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SCSDB Student-parent handbook 2014-2015

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**SOUTH CAROLINA SCHOOL
FOR
THE DEAF AND THE BLIND**

SCSDB 

**Student-Parent Handbook
2014-2015**

“embracing the possibilities”

Information for students and parents

South Carolina School for the Deaf and the Blind

Vision

The South Carolina School for the Deaf and the Blind will be the statewide leader in education and accessibility for individuals who are deaf, blind, or sensory multi-disabled.

Mission

Our mission is to ensure the individuals we serve realize maximum success through high quality educational programs, outreach services, and partnerships.

Accreditations

- South Carolina Department of Education
 - AdvancED/SACS - Southern Association of Colleges and Schools Council on Accreditation and School Improvement
- CEASD - Conference of Educational Administrators of Schools and Programs for the Deaf



July 30, 2014

Welcome Back!

It is with great pleasure that I welcome you back to what promises to be a great and exciting year at the South Carolina School for the Deaf and the Blind (SCSDB). At SCSDB, it is our vision to be the statewide leader in education and accessibility for the students we serve. As we begin a new year, we ask you to *Embrace the Possibilities* with us.

The purpose of this Student/Parent Handbook is to provide you with important information regarding the daily operations of the school. This resource encompasses all aspects of the educational, residential, and transportation services provided by SCSDB. Please carefully review this handbook. If you have any questions, please feel free to contact your child's principal or residential associate director.

Sincerely,

Page B. McCraw, PhD
Interim President

2014-2015 SCSDB CALENDAR



2014

2015

| AUGUST | | | | | | |
|--------|----|----|----|----|----|-----|
| S | M | T | W | T | F | S |
| | | | | | | 1 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | | | | | | |

Students: 10 Staff: 15

| SEPTEMBER | | | | | | |
|-----------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | | | | |

Students: 21 Staff: 21

| OCTOBER | | | | | | |
|---------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 | |

Students: 22 Staff: 23

| NOVEMBER | | | | | | |
|----------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | | | | | | |

Students: 17 Staff: 17

| DECEMBER | | | | | | |
|----------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | 31 | | | |

Students: 15 Staff: 15



www.scsdb.org

| School Calendar | |
|-----------------------|--|
| August-2014 | |
| 11-13 | Professional Development Days |
| 14-15 | Teacher Work Days |
| 17 | Open House for Parents & Students |
| 18 | First Day of School |
| September-2014 | |
| 1 | Labor Day Holiday |
| October-2014 | |
| 18 | Homecoming |
| 20 | End of 1st Grading Period/45th Day |
| 21-23 | HSAP Testing |
| 24 | Professional Development Day |
| 27 | Reports Issued |
| November-2014 | |
| 26-28 | Thanksgiving Break |
| December-2014 | |
| 22-31 | Winter Break |
| January-2015 | |
| 1 | Winter Break |
| 2 | Teacher Work Day |
| 5 | Students Return from Winter Break |
| 9 | End of 2nd Grading Period/90th Day |
| 16 | Reports Issued |
| 19 | MLK Holiday |
| February-2015 | |
| 16 | Teacher Work Day |
| March-2015 | |
| 13 | Professional Development Day |
| 17-18 | PASS Testing |
| 18 | End of 3rd Grading Period/135th Day |
| 25 | Reports Issued |
| April-2015 | |
| 6-10 | Spring Break |
| 14-16 | HSAP Testing |
| May-2015 | |
| 5-8 | PASS Testing |
| 25 | Memorial Day Holiday |
| 28 | Graduation/Last Day of School for Students/End of 4th Grading Period/180th Day |
| 29 | Teacher Work Day |
| June-2015 | |
| 4 | Reports Issued |

| | |
|-----------------------|-------------------|
| Professional Days (5) | Work Days (5) |
| Holidays (9) | Annual Leave (11) |

| JANUARY | | | | | | |
|---------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |

Students: 19 Staff: 20

| FEBRUARY | | | | | | |
|----------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |

Students: 19 Staff: 20

| MARCH | | | | | | |
|-------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 | | | | |

Students: 21 Staff: 22

| APRIL | | | | | | |
|-------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | | |

Students: 17 Staff: 17

| MAY | | | | | | |
|-----|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | | | | | | |

Students: 19 Staff: 20

| JUNE | | | | | | |
|------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | | | | |

Students: 0 Staff: 0

Days missed due to inclement weather will be made up on the following days: 2/16; 3/13; 5/29. Additional inclement weather days will be addressed as needed.

Last Revised: 03/05/2014

- Holidays
- Teacher Work Day
- First Day of School for Students
- Last Day of School for Students
- Professional Development Day
- ★ Graduation

- Homecoming
- Reports Issued
- End of Grading Period
- HSAP/PASS Testing
- Students Return
- Open House

180 Student Days

190 Teacher Days

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INTRODUCTION TO SCHOOL PROGRAMS

INTRODUCTION TO SCHOOL PROGRAMS

Our school is divided into three distinct programs administered by our Director of Education Services. Each program is designed to meet the unique educational needs of our students.

SCHOOL FOR THE BLIND

The School for the Blind program is designed for students who are blind or visually impaired ages 3 through 21 years of age. The preschool program begins by building students' self-confidence, improving fine and gross motor skills, and introducing braille and mobility concepts. Students in kindergarten through 12th grade develop skills in the core curriculum which includes English language arts, mathematics, science, social studies, health/physical education, and career education. High School students also have the opportunity to take a variety of electives while working toward a state high school diploma.

Students at the School for the Blind are also exposed to the *Expanded Core Curriculum* which includes a body of knowledge and skill training beneficial to the unique and specific needs of students with visual impairments. The curriculum includes compensatory or functional skills, orientation and mobility, social interaction and communication skills, independent living skills, recreation and leisure skills, use of assistive technology, sensory efficiency skills, and self-determination acquisition.

In order to be promoted to the next grade, students must master their Individualized Education Program (IEP) goals, pass their courses, and meet attendance regulations. The School for the Blind academic program is designed to help students lead independent lives and gain the academic content and skills necessary to attend college and/or join the competitive workforce upon graduation.

SCHOOL FOR THE DEAF

Elementary (Palmetto Achievement Academy)

The elementary school includes preschool through fifth grade. Students may enter preschool at age 3. The preschool and elementary program works to build students' self-confidence and social skills to improve their fine and gross motor skills, to teach American Sign Language (ASL), and to improve visual-auditory skills. The students continue to expand their skills in language arts, reading, writing, math, science, self-organization, health, physical education, social studies, and fine arts (including drama, dance, and visual arts specially designed for students who are deaf). The curriculum is based on the South Carolina Curriculum Standards for each subject area and the students use state adopted textbooks. Elementary students are also using the Promoting Alternative Thinking Strategies (PATHS) curriculum to help them think of positive ways to solve problems. Students have access to Promethean Boards (interactive white boards) that allow students to be involved in the lesson, and they have access to equipped and networked computer labs. Students take a variety of assessments. Please see the STATE-WIDE TESTING portion for more details. Students also benefit from a comprehensive selection of support services which may include, but not be limited to, speech and language therapy, audiology, school psychology, counseling services, and physical and occupational therapy as needed. In order for students to be promoted to the next grade level, they are required to master their IEP goals, pass their courses, and meet attendance requirements as determined by the State Department of Education.

Middle School

The middle school consists of sixth through eighth grade. The middle school program works to build students' self-confidence and social skills to improve their fine and gross motor skills, to teach American Sign Language (ASL), and to improve visual-auditory skills. The students continue to expand their skills in language arts, reading, writing, math, science, self-organization, health, physical education, social studies, and fine arts (including drama, dance, and visual arts specially designed for students who are deaf). Middle school students have access to enrichment classes in the fine arts during the school day and after school. The curriculum for all subject areas is based on the South Carolina Curriculum Standards for each subject area. The students use state adopted textbooks and have access to Promethean Boards which allow students to be involved in lessons. Students also have access to equipped and networked computer labs and take a variety of assessments. Please see the STATE-WIDE TESTING portion for more details. Middle school students benefit from a comprehensive selection of support services. Services may include, but not be limited to, speech and language therapy, audiology, school psychology, counseling services, and physical and occupational therapy as needed. In order for students to be promoted to the next grade level, they are required to master their IEP goals, pass their courses, and meet attendance requirements as determined by the State Department of Education.

High School

For students in the High School for the Deaf, the IEP team determines the appropriate academic program to match the needs of each student. Students may be included in a mainstream program to enhance their academic coursework with courses not offered at SCSDB as they work toward a South Carolina high school diploma (for more information on mainstreaming, please see MAINSTREAM PROGRAMS). Students may also be enrolled in the Applied Academics Center (AAC) while working toward the development of independent living skills or competitive employment skills. Driver's Education classes are available in either program for students who qualify. All programs are designed to help equip students to lead independent lives and ultimately join the workforce after completing their education. In order for students to be promoted to the next grade level, they are required to pass their courses, state tests, and meet attendance requirements as determined by the State Department of Education.

CEDAR SPRINGS ACADEMY

Cedar Springs Academy serves students ages 3 to 21 who have a primary sensory disability of deaf/hard of hearing or blind/visually impaired and at least one additional disability. The goal of the program is to prepare each student for their future by setting high expectations in the areas of academic and functional skills development. Often, the first step is to establish a system of communication for students which enables them to interact with other students, staff, and their families. Each student has an individualized program developed annually to review progress and to adjust goals that will keep students challenged and achieving their fullest capacity. As students reach the age of thirteen, the focus is placed on transition skills with a special emphasis on the development of employment and independent living skills. Parent participation is critical to all planning processes.

All teachers are certified in the appropriate areas to best serve the needs of the students they teach. In addition, students are offered opportunities to participate in an array of instruction and other services as needed including:

- Fine Arts Program - includes music, drama, dance, and art
- Physical Education Program - includes golf, therapeutic horseback riding, swimming, and Special Olympics
- Specialized therapy – areas available include speech, occupational therapy, physical therapy, or orientation and mobility

Students receive these services from trained professionals who strive to reinforce educational goals across the curriculum throughout the students' program.

When each student turns 13 years old, an educational transition plan is developed to begin planning for the student's future. Using input from the student, student interest inventories, staff observations, and the student's family, a post-school outcome is determined. Annual goals are considered and developed to prepare for the student's future. Students may be enrolled in the pre-vocational workshop to develop independent living skills and work skills. Eligible students, age sixteen and above, may take Industrial Skills Development class in the Applied Academics Center.

Cedar Springs Academy offers accessible classrooms, computers, dormitories with a variety of after-school activities, and a playground. The school also uses the latest technology and teaching methods creating a well-rounded program for all students.

APPLIED ACADEMICS CENTER

The Applied Academics Center (AAC) philosophy is based on the core belief that all students can learn and, as educators, we have a moral and ethical responsibility to ensure the achievement of every student. Course work is designed to not only increase student career awareness, but also to help students realize the application of standards and concepts taught in core academic courses.

Elements of the Education and Economic Development Act (EEDA), South Carolina Career and Technology Education (CATE) requirements, as well as IEP and Transition Plan requirements are incorporated into the program curriculum. Students in elementary and middle schools develop career awareness through integrated lessons in their primary classrooms. During 7th and 8th grades, students will begin to explore career clusters through coursework with the Applied Academic Center. Students who enter the 8th grade, or turn 13, participate in a career interest assessment, develop an Individual Graduation Plan, and have a Transition Plan incorporated into their Individual Education Program (IEP).

