

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

Vision: *Respect - Pride - Excellence for All*

AGENDA
BOARD OF EDUCATION - REGULAR MEETING
Instructional Planning Center/Huron Arena
January 14, 2019
5:30 p.m.

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

January 19	Credit Recovery Day
January 21	Martin Luther King Holiday-Teacher In-service/No School for Students
January 28	HHS Registration Open House 5:30 - 8:45
January 28	Board of Education Meeting 5:30 p.m. - IPC
February 11	Board of Education Meeting 5:30 p.m. - IPC
February 13	Early Release
February 18	President's Day - No School
February 25	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.
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, substitute teachers/classroom aides, and volunteers must be approved in order to be covered by our workers' compensation plan.

 - 1) Kayla Schimke / Substitute Teacher - \$120 per day / Substitute Para-Educator - \$13.98 per hour
 - 2) Karissa Schroder / Substitute Teacher - \$120 per day / Substitute Para-Educator - \$13.98 per hour
 - 3) Terrell Newton / Substitute Teacher - \$120 per day / Substitute Para-Educator - \$13.98 per hour
 - 4) Elizabeth (Betty) Timm / Substitute Teacher - \$120 per day / Substitute Para-Educator - \$13.98 per hour
 - 5) Mackenzie Lavalley / Substitute Teacher - \$120 per day / Substitute Para-Educator - \$13.98 per hour
 - 6) Yoko Ma Takashi / Substitute Teacher - \$120 per day / Substitute Para-Educator - \$13.98 per hour
 - 7) Brianna Lichty / Substitute Teacher - \$120 per day / Substitute Para-Educator - \$13.98 per hour

- 8) Ronald Russel / Substitute Teacher - \$120 per day / Substitute Para-Educator - \$13.98 per hour
- 9) TyAnn Buddenhagen / Credit Recovery Center Supervisor /\$14.29 per hour
- 10) TyAnn Buddenhagen / Volunteer / Assistant Coach Girls' Basketball
- 11) Alyssa Honermann / Substitute – Speech Language Pathologist Assistant - \$20.66 per hour / Speech Language Pathologist - \$120 per day
- 12) Drew Borkowski / Assistant MS Wrestling Coach / \$2,390 per season (Base \$2,655 – Paying Drew 90% as he missed the first week of the season)
- 13) Danielle Radke / Administrative Assistant-Buchanan / \$15.66 per hour
- 14) Gila Henkel / Food Service-MS Lunch Server / \$13.19 per hour
- 15) Sandy Story / Food Service-Madison Lunch Server / \$13.19 per hour
- 16) Nicholle Mudge / Title Para-Educator @ Washington / \$14.44 per hour
- 17) Amy Lindquist / TAP Site Supervisor - \$32.02 per hour / Classroom Leader - \$17.65 per hour

e) Contracts for Board Approval

1)

f) Resignations for Board Approval

- 1) Daniel McCarty / PE Teacher-Buchanan / 29 years / Head Wrestling Coach / 23 years
- 2) Karen Speirs / 1st Grade Teacher-Buchanan / 31 years
- 3) Chad Wilde / 9th Grade Football Coach / 1 season
- 4) Alyssa Honermann / Speech Language Pathologist Assistant-Buchanan/4 months
- 5) Julie Berger / Marching Band Assistant / 13 years
- 6) Lindsay Schulz / 2nd Grade Teacher-Madison / 3 years
- 7) Akina Decker / Graduation Coach-Buchanan / 8 months

g) Request Permission to Let Bids for Milk/Daily Products

h) Advertising Agreement Renewal – Huron Arena and Tiger Stadium

Huron Arena: Prostrollo, American Bank and Trust, Dakota Provisions, Ellwein Brothers, Farmer’s Union Insurance, Carr Chiropractic Clinic, Dakotaland FCU, HRMC, Precision Auto Body, Pro Clean Plus, and Wells Fargo.

Tiger Stadium: American Bank and Trust, Farmer’s Union Insurance, Carr Chiropractic, Dakotaland FCU, HRMC.

i) Set 2019 Combined City / School Election Date – April 9, 2019

j) Combined Election Agreement with City of Huron for 2019

k) Intent to Apply for Grant Funding

Group Applying

Contact Person	Huron Destination Imagination
Name of Award	Colleen Jensen
Name of Funder	Spirit Card
Amount to be Requested	American Bank & Trust
Project Focus	\$750.00
	Destination Imagination; Membership, Registrations, Travel Costs, Supplies

l) Intent to Apply for Grant Funding

Group Applying

Contact Person	Huron Destination Imagination
Name of Award	Colleen Jensen
Name of Funder	Dakota Provisions
Amount to be Requested	Dakota Provisions
Project Focus	\$2,000.00
	Destination Imagination; Membership, Registrations, Travel Costs, Supplies

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

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

- Kelby Van Wyk (3rd Grade Teacher) on her marriage to Todd Johnson on December 22nd, 2018
- Jake Holforty and Joy Trautman for being selected to perform with the SDMEA MS All State Jazz Band. Jake will be performing with the Honor Jazz Band on trumpet and Joy will be performing on piano.

THANK YOU TO:

- Buchanan K-1 Center would like to thank the following people/businesses for generous donations made to the school:
Dr. Fox - \$100 donation for student lunches/milk
Virgil United Methodist Church - \$500 donation for student lunches/milk
Barb Sammons - donation of pants/under garments for students
- Cindi Williams (Administrative Assistant - Buchanan K-1 Center) for her generous donation to Special Olympics

10. REPORTS TO THE BOARD

- a) SPOT Vision Screener – Rita Baszler, Raleigh Larson, Jessica Van Diepen
- b) Good News Report – CTE Program – Jolene Konechne
- c) K-12 Enrichment Opportunities – Linda Pietz
- d) LAN Report – Tim Van Berkum
- e) Business Manager’s Report
- f) Superintendent’s Report
 - Calendar Report

11. OLD BUSINESS

- a) Section A Policy Review – Repeat 2nd Reading

12. NEW BUSINESS

- a) Move July 8th, 2019 Annual School Board Meeting to July 15th, 2019
- b) HS Library Handbook – Library Media Centers’ Policies & Procedures Manual - Introduction
- c) Policy Changes – Introduction
Policy EEACC – Student Conduct on School Buses – Revise and Change Code to JFCC
Policy EEACC-R (Regulation) – Student Conduct on School Buses (Regulation) – Revise and Change Code to JFCC-R
- d) Governing Board Annual Review Questionnaire:
 - Tax-Exempt Bond Post-Issuance Compliance-General
- e) Tiger After-School Program Handbook – Proposed Change – Introduction
- f) Memorandum of Understanding - Huron School District / First Baptist Church
- g) Superintendent Contract Approval (2019-2021)
- h) Business Manager Contract Approval (2019-2021)

13. EXECUTIVE SESSION

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

- (2) Discussing the expulsion, suspension, discipline, assignment of or the educational program of a student or the eligibility of a student to participate in interscholastic activities provided by the South Dakota High School Activities Association.

