

Brandon Valley School District  
Distance Learning Plans  
February 8-12, 2021

Grade 2



# One District. One Book.



## Week of February 8-11, 2021

### The Coffee Bean

By: Jon Gordon & Damon West

Our "One District. One Book." initiative promotes the importance of reading, creates connectedness, fosters a positive common message, and engages students, staff, families, and our community in a unified way. During the week of February 8-11, 2021 all students will read and/or listen to The Coffee Bean and teachers will utilize the book when designing lessons and planning fun learning activities. #BVCoffeeBean

#### Monday, February 8

- Message from Superintendent Larson
  - Classroom Activities
  - School Activities
  - "The Coffee Bean" books sent home with BVHS students.
  - District Activities
  - Message from "The Coffee Bean" co-author Damon West.
- [Click here to view the video message.](#)

#### Tuesday, February 9

- Classroom Activities
- School Activities
- District Activities
- Optional activities sent home for families to do and discuss.

#### Wednesday, February 10

- Classroom message from "The Coffee Bean" co-author Damon West.
- Community message on Alliance Lynx TV Wednesday evening to kick-off The Lynx Way Coffee Bean Day (6pm, 7pm, 8pm, & 9pm).
- Local Newspaper Articles / Flyer

#### Thursday, February 11

- Proclamation: **The Lynx Way Coffee Bean Day!**
- On this day of giving back and creating transformational change, a portion of the proceeds from Scooter's Coffee, KingBird Coffee, and Sunshine Foods will be donated to the Brandon Community Foundation.

# Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Ch. 7: Subtract Three Digit Numbers

SUBJECT/GRADE: Math / 2nd

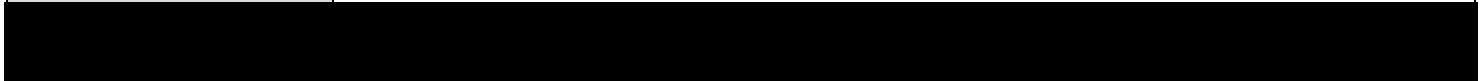
DATES: February 8-12



<p>What do students need to do?</p> <p><a href="#"><u>Link to BV Week at a Glance instructional video.</u></a></p>	<p><b><u>Chapter 7 Learning Target: I can subtract three digit numbers with regrouping.</u></b></p> <p><b>Monday (2/8):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Watch the BV Week at a Glance instructional video.</li> <li><input type="checkbox"/> Complete Take Apart Hundreds to Subtract workbook pages 414-416. (2.NBT.7-9)</li> </ul> <p><b>Tuesday (2/9):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Complete Subtract Hundreds workbook pages 420-422. (2.NBT.7-9)</li> </ul> <p><b>Wednesday (2/10):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Complete Mentally Subtract 10 or 100 workbook pages 426-428. (2.NBT.7-9)</li> </ul> <p><b>Thursday (2/11): Today is <i>The Lynx Way Coffee Bean Day</i> across the BV Community!</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Complete Check My Progress workbook pages 431-432. (2.NBT.7-9)</li> </ul> <p><b>Friday (2/12): NO SCHOOL</b></p>
--	---



<p>What do students need to submit?</p> <p>How can students submit their work?</p>	<p>Submit the Following:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 1. Check My Progress workbook pages 431-432</li> </ul> <p>Submit Work Via:</p> <ol style="list-style-type: none"> <li>1. Electronically via <a href="#"><u>Seesaw</u></a> (preferred method, if possible)</li> <li>2. Email it to the teacher</li> <li>3. Drop off at school</li> </ol>
--	--



<p>What standards do the lessons cover?</p>	<p><b>2.NBT.7:</b> Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.</p> <p><b>2.NBT.8:</b> Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.</p> <p><b>2.NBT.9:</b> Explain why addition and subtraction strategies work, using place value and the properties of operations. (Explanations may be supported by words, drawings or objects.)</p>
---	---

<p>What materials do students need?</p> <p>What extra resources can students use?</p>	<p><b>If you do not have access to the required materials, contact your teacher.</b></p> <p>Required Materials:</p> <ul style="list-style-type: none"> <li>● math book, pencil</li> </ul>
---	---

