AND FOUND: Lost and found articles should be turned into the office. Remind students to check the Lost and Found for any misplaced/missing items.

CLASSROOM WALK-THROUGHS: Each principal and the Curriculum & Staff Development Director will be performing Teachscape Classroom Walk-throughs on a consistent basis. The Walk-through collects data on the lesson being taught, the instruction, student learner, classroom environment, and differentiation.

PROGRAM RESOURCES

EXCEPTIONAL (SPECIAL) EDUCATION: The Cheyenne-Eagle Butte School adheres to the adopted South Dakota (BIE) Special Education Policies and Procedures. Each teacher will be notified of students with disabilities in their classes and provided information about their current Individualized Education Plan (IEP). In addition, each teacher is required to participate in the process of development of a new annual IEP as well as other meetings (Review of Existing Data, Placement, etc.) Teachers who are considering referring a student for evaluation for special education services are required to show evidence of multiple classroom level interventions over time and to make that referral through the TAT Team mechanism.

GIFTED AND TALENTED PROGRAM: The Cheyenne-Eagle Butte Gifted and Talented Program will consist of the development of a Gifted IEP with individual projects and group projects in each student's area of high interest and in student strength areas. The Gifted and Talented program requires that students are assessed or evaluated for identified areas of giftedness and re-evaluated every three (3) years. Teachers will be given a list of their students participating in the Gifted and Talented Program and their scheduled time to receive services.

TITLE I PROGRAM: The Cheyenne River Sioux Tribe contracts Title I through the Bureau of Indian Affairs. The Title I program provides schoolwide opportunities to address the needs of all children to meet state content standards through strengthening the core academic programs at C-EB.

LAKOTA STUDIES: Students are given an opportunity to participate in Lakota Studies classes each school year. The Lakota Studies classes will concentrate on Lakota Language, History, and Culture utilizing the adopted Lakota Standards. Teachers in other content areas are expected to integrate Lakota topics into their content classes as well. Additional funding is available to the K-12 school for this program through Title VII and Language Development funds.

COUNSELING PROGRAM: The Counseling Program will work with students, teachers, and parents on a broad spectrum of issues through multiple methods. The Counseling Program will work with students, proactively through preventative programs and by providing small group and classroom guidance and counseling instruction. It will also work with students reactively when there are crisis situations (violence, abuse, suicide, death, divorce, etc) through individual

counseling and outside referrals. In addition, the counseling program will help students explore academic interests and strengths to maximize their education and prepare them for post-secondary plans.

JOHNSON O'MALLEY (JOM): JOM is a federal aid program designed to help educate Indian children in public school systems. JOM funding is thus available through the School District and not through the BIE.

LIBRARY: The library program supports children's independent reading and research as well as their classroom activities. Teachers can schedule a variety of library activities with the librarian.

SAFE AND DRUG FREE SCHOOLS: The Safe and Drug-free schools program consists of personnel and activities designed to provide prevention and intervention in the areas of violence, alcohol, tobacco, and drugs.

RESIDENTIAL DORMITORY PROCEDURES

ACCOUNTABILITY CHECKS: Residential employees are responsible for knowing where every child is at all times. The use of student check-in/out, roll call, bed checks, passes, and general supervision of students are required procedures.

APPROPRIATE ROOM DÉCOR: All staff members should periodically monitor and check the rooms to make certain the sleeping rooms are free from graffiti and inappropriate décor.

CLEANLINESS: Each student is expected to perform details/work. Staff is responsible for schedules, follow-up, and recognition of good work. No student should be engaged in a detail after the beginning of study time.

FAMILY GROUPS: You will be assigned a family group by the manager or as designee. The purpose of the group is to create a more homelike atmosphere in the dormitory. Family groups will meet at least twice each month to teach and nurture the students.

ILLNESS: An isolation/sick room is provided for both boys and girls. Students suspected of being contagious must be placed in the sick room until other appropriate provisions are made. Students placed in the isolation/sick room will be monitored closely. Parents may be called to pick up their child and take them to the clinic.

LAUNDRY: Students in grades 7-12 are responsible for doing their own laundry and under supervision. Clothing care for students in grades 1-6 is the responsibility of the dorm staff. This is an opportunity to teach students how to sort their clothes, use detergents and machine settings. Students will be informed of posted laundry hours.

LOG BOOKS: The log book is used to maintain an open line of communication between the Residential staff with changing tours of duty, and to convey messages on any special information others need to know for the continued smooth operation of the dorm. Accountability issues, illness, problems, schedule changes, or other out of the ordinary pieces of information must be recorded in the log book. The book is to be read carefully when beginning a shift. Notations must be accurate and reflect a professional manner. The Log Book must be kept Confidential.

MEDICINE: All medicines are to be kept in the locked medicine cabinet. The Residential staff must document all medicines that are dispensed to students with the name of the student, medicine dispensed, date, time and dosage given.

MISSING STUDENTS: Notify the manager, parent, and law enforcement immediately. Follow up accordingly. A Special Incident Report form will be completed and filed.

PRIVACY: All students have the right to a reasonable degree of privacy, but that privacy does not extend to cases of the health and safety concerns of self, other students, or staff. The school reserves the right to inspect each room and student locker for safety and health hazards and for violations of school regulations. A student's personal belongings will be inspected only in the student's presence unless there is a clear indication with reasonable suspicion that a law or school regulation has been broken.

