

**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 – REGULAR MEETING**  
**Instructional Planning Center/Huron Arena**  
**June 12, 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**  
June 26 Board of Education Meeting 5:30 p.m. – IPC

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- June 5 – June 29 **ESL Summer School Program** – Monday – Thursday 8:00 – 1:00

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- June 5 – June 29 **HURON MIDDLE SCHOOL:**  
Summer Nutrition Program **Breakfast** hours are 7:45 – 8:15  
**\*\*\*No Breakfast on Fridays\*\*\***

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- June 5 – June 29 **HURON MIDDLE SCHOOL:**  
Summer Nutrition Program **Lunch** hours are: 11:00 – 12:45  
**\*\*\*Monday – Thursday\*\*\***

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- June 9, 16, 23, 30 **HURON MIDDLE SCHOOL:**  
Summer Nutrition Program **FRIDAY LUNCH** hours are 11:45 – 12:45

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- July 3 – August 4 **HURON MIDDLE SCHOOL:**  
Summer Nutrition Program **Lunch** hours are 11:45 – 12:45  
**\*\*\*Monday – Friday\*\*\***
- July 10 Board of Education Meeting 5:30 p.m. - IPC
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 ESL/Federal Programs Kari Hinker – WR2017-52**
8. **CONSENT AGENDA**  
The superintendent of schools recommends approval of the following:
  - a) **Approval and/or Correction of Minutes of Previous Meetings**
  - b) **Consideration and Approval of Bills**
  - c) **Approval and/or Correction of the Financial Report**

**d) 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) Lesle Tobkin / Substitute Bus Driver, Sub Dispatcher, and Sub Detail Fleet Vehicles & Activity Buses / \$25 an hour for driving bus and \$14.53 for all other subbing duties
- 2) Gila Henkel / Food Service – Buchanan Lunch Server / \$14.34 per hour
- 3) Katelyn Duba / Assistant Girls' Soccer Coach / \$3,102 per year

**e) Contracts for Board Approval**

1)

**f) Resignations for Board Approval**

- 1) Amanda Kuntz / SPED Teacher – HMS / 7 Years
- 2) Amanda Kuntz / 8<sup>th</sup> Grade VB Coach / 3 Years
- 3) Masey Pechholt / 3<sup>rd</sup> Grade Teacher – Madison 2-3 Center / 4 Years
- 4) Shar Wever / 1<sup>st</sup> Grade Teacher – Buchanan K-1 Center / 5 Years
- 5) Lisa Wilde / Food Service / 2 years

**g) Request Approval to hold the School's Surplus Property Auction** – Thursday, July 13<sup>th</sup> at 5:30 p.m. at the Transportation Building. The auction will be conducted by Ace Realty and Auction.

**h) Request to Increase Meal Prices / Carol Tompkins**

Requesting to increase the school breakfast and lunch prices .10 per meal for the upcoming 2017-2018 school year.

**i) Request to Approve Bid for Gas & Diesel Fuel for the 2017-2018 School Year**

**j) Request to Approve Bid for Vocational House Building Project for 2017-2018**

**k) Intent to Apply for Grant Funding**

**1) Group Applying**

Contact Person  
Name of Grant  
Name of Funder  
Amount to be Requested  
Project Focus

**Washington Elementary**

Rita Baszler  
Fuel Up To Play 60  
Fuel Up To Play 60  
Up to \$4,000  
Farm to School Play & Marathon Kids

**l) Intent to Apply for Grant Funding**

**2) Group Applying**

Contact Person  
Name of Grant  
Name of Funder  
Amount to be Requested  
Project Focus

**Madison Elementary**

Rita Baszler  
Fuel Up To Play 60  
Fuel Up To Play 60  
Up to \$4,000  
Farm to School Play & Marathon Kids

(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:**

- Trent Francom for being named the AA Field Athlete of the Meet at the State Meet held at Howard Wood Field in Sioux Falls. Trent was the AA State Boys Pole Vault Champion.
- Jayda Shillingstad for finishing in 15<sup>th</sup> place at the State Golf Meet. The top 25 are considered all state. The team finished 11<sup>th</sup> overall.

**THANK YOU TO:**

- Administrators and staff who spent countless hours planning and organizing the Huron School District's year end events. Your time and effort is greatly appreciated and those special occasions will be remembered by our students for years to come.

**10. REPORTS TO THE BOARD**

- a) **Business Manager's Report**
- b) **Superintendent's Report**
  - Chris Webber

**11. OLD BUSINESS**

- a) **HSD Library Media Center Policy and Procedure Manual – 2<sup>nd</sup> Reading**
- b) **Ratify Classified Staff Negotiations – 1.05 % Increase**

**12. NEW BUSINESS**

- a) **Other Hourly Wage Rates for 2017-2018 – Superintendent Recommends Approval**
- b) **8<sup>th</sup> Grade Social Studies Textbook Adoption Timeline – Sherri Nelson**
- c) **Strategic Plan – Policy AA School District Philosophy; Policy AAA Vision Statement; Policy AAB School District Philosophy/Belief Statements; Policy AAC School District Goals and Objectives/Student Exit Outcomes – Introduction**
- d) **Policy AH – Conflict of Interest Disclosure and Authorization; Policy AH-E(1) Conflict of Interest Disclosure; and Policy AH-E (2) School Board Action on Conflict of Interest Disclosure of a Direct Benefit - Introduction**
- e) **Section A - Introduction**
- f) **Section K – Introduction**
- g) **Handbooks 2017-2018 – Introduction**

**13. RECESS**

**14. 6:30 P.M. – GOALS REPORT WORK SESSION**

No Action will be taken

**15. ADJOURNMENT**

**REQUEST FOR SCHOOL BOARD WAIVER**Date: June 1, 2017Name of the school board member, school administrator or school business manager requesting the waiver: Kari Hinker

Brief explanation of the potential conflict of interest:

The South Dakota Department of Education has contracted my services to help complete a Needs Assessment Framework Component. The dates of work are June 19 and 20.

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- Kari Hinker and the Department of Education, SD
- (2) the person's role in the contract or transaction –work on needs assessment framework component-student and family engagement
- (3) the purpose(s)/objective(s) of the contract-develop a needs assessment for Title I/Federal Programs
- (4) the consideration or benefit conferred or agreed to be conferred upon each party
- (5) the length of time of the contract- 2 contact days
- (6) any other relevant information

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 take vacation days in order to participate in this work session.

Signature of Person Requesting Waiver: \_\_\_\_\_


**THIS IS A PUBLIC DOCUMENT**

**Huron School District  
New Hire Justification**

**Date:** *May 25, 2017*

**Applicant Information**

**Applicant Name:** *Lesle Tobkin*

**Address:** *646 Lawnridge Ave. SE*

**Phone:** *605-520-1847*

**Education:** *High School*

**Experience:** *Bus Driver, Sub Morning Dispatcher, Food Service, Para*

**References:** *J. Albertson, S. Ptak, S. Steinmetz*

**Reason for New Hire:**

**New Position:**

**Replacement:**

**Position Information**

**Department:** *Transportation*

**Position:** *Bus Driver, Sub Dispatcher, and Sub Detail Fleet Vehicles. & Activity Buses.*

**Supervisor:** *Kathie Bostrom*

**Responsibilities:** *Bus driver, sub for preparing fleet vehicles & activity buses for trips, and sub dispatching.*

**Hours:** *Vary*

**Hiring Information**

**Wages:** *\$25 an hour for driving bus & \$14.53 for all other subbing duties.*

**Classification:** *Class 2*

**Wage Justification:** *2015-2016 Hiring schedule for Sub. Drivers.*

**Start Date:** *May 26, 2017*

**Requested by:** *Kathie Bostrom*

**Huron School District  
New Hire Justification**

**Date:** May 31, 2017

**Applicant Information**

**Applicant Name:** Gila Henkel

**Address:** 295 7<sup>th</sup> Street NW Huron, SD 57350

**Phone:** (605) 352-3942

**Education:** 11<sup>th</sup> Grade

**Experience:** Food service 15 years

**References:** Presently employed, moved her to new position

**Reason for New Hire**

**New Position:** ---

**Replacement:** Replacement for Jeanne Zavesky

**Position Information**

**Department:** Food Service

**Position:** Buchanan Lunch Server

**Supervisor:** Carol Tompkins

**Responsibilities:** Serve lunch and help with clean up

**Hours:** 10:45 am – 1:15 pm

**Hiring Information**

**Wages:** \$14.34 per hour

**Classification:** I

**Wage Justification:** Current wage

**Start Date:** September 1, 2017

**Requested by:** Carol Tompkins

(Administrator)

**Huron School District  
New Hire Justification**

**Date:** June 2, 2017

**Applicant Information**

**Applicant Name:** Katelyn Duba

**Address:**

**Phone:** 620-266-6168

**Education:** Tabor University and Grace University

**Experience:** Club soccer in Huron; played two years at Tabor and two years at Grace; volunteered girls soccer in Huron 2017

**References:** Megan Wilson – Head Boys Soccer; Richard Locke – college coach, Tera Rye – college Dean

**Reason for New Hire**

**New Position:**

**Replacement:** Replaces Leah Branaugh who is now Head Girls Tennis

**Position Information**

**Department:** Athletics

**Position:** Assistant Girls Soccer HHS

**Supervisor:** Terry Rotert and Myranda Mattke

**Responsibilities:** Assist Girls soccer program

**Hours:** before and after school, some Saturday's

**Hiring Information**

**Wages:** ES-0 \$3102

**Classification:**

**Wage Justification:**

**Start Date:** July 31, 2017

**Requested by:** Terry Rotert - AD

26 May 2017

Huron School District

88 3<sup>rd</sup> St. SE

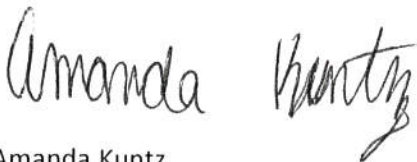
Huron, SD 57350

Dear Superintendent,

I am writing to inform you that I am resigning from 7<sup>th</sup> grade Special Education Teacher and 8<sup>th</sup> grade volleyball coach. My husband has taken a job transfer in another city. This will be effective at the end of the 2016-2017 school year. If there is anything I can do to help make the transition easier for the new teacher, please let me know and I will gladly assist in any way I can.

I am so thankful for Huron School District for giving me my first job and teaching me so much throughout the last 7 years. I have enjoyed my time here and have truly loved getting to know all of the staff and students that I have had the pleasure of working with. Each of them will be truly missed.

Sincerely,

A handwritten signature in black ink that reads "Amanda Kuntz". The signature is written in a cursive style.

Amanda Kuntz

7<sup>th</sup> Grade Special Education Teacher

8<sup>th</sup> Grade Volleyball Coach



Masey Pechholt  
1457 Washington Drive  
Huron, SD 57350  
605-350-0842  
[Masey.Pechholt@k12.sd.us](mailto:Masey.Pechholt@k12.sd.us)

June 2<sup>nd</sup>, 2017

Mr. Terry Nebelsick  
C/O: Heather Rozell  
Huron School District Superintendent  
Huron School District  
PO Box 150  
Huron, SD 57350

Dear Mr. Nebelsick and Mrs. Rozell:

I am writing to formally notify you of my resignation from my position as 3<sup>rd</sup> grade teacher for the Huron School District. I was recently offered a new opportunity as a 5-12 Principal at McCook Central School and have decided to take the offer.

My years working in the Huron School District have been a pleasure. I will miss my job and the incredible people I have had the pleasure of working with these last few years.

I cannot thank you enough for all of the opportunities and experiences you have provided me during my time with the Huron School District.

I appreciate your support and understanding, and I wish you all the very best.

Sincerely,

A handwritten signature in black ink, appearing to read "Masey Pechholt". The signature is written in a cursive, flowing style.

Masey A. Pechholt

June 2, 2017

Mr. Nebelsick and Mrs. Heinz,

This is to inform you of my resignation from the 1<sup>st</sup> grade teaching position at Buchanan K-1 Center. My husband has accepted a position in AZ. We will be moving there this summer. It has been a pleasure working for the Huron School District. Everyone has been very nice to work for and with and very helpful.

Thank you for the opportunity to work for you.

Sincerely,

Shar Wever

Carol and Karla,

I truly apologize, but I will not be coming back for the 2017/18 school year. Thank you for all you have done for me through these couple of years. I have learned so much from you all.

Thank you again,

Sincerely,

Fiona A. Wilde 6/5/17

**Huron Public Schools**  
**1045 Eighteenth Street SW**  
**PO Box 949**  
**Huron, SD 57350-0949**

Office: 605-353-6909  
 Fax: 605-353-6910  
 email: carol.tompkins@k12.sd.us

Carol Tompkins  
 School Nutrition Director  
 Concessions Director

To: Board of Education  
 Mr. Nebelsick  
 Mr. Christopherson

From: Carol Tompkins  
 Date: May 17, 2017  
 Re: Proposed Meal Prices for 2016-2017

I am requesting an increase in the school breakfast and lunch prices of .10 per meal for the 2017- 2018 school year. With our cost increases we request to increase the meal prices. Please see the current and proposed pricing below. We are not raising milk pricing.

I appreciate your time in and your consideration.

Thank you,  
 Carol Tompkins

**2016-2017 Current Meal Prices**

**ELEMENTARY SCHOOL STUDENTS**

Breakfast	2.40
Lunch	3.20
Lunch Holy Trinity	3.30
Milk 10 punch ticket	4.00
Carton of milk	.40

**MIDDLE SCHOOL STUDENTS**

Breakfast	2.45
Lunch	3.30
Carton of milk	.40

**HIGH SCHOOL STUDENTS**

Breakfast	2.45
Lunch	3.40
Carton of milk	.40

**ADULTS**

Breakfast	2.70
Elementary lunch	4.00
Holy Trinity lunch	4.00
Middle School lunch	4.00
High School	4.00
Carton of milk	.40

**2017-2018 Proposed Meal Prices w/ .10 increase**

**ELEMENTARY SCHOOL STUDENTS 2012-2013 Current**

**ELEMENTARY SCHOOL STUDENTS**

Breakfast	2.50
Lunch	3.30
Lunch Holy Trinity	3.40
Milk 10 punch ticket	4.00
Carton of milk	.40

**MIDDLE SCHOOL STUDENTS**

Breakfast	2.55
Lunch	3.40
Carton of milk	.40

**HIGH SCHOOL STUDENTS**

Breakfast	2.55
Lunch	3.50
Carton of milk	.40

**ADULTS**

Breakfast	2.80
Elementary lunch	4.10
Holy Trinity lunch	4.10
Middle School lunch	4.10
High School lunch	4.10
Carton of milk	.40

# 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: June 1, 2017

To: School Board Members  
Terry Nebelsick, Superintendent

From: Kelly Christopherson, Business Manager 

RE: 2017-2018 Gas and Diesel Fuel Bids

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Gas and diesel bids were opened on June 1.

M.G Oil Company dba Corner Pantry bid a 5 cent discount on E-10 blend gasoline. No other bids were received.

M.G. Oil Company dba Corner Pantry bid a 6 cent per gallon discount on diesel fuel. No other bids were received.

