

CHEYENNE RIVER SIOUX TRIBE  
HEAD START PROGRAM  
FAMILY SERVICE WORKER

DESCRIPTION OF WORK

General Statement of Duties: Assists the Family Service Specialist/Manager and Family Service Specialist in the implementation of activities in the Family and Community Partnership/Family Service component in accordance with established Performance Standards.

Supervision Received: Under the direct supervision of the Family Service Specialist/Manager.

Supervision Exercised: None.

EXAMPLE OF DUTIES: (Duties may include but are not limited to the following):

Assists in recruitment and enrollment procedures. Will assist with the Family Service Specialist/Manager and Family Service Specialist in acquiring data for the Community Assessment, which is conducted annually.

Assists the Family Service staff in coordination the referrals and follow-up o Head Start children and families. Will assist in delivery and referral of services to children and families in the areas of counseling, group activities and training opportunities.

Must be willing to participate in any training offered through Head Start to upgrade qualifications/capabilities. Will assist in the compiling and filing of all monthly reports.

Participates in all activities during "The Week of the Young Child". Attend and assist with Annual Head Start Pow-wow, Field Day and Graduation.

Assists in development and update of a Resource Manual each year and dissemination of information to families of Head Start children. Provides emergency assistance and crisis intervention as deemed necessary and realistic in cooperation with Family Service staff.

Assists in development and implementation of individual Family Partnership Agreement of each Head Start family that describes family goals, responsibilities, timetables, and strategies, achieving these goals as well as process in achieving them.

Family Service staff shall make regular scheduled family contact. Coordinate with other component staff. The contacts will be based on referrals from staff, parents, community members and the family Partnership Agreements.

Attends the Health & Family Service Advisory committee meeting. Must assist in completing 20 Community Assessment Surveys forms for the Family Service office.

Other job related duties as assigned by Program Director.

#### MIMIMUM QUALIFICATIONS

Required Knowledge, Skills and Abilities: Counseling, interviewing, Group Counseling and group Facilitating Skills include knowledge of Human Development, Family Dynamics, Lakota Language and Culture, Resource and Confidentiality provisions and requirements required. Must be computer literate. Ability to compile on the Microsoft, develop graphs and tracking on the excel program.

Education: A.D. in Social Service or similar education background preferred. Minimum of a high school diploma or GED certificate. Must be willing to work toward obtaining an A.S. Degree in Social Work or similar Education Degree.

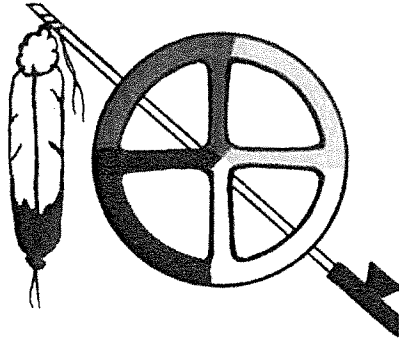
Experience: Must have documented experience working with a computer.

Special Requirements: Must have current driver's license. Must have a physical within ten (10) days upon being hired and a yearly physical thereafter and TB Test with your first physical only. Must start the Hepatitis B vaccine series within ten (10) days of your work assignment. If you already had the series of shots, please attach proof of document. Must be able to be certifiable for First Aid and CPR as required by the Head Start Performance Standard.

Incumbent is subject to CRST Drug & Alcohol Testing Policy, also subject to Tribal/Local, Federal, and State background checks in accordance with P.L. 101-630, P.L. 101-647 and Resolution No. 86-2013-CR.

Must maintain strict confidentiality.

Revised Date: 08.11.2015



## PARENT BEHAVIOR POLICY

### I. PURPOSE

The purpose of this policy is to protect staff, students, and the overall learning environment from disruptive or threatening behavior by parents or guardians. The Head Start program values respectful communication and provides a safe space for resolving concerns constructively. This policy outlines the expectations for parental conduct, procedures for addressing verbal abuse or aggression, and measures to ensure the safety of everyone on program premises.

### II. SCOPE

This policy applies to all parents, guardians, or authorized family members who enter program premises, interact with staff, or participate in program activities.

### III. POLICY STATEMENT

The Head Start program is committed to fostering a safe, respectful, and inclusive environment for children, staff, and families. Parents are encouraged to raise concerns in a respectful and constructive manner through appropriate channels, such as scheduled meetings with teachers or program coordinators.

The program recognizes that some situations may be emotionally charged. While staff are trained to de-escalate such instances, persistent or repeated disruptive behavior will not be tolerated. Verbal abuse, threats, or aggressive behavior from parents or guardians will not be tolerated and will result in immediate action to protect the well-being of staff and students.