14. **Request Approval of Open Enrollment Student Returning to the Huron School District after August 1st Deadline**
The administration has received open enrollment request #RH-2018-12 for Board approval.
15. **EXECUTIVE SESSION**
1-25-2 Executive or closed meetings may be held for the sole purpose of:
(4) Preparing for contract negotiations or negotiating with employees or employee representatives.
16. **ADJOURNMENT**

**Huron School District
New Hire Justification**

Date: December 28, 2018

Applicant Information

Applicant Name: TyAnn Buddenhagen

Address: 43444 289th St. Menno, SD 57045

Phone: (605) 353-5304

Education: Morningside College

Experience: Educational Assistant – HHS and Stewert Elementary

References: Lisa Carr, Pam Meidma, Joey Mitchell

Reason for New Hire

New Position:

Replacement: Pam Rasmussen

Position Information

Department:

Position: Credit Recovery Supervisor

Supervisor: Mike Radke

Responsibilities: Supervise students assigned to Credit Recovery

Hours: Full Time

Hiring Information

Wages: \$14.29 – Step 2

Classification: Class A

Wage Justification: Experience at HHS and current position

Start Date: 1/2/19

Requested by: Mike Radke

**Huron School District
New Hire Justification**

Date: 12/17/18

Applicant Information

Applicant Name: Alyssa Honermann

Address: 25240 413th Ave., Mitchell, SD

Phone: 6059993244

Education: BA in Speech-Language Pathology

Experience: 1 year

References: Mary Ahlers, Nate Schriever, Judy Skinner

Reason for New Hire: Sub for SLP and SLPA

New Position:

Replacement:

Position Information

Department: SPED

Position: SUB SLP or SLPA

Supervisor:

Responsibilities: SPED SLPA

Hours: Substitute

Hiring Information

Wages: \$120 per day-SLP / \$20.66 per hour SLPA

Classification: SUB SPED SLP or SLPA

Wage Justification: 4 year degree in Speech/Lang Pathology and 1 year experience

Start Date: Jan. 5, 2019

Requested by: - Lori Wehlander (Administrator)

8/25/14

**Huron School District
New Hire Justification**

Date: December 19, 2018

Applicant Information

Applicant Name: Drew Borkowski

Address:

Phone: 605-570-2182

Education: Huron High School

Experience: Wrestled for the Huron Tigers

References: Mike Postma, Dan McCarty, Erika Huber

Reason for New Hire

New Position:

Replacement: Replace Dru Strand who moved up to Varsity Assistant.

Position Information

Department Athletics

Position: Asst Middle School Wrestling

Supervisor: Dan McCarty and Terry Rotert

Responsibilities: Coach MS wrestlers

Hours: After school and some Saturdays

Hiring Information

Wages: Base \$2655 (paying Drew 90% since he missed the first week).

Classification:

Wage Justification:

Start Date: December, 2018

Requested by: Terry Rotert - AD

**Huron School District
New Hire Justification**

Date: December 21,2018

Applicant Information

Applicant Name: Danielle Radke

Address:

Phone: 605-300-0146

Education: Bachelor of Science in Marketing

Experience:

References: Beth Foss, Linda Pietz

Reason for New Hire

New Position:

Replacement: replace Rita Schultz

Position Information

Department:

Position: Secretary

Supervisor: Peggy Heinz

Responsibilities:

- All office duties

Hours: 40 hours

Hiring Information

Wages: \$15.66 per hour

Classification: Secretary Class AAA

Wage Justification:

Start Date: January 2nd

Requested by: Peggy Heinz (Administrator)

**Huron School District
New Hire Justification**

Date: December 20, 2018

Applicant Information

Applicant Name: Gila Henkel
Address: 295 7th Street N.W., Huron, SD 57350
Phone: (605)352-3942
Education: 11th Grade
Experience: Worked for food service almost 20 years
References: Joyce Price, Ray Gamber, Vicki Davis

Reason for New Hire

New Position: -----
Replacement: Verla Des Lauriers

Position Information

Department: Food Service
Position: MS Lunch Server
Supervisor: Carol Tompkins
Responsibilities: Serve lunch /some cleaning
Hours: 10:45 am – 12:45 pm

Hiring Information

Wages: 13.19 per hour
Classification: Level 1, Step 0
Wage Justification: Food Service Hiring Schedule
Start Date: January 15, 2019
Requested by: Carol Tompkins (Administrator)

**Huron School District
New Hire Justification**

Date: December 20, 2018

Applicant Information

Applicant Name: Sandy Story
Address: 1621 Illinois S.W., Huron, SD 57350
Phone: (605) 354-9696
Education: GED
Experience: CBM Foods
References: Amber Goetz, Bob Mayfield, Sue Ducaine

Reason for New Hire

New Position: -----
Replacement: Joyce Price

Position Information

Department: Food service
Position: Madison Lunch Server
Supervisor: Carol Tompkins
Responsibilities: Serve lunch/some cleaning
Hours: 10:45 am – 1:15 pm

Hiring Information

Wages: 13.19 per hour
Classification: Level 1 - Step 0
Wage Justification: Food Service Hiring Schedule
Start Date: January 15, 2019
Requested by: Carol Tompkins (Administrator)

**Huron School District
New Hire Justification**

Date: January 4th, 2018

Applicant Information

Applicant Name: Nicolle Mudge

Address: 1042 Beach Ave SE

Phone: 605-350-5309

Education: Undergraduate in Humanities Applied Science from Maranatha Baptist University, Watertown, Wisconsin

Experience: Para with the Huron School District from October 2015 until May 2018 when she resigned her position to do her student teaching in 4th grade at the Washington 4-5 Center in the fall of 2018.

References: Julie Zell, Megan Hein, Linda Halter

Reason for New Hire

New Position: Title Para Position

Replacement: Danielle Radke

Position Information

Department: Washington 4-5 Center

Position: Title Para Educator

Supervisor: Beth Foss/Bonnie Biel

Responsibilities: Working with 4th and 5th graders with academics and duties that are assigned.

Hours: 7:30-3:30 with 30 minute Lunch

Hiring Information

Wages: \$14.44

Classification: Class A

Wage Justification: 3 years experience

Start Date: January 15, 2019

Requested by: Beth Foss
(Administrator)

**Huron School District
New Hire Justification**

Date: January 9, 2019

Applicant Information

Applicant Name: Amy Lindquist
Address: 1734 Illinois SW, Huron, SD 57350
Phone: 936-0617
Education: Huron University, DWU & Western Dakota Tech
Experience: Huron School District, Title I, 2nd Grade, 3rd Grade
References: Holly Cundy, Becky Moeding, Nadine Savery

Reason for New Hire

New Position:
Replacement: TAP Site Supervisor

Position Information

Department: TAP
Position: Site Supervisor
Supervisor: Linda Pietz, Director & Marcia Ready, Coordinator
Responsibilities: Create lessons, work with students during after school program.
Hours: 3:30 – 5:30 pm

Hiring Information

Wages: \$32.02 / Site Supervisor
\$17.65 / Classroom Leader
Classification:
Wage Justification:
Start Date: January 15, 2019
Requested by: Linda Pietz

December 10, 2018

Mr Nebelsick

This letter is to inform you that I will retire from my position as a teacher and head wrestling coach of the Huron Tigers at the end of the 2018-19 school year.

