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## PERSONNEL GOALS

The Board recognizes that a dynamic and efficient staff dedicated to education is necessary to maintain a constantly improving educational program. The Board is interested in its personnel as individuals, and it recognizes its responsibility for promoting the general welfare of the staff.

The Board's specific personnel goals are:

1. To recruit, select, and employ the best qualified personnel to staff the cooperative system.
2. To provide staff compensation and benefit programs sufficient to attract and retain qualified employees.
3. To provide programs for all employees to improve their performance and the overall rate of retention and promotion of staff.
4. To conduct an employee appraisal program that will contribute to the continuous improvement of staff performance.
5. To deploy personnel so as to ensure their skills are used as effectively as possible.
6. To develop the quality of human relationships necessary to obtain maximum staff performance and satisfaction.
7. To help all employees realize that the efficient and courteous performance of their assignment has a positive impact on the public support of education in the Cooperative.

Adopted Date: 8/3/2017

**GENERAL REFERENCE POLICY**

It is the policy of this Cooperative to respond only to written requests for reference information. The information which may be released includes the employee name, job title, salary and dates of employment.

This policy applies to current or former employees and should not reflect either negatively or positively on a specific employee. If an employee would like additional work-related information released, they would sign the release of information form provided by the Director. Employees are in no way required to sign the release.

The release will be placed in their personnel file.

**State Reference**

**Description**

SDCL 60-4-12

Presumption of good faith disclosure of employment information to prospective employers)

Adopted Date: 8/3/2017

### **Equal Employment Opportunity**

Core Educational Cooperative is committed to providing equal employment opportunities for all persons regardless of religion, sex, age, national origin or disability. Equal opportunity extends to all aspects of the employment relationship, including hiring, transfers, recruiting, layoff and recall, promotions, training, terminations, working conditions, compensation, fringe benefits, retirement plans, disability leave and other terms and conditions of employment.

Core subscribes, to the fullest extent, to the principle of the dignity of all people and of their labors and will take action to ensure that applicants are employed, assigned, and promoted without regard to their age, race, creed, color, sex, marital status, political affiliation, disability, or national origin. Every available opportunity will be taken in order to assure that each applicant for a position is selected on the basis of qualifications, merit, and the ability to successfully do the job assigned.

Core complies with federal and state equal employment laws and strives to keep the workplace free from all forms of harassment. Cores considers harassment and discrimination in all forms to be a serious offense. Employees who have been subject to prohibited discrimination or harassment should immediately report the incident to his/her Supervisor or the Director.

### **Nondiscrimination**

Core is committed to a policy of nondiscrimination in relation to race, sex, religion, national background, disabilities, 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, under gird this statement.

In keeping with these statements, the following will be objectives of the Core Educational Cooperative.

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 socio-economic, 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 the Core Educational Cooperative 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.

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

### **Anti-Harassment Policy**

The CORE Educational Cooperative will not violate any of the provisions of applicable federal programs, statutes or regulations, including but not limited to Title IX, ESEA/Title I, Rehabilitation Act Section 504, Title II (Americans with Disabilities Act), NCLB and McKinney-Vento Act (homeless children). The CORE Educational Cooperative will not discriminate in any of its policies and programs on the basis of age, race, color, creed, national origin, ancestry, religion, sex or disability.

The Educational Cooperative will provide the following:

1. an adequate, reliable, and impartial investigation of complaints, including the opportunity for the complainant and alleged perpetrator to present witnesses and provide evidence;
2. evaluation of all relevant information and documentation relating to a complaint of discrimination;
3. specific, reasonably prompt time frames at each stage of the grievance process;
4. written notice to all parties within a specified timeframe of the outcome or disposition of the grievance at each stage of the process;
5. an opportunity to appeal the findings or remedy, or both; an assurance that the Cooperative will take steps to prevent recurrence of any discrimination and correct discriminatory effects on others; and
7. language in the policies and grievance procedures indicating that any attempts to informally or voluntarily resolve the complaint or grievance should not delay the commencement of the Cooperative's investigation.

In compliance with applicable federal laws and regulations, the Board has appointed the Director as the Cooperative's Compliance Officer to coordinate program compliance with federal programs. The Director can be reached at:

CORE Educational Cooperative  
 612 S. Main Street  
 PO Box 518  
 Platte, SD 57369  
 Phone #: 605-337-3178

A complaint may also be filed with the United States Office for Civil Rights, U.S. Department of Education at: 1010 Walnut Street, Suite 320, Kansas City, Missouri 64106: Telephone: (816) 268-0550; Facsimile: (816)268-0599; Telecommunication Device for the Deaf: (877) 521.2172; E-mail: OCR.KansasCity@ed.gov.

**State Reference**

SD Constitution Article 6  
 SDCL 13-37  
 SDCL 20-12  
 SDCL 20-13

**Description**

Bill of Rights  
 Special assistance and related services  
 Municipal and county protection of human rights  
 Human rights

**Federal Reference**

Public Law 94-142  
 Title VI, Civil rights Act of 1964  
 Title VII, Civil Rights Act of 1964  
 USC Title 20 Chapter 38 §§1681-1688  
 USC Title 29 Chapter 14  
 USC Title 29 Chapter 16 §701  
 USC Title 42 Chapter 76 §6101-6103

**Description**

Education for All Handicapped Children Act of 1975  
 Nondiscrimination in Federally Assisted Programs  
 Prohibits discrimination by covered employers on the basis of race, color, religion, sex or national origin  
 Discrimination Based on Sex or Blindness  
 Age Discrimination in Employment  
 Vocational Rehabilitation  
 Age discrimination in Federally Assisted Programs

**Policy Reference**

ACB  
 FEFA  
 GBA

**Description**

DISCRIMINATION ON THE BASIS OF  
 HANDICAP/DISABILITY/NONDISC  
 CONTRACTOR'S FAIR EMPLOYMENT CLAUSE  
 EQUAL OPPORTUNITY EMPLOYMENT

Adopted: 8/3/2017

## VETERAN'S PREFERENCE

If a veteran possesses the qualifications necessary to discharge the duties of the position involved, the veteran shall receive preference for employment and promotion. For the purposes of this policy, the term "veteran" means any person who:

- (1) has served the full obligation for active duty, reserve, or National Guard service in the military, or received an early discharge for a medical condition, hardship, reduction in force, or at the convenience of the military; and
- (2) has been separated or discharged from such service honorably or under honorable conditions.

In order to determine if the veterans' preference applies, each applicant for employment shall complete an employment application on which the applicant is asked if the applicant is a veteran. All veterans are subject to criminal background check requirements as set forth in state law.

Age, loss of limb, or other physical impairment which does not in fact incapacitate does not disqualify the veteran. A veteran who has a service-connected disability shall be given a preference over a nondisabled veteran.

The unmarried spouse of a veteran who died while in service, or later died from a service connected cause, is entitled to the preferences given to the veteran if the spouse possesses the qualifications and business capacity necessary to discharge the duties of the position involved. If a veteran disabled due to a service connected cause is unable to exercise the right to a veteran employment preference due to the disability, the veteran's spouse is entitled to the preferences given to the veteran if the spouse possesses the qualifications and business capacity necessary to discharge the duties of the position involved.

If a veteran applies for appointment for employment under this policy, the Cooperative shall, before employing anyone to fill the position, investigate the qualifications of the applicant. If the applicant possesses at least the minimum qualifications necessary to fill the position, the officer, board, or person shall interview the applicant. However, nothing within this policy requires the school Cooperative to hire a veteran interviewed. At the conclusion of the hiring procedure and protocol, should a veteran and nonveteran be equally qualified for the position the veteran shall be granted veteran's preference and shall be offered employment in the position.

A veteran may be removed for incompetency or misconduct shown after a hearing, upon due notice, upon stated charges, and with the right of the employee or appointee to a review pursuant to law.

<b><u>State Reference</u></b>	<b><u>Description</u></b>
SDCL 13-10-12	Criminal background investigation
SDCL 3-3-1	Veterans preferred in public employment
SDCL 3-3-4	Restrictions on removal of veteran from employment-hearing and review-burden of proof
SDCL 3-3-6	Confidential and policy-making positions exempt from chapter
SDCL 3-3-7	Unmarried spouse of deceased veteran-entitlement to preference under certain conditions
SDCL 3-3-8	Spouse of disabled veteran-entitlement to preference under certain conditions
SDCL 33A-2-1	Veteran defined

<b><u>Federal Reference</u></b>	<b><u>Description</u></b>
USC Title 38 §4301-4335	Employment and reemployment rights of members of the Uniformed Services

Adopted Date: 8/3/2017

**STAFF ETHICS**

An effective educational program requires the services of men and women of integrity, high ideals, and human understanding. To maintain and promote these essentials, all employees of the Cooperative are expected to maintain high standards in their school relationships. These standards include the following:

The maintenance of just and courteous professional relationships with students, parents, staff members, and others.

The maintenance of their own efficiency and knowledge of the developments in their fields of work.

The transaction of all official business with the properly designated authorities of the school system.

The establishment of friendly and intelligent cooperation between the community and the school Cooperative.

Favorable representation of the school Cooperative at local events that are in recognition of the schools' contributions to the community.

The placement of the welfare of children as the first concern of the school Cooperative, thus appointments to positions and promotion must be based solely on merit. The use of pressure on school officials for appointment or promotion is unethical.

Restraint from using school contacts and privileges to promote partisan politics, sectarian religious views, or selfish propaganda of any kind.

Directing any criticism of other staff members or of any department of the school Cooperative toward the improvement of the school Cooperative. Such constructive criticism is to be made directly to the particular school administrator who has the administrative responsibility for improving the situation and then to the Director if necessary.

**State Reference**

ARSD 24:08

**Description**

Professional Teachers Ethics

**Policy Reference**

AH  
GBCA  
GBCB  
GBCBA

**Description**

CONFLICT DISCLOSURE AND AUTHORIZATION  
STAFF CONFLICT OF INTEREST  
STAFF CONDUCT  
FREEDOM OF EXPRESSION

Adopted Date: 8/3/2017

**STAFF CONFLICT OF INTEREST**

Employees of the Cooperative will not engage directly or indirectly, in any activity that conflicts (or raises a reasonable question of conflict) with their duties and responsibilities in the school system.

Employees will not engage in work of any type where information concerning customer, client, or employer originates from any information available to them through school sources.

Employees will not sell textbooks, instructional supplies, equipment, reference books, or any other school products to the schools in the Cooperative.

In order that there is no conflict of interest in the supervision and evaluation of employees, at no time may any administrator be responsible for the supervision and/or evaluation of an employee who is the spouse of the administrator or the parent or step-parent, child or step-child, grandparent or grandchild, aunt, uncle, cousin, niece or nephew of the employee.

<b><u>State Reference</u></b>	<b><u>Description</u></b>
SD Constitution Article 8 §17	Interest in sale of school equipment prohibited
SDCL 13-20-2.1	Interest in sale of school equipment unlawful
SDCL 13-43-1	Employment of board member in same Cooperative prohibited
SDCL 6-1-1	Local officer's interest in public purchase or contract unlawful
SDCL 6-1-17	Prohibition from discussion or voting on issue if conflict of interest exists
<b><u>Policy Reference</u></b>	<b><u>Description</u></b>
AH	CONFLICT DISCLOSURE AND AUTHORIZATION
BBFA	BOARD MEMBER CONFLICT OF INTEREST
GBC	STAFF ETHICS

Adopted Date: 8/3/2017



## **STAFF CONDUCT**

All staff members have a responsibility to familiarize themselves with and abide by the laws of the State as these affect their work, the policies of the Board, and the regulations designed to implement them.

In the area of personal conduct, the Board expects that teachers and others will conduct themselves in a manner that not only reflects credit to the school Cooperative, but also sets forth a model worthy of emulation by students.

All staff members will be expected to carry out their assigned responsibilities with conscientious concern.

Essential to the success of ongoing school operations and the instructional program are the following specific responsibilities which will be required of all personnel:

1. Faithfulness and promptness in attendance at work.
2. Support and enforcement of policies of the Board and regulations of the school administration in regard to students.
3. Diligence in submitting required reports promptly at the times specified.
4. Care and protection of school property.
5. Concern for and attention to their own and the school Cooperative's legal responsibility for the safety and welfare students, including the need to ensure that students are under supervision at all items.

### **State Reference**

ARSD 24:08:03

ARSD 24:11:03:01

SDCL 13-43-28

SDCL 13-8-44

### **Description**

Code of professional ethics

Code of ethics for professional administrators

Reprimands for violations of code of ethics

Destruction, falsification or failure to deliver records

### **Policy Reference**

GBC

ILB

### **Description**

STAFF ETHICS

STATE REQUIRED ASSESSMENTS

Adopted Date: 8/3/2017

## FREEDOM OF EXPRESSION

Employees have the Constitutional right of freedom of speech to speak on matters of public concern. However, the freedom of speech is limited for public employees when on duty or attending a school function, and also when discussing certain employment and student matters.

