

**Cheyenne-Eagle Butte
Schools**

***SUBSTITUTE
TEACHER
HANDBOOK
2024-2025
SCHOOL YEAR***



C-EB School Board Approved: March 21st, 2024

CHEYENNE-EAGLE BUTTE MISSION STATEMENT:

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

OUR VISION:

Keeping our Wakanyaja (children) sacred through positive thinking and positive actions.

August 2024

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**Board Approved on
02/14/2024**

**2024/2025
C-EB School Calendar**

Aug. 7-8 – Pre-Registration
9:00 AM to 4:00 PM
Aug. 12 – All Staff Return
Aug. 12-15 – In-Service Week
Aug. 16 – 8:00 - 2:00 Open House
Aug. 19 – Students First Day
Aug. 30 – No School
Sept. 2 – Labor Day – No School
Sept. 3 – No School
Sept. 25 – 1:00 Release/Staff PD
Oct. 14 – Native American Day
Oct. 18 – End of 1st Quarter
Oct. 31 – 1:00 Release/Staff PD
Nov. 01 – PTC/No School
Nov. 11 – Veteran’s Day Observed
Nov. 27-29 – Thanksgiving - No School
Dec. 17 - End of 1st Semester
Dec. 18 - Jan. 02 - Winter Break - No School
Jan. 03 – Staff Development
Jan. 06 – School Resumes
Jan. 20 – Martin Luther King Jr. Day
Jan. 29 – 1:00 Release/Staff PD
Feb. 17 – President’s Day
Feb. 28 – PTC/No School
Mar. 07 – 3rd Quarter Ends
Mar. 12 – Staff PD–No School for Students
Mar. 21 – No School
April 02– 1:00 Release/Staff PD
April 18 – April 21 – No School
Spring Break
May 11 – HS Graduation
May 15 - Last Day for Students
May 16 - Staff Development/
Last Day BIE, 20-1 Staff and CRST
Title I

Holidays- No School	
Vacation – No School	
Professional Dev. Full day	
PTC No School	
PD/1:00 Release	
1:00 Student Release	

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WELCOME LETTER:

Dear Substitute Teacher,

A *substitute teacher* serves in the place of a teacher who is unable to perform his or her duties due to an absence. A substitute teacher may be called in for any teaching position within a school. The job may last for a day, a week, or an entire year. The goal of the short-term subbing teacher is to continue with the lessons of the full-time teacher. Being a substitute means you must continue all duties of the teacher if possible. This *could* include lunch or recess duty, bus duty, giving and grading assignments, handling discipline and keeping order within the classroom while teaching the provided assignment. Substitute teachers must be prepared to teach any class at a moment's notice. Being a substitute teacher can be a daily adventure into the unknown.

This handbook is intended to help you learn about Cheyenne-Eagle Butte School routines, and what responsibilities are expected within your role as a substitute teacher. Please become familiar with this handbook as it should make your time with our students a positive experience for both you and our learners.

Substitutes are a vital part of our school staff and your contributions to the education of our community's children are appreciated.

If you have any questions or need assistance with anything throughout your day, please contact your school's Principal or the school office.

If you are unfamiliar with a substitute teaching assignment, please feel free to set up a visitation day to prepare for your assignment of substituting in our schools.

Welcome to the Cheyenne-Eagle Butte Schools team and thank you!

DESCRIPTION OF WORK:

The Substitute Teacher provides educational instruction in a classroom setting utilizing practical teaching methods. *The supervision and safety of students is the highest priority of the substitute teacher. The substitute teacher will use the lesson plans and materials provided by the regular classroom teacher to provide instruction. The substitute teacher will use positive character judgement and responsible decision-making skills when making decisions through the day, and will seek guidance from the Principal if there are questions. Check with office staff for any bus duty, door supervision, or emergency duties that are needed for the day.*

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 and SAFE Environment



PURPOSE:

This handbook has been designed to provide you with an overview of the Cheyenne-Eagle Butte School Substitute policies and procedures, and expectations as a C-EB substitute teacher. Please read it carefully and keep it for future reference. This handbook cannot anticipate every situation or answer every question employment.

GENERAL INFORMATION

SUBSTITUTE TEACHER TRAINING:

All substitute teachers are required to complete training through the District Business Office before receiving any work assignments.

