

**Mission:** *To develop lifelong learners through effective teaching in a safe and caring environment.*

**Vision:** *Educational excellence for every child – setting the standard others aim for.*

**AGENDA**  
**BOARD OF EDUCATION – SPECIAL MEETING**  
**Instructional Planning Center/Huron Arena**  
**April 24, 2017**  
**5:30 p.m.**

1. **Call to Order**
2. **Roll Call**
3. **Pledge of Allegiance**
4. **Adoption of the Agenda**
5. **Dates to Remember**

May 3	Early Release
May 8	Board of Education Meeting – 5:30 p.m. – IPC
May 22	Board of Education Meeting – 5:30 p.m. – IPC
May 22	Athletic Awards Program 7:00 p.m. HHS Auditorium
May 24	Baccalaureate 8:00 p.m. Huron Arena
May 25	8 <sup>th</sup> Grade Promotion 7:00 p.m. HHS Auditorium
May 28	Graduation 2:00 p.m. Huron Arena
May 29	Memorial Day – No School
May 31	Last Day of Classes / Early Release <b>(from 5/26<sup>th</sup> to 5/31<sup>st</sup> – 2 snow days)</b>
June 1	Teacher Checkout
6. **Community Input on Items Not on the Agenda**
7. **Conflict Disclosure and Consideration of Waivers** – The School Board will review the disclosures and determine if the transactions or the terms of the contracts are fair, reasonable, and not contrary to the public interest.
  - a) **Director of Curriculum & Instruction Sherri Nelson – WR2017-50**
8. **CONSENT AGENDA**

**The Superintendent of Schools recommends approval of the following:**

  - a) **Board Approval of New Hires**

As was mentioned previously, classified personnel and substitute teachers/classroom aides must be approved in order to be covered by our workers' compensation plan.

    - 1) Terry Meyers / Summer Grounds Help / \$13.51 per hour
    - 2) Erin Miller / Substitute Teacher / \$100.00 per day
    - 3) Rachel Smith / Substitute Teacher / \$100.00 per day
  - b) **Contracts for Board Approval**
    - 1)
  - c) **Resignations for Board Approval**
    - 1) Gary Kasperson / Assistant Coach – Boys' Soccer / 3 years
  - d) **Consideration and Approval of Bills - See Attached List**
  - e) **Permission to Bid Gas, Diesel, and Vocational House for 2017-2018**

(The consent agenda may be approved with one motion. However, if a board member wishes to separate an item for discussion, he may do so.)

9. **CELEBRATE SUCCESSES IN THE DISTRICT:**

**CONGRATULATIONS:**

- All school organizations who were awarded grant money from the Huron Youth Leadership Council.
- Aubrey Rutledge for placing 5<sup>th</sup> in the State Spelling Bee held at USD in Vermillion. Aubrey has won local and regional competitions to qualify for state three years in a row.

**THANK YOU TO:**



10. **REPORTS TO THE BOARD:**

a) **Donation to the FFA Program**

Representatives of the Sabers family will present a financial donation to Mr. Postma and the Huron Public Schools FFA program.

b) **Good News Report – Technology Department – Roger Ahlers**

c) **Superintendent's Report**

11. **OLD BUSINESS**

a) **Substitute Teacher Wages**

b) **Social Studies Curriculum Adoption – Sherri Nelson**

12. **NEW BUSINESS**

a)

13. **EXECUTIVE SESSION**

1-25-2 Executive or closed meetings may be held for the sole purpose of:

- (4) Preparing for contract negotiations or negotiating with employees or employee representatives.

14. **ADJOURNMENT**

## REQUEST FOR SCHOOL BOARD WAIVER

Date: April 19, 2017

Name of the school board member, school administrator or school business manager requesting the waiver: Sherri Nelson

Brief explanation of the potential conflict of interest: I have been selected to present at the 2017 National Conference for the Association of Middle Level Educators in Philadelphia, Pennsylvania.

Brief explanation of the essential terms of the contract(s) or transaction(s) from which a potential conflict of interest may arise, including:

- (1) all parties to the contract: Sherri Nelson
- (2) the person's role in the contract or transaction: conference speaker
- (3) the purpose(s)/objective(s) of the contract: provide professional development to middle level educators.
- (4) the consideration or benefit conferred or agreed to be conferred upon each party: In exchange for speaking, my conference registration fee will be reduced.
- (5) the length of time of the contract: 3 days – November 6-8, 2017
- (6) any other relevant information: Attached you will find an article (published last fall in AMLE magazine) that summarizes the content of my presentation.