Programs and coursework are sensitive to the unique needs of the individual student. All students participate in annual career assessments and students are matched to the appropriate course work supporting the student's career goal. Students earn Carnegie Units toward graduation in their AAC classes as they do in core academics.

THE RESIDENTIAL PROGRAM

The Residential Life Services program meets the needs of students housed on the South Carolina School for the Deaf and the Blind campus. Major emphasis is placed on providing a safe, secure, nurturing, and educational environment in all aspects of student life. Staff incorporate a positive and reinforcing environment to help each child excel to their potential.

Residential Life Services offers high school students a Transitional Living Program where they live in a typical home environment. With guidance from residential teachers, students learn skills in community living from managing a household to meal planning and preparation. Numerous independent living skills are taught in this environment. These experiences strengthen family relationships, prepare students for work, instill confidence, and strengthen self-awareness. Students must meet specific criteria in order to apply for this program.

**THE FOLLOWING SECTION IS OUTLINED IN ALPHABETICAL ORDER
BY TOPIC TO ASSIST YOU WITH
THE EXPECTATIONS AND OPERATION OF SCSDB**

ACCESSIBILITY

Accessibility is a key element in the services that SCSDB provides and promotes on campus and throughout the state. SCSDB sets high standards for accessibility as reflected in our vision which is to be the statewide leader in education and accessibility. In order to make school programs, meetings, special programs, and events accessible to individuals who are deaf/hard of hearing, blind, low vision, or those with mobility challenges, SCSDB provides sign language interpreters, braille, large print, ramps, an accessible alert system, and a variety of accessibility technology. SCSDB follows all Americans with Disabilities Act (ADA) standards to ensure all students, staff, and parents have access to buildings and programs.

American Sign Language (ASL) classes are available for parents and volunteers free of charge. If you are interested in sign language classes, please contact our sign language communication office at 864-577-7515 for information about classes, dates, and locations.

If you have any specific questions about accessibility needs of your child, please feel free to contact your school or residential administrator.

AFTER SCHOOL ACTIVITY PROCEDURES

Any day student wishing to participate in an after school activity will need to complete a "Permission to Participate in After-School Activities" form one week prior to participation. The form may be obtained from the school office. Parents may give the completed forms to their child's bus driver, bus attendant, or to the school secretary. Those staff members will forward the paperwork to Residential Life Services.

If the student is approved to participate in an activity, communication will occur with the parent/guardian either by phone or email informing them when the student may start the activity. Please do not allow your child to stay for an activity until you have received this confirmation.

If approved to stay after school, your child will first report to a residential hall, sign in, and follow the residential procedures to attend the activity. Once the after school activity is completed, your child will go back to the residential hall to be picked up by their parent/guardian or designated person. Students are required to remain under staff supervision at all times during their stay on campus.

AGES FOR ATTENDANCE

Students are eligible to attend SCSDB beginning at age 3. Students who qualify for special education under I.D.E.A. may continue their education until they receive a South Carolina state diploma, or until they reach the age of 21. Students who turn 21 years of age on or before September 1st are not eligible to return to school the following year. Students who turn 21 years of age after September 1st may return for the next school year.

Additionally, South Carolina law requires all children from the ages of 5 to 17 must attend school. See section on ATTENDANCE.

ALUMNI

The South Carolina School for the Deaf and the Blind's Deaf Alumni Association and Blind Alumni Association invite all former students to join.

The primary goal of these two associations is to support the South Carolina School for the Deaf and the Blind in its mission to ensure the individuals we serve realize maximum success through high quality educational programs, partnerships, and outreach services. Both groups support the school through generous contributions of time and money in order to fund special projects that would not be possible without their support and assistance.

The alumni associations also strive to establish and maintain contact with former students and keep them informed of SCSDB's progress and accomplishments. Annual meetings are held on the campus during the SCSDB Homecoming weekend.

For more information about the SCSDB Alumni Associations, go to www.scsdb.org and click on the alumni link.

ATHLETICS

The South Carolina School for the Deaf and the Blind provides a comprehensive athletic program for boys and girls. We encourage students to participate in athletics. As a result, over 80% of students participate in at least one sport.

SCSDB is a member of the South Carolina High School League and participates in Region IIA. The school is also a member of the Mason-Dixon Athletic Association, the Eastern Athletic Association for the Blind, South Carolina Special Olympics, and the United States Association for Blind Athletes.

Sports programs for girls

Varsity Volleyball
Cheer Team
Varsity Basketball
Wrestling
Track & Field
Goalball (Blind)
Special Olympics
YMCA Soccer
YMCA Basketball
YMCA Flag Football
Beep Kickball (Blind)

Sports programs for boys

Football
Cheer Team
Varsity Basketball
Wrestling
Track & Field
Goalball (Blind)
Special Olympics
YMCA Soccer
YMCA Basketball
YMCA Flag Football
Beep Kickball (Blind)

Game schedules as well as highlights are posted on the school's web site at www.scsdb.org under the link for Athletics.

Athletic Eligibility: As a member of the South Carolina High School League (SCHSL), SCSDB athletes must meet eligibility requirements mandated by the SCHSL and SCSDB Athletic guidelines as outlined below:

Age Eligibility: Once a student is entered into PowerSchool as a 9th grader, the student is eligible for 4 years of varsity sports regardless of whether the student still has time left by age requirements. A student, who becomes 19 years of age prior to July 1st of the year, will not be eligible to compete as an athlete during that school year. (Exception - Special Olympics.)

Academic Eligibility: Students who failed in two (2) subject areas in a semester, will be suspended from athletic participation the following semester. Examples are listed below:

1st SEMESTER
2 courses failed

2nd SEMESTER
Not Eligible to Participate

- track
- soccer

2nd SEMESTER
2 courses failed

Next fall - 1st SEMESTER
Not Eligible to Participate

- football team
- football cheer team
- volleyball
- first ½ of basketball
- first ½ of basketball cheer
- first ½ of goalball
- first ½ of wrestling

Some sports such as basketball, goalball and the basketball cheer team extend beyond the first semester fall season and continue into the second semester. Students have an opportunity to earn eligibility for the second semester portion of those sports by earning passing grades at the end of the first semester. However, even upon successful completion of first semester grades, athletic participation will be at the discretion of the head coach.

Students who are not eligible to participate in first semester sports but trying to earn eligibility again in the second semester, may practice with the team during first semester; however, they will not be allowed to dress for the games, travel to the games, or sit on the bench.

Students on academic suspension will be required to attend mandatory study hall with tutors and adhere to campus restrictions.

All 7th graders and up, participating on any team other than Special Olympics or Beep Kickball, are required to have a high school league physical completed. Certified athletic trainer services are also provided by Steadman Hawkins of the Carolinas. Permission must be given for student athletes to be treated by the trainer. If an injury happens and requires surgery, parents must be with the student at the time of surgery and take the student home after surgery. The student is also required to have a re-entry meeting to ensure proper accommodations are made for the student to return to school, to return to athletics, and to assure all medical requirements are followed.

Concussions in Student Athletes: SCSSDB will follow the Department of Health and Environmental Control guidelines which incorporate best practices for the identification, management, and return to play decisions for concussions in student athletes. If a coach, athletic trainer, official, or physician suspects a student athlete under their control has sustained a concussion or brain injury in practice or in athletic competition, the student athlete shall be removed from practice or competition at that time. Student athletes include cheerleaders.

A student who has been removed from play for a suspected concussion or brain injury may return to play when:

- 1) The result of evaluating the student athlete onsite by a written protocol gives the athletic trainer, physician, physician's assistant, or nurse practitioner reason to believe the student athlete **does not have any signs or symptoms of a concussion or brain injury** according to their best professional judgment.
- 2) A student who has been evaluated onsite by a written protocol and **is suspected of having a concussion or brain injury**, may return to play only after receiving a written medical clearance by a physician.

The athletic trainer, physician, physician's assistant, or nurse practitioner who evaluates the student athlete during practice or an athletic competition and authorizes the student athlete to return to play is not liable for civil damages resulting from an act of omission in rendering this decision, other than acts or omissions constituting gross negligence or willful, wanton misconduct. This also applies to those same persons serving as volunteers.

Student / Athletic department agreement for cell phones

- 1) I will not bring my cell phone to practice.
- 2) I will not bring my cell phone to games at home or games on the road where we will be returning the same night on the bus. I will lock up my phone and leave it in the dorm. If I forget to leave it locked up, I will turn my phone over to the coach before boarding the bus and pick it up when we return to campus. (When travel, one way, is more than 1.5 hours, I can bring my phone and the coaches will let me know when I may use it.)
- 3) I will be allowed to bring my phone on weekend events; however, my coach will decide when I am allowed to use my phone and may take my phone to hold until such time as he/she decides I can use it.
- 4) I understand the coaches will decide the consequences if I break the rules, and I will accept the consequences and comply.

ATTENDANCE

South Carolina law requires every child from the ages of 5 to 17 must attend school for 180 days each school year.

Regular attendance is vital for the education of every child. Children who are frequently absent fall behind in their studies, making it difficult for them to meet their learning goals and to progress in the general curriculum along with their peers. It is understood that emergencies and illnesses will occur from time to time; however, it is very important that every absence incurred by your child be an excused absence and that he or she make up any missed work.

SCSDB wants every child to succeed, and we will assist you in any way we can. If you have questions or concerns regarding attendance issues or homebound services, please contact your principal or the Director of Special Education at (864) 577-7521 (voice), or (864) 256-4117 (videophone).

There are only two types of absences recognized under state law.

LAWFUL / EXCUSED ABSENCES

Illness: When a student becomes ill, they may be excused with a written parental note. Some students may have medical conditions or extended illnesses which necessitate special accommodations to meet the state attendance requirements. If your child has such a situation, please contact the school's principal for assistance in determining the best way to accommodate your child's educational needs.

Death in the Family: If there is a death or serious illness in the immediate family, a student may be excused. A written parental notice is required. The immediate family is defined as a parent or legal guardian, grandparents, siblings, or others who live in the student's home.

Religious Holiday: Students may be excused from school for recognized holidays of their faith. A written parental notice is required.

Medical Appointments: Medical appointments must have a written note from the appropriate health care physician such as the doctor, dentist, or orthodontist. A child will be excused only for the day of the appointment.

Special Circumstances: Students may be excused for special circumstances with **prior** approval from the school's principal.

Absent Due to Out of School Suspension (OSS): These absences are considered OSS/excused. However, parents must return with the student to attend a behavioral/re-entry conference upon completion of the OSS.

Notice: If a high school student misses a class five days in one semester for any reason, he/she may not be allowed to pass that semester class. If a student misses class ten days during the year, he/she may not be allowed to pass that class for the year.

UNLAWFUL / UNEXCUSED ABSENCES

Absent with or without Parent Knowledge:

Students who are absent without parent knowledge are unexcused. Parents will be informed of all absences. Students who are absent from school without acceptable cause even with the knowledge of their parents or legal guardians will also be considered unexcused.

Absent Due to Transportation Problems:

If a student is absent due to transportation difficulties (missed bus or car trouble), the parents are still responsible to assure their child attends school. If students miss their bus at the scheduled stop, parents can call the bus attendant and arrange to meet the bus at the next stop. Parents should call the school's transportation director or principal to discuss any problems they may have in transporting their child to school.

