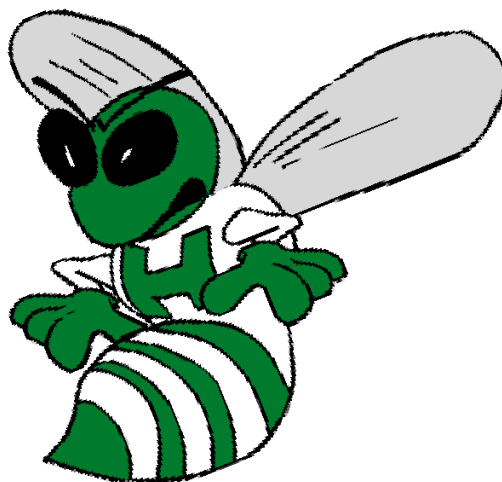


SCSD



Student/Parent Handbook

Information for students & parents

2011-2012

“embracing the possibilities”

South Carolina School for the Deaf and the Blind

Our 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 multi-sensory disabled.

Our Mission

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

Our Accreditations

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



July 22, 2011

Dear Parents, Guardians, Students and Staff,

The vision of the South Carolina School for the Deaf and the Blind (SCSDB) is to be the statewide leader in education and accessibility for individuals who are deaf, blind or multi-sensory disabled. In order to make this vision a reality, I am counting on parents, students and staff to work together to help us provide a positive atmosphere where students can learn and thrive in a fully accessible environment.

SCSDB embraces the Whole Child philosophy that focuses on the development of children who are well-prepared for lifelong success. Our goal is for the students to become well-rounded and successful members of society by ensuring that each child is challenged academically, engaged in the school and broader community, supported socially and emotionally, healthy, safe and secure. Each member of the SCSDB community is a partner in helping each child become a successful young adult when he or she graduates from our program.

The purpose of the Student/Parent Handbook is to provide each of 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. Parents, staff and students need to carefully review the contents of the handbook.

I am proud to serve as the president of SCSDB. Our students amaze me each day with their talents, accomplishments and determination. I value the dedication and expertise of parents, staff, and community partners as we strive together for excellence.

If you have any questions, please feel free to contact me or your child's school administrator.

Sincerely,

A handwritten signature in cursive script that reads "Margaret Park".

Margaret Park
President

SCSDB Accreditations

South Carolina State Department of Education (SDE) • Conference of Educational Administrators of Schools and Programs for the Deaf (CEASD)
Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI)

A Palmetto Gold School • A Red Carpet School

355 Cedar Springs Road • Spartanburg, South Carolina 29302-4699 • Voice/TTY 864-7711 Local • Voice/TTY 1-888-447-2732 • Fax: 864-585-3555
www.scsdb.org

2011-2012 CALENDAR

2011



2012

AUGUST						
S	M	T	W	T	F	S
0	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: 13 Staff: 16

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: 20 Staff: 21

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: 20 Staff: 20

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: 12 Staff: 12

Parents please note that students may not ride home on the bus with another student on a long weekend!!!

	Holidays
	Professional Development/Work Day
	First Day of School for Students
	Last Day of School for Students
	Graduation

FINAL School Calendar	
August-2011	
10-12	Professional Development/Work Day
14	Open House for Parents & Students
15	First Day of School
September-2011	
5	Labor Day Holiday
October-2011	
14	Professional Development/Work Day
18	End of 1st Grading Period/45th Day
18-20	HSAP Testing
22	Homecoming
25	Reports Issued
November-2011	
24-25	Thanksgiving Holidays
December-2011	
19-30	Winter Holidays
January-2012	
2	Professional Development/Work Day
3	Students Return/Staff Return
6	End of Second Grading Period/90th Day
13	Reports Issued
16	Professional Development/Work Day
February-2012	
10	Professional Development/Work Day
March-2012	
13	End of 3rd Grading Period/135 Day
16	Professional Development/Work Day
20	Reports Issued
20-21	PASS Testing
22-23/26- 27	Make-Up PASS Testing
April-2012	
2-6	Spring Holidays
9	Professional Development/Work Day
10	Students/Staff Return
17-19	HSAP Testing
May-2012	
8-11	PASS Testing
15-18	PASS Testing
23	Graduation
24	Last Day of School/End of Fourth Grading Period/180th Day/Last Day for Students
25	Professional Development/Work Day Last Day for Teachers
June-2012	
1	Reports Issued

Days missed due to inclement weather will be made up on the following days: 2/10; 3/16; 4/9 Additional inclement weather days will be addressed as needed.

Last Revised: 3/28/11

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: 20 Staff: 22

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	29			

Students: 20 Staff: 21

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: 15 Staff: 16

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: 18 Staff: 19

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

	Homecoming
	Reports Issued
	End of Grading Period
	HSAP/PASS Testing

180 Student Days

190 Teacher Days

SCSDB Student-Parent Handbook

Table of Contents

VISION AND MISSION.....	3
PRESIDENT'S LETTER.....	4
2011-2012 CALENDAR	5
INTRODUCTION TO SCHOOL PROGRAMS.....	8
SCHOOL FOR THE BLIND	8
SCHOOL FOR THE DEAF	8
CEDAR SPRINGS ACADEMY	9
APPLIED ACADEMICS CENTER	10
THE RESIDENTIAL PROGRAM	10
AFTER SCHOOL ACTIVITY PROCEDURES.....	11
ACCESSIBILITY	11
ALUMNI.....	11
ATHLETICS	12
ATTENDANCE.....	13
LAWFUL/EXCUSED ABSENCES.....	14
UNLAWFUL/ UNEXCUSED ABSENCES	14
CAMPUS CARE COORDINATION	15
CELL PHONES AND PAGERS	15
CHARACTER EDUCATION.....	15
CLEVELAND LEARNING RESOURCE CENTER (CLRC).....	15
CODE OF CONDUCT	16
CULTURAL DIVERSITY	16
CURRICULUM	16
DAY STUDENT ~ AFTER SCHOOL RULES.....	17
DINING ROOM RULES.....	17
DRESS CODE.....	18
DRIVERS' EDUCATION	20
EXTENDED MEDICAL ABSENCE FORM.....	20
EXTRACURRICULAR ACTIVITIES	20
FAMILY SUPPORT SERVICES.....	20
FIELD TRIPS.....	21
FINE ARTS.....	21
FUNDRAISING.....	22
GRADES	22
GRIEVANCE PROCEDURES FOR STUDENTS	22
HARASSMENT, INTIMIDATION OR BULLYING (HIB).....	22
HEALTH CARE PLANS / EMERGENCY ACTION PLANS (EAP)	23
HEALTH CENTER / HERBERT CENTER NURSING STATIONS.....	23
HOMEBOUND INSTRUCTION (MEDICAL HOMEBOUND).....	24
HOMEWORK	24
IDENTIFICATION CARDS FOR STUDENTS	25
INDIVIDUAL EDUCATION PROGRAM (IEP).....	25
IN SCHOOL SUSPENSION (ISS).....	26
LOCKER RULES	26
MAINSTREAM PROGRAMS	26
MEDICATIONS.....	27

