

To search: Go to edit and click search/find or click the binoculars.

SECTION I Instruction

<u>FILE: IA</u>	Instructional Goals
<u>FILE: IB</u>	Academic Freedom
<u>FILE: IC/ICA</u>	School Year/School Year
<u>FILE: ID</u>	School Day
<u>FILE: IDGL</u>	Virtual/Online Courses
<u>FILE: IDGL-R</u>	Distance Education
<u>FILE: IE</u>	Organization of Instruction
<u>FILE: IF/IFB/IFD</u>	Curriculum Development and Adoption
<u>FILE: IGA</u>	Citizenship Education
<u>FILE: IGAB</u>	Human Relations Education
<u>FILE: IGAC</u>	Teaching about Religion
<u>FILE: IGAD</u>	Occupational Education
<u>FILE: IGAF</u>	Physical Education
<u>FILE: IGAG</u>	Teaching about Drugs, Alcohol, and Tobacco
<u>FILE: IGBA</u>	Programs for Students With Disabilities
<u>FILE: IGBB</u>	Programs for Gifted Students
<u>FILE: IGBG</u>	Homebound Instruction
<u>FILE: IG BH</u>	Alternative School Programs
<u>FILE: IGCA</u>	Summer School
<u>FILE: IGCD</u>	Advanced College Placement (Also LEB)
<u>FILE: IGCE</u>	Open Gym
<u>FILE: IGD</u>	Co curricular and Extracurricular Programs
<u>FILE: IGDA</u>	Student Organizations
<u>FILE: IGDB</u>	Student Publications
<u>FILE: IGDD</u>	Student Performances
<u>FILE: IGDF</u>	Student Fund-Raising Activities
<u>FILE: IGDG</u>	Student Activities Funds Management
<u>FILE: IGDI/IGDJ</u>	Interscholastic Athletics/Intramural Athletics
<u>FILE: IGE</u>	Community Education Program
<u>FILE: IGDK</u>	Participation of Alternative Instruction Students
<u>FILE: IHA</u>	Grouping for Instruction
<u>FILE: IHB</u>	Class Size
<u>FILE: IHC</u>	Scheduling for Instruction
<u>FILE: IIA</u>	Instructional Materials
<u>FILE: IIAA</u>	Textbook Selection and Adoption
<u>FILE: IIAA (1)</u>	Loaning of Textbooks
<u>FILE: IIAA-E</u>	Textbook Selection and Adoption/Textbook Evaluation Form
<u>FILE: IIAC</u>	Library Materials Selection and Adoption
<u>FILE: IIBA</u>	Educational Assistants

<u>FILE: IIBD</u>	School Libraries
<u>FILE: IIBE</u>	Instructional Television
<u>FILE: IIBF</u>	Telecommunications
<u>FILE: IIBG</u>	Internet Safety Policy
<u>FILE: IIBG-R</u>	Acceptable Use Agreement
<u>FILE: IIBH</u>	Distance Learning Policy and Guidelines
<u>FILE: IIBH-E</u>	Distance Learning Student Contract
<u>FILE: IIC</u>	Community Instructional Resources (Also KF)
<u>FILE: IICB</u>	Community Resource Persons
<u>FILE: IJ</u>	Guidance Program
<u>FILE: IK</u>	Academic Achievement
<u>FILE: IKA</u>	Grading System
<u>FILE: IKAB</u>	Student Progress Reports to Parents
<u>FILE: IKB</u>	Homework
<u>FILE: IKE</u>	Promotion and Retention of Students
<u>FILE: IKE-E</u>	Retention Report
<u>FILE: IKE-R</u>	General Guidelines for Student Retention
<u>FILE: IKF/IKFA</u>	Graduation Requirements
<u>FILE: IKFB</u>	Graduation Separation
<u>FILE: IL</u>	Testing Programs
<u>FILE: IM</u>	Evaluation of Instructional Programs (Also AFE)
<u>FILE: INB</u>	Teaching about Controversial Issues
<u>FILE: INDA/INDB</u>	Patriotic Exercises/Flag Displays
<u>FILE: INH</u>	Class Interruptions

INSTRUCTIONAL GOALS

The educational program of the district will be designed to perpetuate and develop the principles and values for life in our democratic society. To this end, the Board will provide opportunities and training so students may become educated Americans who are physically strong, morally and spiritually responsible, and economically capable. Through guidance and by example, our students should develop self-confidence, self-understanding, and respect for others. They should acquire skills in problem solving and demonstrate a desire to gain new knowledge. In substance, the aim of our schools will be to assist in the development of the complete person, recognizing that this is a shared responsibility with the home, the church, and other agencies.

To achieve these ideals, the Board recognizes the necessity of meeting the needs of the individual and the society. Thus, the curriculum must be flexible and adapted to individual abilities and differences. It must also be adjustable to changing conditions in order that our students may be academically, physically, socially, and morally prepared to progress.

The Board recognizes its responsibility to develop an educational program that will provide:

1. An environment in which the individual student is prepared to fulfill his moral, social, political, economic, and cultural responsibilities to the community, nation and world.
2. Attention to the development and practice in the fundamental skills of reading, writing, speaking, listening, observing and reasoning.
3. School experiences in democratic living to enable a student to hold, to share, cooperate, and assume responsibility in family living and in society.
4. Opportunities for acquiring an understanding of the principles of physical health and safety, which will carry over to the student's daily life.
5. An appreciation and knowledge of the cultural, scientific, and ethical aspects of our society.
6. An educational atmosphere that will enhance the student's mental, emotional and social development.

The Board recognizes its obligation to provide the necessary equipment, instructional materials, and staff within available resources, to facilitate the implementation of this philosophy.

(ADOPTION DATE: December 13, 1982)

(REVIEW DATE: November 13, 2000)

(REVISION DATE: January 13, 2004)

(REVISION DATE: June 22, 2009)

ACADEMIC FREEDOM

Academic freedom may be defined as the right of qualified scholars in their own field of expertise to pursue the search for truth in its many forms, and to make public their methods and findings. It is the right of qualified teachers to encourage freedom of discussion of controversial questions in the classroom, and to develop in students a love of knowledge and a desire to search for truth. The teachers should keep in mind that academic freedom is not a guaranteed political right, but rather a necessary condition for the successful practice of the academic profession in a free society.

The Board believes, however, that academic freedom also carries with it academic responsibility, which is determined by the basic ideals, goals and institutions of the local community as they are expressed in the goals and objectives of the school district.

As a consequence of its responsibility to guarantee academic freedom to both students and teachers, the Board expects that:

1. All classroom studies will be curriculum-related, based on state content standards, and will be presented factually, objectively, and impartially.
2. Teachers will create and maintain an atmosphere of open-mindedness and tolerance.
3. Teachers will not attempt directly or indirectly to limit or control the students' judgment concerning any issue, but will make certain that full and fair consideration is given to the subject and that facts are carefully examined as to their accuracy and interpretation.

While the Board intends to protect teachers from any undue restraint that interferes with their classroom duties, the ultimate responsibility for determining curriculum, textbooks, and teaching methods must rest with the Board as advised by the curriculum committee and administration. It also expects that when controversial issues are presented, the maturity and intellectual grasp of students will be taken into account.

(ADOPTION DATE: December 13, 1982)

(REVIEW DATE: November 13, 2000)

(REVISION DATE: January 13, 2004)

(REVISION DATE: June 22, 2009)

CROSS REF: INB, Teaching About Controversial Issues.

SCHOOL YEAR/SCHOOL CALENDAR

The school calendar will be prepared by the superintendent and submitted to the Board for approval prior to July 1. The school calendar will meet or exceed the minimum number of instructional hours (962.5) required by law.

The calendar sets forth the days schools will be in session, holidays and vacation periods, in-service training days, teacher orientation days, and days of reports to parents, and other such designations as the superintendent or Board deems appropriate.

(ADOPTION DATE: December 13, 1982)
(REVISION DATE: January 22, 1996)
(REVISION DATE: February 9, 2000)
(REVISION DATE: November 13, 2000)
(REVISION DATE: February 12, 2001)
(REVISION DATE: January 13, 2004)
(REVIEWED DATE: May 26, 2009)

CROSS REFS.: ID School Days.

SCHOOL DAY

It is the responsibility of the Board to establish the beginning and dismissal times at the various school levels. These hours will satisfy the time requirement established by state law.

The administration is authorized to make minor changes in opening and closing times to facilitate the scheduling of transportation; however, any major changes in schedules are subject to Board approval. Regular building hours are listed in the Brandon Valley Student Handbook.

BUILDING PROCEDURES

1. All sponsors of activities will remain in the building until students have left. If necessary, students may wait in the area just inside the front doors and the custodian should be notified.
2. The advisors of any non-athletic activity held after 6:15 p.m. will notify the night custodian (or request that he be notified) as to when the doors should be unlocked and locked.
3. Arrangements will be made so that a coach is the last to leave after everyone is out of the locker room and the door is locked.
4. On days when school is dismissed early or cancelled due to inclement weather or other emergency situations, all middle school student practices will be cancelled. Any high school practices scheduled during school cancellations will not be mandatory and must be approved by an administrator or the Activities Director.

(ADOPTION DATE: December 13, 1982)

(REVISION DATE: February 13, 1984)

(REVISION DATE: December 9, 1996)

(REVISION DATE: February 9, 2000)

(REVISION DATE: January 13, 2004)

(REVIEWED DATE: May 26, 2009)

DISTANCE EDUCATION

VIRTUAL/ONLINE COURSES

The Brandon Valley School District believes that virtual or online courses can be an effective means of instruction for students. Virtual or online courses will be part of the District's educational program delivery system to increase accessibility and flexibility in the delivery of instruction.

ADOPTION DATE: September 24, 2007

REVIEWED DATE: May 26, 2009

DISTANCE EDUCATION

VIRTUAL/ONLINE COURSES

All virtual education programs and courses will be consistent with District instructional goals and aligned with South Dakota's academic standards, curriculum frameworks and assessments, and accredited by the South Dakota Department of Education. The South Dakota Virtual High School will be the only authorized provider of virtual high school courses. The administration is directed to periodically review instructional materials of virtual/online courses to ensure they meet program standards. Further, such courses must provide the opportunity for rigor, and substantial, timely interactions among staff and students.

STUDENT APPLICATION FOR VIRTUAL HIGH SCHOOL COURSES

Students applying for permission to take a virtual/online course will do the following:

- Complete prerequisites.
- Meet with a school counselor to assess the student's ability to function effectively in an online learning environment.
- Obtain the written approval of the Principal or his/her designee before a student enrolls in a virtual course.
- Adhere to the District code of conduct to include rules of behavior and consequences for violations.
- Adhere to attendance requirements of the District.

CREDIT FOR VIRTUAL COURSEWORK

High school students may earn a maximum of four (4) units of academic credit unless otherwise specified in the student's 504 Plan or Individualized Education Plan to be applied toward graduation requirements by completing virtual/online courses accredited by the South Dakota State Board of Education. Students taking such courses must be enrolled in the District.

Credit from an online or virtual course may be earned in the following circumstances:

- The course is not offered at the District's high school.
- The high school does offer the course, but the student is unable to take it due to an unavoidable scheduling conflict.
- The course will serve as a supplement to extended homebound instruction or as part of an Individualized Education Plan Committee decision.
- The District has expelled the student from the regular school setting, but educational services are to be continued.
- The Principal, with agreement from the student's teachers and parents/guardians, determines the student requires a differentiated or accelerated learning environment.

AWARDING CREDIT FOR VIRTUAL COURSEWORK

The school must receive an official record of the final grade before awarding credit toward graduation. Only approved courses shall be recorded on student transcripts. Credit for virtual/online coursework that a student completes prior to enrollment in the Brandon Valley School District will be transferred subject to the following conditions:

- Virtual or online credit granted by another accredited high school will be approved and added to the student's transcript.
- Virtual or online credit completed in a non-accredited school or home school setting will be evaluated per policy JECAAA.

COSTS FOR VIRTUAL COURSEWORK

Students will not be charged for any District provided virtual/online course that is a part of the student's 3.0 credit semester course load for underclassmen and 2.5 credit semester course load for seniors. Students will be charged at a rate established annually by the Board for any District virtual/online coursework over the applicable credit per semester course load. Students will be responsible for all costs related to virtual/online coursework that is not provided through the District.

ADOPTION DATE: September 24, 2007

REVIEWED DATE: May 26, 2009

Reference: JECAAA, TRANSFERS FROM NON-ACCREDITED SCHOOLS

ORGANIZATION OF INSTRUCTION

The Board is responsible for public education, pre-kindergarten through grade 12, throughout the district. It also has assumed responsibilities for adult education and early childhood services in the district.

The grouping and housing of instructional levels in school facilities throughout the district, and the administration of the instructional program, will be according to plans developed by the superintendent and the administrative staff, and approved by the Board.

The grade level organization plan for the Brandon Valley School District #49-2 is PreK-5; 6-8; and 9-12.

(ADOPTION DATE: December 13, 1982)

(REVISION DATE: October 28, 1991)

(REVISION DATE: January 22, 1996)

(REVISION DATE: February 9, 2000)

(REVISION DATE: January 13, 2004)

(REVIEWED DATE: May 26, 2009)

CURRICULUM DEVELOPMENT AND ADOPTION

Rapid social change, technological development, and expansion of knowledge are facts of contemporary life. Public education must respond appropriately. Therefore, it is imperative that individual schools, the school system as a whole and the Board continuously review and evaluate existing programs and practices, and adjust, modify or change them as found advantageous in effectively meeting the needs of students and the expectations of the community. The Board itself will consider and officially adopt new programs and courses only when they constitute an extensive alteration in instructional content standard or approach. The Board expects:

1. The administration and faculty to be perpetually sensitive to changing conditions that may require changes in curriculum.
2. All programs to be researched thoroughly prior to adoption to see that they meet the needs of students. New programs will be piloted for a specified period of time as determined by the Board, administration and faculty. A pilot program is defined as a new major program, planned on a limited scale, and implemented to determine the degree to which the program would be applicable for future large-scale district adoption. Modifications of present programs are not considered to be pilot programs. The curriculum director or designee will submit to the Board status reports and evaluations on such programs at least once a year.
3. The school system to undertake intensive curriculum evaluation and revision based on the curriculum rotation cycle.
4. Plans of study and purchased curriculum will be aligned to state content standards

The Board will hear regular reports on district programs and ongoing curriculum study and revisions. It will consider recommendations of the staff for intensive curriculum study and may authorize the establishment of task forces to work in particular areas. It will also be receptive to the recommendations of parents and students in considering changes in the curriculum. Recommendations for curriculum changes submitted through appropriate channels will be acted upon by the Board.