<p>What can students do if they finish early?</p>	<p>Extra Materials:</p> <ul style="list-style-type: none"> <li>● Freckle Math <a href="https://student.freckle.com/#/login">https://student.freckle.com/#/login</a></li> <li>● My Homework workbook pages for lessons 6.7 and 6.8</li> <li>● Real World Problem Solving workbook pages 404PT1-404PT2</li> </ul>
<p>Who can we contact if we have questions?</p>	<p><b>Brandon Elementary</b></p> <p><b>Building Principal:</b> Mr. Horst- <a href="mailto:Merle.Horst@k12.sd.us">Merle.Horst@k12.sd.us</a></p> <p><b>Teachers:</b> Ms. Johnson- <a href="mailto:Alyssa.Johnson@k12.sd.us">Alyssa.Johnson@k12.sd.us</a> Ms. Kueter- <a href="mailto:Kim.Kueter@k12.sd.us">Kim.Kueter@k12.sd.us</a> Ms. Pearson- <a href="mailto:Cassie.Pearson@k12.sd.us">Cassie.Pearson@k12.sd.us</a> Ms. Shutes- <a href="mailto:Cassandra.Shutes@k12.sd.us">Cassandra.Shutes@k12.sd.us</a> Ms. Westhoff- <a href="mailto:Kendra.Westhoff@k12.sd.us">Kendra.Westhoff@k12.sd.us</a></p> <p><b>Robert Bennis Elementary</b></p> <p><b>Building Principal:</b> Ms. Hofkamp- <a href="mailto:Kristin.Hofkamp@k12.sd.us">Kristin.Hofkamp@k12.sd.us</a></p> <p><b>Teachers:</b> Ms. Adams- <a href="mailto:Laurie.Adams@k12.sd.us">Laurie.Adams@k12.sd.us</a> Ms. DeBoer- <a href="mailto:Stacy.Deboer@k12.sd.us">Stacy.Deboer@k12.sd.us</a> Ms. Hatlestad- <a href="mailto:Andrea.Hatlestad@k12.sd.us">Andrea.Hatlestad@k12.sd.us</a> Ms. Silvernail- <a href="mailto:Jayna.Silvernail@k12.sd.us">Jayna.Silvernail@k12.sd.us</a> Ms. Westcott- <a href="mailto:Sandra.Westcott@k12.sd.us">Sandra.Westcott@k12.sd.us</a></p> <p><b>Fred Assam Elementary</b></p> <p><b>Building Principal:</b> Ms. Foster- <a href="mailto:Susan.Foster@k12.sd.us">Susan.Foster@k12.sd.us</a></p> <p><b>Teachers:</b> Ms. Deitering- <a href="mailto:Kayla.Deitering@k12.sd.us">Kayla.Deitering@k12.sd.us</a> Ms. Bobzien- <a href="mailto:Morgan.Bobzien@k12.sd.us">Morgan.Bobzien@k12.sd.us</a> Ms. Livingston- <a href="mailto:Missy.Livingston@k12.sd.us">Missy.Livingston@k12.sd.us</a> Ms. Olson- <a href="mailto:Angie.Olson@k12.sd.us">Angie.Olson@k12.sd.us</a> Ms. Presler- <a href="mailto:JoAnn.Presler@k12.sd.us">JoAnn.Presler@k12.sd.us</a></p> <p><b>Valley Springs Elementary:</b></p> <p><b>Building Principal:</b> Ms. Palmer- <a href="mailto:Tanya.Palmer@k12.sd.us">Tanya.Palmer@k12.sd.us</a></p> <p><b>Teacher:</b> Ms. Bertsch- <a href="mailto:Megan.Bertsch@k12.sd.us">Megan.Bertsch@k12.sd.us</a></p>
<p><b>Notes:</b> Have a growth mindset- these skills can be tricky, but with persistence and hard work, you can do it! :)</p>	

# Brandon Valley School District Distance Learning Plan

LESSON/UNIT: The Coffee Bean For Kids / Review Week

SUBJECT/GRADE: Reading / 2nd

DATES: February 8-12

What do students need to do?

[Link to BV Week at a Glance instructional video.](#)

\*All students will be reading The Coffee Bean for Kids.

\*Traditional classroom teachers may have different Reading review activities planned based on the needs of their students.

**One District. One Book.** This week our school district is reading The Coffee Bean for Kids. This book teaches us that each one of us has the potential to lead, influence, and make a positive impact on others and the world. No matter how difficult the environment, you have the power inside you to help change it, if you remember these three simple rules: help others, include everybody, and smile. Throughout the week we will be completing different activities to learn and practice the three coffee bean rules.