OFF-CAMPUS PERMISSION	27
OUT-OF-SCHOOL SUSPENSION (OSS).....	27
PARENT RIGHTS TO MAKE EDUCATIONAL DECISIONS	28
PARKING PERSONAL VEHICLES ON CAMPUS.....	28
PHONE CALLS.....	29
PLEDGE OF ALLEGIANCE.....	29
PROGRESS REPORTS	29
PROMOTION POLICY	29
PUBLIC DISPLAY OF AFFECTION	29
PUBLIC SAFETY	30
REPORTING A THEFT	30
RESIDENTIAL PROGRAM INFORMATION.....	30
RESIDENTIAL STATUS	33
SAFE SCHOOL CONCEPT	33
SCHOOL IMPROVEMENT COUNCIL (SIC).....	34
SEARCH AND SEIZURE	34
SERVICES ON CAMPUS.....	34
AUDIOLOGICAL SERVICES	34
BEHAVIORAL SERVICES	35
COUNSELING	35
OCCUPATIONAL THERAPY (OT).....	35
ORIENTATION AND MOBILITY (O&M).....	35
PHYSICAL THERAPY (PT).....	35
SCHOOL PSYCHOLOGY	36
SPEECH-LANGUAGE-COMMUNICATION THERAPY	36
SKATES, BICYCLES, ROLLER BLADES.....	36
SPECIAL WEEKEND EVENTS.....	36
STATE WIDE/DISTRICT TESTING.....	36
STUDENT ACCOUNTS	39
STUDENT COUNCIL	39
STUDENT RECORDS.....	39
SUICIDE PREVENTION / INTERVENTION	40
TEACHER QUALIFICATIONS.....	40
TECHNOLOGY ACCEPTABLE USE POLICY / COMPUTERS.....	41
TEXTBOOKS FEES AND RULES	42
TOBACCO PRODUCTS	43
TRANSCRIPT / TRANSFER FORMS	43
TRANSPORTATION / BUS RULES.....	43
VIDEO / TV / MOVIE (ELECTRONIC MEDIA) GUIDELINES	44
VISITATION ON CAMPUS GROUNDS	44
WALKER FOUNDATION	45
WEATHER / OTHER EMERGENCIES.....	46
WEBSITE INFORMATION	46
WEEKEND HOME VISITS	46
YEARBOOK / SCHOOL PICTURES.....	46

INTRODUCTION TO SCHOOL PROGRAMS

Our school is divided into three distinct programs administered by our Interim Director of Curriculum and Instruction. 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/visually impaired for students age 2 ½ to 21. 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. Additionally, the school provides a fine arts program that has been specially designed for the blind and visually impaired students in the areas of drama, dance, art and music.

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

In order to be promoted to the next grade, students must master their Individualized Education Program (IEP) goals, pass their courses and have good attendance at school. The IEP team determines the appropriate program for each student including placement in the Mainstream Program, the Merging Employment Transition and Academics Program (META), and the Functional Academic Curriculum for Exceptional Students (FACES) Program. All of these programs are designed to help our students lead independent lives and gain the skills necessary to 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 2½. 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, psychology and counseling, 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, 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 the lesson. 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. Some middle school students have the opportunity to participate in the mainstream program dependent upon grades, behavior, and work ethic. Middle school students benefit from a comprehensive selection of support services. Services may include, but not be limited to, speech and language therapy, audiology, psychology and counseling, 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 as they work toward a South Carolina high school diploma (for more information on Mainstreaming, please see "MAINSTREAM PROGRAMS"). Or, students may be enrolled in the Applied Academics Center (AAC) while working toward an occupational credential that promotes 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 our 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 master their IEP goals, 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 with multiple disabilities ages 2½ to 21. All students are either deaf/hard of hearing or blind/visually impaired and have at least one other 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 to enable them to interact with other students, staff and their families. Each student has an individualized program developed yearly to review their progress and adjust their goals to challenge students to achieve to 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. Parents are critical to all of our 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 that includes music, drama, dance, and art
- Physical Education Program that includes golf, therapeutic horseback riding, swimming, and Special Olympics
- Specialized therapy in the areas of speech, occupational therapy, orientation and mobility and/or physical therapy

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

When each student turns 13 years old, a transition plan is developed to begin planning for the student's future. Using input from a student interest inventory, staff observations and the student's family, a post-school outcome is determined. Annual goals in the areas of academics, independent living skills and employment are considered and then developed to lead to a post-school outcome. Students may be enrolled in the Herbert Center's Independent Living Skills program and 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 playgrounds designed for children with disabilities. 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 founded on the core belief that all students can learn and that as educators we have a moral and ethical responsibility to ensure the academic achievement of every student.

Course work is designed to not only increase student career interest, but also to help students realize the application of standards and concepts taught in core academic courses.

The elements of the Education and Economic Development Act (EEDA) and the Individuals with Disabilities Act (IDEA) are incorporated into the program curriculum. Elementary and middle school students are introduced to career awareness through integrated lesson plans presented by the classroom teacher, career lessons presented by an AAC teacher, visits to AAC, and elementary gardening. Students who enter the 8th grade or turn 13 participate in a career interest assessment and the development of an Individual Graduation Plan, as well as, a transition plan incorporated into their Individual Education Plan (IEP).

Educational programs are based on the needs of the individual student. Students can earn Carnegie Units in AAC classes, as well as, core academics.

An Occupational Credential can be earned by completing 24 units of credit from courses incorporating both state standards and the Merging Employment Transition and Academics (META) curriculum. Emphasis is placed on the development of functional language arts and mathematics skills and the application of these skills in order to lead to future employment and independent living. Course electives are based on individual student interest.

All students participate in career assessment annually and course work is adjusted accordingly to the student's career goal.

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 incorporates 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.

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

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. The form may be obtained from the Administrative Specialist in Residential Life Services. Once the form has been completed, it will need to be returned to the Administrative Specialist in Residential Life Services. (A separate form will need to be completed for each activity in which the Day Student is interested in participating.) Parents may give the completed forms to their child's bus driver, bus attendant, or to the school Administrative Specialist. Those staff members will forward the paperwork to the Administrative Specialist in 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. Also, remember to fill out a separate form for each activity. If you need more forms, you may contact either the school Administrative Specialist or the Residential Life Administrative Specialist.

If approved to stay after school, your child will first report to a residential hall and 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.

ACCESSIBILITY

Accessibility is a key element in the services that we provide and promote on campus and throughout the state. SCADB sets high standards for students and staff. For individuals who are deaf/hard of hearing, sign language is available for all special events. Likewise, for individuals who are blind, or low vision, braille, large print and a variety of accessibility technology are available throughout all programs and special events. SCADB follows all Americans with Disabilities Act (ADA) Standards to ensure all students and staff have access to buildings and programs. Interpreters, braille and large print are available at all special events.

American Sign Language (ASL) classes are available for parents and volunteers free of charge. If you are interested in available 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.

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 that 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 attempt 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 our students to participate in athletics. As a result, over 80% of our students participate in at least one sport.