LINE OF AUTHORITY:

All staff including substitutes are expected to follow the Line of Authority for student and personnel issues. Your line of authority is the Principal or Supervisor in the area which you are subbing in.

WORK HOURS (Unless Otherwise Scheduled):

7:45 a.m. – 4:15 p.m.	BIE Employees
8:00 a.m. – 4:30 p.m.	CRST Title I Employees
7:45 a.m. – 3:45 p.m.	District 20-1 Certified
7:00 a.m. -- 5:00 p.m.	District 20-1 Support Staff

SCHOOL CLIMATE:

It is our goal to build and retain a positive school climate. Interactions with visitors and staff need to be professional. Thus, it is important for all staff members to welcome any visitors (see required visitor check-in procedure). Keeping an attractive, organized classroom/work area sets a positive climate. Staff interactions will be professional. Staff that does not act in a professional manner will be subject to verbal and/or written reprimands.

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 instructional 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 the responsibility of each substitute to manage their work day efficiently by actively working during the established work hours and utilizing the break time for personal business. All substitutes will follow lesson plans, duty assignments, schedules, and procedures set by the teacher. If you have any questions, see your building principal in that area.

APPEARANCE:

Personal appearance should be professional at all times. Please use professional discretion in choosing your attire. Clothing should be clean, free of inappropriate slogans or logos, untorn, with no undergarments showing, and in good condition. Job related clothing is acceptable. Examples; spirit t-shirts on Spirit Days, and nice sweats if you are a physical education substitute.

**Please report any inappropriate attire to your immediate supervisor.*

"SCHOOL CLOSING" ANNOUNCEMENTS:

If for any reason there is a closing of the school, announcements will be made through the means listed below. The 20-1 Superintendent and BIE School Supervisor will make the decision to close school. In the event of inclement weather and country bus transportation is cancelled, it is cancelled for *both* AM & PM transportation runs.

- C-EB's official social media platform(s) and local media outlets
- School website
- School Messenger
- KIPI Radio (*when available*)

- Parent/Guardian Mailings
- School Board Meetings
- Television Media Outlets

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 substitutes are expected to provide general supervision through the use of Systematic Supervision for all students in all areas of the school system. Systematic Supervision does not include the use of cell phones while supervising. Refer to the section on communications. Any substitute 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. *Substitutes* have the specific responsibility for student supervision. Students must be fully supervised in all areas of the school including classrooms, hallways, playgrounds, and cafeteria. If students are present, a substitute needs to be present. Substitutes who do not follow the student supervision policy will be subject to verbal and/or written reprimands. Students are not allowed to leave the school grounds at any time during the school day without having parent/guardian permission; substitutes cannot decide if a student may or may not leave school grounds. Students will be called to the office if they are being checked out.

ARRIVAL IN THE MORNING:

Substitutes need to follow the schedule of the classroom teacher and be in the classroom when students arrive. The teacher's arrival and end time for the day is exactly what the substitute follows. (Example: If the teacher's hours are from 7:45 to 3:45, the substitute needs to follow those hours.) Please be in the classroom when the students arrive.

ACCIDENTS:

All accidents must be reported immediately to the Principal's office. An accident report form needs to be completed the day of the incident or the next school day following an accident.

INCIDENT REPORTS:

All substitutes who directly or indirectly (first adults on the scene) witness minor or major incidents must complete an incident report and deliver it to the principal and/or appropriate supervisor.

MORNING/NOON/RECESS/AFTER-SCHOOL DUTY:

As the substitute you need to be aware that Instructional Staff (Teachers, Assistants, Librarian) and Support Staff (ISS, Dean of Students, Liaison Officers, etc.) may be assigned a duty as indicated by the duty schedule on a rotating basis or a daily basis. You are required to report to the designated area on time and actively supervise students the entire time.

CLASSROOMS/WORKSPACE:

General care and cleanliness of the assigned classroom /workspace is your responsibility. Substitutes are expected to keep work areas organized in a manner conducive to their work. You should expect students to clean up after themselves (throw away trash, put away materials, etc.). Seeds and gum are not allowed. Please help maintain the area you are assigned to.

COPY MACHINES:

Copy Machines are available in each area for staff school use only. Please notify office staff if the machine jams or is not functioning properly.

COMPUTER TECHNOLOGY & ACCEPTABLE USE POLICY:

You are required to abide by the Acceptable Use Policy. This policy was presented and acknowledged during your substitute teacher training. A copy is located in each office.