I recommend accepting the bids of M.G Oil Company dba Corner Pantry for both E-10 blend gasoline and diesel fuel for the period of July 1, 2017 through June 30, 2018.

**Huron School District 2-2  
2017-2018 Gasoline Bid  
June 1, 2017 at 9:00 A.M.**

**Item I – Discount from Self-Serve Pump Prices – Unleaded Gasoline E-10 Blend**

Unleaded gasoline purchased at the self-serve pump for a stated discount. The supplier shall use the current established self-serve pump price as a base, thus permitting the price to the School District to fluctuate with the market. Approximately 10,000 gallons for the entire year. **Bids will only be considered to the tenth of a cent. For example, 5.2 cents is acceptable but 5.21 cents is not.**

Our bid is -.05 cent **discount** per gallon off established pump price on date of delivery.

The contract is for the fiscal year beginning July 1, 2017 and ending June 30, 2018.

**THIS BID IS FOR GASOLINE ONLY.**

Sealed bids will be received until 9:00 AM, June 1, 2017, at the District Business Office, 150 5<sup>th</sup> Street SW, PO Box 949, Huron, South Dakota. All envelopes should be marked **“GASOLINE AND DIESEL FUEL BID”**. Bids sent by fax directly to the school cannot be considered.

**Method of Payment** – The School District will make payment once per month, on the day after the regular monthly school board meeting. Regular monthly school board meetings are held the 2<sup>nd</sup> Monday of each month. The School District will make payment for unpaid invoices delivered to the School Business Office by the 2<sup>nd</sup> day of the month.

Return this sheet as your bid. Sign where indicated.

FIRM MG Oil / Corner Pantry  
BY: Kristina Baepmger  
TITLE: District Mgr DATE 6-1-17

**Huron School District 2-2  
2017-2018 Diesel Fuel Bid  
June 1, 2017 at 9:00 A.M.**

**Item I – Discount from Self-Serve Pump Price – Diesel Fuel**

#1 diesel fuel or #2 diesel fuel purchased at the self-serve pump for a stated discount. The supplier shall use the current established self-serve pump price as a base, thus permitting the price to the School District to fluctuate with the market. Either #1 or #2 diesel must be available as needed depending on the weather conditions. **#1 diesel fuel must be available for purchase from November 1, 2017 through March 31, 2018. Approximately 30,000 gallons for the entire year. Bids will only be considered to the tenth of a cent. For example, 5.2 cents is acceptable but 5.21 cents is not.**

Our bid is -.06 cent **discount** per gallon off established pump price on date of delivery.

The contract is for the fiscal year beginning July 1, 2017 and ending June 30, 2018.

**THIS BID IS FOR DIESEL FUEL ONLY.**

Sealed bids will be received until 9:00 AM, June 1, 2017, at the District Business Office, 150 5<sup>th</sup> Street SW, PO Box 949, Huron, South Dakota. All envelopes should be marked "**GASOLINE AND DIESEL FUEL BID**". Bids sent by fax directly to the school cannot be considered.

**Method of Payment** – The School District will make payment once per month, on the day after the regular monthly school board meeting. Regular monthly school board meetings are held the 2<sup>nd</sup> Monday of each month. The School District will make payment for unpaid invoices delivered to the School Business Office by the 2<sup>nd</sup> day of the month.

Return this sheet as your bid. Sign where indicated.

FIRM Mc Oil / Corner Pantry  
BY: Kristina Bausinger  
TITLE: District Mgr DATE 6-1-17

# 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: June 1, 2017

To: School Board Members  
Terry Nebelsick, Superintendent

From: Kelly Christopherson, Business Manager *KC*

RE: Vocational House

---

Bids for the vocational house building project for 2017-2018 were opened on June 1.

Builders First Source bid \$.50 per square foot for an 1800 square foot house, totaling \$900. No other bids were received.

I recommend accepting the bid of Builders First Source for the vocational house building project for 2017-2018.



VOCATIONAL HOUSE BID FORM  
June 1, 2017 at 9:00 A.M.

Price Per Square Foot: .50

Square Feet: 1800

Total Amount of Bid (Price multiplied by Square Feet): 900.00

**The successful bidder is determined by the Total Amount of Bid.**

**Bidder Information:**

Name: Builders First Source

Address: 445 4th ST NW

Phone: 352-9382 Fax: 352-5221

Contact person: Nolan J Kleinjan

Signature: 

Return bids by 9:00 a.m. on June 1, 2017 to the Huron School District Business Office located in the Huron Arena at 150 5<sup>th</sup> Street SW, PO Box 949, Huron, SD 57350. Enclose bid in a sealed envelope marked "Vocational House Bid" with a certified/cashier's check in the amount equal to five percent of the bid payable to Huron School District 2-2.

PO Box 949  
Huron, SD 57350  
605-353-6992



Sherri Nelson  
Director of Curriculum,  
Instruction, and Assessment  
Sherri.Nelson@k12.sd.us

**INTENT TO APPLY FOR GRANT FUNDING --- Any person or group applying for grant funds is expected to complete this form prior to submitting any grants or requesting funds that will impact the Huron School District.**

Date: 4/20/17 Group Applying: Washington Elec Contact Person: Rita Zaszew  
Name of Grant/Award: Fuel up To Play 60  
Name of Funder: Andrew Daulton / FUTP 60 Contact Person: HELP DESK 1800-752-4337  
Amount to be Requested: up to \$4000 Funder's Submission Due Date: June 14, 2017  
Project Focus: Farm to School Play + Marathon Kids  
How awarded amount received?  Full amount up front  Reimbursement  
Are any follow up reports required?  Yes  No If yes, when are they due? June 2018  
Is any District funding, resource, or in-kind commitment required now or in the future? Yes  No   
5th grade will go on a farm tour. The school will participate in a walking program  
If yes, please list by dollar amount and/or in-kind service/support. Be specific:

Please note:

- Each school/individual will be responsible for submitting and following through on the grant application process unless other arrangements have been made.
- The person or group applying will need to submit the following documentation to the curriculum and business offices:
  - A copy of the completed grant application.
  - If and when the grant is awarded, a copy of the award letter.
  - If any follow-up reports are required, a copy of the report.

A copy of this request with signatures will be returned to the contact person above when the application is reviewed, allowing the application to proceed.

Signature: [Signature] Date: 5-30-17  
Building/Department Administrator

Signature: [Signature] Date: 5-31-17  
Sherri Nelson, Director of Curriculum, Instruction & Assessment

Signature: [Signature] Date: 6-5-2017  
Kelly Christopherson, Business Manager

Date Presented to School Board: \_\_\_\_\_

PO Box 949  
Huron, SD 57350  
605-353-6992



Sherri Nelson  
Director of Curriculum,  
Instruction, and Assessment  
Sherri.Nelson@k12.sd.us

**INTENT TO APPLY FOR GRANT FUNDING --- Any person or group applying for grant funds is expected to complete this form prior to submitting any grants or requesting funds that will impact the Huron School District.**

Date: 4/30/17 Group Applying: Madison St Contact Person: Rita Baszler

Name of Grant/Award: Fuel Up to Play 60

Name of Funder: FUTP60 Contact Person: Help desk 18120-752-4337

Amount to be Requested: up to \$4000 Funder's Submission Due Date: June 14 2017

Project Focus: Farm to School Play + Marathon Kids

How awarded amount received?  Full amount up front  Reimbursement

Are any follow up reports required?  Yes  No If yes, when are they due? June 2018

Is any District funding, resource, or in-kind commitment required now or in the future? Yes  No

*2nd-3rd Grade will participate in farm tour. The school will participate in Mighty Males.*  
If yes, please list by dollar amount and/or in-kind service/support. Be specific:

*No \$ Amount from school.*

Please note:

- Each school/individual will be responsible for submitting and following through on the grant application process unless other arrangements have been made.
- The person or group applying will need to submit the following documentation to the curriculum and business offices:
  - A copy of the completed grant application.
  - If and when the grant is awarded, a copy of the award letter.
  - If any follow-up reports are required, a copy of the report.

A copy of this request with signatures will be returned to the contact person above when the application is reviewed, allowing the application to proceed.

Signature: [Signature] Date: 6-7-17  
Building/Department Administrator

Signature: [Signature] Date: 6-7-2017  
Sherri Nelson, Director of Curriculum, Instruction & Assessment

Signature: [Signature] Date: 6-7-2017  
Kelly Christopherson, Business Manager

Date Presented to School Board: \_\_\_\_\_

*The farm tour can be virtual or actual.*

April 20, 2017

HSD Library Media Center personnel reviewed and revised the HSD Library Media Center Policy and Procedure Manual. The group wishes to submit it to the Huron School District Board of Education for approval.

The following changes were made:

- Removed references to Accelerated Reader Program and to Channel One recording as neither are available in our schools any longer
- Upkeep of library websites was removed as we no longer have the School Center webpages.
- Removed references to the tablet carts and Freshman Day participation for the high school library.
- Updated the high school library overdue notice procedure to reflect that we no longer email staff lists of students with overdue library items.
- Removed the old version of Board Policy IIBG which is the Use of Technology Resources. Replaced it with a statement about the Use of Technology Resources policy and a link to that policy.

Thank you for your consideration of this matter.  
Huron School District Library personnel

**HURON SCHOOL DISTRICT 2-2  
LIBRARY MEDIA CENTERS' POLICIES & PROCEDURES MANUAL**

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**HURON SCHOOL DISTRICT 2-2  
LIBRARY MEDIA CENTERS' POLICIES & PROCEDURES MANUAL**

**HURON DISTRICT MISSION STATEMENT**

Lifelong learners will be inspired and developed through effective teaching in a safe and caring environment.

**HURON SCHOOL DISTRICT LIBRARY MEDIA CENTERS'  
MISSION STATEMENT**

Students will develop the ability to access, evaluate, and use information in a variety of formats as well as a lifetime reading habit.

**HURON SCHOOL DISTRICT 2-2  
LIBRARY MEDIA CENTERS' POLICIES & PROCEDURES MANUAL**

**PHILOSOPHY**

Huron School District Library Media Centers

- are an integral part of the district's educational system assisting staff and students in the learning process.
- are responsible for the development of a comprehensive collection that is timely and based upon abilities, interest, and the needs of students and staff.
- provide physical and intellectual access to information in all available formats.
- provide learning opportunities that encourage knowledgeable users and creators of information.
- provide assistance in the use of instructional and professional technology.
- provide full support of curriculum and district/state standards.
- share responsibility with instructors in the teaching of information literacy and research skills.
- provide each student with the opportunity to develop a lifelong reading habit.

**HURON SCHOOL DISTRICT 2-2  
LIBRARY MEDIA CENTERS' POLICIES & PROCEDURES MANUAL**

**ELEMENTARY PERSONNEL**

Elementary library media centers are staffed by library para-educators. There may be RSVP and parent volunteers in each center who help with special projects and clerical work.

All classified librarians may have various other duties as assigned by the building principals in addition to their media center work.



**HURON SCHOOL DISTRICT 2-2**  
**LIBRARY MEDIA CENTERS' POLICIES & PROCEDURES MANUAL**  
**ELEMENTARY CLASSIFIED LIBRARIAN JOB DESCRIPTION**

**I. Clerical duties.**

- A. Circulation – check books in and out and re-shelve.
- B. Maintain records by doing periodical backups and overdue notices.
- C. Process materials in a timely manner using the electronic library system.
- D. Do minor book repair.
- E. Follow a regular weeding rotation schedule.
- F. Provide information for state library statistical report at the end of the year.
- G. Remove books stamped “discarded” from catalog and stacks.
- H. Book selection – keep current with trends and curriculum using recommended titles from library journals.
- I. Check other sources for materials not located in the building media center.
- J. Meet with supervisor on a regular basis.

**II. Media center atmosphere.**

- A. Provide bulletin boards and book displays.
- B. Promote and organize reading promotions.
- C. Conduct book fairs.
- D. Keep the center neat and well organized.
- E. Maintain discipline with students at all times.

**III. Patron services.**

- A. Instruct the students in the use of the catalog and the finding of books in the stacks.
- B. Assist the students in book selection and research, etc.
- C. Be of assistance to teachers and staff members in the selection of materials to support the curriculum.
- D. Work with teachers in the scheduling of library time for their classes.
- E. Conduct a storytime for kindergarten and first grade students.

**HURON SCHOOL DISTRICT 2-2  
LIBRARY MEDIA CENTERS' POLICIES & PROCEDURES MANUAL**

**ELEMENTARY SERVICES**

Media services consist of information skills, curriculum support, material circulation, facility and resource sharing.

Interlibrary loans requests that cannot be fulfilled within the district elementary library media centers can be sent to the high school library media center for out-of-district loans via South Dakota Share-It. These interlibrary loans will be for a specific time period and must be returned on time or the high school center will lose the loan privileges for a year.

The primary focus of the elementary classified librarian is to acquaint the students with library procedures and to teach information literacy, which is a life-long skill. This process will be guided by the current South Dakota School Library Standards (access at <http://doe.sd.gov/contentstandards/> ). These skills will prepare students for middle school and high school library media center use with confidence.

**HURON SCHOOL DISTRICT 2-2  
LIBRARY MEDIA CENTERS' POLICIES & PROCEDURES MANUAL**

**ELEMENTARY POLICIES & PROCEDURES**

**LIBRARY HOURS**

Elementary Libraries are open various hours. Please check with the building office for library hours.

**CIRCULATION PROCEDURES:**

- **Student checkouts – books:** Check with individual library
- **Overdues:** Notices are sent out to students as needed. Notes are sent home to parents regarding payment for lost or damaged books.
- **Staff checkouts:** Teachers and staff members may check out books, periodicals, and AV material and equipment for an unlimited time.

**EQUIPMENT MAINTENANCE:**

Major repairs are taken care of by technology personnel or sent out of district to local repair businesses.

# **HURON SCHOOL DISTRICT 2-2 LIBRARY MEDIA CENTERS' POLICIES & PROCEDURES MANUAL**

## **OVERVIEW OF CERTIFIED LIBRARY MEDIA SPECIALISTS' RESPONSIBILITIES**

### **Administrative**

- Schedule, train, and supervise the adult and student aides, and volunteers.
- Coordinate library media center attendance, publicity, public relations, routines, media programs, and regulations.
- Collection development--evaluate, select and weed periodicals, books, audio-visual materials/equipment, and hard/software.
- Supervise the online catalog and circulation of media materials/equipment. Maintain Destiny website.
- Evaluate media services in terms of local needs and regional, state, and federal standards.
- Maintain the financial and statistical records of the media center. Complete the South Dakota State Library statistical report for the district.
- Cooperate with administration and school organizations and attend department and faculty meetings and in-service. Prepare for and direct district library meetings.
- Promote the importance of library media centers in education by serving on community-wide projects, speaking to local organizations, and presenting to the school board.
- Acquire, process, distribute, and inventory all materials and equipment, as well as choose those items needing to be rebound, repaired, or discarded.
- Provide an opportunity for staff and student participation in the selection of media center materials.
- Complete minor equipment repair and complete work order forms for major repairs.
- Participate actively in media and education associations.
- Read for professional growth and information.