<b><u>State Reference</u></b>	<b><u>Description</u></b>
ARSD 24:08:03	Code of professional ethics
ARSD 24:11:03:01	Code of ethics for professional administrators
<b><u>Federal Reference</u></b>	<b><u>Description</u></b>
*Garcetti v. Ceballos	Employee freedom of speech
*Pickering v. Board of Ed.	Employee freedom of speech
US CONST 1st Amd.	Freedom of Speech and Religion
<b><u>Policy Reference</u></b>	<b><u>Description</u></b>
GBC	STAFF ETHICS

Adopted Date: 8/3/2017

## SEARCH AND SIEZURE

All Cooperative property, including, but not limited to, real estate, buildings, offices, desks, storage areas, lockers, computer systems and equipment, voice-mail, and vehicles, is owned by the Cooperative, and is intended for educational purposes, and Cooperative business, at all times.

Individuals using Cooperative-owned property (system users) shall have no expectation of privacy when using school property. The Cooperative reserves the right to monitor, inspect, copy, review and store (at any time and without notice) all usage of Cooperative property including computer and computer systems, including all internet and electronic communications access and transmission/receipt of materials and information. All material and information accessed and/or received through Cooperative computers and computer systems shall remain the property of the school Cooperative.

System users have no right of privacy and should have no expectation of privacy in materials sent, received, or stored in Cooperative-owned computers or on the Cooperative system or within the physical area of the Cooperative. School officials reserved the right to review Cooperative system/property use at any time to determine if such use meets the criteria set forth in school board policies and Cooperative regulations. Routine maintenance and monitoring of the system and physical plant may lead to the discovery that the user has or is violating Cooperative policy or law. Once a problem is discovered, an individual search may be conducted. The search/investigation will be reasonable and will be in keeping with the nature of the alleged misconduct.

Employees or students violating acceptable use of Cooperative property, or policy, may be subject to disciplinary action by the Director or designee, depending on the nature of the violation.

<b><u>State Reference</u></b>	<b><u>Description</u></b>
SDCL 13-5-1	School Cooperatives defined
SDCL 13-8-39	Management of schools by board - general powers
<b><u>Federal Reference</u></b>	<b><u>Description</u></b>
US CONST 4th Amd.	Search and Seizure

Adopted Date: 8/3/2017

## **EMPLOYEE USE OF NETWORKING SITES**

Technology will be used to complement and foster public education. Utilization by employees must not distract from or disrupt the educational process. Proper decorum is the standard of conduct expected of a professional. That standard will apply to the use of technology and social networking sites.

The Director will ensure that staff members are reminded and informed of the importance of maintaining proper decorum when using technology as well as in person.

Proscribed conduct includes:

- Improper fraternization with students.
- Listing students as friends on networking sites.
- Staff members providing private phone numbers without prior approval of the Cooperative.
- Inappropriate email or phone contact with students.

Adopted Date: 8/3/2017

## Acceptable Use Policy

This policy applies to any computer, networking device, telephone, copier, fax machine or other technologic equipment which is owned, licensed or leased by Core; is owned licensed or leased by member school Cooperatives and is used by Core employees. This policy also applies to any technologic equipment which connects directly with Core data or telephone networks, connects to any device owned, licensed or leased by Core or otherwise uses or affects Core information – technology facilities. Furthermore, Core employees are required to adhere to the Acceptable Use Policies of any Core member school Cooperative.

Core Employees will review and sign the Responsible Use Policy (See appendix) on an annual basis.

### **Restricted Applications**

Restricted applications of Core's technologic equipment include but are not limited to:

- A. Threatening Core's tax exempt status such as certain political activity and most commercial activities.
- B. Illegal acts such as fraud, harassment, copyright violation and child pornography.
- C. Depriving other users of their fair share of Core technologic equipment or interference with the functioning of central networks (ie, mass emails, streaming video, downloading harmful files, intentionally wasting resources)
- D. Violating Core's policies.
- E. Sending or displaying offensive messages or images
- F. Using obscene language.
- G. Insulting or attacking others
- H. Violating copyright laws.
- I. Using others' passwords without permission
- J. Trespassing in others' folders, documents or files.
- K. Use of the network or any device for the sale of personal items.

When any of use of Core technologic equipment presents an imminent threat to other users or to Core's technology infrastructure, system operators may take whatever steps are necessary to isolate the threat without notice is circumstances so require. This may include changing passwords, locking files, disabling devices, or disconnecting specific devices or entire sub-networks from Core, regional or national voice and data networks. System operators will restore connectivity and functionality as soon as possible after the threat has been identified and neutralized.

Technologic devices, network connections, accounts, usernames, authorization codes and passwords are issued to identify users of Core technologic equipment. Users are responsible for not sharing their privileges with others, and especially for ensuring that authorization codes and passwords remain confidential. All users of the cooperative's network and devices are responsible for ensuring that unauthorized users do not gain access to the Core network or devices.

### **Sanctions**

The Director will make the initial determination of the policy violation. Once it has been determined that a policy violation has occurred, the director will implement the appropriate sanctions, which include, but are not limited to:

- Verbal warning
- Written warning
- Denial, suspension or revocation of any technologic device or network access
- Employment sanctions
- Notification of law enforcement

Staff will maintain safe, responsible and acceptable use of all technologic equipment assigned to them. In the case of lost or damaged equipment, the Technology Coordinator and Director will review the situation and determine any fees to be assigned to employee. Employee may appeal the decision to the school board if they do not agree with the fee assessment.

## STAFF HEALTH AND SAFETY

The Board may require an employee returning from an extended leave of absence for health reasons to submit a certification of health. The expense of this examination will be borne by the Cooperative.

### Worker's Compensation

In case of injury while pursuing duties in keeping with the employee's contract, the employee will receive compensation and expense as prescribed by the worker's compensation law of South Dakota.

Any employee who receives an injury while at work should immediately report this injury to the Director's office and request the necessary forms to make application for payment under this law.

<u>State Reference</u>	<u>Description</u>
SDCL 13-43-60	Certification of health of employee
SDCL 62-1-2	Employer defined
SDCL 62-2-14	Initiation of claim
SDCL 62-3-3	Employer and employee bound by provisions of title
SDCL 62-6-2	Employer's report of injury--Failure to report as misdemeanor
SDCL 62-7-10	Notice to employer of injury--Condition precedent to compensation

Adopted Date: 8/3/2017

## EMPLOYEE COMMUNICABLE DISEASES

The board recognizes its responsibility to provide a clean and healthy environment for students and school employees.

The determination of whether an infected employee be excluded from work activities shall be made on a case-by-case basis, under the direction of the principal/building administrator or designee.

In situations where the decision requires additional knowledge and expertise, the principal will refer the case to an advisory committee for assistance in determining the proper course of action.

The advisory committee may be composed of:

1. a representative from the State Health Department;
2. the employee's physician;
3. the employee and/or designee;
4. the school health service's supervisor;
5. the Director or designee; and
6. other appropriate school personnel.

In making the determination, the advisory committee shall consider:

1. the physical condition of the school employees;
2. the expected type(s) of interaction with others in the school setting;
3. the impact on both the infected school employee and others in that setting;
4. the South Dakota Department of Health guidelines and policies;
5. the status of certification health of the employee under South Dakota Law;
6. the recommendation of the County Health Officer, which may be controlling;
7. information regarding the infected employee which is deemed part of his/her personnel records, therefore is classified as "Confidential".

The advisory committee may officially request assistance from the State Department of Health.

If employment of an infected employee is to be interrupted or discontinued, the employee will be entitled to use available medical leave and receive available benefits.

Public information will not be revealed about the employee who may be infected. If the employee is permitted to remain in the school setting, the principal will provide, as appropriate to school employees who have regular contact with the employee, as to the employee's medical condition and other factors needed for consideration in carrying out job responsibilities.

Health guidelines for work attendance are established and interpreted within the context of the case. The guidelines are not inclusive but are available to be used as a resource. School personnel will refer to school health professionals for specific judgments in interpreting the guidelines.

Instructions in appropriate handling of blood and body fluids will be provided. Hand washing after contamination, food preparation and health/hygiene care performed in different sink and work area, maintenance cleaning and other personal hygiene measures are part of creating a healthy environment.

Specific health concerns may require the advisory committee to make a determination on school attendance or participation in school activities.

### State Reference

SDCL 1-27-3

### Description

Records declared confidential or secret

**Communicable Disease Guidelines**

Health guidelines for work attendance are established and interpreted with the context of situation. The guidelines are not inclusive but are available to be used as a resource. Specific needs will be addressed individually. Core Educational Cooperative personnel will refer to health professionals for specific judgments in interpreting the guidelines.

<b>DISEASE AND INCUBATION PERIOD</b>	<b>RULES FOR WORK ATTENDANCE</b>
Acquired Immune Deficiency Syndrome (AIDS) 6 months – 5 years	Determination should be made by the team process as outlines in the Communicable Disease Policy. The State Department of Health guidelines on AIDS shall be used as reference.
Chicken Pox: 14-21 days	The employee may attend work after all pox are dry and scabbed.
Cytomegalovirus (CMV) Salivary Gland Viruses	The employee may attend work. Precautions should be taken by contacts with immunosuppressant as anti-cancer or organ transplants as well as anyone with suspected or known pregnancy. Good hand washing in all cases should eliminate risk of transfer of infection.
Giardiasis and Infectious Enteric Diseases: 5-25 days or longer	The employee may attend work. Food handlers must remain at home until they have three negative stool specimens. Good hand washing in all cases should eliminate risk of transfer of infection.
Herpes Simplex: 2-12 days	The employee may attend work during active case. Good hand washing in all cases should eliminate risk of transfer of infection.
Impetigo: Variable 4-10 days	The employee may attend work if under treatment and dry.
Infectious Hepatitis: 15-40 days Average 25 days	The employee may attend work as directed by the physician. Appropriate personal hygiene precautions should eliminate risk of transfer of infection.
Measles (Red, Hard, Rubella, 7-day) 8-14 days	The employee may attend work after a minimum of seven days. Employees who have had contact with measles may attend work if the employee has had the measles or if immunization is up to date.
Infectious Mononucleosis (Glandular Fever) 2-6 weeks	The employee may attend work as directed by the physician.
Mumps: 12-21 days	The employee may attend work after swelling has disappeared.
Pediculosis (Lice, Crabs)	The employee may attend work after treatment.
Pink Eye (Conjunctivitis) 5-12 days	The employee may attend work after the eye is clear, under treatment or with physician's written permission.
Planter's Warts	The employee may attend work.
Ring Worm (Scalp, Body, Athlete's Foot)	The employee may attend work if the area is under treatment.
Rubella (3-day, German Measles) 14-21 days	The employee may attend work after a minimum of four days. Prevent exposure of pregnant women.
Scabies (7-year itch, Mites)	The employee may attend work after treatment.
Streptococcal Infections (Scarlet Fever, Scarletina, Strep Throat) 1-3 days	The employee may attend work 24 hours after initiating oral antibiotic therapy and clinically well.

- Time interval between initial contact with an infectious agent and the first sign of symptom of the disease.



## USE OF ALCOHOL, DRUGS, AND CONTROLLED SUBSTANCES

Student and employee safety is a paramount concern of the school board. Employees under the influence of alcohol and/or other drugs are a serious risk to themselves, to students, and to other employees. Therefore, the school board will not tolerate the unlawful manufacture, use, possession, sale, distribution, or being under the influence of alcohol and/or other drugs. Any employee who violates this policy will be subject to disciplinary action which may include dismissal, and referral for prosecution. Each employee of the Cooperative is hereby notified that, as a condition of employment, the employee must abide by the terms of this policy and will report to the Director any criminal alcohol and/or other drug statute conviction for any alcohol and/or other drug violation. Such notification must be made by the employee to the Director no later than five (5) days after conviction. Should the affected employee be the Director, s/he will report to the board no later than the next regular meeting of the board.

Within thirty (30) days after receipt of information concerning an alleged or proven violation(s) of this policy, the Cooperative will take appropriate disciplinary action, which may include termination of employment, requiring the employee to participate in alcohol and or drug abuse assistance or rehabilitation programs, and possible referral for prosecution.

All employees will attend a Cooperative alcohol and/or drug-free awareness program at which employees will be informed about the dangers of alcohol and/or other drug use/abuse, this policy of maintaining an alcohol and/or other drug-free environment, available alcohol and/or other drug counseling, rehabilitation, and employee assistance programs, and the disciplinary sanctions that may be imposed upon employees for alcohol and/or other drug use/abuse violations. The information will be disseminated to each employee via written and oral communication.

