



SD School for the Blind and Visually Impaired

FACULTY HANDBOOK

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INTRODUCTION

IF A STUDENT CANNOT LEARN THE WAY I TEACH, THEN I SHOULD TEACH THE WAY HE/SHE CAN LEARN.

Teachers have a tremendous responsibility and obligation to provide each student with appropriate learning experience so that he/she has the opportunity to develop his/her abilities and skills to the fullest. This presents a tremendous challenge to every teacher but one that can be met fully through maximum effort, a positive attitude and dedication.

We have a special challenge at the SDSBVI, because we work with children with special needs and each child is definitely unique. Not only must we address the academic and vocational needs, but skills to develop independence and a positive self-concept must be addressed with equal importance. The rewards are great when we are able to address a student's needs successfully. What we do today directly effects what our students do tomorrow.

This section is intended to provide information necessary for teachers to carry out their duties and responsibilities successfully. The administration has the responsibility to assist teachers so they can do their jobs effectively and efficiently.

There are policies and procedures that must be adhered to by all teachers. Many policies are part of the BOR/COHE Contract and each teacher has the responsibility to read the contract. Other policies and procedures are those of the SDSBVI administration.

Information in this section will need to be revised from time to time, and suggestions are welcomed from all teachers.

COHE CONTRACT

The terms and conditions of employment are detailed in the negotiated contract between the Council on Higher Education (COHE) and the South Dakota Board of Regents. All faculty members are expected to familiarize themselves with the contract. The contract can be accessed on the Board of Regents website: www.sdbor.edu.

To assist in administering the contract, there will be a designated COHE representative on campus. In addition, the Internal Agreement Management Committee, with designated faculty and administration representatives, will meet at least every 90 days to identify and discuss problems of agreement language and implementation.

WORKDAY

The SDSBVI workday will be 7 hours 45 minutes in duration with a 45 minute duty-free lunch. In most instances the day will commence at 8:00 a.m. and end at 3:45 p.m. though some faculty unit members may be assigned a workday of similar duration based upon times other than 8:00 a.m. and 3:45 p.m. Because of required travel and home visits, Outreach Vision Consultants and Low Vision Specialist have a flexible schedule. Total weekly workload hours will remain equal to those of other faculty.

Students will be released from the dormitory at 7:55 a.m. and teachers are to be in their assigned rooms. Classes will begin at 8:00 a.m. In the normal schedule, the class day will end at 3:00 p.m. Teachers must remain until 3:45 p.m. unless working under a modified schedule.

Teachers are expected to remain in the school during working hours unless permission to leave campus is approved by the administration. **Such approval does not relieve the teacher of the responsibility of signing out on the board provided.**

Teachers may leave the building during noon lunch break, but must be back at their assigned stations at the end of the lunch period.

TERMINATION OF STATE EMPLOYEES: Please refer to BOR/COHE Contract, BOR Policy Manual (www.sdbor.edu), and SDSBVI "General" Handbook.

LAYOFF PLAN AND REEMPLOYMENT PROCEDURES: Please refer to BOR/COHE Contract, BOR Policy Manual (www.sdbor.edu), and SDSBVI "General" Handbook

CLASS DISMISSAL

Emergency conditions notwithstanding, no class may be dismissed prior to the regular time without permission of the Principal or Superintendent. Injury to a student in a class left unsupervised could result in a lawsuit against the faculty member responsible. No teacher is to leave students unsupervised. Teachers are responsible for students assigned to them.

REPORT, REQUIRED

1. Always complete the BEHAVIOR REPORT Form when student behavior involves self-injury, injury to others or intentional destruction of property. This form is available on the "H" drive in the SDSBVI folder under "Forms".
2. To qualify as "injury," the results of student behavior must require attention at the Infirmary. Superficial scratches that stop bleeding after washing with soap and water and blotting are not injuries, except in the case of specific students with special medical needs as directed by the Nurses. Scratches or cuts that require a bandage are considered injuries.
3. Write simply, clearly and concisely about direct observations only.
4. The form is to be completed and distributed or e-mailed before leaving the present work shift. Copies are to be given to the Case Teacher, Case Manager, Principal, Student Services Director and Dorm Supervisor. The Nurses and Superintendent receive a copy only if there was an injury.
5. If an ACCIDENT, INCIDENT OR UNSAFE CONDITION occurs, the standard state form should be completed with copies distributed or e-mailed to the Risk Manager, Student Services Director and Superintendent. This form is also available on the "H" drive in the SDSBVI folder under "Forms".
6. Only the ACCIDENT, INCIDENT OR UNSAFE CONDITION Form is used when the accident, incident or unsafe condition is not related to a student's behavior.

ASSEMBLIES AND SPECIAL PROGRAMS

Attendance is required of all teachers whenever a program occurs during scheduled working hours. Teachers must have prior approval from the Principal if he/she cannot attend due to a conflict.

MEETINGS

It is anticipated that the majority of meetings will take place between 3:00-3:45 p.m. The only obvious exception to this is the IEP process whereby meetings must be coordinated with parents and local school districts. All meetings will appear on the master calendar, and first come first considered. Out of professional courtesy and respect for everyone's time, meetings should begin at the time scheduled and all members should come prepared. If possible, Mondays should be free of regularly scheduled meetings.

FACULTY MEETINGS

COHE (III-6.4) -- The administration at the special schools bears the responsibility for determining the necessity for general teachers' meetings. Such meetings will culminate no later than 4:00 p.m. Teachers are encouraged to contribute items to the agenda. Agenda items are to be turned in to the Principal two days prior to the faculty meeting. Agendas will be distributed to all faculty and administration prior to the meeting. The agenda will also be available in Braille.

Faculty meetings will be conducted by the Principal and held in a convenient on-campus location. The meetings will be held once a month at 3:07 p.m. If necessary, an additional meeting will be scheduled. Unless prior approval is granted by the administration, all teachers are expected to attend these meetings.

FACULTY COMMITTEES

The COHE contract calls for several committees to function at the SDSBVI. To more equally distribute the workload those faculty members who do not sign up for a committee will be assigned to one by the administration. See the COHE Contract as it relates to the following committees:

- Curriculum Committee (V-5.1)
- Professional Activities (IX-9.3)
- Institutional Agreement Management (XX-20.2)

Other committees may be approved by the administration. All teachers are expected to take an active role in at least one committee. Sign-up sheets will be available. Additional assignments may be made by the administration.

CURRICULUM DEVELOPMENT AND TEXTBOOK SELECTION

The BOR/COHE Contract established a Curriculum Committee with joint faculty and administrative membership. This committee meets monthly and is responsible for:

1. reviewing the SDSBVI curriculum in accordance with the established curriculum wheel,
2. writing, adapting, and adopting new curriculums as required,
3. maintaining an inventory of textbooks, and.
4. recommending new textbooks and other activities related to the ongoing evaluation and improvement of the SDSBVI curriculum

EVALUATIONS OF STUDENTS

All evaluations and assessments will be performed by personnel who (1) meet all State and Federal rules and regulations and (2) are familiar with and have experience with blind, visually impaired, and multihandicapped children.

THREE-YEAR EVALUATIONS - The Pre-Evaluation Team (PET) will monitor the schedule for comprehensive evaluations that must be completed every three years or more frequently if requested by parent/guardian or teacher. This team will establish schedules and ensure proper notification to parents. The Principal ensures that parents receive written prior notice. **Parents are contacted by phone by the Student Services Director in advance of the evaluation to secure their input into the evaluation process. They review areas of concern and determine areas to be assessed.** Comprehensive evaluations must be completed within twenty-five (25) school days from receipt of consent for evaluation and an IEP developed within thirty (30) calendar days from the end of the 25 school days evaluation timeline.

EVALUATIONS OF STUDENTS ENROLLED IN PUBLIC SCHOOLS - The SDSBVI bears a responsibility to all students in South Dakota who have visual impairments. IDEA requires that students be evaluated in all areas of suspected disability. Visual impairments must be determined by an ophthalmologist or optometrist. Best practice would indicate that for students with visual impairments meeting the state's disability definition, an educator trained and experienced in the educational implication of vision loss should be a part of the evaluation and IEP teams. Since most local schools lack the trained and experienced personnel for evaluation of students with severe vision loss, evaluations can be done by the SDSBVI staff upon request of the LEA and parents.

ACTIVITY	PERSON RESPONSIBLE
1. Need for evaluation is identified. The SDSBVI diagnostic video may be sent or reviewed with the parents.	LEA, B-3 Coordinator, Parent, Outreach Vision Consultants, Transition Specialist
2. Referral for Evaluation; Request for Evaluation Form is completed	LEA, B-3 Coordinator, Parent, Outreach Vision Consultants, Transition Specialist
3. Request for Evaluation Form is sent to the Liaison	Outreach Vision Consultants Transition Specialist, LEA

ACTIVITY	PERSON RESPONSIBLE
4. Request for Evaluation Form brought to Pre-Evaluation Team (PET). The Pre-Evaluation Team includes the Liaison for Services, Student Services Director/Psychological Examiner, Speech/Language Pathologist, and Certified Low Vision Therapist®.	Liaison
5. Acceptance of student for evaluation. Decisions made about who will complete which tests; minutes kept on white sheet (PET meets weekly). Evaluations are scheduled in the order in which the Request for Evaluation Form is received by the Liaison unless special circumstances arise.	PET
6. Parents and LEA are called to set up date	Liaison
7. E-mail date to Outreach Vision Consultants/Transition Specialist	Liaison
8. Written confirmation of dates to parents with cc to LEA and Outreach Vision Consultants/Transition Specialist	Liaison
9. Authorizations forms sent out for signature	Liaison
10. Gather information on student <ul style="list-style-type: none"> a. get vision consultant or transition specialist's file and/or b. get from LEA <ul style="list-style-type: none"> ▪ last three years of IEPs ▪ any related service reports ▪ most recent vision reports ▪ any testing in past three years ▪ any other relevant information c. Consultants may do some assessments—adaptive behavior surveys, functional vision, and/or vocational surveys 	Liaison
11. File is compiled	Liaison
12. File is brought to PET for review	Liaison
13. Review of student's file and Request for Evaluation Form <ul style="list-style-type: none"> a. request any missing information 	Liaison
14. Decisions made about who will complete which tests; minutes kept on white sheet (PET meets weekly)	PET, Liaison, Outreach Vision Consultants/Transition Specialist
15. Schedule is developed for the evaluation (usually two weeks prior to evaluation date); time is blocked out and length of evaluation is determined. Prior Notice Form is sent.	Liaison
16. Evaluators, Outreach Vision Consultants/Transition Specialist are notified by e-mail and in print	Liaison
17. The schedule with cover letter is sent to the parents with cc to LEA and Outreach Vision Consultant/Transition Specialist Enclosures -- maps of Aberdeen and school, information about accommodations, information about SDSBVI. Video may be sent or is viewed with Outreach Vision Consultant/Transition Specialist.	Liaison
18. Student file goes to Staff Work Area to be accessible to evaluators for review	Liaison

ACTIVITY	PERSON RESPONSIBLE
19. Thursday prior to the evaluation, all staff involved in the evaluation meet to review the schedule and student file, and share pertinent information on the student. The Outreach Vision Consultant/Transition Specialist may be involved in person or by teleconference.	PET, Evaluators, Outreach Vision Consultant/Transition Specialist
20. Family is called to finalize travel plans and answer any questions	Liaison
21. All staff are informed of the accommodations for the family (guests on campus).	Liaison
22. Family arrives on campus and are met by staff	Liaison
23. Evaluation	Evaluation Team
24. Synthesis of findings	Evaluation Team
25. Wednesday meeting with evaluation team to review results	Parents, LEA, Evaluation Team, Outreach Vision, Consultants/Transition Specialist
26. Written reports completed	Evaluators
27. Reports brought into final package and mailed to parents, LEA, Outreach Vision Consultant/Transition Specialist, and others as identified	Liaison
28. Contact with LEA and/or parents for follow-up questions	Outreach Vision Consultants /Transition Specialist
29. File returned to Outreach Vision Consultant/Transition Specialist	Liaison
30. Survey sent to LEA and parents within three weeks	Liaison
31. Surveys shared with PET and Outreach Vision Consultant/Transition Specialist	Liaison
32. Annual summary of survey results	Liaison

EVALUATIONS FOR NEW PLACEMENTS - When a local IEP team determines that the SDSBVI may be an appropriate educational placement for a student, if that student has not been evaluated in the areas of the Expanded Core Curriculum, those evaluations need to take place before a new IEP is written. The student's current IEP will remain in place until these evaluations are completed (within 25 school days from the date of receipt of parental consent) and a new IEP meeting will be held within 30 calendar days after the completion of the evaluations.