TRUANCY:

Students become classified as truant if they accumulate the following absences during the school year:

- **3 consecutive days** (in a row) of **unexcused** absences
- A total of **5 days** of **unexcused** absences (days do not have to be in a row)

South Carolina law holds parents responsible for making sure their students attend school daily and arrive in a timely manner. When a child becomes truant, state law requires SCSDSDB to conduct an intervention meeting with the parent to create an Attendance Intervention Plan that will prevent the student from any more school absences.

EXCESSIVE ABSENCES:

When a student has a total of **10 absences (lawful or unlawful)**, SCSDSDB Board Policy requires the teacher to notify the principal, who will then contact the parent/legal guardian. Together, they will develop a plan to improve the child's attendance. Absences beyond 10 days must be approved by the school president and/or special education director. This applies to all students, grades kindergarten through 12.

Excessive absences may result in failure of a student to pass for the year. Students in Cedar Springs Academy and those with a non-graded program are also required to attend and follow the same state regulations. Please contact your principal if you have any questions or need assistance.

IMPORTANT REMINDER:

Please remember to send a written excuse with your student when he/she returns to school after each absence. All absences are marked as “unexcused” until a written excuse is received. If your student is absent and does not turn in a written excuse within 10 days, the absence will be permanently recorded as unexcused. Phone calls are not considered to be a formal excuse. A phone call must be followed with a written note in order for the absence to be considered excused.

CELL PHONES AND ELECTRONIC DEVICES

Students are not allowed to use cell phones, text messaging devices, or pagers during school hours (7:45 a.m. – 3:15 p.m.). Students who use such devices during the school day will be subject to the Code of Conduct. Students and parents sign a Cell Phone and Electronic Devices Contract which acknowledges the possibility that cell phones may be kept by school staff as specified in the Code of Conduct for inappropriate use.

In the event of an emergency, students may use the phone in the school office. If a parent needs to contact a student, they should call the main office of the school where their child attends.

CHARACTER EDUCATION

Learning how to get along with others is necessary for a successful life. A person of good character knows the difference between right and wrong, sets a good example for everyone, and makes the world a better place. The character education traits for 2014-2015 will focus on appreciation, commitment, responsibility, dependability, integrity, kindness, respect, perseverance, and honesty.

CHILD PROTECTION

South Carolina law requires SCSDB employees to report any known or suspected instances of child abuse and/or neglect of school students to appropriate authorities. Reports of suspected abuse are sent to the Child Protection Agency at the Department of Social Services or to law enforcement as appropriate. All reports are kept strictly confidential.

CLEVELAND LEARNING RESOURCE CENTER (CLRC)

The Cleveland Learning Resource Center (CLRC) is open from 7:30 a.m. – 4:30 p.m. Monday through Thursday and 7:30 a.m. - 4:00 p.m. on Friday. Materials are offered in multiple formats: braille, large-print, audio, and standard print. Students may check out three (3) books for a period of two weeks. Books are renewed at the student's request. If students are working on special projects, additional materials may be checked out. The CLRC offers an on-line catalog, print and on-line resources, and reference services. Late fees are 5 cents per day with no charges on weekend days.

CODE OF CONDUCT

Students must learn to accept a fair portion of the responsibility for creating and maintaining a healthy environment where they can develop emotionally, mentally, and physically. Students must also make every effort to support the rules of the school and follow the general expectations for personal conduct. Without the standards provided by the Code of Conduct, the school community would deteriorate.

When students have high expectations, and work toward personal goals, they mature and receive the full benefit of the school experience. Learning how to interact with others is necessary for a successful life. To provide a positive foundation, the SCSDB community provides instruction and activities which promote character traits essential for living productively. Students are recognized and rewarded for displaying specific positive behaviors that represent good character.

The policies, procedures, and standards within the Code of Conduct Manual are designed to teach students balanced responsibility in key areas. By having proper disciplinary guidelines to aid in that instruction, we believe children mature in a positive way. Students and parents should read the manual thoroughly and become familiar with the expectations for conduct while attending SCSDB.

CULTURAL DIVERSITY

SCSDB promotes awareness of cultural diversity by providing events, programs, and festivals that enhance cultural awareness. The CLRC provides resources, books, and articles to staff and students to assist in planning for our events. Annual events that support an awareness of cultural diversity include:

- International Festival (held every other year)
- Black History Assembly
- Deaf Awareness Week
- White Cane Day

CURRICULUM

SCSDB offers research-based curriculum aligned with the South Carolina State Department of Education Standards. Contact the principal in your child's school for information on specific coursework or additional questions.

DAY STUDENT – AFTER SCHOOL RULES

Day students are expected to follow the same rules as residential students, have good behavior, and cooperate with staff at all times. Failure to do so may result in removal from the after school activities and may be subject to disciplinary action under the Code of Conduct.

Day students who stay after school for a team sport are under the direction of the coach at all times before and during the activity. The student must join the age appropriate group in the residential program as soon as the activity is completed. Parents are required to pick their child up from the residential program as assigned.

Parents of day students are also welcome to participate in numerous after school activities. While day students are on campus participating in after school activities, parents are expected to keep the student under their supervision or request their student join an age-appropriate group in the residential program.

DINING ROOM RULES

- 1) Good manners are to be used at all times.
- 2) Students stay in front of the food counter. The dining room staff will serve the food.
- 3) Students are to take only the amount of food they can eat from the salad bar. Students may return for additional servings.
- 4) Students and staff may need to make food service staff aware of student allergies.
- 5) Appropriate dress code for the dining room/cafeteria is required:
 - Clothes must be clean
 - Shirts must be worn
 - Shoes must be appropriate (no flip-flops or shower shoes)
 - Hair combed with face and hands clean
 - No hats, curlers, or headgear allowed
- 6) Items such as forks, knives, spoons, glasses, and cups etc. are to remain in the dining room/cafeteria area.
- 7) All students are required to go to the dining room during lunch break.
- 8) Food items are to be eaten while in the dining room area (other than a piece of fruit).
- 9) Students are to remain in the dining room/cafeteria until dismissed by staff.
- 10) No soft drinks, energy drinks, or any other beverages prohibited by USDA are permitted in the dining halls during meal times. These items will be confiscated if found.
- 11) Students are to clean their tables and return plates, cups, and silverware to the dish window when meals are complete. Trash must be placed into the proper container.
- 12) Students are expected to pick up silverware, plates, or cups dropped on the floor and place them in the dish window. Additionally, if a student creates a food spill, they are expected to ask dining room staff for a broom and/or mop to clean up the spill.
- 13) A microwave is provided in the dining hall as a courtesy to students and staff. Students, and staff alike, are expected to clean up any spills they may create while using the microwave.
- 14) Students are to be courteous to each other, to teachers, and to the dining room staff.

DRESS CODE

Appropriate and non-distracting attire shall be worn in the educational setting. This includes off campus activities such as field trips, performances, and school-sponsored events.

Students who come to school dressed in violation of the dress code will return to the dormitory accompanied by a staff member or contact parents to bring a change of appropriate attire.

Appropriate Attire

- Skirts and pants must be at least mid-thigh, below fingertip length or longer when standing
- Shirts with sleeves for young men
- Clothes must cover undergarments
- Pants, shorts, skirts, etc. must be worn at the waist and cover undergarments
- Straps on young ladies' tops must be the width of "four fingers" and not cut below the armpit to expose undergarments
- Proper foundations must be worn
- For formal school activities (banquets, graduation, etc.), appropriate dress for the occasion is required

Inappropriate Attire

- Headgear of any manner including, but not limited to, hats, visors, bandanas, baseball caps, caps of any type, and sunglasses are not allowed to be worn in the building.

Exception: Students with visual impairment may exempt this rule if they have sunglasses prescribed by their doctor.

- Tank tops, tube tops, halter tops, tops with string straps, wide off-the-shoulder tops and plunging necklines that expose cleavage
- Bare midriffs and backs
- Sheer leggings and tights worn as pants
- See-through garments
- "Sagging" pants (*defined as the wearing of trousers so that underwear is visible*), low rider jeans where the midriff is showing (approved if shirt is covering the midriff area), or jeans that are considered too tight
- Body piercing or earrings that are a distraction or present a safety concern
- Torn clothing or clothing with holes
- Beach/shower shoes, bedroom shoes, loungewear/pajamas, blankets during the school day
- State Health Regulations require that shoes and shirts must be worn at all times in public buildings
- The display of obscene or profane language or gestures, tobacco products, illegal drugs, or alcohol on clothing will result in the student being required to change into appropriate attire immediately
- Clothing that promotes guns, violence, gangs, sex, or disrespect to others
- Messages displayed on clothing may not be obscene or profane. Certain messages conveyed may also be deemed inappropriate for school; therefore, the student will be asked to change into more appropriate attire. Such clothing may pertain to an individual's heritage, values, or morals that might be offensive to others and is deemed inappropriate for an educational setting.
- Students are expected to refrain from hair styles/colors/tints that are distracting in the school setting.

The administration will make a final judgment on the appropriateness of clothing and/or appearance and reserves the right to prohibit students from wearing any articles of clothing or other items which lead to, or may foreseeably result in, the disruption of or interference with the school environment. In the event the administration determines a student's dress is inappropriate for school in accordance with this policy, the administration will either require the student to change or will inform the student not to wear the garment to school again. Repeated violations of the Dress Code will be treated as disruptive behavior in violation of the school's Behavior Code.

**The student Code of Conduct will be used
to address any violations of the dress code**

RESIDENTIAL Dress Code – after school hours

Clothing items permitted in the school's Dress Code are also appropriate in the after-school program.

However, the Residential Dress Code guidelines also include the following requirements:

- 6 sets of clothing are required for residential students during each week
- All clothing should be purchased to fit the students' body size - not too large/not too small
- Students are to keep themselves well groomed at all times. This includes clean bodies, hair, and clothing.

Permitted in Residential Setting Only

- Sleeveless Shirts/Tank Tops (bra must be concealed)
- T-shirts
- Shirts of any color
- Blue jeans or denim pants
- Shorts (weather permitting)
- Overalls
- Gym shorts/warm up clothes
- Sweatpants
- Other clothing that is not revealing or inappropriate
- Appropriate Pajamas

Not Permitted in School or Residential Setting

- Clothing with inappropriate words, phrases, or images printed or embroidered on them (i.e. alcoholic beverage advertisements, vulgar language, etc.)
- Any clothing accessory that makes reference to gangs or gang-related activity
- Slacking clothes, or clothing that are too large or baggy
- Revealing clothing (appropriate underclothes must be worn)
- Shirts/blouses that expose a bare midriff
- Clothing altered by slits, cuts, holes, and/or slashes
- Inappropriately tight fitting clothes
- **Short** shorts
- Caps, hats, visors, and other head gear while inside buildings
- Other items that may be determined disruptive by SCSDB staff

All items and clothing should be labeled with the student's name using a permanent marker. We suggest including a written inventory in the student's suitcase that may be kept by the residential advisor.

If a parent or student has special needs or requests with regard to clothing or personal items, please contact the associate director in the student's residential building.

DRIVER'S EDUCATION

Two levels of driver's education are offered. The first is the Driver's Permit Preparation Course. This course is open to students whose capabilities give reasonable promise of their ability to fulfill the requirement for a driver's permit and license. Students will only be allowed to take this non-credit bearing course once. Students will work toward taking and passing the South Carolina Driver's Permit Test. For students who are unable to pass the permit test, a South Carolina Picture ID will be the outcome of the course.