CAFETERIA:

Substitute teachers are welcome to eat in the cafeteria free of charge on days that you are scheduled to work. If your assigned position has the staff members actively supervising students, you need to supervise in his/her place. Cafeteria food is not to be taken out of the cafeteria. Breakfast is served from 7:30 - 8:00 am and lunch is served from 10:50– 12:25pm.

SCHOOL EVENTS:

Cheyenne-Eagle Butte school substitutes are required to pay the admittance fee to attend athletic activities sponsored by the Cheyenne-Eagle Butte Schools.

COMMUNICATION

TELEPHONE CALLS:

- Emergency phone calls to staff, substitutes, 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.
- *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.*
- *Cell Phones may not be used during instructional time for texting or social media websites, educators must remain focused on providing student services.*

ENERGY CONSERVATION STATEMENT:

Staff will shut the lights off in all rooms in the school that are not in use.

KEY INFORMATION FOR SUBSTITUTES

STUDENT HANDBOOK:

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

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 special education services, family problems, behavior etc. within the hearing of students, parents/guardians 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.
4. Do not post school or student information or pictures via social media websites.
5. Do not take pictures of students and send to parents via technological devices.

DAILY ATTENDANCE:

Substitutes are responsible for maintaining accurate daily attendance records (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.

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 substitute is responsible for the management of and discipline within his/her classroom.

- Substitutes are not allowed to physically correct/touch a student (i.e. restraining a student, spanking a student, etc.).
- Principals have a responsibility to work directly with substitutes who have difficulty managing his/her classroom. [Note that a substitute yelling at students is considered an indicator of difficulty managing classroom or self-behavior.]
- Classroom procedures and Classroom rules and consequences should be reviewed and followed.
- Substitutes are expected to be fair and consistent with discipline.
- Students respond better to private (one-to-one) conversation rather than public correction.
- Students who are disrupting the whole class' learning may need an alternative setting. Please notify the office if this is occurring.
- 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 substitutes 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 immediately.

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. Substitutes need to follow the teacher's schedule for leaving the building. Each Principal will determine who is responsible for this supervision and notify substitutes they directly supervise.

HEALTH/NURSE:

Send students who become ill to the office for a pass to the nurse or building office health clerk.

STUDENT MEDICATION:

Substitute teachers must never give or dispense medication. Any parent/guardian wishing to have prescription medication dispensed 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 Front Office. The parent/guardian must sign a consent form for the administration of the medication.

EMERGENCIES & DRILLS:

Emergency fire drills are held monthly throughout the school year. Each substitute will become acquainted with the procedures and be able to help their students. (See COO/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 (in a line.) 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. Prior to closing the classroom door, the substitute will make sure they have their emergency buckets with them, shut the windows, and turn the lights off.
- C. Students will remain in line once they have cleared the building in order for the substitute to take roll.
- D. No one is to re-enter the building until an all-clear signal is given by designated individual. When the all-clear signal is given all evacuees return to the building in an orderly manner.
- E. Exit routes and procedures are posted in each classroom, please make sure you are aware of all exits.
- F. Emergency procedures will be explained to all students in your classroom.

SITUATIONS TO AVOID (GOOD ADVICE):

As partners with our parents and/or guardians, we will work to develop pathways of communication to best meet the needs of our learners. Listed below are some of the practices to avoid that cause parents/guardians and students the most concern.

- Not permitting students to make up work when they are absent.
- Embarrassing the student in front of the rest of the class with ridicule.
- Remarks to the student to be delivered (2nd hand) to their parents/guardians.
- Comments to the rest of the class about another student or another staff person.
- 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 (e.g. This is the poorest group I ever had...)
- Loss of self-control (yelling)
- Ignoring bullying behaviors and/or failing to report.
- **DO NOT use YouTube for music or movies, nor other websites or platforms that are not prescribed by the lesson plans or building administrator.**

Remember you are the adult and need to be the one to handle the situation so the child/children do not feel self-conscious.

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 will be performing walk-throughs on a consistent basis.

ROMANTIC RELATIONSHIPS:

The C-EB School System prohibits substitutes to date or attempt to establish romantic relationships with students of C-EB or minors, whether they are a student or not.