The school board recognizes that employees who have an alcohol and/or other drug use/abuse problem should be encouraged to seek professional assistance. An employee who requests assistance shall be provided a listing of the regional treatment facilities or agencies to assist him/her in their choice of a service provider.

When a staff member has consumed alcoholic and/or illegal drugs off school property and/or before a school activity, the staff member will not be allowed on school property or to participate in school activities. Staff members who violate this regulation will be subject to the same disciplinary sanctions, as for possession or consumption on school property.

The school board hereby commits itself to the continuing good faith effort to maintain a drug-free environment.

A copy of this policy shall be given to all present and future employees.

<u>Federal Reference</u>	<u>Description</u>
USC Title 41 Chapter 81	Drug-Free Workplace Act of 1988

Adopted Date: 8/3/2017

## STAFF PARTICIPATION IN POLITICAL ACTIVITIES

The Board recognizes that employees of the Cooperative have the same fundamental civic responsibilities and privileges as other citizens. Among these are: campaigning for elective public office and holding an elective or appointive public office.

Any employee who intends to campaign for an elective public office will notify the Director, in writing at the earliest possible moment, of the office which he or she intends to seek, together with the decision as to whether he or she wishes to continue employment and under what terms and conditions.

The Director will meet with and discuss these matters with the employee involved and will present a proposed solution to the Board for consideration. The essential element to be determined by the Board is whether the activities proposed by the employee are compatible with the time requirements for fulfilling the employee's responsibilities to the Cooperative.

In connection with his or her campaigning, no employee will use school system facilities, equipment, or supplies; nor will the employee discuss his or her campaign with students or with school personnel during the working day; nor will the employee use any time during the working day for campaigning purposes.

A teacher seeking an extended leave of absence for campaigning, office-holding, or other time-consuming activities connected with government service will apply for such leave in writing. The Board will provide the teacher with a written answer to a request for political leave including salary arrangements.

If not elected, the employee may return to the position previously held.

<u>State Reference</u>	<u>Description</u>
SDCL 13-43-15.1	Right of employee to run for office

Adopted Date: 8/3/2017

## **COOPERATIVE INVOLVEMENT IN POLITICAL ACTIVITY**

The Board believes in the importance of democracy in American society and advocates political participation as an act of self-governance. In this spirit, the Board recognizes the rights of Cooperative employees, as private citizens, to be involved in local, state and federal political activities, and encourages politically related material, discussions and projects in the classroom with the intent to teach students about democracy.

For the purpose of educating voters and lawmakers, the Board will provide information on ballot questions. The Board authorizes the Director or Director's designee to communicate such information to citizens, media sources, public officials or candidates running for office as the Director or designee deems appropriate.

However, the board prohibits the following actions:

1. Use of an official school title to endorse or oppose candidates running for elected office, a political party or a proposition, referendum or issue being voted upon by the electorate;
2. Use of Cooperative funds to support or oppose a candidate running for elected office, a political action committee, a political party or a proposition, referendum or other ballot issue;
3. Distribution or posting of material which supports or opposes any candidate, political party or action committee, or proposition, referendum or other ballot issue on school property during school hours; and
4. Use of school facilities by candidates, their representatives, political parties, or political action committees.

### **COOPERATIVE AS POLLING PLACE**

In the case that a public building is used as a public polling place, candidates, their representatives, members of a political party or political action committee or citizens acting in support or opposition to a ballot question may hand out literature or speak with prospective voters as long as this is done outside a 100-foot radius of the entrance to the polling place.

#### **State Reference**

SDCL 12-27-20	Expenditure of public funds to influence election outcome prohibited
SDCL 12-27-21	Acceptance of contributions from public entities prohibited
SDCL 13-43-1	Employment of board member in same Cooperative prohibited
SDCL 13-43-15.1	Right of employee to run for office
SDCL 13-7-3	Public offices incompatible with board membership

#### **Description**

#### **Federal Reference**

USC Title 5 §7321-7326	Political Activity
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#### **Description**

Adopted: 8/3/2017

## STAFF GIFTS AND SOLICITATIONS

### Gifts

Students, parents, and other Cooperative residents and taxpayers will be discouraged from the presentation of gifts to teachers and other Cooperative employees. The routine giving of gifts to teachers by students --or to students by teachers--will not be permitted at any time, including Christmas.

The presentation of gifts to, and the arrangement of social affairs for, employees leaving the system for reasons other than retirement will be governed by the following policy:

1. Each building principal will appoint, or the employees may volunteer for a small social committee to plan social affairs such as teas and luncheons.
2. Any gifts to be presented to departing employees by their respective groups will be at the discretion of the group involved.

### Solicitations

The Director will annually approve all solicitations that are to be permitted in the schools. No organization may solicit funds of staff members in the schools, nor may anyone distribute flyers or other materials related to fund drives through schools, without the approval of the Director.

Employees may not be engaged in the sale of products to the schools, even if the proceeds of such sales are intended for charitable or civic purposes; nor will staff members collect any money or distribute any fund-raising literature without the express approval of the Director.

### State Reference

ARSD 24:08:03

ARSD 24:11:03:01

### Description

Code of professional ethics

Code of ethics for professional administrators

### Policy Reference

JL

KI

### Description

STUDENT GIFTS AND SOLICITATIONS

PUBLIC SOLICITATIONS AND ADVERTISING IN THE SCHOOLS

Adopted Date: 8/3/2017

## PERSONNEL RECORDS

A file of personnel records shall be maintained in the Director's office for each employee of the School Cooperative. A file shall be kept for all resigned or retired employees, including such essential information as specified by state and federal law.

### **CONFIDENTIALITY**

Personnel information concerning Cooperative employees is generally confidential. Some personnel information is "public record" and must be released to any person upon request:

- 1) Salaries,
- 2) Routine directory information, consisting of employee's name and address, and subject to the employees right to direct that his/her address not be disclosed, and
- 3) Employment applications and related materials submitted by individuals hired into executive or policymaking positions within the Cooperative.

However, any current or prior contract with any public employee and any related document that specifies the consideration to be paid to the employee is by law a public document and to which the public has the right to examine and make memoranda and abstracts therefrom during regular school hours.

Pursuant to state law, any record or document, regardless of physical form, created by the Cooperative in connection with the evaluation of the Director constitutes personnel information and is not open to inspection or copying.

Records of an employee's evaluation shall not be released without the written consent of the employee unless authorized or required by law.

Files containing medical information regarding an employee, including employment accommodations pursuant to American with Disabilities Act (ADA) and Rehabilitation Act Section 504, will be kept separate from other personnel files and shall not be released without the written consent of the employee unless authorized or required by law.

### **TYPES OF INFORMATION**

The records shall contain, at a minimum, the following information:

1. The correct name and the current address and telephone number of the employee;
2. An accurate record of the work experience of the employee;
3. Current data on education completed, including the transcripts of all academic work;
4. Proof of requirements fulfilled in order to be eligible for salary;
5. Current data on credentials and certification;
6. Records of assignment;
7. Evaluations of performance;
8. Letters of commendation, reprimand, or omission of duty;

### **USE OF PERSONNEL RECORDS**

All the contents of the personnel records shall be available for inspection by the employee concerned. The Cooperative reserves the right to have a member of the Director's office staff present at the time the employee inspects his or her personnel file. Similarly, at the time the record is reviewed, the employee shall have the right to have present a representative of his or her own choosing, if desired.

The employee shall have the right to respond in writing to all materials contained in the personnel file. Responses shall become part of the file.

Any complaints directed towards an employee, which are placed in the personnel file, are to be promptly called to the employee's attention in writing.

**State Reference**

SDCL 1-27-1.5 (15)

SDCL 1-27-1.5 (7)

SDCL 13-42-70

SDCL 60-4-12

**Description**

Records not open to inspection

Records not open to inspection

Evaluation records and documents not open to inspection or copying

Presumption of good faith disclosure of employment information to prospective employers)

**Policy Reference**

KBA

KBAA

**Description**

PUBLIC'S RIGHT TO KNOW

PUBLIC RECORDS

Adopted Date: 8/3/2017

**PERMISSION FOR THE TRANSFER AND/OR RELEASE  
OF CONFIDENTIAL EMPLOYEE INFORMATION**

I, \_\_\_\_\_ employee of the Core Educational Cooperative,  
(name)

Request that the following part of the above employee's records

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

be made available to \_\_\_\_\_ for the purpose of  
(name)

\_\_\_\_\_  
\_\_\_\_\_

Date: \_\_\_\_\_  
(signature)

Please send me a copy of the records released at the following address:

Name \_\_\_\_\_

Address \_\_\_\_\_

City, State, Zip \_\_\_\_\_

Enclosed is \$ \_\_\_\_\_ for reproduction and mailing.

Adopted Date:

**NOTICE OF RELEASE OF PERSONNEL RECORD**

This is to advise you \_\_\_\_\_(the employee) that subpoena or other order has been received requesting your records – copy attached – and that they will be released in two business days or earlier if so ordered, unless you get a court order prohibiting the release.

\_\_\_\_\_  
CEO/Director

\_\_\_\_\_  
School Cooperative

Adopted Date:



## STAFF COMPLAINTS AND GRIEVANCES

The Board will encourage the administration to develop effective means for resolving differences that may arise among employees and between employees and administrators; reduce potential areas of grievances and establish and maintain recognized channels of communication between the staff, administration, and the Board.

Grievance procedures should provide for prompt and equitable adjustment of differences at the lowest possible administrative level, and each employee should be assured opportunity for an orderly presentation and review of complains and concerns. Channels established will provided for the following:

1. That teachers and other employees may appeal a ruling of a principal or other administrator to the Director.
2. That all cooperative employees may appeal a ruling of the Director to the Board.

The procedures established for the resolution of grievances in agreements negotiated with recognized employee bargaining units will apply only to "grievances" as defined in the particular agreement.

<b><u>State Reference</u></b>	<b><u>Description</u></b>
SDCL 3-18-1	Employees subject to chapter
SDCL 3-18-1.1	Grievance defined
SDCL 3-18-15	Right of employee to expression of grievance
SDCL 3-18-15.1	Grievance procedures to be established
SDCL 3-18-15.2	Appeal to department
SDCL 3-18-15.3	Grievance procedure adopted in absence of action

Adopted Date: 8/3/2017

**STAFF COMPLAINTS AND GRIEVANCES PROCEDURE**

A. Definitions:

1. A "grievance" is a complaint by a teacher or a group of teachers based upon an unresolved employer/employee dispute or an alleged violation, misinterpretation, or inequitable application of any existing policies, rules, or regulations of the school Cooperative as they apply to conditions of employment or of any of the provisions of this agreement or of any laws of the state of South Dakota which apply to education. The absence of, or disagreement with, existing policy, rules, or regulations is not a "grievance" and is subject to annual negotiation under the negotiations policy.
- 2.
3. An "aggrieved person" is any employeemaking the complaint.
4. A "party in interest" is the aggrieved person and any person or persons who might be required to take action or against whom action might be taken in order to resolve the grievance.
5. "Days" shall mean calendar days unless otherwise designated.  
"Association" shall mean the recognized employee group through the Core Educational Cooperative group.
7. "Board" shall mean the Board of Education of the Core Educational Cooperative #11202, Platte, South Dakota

B. Purpose:

The purpose of this procedure is to secure, at the lowest possible level, equitable resolution of grievances, and to protect the rights of all parties' interests.

C. Time Limits:

1. Since it is important that grievances be processed as rapidly as possible, the number of days indicated at each level should be considered as maximum, and every effort made to expedite the process. The time limits specified may, however, be extended by mutual agreement in writing.
2. In the event a grievance is filed at such time that it cannot be processed through all the steps of this grievance procedure by the end of the school year, the time limits set forth herein will be reduced so that the grievance procedure may be completed prior to the end of the school year or as soon thereafter as it is practicable.
3. It is required that a teacher file a grievance beginning with the informal procedures within thirty (30) days after the alleged violation(s) or within thirty (30) days of when the teacher knew or should have known of the alleged violation.

D. Procedures:

1. Informal

Any aggrieved person shall as an individual, or with representative of the Association, discuss the matter informally with the immediately involved supervisor or Director, provided that the resolution is not inconsistent with terms of the Master Agreements. The supervisor or Director shall within ten (10) calendar days respond to the aggrieved person in writing as to the nature of the grievance and its resolution.