The Board will be informed of all new courses and substantive revisions in curriculum. It will receive reports from building administrators on changes under consideration and an annual report on programs and courses offered in the schools. The Board's acceptance of these annual reports will constitute its official adoption of the curriculum.

(ADOPTION DATE: December 13, 1982)

(REVISION DATE: March 24, 1997)

(REVISION DATE: February 9, 2000)

(REVISION DATE: January 13, 2004)

CITIZENSHIP EDUCATION

It is a prime responsibility of the district to help students understand, appreciate, and feel a responsibility to perpetuate our American heritage, customs, traditions, and ideals. Therefore, the Board directs that students will be instructed in the history and the Constitution of the United States, the history and constitution of the state of South Dakota, and the general principles of free government so they can comprehend the rights, duties, and dignity of American citizenship. Also, students will be instructed on the proper manner to honor, respect, and display the flag of the United States.

The following citizenship education activities will be made available at the appropriate grade level on a regular basis:

- Learning and reciting the Pledge of Allegiance
- Learning and singing a variety of patriotic songs, including the National Anthem
- Listening to or reading stories about famous and/or historical facts or events
- Participating in student government activities
- Participating in a wide variety of local, state, and national government classroom simulations that include, but are not limited to, mock elections, mock trials and/or mock legislatures
- Participating in patriotic exercises and observances in the classroom and/or in conjunction with school programs and events deemed appropriate for the occasion
- Participating in any other activity that will lead to making students aware of their responsibility for the preservation of a free and democratic society as citizens of the United States

(ADOPTION DATE: December 13, 1982)

(REVISION DATE: January 22, 1996)

(REVISION DATE: January 13, 2004)

(REVIEWED DATE: May 26, 2009)

CROSS REFS.: INDA, Patriotic Exercises

HUMAN RELATIONS EDUCATION
(Moral/Character Instruction)

Although the home and church, as well as other community institutions, play an important role in contributing to the moral attitude of students, the Board recognizes that schools may also influence a student's attitude and thinking.

The district will provide special character instruction intended to impress upon the minds of students the importance of truthfulness, purity, self-discipline, self-respect, sexual abstinence, AIDS instruction, drug/alcohol awareness, public spirit, patriotism, citizenship, respect for honest labor, obedience to parents, respect for the contributions of minority and ethnic groups to the heritage of South Dakota, regard for the elderly and respect for authority.

In developing curriculum for various courses, the superintendent and the professional staff will keep in mind lessons which can contribute to the character instruction of the students. In addition, through the performance of their own activities staff members should keep in mind that they serve as role models for the students, and instruct students in these areas.

The Board will encourage parents and other community members to join them in providing guidance to students to enable them to develop their own code of ethics.

(ADOPTION DATE: December 13, 1982)
(REVISION DATE: September 28, 1992)
(REVISION DATE: January 22, 1996)
(REVISION DATE: August 25, 1997)
(REVISION DATE: January 13, 2004)
(REVIEWED DATE: May 26, 2009)

TEACHING ABOUT RELIGION

The Board recognizes that religious education is the responsibility of the home and church. Within the school district, neither the Board nor any of its employees will promote any particular religious belief or nonbelief. All students and staff members will be encouraged to appreciate and be tolerant of an individual's religious views. In the spirit of tolerance, students and staff members may be excused from participating in school activities, such as holiday assembly programs, which may be contrary to their religious beliefs.

The Board, however, realizes that the importance of religion in history, culture, and the arts cannot be ignored and should have a place in education. A distinction will be made, however, between the studies as part of the curriculum and the celebration of religious holidays in a manner that is devotional, doctrinal, or both. The distinction rests on whether the purpose or effect of such practices is the advancement of religion.

(ADOPTION DATE: December 13, 1982)

(REVISION DATE: March 24, 1997)

(REVISION DATE: January 13, 2004)

(REVIEWED DATE: May 26, 2009)

OCCUPATIONAL EDUCATION

Consistent with its commitment to meet the instructional needs of students, the Board recognizes that the goal of occupational-vocational education is to develop productive citizens. In meeting this goal, it is essential to provide the district's students with necessary decision-making and job-entry level skills.

Occupational-vocational education will be an integral part of the general curriculum in the high school, and also will be provided for post-secondary and adult students. The rules and regulations for carrying out an efficient occupational-vocational program will be in accordance with those established by the State Board of Education. The program will be geared to technological and economic conditions and changes and, as a core component of comprehensive education, will share with other aspects of the high school curriculum the purpose of development of character and attitudes as well as skills.

In an effort to meet the occupational-vocational training needs of regular high school students, adults, post-secondary students, and others identified by their need, the district may provide programs in the following educational areas:

1. Agricultural
2. Business and Office
3. Marketing Education
4. Family and Consumer Science
5. Trade and Industrial
6. Computer
7. Internships

Guidance and counseling services will be provided each occupational-vocational student throughout the program and at the time for placement in the chosen career.

(ADOPTION DATE: December 13, 1982)

(REVISION DATE: March 24, 1997)

(REVISION DATE: January 13, 2004)

(REVIEWED DATE: May 26, 2009)

PHYSICAL EDUCATION

The Board will attempt to provide every student with an opportunity for wholesome and enriched educational experiences. It is the Board's belief that the following basic aims and objectives of the physical education program will contribute to this goal by:

1. Aiding the development of the entire student so that a well-trained mind may function properly in a healthy body.
2. Encouraging student participation in vigorous physical activity while in school and to teach the skills of those activities so that they will have a carry-over value for later activities in everyday life.
3. Increasing appreciation of physical fitness and its importance in regard to good health.
4. Impressing upon students the importance of integrating one's mind, body, and attitude in preparing to face the obligations of a complex society.

Only in rare cases will students be exempt from physical education classes. School personnel have the responsibility for determining the activities appropriate for each student.

(ADOPTION DATE: December 13, 1982)
(REVISION DATE: October 28, 1991)
(REVISION DATE: January 22, 1996)
(REVIEWED DATE: January 13, 2004)
(REVIEWED DATE: May 26, 2009)

TEACHING ABOUT DRUGS, ALCOHOL AND TOBACCO

The Board views with grave concern the serious implications of drug, alcohol and tobacco use by people, specifically young people, all over the United States and especially in the Brandon Valley School District. In keeping with its primary responsibility – the education of youth – the Board charges the professional staff of the district to continue to investigate the causes of student and school staff involvement with drugs and alcohol, and to develop suitable preventive measures however and whenever feasible.

The Board and the professional staff will continue to seek ways to educate students and school staff of the district about the dangers of the illegal use of drugs and the abuse of alcohol. Annually, staff will be notified of the harmful effects of drug and alcohol abuse as required by the Drug Free Schools Act. Instructional units will include sessions about the causes and effects of drugs and alcohol abuse, especially in young people.

The following objectives must be realized if the goal of minimizing drug and alcohol abuse is to be achieved:

1. Students must be encouraged to identify the problem and its causes, and to organize to solve it.
2. They should understand the nature of legal and illegal drugs.
3. They must be encouraged to develop a set of values and behavioral insights, which will give them a deeper understanding of themselves and society.
4. They must be encouraged to identify the variety of alternative forms of behavior, other than drug or alcohol abuse, which are available to satisfy their needs.
5. They must be encouraged to make constructive decisions concerning the use of drugs and alcohol.

While the Board in no way condones the use of illegal or harmful substances, it is in the interest of student and staff health that an "ombudsman" climate be created in the schools so that people with problems may seek and receive help without fear of reprisal.

(ADOPTION DATE: December 13, 1982)
(REVISION DATE: February 9, 2000)
(REVIEWED DATE: January 13, 2004)
(REVIEWED DATE: May 26, 2009)

CROSS REFS.: JFCH, Alcohol Use by Students; JFCI, Drug Abuse by Students

FILE: IGBA

PROGRAMS FOR STUDENTS WITH DISABILITIES

In keeping with the philosophy that a public school system is responsible for the education of all students within the community, and further, that every student is entitled to equal education opportunity, the Board will provide programs and services designed to meet the individual needs of students with disabilities, birth through 21 years of age.

The ultimate goals of these programs will be to have students with disabilities become as self-sufficient as their disability permits and to increase their life options and opportunities for personal liberty, happiness, and participation in our society.

Seeking out young children with disabilities so that they may receive special instruction in early childhood is part of this responsibility. The purpose of identifying these children and older students with disabilities is not to categorize them as disabled, but to determine and provide a free, appropriate education for each one.

The Board believes that most students with disabilities can be educated in the regular school program if they are given special instruction, accommodations, and the support they need. These students should also be given opportunity to participate in the school's nonacademic and extracurricular activities.

However, the Board recognizes that the needs of certain students are so great that special programs, special classes, or special schools may be necessary. When appropriate programs, services, or facilities are not possible within the district's schools, the district will provide these students with access to schools where such instruction and accommodations are available.

It is the desire of the Board that the schools work closely with parents in designing and providing programs and services to students with disabilities. Parents must be informed, conferred with, and give consent whenever a student is referred for an evaluation to determine if a disability exists. In event of any disagreement concerning evaluation, identification, individual education plan or placement, the parents must be accorded the right of due process. The schools must also obtain parental consent before releasing the child's records to anyone other than a school official.

The Board will secure properly trained personnel to work with students with disabilities. The financial commitment necessary to meet the needs of all students is extensive, and the Board, in accordance with state law, will include an amount in

the district tax levy, not exceed 1.4 mill, which will be earmarked as the special education fund, to meet the needs of students who require special education or special education with related services. In addition, the Board will seek other available funding for these programs.

Development of an Individual Education Plan (IEP)

A local placement committee will be comprised of parents, the student when appropriate, the superintendent or designee, a regular classroom teacher receiving or referring a student, an educator from the field of special education, and, if necessary, an evaluator to interpret the multidisciplinary data. This committee will be responsible for the evaluation and identification of students with disabilities, the design of an individual education program (IEP), and for placement. All procedures will be in accordance with federal and state requirements.

The individual education plan determined by the local placement committee will be developed in accordance with each child's individual needs. The IEP will be approved by the local placement committee. The plan will provide for frequent reevaluation of the child's needs, progress, and of the effectiveness of the program being offered.

The local placement committee will base its decision as to whether to place a student in a regular classroom, or in a special program, class or school on the best interests of the student. However, the needs of other student in the school will also be considered.

(ADOPTION DATE: December 13, 1982)

(REVISION DATE: October 28, 1991)

(REVISION DATE: January 13, 2004)

(REVISION DATE: June 22, 2009)

CROSS REF.: LBB, Cooperative Education Programs

PROGRAMS FOR GIFTED STUDENTS

Academically gifted/high ability/talented students are those who have been identified as being capable of more challenging work than that offered in the regular classroom.

The parent or guardian of such student must give consent as a prerequisite for the student's evaluation, placement and participation in the Brandon Valley School District's gifted education program.

Included among offerings for gifted students may be:

Special classes organized for gifted/high ability students in grades 3-12

Enrichment in regular classes

Field trips and interviews

Extra-curricular opportunities in academic and creative problem-solving competitions as available

Advanced Placement classes

Attendance in college classes, apprenticeships, and/or mentoring

(ADOPTION DATE: December 13, 1982)

(REVISION DATE: October 28, 1991)

(REVISION DATE: January 22, 1996)

(REVISION DATE: December 14, 1999)

(REVISION DATE: January 13, 2004)

(REVIEWED DATE: June 22, 2009)

HOMEBOUND INSTRUCTION

The Board will provide, as appropriate, homebound instruction for students who are expected to be out of school for an extended period of time due to illness or injury, upon the request of the parents and with the approval of the family physician. In each case, the physician must certify that the student will be unable to attend school for the length of time specified and that the student is capable of receiving home instruction.

Upon recommendation to the superintendent by the building principal or the Special Services Director, a program will be established for the instruction of homebound students. Courses and methods of instruction will be consistent with those provided in the regular school setting.

The superintendent's approval is necessary before home instruction can commence.

Home instruction will be terminated when the student is capable of returning to school, based on recommendation of the student's parents, the family physician and the instructor.

(ADOPTION DATE:	December 13, 1982)
(REVISION DATE:	March 24, 1997)
(REVISION DATE:	January 10, 2000)
(REVIEW DATE:	January 13, 2004)
(REVIEW DATE:	June 22, 2009)

ALTERNATIVE SCHOOL PROGRAMS

Some students have great difficulty coping with the conventional school program and, as a result, will drop out of school. Some students require more support and direct supervision than is reasonably available in conventional school settings. And, some students, along with a highly structured academic experience, require a special focus on life skills and an appropriate vocational involvement.

The Board will provide alternative education programs where these needs have been identified, where establishment of such programs is feasible, and where the proposed programs fall within the function normally associated with the public school system

These alternative educational programs will seek to provide an appropriate academic, social and vocational experience to aid these young people either to reenter the regular school system, move into another educational setting, or prepare them for successful employment.