### Monday (2/8):

- Watch the BV Week at a Glance instructional video.
- View “The Coffee Bean For Kids” read aloud. Then, write a Somebody, Wanted, But, So, Then summary to show your understanding of the plot. (2.RL.1, 2.RL.2, 2.RL.7, 2.L.1, 2.L.2)

### Tuesday (2/9):

- To practice reading with fluency, accuracy, and expression to support comprehension** read “The Helper.” Then, answer the comprehension questions that go along with the text. Be sure to use complete sentences to answer questions four and five. (2.RF.3, 2.RF.4, 2.L.1, 2.L.2)

### Wednesday (2/10):

- Phonics Review:** Complete pages 228 and 229 (in your handouts packet) to review the oo, u, ow, and ou spelling patterns. (2.RF.3)

### Thursday (2/11): Today is *The Lynx Way Coffee Bean Day* across the BV Community!

- Phonics Review:** Complete pages 230 and 231 (in your handouts packet) to review splitting syllables and using vowel digraphs. (2.RF.3)

### Friday (2/12): No School

What do students need to submit?  
How can students submit their work?

Submit the Following:

- 1. Phonics Review pages 230 and 231

Submit Work Via:

1. Electronically via [Seesaw](#) (preferred method, if possible)
2. Email it to the teacher
3. Drop off at school

<p>What standards do the lessons cover?</p>	<p><b>2.RL.1</b> Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p><b>2.RL.2</b> Retell stories, those from diverse cultures, and determine their central message/theme, lesson, or moral.</p> <p><b>2.RL.7</b> Use illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p><b>2.RF.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.(c)</p> <p><b>2.RF.4</b> Read with sufficient accuracy and fluency to support comprehension. (a, b, c)</p> <p><b>2.L.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.(e)</p> <p><b>2.L.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>
<p>What materials do students need? What extra resources can students use?</p>	<p><b>If you do not have access to the required materials, contact your teacher.</b></p> <p>Required Materials:</p> <ul style="list-style-type: none"> <li>• Reading Street book, worksheets, pencil</li> </ul>
<p>What can students do if they finish early?</p>	<p><a href="https://student.freckle.com/#/login">https://student.freckle.com/#/login</a> Read for 20 minutes every day. <a href="https://www.getepic.com/sign-in">https://www.getepic.com/sign-in</a> <a href="https://www.storylineonline.net/">https://www.storylineonline.net/</a></p>
<p>Who can we contact if we have questions?</p>	<p><b>Brandon Elementary</b> <b>Building Principal:</b> Mr. Horst- <a href="mailto:Merle.Horst@k12.sd.us">Merle.Horst@k12.sd.us</a> <b>Teachers:</b> Ms. Johnson- <a href="mailto:Alyssa.Johnson@k12.sd.us">Alyssa.Johnson@k12.sd.us</a> Ms. Kueter- <a href="mailto:Kim.Kueter@k12.sd.us">Kim.Kueter@k12.sd.us</a> Ms. Pearson- <a href="mailto:Cassie.Pearson@k12.sd.us">Cassie.Pearson@k12.sd.us</a> Ms. Shutes- <a href="mailto:Cassandra.Shutes@k12.sd.us">Cassandra.Shutes@k12.sd.us</a> Ms. Westhoff- <a href="mailto:Kendra.Westhoff@k12.sd.us">Kendra.Westhoff@k12.sd.us</a> <b>Robert Bennis Elementary</b> <b>Building Principal:</b> Ms. Hofkamp- <a href="mailto:Kristin.Hofkamp@k12.sd.us">Kristin.Hofkamp@k12.sd.us</a> <b>Teachers:</b> Ms. Adams- <a href="mailto:Laurie.Adams@k12.sd.us">Laurie.Adams@k12.sd.us</a> Ms. DeBoer- <a href="mailto:Stacy.Deboer@k12.sd.us">Stacy.Deboer@k12.sd.us</a> Ms. Hatlestad- <a href="mailto:Andrea.Hatlestad@k12.sd.us">Andrea.Hatlestad@k12.sd.us</a> Ms. Silvernail- <a href="mailto:Jayna.Silvernail@k12.sd.us">Jayna.Silvernail@k12.sd.us</a> Ms. Westcott- <a href="mailto:Sandra.Westcott@k12.sd.us">Sandra.Westcott@k12.sd.us</a> <b>Fred Assam Elementary</b> <b>Building Principal:</b> Ms. Foster- <a href="mailto:Susan.Foster@k12.sd.us">Susan.Foster@k12.sd.us</a> <b>Teachers:</b> Ms. Deitering- <a href="mailto:Kayla.Deitering@k12.sd.us">Kayla.Deitering@k12.sd.us</a> Ms. Bobzien- <a href="mailto:Morgan.Bobzien@k12.sd.us">Morgan.Bobzien@k12.sd.us</a> Ms. Livingston- <a href="mailto:Missy.Livingston@k12.sd.us">Missy.Livingston@k12.sd.us</a> Ms. Olson- <a href="mailto:Angie.Olson@k12.sd.us">Angie.Olson@k12.sd.us</a> Ms. Presler- <a href="mailto:JoAnn.Presler@k12.sd.us">JoAnn.Presler@k12.sd.us</a> <b>Valley Springs Elementary:</b> <b>Building Principal:</b> Ms. Palmer- <a href="mailto:Tanya.Palmer@k12.sd.us">Tanya.Palmer@k12.sd.us</a> <b>Teacher:</b> Ms. Bertsch- <a href="mailto:Megan.Bertsch@k12.sd.us">Megan.Bertsch@k12.sd.us</a></p>