### IV. PROHIBITED CONDUCT

To maintain a safe and respectful environment for all staff, students, and families, the following behaviors are strictly prohibited by parents, guardians, or visitors while on program premises or during program-related activities:

1. Using **verbally abusive language, threatening, or harassing** staff, students, or other families. Examples include but are not limited to:
  - Yelling, shouting, or raising one's voice in a threatening or aggressive manner.
  - Using offensive, insulting, or derogatory language directed at staff, students, or other families.
  - Making accusatory or inflammatory statements, such as unjustly blaming staff for issues or failures.

- Threatening statements like, *"You'll regret this!"* or *"I'll make sure you lose your job."*
  - Repeated unwelcome comments or complaints targeting a specific staff member without a constructive purpose.
  - Sending harassing emails, text messages, or phone calls to staff.
  - Posting negative or defamatory comments about the program, staff, or other families on social media.
2. Exhibiting **threatening or aggressive behavior**, including intimidating gestures. Examples include but are not limited to:
- Physical gestures or actions meant to intimidate, such as pointing aggressively, invading personal space, or pounding on a desk.
  - Talking in a threatening tone or volume while making statements implying harm or retaliation, such as *"You'll pay for this!"* or *"I know where you live."*
  - Impeding staff movement by blocking doorways or refusing to leave restricted areas.
3. **Disrupting** the educational environment or **interfering** with program operations. Examples include but are not limited to:
- Interrupting classroom activities, meetings, or events in a way that distracts or distresses staff and students.
  - Loud arguments or confrontations in hallways, classrooms, or public spaces.
  - Attempting to involve children in disputes, such as saying, *"Your teacher is unfair to me."*
4. Intentionally **Refusing to Comply** with Program Policies and Operations. Examples include but are not limited to:
- Refusing to adhere to visitor sign-in and identification requirements.
  - Entering restricted areas of the premises without permission.
  - Failing to follow program procedures for addressing concerns, such as bypassing designated communication channels.
5. **Unauthorized Contact** with Children or Staff. Examples include but are not limited to:
- Attempting to speak with children other than their own without staff permission.
  - Engaging in conversations with staff outside of program hours in a manner that violates professional boundaries.
  - Attempting to remove a child from the premises without following proper check-out procedures.
6. **Unauthorized Use of Program Resources**. Examples include but are not limited to:
- Using program materials, spaces, or equipment without permission for personal purposes.
  - Accessing or attempting to access sensitive program or student records unlawfully.

7. **Physical Aggression (Zero Tolerance).** Examples include but are not limited to:
  - Pushing, hitting, or any form of physical contact intended to intimidate or harm others.
  - Throwing objects or damaging property out of frustration.
  - Physically interfering with staff or students, such as grabbing a staff member's arm.

## V. PROCEDURES FOR ADDRESSING PROHIBITED PARENT BEHAVIOR

### 1. Preventative Measures

- **Clear Communication of Expectations:** All parents and guardians will be provided with a copy of this policy during enrollment and asked to acknowledge in writing their understanding of it.
- **Conflict Resolution Channels:** Encourage parents to voice concerns through appropriate channels, such as meetings with teachers, program coordinators, or the administration.

### 2. Immediate Response to Verbal Attacks

When a parent or guardian verbally attacks a staff member or behaves aggressively on the premises:

- **Step 1: De-Escalation**
  - The staff member should remain calm, avoid engaging in confrontation, and attempt to de-escalate the situation.
  - Use phrases like, "I want to help resolve this issue, but we need to discuss it calmly to find a solution."
- **Step 2: Remove from Student Areas**
  - If the parent's behavior continues, a supervisor or administrator should intervene and request that the parent move to a private area away from students to address their concerns.
  - Example: "For the safety of everyone, let's move this conversation to my office."
- **Step 3: Termination of the Interaction**
  - If the parent refuses to comply or becomes more aggressive, inform them that the conversation will be ended. Notify them that further behavior of this nature may result in restrictions from the premises.

### 3. Documentation and Reporting

- **Incident Report:** The staff member or supervisor involved must document the incident in detail, including:
  - Date, time, and location.
  - Names of all parties involved.
  - A description of the parent's behavior and any verbal statements made.
  - Actions taken by staff or administration.

- **Notify Administration:** The incident report should be submitted to the program administrator or director for review and further action.

## VI. Policy Enforcement

### 1. Potential Enforcement Actions

Violations of this policy will be addressed based on the severity of the incident. Failure to comply with this policy could result in temporary or permanent exclusion from program premises and activities. The Head Start program reserves the right to take legal action if necessary to ensure the safety of staff, students, and families. Depending on the severity of the incident, the following actions may be taken:

- **Verbal Warning:** A formal discussion with the parent about their behavior, with a written record kept on file.
- **Written Warning:** A documented warning outlining the behavior and consequences if it continues.
- **Premises Restriction:** Temporary or permanent ban from entering program premises, with arrangements for alternative communication.
- **Involvement of Law Enforcement:** For threats or actions that compromise safety, law enforcement will be notified immediately.