### **Instructional**

- Provide media services, materials, and equipment to meet the needs of the school curriculum.
- Provide reference services, bibliographies, and reading guidance for staff and students.
- Provide traditional and innovative resources for use as teaching and learning tools.
- Information literacy and critical thinking. This process will be guided by the current South Dakota School Library Standards (access at <http://doe.sd.gov/contentstandards/> ).
- Encourage collaboration between classroom faculty, students and the library media specialist.
- Assist students and staff with technology when able. Prepare special equipment requests (LCDs etc)

**HURON SCHOOL DISTRICT 2-2  
LIBRARY MEDIA CENTERS' POLICIES & PROCEDURES MANUAL**

**MIDDLE SCHOOL LIBRARY AIDE JOB DESCRIPTION**

**I. The aide will assist the SLMS (School Library Media Specialist) with the following clerical duties:**

- A. Circulation – assign patron barcodes, create and maintain patron library records, check books in and out and re-shelve, assess and collect fines.
- B. Maintain records by updating patron and materials information and policies on Follett as needed, and doing periodical backups and overdue notices.
- C. Process materials in a timely manner using the electronic library system.
- D. Daily processing of newspapers and periodicals.
- E. Evaluate materials and AV equipment for needed repairs, do minor repairs and troubleshooting, keep track of book and equipment parts replacement needs, as well as keeping a supply inventory.
- F. Weeding of the collection, removing of “discarded” books from the catalog and stacks, and listing gaps in the collection as a result of the weeding.
- G. Assist with scheduling of equipment use, computer lab time, and class time in the library.
- H. Book selection -making suggestions for new books to purchase using recommended titles from library publications, catalogs, and circulation statistics, and maintaining a new materials request list from students and staff.
- I. Check other sources for materials not located in the building media center in regard to interlibrary loans.
- J. Assist in the preparation of the library for the school year and closing out the year with an automated collection inventory and an accounting of all teacher-use materials/equipment.
- K. Help provide statistics for the completion of the state library statistical report at the end of each school year.
- L. Help with instruction of student aides, volunteers, and substitutes as to their duties, and of staff in the use and basic maintenance of AV equipment and computers.

**II. The aide will assist the SLMS in maintaining a positive media center atmosphere.**

- A. Maintain and rotate appropriate current bulletin boards and book displays.
- B. Promote reading by recommending books to teachers and students in various formats (displays, book talks, bibliographies, etc.).
- C. Assist in keeping the center neat and well organized.
- D. Maintain student discipline at all times.

**HURON SCHOOL DISTRICT 2-2  
LIBRARY MEDIA CENTERS' POLICIES & PROCEDURES MANUAL**

**MIDDLE SCHOOL LIBRARY MEDIA CENTER  
POLICIES AND PROCEDURES**

- The library media center is available during the day from 8:00 – 3:30.
- Materials may be checked out to middle school students, staff, volunteers, and parents.
- Staff from other district buildings may check out materials.

**Circulation policy for**

**Students:**

Books – two weeks  
Reference – overnight

**Staff:**

Books - unlimited  
Reference - overnight  
Equipment – staff only

**Overdue Notices:**

A list of students with overdue library materials is distributed to teachers.

**Fines:**

All materials – five cents a day after a three-day grace period, except a one-day grace period for temporary and overnight materials.

**HURON SCHOOL DISTRICT 2-2  
LIBRARY MEDIA CENTERS' POLICIES & PROCEDURES MANUAL**

**HIGH SCHOOL LIBRARY AIDE JOB DESCRIPTION**

**I. The aide will assist the SLMS (School Library Media Specialist) with the following clerical duties:**

- A. Circulation –check books in and out and re-shelve, assess and collect fines.
- B. Maintain records by updating patron and materials information and policies on electronic library system as needed.
- C. Process materials in a timely manner using the Follett Library system.
- D. Daily processing of newspapers and periodicals.
- E. Evaluate materials and AV equipment for needed repairs, do minor repairs and troubleshooting, keep track of book and equipment parts replacement needs, as well as keeping a supply inventory.
- F. Weeding of the collection and the removal of “discarded” books from the catalog and stacks, and listing gaps in the collection as a result of the weeding.
- G. Book selection -making suggestions for new books to purchase using recommended titles from library publications, catalogs, and circulation statistics, and maintaining a new materials request list from students and staff.
- H. Check other sources for materials not located in the building media center in regard to interlibrary loans.
- I. Assist in the preparation of the library for the school year and closing out the year with an automated collection inventory.
- J. Help provide statistics for the completion of the state library statistical report at the end of each school year.
- K. Help with the instruction of student aides, volunteers, and substitutes as to their duties.

**II. The aide will assist the SLMS in maintaining a positive media center atmosphere.**

- A. Maintain and rotate appropriate current bulletin boards and book displays.
- B. Promote reading by recommending books to teachers and students in various formats (displays, book talks, bibliographies, etc.).
- C. Assist in keeping the center neat and well organized.
- D. Maintain student discipline at all times.

**III. The aide will assist the SLMS with the following patron services.**

- A. Assist the students in book selection and research, the use of the catalog, the finding of books in the stacks, and computer use.
- B. Be of assistance to teachers and staff members in the selection of materials to support the curriculum and by developing bibliographical lists.
- C. Oversee the taking of makeup tests by students in the library.

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LIBRARY MEDIA CENTERS' POLICIES & PROCEDURES MANUAL**

**HIGH SCHOOL LIBRARY MEDIA CENTER  
POLICIES & PROCEDURES**

- The library media center is available during the day from 7:30 am -3:30 pm.
- Materials may be checked out to high school students and staff, Pride High students and staff, staff from other buildings in the district, and to students from other buildings after review for appropriateness of materials.
- HHS students and staff must have current HHS ID in order to check out library materials.

**Circulation Policy for HHS Students:**

Books—14 school days  
Periodicals (back issues)—overnight  
Reference & Teacher Edition books—5 school days  
AV Equipment—one class period

**Circulation Policy for HHS Staff:**

Books—unlimited use  
Periodicals—overnight  
Reference and Teacher Edition books—10 school days  
Av Equipment—unlimited use

**Overdue Notices:**

Automated email notices will be generated by Destiny each Monday. These emails contain information on materials checked out, overdue materials and estimated fines. Fines not paid by the end of the year will be posted on DDN Campus.

**Fines:**

All materials – ten cents a day after a three-day grace period, except a one-day grace period for temporary and overnight materials.

**Payment of fines:**

Students may pay book fines with cash or appropriate books and magazines in good condition. The magazines should have a publication date



**HURON SCHOOL DISTRICT 2-2  
LIBRARY MEDIA CENTERS' POLICIES & PROCEDURES MANUAL**

within the last year. School supply and printing charges must be paid with cash.

**Lost Books:**

Items that are lost must be paid for at replacement cost. Should the item be returned within 2 weeks of the close of school, the student will receive a full refund if book was reported "lost" in a timely manner.

**HURON SCHOOL DISTRICT 2-2  
LIBRARY MEDIA CENTERS' POLICIES & PROCEDURES MANUAL**

**PROCEDURES FOR SELECTION  
OF  
CURRICULUM AND LIBRARY/MEDIA MATERIALS**

**Objectives for Selection**

The Huron School District hereby declares that its selection procedures are

1. to provide a wide range of curriculum and library materials on all levels of difficulty, to enrich and support the curriculum and the personal needs of the students, taking into consideration their varied interests, abilities, maturity levels, learning styles and diverse backgrounds.
2. to provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards.
3. to provide a background of information which will enable students to make intelligent judgments in their daily lives.
4. to provide materials on opposing sides of controversial issues so that students may develop, under guidance, the practice of critical reading and thinking.
5. to provide materials that represent the many religious, ethnic and cultural groups, and reflect their contributions to our American heritage.
6. to place principle above personal opinion and reason above prejudice in the selection of curriculum and library materials.

**Responsibility for Selection**

The Huron School District Board of Education is legally responsible for the operation of the school. The selection of materials for the Huron School District Library Media Centers is the assigned responsibility of the professionally trained media center personnel. Members of the administration, faculty, supervisors, students and community members are invited to make suggestions for purchases. These suggestions will be reviewed by the professional staff and selected based on selection objectives and criteria.

## **HURON SCHOOL DISTRICT 2-2 LIBRARY MEDIA CENTERS' POLICIES & PROCEDURES MANUAL**

### **Criteria for Selection**

Selection of media center materials is a continuous process, based on the needs of a constantly changing and evolving curriculum and the ever-changing and diverse interests and needs of patrons served. The educational goals of the school district, learning and teaching styles, and existing materials must be considered in the selection of media center resources.

Media center materials shall:

- support and contribute to the educational goals of the school, district and state.
- be appropriate for the subject area and age of the intended patron.
- represent differing viewpoints on controversial issues.
- have artistic, historic, and/or literary qualities or scientific accuracy.
- be current and up to date. Materials must be relevant to today's world—reflecting problems, aspirations, attitudes and ideals of a pluralistic society.
- have a physical format and appearance that is appropriate for intended use.
- meet the educational and recreational interests of all patrons.
- be selected for their strengths rather than rejected for their weaknesses.

Literary excellence may be the sole criterion for selection of some materials.

Meeting requirements of individuals with limited reading ability or limited vision may support the addition to the collection.

Books should have durable bindings and be physically attractive to the respective interest level.

eBooks should be available in a format and on hardware that is available to all students in particular schools.

Databases purchased for student use shall meet selection criteria.

### **Procedures for Selection**

In selecting curriculum and library materials for purchase, professional personnel evaluate the existing collection and consult reputable, evaluation selection tools and, on occasion, consult students or adults with knowledge of the subject matter being considered.

Teachers from all departments and/or grade levels are consulted with for their recommendations for curriculum and library materials.

At the secondary level, one or more teachers may teach a course. No materials are purchased which do not meet the approval of all teacher(s) as well as the curriculum director.

The Huron School District Media Centers are given a budget for books, audiovisual materials, periodicals, and online database subscriptions. Additional budgets are allocated for supplies and capital outlays.

## **HURON SCHOOL DISTRICT 2-2 LIBRARY MEDIA CENTERS' POLICIES & PROCEDURES MANUAL**

Audiovisual equipment needs are evaluated on a continuing basis. Criteria for replacement include: operating condition, age, need for equipment, cost of repair compared to new, and faculty recommendation. Necessary equipment will be purchased with library funds or building funds.

Selection is an ongoing process which should include the removal of materials no longer appropriate and the replacement of lost and worn materials still of educational value.

### **Donations and Gifts**

Donations to Huron School District Library Media Centers are welcomed and appreciated, providing they meet the criteria of our selection policy. Donations that are accepted become the property of the Huron School District and are subject to the terms of the LMC Collection Development policy. Accepting gifts or donations is the responsibility of the professional library staff. Large donations shall be brought to the attention of school administrators.

Monetary gifts are welcomed and will be subject to the conditions listed in the previous paragraph. The professional library staff will treat these funds in the same manner as school district allocated monies.

Donors and library staff will fill out a "Donation Acknowledgement Form" in duplicate, one copy for the donor and one copy to be filed in the LMC. Donors must accept all conditions of the Collection Development Policy. (Form B1)

### **Interlibrary Loans**

Due to limited budget, space and the amount of information that is available, the media center cannot provide all materials that are requested. Therefore, interlibrary loan is used to obtain materials that are beyond the scope of the Huron School District collection. In return for utilizing interlibrary loans to satisfy the need of our patrons, the Huron High School Library agrees to lend its materials to other libraries through the same interlibrary loan network, South Dakota Share-It.

### **Weeding Policy**

The weeding or reevaluation of the library media center collection is an essential, continuous task. The process must be done to assure the media center collection is useful, accurate and relevant. In completing this task, the SLMS and community served must remember that books and materials in the media center are consumable items and are not meant to last forever. (Livingston, 1997) The SLMS must consider the School and Library Media Center Missions, the school's curriculum, collection and the clientele.

#### **Goals:**

- A balanced, up-to-date collection that is age and grade level appropriate
- To support changing curriculum
- To utilize space efficiently

## **HURON SCHOOL DISTRICT 2-2 LIBRARY MEDIA CENTERS' POLICIES & PROCEDURES MANUAL**

- To pull items for repair, rebinding and replacement
- To provide best quality collection possible
- To provide inviting, clean atmosphere
- To correct mistakes

### Guidelines:

Weeding and reevaluation will use the criteria of the selection policy. (See previous segment). The following are guidelines for removal from collection:

- Out-dated (Is a newer version or edition available?).
- Inaccurate, irrelevant
- Inappropriate
- Unneeded duplicate
- Biased, sexist or racial
- Has not circulated for five years
- Damaged, worn, missing pages, dirty—poor appearance
- Material may be obtained elsewhere
- Equipment no longer works or is obsolete
- Materials in obsolete formats
- Weed obvious items as they are handled

The following items should be considered for retention:

- Local interest items—titles, materials, authors
- Standard titles
- Rare or valuable items
- Items useful to special groups or individuals

### Responsibility:

Reevaluation of media center items is the responsibility of the professionally trained media center personnel. Individual bias and interest are not allowed to dominate (Bushing).

### What to do with removed items:

- Stamp with "Discard", remove pocket, remove record from electronic data bases, books removed from the library that will be destroyed should be torn and all labels removed.
- Items, other than books, purchased through capital outlay funds must have appropriate paperwork (destroy/move/surplus). (Form B4)
- Disposal of items that do not go to the surplus sale (i.e. books) are to be placed in the garbage if not placed in teachers' rooms or sold. Books may not be given away to individuals, but may be donated to the Public Library if they have been contacted and they agree to accept them.

## **HURON SCHOOL DISTRICT 2-2 LIBRARY MEDIA CENTERS' POLICIES & PROCEDURES MANUAL**

For help in weeding the SLMS may refer to one or more of the following:

- CREW
- Titlewave
- HW Wilson Senior High Catalog
- Age guidelines such as CREW and Titlewave
- Faculty when appropriate

**HURON SCHOOL DISTRICT 2-2  
LIBRARY MEDIA CENTERS' POLICIES & PROCEDURES MANUAL**

**Documents  
and  
Forms**

**HURON SCHOOL DISTRICT 2-2  
LIBRARY MEDIA CENTERS' POLICIES & PROCEDURES MANUAL**

**PROCEDURE FOR RECONSIDERATION  
OF  
CURRICULUM AND LIBRARY MEDIA CENTER MATERIALS**

The Huron School District supports the principles of intellectual freedom inherent in the First Amendment of the Constitution of the United States and expressed in the Library Bill of Rights of the American Library Association, the Students' Right to Read of the National Council of Teachers of English, and The Freedom to Read statement of the ALA and AAP. (These three documents are included in the Appendix.)

When materials are challenged, the following procedures are to be used for reconsideration of curriculum and library materials:

1. Accept all verbal complaints in a courteous manner. Make no commitments. Complaints should be directed to the SLMS.
2. If unable to resolve the complaint informally, the complainant is informed of the selection procedure and is given a formal "Request for Reconsideration of Curriculum or Library Materials Form" that he/she may submit to the librarian. (Form follows this section)
3. The appropriate personnel are informed of the complaint.
4. Challenged materials continue to be used during the reconsideration process.
5. Upon receipt of the completed form, the principal requests review of the challenged material by an ad hoc materials review committee and notifies the superintendent that such a review is taking place. The review committee, appointed by the principal, includes the curriculum coordinator, the media specialist, one or more classroom teachers, one or more parents, and one or more students (at the high school level only). The material is to be reviewed by the committee within 15 school days. Vacation days and weekend days are excluded.
6. The review committee takes the following steps after receiving the challenged materials:
  - a. reads, views, or listens to the material.
  - b. checks general acceptance of the material by reading reviews and consulting recommended lists.
  - c. determines the extent to which the material supports the curriculum.
  - d. judges the material for its strength and value as a whole and not in part.
7. The review committee presents a written recommendation to the superintendent and the board of education.
8. The challenged materials are retained or withdrawn as mandated by the decision of the board of education.