1. The parent and LEA send a written request for placement to the SDSBVI Superintendent.
2. After initial contact from parents/LEA, the Liaison for Services requests the student's current IEP, recent evaluations, and last medical eye report.
3. The Liaison for Services will notify the Superintendent, Principal, and Residential Supervisor that the student's records are ready for review.

4. Requests for placement are reviewed by the Admissions Committee to verify vision loss and consider educational, medical and behavioral issues that might effect placement. The Admissions Committee makes a recommendation which is forwarded to the SDSBVI Superintendent for action. The SDSBVI Superintendent determines whether an appropriate program can be provided at the SDSBVI. Placement can only be determined by the child's IEP team.
5. The local school district and parents, with the participation of SDSBVI staff including Outreach Vision Consultants, will determine if any additional testing in the Expanded Core Curricular areas is warranted. If so, the parent will be asked to give written consent. The parents are also required to complete necessary medical authorization and release forms.

Initial evaluations must be completed within 25 school days after receipt by the district of signed parent consent to evaluate unless other timelines are agreed to by the school administration and the parents.

6. The Superintendent, Principal, and Residential Supervisor will schedule and supervise the student's initial educational program (using the existing IEP) and dorm program (if applicable).
7. The evaluations in the Expanded Core Curriculum will be scheduled by the Liaison for Services in coordination with the Principal and follow the same procedure as the evaluations for public schools. The Liaison for Services will notify the faculty and therapists of the evaluation schedule. Written evaluation reports, determination of eligibility, and conducting an IEP team meeting must be completed within 30 days from the end of the 25 school day evaluation timeline. If another timeline for completing the evaluation process is agreed to by the parent and school administration, the written evaluation reports, determination of eligibility, and conducting an IEP team meeting must be completed within 30 days from the end of agreed upon evaluation timeline.
8. A staffing will be held upon completion of the evaluations to review the evaluation results.
9. The parents and LEA are contacted by the Liaison for Services to arrange for an IEP meeting. Written PRIOR NOTICE procedures will be followed.
10. The IEP meeting will include participation by the student (if appropriate), parents, LEA representative, and members of the evaluation team. The evaluation reports are shared. The child's educational strengths and needs are identified and placement options are considered. Most appropriate placement in the least restrictive environment is determined and the IEP is written.
11. If placement is to be at the SDSBVI, the parent will be required to provide a copy of the child's birth certificate and immunization record and to complete release and authorization forms.
12. Written copies of the evaluations and IEP are provided to the parents and LEA with a copy placed in the student's file.

PLACEMENT PROCESS

A. ELIGIBILITY GUIDELINES FOR VISUALLY IMPAIRED STUDENTS

A person is visually impaired if sight limitations interfere with acquiring information from and interacting with the environment. These sight limitations may relate to eye problems that effect central, peripheral, binocular or color vision. Conditions which limit affective use of vision may be partial or total and be of a temporary, reversible, progressive, or permanent nature.

The age of onset is crucial to the impact of the loss on learning activities. It may be necessary to make environmental modifications or utilize instructional techniques utilizing the other senses. The need for and intensity of specialized programming including equipment, materials, and instructional techniques will depend upon each individual's ability to cope with his/her visual limitation, the severity of the loss, and the task to be done.

A student may qualify as visually impaired if he/she falls into one of the following categories:

1. Vision loss including blindness defined (ARSD 24:05:24.01:30). Vision loss including blindness is an impairment in vision that, even with correction, adversely affects a student's educational performance. The term includes both partial sight and blindness.

A student with a vision loss has a deficiency in visual acuity that, even with the use of lenses or corrective devices, requires special education or special education and related services.

Partial sight is one or more deficiencies in visual acuity, as follows:

- (1) Visual acuity of no better than 20/70 in the better eye after correction;
- (2) Restricted visual field;
- (3) Limited ability to move about safely in the environment because of visual disability.

Blindness is a deficiency in visual acuity of 20/200 or less in the better eye with correcting lenses or a limited field of vision in which the widest diameter subtends an angular distance of no greater than twenty degrees or has a medically indicated expectation of visual deterioration.

2. In addition to the state definition, the following may create a significant visual impairment and will be considered by the SDSBVI when services are requested by an LEA.
 - lesions/tumors affecting visual track causing visual limitations
 - degenerating eye condition such as progressive cataract, glaucoma, retinitis pigmentosa, etc.
 - is undergoing medical treatment for an eye problem causing limitation in sight, such as patching
 - experiences significant eye strain, fatigue or other vision related problems

AND

3. The student demonstrates a deficit in visual development based on chronological age and/or ability in one or more of the following areas:
- academic achievement
 - social development
 - physical development
 - visual/perceptual development
 - orientation to the environment
 - movement within the environment

OR

4. Demonstrates a need for consultation or special vision services from a certified educator of the visually impaired.
- Whenever the medically documented visual limitations impact learning as verified by an assessment battery and a functional vision testing, educational services must be made available.

The assessment battery should be administered and the results interpreted in consultation with a vision teacher to assure appropriateness of test items as they relate to the vision limitations and to prevent misinterpretation of phenomenon frequently associated with visual impairment.

Decisions regarding needed services should be made with the consultation of a certified teacher of the visually impaired. Eligibility and placement are determined by the student's IEP team.

24:05:24.01:31. IEP team override. If the IEP team determines that a student is eligible for special education or special education and related services because the student has a disability and needs special education even though the student does not meet specific requirements in this chapter, the IEP team must include documentation in the record as follows:

- (1) The record must contain documents that explain why the standards and procedures that are used with the majority of students resulted in invalid findings for this student;
- (2) The record must indicate what objective data were used to conclude that the student has a disability and is in need of special education. These data may include test scores, work products, self-reports, teacher comments, previous tests, observational data, and other developmental data;
- (3) Since the eligibility decision is based on a synthesis of multiple data and not all data are equally valid, the team must indicate which data had the greatest relative importance for the eligibility decision; and
- (4) The IEP team override decision must include a sign-off by the IEP team members agreeing to the override decision. If one or more IEP team members disagree with the override decision, the record must include a statement of why they disagree signed by those members.
- (5) The district director of special education shall keep a list of students on whom the IEP team override criteria were used to assist the state in evaluating the adequacy of student identification criteria.

B. ADMISSION REQUIREMENTS AND PROCEDURES

The South Dakota School for the Blind and Visually Impaired serves blind, visually impaired, and deaf-blind students. Educational programs and services are available to students whose visual impairment interferes with their educational, emotional, and/or social development. In most circumstances, a student has an IEP or 504 plan developed by the local school district. In some cases, in which the child does not qualify for an IEP, their vision loss may make services from the SDSBVI appropriate. In these cases, both parents and local school document the reason for their request for services.

Admission Requirements

1. A student is recommended for placement through the IEP process when it is determined that an appropriate program cannot be provided locally. Each child's placement is reviewed annually. The local school district obtains the parental consent for evaluation and completes the initial evaluation. Once a student has been enrolled at the SDSBVI, subsequent IEP meetings, including responsibility for parental prior notice are the responsibility of the SDSBVI. Administrative representatives of the LEA and SDSBVI co-chair the meetings, with the SDSBVI assuming responsibility for completing the final IEP document, monitoring student progress, and reporting back to the parents and LEA through quarterly progress reports.
2. A student must be under twenty-two years of age.
3. A student must be free of communicable diseases (unless approved by the Health Advisory Committee) and not require full-time medical care.
4. If a student is a resident of South Dakota, there is no charge for tuition or room and board. Services provided by SDSBVI personnel are provided at no charge. Additional services, which are available locally, may be contracted by the LEA. Out-of-state students may be admitted on a tuition basis. Tuition is set by the Board of Regents.

Admission Procedures

1. All requests for admissions to the South Dakota School for the Blind and Visually Impaired begin with the local educational agency working together with the parent. The initial contact with SDSBVI is made to the Liaison for Services who gathers the pertinent information, including eye reports and evaluation data. The SDSBVI staff and administration will review all records and information to determine if the child is eligible for services based upon verification of vision loss and whether the SDSBVI would be an appropriate placement. The parents and local school district will be notified in writing by the Superintendent.
2. To assist with the admissions process, the Outreach Vision Consultants or members of the SDSBVI Admissions Committee may schedule a visit to observe the student. Particular attention will be paid to the child's vision loss, success in current program, and the identified needs.
3. In consultation with the SDSBVI, the local school district and parent will identify any necessary assessments in the areas covered in the Expanded Core Curriculum. Parental consent will be obtained.

4. The student will complete the specified evaluations and participate in a variety of academic and recreational activities to determine his/her needs and the appropriateness of the SDSBVI as an educational setting.
5. The parents, LEA, and SDSBVI staff will meet to review assessment data and other relevant factors and determine appropriate placement. They will develop an individual educational plan which identifies the student's needs. There will be a review of placement options and a rationale for accepting or rejecting each. The committee will identify the specific goals and objectives to be included on the IEP.

C. ADMISSIONS COMMITTEE

The Admissions Committee reviews each application to determine if the student meets the SDSBVI eligibility criteria and admission requirements.

Committee Members:

1. Superintendent
2. Principal
3. Student Services Director
4. Liaison for Services
5. Nursing Supervisor (when appropriate)
6. Dorm Supervisor
7. Teacher

The SDSBVI Superintendent determines whether an appropriate program can be provided at the SDSBVI. Placement can only be determined by the child's IEP team.

D. INITIAL IEP

When a school district placement committee determines that a student needs educational services from the SDSBVI for all or part of the school day, evaluation reports and/or IEP must document the following.