---

***Instructional materials are posted below (if applicable)***

*Brandon Valley School District*

# Brandon Valley School District Distance Learning Plan

LESSON/UNIT: North America

SUBJECT/GRADE: SS/2nd grade

DATES: February 8-12

What do students need to do?

[Link to BV Week at a Glance instructional video.](#)

\*Traditional classroom teachers may have different Science and Social Studies activities planned this week.

## Social Studies Learning Targets:

1. I can make and tell about a map that includes directions, labels, and a key.
2. I can explain how people responsibly interact with the environment in my own community.
3. I can tell how my community is alike and different from other communities by comparing their physical(also known as natural) and man-made characteristics.

### **Monday (2/8):**

- Watch the BV Week at a Glance instructional video.
- In your North America magazine, read pages 2-5: Countries and Bodies of Water in North America. When you're done reading, *use the Compass Rose (star looking shape that shows direction) to tell the relative locations of countries and bodies of water in North America.* (2.G.1.1)

### **Tuesday (2/9):**

- In your North America magazine, read pages 6-7: Landforms in North America. When you're done reading, *compare and contrast the physical (natural) characteristics of each of the landform types that can be found in different communities across the continent. Then, tell which one you would want to live in / near and why.* (2.G.3.1)

### **Wednesday (2/10):**

- In your North America magazine, read pages 8-9: Using a Landform Map. When you're done reading, *find where you live to see which landforms can be found in your community / region. Are there any ways you could help preserve those landforms for future generations? Then, brainstorm ways people can responsibly interact with the other landforms that can be found on the map.* (2.G.6.2)

### **Thursday (2/11): Today is *The Lynx Way Coffee Bean Day* across the BV Community!**

- In your North America magazine, read pages 10-11: North America From Space. When you're done reading, *use the globe and satellite picture of Earth to draw a map of North America with its prominent landforms (these can be seen on the satellite picture). Be sure to include directions, labels, and a key to your drawing.* (2.G.1.1)

