MISSION STATEMENT

In partnership with our community, Richland School District Two prepares all students for success by providing meaningful, challenging, and engaging learning experiences.

Beliefs

The four squares: **Learning, Character, Community** and **Joy** are at the heart of our district and school goals, objectives and strategies.

**Learning** is the cornerstone on which all that we do in Richland Two is built. Educating our students is the highest priority for the district. We strive to provide an innovative environment to allow our students the opportunities to thrive both in and out of the classroom. The other three squares help to support this key square.

**Character** for both our students and staff are the building blocks to a great education. Character in our staff sets the example for our students which in turn creates positive productive members of our society. Without character learning would not be possible.

Public schools cannot go it alone. We know the power of working with our entire **community** — parents, taxpayers, businesses, faith-based organizations, government entities and elected officials. These and many other partners all play an essential role in the education of our students. Working together, we provide the real-world knowledge our students need to be productive members of society.

What is success without celebration? We believe that honoring our accomplishments and sharing in the **joy** of a job well done promotes future success. Just as fans revel in a game won, our Richland Two family should take time to revel in the great achievements made by our students and staff. A joyful environment produces happy and productive people who embrace innovation and learning.
DIVISION OF HUMAN RESOURCES
763 Fashion Drive
COLUMBIA, SC 29229
803.787.1910

SUPERINTENDENT
Baron Davis, Ph.D.

ASSISTANT SUPERINTENDENTS
Marshalynn Franklin, Ed.D.
James Ann Sheley, Ed.D.
Keith Price

CHIEF HUMAN RESOURCES OFFICER
Shawn Williams

EXECUTIVE DIRECTOR PERSONNEL SERVICES
Karen P. Lovett, Ed.D.

HUMAN RESOURCES SUPERVISOR
Lori Lewers
Dear Valued Substitute Teachers,

Thank you for playing an integral role in Richland School District Two’s educational process. You bring to our classrooms your life experiences from diverse professional and geographical backgrounds. Undoubtedly, we serve nearly 28,000 students who benefit from the important services you consistently provide. Currently, there are over 600 substitute teachers who answer the call and partner with us to fill in for our teachers when needed.

Since assuming the role of superintendent, I have shared with staff and the community a vision that is centered around three universal goals—Culture and Environment, Talent and Achievement. These are an extension of our “Four Squares to Success” plan which includes Learning, Character, Community and Joy. I believe each square must overlap and intersect with the other in order for our school system to continue to progressively grow.

In Richland Two, we treasure our partnerships with students, families, employees, community and businesses. You are an essential partner entrusted to have a meaningful impact on the success of our students. It is our goal to provide the support you need to also be successful. This handbook offers information that should assist you in becoming more knowledgeable about the district and the services provided. We hope you will find this resource beneficial to your classroom effectiveness and overall Richland Two experience.

Thank you for being a part of our team.

Sincerely,

Dr. Baron Davis, Ph.D.
Superintendent
Substitute Teachers

- Professional
- Positive
- Prepared

Follow the four squares to a successful year!
<table>
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<td>Map</td>
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<td>Payroll Calendar</td>
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<td>District Overview</td>
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INTRODUCTION

Welcome to Richland School District Two. As a substitute teacher, you are a vital member of our professional staff and will have a significant impact on the lives of many children.

Our intent is to have you enjoy your work assignments and have students continue with their lessons in the absence of the regular classroom teacher. This handbook will help you to understand many of your responsibilities and help you locate resources that are available to you. It will make your job less frustrating by knowing what is expected of you, how to handle discipline problems, where to look for information, and when to call for assistance. Overall district information is included, as well as specific information from each elementary, middle, and high school.

Substitute teachers are requested on an as-needed basis during the school year. The Human Resources Office will process the approval of substitutes. Please feel free to ask for help when you need it. School administrators, faculty and staff, as well as District Office personnel, will assist you and answer any questions you may have.

We are pleased to have you on our substitute staff and look forward to working with you. We wish you every success in your substitute teaching endeavors and assure you of our support.