(ADOPTION DATE: December 13, 1982)

(REVIEW DATE: January 13, 2004)

(REVIEW DATE: June 22, 2009)

SUMMER SCHOOL

The Board will conduct summer sessions as a supplement to the instruction offered during the school year, when funding for such programs is available and the need is established.

In general, no tuition is charged students who are residents of the district, whose needs for a summer program have been identified by teachers and who have been recommended for enrollment in the program by the appropriate building principal. Special activities or programs for which a fee is to be charged may be conducted only with the approval of the Board in compliance with state law.

The summer program may be designed to include enrichment, remedial and recreational experiences.

Summer school will be under the direction of a summer school principal appointed by the Superintendent. Teachers for summer sessions will be recruited from the district staff if possible. The Board will set summer salaries and make appointments upon the recommendation of the superintendent.

(ADOPTION DATE: January 10, 1983)

(REVISION DATE: August 23, 1999)

(REVIEW DATE: January 13, 2004)

(REVIEW DATE: June 22, 2009)

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ADVANCED COLLEGE PLACEMENT/DUAL ENROLLMENT

The Board recognizes that there may be some high school students who exhibit exceptional academic progress and who are capable of performing college-level work while enrolled in high school. In order to encourage these students to their fullest capabilities, counseling assistance will be given to these students to enroll in advanced courses. Financial/tuition charges will not be the responsibility of the Brandon Valley School District.

ADVANCED COLLEGE PLACEMENT

Advanced placement courses may be offered by the district provided a sufficient number of student request a particular course and qualify for it, and that a staff member qualified to teach it is available.

DUAL ENROLLMENT

If a particular course is not offered by the district, a qualified high school student may enroll in a college-level course offered by an approved nearby college or university, and may be released from high school attendance for such hours as are required for the college course(s). If the student wishes to receive high school credit for the course, he/she may request permission, prior to taking the course, from his/her principal, who will recommend to the superintendent that the course apply to high school graduation requirements.

Any student in grades eleven and twelve may enroll in not more than two courses per fall or spring semester which are offered at an institution of higher education or post secondary vocational education institution. The student shall obtain the school district's approval for Brandon Valley secondary school credit for the post secondary course. The Brandon Valley School District is not responsible for any costs involved with attendance at the post secondary institution by a student enrolled in the district. The student is responsible for any additional fees and costs involved with attending a post secondary institution in accordance with this section. If a failing grade is received in a post secondary course under this section, the student receiving the failure is no longer eligible to enroll for post secondary courses under this section.

1. A maximum of two classes per semester or quarter and a maximum of four classes per school year will be allowed.
2. Each course will be evaluated by the counselors and administration and credit will be granted according to contact hours and outside work assigned to the course.

3. Any exceptions to the above policy requires the approval of the administration and Board of Education.

(ADOPTION DATE: January 10, 1983)

(REVISION DATE: January 27, 1992)

(REVISION DATE: January 13, 2004)

(REVIEWED DATE: June 23, 2008)

(REVISION DATE: August 10, 2009)

OPEN GYM

School coaches volunteer at time to supervise BVHS/BVMS Open Gym opportunities following SDHSAA regulations as well as BVHS Athletics Department philosophy and risk management procedures.

The SDHSAA holds local school administrators responsible for the administration and enforcement of the Open Gym Policy. Member schools may provide an open gym for students during the summer months and/or school year provided the following criteria is followed:

1. The local governing board has adopted an open gym policy that incorporates the SDHSAA guidelines as well as any other matter that would be germane to this type of activity.
2. This is a program whereby the gymnasium, playing field or other school facility is made available to all students for recreational purposes. Attendance must be on a voluntary basis.
3. Member schools may furnish specific equipment related to the open gymnasium activity such as balls, goals, standards, nets, mats, etc.
4. The time and day(s) of the open gym shall be made known to the student body by the administration in a timely manner, through announcements, bulletin board posting, school paper articles, etc. Local policy may designate certain schedules for girls only, boys only and by grade level.
5. Participants must furnish their own clothing such as sweatsuits, shorts, shoes, etc.
6. Supervision of open gyms shall be subject to local school board policy and must include but not be limited to the following:
 - a. The person in charge of supervising open gym may not coach. This restriction includes, but is not limited to, the teaching fundamentals for a specific sport. In this regard, organized practice sessions during open gyms are prohibited.
 - b. High school coaches may supervise open gyms.

Many students that choose to participate in open gym, however, are also involved in athletic programs. The BVHS Athletic Department believes that most student-athletes benefit from multi-sports participation, rather than sport specialization. Because open gym involves participation by both in-season and out-of-season student-athletes, open gym supervisors shall advise in-season to restrict their activities to the development of sport skills and techniques, rather than scrimmaging, to minimize the risk of injury that would prevent their participation in sports that are currently in-season. To ensure compliance with SDHSAA regulations and address concerns for legal liability, BVHS Open Gym shall only be supervised by members of the BVSD coaching staff.

(ADOPTION DATE: October 11, 2011)

COCURRICULAR AND EXTRACURRICULAR ACTIVITIES

Recognizing that student activities are a legitimate part of the school program, the Board has established the following criteria which all student activity programs must meet:

1. Student activities must have educational value for students.
2. Student activities must be in balance with other curricular offerings in the school.
3. Student activities must be managed in a professional manner.

The following guidelines will govern the student activities programs:

1. Student activities are those school activities that are voluntarily engaged in by students, have the approval of the school administration, are sponsored by the faculty, and do not carry credit toward promotion or graduation.
2. Each school, under the direction of the principal and professional staff, will have a well-balanced and effectively administered student activity program designed to stimulate student growth and development by supplementing and enriching the curricular activities.
3. Each activity should be designed to contribute directly to the educational, civic, social, ethical and leadership development of students involved.
4. The student activity program should receive the same attention in terms of philosophy, objectives, social setting, organization, and evaluation that is given the regular school curriculum.
5. Each school will develop definite written guidelines and procedures regulating the creation, organization, administration, and dissolution of student activity programs.
6. The expenses involved in participating in any student activity and in the total program for a school year should be set so that a majority of the students may participate without financial strain.

7. Activities must be open to all students, regardless of race, religion, gender, national origin, or disability.
8. Activities must not place undue burdens upon students, teachers, or schools.
9. Activities should be held on nonschool time or at an appropriate designated school time.
10. Activities at any level should be unique, not duplications of others already in operation.

In addition to the above guidelines, the district high school will abide by the rules and bylaws as of the South Dakota High School Activities Association (SDHSAA). Membership in the SDHSAA will be renewed annually by approval of the Board.

(ADOPTION DATE: January 10, 1983)
(REVISION DATE: January 22, 1996)
(REVISION DATE: January 13, 2004)
(REVISION DATE: August 10, 2009)

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STUDENT ORGANIZATIONS
(LIMITED OPEN FORUM)

The Equal Access Act requires that the public secondary schools grant equal access to student groups who wish to meet for religious, political, or philosophical purposes, if the school allows other types of non-curriculum related student groups to meet. This policy establishes the limited open forum to be held during non-instructional time as determined by the school administrator to ensure equal access to student groups wishing to meet.

The administrator may approve student groups use of facilities to conduct a limited open forum meeting provided that the following criteria are met:

- a. The meeting will take place during a period of non-instructional time as determined by the administrator.
- b. The meeting is voluntary and student initiated. The principal must be assured that students are the ones promoting such activities and that they are participating of their own volition. Only students enrolled in the school may request the meetings.
- c. Employees or agents of the school district do not promote, lead or participate in such meetings. Principals may assign personnel to supervise these meetings, but this action does not constitute sponsorship by the district of such meetings.
- d. The presence of school authorities or district employees at any school religious meeting is non-participatory in nature. The presence of school authorities is for the purpose of observation only.
- e. Non-school persons may not direct, conduct, control, or regularly attend activities of student groups. Visitors to the school must be approved by the principal and clearance obtained prior to the meeting.
- f. The meeting does not in any way interfere with the conduct of regular instructional activities of the school. Since the education of the students is a prime responsibility of the school, any other activities are secondary, the school may deny facilities to students on the basis that such activities or meetings interfere with the instructional program.
- g. The meeting is open to all students without regard to race, gender, religion, disability, or national origin.

- h. All groups will have equal access to student activity boards, may submit announcements for the public address system and may submit to the school newspaper.

(ADOPTION DATE: January 10, 1983)

(REVISION DATE: October 28, 1991)

(REVISION DATE: January 13, 2004)

(REVIEWED DATE: June 22, 2009)

REFS.: Brandon Valley Student Handbook, Activities.

STUDENT PUBLICATIONS

Students will enjoy the constitutional rights of freedom of expression. They will have the right to express their views in speech, writing, or through any other medium or form of expression within limitations comparable to those imposed on all citizens but specifically designed for students and youth in a school setting.

The Board will encourage student publications not only because they offer an educational activity through which students gain experience in reporting, writing, editing, and understanding responsible journalism, but also because they provide an opportunity for students to express their views.

All student publications will be expected to comply with the rules for responsible journalism. This means that libelous statements, unfounded charges and accusations, obscenity, defamation of persons, false statements, material advocating racial or religious prejudice, hatred, violence, the breaking of laws and school regulations, or materials designed to disrupt the educational process will not be permitted.

Review of content prior to publications is not censorship, but part of the educational process as this concerns student publications. It can be pointed out to students, as it frequently is to journalists, that a publisher (in this case, the school system) enjoys freedom to determine what it will and will not publish.

Distribution of Literature:

Students have a right to the distribution of literature on school grounds and in school buildings. The principal may prohibit the distribution in school buildings of a specific issue or publication if it does not comply with rules for responsible journalism. The principal may require that no literature be distributed unless a copy is submitted in advance.

The time, place, and manner of distribution of literature will be reasonably regulated by the principal.

(ADOPTION DATE: January 10, 1983)

(REVISION DATE: January 13, 2004)

(REVIEWED DATE: June 22, 2009)

STUDENT PERFORMANCES

The Board recognizes that worthy and appropriate educational values accrue from student participation in civic and community affairs. Teachers will be encouraged to provide students for public performances when:

1. Such performances fit both the aims of the schools and the needs of the students.
2. Such performances are free from the kinds of appeals, and pressures that limit the best development of participants.
3. No student is excluded because of race, color, creed, religion, gender, disability, national origin, or ancestry.

Students may perform where admission fees are charged only if the proceeds are used for charitable, educational, or civic purposes. Payment for performances may be accepted by the school but not the individual students. Costs directly related to performances, the supervision of the students, and liability protection for the participants will be responsibilities of the school district.

Approval for all public performances will be given by the superintendent when the above criteria have been met.

(ADOPTION DATE: January 10, 1983)

(REVIEW DATE: January 13, 2004)

(REVISIO DATE: August 10, 2009)

STUDENT FUND-RAISING ACTIVITIES

Fund-raising activities will be permitted for school classes or student organizations, under the sponsorship of a faculty member, provided they are approved by the superintendent and benefits all members of the class or group.

No project will be allowed that will involve individual students.

All fund-raising projects must be approved in advance by the sponsoring organization advisor. It is then the responsibility of that advisor to consult the building principal and the superintendent, and to notify the Brandon Valley Area Chamber of Commerce. Any expenditure by a school organization must be handled in the same manner. These approvals will be based upon the intended usage of the funds raised, the nature of the fund raising activity and the degree to which it fulfills its purpose for the organization.

A categorical, itemized accounting of money raised at school or in connection with the school other than money deposited in the extracurricular account which is the responsibility of the building principals, will be submitted by the principal or sponsoring advisor to the business manager, to be filed with the district financial records.

(ADOPTION DATE: January 10, 1983)

(REVISION DATE: September 10, 2001)

(REVIEW DATE: January 13, 2004)

(REVIEW DATE: June 22, 2009)

REF.: Brandon Valley Student Handbook – Fund-raising project.

STUDENT ACTIVITIES FUNDS MANAGEMENT

The Board authorizes the establishment and maintenance of a student activity fund for each school which will be the only authorized depository fund for student clubs or organizations. The principal of the school will be responsible for the proper administration of the financial activities of each account. All payments made from the student activity fund will have the prior approval of the student organization, faculty advisor and the principal.

The annual school district audit will include an audit of student organization funds. Payment for the audit will be made from district funds.

Moneys raised by student organizations must be expended for the benefit of students. Any expenditures will have approval from the student organizations' officers. This approval will be reflected in the minutes of the organization's meetings.

All fund-raising projects must be approved in advance by the organization advisor, the principal and the superintendent. This approval will be based upon the intended usage of the funds raised, the nature of the fund-raising activity and the degree to which the proposed activity fulfills the purposes of the organization.

When appropriate, the principal may require the faculty advisor to submit for approval an annual budget listing proposed activities, projected expenditures and income.

(ADOPTION DATE: January 10, 1983)

(REVISION DATE: January 13, 2004)

(REVIEWED DATE: June 22, 2009)

INTERSCHOLASTIC ATHLETICS/INTRAMURAL ATHLETICS

The Board believes that students benefit from the experiences made possible through participation in interscholastic sports. Learning how to deal with success and failure, developing self-discipline, experiencing the successes of teamwork, and developing physical skills are some of the benefits which can come from these programs.

All interscholastic programs will require Board approval and will operate under the supervision of the activities director, building level principal and the superintendent. Qualified personnel will be assigned to supervise and coach the various sports as needed.

Membership of the district or an individual school in an interscholastic athletic association or league will be subject to approval by the Board. The Board will review the constitution and bylaws of any such organization, and its rules and regulations for member teams, before granting approval.

It is the practice of the Board to maintain membership for the district schools in the South Dakota High School Activities Association (SDHSAA) and Eastern South Dakota (ESD) Athletic Conference. In the conduct of interscholastic athletic programs, the rules, regulations, and limitations outlined by that association will be followed.