1. the child's visual status, including current report by an ophthalmologist or optometrist
2. present level of performance as documented by current evaluations, including aptitude and achievement tests
3. any medical or behavioral considerations
4. purpose of placement, including parental and LEA expectations
5. statement that the child's needs cannot be met in the regular classroom with supplementary aids and services (This will include a review of all placement options with rationale for accepting or rejecting each.)
6. the length of school day and duration and nature of extended school year services
7. number of round-trip homegoings for which the LEA will be responsible

8. any classes in the public/parochial school system for which the LEA will assume costs of tuition and related transportation
9. any related services not performed by SDSBVI staff for which the LEA will assume fiscal responsibility such as OT, PT, or psychological counseling
10. signatures of the parent/guardian and local school district representative and others on the local placement committee
11. date set to develop the new IEP which will include any additional vision-related goals
12. name, address, and phone number of LEA contact person

The length of the school day will meet or exceed the state requirements. Students will have access to full-day programs unless an adjustment is required to meet individual needs. Students may have combined programming which will require travel to other sites within the community.

INDIVIDUAL EDUCATION PLAN (IEP)

Pursuant to SDCL § 13-37-1.3, the school district has a non-delegable duty to provide a free appropriate public education for each resident child. Although the preferred placement for all children is in the school that they would ordinarily attend if they were not disabled, for some children, the least restrictive environment may involve an alternative placement in a special school. Placement in a special school does not transfer the school district's responsibility for FAPE to the special school providing an alternative placement. Rather, it necessitates a close cooperation between the school district and the special school to assure that the school district can provide necessary educational or related services that are ordinarily unavailable through the special school.

The parties agree that the Individualized Educational Plan team provides the proper setting to assign responsibility for providing educational and related services that the IEP team has determined to be necessary to provide FAPE to a child. To facilitate necessary discussions, the SDSBVI will assume responsibility for scheduling IEP team meetings, for providing parental notices, for assigning necessary special school staff or contractors to participate in the IEP process, for distributing information to parents and IEP team members, for creating records of IEP team proceedings and for otherwise providing support to the school district insofar as concerns operations of the IEP team meetings convened at the SDSBVI.

The school district will retain responsibility for providing a free appropriate public education to each child it has placed at the special school. The school district will co-chair IEP teams convened at the SDSBVI, and the school district will provide related services identified by the IEP team as necessary for a child's free appropriate public education but not otherwise available at the SDSBVI. This could include such locally contracted services such as mental health counseling, occupational or physical therapy, etc for which the LEA will assume fiscal responsibility.

The SDSBVI superintendent/designee will be responsible to ensure that the proper procedures are followed in the development, review, and revision of each IEP.

The joint IEP team will ensure that all appropriate special education issues are addressed and documented on the IEP. The district's Comprehensive Plan along with the IEP Technical Assistance Guide, available from Special Education Programs, will be used as references in the development, review, and revision of each IEP.

All decisions of the IEP team will be made jointly by the parents, school district and SDSBVI personnel through the IEP process and specified on the child's IEP. The IEP will be in effect before special education and related services are provided to a child and will be implemented as soon as possible following an IEP meeting.

The SDSBVI will ensure that the parent receives a copy of the completed IEP and that the IEP is made available to all service providers.

The Individual Education Plan is developed annually for each student. The IEP details the strengths and needs of the child, the goals established for the year, any special adaptations to be made, related services to be provided, and other details of the child's special education program.

IEPs will be written annually (within 365 days of the previous plan) by the IEP team. For students enrolled on campus, Case Teachers and Case Managers play an important role in the development and implementation of the IEP for each student assigned to them.

A. TEAM MEMBERS

The following individuals serve as members of the IEP team:

1. Student (required age 16 and older/as appropriate under age 16)
2. Parents/Guardians
3. LEA Representative (co-chair)
4. Principal/Superintendent (co-chair)
5. Case Teacher
6. Case Manager (if student is in residential program)
7. Evaluator(s)
8. Others who may be involved:
 - A. Student Services Director
 - B. Transition Specialist (age 16 and up)
 - C. Faculty and Staff with instructional responsibilities
 - D. Speech Pathologist
 - E. Occupational Therapist
 - F. Physical Therapist
 - G. Registered Nurse
 - H. Outreach Vision Consultant
 - I. Outside Consultants
 - J. Others as requested by parents or LEA

A member of the IEP team is not required to attend an IEP team meeting, in whole or in part, if the parent of a student with a disability and the school district agree in writing that the attendance of the member is not necessary because the member's area of the curriculum or related services is not being modified or discussed in the meeting.

A member of the IEP team may be excused from attending, in whole or in part, an IEP team meeting that involves a modification to or discussion of the member's area of the curriculum or related services, if:

- (1) The parent and school district consent in writing to the excusal; and
- (2) The member submits, in writing to the parent and the IEP team, input into the development of the IEP before the meeting.

B. STUDENT PARTICIPATION

Student participation in the development of the IEP is strongly encouraged whenever appropriate. For students age 16 and older, participation in the IEP/ITP (Individual Transition Plan) is expected. It is important that students be fully prepared prior to the meeting. It is the responsibility of the Case Teacher to assist with this preparation. The Student Services Director may serve as a resource in working with the student.

C. ELEMENTS TO BE INCLUDED IN EACH SDSBVI IEP

The SDSBVI has adopted a format for the IEP which is very similar to the state IEP form. All sections of the IEP must be completed during the meeting. Upon adjournment, the parents, LEA and SDSBVI all receive copies of the new IEP. The following information must be included:

1. A statement of the student's present levels of academic achievement and functional performance, including how the student's disability affects the student's involvement and progress in the general curriculum (i.e., the same curriculum as for nondisabled students).
 - For preschool student, as appropriate, how the disability affects the student's participation in appropriate activities.
 - Eye condition and implications of vision loss on the child's education and recommended educational modifications.
2. A statement of measurable annual goals, including academic and functional goals, designed to:
 - (a) Meet the student's needs that result from the student's disability to enable the student to be involved in and progress in the general education curriculum; and
 - (b) Meet each of the student's other educational needs that result from the student's disability;
 - For students with disabilities who take alternate assessments aligned to alternate achievement standards, each student's IEP shall provide a description of benchmarks or short-term objectives.
3. A statement of the special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the student, or on behalf of the student, and a statement of the program modifications or supports for school personnel that will be provided to enable the student:
 - (a) To advance appropriately toward attaining the annual goals;
 - (b) To be involved and make progress in the general education curriculum in accordance with this section and to participate in extracurricular and other nonacademic activities; and
 - (c) To be educated and participate with other students with disabilities and nondisabled students in the activities described in this section.
4. An explanation of the extent, if any, to which the student will not participate with nondisabled students in the regular class and in activities described in this section.

5. A statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the student on state and district-wide assessments consistent with § 24:05:14:14. If the IEP team determines that the student shall take an alternate assessment instead of a particular regular state or district-wide assessment of student achievement, a statement of why:
 - (a) The student cannot participate in the regular assessment; and
 - (b) The particular alternate assessment selected is appropriate for the student.
6. The projected date for the beginning of the services and modification described in this section and the anticipated frequency, location, and duration of those services and modifications.
7. A description of how the student's progress toward the annual goals described in this section will be measured and when periodic reports on the progress the student is making toward meeting the annual goals (such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards) will be provided.
8. Beginning not later than the first IEP to be in effect when the student turns 16, or younger if determined appropriate by the IEP team, and updated annually thereafter, the IEP shall include:
 - (a) Appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment, and, if appropriate, independent living skills; and
 - (b) The transition services (including courses of study) needed to assist the student in reaching those goals.
9. Beginning not later than one year before a student reaches the age of majority under state law, the student's individualized education program must include a statement that the student has been informed of his or her rights under Part B of the Individuals with Disabilities Education Act, if any, that will transfer to the student on reaching the age of majority consistent with § 24:05:30:16.01.
10. Lists of individuals participating in the development of the IEP and identification of persons responsible for its implementation.
11. Determination of need for Extended School Year (ESY) and specific services to be provided.

D. TIMETABLE

The exact dates for the IEPs will fluctuate each year. A current IEP must be on file at the beginning of the school year. IEPs must not extend beyond 365 days in duration. Each student must have a comprehensive evaluation completed every three years or more frequently when requested by a parent or teachers. Comprehensive evaluations must be completed within twenty-five (25) school days (upon receipt of consent for evaluation) and an IEP developed within thirty (30) calendar days from the end of the 25 school days evaluation timeline.

E. PROCESS

1. Scheduling of IEPs will be done by the Educational Secretary who will contact parents and LEA to set up a mutually agreeable date and time, determine who will be present, and decide whether the meeting will be held person-to-person or by teleconference. A Contact Report will be maintained as an official record of legal notification. All arrangements made by telephone will be followed with a Parental Prior Notice Form to parents, LEA, SDSBVI staff, and others as identified. As the meeting arrangements are finalized, SDSBVI staff will be notified and also receive a copy of the Parental Prior Notice Form.

2. In preparation for the IEP meeting, Case Teachers will schedule and conduct a prestaffing to do the following:
 - a. Review the child's progress since the last IEP meeting and current strengths and needs.
 - b. Review all evaluation data.
 - c. Discuss placement options and generate ideas for a program which would address the child's individual needs.
 - d. Discuss potential for related service needs and options for implementation.
 - e. Identify components which should be considered for the Individual Education Plan (IEP) and Individual Transition Plan (ITP) [for students 16 and older], including the specific goals of participation in other programs.
 - f. Determine which SDSBVI staff should attend the IEP meeting. Pre-staffings should be held at least 5 days prior to the IEP so that parents can be notified as to who will be in attendance.
 - g. It is the responsibility of each teacher, case manager, and therapist to share relevant information with the Case Teacher.
3. Information brought to the IEP meeting should be in rough draft form for discussion by the team.
4. IEP meetings will be co-chaired by the SDSBVI Principal or designee and the school district representative who are jointly responsible for completion of the IEP document and are authorized to commit to expenditures.
5. There is a single format for all IEPs. The IEP must reflect the skill areas impacted by the disability (as opposed to assigned classes). Therefore, the goals which are identified by the team will be implemented across domains. It is significant that the IEP reflect those special adaptations which address the student's vision loss and compensatory skills.
6. The IEP meeting may take place in person or by teleconference, but all provision of prior notice, participation, and content must be met.
7. All areas on the IEP form must be completed or marked as not applicable/not required.
8. Copies of the completed IEP will be provided to the parent and LEA with one copy retained for the student's cumulative file at the SDSBVI. Additional copies of the IEP will be made upon the request of parent or LEA for other individuals or agencies who will be working with the child. Copies will be provided to the service providers who work with the student.

F. CHANGES IN THE IEP

Any changes in the IEP, including changes in short-term objectives or related services, must be made by the IEP team. The Principal must notify the parents and LEA of the proposed changes and initiate an IEP meeting. An Addendum must be written and attached to the original IEP. This process may take place in person or by teleconference, but all provision of prior notice must be met.