Important Phone Numbers

Absence Management System................................. 1.800.942.3767
Substitute Teacher Services Office ....................... 803.738.3258
Payroll Office ...................................................... 803.738.3281
Safe School Line .................................................... 803.736.8756
District Administrative Office......................... 803.787.1910
Inclement weather/ school closings ...................... www.richland2.org
Local Radio and TV Stations

Absence Management Online
http://www.aesoponline.com/login2.asp
RICHLAND SCHOOL DISTRICT TWO
2019-2020 CALENDAR

JULY 2019

AUGUST 2019

SEPTEMBER 2019

OCTOBER 2019

NOVEMBER 2019

DECEMBER 2019

JANUARY 2020

FEBRUARY 2020

MARCH 2020

APRIL 2020

MAY 2020

JUNE 2020

8/13–20 Teacher Workday/Inservice
8/16 District Inservice for Teachers
8/20 Step-up To Sixth & Fresh Start
8/21 First Day of School for Students
9/2 Labor Day/District Holiday
9/27 Early Dismissal for Middle & Elementary Parent/Teacher Conferences
10/16 Early Dismissal for Middle & Elementary Parent/Teacher Conferences
10/17 District Inservice for Teachers/No school for students
10/18 School Holiday/245+ Employee Workday/POTENTIAL MAKE-UP DAY
10/25 End of First Nine Weeks
11/27–29 Thanksgiving Break
12/19 Early Dismissal for Middle & Elementary
12/20 First Day of Winter Break/245+ Employee Workday
12/23–31 Winter Break
1/1–3 Winter Break
1/16 Half-Day for All Students/End of First Semester
1/17 Teacher Workday/Inservice
1/20 Martin Luther King Jr. Day/District Holiday

2/14 Early Dismissal for Middle & Elementary
2/17 Presidents Day/District Holiday/POTENTIAL MAKE-UP DAY
3/13 School Holiday/245+ Employee Workday/POTENTIAL MAKE-UP DAY
3/25 End of Third Nine Weeks
4/9 Early Dismissal for Middle & Elementary
4/10 Teacher Workday/Inservice/POTENTIAL MAKE-UP DAY
4/13–17 Spring Break
5/25 Memorial Day/District Holiday
6/4 Half-Day for All Students
6/5 Half-Day for All Students
6/6 Teacher Workday/245+ Employee Workday