POLICIES AND PROCEDURES FOR ALL STAFF

Policies, procedures and benefits outlined in this Substitute 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 substitute should try to resolve the problem with his/her immediate Supervisor/Principal. If the substitute is still not satisfied with the resolution of the problem at this level it may be taken to the next level supervisor. If the substitute 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, and District have grievance procedures outlined and available at each office.

CHILD ABUSE:

All substitutes 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 three levels, relating to abuse of a child by a school employee (Employee Incident Report). The second SCAN type is related to an adult that is not employed at the school (Child Abuse/Neglect Report). The third type of SCAN is when a student is transported to the hospital, ill or dies at the school (Critical Incident or Death Report). This process is described in detail and handouts given at the Stand Down each fall. It is your responsibility to know these policies.

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 notifies parents/guardians.
- 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.

COO PLAN (CONTINUITY OF OPERATIONS)/EMERGENCY PREPAREDNESS PLAN:

A COO/Emergency Preparedness Plan (EPP) defining various emergencies is available to every substitute member at the office. A copy of this plan must be kept in the classroom with a class list and appropriate parent/guardian contact information. This plan and list should be taken with the substitute 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.

A. C-EB suicide ideation and suicide INTERVENTION APPROACH

1. Suicide ideation 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. If a student presents with suicidal ideation, history of attempts, self-harm plans and/or admits to an attempt, they will be transported to the next level of care. Teachers or staff who receive information either directly or indirectly about a suicide ideation concern must contact the counselors/principal **immediately**.
2. A school counselor meets with the student and assesses the situation. If the student does not have a plan but has been thinking about the possibility of suicide, parent/guardian are immediately notified. It is recommended to the parent/guardian they seek professional help for an assessment. The counselor can help arrange an appointment with a local mental health clinic or recommend out-of-town options. A C-EB incident report will be filed by the school counselor detailing the incident, all incident reports will be housed in the building principal’s designated location.
3. If the assessment deems no need for a referral to a mental health professional, the school counselor addresses their findings with the principal, student, and parent/guardian. A C-EB incident report will be filed by the school counselor detailing the incident, all incident reports will be housed in the building principal’s designated location. A check in/check out plan will be developed for the student if needed.
4. If the assessment requires a referral to a mental health professional, the school counselor immediately contacts the School Resource Officer, building principal and the student’s parent/guardian.
5. If a student is transported to the next level of care, a critical incident report will be completed within 24 hours.
6. A documented reintegration plan will be developed by the administrator, parent/guardian, counselor and student. In the event there are previous plans in place the team will align all plans.

- a) **National Suicide Prevention Life Line Phone Number is 1-800-273-8255.**
- b) **National Suicide & Crisis Lifeline text is 988.**
- c) **Crisis Text Line text “Home” to 741-741.**

NO TOLERANCE OF 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 No Tolerance Policy forbidding possession of, use of, and/or threat of dangerous and/or illegal weapons on school premises or at school sponsored activities. If you suspect that an adult has entered the school grounds with a weapon, report it to the office immediately.

NON-DISCRIMINATION POLICY:

C-EB is committed to a policy of nondiscrimination in relation to race, sex, religion, national background, handicap and other human differences. Respect for the dignity and worth of each individual will be paramount in the establishment of all policies by the Board and in the administration of those policies. The Constitutions of our nation and state, pertinent legislation enacted at those two levels of government, as well as court interpretations regarding citizens' rights, strengthen this statement.

In keeping with these statements, the following will be objectives of C-EB:

1. To promote the rights and responsibilities of all individuals as set forth in the state and federal constitutions, pertinent legislation and applicable judicial interpretations.
2. To encourage positive experiences in human values for children and adults who have differing personal and family characteristics or who come from various socioeconomic, racial and ethnic groups.
3. To carefully consider, in all decisions made which affect the schools, the potential benefits or adverse consequences that those decisions might have on the human relations aspects of all segments of society.
4. To initiate a process of reviewing all policies and practices of this school in order to achieve to the greatest extent possible the objectives of this policy.
5. To work toward a more integrated society and to enlist the support of individuals as well as that of groups and agencies, both private and Governmental, in such an effort.

The C-EB's policy on nondiscrimination will extend to students, staff, the general public and individuals with whom it does business.