**HURON SCHOOL DISTRICT 2-2  
LIBRARY MEDIA CENTERS' POLICIES & PROCEDURES MANUAL**

**CITIZEN'S REQUEST FOR RECONSIDERATION  
OF INSTRUCTIONAL/CURRICULAR/LIBRARY MATERIALS**

School: \_\_\_\_\_

Name of Complainant: \_\_\_\_\_

Address: \_\_\_\_\_

Phone: \_\_\_\_\_

Complainant represents:

\_\_\_\_\_ Self

\_\_\_\_\_ Organization (name) \_\_\_\_\_

\_\_\_\_\_ Other Group \_\_\_\_\_

Author and title of challenged item \_\_\_\_\_

\_\_\_\_\_

Type of material (e.g. book, film, etc.) \_\_\_\_\_

\_\_\_\_\_

Source, publisher, producer, etc. \_\_\_\_\_

\_\_\_\_\_

Copyright or release date \_\_\_\_\_

Date complainant reviewed material in its entirety \_\_\_\_\_

Describe and locate [e.g. page numbers in a book, scene(s) in a video, etc.] objectionable material.

\_\_\_\_\_

\_\_\_\_\_

Why does the complainant believe material is inappropriate for use? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**HURON SCHOOL DISTRICT 2-2  
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What does the complainant believe might result from continued use of this material? \_\_\_\_\_

Are there conditions under which you believe this material might be a value to the instructional program?

What do you believe is the theme and purpose of this item? \_\_\_\_\_

Are you aware of the judgment of this work by critics or authoritative sources? \_\_\_\_\_

Are you aware of the instructional purpose for using this work? \_\_\_\_\_

What would you prefer your school personnel to do about this piece of material?

\_\_\_\_\_ Do not assign or recommend it to my child.

\_\_\_\_\_ Withdraw it from all students.

\_\_\_\_\_ Withdraw it for re-evaluation by the department.

\_\_\_\_\_ Restrict for special use under a specific teacher' guidance.

\_\_\_\_\_ Assign alternative material.

\_\_\_\_\_ Other

Upon receipt of this completed form, the principal will request review of the challenged material by an ad hoc review committee. The committee may consist of a teacher and/or department chairperson, principal, parent, students (when appropriate), curriculum specialist, media specialist. A committee shall be appointed and shall be convened within 20 days after the complaint has been filed with the school principal. Vacation days and weekend days are excluded, except during the summer.

Complainant \_\_\_\_\_

Date \_\_\_\_\_

## **HURON SCHOOL DISTRICT 2-2 LIBRARY MEDIA CENTERS' POLICIES & PROCEDURES MANUAL**

### **Copyright Policy**

The Huron School District will abide by the revised Copyright Law (P.L. 94-553). The media center specialist, staff, and students will follow the "Fair-use" rule that allows them to duplicate work without permission from or payment to the copyright owners.

1. The four "fair-use" key criteria must be met.
  - a. Purpose and character of the use – in other words, how will the materials be used and by whom?
  - b. Nature and format of the copyrighted work. Each format has different allowable uses.
  - c. Amount and importance of the portion used in relation to the copyrighted work as a whole.
  - d. Effect of the intended use upon the potential market value of the copyrighted work. Will the copyright holder lose sales as a result?
2. The media specialist as copyright coordinator will be the one who can answer questions concerning the copyright law.
3. A notice warning copy machine users will be posted. This will absolve the school of any wrong doing and will place liability upon the person doing the copying.

Wording for notice recommended by the American Library Association:

NOTICE: THE COPYRIGHT LAW OF THE UNITED STATES (TITLE 17 U.S. CODE)  
GOVERNS THE MAKING OF COPIES OF COPYRIGHTED MATERIAL. THE PERSON USING  
THIS EQUIPMENT IS LIABLE FOR ANY INFRINGEMENT.

**HURON SCHOOL DISTRICT 2-2  
LIBRARY MEDIA CENTERS' POLICIES & PROCEDURES MANUAL**

**HURON SCHOOL DISTRICT LIBRARY MEDIA CENTERS  
PRIVACY POSITION STATEMENT**

The Huron School District Library Media Centers will protect and promote the privacy and confidentiality of patron records whenever possible in accordance with South Dakota law [SDCL 1-27-1.5(11)] and the Family Educational Rights and Privacy Act (FERPA).

Circulation records and other personally identifiable information will be purged from our records upon the student's exit from the Huron school District.

In collecting information for the library management system, the following questions should be considered:

- Do we need this information to operate efficiently?
- How long do we need to keep the information?
- How will we protect the information we have collected?
- How will we destroy the information we have collected?
- How will we educate our library community about what information we collect and why we collect it?

Upon consideration of these questions, district library staff will consult with the district library committee and administration to assure patron privacy is appropriately protected.

**HURON SCHOOL DISTRICT LIBRARY MEDIA CENTERS  
TECHNOLOGY USE STATEMENT**

The Library Media Centers in the Huron School District abide by the Use of Technology Resources Policy, HSD School Board Policy IIBG, and expects students and staff using our technology to abide by the same rules. This policy is available in print in your building's library or on the HSD Website.

[http://www.huron.k12.sd.us/files/9414/4968/5444/IIBG\\_Use\\_of\\_Technology\\_Resources\\_Policy.pdf](http://www.huron.k12.sd.us/files/9414/4968/5444/IIBG_Use_of_Technology_Resources_Policy.pdf)

**HURON SCHOOL DISTRICT 2-2  
LIBRARY MEDIA CENTERS' POLICIES & PROCEDURES MANUAL**

## **Library Bill of Rights**

The American Library Association affirms that all libraries are forums for information and ideas, and that the following basic policies should guide their services.

- I. Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.
- II. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.
- III. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.
- IV. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.
- V. A person's right to use a library should not be denied or abridged because of origin, age, background, or views.
- VI. Libraries which make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.

Adopted June 18, 1948.  
Amended February 2, 1961, and January 23, 1980,  
inclusion of "age" reaffirmed January 23, 1996,  
by the ALA Council.

## **HURON SCHOOL DISTRICT 2-2 LIBRARY MEDIA CENTERS' POLICIES & PROCEDURES MANUAL**

### **THE FREEDOM TO READ**

The freedom to read is essential to our democracy. It is continuously under attack. Private groups and public authorities in various parts of the country are working to remove or limit access to reading materials, to censor content in schools, to label "controversial" views, to distribute lists of "objectionable" books or authors, and to purge libraries. These actions apparently rise from a view that our national tradition of free expression is no longer valid; that censorship and suppression are needed to counter threats to safety or national security, as well as to avoid the subversion of politics and the corruption of morals. We, as individuals devoted to reading and as librarians and publishers responsible for disseminating ideas, wish to assert the public interest in the preservation of the freedom to read.

Most attempts at suppression rest on a denial of the fundamental premise of democracy: that the ordinary individual, by exercising critical judgment, will select the good and reject the bad. We trust Americans to recognize propaganda and misinformation, and to make their own decisions about what they read and believe. We do not believe they are prepared to sacrifice their heritage of a free press in order to be "protected" against what others think may be bad for them. We believe they still favor free enterprise in ideas and expression.

These efforts at suppression are related to a larger pattern of pressures being brought against education, the press, art and images, films, broadcast media, and the Internet. The problem is not only one of actual censorship. The shadow of fear cast by these pressures leads, we suspect, to an even larger voluntary curtailment of expression by those who seek to avoid controversy or unwelcome scrutiny by government officials.

Such pressure toward conformity is perhaps natural to a time of accelerated change. And yet suppression is never more dangerous than in such a time of social tension. Freedom has given the United States the elasticity to endure strain. Freedom keeps open the path of novel and creative solutions, and enables change to come by choice. Every silencing of a heresy, every enforcement of an orthodoxy, diminishes the toughness and resilience of our society and leaves it the less able to deal with controversy and difference.

Now as always in our history, reading is among our greatest freedoms. The freedom to read and write is almost the only means for making generally available ideas or manners of expression that can initially command only a small audience. The written word is the natural medium for the new idea and the untried voice from which come the original contributions to social growth. It is essential to the extended discussion that serious thought requires, and to the accumulation of knowledge and ideas into organized collections.

We believe that free communication is essential to the preservation of a free society and a creative culture. We believe that these pressures toward conformity present the danger of limiting the range and variety of inquiry and expression on which our democracy and our culture depend. We believe that every American community must jealously guard the freedom to publish and to circulate, in order to preserve its own freedom to read. We believe that publishers and librarians have a profound responsibility to give validity to that freedom to read by making it possible for the readers to choose freely from a variety of offerings. The freedom to read is guaranteed by the Constitution. Those with

## HURON SCHOOL DISTRICT 2-2 LIBRARY MEDIA CENTERS' POLICIES & PROCEDURES MANUAL

faith in free people will stand firm on these constitutional guarantees of essential rights and will exercise the responsibilities that accompany these rights.

We therefore affirm these propositions:

*1. It is in the public interest for publishers and librarians to make available the widest diversity of views and expressions, including those that are unorthodox, unpopular, or considered dangerous by the majority.*

Creative thought is by definition new, and what is new is different. The bearer of every new thought is a rebel until that idea is refined and tested. Totalitarian systems attempt to maintain themselves in power by the ruthless suppression of any concept that challenges the established orthodoxy. The power of a democratic system to adapt to change is vastly strengthened by the freedom of its citizens to choose widely from among conflicting opinions offered freely to them. To stifle every nonconformist idea at birth would mark the end of the democratic process. Furthermore, only through the constant activity of weighing and selecting can the democratic mind attain the strength demanded by times like these. We need to know not only what we believe but why we believe it.

*2. Publishers, librarians, and booksellers do not need to endorse every idea or presentation they make available. It would conflict with the public interest for them to establish their own political, moral, or aesthetic views as a standard for determining what should be published or circulated.*

Publishers and librarians serve the educational process by helping to make available knowledge and ideas required for the growth of the mind and the increase of learning. They do not foster education by imposing as mentors the patterns of their own thought. The people should have the freedom to read and consider a broader range of ideas than those that may be held by any single librarian or publisher or government or church. It is wrong that what one can read should be confined to what another thinks proper.

*3. It is contrary to the public interest for publishers or librarians to bar access to writings on the basis of the personal history or political affiliations of the author.*

No art or literature can flourish if it is to be measured by the political views or private lives of its creators. No society of free people can flourish that draws up lists of writers to whom it will not listen, whatever they may have to say.

*4. There is no place in our society for efforts to coerce the taste of others, to confine adults to the reading matter deemed suitable for adolescents, or to inhibit the efforts of writers to achieve artistic expression.*

To some, much of modern expression is shocking. But is not much of life itself shocking? We cut off literature at the source if we prevent writers from dealing with the stuff of life. Parents and teachers have a responsibility to prepare the young to meet the diversity of experiences in life to which they will be exposed, as they have a responsibility to help them learn to think critically for themselves. These are affirmative responsibilities, not to be discharged simply by preventing them from reading works for which they are not yet prepared. In these matters values differ, and values cannot be

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legislated; nor can machinery be devised that will suit the demands of one group without limiting the freedom of others.

*5. It is not in the public interest to force a reader to accept the prejudgment of a label characterizing any expression or its author as subversive or dangerous.*

The ideal of labeling presupposes the existence of individuals or groups with wisdom to determine by authority what is good or bad for others. It presupposes that individuals must be directed in making up their minds about the ideas they examine. But Americans do not need others to do their thinking for them.

*6. It is the responsibility of publishers and librarians, as guardians of the people's freedom to read, to contest encroachments upon that freedom by individuals or groups seeking to impose their own standards or tastes upon the community at large; and by the government whenever it seeks to reduce or deny public access to public information.*

It is inevitable in the give and take of the democratic process that the political, the moral, or the aesthetic concepts of an individual or group will occasionally collide with those of another individual or group. In a free society individuals are free to determine for themselves what they wish to read and each group is free to determine what it will recommend to its freely associated members. But no group has the right to take the law into its own hands, and to impose its own concept of politics or morality upon other members of a democratic society. Freedom is no freedom if it is accorded only to the accepted and the inoffensive. Further, democratic societies are more safe, free, and creative when the free flow of public information is not restricted by governmental prerogative or self-censorship.

*7. It is the responsibility of publishers and librarians to give full meaning to the freedom to read by providing books that enrich the quality and diversity of thought and expression. By the exercise of this affirmative responsibility, they can demonstrate that the answer to a "bad" book is a good one, the answer to a "bad" idea is a good one.*

The freedom to read is of little consequence when the reader cannot obtain matter fit for that reader's purpose. What is needed is not only the absence of restraint, but the positive provision of opportunity for the people to read the best that has been thought and said. Books are the major channel by which the intellectual inheritance is handed down, and the principal means of its testing and growth. The defense of the freedom to read requires of all publishers and librarians the utmost of their faculties, and deserves of all Americans the fullest of their support.

We state these propositions neither lightly nor as easy generalizations. We here stake out a lofty claim for the value of the written word. We do so because we believe that it is possessed of enormous variety and usefulness, worthy of cherishing and keeping free. We realize that the application of these propositions may mean the dissemination of ideas and manners of expression that are repugnant to many persons. We do not state these propositions in the comfortable belief that what people read is unimportant. We believe rather that what people read is deeply important; that ideas can be dangerous; but that the suppression of ideas is fatal to a democratic society. Freedom itself is a dangerous way of



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life, but it is ours.

This statement was originally issued in May of 1953 by the Westchester Conference of the American Library Association and the American Book Publishers Council, which in 1970 consolidated with the American Educational Publishers Institute to become the Association of American Publishers.

Adopted June 25, 1953; revised January 28, 1972, January 16, 1991, July 12, 2000, June 30, 2004, by the ALA Council and the AAP Freedom to Read Committee.

*A Joint Statement by:*

American Library Association  
Association of American Publishers

*Subsequently endorsed by:*

American Booksellers Foundation for Free Expression  
The Association of American University Presses, Inc.  
The Children's Book Council  
Freedom to Read Foundation  
National Association of College Stores  
National Coalition Against Censorship  
National Council of Teachers of English  
The Thomas Jefferson Center for the Protection of Free Expression

# HURON SCHOOL DISTRICT 2-2 LIBRARY MEDIA CENTERS' POLICIES & PROCEDURES MANUAL

## The Students' Right to Read

1981

*The current edition of The Students' Right to Read is an adaptation and updating of the original Council statement, including "Citizen's Request for Reconsideration of a Work," prepared by the Committee on the Right to Read of the National Council of Teachers of English and revised by Ken Donelson.*

### The Right to Read and the Teacher of English

For many years, American schools have been pressured to restrict or deny students access to books or periodicals deemed objectionable by some individual or group on moral, political, religious, ethnic, racial, or philosophical grounds. These pressures have mounted in recent years, and English teachers have no reason to believe they will diminish. The fight against censorship is a continuing series of skirmishes, not a pitched battle leading to a final victory over censorship.