Thank you for the opportunity to teach and coach in the Huron School District. It has been a very rewarding experience.

Thank you

A handwritten signature in black ink, appearing to read "Daniel A. McCarty". The signature is fluid and cursive, with a long horizontal stroke extending to the right.

Daniel A. McCarty

*Rec'd
12-11-2018*

Rec'd
12/14/18

Karen Speirs
53 Ordway AVE NW
Huron, SD 57350
605-350-4420

Mr. Terry Nebelsick
Superintendent
Huron School District
PO Box 949
Huron, SD 57350

December 12, 2018

Dear Mr. Nebelsick,

I am writing this letter to officially notify you and the School Board Members that I will be resigning from my current position as a *Grade 1 Teacher* at the Buchanan K - 1 Center. My last day of work will be at the end of the 2018-2019 academic school year.

I have already informed the principal and fellow staff members of my decision. Teaching in the Huron Public School District has been a genuine pleasure and has provided me with many valuable professional relationships.

I will miss the great number of personal connections that I have made over the past thirty-one years, and it is with a heavy heart that I leave my current position. Please accept my gratitude for helping to make my time working in the Huron School District so rewarding.

Sincerely,

Karen Speirs

Karen Speirs
Grade 1 Teacher
Buchanan K - 1 Center

12/17/2018

Terry Rotert
High School Athletic Director
Huron School District

Dear Mr. Rotert,

Consider this letter notification of my resignation as 9th grade football coach effective 12/17/18.

Sincerely,

Chad Wilde

12-17-18

A handwritten signature in black ink, appearing to read "Chad Wilde", with a long horizontal line extending to the right.

Alyssa Ann Honermann

25240 413th Ave. Mitchell SD, 57301 • 605-999-3244 • alyssahonermann@gmail.com

December 17, 2018

Dear Board of Education
c/o Superintendent of Schools
PO Box 949
Huron, SD 57350-0949

I am writing you today to notify you that I will be resigning my position as a speech language pathologist assistant at Buchanan Elementary School effective in 3 weeks on January 4th. I have greatly enjoyed my time here and would like to thank you for this opportunity. The knowledge and experiences I've gained while working under the direction and supervision of Lori Liebing, will be something I carry with me forever.

With that being said, I must regretfully inform you that I've recently been admitted into Graduate school at the University of South Dakota starting in the Spring of 2019. It has been a dream of mine to continue my education in pursuing my Masters degree in speech language pathology.

I am very sad to go and everyone will be truly missed. I am honored to have worked with such an amazing staff and support system this past Fall 2018.

Again, I want to thank you for the time you have given me here at Buchanan Elementary School as well as your time reading this letter. Hope to see you in the near future.

Happy Holidays.

Sincerely,

Alyssa Honermann
Speech Language Pathologist Assistant
Buchanan Elementary

12/20/18

To the Huron School Board, Mr. Nebelsick, and Mr. Rotert:

This is my formal letter of resignation from duties as a Marching Band Assistant for the Huron Tiger Marching Band program.

I have proudly taught drumline in for the Huron Tiger Marching Band for 13 years. I was also named the Assistant Director for the 2015 & 2016 season under the direction of Dr. Larry Petersen. I have thoroughly enjoyed watching my former Middle School students grow and mature throughout the years, and continued to work with percussion, my official primary instrument.


However, with my current family needs, the demanding schedule throughout the summer and fall season, and my current position and influx of students at Huron Middle School, it is time for me to focus and devote my time to my family first, and my primary position for the Huron School District second.

I have informed Mr. Stueckrath of my intent to resign, and he supports this decision. I would like to wish Mr. Stueckrath, the staff, and the students of the Huron Tiger Marching Band program nothing but the best in their upcoming seasons under the direction of Mr. Stueckrath. I truly will miss working with these wonderful students.

Sincerely,



Julie Berger

12-20-18


Lindsay Schulz
1406 Roland Ln.
Mitchell, SD 57301
605.770.9169
lindsay.schulz@k12.sd.us

December 17, 2018

Mrs. Heather Rozell
Principal
Madison 2-3 Center
1634 Idaho Ave SE
Huron, SD 57350

Dear Mrs. Rozell,

I would like to notify you that I am resigning from my position as second grade teacher at Madison 2-3 Center of Huron School District effective at the end of the 2018-2019 school year.

Thank you very much for the opportunity to teach here at Madison Elementary. My time here has been enjoyable, and the past 3 years have been a great experience as well as rewarding. I have learned a lot as a professional educator, was able to make connections, and experienced what a true community of educators can do and be like. The support from my co-workers and you has been incredible and appreciated.

Next year I hope to land a position as an elementary teacher in town or in one of the smaller school districts closer to home.

I wish you and the school all the best, and I look forward to when our paths will cross again.

Sincerely,

Lindsay Schulz

Akina Decker
Graduation Coach
Huron School District
5th st. SW and Mellette Ave SW
Huron, SD 57350

Please accept this letter as formal notification that I am leaving my position with the Huron school district as a Graduation coach at Buchanan school. My last day will be on January 18. I will be leaving due to an internship I am required to complete for my graduate school program.

I would like to thank you for all of the great opportunities you have given me as an employee at the Huron school district. Working at Buchanan school has been rewarding in so many ways. I have enjoyed my time here and am very open to returning when I am finished with my degree.

If I can be of any assistance during this transition, please let me know.

Sincerely,

Akina Decker



Huron Public Schools
1045 18th Street SW
PO Box 949
Huron, South Dakota 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: December 12, 2018
Re: Request permission to let bids for milk/dairy products

I respectfully request permission to let bids for milk/dairy products for the 2019-2020 school year.

Thank you for your consideration.

Huron School District 2-2
Renewing Sponsors of the Arena and Tiger Stadium
January 14, 2019

Sponsor	Venue	Year
Prostrollo	Arena	2019
American Bank and Trust	Arena	2019
American Bank and Trust	Stadium	2019
Dakota Provisions	Arena	2019
Ellwein Brothers	Arena	2019
Farmer's Union Insurance	Arena	2019
Farmer's Union Insurance	Stadium	2019
Farmer's Union Insurance	Arena	2020
Farmer's Union Insurance	Stadium	2020
Carr Chiropractic Clinic	Arena	2019
Carr Chiropractic Clinic	Stadium	2019
Carr Chiropractic Clinic	Arena	2020
Carr Chiropractic Clinic	Stadium	2020
Dakotaland FCU	Arena	2019
Dakotaland FCU	Stadium	2019
Dakotaland FCU	Arena	2020
Dakotaland FCU	Stadium	2020
HRMC	Arena	2019
HRMC	Stadium	2019
HRMC	Arena	2020
HRMC	Stadium	2020
Precision Auto Body	Arena	2019
Pro Clean Plus	Arena	2019
Wells Fargo	Arena	2019



Linda J Pietz
Director of Curriculum,
Instruction & Assessment
Linda.Pietz@k12.sd.us

SCHOOL DISTRICT

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: 1/8/19 Contact Person: Colleen K. Jensen

Group Applying: Huron Destination Imagination

Name of Grant/Award: Spirit Card

Name of Funder: American Bank Trust Contact Person Whitney McDonald

Amount to be Requested: 750.⁰⁰ Funder's Submission Due Date: February 1, 2019

Project Focus: Destination Imagination; membership, registrations, travel costs, supplies and materials.