For further information about anti-discrimination laws and regulations, or to file a complaint of discrimination with the Office for Civil Rights (OCR) in the U.S. Department of Education, please contact OCR at 8930 Ward Parkway, Suite 2037; Kansas City, MO 64114, Telephone 816-268-0550 (voice), or (877) 521-2172 (telecommunication device for the deaf, or TDD), or 816-823-1404 (fax), or ocr.KansasCity@ed.gov (email).

TITLE IX INFORMATION & CONTACT

The Cheyenne-Eagle Butte School (C-EB) does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment.

Inquiries about Title IX may be referred to Kara Four Bear, Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both. The C-EB Title IX Coordinator is Kara Four Bear, EBSD Superintendent, and they may be reached at 605-964-4911; via email at Kara.FourBear@k12.sd.us; PO Box 260 Eagle Butte, SD 57625; or by visiting the EBSD Business Office located at 24 W. Prairie Rd. Eagle Butte, SD 57625. C-EB's nondiscrimination policy and grievance procedures can be located at <https://ceb.k12.sd.us/index.php> on the school website or otherwise describe location(s).

To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to <https://ceb.k12.sd.us/resources.php> on the school website or otherwise describe location(s).

For further information about anti-discrimination laws and regulations, or to file a complaint of discrimination with the Office for Civil Rights (OCR) in the U.S. Department of Education, please contact OCR at 8930 Ward Parkway, Suite 2037; Kansas City, MO 64114, Telephone 816-268-0550 (voice), or (877) 521-2172 (telecommunication device for the deaf, or TDD), or 816-823-1404 (fax), or ocr.KansasCity@ed.gov (email).

The Cheyenne-Eagle Butte School's anti-discrimination, anti-harassment, and anti-retaliation policies and grievance procedures may be obtained at each Administrative Office.

Students or parents have access to student school records. A student grievance procedure is set forth in the Parent/Student Handbook of the Policies, Procedures and Practices of the Cheyenne-Eagle Butte Schools are located each Principal's office.

HARASSMENT:

Cheyenne-Eagle Butte High School is committed to ensuring that every student has the right to be free from any type of harassment from any person. It is our responsibility to create a safe environment for all. Any verbal or physical action that makes a student feel threatened or afraid may be considered an intimidating, bullying, or abusive behavior. This type of behavior will be collectively referred to as harassment. All harassment and bullying behaviors will be subject to immediate disciplinary action as noted on the discipline matrix. Response to Harassment: Any student who believes that he/she is or has been a victim of any harassment will be investigated and appropriate measures will be taken for both the victim and the offender. Students with any knowledge of such behavior from/to either staff or students are encouraged to tell a staff member immediately. Confidentiality will be maintained for the reporting student or staff member.

Definitions of Harassment

- Sexual—Any unwelcome verbal or physical conduct of a sexual nature, request for sexual favors, or other sexually-oriented advance is considered sexual harassment. Sexual harassment can be as blatant as

rape, as obvious as telling dirty jokes or using vulgar language, or as subtle as a look. It can occur with opposite or same-sex persons. It can be from adult-to-student, student-to-student, or student-to adult.

- **Bullying**—Cruel verbal, social, or physical abuse from one student to another or to an adult will be considered bullying behavior. Bullying usually consists of repeated offenses but can also be just one incident. Physical bullying includes hitting, pinching, biting or kicking the victim. It can involve taking or damaging the victim’s property. Verbal bullying includes using words, either verbal or written, to hurt or humiliate another. It can involve name-calling, insulting, making social comments or constant teasing. Relational bullying includes excluding or rejecting another from social activities or connections, and purposely leaving others out at the encouragement of another student. Reactive victims include those who intentionally encourage a bully to harass them as to provoke the bully into action, fight back, and claim self-defense.
- **Intimidation**—A bullying behavior or any action from another that causes the student to feel threatened or fearful. Physical or verbal abuse is a form of intimidation.
- **Abuse**—Any physical or verbal action from another that causes emotional or physical pain to another is considered abuse. Behaviors can be blatantly cruel or subtly unkind.
- **Hazing**—Any participation in the persecution of others by rough practical jokes, forced or demeaning acts or tasks, physical or verbal abuse for the entertainment of others will be considered hazing. This includes any intentional or reckless act committed by a student, whether individually or with others, in person or in writing, against another student with a risk of potential physical injury, mental harm or degradation.