To enroll in the permit preparation class, students must be 15 years of age or older. They must provide a birth certificate (or record of birth), social security card (or its equivalent), and proof of home address within the first two weeks of class. They must also pass the vision and knowledge test. If a student is under 18 years of age, he/she must have a parent or legal guardian sign the application. If a student has a relevant medical condition, he/she may be required to provide medical reports.

The second level of driver's education is the South Carolina Driver's Education Course. Each student entering this course is required to have and show proof of a valid driver's permit on the first day of class. Students not able to show a permit will be removed from Driver's Education. Students are required to participate in six or more hours of behind-the-wheel driving in order to qualify for license testing.

EXTRACURRICULAR ACTIVITIES

| | |
|--|-------------------------|
| Arts and Crafts | Homecoming |
| Bock Student Activity Center | Mentor Opportunities |
| Community Church Activities (Optional) | Pony Club |
| Community Service | Prom |
| Dance/Performance Troupe | Recreation |
| Drama Productions | Sports |
| Fine Arts Enrichment Classes | Volunteer Opportunities |

The schools offer a variety of extracurricular activities. Participation is encouraged; however, it is a privilege that is subject to review based on student grades and behavior if necessary.

FAMILY SUPPORT SERVICES

The Family Support Specialist (FSS) promotes the overall academic mission at SCSDB by providing assistance to help families coordinate home, school, and community partnerships as needed to provide a healthy, safe, and caring environment for students. The overall goal is to remove any outside barriers to student learning and achievement.

The FSS may provide the following services:

- Conduct assessments of students, their families, and their school needs
- Consult and/or advocate for appropriate services for students and their families

FIELD TRIPS

Field trips are a regular part of the SCSDB educational experience. Trips are planned to support classroom learning, to support fine arts, and to help students identify career interests or prepare for future jobs.

FINE ARTS

The Fine Arts Program is an important part of the overall academic program at SCSDB. Students across campus have numerous and varied opportunities to achieve through the fine arts and performing arts. SCSDB is an Arts integrated campus, recognized by South Carolina Artist Commission and the Arts in Basic Curriculum project (ABC project). SCSDB teachers utilize the arts campus-wide in their classrooms to teach content areas such as math, science, social studies, and language arts by using hands on activities, dramatic techniques, song, dance, etc.

Students attend general music, dance, and visual art classes during the school day. Curriculum within these courses includes, but is not limited to, painting, sculpture, 3D art, art history, photography, printmaking, tactile art, elements of music, music history, improvisation, choir, instrumental ensembles, solo and ensemble performing, dance, and choreography, all which incorporate collaborative and critical thinking skills. Guest artists also come to SCSDB to share their expertise and expand the students learning opportunities. In an arts initiative with the Spartanburg Arts Partnership, visiting artists come to perform and provide workshops for students

on the campus. These artists in residence provide new concepts that are used to enhance what is being studied in the classroom. Teachers regularly display student work created through arts-integrated lessons.

After school enrichment classes provide an extra creative outlet for students to participate in courses that may not be offered during the school day. Theatrical production rehearsals are also a large part of the after school programs. Students may be offered the chance to lead a class of their own, supervised and mentored by a fine arts staff member if they have shown consistent responsibility, maturity, and a passion for their art. SCsDB proudly provides a well-rounded arts education for students, promoting and increasing student achievement.

FUNDRAISING

Students may only participate in campus fundraisers that are approved and sponsored by SCsDB in support of specific student activities or projects that will contribute to the improvement of the school's program. All fundraisers must obtain written approval by the school principal, the SCsDB President, and the Walker Foundation before any fundraising activities may begin. Principals or directors will supervise each fundraising campaign under their supervision.

Students in grades K-8 will not participate in any fundraising activities which involve selling items or soliciting contributions, pledges, or orders. However, they may share information and materials regarding SCsDB fundraising activities between school and home.

GRADES

SCsDB uses the uniform grading scale as approved by the South Carolina State Department of Education. Under the approved grading scale, grades will be determined as follows:

| | | |
|---|---|----------|
| A | = | 93 - 100 |
| B | = | 85 - 92 |
| C | = | 77 - 84 |
| D | = | 70 - 76 |
| F | = | 0 - 69 |

GRIEVANCE PROCEDURES FOR STUDENTS

SCsDB provides a grievance procedure as a formal method for the resolution of any grievances concerning the treatment of students by school personnel. These grievances may arise from allegations of violations of student legal rights or school policy, or as a means for students to effectively express their concerns for school improvement. Students with a grievance should first report to their teacher for discussion. If the issue remains unresolved, the student and/or parents may then contact the principal for consideration and action.

For students who may believe they have been discriminated against on the basis of their sex or on the basis of their disabling condition, they have the right to appeal directly to their principal. If the student is not satisfied with the decision of the principal, they may appeal to the human resources director or president.

HARASSMENT, INTIMIDATION OR BULLYING (HIB)

SCsDB prohibits acts of harassment, intimidation, or bullying against any student. These acts are prohibited by other students, staff, or any third parties that interfere with or disrupt a student's ability to learn. The agency takes its responsibility seriously to educate students in a safe and

orderly environment whether it be in a classroom, in other areas on campus, on a school bus, or at an agency-sponsored activity. To support this initiative, SCSDB has chosen to implement the Olweus Bullying Prevention Program.

Any student who feels they have been subjected to harassment, intimidation, or bullying is expected to report a complaint to their school principal or an appropriate administrator. All agency employees are required to report alleged violations of the HIB Policy to their supervisor. All complaints are to be investigated promptly, thoroughly, and confidentially by the administrator receiving the report. SCSDB prohibits retaliation or reprisal in any form against a student or employee who has filed a complaint of HIB. The agency also prohibits any person from falsely accusing another as a means of harassment, intimidation, or bullying.

Any student or employee found to be engaged in, or having been engaged in, the prohibited actions outlined in the HIB Policy will be subject to disciplinary action. This may include disciplinary action up to expulsion in the case of a student, or up to termination in the case of an employee (these actions will be in accordance with the SCSDB Student Code of Conduct, the SCSDB Employee Guidebook, and SCSDB Board Policy Code GBAA). Individuals may also be referred to law enforcement officials as appropriate, and other appropriate steps may be taken to correct or rectify the situation as necessary.

HEALTH CARE SERVICES

Immunizations are REQUIRED by the State

- A 45-day grace period from the beginning of school is available to get the required vaccinations if necessary

Extended Medical Absence

- Parents are asked to notify the school office if their child is scheduled for a medical procedure, surgery, or an extended medical absence of more than three days.
- In order to facilitate a child's safe return, the child's physician must complete a Medical Return to School Release. The school secretary can provide this form.
- The information provided will allow staff to prepare for any special services required for the child, and to prepare the student to return to school and/or residential life.
- Based on the student's needs, it may be necessary for parents to meet with appropriate staff to ensure a safe return.
- The information needs to be received by the school a minimum of three days prior to the student's return.

Health Care Plans / Emergency Action Plans (EAP)

- Students at SCSDB may have an Individual Health Care Plan (IHP). An IHP will outline the student's need for health monitoring and care during the school day or at school-sponsored events.
- Some students will also have an Emergency Action Plan (EAP). An EAP is to assist non-medical personnel care for your child in the event of an emergency. Some conditions that require an EAP: severe allergic reaction, asthma, or seizures.
- Parents/guardians are sent a letter annually regarding available services and rights under a state policy titled Assisting Students with Medications. As all students at SCSDB have an IEP, medication administration and health care plans are discussed at the IEP meetings as needed or requested.

Health Center Procedures

- Nurses administer medications and provide limited treatments as prescribed by a physician.
- An infirmary is available to provide short-term care for students with minor illnesses or injury.
- Students with more serious illnesses or injuries can be monitored until the family arrives to take the student home. Parents are required to pick up their student within a reasonable amount of time when a SCsDB nurse calls the home or work place.

Medication Administration

- All medication administration will require appropriate forms which can be found on the SCsDB website under the tab “About Us” and under the “Medication Forms” link.
 - A. Prescription medications as ordered
 - B. Over-the-counter (OTC) medication from home
 - C. Health Center stock medications
 - D. EpiPen for severe allergic reactions
 - E. Glucagon for severe low blood sugar (if your child had diabetes)

One form is required to be completed and signed for each prescription or OTC medication prior to medication administration.

- We cannot accept medications that are not in the original prescription bottles with a current date.
- Ask your pharmacy for an extra bottle to send medications to school.
- We cannot give “old” medications for a “new” injury or illness without a doctor’s order.
- All medication containers should be given to the bus driver for safe keeping during transport.
- Students who are old enough and have the appropriate documentation may carry medications such as inhalers; but, the doctor must agree that the student is capable of medicating themselves. Additionally, parents must give signed permission.

Routine Care Procedures

- Please remember: it is very important that you provide your child with routine care such as annual checkups, immunizations, dental, and eye doctor appointments during the summer months.

HEALTH CENTERS ON CAMPUS

SCsDB provides registered nurses on two campus locations:

- 1) Health Center located mid-campus
- 2) Cedar Springs Academy Health Center offering 24-hour nursing staff

HOMEBOUND INSTRUCTION (MEDICAL HOMEBOUND)

If a student has an acute or chronic medical condition that prevents them from temporarily attending classes, they may qualify for Medical Homebound Services. A licensed physician must certify the student cannot attend school for a specified amount of time as a result of an accident, illness, or other medical condition despite the aid of transportation. The physician must also certify the student would benefit from instruction given while in the home or hospital. The parent is responsible for coordinating the necessary paperwork with their family physician and providing the needed forms to the school. The Director of Special Education must approve the physician’s recommendation before coordination of homebound instruction can begin. Homebound services can only be offered under the conditions allowed by the State Board of Education. The severity of

the student's illness or injury, the length of time the student will be out of school, the impact that a long period away from school will have on the student's academic success, and whether the student's health needs can be met at school will all be considered during the determination for approval of medical homebound services.

The IEP Team will determine the appropriate services to be delivered based on the student's individual needs. The purpose of homebound instruction is to provide students who are medically unable to attend classes with the opportunity to continue accessing and progressing in the general curriculum, to advance toward the individual goals in their IEPs, and to earn Carnegie units as required. The ultimate goal is to smoothly transition the student back into their regular education environment as soon as possible. Instructional curriculum will be coordinated through the student's regular classroom teacher and students are still expected to complete all required district and statewide assessment tests.

Home-based Instruction

Special education home-based instruction is another type of placement, not to be confused with Medical Homebound Instruction. In rare occurrences, an IEP Team may determine a student's home setting constitutes the least restrictive environment and an appropriate setting considering particular circumstances.

HOMEWORK

Homework is very important in helping students improve their academic performance. Several ways in which homework can help a student:

- **Practice** - The student refines and strengthens skills previously taught in class through drill of simple applications, reading, and writing.
- **Preparation** - The completion of this type of assignment makes the next day's lesson more meaningful and easier to master. Reading and familiarization with facts and ideas characterize this type of homework.
- **Extension** - This is the application of skills and concepts to more complicated situations. It requires higher level thinking skills, problem solving and use of abstract ideas. Short essays and reports are examples.
- **Integration** - Successful completion of the assignment requires coordinating and combining several skills and concepts. This requires more time and a greater variety of resources. Research papers and projects are good examples of this type of homework.