Brief explanation of how or why the transaction or the terms of the contract are fair, reasonable, and not contrary to the public interest such that a waiver should be granted.

- I will be investing in my own professional development by using 3 vacation days to attend the conference and paying my own conference registration and travel expenses.

Signature of Person Requesting Waiver: *Sherri Nelson*

**THIS IS A PUBLIC DOCUMENT**

# Academic Lifeguards: Saving Students

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**Academic lifeguards are on duty, on guard, and willing to jump in when necessary.**

*By: Sherri Nelson*

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You are a lifeguard on a beach and you see a child engulfed by an enormous wave, then struggling to keep her head above water. You use every skill you have to prevent the child from drowning.

Academic lifeguards are no different; they save students—and they do it in part by building better relationships.

At Huron Middle School in South Dakota, where we hold all students accountable for learning, every adult is a lifeguard. Our lifeguards know which students must be pushed to excel at learning, which students can work alone, which students need to be closely monitored, and which students are in over their heads.

## **Layers of Lifeguards**

Our staff first learned about this lifeguarding concept when we read the book *The Power of ICU* by Danny Hill and Jayson Nave; we now are in our fourth year of training all staff members (teachers, para-educators, counselors, administrators, administrative assistants, nurses, and athletic coaches) to be academic lifeguards.

We use a layered lifeguarding approach, and although our roles vary, we hold each other accountable for building relationships and watching over our students.



Primary lifeguards provide extra help before, during, and after school as needed.

- **Primary Lifeguards.** Our classroom teachers are our primary lifeguards. The students are ultimately responsible for learning the academic standards, but our classroom teachers provide extra time and extra help to ensure learning takes place. When primary lifeguards sense some students may be struggling, they make developing a rapport with those students a priority, allow extra time for students to master the standards, and provide additional academic assistance before school, during a scheduled intervention period, and after school.



Grade-level lifeguards work daily to build connections with struggling learners.

- **Grade-Level Lifeguards.** Our grade-level lifeguards provide an extra set of eyes and work daily to build connections with struggling students. This special group of teachers and para-educators, appointed to each grade level, remind students about their missing assignments and provide homework help to students during working lunches. Our grade-level lifeguards get to know their students' stories and determine what interventions will work best.

- **Personal Lifeguards.** Every school has a few students whom the staff members consider exasperating. We do not give up on them! Every student deserves an adult advocate and the ones who are most taxing need the most help!

Our personal lifeguards, a select group of volunteer staff members, keep watch over our most underperforming and apathetic students. They establish caring relationships with these challenging students and work tirelessly to develop and implement customized intervention plans to get their learning back on track.

- **Parent Lifeguards.** We use a web-based system to monitor missing assignments and send automated text and e-mail messages to parents. When children are missing assignments, parents are notified and given the option to reply directly to classroom teachers. Follow-up messages inform parents when the assignments are completed.

An automated process can never replace personal communication. Therefore, follow-up discussions about missing and poor-quality work still take place among parents, students, and teachers. These conversations are documented in parent communication logs and reviewed periodically by the administration.

• **Head Lifeguard.** It takes great coordination to pull off a school-wide intervention program. Therefore, we have designated a staff member to oversee our lifeguard system. In addition to instructional coaching responsibilities, this head lifeguard works every day to build relationships and bridge communication gaps between staff, students, and parents.

## **Emergency Support**

Every school has a few students who drift aimlessly in darkness. School is not enjoyable for these students and their home lives are often a mess. What do we do for these students who are in the most need of our help?

Normal rescue plans do not work for these unconventional situations, so we think outside the box. If we have enough parent support, we pull together quarterly academic support teams for Family Day. On Family Day, we reserve a private room in our school and invite parents of underperforming learners to sit beside their children as they work, with their teachers, to finish their missing assignments. Parents enjoy the day and walk away with a better understanding of the support system we have in place to ensure their child experiences academic success.

Even without parental support, we can still hold all students accountable for learning. We focus on what we can control by drafting emergency support plans to save our most challenging students. If we have students with an excessive number of missing assignments, we pull them from class for a day to two to work one-on-one with our principals, substitute teachers, and adult volunteers.

Students who chronically have missing work sometimes benefit from a schedule change; we replace one of their elective classes with small-group tutoring. Occasionally we switch teachers if there are personality conflicts. Sometimes it takes limitless patience and unrestrained creativity to reach the students who need us most.