SEXUAL HARASSMENT

Our school does not discriminate on the basis of sex in any education program or activity that it operates, including admission and employment. The school is required by Title IX of the Education Amendments of 1972 and the regulations promulgated through the U.S. Department of Education not to discriminate in such a manner. Inquiries about the application of Title IX to the school may be referred to the school’s Title IX Coordinator, to the Assistant Secretary for Civil Rights of the Department of Education, or both. (34 CFR § 106(b)(1)).

The school is committed to a school environment which is free from sexual harassment and conducive to all students’ educational opportunities. Sexual harassment can inhibit a student’s educational opportunities and an employee’s work. Sexual harassment of students attending school in the school or students from other schools who are at a school activity, and sexual harassment of school employees, school volunteers, parents, guests, visitors and vendors of the school shall also not be tolerated and is strictly prohibited.

All students, school employees, school volunteers, parents, guests, visitors and vendors shall conduct themselves in a civil and responsible manner and in a manner consistent with school policies. This policy prohibiting sexual harassment shall apply to all students, school employees, school volunteers, parents, guests, visitors and vendors while on school property, while attending or participating in school activities, on school-owned property or on non-school property, while in any school-owned or leased vehicle, while at a school bus stop, or when in a private vehicle located on school property during school or during school activities.

I. DEFINITION

- An employee of the recipient conditioning the provision of an aid, benefit, or service of the recipient on an individual’s participation in unwelcome sexual conduct;

- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the recipient’s education program or activity; or
- “Sexual assault” as defined in 20 U.S.C. 1092(f)(6)(A)(v), “dating violence” as defined in 34 U.S.C. 12291(a)(10), “domestic violence” as defined in 34 U.S.C. 12291(a)(8), or “stalking” as defined in 34 U.S.C. 12291(a)(30).

Any person may report sexual harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment), in person, by mail, by telephone, or by electronic mail, using the contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person’s verbal or written report. Such a report may be made at any time (including during non-business hours) by using the telephone number or electronic mail address, or by mail to the office address, listed for the Title IX Coordinator. (34 CFR § 106.8(a))

Any student who believes that he or she has been or is being subjected to sexual harassment or has reason to suspect another person has been or is being subjected to sexual harassment may also report it to a teacher, guidance counselor, or school administrator. The report may be made verbally or in writing.

The school’s response shall treat complainants and respondents equitably by offering supportive measures to a complainant, and by following a grievance process that complies with Title IX requirements before the imposition of any disciplinary sanctions or other actions that are not supportive measures against a respondent. (34 CFR § 106.44(a))

II. DESIGNATION OF TITLE IX COORDINATOR

The Board has designated the following school employee to coordinate its efforts to comply with its responsibilities as set forth in 34 CFR Part 106, who shall be referred to as the “Title IX Coordinator.” (34 CFR § 106.8(a))

Name or Title: Kara Four Bear, Superintendent of Eagle Butte Public School District 20-1

Office Address: PO Box 260 Eagle Butte, SD 57625

Email Address: Kara.FourBear@k12.sd.us

Telephone Number: 605-964-4911

The school shall notify applicants for employment, students, parents or legal guardians of elementary and secondary school students, employees, and all unions or professional organizations holding collective bargaining or professional agreements with the school, of the name or title, office address, electronic mail address, and telephone number of the employee or employees designated as the Title IX Coordinator. (34 CFR § 106.8(a)) The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures. (34 CFR § 106.30(a))

III. DISSEMINATION OF POLICY

The school shall notify persons entitled to the notification under Section I. above that the school does not discriminate on the basis of sex in the education program or activity that it operates, and that it is required by Title IX and this policy not to discriminate in such a manner. Such notification must state that the requirement not to discriminate in the education program or activity extends to admission and employment, and that inquiries about the application of Title IX to the school may be referred to the school’s Title IX Coordinator, to the U.S. Assistant Secretary of Education, or both.