If a student is absent from school/class due to an excused absence, homework will be provided for make-up. Upon returning to school, students are responsible for completing missed assignments and returning those assignments in a timely manner.

Suggested Guidelines For Frequency And Duration Of Homework

- Elementary School - Pre-Kindergarten thru Grade 5 - up to 45 minutes per day as appropriate
- Middle School - up to 60 minutes per day and long term projects as appropriate
- High School - up to 3 hours per day for all combined subjects as appropriate

Homework Guidelines for Students

- Record daily homework assignments
- Establish a regular routine to work on homework assignments
- Submit homework on the date it is due
- After an excused absence, complete missed homework assignments and turn in on time

Homework Guidelines for Parents

- As partners with SCSD, your role is to become actively involved with your children by providing the space, time, and materials for homework
- Set and maintain daily and/or weekend homework time
- Assist your child in establishing a system for recording homework
- Assist your child in organizing class notes and notebooks
- Plan an order of study. For example, save the most enjoyable study until last, plan breaks, and use a timer to segment difficult tasks
- Encourage a buddy system to get homework assignments when your child is absent from school
- Communicate your questions directly to the classroom teacher
- Communicate with the teacher when homework assignments cannot be reasonably completed
- Be advocates of your child's learning
- Support your child, but allow your child to complete the assignments with as little assistance as possible

IDENTIFICATION CARDS FOR STUDENTS

The Human Resources Department makes identification (ID) cards for students. When having a student ID card made, a teacher must accompany the student to the picture making session. IDs are used on field trips, for admission to team events, for security, and for safety purposes. Parents may inquire at the school office if they have questions regarding student IDs.

INDIVIDUAL EDUCATION PROGRAM (IEP) MEETINGS AND GOALS

Individual Education Programs (IEP) are written specifically to meet each student's individual needs. IEP teams conduct annual review meetings to discuss the student's educational progress, to identify their current levels of performance, and to create an individualized program for the upcoming year. Every three years, the IEP team conducts a re-evaluation review to consider whether the student continues to have a disability according to I.D.E.A. definitions, and whether they continue to need special education services. The IEP team determines whether any new evaluations are needed to make those determinations, or in order to plan an appropriate program for the student.

Parents are considered a vital part of the IEP team, and they are provided with several options to participate in each meeting. Parents are encouraged to suggest alternate dates and/or times for meetings if needed, and they may also participate in the meetings in person, by phone, or through video conferencing.

IN SCHOOL SUSPENSION (ISS)

In-school suspension is one of several behavioral consequences that may be given for violations listed in the SCSD Code of Conduct. At SCSD, in-school suspensions allow a student to be temporarily removed from the classroom while still providing students with an opportunity to complete required schoolwork and receive related services noted in their IEP.

INSURANCE AND MEDICAID BILLING

New regulations were implemented on March 18, 2013 regarding parental consent for insurance and public benefits (e.g., Medicaid). Previously, regulations required SCSD to obtain parental

consent each time insurance or Medicaid was billed for special education services. The new regulations give the following two requirements:

- 1) SCSDB must notify parents in writing of safeguards to protect their rights before accessing the family's insurance or Medicaid to pay for services under IDEA for the first time and annually thereafter.
- 2) SCSDB must obtain a one-time written consent from the parent (or adult student) that:
 - a) meets the stated requirements, and
 - b) specifies the parent or student understands and agrees for SCSDB to access the family's insurance or Medicaid to pay for special education or related services under the Individuals with Disabilities Education Act (IDEA) §300 of 34 CFR.

If you have any questions, please contact Travis Durham, Director of Related Services.

LOCKER RULES

Students in lower grades have cubbies or closets to store their items during the school day. Upper grade students are generally assigned lockers to store books and coats. Students are permitted to go to their lockers only during assigned times of the school day. They are expected to keep their own lockers, spaces, and cubbies straightened and safe, and they are expected to show consideration and respect to other students' areas.

All lockers are the property of the school. Illegal items, tobacco products, and contraband are not allowed in the lockers. Students should keep their lockers locked at all times and they should not give other students access to their lockers. Students are responsible for what is kept or found inside their locker. School administrators may search a student's locker if they have a **reasonable suspicion** that the locker holds items that are illegal, or items that pose a hazard to the safety of either students or the school.

MAINSTREAM PROGRAMS

Mainstream classes are one of several educational options considered by each student's IEP Team. SCSDB maintains a partnership with District 6 and District 7 which allows students to participate in required courses not currently available at SCSDB. IEP Teams will meet annually to determine each student's individual program requirements for the coming year.

OFF-CAMPUS PERMISSION

Students needing to leave campus during the school day must be with a responsible adult. Older students with cars may drive themselves to approved appointments after bringing a written note from a parent or guardian. Students are expected to go straight to their appointment and return directly to school or parent/guardian supervision when their appointment is finished.

OLWEUS BULLYING PREVENTION PROGRAM

The South Carolina School for the Deaf and the Blind introduced and initiated the *Olweus Bullying Prevention Program* during the 2012 – 2013 school year. The *Olweus Bullying Prevention Program* (OBPP) is the most researched and well-known bullying prevention program available today. OBPP is used at the school, classroom, and individual levels and includes methods to reach out to parents and the community for involvement and support. These efforts are designed to improve peer relations and make the school a safer and more positive place for students to learn and develop.

OUT-OF-SCHOOL SUSPENSION (OSS)

Students will be given out-of-school suspension only as required under the rules of the Code of Conduct. Students are not allowed on campus during an OSS suspension for any classes, parties, sports events, or other activities. Additionally, students are not allowed to participate in off-campus school related events during an OSS suspension. The only reason a student will be permitted to return to campus during an OSS suspension will be to attend a conference with parents and a school administrator. The school resource officer or security personnel will remove the student from the area if they attempt to rejoin campus activities while under OSS suspension.

A grievance procedure is available to students regarding suspensions or expulsions which result from violation of the SCSDB Code of Conduct. A written notification will be sent to the parent and/or student at the time of suspension or expulsion explaining the process and their right to appeal an unfavorable decision to the SCSDB president. Parents and/or students will have 48 hours from the time of notification to contact the principal and request a meeting with the president. After the principal receives a request, they will contact the president and a parent conference will be promptly scheduled. Students are required to follow the behavior consequence until the matter is resolved.

PARENT RIGHTS TO MAKE EDUCATIONAL DECISIONS

Schools must know who has the right to make educational decisions for each student. Generally, parents will be the primary decision makers for their children and have the right to receive all notices, provide consent for services, file formal complaints, and give or deny permission for release of records, etc. However, when a child reaches the age of 18, according to South Carolina law, all legal rights to make decisions will transfer to the student. The student's right to make their own decisions and sign their own paperwork may not be waived or denied unless a **court order** is in their file stating the student is not capable of making their own decisions and lists a court-appointed guardian to make decisions for that student.

In South Carolina, a parent is defined as:

- 1) a biological or adoptive parent of a child
- 2) a foster parent (unless state law, regulations or contractual obligations prohibit that foster parent from acting as a parent)
- 3) a guardian who has been authorized to act as the child's parent or authorized to make educational decisions for the child
- 4) an individual acting in place of a biological or adoptive parent (including a grandparent, stepparent, or other relative) with whom the child lives, or an individual who is legally responsible for the child's welfare
- 5) a surrogate parent who has been appointed per IDEA regulations

Students do not always live with a biological or adoptive parent. If two or more people are qualified to act as a parent and they both attempt to act as the parent, the biological or adoptive parent has the right to make the final decision unless a court has taken away their legal right to do so.

SCSDB may appoint a surrogate parent for a student when:

- 1) no parent (as defined) can be identified
- 2) SCSDB or appropriate state agencies cannot locate a parent after reasonable efforts
- 3) the child is a ward of the state
- 4) the child is an unaccompanied and homeless

The SCSDB guidelines for Appointment of Surrogate Parent are available in the office of the Special Education Director. If you have any questions on the topic, you may call (864) 577-7521.

PARKING PERSONAL VEHICLES ON CAMPUS

SCSDB students who possess a legal driver's license are permitted to have a vehicle on campus. The following guidelines apply:

- Students must register their vehicle with the Security Department
- Students are only permitted to drive their vehicle between school and home, to their mainstream program, to approved appointments, or to an off-campus job
- Students are not allowed to drive their vehicles from one building to another on campus
- Students must obey all campus driving regulations
- Students cannot transport another student in their vehicle unless both students' parents or legal guardians have given written permission to the school office, or if students are all 18 years or older
- Students are responsible for notifying the Security Department if there is any change of information on their registration form
- All student vehicles on campus are subject to being searched
- Students are not permitted to loan their vehicles to other students
- Students in the residential program who drive to school must be in their residential hall by 9:00 p.m. on Sunday nights
- Students must park their vehicles in the parking lot next to Hall Dorm or Henderson Hall

Consequences for Violations of Parking/Driving Guidelines

First offense: Two-week suspension of driving privileges

Second offense: One-month suspension of driving privileges

Third offense: Suspension of privileges for one year from date of the incident

In the event of a serious violation of any rule, driving privileges may be suspended indefinitely at the discretion of administration.

PHONE CALLS

If a student needs to make a phone call during the school day to their home, place of business regarding school business, or in the case of an emergency, they may get a pass and go the school office to make their call. Students are encouraged to wait until the end of the school day to make phone calls.

PLEDGE OF ALLEGIANCE

State law requires that all students say the Pledge of Allegiance at a specific time during each day. Therefore, students and staff may participate in the Pledge of Allegiance every morning during homeroom period. Any person who does not wish to say the Pledge of Allegiance does not have to participate. The school will not penalize a student for failing to participate. Any person who does not wish to participate, may leave the classroom or remain in their seat. The person may express non-participation in any form that does not materially infringe upon the rights of others and disrupt school activities.

PROGRESS REPORTS

Progress reports for IEP goals will be issued at the end of each nine week grading period. Parents will receive the SCSDB Yearly Calendar in their packets at the beginning of the school year. The actual dates for reports to be sent home are noted on the annual school calendar.

PROMOTION POLICY

Promotion to the next grade is based on fulfillment of curricular requirements, mastery of IEP goals, and state-required attendance. Students in the high school diploma program must complete all State Department of Education course and testing requirements to graduate with a South Carolina high school diploma. Students in special education are permitted to attend school until they receive a high school diploma or until they reach the age of 21.

PUBLIC DISPLAY OF AFFECTION

A public display of affection (PDA) is the physical demonstration of affection for another person while in the view of others. Students should remember that the school campus is a public environment and a public facility. Students are to refrain from public displays of affection to maintain behavior appropriate for a school environment.

Students may sit beside each other, walk together to classes, and dance together at proper activities. High school students are permitted to hold hands in appropriate settings. However, students are not permitted to touch another person in a manner considered inappropriate for the school environment at any time. Examples of inappropriate displays of affection would include kissing, sitting in another person's lap, hugging or holding another person, touching private parts of the body, fondling, etc. Students are permitted to briefly hug each other in an appropriate manner when leaving for the weekend, or upon arriving back on campus. Appropriate behavior is expected at all times when on campus, at school-related activities off campus, or on the bus.

PUBLIC SAFETY

SCSDB considers the health, safety, and welfare of every student to be a top priority; therefore, security is provided on campus 24 hours a day, 7 days a week. SCSDB also has a public safety officer and a school resource officer housed on campus. Safety and security workshops and trainings are offered to staff and students as part of our protective program. A security officer is located at the Main Entrance Welcome Center. In case of an emergency, you may contact the security officer directly by calling the Welcome Center at (864) 577-1111.