### **Friday (2/12): No School**



<p>What do students need to submit? How can students submit their work?</p>	<p>Submit the Following:</p> <ul style="list-style-type: none"> <li>❑ 1. Map of North America</li> </ul> <p>Submit Work Via:</p> <ol style="list-style-type: none"> <li>1. Electronically via <a href="#">Seesaw</a> (preferred method, if possible)</li> <li>2. Email it to the teacher</li> <li>3. Drop off at school</li> </ol>
<p>What standards do the lessons cover?</p>	<p><b>2.G.1.1</b> Construct and <u>explain</u> a map that includes directions, labels, and a key. <b>2.G.3.1</b> Compare the <u>physical</u> and man-made characteristics of the local community with those of another community. <b>2.G.6.2</b> Suggest ways people can responsibly interact with the environment in the local community.</p>
<p>What materials do students need? What extra resources can students use?</p>	<p><b>If you do not have access to the required materials, contact your teacher.</b></p> <p>Required Materials:</p> <ul style="list-style-type: none"> <li>● North America magazine</li> </ul>
<p>What can students do if they finish early?</p>	<ul style="list-style-type: none"> <li>● Epic <a href="https://www.getepic.com/students">https://www.getepic.com/students</a></li> <li>● PebbleGO <a href="https://www.pebblego.com">https://www.pebblego.com</a></li> </ul>
<p>Who can we contact if we have questions?</p>	<p><b>Brandon Elementary</b> <b>Building Principal:</b> Mr. Horst- <a href="mailto:Merle.Horst@k12.sd.us">Merle.Horst@k12.sd.us</a> <b>Teachers:</b> Ms. Johnson- <a href="mailto:Alyssa.Johnson@k12.sd.us">Alyssa.Johnson@k12.sd.us</a> Ms. Kueter- <a href="mailto:Kim.Kueter@k12.sd.us">Kim.Kueter@k12.sd.us</a> Ms. Pearson- <a href="mailto:Cassie.Pearson@k12.sd.us">Cassie.Pearson@k12.sd.us</a> Ms. Shutes- <a href="mailto:Cassandra.Shutes@k12.sd.us">Cassandra.Shutes@k12.sd.us</a> Ms. Westhoff- <a href="mailto:Kendra.Westhoff@k12.sd.us">Kendra.Westhoff@k12.sd.us</a> <b>Robert Bennis Elementary</b> <b>Building Principal:</b> Ms. Hofkamp- <a href="mailto:Kristin.Hofkamp@k12.sd.us">Kristin.Hofkamp@k12.sd.us</a> <b>Teachers:</b> Ms. Adams- <a href="mailto:Laurie.Adams@k12.sd.us">Laurie.Adams@k12.sd.us</a> Ms. DeBoer- <a href="mailto:Stacy.Deboer@k12.sd.us">Stacy.Deboer@k12.sd.us</a> Ms. Hatlestad- <a href="mailto:Andrea.Hatlestad@k12.sd.us">Andrea.Hatlestad@k12.sd.us</a> Ms. Silvernail- <a href="mailto:Jayna.Silvernail@k12.sd.us">Jayna.Silvernail@k12.sd.us</a> Ms. Westcott- <a href="mailto:Sandra.Westcott@k12.sd.us">Sandra.Westcott@k12.sd.us</a> <b>Fred Assam Elementary</b> <b>Building Principal:</b> Ms. Foster- <a href="mailto:Susan.Foster@k12.sd.us">Susan.Foster@k12.sd.us</a> <b>Teachers:</b> Ms. Deitering- <a href="mailto:Kayla.Deitering@k12.sd.us">Kayla.Deitering@k12.sd.us</a> Ms. Bobzien- <a href="mailto:Morgan.Bobzien@k12.sd.us">Morgan.Bobzien@k12.sd.us</a> Ms. Livingston- <a href="mailto:Missy.Livingston@k12.sd.us">Missy.Livingston@k12.sd.us</a> Ms. Olson- <a href="mailto:Angie.Olson@k12.sd.us">Angie.Olson@k12.sd.us</a> Ms. Presler- <a href="mailto:JoAnn.Presler@k12.sd.us">JoAnn.Presler@k12.sd.us</a> <b>Valley Springs Elementary:</b> <b>Building Principal:</b> Ms. Palmer- <a href="mailto:Tanya.Palmer@k12.sd.us">Tanya.Palmer@k12.sd.us</a> <b>Teacher:</b> Ms. Bertsch- <a href="mailto:Megan.Bertsch@k12.sd.us">Megan.Bertsch@k12.sd.us</a></p>

---

***Instructional materials are posted below (if applicable)***

*Brandon Valley School District*

# Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Week 1

SUBJECT/GRADE: Physical Education/2nd Grade

DATES: 2/8-2/12

What do students need to do?

[Link to BV PE instructional video.](#)

## Monday (2/8):

- Watch the PE instructional video (link can be found in the upper left corner of this document).
- Create an obstacle course with different pathways and levels while combining locomotor skills.

## Tuesday (2/9):

- Listening and Following Directions
  - "Simon Says"

## Wednesday (2/10):

- "Guess What Animal Am I?"

## Thursday (2/11):

- Today is the Lynx Way Coffee Bean Day!**
  - Coffee Bean Activities
  - If you dropped your coffee beans, how did you react? Were you a carrot, an egg, or a coffee bean?*
  - LOVE OVER FEAR!
  - Distance Learning Cohort** - Upload to your Seesaw blog a picture or video of you and your family doing your coffee bean relay race.

## Friday (2/12):

- NO SCHOOL!

What do students need to submit?

How can students submit their work?