We can safely make two statements about censorship: first, any work is potentially open to attack by someone, somewhere, sometime, for some reason; second, censorship is often arbitrary and irrational. For example, classics traditionally used in English classrooms have been accused of containing obscene, heretical, or subversive elements. What English teacher could anticipate judgments such as the following--judgments characteristic of those made by many would-be censors:

- Plato's *Republic*: "This book is un-Christian."
- George Eliot's *Silas Marner*: "You can't prove what that dirty old man is doing with that child between chapters."
- Jules Verne's *Around the World in Eighty Days*: "Very unfavorable to Mormons."
- Nathaniel Hawthorne's *The Scarlet Letter*: "A filthy book."
- Shakespeare's *Macbeth*: "Too violent for children today."
- Fyodor Dostoevsky's *Crime and Punishment*: "Serves as a poor model for young people."
- Herman Melville's *Moby Dick*: "Contains homosexuality."

Modern works, even more than the classics, are criticized as "filthy," "un-American," "overly realistic," and "anti-war." Some books have been attacked merely for being "controversial," suggesting that for some people the purpose of education is not the investigation of ideas but rather the indoctrination of certain set beliefs and standards. The following statements represent complaints typical of those made against modern works of literature:

- J. D. Salinger's *The Catcher in the Rye*: "A dreadful, dreary recital of sickness, sordidness, and sadism." (Without much question, Salinger's book has been for some time the most widely censored book in the United States.)
- Kurt Vonnegut's *Slaughterhouse-Five*: "Its repetitious obscenity and immorality merely degrade and defile, teaching nothing."
- Harper Lee's *To Kill a Mockingbird*: "The word rape is used several times. Children should not see this in any literature book."

Some groups and individuals have also raised objections to literature written specifically for young people. As long as novels intended for young people stayed at the intellectual and emotional level of *A Date for Marcy* or *A Touchdown for Thunderbird High*, censors could forego criticism. But many contemporary novels for adolescents focus on the real world of young people--drugs, premarital sex, alcoholism, divorce, high school gangs, school dropouts, racism, violence, and sensuality. English teachers willing to defend the classics and modern literature must be prepared to give equally spirited defense to serious and worthwhile adolescent novels.

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Literature about ethnic or racial minorities remains "controversial" or "objectionable" to many adults. As long as groups such as Blacks, Indians, Orientals, Chicanos, and Puerto Ricans "kept their proper place"--awarded them by an Anglo society--censors rarely raised their voices. But attacks have increased in frequency as minority groups have refused to observe their assigned "place." Though nominally, the criticisms of racial or ethnic literature have usually been directed at "bad language," "suggestive situations," "questionable literary merit," or "ungrammatical English" (usually oblique complaints about the different dialect or culture of a group), the underlying motive for some attacks has unquestionably been racial. Typical of censors' criticisms of ethnic works are the following comments:

- Ralph Ellison's *Invisible Man*: "The book is biased on the black question."
- Anne Frank's *Diary of a Young Girl*: "Obscene and blasphemous."
- Eldridge Cleaver's *Soul on Ice*: "Totally objectionable and without any literary value."

Books are not alone in being subject to censorship. Magazines or newspapers used, recommended, or referred to in English classes have increasingly drawn the censor's fire. Few libraries would regard their periodical collection as worthwhile or representative without some or all of the following publications, but all of them have been the target of censors on occasion:

- *National Geographic*: "Nudity and sensationalism, especially in stories on barbaric foreign people."
- *Scholastic Magazine*: "Doctrines opposing the beliefs of the majority, socialistic programs; promotes racial unrest and contains very detailed geography of foreign countries, especially those inhabited by dark people."
- *National Observer*: "Right-wing trash with badly reported news."
- *New York Times*: "That thing should be outlawed after printing the Pentagon papers and helping our country's enemies."

The immediate results of demands to censor books or periodicals vary. At times, school boards and administrators have supported and defended their teachers, their use of materials under fire, and the student's right of access to the materials. At other times, however, special committees have been formed to cull out "objectionable works" or "modern trash" or "controversial literature." Some teachers have been summarily reprimanded for assigning certain works, even to mature students. Others have been able to retain their positions only after initiating court action.

Not as sensational, but perhaps more important, are the long range results. Schools have removed from libraries and classrooms and English teachers have avoided using or recommending works which might make members of the community angry. Many students are consequently "educated" in a school atmosphere hostile to free inquiry. And many teachers learn to emphasize their own safety rather than their students' needs.

The problem of censorship does not derive solely from the small anti-intellectual, ultra-moral, or ultra-patriotic groups which will always function in a society that guarantees freedom of speech and freedom of the press. The present concern is rather with the frequency and force of attacks by others, often people of good will and the best intentions, some from within the teaching profession. The National Council of Teachers of English, the National Education Association, the American Federation of Teachers, and the American Library Association, as well as the publishing industry and writers themselves agree: pressures for censorship are great throughout our society.

The material that follows is divided into two sections. The first on "The Right to Read" is addressed to parents and the community at large. The other section, "A Program of Action," lists Council recommendations for establishing professional committees in every school to set up procedures for book selection, to work for community support, and to review complaints against any book or periodical.

The Right to Read

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An open letter to the citizens of our country from the National Council of Teachers of English

*Where suspicion fills the air and holds scholars in line for fear of their jobs, there can be no exercise of the free intellect. . . . A problem can no longer be pursued with impunity to its edges. Fear stalks the classroom. The teacher is no longer a stimulant to adventurous thinking; she becomes instead a pipe line for safe and sound information. A deadening dogma takes the place of free inquiry. Instruction tends to become sterile; pursuit of knowledge is discouraged; discussion often leaves off where it should begin.*

Justice William O. Douglas,  
United States Supreme Court:  
Adler v. Board of Education, 1951.

The right to read, like all rights guaranteed or implied within our constitutional tradition, can be used wisely or foolishly. In many ways, education is an effort to improve the quality of choices open to all students. But to deny the freedom of choice in fear that it may be unwisely used is to destroy the freedom itself. For this reason, we respect the right of individuals to be selective in their own reading. But for the same reason, we oppose efforts of individuals or groups to limit the freedom of choice of others or to impose their own standards or tastes upon the community at large.

The right of any individual not just to read but to read whatever he or she wants to read is basic to a democratic society. This right is based on an assumption that the educated possess judgment and understanding and can be trusted with the determination of their own actions. In effect, the reader is freed from the bonds of chance. The reader is not limited by birth, geographic location, or time, since reading allows meeting people, debating philosophies, and experiencing events far beyond the narrow confines of an individual's own existence.

In selecting books for reading by young people, English teachers consider the contribution which each work may make to the education of the reader, its aesthetic value, its honesty, its readability for a particular group of students, and its appeal to adolescents. English teachers, however, may use different works for different purposes. The criteria for choosing a work to be read by an entire class are somewhat different from the criteria for choosing works to be read by small groups.

For example, a teacher might select John Knowles' *A Separate Peace* for reading by an entire class, partly because the book has received wide critical recognition, partly because it is relatively short and will keep the attention of many slow readers, and partly because it has proved popular with many students of widely differing abilities. The same teacher, faced with the responsibility of choosing or recommending books for several small groups of students, might select or recommend books as different as Nathaniel Hawthorne's *The Scarlet Letter*, Jack Schaefer's *Shane*, Alexander Solzhenitsyn's *One Day in the Life of Ivan Denisovitch*, Pierre Boulle's *The Bridge over the River Kwai*, Charles Dickens' *Great Expectations*, or Paul Zindel's *The Pigman*, depending upon the abilities and interests of the students in each group.

And the criteria for suggesting books to individuals or for recommending something worth reading for a student who casually stops by after class are different from selecting material for a class or group. But the teacher selects, not censors, books. Selection implies that a teacher is free to choose this or that work, depending upon the purpose to be achieved and the student or class in question, but a book selected this year may be ignored next year, and the reverse. Censorship implies that certain works are not open to selection, this year or any year.

Wallace Stevens once wrote, "Literature is the better part of life. To this it seems inevitably necessary to add, provided life is the better part of literature." Students and parents have the right to demand that education today keep students in touch with the reality of the world outside the classroom. Much of classic literature asks questions as valid and significant today as when the literature first appeared, questions like "What is the nature of humanity?" "Why do people praise individuality and practice conformity?" "What do people need for a good life?" and "What is the nature of the good person?" But youth is the age of revolt. To pretend otherwise is to ignore a reality made clear to young people and adults alike on television and

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radio, in newspapers and magazines. English teachers must be free to employ books, classic or contemporary, which do not lie to the young about the perilous but wondrous times we live in, books which talk of the fears, hopes, joys, and frustrations people experience, books about people not only as they are but as they can be. English teachers forced through the pressures of censorship to use only safe or antiseptic works are placed in the morally and intellectually untenable position of lying to their students about the nature and condition of mankind.

The teacher must exercise care to select or recommend works for class reading and group discussion. One of the most important responsibilities of the English teacher is developing rapport and respect among students. Respect for the uniqueness and potential of the individual, an important facet of the study of literature, should be emphasized in the English class. Literature classes should reflect the cultural contributions of many minority groups in the United States, just as they should acquaint students with contributions from the peoples of Asia, Africa, and Latin America.

### The Threat to Education

Censorship leaves students with an inadequate and distorted picture of the ideals, values, and problems of their culture. Writers may often represent their culture, or they may stand to the side and describe and evaluate that culture. Yet partly because of censorship or the fear of censorship, many writers are ignored or inadequately represented in the public schools, and many are represented in anthologies not by their best work but by their "safest" or "least offensive" work.

The censorship pressures receiving the greatest publicity are those of small groups who protest the use of a limited number of books with some "objectionable" realistic elements, such as *Brave New World*, *Lord of the Flies*, *Catcher in the Rye*, *Johnny Got His Gun*, *Catch-22*, *Soul on Ice*, or *A Day No Pigs Would Die*. The most obvious and immediate victims are often found among our best and most creative English teachers, those who have ventured outside the narrow boundaries of conventional texts. Ultimately, however, the real victims are the students, denied the freedom to explore ideas and pursue truth wherever and however they wish.

Great damage may be done by book committees appointed by national or local organizations to pore over anthologies, texts, library books, and paperbacks to find passages which advocate, or seem to advocate, causes or concepts or practices these organizations condemn. As a result, some publishers, sensitive to possible objections, carefully exclude sentences or selections that might conceivably offend some group, somehow, sometime, somewhere.

### The Community's Responsibility

American citizens who care about the improvement of education are urged to join students, teachers, librarians, administrators, boards of education, and professional and scholarly organizations in support of the students' right to read. Only widespread and informed support in every community can assure that

- enough citizens are interested in the development and maintenance of a superior school system to guarantee its achievement;
- malicious gossip, ignorant rumors, and deceptive letters to the editor will not be circulated without challenge and correction;
- newspapers will be convinced that the public sincerely desires objective school news reporting, free from slanting or editorial comment which destroys confidence in and support for schools;
- the community will not permit its resources and energies to be dissipated in conflicts created by special interest groups striving to advance their ideologies or biases; and
- faith in democratic traditions and processes will be maintained.

### A Program of Action

## **HURON SCHOOL DISTRICT 2-2 LIBRARY MEDIA CENTERS' POLICIES & PROCEDURES MANUAL**

Censorship in schools is a widespread problem. Teachers of English, librarians, and school administrators can best serve students, literature, and the profession today if they prepare now to face pressures sensibly, demonstrating on the one hand a willingness to consider the merits of any complaint and on the other the courage to defend their literature program with intelligence and vigor. The Council therefore recommends that every school undertake the following two-step program to protect the students' right to read:

the establishment of a representative committee to consider book selection procedures and to screen complaints; and a vigorous campaign to establish a community atmosphere in which local citizens may be enlisted to support the freedom to read.

### Procedures for Book Selection

Although one may defend the freedom to read without reservation as one of the hallmarks of a free society, there is no substitute for informed, professional, and qualified book selection. English teachers are better qualified to choose and recommend books for their classes than persons not prepared in the field. Nevertheless, administrators have certain legal and professional responsibilities. For these reasons and as a matter of professional courtesy, they should be kept informed about the criteria and the procedures used by English teachers in selecting books and the titles of the books used.

In each school the English department should develop its own statement explaining why literature is taught and how books are chosen for each class. This statement should be on file with the administration before any complaints are received. The statement should also support the teacher's right to choose supplementary materials and to discuss controversial issues insofar as they are relevant.

Operating within such a policy, the English department should take the following steps:

Establish a committee to help other English teachers find exciting and challenging books of potential value to students in a specific school. Schools without departments or small schools with a few English teachers should organize a permanent committee charged with the responsibility of alerting other teachers to new books just published or old books now forgotten which might prove valuable in the literature program.

Devote time at each department meeting to reviews and comments by the above committee or plan special meetings for this purpose. Free and open meetings to discuss books of potential value to students would seem both reasonable and normal for any English department. Teachers should be encouraged to challenge any books recommended or to suggest titles hitherto ignored. Require that each English teacher give a rationale for any book to be read by an entire class. Written rationales for all books read by an entire class would serve the department well if censorship should strike. A file of rationales should serve as impressive evidence to the administration and the community that English teachers have not chosen their books lightly or haphazardly.

Report to the administration the books that will be used for class reading by each English teacher.

Such a procedure gives each teacher the right to expect support from fellow teachers and administrators whenever someone objects to a book.

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Form B1

<b>Huron School District Library Media Center Donation Acknowledgement Form</b>
The following items have been donated to the ___(your school)___ School Library Media Center to be used at their discretion:  _____  _____
Donor Name: _____ Address: _____ Phone: _____
The above items have been given to the (your school) Library Media Center to be used at their discretion and when no longer useful, the media center will dispose of them according to their Collection Development Policy. Donor Signature _____  Date: _____
Received by (your school) Library Media Center  Signature _____  Position: _____  Date: _____

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HURON SCHOOL DISTRICT NO 2-2  
EQUIPMENT SOLD – TRADED – DESTROYED

DATE: \_\_\_\_\_

As of the above date the following equipment has been:

SOLD      TRADED      DESTROYED      (Please circle one)

School ID #	Item	Manufacturer	Model #	Serial #	Vendor	Date Acq.	Cost/Value

\_\_\_\_\_  
Building

\_\_\_\_\_  
Building Supervisor

Make in duplicate: One copy for building and one copy for business office.

(This should be landscape)



# HURON SCHOOL DISTRICT 2-2 LIBRARY MEDIA CENTERS' POLICIES & PROCEDURES MANUAL

HURON PUBLIC SCHOOLS  
LIBRARY AIDE EVALUATION REPORT  
Copies to: Superintendent, Librarian, Library Aid, Principal.