Educational and residential staff are trained and certified in the Crisis Prevention Institute (CPI) program, a nationally recognized behavior management program. This program focuses on de-escalation and co-management techniques which allow staff to follow the guiding principles of care, welfare, safety, and security for every student on our campus. Positive behavior support is partnered with the CPI program to ensure a well-rounded program that further establishes the safety of all students.

REPORTING A THEFT

Students should inform a staff member if they find an item missing. The staff member and the student should inform the school office staff immediately. The office staff will call the School Resource Officer (SRO) if appropriate, and a formal report will be filed if the missing item is worth \$25 or more.

Students are requested to leave any valuable items at home. Items that should be left at home include: expensive jewelry such as rings or watches, expensive jackets or other expensive clothing, large amounts of cash, laptops, iPods, iPads, DVD players, digital cameras of various types, smart phones and electronic games. The school cannot assume responsible for loss, theft or breakage of items brought to school.

RESIDENTIAL PROGRAM INFORMATION

RESIDENTIAL PROGRAM INFORMATION

Academic Support

As a continued commitment to the school instructional program, SCSDB provides academic support and tutoring services. These services may be offered through our residential teachers or volunteers. The purpose of academic support is to ensure every student performing at substandard level (D's and F's) re-establish their priorities, devote more time to studying, and improve their grades. Students also adhere to an Academic Support Policy that outlines restrictions for students performing at a substandard level in school.

- **Academic Probation** – Students earning one “D” will be placed on mandatory study hall. They will be required to attend all study hall sessions established by their residential teacher. Students are allowed to continue with their normal extracurricular activities. If their grades improve to a “C” or better on the next interim or report card, they will be removed from the mandatory study hall list.
- **Academic Restriction** – Students earning more than one “D” or an “F” will be placed on mandatory study hall and restriction from other activities as deemed by the associate director until their grades improve to a “C” or better (on the next interim or report card). At that time, they will be allowed to resume normal activities and will be removed from mandatory study hall. They can participate in clubs, teams, and educational activities that require a commitment for the year/season. Participation in sports will be determined by the athletic eligibility guidelines.
- **Management** – Students making substandard grades will receive academic support from their residential teacher and/or volunteers. Residential teachers will document study hall and communicate as needed with the day program teachers regarding progress and/or concerns. The lead residential teacher will oversee and monitor the academic support program.

CURFEWS

Transition Living Center In residential hall by 10:00 p.m.
High School In residential hall by 9:30 p.m.
Middle School In residential hall by 8:30 p.m.
Elementary In residential hall by 8:00 p.m.

Independent Living Skills (ILS)

Students meet with their residential teacher during the week for one-on-one or small group ILS sessions. These sessions teach functional skills that are necessary for students to learn how to live independently. The teachers design hands-on lessons and activities to accomplish each student's goals and objectives. A portfolio is maintained for each student to track their progress and communicate accomplishments with their parents. Some of the areas addressed include:

Budgeting
Cleaning
Cooking

Grocery shopping
Ironing clothes
Making beds

Time management
Washing clothes
Other skills as needed

SCSDB encourages parents to identify independent living skills they would like students to learn and contact an associate director to share those ILS concerns. Those skills may include specific or unique challenges, adjustments, accommodations, or individual modifications that will best allow each child to develop independent involvement both at home and within the community.

Laundry

Students are expected to wash their clothes when they go home and return with clean clothes. However, washers and dryers are available in each residential hall in the event of emergency situations. Students must supply their own laundry detergent when using the residential hall washers.

Students attending weekend activities or visiting other SCSDB students during the weekend are responsible to wash their own clothing on Thursday evening prior to leaving or on Sunday evening upon return.

Ordering Food

During residential time, students are allowed to order food from off-campus restaurants or eateries. The following guidelines must be followed:

- Order must be made by 8:30 p.m.
- Student must give accurate information to the delivery person
- Students ordering food must remain in the residential hall until the food arrives
- **Tippling is encouraged to help students learn appropriate living skills**

Personal Development Plan (PDP) **(Residential Students in Cedar Springs Academy)**

Because residential life complements the core educational program, we strive to make our students' after-school experiences meaningful by offering opportunities for growth in all areas – academic, personal, and social. In order to achieve these goals, we must know what expectations the parents have for each child. At the beginning of each year (normally during registration), residential advisors and parents discuss expectations and goals to develop a Personal Development Plan (PDP) for each student who resides in the Herbert Center.

The PDP will list several goals that allow both residential advisors and the parent(s) to work with the student in a cooperative effort. The primary focus will be to assist the student in mastering skills that will allow him/her to function in a more independent manner. The PDP is considered to be an enrichment activity and does not constitute a legal binding document.

Reading / B.E.A.R. Program

Being **E**nthusiastic **A**bout **R**eading is a program in the Herbert Center residential hall, administered by Herbert Center residential advisors. All students in grades 1-12 are involved in sessions, activities, programs, or clubs that encourage and reinforce reading. In the middle and high school programs, the students read books to the younger students in a mentor setting. Some students also participate in a reading club.

Signing In / Signing Out Procedures

Middle school and high school students are to sign the daily sign in/sign out form when leaving the residential hall for **ANY** reason other than going to meals, or staying in the immediate area of the residential hall. A student must give correct and complete information. Failure to do so can

result in disciplinary action. Students shall not sign other students in or out of the residential hall at any time.

RESIDENTIAL STATUS

If a student lives within the areas served by our day buses, the student will be considered a day student.

There are two exceptions to this policy:

- 1) If a student participates on an athletic team as a player, manager, or statistician, the student may become a residential student for the duration of the season. Our athletic program begins at age 9 with community-based soccer and basketball and extends through the varsity teams. A **Permission to Participate in After-School Activities** form must be completed by the parent/guardian **one week** before participating in any after school or sports activities. The form must have time to go through the approval process and be approved by the associate director of the residential hall where the student will reside.
- 2) If there is a compelling family situation that adversely affects academic performance or behavior, and is documented by a social service agency, short-term or long-term support may be provided.

In order to provide responsible supervision and safety for all students by residential staff, day students will be considered for residency in the halls on a case-by-case basis.

If the after-school activity for which your child is participating runs late into the evening, an overnight stay may be required. A **Permission to Participate in After School Activities** form is necessary before the student will be allowed to stay in a residential hall overnight. The parent/guardian is required to complete this form **one week prior** in order to gain approval from the associate director for overnight stay in the residential hall. Communication from residential staff will confirm the approval and determine in which residential hall the day student will reside.

All students staying in residential facilities will be expected to keep their room clean to the best of their ability. Residential rooms are subject to be inspected for cleanliness at any time.

SAFE SCHOOL CONCEPT

Our students are our most precious resource. Safe schools are everyone's concern and responsibility. SCSDB has a safety committee that meets monthly to discuss campus safety concerns, training, incidents, prevention measures, and to coordinate drills across campus. Safety procedures are outlined in the Emergency Procedures Handbook located in each building on campus. In addition, a number of the procedures are practiced on a periodic basis as required by law to ensure students and staff are familiar with the procedures.

Security helps with emergency measures, parking, traffic flow, foot traffic, deliveries, and visitor directions. Security provides a timely response, early warning for weather emergencies, campus lockdowns, and assists the school resource officer (SRO) with safety drills, practices, and security measures. The school resource officer provides information to students about laws, drug awareness, use of cars on campus and safe school practices. The SRO will arrest an individual in the event of a criminal act on campus, provide crowd control, and follow the Safe School Act of 1998. SCSDB prohibits students from having guns, knives, lighters, illegal drugs, alcohol, and cigarettes on campus or at school sponsored events.

SCHOOL IMPROVEMENT COUNCIL (SIC)

The School Improvement Council (SIC) serves as an advisory committee to SCSDB's principals and faculty. Unlike PTA groups and other voluntary school organizations, the SIC is mandated by law to exist in every public school in South Carolina. SIC meetings are held on a quarterly basis and dates are announced on the SCSDB website and through notices sent home to parents. The SIC plays a key role in the education of our state's children by bringing together parents, educators, students, and community representatives to discuss and recommend ways to improve our school. Please contact your school principal for information on how to join the School Improvement Council.

SEARCH AND SEIZURE

According to South Carolina law, "any person entering the premises of any school in this State shall be deemed to have consented to a reasonable search of his person and effects. School administrators or officials may conduct reasonable searches on school property of lockers, desks, vehicles, and personal belongings such as purses, book bags, wallets, and satchels with or without probable cause. Principals or their designees may conduct reasonable searches of the person and property of visitors on school premises. No school administrator or official may conduct a strip search." (SC Code of Laws, Section 59-63-1110 through Section 59-63-1140)

SERVICES ON CAMPUS

AUDIOLOGICAL SERVICES

Services provided by Audiological Services include:

- **Hearing Screening** – A puretone air conduction "sweep-check" to indicate the presence of a hearing loss
- **Impedance Screening** – Provides a graphic representation of the mobility of the eardrum, length of the ear canal, and acoustic reflexes
- **Audiological Evaluation** – Includes otoscopic evaluation, puretone threshold testing and speech reception and discrimination testing to determine the type, nature, and degree of hearing impairment
- **Hearing Aid Evaluation** – Determines the need and benefits of auditory amplification through the use of a hearing aid, auditory trainer, or other assistive listening device
- **Hearing Aid Services** – Order, repair and listening checks for hearing aids. Earmold impressions made for hearing aids. Accessories for hearing aids and cochlear implants. Works with Children's Rehabilitative Services (CRS) to provide hearing instruments and other services

BEHAVIORAL SERVICES

The goal of Behavior Services is to assist the educational, professional, and residential programs of SCSDB through assessments and implementation of specific and generic solutions that lessen the impact of inappropriate behaviors. Utilizing an inter-disciplinary approach, we emphasize early identification, responsive service, individualized and flexible interventions that enable the increase of appropriate replacement behaviors. This allows students to improve the quality of both their personal and academic life. We offer a continuum of services for behavioral development to meet the individual needs of each child.

COUNSELING

Counseling services are available to all students on campus. School Guidance Counselors can help students adjust to a new school setting, learn how to solve problems, make responsible decisions, improve socialization skills, and make friends. Students are seen in both individual and

group settings. Parents or staff may refer students for counseling, or the student may self-refer. Career counselors help develop Individual Graduation Plans for each student in grades 8-12 based on student interviews and interest inventories. An Individual Graduation Plan is created through collaboration with parents, students, and the IEP Team. Together, they develop goals for successful transition into post-secondary education or the workforce.

OCCUPATIONAL THERAPY (OT)

Occupational therapy helps students benefit from their educational program by identifying and addressing areas of weakness in school work, self-care, and recreational activities. For example, occupational therapists may treat deficits that interfere with the development of academic skills such as drawing, writing, and using scissors. Occupational therapists use a variety of methods to address developmental delays. Treatment methods may include sensory integration therapy, neurodevelopmental treatment, environmental modification, use of assistive technology, or student and caregiver training. As students progress to middle and high school, occupational therapists may also address pre-vocational and home management skills.

ORIENTATION AND MOBILITY (O&M)

Orientation and mobility services are offered as a related service for students who have various degrees of vision loss. Individual goals are written to increase each student's level of independence. O&M instruction may range from teaching concepts of body image or directional and positional terms, to sighted-guide skills, long-cane techniques, and street-crossing skills.