## Submit the Following (Optional):

- 1. Take videos/pictures performing activities and send to your school's PE teacher.
- 2. Answer the questions under Closure
- 3. Take a picture/video introducing yourself. We would love to meet you! :)

## Submit Work Via:

1. Electronically via [Seesaw](#) (preferred, if possible)
2. Email it to the teacher
3. Drop off at school

<p>What standards do the lessons cover?</p>	<p>Travels demonstrating a variety of relationships with objects (e.g., over, under, around, through). (S2.E2.1b) , Performs locomotor skills (hopping, galloping, running, sliding, skipping) while maintaining balance. (S1.E1.K), Kicks a stationary ball from a stationary position, demonstrating two of the five elements of a mature kicking pattern. (S1.E21.K), Travels in three different pathways. (S2.E2.K), Demonstrates traveling in proximity to self, other people, and other objects safely. (S2.E4.K), (S4.E5.Kb) Exhibits the established protocols for class activities. (S4.E5.1a) Exhibits the fundamentals of good sportsmanship. (S4.E5.1b) Recognizes the role of rules and etiquette in teacher-designed physical activities. (S4.E5.2a) Exhibits the fundamentals of good sportsmanship. (S4.E5.2b) Recognizes the role of rules and etiquette in physical activity with peers. (S4.E5.3a) Exhibits the fundamentals of good sportsmanship. (S4.E5.3b) Exhibits etiquette and adherence to rules in a variety of physical activities. (S4.E5.4a) Exhibits the fundamentals of good sportsmanship. (S4.E5.4b) Critiques the etiquette involved in rules of various game activities. (S4.E5.5a) Exhibits the fundamentals of good sportsmanship. (S4.E5.5b) S4.E6 SD Revised Safety Follows teacher directions for safe participation and proper use of equipment with teacher reminders. (S4.E6.K)</p>
<p>What materials do students need? What extra resources can students use?</p>	<p>Required Materials:</p> <ul style="list-style-type: none"> <li>• See documents</li> </ul> <p>Extra Resources:</p> <ul style="list-style-type: none"> <li>• At Home Activities: <a href="https://openphysed.org/wp-content/uploads/2018/09/ActiveHome_ActivityPacket.pdf">https://openphysed.org/wp-content/uploads/2018/09/ActiveHome_ActivityPacket.pdf</a></li> </ul>
<p>What can students do if they finish early?</p>	<p>Typing Club Jungle Junior <a href="https://www.typingclub.com/login.html">https://www.typingclub.com/login.html</a></p>
<p>Who can we contact if we have questions?</p>	<p><b>Brandon Elementary</b>  <b>Building Principal:</b> Mr. Horst- <a href="mailto:Merle.Horst@k12.sd.us">Merle.Horst@k12.sd.us</a>  <b>PE:</b> Mr. Duncanson- <a href="mailto:Jeff.Duncanson@k12.sd.us">Jeff.Duncanson@k12.sd.us</a>  <b>Adaptive PE:</b> Ms. Boehrns- <a href="mailto:Dacia.Boehrns@k12.sd.us">Dacia.Boehrns@k12.sd.us</a>  <b>Robert Bennis Elementary</b>  <b>Building Principal:</b> Ms. Hofkamp- <a href="mailto:Kristin.Hofkamp@k12.sd.us">Kristin.Hofkamp@k12.sd.us</a>  <b>PE:</b> Mr. Scholten- <a href="mailto:Kory.Scholten@k12.sd.us">Kory.Scholten@k12.sd.us</a>  <b>Adaptive PE:</b> Ms. Boehrns- <a href="mailto:Dacia.Boehrns@k12.sd.us">Dacia.Boehrns@k12.sd.us</a>  <b>Fred Assam Elementary</b>  <b>Building Principal:</b> Ms. Foster- <a href="mailto:Susan.Foster@k12.sd.us">Susan.Foster@k12.sd.us</a>  <b>PE:</b> Ms. Brummels- <a href="mailto:Julie.Brummels@k12.sd.us">Julie.Brummels@k12.sd.us</a>  <b>Adaptive PE:</b> Ms. Boehrns- <a href="mailto:Dacia.Boehrns@k12.sd.us">Dacia.Boehrns@k12.sd.us</a>  <b>Valley Springs Elementary</b>  <b>Building Principal:</b> Ms. Palmer- <a href="mailto:Tanya.Palmer@k12.sd.us">Tanya.Palmer@k12.sd.us</a>  <b>PE:</b> Ms. Fitzgerald- <a href="mailto:Bailey.Fitzgerald@k12.sd.us">Bailey.Fitzgerald@k12.sd.us</a>  <b>Adaptive PE:</b> Ms. Boehrns- <a href="mailto:Dacia.Boehrns@k12.sd.us">Dacia.Boehrns@k12.sd.us</a></p>
<p><b>Notes:</b></p>	

***Instructional materials are posted below (if applicable)***

*Brandon Valley School District*