Eligibility requirements for participating in athletic programs will be set by the school administration with the approval of the Board and will conform with regulations of SDHSAA. They will include the requirements that a student have the written permission of his/her parent or guardian to participate and will have been determined as physically fit for the sport by the school physician or his/her personal physician.

<i>A LIST OF INTERSCHOLASTIC ATHLETICS/INTRAMURAL ATHLETICS OFFERED:</i>			
FOOTBALL		WRESTLING	TRACK
Varsity & Jr. Varsity		Varsity & Jr. Varsity	MS & HS
9 th Grade		7 th & 8 th Grade	Boys & Girls
8 th Grade			
7 th Grade		GOLF	CHEERLEADING
		HS & MS	HS
GIRLS BB		Boys & Girls	
Varsity & Jr. Varsity			TENNIS
Sophomores		VOLLEBALL	HS & MS
9 th Grade		Varsity & Jr. Varsity	Boys & Girls
8 th Grade		Sophomores	
7 th Grade		9 th Grade	CROSS COUNTRY
		8 th Grade	MS & HS
		7 th Grade	Boys & Girls

BOYS BB				
Varsity & Jr. Varsity				
Sophomores				
9 th Grade				
8 th Grade				
7 th Grade				

ATHLETIC TRAINING RULES

In order to assure a high quality of student athletic performance, the Brandon Valley Board of Education has developed the following guidelines for those young people who wish to participate in school sponsored athletic activities. The purpose of these guidelines are to:

1. Insure proper school conduct both at home and away from school.
2. To help young people to develop a positive attitude, good sportsmanship, competitiveness, and to teach self-discipline.
3. Encourage young people to work as a team and develop pride and ownership toward that team and school.
4. Assist young people in developing good physical fitness habits and to create an awareness, both as a participant and as a spectator, in athletics as a lifetime activity.

In addition, the sports programs will assist young people in building self-confidence and in the development of new skills.

ELIGIBILITY RULES

1. To be eligible to participate in any school event or activity, a student must have passing grades in at least (4) four full credit subjects per semester and four (4) full credits the preceding semester. This is in compliance with the South Dakota High School Activities Association rules.
2. Students are limited to participation in only one athletic activity at any one time.
3. Students who participate in an athletic activity and a fine art activity may encounter conflicting schedules. When any two events are scheduled at the same time, a student/parent must make a decision as to which activity he/she shall participate in. This decision shall be in writing and given to the activities director at least one week prior to the event. **A student scheduled to compete in an ESD Conference Tournament, state qualifying, or state final event will attend that event over a regular season competition or performance.**
4. Non-High School Participation: A student in middle school may be considered at the high school level except in the following sports: basketball, football and volleyball. The Athletic Director will notify parents before an athlete’s invitation to compete at the high school level. Any movement of a student from middle school to the high school level must be done with the knowledge and permission of the administration.

EQUIPMENT

It is the student athlete’s responsibility to:

1. Take proper care of all personal equipment on loan or equipment used by the team. Lockers should be locked at all times.
2. Return all borrowed equipment at the proper time and place, as designated by the head coach. All equipment must be clean and free from unusual wear.

3. Missing equipment shall be paid for by the student at the replacement cost value. A receipt will be issued to the athlete and a copy will be retained in the activity director's office.
4. If the above criteria are not satisfied, the student athlete will not receive an athletic award or be eligible for further competition in any sport, until such equipment has been paid for or returned.
5. Equipment requiring a deposit on rental, must be paid for in advance before the equipment can be issued.

PHYSICAL EXAMINATIONS

Students are not eligible to participate in practices or games until required forms are completed and on file in the Activity Director's Office. Parents and students must complete annually the SDHSAA (South Dakota High School Activities Association) Parent/Guardian Permit and Pre-Participation History form, the Parent Permit form and the Consent for Medical Treatment form. Student athletic physicals are to be conducted by the family physician every year (unless a serious injury requires an updated physical) and the physician must complete the following which are available in the principal's office: SDHSAA Orthopedic Screening Examination form and Physical Examination form.

The student will pay the full cost of the physicals. The Brandon Valley Activities Department will host at least two evenings in May of each year for reduced rate physicals.

CONCUSSIONS

In order to address the critical issue of concussions, the National Federation of State High School Associations (NFHS) has drafted the following language and made it a part of every sport rule book publication:

"Any player who exhibits signs, symptoms or behaviors consistent with a concussion (such as loss of consciousness, headache, dizziness, confusion or balance problems) shall be immediately removed from the game and shall not return to play until cleared by an appropriate health-care professional."

The U.S. Department of Human Services, Centers for Disease Control and Prevention has published the following lists of signs, symptoms and behaviors that are consistent with a concussion:

Signs Observed By Others

- Appears dazed or stunned
- Is confused about assignment
- Forgets plays
- Is unsure of game, score, or opponent
- Moves clumsily
- Answers questions slowly
- Loses consciousness
- Shows behavior or personality changes
- Cannot recall events prior to hit
- Cannot recall events after hit

Symptoms Reported By Athlete

- Headache
- Nausea
- Balance problems or dizziness

- Double or fuzzy vision
- Sensitivity to light or noise
- Feeling sluggish
- Feeling foggy or groggy
- Concentration or memory problems
- Confusion

Any student athlete exhibiting signs, symptoms or behaviors consistent with a concussion as listed above shall be immediately removed from the game or practice and shall not return to play until cleared by a medical doctor as documented on the Return to Competition Following Concussion form. The form must include signatures from the medical doctor and parent/guardian prior to a return to play.

STUDENT CONDUCT ACTIVITIES RULES (Grades 7-12)

During the entire school year, including the season of practice and the off-season, regardless of the quantity, a student shall not use or consume, have in possession, buy, sell, or give away alcohol or tobacco which includes smokeless tobacco. According to state law, any person adjudicated, convicted, or the subject of a suspended imposition of sentence for possession, use, or distribution of controlled substances or marijuana as defined in Chapter 22-42, is ineligible to participate in any extracurricular activity at any secondary school accredited by the Department of Education and Cultural Affairs for one year. Upon a second offense, the student will be permanently ineligible to participate in those activities sanctioned by the SDHSAA. It is not a violation for a student to be in possession of a legally defined drug specifically prescribed for the student's own use by his/her doctor.

1. First Violation

After confirmation of the first violation, the student shall be suspended from participation in all student activity events for fourteen (14) consecutive calendar days or two student activity events, whichever is greater. Penalty will not exceed fifty percent (50%) of the scheduled events in any one student activity. **Weeks of practice, which are absent of competition/performance, cannot be counted.**

2. Second Violation

After confirmation of the second violation, the student shall be suspended from participation in all student activity events for 28 consecutive calendar days, or four student activity events, whichever is greater. **Weeks of practice, which are absent of competition/performance, cannot be counted.**

3. Third Violation

After confirmation of the third or subsequent violations, the student shall lose eligibility for one full year from the date of the violation.

It is mandatory that before being readmitted to activities following suspension for a third violation, the student shall show evidence in writing that he/she has sought or has received counseling from a community agency or professional individual such as a drug counselor, medical doctor, psychiatrist or psychologist.

4. Considerations

a. Violations and penalties apply during the off-season or during each activity in which the student participates.

b. Rules in effect for the entire school year (or beginning with practice and extending through the end of the season if it begins before or extends beyond) the school calendar.

c. Violations are cumulative throughout the entire school career (grades 9-12). **A student who has one violation and then remains violation-free for twelve (12) consecutive months will start over with a clean slate. This opportunity applies only once during a student's high school career (provision does not apply to suspension for a drug conviction.)**

d. Practice weeks, in which no contests/performances are scheduled, cannot be counted as penalty weeks.

e. Violations carryover from one activity to the next or from one school year to the next. If the violation occurs during the off-season, the suspension will be invoked at the beginning of the next activity season in which the student shall participate or the next school year. Example: First violation occurs during the off-season in the spring. The suspension will be enforced during the first activity season the student shall participate in beginning the next school year. If the season does not allow the athlete to successfully complete the suspension, the suspension will carryover to the next season in which the student participates and competes/performs. For the suspension to be fulfilled, the student must complete the activity season in which the suspension is being carried out.

f. It will be at the discretion of the coach/activities director as to whether the individual would practice during the suspension. Also at the discretion of the coach/activities director, the individual will be eligible to attend the event(s). The individual would, in no way, be able to participate in the activity.

g. Suspensions may include more than one activity depending upon the time of the violation.

h. Any student beginning at Brandon Valley Schools will be subject to these rules upon enrollment in school. Further, any student ineligible, due to an activities violation at the former school, will serve that suspension according to Brandon Valley Activities Rules.

5. Reporting

a. The above rules apply if the report is made and substantiated by a Brandon Valley public schools staff member, legal authorities or the individual's voluntary admission.

b. A student who violates the terms of the activities rules, and is cited by law enforcement, shall inform school officials of the violation and serve the required suspension. If the student is found to be in violation, without notification to school officials, the student may be dismissed from that activity for the remainder of the season. Therefore, with notification being provided by the city, county or state, a student shall report to school officials as soon as possible after the citation. The school receives this notification, in some cases, within two days.

6. Activities

Athletics: Baseball (sanctioned only)

Boys or Girls Basketball

Boys or Girls Bowling (sanctioned only)

Boys or Girls Soccer (sanctioned only)

Boys or Girls Tennis

Boys or Girls Track

Cheerleading (by sport)

Cross Country

Dance Team

Football
Volleyball
Wrestling
Girls Fast-Pitch softball (sanctioned only)
Boys or Girls Golf

Activities:

Band (any combination of pep band, marching band, jazz band, symphonic band, musical pit band, competition bands)

Drama/Speech (any combination of One Act Play, Oral Interp, Fall Play, Musical)

Vocal Music (any combination of Mixed Choir, Concert Choir, Musical, Competition Choir)

Orchestra

Other: Including, but not limited to: National Honor Society, Homecoming Royalty, Student Government

And any other student activity - henceforth defined as a public presentation, performance, competition, trip or school sanctioned/sponsored public event.

STUDENT CONDUCT ACTIVITY RULES – ATTENDANCE

Brandon Valley School District believes an important consideration in the training of a student is regular attendance at all scheduled practices and competitions. Therefore, the student is expected to attend all practices.

A. AN EXCUSED ABSENCE is defined as:

1. Illness
2. Medical appointments
3. School activities
4. Family emergencies

B. Absence for the convenience of the family, requested by the parent, may be granted by a coach/advisor, when there is an understanding between the activities director, the coach/advisor, the student, and the parent making the request. Such a request, and the response, must be made in writing, in advance of the absence, in order for that absence to be considered excused.

C. AN UNEXCUSED ABSENCE. If a student's absence(s) is deemed to be unexcused, the coach/advisor shall notify the Activities Director within two (2) days following the absence. The coach/advisor shall also send notification to the parents of the recorded absence(s) and the consequences of future absences.

1. **First Violation:** The student will not be allowed to participate in the next competitive event.

2. **Second Violation:** Student will be dismissed from that activity for that season and shall not be eligible for awards.

D. In order to participate in an extracurricular activity, a student must be in class three consecutive periods prior to dismissal time on the day of that activity unless approved by the activities director or principal.

All other rules or regulations adopted by the head coach of a particular activity, which in or of themselves are not basis for a suspension or dismissal, shall be followed provided participants are notified of such rules and regulations by written handout or posting on bulletin boards prior to the beginning of the season.

STUDENT DUE PROCESS POLICY

In the event that it becomes necessary to consider action for an alleged violation of a training rule, the following procedures may be carried out:

- A. The coach/advisor has an obligation to the student to discuss the alleged violation and to allow the student to explain his/her position.
- B. If further action becomes necessary, the coach/advisor shall file a written charge with the building principal and the activities director, with a copy given to the student and verbal notification to the parent, if possible, no later than the end of the school day, following the day of the discovery of the alleged violation. At the time the student is notified, in writing, of the alleged violation, the coach/advisor shall also inform the student of the school district's "due process" procedures. A follow-up written copy of the violation will also be mailed to the parent.

STUDENT DUE PROCESS PROCEDURES

In the event that the student or parent requests a hearing, the activities director shall:

- A. Designate the time, date and place for the hearing, reasonable to both parties.
- B. Inform the parent or student, that the student will be temporarily suspended from participating or practicing in the activity, until such time that the hearing has been held.
- C. Notify the building principal, head coach/advisor (which could include the support_coach staff) of the time, date and place of the hearing.
- D. Conduct the hearing in such a manner that the accused student and parent will have an opportunity to review the alleged violations of policy and ask questions appropriate to the situation. At the same time, the same courtesies will be extended to the head coach/advisor and building principal.
- E. State the disposition of the alleged violation.

A decision adverse to the student may be appealed in the following manner:

- 1. to the Superintendent of Schools
- 2. to the Brandon Valley Board of Education
- 3. to a Court of Law

WEDNESDAY AND SUNDAY ACTIVITIES

There are to be no school activities scheduled on Wednesday evenings after 6:15 and no required practice or rehearsals scheduled on Sundays. Only state sanctioned events will be scheduled on Wednesday evenings or Sundays. Only formal concerts and plays will be scheduled on Sundays.

WINTER WEATHER POLICY

In the event school starts late due to inclement weather, there will be no morning activities practices/open gyms that day. If school is dismissed early for inclement weather, there will be no after school activities practices/open gyms that day. If school is canceled for the day due to weather, there will be no activities practices/open gyms that day.

- (ADOPTION DATE: January 10, 1983)
- (REVISION DATE: February 24, 1996)
- (REVISION DATE: January 22, 1996)
- (REVISION DATE: November 12, 1997)
- (REVISION DATE: January 13, 2004)
- (REVISION DATE: September 27, 2010)

PARTICIPATION OF ALTERNATIVE INSTRUCTION STUDENTS

The Brandon Valley School District will permit alternative instruction students in grades 6-8 to participate in middle school extracurricular activities, and will permit alternative instruction students in grades 9-12 to participate in interscholastic activities.