2. Formal

Level I: Supervisor/Director

If an aggrieved person is not satisfied with the informal disposition of his/her grievance, he/she shall file his/her grievance in writing with the immediately involved supervisor/principal within ten (10) days. The immediately involved supervisor/principal shall arrange a meeting with the aggrieved person and the Association's designated representative(s) to take place within ten (10) calendar days after the grievance has been filed. At this meeting, the aggrieved person can bring a staff representative or an Association representative. Within ten (10) calendar days after the meeting, the supervisor/director shall render a decision in writing to the aggrieved person.

#### Level II: President of Board of Cooperative

If the grievance is not resolved at Level I, or if no written decision has been rendered within fifteen (15) calendar days after presentation of the grievance, the aggrieved person may file the grievance in writing with the President of Board of the Cooperative, within ten (10) days after the decision at Level I or twenty (20) days after the grievance was presented, whichever is sooner. The Director of schools shall arrange a meeting with the aggrieved person within ten (10) calendar days after the grievance have been filed. At this meeting, the aggrieved person can bring a staff representative or an Association representative. Within ten (10) days after said meeting, the Director of schools shall render his/her decision in writing to the aggrieved person.

#### Level III: Arbitration

If the aggrieved person is not satisfied with the disposition of the grievance at the Level II, or if no written decision has been rendered within the time period set forth in the preceding paragraph, the grievant may within thirty (30) calendar days after the receipt of the written decision is due, whichever is earlier, appeal to the Department of Labor, pursuant to Statute. The inclusion of this paragraph in the grievance procedure shall not constitute a waiver by either party of its rights to dispute the authority of the Department of Labor to hear the appeal and/or render any particular decision.

#### E. Rights of Teachers to Representation:

1. Any party or parties in interest may be represented at all stages of the grievance procedure by him/herself, his/her representative, or, at his/her option, by a representative(s) selected or approved by the Association.
2. No reprisals of any kind shall be taken by the Board or its representatives against any party in interest, the Association or its members, or any other participant in the grievance procedure by reason of such participation.

#### F. Miscellaneous:

1. If, in the judgment of the Association, a grievance affects a group or class of teachers, the Association may submit such grievance in writing to the Director of schools directly, and processing of such grievance shall be commenced at Level II.
2. Decisions rendered at all levels of the formal grievance procedure shall be in writing, setting forth the decision and its rationale. (All grievance forms are located in the Appendix)
3. All documents, communications, and records dealing with the processing of the grievance shall be filed in a separate grievance file and shall not be kept in the personnel file of any of the participants.

#### **FILE: GBM-R (Page 3 of 10)**

4. Forms for filing grievances, serving notices, making appeals, making reports and recommendations, and other necessary documents shall be prepared jointly by the Director of schools and the Association with School Board approval. All of the above listed items will be properly distributed so as to facilitate the operations of the grievance procedure.
5. Meetings and hearings under this procedure shall include only the parties in interest, their designated or selected representative(s), witnesses, others designated by a party in interest, and Association representatives. No meetings or hearings under this procedure shall be conducted in public.

6. When it is necessary for an aggrieved person and/or his/her representative(s) to attend a meeting or a hearing called during the school day, the Director shall notify the appropriate school district administration. The aggrieved person and his/her representative(s) shall be released without loss of pay for such time, as their attendance is required at such a meeting or hearing.
7. The Board agrees to make available to the aggrieved person or his/her designee all pertinent information, which is relevant to the issue, raised by the grievance.
8. Both parties agree that these proceedings will be kept as informal and confidential as may be appropriate at any level of the procedure.

Adopted Date: 8/1/2017

**Core Educational Cooperative  
Request for Settlement of Grievance**

LEVEL I  
(To be completed by aggrieved person)

\_\_\_\_\_  
NAME OF AGGRIEVED PERSON

\_\_\_\_\_  
DATE

\_\_\_\_\_  
HOME ADDRESS

\_\_\_\_\_  
DATE WHEN VIOLATION OCCURRED

\_\_\_\_\_  
PHONE #

\_\_\_\_\_  
DIRECTOR/SUPERVISOR'S NAME

\*NATURE OF GRIEVANCE \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\*REQUESTED SETTLEMENT: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\*If additional space is needed, attach additional sheets.

\_\_\_\_\_  
SIGNATURE (Aggrieved Person)

Adopted Date: 8/3/2017  
Revised: 7/19/2018

**Core Educational Cooperative**  
Reply to Level I Grievance

LEVEL I

\_\_\_\_\_  
NAME OF AGGRIEVED PERSON

\_\_\_\_\_  
DATE GRIEVANCE PRESENTED

\_\_\_\_\_  
HOME ADDRESS

\_\_\_\_\_  
DATE REPLY SENT TO AGGRIEVED

DETERMINATION OR REPLY OF DIRECTOR/SUPERVISOR: \_\_\_\_\_

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\_\_\_\_\_  
SIGNATURE OF PRINCIPAL/SUPERVISOR

Adopted Date: 8/3/2017  
Revised: 7/19/2018

**Core Educational Cooperative**  
Request for Settlement of Grievance

LEVEL II

\_\_\_\_\_  
NAME OF AGGRIEVED PERSON

\_\_\_\_\_  
DATE OF REPLY TO LEVEL I

\_\_\_\_\_  
HOME ADDRESS

\_\_\_\_\_  
DATE OF PRESENTATION TO BOARD

\_\_\_\_\_  
PHONE #

STATE REASONS FOR SUBMISSION OF GRIEVANCE TO LEVEL II: \_\_\_\_\_

\_\_\_\_\_  
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\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

REQUESTED SETTLEMENT: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

(Copies of Request for Settlement of Grievance-Level I and Reply must be attached)

\_\_\_\_\_  
SIGNATURE (Aggrieved Person)

Adopted Date: 8/3/2017  
Revised: 7/19/2018

**Core Educational Cooperative**  
Reply to Level II Grievance

LEVEL II

\_\_\_\_\_  
NAME OF AGGRIEVED PERSON

\_\_\_\_\_  
DATE OF SUBMISSION TO BOARD

\_\_\_\_\_  
HOME ADDRESS

\_\_\_\_\_  
DATE REPLY SENT TO AGGRIEVED

REPLY OF BOARD: \_\_\_\_\_

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\_\_\_\_\_

(Copies of Request for Settlement of Grievance-Level I and Reply must be attached)

\_\_\_\_\_  
SIGNATURE (Board Representative)

Adopted Date: 8/3/2017  
Revised: 7/19/2018





Core Educational Cooperative  
Withdrawal of Grievance

\_\_\_\_\_  
NAME OF AGGRIEVED PERSON

\_\_\_\_\_  
DATE OF WITHDRAWAL

\_\_\_\_\_  
HOME ADDRESS

\_\_\_\_\_  
PHONE #

PRESENT LEVEL OF GRIEVANCE:    I   II   III   (Circle One)

DATE ON WHICH GRIEVANCE WAS SUBMITTED AT THIS LEVEL: \_\_\_\_\_

REQUEST FOR WITHDRAWAL:

I hereby request that the above grievance be withdrawn from further consideration without prejudice or record. I acknowledge that I may not re-open this grievance.

\_\_\_\_\_  
SIGNATURE (Aggrieved Person)

Adopted Date: 8/3/2017  
Revised: 7/19/2018

## PROFESSIONAL STAFF POSITIONS

All professional staff positions in the school Cooperative will be created initially by the Board. It is the Board's intent to activate a sufficient number of positions to accomplish the school Cooperative's goals and objectives and to provide for the equitable staffing of each school building. Although such positions may remain temporarily unfilled, only the Board may abolish a position it has created.

Each time a new position is established by the Board, the Director will present for the Board's approval a job description for the position, which specifies the job holder's qualifications and the job's performance responsibilities. The Director will maintain a comprehensive set of job descriptions for all positions.

<u>State Reference</u>	<u>Description</u>
SDCL 13-43-16	Declaration of teaching as profession

Adopted Date: 8/3/2017  
Revised: 7/19/2018

***Core Educational Cooperative***  
**Job Description and Requirements**  
**Administrative Assistant**

A. Educational Level

This position requires a high school diploma.

B. Physical Requirements

The position requires good physical skills in hand-eye/mind-eye coordination and hearing. Use of wrists, hands, and fingers in keyboarding and typing is required. The ability to effectively communicate verbally and in writing is required. At times the position will require carrying and lifting equipment, filing, stooping, sitting, standing, and walking. Possess the physical ability to perform all the essential functions and duties identified in the job description. The ability to drive a car is required.

C. Other Requirements

Excellent oral and written communication skills required. Demonstrate skills in human relations, leadership, and conflict management. Demonstrate competency with computers, use of word processing, spread sheets, and data entry. Demonstrate ability to work well with others. Organizational skills, good time management; flexibility and ability to prioritize. Information management skills. Responsible and self-motivated.

D. Job Objective

Provide administrative support necessary for the efficient operation of the CORE Educational Cooperative. Coordinates and administers diverse office clerical functions, deciding the most appropriate methods and procedures to be used and the priorities of work assignments.

E. Essential Skills, Functions, and Duties

1. Use effective office management procedures. General office skills to include typing, copying, filing and management of all office equipment
2. Keep all correspondence, conversations and records strictly confidential.
3. Managing the telephone system, answering general questions and directing calls
4. Greeting visitors to the office and referring them to the appropriate staff members.
5. Maintain, organize and coordinate records of member-Cooperatives when such records are stored at the cooperative.
6. Draft letters, reports and memos. Editing, proofreading, formatting documents.
7. Utilizes standard office equipment for recording, storing, retrieving and presenting information.
8. Handle incoming and outgoing mail, faxes and deliveries.
9. Ensuring adequate office supplies are on hand. Expediting purchase requisitions for general purchases and services after such purchases are cleared by the Director and Business manager.
10. Following the required procedures for the destruction of records.
11. Taking and fulfilling publication request, recording the information accurately on the database.
12. Work with Director to organize and develop policies.
13. Provide support to the financial office as needed.
14. Providing other general office support and duties as needed on a day-to-day basis.

***Core Educational Cooperative***  
**Job Description and Requirements**  
**Business Manager**

A. Educational Level

This position requires a post secondary degree.

B. Certification

This position requires the individual be bonded.

C. Physical Requirements

The position requires good physical skills in hand-eye/mind-eye coordination and hearing. Use of wrists, hands, and fingers in keyboarding and typing is required. The ability to effectively communicate verbally and in writing is required. At times the position will require carrying and lifting equipment, filing, stooping, sitting, standing, and walking. Possess the physical ability to perform all the essential functions and duties identified in the job description. The ability to drive a car is required.

D. Other Requirements

Excellent oral and written communication skills required. Demonstrate skills in human relations, leadership, and conflict management. Demonstrate competency with computers, use of word processing, spread sheets, and data entry. Demonstrate ability to work well with others. Organizational skills, good time management; flexibility and ability to prioritize. Information management skills. Responsible and self-motivated.

E. Job Objective

Provide fiscal management support necessary for the efficient operation of the CORE Educational Cooperative.

F. Essential Skills, Functions, and Duties

1. Supervise the management of the financial affairs of the Cooperative.
2. Work with Director to develop budget and long-range financial planning
3. Establishes and supervises a program of accounting adequate to record in detail all money and credit transactions.
4. Supervises all accounting operations.
  1. Act as payroll officer for the Cooperative
  2. Provides for the collection, safekeeping and distribution of all funds.
  3. Administers a budget control system for the Cooperative.
  4. Acts as an advisor to the Director on all questions relating to the business and financial affairs of the Cooperative.
  5. Maintains constant internal control of the CORE Educational Cooperative accounts.
  6. Interprets the financial concerns of the Cooperative to the appropriate sources within the Cooperative community.
  7. Is cognizant of generally accepted accounting principles and an expectation that all employees within the organization adhere to those principles.
  8. Is responsible to make known to the governing Board and the Director any suspected discrepancies that pertain to good accounting procedures.
  9. Accurately records the proceedings of all business meetings. Maintain a permanent record of all minutes after they have been approved by the Governing Board and to cause such minutes to be published in the official newspaper of the CORE Educational Cooperative.
  10. Purchasing agent under the direction of the governing board and director.
  11. Responsible for maintaining an appropriate booking system for all accounts and for working within the guidelines of the Uniform Accounting System as developed by the Division of Legislative Audits for the State of South Dakota
  12. Responsible for internal accounts.
  13. Responsible for voucher and payroll preparation.
  14. Responsible for all CORE Educational Cooperative inventory.
  15. Responsible for orderly purchasing procedures.
  16. Responsible for assisting director in developing procedures for tracking employee benefits.