How awarded amount received? Full amount up front Reimbursement

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

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

If yes, please list by dollar amount and/or in-kind service/support. Please be specific.

Please note:

- o Each school/individual will be responsible for submitting and following through on the grant application process unless other arrangements have been made.
- o A copy of the completed grant application must be available upon request.
- o The person or group applying will need to submit the following documentation to the business offices:
 - o If and when the grant is awarded, a copy of the award letter.
 - o 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: Laura Williamson Date: Jan. 9, 2019
Building/Department Administrator

Signature: Linda J Pietz Date: Jan 10, 2019
Linda J Pietz, Director of Curriculum, Instruction & Assessment

Signature: Kelly Christopherson Date: 1-10-2019
Kelly Christopherson, Business Manager

Presented to School Board: _____



Linda J Pietz
Director of Curriculum,
Instruction & Assessment
Linda.Pietz@k12.sd.us

SCHOOL DISTRICT

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: 1/8/19 Contact Person: Colleen K. Jensen

Group Applying: Huron Destination Imagination

Name of Grant/Award: Dakota Provisions

Name of Funder: Dakota Provisions Contact Person: _____

Amount to be Requested: 2000.00 Funder's Submission Due Date: _____

Project Focus: Destination Imagination: membership, registrations, supplies, materials, travel costs, etc

How awarded amount received? Full amount up front Reimbursement

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

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

If yes, please list by dollar amount and/or in-kind service/support. Please be specific.

Please note:

- o Each school/individual will be responsible for submitting and following through on the grant application process unless other arrangements have been made.
- o A copy of the completed grant application must be available upon request.
- o The person or group applying will need to submit the following documentation to the business offices:
 - o If and when the grant is awarded, a copy of the award letter.
 - o 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: Laura Williams Date: Jan. 9, 2019
Building/Department Administrator

Signature: Linda Pietz Date: Jan 10, 2019
Linda J Pietz, Director of Curriculum, Instruction & Assessment

Signature: Kelly Christopherson Date: 1-10-2019
Kelly Christopherson, Business Manager

Presented to School Board: _____

CTE Good News Report 2018-2019

- MakerSpace – year 1 implementation - HHS
- Students enrolled in CTE courses: 381 students; 965 enrollments (381/715=53%)
 - Freshmen 116; 200 enrollments (116/213 = 54%)
 - Soph: 138 students; 327 enrollments (138/189 = 73%)
 - Jr: 110 students; 212 enrollments (110/164=67%)
 - Sr: 94 students; 226 enrollments (94/145=65%)
- Latest Additions for 18-19 school year - invitation to observe after 2nd semester begins
 - Welding
 - WeldWatch Tutoring Station
 - Real time as well as digital recording and playback of weld video and still images
 - Auto
 - Gas Engine Chassis w/ ABS & Hydraulic power steering, electrical operation
 - Training aide mounted on mobile stand w/ casters
 - All major components visible
- Future Goals
 - Submitted grant for Robotic Welder - anticipated award date Feb. 1st
 - Work collaboratively with building principals & Curriculum Director to incorporate STEAM (Science, Technology, Engineering, Arts, & Math)
 - Project Lead The Way (PLTW)
 - Students are figuring out what they're passionate about today and how that relates to who they'll become tomorrow
 - Career learning experiences
 - Activity-, project-, problem-based instructional approach
 - Industry-validated curriculum – constantly updated
 - Aligned to state standards (PreK – 12)
 - Currently implement PLTW Principles of Biomedical Science @ HS
 - Middle School Project Lead the Way Gateway Units – each 9 weeks long –
 - App Creators – 6th grade core class
 - Design & Modeling – 6th grade core class
 - Automation & Robotics – 7th grade core class
 - Flight and Space – 7th grade core class
 - Medical Detectives – 8th grade elective
 - Washington Project Lead the Way Launch
 - Launch taps into the exploratory nature of students
 - Engages students in learning that emulates play
 - Encourages students to keep discovering

- 4th Grade Modules:
 - Energy: Collisions
 - Energy: Conversions
 - Input/Output: Computer Systems
 - Input/Output: Human Brain
- 5th Grade Modules:
 - Robotics & Automation
 - Robotics & Automation: Challenge
 - Infection: Detection
 - Infection: Modeling & Simulation
- Madison & Buchanan Project Lead the Way Launch
 - 3rd Grade:
 - Stability & Motion: Science of Flight
 - Stability & Motion: Forces & Interactions
 - Variation of Traits
 - Programming Patterns
 - 2nd Grade:
 - Materials Science: Properties of Matter
 - Materials Science: Form and Function
 - The Changing Earth
 - Grids and Games
 - 1st Grade:
 - Light and Sound
 - Light: Observing the Sun, Moon, & Stars
 - Animal Adaptations
 - Animated Storytelling
 - Kindergarten:
 - Structure & Function: Exploring Design
 - Pushes and Pulls
 - Structure & Function: Human Body
 - Animals & Algorithms



K-12
Enrichment Opportunities
Huron School District
2018-2019

The following opportunities are available for **elementary** students to expand their knowledge and individual interest areas.

Buchanan K / 1 Center, Madison 2 / 3 Center, Washington 4 / 5 Center

- Distinguished Level - Proficiency Scales in all academic areas
 - In addition to achieving mastery, inferences and applications at this level must go beyond what was taught.

Buchanan K/1 Center

- Mrs. Marcus and Mrs. McCarty take the high students from K and 1st grade using NWEA, DRA and the K screening information to make these determinations.
 - The groups are fluid throughout the year when we look at the data and/or as student needs change.
 - Extended learning in reading in kindergarten
 - Extended learning in both math and reading in 1st grade
 - The learning continuum is used to determine what skills need to be taught.
- Kindergarten uses Miss VanWyhe for enrichment of the high students.
 - We use the K screening information, common assessments, and NWEA to determine the groups.
 - The goal is to move them as high as we can
 - Activities include: (these would be above their grade level)
 - Reading fluency
 - Reading comprehension
 - Blending
 - Sight words
 - Multiplying
 - Fractions
 - Story problems
 - Measurement
 - Math Facts
 - Critical Thinking skills

Madison 2 /3 Center

- Based on NWEA scores flexible ability grouping is done for reading
- Makerspace
 - In library
 - Tied to reading log completion

- PE, Music, Art Enrichment
 - Tied to good behavior
 - Drawing for extra 30 minutes per week

- Math Enrichment Groups
 - Tied to targeted skills based on NWEA
 - Pretest / posttest
 - Fluid grouping

Washington 4 / 5 Center

- STEM program based on score equating level 4 from SBAC and NWEA 90%
 - Revisited at each testing session

- Reading incentive program based on score equating level 4 from SBAC and NWEA 90%
 - Revisited at each testing session

- Reading enrichment groups
 - NWEA scores / fluid grouping

- Math enrichment groups
 - NWEA scores / fluid grouping

The following opportunities are available for **middle school students** to expand their knowledge and individual interest areas.