Nothing in this policy confers any vested right in any alternative instruction student wishing to participate in an interscholastic activity to be selected for competition in such activity.

As a condition of participation, the alternative instruction student in grades 9-12 must be enrolled in, and attend a minimum of two (2) academic class periods per day at Brandon Valley High School, and maintain passing grades in both classes. The classes attended by the alternative instruction student must be classes that grant academic credit. On the day of participation in any interscholastic competition, the alternative instruction student must have attended both class periods that day in order to be eligible to compete in the contest.

A student in middle school may be considered at the high school level except in the following sports: basketball, football and volleyball or as limited in a club sport agreement. As a condition of participation, the alternative instruction student enrolled in grades 7-8, who wishes to compete or is invited to compete in an individual interscholastic activity at the high school level must attend a minimum of two (2) academic class periods per day at Brandon Valley Middle School, and maintain passing grades in both classes. The classes attended by the alternative instruction student must be classes that are graded. On the day of participation in any interscholastic competition, the alternative instruction student must have attended both class periods that day to be eligible to compete in the contest.

Further, as a condition of participation, the alternative instruction student must fulfill the following conditions:

1. Demonstrate compliance with CHAPTER 1, PART IV – *Student Eligibility* – and CHAPTER II, PART I – *Further Eligibility for Athletic Contests* – of the *SDHSAA Eligibility Checklist for Alternative Instruction Students*. Compliance with this provision must be demonstrated annually.
2. Provide documentation for the *Application for Public School Exemption Certificate Request* (SDCL 13-27-3) and nationally standardized achievement

tests in grades tested under the state testing program. Compliance with this provision must be demonstrated annually.

3. Comply with all of the school district's eligibility requirements for participation in interscholastic activities, including all academic requirements. Attendance requirements will apply as outlined above. Scholastic/academic eligibility shall be verified per the school district's administrative policy following the same procedure used to accept credits toward graduation when an alternative instruction student requests a transfer to the school district.

4. Any student, who was unable to maintain academic eligibility in an accredited school, shall be ineligible to participate as an alternative instruction student for a period of one (1) year. After one year, the student may regain eligibility per the school district's administrative policy.

5. Satisfy the responsibilities and standards of behavior and performance, including related class or practice requirements, as expected of other student participants as a condition for both the initial acceptance and continued membership in the activity, including but not limited to:

- a. All school district training rules and codes of conduct will be applicable.
- b. In order to be eligible to audition for and participate in a Region Music Contest, All-State Chorus, All-State Orchestra or All-State Band, the student must currently be enrolled and attending the school district's parallel musical organization, i.e., vocal music, band, orchestra. This rule is identical to the rule that applies to all students attending a SDHSAA member school.
- c. A student who is a member of a high school team may not participate in games, practice tryouts, etc., in that particular sport during the same season on an independent or non-high school team or as a member of any "all star" team, or completely unattached on an individual basis. This rule is identical to the rule that applies to all students attending a SDHSAA member school.
- d. All references to calendar shall refer to the school district's calendar.

6.A student who leaves an accredited school for any reason to enter an alternative instruction program shall be ineligible for interscholastic competition for a period of one (1) year beginning on the date the student enters the alternative instruction program.

(ADOPTION DATE: July 14, 2003)
(REVISION DATE: January 13, 2004)
(REVISION DATE: August 10, 2009)

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COMMUNITY EDUCATION PROGRAMS

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The Board recognizes that education is a life-long process, and that it has an educational responsibility to the entire community. Accordingly, community education courses will be provided to meet the needs of adults and out-of-school education, and development of special interests in various arts, crafts, and recreation.

The community education program will be administered by the superintendent and will be supported by a combination of district funds, state and federal aid, and fees. Tuition charges will be as determined by the Board.

(ADOPTION DATE: January 10, 1983)

(REVISION DATE: January 13, 2004)

(REVIEWED DATE: June 22, 2009)

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GROUPING FOR INSTRUCTION

Assignment of students to classes should be done on the basis of what is best for the individual student. Students will be assigned classes and sections in a manner that will best promote their general growth and development, as well as their intellectual achievement.

Good administration takes into account the importance of parental understanding and acceptance of the grouping procedure used in the school. The assignment of classes to teachers is the responsibility of the principal. Information from the parents, teachers and other staff members will be welcomed and considered.

Flexible grouping within the classroom is desirable and teachers should be encouraged to carry out this procedure. Some students may be grouped together for one activity and almost immediately following, they may be regrouped for another activity. Students should not, however, remain in the same groups throughout the school year.

(ADOPTION DATE: January 10, 1983)

(REVISION DATE: December 9, 1996)

(REVISION DATE: January 13, 2004)

CLASS SIZE

Classes should be of such size and organization as to ensure maximum learning efficiency. The Board recognizes that class size should depend upon age and maturity of students as well as the type of learning activity involved.

(ADOPTION DATE: January 10, 1983)

(REVISION DATE: February 9, 2000)

(REVIEW DATE: January 13, 2004)

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SCHEDULING FOR INSTRUCTION

A primary function of a classroom program is to promote the most effective use of time available. It will be the principal's responsibility to see that a satisfactory instructional program is scheduled for each student. This schedule will meet the time requirements for courses as set by state regulation. It will also provide for the best use of students' time in relationship to their goals and within the framework of practicable school operation.

(ADOPTION DATE: January 10, 1983)
(REVISION DATE: February 9, 2000)
(REVISION DATE: January 13, 2004)

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INSTRUCTIONAL MATERIALS

The Board believes that materials appropriate to the needs of the school program must be available to each student and teacher. These will be furnished by the Board subject to budgetary constraints.

The task of selecting instructional materials and programs will be delegated to the professional staff of the school system. Because instructional programs and materials are of great importance, only those that meet the following criteria will be approved by the Board:

1. They must present balanced views of international, national, and local issues and problems of the past, present, and future.
2. They must provide materials that stimulate growth in factual knowledge, literacy appreciation, aesthetic, and ethical values.
3. They must help students develop abilities in critical reading and thinking.
4. They must help develop and foster an appreciation of cultural diversity and development in the United States and throughout the world.
5. They must provide for all students an effective basic education that does not discriminate on the basis of race, age, color, religion, national origin, sex or physical disabilities.
6. They must allow sufficient flexibility for meeting the special needs of individual students and groups of students.
7. They must help meet the objectives of the State Content Standards.

(ADOPTION DATE: January 10, 1983)
(REVISION DATE: January 22, 1996)
(REVISION DATE: February 9, 2000)
(REVIEW DATE: January 13, 2004)

CROSS REF.: KLB, Public Complaints about the Curriculum or
Instructional Materials

TEXTBOOK SELECTION AND ADOPTION

The Board will officially adopt textbooks and textbook programs for use in the district schools upon the recommendation of the superintendent.

Responsibility for the review and selection of textbooks to be recommended will rest with the curriculum director, the principals and textbooks curriculum committee as appointed by the superintendent or his designee. Membership on such committees shall include representation by teachers who will use the texts, administrators, and other staff members as found desirable. Students and parents may be asked to serve.

Principles that apply generally to the selection of instructional materials and library materials will apply to the selection of textbooks and books. The State Board of Education will have the power to review any books or other instructional material selected for use in the district schools. Additionally, basic textbooks and textbooks programs will be chosen:

- To advance the educational objectives of the school system and particular objectives of the course or program
- To contribute toward continuity, integration, and articulation of the curriculum
- To establish a general framework for the particular course or program

Because the instructional purposes of textbooks, as stated above, are of such importance, particular care will be taken in their selection as to content.

Although many points must be examined, the Board directs the staff to be particularly mindful of the following considerations:

1. The needs of all learners, including slow learners and the exceptionally able, must be provided for.
2. Insofar as possible, multiethnic materials which depict a pluralistic society should be selected.
3. Attention should be given to sex roles depicted in the materials.
4. The textbook or textbook program should lead the student and teacher beyond the textbooks into a wide variety of other materials and educational experiences.
5. If the textbook deals with problems and issues of our times, it should present and encourage examination of all points of view.
6. Because textbooks are selected for several years' use, special attention shall also be given their physical characteristics, durability, format, and price.

(ADOPTION DATE: January 10, 1983)

(REVISION DATE: January 22, 1996)

(REVIEW DATE: January 13, 2004)

LOANING OF TEXTBOOKS

Textbooks will be loaned to students residing in the Brandon Valley School District ages 5 through 19 who are not enrolled in the Brandon Valley School District or a school supported by any other governmental entity upon written request by the student or the student's parent or guardian.

Textbooks loaned shall be the same textbooks normally used by the students enrolled in the Brandon Valley schools.

(ADOPTION DATE: April 27, 1987)

(REVISION DATE: January 13, 2004)

TEXTBOOK SELECTION AND ADOPTION
(Textbook Evaluation Form)

SCHOOL: _____

TITLE OF BOOK: _____

Author: _____

Author's Background and Qualifications: _____

Publisher: _____ Copyright Date: _____

Subject Field _____ LIST Price of Book: _____

Secondary Course Title or Elementary Grade Level: _____

	<u>YES</u>	<u>NO</u>
A. Is the viewpoint of the author consistent with the Board of Education's <u>Statement of Educational Philosophy</u> ? _____	_____	_____
B. Is the viewpoint of the author consistent with the teaching and learning objectives for the book? _____	_____	_____
C. Does the book substantially meet these 10 criteria for selection?		
1. Is the material needed by the school, department, or course? _____	_____	_____
2. Is it among the best of its kind available for the use intended. _____	_____	_____
3. Does it help to implement the course of study? _____	_____	_____
4. Are its contents, vocabulary, and format generally suitable for the students? _____	_____	_____
5. Does it have literary merit and interest appeal? _____	_____	_____
6. Have any available reviews been examined? _____	_____	_____
7. Have members of the staff read and examined the material and recommended the title for purchase? _____	_____	_____

- | | | |
|-----------------------------------------------------------------------------|-------|-------|
| 8. Has the area specialist or department chairperson reviewed the material? | _____ | _____ |
| 9. Does it contribute to a balanced presentation
Of the subject matter? | _____ | _____ |
| 10. Does it fairly portray ethnic, racial, religious, and sex roles? | _____ | _____ |

D. Appropriateness of material
for student learning: EXCELLENT: GOOD: UNSATISFACTORY: NONE:

1. Interesting and challenging at level of student comprehension.

(REVIEWED DATE: January 13, 2004)

LIBRARY MATERIALS SELECTION AND ADOPTION

The Board endorses the School Library Bill of Rights, as adopted by the American Library Association, which asserts that the responsibilities of the school library are to:

1. Provide materials that will enrich and support the curriculum, taking into consideration the varied interests, abilities and maturity levels of the students served.
2. Provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values and ethical standards.
3. Provide a background of information that will enable students to make intelligent judgments in their daily lives.
4. Provide materials on opposing sides of controversial issues so that young citizens may develop under guidance the practice of critical reading and thinking.
5. Provide materials representative of the many religious, ethnic and cultural groups and their contributions to our American heritage.
6. Place principle above personal opinion and reason above prejudice in the selection of materials of the highest quality in order to assure a comprehensive collection appropriate for the users of the library.

Initial purchase suggestions for library materials may come from all personnel. Students will also be encouraged to make suggestions. The librarian will be responsible for evaluation and recommendation of all library materials to be included in the school library. Final approval and authority for distribution of funds will rest with the building principal, subject to the approval of the superintendent and in keeping with the Board approved budget.

Gifts of library books will be accepted in keeping with the above policy on selection. Complaints about library books will be handled in line with Board policy on complaints about instructional materials.

(ADOPTION DATE: January 10, 1983)

(REVISION DATE: February 9, 2000)

(REVISION DATE: January 13, 2004)

CROSS REF.: KLB, Public Complaints About the Curriculum or Instructional Materials.

EDUCATIONAL ASSISTANTS

In approving the employment of instructional or educational assistants in the schools, the Board believes that their services will permit:

1. Teachers more time to devote to actual instruction
2. More effective grouping for instructional purposes
3. Wider use of audio-visual equipment in the classrooms
4. Greater individualized attention for meeting pupil needs
5. More effective group instruction

The use of instructional aides will be individually determined and will require a written recommendation from the appropriate school building administrator and approval by the superintendent. Official appointment to such a paid position will be made by the Board acting upon the recommendation of the superintendent.

Under no circumstances will educational assistants be given responsibility and duties which are properly and/or legally those of a regularly employed and certified professional staff member.

(ADOPTION DATE: January 24, 1983)
(REVISION DATE: January 22, 1996)
(REVIEW DATE: January 13, 2004)

CROSS REF.: GDA, Support Staff Positions

SCHOOL LIBRARIES

The Board recognizes that an effective school library media center is an important and integral part of the instructional resources of each elementary and secondary school. Consequently, the school district will provide and maintain adequate school library media centers.

Materials in school libraries will include a full range of print and audio-visual media. Library services will include instruction and help in the use of library resources. A school librarian will be employed in accordance with state regulations. The school librarian and assistants will act as teachers in the use of these resources.

The school librarian, together with the school principal and superintendent, will develop such teaching programs and rules for library use as necessary to ensure maximum use of the library services and materials and control of material.

The superintendent, upon recommendation of the school librarian, will annually request sufficient funds from the Board to maintain library services at a high level.

(ADOPTION DATE: January 24, 1983)

(REVISION DATE: October 28, 1991)

(REVISION DATE: January 22, 1996)

(REVISION DATE: January 13, 2004)

INSTRUCTIONAL TELEVISION

The Board recognizes that instructional television can provide educational experiences and cultural involvement for students and adults alike. Therefore, the Board endorses the use of instructional television as an integral part of the school curriculum.

When using instructional television in addition to general curriculum materials, a teacher should keep in mind that the program should be suitable to the maturity level of the students, and that the subject matter should be related to the curriculum.