***Core Educational Cooperative***  
**Job Description and Requirements**  
**EDUCATIONAL EVALUATOR**

**A. Educational Level**

1. Bachelor's degree in Special Education with training in educational assessment required
2. Graduate degree in Education, Psychology or related field preferred
3. Preferred Training and Experience in Educational Assessment
4. Preferred training with Battelle Developmental Inventory-II
  
5. Qualified examiners have training in and understanding of the principles of test administration, including establishing and maintaining rapport, following standardized testing procedures, and statistical concepts related to scoring and interpreting test results. In addition, examiners should have experience testing students of the ages, linguistic, or cultural backgrounds, or educational or disability status that they will test with the KTEA-II Comprehensive.

**B. Certification**

Current South Dakota Teaching Certificate

**C. Supervise**

Children birth to 21 years old during testing and screening situations

**D. Physical Requirements**

The position requires good physical skills in hand-eye/mind-eye coordination and hearing. Use of wrists, hands, and fingers in keyboarding and typing is required. The ability to effectively communicate verbally and in writing is required. At times the position will require carrying and lifting equipment, filing, stooping, sitting, standing, and walking. Possess the physical ability to perform all the essential functions and duties identified in the job description. The ability to drive a car is required.

**E. Other Requirements**

Excellent oral and written communication skills required. Demonstrate skills in human relations, leadership, and conflict management. Demonstrate competency with computers, use of word processing, spread sheets, and data entry. Demonstrate ability to work well with others.

**F. Essential Skills, Functions, and Duties**

1. Serve as an advocate for all children and youth.
2. Demonstrate knowledge of child development, assessments, treatments, and techniques used in the educational setting.
3. Demonstrate assessment and observation skills during assessment.
4. Schedule and conduct evaluations.
5. Work with children with a wide range of disabilities (mild to severe to multiple disabilities).
6. Compile information and summary of evaluation to be given to school psychologists.
7. Demonstrate consultation and collaboration skills with team, students and peers.
8. Prepare schedule to ensure all assessments are completed within required timelines.
9. Coordinate with all 12 school Cooperatives, assigned case managers and other individuals who are also testing assigned students for appropriate testing times.
10. Drive to individual school Cooperatives.
11. Score assessments and enter data into assessment website.

**G. Work Conditions and Environment**

Typically, work is conducted in comfortable classrooms, offices, and other appropriate school settings. However, some working areas are not climate controlled and may be subject to extremes in temperature and humidity. Varying degrees of travel is required for this position which may result in exposure to outside elements because of weather conditions.

**H. Hazards**

Some classrooms, offices, and school settings may expose employees to communicable diseases. Additionally, exposure to chalk dust, chemicals, fumes, stairs, etc. are potential hazards as are structural supports, equipment, materials and other overall environmental surroundings. Travel between schools and other school settings may cause exposure to hazardous driving and walking conditions due to weather conditions.

**I. Report To:**

School Psychologists  
CORE Director

**Core Educational Cooperative**  
**Job Description and Requirements**  
**0-3 Coordinator**

F. Educational Level

Master's Degree or higher  
Graduated from an accredited School Psychology program

G. Certification

Current South Dakota Teaching Certificate (Preferred)

H. Physical Requirements

The position requires good physical skills in hand-eye/mind-eye coordination and hearing. Use of wrists, hands, and fingers in keyboarding and typing is required. The ability to effectively communicate verbally and in writing is required. At times the position will require carrying and lifting equipment, filing, stooping, sitting, standing, and walking. Possess the physical ability to perform all the essential functions and duties identified in the job description. The ability to drive a car is required.

I. Other Requirements

Excellent oral and written communication skills required. Demonstrate skills in human relations, leadership, and conflict management. Demonstrate competency with computers, use of word processing, spread sheets, and data entry. Demonstrate ability to work well with others.

J. Essential Skills, Functions, and Duties

- a. Demonstrate knowledge and understanding of early childhood development;
- b. Receive referrals on infants and toddlers and complete process for determining next steps (ie: screening, evaluation, etc.)
  - i. Document date of referral, referral concern and gather all information necessary to make contact with the family and provide information on the referral process and available services.
- c. Demonstrate knowledge of infants and toddlers who are eligible for early intervention services;
- d. Collaborate with existing programs in implementing child find activities.
- e. Maintain early intervention records for at least three years after the Part C child turns three and until all disputes related to the child's intervention services while in the program have been resolved.
- f. Ensure implementation of all federal and state requirements of Part C of Individuals with Disabilities Education Act (IDEA) as specified in Parts 300 and 303 and ARSD 24:14.
- g. Good knowledge of public and private agencies providing early intervention services to children and their families.
- h. Ability to communicate effectively both orally and in writing.
- i. Ability to establish and maintain effective working relationships with others this includes but not limited to school districts, direct service providers, families, etc.
- j. Ability to coordinate and develop service plans.
- k. Ability to make appropriate referrals.
- l. Working knowledge of modern office technology, equipment and business English.
- m. Ability to operate a personal computer and utilize common office software programs.
- n. Ability to understand and interpret complex oral instructions and/or written directions; ability to plan and schedule workload to maximize capacity.
- o. Other responsibilities related to the position as assigned by the Core Director.

K. Work Conditions and Environment

Typically, work is conducted in comfortable classrooms, offices, and other appropriate school settings. However, some working areas are not climate controlled and may be subject to extremes in temperature and humidity. Varying degrees of travel is required for this position which may result in exposure to outside elements because of weather conditions.

L. Hazards

Some homes, classrooms, offices, and school settings may expose employees to communicable diseases. Additionally, exposure to chalk dust, chemicals, fumes, stairs, etc. are potential hazards as are structural supports,

equipment, materials and other overall environmental surroundings. Travel between homes, schools and other school settings may cause exposure to hazardous driving and walking conditions due to weather conditions.

**I have read and understand this job description and can fulfill the essential functions as listed. I understand I would report to the Core Director and receive guidance from District Superintendents, Principals, and Special Education Directors.**

***Core Educational Cooperative***  
**Job Description and Requirements**  
**OCCUPATIONAL THERAPIST**

Requirements:

A. Educational Level:

Graduated from an accredited School of Occupational Therapy

B. Certification:

Licensed as an Occupational Therapist in South Dakota

C. Supervises

1. Children birth to 21 years old
2. COTA

D. Physical Requirements

The position requires good physical skills in hand-eye/mind-eye coordination and gross motor skills including lifting, crawling, crouching, stooping, getting down to and up from the floor, reaching with arms and hands, etc. Use of wrists, hands and fingers in keyboarding and typing. The ability to effectively communicate verbally and in writing is required. At times the position will require carrying and lifting equipment, filing, stooping, sitting, standing and walking. Possess the physical ability to perform all the essential functions and duties identified in the job description. The ability to drive a car is required.

E. Other Requirements.

Excellent oral and written communication skills. Demonstrates skills in human relations, leadership, and conflict management.

Demonstrates competency with computers and use of word processing, spread sheets, and data entry. Demonstrates ability to work well with others.

F. Reports To:

CORE Director

G. Receives Guidance From:

Directors and Principals

H. Essential Functions and Duties:

1. Conduct, developmental screenings and diagnostic evaluations.
2. Work with children with a wide range of disabilities, from mild or moderate to severe and/or multiple disorders.
3. Provide occupational therapy as a related service directly, indirectly and consultatively to infants, toddlers, preschoolers, school-age children, and adolescents.
4. Ability to determine the need for an occupational therapy evaluation and to score and administer appropriate assessment tools to evaluate the student.
5. Ability to interpret the evaluation data and write a comprehensive report that reflects strengths and barriers to student's participation and occupational performance.
6. Assist Cooperatives and parents in determining appropriate adaptive equipment, modify environments and identify materials including assistive technology.
7. Demonstrate knowledge of state rules and regulations regarding special education and related services.
8. Demonstrate assessment and observation skills including interviewing, data interpretation and functional skills in relation to the academic environment.
9. Have knowledge of fine motor development, 1 therapy treatments (improving, developing and restoring functions) and equipment (set-up, maintenance, cleaning, ordering, adaptation and repair).
10. Demonstrate consultation and collaborative skills with team, families, students and peers.
11. Establish and maintain appropriate record keeping procedures.
12. Schedule and conduct evaluations and screenings as the need occurs.
13. Monitor student progress and provide continuous feedback to teachers and parents to enhance learning.
14. Collaborate with and train other professionals and parents to facilitate students' academic, physical and social skills in an educational environment.



15. Serve as a resource to school staff and the placement committee.
16. Assist with referrals to agencies and specialists as needed.
17. Write reports and participate in annual review conferences.
18. Develop appropriate Individualized Family Service Plans (IFSPs) and Individualized Education Programs (IEPs) for children with disabilities following state and Cooperative guidelines.
19. Maintain student records regarding the referral, evaluation and placement process in compliance with Cooperative, state and federal requirements.
20. Provide counseling and education to families.
21. Serve as consultants to other educators and related professionals.
22. Understand and practice confidentiality with regard to the requirements set for in the Family Educational Rights and Privacy Act (FERPA).
23. Complete paperwork to assist with billing and determining necessity of services within member schools.
24. Other duties as assigned by the Director.

**Working Conditions:**

<b>A. Inside</b>	<b>Outside</b>	<b>Both</b>
		<b>XXX</b>

**B. Climatic Environment:**

Typically, work is conducted in comfortable classrooms, offices and other appropriate school settings. However, some working areas are not climate controlled and may be subject to extremes in temperature and humidity. Varying degrees of travel is required for this position which may result in exposure to outside elements because of weather conditions.

**C. Hazards:**

Some classrooms, offices and school settings may expose employees to communicable diseases. In a typical school setting exposure to chalk dust, chemicals, fumes, stairs, etc. are potential hazards including structural supports, equipment, materials and other overall environmental surroundings. Travel between schools and other school settings may cause exposure to hazardous driving and walking conditions because of weather conditions.

***Core Educational Cooperative***  
**Job Description and Requirements**  
**OCCUPATIONAL THERAPY ASSISTANT**

Requirements:

- A. Educational Level:
  - a. Graduated from an accredited program of Occupational Therapy Assistant
- B. Certification:
  - a. Licensed as an Occupational Therapist Assistant in South Dakota
- C. Supervises
  - a. Children birth to 21 years old
- D. Physical Requirements
  - a. The position requires good physical skills in hand-eye/mind-eye coordination and gross motor skills including lifting, crawling, crouching, stooping, getting down to and up from the floor, reaching with arms and hands, etc. Use of wrists, hands and fingers in keyboarding and typing. The ability to effectively communicate verbally and in writing is required. At times the position will require carrying and lifting equipment, filing, stooping, sitting, standing and walking. Possess the physical ability to perform all the essential functions and duties identified in the job description. The ability to drive a car is required.
- E. Other Requirements.
  - a. Excellent oral and written communication skills. Demonstrates skills in human relations, leadership, and conflict management. Demonstrates competency with computers and use of word processing, spread sheets, and data entry. Demonstrates ability to work well with others.

Reports To:

Occupational Therapist  
CORE Director

Receives Guidance From:

Directors and Principals

**Essential Functions and Duties:**

1. Conduct, developmental screenings and diagnostic evaluations.
2. Work with children with a wide range of disabilities, from mild or moderate to severe and/or multiple disorders.
3. Provide occupational therapy as a related service directly, indirectly and consultatively to infants, toddlers, preschoolers, school-age children, and adolescents.
4. Ability to determine the need for an occupational therapy evaluation and to score and administer appropriate assessment tools to evaluate the student.
5. Ability to interpret the evaluation data and write a comprehensive report that reflects strengths and barriers to student's participation and occupational performance.
6. Assist Cooperatives and parents in determining appropriate adaptive equipment, modify environments and identify materials including assistive technology.
7. Demonstrate knowledge of state rules and regulations regarding special education and related services.
8. Demonstrate assessment and observation skills including interviewing, data interpretation and functional skills in relation to the academic environment.
9. Have knowledge of fine motor development, I therapy treatments (improving, developing and restoring functions) and equipment (set-up, maintenance, cleaning, ordering, adaptation and repair).
10. Demonstrate consultation and collaborative skills with team, families, students and peers.
11. Establish and maintain appropriate record keeping procedures.
12. Schedule and conduct evaluations and screenings as the need occurs.
13. Monitor student progress and provide continuous feedback to teachers and parents to enhance learning.
14. Collaborate with and train other professionals and parents to facilitate students' academic, physical and social skills in an educational environment.
15. Serve as a resource to school staff and the placement committee.
16. Assist with referrals to agencies and specialists as needed.
17. Write reports and participate in annual review conferences.