- Distinguished Level - Proficiency Scales in all academic areas
 - In addition to achieving mastery, inferences and applications at this level must go beyond what was taught.

- We are piloting a Science Technology Engineering and Mathematics course this year in 8th grade.
 - Students enrolled in the course were selected to participate based on previous participation and qualification for Quiz Bowl Teams and Geography Bee.
 - Students who had demonstrated interest in Destination Imagination and Science Fair were also considered.
 - The final qualifying piece was NWEA scores at or above the 85th percentile. The suggestion has been made to include "Art" as part of the course, thus creating a STEAM class.
 - Students in STEM will have an opportunity to share their current projects with the board when completed.
 - Students in STEM interviewed students in DLC to find their likes and dislikes etc. following a process taught to them in class. The students in STEM are now building toys to meet some of the needs of DLC students.

- Quiz Bowl

- Destination Imagination (<https://www.destinationimagination.org>)

The following opportunities are available for **high school** students to expand their knowledge and individual interest areas.

- **MakerSpace**
 - Available to all students 9-12 in the HS Library
 - Robots, electronics, construction

- **Dual Credit Classes**

- **Honors Classes**
 - LA
 - Math

- **CTE classes**
 - Promoting the development of services and activities that integrate rigorous and challenging academic and career and technical instruction
 - linking secondary education and postsecondary education for participating career and technical education students
 - Capstone Experience: a multifaceted assignment that serves as a culminating academic and intellectual experience for students, typically during their final year of high school or middle school, or at the end of an academic program or learning-pathway experience. While similar in some ways to a college thesis, capstone projects may take a wide variety of forms, but most are long-term investigative projects that culminate in a final product, presentation, or performance.

- **Distinguished Level - Proficiency Scales in all academic areas**
 - In addition to achieving mastery, inferences and applications at this level must go beyond what was taught.

Huron School District Academic Calendar 2019-2020 School Year

(PTC / OH / ER subject to change)

School Board Approved 00/00/2019

AUGUST 2019						
SUN	MON	TUES	WED	THUR	FRI	SAT
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	+19	+20	+21	+22	+23	24
25	+26	+27	+28	+29	30	31

JANUARY 2020 (12=87)(9=96)						
SUN	MON	TUES	WED	THUR	FRI	SAT
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15+	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

SEPTEMBER 2019 (20=0)						
SUN	MON	TUES	WED	THUR	FRI	SAT
1	2	3	4	5	6	7
8	9	10	11+	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27+	28
29	30					

FEBRUARY 2020 (19=28=115)						
SUN	MON	TUES	WED	THUR	FRI	SAT
						1
2	3	4	5	6	7	8
9	10	11	12+	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

OCTOBER 2019 (22=42)						
SUN	MON	TUES	WED	THUR	FRI	SAT
		1	2+	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

MARCH 2020 (20=48=135)						
SUN	MON	TUES	WED	THUR	FRI	SAT
1	2	3	4+	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

NOVEMBER 2019 (18=60)						
SUN	MON	TUES	WED	THUR	FRI	SAT
					1	2
3	4	5	6+	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27+	28	29	30

APRIL 2020 (20=68=155)						
SUN	MON	TUES	WED	THUR	FRI	SAT
			1+	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

DECEMBER 2019 (15=75)						
SUN	MON	TUES	WED	THUR	FRI	SAT
1	2	3	4+	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

MAY 2020 (19=87=174)						
SUN	MON	TUES	WED	THUR	FRI	SAT
					1	2
3	4	5	6+	7	8	9
10	11	12	13	14	15	16
17	18	19 _{AB}	20 _B	21	22	23
••24	+25	26 _□	27	•28+	29 _□	30

- Last day of classes □ Teacher Checkout • Memorial Day + Early release
- AB Athletic Awards Program
- B Baccalaureate
- 8th grade promotion
- Graduation

ELEMENTARY/MIDDLE SCHOOL/HIGH SCHOOL

Quarter will end on date set at grade level.

End of 1st Semester - January 17 (87 days)

End of 2nd Semester - May 28 (87 days)

Staff Development) Early Release Days

Sep 11 Oct 2 Nov 6 Dec 4
 Jan 15 Feb 12 Mar 4 Apr 1 May 6
 (Sep 27?, Nov 27, May 28 also Early Release)

MAKE-UP DAYS FOR SNOW

May 29, June 1,2,3,4,5

CONFERENCES: (All to be determined by principals after calendar approved)

K & 1st Gr Center:

2nd & 3rd Gr Center:

4th & 5th Gr Center:

Middle School:

High School:

(Registration Night)

GRADUATION Sunday, May 24, 2020 2:00 p.m., Huron Arena

174	Student Contact Days
2	Conference Days
4	Teacher In-Service Days
.5	Teacher Check-out (1/2 day)
180.5	Total Teacher Days

Huron School District Academic Calendar 2019-2020 School Year

(PTC / OH / ER subject to change)

School Board Approved 00/00/2019

AUGUST 2019 (8=8)						
SUN	MON	TUES	WED	THUR	FRI	SAT
				1	2	3
4	5	6	+7	+8	+9	10
11	+12	+13	+14	+15	+16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

JANUARY 2020 (19=102)						
SUN	MON	TUES	WED	THUR	FRI	SAT
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15+	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

SEPTEMBER 2019 (20=28)						
SUN	MON	TUES	WED	THUR	FRI	SAT
1	2	3	4	5	6	7
8	9	10	11+	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27+	28
29	30					

FEBRUARY 2020 (18=37=120)						
SUN	MON	TUES	WED	THUR	FRI	SAT
						1
2	3	4	5	6	7	8
9	10	11	12+	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

OCTOBER 2019 (22=50)						
SUN	MON	TUES	WED	THUR	FRI	SAT
		1	2+	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

MARCH 2020 (19=56=139)						
SUN	MON	TUES	WED	THUR	FRI	SAT
1	2	3	4+	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20+	21
22	23	24	25	26	27	28
29	30	31				

NOVEMBER 2019 (18=68)						
SUN	MON	TUES	WED	THUR	FRI	SAT
					1	2
3	4	5	6+	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27+	28	29	30

APRIL 2020 (20=76=159)						
SUN	MON	TUES	WED	THUR	FRI	SAT
			1+	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

DECEMBER 2019 (15=83)						
SUN	MON	TUES	WED	THUR	FRI	SAT
1	2	3	4+	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

MAY 2020 (15=91=174)						
SUN	MON	TUES	WED	THUR	FRI	SAT
					1	2
3	4	5	6+	7	8	9
10	11 ^{AB}	12 ⁿ	13 ^a	14	15	16
17 ⁺⁺	18	19	20	21 ⁺	22 [□]	23
24	25	26	27	28	29	30

- ⊙ Last day of classes □ Teacher Checkout ♦ Memorial Day + Early release
- AB Athletic Awards Program
- B Baccalaureate
- 8th grade promotion
- ++ Graduation

Staff Development) Early Release Days

Sep 11 Oct 2 Nov 6 Dec 4
 Jan 15 Feb 12 Mar 4 Apr 1 May 6
 (Sep 27?, Nov 27, May 21 also Early Release)

MAKE-UP DAYS FOR SNOW

May 22, 26, 27, 28, 29

CONFERENCES: (All to be determined by principals after calendar approved)

K & 1st Gr Center:
 2nd & 3rd Gr Center:
 4th & 5th Gr Center:
 Middle School:
 High School:

(Registration Night)

ELEMENTARY/MIDDLE SCHOOL/HIGH SCHOOL

Quarter will end on date set at grade level.