PHYSICAL THERAPY (PT)

Physical therapists help students increase their level of independence as it relates to their school program. They may work to gain mobility, master gross motor skills, manage medical rehabilitative equipment, and rehabilitate after an injury or surgery. Physical therapists may teach students how to walk between classes, use assistive devices, transfer on and off school furniture or playground equipment, use stairways, and travel over various terrains safely. They may also help students improve gross motor developmental milestones to a level similar to their same-age peers. Therapists help families and students select and learn how to safely operate a variety of assistive devices including but not limited to: manual and power wheelchairs, walkers, car seats, shower chairs, transfer benches, standers, prosthetics, and orthotics. Physical therapists rehabilitate students by strengthening, stretching, and re-educating a variety of muscles to improve function, balance, safety, motor planning, and coordination.

SCHOOL PSYCHOLOGY

The Department of School Psychology assists in the academic and behavioral development of students who are deaf, hard of hearing, or visually impaired through formal evaluations, observations, counseling, and consultative services.

SPEECH-LANGUAGE-COMMUNICATION THERAPY

Speech-Language-Communication therapy offers services in remediation of moderate to profound delays in the areas of receptive-expressive language development, articulation disorders, fluency disorders, voice disorders, and aural habilitation. Therapy is provided through individual appointments, small group settings, and/or classroom interventions. Speech-language pathologists often co-treat with occupational or physical therapists to assist with successful transition and carry-over between the related therapy services. All speech-language pathologists are clinically certified by the American Speech and Hearing Association.

In speech-language therapy, students work on improving their pragmatic communication skills, so that they can better communicate with friends, teachers, family members, and the community at

large. Areas of communication which may be addressed are speaking, signing, listening, and writing.

SKATES, BICYCLES, ROLLER BLADES

Students are *not* permitted to bring roller-blades, roller-skates, skateboards, scooters, or bicycles to school. Students are allowed to use bicycles furnished by the school under staff supervision. Students must wear helmets when riding bicycles.

SPECIAL WEEKEND EVENTS

Through the course of the school year, there will be weekends scheduled for special student activities. Written permission from the student's parents or guardians is required for the student to participate in these events. All permission forms must be turned in at least two weeks prior to the event.

STATE-WIDE / DISTRICT TESTING

South Carolina School for the Deaf and the Blind participates in state-wide testing in accordance to South Carolina law and State Board of Education regulations. For more information about state-wide assessments, please visit <http://www.ed.sc.gov/agency/ac/Assessment/>.

South Carolina School for the Deaf and the Blind also uses Brigance Testing for state accountability reporting and other formative assessments to set student learning goals and guide instructional practices.

STUDENT ACCOUNTS

A personal account may be set up for each student. The money in the account can be used for field trips, class or club dues, purchase of a yearbook, personal needs, expenses for graduation, etc. Students are not permitted to borrow money from other students or staff. Parents who wish to add money to their student's account may send a check or money order payable to SCSDDB to the school office. Please make a note of the student's name and any comments necessary to explain if you have specific instructions for the use of that money. Please do not send cash.

STUDENT COUNCIL

SCSDDB offers student councils in elementary, middle, and high schools. The role of the student council is to provide opportunities in governance, leadership, and a voice for the student body. The councils meet during the school day and are comprised of a president, a vice-president, a secretary, and a treasurer. Each homeroom also has a representative. Each student body conducts an election in the fall to choose student council members. Students involved in student councils are expected to show leadership, good behavior, and to be good role models for other students.

STUDENT RECORDS

SCSDDB maintains educational information on each student as part of the educational process. The Family Education Rights and Privacy Act (FERPA) is a federal law that affords parents, guardians, and adult students the right to have access to their educational records; the right to request amendments to those records; the right to give consent before disclosure of personally identifiable information; and the right to file a complaint regarding an alleged failure by the school

to comply with FERPA regulations. "School officials" at SCSDB (defined as educational administrators, principals, educational staff, health staff, counselors, related service staff, and educational contract staff) are permitted to access information within educational records provided they have a "legitimate educational interest" (defined as a need to know in order to fulfill their professional responsibility). [FERPA General Guidance for Students]

FERPA requires that SCSDB, with certain exceptions, obtain written consent prior to the disclosure of personally identifiable information from a student's educational records. However, SCSDB may disclose "directory information" without written consent, unless a parent, guardian, or adult student have denied permission to SCSDB in writing according to the guidelines below. The primary purpose of directory information allows SCSDB to include basic information from a student's education records in certain school publications. Examples include:

- A playbill, showing a student's role in a drama production
- The annual yearbook
- Honor roll or other recognition lists
- Graduation programs
- Sports activity sheets showing weight and height of team members
- School reports and publications
- The Walker Foundation publications (SCSDB's fundraising partner)
- Information to legislators who serve the student's home county

Directory information is generally considered to be information not harmful or invasive if released. As such, it can be disclosed to outside organizations without a parent's prior written consent. Two federal laws require local educational agencies (LEAs) receiving assistance under the *Elementary and Secondary Education Act of 1965* (ESEA) to provide military recruiters, upon request, with the following information – names, addresses and telephone listings – unless parents have advised the LEA that they do not want their student's information disclosed without their prior written consent.

If you do not want SCSDB to disclose **directory information** from your child's education records without your prior written consent, **you must notify the District in writing by August 29, 2014**. SCSDB has designated the following information as directory information:

- Student's name
- City or County of Residence
- Photograph
- Dates of attendance
- Grade level
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Degrees, honors, and awards received
- The most recent educational agency or institution attended

To Request a Review of Records

Please contact your school principal with a request in writing. The school will set up a time convenient for you within 45 days of receiving your request. If a legal proceeding in process, every effort will be made to accommodate the request as soon as possible to allow adequate time to review records.

To Request an Amendment to Records

- If the parent or student believes the education records are inaccurate, misleading, or in violation of the student's rights of privacy, they may send a request in writing to the SCSDB Director of Special Education and request an amendment be made to the record.
- The school shall decide whether to amend the record as requested within a reasonable time after the school receives the written request.
- If the school decides not to amend the record as requested, it shall inform the parent or student of its decision and of the parent/student right to a hearing under §99.21 of the Federal Code of Regulations.

SUICIDE PREVENTION / INTERVENTION

The safety and well-being of students at the South Carolina School for the Deaf and the Blind is of the utmost concern to the administration and staff. SCSDB staff members, volunteers, and parents are required to seek out help when a student is suspected to be at risk for self-harm. Parents are notified immediately when concerns are raised with regard to their child. Depending upon the severity of the threat as assessed by members of the risk response team, parents may be asked to come and take the student to seek medical attention. Should this occur, a re-entry plan will be required prior to the student's return to campus. This will ensure proper supports are in place for the student's return. During each school year, suicide prevention activities are offered for middle and high school students.

TEACHER QUALIFICATIONS

The mission of the South Carolina School for the Deaf and the Blind is to ensure that the individuals we serve realize maximum success through high quality educational programs, outreach services, and partnerships. In order to accomplish our mission, we must hire, train, and retain highly qualified instructors.

The individual needs of each student are met by highly qualified instructors with appropriate certifications to meet those needs. Many teachers at SCSDB hold multiple certifications. Faculty and staff members are regularly trained in educational best practices through site-based professional development, hands-on workshops, and conferences. With these high standards and qualifications, teachers are able to create an optimal environment conducive to learning.

Additionally, SCSDB is committed to preparing students for the future by working within the guidelines of the South Carolina state standards. Teachers and administrators are trained to utilize assessments in making instructional decisions for students and work together to promote the skills required for life-long learning. Skills taught in the classroom are consistently connected to real-life applications.

TECHNOLOGY ACCEPTABLE USE POLICY / COMPUTERS

STUDENT ACCEPTABLE USE POLICY AGREEMENT

SCSDB provides computer, network and Internet access to students as part of the learning environment. While these systems have the power to deliver a huge number of resources to classrooms, their ability to serve students depends on responsible and ethical use by every student.

Acceptable use of these systems means use consistent with the instructional goals of the agency. If a student breaks acceptable use rules, they may lose the privilege to use both classroom

computers and/or the Internet without one-on-one guided supervision. Further disciplinary and/or legal action may be taken as appropriate at the discretion of school administration.

SCSDB takes reasonable precautions by using filtering software to keep inappropriate Internet sites out of the classroom. Please note that parents may choose for their child not to have access to the Internet at school; however, students who do not have access to the Internet will not be able to access web-based programs used by teachers in class.

STUDENT TECHNOLOGY AGREEMENT TERMS:

- Treat computer equipment with care and respect – willful destruction of any computer equipment or software will be considered vandalism and may warrant the involvement of local law officials.
- Any written text, graphics, or executable files created, downloaded, displayed, or exchanged with another student or teacher must be for education-related purposes only.
- Do not use school computers for illegal activities such as planting viruses, hacking, or attempted unauthorized access to any system.
- Do not bypass or attempt to bypass any of the school's security or content filtering safeguards.
- Do not use school computers for commercial purposes.
- Follow copyright laws at all times – If a student has questions about the legality of using software, text, graphics, or music they find online, they are expected to ask the teacher or media specialist for guidance.
- Keep passwords secret – Each student will be held responsible for all computer activities associated with their password. For example, if a student shares their password with a friend, the friend could sign on as the student and break any of the rules outlined above. In that instance, the student who shared their password (not the friend) may be held responsible.
- Students should never give out personal information on the Internet: a phone number, social security number, full name, age, home address, or any other personal information.

ON-LINE TECHNOLOGY PROFILES

Students should understand that material posted on Facebook, MySpace, YouTube, Twitter, or similar public online sources may be viewed by virtually anyone, including school officials, parents, potential employers, and people with harmful intentions.

Care should be taken to avoid posting inappropriate information, or other information that reveals too many personal details. SCSDB reserves the right to bring disciplinary action against students for photos or other content that violates SCSDB standards of conduct.

All students have agreed to the terms and conditions of this policy upon acceptance of the school handbook. Violation of any of the terms or conditions will result in disciplinary action and/or involvement of law enforcement.

Please contact the school principal if you do not want your child to have access to the Internet.

TECHNOLOGY LEGAL REQUIREMENTS

SCSDB is committed to complying with applicable information security legislation and relevant information security standards and requirements. These include, but are not limited to the following:

- The Family Educational Rights and Privacy Act (FERPA)
- Children's Internet Protection Act (CIPA)
- Health Insurance Portability and Accountability Act (HIPAA)
- Individuals with Disabilities Education Act (IDEA)

Users of the network are responsible for respecting and adhering to local, state, federal, and international laws. Any attempt to break those laws through the use of SCSDB information systems may result in litigation against the offender by the proper authorities. If such an event should occur, SCSDB will fully cooperate with the appropriate authorities to provide any information necessary for the civil and/or criminal litigation process.

ONE-TO-ONE TECHNOLOGY

In a continued effort to be the statewide leader in education and accessibility, the South Carolina School for the Deaf and the Blind is providing one-to-one technology throughout our educational programs to all students.

All equipment is the property of **SCSDB** and is being loaned to the student only for educational purposes during the academic school year. It is the student's responsibility to ensure the devices remain in a safe and secure environment.