18. Develop appropriate Individualized Family Service Plans (IFSPs) and Individualized Education Programs (IEPs) for children with disabilities following state and Cooperative guidelines.
19. Maintain student records regarding the referral, evaluation and placement process in compliance with Cooperative, state and federal requirements.
20. Provide counseling and education to families.
21. Serve as consultants to other educators and related professionals.
22. Understand and practice confidentiality with regard to the requirements set for in the Family Educational Rights and Privacy Act (FERPA).
23. Complete paperwork to assist with billing and determining necessity of services within member schools.
24. Other duties as assigned by the Occupational Therapist or Director.

**Working Conditions:**

<b>A. Inside</b>	<b>Outside</b>	<b>Both</b>
		<b>XXX</b>

**B. Climatic Environment:**

Typically, work is conducted in comfortable classrooms, offices and other appropriate school settings. However, some working areas are not climate controlled and may be subject to extremes in temperature and humidity. Varying degrees of travel is required for this position which may result in exposure to outside elements because of weather conditions.

**C. Hazards:**

Some classrooms, offices and school settings may expose employees to communicable diseases. In a typical school setting exposure to chalk dust, chemicals, fumes, stairs, etc. are potential hazards including structural supports, equipment, materials and other overall environmental surroundings. Travel between schools and other school settings may cause exposure to hazardous driving and walking conditions because of weather conditions.

**I have read and understand this job description and can fulfill the essential functions as listed.**

**Signature**

**Date**

***Core Educational Cooperative***  
**Job Description and Requirements**  
**Physical Therapist**

Requirements:

A. Educational Level:

- a. Graduated from an accredited School of Physical Therapy

B. Certification:

- a. Licensed as a Physical Therapist in South Dakota

C. Supervises

- a. Children birth to 21 years old

D. Physical Requirements

- a. The position requires good physical skills in hand-eye/mind-eye coordination and gross motor skills including lifting, crawling, crouching, stooping, getting down to and up from the floor, reaching with arms and hands, etc. Use of wrists, hands and fingers in keyboarding and typing. The ability to effectively communicate verbally and in writing is required. At times the position will require carrying and lifting equipment, filing, stooping, sitting, standing and walking. Possess the physical ability to perform all the essential functions and duties identified in the job description. The ability to drive a car is required.

E. Other Requirements.

Excellent oral and written communication skills. Demonstrates skills in human relations, leadership, and conflict management. Demonstrates competency with computers and use of word processing, spread sheets, and data entry. Demonstrates ability to work well with others.

Reports To:

CORE Director

Receives Guidance From:

Directors and Principals

**Essential Functions and Duties:**

1. Conduct, developmental screenings and diagnostic evaluations.
2. Work with children with a wide range of disabilities, from mild or moderate to severe and/or multiple disorders.
3. Provide physical therapy as a related service directly, indirectly and consultatively to infants, toddlers, preschoolers, school-age children, and adolescents.
4. Train educational staff and parents in handling, positioning, transferring and carrying out stretching, standing and positioning programs for children with physical impairments.
5. Address motor development, mobility and use of adaptive equipment to enhance learning.
6. Assist Cooperatives and parents in determining appropriate adaptive equipment for children with physical impairments.
7. Demonstrate knowledge of state rules and regulations regarding special education and related services.
8. Demonstrate assessment and observation skills including interviewing, data interpretation and functional skills in relation to the academic environment.
9. Have knowledge of gross motor development, physical therapy treatments (improving, developing and restoring functions) and equipment (set-up, maintenance, cleaning, ordering, adaptation and repair).
10. Demonstrate consultation and collaborative skills with team, families, students and peers.
11. Establish and maintain appropriate record keeping procedures.
12. Schedule and conduct evaluations and screenings as the need occurs.
13. Monitor student progress and provide continuous feedback to teachers and parents to enhance learning.
14. Collaborate with and train other professionals and parents to facilitate students' academic, physical and social skills in an educational environment.
15. Serve as a resource to school staff and the placement committee.
16. Assist with referrals to agencies and specialists as needed.
17. Write reports and participate in annual review conferences.
18. Develop appropriate Individualized Family Service Plans (IFSPs) and Individualized Education Programs (IEPs) for children with disabilities following state and Cooperative guidelines.

19. Maintain student records regarding the referral, evaluation and placement process in compliance with Cooperative, state and federal requirements.
20. Provide counseling and education to families.
21. Serve as consultants to other educators and related professionals.
22. Understand and practice confidentiality with regard to the requirements set for in the Family Educational Rights and Privacy Act (FERPA).
23. Complete paperwork to assist with billing and determining necessity of services within member schools.
24. Other duties as assigned by the Director.

**Working Conditions**

<b>A. Inside</b>	<b>Outside</b>	<b>Both</b>
		<b>XXX</b>

**B. Climatic Environment:**

Typically, work is conducted in comfortable classrooms, offices and other appropriate school settings. However, some working areas are not climate controlled and may be subject to extremes in temperature and humidity. Varying degrees of travel is required for this position which may result in exposure to outside elements because of weather conditions.

**C. Hazards:**

Some classrooms, offices and school settings may expose employees to communicable diseases. In a typical school setting exposure to chalk dust, chemicals, fumes, stairs, etc. are potential hazards including structural supports, equipment, materials and other overall environmental surroundings. Travel between schools and other school settings may cause exposure to hazardous driving and walking conditions because of weather conditions.

# *Core Educational Cooperative*

## Job Description and Requirements

### **Speech Language Pathologist**

#### Requirements:

- A. Educational Level:
  - a. Master's Degree or higher
- B. Certification:
  - a. Licensed through SD Board of Examiners for Speech-Language Pathology
- C. Experience Desired
  - a. Successful Internship
- D. Physical Requirements
  - a. The position requires good physical skills in hand-eye/mind-eye coordination and hearing. Use of wrists, hands and fingers in keyboarding and typing. The ability to effectively communicate verbally and in writing is required. At times the position will require carrying and lifting equipment, filing, stooping, sitting, standing and walking. Possess the physical ability to perform all the essential functions and duties identified in the job description. The ability to drive a car is required.
- E. Other Requirements.
  - a. Excellent oral and written communication skills. Demonstrates skills in human relations, leadership, and conflict management. Demonstrates competency with computers and use of word processing, spread sheets, and data entry. Demonstrates ability to work well with others.

#### Reports To:

CORE Director

#### Receives Guidance From:

Directors and Principals

#### **Essential Functions and Duties:**

1. Conduct speech and hearing screenings, developmental screenings and diagnostic evaluations.
2. Work with children with a wide range of disabilities, from mild or moderate to severe and/or multiple disorders.
3. Provide speech language therapy as a related service directly, indirectly and consultatively to infants, toddlers, preschoolers, school-age children, and adolescents.
4. Assist Cooperatives and parents in determining appropriate adaptive equipment for children with physical impairments.
5. Teach students with speech, language and hearing disorders utilizing instructional techniques and curriculum designs that are consistent with research on characteristics of effective speech therapy models.
6. Align curriculum and instruction to the state content and extended standards.
7. Monitor student progress and provide continuous feedback to teachers and parents to enhance learning.
8. Demonstrate knowledge of state rules and regulations regarding special education and related services.
9. Demonstrate assessment and observation skills including interviewing, data interpretation and functional skills in relation to the academic environment.
10. Demonstrate consultation and collaborative skills with team, families, students and peers.
11. Collaborate with and train other professionals and parents to facilitate students' academic, communication, and social skills in an educational environment.
12. Serve on program planning and teacher assistance teams.
13. Schedule and conduct evaluations and screening as the need occurs.
14. Write reports and participate in annual review conferences.
15. Develop appropriate Individualized Family Service Plans (IFSPs) and Individualized Education Programs (IEPs) for children with disabilities.
16. Maintain student records regarding the referral, evaluation and placement process in compliance with Cooperative, state and federal requirements.
17. Provide counseling and education to families.
18. Serve as consultants to other educators and related professionals.
19. Supervise and support Speech/Language Pathology Assistants assigned to school Cooperatives.
20. Understand and practice confidentiality with regard to the requirements set for in the Family Educational Rights and Privacy Act (FERPA).

21. Complete paperwork to assist with billing and determining necessity of services within member schools.
22. Other duties as assigned by the Director.

**Working Conditions:**

<b>A. Inside</b>	<b>Outside</b>	<b>Both</b>
		<b>XXX</b>

**B. Climatic Environment:**

Typically, work is conducted in comfortable classrooms, offices and other appropriate school settings. However, some working areas are not climate controlled and may be subject to extremes in temperature and humidity. Varying degrees of travel is required for this position which may result in exposure to outside elements because of weather conditions.

**C. Hazards:**

Some classrooms, offices and school settings may expose employees to communicable diseases. In a typical school setting exposure to chalk dust, chemicals, fumes, stairs, etc. are potential hazards including structural supports, equipment, materials and other overall environmental surroundings. Travel between schools and other school settings may cause exposure to hazardous driving and walking conditions because of weather conditions.

<p><b><i>Core Educational Cooperative</i></b> <b>Job Description and Requirements</b> <b>Speech Language Pathologist Assistant</b></p>
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Requirements:

- A. Educational Level:
  - a. At least 2 years of College Education
- B. Certification:
  - a. Licensed through SD Board of Examiners for Speech-Language Pathology
- C. Experience Desired
  - a. Successful Internship
- D. Physical Requirements
  - a. The position requires good physical skills in hand-eye/mind-eye coordination and hearing. Use of wrists, hands and fingers in keyboarding and typing. The ability to effectively communicate verbally and in writing is required. At times the position will require carrying and lifting equipment, filing, stooping, sitting, standing and walking. Possess the physical ability to perform all the essential functions and duties identified in the job description. The ability to drive a car is required.
- E. Other Requirements.
  - a. Excellent oral and written communication skills. Demonstrates skills in human relations, leadership, and conflict management. Demonstrates competency with computers and use of word processing, spread sheets, and data entry. Demonstrates ability to work well with others.

Reports To:

Supervising Speech Language Pathologist

Receives Guidance From:

CORE Director, Directors and Principals

**Essential Functions and Duties:**

1. Assist with developmental screenings.
2. Work with children with a wide range of disabilities, from mild or moderate to severe and/or multiple disorders.
3. Provide itinerant services on a Cooperative-wide and individual, small-group, or classroom basis to infants, toddlers, preschoolers, school-age children, and adolescents.
4. Implement treatment plans or protocols as directed by Speech Language Pathologist.
5. Assist Speech Language Pathologists in the remediation or development of speech and language skills.
6. Collect and compile data to document student performance and/or assess program quality
7. Assist with informal documentation as directed by the Speech Language Pathologist

8. Assist with clerical duties such as preparing materials and scheduling activities as directed by the Speech Language Pathologist.
9. Manage time efficiently, follow schedule and inform appropriate personnel of departures from schedule.
10. Exhibit compliance with regulations, reimbursement requirements and Speech Language Pathology Assistant's job responsibilities.
11. Other duties as assigned by the Speech Language Pathologist or Director.

**Working Conditions:**

<u>A. Inside</u>	<u>Outside</u>	<u>Both</u>
		<b>XXX</b>

**B. Climatic Environment:**

Typically, work is conducted in comfortable classrooms, offices and other appropriate school settings. However, some working areas are not climate controlled and may be subject to extremes in temperature and humidity. Varying degrees of travel is required for this position which may result in exposure to outside elements because of weather conditions.

**C. Hazards:**

Some classrooms, offices and school settings may expose employees to communicable diseases. In a typical school setting exposure to chalk dust, chemicals, fumes, stairs, etc. are potential hazards including structural supports, equipment, materials and other overall environmental surroundings. Travel between schools and other school settings may cause exposure to hazardous driving and walking conditions because of weather conditions.

***DIAL***  
**Job Description and Requirements**  
**Grant Writer**

**Requirements:**

- M. Educational Level:  
Bachelors Degree or higher.
- N. Other Requirements.

Excellent oral and written communication skills. Strong research skills and knowledge of educational structure. Demonstration skills in human relations, leadership, and conflict management. Demonstrates ability to work effectively with community groups, parents, agencies, Cooperative School Board Members, and Superintendents. Demonstrates competency with computers and use of word processing, spread sheets, and data entry. Highly organized with the ability to implement systems and follow-up processes. Ability to work under pressure and within tight time constraints.

**Reports To:**

The DIAL Governing Board and Executive Director.

**Essential Functions and Duties:**

- 1) Prepare media information to promote DIAL and its member schools.
- 2) Demonstrate understanding of DIAL's programs, goals and financial needs.
- 3) Research and identify funding opportunities and new program areas to match DIAL's priorities
- 4) Work closely with schools and governing board to determine areas of need that may be met through grant proposals.
- 5) Research available grant opportunities and present viable options to DIAL Governing Board.
- 6) Generate proposals and supporting documents to complete grant proposals.
- 7) Manage records necessary to track grant proposals.
- 8) Generate revenues for DIAL programs through timely submission of well-researched, well written and well-documented grant proposals.
- 9) Serve as a liaison to project partners, such as DOE, TIE, universities as requested by the DIAL Executive Director.
- 10) Engage with organizations and businesses to solicit invitations to submit proposals.
- 11) Special projects as needed.
- 12) Performs other duties as assigned by the Governing Board.
- 13) Attend all Governing Board meetings.