STUDY TIME/TUTORING: Study time/tutoring will be designated and times posted so students can complete home-work, read, and study. Students that need additional help will be provided staff tutoring assistance.

SUPERVISION BY MOVEMENT: Supervision of students and their activities is most efficiently done by both observation and constant movement among them. Visiting with students as you move among them will increase your rapport with students.

TOXIC WASTE/BODY FLUID DISPOSAL: Residential staff are responsible for the safe and proper disposal of infectious waste. This may include any bandages or other materials. The proper disposal is in a double "Red Bag." The red bags are obtained through Indian Health Service.

TWO WAY RADIOS: You may be assigned a two-way radio for use at work. It is a valuable piece of property that should be protected from damage or loss. It is also an excellent communication tool. Use it as needed professionally. Remember, other people can hear your radio messages.

VISITORS TO THE DORMITORY: All visitors in the dormitory must check in at the office. Each visitor must sign in and out with a defined destination or person to visit. They must wear a visitor pass while on campus. All visitors must be escorted through the dormitories.

POLICIES AND PROCEDURES FOR ALL STAFF

Policies, procedures and benefits outlined in this Staff Handbook supersede all previously published or unpublished policies and procedures. Any published or unpublished policies and procedures not in full accord with, deemed to be inconsistent with, or contrary to the policies and procedures hereafter set forth are hereby declared non-enforceable, null, and void. Please note that these policies, procedures and benefits may change periodically and Cheyenne-Eagle Butte School reserves the right to modify, revoke, suspend or terminate any or all of its policies, procedures, and benefits at any time without notice. It is not the intent of this publication to violate any Negotiated Indian Educators Federation Union rules or District 20-1 Negotiated Agreement which supersede for the respective employees.

VIOLENCE IN THE WORKPLACE: Violence, threats of violence, harassment, intimidation, and other disruptive behavior in our workplace will not be tolerated. Such behavior can include oral or written statements, gestures, or expressions that communicate a direct or indirect threat of physical harm. Any reports of such behavior will be taken seriously and will be dealt with appropriately. Individuals who commit such acts may be removed from the premises and face appropriate disciplinary and/or criminal penalties.

GRIEVANCE PROCEDURE: The employee should try to resolve the problem with his/her immediate supervisor/principal. If the employee/student is still not satisfied with the resolution of the problem at this level it may be taken to the next level supervisor. If the employee is not satisfied with the decision of the board, the employee may want to proceed with filing a complaint with the Equal Employment Opportunity Commission or the Office of Civil Rights. Note that BIE, Title I, and District have grievance procedures outlined.

CHILD ABUSE: All employees of the Cheyenne-Eagle Butte School who suspect that a child's physical or mental health or welfare may be adversely affected by abuse or neglect shall report such cases to the proper school authorities immediately. Proper school authorities shall be the area principal, counselor, school nurse, or Superintendent/School Supervisor.

SCAN Reporting Process: SCAN relates to incidents on two levels, relating to abuse of a child by a school employee. This process is described in detail and handouts given at the Stand Down each fall. It is your responsibility to know this policy.

CRISIS MANAGEMENT APPROACH: Each crisis situation is unique and must be treated as the situation warrants. The following statements are to be used only as guidelines.

- Situation occurs.
- Administration notify parents.
- Meet with school counselors and administrators as soon as possible. If needed include community mental health personnel and/or clergy.
- Assess the situation and needs.

- Prepare a statement which reflects the truth of the event. The family will be contacted when preparing this statement.
- Talk with staff members about the crisis. The statement will be given to them to read to their first period classes or at the beginning the school day. This will enable staff members to answer questions. This will also enable staff members to understand the process and refer students, in need of help, to counseling.
- The school counselors will go into the classes whose students are directly affected by the event and read the statement. Offer time to talk to any member of the school family.
- Talk directly with friends, family members and staff members.
- Encourage each student to talk with their family members and share their feelings and concerns.
- Counselors and administrators (mental health personnel/clergy if included) will attend a debriefing meeting.

COOP PLAN (CONTINUITY OF OPERATIONS)/EMERGENCY PREPAREDNESS PLAN: A COOP/EPP Plan defining emergency plans for various emergencies is available to every staff member at the office. It is the responsibility of every staff member to review the plan and sign off that they received this plan. This plan is also disseminated to parents during registration. A copy of this plan must be kept in the classroom with a class list and appropriate parent contact information. This plan and list should be taken with the teacher when evacuation is necessary.

C-EB SUICIDE INTERVENTION APPROACH: The following “intervention approach” was developed by the C-EB school counselors and administrators to provide consistency when dealing with suicide ideology.

1. Teachers or other staff who receive information either directly or indirectly about a suicide concern must contact the counselor/principal immediately.
2. The counselor meets with the student and assesses the situation.
3. If the student is making immediate self-harm statements and has a plan the police are contacted for protective custody. The parents are notified. Clearance from a mental health professional prior to returning to school is mandatory.
4. If the student does not have a plan but has been thinking about the possibility of suicide, the parents are notified. It is suggested to the parent they seek professional help for an assessment. The counselor can help arrange an appointment with a local mental health clinic or suggest out-of-town options. The school administration may request the student have mental health clearance prior to returning to school.
5. Suicide is always a serious matter and is treated as such. We act immediately upon any report. How we proceed depends upon the situation and the assessment.