KEY

- DISTRICT HOLIDAY
- SCHOOL HOLIDAY 245+ EMPLOYEE WORKDAY
- TEACHER WORKDAY / INSERVICE
- EARLY DISMISSAL AT MIDDLE & ELEMENTARY
- STUDENTS IN SCHOOL
- HALF-DAY FOR TEACHER COLLABORATIVE PLANNING
- HALF-DAY FOR ALL STUDENTS
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<th>PHONE 1</th>
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<th>PRINCIPAL/LEAD TEACHER</th>
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<td>Talma Jackson</td>
<td>2621 A Clemson Rd., Columbia 29229</td>
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<td>Bethel-Hanberry Elementary</td>
<td>691-6880</td>
<td>691-6883</td>
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<td>Tracy Footman</td>
<td>Debbie Moates</td>
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<td>Bookman Road Elementary</td>
<td>699-1724</td>
<td>699-0892</td>
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<td>Dr. Kendra Hill</td>
<td>Cassandra Wormack</td>
<td>1245 Bookman, Elgin 29045</td>
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<td>Bridge Creek Elementary</td>
<td>462-3900</td>
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<td>Kristen Eubanks</td>
<td>Anna Bailey</td>
<td>121 Bombing Range Road, Elgin 29045</td>
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<tr>
<td>Cawthaw Trail Elementary</td>
<td>699-3501</td>
<td>738-7530</td>
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<td>Jennifer Gillespie</td>
<td>Norah Reilly</td>
<td>1080 Old National Highway, Elgin 29045</td>
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<tr>
<td>Center for Achievement @KMM</td>
<td>691-7216</td>
<td>691-7214</td>
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<td>Kimberly Hutcherson</td>
<td>Dixie Blocker</td>
<td>1000 Lake Carolina Drive, Columbia 29229</td>
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<tr>
<td>Center for Inquiry @SFM</td>
<td>699-2969</td>
<td>699-2963</td>
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<td>Lyn Mueller</td>
<td>Angie DeBeaugrine</td>
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<tr>
<td>Center for Knowledge @ELW</td>
<td>699-2966</td>
<td>699-2967</td>
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<td></td>
<td>Jessica Agee</td>
<td>Ashley Daniel</td>
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<tr>
<td>Center for Knowledge North @MRM</td>
<td>691-4895</td>
<td>691-3085</td>
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<td>Jessica Agee</td>
<td>Bridgette Branson &amp; Karla Shelton</td>
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<tr>
<td>Conner Elementary</td>
<td>736-8720</td>
<td>699-3688</td>
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<td>Paula China</td>
<td>Alexandria White &amp; Barbara Pinski</td>
<td>8040 Hunt Club Road, Columbia 29223</td>
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<tr>
<td>Forest Lake Elementary</td>
<td>782-0470</td>
<td>738-7365</td>
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<td>Dr. Kappy Steck</td>
<td>Melissa Robinson</td>
<td>6801 Brookfield Road, Columbia 29206</td>
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<td>Jackson Creek Elementary</td>
<td>790-3800</td>
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<td>Dr. Sabina Mosso Taylor</td>
<td>Chloe Abbes</td>
<td>7150 Trenholm Road Ext., Columbia 29223</td>
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<td>Keels Elementary</td>
<td>736-8754</td>
<td>736-8773</td>
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<td>Alvera Butler</td>
<td>Lynn Bookert &amp; David Sutton</td>
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<tr>
<td>Killian Elementary</td>
<td>699-2981</td>
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<td>Stacey Franklin</td>
<td>Lauren Sheffman</td>
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<td>Lake Carolina Lower Elementary</td>
<td>714-1300</td>
<td>714-1301</td>
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<td>Dr. Andrea Berry</td>
<td>Laurie Cannon</td>
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<td>Lake Carolina Upper Elementary</td>
<td>691-3360</td>
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<td>Jeff Williams</td>
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<td>Langford Elementary</td>
<td>691-4091</td>
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<td>Kaseena Jackson</td>
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<td>736-8730</td>
<td>699-3672</td>
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<td>Karen Beaman</td>
<td>Stacy Branham</td>
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<td>North Springs Elementary</td>
<td>736-3183</td>
<td>699-2732</td>
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<td>Rashad Adams</td>
<td>Latarsha Wilson</td>
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<td>Polo Road Elementary</td>
<td>419-2226</td>
<td>462-2173</td>
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<td>Dr. Cassandra Bosier</td>
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<td>Ann Jungclaus</td>
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<td>Jeanne Tucker</td>
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<td>Sandlapper Elementary</td>
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<td>Windsor Elementary</td>
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<td>Denise Quickel</td>
<td>Carmita Capers</td>
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<td>Blythewood Middle</td>
<td>691-6850</td>
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<td>Karis Mazyck</td>
<td>Tracy Martin &amp; Tammy Murray</td>
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<td>Dent Middle</td>
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<td>Tamala Ashford</td>
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<td>691-7210</td>
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<td>Muller Road Middle</td>
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<td>Wright Middle</td>
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<td>Tiffany Manning</td>
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<td>Blythewood High</td>
<td>691-4090</td>
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<td>Matt Sherman</td>
<td>Melody Cooke-McDuffie</td>
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<td>Richland Northeast High</td>
<td>699-2800</td>
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<td>Ridge View High</td>
<td>699-2999</td>
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<td>Khatriya Latten-Ford</td>
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<td>Spring Valley High</td>
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<td>Sandy Marcotte</td>
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<td>Westwood High</td>
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<td>Dr. Cheryl Guy</td>
<td>Jessica Inbody</td>
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<td>RJ2J</td>
<td>738-3326</td>
<td>738-3269</td>
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<td>Kevin Alberse</td>
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<td>Blythewood Academy</td>
<td>691-6890</td>
<td>691-4396</td>
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<td></td>
<td>Dr. Marilyn Frederick</td>
<td>Phyllis Davis</td>
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## 2019-20 PAYROLL SCHEDULE

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<td>September 30, 2019</td>
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<td>JUNE 15, 2020</td>
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DATES REFLECTED SUBJECT TO CHANGE

Employees enrolled in direct deposit should have their pay deposited in their financial institution account by 2:00 PM on the payroll date. Employees not enrolled in direct deposit should receive a check mailed to their permanent address on file one day prior to the district’s payroll date.
Student Assignment
In general, students must reside in Richland School District Two with their parent(s) or legal guardian(s) in order to be eligible for enrollment. To ensure that students are qualified for enrollment, the district requires the parent(s) or guardian(s) to furnish proof of residency in Richland School District Two. Enrollment also requires a copy of the student’s birth certificate, a valid South Carolina Certificate of Immunization, a student’s social security number and previous report card and/or transfer sheets from the school the student is leaving.