G. TRANSFER

If an eligible student transfers to a new public agency in the same State, and enrolls in a new school within the same school year, the new public agency (in consultation with the parents) must provide a free appropriate public education (FAPE) to the child (including services comparable to those described in the child's IEP from the previous public agency), until the new public agency either:

- Adopts the child's IEP from the previous public agency; or
- Develops, adopts, and implements a new IEP that meets the applicable requirements.

H. LEAST RESTRICTIVE ENVIRONMENT

Students who have a visual impairment which impacts their education are eligible for services from the SDSBVI. These educational programs and services may be offered in a variety of ways to ensure that the child receives an appropriate education in the least restrictive environment. In all cases the programming and services to be provided are specified in the IEP.

Special education programs and services necessary to meet individual needs will be coordinated with the regular education program whenever appropriate. Removal from a regular classroom will occur only when the nature and severity of the child's needs is such that education in regular classes with the use of supplementary aids cannot be satisfactorily achieved. Provisions will be made for appropriate classroom settings or alternative settings necessary to implement the IEP. Out-of-district placement will be utilized only when necessary to implement the IEP and will be as close to home as possible.

Placement in the least restrictive environment will not produce a harmful effect on the child or reduce the quality of services the child needs.

Parents will have an opportunity to evaluate the continuum of educational options for their child.

The following factors in determining placements will be used by the SDSBVI.

- a) Each child's educational placement must be individually determined at least annually and must be based on the child's individual education program;
- b) Provisions are made for appropriate classroom or alternative settings necessary to implement a child's individual education program;
- c) The child's visual impairments impacts their educational achievement;
- d) Except where a child's individual education plan requires some other arrangement, the child shall be educated in the school which that child would normally attend if not disabled. Other placement shall be as close as possible to the child's home;
- e) Placement in the least restrictive environment will not produce a harmful effect on the child or reduce the quality of services which that child needs; and
- f) A child with a disability is not removed from education in age appropriate regular classrooms solely because of needed modifications in the general curriculum.

IEP MEETING PROTOCOL

IEP Activity	Leader / Facilitator
Phone Calls / Meeting Contacts	Principal / Liaison for Services
Introductions	Principal / Liaison for Services / Case Teacher / Student
Purpose of Meeting	Principal / Liaison for Services / Case Teacher / Student
Prior Notice / Parental Rights (Parent Planning Sheet/Input)	Principal / Designee
Review of Evaluation Results	Evaluation Team Representative / Designee
* For 45-Day Eval / Placement, the LEA will be asked to mark or provide the most recent IEP update regarding goals in advance of the meeting, to review the evaluations, and give consideration of continued placement by the SDSBVI. * For new placements, the SDSBVI will identify our primary contact person(s) for the parent and LEA.	
Review of Comprehensive Team Assessment Report	Student Services Director and/or Evaluation Team Rep

IEP Activity	Leader / Facilitator
Review of Current IEP	Case Teacher / Student / SDSBVI Staff Members
NEW IEP DEVELOPMENT PROCESS:	
Discussion of Measurable Post-Secondary Goals (4B)	Student / Case Teacher
Review of Present Levels of Performance; emphasizing areas of strength (2) * skill or transition area * strength/needs * how disability affects involvement/progress in general education curriculum * parent input	Student / Case Teacher
Review Current/Proposed Course of Study (4A)	Student / Case Teacher
Review Transition Services (4A)	Student / Case Teacher
Review Proposed Annual Goals; noting modifications/adaptations needed for each (5)	Student / Case Teacher
Consideration of Special Factors (3)	Student Services Director / Principal / Designee
State/District Assessment Accommodations (7)	Student Services Director / Principal / Designee
Related Services (6)	Principal / Designee
Least Restricted Environment (8)	Principal / Designee
Extended School Year (9)	Principal / Designee
Summary / Closing Remarks	IEP Team Members / Principal

IEP RESPONSIBILITIES

A. CASE TEACHERS - The Case Teachers are assigned by the Principal and have the following responsibilities:

1. Gather pertinent test data and other documentation and review.
2. Call and chair prestaffings. (IEP Monitor or designee must be in attendance.)
3. At least weekly (and more frequently if requested or if problems arise) contact local public school teachers or other regular program provider (ATC, Hub Area Voc., etc.).
4. Consult with Case Manager at least weekly. This can be done informally but must be documented in the Lesson Plan Book.
5. Communicate with parents on a regular basis. Frequency of contact can be mutually determined. This can be done in person, by phone or by correspondence.
6. Call meetings of team working with student as needed or requested by team members.
6. Monitor report card marking and report writing. Report any problems to IEP Monitor.
7. Compile summary list of student strengths and needs as identified by the most recent three-year comprehensive Evaluation/IEP.

B. CASE MANAGERS - The Case Managers are assigned by the Dorm Supervisor and have the following responsibilities:

1. In conjunction with Daily Living Skills Instructor and other faculty, participate in implementing IEP goals for students in the dorm in the areas of daily living skills and recreation/leisure skills.
2. Consult with Case Teacher at least weekly. This can be done informally but you must keep a record of it in the student's binder.

3. Attend meetings on your case students making necessary arrangements with Dorm Supervisor.
4. Request team meetings when necessary.
5. Communicate with parents on a regular basis. Frequency of contact can be mutually determined. This can be done in person, by phone or by correspondence.

C. IEP MONITOR - The IEP Monitor shall be the Principal and has the following responsibilities:

1. Attend all prestaffings and other education team meetings as appropriate.
2. Respond to inquiries and concerns from LEAs regarding students' programs.
3. Ensure ongoing communication between Case Teachers and Case Managers.
4. Ensure appropriate ongoing communication with parents.
5. Ensure appropriate ongoing communication with Aberdeen school or agencies involved in combined programming.
6. Ensure proper notification of parents, LEAs and others prior to all IEP meetings and if attendance is not possible, arranges for conference calls.
7. Ensure parents are informed of and understand their rights.
8. Ensures requirements for prior consent and prior notification are met.
9. Chairs all IEP meetings for students.
10. Completes IEP document and distributes copies to parents, LEA and student file.
11. Monitors IEPs each semester and discusses student progress with assigned faculty and staff.

REPORT CARD PROCEDURE

1. Academic grades or evaluations will be determined by the faculty member who is responsible for conducting the class in question.
2. Grades or evaluations regarding self-help skills/dormitory living will be determined by the staff responsible for carrying out that portion of the IEP.
3. Evaluations for Speech Therapy will be the responsibility of the therapist assigned to a particular child.
4. Students in the academic program will receive grades four (4) times throughout the school year.

GRADING SYSTEM

A = Excellent	92-100
B = Above Average	84-91
C = Average	76-83
D = Below Average	68-75
F = Failure	67-or below

IEP MARKINGS – IEPs are marked according to the guidelines on the individual goals. This is done on a quarterly basis.

PARENTAL RIGHTS

The following information is of a general nature and the purpose of this guide is to provide parents and professionals with information about the legalities of educating the handicapped child. If you wish additional information about the specific aspects of the federal and state law, you may request this information from the Principal or Superintendent.

Your rights of access to educational records maintained on your child:

- *You have the right to see all of the records and test results maintained by any public educational agency on your child.
- *You have the right to request copies of any records or test results maintained by a public educational agency on your child. (The school district is allowed to charge a slight fee for making copies; however, if you are financially unable to pay this fee the records must be provided to you free of charge. The school district may not charge for looking for or retrieving your child's records.)
- *You have a right to have the school records explained to you in terms that you can understand. If the language that you speak at home is not English, you have a right to have these records translated into the language you normally use.
- *If you disagree with an entry in your child's records, you have a right to ask the school to change the incorrect record.
- *If the school refuses to correct your child's records, you have a right to request an impartial hearing, at no cost to yourself, where a determination will be made concerning whether the records should be changed.
- *You may be assisted at this hearing by any person of your choice including your lawyer; however, the school is not required to pay the cost of legal assistance.
- *If the hearing officer decides that the record is not in error, you still have a right to place an explanation of the entry in your child's record you have challenged which explains your side of the story. Your explanation must accompany your child's record any time it is examined by anyone else.
- *Your child's records will not be released or disclosed without your written consent, except to school personnel who have a legitimate interest in your child's education.

Your rights if you believe your child requires special assistance in school:

- *You have the right to request that the school conduct an evaluation of your child. This evaluation shall be free of cultural or physical bias insofar as possible. For example, if your child is blind the evaluation may not be done through tests which require eyesight.
- *If the school refuses to evaluate your child you may request an impartial hearing to determine whether your child should be evaluated.
- *You may obtain an evaluation for your child at your own expense and if the hearing officer concludes that the school should have granted the evaluation, or that the school's evaluation was incomplete, you may recover the cost of your private evaluation.

- *Following evaluation of your child you have the right to request the school to convene a placement committee to determine what is an appropriate education for your child. The placement committee is made up of a school official, your child's classroom teacher, other persons involved in the evaluation of your child, an expert in the suspected area of handicap, you as parents, and if you so desire your child.
- *The duty of the placement committee is twofold. First, the committee must determine whether your child is in need of special or prolonged assistance. Second, the committee must develop an individualized educational plan designed to meet the educational needs of your child.
- *You must agree to the individualized educational plan for your child before it may be implemented. If you do not agree with the plan proposed for your child, you have the right to request an impartial hearing from your local school.
- *You have the right to have the placement committee make an annual review of your child's educational program.
- *Any special services your child receives as a result of the educational program prescribed for him/her by the placement committee must be at no cost to you.
- *Your right to a free appropriate education for your child extends to all of the costs involved in caring for your child at a special school except clothing, personal items, and medicine if the local school district is unable to provide the services your child requires in your local school.
- *If you request an impartial hearing under any of the rights presented here, you have the right to present evidence, cross examine witnesses, be represented by an attorney, receive copies of all evidence the school intends to introduce at the hearing at least five (5) days before the hearing, and receive a decision within 45 days of the time you requested the hearing. A more detailed explanation of your rights at an impartial hearing will be provided to you in the event you should request such a hearing.

Your rights if the school requests to evaluate and place your child in a special program:

- *You have the right to refuse an evaluation of your child; however, the school has the right to request an impartial hearing on this issue and if the hearing officer determines that your child should be evaluated, the school may conduct such an evaluation without your consent unless you place your child in another school at your own expense.
- *You have the right to refuse to agree with an individualized educational program developed for your child by the placement committee. Once again, the school has the right to request a hearing on this issue and unless you intend to place your child in another school at your own expense your child will receive the educational services detailed in the individualized educational plan drawn up by the placement committee if the hearing officer decides in the school's favor.
- *If the school should request an impartial hearing over the provision of educational services to your child, you will receive a detailed description of your rights. Generally, you have the right to produce evidence, cross examine witnesses, present your own witnesses, be accompanied by a lawyer, and receive copies of all evidence the school intends to introduce at least five days before the hearing.

PLANNING TIME

As indicated in the COHE Contract, class preparation time will not amount to less than 60 minutes per workday, nor less than 400 minutes per workweek. Planning time may be used for conferences with colleagues. To facilitate collaboration 45 minutes has been designated at the end of the workday for planning. The scheduling of common planning times must permit each faculty unit member a minimum of 60 minutes per day for individual class preparation (COHE/BOR Contract 9.6). If any individual teacher needs more time for planning than he/she is scheduled, a written request should be made to the supervisor.