ZERO TOLERANCE TO GANGS AND GANG RELATED BEHAVIOR: The Cheyenne-Eagle Butte School will not tolerate any gang or gang-related activity or behaviors on school premises. This policy applies to school sponsored activities as well as during the regular school day. Please be aware of the board policy and help to implement this policy by teaching students appropriate

behavior, reading the policy to students and discussing possible gang actions that carry consequences, as well as reporting violations of this policy to the office immediately.

WEAPONS POLICY: Please familiarize yourself with the Zero Tolerance Policy forbidding possession of, use of, and/or threat of dangerous and/or illegal weapons on school premises or at school sponsored activities. In addition it is strongly recommended that no staff member bring any type of weapon (including small pocket knives) to work/school. If you suspect that an adult has entered the school grounds with a weapon, report it to the office immediately.

SEXUAL HARASSMENT AND VIOLENCE POLICY: is the policy of the Cheyenne-Eagle Butte School that harassment is unacceptable and shall not be tolerated and that no member of the school district community may harass another. In accordance with Title IX Cheyenne-Eagle Butte School is committed to providing a work environment that is free from sexual harassment and violence, where all staff members and students can work together comfortably and productively. Harassment is defined as unwelcome advances, requests for favors, and other continuous verbal or physical conduct. Federal law prohibits retaliation against persons who report discrimination, including harassment, or participate in related proceedings. Cheyenne-Eagle Butte School will take appropriate action against any pupil, teacher, administrator, or other school personnel who retaliates against or attempts to retaliate against any person who reports alleged harassment or violence, files a complaint of harassment, who testifies, assists or participate in any investigation, hearing or proceeding related to such harassment or violence. Retaliation includes but is not limited to any form of threat, intimidation, reprisal or discrimination.

PROCEDURE FOR REPORTING HARASSMENT: Any staff member who believes he/she has been sexually harassed should report the complaint as soon as possible to one of the following:

1. Immediate supervisor
2. Next higher level above the supervisor (supervisor's supervisor)
3. EEO Counselor/Title IX Coordinator
4. Union Representative (if applicable)
5. Superintendent

The complaint will be investigated promptly. Complaint forms are available in the school offices. If the immediate supervisor is involved in the harassment, the next higher-level supervisor should be informed.

BUREAU OF INDIAN EDUCATION PERSONNEL POLICIES AND PROCEDURES (Selected)

GOVERNMENT CREDIT CARD:

- Employees are expected to read and comply with the provisions of the Department of the Interior Integrated Charge Card Guide.
- If an employee misuses his/her Government charge card and/or fails to make timely payment in full on his/her charge card account balance, his/her government charge card will be withdrawn, suspended or cancelled.
- Disciplinary/corrective action for misuse of the Government charge card and/or payment failure or delinquency may include issuance of a formal letter of warning, payroll deductions for general debt, suspension without pay, or termination from Federal service.
- BIE employees must possess a valid credit card to travel.

DRUG FREE WORKPLACE POLICY: The unlawful possession, dispensing, distribution, manufacture, sale or use of controlled substances and alcohol in the workplace by an employee is prohibited on school premises, affiliated offices, during any school activity, or off duty.

11.25 Probationary Period.

- A. The probationary period is an extension of the examining or appointment process, during which a careful review is made of an employee's character and ability to satisfactorily perform the duties of the position. It provides the supervisor an opportunity to measure actual job performance on the job against his/her assessment of the employee's potential at the time the employee was selected. It also provides the supervisor with the opportunity to recommend non-renewal of a contract during the probationary period should the employees' performance fall short of expectations and job requirements or for cause. In addition, a probationary employee may be terminated at any time during the term of a contract. Termination is accomplished by providing written notice to the employee two weeks prior to the effective date of the termination. The school board must be notified of the termination, but school board approval is not required.

11.31 Restriction on Employment of Relatives. An official with appointment and/or promotion authority shall not advocate, recommend, appoint, employ, promote, or advance a relative within the Department of the Interior. The term relative includes: father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half-brother or half-sister.

11.37 Indian Preference.

- A. The Bureau is required by law to give preference to persons of Indian descent in filling positions, whether through initial appointment or advancement. Preference will be extended to persons of Indian descent who meet any one of the following conditions:
- (1) Members of any Federally recognized Indian tribe;
 - (2) Descendants of such members who were, on June 1, 1934, residing within the present boundaries of any Indian reservation;
 - (3) All others of one-half or more Indian blood of Federally recognized tribes indigenous to the U.S.; and
 - (4) Eskimos and other aboriginal people of Alaska;
- B. Applicants shall submit a properly completed Form BIA-4432 "Verification of Indian Preference for employment in the Bureau of Indian Affairs" in order to be considered a preference eligible.

11.53 Premium Pay.

D. Overtime/Compensatory Time. Contract educators who are eligible for premium pay, who are not otherwise compensated and who are required to perform duties after their normal tour of duty may request and be granted compensatory time in lieu of overtime pay. Earning of either overtime or compensatory time must be authorized in advance by the school supervisor or Education Line Officer as appropriate. Compensatory time may be used during the term of the contract at times when the work will be least disrupted, as jointly determined by the supervisor and employee. Compensatory time will not be carried over to the next contract year. This authority is an exception to the six-month restriction stated in 370 DM 550 Section 1.7.