Library Aide:	School:	Date:
Key: 1-Above Average, 2-Satisfactory, 3-Needs Improvement, 4-Unsatisfactory 5-Rating Unknown		
		1 2 3 4 5
1. Personal Appearance		_____
Comment:		_____
2. Courtesy and Friendliness		_____
Comment:		_____
3. Reliability		_____
Comment:		_____
4. Aggressiveness and Industriousness		_____
Comment:		_____
5. Cooperation with Teachers, Principal, Public		_____
Comment:		_____
6. Library Aide Skills—Overall Rating		_____
Comment:		_____
a. Computer Files-Cataloging, Circulation and other records		_____
Comment:		_____
b. Assisting Students and Teachers in use of Library Resources		_____
Comment:		_____
c. Clerical duties as outlined in Policies and Procedures Manual		_____
Comment:		_____
7. Attitude Toward Job		_____
Comment:		_____
8. Ability to Supervise and Plan		_____
Comment:		_____
9. Punctuality		_____
Comment:		_____

**GENERAL COMMENTS:**

(Any item checked 3, 4, or 5 requires and explanation located in the comment section following the item.)  
 Recommendation for 2006-2007 School year: ( ) Recommended, ( ) Not Recommended, ( ) Recommended with Qualifications

Report was discussed with Library Aide on: \_\_\_\_\_(Date)

\_\_\_\_\_  
 (Library Aide's Signature)

\_\_\_\_\_  
 (Supervisor's Signature)

# HURON SCHOOL DISTRICT 2-2 LIBRARY MEDIA CENTERS' POLICIES & PROCEDURES MANUAL

Huron Public Schools  
LIBRARIAN OBSERVATION RECORD

Librarian:

School:

Date

This observation record is to be completed by the supervisor. Following a conference with the librarian observed, signed copies will be distributed to the

Superintendent, Principal and Librarian.

**S** Satisfactory    **N** Needs Improvement    **U** Unsatisfactory    **N** Not Observed

## 1. Interpersonal Skills

DEMONSTRATES POSITIVE INTERPERSONAL RELATIONS WITH STUDENTS:

- A.  Communicates effectively with students and staff.
- B.  Interacts with individual students in a mutually respectful and friendly manner.
- C.  Protects each user's right to privacy and confidentiality in library media center use.
- D.  Demonstrates understanding and acceptance of different views and values.
- E.  Gives constructive criticism and praise when appropriate.

DEMONSTRATES POSITIVE INTERPERSONAL RELATIONS WITH EDUCATIONAL STAFF:

- A.  Interacts with colleagues in planning instructional activities for students.
- B.  Shares ideas and methods with other teachers and staff.
- C.  Makes appropriate use of support staff services.
- D.  Works cooperatively with the school's administration to implement policies and regulations for which the school is responsible.
- E.  Informs administrators and/or appropriate personnel on school related matters.
- F.  Responds constructively to criticism, advice, questions and recognition.

DEMONSTRATES POSITIVE INTERPERSONAL RELATIONS WITH PARENTS/STUDENTS:

- A.  Provides a climate that encourages communication between the library media center and parents or students.

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- B.  Cooperates with parents in the best interest of students.
- C.  Handles complaints and/or challenged materials in a firm but friendly manner.

### 2. Curriculum Knowledge

PLANS AND IMPLEMENTS THE LIBRARY MEDIA CENTER PROGRAM OF LIBRARY MEDIA

SKILLS:

- A.  Considers long-range objectives when planning instruction appropriate to subject and grade levels.
- B.  Develops sequential, short-range objectives that facilitate progress toward defined long-range objectives.
- C.  Demonstrates knowledge of the general curriculum and observes recommended steps of teaching when informal instructional situations.
- D.  Plans with teachers to identify and implement the library media center skills curriculum within the classroom curriculum.
- E.  Encourages independent use of the facility and equipment by students and staff.
- F.  Serves as instructional resource consultant and media specialist to teachers and students.

### 3. Instructional Skills and Techniques

- A.  Provides in-service training and library media center orientation as needed.
- B.  Administers resource sharing, interlibrary loan and/or networking activities.

PROMOTES THE DEVELOPMENT OF READING SKILLS AND READING APPRECIATION:

- A.  Conveys enthusiasm for books and reading.
- B.  Develops activities and/or provides individual guidance to motivate reading.

SUPPORTS CLASSROOM TEACHERS IN THEIR INSTRUCTIONAL UNITS:

- A.  Assists in choosing and collecting appropriate materials.
- B.  Cooperatively plans and teaches content appropriate to

## HURON SCHOOL DISTRICT 2-2 LIBRARY MEDIA CENTERS' POLICIES & PROCEDURES MANUAL

library media center objectives.

PROVIDES RESOURCES FOR PROFESSIONAL GROWTH OF FACULTY AND STAFF:

A. \_\_\_ Identifies and encourages use of materials from the library media center.

B. \_\_\_ Informs staff of new materials, equipment and research in which they have special interest.

### **4. Media Center Management**

RECOGNIZES THE CRITICAL ROLE OF INFORMATION RETRIEVAL IN THE FUTURE OF

EDUCATION:

A. \_\_\_ Makes long-range plans that guide the development of the library media center.

B. \_\_\_ Provides leadership in using newer technologies for instruction.

ESTABLISHES AND MAINTAINS AN ENVIRONMENT IN WHICH STUDENTS AND STAFF CAN

WORK AT PRODUCTIVE LEVELS:

A. \_\_\_ Maintains the library media center in a functional, attractive and orderly environment conducive to student learning and to support the objectives of the instructional program, providing areas for various types of activities.

B. \_\_\_ Assumes responsibility for proper care and safety of library media center facilities, materials and equipment.

MANAGES STUDENT BEHAVIOR IN A CONSTRUCTIVE MANNER:

A. \_\_\_ Encourages student self-direction and responsibility for learning; maintains a productive balance between freedom and control.

B. \_\_\_ Exercises consistency in discipline policies.

C. \_\_\_ Corrects disruptive behavior constructively.

DEMONSTRATES COMPETENCY IN SELECTION, ACQUISITION, CIRCULATION AND MAINTENANCE OF MATERIALS AND EQUIPMENT:

A. \_\_\_ Uses a district-approved selection policy based on state

## HURON SCHOOL DISTRICT 2-2 LIBRARY MEDIA CENTERS' POLICIES & PROCEDURES MANUAL

guidelines.

B. \_\_\_ Selects materials and equipment that support the curriculum and promote the school's educational philosophy.

C. \_\_\_ Uses approved business procedures for ordering and receiving materials and equipment.

D. \_\_\_ Classifies, catalogs, processes and organizes for circulation the education media and equipment according to professional standards established by state and local sources.

E. \_\_\_ Uses clearly stated circulation procedures.

F. \_\_\_ Establishes and/or follows procedures for maintenance and repair of media equipment.

G. \_\_\_ Periodically weeds and reevaluates the collection to assure a current, attractive and well-balanced collection.

H. \_\_\_ Assists in production of materials as feasible.

PREPARES STATISTICAL RECORDS AND REPORTS NEEDED TO ADMINISTER THE LIBRARY

MEDIA CENTER:

A. \_\_\_ Maintains a current inventory of holdings to assure accurate records.

B. \_\_\_ prepares and submits to administrators such reports as are needed to promote short and long-term goals of the library media center.

C. \_\_\_ prepares and submits reports to other educational officials as requested.

TRAINS AND SUPERVISES LIBRARY MEDIA CENTER PERSONNEL TO PERFORM DUTIES

EFFICIENTLY:

A. \_\_\_ Trains and supervises media technicians and student assistants in clerical tasks.

B. \_\_\_ Trains and supervises library media center personnel to circulate materials and equipment.

C. \_\_\_ Trains and supervises library media center personnel to assist students and staff in the use of the library media center.

**HURON SCHOOL DISTRICT 2-2  
LIBRARY MEDIA CENTERS' POLICIES & PROCEDURES MANUAL**

**5. Professional Growth**

PARTICIPATES IN PROFESSIONAL GROWTH ACTIVITIES:

- A.  Sets goals for self-improvement.
- B.  uses the self-evaluation to improve professionally.
- C.  Keeps abreast of developments in library science and issues related to teaching.
- D.  Demonstrates commitment by participating in professional activities (e.g., professional organizations, course work, workshops, conferences.)
- E.  Takes advantage of opportunities to learn from colleagues, students, parents and the community.

FOLLOWS THE POLICIES AND PROCEDURES OF THE SCHOOL DISTRICT:

- A.  Strives to stay informed about policies and regulations applicable to his/her position.
- B.  Selects appropriate channels for resolving concerns/problems.

DEMONSTRATES A SENSE OF PROFESSIONAL RESPONSIBILITY:

- A.  Completes duties promptly, dependably and accurately in accordance with established job description.
- B.  demonstrates a responsible attitude for student management throughout the entire building.

**SIGNATURE OF EVALUATOR** \_\_\_\_\_ **DATE** \_\_\_\_\_

SIGNATURE OF MEDIA SPECIALIST \_\_\_\_\_ DAT

**HURON SCHOOL DISTRICT 2-2  
LIBRARY MEDIA CENTERS' POLICIES & PROCEDURES MANUAL**

Huron School District 2-2  
**Library Media Centers  
Policies & Procedures Manual**

Approved as School District Policy  
By the Huron School Board

\_\_\_\_\_

**Board Chairman**

\_\_\_\_\_

**Date**

\_\_\_\_\_

**Superintendent of Schools**

\_\_\_\_\_

**Date**

\_\_\_\_\_

**Director of Library Media Centers**

\_\_\_\_\_

**Date**

**RETIREMENT OF SUPPORT STAFF  
(Recruitment and Retention Incentive)**

- A. Classified employees may qualify for the recruitment and retention incentive payment if they meet the requirements of this policy as noted in paragraph (C).
- B. The recruitment and retention incentive payment is based on the qualifying employee's salary, excluding extra duty, career recognition, etc.; he/she is receiving during his/her last full year of employment, provided that the employee has been in the same pay classification for the past ten years. In the case of an employee moving up or down in classification during the previous 10 years, payments will be based on the following:

Final annual salary x # of years at classification  
plus  
Final annual salary at all previous classifications x # of years in each classification, divided by 10.

The amount of the payment will be a percentage of the salary; determined by when the superintendent is given written notification of the employee's intent to retire before September 1 of the next school year. See the chart below.

Before January 1	80%
During January	75%
During February	73%
March 1-15	70%
After March 15	65%

- C. In order to qualify for the recruitment and retention incentive payment, and except as noted in paragraph (E), the employee must have completed a minimum of fifteen (15) years consecutive service - all years qualifying for SDRS - to the district while at the same time reaching age 60-62 simultaneously, and the employee must have completed his/her last full year of employment unless the employee is unable to complete his/her last full year of employment due to serious health/medical problems or disability in which the employee would remain eligible. Employees shall be eligible for the recruitment and retention incentive payment only once.

Employees who are not yet age 60 but will be reaching the age of 60 prior to September 1 of the next school year are eligible to submit, in writing, a binding intent to retire and take the recruitment and retention incentive payment, effective on the date that the retiring employee reaches age 60.

Employees reaching the age of 62 prior to September 1 of the next school year must submit, in writing, a binding intent to retire and take the recruitment and retention incentive payment, or forfeit the benefit. Any employee employed on September 1 and having reached age 62 is no longer eligible to receive the recruitment and retention incentive payment.



**RETIREMENT OF SUPPORT STAFF  
(Recruitment and Retention Incentive)**

GDBB 2-2014 (N)

- D. All retiring employees will receive the balance of their wages due on their last day of employment with the Huron School District. If the employee elects retirement during the summer months, payment will be made within forty-five (45) days from the time the employee notifies the superintendent, in writing, of his/her intention to elect retirement. However, if retirement is requested during the regular school term, payment will be made the last day of employment with the Huron school district.
- E. The payment of this benefit will be made to the South Dakota Retirement Special Pay Plan on behalf of the employee.
- F. Should the employee, who elects to receive the benefits contained herein, die before receiving all such benefits, the school district shall pay the full amount of the undistributed benefits to the deceased employee's estate within thirty (30) days of the death.
- G. The Early Retirement policy GDBB-2(N) will remain in force for all current Class I staff members hired before the 2003-2004 school year who have remained continuously employed with the District.
- H. Career Recognition / Retention Stipend  
A classified employee who has completed 5, 10, 15, 20, 25, 30, 35, or 40 years of service in the district will receive a Career Recognition stipend. The stipend will be given only every 5<sup>th</sup> year as indicated. The provision hereinabove that permits non-continuous years of service to be used in determining the career recognition stipend is only applicable in this particular provision and shall not affect any policy that requires continuous years of service, including but not limited to, the early retirement policy.

**PREVIOUS / CURRENT POLICY - PRIOR TO JULY 1, 2016 - SEE NOTE BELOW \*\*\***

**Classified Staff - School Year - 9/10 Month Employees (Para-Educators, Bus Drivers, and Food Service)**

Years of Service	Stipend
20 years of service	\$750
25 years of service	\$1,000
30 years of service	\$1,250
35 years of service	\$1,500
40 years of service	\$1,750

**NEW POLICY - EFFECTIVE JULY 1, 2016**

**Classified Staff - School Year - 9/10 Month Employees (Para-Educators, Bus Drivers, and Food Service)**

Years of Service	Stipend
5 years of service	\$250
10 years of service	\$250
15 years of service	\$500
20 years of service	\$500
25 years of service	\$1,000
30 years of service	\$1,000
35 years of service	\$1,250
40 years of service	\$1,500

**RETIREMENT OF SUPPORT STAFF  
(Recruitment and Retention Incentive)**

GDBB 2-2014 (N)

**This policy is being changed effective July 1, 2016.**

Stipends to be removed from salary/hiring schedule policies.

Stipends to be added to recruitment/retention policies.

Catch-up stipends will only be paid out on the 5 year increment dates.

A catch-up stipend is defined as the previous 5 year increment stipend.

Employees not reaching a 5 year increment do not get paid for any catch-up.

Stipend checks to be distributed at employee recognition banquet.

Stipend checks not distributed at banquet will be released June 20.

**\*\*\*Any employee who has received the 20 year stipend of \$750 prior to June 30, 2021 shall stay with the current career recognition policy.**

**PREVIOUS / CURRENT POLICY – PRIOR TO JULY 1, 2016 – SEE NOTE BELOW \*\*\***

**Classified Staff – School Year – Full Time - 12 Month Employees (Custodial and Full Time Personnel)**

Years of Service	Stipend
20 years of service	\$1,500
25 years of service	\$1,750
30 years of service	\$2,000
35 years of service	\$2,250
40 years of service	\$2,500

**NEW POLICY – EFFECTIVE JULY 1, 2016**

**Classified Staff – School Year – Full time – 12 Month Employees (Custodial, and Full Time Personnel)**

Years of Service	Stipend
5 years of service	\$500
10 years of service	\$500
15 years of service	\$1,000
20 years of service	\$1,000
25 years of service	\$1,500
30 years of service	\$1,500
35 years of service	\$2,000
40 years of service	\$2,000

**This policy is being changed effective July 1, 2016.**

Stipends to be removed from salary/hiring schedule policies.

Stipends to be added to recruitment/retention policies.

Catch-up stipends will only be paid out on the 5 year increment dates.

A catch-up stipend is defined as the previous 5 year increment stipend.