## **Rescue Skills**

Our exemplary lifeguards get to know our students and do whatever it takes to ensure every student in our school experiences academic success. Our most superb lifeguards...

- Love kids and kids know it.
- Exhibit high energy, positive attitudes, and a sense of humor.
- Are tenacious and firm when necessary.
- Model integrity, respect, responsibility, and accountability.
- Contribute to a team-orientated environment.
- Communicate effectively with staff and students.
- Work adeptly with a variety of students and skill levels.
- Help all students experience academic success.

Our first-rate lifeguards watch and wait, and whenever they are needed, they go, without hesitation, to the aid of our struggling students. When underperforming students begin to thrive, they return to their post to watch for the next student who needs extra assistance.

**Lifeguarding is rewarding work.**

How are our lifeguards rewarded? They are challenged. They are inspired. They are proud. And they know they are saving students.

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*Sherri Nelson is an instructional coach at Huron Middle School in Huron, South Dakota.*



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<https://www.amle.org/BrowsebyTopic/WhatsNew/WNDet/TabId/270/ArtMID/888/ArticleID/666/Academic-Lifeguards-Saving-Students.aspx>

Huron School District  
New Hire Justification

Date: April 11, 2017

**Applicant Information**

Applicant Name: Terry Meyers  
Address: 164 Humbert St., Cavour, S.D.  
Phone: 605-350-7341  
Education: Iroquois High H.S.  
Experience: Heavy equipment operator  
References: Billy Vauan

**Reason for New Hire**

New Position: XX  
Replacement:

**Position Information**

Department: Buildings and Grounds  
Position: Summer Grounds Help  
Supervisor: Rex Sawvell  
Responsibilities: Assist with mowing, edging, trimming  
Hours: Varies

**Hiring Information**

Wages: \$13.51/hr.  
Classification: Class IV  
Wage Justification: 2016-2017 Hiring Schedule  
Start Date: April 12, 2017  
Requested by: Rex Sawvell





I must regretfully submit my resignation as a High School boys soccer coach, I loved coaching soccer for so many years and it was a hard decision to make. I would still love to be able to help out whenever and wherever possible I just cannot commit myself to the time it takes to be totally dedicated to the soccer program that it deserves.

4-17-17

email from Gary Kasperow  
Art Boyr Soccer

<u>Vendor Name</u>		<u>Vendor Description</u>	<u>Amount</u>	
<u>Checking</u>	1			
<b>Checking</b>	1	<b>Fund: 10 GENERAL FUND</b>		
NORTHWESTERN ENERGY		UTILITIES	24,263.42	
			<b>Fund Total:</b>	<b>24,263.42</b>
			<b>Checking Account Total:</b>	<b>24,263.42</b>

# Huron School District 2-2

150 Fifth St SW – PO Box 949  
Huron, South Dakota 57350-0949

**Business Office**  
(605) 353-6995  
Fax (605) 353-6994

**Kelly Christopherson**  
Business Manager

## Memorandum

Date: January 30, 2017

To: School Board Members  
Terry Nebelsick, Superintendent

From: Kelly Christopherson, Business Manager

RE: Substitute Teacher Wages

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Please find attached (1) our substitute teacher pay policy, GCE. These wages were last increased on July 1, 2014; (2) our substitute para-educator pay policy, GDE. These wages automatically increase each year the staff's wages increase. On July 1, 2016 the wages increased 4.50%; and (3) ESD substitute teacher wages.

The school board may want to consider an increase in substitute teacher pay. We have heard from our substitute teacher coordinator that filling our open positions each day is very difficult. We have 46 substitutes signed up but only 8-12 substitutes are readily available on any given day. For example some of our substitutes may only be available one day per week. We currently pay a substitute para-educator more per day than a substitute teacher.

The substitute teacher pay was increased from \$85 per day to \$100 per day on July 1, 2014. Since then the hiring schedule for teacher pay has risen over 20% and the hiring schedule for para-educators has risen over 10%.

My recommendation is to raise substitute teacher pay by \$20 per day bringing our daily rate for days 1-5 in the same position to \$120 per day; days 6-20 in the same position to \$125 per day; and for 21 days and over in the same position \$135 per day.

I estimate the fiscal impact to the General Fund to be approximately \$13,000 per year. This is based on spending about \$66,000 on General Fund substitutes in 2015-2016. This roughly translates to 660 substitute days and at \$20 per day the cost is \$13,200. Please keep in mind the Federal grants and the Special Education Fund also pay for substitute teachers; this is the General Fund impact estimate only.