SCSDB is a member of the South Carolina High School League and participates in Region IIA. We are also members 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

- Middle School Volleyball
- Varsity Volleyball
- Middle School Basketball
- Varsity Basketball
- Track & Field
- Youth Soccer
- Goalball (Blind)
- Special Olympics
- Cheer Team
- Wrestling

Sports programs for boys

- Football
- Pee-Wee Basketball
- Middle School Basketball
- Varsity Basketball
- Track & Field
- AYSO Soccer
- Goalball (Blind)
- Special Olympics
- Wrestling

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
- Football Cheer Team
- Volleyball
- first ½ of basketball
- first ½ of basketball cheer team
- first ½ of goalball
- first ½ of wrestling

Some sports such as basketball, goalball and the basketball cheer team extend beyond the 1st semester fall season and into the 2nd semester. Students have an opportunity to earn eligibility for the 2nd semester portion of those sports by earning passing grades at the end of the 1st semester. However, even upon successful completion of 1st semester grades, athletic participation will be at the discretion of the Head Coach.

Students who are not eligible to participate in 1st semester sports but trying to earn eligibility again in the 2nd semester, may practice with the team during 1st semester, but 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.

SCSDB ATHLETIC DEPARTMENT CELL PHONE AND PAGER GUIDELINES



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 it up and leave it in the dorm. If I forget to leave it locked up, I will turn it over to the coach before boarding the bus and will get it back 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 that 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 to 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 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 provide help to you in any way we can. If you have any questions or concerns regarding attendance issues or homebound services, please contact the Director of Special Education at (864)577-7521 (V/TTY).

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

LAWFUL/EXCUSED ABSENCES

Illness:

- If a child is absent one or two days, a phone call followed by a written excuse will be accepted.
- If a child is absent three or more consecutive days, a family doctor must provide a written excuse to be turned in to the school office when the child returns to school. (Any time a child has surgery or a serious illness, parents must provide a doctor's medical release to the nurse in the SCSDB Health Center a minimum of 3 days prior to the student's return.)

Some students have medical conditions or extended illnesses that may necessitate special accommodations to meet the attendance requirements. If your child has such a situation, please contact the school's Coordinator of Instruction or the Director of Special Education 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. The child must be brought back to school for the rest of the week.

Special Circumstances: Students may be excused for special circumstances with prior approval from the school's Coordinator of Instruction.

Absent Due to Out of School Suspension (OSS): Parents must return with the student to attend a behavioral conference.

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 class.

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 for their child attending 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 Coordinator of Instruction to discuss any problems they may have in transporting their child to school.

IMPORTANT REMINDER:

Please remember to send a written excuse with your student when he/she returns to school after each absence. If your student is absent and does not turn in a written excuse within 10 days, the absence will be recorded as unexcused. Phone calls are not considered as a formal excuse. A phone call must be followed with a written excuse to be considered valid.

Cumulative absences (excused or unexcused) of 10 days or more will be reviewed by the Director of Special Education for approval or disapproval. This shall apply to all students in grades K-12. Excessive absences may result in failure of a student to pass for the year. Students with a non-graded status are required to attend and follow this same policy. Excessive absences could be considered educational neglect and may be reported to the SCSSDB Family Support Specialist.

CAMPUS CARE COORDINATION

Care Coordination services are available to the families of students enrolled in campus programs through the Health & Related Services Division. The Care Coordinator works with families in the development of a care plan that links them to health, behavior, and other services (which may include outside agencies) that fully address the needs and range of concerns. Principles of care coordination reflect the central role of the family and the prioritization of their concerns in the effective care of their child. Activities of care coordination vary from family to family, but start with the identification of individual needs, strengths, and concerns with the ultimate goal of building family capacity and improving systems of care.

CELL PHONES AND PAGERS



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 are required to sign a Cell Phone 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 where you need to contact your child, parents/guardians should call the main office of the school where your 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. Character Education teaches students that character counts by emphasizing the Six Pillars of Character: trustworthiness, respect, responsibility, fairness, caring and citizenship.

CLEVELAND LEARNING RESOURCE CENTER (CLRC)

The Cleveland Learning Resource Center (CLRC) is open from 7:30 a.m. – 7:00 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 two 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, our 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. The Coordinator of Residential Education, along with the Residential Life teachers, provides instructional sessions and activities that promote character traits that are essential for living productively. The students are recognized and rewarded for displaying specific positive behaviors that represent good character. The character traits are reinforced in the reading component of our program and in various other aspects of residential life.

The policies, procedures, and standards within the Code of Conduct Manual are designed to teach students responsibility in key areas. By having proper disciplinary guidelines to aid in that instruction, we believe children mature in a positive way. Please read it thoroughly and become familiar with our expectations for your child's 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 a research-based curriculum that is aligned with the South Carolina State Department of Education Standards. Contact the Coordinator of Instruction in your child's school for information on specific coursework or additional questions. During the 2011-2012 school year, SCSDB will emphasize literacy development and communication skills.



DAY STUDENT ~ AFTER SCHOOL RULES

Day students may stay after school for planned activities if approved by the Associate Director of Residential Life. The After School Activity Form must be completed and forwarded to the Residential Life Administrative Specialist one week in advance of the selected activity. The student may ask for this form in the school office. Students who stay after school for a planned activity will be under the supervision of a Residential Life (RL) advisor and remain with other students in their age group while on campus.

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

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 RL as soon as the activity is completed. Parents are required to pick their child up from the RL program as assigned.

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.

DINING ROOM RULES

1. Good manners are to be used at all times. Students are expected to do the following:
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 and are not to be removed to another place.
7. During the school day, all students are required to go to the dining room during lunch break.
8. All 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 the meal is over.
10. Students who are unable to comply with these expectations or display poor behavior may be assigned consequences according to the SCSDB Code of Conduct.
11. No soft drinks, energy drinks or any other beverages prohibited by USDA are permitted in the dining halls during meal periods. These items will be confiscated.
12. Students are to clean their tables and return plates, cups and silverware to the dish window when meals are complete, being sure to put any trash into the proper container.
13. 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.
14. 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.
15. Students are to be courteous to each other, to teachers and to the dining room staff.

DRESS CODE

SCHOOL DRESS CODE - DURING THE EDUCATIONAL DAY

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 change of appropriate attire. Note that elementary and middle school students in the School for the Deaf are required to wear uniforms.

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 where undergarments are exposed
- 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 less than the width of four fingers, or wide off-the-shoulder tops
- Bare midriffs and backs
- Sheer leggings and tights worn as pants
- See-through garments
- Unnatural hair color/styles or make-up
- Excessively long wallet/key/pocket chains
- "Sagging" pants (*defined as the wearing of trousers so that underwear is visible*), low rider jeans where mid-drift is showing (approved if shirt is covering mid-drift 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
- Inappropriate shoes (*flip-flops, beach/shower shoes*) 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
- 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.

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

- 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

- Clothing with inappropriate words, phrases, images, printed and 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 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 in the buildings
- Other items that may be determined inappropriate by SCSDB staff

All items and clothing should be labeled with a permanent marker.
We suggest you include a written inventory in the suitcase that may be kept by the Residential Advisor.

If you have special needs and requests with regard to clothing or personal items, please contact the Associate Director for your child's residential building.

DRIVERS' EDUCATION

The drivers' education course is open to students whose physical and mental capabilities give reasonable promise of their ability to fulfill the requirement for a drivers' license. Each student should have a valid driver's permit in order to participate in the driving portion of the drivers' education program.

To enroll in a Drivers' Education class, students must be 15 years of age or older. They must provide a birth certificate, social security card (or its equivalent), and proof of home address. 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.