End of 1st Semester - Dec 20 (83 days)
 End of 2nd Semester - May 21 (91 days)

GRADUATION	Sunday, May 17, 2020	2:00 p.m., Huron Arena
-------------------	-----------------------------	-------------------------------

174	Student Contact Days
2	Conference Days
4	Teacher In-Service Days
.5	Teacher Check-out (1/2 day)
180.5	Total Teacher Days

Changes to the HS library handbook were made to include a permission form for Middle School students to use High School library materials. The changes are highlighted in yellow and are pp. 23-24.

There is an explanation of the permission for MS students to use the HS library materials, and the form that the student and parents will fill out and have signed by the librarian, principal and director of instruction.

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

TABLE OF CONTENTS

Huron School District Mission Statement.....	2
Huron School District LMC Mission Statement.....	2
Philosophy.....	3
Elementary Personnel.....	4
Elementary Classified Librarian Job Description.....	5
Elementary Services.....	6
Elementary Policies & Procedures.....	7
Overview of Library Media Specialists' Responsibilities.....	8
Huron Middle School Library Aide Job Description.....	9
Huron Middle School LMC Policies & Procedures.....	10
Huron High School Library Aide Job Description.....	11
Huron High School LMC Policies & Procedures.....	12-13
Procedure for Selection of Curriculum & Library Materials....	14
Criteria & Procedures for Selection.....	15
Donation Policy.....	16
Weeding Policy.....	16-18
Documents and Forms.....	19
Procedure for Reconsideration of Curriculum & LMC Materials.....	20
Form for Citizen's Request of Reconsideration of Instructional/Curriculum/LMC Materials.....	21-22
Permission Form for Middle School Students to use High School library materials.....	23-24
Copyright Policy.....	25
Privacy Statement.....	26
Library Bill of Rights.....	27
The Freedom to Read.....	28-31
The Students' Right to Read.....	32-36
Donation Acknowledgement Form.....	37
Huron School District Equipment Sold, Traded, Destroyed Form.....	38
Library Aide Evaluation Report.....	39
Certified Librarian Observation Record.....	40-44

**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.

**HURON SCHOOL DISTRICT 2-2
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

**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
LIBRARY MEDIA CENTERS' POLICIES & PROCEDURES MANUAL

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

Permission for MS students to use HS library materials

On an individual basis, 6th, 7th, and 8th grade students may need to check out material from the high school library to coincide with the individual student's lexile reading level. These books have been screened for a high school library, and may contain language, violence, relationship, and other subject matter that is not age-appropriate for middle school children. Therefore, they will only be checked out with written permission from their parent/guardian, the high school librarian, the middle school principal, and the director of instruction. These permission forms will be kept on file at the high school library. See next page for permission form.

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



Huron High School Library Permission Form



By signing this form, I give my child permission to check out books from the Huron High School Library. I understand that these books have been screened for a high school library; and may contain language, violence, relationship, and other subject matter that is not age-appropriate for middle school children.

(Title of Library Book Requested)

(Parent Signature)

(Head Librarian)

(Director of Curriculum/Instruction/Assessment)

(Middle School Building Administrator)

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%20Use%20of%20Technology%20Resources%20Policy.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.

THE FREEDOM TO READ

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

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 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:

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

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 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

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

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 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.

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

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

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.

4/2017

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

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.

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."

HURON SCHOOL DISTRICT 2-2

LIBRARY MEDIA CENTERS' POLICIES & PROCEDURES MANUAL

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

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

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

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 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.

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

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

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

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

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.

Form B1

Huron School District Library Media Center Donation Acknowledgement Form
The following items have been donated to the ___(your school)___ School Library Media Center to be used at their discretion: _____

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

Donor Name: _____ Address: _____ Phone: _____
The above items have been given to the (<u>your school</u>) 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. <p style="text-align: center;">Donor</p> Signature _____ Date: _____
Received by (<u>your school</u>) Library Media Center Signature _____ Position: _____ Date: _____

**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)

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

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 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

- | | | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> |
|----|---|----------|----------|----------|----------|----------|
| 1. | Personal Appearance
Comment: _____ | _____ | _____ | _____ | _____ | _____ |
| 2. | Courtesy and Friendliness
Comment: _____ | _____ | _____ | _____ | _____ | _____ |
| 3. | Reliability
Comment: _____ | _____ | _____ | _____ | _____ | _____ |
| 4. | Aggressiveness and Industriousness
_____ | _____ | _____ | _____ | _____ | _____ |

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

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 an 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 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.

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

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.

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

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

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 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:

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

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 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

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

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.

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.

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

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

Associated School Boards of South Dakota	NEPN Code: EEACC (JFCC)
Policy Reference Manual	

STUDENT CONDUCT ON SCHOOL BUSES

When a child is riding, boarding, or leaving the bus, the bus driver has supervisory control over the student and may exercise reasonable and necessary physical restraint to maintain that control.

In view of the fact that a bus is an extension of the classroom, the Board will require children to conduct themselves in the bus in a manner consistent with established standards for classroom behavior.

In cases when a child does not conduct himself or herself properly on a bus, such instances will be brought to the attention of the building principal and transportation supervisor by the bus driver. The building principal will inform the parents of the misconduct and request their cooperation in checking the child's behavior.

Children who become a serious disciplinary problem on the school bus may have their riding privileges suspended by the principal. In such cases, the parents of the children involved become responsible for seeing that their children get to and from school safely.

Legal References:


SDCL 13-32-2 (Physical force authorized when necessary)
SDCL 13-32-4 (School board to assist in discipline)

Cross References:

ECAC - Video Surveillance

Reviewed: 12/13/2012

Revised: 02/09/2012

	Huron School District #2-2	Code: JFCC Student Conduct on School Buses
	Policies and Regulations	

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In cases when a child does not conduct himself or herself properly on a bus, such instances will be brought to the attention of the **transportation supervisor** by the bus driver. The transportation supervisor will inform the parents immediately of the misconduct and request their cooperation in modifying the child's behavior. The **transportation supervisor** will confer with the building principal regarding student misconduct.

Children who do not follow the Rules of Conduct or direction of the bus driver or other supervisory personnel on the school bus may have their riding privileges suspended. In such cases, the parents of the children involved become responsible for seeing that their children get to and from school safely.

Notes – Recommend Revising Current Policy and Changing Code to JFCC.

<p align="center">Associated School Boards of South Dakota</p>	<p align="center">NEPN Code: EEACC-R (JFCC-R)</p>
<p align="center">Policy Reference Manual</p>	

**STUDENT CONDUCT ON SCHOOL BUSES
(Regulation)**

Buses are provided for those students whose distance from school or health make this service essential. Misconduct on buses will not be tolerated and will result in forfeiture of the privileges of riding.