Attendance
In South Carolina, children are required to attend a public or private school from age five until their seventeenth birthday. If a parent chooses not to send his or her child to kindergarten, a waiver must be signed. Parents or guardians may also elect to teach their children at home under S.C. home schooling law if the instruction is approved by the Board of Trustees of the District in which the children reside.

There are 180 days in a school year. Students are allowed no more than ten (10) general absences. Additional absences may be approved under certain circumstances. State attendance regulations limit the total number of student absences for any combination of reasons to a maximum of 20 days, which applies to kindergarten through grade 12. At the high school level, additional attendance requirements may be set for each course.

Kindergarten
Children who will be five years old on or before September 1st must enroll in public or private kindergarten, unless the parent or legal guardian signs a waiver or the children are being home schooled. A parent must present the following at registration: a state-issued birth certificate and a valid South Carolina Certificate of Immunization for all students prior to their enrollment. Parents are also requested to have their child’s social security number.

First Grade
Any child, unless they are being home schooled under S.C. home-schooling law, who will be six years old on or before September 1, must enroll in first grade. Requirements for enrollment are the same as for entrance in kindergarten.

Immunization
A valid South Carolina Certificate of Immunization must be presented for all students prior to their enrollment. Immunizations against diphtheria, whooping cough, tetanus, polio and red and German measles are required. Certificates of Immunization can be obtained from the Richland County Health Department at 1305 Harden Street or from a private physician.

Bus Transportation
South Carolina state law mandates that school districts provide transportation for students living a minimum of 1.5 miles away from the school attended. In keeping with this law, Richland District Two provides bus transportation for its public school students in grades one through twelve and in certain kindergarten programs.

School Breakfast and Lunch
All schools serve breakfast and lunch. Students may buy lunch daily or purchase weekly tickets. Substitute teachers must pay for their lunches each day and may not “charge” their lunch expenses. Parents should fill out appropriate forms on the first day of school if they think their child qualifies for free or reduced price meals. Applications for each student should be returned to the principal as soon as possible.

School Closing Procedures
The decision to close or postpone school will be made early in the morning and the media will be notified by 6:00 a.m. Please listen to local radio or TV stations for an announcement about school closings and postponements. The information will also be posted on the district’s website. Please do not call the school or the District Office.

Magnet Schools and Centers
In 1991 Richland Two introduced its first magnet, The Learning Collaborative (TLC), a program for motivated and high-achieving students at Dent Middle School. Over the course of the past 27 years, the magnet offerings have grown to 39 unique and dynamic programs aimed at engaging all types of learners. More than 50 percent of district students participate in magnet programs.

For more information including frequently asked questions and a schedule of school information nights, please visit the Choice Program page at www.richland2.org. Using the online Choice Application, parents may apply each January and May for placement that will take effect the following school year.

Visit www.richland2.org and select the bold blue links to learn more about each program. You can also visit the program’s website. Watch a short informational video about each on the Richland Two YouTube channel.

Elementary School Magnet Programs & Centers

Academy for Civic Engagement (ACE) at Nelson Elementary: The Academy for Civic Engagement at Lonnie B. Nelson Elementary will prepare children to become contributing members of our democratic society and responsible citizens of our community and our world.

Medical, Engineering, and Discovery through Arts Magnet School (MED) at Bridge Creek Elementary: Bridge Creek (MED) Medical, Engineering, and Discovery Through Arts Magnet School offers students the opportunity to explore medical, engineering and arts careers. A Medical Lab to support student awareness and learning of health and wellness, an Engineering Robotics Lab to engage students in hands-on learning, and a school Makerspace to emphasize student collaboration and creativity are just some of the new academic centers made possible through an MSAP grant. In addition, MED at Bridge Creek will encompass the Arts to support student mastery in varying content areas and implement AVID
school wide to build student success with research based instructional strategies.