EXTENDED MEDICAL ABSENCE FORM

Parents are asked to notify the school office if your child is scheduled for a medical procedure or surgery, or has an extended medical absence of more than three days. In order to facilitate your child's safe return, please have your child's physician complete the Medical Return to School Release. Your school's secretary can provide this form for you. This will allow staff to understand any special services that are required for your child to access their education and to direct us when your child is ready to return to school and/or residential life. Based on the requirements, it may be necessary for parents to meet with the appropriate staff to ensure a safe return. We would like to receive this information a minimum of three days prior to the student's return.

EXTRACURRICULAR ACTIVITIES

Bock Student Activity Center	Mentor Opportunities
Church	Pony Club
Community Service	Prom
Crafts	Recreation
Dance/Performance Troupe	Service Club
Drama	Sports
Fine Arts Enrichment Classes	Student Work Program
Homecoming	Tutoring
Homework Enrichment Club	Volunteer Opportunities

The schools offer a variety of extracurricular activities. Participation is a privilege and is subject to review.

FAMILY SUPPORT SERVICES

The Family Support Specialist (FSS) provides many services depending on the needs of the students and their families. The central focus of this service is to maintain the safety of our students. Family support services makes every effort to assure that each student is comfortable and safe whether the related issues stem from school or home.

SCSDB employees are required by law to report any known or suspected instances of abuse and/or neglect of school students. All reports of any suspected abuse go to the Family Support Specialist. The Family Support Specialist then meets with the student and follows required procedures including reporting to the Child Protection Agency at the Department of Social Services. All reports are held with utmost confidentiality.

If anyone needs to make a report, they can contact the Family Support Specialist at 864-577-7513 (TTY), or via Relay by dialing 711 and giving the operator the FSS office number (864-577-7513).

FIELD TRIPS

Field trips are a regular part of the SCSDB experience. Trips are planned to support classroom learning, to support fine arts and/or 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 arts.

Students in the School for the Multihandicapped have visual art and music classes available to enrich their educational program. These classes are offered during the day or in the after school fine arts enrichment program. Each year students enjoy participating in a variety of performances to show what they have learned during the year. Some students enjoy participating in the Manual Transmission performing group along with students from the School for the Deaf. Some students participate on the Jr. Flag Line Team or the SCSDB Color Guard. These groups allow opportunities to perform both on campus and off campus throughout the state of South Carolina. In addition, students enjoy participating in numerous community and state-wide art competitions and have often had their art displayed throughout the state.

In the School for the Blind, students have the opportunity to attend music or visual arts classes. The Choral Ensemble choir is a favorite activity for many students, while others enjoy learning instruments such as guitar or African drums. Numerous opportunities are available to learn about music in the newly renovated Performing Arts room, and the art studio provides a variety of opportunities to create including textured art and 3-D design. Theatre is also a favorite with annual productions or classroom drama activities that coordinate with units of study.

In the School for the Deaf, students may take classes in visual art or dance. Students are provided with opportunities to learn about drawing, painting, printmaking and sculpture in the art studio. Dance students study dance history, as well as a variety of dances such as swing, tap, and jazz. Many students enjoy drama and participating in our popular school dramatic performances. Through the Fine Arts Program, students have performed across the entire state of South Carolina, and regularly enjoy participating in our annual dance programs at the end of each year.

The new after-school Enrichment Classes provide campus-wide opportunities for middle and high school students to receive specialized instruction with guest artists, dance teachers, and community volunteers. Currently, some of the classes offered include various dance troupes, recyclable and 3-D art, African drumming, community service, chorus, and drama.

Art doesn't just happen in the art room. SCSDB is an ABC (Arts In Basic Curriculum) site. As the recipient of a South Carolina Arts Commission Grant, SCSDB teachers utilize the arts campus-wide in their classrooms to teach content areas such as math, science, social studies and language. Occasionally, guest artists (Artists in Residence) come to SCSDB to teach students specialized skills and expand their learning opportunities. They often come to perform for each school and to provide art related workshops. These Artists in Residence often provide new concepts that are used to enhance what is being studied in the classroom.

At SCSDB, our Art Program theme proudly confirms: "Every Child is A Masterpiece!" All SCSDB students are provided opportunities in the arts to increase student achievement.

FUNDRAISING

Students may only participate in fundraisers on campus that are approved and sponsored by SCSDB. Fundraisers must be supervised by a staff person. Authorization from the school Coordinator of Instruction, President and the Walker Foundation Chief Executive Officer must be obtained before fundraising begins.



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

The grievance procedure shall be followed for Level 3 and Level 4 consequences only. A written letter by the student and/or parent must be presented to the appropriate school Coordinator of Instruction or the Director of Residential Life within 48 hours of receiving the consequence. A decision will be made by the Director of Curriculum and Instruction. Students are required to follow the behavior consequence/option given by a staff member until the matter is resolved.

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 its students in a safe and orderly environment whether it be in a classroom, in other areas on campus, on a school bus or other agency-related vehicle, at an agency-sponsored activity or any other program or function where the agency is responsible for the student.

Harassment, intimidation or bullying is defined as a gesture, electronic communication, or a written, verbal, physical or sexual behavior reasonably perceived to have the effect of:

- (a) harming a student physically or emotionally, damaging a student's property, or placing a student in reasonable fear of personal harm or property damage

- (b) insulting or demeaning a student or group of students causing substantial disruption in, or substantial interference with, the orderly operation of the school

Any student who feels he/she has been subjected to harassment, intimidation or bullying is encouraged to report a complaint to their school Coordinator of Instruction 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. The agency 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 PLANS / EMERGENCY ACTION PLANS (EAP)

Students at SCSDB may have an Individual Health Care Plan (IHP). The SCSDB nursing staff will work with parents/guardians as needed to discuss the student's individual needs and if an IHP is appropriate. An IHP will meet 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, diabetes mellitus, diabetes insipidous, or seizures. Other conditions may require an EAP, however the nursing staff will assess your child's individual needs to help make the determination.

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. All medications are to be handled per school and nursing procedures. The school employs LPN's or RN's across all three shifts, in addition to having a doctor on call and present on campus four mornings a week. If you have questions, please contact the Health Center or the Herbert Center Nursing Station for more information.

HEALTH CENTER / HERBERT CENTER NURSING STATIONS

SCSDB provides around-the-clock nurses at two campus locations: (1) the Health Center located mid-campus, and (2) the Herbert Center Nursing Station. Nurses administer medications and provide limited treatments as prescribed by a physician. The nursing staff also provides treatment for minor injuries and illnesses as needed. At the Health Center, an infirmary is available to provide short term care for students with minor illnesses, or as a place for a student with a more serious illness or injury to be monitored until family can arrive and 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.

If your student has surgery or other extended illnesses, be sure to ask the SCSDB Health Center for an Extended Medical Absence Form. You may call the Health Center at 864-577-7675 and a nurse will send a form to you.

HOMEBOUND INSTRUCTION (MEDICAL HOMEBOUND)

If a student has an acute or chronic medical condition that prevents him/her 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 disabilities.