**I have read and understand the above job description and can fulfill the essential functions as listed.**

***Educational Cooperative***  
**Job Description and Requirements**



## Administrative Assistant

### Requirements:

O. Educational Level

This position requires a high school diploma.

P. Other Requirements

Demonstrate skills in human relations, leadership, and conflict management. Demonstrate ability to work well with others. Organizational skills, good time management; flexibility and ability to prioritize. Information management skills. Responsible and self-motivated. Good verbal and written communication skills.

The position requires good physical skills in hand-eye/mind-eye coordination and hearing. At times the position will require carrying and lifting. The ability to drive a car is required.

### Reports To:

DIAL Virtual School Director and DIAL Executive Director.

### Essential Skills, Functions, and Duties:

15. Use effective office management procedures. General office skills to include typing, copying, filing and management of all office equipment.
16. Word processing and data management experience and competence.
17. Complete requisitions for purchasing supplies for virtual school courses.
18. Manage the telephone system, answering general questions and directing calls
19. Greet visitors to the office and refer them to the appropriate staff members.
20. Monitor and manage all billing for virtual school course registrations.
21. Draft letters, reports and memos. Editing, proofreading and formatting documents.
22. Provide a system for distributing and picking up materials for virtual school courses.
23. Handle incoming and outgoing mail, faxes and deliveries.
24. Ensure adequate office supplies are on hand. Expediting purchase requisitions for general purchases and services after such purchases are cleared by the Director and Business manager.
25. Administer and update the DIAL Virtual School website.
26. Work closely with schools and parents in providing alternative methods of instruction.
27. Work with Director to organize and develop policies.
28. Prepare annual report for virtual school to DOE.
29. Provide other general office support and duties as needed on a day-to-day basis and assigned by the Director.

**I have read and understand this job description and can fulfill the essential functions as listed.**

## *DIAL*

### Job Description and Requirements

### Virtual School Director

### Requirements:

Q. Educational Level:

Bachelors Degree or higher.

R. Other Requirements.

Excellent oral and written communication skills. Demonstration skills in human relations, leadership, and conflict management. Demonstrates ability to work effectively with community groups, parents, agencies, Cooperative School Board Members, and Superintendents. Demonstrates competency with computers and use of word processing, spread sheets, and data entry.

### Reports To:

The DIAL Executive Director.

### Essential Functions and Duties:

- 14) Provides leadership in the development of virtual school contracts, course implementation and organization.
- 15) Supervises and evaluates virtual school administrative assistant.
- 16) Provide leadership, facilitation and disseminates information to the schools within DIAL Learning Communities.
- 17) Provide leadership in curriculum development and instructional design.
- 18) Works closely with schools to develop alternatives to address staffing or course shortages to ensure students can complete educational requirements.
- 19) Work closely with schools to develop alternatives to provide advanced and remedial courses.
- 20) Support and promote the DIAL Virtual School as indicated by the VS leadership.

- 21) Work with the staff at DOE to complete contract work as needed
- 22) Serve as a liaison to project partners, such as DOE, TIE, universities as requested by the DIAL Executive Director.
- 23) Monitor contracts with online course providers.
- 24) Create resources and extend knowledge bases that support Dial's goals and missions.
- 25) Utilize and model the effective use of technology in all project work.
- 26) Research new course possibilities.
- 27) Ensure courses maintain standards to meet accreditation requirements.
- 28) Assesses staff training needs and plans appropriately for in-service activities.
- 29) Adheres to the direction of the Board and responds appropriately to administrative supervision.
- 30) Performs other duties as assigned by the DIAL Executive Director.
- 31) Attend all Governing Board meetings.

**I have read and understand the above Director's job description and can fulfill the essential functions as listed.**

## PROFESSIONAL STAFF LEAVES AND ABSENCES

The Board believes that the provision of leaves helps to attract and retain faculty who will continue to grow professionally, maintain their physical health, and have a feeling of security. This is done by:

1. Providing the employee with an opportunity for continued professional growth.
2. Encouraging the employee to take the necessary time to recuperate from illnesses.
3. Providing the employee with income in the event of illness or accident.
4. Providing a way for the employee to arrange for absence in the event of an emergency.
5. Cooperating with the employee in arranging time for the performance of certain obligations or for other personal purposes that can be accomplished only during school time.
6. All specifics for leave will be delineated within the negotiated agreement.

In the event an employee does not have enough days to cover the leave, the employee may request to have the leave approved through pay back of contracted days. These days will be paid back to the cooperative at a rate of 1/200 of a salary base of \$40,000 or \$200 a day. The director will submit these requests, along with his/her recommendation, for Board approval.

Leave requests will be made to the Director or designee. All requests for long-term leaves of absence will be submitted by the Director, along with his/her recommendation, for Board approval.

Adopted Date: 8/3/2017

Revised: 7/19/2018

**SICK LEAVE**

1. Sick Leave: Sick leave will be designated within the negotiated agreement. Sick leave may apply to illness within the immediate family, with the immediate family defined as: spouse, children, parents, brothers, sisters, grandparents, grandchildren, parents-in-law, stepchildren, and long term foster care children.
2. Up to two days of sick leave may be utilized for bereavement leave and may apply to deaths within the immediate family, with the immediate family defined as: spouse, children, parents, brothers, sisters, grandparents, grandchildren, aunts, uncles, parents-in-law, stepchildren, and long term foster care children.
3. If a teacher is injured on the job, available sick days may be used by the teacher regardless of workmen's compensation coverage.
4. A voluntary sick leave bank will be established for all full time employees who are employed by the Core Educational Cooperative.
  - Such sick leave bank shall be inaugurated the first day of September **each year**, provided that a minimum of 85% of the eligible personnel elect to become participants in the bank.
  - Each participating person shall contribute 1 day of his / her sick leave per year to the bank, regardless of the number of days in the bank. The deadline for sick leave bank enrollment shall be on September 20<sup>th</sup> of each year. Eligible personnel declining to become participants in the bank by August 1<sup>st</sup> shall be ineligible for participation that year. The total number of days in the bank shall not go below 60 days or be more than 100 days
  - If, on September 1<sup>st</sup> of a given year, the sick leave bank is not able to absorb one day of sick leave from each participating employee, without exceeding the 100 day accumulation limit, each participating employee will then designate one day of their sick leave to be added to the sick leave bank at such time during the year when the bank is able to absorb the total of 100 days. If the bank is not able to absorb the total number of days so designated by the participating employees, during a school year without exceeding the limit of 100 days, no sick leave days designated for the sick leave bank will be deducted from the total accumulated sick leave days of the individual employees at the end of the school year. In any given year either all participating employees contribute a day to the bank or none will be asked to do so.
  - A committee, consisting of the Core Educational Cooperative Director and 2 employees, will determine who will be given sick day loans from the bank. All requests for use of the bank must be submitted in writing to the Sick Leave Bank Committee. The Core Educational Cooperative Director shall be a permanent member, but the employees shall be elected each year at the opening staff meeting of the Core Educational Cooperative.
  - To be eligible to borrow from the Sick Leave Bank, an employee must have used all of their own sick leave and personal leave.
  - Days in the bank shall be withdrawn on first come, first served basis, and, if the total days in the bank are exhausted in any year, use of the bank is ended for that year. Unused days in the bank shall be carried over to the next succeeding school year.

Adopted: 8/3/2017  
 Revised: 7/19/2018

**PERSONAL LEAVE**

Personal Leave:

Personal leave will be designated within the negotiated agreement.  
Personal leave is not to be deducted from sick leave.

Personal leave is intended to allow employees to conduct personal business during a school day when it cannot be conducted on any other non-school day.

Adopted Date: 8/3/2017

Revised: 7/19/2018

Revised 1/6/2020

**PROFESSIONAL LEAVE**

It is the policy of the Core Educational Governing Board that any professional travel or meetings that may be contemplated that require an employee to attend an event that is to be held out of the state of South Dakota, shall have Governing Board approval.

Events held in South Dakota and travel to and from said event shall be approved by the Director of the Core Educational Cooperative.

All requests for travel or professional development should be discussed with direct supervisor for verbal approval and then submitted to director for written approval utilizing the Professional Leave Request form

Adopted Date: 8/3/2017

## JURY DUTY

Any certified staff member called for jury duty during cooperative hours, or who is subpoenaed to testify in a hearing during cooperative hours on a matter in which he or she is not a named party, will be granted leave with pay for the days or part of days as such absence is required. The staff member may retain any payment as made by the court. The staff member will notify his or her supervisor as soon as practical to make the necessary arrangements.

Any classified staff member called for jury duty during cooperative hours, or who is subpoenaed to testify in a hearing during cooperative hours on a matter in which he or she is not a named party, will be granted leave with pay for the days or part of days as such absence is required. Any per diem (excluding mileage, meals or lodging) received for jury duty or the designated absence will be submitted to the business office or deducted from the regular salary. The staff member will notify his or his supervisor as soon as practical to make the necessary arrangements.

## Policy References

State Reference  
SDCL 16-13-41

## Description

Duty of jurors to appear when summoned

Adopted: 7/19/2018

## MILITARY LEAVE

Pursuant to the Uniformed Services Employment and Reemployment Rights Act (USERRA), the Director shall grant military leave to employees for voluntary or involuntary service in the uniformed services of the United States, upon receipt of the required notice. Benefits shall be maintained for these employees as required by law and/or collective bargaining agreements. A service member who returns to the Cooperative for work following a period of active military duty must be reinstated to the same or similar position and at the same rate of pay unless otherwise provided by law.

Time spent in active military service shall be counted in the same manner as regular employment for purposes of seniority or Cooperative service unless otherwise provided in a collective bargaining agreement.

The Cooperative will not discriminate in hiring, reemployment, promotion or benefits based upon membership or service in the uniformed services. The Director may enact rules to implement this policy.

All requests for military leave will be submitted to the Director in writing accompanied by copies of the proper documentation showing the necessity for the military leave request.

Unless otherwise impossible, all requests for military leave will be submitted at least one full month in advance of the date military service is to begin. Persons returning from military leave are asked to give notice of intent to return to the Director, in writing, at least one full month in advance of the return date.

### State Reference

SDCL 3-12-86

### Description

Credited service for LOA due to military service

### Federal Reference

USC Title 38 §4301-4335

### Description

Employment and reemployment rights of members of the Uniformed Services

Adopted Date: 8/3/2017



## FAMILY AND MEDICAL LEAVE

The Cooperative shall comply with the mandatory provisions of the Family and Medical Leave Act of 1993. The Director shall administer leave policies adopted by the Board, setting forth the rights and procedures granted by the Act, and shall ensure compliance with those policies either personally, by delegation, or by some combination of personal oversight and delegation.

<u>Federal Reference</u>	<u>Description</u>
CFR Title 29 Part 825	The Family and Medical Leave Act of 1993

Adopted Date: 8/3/2017

## FAMILY AND MEDICAL LEAVE – PROCEDURES (Regulation)

### REASONS

In compliance with the Family and Medical Leave Act of 1993 and under procedures developed by the Director, leave shall be granted to eligible employees for the following reasons:

1. For the birth and care of an employee's newborn child or for placement of a child with the employee for adoption or foster care;
2. To care for the employee's spouse, child, or parent who has a serious health condition, as defined by federal law;
3. For an employee's own serious health condition, as defined by federal law, that makes the employee unable to perform the employee's job;
4. To address a qualifying exigency (need) defined by federal regulation arising out of the active duty or call to active duty of a covered family member (spouse, son, daughter, parent or next of kin) who serves in a reserve component or as a retired member of the Regular Armed Forces or Reserve in support of a contingency operation; and
5. To care for a covered family member (spouse, son, daughter, parent or next of kin) who has incurred an injury or illness in the line of duty while on active duty in the Armed Forces that may render the family member medically unfit to perform duties of his/her office, grade, rank or rating.

### NOTICES AND DEADLINES

Employees who may be eligible for or who request leave for any of the above reasons shall be provided an FMLA notice of eligibility and rights and responsibilities. Requests for family and medical leave should be made in writing but verbal requests may be made to the immediate supervisor or other designated administrator who shall then document the request. The Cooperative may require that a request for leave be supported by a certification for health care or military-related situations as permitted by federal law, but such requirements must be set out in the required notice.