Assigned equipment may include but is not limited to:

- iPad
- iPad Case & Accessories
- MacBook
- MacBook Case & Accessories

Upon receiving the equipment, students understand and agree to the following:

- Inappropriate material on the device may result in disciplinary action and a student losing their right to access technology.
- The equipment is to be returned to the school on a date determined by SCSDB.
- If the student graduates, is suspended, expelled, or withdraws from SCSDB, the equipment is to be immediately turned in to the school office. Failure to return the equipment could result in criminal prosecution.
- Students may also be required to turn in their equipment for violation of the Acceptable Use Policy.
- The student agrees that in the event the device is out of the student's possession for a period of 48 hours or if the student believes the device has been stolen, the student will immediately notify school administration.
- For current students, failure to turn in the device when requested may result in disciplinary action.

TEXTBOOKS FEES AND RULES

STATE APPROVED TEXTBOOKS

Textbook depositories are located in each school. Each year, textbooks will be electronically scanned and individually assigned to each student. Teachers will place the student's name inside the textbook. Teachers will monitor the textbooks throughout the school year to ensure students keep correct textbooks in their possession. At the end of the school year, all textbooks will be returned and scanned back into inventory. Students will be charged for any lost or damaged textbooks.

Students are expected to take good care of the books issued to them. They may cover the book with a purchased book cover or any other cover as long as the cover is removable and appropriate for a school setting.

LOST BOOKS / DAMAGED BOOKS

- **Lost Books:** It is the student's responsibility to report a lost book to his/her teacher and check with the school textbook coordinator to see if the lost book was forwarded to the school office. If a book is considered to be lost, the student will be charged a fee equal to the full price of the book and then issued another textbook.
- **Damaged Books:** Students are responsible for taking good care of their books. Students must pay for damages incurred. Damaged books, which cannot be reissued, must be paid for at full replacement cost.
- **Unattended Books:** Books that are left unattended are returned to the school office. The principal or teacher will return the book to the student and discuss the issue of responsibility in taking care of textbooks.
- **Late Returned Books:** A book return day will be announced for books each year. Books not returned at the end of the year will be treated as a lost textbook and the student will be charged the full price for the textbook.

PAYMENT FOR LOST / DAMAGED / LATE RETURNED BOOKS

- Payment should be made within 10 days after determination is made that the textbook is lost or damaged. Checks should be made payable to SCSSDB with "textbook" written in the explanation line. Payment should be sent to the school textbook coordinator. If the book is found after payment has been made, a refund will be issued if both the receipt and the textbook are returned to the school textbook coordinator on or before the closing of the school year. NO REFUNDS will be issued after the closing of the school year.

TOBACCO PRODUCTS

SCSSDB is a Tobacco-Free Campus: Tobacco products of any kind are not to be used on campus by students, staff, or visitors at any time. Therefore, students are not allowed to use or possess tobacco or tobacco products at any time while on school property, at school functions, or while under supervision of the school.

TRANSCRIPT / TRANSFER FORMS

Transcripts may be ordered by contacting the SCSSDB records department at 864-577-7579.

Parents or adult students are required to sign a permission form prior to SCSSDB sending educational records to outside persons or agencies. However, the Family Education Rights and Privacy Act (FERPA) **does** allow schools to disclose educational records without consent in very limited circumstances. Examples may be found below and in the STUDENT RECORDS section:

- Directory information (defined in the STUDENT RECORDS section)
- Another school in which the student seeks or intends to enroll
- Schools or agencies determining financial aid requirements
- Parents of an adult "dependent student" (student over the age of 18, yet claimed as a dependent on the parent's most recent year's income tax statement)

TRANSPORTATION / BUS RULES

SAFETY RULES FOR BUS RIDERS

Special Note: Students judged to be at risk to themselves or others may not be allowed to ride the bus. Parents will be contacted and expected to assist in making arrangements for the child's safe transport home.

At the bus stop:

- Be on time
- Stay off the road while you are waiting for the bus
- Do not move toward the bus door until the bus has come to a complete stop and the driver has signaled you to approach the bus

On the bus:

- Follow the SCSDB Code of Conduct
- Duffle bags are the only approved luggage for transportation on the bus - suitcases are not permitted
- Safety issues prohibit any food or drinks being brought onto the bus by students – only snacks provided by transportation services will be permitted on the bus
- Follow the bus driver's directions
- Never distract the driver from performing his or her duties
- Inappropriate use of cell phones or texting will result in the confiscation of the equipment being used
- Do not tamper with emergency exits or any other bus equipment
- Stay in your seat while you are on the bus
- Keep aisles clear at all times
- Keep your hands, feet, arms, legs, and all objects to yourself and inside the bus
- Do not wave or make rude gestures to pedestrians or occupants of other vehicles
- Keep the bus clean and undamaged. Intentional damage will be billed to the student and their family.
- Exit only at your own bus stop unless you have written permission approved by the principal to get off at another bus stop

After leaving the bus:

- Stay at least 10 feet away from the bus at all times (designated stop)
- When you are crossing in front of the bus follow these precautions:
 - Stay 10 feet away from the bus at the side of the road
 - Wait for the bus driver's signal
 - Check for moving traffic
 - Cross in front of the bus
- Go home immediately, staying clear of traffic
- Help look after the safety of small children

VIDEO / TV / MOVIE (ELECTRONIC MEDIA) GUIDELINES

The following rating policy is for all employees and students, whether the movie is being shown for recreational or educational purposes.

- **G or PG** – May be shown to all audiences without prior written parental permission
- **PG-13** – Must have prior parental permission to be shown if the student is under the age of 13
- **Movies with a rating of R or higher will not be shown**

Any exception to the above policy must be presented to the Principal or Director of Residential Life with written justification. Under no circumstances will consent be made without parental permission.

VISITATION ON CAMPUS GROUNDS

VISITORS DURING SCHOOL HOURS

Students are to be in class from 7:45 a.m. to 3:15 p.m. Monday through Thursday, and until the buses depart on Friday without interruptions to their schedule.

Former students, retired teachers, and staff members are asked to make arrangements to visit after school hours. If a parent needs to visit, take their child to the doctor, or see the student for any other reason during the school day, the parent must go to the office to sign the student out. Office staff will locate the student and bring the student to the parent.

Visitors, other than parents, wishing to visit with SCSSDB students, require written permission from the parent and approval of the principal.

No students or former students may transport current students without written parental/guardian permission prior to transporting the student. School procedures dictate that students 18 years and older must sign out of school before entering the vehicle of a current or former student. Any adult student who signs out of the residential hall after the school day may return to campus prior to 8:30 p.m. Students who signed out will **not** be permitted to return to the SCSSDB Residential Hall after 8:30 p.m. or before 7:30 a.m. the following morning.

OFF-CAMPUS VISITORS AFTER SCHOOL HOURS

SCSSDB reserves the right to limit visitations to protect the safety and well-being of students. Any person who wishes to visit must observe the following procedures:

- Immediate families of students are encouraged to visit as often as possible after school. Advance notice is not required for family members, but it is requested to make security measures flow in a smooth manner.
- Visitors are required to contact the associate director in the area that will be visited
- Visitors are required to register at the front security gate and display a guest pass
- Visitors must follow all school and traffic rules and regulations while on campus
- Visitors are also required to sign in at the dormitory they are visiting upon arrival
- Overnight visitations are not permitted in the residential halls
- Visitors are not permitted to take a student off campus without prior written permission from the student's parents/guardians
- The associate director reserves the right to refuse any request if the safety or well-being of a student is in question
- Violation of rules may result in the denial of future visitation requests, and the privilege to attend school sponsored events open to the public

DAY STUDENT VISITATIONS AFTER SCHOOL HOURS

Day students are encouraged to participate in after-school programs. After-school visitations are to be for specific educational or program purposes only.

- Permission is subject to availability of staff to provide appropriate supervision and responsible behavior by the student.
- Day students will be assigned supervision and are expected to follow all rules and policies
- Day students are expected to leave campus when the scheduled activity concludes. Parents are responsible for transportation home.

THE WALKER FOUNDATION

The Walker Foundation was established 35 years ago as a nonprofit charitable organization for the sole purpose of supporting the programs and services at the South Carolina School for the Deaf and the Blind. The Walker Foundation, as a SC Public Charity, Tax ID #57-0693592, works to build partnerships with individuals, corporations, foundations, and local businesses to help secure financial support and in-kind donations, while increasing the public's awareness that will benefit SCSDB. To date, The Walker Foundation has contributed more than 7 million dollars to benefit the students served by the SC School for the Deaf and the Blind.

For more information on The Walker Foundation, visit their website at www.walkerfdn.org or contact their office at 864-577-7583. All donations are tax deductible.

WEATHER / OTHER EMERGENCIES

In the case of hazardous weather that impacts the school schedule, please refer to the following information.

Hazardous Weather Information

SCSDB Website: www.scsdb.org

864-577-7654

1-888-447-2732

Spartanburg Area: WSPA-TV, WYFF-TV

WEBSITE INFORMATION

The South Carolina School for the Deaf and the Blind is pleased to provide a school website for our students, parents, and community. Our web site address is www.scsdb.org. Parents and students will find useful items including school menus, calendars, academic information, educational programs, residential life services, outreach programs, athletic programs, and much more on our website. Special events and weather related notices are also added to the site throughout the school year as appropriate. Please take the time to go to the "Contacts/Feedback" link at the top of the page and complete a Parent Survey. Your feedback is always important to us.

WEEKEND AND HOLIDAY CRISIS CARE

Weekend and holiday crisis care is provided for students who qualify for the Safe Haven crisis program. This would include students who are not picked up by parents as scheduled from the school campus or from the bus stop on Friday.

Services provided will include transportation, food, shelter, medicine distribution, safety and health care, communication needs, personal care assistance such as washing clothes, bathing and toileting as needed, as well as homework and chore supervision. Services will be provided by licensed, therapeutic foster care providers.

In the event parents do not pick up their student as scheduled and the student requires these services, the parents/guardians of record will be billed for these services at \$140 per day plus any additional related costs.

WEEKEND HOME VISITS

Students may visit friends or classmates for weekend visits under the following guidelines:

If parents will be providing transportation:

- The school must receive written permission from both sets of parents prior to the date for visitation

If students will be riding SCSDB school buses:

- Forms must be completed and given to the principal for both students at least two weeks before the visit. (Forms may be obtained from building secretaries or dorm staff.)
- No visits are permitted before October 1st or after May 1st
- No visits over long weekends or school vacations such as Thanksgiving, Christmas, or Spring Break

- Students must be close to the same age, and visits may only occur with same genders (boys may only visit with another boy's family, and girls only with another girl's family)
- Visits must be approved by the school principal and the director of transportation

Residential Life Services: During weekend visits, students are responsible to return with laundered clothes.

YEARBOOK / SCHOOL PICTURES

YEARBOOK

The school yearbook is produced and edited by the students with staff guidance at SCSDB. The project is coordinated by the Applied Academic Center, and yearbooks are distributed free of cost to students annually in the late spring.

An order form, including cost and availability for staff, alumni, and families will be available through the Applied Academic Center and through the school website.

SCHOOL PICTURES

School pictures are made in the fall of each year. While there is no cost to students for pictures used in the yearbook, each student is offered an opportunity to purchase a package of school pictures. Notices are sent home announcing picture day, and proofs are sent home with each student offering a selection of picture packages from which to choose.

If you have any questions or would like further information, please contact your school's principal.

You may also contact: Director of Education Services (864) 577-7558
 Director of Special Education (864) 577-7521



“embracing the possibilities”