11.68 Performance Appraisal Policy. Performance management is a process by which individual and organizational goals are communicated to employees; individual and team accountability for accomplishing organizational goals is identified; individual and organizational performance is evaluated and improved; and the results of performance management are used as a basis for appropriate personnel actions. Every Contract Education employee holding a year-long or school year contract shall be appraised at least annually based against predetermined performance elements and standards consistent with those duties. In annual planning sessions, the employee may assist the supervisor in identifying critical results and

performance indicators. At a minimum, progress reviews will be held once every three months during the employee's first contract term of 24 weeks or more, and annually thereafter during each subsequent contract term.

11.76 Employee Discipline and Discharge Policies.

- A. All OIEP staff will direct their efforts toward attaining and maintaining a constructive working environment in which all parties recognize and accept their responsibilities. When such standards are not met, it is essential that prompt and just corrective action be taken. OIEP's policy is to conform with standards of conduct and efficiency which will promote the best interest of the services.
- B. Discipline and discharges will be administered fairly and equitably without regard to race, color, national origin, religion, sex, marital status, age, physical handicap, political belief, affiliation or activities. Disciplinary actions will be taken promptly as practicable and will be in compliance with these procedures. Where a disciplinary action or adverse action is warranted, the discipline will be in proportion to the character of the offense or series of offenses. (see Appendix F)
- C. The private nature of disciplinary and discharge action will be respected. The provision of the Privacy Act will be met to protect the rights of the employee.
- D. Employees covered under the provisions of this section are excluded from coverage under 5 U.S.C. 7511 and 4303.

11.80 Types of Corrective Actions.

A. Informal Disciplinary Actions.

(1) An oral admonishment is a conference between a supervisor and an employee. It is the least formal and least severe type of disciplinary action, having no procedural requirements, no prescribed format, and a high degree of flexibility. As a result of these characteristics, it should be applicable to many disciplinary situations and should produce the desired change in employee behavior, particularly when the employee has no previous history of violations. This is often the first step after a deficiency is noticed. The immediate supervisor will privately inform the employee that he/she is being orally admonished; bring the undesired conduct and/or performance to the employee's attention; explain to the employee what is expected of him/her; give him/her the opportunity to improve; and mention of the possible actions that will result if the unsatisfactory conduct and/or performance continues. The supervisor should keep a summary of the discussion on file for up to one year.

(2) A written warning is a notice given to an employee whose actions warrant a more severe disciplinary action than merely an oral admonishment. The warning will be in the form of a letter explaining specifically and in detail what took place by date, time and nature of

offense. It will advise the employee that a copy and any written response or explanation that he/she may make will be retained up to one year by the supervisor.

B. Formal Corrective Action.

(1) Reprimand. A letter of reprimand is a written disciplinary action given to employee for misconduct, which is a temporarily recorded in the employee's Official Personnel Folder (OPF) for a period not to exceed two years.

(2) Suspension. A suspension places the employee involuntarily in a non-pay, non-duty status for a specific number of calendar days. A suspension will not be used unless the situation indicates that a lesser penalty is not adequate.

(3) Discharge. Discharge is an involuntary separation taken for very serious misconduct or for continued or repeated acts of misconduct of a less severe nature or for unacceptable performance. There are two types of discharge.

(a) Discharge for cause;

(b) Discharge for unacceptable performance.

11.81 Procedures for Disciplinary and Adverse Actions. The procedural steps set forth in this part are designed for timely, fair, and equitable processing of employee involved in a formal disciplinary or adverse action.

A. Written Warning. A written warning or notice is a statement given to an employee for an act of misconduct or performance deficiency when an oral admonishment has not caused improvement or would not be expected to do so. The warning notifies the employee of a standard which, if not adhered to, may result in stronger discipline being imposed.

(1) Procedures. The warning will be in the form of an official letter or memorandum describing the reasons for the warning. It will advise the employee that a copy of the letter of warning and any written explanation that he/she may make will be retained by the supervisor.

(2) Withdrawal of Warning. After one year, or when the employee leaves in less than one year, a warning will be removed from the files and destroyed if no further action has been taken on the case. If the employee's conduct so warrants, the warning may be withdrawn for destruction prior to one year. When the warning was issued by the employee's current supervisor, that supervisor may withdraw it. If the employee's current supervisor did not issue the warning, he/she may wish to consult with the previous supervisor who did issue it when withdrawing the warning.

(a) In determining whether a warning should be withdrawn early, consideration should be given to the fact that a removed or withdrawn warning memorandum may not be used to support future charges.

(b) When a warning has been withdrawn early and destroyed, the supervisory official will so inform the employee in writing.

(c) Since the warning will automatically be removed from the files after one year, a grievance may not be based on a supervisor's decision not to remove it earlier than the expiration date.

B. Reprimand. A reprimand is a written statement of censure given to an employee for misconduct, or such concern that a semi-permanent record of the incident should be established. This concern may also be due to repetition minor incidents of misconduct.

(1) Procedures. A reprimand will be an official letter or memorandum describing the reasons for the action which is filed in the Official Personnel Folder (OPF) for a period of two years. It will advise the employee that a copy of the reprimand and any written explanation that he/she may furnish will be placed in his/her Official Personnel Folder. The reprimand will also contain a statement of the withdrawal provisions.