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 illness or a family emergency, homework will be provided for pick up. Upon returning to school, students are responsible for collecting their missed assignments from their teachers, and completing 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

Middle School - up to 60 minutes per day and long term projects as appropriate

HIGH SCHOOL

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 absence, complete missed homework assignments and turn in on time

Homework Guidelines for Parents

- As partners with SCSDB, you are encouraged 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. ID's 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 ID's.

INDIVIDUAL EDUCATION PROGRAM (IEP) **IEP MEETINGS AND GOALS**

Every student at SCSDB has an IEP and meets annually to review their plan. Parents and students help develop their goals for the student during the IEP meeting and are considered critical members of the IEP Team. Parents are given the opportunity to choose a time and date convenient for meeting to encourage participation in the IEP process. A team approach is also used to help the student meet the goals created in their IEP. In addition to special education classroom teachers, students may also be provided with speech therapy, occupational therapy, physical therapy and other related services to assist the student in making progress towards their individualized goals. The goals set in the IEP meeting are measured and progress reports are sent home every 9 weeks.

IN SCHOOL SUSPENSION (ISS)

In-school suspension may be used, when available, as a form of discipline when a student's behavior is in violation of school policies and regulations. In-school suspension will provide school personnel an opportunity to temporarily remove students from class while allowing the student to continue working on assignments.

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 the areas of other students.

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 own locker. School administrators may search a student's locker if they have a reasonable suspicion that the locker holds any items that are illegal, or items that pose a hazard to the safety of either students or the school.

MAINSTREAM PROGRAMS

SCHOOL FOR THE BLIND

Participation in the Mainstream Program is one of several education placement options at the South Carolina School for the Blind for students who are academically oriented. In order to maintain eligibility for this program, students' academic achievement must indicate the ability to make continued progress in that setting with appropriate supports. Students must also comply with the SCSDB Code of Conduct with minimal infractions. Additionally, there should be a satisfactory attendance record.

SCHOOL FOR THE DEAF

Students in Pathway I who are working toward a state high school diploma, may be mainstreamed to a cooperative public school for part of the academic day. SCSDB provides transportation, interpreting services, and tutoring services for those students. Students may enroll in academic and vocational classes that are not traditionally offered at SCSDB. Any student admitted to the program must maintain a C average or better, and demonstrate mature behavior with only minor infractions of the Code of Conduct allowed at either SCSDB or the public school. Student placement is determined by evaluation of SCSDB grades, test scores, teacher recommendations, IEP Team, and approval from the School for the Deaf Coordinator of Instruction along with other SCSDB administrative staff.

MEDICATIONS

In order to ensure your child's health and safety while at school, and to maintain our compliance with state and federal laws, we have developed the following medication procedures for students attending SCSDB.

- Send only enough medicine with your child to last for one week. We cannot accept more than a 31-day supply.
- Do not send over-the-counter medicines to school with your child. Our Medical Director has approved standing orders to treat almost any minor illness or injury your child may have while attending school. We keep a supply of approved medicines in both the Health Center and the Herbert Center nursing stations.
- A doctor's order must accompany vitamins, nutritional supplements or herbal medications used by your child. If you send an over-the-counter medication, we need a prescription for the medication.
- If your child will be spending a weekend with a friend or relative, or participating in a field trip or sporting event, please send medicine to last your child until he or she returns back home. Please be advised if your student attends an off campus event, he/she may receive medication from a trained Unlicensed Associative Personnel (UAP) in accordance with the State Board of Nursing Advisory Opinion #52. These people are trained each year and are 'certified' to provide medications to students when nurses are not normally scheduled (Example: out of state field trip, weekend events, etc.).
- Medications are transported on the buses under certain rules. All medications must be in the **original prescription bottle properly labeled by the pharmacy** with the student's name and medication dosage. Medications sent in old prescriptions bottles will not be dispensed until a proper package has been received by the nurse.
- Medications must be immediately handed to a bus attendant upon entry on the bus. Medications are not to be transported by the student to school. Any questions from parents about medications must be discussed directly with the Nursing Administrator or one of the staff nurses.
- If you and/or your student's physician think the student is able to carry certain medications (i.e. inhalers, eye drops) and safely administer the medicine to themselves, you must obtain special written permission. The nursing staff must see your student administer the medication and sign off. These forms are available by request.

Students **MAY NOT HAVE ANY MEDICATIONS IN THEIR POSSESSION** unless otherwise noted in the student's Individual Healthcare Plan and the proper documentation is present as a part of the student's medical records.

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.

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 sports, activities, parties, or classes. Additionally, they are not allowed to attend any off-campus school related events during an OSS suspension. The only reason permitted to return to campus prior to the end of an OSS suspension will be to attend a conference with parents and a school administrator. School Resource Officers or Security personnel will remove the student from the area if he/she attempts to rejoin campus activities while under OSS suspension.

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, give or revoke consent for services, file formal complaints, request mediation, file for due process hearing, give or deny permission for release of records, etc. However, when a child reaches the age of 18, 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 unless a court order is on file that determines the student is not capable of making their own decisions.

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 rights 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 Policy for Appointment of Surrogate Parent is available in the office of the Special Education Director. If you would like to receive a copy of that policy 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 office
- 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

<u>First offense:</u>	Two-week suspension of driving privileges
<u>Second offense:</u>	One-month suspension of driving privileges
<u>Third offense:</u>	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 his/her 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 him/her for failing to participate. Any person who does not wish to participate, may leave the classroom or remain in his/her seat. The person may express his/her non-participation in any form that does not materially infringe upon the rights of others and disrupt school activities.

PROGRESS REPORTS

Progress reports 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 date that reports will be sent home is noted on this annual school calendar.

PROMOTION POLICY

Promotion to the next grade is based on fulfillment of curricular requirements, mastery of IEP goals and objectives, and state-required attendance. The IEP Team (including the student and parents) makes a determination regarding which Pathway is appropriate for the student: (1) Pathway I Program ~ SC High School Diploma, (2) Pathway II Program ~ Occupational Credential, or (3) a Certificate of Achievement. 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 the occupational credential program must complete the requirements set in the Pathway II program (listed in the **Curriculum Pathways** section) to receive an Occupational Credential. Students in all programs are permitted to attend school until they complete their program 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. Areas known to be problematic (around lockers, restrooms, auditoriums or stages, and the Cleveland Resource Learning Center) will be closely monitored to make sure appropriate and safe behavior is followed.

PUBLIC SAFETY

SCSDB considers the health, safety, and welfare of every student to be a top priority and therefore we provide Security 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 Welcome Center's Main Entrance. In case of an emergency, you may contact the Security Officer directly by calling the Welcome Center at (864) 577-1111.

Educational and Residential Life staff are trained and certified in the Nonviolent Crisis Intervention (NCI) 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 NCI program to ensure a well rounded program that will further establish the safety of all of our 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. Rules about thefts can be found in the SCSDB Code of Conduct.

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, palm pilots, DVD players, digital cameras of various types, and electronic games. The school cannot assume responsible for loss, theft or breakage of items brought to school.

RESIDENTIAL PROGRAM INFORMATION

Academic Support

As a continued commitment to the school instructional program, SCSDB provides academic support, homework assistance, and individual tutoring. These services may be offered through our Residential Teachers or volunteers. The students also adhere to an Academic Support Policy that outlines restrictions for performing at a substandard level in school.