Center for Achievement (CFA) on the Kelly Mill Middle School Campus: The Center for Achievement philosophy is that every student can be successful. We are designed to work with students who learn differently. We strive to take struggling students and produce satisfaction and achievement rather than frustration and failure.

Center for Inquiry (CFI) on the Summit Parkway School Campus: As a Professional Development School, CFI unites the district with the University of South Carolina to create a unique learning environment in a small school setting.

Center for Knowledge (CFK) on the E.L. Wright Middle School Campus: The CFK curriculum is meant to be accelerated and challenging. Classrooms are rich in literature with a focus on structuring literacy so that students develop good lifelong habits in reading, writing and working independently.

Center for Knowledge North (CFK North) on the Muller Road Middle School Campus: The CFK North curriculum is meant to be accelerated and challenging. Classrooms are rich in literature with a focus on structuring literacy so that students develop good lifelong habits in reading, writing and working independently.

Dual Language Immersion (DLI) at Polo Road Elementary School: DLI will provide students the opportunity to begin second language acquisition in a meaningful context. For its inaugural year, DLI will be available to kindergarten students. The program will expand by one grade level each subsequent year, reaching full (K-5th grade) implementation in the 2020-21 school year.

L.W. Conder Elementary Arts Integrated Magnet School: Conder Elementary is a whole-school magnet and the only arts magnet in the district. It's motto is Students Through The Arts Reach Success.

Elementary Learning Collaborative (eLC) at Forest Lake Elementary: The Integrated Curriculum Model from the College of William and Mary provides the foundation for the Elementary Learning Collaborative at Forest Lake Elementary. Students will be immersed in units of study that provide an interdisciplinary approach to instruction that will deliver multiple opportunities for the application of 21st century learning skills: communication, collaboration, critical thinking, and creativity. In-depth instruction in all curricular areas will be supported through inquiry, research, and authentic problem-based learning activities.

Montessori at Pontiac: The Montessori Magnet at Pontiac is a school within a school Magnet Program located in Pontiac Elementary School. It consists of five Primary, four Lower Elementary and three Upper Elementary classrooms serving students from three years old through fifth grade in a multi-aged setting.

Joseph Keels School of Entrepreneurial Leadership (SEL): The School of Entrepreneurial Leadership will equip students to be financially literate and economically competitive in today’s rapidly changing global economy. The school uses a project-based curriculum, aligned with South Carolina standards, to introduce relevancy into learning by incorporating real-world experiences where students apply classroom learning to real-life situations.

NASA Explorer School (NES) at Forest Lake Elementary: Forest Lake NASA Explorer School is a whole school magnet program utilizing the resources of NASA to instill an interest in STEM programs. NASA Resources are integrated in our curriculum throughout the school in K-5th grade.

Science Technology Engineering & Mathematics School (STEMS) at North Springs Elementary: Science, Technology, Engineering and Mathematics School at North Springs is all about problem-solving. We live in an increasingly complex world, and our children must be superlative thinkers and learners. STEMS provides an academically rigorous core curriculum enhanced with hands-on investigations and field studies. Thematic units ensure the seamless connections between language arts, reading, social studies, math and science, while providing experiences that feature the meaningful use of technology and 21st Century Skills. Students cultivate critical thinking strategies necessary to create practical solutions.

STEAM Leadership Academy at Killian Elementary: S.T.E.A.M. is an acronym for Science, Technology, Engineering, Arts, and Mathematics. As a S.T.E.A.M. School, we focus on these subjects to help our students gain the skills required to succeed as 21st Century Learners. This includes the ability to think critically, solve complex problems, and create purposeful products utilizing the latest technology.

Windsor Elementary International Baccalaureate World School for the Primary Years Programme: Encourages international-mindedness in IB students, developing global thinkers. Encourages a positive attitude to learning by engaging students in inquiries and developing their awareness of the process of learning so that they can become lifelong learners. Reflects real life by encouraging learning beyond traditional subjects with meaningful, in-depth inquiries into real life issues based on the Transdisciplinary Themes. Emphasizes, through the IB Learner Profile, the development of the whole student - physically, intellectually, emotionally, and ethically.