(2) Withdrawal of Reprimand. After two years, or upon the employee's leaving the Federal service, whichever comes first, a reprimand for misconduct will be removed from the OPF and destroyed. If the employee's conduct so warrants, the reprimand may be withdrawn for the destruction prior to the specified time period. When the reprimand was issued by the employee's current supervisor, that supervisor may withdraw it. If the employee's current supervisor did not issue the reprimand, he/she may wish to consult with the previous supervisor prior withdrawing the letter.

(3) An employee may grieve a reprimand under a negotiated grievance procedure or the grievance procedure contained herein, whichever is applicable. Since the reprimand may be grieved under appropriate grievance procedures initially and will automatically be removed from the personnel folder at some given time not to exceed the specified time period, a grievance may not be based on a supervisor's decision not to remove the reprimand earlier than its expiration date.

C. Suspension. A suspension is an enforced temporary non-pay status and absence from duty. Such action is taken for serious misconduct or for emergency reasons. It may also be taken for continued or repeated acts of misconduct which appears to be a blatant disregard of requirements or which occur after prior efforts of counseling, warning and/or reprimand have failed. It is the responsibility of the proposing official to establish the case file at this point before taking this action.

11.82 Employee Grievance Policy.

A. Employee shall be treated fairly and equitably in all matters pertaining to their employment. Those who feel that they have not been so treated will have a right to present their grievance to appropriate management officials for prompt consideration and equitable decision.

- B. Employees will designate representatives in writing to the deciding official.
 - C. Employees and their representative, if any, will be unimpeded and free from restraint, coercion, discrimination or reprisal in making or filing a grievance.
 - D. Impartial and prompt consideration will be given to all grievances. Every effort will be made to resolve employee grievances informally at the lowest possible supervisory levels and as early as possible after being made known to the immediate supervisor.
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11.88 Grievance Rights and Procedures.

A. Employee Rights. An employee, or a group of employees acting as individuals, will be entitled to present a grievance under this procedure and management will accept the grievance if it is properly presented. Grievances presented by a group must be identical in all respects, or they will be considered individually.

(1) In presenting the grievance, the employee will have the right to be represented at their own expense and advised by a person or their choice providing there is no conflict of interest or position.

(2) If the employee is in active status, a reasonable amount of official time, not to exceed eight hours, will be granted to present the grievance. If a representative is chosen who is also covered by this directive, who would otherwise be in a duty status, the representative will also be granted a reasonable amount of official time, not to exceed eight hours. The Education Line Officer may disallow an employee's representative, whose activities as representative would cause a conflict of interest or an employee whose release from his/her official position would give rise to unreasonable costs to the Government or whose priority work assignment precludes his/her release from official duties.

(3) The employee, in preparing and presenting a grievance, will be entitled to communicate with and see advice from management officials who have been designated by the supervisor as having responsibility for providing such assistance. These sources provide procedural advice and factual information on subject matters for which they are responsible, but do not address the merits of a grievance.

B. When a unit of exclusive recognition exists, the negotiated grievance procedure will be the only procedure available to a covered employee for resolving grievances within its coverage.

C. The deadline for initial filing of a grievance may be extended by the management official receiving the grievance, upon written request by the employee stating the reasons.

D. Cancellation or Termination of Grievance Processing.

(1) A supervisor will cancel or terminate an informal grievance only when requested by the employee or if an informal agreement is reached.

- (2) The appropriate management official will cancel or terminate a formal grievance:
- (a) At the employee's request;
 - (b) When the employee's employment terminates, unless the relief sought by the employee involves a pay issue;
 - (c) Upon the employee's death unless the grievance involves a question of pay;
 - (d) If the employee does not furnish the required information and does not proceed with the advancement of the grievance within specified time limits; or
 - (e) When the specific relief requested by the employee is granted.

DISTRICT 20-1 PERSONNEL POLICIES/PROCEDURES IN NEGOTIATED AGREEMENT FOR TEACHERS (SELECTED)

Article II: PROFESSIONAL PERFORMANCE

It is the responsibility of administrators to carry out the evaluation of teachers under their supervision in a manner consistent with the law and policy negotiated.

EVALUATION POLICY AND PROCEDURES

The Board of Education recognizes that evaluation is done with a teacher and not to a teacher. Evaluation has a dual purpose: first, to improve the quality of the instructional program available to students and second, to form a basis for rational decisions by the administration and school board concerning hiring and firing. Evaluation techniques and materials should offer assistance to teachers to aid in the upgrading of the instructional program. The evaluation program and criteria should be built around the established educational philosophy, objectives, and educational program adopted by the professional staff of the school district. A copy of the evaluation program will be given to each teacher upon signing of his/her contract.

The teachers recognize the right, duty, and responsibility of the administration to make periodic evaluations of the performance of the teachers for the purpose of providing a basis for teacher improvement and an assessment of teacher effectiveness. The following sections shall be adhered to by all evaluations.

Section 1:

Each school year, not later than **September 15th**, the building administrator shall call a meeting for all teachers, for the purpose of reviewing the provisions of the law and this policy, and procedures of evaluation and supervision.

Section 2:

Each school year, not later than **October 15th**, the building administrator will meet individually with each teacher for the purpose of establishing goals relating to the objectives set forth in this evaluation. These goals will be a focus for that teacher for that year. The teacher will complete an action plan for improvement pertaining to these goals.