Students are expected to discipline themselves and comply with the instructions of the bus operator. The driver will be in full charge of the bus and the passengers. There must be no disturbance of any kind that might distract the driver and imperil the safety of the passengers.

Students will observe the following rules of conduct while riding school buses.


1. Students should always be at the bus stop at least five minutes before the bus is scheduled to be there. Students should remain well back from the roadway while awaiting the arrival of the bus.
2. Bus riders should not move to board a bus until it is completely stopped and the door is open.
3. Students will enter the bus in an orderly fashion and go directly to a seat. Students must stay in their seats and in a sitting position when the bus is in motion.
4. Bus riders should leave their seats only after the bus has come to a complete stop at their bus stop.
5. Bus riders who must cross a street at their bus stop will cross in front of the bus.
6. Students will keep their hands, arms and heads inside the bus.
7. Shouting, screaming, smoking, running, fighting, vulgar talk and pushing are not permitted.
8. All articles such as athletic equipment, books, musical instruments, etc., must be kept out of the aisles.
9. No drinking or eating is permitted on the bus.
10. All riders should help to keep the bus clean and sanitary on the inside.
11. Any damage to the bus will be paid for by the rider inflicting the damage and will be subject to suspension or expulsion from school.
12. Bus riders are expected to be courteous and obedient to bus drivers at all times.

Parents and students will be informed of these regulations at the beginning of each school year, and parents will be asked to return signed forms indicating that the regulations have been received and read.

Legal References:

SDCL 13-32-2 (Physical force authorized)
SDCL 13-32-5 (Injury to school property)

Reviewed: 12/13/2012
Revised: 01/01/2007

	Huron School District #2-2	Code:
	Policies and Regulations	JFCC-R Student Conduct on School Buses (Regulation)

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	Huron School District #2-2	Code:
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Notes – Recommend Revising Current Policy and Changing Code to JFCC-R (Regulation)

GOVERNING BOARD ANNUAL REVIEW QUESTIONNAIRE

Tax-Exempt Bond Post-Issuance Compliance-General

1) Do we have written procedures or guidelines to ensure that the governmental bond financing in which we either as issuer or user of the proceeds remains in compliance with federal tax requirements after the bonds are issued?

Yes No

2) Do we track the proper and timely use of bond proceeds and bond-financed property?

Yes No

If the answer is No, briefly describe who tracks bond proceeds and the bond financed property.

3) Who is primarily responsible for post-issuance compliance?

	Name & Title and responsibility
<input type="checkbox"/> Board Member	
<input type="checkbox"/> Management	
<input checked="" type="checkbox"/> Official	Kelly Christopherson, Business Manager
<input type="checkbox"/> Staff	
<input type="checkbox"/> Other	
<input type="checkbox"/> None	

4) Who is secondarily responsible for monitoring post-issuance compliance of bond financings?

	Name & Title and responsibility
<input type="checkbox"/> Board Member:	

<input type="checkbox"/> Management	
<input checked="" type="checkbox"/> Official	Terry D. Nebelsick, Superintendent
<input type="checkbox"/> Staff	
<input type="checkbox"/> Other	
<input type="checkbox"/> None	

If the answer is none, we need to assign duties immediately.

5) Who is responsible for filing 8038G, 8038T or any other required filing?

	Name & Title and responsibility
<input type="checkbox"/> Board Member	
<input type="checkbox"/> Management	
<input checked="" type="checkbox"/> Official	Kelly Christopherson, Business Manager
<input type="checkbox"/> Staff	
<input type="checkbox"/> Other	
<input type="checkbox"/> None	

If the answer is none, we need to assign duties immediately.

6) Do we provide training or educational resources to personnel that are responsible for ensuring compliance with the post-issuance private use limitations for bond-refinanced property?

Yes No

7) Do we know about the following options for voluntarily correcting failures to comply with post-issuance compliance requirements?

Yes No

8) Do we understand remedial actions described under section 1.141-12 of the income tax regulations?

Yes No

9) Do we know what a closing agreement under Tax-Exempt Bonds Voluntary Closing Agreement Program described into Notice 2001-60?

Yes No

GENERAL RECORDKEEPING

10) Do we retain records pertaining to our tax-exempt bonds must be retained for the life of the bond plus three years.

Yes No

Do we have a record of the location of our repository?

Yes No

11) What medium or mediums do we use to maintain our bond records?

Paper

Electronic media (CD, disks, tapes)

Both paper and electronic

12) Is there any correspondence between our organization and the Internal Revenue Service related to a significant change in our activities?

Yes No

13) Do we maintain the following records?

a. Organizing documents (articles of incorporation, bylaws and amendments)?

Yes No

b. Audited financial statements?

Yes No

c. Bond transcripts, Official Statements and other offering documents of our bond financings?

Yes No

d. Minutes and resolutions authorizing the issuance of our bond financings?

Yes No

e. Certifications of the issue price of our bond financings?

Yes No

f. Any former elections for bond financings (e.g., election to employ an accounting methodology other than specific tracing)?

Yes No

g. Appraisals, demand surveys, or feasibility studies for bond-financed property?

Yes No

h. Documents related to government grants associated with construction, renovation or purchase of bond-financed facilities?

Yes No

i. Publications, brochures, and newspaper articles for our bond financings?

Yes No

j. Trustee statements for our bond financings?

Yes No

k. Correspondence (letters, e-mails, faxes, etc.) for our bond financings?

Yes No

l. Reports of any prior IRS examinations of our organization or bond financings?

Yes No

INVESTMENTS AND ARBITRAGE COMPLIANCE

14) Do we maintain documentation of allocations of investments and investment earnings to our bond financing?

Yes No

15) Do we maintain documentation for investments of our bond financing proceeds related to:

a. Investment contracts (e.g., guaranteed investment contracts)?

Yes No

b. Credit enhancement transactions (e.g., bond insurance contracts)?

Yes No

c. Financial derivatives (swaps, caps, etc.)?

Yes No

d. Bidding of financial products?

Yes No

16) Do we maintain copies of the following arbitrage-related documents for our bond financings:

a. Computations of bond yield?

Yes No

b. Computation of rebate and yield reduction payments?

Yes No

c. Form 8038-T, Arbitrage Rebate, Yield Reduction and Penalty in Lieu of Arbitrage Rebate?

Yes No

d. Form 8038-R, Request for Recovery of Overpayments Under Arbitrage Rebate Provisions?

Yes No

17) Do we have procedures or guidelines for monitoring instances where compliance with applicable yield restrictions requirements depends on subsequent reinvestment of bond proceeds in lower yielding investments?

Yes No

18) Do we have specific procedures or guidelines for monitoring bond financings that we expect will comply with the arbitrage rules as a result of the application of a temporary period

exception (section 148 (c) and section 1.148-2(e)) or a spending exception (section 148(f)(4) and section 1.148-7 (c), (d), and (e))?

Yes No

EXPENDITURES AND ASSETS

19) Do we maintain documentation of allocations of bond-financing proceeds to expenditures (e.g., allocation of bond proceeds to expenditures for the construction, renovation or purchase of facilities we own and use in the performance of our exempt purpose)?

Yes No

20) Do we maintain documentation of allocations of bond-financing proceeds to bond issuance costs?