Short coffee breaks are necessary, but extended time in the Lounge should be avoided. The Lounge should not be used as a workroom.

LESSON PLANS

Each teacher will be provided with a Lesson Plan Book. Lesson plans for the following week's classes are to be prepared by Friday of the current week. Lesson plans may be done in the outline form and should, in general, be based upon the student IEPs. Lesson plans should assist the teacher in planning and give substitutes a point from which to begin when called upon to take over. They should be reasonably, but not minutely detailed; however, textbook page numbers alone are not sufficient. Lesson plans need not be done in duplicate.

Lesson Plan Books should be kept in a location convenient to both teacher and administration. The Principal may check Lesson Plan Books at any time and appropriate comments may be made.

SCHEDULED TRIPS AND ACTIVITIES AWAY FROM SCHOOL

Any teachers wishing to schedule a trip or activity that will take students out of classes and off campus must complete an Off-Campus Activity or Community Based Instruction Form and submit it to their supervisor at least two days in advance. Scheduled activities should be put on the master calendar immediately. The proper request form for use of a vehicle should be filled out and submitted to the Administrative Assistant as soon as the activity is approved.

Any teacher left without students due to a scheduled activity should use that time as professional preparation time.

COMMUNITY BASED EDUCATION

Teaching our students to live and work successfully in the community is a part of our role and mission. Although students benefit from classroom instruction and role playing within the school environment, they also need opportunities to practice skills they have acquired in a variety of every day settings. . .the "REAL WORLD" as it is often called.

Blind and visually impaired children need to work harder to become familiar with "how things work," having limited opportunities to observe and imitate others or raise questions about events which are taking place around them. In addition, some students experience difficulty in transferring experiences and skills from one situation to another. Activities in the community should be used to support curriculum objectives and the short-term goals on the students' IEP.

Making the community a part of the learning experience has been a part of the SDSBVI tradition for a long time through public school classes, mobility lessons, and recreational opportunities as well as classroom activities. In the "old" days we talked about "field trips" or "outings"; today the term has changed to "Community Based Education." Since, as a school for the visually impaired, we have long advocated "hands-on" experiences, we should not only welcome the sudden interest in student involvement in the community, but heartily endorse the practice.

To ensure that students are getting the necessary opportunities to interact within the community, we need to establish two parts of the process: accountability or tracking (for accreditation purposes) and financing (for practical purposes). The following process will be implemented to accomplish both goals.

1. Teachers will note Community Based Education activities in their Lesson Plan Book
2. Those teachers who need funds will submit a proposed budget at the end of each school year. The Superintendent will notify each teacher of the approved budget amount at the beginning of each school year.
3. All monies will be placed in the school safe in each teacher's individual money bag. Funds may be accessed any time during regular business hours.
4. Each participating teacher will be held responsible for keeping receipts for all expenditures, placing the receipts in the bag and returning it to the safe. (Receipts and cash must equal allocation at all times.)
5. When funds need to be replenished, a Check Request Form must be submitted (at least two weeks in advance) to the Business/Human Resource Office to replenish funds to established level.
6. When budget limit is reached no additional funds will be allocated.

COLD WEATHER TRAVEL FOR STUDENTS

Students are to be transported when wind chill or temperature is 0 degrees or below.

CANES

Each student receiving orientation and mobility training from a SDSBVI Orientation and Mobility Specialist, and who needs a cane for independent travel, will be issued a standard long cane by the South Dakota School for the Blind and Visually Impaired. No instruction may be provided by the South Dakota School for the Blind and Visually Impaired unless called for in the child's current IEP, and the parent has read and signed a permit to receive orientation and mobility instruction.

If a student loses or damages the first cane, he or she must bear the cost to repair or replace it. The student will be responsible for placing the order for the cane or cane parts. (The Orientation and Mobility Specialist can provide names and addresses of suppliers.) A student must also bear the cost if he or she desires a second cane.

ABSENCES (Student)

Phone calls to the school regarding a student's health, wellness related to an illness, etc. need to be first referred to the nursing staff for a parental follow up or contact before making arrangements with other staff members. It is the nursing staff's responsibility to contact the classroom teacher/case teacher, case manager, and other team members as appropriate. This will provide our staff accurate and timely communication from a single source.

EXCUSED

Sickness and emergencies are the only excuses generally acceptable for a pupil not attending classes. There are some other circumstances for which a child may be excused, but this is permitted only by the Principal and/or Superintendent.

Students will not be excused from any classroom to any other part of the building without an authorized class excuse slip (except emergencies).

It is the responsibility of each teacher to determine the whereabouts of any student who is late for that teacher's class. Require students to have a signed pass if they arrive late to class.

UNEXCUSED

An unexcused absence occurs when the child is absent of his/her own accord or when the parents cause the child to be absent without the approval of the administration. In such cases, make-up work must be completed. If make-up work is not completed, the incident will be discussed with the parents and will be reported to the child's LEA, if appropriate, by the supervisor in charge of the child's program for further actions.

MAKE-UP WORK, GUIDELINES FOR

Students are expected to make up missed work if they are absent due to illness. The time allowed for completion for such work shall be computed by multiplying the number of days missed times two (2). Each teacher should explain the importance of make-up work so that students know they must do the work.

If a student will be absent from class because of planned activities, class assignments must be completed in advance. Verification by teachers that work has been completed will be noted on the form provided. Students who have not completed assignments will not be allowed to participate in the activity.

ABSENTEE REPORT, WEEKLY

It is required that teachers take attendance during the first morning period and the first afternoon period every school day. The Weekly Absentee Report is e-mailed or given to the Administrative Assistant the last school day of each week. Please report ALL absences and “Reason for Absence” which will be classified by the Administrative Assistant, according to the following categories.

1. Approved, school related
2. Excused
3. Unexcused

HOMEWORK

Homework is a valuable tool to enrich what students are learning. Homework should be assigned according to a student's abilities and should be graded. The teachers and Case Managers need to communicate with each other, especially about students who have difficulty getting homework assignments completed. Homework should be used as a positive reinforcer and not as punishment.

CLASSROOM APPEARANCE

A classroom is more conducive to good learning if it is organized and neat in appearance. Rearranging a classroom may require reorientation for students. Artwork and general bulletin boards create a positive environment. Teachers are encouraged to display student work in the hallways.

When a teacher has books and/or teaching materials to be discarded, the Curriculum Committee should be notified in advance so these items can properly be removed from inventory lists.

DISCIPLINE

Each teacher should handle his/her own discipline problems. The administration is available to assist, but to be effective discipline must originate with the classroom teacher. The key is to be fair, firm and consistent. For additional information on the discipline policy, refer to the STUDENT/PARENT HANDBOOK.

Any teacher concerned about a student's behavior or progress in school should refer that student to the Principal. A meeting of the Internal Behavior Management Team should be scheduled.

DINING ROOM GUIDELINES (revised May 2009)

- Each child will be served the federally mandated portions (3 oz.) of three basic foods.
- When possible, there will be choices available within the food groups (i.e. raw or cooked vegetables). If the person helping the student gets his/her plate knows the preference, please tell the kitchen staff. Also, the adults should try not to “bias” the kid’s choices based on personal likes/dislikes.
- The students should be encouraged to try (at least one bite) of each item on the plate.
- In order to receive a sweet dessert (cake, cookies, bars, pudding, ice cream) the student needs to eat $\frac{3}{4}$ of what’s on the plate. Fresh fruit, canned fruit, Jell-O and applesauce can be provided any time; even if the main course wasn’t finished.
- No “seconds” on sweet desserts will be provided.
- Liquid intake should be monitored to make sure the student is not going to drink so much that s/he will not “have room” for the meal.
- The evening snack guidelines are the same as those for dessert. If supper isn’t eaten, the student will still be offered an evening snack of fruits or vegetables.
- Access to both the candy/snack and pop machines is available to the students after school until 4:00 PM and from 7:00 – 9:00 PM. On weekends, the hours run from 1:00 p.m. – 4:00 p.m. and 7:00 p.m. — 9:00 p.m.
- Whole or skim milk will be on the table for those students identified in eating programs; otherwise, all milk is 1 percent.
- If not on the tables, bread is available at the serving counter.
- No pop is allowed in the dining room.
- Students should be encouraged to drink water with each meal and frequently throughout the day, particularly in warm weather or when exercising.

FEEDING PROGRAMS

All SDSBVI students will have a feeding skills evaluation completed at the time of their placement. This evaluation will be done by the Dormitories Supervisor when the student is an independent eater and who is using no adaptive equipment. When there are chewing/swallowing concerns or issues related to positioning or adaptive equipment, the evaluation will be conducted by the Speech/Language Pathologist with consultation from the Dormitories Supervisor and the Occupational Therapist as needed. Any modifications to diet textures, adaptive equipment, assistance and set-up at meals will be determined as a result of the evaluation.

All permanent and temporary dorm staff, teaching staff and instructional assistants will be trained on general dining skills related to visual impairment at the time of hire. All permanent and temporary dorm staff, teaching staff and instructional assistants will be trained on specific feeding procedures for individual students who need them by the Speech/Language Pathologist on an ongoing basis. No staff will assist in feeding students without training. The Director of Human Resources has the list of employees who have gone through the training.

The feeding procedures for students who require assistance and adaptive equipment will be posted in the dining room. Any concerns related to feeding procedures will be referred to the Dormitories Supervisor or Speech/Language Pathologist for reevaluation. Any concerns related to nutrition and hydration or weight will be referred to nursing.

Any recommended changes in either feeding procedure and adaptive equipment or hydration and nutritional intake made by parents or health professionals should be reported to the Nurses and the Speech Language Pathologist and documented in writing.

DETENTION, EDUCATIONAL PROGRAM

The purpose is to assist students in developing their personal academic responsibility and behaviors while in the SDSBVI instructional program.

Classroom instructors, related service providers, instructional assistants, and other SDSBVI staff who work with the students during their classroom/academic program day (8:00 AM – 3:00 PM) will be responsible for the implementation and follow-up with this program.

Students who have been deemed to be cognitively aware, for all or part of the program guidelines, will be held to these standards.

- * Be on time for all classes
- * Be at scheduled class/activity area
 - on time for all class/area transitions
 - at proper area/location for class/activity as scheduled
 - satisfactorily address/complete all class/activity tasks
- * Follow all classroom rules/guidelines as established by the teacher, supervising staff and/or principal.
- * Have assigned homework, study tasks and group work completed when due and with them in class/work setting required.
- * Work with staff and other students in a polite, respectful manner.
 - No put downs
 - No inappropriate language or gestures
 - No threats of/or actual physical contact
- * Appropriate clothes/dress for the school setting
 - No caps, unless indicated by vision reports
 - No items with suggestive or inappropriate wording/graphics

If such clothes or dress are in evidence, the student will be asked and expected to make the appropriate changes as requested.

Classroom instructors, related service providers, instructional assistants, principal, and counselor, shall have the authority for assignment of detention for any student, at any time, in any observed area/setting during the instructional day at SDSBVI.

Classroom instructors, related service providers, instructional assistants, and other SDSBVI staff members are expected to use the following process in addressing situations in which detention may be assigned.