Middle School Magnet Programs and Centers

Offered at Dent Middle School
Fine Arts Media Literacy Program (FAME): All Students at Dent Middle School have an opportunity to participate in the FAME program through their co-curricular class time. Sixth grade students will explore many of the FAME areas. At the end of the sixth grade year, these students will choose an arts major that they will follow throughout the rest of their years at Dent.

The Learning Collaborative (TLC): TLC serves high-achieving and highly motivated students by immersing them in a rigorous, intellectually stimulating academic environment. The foundation of TLC is the emphasis on higher order thinking skills through the integration of the academic disciplines.
TWO Academies: Single Gender Program:
Learning in a single-gender environment will reduce the pressures of the middle school years, as well as provide a rich educational opportunity while defining the unique genius of your child. This magnet program boasts a rigorous curriculum, filled with hands-on learning activities.

Offered at Kelly Mill Middle School
Kelly Mill, Inc.: With its complex and accelerated but also developmentally appropriate and engaging curriculum this magnet is geared toward honors and advanced students. INC. teachers seek to strengthen students’ abilities to think inventively, solve problems, communicate, research, and create finished products. This magnet has an emphasis on business and economics.

Med Pro Magnet School: Kelly Mill is the only middle school in the district offering a rigorous STEAMM curriculum. In the new Med Pro school-wide magnet at Kelly Mill, students will collaborate through inquiry-based learning activities in science, technology, engineering, and medical collaborative projects. Med Pro also offers a “Minute Clinic” in partnership with the USC Arnold School of Public Health where students work with health professionals to learn more about careers in health science. The challenging curriculum focus is balanced by “The 7 Mindsets” character education program for building social and emotional skills to become healthy, lifelong learners.

Offered at Longleaf Middle School
The School for Zoological and Botanical Studies (ZooBot) at Longleaf Middle: The ZooBot magnet program provides opportunities for students to explore the natural world, develop an appreciation and respect for living things and the environment, and make a difference for future generations.

Longleaf Engineering Arts Program LEAP):
Longleaf recognizes the need to prepare students for a rapidly changing world. In response, we have engineered our curriculum to focus thinking on problem solving as our students are immersed in the concepts of Science, Technology, Engineering, Arts, and Math.

Offered at Muller Road Middle School
Leadership Academy @ Muller Road Middle: Leadership Academy @ Muller is an innovative academic program with a strong integration and emphasis on developing and cultivating leaders. As a district magnet program, it provides a rigorous honors-level curriculum based on E.D. Hirsch’s Core Knowledge with an emphasis on school, community, and global leadership skills called Core Competencies.

Offered at Summit Parkway Middle School
STEM Institute of Design and Innovation (SIDI): The STEM Institute of Design and Innovation (SIDI) is a magnet program focused on science, technology, engineering, and math education for up to 80 students per grade level.

Academy of Exercise Physiology and Sport Medicine: The goal of The Academy of Exercise Physiology and Sports Medicine is to prepare our students to pursue careers related to the support of healthy lifestyles and to guide students in becoming role models for exemplary health and wellness.

Offered at E.L. Wright Middle School
E.L. Wright Middle International Baccalaureate World School for the Middle Years Programme:
E. L. Wright, a middle school of academic excellence, in alliance with parents, businesses and community, seeks to prepare 21st century learners to be successful in a global society through engaging and challenging academic opportunities. IB is a whole-school magnet program.

Leadership Academy at Wright (LAW): The Leadership Academy at Wright is an innovative academic program with a strong integration and emphasis on developing and cultivating leaders. It couples the Core Knowledge curriculum with an emphasis on leadership skills. It is a school-within-a-school.

High School Magnet Programs & Centers

Offered at Richland Northeast High School
Cavplex - Convergence Media: The Convergence Media program provides students an elective program in which they use the most up-to-date tools and techniques in communication and journalism.

Palmetto Center for the Arts (PCA): The district’s Fine Arts magnet, PCA includes dance, music, theatre, and visual arts. The innovative and comprehensive curriculum provides students a strong foundation to enter top-level colleges, universities or conservatories. It is the recipient of the John F. Kennedy Center Creative Ticket award for outstanding achievement in arts education.