Yes No

21) Do we maintain copies of requisitions, draw schedules, draw requests, invoices, bills and cancelled checks related to bond proceeds spent during the construction period?

Yes No

22) Do we maintain copies of all contracts entered into for the construction, renovation or purchase of bond-financed facilities?

Yes No

23) Do we maintain records of expenditure reimbursements incurred prior to issuing bonds for facilities financed with bond proceeds?

Yes No

24) Do we maintain a list or schedule of all bond-financed facilities or equipment?

Yes No

25) Do we maintain depreciation schedules for bond-financed depreciable property?

Yes No

26) Do we maintain documentation that tracks our purchase and sale of bond-financed assets?

Yes No

PRIVATE BUSINESS USE

27) Do we maintain records of all unrelated trade or business activities allocated to our bond-financed facilities?

Yes No

28) Do we maintain records of trade or business activities by third parties that we allocate to our bond-financed facilities

Yes No

29) Have we entered into any of the following arrangements for bond-financed property:

- Management and other service agreements? Yes No
- Research contracts? Yes No
- Naming rights contracts? Yes No
- Ownership? Yes No
- Leases? Yes No
- Subleases? Yes No
- Leasehold improvements contracts? Yes No
- Joint venture arrangements? Yes No
- Limited liability corporation arrangements? Yes No
- Partnership arrangements? Yes No

30) Do we maintain copies of the following agreements when entered into with respect to our bond-financed property:

- Management and other service agreements? Yes No
- Research contracts? Yes No
- Naming rights contracts? Yes No
- Ownership? Yes No
- Leases? Yes No
- Subleases? Yes No
- Leasehold improvements contracts? Yes No

• Joint venture arrangements?

Yes No

• Limited liability corporation arrangements?

Yes No

• Partnership arrangements?

Yes No

This questionnaire was reviewed and answered by the Board at its meeting on the

Chairman



Linda J Pietz
Director of Curriculum,
Instruction & Assessment
Linda.Pietz@k12.sd.us

Tiger After-School Program Handbook Proposed Changes for 2018-2019

January 9, 2019

The Tiger After-School Program (TAP) director has reviewed and revised the TAP Handbook and is submitting the document to the Huron School District Board of Education for approval.

The following changes were made:

- Clarified policy on student attendance p. 2, recommended by DSS
- Highlighted in yellow

Thank you.

Linda Pietz
TAP Director

GENERAL POLICIES:

Registration:

Registration forms are available at each school building and in the Instructional Planning Center in the Huron Arena. Registration forms must be returned before a student can attend the program. Registration papers must be completed and signed by a parent/guardian for each program year. **Registration forms must be updated when information changes concerning schedules, phone numbers, addresses, and emergency contacts.** A signed student registration is considered acceptance by the parent/guardian of the policies and regulations laid out in this handbook and school district policy.

All records and information about children and their families will be protected with the strictest confidentiality. Any changes to the schedule will be communicated as soon as possible to the parents/guardian, signs will be posted and flyers distributed at the TAP sites and the TAP and Huron School District Social Media pages will be updated.

Parent support, communication, and involvement are key factors of each child's development and are essential for the successful operation of TAP. We will work closely with parents/guardians to understand your child's needs.

Staff:

Staff members at TAP are screened before hiring. A thorough orientation process is completed with each staff member.

Child Abuse and Abandoned Children Policy:

As a public school district, all Huron School District staff and volunteers are under obligation by law to report any suspected cases of child abuse or neglect.

Attendance Policy:

To maintain enrollment in the TAP program, children must fully attend TAP 90% of the days they attend school each month (from 3:30 pm - 4:45 pm). Students who do not meet the attendance criteria will be immediately withdrawn from the program at the end of the month. **Attendance Waiver (Appendix D) Upon acceptance into TAP, parents may list the regularly scheduled after school activities in which their children participate and the documented dates/hours will be exempt from the 90% attendance calculation.*

Cost:

There will be no charge for any student attending TAP.

Hours:

Program hours are from 3:30-5:30 Monday through Friday for grades K-5. There will be **no TAP on school vacation days, early release teacher in-service days, parent-teacher conference days and when school is canceled or dismissed early due to weather conditions.** Parents will be notified by the site supervisor when TAP will not occur by sending notes home with students, 'NO TAP' signs on front doors of school, placed in school announcements, etc... **TAP will begin on September 17, 2018 and end on Friday, May 10, 2019.**

If a child does not arrive at the after school program, the program will check with the child's teacher and/or school office to determine if the child was absent from school or left school early. If the child was in school at the end of the day and cannot be located in the school building, the child's parents or emergency contacts will then be notified that the child did not arrive at the after school program. If the program cannot make contact with the parents or emergency contacts and the child's whereabouts are still unknown, then the SRO or law enforcement will be contacted for further assistance.

If a child has not been picked up from the after-school program by 5:30 p.m., the site supervisor will attempt to contact the parent and other adults listed on the child's registration form. If the parent is not at the school by this time, the site supervisor has been instructed to call the district's resource officer.

HURON SCHOOL DISTRICT / FIRST BAPTIST CHURCH
MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (MOU) is between the Huron School District 2-2 (School) and the First Baptist Church (Church).

WITNESSETH:

WHEREAS, The School owns the Washington 4-5 Center located at 1451 McClellan Dr., Huron, SD 57350.

WHEREAS, The Church owns the land at 1420 McClellan Dr., Huron, SD 57350, specifically the parking lot adjacent to the church structure and across the street to the east of the Washington 4-5 Center.

WHEREAS, when the parking lot is not being used by the Church the School desires the use of the Church's parking lot for activities and events at the Washington 4-5 Center, and the Church is willing to allow said use by the School.

NOW, THEREFORE, THE CHURCH AND SCHOOL DO HEREBY MUTUALLY AGREE AS FOLLOWS:

1. The Church hereby grants use of the parking lot to the School during such times when the parking lot is not needed for Church use. The Church will clearly post no parking or reserved signs on the parking lot when the parking lot is not available to the School for activities.
2. For and in consideration for the use granted by the Church, the School shall make a one-time monetary contribution for the asphalt replacement of the parking lot in the amount of \$30,000. Such contribution will be made after the asphalt replacement is complete and the School is presented a written claim.
3. As additional consideration by the School for said use, the School agrees to assist with clearing the parking lot of snow to conduct school or activities after the School cleans other School parking lots. The School will pile snow in the southwest corner of the parking lot during the snow removal process. It is expressly stated, understood and agreed upon by the parties that the School will not clear snow on non-school days or weekends; and the School shall not be responsible for snow and/or ice removal from the sidewalks and it is the sole responsibility of the Church to remove snow and ice from the sidewalks.
4. Church agrees to indemnify and hold the School harmless from claims arising from the School's snow removal related to the parking lot, and the School agrees to indemnify and hold the Church harmless from claims arising from the School's use of the Church's parking lot pursuant to this agreement.
5. This MOU shall be effective from February 1, 2019 through January 31, 2039.

Dated this _____ day of _____, 2019.

HURON SCHOOL DISTRICT #2-2

FIRST BAPTIST CHURCH

DAVID WHEELER, PRESIDENT