**Deadline for Notice to be Provided:** Employees should notify their manager as soon as they realize the need for FMLA leave. If the need to take FMLA leave is foreseeable (e.g., the birth of a child), the employee must give the employer at least 30 days prior notice of the need to take leave. When 30 days is not possible, the employee must give the notice as soon as practicable. . If the need for leave is not foreseeable, this information must be provided as soon as practical.

Absent extenuating circumstances, within five (5) business days of Cooperative receipt of a request or the Cooperative being made aware of a potentially qualifying reason , the Cooperative shall designate an employee's leave, paid or unpaid, as FMLA-qualifying and shall provide a designation notice indicating whether the request is approved or if additional information is needed. Leave may be delayed if the employee does not provide proper notice (30 days advance notice for a foreseeable leave); otherwise, notice as soon as the need becomes known).

### ELIGIBILITY

Employees are eligible for up to twelve (12) workweeks of family and medical leave each school year. When family and medical leave is taken to care for a service member's recovery from a serious illness or injury sustained in the line of duty, an eligible employee may take up to twenty-six (26) workweeks of leave during a single twelve-month period.

In situations involving both the Americans with Disabilities Act (ADA) and FMLA, the Cooperative shall apply the law affording the employee the greater benefit.

### 12 MONTH PERIOD

*Standard FMLA Leave:* The FMLA entitles eligible employees who work for covered employers to take unpaid, job-protected leave in a defined 12-month period for specified family and medical reasons.

Core Education Cooperative has established the 12-month period to be measured forward from the first date an employee takes FMLA leave. The next 12-month period would begin the first time FMLA leave is taken after completion of the prior 12-month period.

## **RESTRICTIONS**

To the extent that an employee is entitled to any paid leave, such leave shall be taken and it shall run concurrently with family and medical leave, except that the employee may request to reserve ten (10) days of sick leave. (This requirement shall not apply to employees taking workers' compensation leave.) However, when an employee's work-related injury/medical state qualifies as a serious health condition, worker's compensation leave shall run concurrently with the twelve (12) work week entitlement.

Paid leave used by the employee as required under this policy shall count, as applicable, against the twelve (12) or twenty-six (26) FMLA workweek entitlement.

Entitlement to family and medical leave for the birth and care of a newborn child or placement of a child shall expire twelve (12) months after the date of such birth or placement.

When both husband and wife are employed by the Cooperative, the combined amount of family and medical leave for reasons other than personal illness or illness of a child shall be limited to twelve (12) workweeks. In cases of personal illness or illness of a child, each spouse is entitled to twelve (12) workweeks of family and medical leave.

Exception: The limit on the combined amount of family and medical leave shall be twenty-six (26) workweeks when both an eligible husband and wife are employed by the Cooperative and are eligible for leave that involves a covered Armed Forces service member.

Depending on the date family and medical leave is to begin, instructional employees as designated by federal regulation may be required to continue on leave until the end of the school term to avoid disruption.

Unused family and medical leave shall not accumulate from year to year.

## **INTERMITTENT LEAVE / REDUCED HOURS**

Family and medical leave may be taken intermittently (when medically necessary) or on a reduced hours basis.

## **CONTINUATION OF BENEFITS**

While on family and medical leave, employees shall be entitled to all employment benefits accrued prior to the date on which the leave commenced. Health insurance for an employee on family and medical leave shall continue to be provided by the cooperative on the same basis had the employee not taken leave. Other employment benefits and seniority shall not accrue during unpaid family and medical leave.

## **RETURN TO WORK**

As noted by the required notice of eligibility and rights and responsibilities when family and medical leave is taken due to an employee's own serious health condition, the employee shall provide fitness-for-duty certification before returning to work. This may include certification by the health care provider that the employee is able to perform essential functions specific to the job, as noted by the Cooperative in a list attached to the certification form.

Upon return to work, the employee shall be entitled to his/her same position (or an equivalent position with equivalent pay) with corresponding benefits and other terms and conditions of employment.

## **FAILURE TO RETURN TO WORK**

Any employee who fails to return to work as scheduled after FMLA leave or exceeds the 12-week FMLA entitlement (or in the case of military caregiver leave, the 26-week FMLA entitlement), may be subject to termination of employment if the employee has no other leave available to him/her. Likewise, following the conclusion of the FMLA leave, the cooperative's obligation to maintain the employee's group health plan benefits ends (subject to any applicable COBRA rights).

**NOTICE**

The Cooperative shall notify employees of family and medical leave provisions by posting appropriate notices in conspicuous places in the Central Office and each worksite and distributing notices as required by law.

Legal Ref:           Public Law 103-3 (Family and Medical Leave Act of 1993)  
                          Title 29 CFR Part 825 (Family and Medical Leave Act)

Adopted Date: 8/3/2017

Revised Date: 1/6/2020

**PROFESSIONAL STAFF HIRING**

All professional staff members of the Cooperative will be employed by the Board upon the recommendation of the Director. Should a person recommended by the Director be rejected by the Board, it will be the Director's duty to make another recommendation.

All persons recommended for employment must meet state certification requirements and the qualifications established for the particular position.

Interviewing and selection procedures will assure that the supervisor or other administrator who will be directly responsible for the work of the staff member has an opportunity to participate in the selection of the person to be recommended; however, the final recommendation to the Board will be made by the Director.

All candidates will be considered on the basis of their merits, qualifications, and the needs of the Cooperative. In each instance, the Director and others playing a role in the selection will seek to hire the best-qualified person for the job.

Upon approval by the Board, a staff member will receive a written contract to be signed by the staff member, Board president, and cooperative business manager.

The Cooperative may offer and, upon the signing of a contract by both parties, pay a signing bonus, moving expenses, or tuition reimbursement to a staff member employed in the Cooperative. The signing bonus, moving expenses, or tuition reimbursement may be paid either in one lump sum upon completion of the staff member's first year of employment in the Cooperative, or in installments over a period not to exceed three years from the date the staff member signed a contract of employment with the Cooperative, and upon the terms and conditions as may be mutually agreed upon by the Cooperative Board and the staff member. Any signing bonus, moving expenses, or tuition reimbursement authorized by the Cooperative Board is in addition to any amount payable under a negotiated contract. The Cooperative Board may negotiate any signing bonus, moving expenses, or tuition reimbursement payment with the staff member's designated collective bargaining representative.

Adopted Date: 1/11/2024

## EMPLOYEE CRIMINAL BACKGROUND CHECKS

The Core Educational Cooperative is committed to the selection of quality staff and to providing a safe environment for students and staff. As part of that commitment, the cooperative will obtain background checks on school employees and may obtain background checks on school volunteers or employees of contracted vendors pursuant to this policy and in accordance with state law.

### EMPLOYEE CRIMINAL BACKGROUND CHECKS

Any offer of employment is contingent upon the satisfactory outcome of a criminal background check. The cooperative has the sole discretion to determine whether the outcome of a criminal background check is satisfactory. In making a determination, the cooperative:

1. Shall adhere to all applicable state laws that disqualify an individual from employment by a school cooperative; and
2. May consider the conviction of any crime of moral turpitude, crimes of violence and sexual offenses; and
3. May consider any criminal conviction, including convictions not disclosed by an applicant.

An individual may be granted employment on a temporary basis pending the receipt of the results of a criminal background check. In the event that a temporary employee is determined to have an unsatisfactory background check, employment will be immediately terminated without notice or hearing.

This policy shall not apply to persons performing services for the cooperative under the authority of the South Dakota High School Activities Association. This policy applies to all other employment agreements, whether written or oral.

### INDEPENDENT CONTRACTORS AND VOLUNTEERS

Any organization that contracts with the cooperative for service shall be required to certify to the cooperative, in writing, that individuals employed by or volunteering for the service provider have been subjected to a criminal background check. At the discretion of the Director, this requirement may be waived if individuals employed by the service provider do not have contact with students.

The cooperative may also, at its discretion, require a criminal background check on any volunteer.

### FINANCIAL BACKGROUND CHECKS

Any individual employed as the cooperative's business official shall, prior to employment, be subject to a financial background check. A financial background check may include a credit check, financial delinquencies, corporate interests and any other examination of the individual's financial trustworthiness.

At the discretion of the Director or a designee, individuals applying for financially sensitive positions may be subject a financial background check prior to employment.

### ADDITIONAL BACKGROUND CHECKS

The Director is charged with developing recruiting and hiring procedures that ensure all cooperative employees have been subject to relevant background checks, including education and employment history.

### CONFIDENTIALITY

Information received as the result of this policy shall remain confidential and shall not be released to any other individual or entity unless requested by the employee.

### APPEAL PROCESS POLICY

In the event that a temporary employee or individual requesting employment is determined to have an unsatisfactory background check, the employee will be notified in writing within 10 days of receipt of the CHRI, that employment will be terminated based on a disqualifier identified during the background check. Employees will have 10 days from receipt of the notice to appeal this decision. All appeals must be submitted in writing and will be addressed by the Director with written notification to the employee within 10 days of receipt of the appeal. If the employee does not agree with the decision a written appeal may be made to the Cooperative

Governing Board.

## **DESTRUCTION OF CHRI**

The letter and state sheet received from the Department of Criminal Investigations will be kept within the employee's personnel record and will be destroyed three years after employment with the cooperative has ceased. The FBI investigation sheet will be kept in a separate locked file. Only employees who have completed CHRI training will have access to these documents. The FBI sheet will also be destroyed three years after employment with the cooperative has ended.

<b><u>State Reference</u></b>	<b><u>Description</u></b>
SDCL 13-10-12	Criminal background investigation
SDCL 13-10-13	Criminal conviction as factor in hiring decision
SDCL 13-10-14	Persons continuously employed exempt
SDCL 13-10-15	Suspension or resignation for criminal conviction
SDCL 13-10-16	Conviction defined
SDCL 22-1-2 (19)	Definition of "Immediate family"
SDCL 22-1-2 (25)	Definition of "Moral turpitude"
SDCL 22-24B-1	Sex crimes defined

Adopted: 8/3/2017

## STAFF EVALUATIONS

In order to assure a high quality of professional staff members and administrator performance to advance the program of the Core Educational Cooperative, a continuous program for professional staff members and administration evaluation shall be established by director and regular reports shall be made to the Governing Board concerning the outcomes of these evaluations.

Professional staff members and administrators new to the Core Educational Cooperative will be observed with feedback at least once each semester during the first two years of employment and at least once every year thereafter. Members districts will be asked for input concerning individuals providing service within their district. A formal evaluation will be completed and discussed with employees their first year of employment and then on a biennial basis. The Director will compile those results and submit a final document to be reviewed with the staff member.

Evaluations should provide positive feedback to professional staff members and administrators. Strengths, as well as areas needing improvement will be noted.

The evaluation process will include:

1. An ongoing review of the techniques and procedures for making evaluations. New techniques and procedures that would contribute to a professional's understanding of his strengths and weaknesses should be used.
2. Goals and objectives that are understood and agreed upon by the professional staff and the administration. The criteria should be built around the established educational philosophy, goals, objectives and educational program developed and accepted by the professional staff of the Core Educational Cooperative. Job specific criteria will be established within each job description for all professional employees.
3. Application of the information gained for the planning of staff development and in-service training activities, which are designed to improve instruction and increase professional staff member competence.

The evaluation process will include self-evaluation, supervisor initiated observations, input from member district administration and professional employee initiated observations.

The formal evaluations will be written and will be discussed by the evaluator and the professional employee or administrator. The discussions may either precede or follow the writing of the evaluation document. Copies of the written document will be signed and dated by both parties and incorporated into the personnel files of the professional employee or administrator. The signature of the professional employee or administrator does not indicate approval or disapproval of the evaluation, but that the evaluation has been read and discussed.

The written evaluation should be specific in terms of a person's strengths and weaknesses. Those areas where improvement is needed should be clearly set forth and recommendations for improvement should be made. Subsequent evaluations should address themselves to any improvement or to any continuing difficulty that is observed.

\*\*\* All professional employee's evaluation forms can be found in the Director's office and online at [www.core.k12.sd.us](http://www.core.k12.sd.us).

### State Reference

ARSD 24:57:02	Teacher evaluation process
SDCL 13-42-34	Teacher evaluations
SDCL 13-42-36	Right to not renew contract preserved
SDCL 13-42-70	Evaluation records and documents not open to inspection or copying
SDCL 3-18	Public employees' unions

### Policy Reference

CGB	BUSINESS MANAGER EVALUATION
CI	ADMINISTRATIVE STAFF EVALUATION
CBG	EVALUATION OF THE DIRECTOR

**Adopted: 8/3/2017**

**Revised: 7/19/2018**

**Revised: 7/11/2019**