Before recommending the viewing of a program, the teacher should ascertain that the format and content of the program is suitable for students.

(ADOPTION DATE: January 24, 1983)

(REVISION DATE: February 9, 2000)

(REVIEWED DATE: January 13, 2004)

TELECOMMUNICATIONS

The board recognizes that a wide variety of telecommunications hardware and software products are now available that can impact the learning of students, the productivity of staff and the safety of students and adults. The board supports the inclusion of telecommunications infrastructure into the school culture and climate.

TELEPHONES

Local and long-distance telephone service is available to administrators and teachers in each attendance center for conducting school business and communicating with parents. Students may use on-campus pay phones or school phones under the supervision of an adult. Telephone service is paid for by the school district. Telephone infrastructure is maintained by the local telephone cooperative.

ANSWERING MACHINES

Answering machine functionality is part of telephone service paid for by the school district and is maintained by the local telephone cooperative.

CELLULAR PHONES

Local and long-distance cellular phones and service are available to selected certified and classified staff that can benefit from the convenience and portability of such a phone. Cellular phones and service are paid for by the school district. Cellular phones are maintained by the local vendor.

TWO-WAY RADIOS

Two-way radios are available to selected certified and classified staff who can benefit from the convenience and portability of such a radio. Each vehicle in the district's transportation fleet is equipped with a two-way radio. These radios minimize the effect that weather and mechanical problems have on safely transporting students to and from school. Two-way radios are paid for and maintained by the school district.

COMPUTERS

Computers are available to students in labs, media centers, and classrooms for learning keyboarding, computing skills, productivity tools, and research. Computers are available to certified and classified staff for administrative tasks, productivity tools, and communication. Computers are purchased by the district and maintained by the vendor and district IT support staff. All computers are on a five-year replacement rotation. All computer users are governed by the district's COMPUTER ASSISTED INSTRUCTION policy IIBG.

SOFTWARE

All software on district computers is placed there by the district for educational, research, productivity or administrative uses. It is the property of the district. Software licenses are maintained and recorded by district IT support staff.

INTERNET

The district's Wide Area Network (WAN) and Local Area Networks (LAN's) make the resources on the Internet available to all district computers.

CHILDREN'S INTERNET PROTECTION ACT (CIPA)

In keeping with the provisions of the Children's Internet Protection Act (CIPA), all district computers have access to the Internet filtered by Sonic Wall appliances. Sonic Wall appliances are paid for and maintained by South Dakota state government through its Homeland Security Initiative.

FIREWALLS

To prevent access to district WAN and LANs by hackers and unauthorized intruders, all traffic is monitored by Sonic Wall appliances. Sonic Wall appliances are paid for and maintained by South Dakota state government through its Homeland Security Initiative.

VIRUS PROTECTION

To protect district computers from damage by viruses, worms, Trojan Horses and other malicious software, district computers are equipped with Symantec Antivirus Software. This software is paid for by South Dakota state government through its Homeland Security Initiative.

DISTANCE LEARNING

The district supports the placement of a Digital Dakota Network (DDN) video conferencing studio within the district. This facility is available to classroom teachers, students, and the community for distance learning, professional development, meetings and enrichment activities. DDN studio equipment is owned and maintained by the state of South Dakota with the support of district IT staff.

COMMUNITY RELATIONS

The board believes that telecommunications infrastructure can serve the needs of education by providing ways for parents and teachers to communicate about students and their progress: telephone homework hotlines, school websites, teacher websites, Family Access Grade Book, teacher and administrator email.

ADOPTION DATE: July 12, 2004

INTERNET SAFETY POLICY For Brandon Valley School District

Introduction

It is the policy of the **Brandon Valley School District** to: (a) prevent user access over its computer network to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications; (b) prevent unauthorized access and other unlawful online activity; (c) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and (d) comply with the Children's Internet Protection Act [Pub. L. No. 106-554 and 47 USC 254(h)].

Definitions

Key terms are as defined in the Children's Internet Protection Act:

Access to Inappropriate Material

To the extent practical, technology protection measures (or "Internet filters") shall be used to block or filter Internet, or other forms of electronic communications, access to inappropriate information. Specifically, as required by the Children's Internet Protection Act, blocking shall be applied to visual depictions of material deemed obscene or child pornography, or to any material deemed harmful to minors. Subject to staff supervision, technology protection measures may be disabled or, in the case of minors, minimized only for bona fide research or other lawful purposes.

Inappropriate Network Usage

To the extent practical, steps shall be taken to promote the safety and security of users of the **Brandon Valley School District** online computer network when using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications. Specifically, as required by the Children's Internet Protection Act, prevention of inappropriate network usage includes: (a) unauthorized access, including so-called 'hacking,' and other unlawful activities; and (b) unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

Supervision and Monitoring

It shall be the responsibility of all members of the **Brandon Valley School District** staff to supervise and monitor usage of the online computer network and access to the Internet in accordance with this policy and the Children's Internet Protection Act. Procedures for the disabling or otherwise modifying any technology protection measures shall be the responsibility of the Technology Coordinator or designated representatives.

Adoption

The Board of Brandon Valley School District adopted this Internet Safety Policy at a public meeting, following normal public notice on June 11, 2007.

CIPA definitions of terms:

TECHNOLOGY PROTECTION MEASURE; The term "technology protection measure" means a specific technology that blocks or filters Internet access to visual depictions that are:

1. OBSCENE, as that term is defined in section 1460 of title 18, United States Code;

2. CHILD PORNOGRAPHY, as that term is defined in section 2256 of title 18, United States Code; or
3. Harmful to minors.

HARMFUL TO MINORS; The term "harmful to minors" means any picture, image, graphic image file, or other visual depiction that:

1. Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion;

2. Depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and

3. Taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

SEXUAL ACT; SEXUAL CONTACT; The terms "sexual act" and "sexual contact" have the meanings given such terms in section 2246 of title 18, United States Code.

(ADOPTION DATE: October 14, 1996)

(REVISION DATE: August 27, 2001)

(REVISION DATE: January 13, 2004)

(REVISION DATE: July 12, 2004)

(REVISION DATE: June 11, 2007)

ACCEPTABLE USE AGREEMENT
Concerning Information Technology

Purpose of this Document:

The Brandon Valley School District provides Information Technology services for the student body and faculty. We are pleased to bring the following services to the district and believe that they offer a vast, diverse, and unique set of opportunities to both students and teachers. These services include Internet services, web hosting, e-mail services, and other related services provided via the computer network. The district has made a substantial investment in human and financial resources to create and maintain these systems. State law requires each district to have a written policy in place concerning the proper use of Information Technology within the classroom, which this document outlines.

With access to computers and people all over the world also comes the availability of material that may not be considered to be of educational value in the context of the school setting. However, it is the school district's belief that the valuable information and interaction on these networks far outweigh the possibility that the user may locate material that is not consistent with the educational goals of the district. Internet users, like traditional library users, are responsible for their actions in accessing online resources. In addition, the smooth operation of the network relies upon the proper conduct of the end users. These guidelines are provided here so that you are aware of the responsibilities you as an end user are about to acquire. In general this requires efficient, ethical, and legal utilization of the network. If a user violates any of these provisions, he/she will be subject to the penalties listed in this document. The signature(s) at the end of this document is (are) binding and indicates the party (parties) who signed has (have) read the terms and conditions carefully and understand(s) their significance.

Privileges:

The use of computers and all the services that are provided via them is a privilege. Improper use of these resources will result in the temporary or permanent loss of these services and/or other disciplinary measures, including but not limited to: being subject to the school district discipline policy and being required to monetarily compensate the district for any malicious damage.

Students who are at risk of failing classes may be subject to temporary restrictions of access.

Every user in the district is expected to follow all local, state, and federal laws when using the services provided by the district. Failure to do so will result in prosecution.

Rules of Use:

- Students must have permission from a teacher.
- Abusive or vulgar communication is not to be used.
- Downloading, installing or transmitting inappropriate or unapproved files is prohibited. All software must be approved by the district Technology Coordinator.
- Students must have permission from a teacher to use computer resources to play games. No internet-based games are allowed.

- For your safety, your first and last name, your home address, login password, home phone or any other personal information should not be given out over the Internet.
- Impersonating another individual on the Internet is not allowed. Using or attempting to use another person's login to gain Internet and/or network access will be considered impersonation and is strictly prohibited. Users should not share their password with anybody, even for a class project. All users are responsible for any violations that occur using their username. **DO NOT SHARE YOUR PASSWORD WITH ANYBODY!**
- All copyrights are to be respected and used only with the owner's permission.
- The Internet is not to be used for private financial gain. Any auction or online sales sites are prohibited. Gambling is expressly forbidden.
- Cheating is strictly forbidden. Illegal activities are strictly forbidden.
- Attempting to circumvent the firewall is strictly prohibited.
- Storage of offensive material on any server, hard drive, or user folder is strictly prohibited.
- Equipment modifications such as modifying system configurations, removing cables, are strictly prohibited

Your use of the Internet and related services must be acceptable and in agreement with the objectives and in accordance with the rules of student conduct of the Brandon Valley School District and also with state and federal regulations. Internet usage may be monitored. No right to privacy shall be construed, nor do academic freedom issues apply.

Rules Relating to Specific Services:

1. E-mail

Use of E-mail services that are not hosted by the district or the state are expressly forbidden to be used on computer systems within the district. Examples of such services are Gmail, Yahoo & Hotmail accounts.

The state offers email services to all students. These accounts are for educational related activities only. Propagation of chain letters, joke lists and other forms of mass mailings will not be allowed. Use of vulgar or abusive language is unacceptable and may be illegal under current federal law. E-mail accounts are considered property of the state and hence may be monitored.

2. Chat Rooms, Instant messaging, Internet File Sharing, Blogs.

All real time communications between 2 or more persons is strictly limited to educational purposes in a structured classroom setting facilitated by a faculty member. Use of such services outside a faculty-moderated situation is forbidden. Downloading and installing instant messaging clients such as MSN Messenger, Yahoo! Pager, ICQ and others are forbidden, as is the use of peer-to-peer and file sharing programs such as Morpheus, KaZaa, Direct Connect, Limewire, AOL Instant Messenger, Bearshare, Grokster and others with similar functionality. Webpages that are considered blogs are also strictly prohibited. This includes MySpace, Facebook, and similar webpages.

3. Web Hosting Services

The state provides web-hosting services for students. The Brandon Valley School District is not responsible for material hosted at other locations, but will assist authorities in every way possible should that material threaten the well being of members in the district. All copyrights are to be respected and used only with the owner's permission. All student content must be

acceptable and approved by a faculty member or an administrator before being posted to a district hosted website.

4. Printing

All students must have approval from a teacher before printing a document or image. All materials being printed must be school related. Printing will be monitored and may have restrictions enforced if privileges are abused.

5. Hacking, Cracking & Virus Creation

It is the financial responsibility of the student involved in hacking district and state-owned systems and his/her parents or legal guardians to reimburse the district for costs incurred by the district. This includes but is not limited to: labor costs for tracking down the user and repairing any damage done accidentally or otherwise, consulting and legal fees, computer forensic fees, and fees incurred from outside sources hired by the district. Malicious intent to spread virus code or related rogue software is also included under this paragraph.

6. Network Security

Security on any computer system is a high priority, especially when the system involves many users. If you identify a security problem on the network, you must notify the District Technology Coordinator. Do not demonstrate the problem to other users. Do not exploit this security hole.

Rules include but are not limited to those listed above. The Brandon Valley School District reserves the right to add to or make changes to this document upon approval of the district School Board. Any changes will be made public through the School Board minutes.

Network Use

At log-in, all users will be required to acknowledge understanding the Acceptable Use Agreement before being allowed access. Parents or guardians of minors will provide confirmation of their understanding of the Acceptable Use Agreement and give permission for use on the annual registration card.

Disclaimer:

The Brandon Valley School District will not be responsible for loss of information nor the accuracy or quality of information obtained through the Internet. The Brandon Valley School District makes no warranties of any kind, whether expressed or implied, for the service it is providing. The Brandon Valley School District will not be responsible for any damages you suffer. This includes loss of data resulting from delays in Internet service, non-deliveries or mis-deliveries of e-mail, or service interruptions of any kind. The school district policy regarding use of the Internet and related services will be posted in all computer labs and is available in each school library.

(ADOPTION DATE: June 11, 2007)

Distance Learning Policy And Guidelines

The Brandon Valley School Board recognizes the necessity of meeting the needs of the individual in a changing society. Distance learning curriculum must be flexible and adapted to individual abilities and differences. It must also be adjustable to changing conditions in order that our students may be academically, physically, socially, and morally prepared to progress.

Academics

Courses developed for distance learning must meet the same NCA (North Central Association) accreditation criteria and incorporate accepted best practices as any course being offered to face-to-face learners in the Brandon Valley School District. Submission to faculty department chair, peer review and approval by administration and school board will be required when planning a distance learning class.

Instructional days for a distance learning class will follow the calendar of the Brandon Valley School District.

Courses developed shall focus on thinking processes. For example, courses should reflect:

- Mastery of foundational knowledge
- Application of higher-order thinking processes
- Reflection on learning processes and experiences

Course development design shall address the relational basis of learning by reflecting:

- Interaction between learner and content
- Interaction between learner and other learners
- Interaction between learner and teacher
- Interaction between learner and self (reflection)
- Interaction between learner and community (includes service)

Courses developed shall create stimulating learning experiences by providing instructional variety, engaging design and relevance to real-life experience.

Courses developed shall address the individuality of learners by reflecting cultural diversity, learning styles, multiple intelligences and levels of academic performance.

Courses developed shall incorporate appropriate assessment processes with expected outcome directly to course objectives and authentic assessment.

Students enrolled in distance learning courses must meet the same admission

prerequisites as students enrolled in face-to-face courses.