Section 3:

The evaluator is encouraged to make a number of informal evaluations during the school year. An informal evaluation will consist of a visit to the classroom at the convenience of the

evaluator. At least one informal evaluation will be conducted for each formal evaluation period for each teacher in which the evaluator provides feedback to the teacher on his/her performance in relation to the goals set forth in this evaluation.

Section 4:

All observations and evaluations of the performance of the teacher shall be done openly with the full knowledge of the teacher. The use of eavesdropping, closed circuit television, public address or audio systems, and surveillance devices shall be strictly prohibited. It is recognized that teacher responsibility extends beyond the classroom in many ways, and observations made during the school day in the line of duty constitute part of the evaluation. Informal observations are an important part of the evaluation process. Any informal observations documented and filed in personnel file must be signed by the evaluatee.

Section 5:

All teachers shall be evaluated formally at least once during the school year for a minimum of one class period. First and second year teachers in the school system shall be evaluated formally at least two times during the school year prior to **March 15th**. A formal evaluation shall consist of a pre-conference, an observation, and a post-conference, conducted at times which are mutually agreeable to the teacher and the supervisor. After a formal observation, a teacher may request additional observations at the convenience of the teacher's supervisor. The final formal evaluation shall be reviewed by the evaluator's immediate supervisor.

Section 6:

Any formal written evaluation of the performance of a teacher shall be reviewed by the evaluatee. A conference between the evaluator and the teacher will be held to discuss the evaluation. At the end of the conference, both parties must sign the evaluation, and a copy of such evaluation must be given to the teacher. However, the teacher may, in written form, disagree with the evaluation and this will be affixed to the evaluation form within two days. All formal evaluations are to be completed by the supervisor and discussed with the teacher prior to **April 15th**.

Section 7:

Every effort will be made to give positive assistance to those teachers having professional difficulty. In cases where improvements are needed, an action plan will be developed, with the teacher, for each area of difficulty. This plan will include a written statement of positive actions to be taken by the teacher to correct deficiencies. A commitment for adequate supportive

supervision will be made by the evaluatee. Any teacher who feels that he/she requires further informal or formal observations may request this of the supervisor.

Section 8:

All evaluative practices and decisions will be based upon acceptable criteria, be conducted in a professional manner, be conducted uniformly for all certified district employees, and be consistent with professional standards and ethical practices. The evaluator's behavior during the observation should be such as to minimize the effect of his/her presence in the observation situation.

Section 9:

In the event there is a disagreement between the teacher and the evaluator which may affect the teacher's employment status, arrangements are made for a different administrator to evaluate the teacher.

The Board recognizes that the teacher deserves and expects competent, positive, helpful, supportive supervision of his/her teaching performance. The teacher shall be appraised by formal means of the views of the administration and supervisors with respect to the quality of his/her services so that he/she has the opportunity to act on the basis of these critiques so as to improve his/her teaching. Supervision is intended to raise the level of instruction in the district as well as to assure the success of each member of the professional staff in the performance of his/her duties. Supervision includes all types of practical assistance and personal/professional counseling (formal and informal) provided to teachers by education specialists, principals, and the superintendent.

Opportunity shall be provided for the teacher to meet with education specialists, principals, and other supervisory personnel to correct alleged deficiencies and generally improve instruction. In-service training and other resources may be provided.

Each teacher shall have the right to review his/her personnel file. In addition to the provisions contained therein, no material derogatory to a teacher's conduct, service, character, or personality shall be placed in his/her file unless the teacher has had an opportunity to read the material. The teacher shall acknowledge that he/she has read such material by affixing his/her signature. Such signature merely signifies that he/she has read the material to be filed and does not necessarily indicate agreement with its content.

In the event that exception is taken by the teacher to any statement in his/her personnel file, he/she shall have the opportunity to prepare a signed demurral statement. The superintendent

shall review the demurral statement and attach it to the appropriate file copy. The evaluator or other responsible person shall be informed of such action.

In addition, the teacher shall have the right to request and receive a copy of any material in his/her personnel file. A teacher shall have the right to indicate the materials in his/her file which he/she believes to be obsolete, unfounded, or otherwise inappropriate. These materials may be destroyed with the concurrence of the teacher, administrator, and the superintendent.

The Board agrees it shall not establish any separate personnel file which is not available for teacher's inspection and the teacher shall be notified of all files that are available for such inspection.

Article III: SUPERVISION

Section 1

Staff members shall discuss problems and requests with their immediate supervisor prior to discussing these issues with the District Superintendent. The immediate supervisor shall be informed, by the staff member, when the staff member elects to discuss problems and requests with the District Superintendent. Staff members shall discuss these problems and requests with the District Superintendent before taking these issues to the Board of Education. The District Superintendent shall be informed, by the staff member, when the staff member elects to discuss problems and concerns with the Board of Education. All staff members are responsible to the District Superintendent.

Article XXIII: NEGOTIATED POLICIES NOT INCLUDED IN THIS DOCUMENT

Policies and procedures on Reduction in Force, Teacher Evaluation, and Grievance Procedure cannot be amended or repealed without concurrence with the EBEA.