Purpose of Academic Support – To ensure that every student performing at substandard level (D's and F's) re-establish their priorities, devote more time to studying, and improve their grades.

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 their 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 their 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. 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 Coordinator of Residential Education, along with the Associate Directors and Residential Teachers, will coordinate the curriculum that students will follow. 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 | Making Beds |
| Cleaning | Time Management |
| Cooking | Washing Clothes |
| Grocery Shopping | Other skills as needed |
| Ironing Clothes | |

SCSDB encourages parents to identify Independent Living Skills they would like their child to learn and contacting their child’s Associate Director to share those ILS areas. Those skills may include specific or unique challenges, adjustments, accommodations, or individual modifications that will best allow your 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
- **Tipping 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 their child. At the beginning of each year (normally during registration) the Residential Advisor and parents discuss those 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 the Residential Advisor 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/Out Procedures

Middle school and high school students are to sign the daily sign in/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.

END OF RESIDENTIAL PROGRAM INFORMATION

RESIDENTIAL STATUS

If a student lives within the areas served by our day buses, the student will be considered a day student. Other students may be considered for residential status.

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. You may request additional forms from Residential Life Services by calling 864-577-7820.
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 day students by Residential Life Services staff, day students will be considered for residency in the halls on a case-by-case basis. Upon completion of a **Permission to Participate in After School Activities Form** by the Parent/Guardian, and upon approval by an Associate Director, the day student may be allowed to stay in one of the residential halls. Communication from Residential Life Services will confirm the approval and determine in which residential hall the day student will reside.

* If the after-school activity for which your child is participating runs late into the evening, an overnight stay may be required. A **Day Student Overnight Request 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 Life Services will confirm the approval and determine in which residential hall the day student will reside.

SAFE SCHOOL CONCEPT

Our students are our most precious resource. Safe schools are everyone's concern and responsibility. SCSSDB 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. Our 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.

SCSSDB prohibits students from having guns, knives, lighters, illegal drugs, alcohol, and cigarettes. Harassment, intimidation, or bullying will not be tolerated on school property, school buses, or during school-related activities.

Emergency Procedures

Each building has written emergency procedures, which will be followed as required. Earthquake, tornado, and fire drills are regularly scheduled for each building. Lockdown procedures are practiced by staff on a periodic basis, and annual bus evacuation drills are conducted with both staff and students. Staff receives annual training on emergency procedures.

SCHOOL IMPROVEMENT COUNCIL (SIC)

The School Improvement Council (SIC) serves as an advisory committee to SCSDB's Coordinators of Instruction and faculty. Unlike PTA/Os and other voluntary school organizations, the SIC is mandated by law to exist in every public school in South Carolina. The SIC will be made up of two elected parents from each school, who will serve on a two year rotation basis, a Coordinator of Instruction, teacher and student representative. The meetings will be held quarterly. 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 Coordinator of Instruction in order to join the SIC.

SEARCH AND SEIZURE

Students do not lose their constitutional rights upon entering school premises. The Fourth Amendment to the United States Constitution protects all citizens, including students, from unreasonable searches. However, students and their belongings are subject to reasonable searches and seizures on school property when administrators have probable cause to believe:

- illegal possessions are being contained
- possessions contained may pose a hazard to the safety of the students, staff or school

Only school administration or their designees may conduct such searches within the constitutional parameters outlined above unless demanding circumstances exist which require another staff member to take immediate action for safety reasons.

School Lockers and Desks – All lockers are the property of the school. School officials may conduct searches of lockers in accordance with publicized administrative rules.

Motor Vehicles – The privilege of bringing a student-operated motor vehicle onto school premises is conditioned on consent by the student driver to allow a search of that motor vehicle when there is reasonable suspicion for a search of that motor vehicle. School officials may conduct searches of motor vehicles in accordance with publicized administrative rules.

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.

Otoacoustic Emission Testing (OAE) – A non-invasive, non-behavioral test of the integrity of the outer hair cells of the inner ear. Results can determine the feasibility of amplification.

Behavioral Services

The goal of Behavior Services is to assist the educational, professional and residential programs of SCSDB through the assessment, promotion, training and/or 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 enabling the increase of appropriate replacement behaviors, thereby improving the quality of the personal and academic life of the students served. We offer a continuum of services from the intensive one-on-one behavior intervention to the development of behavioral contracts and environmental modifications.

Counseling

Counseling services are available for all students on campus. Counseling can help students adjust to a new school setting, learn how to solve problems and make responsible decisions, and improve socialization skills and make friends. Students are seen in both individual and group setting. Parents or staff may refer students for counseling, or the student may self-refer. Counselors develop Individual Graduation Plans for each student in grades 8-12 based on student interviews and assessments. An Individual Graduation Plan involves collaboration with parents, students and the school to develop goals for successful transition into the workforce.

Occupational Therapy (OT)

Occupational Therapy helps students benefit from their educational program by identifying and addressing deficits in occupational performance found in play, school/work, and self-care activities of daily living. Occupational therapists help young children develop the skills needed to explore and interact with their environment, to play, and to begin to perform self-help skills such as feeding and dressing. For the school-age child, occupational therapists continue to address development of play and self-help skills but also treat deficits that interfere with development of academic skills such as drawing, writing, and using scissors. As students progress to middle and high school, occupational therapists may also address pre-vocational and home management skills. 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, and student and care giver training.

Orientation and Mobility (O&M)

Orientation and Mobility services are offered through IEP programs for students of all ages and 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, directional and positional terms to sighted guide skills, long cane techniques and street crossing skills.

Physical Therapy (PT)

Physical Therapists help students learn to increase their level of independence for mobility, mastery of gross motor skills, medical rehabilitative equipment management, and rehabilitation after an injury or surgery. Physical therapists teach students how to walk between classes or use assistive devices, as needed, transfer on and off school indoor furniture and playground equipment, use stairways, and travel over various terrains safely. They also help students improve their developmental gross motor milestones to a level similar to their same age peers. They help families and students select and safely operate a variety of assistive devices including but 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. Treatment methods are similar to those used in Occupational Therapy.

School Psychology

The SCSDB's Department of School Psychology assists in the academic and behavioral development of deaf and blind students through formal evaluations, observations, counseling and consultative services. These services may be procured by the SCSDB faculty and staff, parents of existing students, and school districts throughout the state of South Carolina.

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 in both individual and group settings, in addition to classroom intervention. 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, as well as other forms of communication.

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

Palmetto Assessment of State Standards (PASS)

(For students in grades 3 - 8)

In accordance with Act 282 (passed by the State Legislature in June 2008), the South Carolina Department of Education developed a new statewide assessment program, known as the Palmetto Assessment of State Standards (PASS) for students in grades three through eight. The PASS results will be used for school and school district accountability purposes beginning with the 2008-2009 school year. It will also be used for federal accountability purposes (No Child Left Behind Act). PASS is aligned to the state academic standards and includes tests in writing, English/Language Arts (reading/research), mathematics, science, and social studies.

The writing test is scheduled to be administered over two days during the days of March 20–21, and the remainder of the tests in May. Parents will receive a copy of their child's scores through their school office in the fall of the next school year.