The school shall prominently display the contact information required to be listed for the Title IX Coordinator on its website, and in each handbook or catalog that it makes available to persons entitled to a notification pursuant to Section I. above. (34 CFR § 106.8(b))

IV. ADOPTION OF GRIEVANCE PROCEDURES

The school has adopted and published grievance procedures (ACAA-R(1), Sexual Harassment – Regulations) that provide for the prompt and equitable resolution of student and employee complaints alleging any action that would be prohibited by Title IX and this policy. The school shall provide to persons entitled to a notification under Section I above notice of the school’s grievance procedures and grievance process, including how to report or file a complaint of sex discrimination, how to report or file a formal complaint of sexual harassment, and how the school will respond. (34 CFR § 106.8(c))

V. DEFINITIONS

(34 CFR § 106.30(a), except when otherwise indicated)

- a. “Actual knowledge” means notice of sexual harassment or allegations of sexual harassment to the school’s Title IX Coordinator or any official of the school who has authority to institute corrective measures on behalf of the school, or to any employee of an elementary and secondary school. Imputation of knowledge based solely on vicarious liability (when a person has a particular legal relationship to the person who acted negligently) or constructive notice (deeming notice of something to a person having been given, even though actual notice did not exist) is insufficient to constitute actual knowledge. This standard is not met when the only official of the recipient with actual knowledge is the respondent. The mere ability or obligation to report sexual harassment or to inform student about how to report sexual harassment, or having been trained to do so, does not qualify an individual as one who has authority to institute corrective measures on behalf of our school.
- b. “Complainant” means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.
- c. “Dating violence” means violence committed by a person:
 1. who is or has been in a social relationship of a romantic or intimate nature with the victim; and
 2. where the existence of such a relationship shall be determined based on a consideration of the following factors:
 - i. the length of the relationship.
 - ii. the type of relationship.
 - iii. the frequency of interaction between the persons involved in the relationship. (34 U.S.C. 12291(a)(10))
- d. “Decision-maker” means the school administrator who has primary responsibility and authority related to students, staff and attendance center where the alleged sexual harassment occurred, unless otherwise designated by the Board, and who has the authority to make a determination on the complaint as to responsibility of the respondent.
- e. “Domestic violence” includes felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any other person against an adult or youth victim who is protected from that person’s acts under the domestic or family violence laws of the jurisdiction. (34 U.S.C. 12291(a)(8))

- f. “Education program or activity” includes locations, events, or circumstances over which the school exercised substantial control over both the respondent and the context in which the sexual harassment occurs. (34 CFR § 106.44(a))
- g. “Formal complaint” means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that the school investigate the allegation of sexual harassment. At the time of filing a formal complaint, a complainant must be participating in or attempting to participate in the education program or activity of the school. A formal complaint may be filed with the Title IX Coordinator in person, by mail, or by electronic mail, by using the contact information required to be listed for the Title IX Coordinator, and by any additional method designated by the school.
- h. “Document filed by a complainant” means a document or electronic submission (such as by electronic mail or through an online portal provided for this purpose by the school) that contains the complainant’s physical or digital signature, or otherwise indicates that the complainant is the person filing the formal complaint. Should the Title IX Coordinator sign the formal complaint, the Title IX Coordinator is not a complainant or otherwise a party, and the Title IX Coordinator must comply with the Title IX requirements.
- i. “Notice” includes, but is not limited to, a report of sexual harassment to the Title IX Coordinator.
- j. “Respondent” means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.
- k. “Sexual assault” means any nonconsensual sexual act proscribed by Federal, Tribal, or State law, including when the victim lacks capacity to consent. (20 U.S.C. 1092(f)(6)(A)(v))
- l. “Stalking” means engaging in a course of conduct directed at a specific person that would cause a reasonable person to:
 - 1. fear for his or her safety or the safety of others; or
 - 2. suffer substantial emotional distress. (34 U.S.C. 12291(a)(30))
- m. “Supportive measures” means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the school’s education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the school’s educational environment, or deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, escorting the complainant while on school property or while at a school off-campus activity, mutual restrictions on contact between the parties, changes in work or housing locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures.

VI. SCHOOL’S RESPONSE TO SEXUAL HARASSMENT

(34 CFR § 106.44)

- A. General response to sexual harassment. Regardless of whether or not a formal complaint is filed, should the school have actual knowledge of sexual harassment in a school educational program or activity against another person in the United States, the school shall respond promptly in a manner that is not deliberately indifferent (i.e., if the school’s response to sexual harassment is clearly unreasonable in light of the known circumstances). The Title IX Coordinator shall promptly contact the complainant to discuss the availability of supportive measures, consider the complainant’s wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint.