DISTRICT 20-1 PERSONNEL POLICIES/PROCEDURES IN NEGOTIATED AGREEMENT FOR SUPPORT PERSONNEL (SELECTED)

EVALUATIONS AND PROCEDURES:

Evaluations will be made by the immediate supervisor. New employees will be evaluated twice a year for the first two years of employment. It is the responsibility of the designated supervisor/evaluator to carry out the evaluation of education support personnel under the supervision in a manner consistent with job description.

Education Support Personnel will be notified of non-renewals by May 15.

SUPERVISION:

All Staff members shall deal directly with their immediate supervisor prior to discussing problems or requests with the District Superintendent. The immediate supervisor shall be informed, by the staff member, when the staff member elects to discuss problems and concerns with the District Superintendent. Staff members shall discuss these problems and requests with the District Superintendent before taking these issues to the Board of Education. The District Superintendent shall be informed, by the staff member, when the staff member elects to discuss problems and concerns with the Board of Education. All staff members are responsible to the District Superintendent. The placement of Education Support Personnel is the responsibility of the Superintendent in cooperation with the Principal involved. Duties and responsibilities of Education Support Personnel are to carry out assignments by Superintendent and Principal according to the policies of the Board of Education.

CHEYENNE RIVER SIOUX TRIBE (CRST) PERSONNEL POLICIES AND PROCEDURES (SELECTED)

Section VII. Compensatory Time

As a general rule, the requirement of frequent and considerable compensatory time in a Tribal department shall be evidence under staffing and will be investigated by the Human Resources Director. However, when employees are directed to work extra time in addition to regular working hours, they shall be granted compensatory time off for such work if the following conditions are met:

1. All comp-time work must be authorized by Program Head, and a written memorandum to the Human Resources Director.
2. Records of all comp-time work must be kept by the Human Resources Director.

For time worked over forty hours all employees, excluding those in exempt positions must be granted compensatory time off within the same pay period or at the one immediately following at the regular rate. If it is not used within two weeks, it shall be forfeited, unless written approval is granted by the Program Head.

Section I. Recruitment, Selection, and Appointment Plan

Subsection 4. Nepotism

No employee of the Cheyenne River Sioux Tribe or any Tribally-sponsored program may hold a position as immediate supervisor over a member of his or her immediate family unless otherwise authorized by the Tribal Council.

No person shall be employed, promoted or transferred to a position when, as a result he or she would be supervising or receiving supervision from a member of his or her family. Immediate family shall be defined as: husband, wife, daughter, son, mother, father, sister, brother, father-in-law, mother-in-law, son-in-law, daughter-in-law, sister-in-law, and brother-in-law.

Tribal Council Action- 5-22-1984: To allow for fair and equal consideration of the applicants for employment and that nepotism is not the determining factor.

Section XIII. Indian Preference Amended – Tribal Council Action- 03-07-2001

1. The purpose of this section is to promote the best interest of the Cheyenne River Sioux Tribe by allowing Tribal members to complete for the jobs already filled by non-Indian and non-member Indians, for which they qualify.

2. This section shall not apply if the non-Indian or non-member Indian currently holding the job is:
 - a.) Married to a Tribal member; or
 - b.) Have children or dependents that are Tribal members.
3. In the event that a Tribal member wished to be employed in a position held by a non-Indian or non-member Indian, they shall submit an application to the Human Resources Office with all relevant supporting documentation.
4. The Tribal member applicant must have qualifications equal to the individual they wish to challenge, and must pass the initial screening process for employment, in order to be considered for the position.
 - a.) If there are similar positions vacant, the Tribal member shall be informed an encouraged to submit their application for that position.
 - b.) If not similar positions are vacant, Parts 2 through7 shall apply.
5. This application shall be scrutinized under the same standards as applications for vacant positions, with regards to applications, education, experience, training, reference letters and special requirements.
6. Upon verification that the Tribal member applicant qualifies for hiring with the Cheyenne River Sioux Tribe, and that they have qualifications equivalent to the employee they intend to replace; the matter shall go to the decision-making entity.
7. Both the Tribal member wishing to be employed, and the current employee, shall be notified, and offered the opportunity to testify before the decision making entity.
8. If the Tribal member awarded the position shall report for work the first working day after the lay-off notice takes effect. During the 90 day probationary period, the Program Director, Human Resources Director and the Contracting Office shall set the salary.

This policy is in harmony and accordance with the Indian Preference Act, Indian Civil Rights Act and Indian Self-Determination Act as passed by the various congresses of the United States of America.

Section I. Conduct of Tribal Employees

Employees of the Cheyenne River Sioux Tribe are expected to conduct themselves on the job in a manner which will bring credit to the organization. Conduct which is not fulfilling of this requirement will not be tolerated. Employees are also considered to be under the employ of the Cheyenne River Sioux Tribe when travelling on official business and they are expected to maintain proper conduct when representing the Cheyenne River Sioux Tribe.

It is essential that all Tribal employees maintain high standards of honesty, impartiality, responsibility and behavior in their relationship to the programs and the people they serve.

As Tribal programs are responsible for working with clients and their personal problems it is necessary for a record to contain a great deal of personal confidential information. Not only is it the responsibility of each employee to protect claims against the abuse of this material, but it is required under the Federal and State Social Security Acts. This means that an employee does not have the right to discuss this information with anyone, not even members of the staff.