Grading policies and standards for courses and deficiency notices will be consistent with the policies of the Brandon Valley School District as put forth in the Student Handbook.

Surveys will be sent to students and administrators at remote sites, when a distance learning class is completed, to evaluate the degree to which the class met the needs of the student.

Fiscal

Schools who contract to receive a distance learning class from Brandon Valley School District will pay per semester to the Brandon Valley School District. Billing for the first semester will be based upon the number of students on the registration list for any class on June 15 or the actual number of students in the class on September 15, whichever is greater. Billing for the second semester will be based on enrollment in the classes on the 10th day of class during that semester.

The distance education instructor is guaranteed \$1,500 per semester. The cost per student is \$150 with a minimum of ten students. If a class has fewer than ten remote students, the total is pro-rated to equal \$1,500; more than ten the cost per student is still \$150, with any extra money going to the originating site.

Geographic

The Brandon Valley School District will pursue and provide on-line distance learning classes because of the potential to improve educational opportunities to geographically remote students within the state of South Dakota.

Governance

Principals at remote sites will provide classroom supervision sufficient to ensure that order is maintained.

Every attempt should be made to have their students in the classroom according to the host school's starting times and whenever the host site is in session.

The Brandon Valley School District as the credit granting institution will keep accurate and up-to-date records of all distance learning courses offered, and all students enrolled.

When a remote site school does not hold classes for any reason, students will be responsible for any work missed. Notification of these changes is the responsibility of the teacher. Students who know they will be absent from class may request that the class be video taped for them. Videotaping can be done by the receiving school only with the advance notice and approval of the teacher and only for the benefit of the student.

Any planned change in origination sites must have the approval of all principals

at least 48 hours ahead of the change.

Field trips, social activities, get-togethers, etc. must have the approval of all principals involved. Any travel expenses associated with the trips will be the responsibility of the students' home district.

All schools on the DDN V-Tel will be responsible for providing their own textbooks for courses offered for high school credit. It is permissible to loan textbooks between schools.

Parent/student/teacher conferences may be arranged and the system may be used for the conference.

Changes in school schedules caused by emergencies such as weather shall be announced on local radio and television stations.

Faculty

Any teaching assignment that includes remote delivery will be made only with the consent of the teacher and district. Instruction of distance learning courses shall be considered part of, not an addition to the teacher's regular class load. Teachers who teach via DDN V-Tel will be encouraged to participate in a training program.

Teachers will be responsible for course content, materials and supply selection, instruction, testing, evaluation and all other necessary instructional responsibilities for all sites taking the class. The principal of the home site will be responsible for supporting, supervising and evaluating the teacher.

Teachers will be expected to maintain classroom order and discipline in the same manner that they would for any other classes.

Teachers may gather personal data relevant to their teaching and the class on their students in remote sites. Remote sites are urged to share relevant information about the students with the teacher.

Testing procedures are up to the instructor. If a local site monitor is required for testing, the instructor must notify the remote site principals at least 48 hours before the test.

The teacher will supply the remote site students with the following information on the first day of class:

- Introduction of students and teachers
- A copy of the Brandon Valley Student Handbook
- Rules for attendance, homework, incompletes and grading
- Discipline rules and procedures (see Student Contract)
- An explanation of the parent/student agreement

Studio equipment usage, responsibilities, operations and the setup procedures.

Syllabus

Substitute Teachers

The host site will be responsible for securing substitute teachers when they are needed. Teachers may videotape a lesson in advance for use by the substitute; however, the videotape cannot take the place of a teacher.

Legal

The Brandon Valley School District views course work developed for distance learning classes as copyrighted, intellectual property owned jointly by the school district and the faculty member who created the course.

Video tapes made for remote delivery purposes shall become the property of the school district and their sale or use by other teachers is prohibited without the permission of the teacher and the district.

Students

Principals should exercise care in selecting students to ensure that the students are academically prepared and that they possess sufficient maturity and motivation to function well in a two-way interactive class environment. All students who take courses on the DDN V-Tel network will be required to sign a course contract. This course contract will be countersigned by one of the students' parents or guardian.

Discipline referrals are to be made to the administration of the school in which the student resides.

It shall be the responsibility of remote sites to support their students with access to library and reference materials, guidance, academic and counseling services. Remote sites are also expected to maintain the confidentiality of student records and grades as they would for any of their on-site students.

Technical

The Brandon Valley School District will provide adequate technology resources, physical facilities, appropriate staffing and access to technical assistance to support its electronically-offered courses.

The system will be available for K-12 member school use every Monday through Friday from 7:00am until 4:00pm. The system can be used during those hours only with the approval of the principal and DDN V-Tel coordinator. Use outside of those hours will require approval by the principal, the superintendent or designee and the DDN V-Tel coordinator.

ADOPTION DATE: January 13, 2004)

Distance Learning Student Contract

AS A STUDENT TAKING A TWO-WAY INTERACTIVE COURSE, I AM AWARE THAT:

Certain standards are expected of me as a student and insubordination of any kind will not be tolerated. Insubordination is defined as anything that interferes with teaching and learning in the classroom.

Disruptive behavior will not be tolerated. This includes: cheating, using inappropriate language or gestures, creating distracting noises, leaving or entering class without teacher approval and similar acts.

Because of the technology, anything I do in the class room can be vi deo taped without my knowledge.

Classroom procedures must be followed: Students must sit within camera view at all times.

Students must not mishandle the equipment in the classroom.

I hereby authorize and give consent to Brandon Valley School District to record and play back any likeness, image, voice, and performance and any and all materials furnished by me on film, tape, or otherwise during this school year. I give these rights freely and without compensation now or in the future, I have read and understand the above policy and agree to everything stated.

Student Signature and Date

Parent or Guardian Signature and Date

School District Official Signature and Date

(ADOPTION DATE: January 13, 2004)

COMMUNITY INSTRUCTIONAL RESOURCES

Helping each student develop to his full potential and become a contributing citizen to this community are important objectives of this district's educational program. Toward these ends, the Board will encourage administrative and instructional personnel to rely on the community as one available educational tool.

The building administrator will have supervisory control over the community resources program, which will include the school volunteer service. Members of the staff and of the community will be encouraged to offer their ideas and services through the channels developed by the administration.

From time to time each school principal may be asked to provide the superintendent with a summary of the extent and effect of using such volunteers.

(ADOPTION DATE: January 24, 1983)
(REVISION DATE: December 9, 1996)
(REVIEWED DATE: January 13, 2004)
(REVISION DATE: June 23, 2008)

COMMUNITY RESOURCE PERSONS

The Board holds that freedom to learn is as desirable a freedom as freedom of speech, press, and assembly. One goal of education is to prepare our students to participate constructively in a democratic, pluralistic society in which many differing opinions are held and differing causes are considered. It is important that students develop an understanding of ideas and of people who may seem alien to them. It is also important that they develop judgment, a capacity to discern the difference between fact and opinion, and to weigh arguments, slogans and appeals. Books, films and other media are valuable for giving students exposure to many differing ideas; but for the effective learning it is also useful to invite appropriate persons not on the district educational staff to speak to or to meet with groups of students as part of the educational process.

1. All resource persons must be approved by the building principal prior to the formal presentation. Also, a record shall be made of each resource person utilized and of his/her presentation. This information will be recorded in the principal's office.
2. Teachers/sponsors should encourage the use of resource persons representing various approaches or points of view on a given topic in order to afford the students a more comprehensive understanding of it.
3. The ideas presented and the resource person invited to present them shall have a demonstrable relation to the curricular or co-curricular activity in which the participating students are involved.
4. The community resource person should note that the following regulations will be enforced:
 - a) Profanity, vulgarity and lewd comments are prohibited
 - b) Brandon Valley school facilities are smoke free
 - c) The teacher/sponsor responsible for inviting the resource person, or any member of the school administration, has the right and duty to interrupt or suspend any proceedings if the conduct of the resource person is judged to be in poor taste or endangering the health and safety of students and staff

(ADOPTION DATE: December 1, 1983)
(REVISION DATE: May 14, 1984)
(REVISION DATE: December 9, 1996)
(REVISION DATE: January 13, 2004)

GUIDANCE PROGRAM

A guidance program will be incorporated into the curriculum to aid students in making informed and responsible decision and in using effective decision-making process.

The major objective of the guidance program is to help each student make the best of his/her educational opportunities toward a normal, useful and happy life.

The program will be directed toward the growth and improvement of all students in the school, recognizing, however, that some students are in greater needs of individual guidance than others.

The program will attempt to provide for each student a sense of belonging, self-respect, emotional security, achievement and recognition. It will help students develop an appreciation and understanding of the world in which they live by providing a classroom and school environment in which effective learning and good behavior takes place.

A positive program of correction and prevention of antisocial behavior of students will be provided and will provide a sense of responsibility and self-respect in students.

(ADOPTION DATE: January 24, 1983)

(REVISION DATE: January 22, 1996)

(REVIEWED DATE: January 13, 2004)

ACADEMIC ACHIEVEMENT

The philosophy of the Board concerning academic achievement is based on the premise that students have diverse capabilities and interests, and individual patterns of growth and learning.

Therefore, the Board feels it is important that teachers have accurate knowledge of each student. This may be accomplished through tests, observations, achievement, work habits, skills, health and learning about the home environment.

The Board recognizes that many factors which cannot be clinically tested - attitude toward others and work habits - may influence a student's success in school as much as his knowledge of subject areas.

In fairness to each student, achievement will be judged by assessing their work in relation to course expectations and requirements.

(ADOPTION DATE: January 24, 1983)

(REVISION DATE: February 9, 2000)

(REVIEWED DATE: January 13, 2004)

GRADING SYSTEMS

It is the philosophy of this Board that students will respond more positively to the opportunity for success than to the threat of failure. The district will seek to make achievement both recognizable and possible for its students, and will emphasize achievement in the process of evaluating student performance.

The grading system will evaluate and record student progress. These records and reports of individual students will be kept in a form, which will be meaningful to parents as well as teachers. The grading system will be uniform district wide and at comparable grade levels. A marking system of letter grades will be used in grade 3 - 12 as follows:

GRADING SYSTEM:

GPA	POINTS	SCALE	TRADITIONAL	SCALE	AP/HONORS/CLEP
A	4.0	A	94.50-100	A	91.50-100.00
A-	4.0	A-	91.50-94.49	A-	88.50-91.49
B+	3.0	B+	88.50-91.49	B+	85.50-88.49
B	3.0	B	85.50-88.49	B	82.50-85.49
B-	3.0	B-	82.50-85.49	B-	79.50-82.49
C+	2.0	C+	79.50-82.49	C+	76.50-79.49
C	2.0	C	76.40-79.49	C	73.50-76.49
C-	2.0	C-	73.50-76.49	C-	70.50-73.49
D+	1.0	D+	70.50-73.49	D+	67.50-70.49
D	1.0	D	67.50-70.49	D	64.50-67.49
D-	1.0	D-	64.50-67.49	D-	61.50-64.49
F	.0	F	0.00-64.49	F	00.00-61.49

ELEMENTARY SCHOOLS

Marking Key for Pre-Kindergarten and Kindergarten:

S ----- Satisfactory

I----- Improving

N ----- Needs Improvement

NA --- Topic has not yet been introduced

Reporting System for Primary Grades 1-2:

E ----- Exceeds standards

S ----- Satisfactory

N ----- Needs Improvement

I----- Improving

Reporting System for Intermediate Grades 3-5*:

A ----- Superior
B ----- Above Average
C ----- Average
D ----- Below Average
F----- Not Passing
(NOTE: Grading scale is as listed above.)

*Art, Music, P.E., computer, handwriting and social habits will be reported as either:

E ----- Exceeds Standards
S ----- Satisfactory
N ----- Needs Improvement

HONOR ROLL RULES:

The honor roll will be posted at the end of each nine weeks period. Scholarship is important, and this is one way to give recognition to those students who do an outstanding job.

Middle School:

"A" Honor Roll requires a GPA of 3.5 or higher.

"B" Honor Roll requires a GPA of 3.0-3.499.

To qualify for the honor roll, students cannot have any grade lower than a "C".

Senior High:

"A" Honor Roll requires a GPA of 3.5 or higher.

"B" Honor Roll requires a GPA of 3.0-3.499.

To qualify for the honor roll, students cannot have any grade lower than a "C".

EXAMINATIONS (Senior High):

Semester examinations are given at the end of each semester. The semester grade is determined as follows:

Two Nine Weeks grade - 4/5

Semester examination - 1/5

A student must have passing grades in a least two (2) of the three (3) major grades given in a course in a semester. These two passing grades do not guarantee a student will pass if the average of the grades is failing. A major grade includes the two (2) quarter grades and the one semester test grade.

A student may qualify not to take the semester examination through the Incentive Attendance Policy:

Students who have accumulated no more than two absences in any of eight (8) periods will be eligible.

Freshman and sophomores are eligible for a free day personal leave only.

Juniors and seniors are eligible for a free day or semester test exemption.

The test results of an exempt student opting to take a semester test will only count if it works to the academic advantage of the student.

If eligible, all students must have a parental excuse form signed before they exercise their option. An appeal committee will be established to rule on unusual circumstances.

CHANGING OF GRADES

Quarter and semester grades become a part of the student's permanent records. Once a grade is earned and posted on the student's permanent record, the grade may not be challenged or changed later than the end of the semester following the semester in which the grade was earned, unless the course is retaken and results in a higher grade. The principal must approve any change submitted by the instructor.

The Board will approve the grading and reporting system as developed by the faculty, upon the recommendation of the superintendent. The Board will support administration and professional staff efforts to find better ways to measure and report student progress. The Board recognizes that any grading system, however effective, is subjective in nature, but will urge all faculty members to conduct student evaluations as objectively as possible.