PASS details and specific test dates can be found at: <http://www.ed.sc.gov/agency/Accountabilty/Assessment>

High School Assessment Program (HSAP)

(For students in grade10 or higher)

The purpose of HSAP testing is to assess South Carolina academic standards in English/Language Arts and mathematics courses. Students take the HSAP test for the first time in the spring of their tenth grade year. In order to earn a South Carolina High School Diploma, students must pass both HSAP tests with a score of 200 or higher to demonstrate proficiency in those areas prior to graduation. All high school students will participate in HSAP testing unless they meet the state qualifications for alternate assessment (see the section on SC-Alt below).

The standards assessed on the HSAP are outlined in the HSAP ELA Test Blueprint and HSAP Math Test Blueprint, which can be found in the website:

<http://www.edu.sc.gov./agency/Accountability/Assessment/old/assessment/programs/hsap/index.html>

South Carolina Alternate Assessment (SC-Alt)

(Students in grades 3 – 8 and grade10)

The SC-Alt is an alternate assessment available for students with significant cognitive disabilities who are unable to participate in the general assessment program even with accommodations and/or modifications. Those students participate in the SC-Alt program using alternate achievement standards. The assessment includes a series of performance tasks that are linked to the grade level academic standards, although at a less complex level.

End of Course Examination Program (EOCEP)

(Students who take specific courses: English 9, Algebra 1/Applied Math Tech II, Physical Science, and US History/Constitution – as of fall 2010 Biology replaced Physical Science.)

The South Carolina State Department of Education and Education Oversight Committee have mandated a series of end-of-course examinations that high school students must take for English 9, Algebra I, Mathematics for the Technologies 2, Physical Science, Biology 1, Applied Biology II and US History/Constitution. Each examination will be administered to the students at the end of the semester in which they are scheduled to complete the course. The tests are aimed at raising academic standards and better preparing graduates to compete in the workplace and postsecondary education.

All public middle school, high school, alternative school, virtual school, adult education, and home school students enrolled in corresponding EOCEP academic courses, regardless of course name or number, must take the appropriate EOCEP tests. End of course tests figure in as 20% of student's grade toward to their course grade. Students' scores will be reported on their transcripts and score reports will be sent to parents.

To provide students with a reasonable time to transition from Physical Science to Biology, the South Carolina Department of Education will continue to offer and support the end-of-course exam in Physical Science through spring 2011, and students may fulfill the graduation requirement with Physical Science as the required science course. To count as a graduation requirement the Physical Science credit must be earned no later than spring 2011 and the Physical Science end-of-course assessment must have counted as 20% of the student's grade in the course.

College Entrance Exams

SCSDB offers several opportunities for students to take exams that will help prepare them for college and careers. Students participate in the following exams as part of our comprehensive preparation program:

EXPLORE (State-funded)

(8th graders)

This exam helps students to plan their high school courses, prepare for the ACT, or choose a career direction. Since the State covers the costs of the exams, all the students in Deaf and Blind divisions must take the exam. The purpose of this is to help you know what your child will expect in his/her Individual Graduation Plan.

PLAN (State-funded)

(10th graders)

This assessment helps students prepare further for the ACT, and helps them prepare for a successful outcome in college and beyond. The PLAN test acts as a preliminary practice test given before college entrance examinations such as the ACT. Since the State covers the costs of the exams, all the students in Deaf and Blind divisions must take the exam. The purpose of this is to help you know what your child will expect in his/her Individual Graduation Plan.

ACT

(11th & 12th graders)

Successful performance on the ACT is a widely accepted college entrance requirement for Juniors and Seniors. Students are responsible for covering the cost incurred with taking the ACT test. ACT must be scheduled at SCSDB. Registration and other college entrance information are available from the Testing and Textbook Coordinator.

TESTING ACCOMMODATIONS

All students with disabilities who are in grades 3-8 (or ages 8-13) and in grade 10 (or age 15) must participate in testing as stated above, except College Entrance Examinations. A student's Individual Education Plan or 504 Plan team may determine that a student needs certain testing accommodations individual to participate in standard testing that will allow the student's knowledge and skills, rather than disabilities, to be assessed. Testing accommodations must be those used by the student in instruction and classroom assessment throughout the school year. However, some instructional accommodations may not be allowable on the state assessment if they change the content that is tested.

Therefore, SCSDB allows specific permitted testing accommodations for all students who have Individualized Educational Plans (IEP). The testing accommodations outlined on the IEP must also be regularly used during instructional time. Any and all accommodations, modifications, adaptations, or supports that the individual student receives during classroom instruction may also be used in the statewide or district testing programs, if selected and placed in the IEP. If other than the state-approved accommodations/modifications are used in the classrooms, appropriate paperwork must be completed prior to taking the test/assessment.

Testing Schedules

TESTING ASSESSMENT	ADMINISTERED TO
Brigance (district)	Pre-Kindergarten – 12 th grades
MAP (district)	K-12 th grades (Deaf & Blind Schools only)
SC-ALT (state)	See above explanation – 3 rd - 8 th and 10 th grades
PASS (state)	3 rd – 8 th grades
EOCEP (state)	See above explanation 9 th - 12 th grades
HSAP (state)	10 th – 12 th grades

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, damage to school property, personal needs, expenses for graduation, etc. Parents who wish to add money to their student's account may send a check or money order payable to SCSDB 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. Students are not permitted to borrow money from other students or staff.

STUDENT COUNCIL

SCSDB 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 be good role models for other students.

STUDENT RECORDS

SCSDB maintains educational information on each student as part of the educational process. Access to this information is controlled based on the Family Education Rights and Privacy Act (FERPA), the Individuals with Disabilities Education Act (IDEA) and the Health Insurance Portability and Accountability Act (HIPAA) as appropriate. These laws include requirements for privacy and confidentiality, parent access to educational records, parent amendment of records, and information regarding destruction of those records.

"Education records" are broadly defined as those records, files, documents, and other materials, which contain information directly related to a student are maintained by an educational agency, by an institution, or by a person acting for such agency or institution

Personal notes and memory aids that are used only by the person who made the notes are not considered to be educational records.

Parents and adult students (age 18 and over) have a right to inspect and review their own educational records. This right to "inspect and review" includes the right to have copies of records and to receive explanations and interpretations from school officials. Agencies must comply with requests to inspect and review records within forty-five days.

Generally, schools are required to have written permission from the parent or adult student to release any information from a student's education record. If a parent or adult student want to share records or have records transferred, they can make a request through our Records Department at 577-7540.

FERPA does, however, allow schools to disclose education records without consent to the following parties or under the following conditions:

- school officials with legitimate educational interest
- other schools to which a student is transferring
- specified officials for audit or evaluation purposes
- appropriate parties in connection with financial aid to a student
- organizations conducting certain studies for or on behalf of the school
- accrediting organizations

- to comply with a judicial order or lawfully issued subpoena
- appropriate officials in cases of health and safety emergencies
- state and local authorities, within a juvenile justice system, pursuant to specific state law

Educational records may be accessed in the individual school offices only by authorized employees considered to have legitimate educational interests. Any other person obtaining access to education records is required to sign a log which states their name, the date access was given, and the purpose for which the person was authorized to use the records.

Schools are also permitted to share “directory” information without consent. Directory information includes items such as a student’s name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, parents and adult students have the right to request that SCSSDB not share directory information. If you prefer this information not be shared without your consent, you will need to make a request in writing to your school principal or Coordinator of Instruction. Information may no longer be shared as of the date the written request was received.