- B. Response to a formal complaint. In response to a formal complaint, the school shall follow the grievance process as set forth in ACAA-R(1), Sexual Harassment – Regulations.
- C. Time frames. The time frames set forth in the regulations shall be considered as a maximum length of time within which the related step is to be completed, however, the time frames may be extended for good cause upon written notice to the complainant and the respondent of the delay or extension and the reasons for the action. Good cause includes, but is not limited to, utilization of the informal resolution process, availability of an investigator if not a school employee, complexity of the investigation, absence of a party, a party's advisor, a witness, or decision-maker (including a person necessary for addressing an appeal), concurrent law enforcement activity, or the need for language assistance or accommodation of disabilities.
- D. Emergency removal. Nothing in Title IX regulations or this policy prohibits the school from removing a respondent from the school's education program or activity on an emergency basis, provided that the school undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal, however, nothing in Title IX regulations or this policy may be construed to modify any rights under the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act. Additionally, nothing in the Title IX regulations or this policy prohibits the school from placing an employee respondent on administrative leave during the pendency of a grievance process, however, nothing in Title IX regulations or this policy may be construed to modify any rights under Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act.

The policy in its entirety may be located for your review within the school office and via the following web link: <https://ceb.k12.sd.us/pdf/2020/Title-IX-Policy-Update.pdf>

PROCEDURE FOR REPORTING BULLYING:

Any substitute who believes he/she has been bullied should report the complaint as soon as possible to your immediate supervisor. You will be asked to provide written documentation.

HELPFUL GUIDELINES

BE YOURSELF:

Children can sense when you are stepping out of character. It confuses them so be as natural as you can. If you are soft-spoken, then your opening words will be soft and natural. If you are a forceful, dynamic person you will quickly convey this to the students.

In each case the students want to know what to expect and you might explain your standard for behavior. You will be tested to see what your outer limits are, but you set the stage and remain consistent in your expectations. The students will respond to you being yourself by doing as you expect.

Children frequently want to know about you. They ask about your family, hobbies, etc. This is not meant to be an invasion of your privacy. It is a natural and simple curiosity. Feel free to reveal as much of this personal side of yourself as you wish – no more - and only when doing so serves a worthwhile purpose of opening lines of communication.

Do not advocate political, religious, or personal convictions.

BE POSITIVE:

Your attitude must extend to every area from discipline to academics, to recreation, and to acceptance of all students.

If it is your first time in a particular classroom, make sure you find out how the teacher deals with discipline issues, and if there are any children who may be on a discipline plan. This preparation will help you maintain a positive and productive day.

BE FLEXIBLE:

Students like to keep the same routine as their regular teacher has and will be quick to tell you just how things are done in their classroom. Try to do things as closely as possible to the way the regular teacher had outlined in the schedule, which means flexibility on your part because other classes for which you subbed may have had very different routines.

SUBSTITUTE CHECKLIST

In the Morning:

	1. Smile. Be cheerful. The day has just begun.
	2. Greet administrator and/or office staff.
	3. Sign in with the appropriate office.
	4. Check the teacher's mailbox for any announcements or notes.
	5. Check the classroom and/or work area for lesson plans and prepare for the day.
	6. Introduce yourself to the students and review the day's plan with them.
	7. You are responsible to do the staff members duties, recess, etc.
	8. Record attendance.

In the Afternoon:

	1. Throughout the day, write brief notes on lessons covered and student behavior.
	2. Return materials to the staff's desk.
	3. With students' help, leave the room orderly.
	4. Turn off the lights when you leave.
	5. Tell the principal/office staff about any concerns you have.
	6. Check out with the office and ask if you will be needed the next day.

Cheyenne-Eagle Butte Schools

Substitute Teacher

Handbook & Training Acknowledgement Form



I _____ acknowledge that I have completed the following components which have prepared me to work as a substitute teacher within Cheyenne-Eagle Butte Schools.

1. Completion of human resources paperwork and forms.
2. Completion of background check.
3. Completion of training modules and reviews including, but not limited to the following topics:
 - Handbook review and agreement
 - Classroom management, student behavior, communications
 - Title IX, Mandatory Reporter, FERPA
 - Technology user policy review and agreement
4. Completion of building walkthrough with the building administrator.
(Admin. Initials _____)
5. Completion of safety plan review with the building administrator.
(Admin. Initials _____)
6. Completion of duties and responsibilities review with the building administrator.
(Admin. Initials _____)

All of the above requirements must be completed prior to reporting for assignments for substitute teaching.

Printed Name

Signature

Date