(ADOPTION DATE: January 24, 1983)
(REVISION DATE: February 16, 1995)
(REVISION DATE: June 22, 1998)
(REVISION DATE: September 10, 2001)
(REVISION DATE: March 11, 2002)
(REVISION DATE: May 13, 2002)
(REVISION DATE: January 13, 2004)

REFS: Brandon Valley Student Handbook, Grading System

STUDENT PROGRESS REPORTS TO PARENTS

The Board feels it is essential for parents to be kept fully informed of their student's progress in school.

The type of progress reports sent to parents will be devised by the professional staff. Report cards will be uniform throughout the district at comparable grade levels. Forms may be developed for special programs.

Report cards will be distributed on a quarterly basis. The nine-week grade will be based on many factors, such as: basal text assignment, both oral and written; class participation; special assignments; research; activities of various types and kinds; special contributions. Supplementary reports will be required for students in danger of failure. Conferences with parents also will be used as an integral part of the reporting system.

Report cards will be issued each academic quarter as follows: 1st, 2nd and 3rd quarter report cards will be issued to students. 4th quarter report cards will be mailed to parents. Report cards should be taken home but need not be returned.

(ADOPTION DATE: January 24, 1983)

(REVISION DATE: February 9, 2000)

(REVIEWED DATE: January 13, 2004)

REF.: Brandon Valley Student Handbook, Report Cards.

HOMEWORK

The Board believes that homework, as long as it is properly designed, carefully planned, and geared to the development of the individual student, meets a real need and has a definite place in the educational program.

The following homework guidelines will apply in the Brandon Valley Schools:

- 1) Homework at the elementary level will be based on an individual student need.
- 2) Middle School students will receive homework assignments and should expect both regular homework during the week and weekend homework as deemed necessary by the classroom teacher. Middle School students are asked to call the "homework hotline" at anytime to receive a listing of the current week's assignments.
- 3) Senior High students will receive homework assignments and should expect both regular homework during the week and weekend homework as deemed necessary by the classroom teacher. Students are encouraged to check their teachers' internet assignment addresses.

(ADOPTION DATE: January 24, 1983)

(REVISION DATE: September 10, 2001)

(REVIEWED DATE: January 13, 2004)

REF.: Brandon Valley Student Handbook

PROMOTION AND RETENTION OF STUDENTS

The administration and teaching staff must strive to create plans of instruction and instructional organization that will permit students to progress through school according to their needs and abilities.

Students will normally progress annually from grade to grade. However, exceptions to this general policy may be made when it becomes evident that a student should progress more slowly.

Retention will not be used until other possibilities have been exhausted, including special help, remedial work, and summer school opportunity.

In all cases of retention, parents must be informed of such possibility well in advance (usually by the third reporting period) and a conference with them sought. In all instances, the advice and help of the guidance and other special school personnel will be used by teachers.

Although teachers may recommend retention, all retentions (as well as promotions) will be assigned by the school principals. Teachers, in recommending retentions and principals in assigning them, will give reasons why they feel students should repeat.

The principal will take particular care in assigning more than one retention during a child's elementary school life. The superintendent must approve a second retention assigned any student.

(ADOPTION DATE: January 24, 1983)
(REVISION DATE: October 10, 1994)
(REVISION DATE: January 22, 1996)
(REVISION DATE: January 13, 2004)

BRANDON VALLEY SCHOOL DISTRICT #49-2
"RETENTION REPORT"

(Date)

BRANDON ELEMENTARY
CENTER:

ROBERT BENNIS
ELEMENTARY CENTER

MIDDLE
SCHOOL:

VALLEY SPRINGS ELEM.
CENTER:

After careful consideration and evaluation, we are recommending that
_____ be retained in the grade _____ for the
_____ school term.

The reasons are as follows:

COMMITTEE MEMBERS:

Principal: _____

Teacher: _____

Spec. Serv. Dir.: _____

Guidance Staff: _____



_____ I agree with the above recommendations.

_____ I disagree with the above recommendations and request that the retention issue
be taken to the Superintendent of Schools.

Parent(s) or Guardian
()
Area Code: Telephone Number:

(ADOPTION DATE: January 24, 1983)
(REVISION DATE: July 11, 1983)
(REVISION DATE: January 13, 2004)

BRANDON VALLEY SCHOOL DISTRICT #49-2

TO: All Classroom Teachers
FROM: District Administration
RE: General Guidelines for Student Retention

If any student appears to be a candidate for retention, follow the procedures below.

1. Involve Building Administrators in your evaluation of the student.
2. Involve Special Services Department staff and Guidance personnel.
3. Speak to the parents immediately, but no later than at the fall conference about the student having difficulty in class. Do not speak directly about retention unless necessary.
4. Continue to evaluate the situation. If problems persist, inform your Building Administrator and arrange for a personal conference with the parents.
5. At spring conferences, continue to speak directly to the parent(s) concerning this situation. Make it clear that retention may happen.
6. By the end of April, have another personal conference with parent(s) to discuss specific details about retention. Have the Principal and/or Special Services Director sit in on this conference.
7. In May, have the parent(s)/guardian(s) sign form IKE-E to support/oppose retention.
8. The Principal, with the input of the teacher and Special Services Director, will make the final decision regarding retention or promotion. The parents may appeal this to the Superintendent or the Board if they oppose the decision.
9. Document your efforts. Keep copies of all letters, summarize and date all phone calls or personal conversations. Make a copy of your May letter to parents recording whether or not they returned the form.

(ADOPTION DATE: January 24, 1983)

(REVISION DATE: February 9, 2000)

(REVISION DATE: January 13, 2004)

GRADUATION REQUIREMENTS

The Board desires that its standards for graduation exceed the minimum standards of the South Dakota Department of Education.

Students graduating from Brandon Valley High School will be required to complete 22 credits.

Providing a student has enough credits to be classified a senior during the last year of attendance, students may apply for partial release. These students must be enrolled in and attend classes to attain a minimum of 2.5 credits per school day at Brandon Valley High School. Arrangements for partial release must be made with, and approved by, the high school principal or his/her designee.

Students in need of special education will meet graduation requirements by one of the following:

- A. meeting standard course requirements or;
- B. meeting standard course requirements with modifications as stated on the student's individual education plan (I.E.P.) or;
- C. completing an alternative program as specified on the student's individual education plan (I.E.P.)

As determined by the IEP team, students eligible for special education services through twenty-one years of age may participate in graduation ceremonies prior to the completion of their special education program.

Students who are unable to meet the graduation requirements will not be permitted to participate in graduation exercises.

- (ADOPTION DATE: May 23, 1988)
- (REVISION DATE: January 22, 1996)
- (REVISION DATE: April 22, 1996)
- (REVISION DATE: March 24, 1997)
- (REVISION DATE: March 11, 1998)
- (REVISION DATE: February 8, 1999)
- (REVISION DATE: March 13, 2000)
- (REVISION DATE: May 29, 2001)
- (REVISION DATE: January 13, 2004)

GRADUATION SEPARATION

Graduation from the Brandon Valley School District implies that students have satisfactorily completed the prescribed courses of study for the several grade levels in accordance with their respective abilities to achieve, and that they have satisfactorily passed any examinations and other requirements set by the faculty. In addition, students shall have maintained a satisfactory record of citizenship during their progression through the instructional program of the school.

The faculty will establish detailed requirements to agree with the goals of the school district as adopted by the Board and to meet state requirements. It is expected that in so far as possible the faculty will apply measures of achievement to provide evidence that each student has progressed far enough toward school goals to warrant his graduation according to the terms of the paragraph above.

The staff will arrange each spring for appropriate awards and recognition programs. Graduation exercises will be held the end of each semester. Students may only attend the graduation exercise following their last semester of attendance. There will be no formal graduation exercises for elementary and middle schools.

GRADUATION FOR STUDENTS FROM AN ALTERNATIVE SCHOOL BACKGROUND

A student whose previous high school enrollment has been entirely in non-accredited schools or in alternative instruction may receive a high school diploma from the Brandon Valley School District only if that student has met all graduation requirements of the school district as determined by following policy JECAAA "Transfers from Non-accredited Schools" and has been enrolled as a full-time student in the Brandon Valley School District for the full senior year.

SEPARATION FROM SCHOOL

Separation from the schools of the district implies that students have left before completion of the prescribed course of study. Separation may be classified into categories: transfer to another school system (either public, non-public or homeschool) and withdrawal from attendance at any school (dropouts.)

Efforts shall be made in the case of permanent withdrawals from school (dropouts) to ascertain reasons(s) for leaving and future plans. The handling of dropouts should be governed by the philosophy that while the student has terminated school contact, the school's obligation to the student has not ceased.

(ADOPTION DATE: November 23, 1993)

(REVISION DATE: October 9, 2000)

(REVISION DATE: May 29, 2001)

(REVISION DATE: January 13, 2004)

CROSS REF.: Policy JECAAA Transfers from Non-Accredited Schools

TESTING PROGRAMS

The Board believes that a program of group testing can provide a meaningful source of information about curriculum and overall student achievement. The Board, therefore, authorizes a program of group testing to help accomplish the following objectives:

1. To evaluate strengths and weaknesses of the current curriculum and instruction to identify areas needing change.
2. To compare achievement of district students with themselves, and with students nationally, as one means to evaluate student growth.
3. To provide a degree of diagnostic instructional information to teachers about the group(s) of students they work with.
4. To provide information about a student's ability and achievement.
5. To provide one basis for longitudinal study of student achievement.

Information gained through the use of state and national tests will be used to design educational opportunities for students to better meet their individual and collective needs.

The Board recognizes that all tests provide only a limited source of information about an individual student. Information drawn from state and national tests will therefore be used only in conjunction with all other information known about a student in advising the student or assisting the student in improving his work.

The results of state and national tests shall be maintained in accordance with the Board's policy on student records.

Individual assessments may be given upon written parental consent to determine eligibility for special services.

The Brandon Valley School District will comply with the State and National requirements for testing.

(ADOPTION DATE: January 24, 1983)
(REVISION DATE: January 27, 1986)
(REVISION DATE: March 24, 1986)
(REVISION DATE: December 9, 1996)
(REVISION DATE: January 13, 2004)

REF.: Brandon Valley Student Handbook, Identification of Tests Administered.

EVALUATION OF INSTRUCTIONAL PROGRAMS

The Board expects its faculty and administration regularly to evaluate the education program. Such evaluation may be expected to lead to recommendations for modifications of practice, changes in content and new courses.

Elements of this evaluation may include:

1. Testing programs such as nationally standardized general achievement tests, national standardized tests in specific subject areas, and tests administered by other agencies.
2. Study of school achievement records.
3. Extent of and trends in admissions to vocational/technical schools, colleges and universities.
4. State education department specialists and services.
5. Evaluation by other organizations and agencies including the North Central Association.
6. Alignment of state content standards.

An evaluation of the instructional programs will be made periodically and the results will be presented to the Board by the Curriculum Director and the Superintendent.

(ADOPTION DATE: January 24, 1983)
(REVISION DATE: February 9, 2000)
(REVISION DATE: January 13, 2004)
(REVISION DATE: October 22, 2007)

REF.: IFC, Pilot Project Evaluation

TEACHING ABOUT CONTROVERSIAL ISSUES

Training for effective citizenship is accepted as one of the major goals of the district's schools. The instructional program developed to achieve this purpose properly places great emphasis upon teaching about our American heritage, respect for our established institutions, the rights and privileges we enjoy as citizens, and the citizenship responsibilities that must be assumed in maintaining our American way of life.

To enable students to learn how to become effective citizens, the public schools have an obligation to prepare them for intelligent and conscientious participation in a democratic social order. Such participation requires that students have the opportunity to become cognizant of public issues; to learn the skills of analyzing current problems and arguments; to distinguish between fact and opinion; to gather and organize pertinent facts; and to respect the opinions of others. The schools have the additional responsibility of providing students the opportunity to identify, form and express their own opinions on controversial issues.

Teachers will use the following guidelines for selection and study of controversial issues in the classroom:

1. The topic and method used in its study should contribute toward helping students develop techniques for examining other controversial issues.
2. The issues should be appropriate to the maturity level background of the students in the class.
3. The issues should be related to the state content standards and help achieve course objectives.
4. A balanced and fair presentation of issues should be presented

Teachers desiring to bring resource people into the class to discuss a particular viewpoint on a controversial issue must first obtain the endorsement of the principal. Care must be taken by the teacher not to expose any one viewpoint as more acceptable than another.

(ADOPTION DATE: January 24, 1983)

(REVISION DATE: January 13, 2004)

CROSS REF.: IB, Academic Freedom

PATRIOTIC EXERCISES/FLAG DISPLAYS

The Brandon Valley School District encourages patriotism.

The American flag will be flown from the mast at each school every day that school is in session. The principal is responsible for flying the flag on school days. A small flag and standard is furnished for each classroom and must be unfurled and in evidence each school day.

The policy of the Brandon Valley Board of Education will be to invite each student and teacher to begin the school day with the Pledge of Allegiance to the Flag. The Pledge may be student or teacher led. In secondary schools, the Pledge of Allegiance or other patriotic activity may also be performed at each assembly of the entire student body.

Observation and commemoration of special days and events will be considered a valuable part of the instruction program of the school.

In addition, the National Anthem will be played before varsity athletic events.

(ADOPTION DATE: January 24, 1983)

(REVISION DATE: June 25, 1996)

(REVISION DATE: February 9, 2000)

(REVISION DATE: January 13, 2004)

CLASS INTERRUPTIONS

It will be the responsibility of the principal to keep clerical duties and classroom interruptions to a minimum. Teachers should not be called out of their classroom for telephone calls, salesmen or visitors unless it is an emergency. Secretaries should not interrupt the classroom setting by the use of the "all call" or inter-school communication system unless authorized by the building principal.

(ADOPTION DATE: January 24, 1983)

(REVISION DATE: February 9, 2000)

(REVIEW DATE: January 13, 2004)