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. SCSSDB staff members, parents, and volunteers 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 is required prior to the student’s return to campus in order to ensure that proper supports are in place.

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.

Every student is treated as an individual and their needs are met by highly qualified instructors with appropriate certifications to meet those needs. Many of our teachers hold multiple certifications. Faculty and staff members are also trained in educational best practices through site-based professional development, hands-on workshops, and conferences. With such high standards and qualifications, our teachers are able to utilize these practices to create an optimal environment conducive to learning.

Additionally, SCSSDB 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 our 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.

We are privileged to be able to offer your students the education they will need for success throughout their lifetime. We truly “embrace the possibilities.”

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 our classrooms, their ability to serve students depends on the responsible and ethical use of them by every student.

“Acceptable use” of these systems means use consistent with the instructional goals of the agency. If you break “acceptable use” rules, you may lose the privilege to use both classroom computers and/or the Internet. 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 teachers may be using in class.

Student 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 you have questions about the legality of using software, text, graphics, or music you find online, ask your teacher or media specialist for guidance.
- Keep your password secret – You will be held responsible for all computer activities associated with your password. For example, if you share your password with your friend and he/she signs on as you and breaks one of the rules outlined above, you may be held responsible.
- Do not give out personal information on the Internet. Never give out your phone number, social security number, full name, age, home address, or any other personal information.

On-Line Profiles

Students should understand that material posted on Facebook, MySpace, You Tube 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. S.C.S.D.B reserves the right to bring disciplinary action against students for photos or other content that violates S.C.S.D.B standards of conduct.

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

Your child has 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.

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.

TEXTBOOKS FEES AND RULES

State Approved Textbooks

The Textbook Depository is located in the Hall Dorm. The Textbook Coordinator (Testing and Textbook Coordinator) will be responsible for assigning the textbooks to the students and the teacher will place the student's name inside the textbook on the appropriate line in the checkout form. The Textbook Coordinator will assign the textbooks by scanning the barcode of the textbook and the individual student's barcode at the beginning of the school year. Teachers will be responsible for monitoring the textbooks throughout the school year to ensure that students continue to keep their textbooks in their possession. If a teacher finds a student to be without a textbook, the teacher must report a missing textbook to the Textbook Coordinator. At the end of the school year, teachers will bring students with their textbooks to Hall Dorm to have their barcodes scanned and ensure textbooks are properly credited and returned to the inventory.

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 removable type of cover as long as the cover meets the Code of Conduct rules.

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 Textbook Coordinator to see if the lost book was forwarded to the school office. If a book is still considered lost, the student will be charged a fee equal to the full price of the book and 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 and then to the Textbook Coordinator. The office will notify the Textbook Coordinator with the barcode number and the Textbook Coordinator will let the office know to whom the textbook belongs. The Coordinator of Instruction or teacher will discuss the issue of responsibility in taking care of the textbook with the student.
- **Late Returned Books:** A book return day will be announced for books each year. Books returned after that date will still be accepted if returned to the classroom for 3 days after the end of the semester, or at the end of the school year. After the 3 day period has passed, there will be a 5-day grace period. During the grace period, a late fee of \$1.00 per textbook, per day will

be charged. Books not returned within that time will be treated as a lost textbook and the student will be charged full price for the textbook.

Payment for Lost/Damaged/Late Returned Books

- Payment should be made within 10 days after discovering the textbook to be lost or damaged. Checks should be made payable to SCSDB with “textbook” written in the explanation line. Payment should be sent to the Textbook Coordinator. If the book is found after it is paid for, a refund will be given if both the receipt and the textbook are returned to the Textbook Coordinator on or before the closing of the school year and/or before the end of the grace period. NO REFUNDS will be issued after the closing of the school year.

TOBACCO PRODUCTS

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. (This subject is included in the Code of Conduct Manual.)

SCSDB 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.

TRANSCRIPT / TRANSFER FORMS

Seniors completing college applications may get help from the Transition Coordinator, the Career Development Facilitator, or appropriate counselors. Students needing transcripts for college or planning to transfer to another school may contact the Records Department to arrange for the transmission of required documents.

Parents or adult students are required to sign a permission form to release records before any educational records may be shared with others. 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 in the STUDENT RECORD section.

If you would like to request records to be shared or transferred, you may contact the Records Department at 864-577-7540 to obtain a permission form.

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 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 your bus driver's directions and 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 inappropriately followed by Code of Conduct.
- 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 Coordinator of Instruction to get off at another bus stop

After leaving the bus:

- Stay at least 10 feet from the bus at all times (designated stop)
- When you are crossing in front of the bus follow these precautions:
 - Wait 10 feet from the bus at the side of the road,
 - Wait for the bus driver's signal,
 - Check the traffic, and
 - Then cross
- 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 Coordinator of Instruction 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 SCSDB students, require written permission from the parent and approval of the Coordinator of Instruction.

No students or former students may transport current students without written parental/guardian permission prior to transporting the student.

Off Campus Visitors After School Hours

SCSDB reserves the right to limit visitations by non-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 over the area you plan to visit
- Visitors are required to register at the front security gate and display a guest pass
- Visitors are also required to sign in at the dormitory they are visiting upon arrival
- Visitors must follow all school and traffic rules and regulations while on campus
- Overnight visitations are not permitted in the residential halls
- Anyone requesting to take a student off campus must present written permission from the student's parents/guardians to the student's Associate Director
- The Associate Director reserves the right to refuse any request
- 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. On campus visitations are for specific educational or program purposes, not for socialization.

- 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.

WALKER FOUNDATION

The Walker Foundation was established 31 years ago as a nonprofit charitable organization for the purpose of supporting the programs and services of the South Carolina School for the Deaf and the Blind. The Walker Foundation works to build partnerships with individuals, corporations, foundations and local businesses to help secure financial support and in-kind donations to benefit SCSDB.

For more information on The Walker Foundation visit our 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 your child's 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

During registration you will receive this information as a magnet card. It is suggested that you place this in a convenient location so you may find it easily during an emergency.

WEBSITE INFORMATION

The South Carolina School for the Deaf and the Blind is pleased to provide a school website. 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.

WEEKEND HOME VISITS

Students may visit friends/classmates for weekend visits with written permission from both parents if parents provide transportation.

If students will be riding SCSDB school buses for weekend visits, the following rules will apply:

- Forms must be completed and given to the Coordinator of Instruction 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 for same genders (boys may only visit with another boy's family, and girls may only visit with another girl's family)
- Visits must be approved by the school Coordinator of Instruction and the Director of Transportation
- The form may be found in the school office

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

YEARBOOK / SCHOOL PICTURES

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.

Yearbook

The SCSDB Yearbook is produced and edited by the students and staff here on our campus. The project is coordinated by the Career and Technology Education Department, and yearbooks are sold annually in the late spring and early fall.

A flyer/order form, including cost and availability, will be available to each student through the Career and Technology Department and through the school website. Students and staff are encouraged to purchase the school yearbook as a keepsake of special friends, school events and memories that will last a lifetime.



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

You may also contact:

- Educational Services Department
(864) 577-7558

or

- Director of Special Education
(864) 577-7521