## **PART-TIME AND SUBSTITUTE PROFESSIONAL STAFF EMPLOYMENT (Substitute Teachers)**

### **Responsibilities**

1. At the beginning of each school year, the superintendent's office will furnish each building principal with a list of qualified substitute teachers.
2. Substitute teacher handbooks define duties and responsibilities of certified personnel; and, as such, are not enumerated here.

### **Rate of Pay**

1. The daily pay for substitute teachers is as follows:

✓ One through five days in the same position	\$100
✓ Six through twenty days in the same position	\$105
✓ Twenty-one days and over in the same position	\$115

The superintendent of schools may deviate from this schedule as he/she deems necessary.

### **Substitute Teacher Training:**

Prior to the start of each school year, each building principal will be responsible for planning and conducting in-service for substitute teachers. A summary of the in-service activities (i.e., in-service agenda) will be on file in each principal's office.

**PART-TIME/SUBSTITUTE SUPPORT STAFF EMPLOYMENT**

**Substitute Pay for Class I & Class II**

Any employee who substitutes for another for an extended length of time, after the first five consecutive working days of the extended length of time, shall receive an increased rate of pay for the remainder of the absence, as defined by the guidelines set forth in the substitute wage letter. (See attached.)

Substitute para-educators will be paid on Experience Step 0 of the Para-Educator “hiring” schedule. The hourly rate of pay is as follows:

Class AAA	\$14.41
Class AA	\$14.25
Class A	\$13.53
Class A1	\$13.53
Class B	\$13.07

Substitutes for food service workers will be hired on the Level II Probation Step of the Food Service ‘hiring’ schedule. The hourly rate of pay is \$12.87 per hour for the 2016-2017 school year. Substitutes will receive the same wage increase as regular food service employees in subsequent years of employment.

Substitute full-time personnel working in place of full-time personnel covered under the negotiated policy will be placed on Step 0 of the Full-Time Personnel “hiring” schedule. The hourly rate of pay is as follows:

Division I/Office Personnel	\$15.76
Division II/Central Delivery	\$16.57

All non-supervisory substitute custodians will be paid \$15.00 per hour.

Supervisory substitute custodians will be paid \$15.50 per hour.

Any classified personnel who currently works for the district and who substitutes for more than five consecutive days in another classified position in a higher pay category will receive a lateral move to the higher hourly pay category of the two, beginning on the sixth day.

**ESD Substitute Teacher Pay**

**FY 2016-2017**

**Source of Information: SASD Salary Survey**

<b>School</b>	<b>Daily</b>	<b>Long-Term</b>
Harrisburg	120.00	140.00
Aberdeen	114.60	130.91
Brandon	110.00	110.00
Brookings	105.00	211.24
Watertown	105.00	105.50
<b>Huron</b>	<b>100.00</b>	<b>115.00</b>
Mitchell	100.00	100.00
Pierre	95.00	170.00
Yankton	90.00	120.00
ESD Average	104.40	133.63
Huron's Rank in the ESD	Tied for 6	6.00

### Social Studies Curriculum 2017 - 2018 School Year

Grade	Vendor	District Purchase
Elementary	Pearson	\$108,989.93
Shipping		\$7,629.30
<b>Total</b>		<b>\$116,619.23</b>
High School World History	Houghton Mifflin Harcourt	\$19,482.25
High School US History		\$26,391.45
Shipping		\$2,293.69
<b>Total</b>		<b>\$48,167.39</b>
High School Geography	McGraw Hill	\$17,200.80
High School Economics		\$3,045.00
High School Psychology		\$6,681.00
High School Sociology		\$3,831.75
High School Street Law		\$6,091.05
High School Government		\$11,970.00
Shipping	\$3,165.82	
<b>Total</b>		<b>\$51,985.42</b>
<b>To Be Determined (2019 copyright)</b>		
Grade 8	Houghton Mifflin Harcourt	
Grade 7		
Grade 6		
Shipping		
<b>Total</b>		

As outlined in district policy IIAA, committees established by the director of instruction, with majority membership consisting of classroom teachers, will be utilized in the selection of curricular outcomes and textbooks. These advisory groups should seek the advice and gather input from community representatives, including students and parent advisory groups.

**Budgeted - \$25,000 per grade**  
 Elementary - \$19,436.54 per grade  
 Middle School - TBD after 2019 copyright becomes available this winter  
 High School - \$25,038.20 per grade