Employees not reaching a 5 year increment do not get paid for any catch-up.

Stipend checks to be distributed at employee recognition banquet.

Stipend checks not distributed at banquet will be released June 20.

**\*\*\*Any employee who has received the 20 year stipend of \$1,500 prior to June 30, 2021 shall stay with the current career recognition policy.**

.00945 increase (1.05 x 90%)  
 (All Steps Same % Increase)  
 (Salaries based on hourly rate \* 2080)

Support Staff Hiring Schedules  
 Custodial Staff  
 2017-2018

GDBA-1 (N)  
 June 5, 2017

Step	Custodian	Elementary Custodian	Arena Custodian	MS/HS Custodian Forman	Grounds Personnel	Maintenance Personnel
Probation	\$34,835	\$35,175	\$35,964	\$36,415	\$36,415	\$38,672
0	\$35,150	\$35,490	\$36,279	\$36,730	\$36,730	\$38,987
1	\$35,465	\$35,805	\$36,594	\$37,045	\$37,045	\$39,302
2	\$35,780	\$36,120	\$36,909	\$37,360	\$37,360	\$39,617
3	\$36,095	\$36,435	\$37,223	\$37,675	\$37,675	\$39,932
4	\$36,410	\$36,750	\$37,538	\$37,990	\$37,990	\$40,247
5	\$36,725	\$37,065	\$37,853	\$38,305	\$38,305	\$40,562

(Note: The hiring raise for 2017-18 is .945%)  
 The hiring schedule increased by 90% of the employee raise.

**NIGHT DUTY ALLOWANCE** - \$80.00 extra for the 9 months school is in session.

All positions shall be a 40-hour a week position.

Hours per day may be varied according to district needs during the regular school term and summer months. Departure from the normal hours, five days per week schedule must be approved by the superintendent's office or supervisor.

The superintendent must approve all hiring and wage requests. All new custodians hired, will enter employment with the Huron School District at the (zero) step, unless granted credit not to exceed five steps. The new custodian may earn steps for experience (responsibility determined to be similar). New custodians will be allowed to earn one additional step per year (after raise has been factored) until they have earned five (\$.15) steps on the hiring schedule. Custodians granted steps at hiring are limited to the same five total steps that can be earned before their salary is "locked in" and becomes only eligible for cost of living raises. The salary during the probationary period shall be one step below normal allowable credit. The salary during the (120-working-day) probationary period shall be one step below normal allowable credit. Upon the completion of the probationary period, the employee will either become a regular employee - the probation will be extended – or employment is terminated.

Normal annual increments may be withheld from the employee for unsatisfactory performance upon the recommendation by the immediate supervising administrator and by the superintendent of schools and the board of education. Removal of the unsatisfactory recommendation for the following year shall mean a normal annual increase in salary. However, employee shall not pick up the lost salary.

The hiring schedule shall be advanced each year by no more than 90% of the average annual increment received by employees whose salary is based on this schedule.

.00945 increase (1.05 x .90%)  
 (All Steps Same % Increase)  
 (Salaries based on hourly rate \* 2080)

2017-2018  
 Support Staff Hiring Schedules  
 Full-Time Personnel  
 Staff

GDBA-2 (N)  
 June 5, 2017

Step	Division I Office Personnel	Division II Central Delivery	Division I Technical Assistant	Division III Technician
Probation	\$32,769	\$34,461	\$32,769	\$36,900
0	\$33,084	\$34,776	\$33,084	\$37,215
1	\$33,399	\$35,091	\$33,399	\$37,530
2	\$33,714	\$35,405	\$33,714	\$37,845
3	\$34,029	\$35,720	\$34,029	\$38,160
4	\$34,344	\$36,035	\$34,344	\$38,475
5	\$34,658	\$36,350	\$34,658	\$38,790

(NOTE: The hiring raise for 2017-18 is .945%)  
 The hiring schedule increased by 90% of the employee raise.  
 Column added for Technical Assistant and Technician

All positions shall be a 40-hour a week position, unless salary above \$47,500 per year.

Hours per day may be varied according to office needs during the regular school term and summer months. Departure from the normal 7:30 a.m. to 4:30 p.m., five days per week schedule must be approved by the superintendent's office or supervisor.

The superintendent must approve all hiring and wage requests. All new (Division I and II) full-time personnel hired, will enter employment with the Huron School District at the (zero) step, unless granted credit not to exceed five steps. The new employee may earn steps for experience (responsibility determined to be similar) and/or education (i.e. AA=1 step, BA=2 steps). Employees will be allowed to earn one additional step per year (after raise has been factored) until they have earned five (\$.15) steps on the hiring schedule. Employees granted steps at hiring are limited to the same five total steps that can be earned before their salary is "locked in" and becomes only eligible for cost of living raises. The salary during the (60-working-day) probationary period shall be one step below normal allowable credit. Upon the completion of the probationary period, the employee will either become a regular employee - the probation will be extended – or employment is terminated.

Normal annual increments may be withheld from the employee for unsatisfactory performance upon the recommendation by the immediate supervising administrator and by the superintendent of schools and the board of education. Removal of the unsatisfactory recommendation for the following year shall mean a normal annual increase in salary. However, employee shall not pick up the lost salary.

The hiring schedule shall be advanced each year by no more than 90% of the average annual increment received by employees whose salary is based on this schedule.

Step	Licensed SLPA/ PTA/OTA	Class AAA	Class AA	Class A	Class A1	Class B
0	\$20.19	\$14.55	\$14.38	\$13.66	\$13.66	\$13.19
1	\$20.34	\$14.70	\$14.54	\$13.81	\$13.81	\$13.34
2	\$20.49	\$14.85	\$14.69	\$13.96	\$13.96	\$13.50
3	\$20.64	\$15.00	\$14.84	\$14.11	\$14.11	\$13.65
4	\$20.79	\$15.15	\$14.99	\$14.26	\$14.26	\$13.80
5	\$20.95	\$15.30	\$15.14	\$14.41	\$14.41	\$13.95

**LICENSED SLPA/PTA/OTA**

One who assists licensed therapists with treatment plans in educational settings.

**CLASS 'AAA'**

One who spends the majority of his/her time working as an office secretary in the elementary or middle school building administrator's office, or in the business office on less than 260-day position.

**CLASS 'AA'**

One who spends the majority of his/her time working as a secretary in the counselor's office.

**CLASS 'A'**

One who spends the majority of his/her time working with students in a tutorial process.

**CLASS 'A1'**

One who spends the majority of his/her time performing library clerical duties and instructing students in library and computer searches.

**CLASS 'B'**

One who spends the majority of his/her time supervising playground, lunchroom, etc.

The superintendent must approve all hiring and wage requests. All new para educators hired, will enter employment with the Huron School District at the (zero) step, unless granted credit not to exceed five steps. The para educator may earn steps for experience (responsibility determined to be similar). New para educator will be allowed to earn one additional step per year (after raise has been factored) until they have earned five (\$.15) steps on the hiring schedule. Para educators granted steps at hiring are limited to the same five total steps that can be earned before their salary is "locked in" and becomes only eligible for cost of living raises.

Normal annual increments may be withheld from the employee for unsatisfactory performance upon the recommendation by the immediate supervising administrator and by the superintendent of schools and the board of education. Removal of the unsatisfactory recommendation for the following year shall mean a normal annual increase in salary. However, employee shall not pick up the lost salary.

This hiring schedule shall be advanced each year by no more than 90% of the average annual increment received by employees whose salary is based on this schedule.

**PAID HOLIDAYS – LICENSED SLPA/PTA/OTA - Class II (9-month classified employees)** – Veterans' Day, Thanksgiving, Christmas Day, New Year's Day, Presidents Day, Good Friday

**PAID HOLIDAYS/Class II/AAA (10-month)** – Labor Day, Veterans' Day, Thanksgiving, Christmas Day, New Year's Day, Presidents' Day, and Good Friday.

**SUPPORT STAFF SALARY SCHEDULE**  
**Huron School District #2-2**  
**Bus Driver Hiring Schedule**  
**2017-2018**

**BUSES**

25 miles or less per day	90.23
26 to 50 miles per day	92.44
51 to 80 miles per day	99.99
81 to 85 miles per day	101.23
86 to 90 miles per day	102.60
91 to 95 miles per day	103.98
96 to 100 miles per day	105.16
101 to 105 miles per day	106.08
106 to 110 miles per day	109.02
111 to 115 miles per day	111.64
116 to 120 miles per day	114.07
121 to 125 miles per day	116.88
126 to 130 miles per day	119.68
131 to 135 miles per day	122.53
136 to 140 miles per day	125.53
141 to 145 miles per day	128.35
146 to 150 miles per day	131.16
151 to 155 miles per day	133.97

**EXPERIENCE RATING**

After 1 full year driving	\$ .95 a day extra
After 2 full years driving	\$ 1.20 a day extra
After 3 full years driving	\$ 1.60 a day extra
After 4 full years driving	\$ 2.00 a day extra
After 5 full years driving	\$ 2.30 a day extra
After 10 full years driving	\$ 2.75 a day extra

Wages will be paid according to the above scale after daily mileage has been established for each route, which will normally be prior to the first pay period. In case of a question regarding mileage, route will be run by bus supervisor and mileage arrived at will be judged correct mileage for route. Any route changes made by the school administration will be charged according to scale.

Wages are to be paid only for days driven. We do not pay for vacation periods or days when school is not in session

Wages will be paid according to the above scale after daily mileage has been established for each route, which will normally be prior to the first pay period. In case of a question regarding mileage, route will be run by bus supervisor and mileage arrived at will be judged correct mileage for route. Any route changes made by the school administration will be charged according to scale.

Wages are to be paid only for days driven. We do not pay for vacation periods or days when school is not in session.

Pay scale is a daily rate so we will not pay extra for minor breakdown, bad weather, or other delays.

Extra pay will be allowed if driver is required by the school administration to make an extra run during the day, such as for conferences.

Rates of pay will be established each year based on the mileage for each established route. We have no salary guarantees from one year to the next. Experience rating is the only carryover.

Drivers for activity trips will be chosen from those who volunteer for such service and who we feel are fully qualified for this duty. Pay will be on an hourly basis of \$25.00 per hour.

Substitute drivers will be paid \$25.00 per hour or the applicable daily rate of pay from the route salary schedule if traveling in the country.

If buses or vans are stored at a driver's residence, we will allow the following for electrical tank heaters:

- \$ 75.00 per year for 1000 watt heaters
- \$100.00 per year for 1500 watt heaters
- \$125.00 per year for 2500 watt heaters

This allowance will be paid in February.

Hiring Bonuses – Authorized Beginning August 18, 2014

A \$1,000 signing bonus will be paid to route drivers with \$500 being paid when they start and \$500 being paid at the end of the school year if they work the entire year.

A \$500 signing bonus will be paid to substitute drivers with \$250 being paid when they start and \$250 being paid at the end of the school year if they work the entire year.

Revised 8-18-2014  
Board approved for 2017-18 on June 12, 2017

STEP	LEVEL I	LEVEL II	LEVEL III A	LEVEL III B	LEVEL IV A	LEVEL IV B
Probation	\$12.74	\$12.99	\$13.49	\$13.74	\$14.19	\$14.54
0	\$12.89	\$13.14	\$13.64	\$13.89	\$14.34	\$14.69
1	\$13.04	\$13.29	\$13.79	\$14.04	\$14.50	\$14.84
2	\$13.19	\$13.45	\$13.94	\$14.19	\$14.65	\$14.99
3	\$13.34	\$13.60	\$14.09	\$14.34	\$14.80	\$15.14
4	\$13.50	\$13.75	\$14.24	\$14.50	\$14.95	\$15.29
5	\$13.65	\$13.90	\$14.39	\$14.65	\$15.10	\$15.44

All new food service employees hired will be on a 60 working-day probation period. At the end of the probation period, they will either become a regular employee, the probation period will be extended, or they will be terminated.

The superintendent must approve all hiring and wage requests. All new Food Service Personnel hired, will enter employment with the Huron School District at the (zero) step, unless granted credit not to exceed five steps. The new Food Service employee may earn steps for experience (responsibility determined to be similar). New Food Service Personnel will be allowed to earn one additional step per year (after raise has been factored) until they have earned five (\$.15) steps on the hiring schedule. Food Service Personnel granted steps at hiring are limited to the same five total steps that can be earned before their salary is "locked in" and becomes only eligible for cost of living raises. The salary during the probationary period shall be one step below normal allowable credit. The salary during the (60-working-day) probationary period shall be one step below normal allowable credit. Upon the completion of the probationary period, the employee will either become a regular employee - the probation will be extended – or employment is terminated.

Those food service employees who have been nationally certified and kept their national certification for a period of three years or more will be given a \$ .15 per hour salary increase. If an employee fails to keep up his/her national certification, he/she will lose the increment and will have to complete another three years to earn it back.

Normal annual increments may be withheld from the employee for unsatisfactory performance upon the recommendation by the immediate supervising administrator and by the superintendent of schools and the board of education. Removal of the unsatisfactory recommendation for the following year shall mean a normal annual increase in salary. However, employee shall not pick up the lost salary.

The hiring schedule shall be advanced each year by no more than 90% of the average annual increment received by employees whose salary is based on this schedule.

**PAID HOLIDAYS:**

**CLASS II (9-month classified employees)** Veterans' Day, Thanksgiving, Christmas Day, New Year's Day, Presidents Day, Good Friday



## **SUPPORT STAFF FRINGE BENEFITS**

### **Health Insurance - Class I**

The Board of Education participates in a group insurance plan covering hospital, surgical, and medical costs. For each Class I employee, the school district will pay \$646.20 per month (90%) for a single premium and the employee will pay \$71.80 per month (10%). The school district will pay \$861.60 per month (60%) for a two-party premium and the employee will pay \$574.40 per month (40%). The school district will pay \$1,077 per month (60%) for a family premium and the employee will pay \$718 per month (40%).

### **Health Insurance - Class II**

#### ➤ **6-8 Hours Per Day**

The Board of Education participates in a group insurance plan covering hospital, surgical, and medical costs. For each Class II employee who is employed for at least 6-8 hours per day, the school district will pay \$574.40 per month (80%) for a single premium and the employee will pay \$143.60 per month (20%). The school district will pay \$732.36 per month (51%) for a two-party premium and the employee will pay \$703.64 per month (49%). The school district will pay \$915.45 per month (51%) for a family premium and the employee will pay \$879.55 per month (49%).

#### ➤ **4-6 Hours Per Day**

The Board of Education participates in a group insurance plan covering hospital, surgical, and medical costs. For each Class II employee who is employed for at least 4-6 hours per day, the school district will pay \$394.90 per month (55%) for a single premium and the employee will pay \$323.10 per month (45%). The school district will pay \$564.92 per month (39.34%) for a two-party premium and the employee will pay \$871.08 per month (60.66%). The school district will pay \$706.16 per month (39.34%) for a family premium and the employee will pay \$1,088.84 per month (60.66%).

For Class I and Class II employees, if the district employs both spouses and both spouses qualify for the district's health insurance benefit, the school district will pay up to the qualifying contribution for family insurance for each spouse. Each spouse will pay 50% of the remaining premium balance or \$71.80 per month (10%), whichever is higher.