- * Verbal Warning to the student
- * Assignment of after School Detention Time
 - All Referrals - 30 minutes
 - If there is more than one referral in the same day - 60 minutes

When students repeat several detention referrals in the same nine week period, there will also be time scheduled for follow-up discussion:

- 2nd referral – with principal
- 3rd referral – with counselor
- 4th referral – internal behavior team meeting to develop formal behavior plan

All referrals will be on a cumulative basis, beginning anew with each 9 weeks.

Any “incidents” outside of the timeframe noted above will be the responsibility of the Superintendent, Principal, Student Services Director, Dorm Supervisor, Case Teacher and/or Case Manager.

Detention Guidelines

- * Detention will be held Monday through Friday
- * Detention will be held in Classroom #206 unless other arrangements are made by the principal in collaboration with the detention session supervisor.
- * Students assigned to detention will be subject to the guidelines below:
 1. The 30 minute timeframe will not begin until the student has arrived.
 2. The student(s) will begin detention on the day in which it is assigned unless they have an off-campus job. If so, they have one day “grace period” to notify the supervisor. The detention will then be served the next day.
 3. If the student(s) is/are absent from detention for ANY reason other than illness, previous doctor appointment, or emergency, their assigned detention time will be DOUBLED.
 4. The student(s) will bring their work to the detention assignment. Once at the detention site, they will NOT go to their locker, a classroom, library, dorm, or other area to get work.
 5. If the student(s) does/do not have work with them in detention, work will be assigned, such as reading, writing, Braille, dictionary skills, questions, or other work as assigned by supervisor and/or principal.
 6. The student(s) will not talk during the detention assignment without previous permission from the supervisor.
 7. The student(s) will not work together on assignments or group projects.
 8. The student(s) will not have gum, candy, pop, food, or individual music/headphones.
 9. The student(s) will not leave the detention area for drinks or bathroom breaks. These should be addressed PRIOR to the session.

If the student(s) work or behavior during the detention work time is deemed to be inappropriate by the supervisor or principal, additional detention time may be assigned.

- * If assigned detention, students who have on or off campus work obligations will be responsible for contacting their employer/job supervisor to inform them of their lateness of arrival to work, and making the appropriate arrangements for arrival at and completion of work in the job setting.
- * When a student is assigned detention, the staff member making the assignment will be responsible for notifying the student and principal. Additional contact with the student’s case teacher and case manager is also recommended.
- * If the detention is a result of student behavior, rather than tardiness or not having homework done, a Behavior Report Form needs to be completed by the individual making the referral.
- * Detention assignments for each day will be passed on from the principal to the detention supervisor.

- * The principal shall be responsible for maintaining an individual log on each student's detention assignments.
- * When a student is assigned detention, s/he will be limited to the evening activities that can be participated in. Group activities or prior commitments (such as goalball, forensics, swim team, etc) can be attended. The student can also be outside but must stay on the campus grounds.

CRISIS INTERVENTION POLICY

THE GOAL DURING A CRISIS SITUATION IS TO INSURE THE CARE, WELFARE, SAFETY, AND SECURITY FOR ALL INVOLVED.

To minimize the probability of a crisis resulting from student behavior, always be aware of the apparent anxiety and stress level. If a child appears anxious or agitated, be supportive. Remember to be aware of your body space and communicative responses (both verbal and nonverbal). Empathic, nonjudgmental listening is very important. Remember – this is a shared experience and how one person acts/reacts affects how the other person acts!

If the anxiety continues to increase and the child becomes defensive, calmly be directive and set limits that are clear, reasonable, and enforceable. Offer the student two behavior choices -one the desired action and the other the consequence of noncompliance. Discipline is always the most effective when the responses/consequence are given directly by the adult involved rather than bringing in a third party, such as the Principal or Dorm Supervisor.

If the agitation continues, allow the student to “release steam” so the tension can be reduced, even if this means swearing or yelling. Do not try to move an upset student! If you think the student is not going to calm down and there is a risk of danger, remove all other students from the area – either to the hallway or a nearby room. If a personal threat is made to you or others, take it seriously.

If the student's agitation continues to escalate and there is a clear danger to people, get help immediately with either the intercom system or by yelling down the hall. Any physical intervention is potentially dangerous and should be considered as an emergency response procedure.

The only acceptable form of physical restraint is the techniques taught through the Nonviolent Crisis Intervention Training Program. If other techniques are used, there is the possibility of disciplinary action against the employee.

After the student and staff members have calmed down and the tension has been reduced, it is important that all people involved re-establish rapport and communication. As much as possible, the situation and possible other actions should be discussed. Any consequences from the limit setting should also be implemented during postvention. The staff member's immediate supervisor and the school counselor will also be involved, as needed.

Before leaving work, the Behavior Report form needs to be completed and if there was an injury, so does the Injury, Accident, or Unsafe Condition form.

Remember, using common sense and remaining emotionally detached may keep an incident from turning into a crisis!

BEHAVIOR INTERVENTION POLICY

The SDSBVI's Behavior Intervention Policy is based on the educational principles required to help children become civically responsible and socially competent. Positive behavioral techniques will be utilized as much as possible, with the emphasis being on natural and logical consequences that are aimed at developing personal responsibility.

If maladaptive or harmful behaviors do not decrease through the use of positive intervention techniques, the use of more restrictive methods may become necessary. At all times, however, the student's personal rights will be protected, as outlined in the American School Counselors Association (ASCA) Standards and South Dakota Codified Laws #27B-8-50 through #27B-8-55.

- I. GENERAL GUIDELINES** - When staff members attempt to manage maladaptive behaviors, they will:
- A. Utilize techniques outlined in the Non-violent Crisis Intervention training to provide the best care, welfare, safety, and security for the students and staff members.
 - B. Use techniques which represent the least restrictive but most effective alternatives.
 - C. Assure the protection of the rights of the student(s) involved.
 - D. Include proactive rather than reactive reinforcement techniques.
 - E. Under **no** circumstances, use corporal punishment, i.e. striking or spanking a child.
 - F. Avoid name- calling, yelling, or swearing at students.
 - G. Discontinue any behavior intervention program if the child is ill or has sustained a physical injury.
 - H. Not deny a child a meal.

- II. CONDITIONS FOR USE OF BEHAVIOR INTERVENTION TECHNIQUES** - Behavior management techniques will be used when a child's behaviors affect his/her ability to deal with daily life. Therefore, when restrictive programming is implemented, there must be documentation to show:

- A. There was danger to the child or others. **or**
- B. The behavior was interfering with the child's learning. **or**
- C. Immediate action was necessary to avoid a crisis situation.

- III. BEHAVIOR INTERVENTION TECHNIQUES** - All staff members who deal directly with students will be trained in Non-Violent Crisis Intervention. Note: The Director of Human Resources has the list of trained staff; supervisors are responsible for monitoring their department.

- A. Communication - Use both verbal intervention and para-verbal communication techniques
- B. Analysis of function of child's behavior - Utilize documentation and observations to determine the purpose of student's actions
 - 1. Case teachers & case manager complete Functional Analysis Screening
 - 2. Baseline done to identify Antecedent-Behavior-Consequences to identify behavior reinforcers:
 - a. maintained by social positive reinforcement (attention)
 - b. maintained by social negative reinforcement (escape)
 - c. maintained by automatic positive reinforcement (sensory stimulation)
 - d. maintained by automatic negative reinforcement (pain attenuation)

IV. RESTRICTIVE TECHNIQUES - These methods may not be utilized without prior approval and continued monitoring by the External Behavior Management Team.

A. PHARMACOLOGICAL THERAPY

1. Permission must be obtained from parents/guardians prior to scheduling doctor's appointment whenever medication is being sought because of student's emotional/behavioral concerns.
2. Parents/guardians can request information about using medication to deal with behavior issues and appointments with mental health professionals may be scheduled.
3. The Nurse and Student Services Director work together in scheduling appointments and all follow-up procedures.
4. The Nurse will inform the student's educational team of any unusual medication side effects of which to be aware. Staff members are encouraged to report any unusual behaviors or physiological changes to either the Nurse or Student Services Director.

B. RESTRAINT GUIDELINES

1. Physical restraint procedures are used so as not to cause physical injury to the child and to minimize physical and psychological discomfort.
2. Only the minimum amount of restraint necessary to control behavior is used and only until the child is calm.
3. Staff will use only the restraint and transport techniques for which they have been specifically trained.
4. Only employees who are certified through the Crisis Prevention Institute (NVCII) can use physical restraint.

V. DOCUMENTATION

1. Always complete the BEHAVIOR REPORT (white form) when student behavior involves self-injury, injury to others, or intentional destruction of property.
2. To qualify as "injury", the actions of student behavior must require medical attention. Superficial scratches that stop bleeding after washing with soap and water and blotting are not injuries, except in the case of specific students with special medical needs as identified by the Nurses. Scratches or cuts that require a bandage are considered injuries.
3. Write simply, clearly and concisely about direct observations only.
4. **The Behavior Report form is to be completed and distributed before leaving the present work shift.** Copies are to be given to the Case Teacher, Principal, Student Services Director and Dormitories Supervisor. The Nurses and Superintendent receive a copy only if there was an injury.
5. If an Injury resulted (as defined in #2) from student behavior, then the ACCIDENT, INCIDENT OR UNSAFE CONDITION form (yellow) must also be completed and copies given to Risk Manager, Student Services Director and Superintendent.

VI. POSTVENTION

Postvention provides the opportunity to review the behavior event that just occurred. The purpose is to establish facts, look for behavior triggers and patterns, and identify methods to increase acceptable behavior.

After the Behavior Report form is completed, the staff person directly involved is encouraged to complete the Personal Crisis Interview Review form. This form objectively addresses how the behavior event was dealt with, based on the Nonviolent Crisis Intervention components.

The day after the behavior event, the involved staff person will meet with his/her supervisor and the Student Services Director to discuss the incident. The Personal Crisis Interview Form and the Behavior Report forms are the foundation for discussion.

Also, after everyone involved in the event is calm, and if the student is able, it is recommended that the staff person and student have a discussion about what happened. Some possible suggestions so this situation doesn't rise again should also be developed.

VII. BEHAVIOR MANAGEMENT TEAMS

A. EXTERNAL BEHAVIOR MANAGEMENT TEAM

1. Members
 - a. Dormitory Supervisor
 - b. Principal
 - c. Superintendent
 - d. Student Services Director
 - e. SD Board of Regents Attorney (Ex officio)
 - f. Mental Health/Social Services Consultant
 - g. Special Education Consultant
2. Committee meets every other month or as circumstances warrant
3. Agenda and Minutes are developed by the Student Services Director
4. Review all documentation and behavior intervention programs that have been implemented
5. Suggest any modifications for present programs

B. INTERNAL BEHAVIORAL TEAMS

1. Each child will have an individual committee that meets when behavior problems are being exhibited. The Case Manager and/or Case Teacher should notify his/her supervisor, who will then determine if action is necessary. If so, the Dormitories Supervisor or Principal schedules a behavioral staffing.
2. Members
 - a. Case Teacher
 - b. Case Manager
 - c. Principal
 - d. Dormitories Supervisor
 - e. Student Services Director
 - f. Nurse
 - g. Any additional people who work directly with the student(s) and may have pertinent information.
3. The first Internal Team Meeting
 - a. At first meeting all information is reviewed, including observed behaviors, personal strengths, weaknesses and motivators are discussed.
 - b. Target behaviors are identified
 - c. A time frame is established for the collection of basal information about target behaviors.
 - d. Another meeting is then scheduled for the end of the basal period to review data.
4. The second Internal Team Meeting
 - a. Based on documentation, specific behavior management procedures are devised.
 - b. The behavior intervention program is written
 - c. A time frame for periodic review and possible program alterations is developed

VIII. LEVELS SYSTEM/RESIDENTIAL PROGRAM - This is an individualized program which allows privileges to be earned through responsible behavior. The Levels System encourages a child to earn the level of freedom that s/he can successfully manage and is designed to be a concrete, unbiased part of the dormitory structure.