Horizon: The Horizon magnet program is a rigorous, four-year course of study for the most academically talented students to ensure their success during and after high school.

International Baccalaureate aims to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

Offered at Ridge View High School
Arts Innovation for Medical Sciences Magnet (AIMS): A new STEAMM magnet, The Ridge View High School Arts Innovation for Medical Sciences Magnet (AIMS) offers all Ridge View students the opportunity to participate in the science, technology, engineering, arts, mathematics, and medical curriculum as well as benefit from AVID instructional strategies. With the implementation of the STEAMM magnet, a medical simulation lab and classes in advanced biomedical topics will prepare students for post-secondary education in healthcare. For students interested in the Arts, guest artists are scheduled to work with students throughout the year and a Black Box theatre will regularly showcases student talents. Other areas of career focus include engineering, sports medicine, master hair care and barbering, web design, and entrepreneurship.

Institute for Health Sciences: The Institute for Health Sciences (BioHealth Science or Allied Health Sciences) is designed to provide learning opportunities and real world experiences in mathematics, science, and technology related fields through a rigorous academic
program enriched with innovative, collaborative case-based scenarios. It is one of six Project Lead the Way certified Biomedical Sciences Program in South Carolina.

Scholars Academy Magnet for Business & Law: The Ridge View Scholars Academy Magnet is an energetic learning community of highly motivated students committed to achieving the goals of a challenging academic curriculum focused on Business and Law.

Offered at Spring Valley High School: Discovery: The Discovery Program is a four-year Honors/AP program designed for students with motivation, interest, aptitude and commitment to academic excellence.

Explorations: This four-year College Prep level magnet program is designed for motivated college-bound students who have an interest and aptitude in technology, math and science.

Offered at Westwood High School: Institute of Research Engagement and Design (iRED): The Institute for Research Engagement and Design is a whole-school magnet where students engage in design-based learning and research focused on science, technology, engineering, arts, and mathematics.

Studio D: Studio D empowers students to think critically and creatively, take risks, innovate, and collaborate on relevant design challenges. Rigorous interdisciplinary learning experiences allow students to learn key academic content, exceeding state standards and bringing content to life through project-based learning and design-thinking strategies.

Regular Academic Programs

Early Childhood
The Center for Child Development is operated as a single program with at least one class in every elementary school. This unique concept in education has the advantage of keeping the early childhood program close to the child’s home and keeping each child in a small setting.

Elementary School
Elementary students, K-5, have an extensive program in language arts, mathematics, science, and social studies enriched by technology. Students also study health, safety, music, art, and physical education. Emphasis is placed on active, hands-on learning. In each school, a media center supports the instructional program.

Middle School
The middle school curriculum emphasizes and reinforces basic skills in language arts, mathematics, science, and social studies. Course offerings are expanded to include instrumental and choral music, art, health, physical education, foreign language, drama, and keyboarding. An intramural program provides athletic activities.

High School
The high school curriculum not only challenges students who go on to college but also provides job-ready skills for those who enter the workforce after graduation. Wide choices of educational experiences enriched by technology are offered in English, mathematics, social studies, science, health, physical education, fine arts, foreign languages, office occupations, and career technology education. For the academically talented, all high schools offer honors and Advanced Placement courses.

Accelerated Programs
The district offers multi-dimensional advanced programs for academically and artistically gifted students. The model in the elementary school is one full day per week pull out program serving students in grades 2-5. It is called ALERT, and offers the students enrichment and acceleration opportunities. In the middle school, students are served through magnet programs and honors classes in their areas of strength. All of our high schools offer honors and AP (Advanced Placement) classes.

Preschool Program for Children with Disabilities
In accordance with state and federal law, children who meet the eligibility criteria may be served beginning on their third birthday. Special education and related services are provided in various settings and in conjunction with other agencies through several cooperative agreements. This program also coordinates the Child Find screening clinics throughout the year.

Instructional Support Services
A variety of teaching, learning, and programming options are provided for students ranging from three to twenty-one with disabilities. Each student who is evaluated and identified as disabled follows an Individualized Education Plan (IEP) developed by the school and parents. The IEP is designed to meet the unique needs of each student. Students with disabilities are mainstreamed into the classroom to the greatest extent possible. Instructional Support programs are available in all District schools. The Instructional Support Services Department also coordinates psychological services.