### 2. Examples Of Policy Enforcement

The following examples illustrate various levels of severity and the actions that may be taken to ensure the safety and integrity of the program.

#### Level 1: Minor Incidents

- **Examples:**
  - Speaking to staff in a raised voice without being explicitly threatening or abusive.
  - Interrupting a classroom or meeting to address a concern without prior approval or scheduling.
  - Ignoring visitor sign-in requirements or entering an area without permission.
- **Consequences:**
  - Verbal reminder of program policies and expectations for conduct.
  - A written warning outlining the behavior and steps to avoid future occurrences.
  - Follow-up meeting with program leadership to address concerns constructively.

#### Level 2: Moderate Incidents

- **Examples:**
  - Using offensive or derogatory language directed at staff, students, or other parents.
  - Repeated disruptions to program operations or failure to comply with prior warnings.
  - Harassing staff via phone, email, or social media in a manner that causes distress but does not involve threats.

- **Consequences:**
  - Formal written warning specifying the inappropriate behavior and consequences of continued violations.
  - Temporary restriction from program premises (e.g., for 1–2 weeks) with alternative arrangements for communication.
  - Mandatory meeting with program leadership and HR to resolve the issue and prevent escalation.

### **Level 3: Severe Incidents**

- **Examples:**
  - Verbally threatening harm to staff, students, or property.
  - Engaging in aggressive or intimidating physical gestures (e.g., pounding on a desk, blocking doorways).
  - Refusing to leave the premises after being asked to do so by program staff or security.
- **Consequences:**
  - Immediate removal from program premises by security or law enforcement, if necessary.
  - Issuance of a **cease-and-desist letter** prohibiting further disruptive behavior.
  - Temporary or permanent ban from program premises, depending on the circumstances.

### **Level 4: Critical Incidents**

- **Examples:**
  - Physical aggression, such as pushing, hitting, or throwing objects at staff, students, or others.
  - Credible threats of violence or harm toward individuals or the program as a whole.
  - Attempting to unlawfully remove a child from the premises or access restricted program resources.
- **Consequences:**
  - Immediate removal by law enforcement and filing of criminal charges, if warranted.
  - Permanent ban from program premises and notification of the incident to external authorities (e.g., Child Protective Services, law enforcement).
  - Formal legal action, such as restraining orders or lawsuits, to protect staff, students, and the program.

### **3. Escalation**

- Repeated violations, even if minor, may result in escalating consequences. For instance, a parent who consistently violates visitor policies may face more severe actions than a one-time offender.
- The program reserves the right to skip levels based on the seriousness of the behavior, prioritizing safety and program integrity.





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## MEMORANDUM

**TO:** CRST Education Agency  
**FROM:** Tracey Zephier, Legal Counsel for CRST *Tracey Zephier*  
**RE:** Head Start Program – New Policies regarding parent and staff behavior  
**DATE:** February 12, 2025

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The CRST Head Start Program has developed two separate policies that address disruptive parent behavior and employee (or former employee) behavior. These policies set boundaries, expectations, and guidance for parents and employees to minimize and discourage disruptions and reputational damage to the Head Start Program caused by disgruntled parents or employees.

The “Parent Behavior Policy” sets expectations for parental conduct, procedures for addressing verbal abuse or aggression, and measures to ensure the safety of everyone on program premises. It clearly describes seven areas of prohibited conduct, and it spells out a process for addressing this unwanted behavior when it occurs during Head Start Program activities or on Head Start property. This policy also includes enforcement provisions (from verbal warnings up to involving law enforcement), and it includes detailed examples of which types of behaviors will result in each type of enforcement. Finally, the policy includes guidance for how to support staff and students when an incident of disruptive behavior occurs during a Head Start activity or on school property.

The “Employee Non-Disparagement and Whistleblower Policy” is geared toward employees and former employees. Like the “Parent Behavior Policy” geared toward parents, this policy sets forth a clear prohibition against disruptive and harmful behaviors by employees and former employees of the Head Start Program. It defines “disgruntled employee,” and it includes procedures to address harmful behavior by a disgruntled employee. The policy also protects from retaliation any employee who wants to report misconduct, illegal activities, or unsafe practices. The protections of the “Employee Non-Disparagement and Whistleblower Policy” extend to actions of former employees as well, by making it a condition of employment that an employee can be charged civilly (not criminally) if they slander, disparage, or harass the program anytime after they leave employment.

It is my legal opinion that these policies are strong proactive measures to protect the Head Start Program from harmful behaviors that threaten program integrity or workplace safety. It is a good idea to memorialize these policies in writing, so that if or when a disgruntled employee or parent try to disrupt program activities, the consequences for doing so are already clearly delineated.

Please contact me if you have any questions. Thank you.