- A. Individual participation will be determined and outlined by the following people: Dormitories Supervisor, Student Services Director, student, and Case Manager. Individual responsibilities will be determined and explained to the student at the beginning of the year. The student's team will then meet at least once every month to review progress and possibly make program revisions.
- B. The program starts at the beginning of each school year and each student's progress will be reviewed at semester time. The team will then determine if the student can be dismissed from the program.
- C. Each student will begin on Level IV. The student's team will determine whether s/he will be allowed all of the privileges of Level IV. The decision will be based on individual strengths, needs, age, maturity, and independence.
- D. Students will remain on each level for a minimum of 10 days. Only days the student is actually at school can be counted in the 10-day time period, including the weekends. The student may request to move up a level after a successful 10-day period.
- E. The student must be given a specific verbal warning that the behavior(s) engaged in are not acceptable. On a second occurrence, a written reminder may be given. Another verbal warning must be given at the beginning of each ten day period, for every offense, even if no written reminder had previously been issued.
- F. It is advisable to think through and discuss a situation with the student prior to writing a reminder. Be sure you have all of the information and understand the situation from the student's viewpoint, as well as the adult's.**
- G. The student is allowed to receive one written reminder within a 10-day period. A second written reminder for the same offense indicates the inability of the student to meet the requirements of that level and so s/he is demoted to the next lower level. A second verbal warning will not be given for the same offense when two written reminders have previously been given within a ten-day period.
- H. After the 10-day period for mandatory demotion has ended, the student may return to the level s/he was on prior to being demoted, unless it was an "instant demotion" to Level I. If this is the case, the student must work back up through each level.
- I. If a student fails on Level I, (gets 2 written reminders) s/he will be restricted to his/her room for up to 5 hours or perform community service work of 1 hour each day for 5 days. The Dormitory Supervisor will determine the type and length of discipline, with input from others on the student's team. If the offense occurs during the weekend, the student will lose all privileges and must be within view of the dorm staff during all activities. The student may be referred for individual counseling as well.

- J. Instant Demotion: A student may be demoted to Level I for committing any of the following misbehaviors, but only after consulting with the Dormitories Supervisor and/or Student Services Director. If neither of these people can be reached, the student will be restricted from all scheduled activities until contact can be made.
 - 1. physical injury to self or others
 - 2. verbally or physically threatening behavior
 - 3. use of drugs, alcohol, inhalants and tobacco
 - 4. intimate sexual contact with another student
 - 5. destruction of school property
 - 6. taking other's possessions without their permission

- K. Students who achieve Level III or IV can abide by the rules of the apartment during their independent living experience. Those on Level I or II will be held to the restriction of those levels, including community service and room restrictions.

- L. Staff are expected to write reminders during the shift in which the incident occurred. This will encourage discipline rather than punishment. Copies of the reminder will be given to the student, his/her Case Manager, Case Teacher, Dormitories Supervisor, Student Services Director and Principal.

- M. Students are able to petition up any time they have not received two written reminders in a 10-day period. Students, with the assistance of the Case Manager, need to monitor the time frame for getting the petitions signed. The form allowing the move to be made to a higher level should be signed by the Case Manager, but if this person is not scheduled to work, then the Dormitories Supervisor can sign it. If the decision is made that the student is not ready to move up, the Case Manager needs to notify both the Dormitories Supervisor and the Student Services Director, in writing, why this decision was made.

- N. If a student feels s/he has not been treated fairly, a Grievance Committee meeting will be arranged within 3 days of receiving the discipline. In addition to the student, person who wrote the reminder, and any witnesses of the incident, two of the following people will be included in the Grievance Committee: the Case Manager, Student Services Director, Dormitory Supervisor, and/or Principal. It is the student's responsibility to arrange the meeting with the committee members, with assistance from the Dormitory Supervisor. The committee will determine if the discipline was appropriate and act accordingly.

IX. PRIVILEGES AND RESPONSIBILITIES OF LEVELS - All students are expected to meet the following responsibilities, as determined by student, Case manager, Dormitory Supervisor, and Student Services Director, to the best of their personal ability. In addition to the following, individual responsibilities will be added as the student attains more privileges:

- A. Consistently bring all necessary materials to school and then back to dorm.
- B. Independently dress and groom themselves, to the best of their abilities.
- C. Keep room orderly, neat and clean.
- D. Demonstrate respectful behavior towards self and others.

LEVEL IV - PRIVILEGES

- A. Student sets own study time. If a time other than the normal study time is chosen, the student is expected to stay away from the other students whom are in study hall. The student can leave campus with permission from the Case Manager/Houseparent on duty.
- B. Students must be in their own rooms by 11:00 p.m. with a bedtime of 12:00 a.m. Sunday through Thursday. Unless otherwise determined by parent/guardian. On weekends 2:00 a.m. will be the time to be in bed, unless special permission is given by the Dormitories Supervisor to stay up later.
- C. Off-campus privileges as permitted by parents, O & M Specialists and team members. Any unusual circumstances need to be approved, in advance, by the Dormitories Supervisor. Students need to list activity/destination, time leaving and returning. If the team determines the student is responsible enough, the student's activity plan may allow for some unsupervised time to be spent in the dorm.

LEVEL III - PRIVILEGES

- A. Study Hall between 6:00 and 7:00pm. "Entertainment equipment" may be on but should not be loud enough to be heard outside of student's dorm room.
- B. Off-campus privileges on Friday, Saturday and Sunday, as visiting hours and orientation and mobility passes permit.
- C. Students must be in their rooms by 10:30 p.m., with a bedtime of 11:00 pm Sunday through Thursday. On weekends 1:00 a.m. will be bedtime, unless special permission is given by the Dormitories Supervisor to stay up later.

LEVEL II - PRIVILEGES

- A. Student's door may be closed during 6:00pm study hall but no "entertainment equipment" may be on.
- B. Student may go off-campus on Saturday and Sunday and participate in group off-campus activities.
- C. Students must be in their dorm rooms by 10:00 p.m. with a bedtime of 10:30 p.m. Sunday through Thursday. On weekends 11:00 p.m. will be the time to go to bed, unless special permission is given by the Dormitories Supervisor to stay up later.

LEVEL I - PRIVILEGES

- A. During study hall, the bedroom door must remain open and no "entertainment equipment" may be on.
- B. Students may participate in the activities approved by the committee.
- C. Student may spend unstructured time in individual dorm area or on campus grounds.
- D. Bedtime is 9:00 p.m. on Sunday through Thursday and 10:00 p.m. on weekends.

BEHAVIOR AND CONDUCT

Individual behavior programs will be developed by Case Managers, Teachers, Student Services Director, Principal and Dorm Supervisor. Students earn privileges through responsible behavior. Students may be restricted in the amount of noneducational activities they may participate in if they do not demonstrate appropriate behavior and are given responsibilities that staff feel s/he can be successful with.

As students show themselves to be responsible, they are given more freedom in taking on responsibilities that are of interest to them or in an area where they need work. Each student's program is individually designed by a committee consisting of Case Teacher, Case Manager, Student Services Director, Dorm Supervisor, Student and Parent/Guardian (if available.) Parents are encouraged to be involved in their child's program by keeping in contact by phone, letters, and personal contact with the SDSBVI.

Students are expected to conduct themselves in a manner which is a credit to themselves as well as to their families and school. Student misconduct will be evaluated and an appropriate course of action (including possible notification of law enforcement personnel) determined on an individual basis by the SDSBVI.

Most misbehavior will be responded to with a warning, or as outlined in individual programs. The following behaviors merit strict discipline and an "instant demotion" if on the Levels System:

- a. Purposeful injury to self or others
- b. Purposeful destruction of property
- c. Use of drugs, alcohol, inhalants (without medical prescription), or tobacco
- d. Intimate sexual activity
- e. Stealing

SMOKING, CHEWING TOBACCO AND INHALANTS - No smoking or chewing tobacco or use of inhalants is allowed on campus by students. If tobacco products are found in the dorm, dorm room, or on the person, of a student who is under the age of 18, they will be confiscated. Any chemical misuse for the purposes of intoxication is against the law and such products will be confiscated and may lead to legal intervention.

ALCOHOL AND CONTROLLED SUBSTANCES - Alcohol and other controlled substances are not allowed on the SDSBVI campus. By Executive Order all state agencies are established drug-free workplaces and prohibit the unlawful manufacture, distribution, dispensation, possession or use of any controlled substance.

The South Dakota Board of Regents strictly prohibits the unlawful possession, use or distribution of alcohol, marijuana or controlled substances by its students or employees while on property controlled by the Board of Regents or while participating in any capacity in activities or employments sponsored by it. All state laws related to controlled substances apply. Compliance with these standards of conduct is mandatory.

Any student who violates the provisions of State law and Regental policy will be subject to disciplinary action. The parent or guardian will be notified of a first offense, a conference will be held and disciplinary action(s) taken. For any subsequent offense, the provision of Student Due Process as detailed in the Administrative Rules of South Dakota Chapters 24:07:01, 24:07:02 and 24:07:03 will apply.

The South Dakota School for the Blind and Visually Impaired will also maintain age-appropriate drug and alcohol education and prevention programs for students in all grades. These drug and alcohol programs will address the legal, social and health consequences of drug and alcohol use, provide information about effective techniques for resisting peer pressure to use illicit drugs or alcohol and convey to students that the unlawful use and possession of illicit drugs and alcohol is wrong and harmful.

If parents or students desire information about alcohol and controlled substances or treatment options, please contact the Student Services Director.

SUSPENSION/EXPULSION

Policy Statement - The suspension of students from the SDSBVI includes the general due process procedures used for all students. No student will be suspended from school for more than ten (10) days for a violation of a rule, regulation, or policy without a proper hearing as defined in Article 24:07. In all cases when suspension is contemplated, the parents and LEA will be notified.

It is the policy of the SDSBVI that no student will be expelled. If the student is determined to be a danger to him/herself or to others, the SDSBVI Superintendent may decline to provide on-campus programming. If it appears necessary to discontinue services on the SDSBVI campus, the local school district will be notified so that a placement committee can be convened to evaluate the student's needs and determine the best way to provide for a free appropriate public education.