### **Health Insurance - Class III & IV**

Do not qualify according to the master insurance policy.

### **Dental Insurance – Class I**

The school district will pay the cost of a single premium on a group insurance plan covering dental costs for all Class I employees. The Class I employees are eligible to purchase family or two-party dental insurance at the employee's expense.

### **Term Life Insurance - Class I (Full-time Personnel)**

The school district will pay the cost of a single premium or family premium on a term life insurance policy. The beneficiary amount of the policy shall be \$15,000 plus double indemnity coverage.

### **Term Life Insurance – Class II**

The school district will pay the cost of a single premium or family premium on a term life insurance policy for those Class II employees who work 20 hours per week, 9 months per year.

There shall be an Employee Insurance Group Committee composed of five (5) teachers, one board member, one administrator, one secretary, and one custodian which shall make recommendations to the board of education relative to the group insurance carrier and coverage. Under no circumstances shall recommendations be made to the board of education to change group insurance carriers without competitive quotes having been made utilizing the school business manager's normal advertising procedure.

**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:

Licensed SLPA/PTA/OTA	\$20.19
Class AAA	\$14.55
Class AA	\$14.38
Class A	\$13.66
Class A1	\$13.66
Class B	\$13.19

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 \$12.99 per hour for the 2017-2018 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	\$15.91
Division II/Central Delivery	\$16.72

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.

**Other Hourly Wage Rates for 2017-2018**

Summer help - Grounds	2017-2018	
Student Custodian	\$13.65	
Summer Computer Help	\$11.25	
Student worker	\$10.91	
Interpreter	\$11.25	School Board meetings and other High School Light and Sound Operations.
Student Interpreter	\$19.66	
Bus Driver Hourly	\$13.49	
Substitute Bus Driver	\$25.00	
Bus Maintenance	\$25.00	
Bus Ride Rate	\$15.26	
High School Gift Program Teachers	\$14.68	
High School Gift Program Coordinator	\$23.87	
21st Century Grant - Program Coordinator	\$33.70	
21st Century Grant - Site Coordinators - Teachers in District	\$31.60	Up to 400 hours total for the year.
21st Century Grant - Site Coordinators - NOT Teachers in District	\$31.29	Site Coordinators will be teachers. (Base teacher pay \$42,363 / 180.5 days / 7.5 hours per day)
21st Century Grant - Leaders	\$27.82	Site Coordinators will be teachers.
21st Century Grant Tutor	\$17.20	Beginning in 2015-2016, overtime pay is allowed if necessary to staff the program.
Concessions Manager	\$17.20	Beginning in 2015-2016, overtime pay is allowed if necessary to staff the program.
Concessions Workers - Beginner	\$15.19	
Concessions Workers - With Experience	\$11.30	Concession workers receive the full increase, 1.05%, for 2017-2018
Concessions Student Workers - Beginner	\$11.59	Concession workers receive the full increase, 1.05%, for 2017-2018
Concessions Student Workers - With Experience	\$10.69	Concession workers receive the full increase, 1.05%, for 2017-2018
Graduation Coach - Certified Teacher	\$10.74	Concession workers receive the full increase, 1.05%, for 2017-2018
Graduation Coach - Not a Certified Teacher	\$31.33	
	\$20.21	

**The Rates Below are Set or Updated Through Negotiations and or Policy**

Certified Tutor	\$20.00	Based on Negotiated Substitute Teacher Rate of \$120 per day for a 6 hour day.
Non-certified Tutor	\$13.66	Based on Step 0 of Class A Para-Educator Hiring Schedule
Driver's Education Instructors	\$27.69	To begin May 2018 (Negotiated)
Curriculum Development	\$17.14	Negotiated - Policy IF
Staff Development	\$20.00	Negotiated - Policy GCL
Substitute Custodian	\$15.00	This is policy GDE
Substitute Supervisory Custodian	\$15.50	This is policy GDE

**Other Hourly Wage Rates for 2017-2018**

Summer help - Grounds	<b>2017-2018</b>	
Student Custodian	\$13.65	
Summer Computer Help	\$11.25	
Student worker	\$10.91	
Interpreter	\$11.25	School Board meetings and other High School Light and Sound Operations.
Student Interpreter	\$19.66	
Bus Driver Hourly	\$13.49	
Substitute Bus Driver	\$25.00	
Bus Maintenance	\$25.00	
Bus Ride Rate	\$15.26	
High School Gift Program Teachers	\$14.68	
High School Gift Program Coordinator	\$23.87	
21st Century Grant - Program Coordinator	\$33.70	
21st Century Grant - Site Coordinators - Teachers in District	\$31.60	Up to 400 hours total for the year.
21st Century Grant - Site Coordinators - NOT Teachers in District	\$31.29	Site Coordinators will be teachers. (Base teacher pay \$42.363 / 180.5 days / 7.5 hours per day)
21st Century Grant - Leaders	\$27.82	Site Coordinators will be teachers.
21st Century Grant - Tutor	\$17.20	Beginning in 2015-2016, overtime pay is allowed if necessary to staff the program.
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Concessions Student Workers - With Experience	\$10.69	Concession workers receive the full increase, 1.05%, for 2017-2018
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Graduation Coach - Not a Certified Teacher	\$31.33	
	\$20.21	

**The Rates Below are Set or Updated Through Negotiations and or Policy**

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Non-certified Tutor	\$13.66	Based on Step 0 of Class A Para-Educator Hiring Schedule
Driver's Education Instructors	\$27.69	To begin May 2018 (Negotiated)
Curriculum Development	\$17.14	Negotiated - Policy IF
Staff Development	\$20.00	Negotiated - Policy GCL
Substitute Custodian	\$15.00	This is policy GDE
Substitute Supervisory Custodian	\$15.50	This is policy GDE

## Huron School District Grade 8 Social Studies Curriculum Study Report

**Purpose of Report:** To identify the Grade 8 social studies curriculum delivery model.

**Explanation:**

The South Dakota Board of Education adopted a new set of social studies standards in August of 2015. The new state standards were designed to foster responsible decision making that benefits the local and tribal community, state, nation, and world. The new content standards place an emphasis on literacy and also include skill-based college, career, and civic readiness and thinking skills. The Social Studies Content Standards are organized into four disciplines: History, Geography, Civics/Government, and Economics. Each discipline is addressed at appropriate grade levels with increasing rigor and relevance. Grade-level outcomes specify what students should know and be able to do by the end of each grade level. The standards provide a framework for the teaching and learning of social studies content, concepts, and skills. However, the real goal is to inspire students to become committed, participating citizens.

The social studies curriculum study began in the fall of 2016 when the K-12 social studies teachers reviewed the social studies standards, identified priority standards for each grade level, developed scope and sequences for each course, and created proficiency scales for all priority standards. This work was facilitated by the instructional coaches and the director of curriculum, instruction and assessment and monitored by the building principals. November 14, 2017, the director of instruction shared an information report with the school board regarding proposed procedures and timeline for social studies curriculum adoption. Prior to vendor presentations, the Curriculum Advisory Committees (consisting of staff, parents, and students per board policy IIAA) reviewed and evaluated sample instructional materials from a variety of vendors using a customized matrix. After evaluating the instructional materials, committee members were invited to attend the vendor presentations that were held January 31, 2017. Following the presentations, staff committee members returned to their buildings to discuss their findings with colleagues. When staff consensus was reached, the director of instruction met with the curriculum advisory committees (from each building) to listen to staff, parents, and students recommend instructional materials and support their choices with reasoning. The proposed instructional materials were displayed in the Instructional Planning Center February 21-22, 2017 and members of the community were invited (via the February 13 board meeting, a mention in the February 14 edition of the *Huron Plainsman*, and posted on the district's social media accounts) to view the selected materials. We did not have any community members take advantage of this opportunity.

The feedback gathered by the District via the Social Studies Curriculum Advisory Committees shows strong support for the proposed instructional materials.

### Middle School

The middle school curriculum advisory committee reviewed offerings from four vendors and recommended Houghton Mifflin Harcourt but elected to postpone the purchase of their instructional materials until the 2019 copyright (for grades 6 & 7) becomes available during this winter (grade 8 - 2018 copyright is currently available). Committee members cited many reasons for selecting the HMH materials including: the balance of online and print resources, well organized materials, the ability to work online and offline, interactive maps, the large quantity of supporting videos that are easy to access, the ability to customize assessments to correlate with priority standards, established guided

reading lesson plans, as well as many ELL supports. Additionally, the same group of teachers selected HMH instructional materials last year for their science curriculum and are extremely satisfied with the materials and vendor support.

Professional development will continue throughout the 2017-2018 implementation year. This summer/next year, teachers will meet with the director of instruction and their instructional coach to receive professional development in the areas of backwards planning, developing effective assessments, and designing and delivering units of instruction that specifically align to learning targets. Teachers will also explore common problems in unit design and how to avoid the pitfalls when planning new units. During this curriculum development work, the teachers (with guidance from the director of instruction and instructional coach) will begin designing one unit utilizing the newly purchased curriculum materials. Next year, the director of instruction will visit classrooms so teachers can demonstrate lessons they developed using the new materials.

**Advisory Committee Participation:** The middle school committee was made up of 3 teachers across grades 6-8, one instructional coach/SIOP coach, 2 administrators, 2 parents and 3 students.

**Summary:** The middle school social studies advisory committees, under the guidance of the director of instruction, reviewed the 2015 South Dakota Social Studies Standards in preparation for this study and the proposed K-12 social studies curriculum aligns to these standards. The proposed instructional materials have been viewed and recommended by the Social Studies Curriculum Advisory Committees, building administrators, instructional coaches, and social studies teachers. Professional development is an important part of this adoption and will continue this summer and throughout the 2017 – 2018 school year.

**\*The proposed Grade 8 instructional materials are currently available and Houghton Mifflin Harcourt has offered the district a seven year access at a discounted price. The total purchase price does not exceed the six year proposal previously submitted (which we originally put on hold until the grade six and grade seven materials became available). Pricing in this proposal was discounted and shipping was reduced in order to accomplish this price reduction. This proposal was drafted by the HMH sales representative and approved by the HMH Management Team. If this purchase is approved by the school board, HMH will accept a June 2017 PO and provide six years of student access when teachers begin using the program in the fall of 2018. If teachers wish to access the resources prior to the 2018-2019 school year, they may do so. Purchasing the proposed instructional materials now allows us to avoid potential price increases and gives the eighth grade social studies teachers nine additional months to develop unit plans and common assessments before implementing the curriculum in the fall of 2018. Additionally, the combined product purchase (grade 8 materials and the high school materials purchased this spring) qualifies staff to receive a two hour complimentary professional development webinar.**

**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	\$21,985.99
Grade 7		
Grade 6		
Shipping		
<b>Total</b>		<b>\$21,985.99</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 - \$21,985.99 plus Grade 6 & 7 (TBD) after 2019 copyright becomes available this winter

High School - \$25,038.20 per grade

6/12/2017

**Administrative Recommendation to School Board:** Approve the Grade 8 social studies curriculum adoption for the 2018-2019 school year. Curriculum for grades 6-7 will be brought to the board for approval this winter when the Houghton Mifflin Harcourt 2019 copyright materials become available for purchase.

**References:**

South Dakota Department of Education website documents:

- <http://doe.sd.gov/ContentStandards/documents/SDSocialS.pdf>
- <http://doe.sd.gov/ContentStandards/ssose.aspx>

Board Policy Regarding Curriculum/Textbook Adoption

- [http://www.huron.k12.sd.us/files/5914/4968/5438/IIAA\\_Curriculum-Textbook\\_Adoption.pdf](http://www.huron.k12.sd.us/files/5914/4968/5438/IIAA_Curriculum-Textbook_Adoption.pdf)
- [http://www.huron.k12.sd.us/files/4814/4968/5439/IIAA-1Textbook\\_Selection\\_Adopt.pdf](http://www.huron.k12.sd.us/files/4814/4968/5439/IIAA-1Textbook_Selection_Adopt.pdf)
- [http://www.huron.k12.sd.us/files/2614/4968/5427/IF\\_N\\_Curriculum\\_Development.pdf](http://www.huron.k12.sd.us/files/2614/4968/5427/IF_N_Curriculum_Development.pdf)



To: School Board and Administrators  
From: Superintendent Nebelsick  
Re: Strategic Plan Review  
Date: June 1, 2017

Please read the following in preparation for our goal sessions.  
These are the components that make up our "Strategic Plan".  
A review of these should allow us to stay focused as we work to establish Board Goals in the next 30 days.

AA

## **School District Philosophy**

The Huron School District Philosophy is based on the following four components:

### **Mission Statement**

Lifelong learners will be inspired and developed through effective teaching in a safe and caring environment.

AAA

### **Vision Statement**

Educational excellence for every child -- setting the standard others aim for.

AAB

## **School District Philosophy/Belief Statements**

### **WE BELIEVE:**

- 1) --all children are capable of learning, achieving, and succeeding.
- 2) --high expectations produce high achievers.
- 3) --our schools provide the opportunity and incentive to challenge each student to develop to the best of his/her ability.
- 4) --our greatest resource is people.
- 5) --in the worth and dignity of the individual.
- 6) --the primary responsibility of education begins in the home and is shared by the student, family, school, and community.
- 7) --our school system is accountable to our community.
- 8) --that the acquisition of academic skills is the primary objective of our schools.
- 9) --our schools emphasize the development of technical and occupational skills.
- 10) --change is essential for growth and improvement.
- 11) --in the ideals on which the Constitution is based and that educated

and involved citizens are essential for a democratic society.

12) --a quality school system enhances the quality of the community.

13) --in the interrelationship of personal virtues, civic values, and ethical conduct.

14) --schools assist in the development of the whole child.

5/2012

AAC

## **School District Goals and Objectives/Student Exit Outcomes**

As a result of emphasis in our instructional program, students will demonstrate the knowledge and skills to:

(1) --**link key concepts** in the areas of language arts, mathematics, science, and social studies.

(2) --**use various technologies** to develop products of high standards which are intellectual, artistic, practical, physical, and original.

(3) --**problem-solve, including:**

--accessing, organizing, summarizing, interpreting, and producing information.

--making logical decisions.

--distinguishing fact from opinion.

--generating effective solutions to problems.

(4) --**communicate, including:**

--reading, writing, listening, and speaking effectively for both general information and recreation.

--reading and interpreting technical information.

--understanding and developing non-verbal skills.

--recognizing that the arts are a form of human communication.

(5) --**practice American citizenship, including:**

--understanding how government operates at the community, state, and national level.

--understanding a wide variety of community and world cultures in which different governments operate.

--promoting responsible care of the environment.

--developing an understanding of the benefits of the economic system of free enterprise.

(6) --**be productive in the world of work, including:**

--following directions, practicing timeliness, and demonstrating initiative.

--developing responsibilities associated with the variety of roles

required in the work place (i.e., team member, leader, facilitator, and independent worker).

--identifying appropriate strategies to achieve success in the workplace.

(7) --**maintain physical, social, and emotional well-being, including:**

--understanding the importance of health and safety skills as related to self and others.

--understanding the importance of developing basic skills through physical activity.

--acquiring necessary skills for recreational/leisure activities.

--recognizing the value of participation in both cooperative and competitive activities.