Section II. Causes for Disciplinary Action

It is the responsibility of all Tribal employees to observe the regulations necessary for the proper operations of Tribal government functions. Disciplinary actions may be authorized for all of the following, but not necessary limited to the following:

1. Gross neglect of duty or refusal to comply with lawful instructions, unless such instructions are injurious to the employees or general public's health or safety;
2. Insubordination;
3. Conviction of a felony while in the employ of the Tribe;
4. Indulgence in offensive conduct or using offensive language towards the public, in public or towards Tribal officials or employees;
5. Deliberate or careless conduct endangering the safety of the employee or other employees;
6. Conducting or attempting to induct any employee in the service of the Tribe to commit an unlawful act or to act in violation of Tribal regulations;
7. Using or threatening or attempting to use personal or political influence in an effort to secure special consideration as a Tribal employee;
8. Incompetency and inefficiency in the performance of job duties which result in not maintaining a satisfactory rating on performance appraisals;
9. Carelessness or negligence with the monies or properties of the Tribe;
10. Theft or intentional destruction of Tribal property;
11. Intentional falsification of personnel records, time reports or other Tribal records;
12. Being under the influence of intoxicants or drugs while on duty;
13. Sleeping on duty or horseplay;
14. Excessive absenteeism and/or tardiness;
15. Violation a safety or safety practice;
16. Failure to report to work without notification to the Department of Program Head or Human Resources Director, unless it is impossible to give such notice;
17. Inattentiveness to work, failing to start work at the designated time, quitting work before proper time, or leaving working premises during working hours without authorization from the Department or Program Head or management;
or
18. Vending, soliciting, or collecting contributions on the Tribe's time or premises without proper authorization.

When an employee has violated any of these preceding rules, the employee may be subject to immediate dismissal or other disciplinary action.

Section III. Types of Disciplinary Action

Subsection 1. Oral Warning

Subsection 2. Written Reprimand

Subsection 3. Suspension

Subsection 4. Demotion

Subsection 5. Dismissal

Grievance and Appeals

Section I. General

An employee who is aggrieved by any action relating to working conditions, working relationships or Tribal policies, may file a formal grievance under the provisions of this chapter, if unable to resolve the matter formally. The formal grievance/appeal must be filed within thirty-seven (37) working days (in total) of the occurrence of such action. The thirty- seven (37) day limitation may be waived if the employee was unaware of the action before the time limit expired. Failure to act within the time period specified will terminate the grievance/appeal.

Conflict of Interest

A Tribal employee's private interests of a political, economic or other nature, which conflicts with or raises a reasonable question of conflict of interest with the Tribal duties as an employee of the Tribe, shall not be permitted. All Tribal employees serving on appointments to boards, commissions, committees, etc., which appointments are not directly related to Tribal employment and which conflict with or raise reasonable question of conflict of interest with Tribal duties, shall serve in such positions only upon approval and with the consent of the program or department board of directors of Tribal Council, otherwise, serving on such appointments shall not be permitted.

Decision of conflict of interest shall be made by the appointing authority.

Political Activity

In order to insure that the government of the Cheyenne River Sioux Tribe will operate as fairly and effectively as possible and to protect the rights of Tribal employees and insure that they are free from improper political influences and are able to administer tribal programs

financed by the Tribe or by funds granted or loaned to the Tribe without bias or favoritism arising from political influences, the following policies shall be in force with regard to political activities of Tribal employees:

1. No employee of the Cheyenne River Sioux Tribe shall be involved in any political activities during the employee's regular or normal working hours unless such employee is on annual leave or leave without pay as authorized by the employee's appointing authority.
2. No employee of the Cheyenne River Sioux Tribe shall use any Tribal materials, facilities, equipment, phones, vehicles, etc. for any political activities at the expense of the Tribe.
3. No employee of the Cheyenne River Sioux Tribe shall, while engaged in political activities, interfere with the performance of duties of any other Tribal employees.

All political activities engaged in by Tribal employees shall be done at their own expense and on their own time. Violation of any of the above shall cause for disciplinary action as stated in Chapter Four of these policies and procedure.

Section V. Elements of Evaluation

The following elements shall be considered in each evaluation:

1. Job Proficiency. The ability to perform tasks at or above the job standards. (The evaluation of job performance is presumed to be accurate unless the employee can verify arbitrary or discriminatory actions or gross error in judgment.)
2. Harmonious Working Relationships. The way an employee gets along with his supervisor and fellow workers shall be evaluated. Willingness to accept and to carry out orders is also important.
3. Absenteeism and Tardiness. The punctuality and consistency of attendance of an employee on the job is an important consideration.
4. Errors. Accident errors in work and/or accidents that are attributed to improper performance of job tasks shall be noted and evaluated.
5. Failure to Follow Rules and Regulations. Any employee may receive an unfavorable evaluation if he disregards written or oral rules or regulations of which he could reasonably be deemed to be aware.
6. Relationships with the Public. Public relations are an important part of the duties of every employee. Each supervisor shall evaluate the manner in which his subordinates deal with the public.

Employee Assistance Program

Section I. Purpose

As an employer, the Cheyenne River Sioux Tribe realizes that many of its Tribal employees have personal problems that affect his or her job performance. Because the Tribe recognizes its employees as an asset and does not wish to lose their employees; a program of assistance has been set up to help all Tribal employees with all problems.