SDSBVI Procedures -- If a short-term suspension from a class, classes, or school is anticipated because of a student's violation of a rule, regulation, or policy, the Principal or Superintendent shall give oral or written notice to the student as soon as possible following the alleged violation, stating the basis for the suspension. The student will be given an opportunity to answer the charges. In all cases of short-term suspension, the parents will be contacted by telephone, in person, or through written notice. In no cases will a student be suspended from school without prior notification of parents and provisions made for travel home or to an alternate site. The student may not be suspended for more than ten (10) days.

In cases where the safety or well-being of the student or others is jeopardized, the SDSBVI may elect to contact civil authorities, medical or mental health professionals for immediate intervention.

EYE CARE/EYE WEAR MAINTENANCE (Student)

All faculty and dormitory staff members at the SDSBVI are expected to be knowledgeable in their day-to-day observations of each student's visual functioning.

The primary responsibility for maintaining healthy eyes and providing emergency care falls upon the Nursing Department. The Nurses monitor the medical status of each student's eye condition, provide routine care, dispense prescribed medications and seek medical attention when warranted.

The Low Vision Therapist has the primary responsibility for analyzing the educational implications of a child's visual functioning. The Low Vision Therapist assesses students, provides consultations and recommendations to the teaching staff and teaches students specific techniques to enhance visual efficiency.

To provide the best eye care possible to each student at the SDSBVI, it is essential to coordinate the functioning of these two departments and ensure the timely dissemination of information to both the faculty and dorm staff. The timely sharing of information with both faculty and dorm staff is also essential. The following guidelines are intended to accomplish that goal.

- A. **EYE REPORTS**- The timely sharing of information between the nursing and low vision departments is essential.
1. A copy of all eye reports, from ophthalmologists, other doctors, optometrists or opticians received by either department will be copied for the other. The original will be filed in the student's Master File in the Staff Work Area and a copy given to the Nurses.
 2. For "noncritical" eye reports (which do not require action by staff members), the information will be paraphrased and distributed in memo form by the person who received the report. This summary will be sent to the Principal, Case Teacher and Case Manager. These people will be responsible for sharing the information with the teachers and dorm staff.
 3. For "critical" eye reports (which may have a direct effect on the student's status), a meeting with the Nurse(s), Low Vision Therapist, Principal, Case Manager, and Case Teacher should be held as quickly as possible. Additional faculty or staff members may be asked to attend also. Those in attendance are responsible for disseminating the information to the rest of the teachers and staff members.
 4. The Liaison for Services will provide copies of eye reports generated through the comprehensive evaluation process to the Nurses.
- B. **REQUEST FOR VISION FOLLOW-UP** -- An efficient system for reporting problems such as observed changes in visual status or broken glasses, and making referrals of a nonemergency nature will improve the efficiency of our vision care at the SDSBVI.
1. To report a problem or request service, any faculty or staff member should talk to the Nurses.
 2. A brief follow-up report will be written to identify the action(s) taken. It will be distributed to the Principal, Case Teacher, Case Manager, person making initial referral and others, as appropriate. The Low Vision Therapist should be notified if it's information she needs to know.

PROMOTION POLICY

Students who are taking academic coursework at grade level will be required to achieve passing grades of "D" or above in all required subjects to be eligible for promotion to the next grade. Students on an IEP will work toward mastery of established goals and objectives. Mastery will be determined by the IEP team on an individual basis.

RELEASE FORMS (Student)

In order to protect students, parents and the SDSBVI, several release forms must be completed and signed by parents each school year. On or before the day students return, parents will complete, sign and turn in the forms before departing.

Consent means that the parent has been fully informed of all information relative to the activity for which consent is sought, in his or her native language or other mode of communication; the parents understand and agree in writing to the carrying out of the activity for which consent is sought, and the consent describes that activity and lists any records which will be released and to whom; and the granting of consent by parents is voluntary and may be revoked in writing at any time.

All teachers should be familiar with these forms and check to ensure proper authorization has been obtained prior to planning activities.

The originals of all release forms are kept in the individual student's master file in the Staff Work Area. Nurses will retain copies of medical release forms in their files.

CONFIDENTIALITY

Student files are confidential and access is limited to authorized individuals. Discussions relative to the SDSBVI students should be conducted in a positive, professional manner. If student problems are to be discussed, these discussions should take place in a room with the door closed, rather than a public area. For additional information, refer to the STUDENT/PARENT HANDBOOK.

FUNDS (STUDENT)

It is our responsibility to safeguard student assets and maintain appropriate records. The following procedures will benefit both students and staff by ensuring we properly account for and manage student funds. It is important to note the school will not assume responsibility for cash given directly to students by parents/guardians. Students may have managed funds in several locations in the school. The locations and circumstances are as follows:

LOCATION

1. Business Office: Individual student accounts are set up by parent/guardian. Funds are received for the student and deposited in an account maintained by the Business Manager. This account should cover the student's personal needs and allowances. Parents establish the amount to be dispensed for allowances. The Business Manager provides quarterly accounting of these funds to the parents.
2. Business Office: Individual account under the direction of a classroom teacher with monies earned through work-study. Each student has an individual envelope (which is kept in the safe) and is learning to manage his/her own money.
3. Dormitory: For students who are not able to independently handle their own allowance monies or paychecks, individual envelopes are kept in a locked closet in the case managers' office. This allows for daily access to funds for activities, treats and other needs.

PROCESS

1. No one except the Business Office may receive cash from any student or parent. When a parent or guardian wishes to put money into their account, they should be directed to the Business Office so they can get a receipt. If the Business Office is not open, the parent/guardian may write a check made out to the SDSBVI. The check should be placed in an envelope marked with the student's name and put into Director of Human Resources' mailbox for deposit and receipt.
2. When allowances are given out, students may spend or save the money as they choose. Students are responsible for their own funds. In the case of students who require assistance with managing their allowance, the money will be kept in the dorm as indicated above. No funds over \$20 should be kept in any student's dorm envelope. If the money is not spent, allowances should be temporarily suspended. Dorm personnel will record in the student binders and on the individual envelope money that is spent. This will provide an audit trail should there be a question.

ATHLETICS / EXTRACURRICULAR / SPECIAL EVENTS PARTICIPATION POLICY

Students at SDSBVI who choose to participate in athletics and/or other extracurricular activities, special events, do so with the following understanding.

- Participation is a privilege, not a right.
- Participation is subject to compliance with established standards.

Those established standards are:

1. The possession or use of tobacco, alcohol, or other drugs, is prohibited.
2. Threats of, or actual physical violence towards another student, staff person, chaperone, or designated supervisor is prohibited.
3. The student's participation with an athletic event/season or special school activity is subject to the guidelines and expectations as developed by the coach and/or advisor for that sport/event/activity. The individual standards for an event/season or special activity will be reviewed with all interested participants prior to the beginning of that season, event. If a student wishes to participate in an activity, it is expected that they will do so at the beginning of the season or activity. Once they have committed to an activity, they will be expected to fulfill that commitment. Participants will be expected to be at all scheduled practices, meetings, related events as requested by the coach/supervisor. The coach/supervisor reserves the right to dismiss a participant who does not regularly attend all expected meetings, practices, and preparation. The student and their parent/guardian will each sign a pledge sheet which will outline the expected standards and conduct for the activity, prior to their beginning of the activity.
4. The student shall maintain a passing grade in all classes for participation and will apply to:
 - any on/off campus school activity.
 - any on/off campus school activity which is supervised by a school staff member or approved supervisor
 - any independent group or student activity, on/off campus, which is not supervised, but has school approval, permission, or support

Should a student be in violation of these established standards the penalty shall be:

1st Offense: The student shall miss the next event for that season or event. If the season/event/activity has concluded, the penalty shall carry over to the next season/event/activity.

2nd Offense: The student shall miss the next two events for that season or event. If the season/event/activity has concluded, the penalty shall carry over to the next season/event/activity.

3rd Offense: The student shall be dismissed from all remaining events for the balance of the school year.

The seasons/events/activities covered by this policy shall include, but not necessarily be limited to the following:

- Track Season
- Swimming
- Forensics
- Goalball
- Special Olympics
- Ski Trip
- Special Off Campus Outings
- Student Council
- SPURS
- Music/Chorus

EVALUATIONS (Teacher)

Evaluations will be conducted in accordance with the negotiated contract between the BOR and COHE. (COHE Contract 11.1-11.3 and BOR Policy 4:13)

SPECIAL SCHOOLS PROFESSIONAL TRAVEL AND/OR LEAVE PROCEDURES

The following procedures as specified in Sections XIV-14.2 and VIII-8.3 of the BOR/COHE contract are to be followed when requesting professional leave:

1. The Special School's Travel Request Form is to be completed by the individual requesting professional leave and/or travel.
2. The completed form will be turned in to the immediate supervisor at least one month prior to the dates requested for professional leave/travel. Under extenuating circumstances time frames of less than one month will be considered. Should the immediate supervisor accept the request, the form will be forwarded immediately to the Superintendent for action.
3. The Superintendent will evaluate the request and will approve or provide the applicant with a written response within one week following receipt of the request if denied.
4. All requests will be evaluated relative to the benefits of students, school, and individual.

It is the philosophy that attendance and participation by SDSBVI staff is essential for professional development and growth. Travel requests will be reviewed carefully and approved according to funds available and the prepared Staff Development Plan.

Participants are responsible for their own travel, registration and related costs, and will be reimbursed for approved expenditures. Cash advances or prepayment of transportation and/or registration may only be authorized by the Superintendent.

To be reimbursed for travel expenses, the employee must submit receipts to the Director of Human Resources and complete the required form, Travel Payment Detail, within 30 days of their return. Receipts are required for all expenditures except meals. If the registration fee includes some meals, the employee will not receive per diem for those meals. Meals included in local conferences will not be reimbursed.

Any books or materials obtained as a participant in a SDSBVI sponsored activity is the property of SDSBVI and not the individual. Upon return each employee must provide an opportunity to share information with other SDSBVI personnel.

LEAVE REQUESTS

Leave requests must be approved by the Supervisor prior to using leave or eight (8) hours after returning to work, or leave without pay will automatically be charged. More details in the GENERAL SECTION of the handbook.

SUBSTITUTES, REQUEST FOR

Any teacher in need of a substitute should complete the Substitute Request Form and turn it in to the Principal at least one week prior to the scheduled absence (emergencies will be handled accordingly). Substitute Request Forms are located in the Administrative Assistant's Office. Teachers also need to submit leave requests to their Supervisor.

Upon approval of the substitute, the Principal is to notify the Director of Human Resources of the absence and the name of the substitute. The substitute must complete a time card, located in the Director of Human Resources' Office.

Each teacher should leave adequate plans for the substitute so that he/she can be effective with students. The plan for the substitute should be left in a marked file folder. Location of the folder should be written in the Lesson Plan Book and should contain:

1. The name(s) of students
2. The daily schedule
3. Lesson plans (any supplementary plans)
4. Title(s) and locations of text(s) used for each class
5. Any other information that may be of benefit to the substitute, including specific behavioral programs

TOURS

Tours will be arranged through the Liaison for Service and every effort will be made to minimize classroom interference. Teachers will be consulted if they or their students are to be involved in the tour.