Lifelong Learning (Adult Education)
Lifelong Learning gives adults the opportunity to upgrade reading, writing, and mathematics skills. It also allows adults to earn a high school diploma or High School Equivalency diploma and Career Ready Credentials (WorkKeys). English for speakers of other Languages (ESOL) classes are offered for students whose native language is not English. Computer classes are also available. All services are offered through the W.R. Rogers Adult, Continuing, and Technology Education Center for a minimal or no cost.
DISTRICT INFORMATION
Board of Trustees
Richland School District Two is governed by a seven-member Board of Trustees elected by the citizens of Richland County. The Board determines policy and delegates executive, supervisory, and instructional authority and responsibility to its employees as appropriate.

Policies and Rules of the School District
Copies of Richland School District Two’s board policies may be obtained from the District’s website at www.richland2.org. To access the policies, click on “School Board” and then “Board Policies.”

Equal Opportunity Employment
Richland Two is an equal opportunity employer and does not discriminate on the basis of race, color, religion, national origin, disability, pregnancy, age, sex, sexual orientation, gender identity status, or any other protected characteristic as may be required by law in admission to, access to, treatment in or employment in its programs and activities.

Substitutes with concerns about policies, practices, or conditions that may violate this District policy should communicate their concerns to their immediate supervisor or to an appropriate person in the Human Resources Department.

Salaries and Wages
Richland Two employees and substitutes are paid according to district policies, rules and procedures from salary and wage schedules adopted by the Board of Trustees. District payroll dates are semi-monthly, on the 15th and the last day of each month (refer to Payroll Schedule). If the 15th or the last day of the month falls on a weekend or holiday, pay is issued the preceding Friday or workday. You may review and print your payroll stubs on MyHR. The initial check issued to substitute teachers will be mailed one (1) day prior to the district payroll date to the permanent home address on file. No paper paycheck stubs are issued with direct deposit.

Salary Deductions
Social Security – A percentage of total earnings, as defined by the federal government, will be deducted up to the maximum amount.
Medicare Tax – A percentage is paid on all wages as defined by the federal government.
State and Federal Income Taxes are withheld according to schedules provided by the State and Federal governments.
Retirement – Substitute teachers may elect to participate or not to participate in the South Carolina Retirement System by doing so online. If you fail to choose whether or not you will participate in the retirement system, you will be automatically enrolled as a member. However, any active employee who has money on file or any PEBA retiree must participate at a withholding rate set by South Carolina state law.

Active Substitute Teacher List
Substitute teachers who have worked zero “0” days within the current school year will be removed from the active substitute teacher list at the end of the school year. It will be necessary for inactive substitute teachers to reapply. This includes successful completion of a background investigation. Substitutes teachers must work at least twenty days within the 2018-2019 school year to remain active.

Address & Name Changes
In the event there is a change in your name or address, send notification via email to llowers@richland2.org (include full name in email) or in writing to the Human Resources Supervisor, Richland School District Two, Substitute Teacher Office, 124 Risdon Way, Columbia, SC 29223. If we do not have a valid telephone number or current address on file for you, your name will be removed from the active substitute teacher list. It will then be necessary to reapply for your employment application prior to working again. Requests to be rehired as a substitute teacher may be conditioned upon the successful completion of a background investigation.

Tuberculin Skin Test
As a District substitute teacher, you must have on file a 5TU PPD tuberculin skin test on a DHEC Form 1420. A licensed physician must complete the test and sign the “Certificate of Evaluation for Tuberculosis” - DHEC Form 1420. This form must have a physician’s signature. A licensed nurse may initial forms with a stamped signature.

Accident Responsibilities
As part of its risk management program, Richland School District Two has various liability and property insurance policies in effect. Should you be involved in, observe, or become aware of any incident where a student, volunteer, member of the public or employee (including temporary employees, substitute teachers and student teachers) sustains an injury or the District’s property is damaged, you should report the incident immediately to the school’s principal or his/her designated representative and cooperate with any accident investigation authorized or conducted by the district.

Worker’s Compensation
All substitute teachers of the school district are covered by worker’s compensation insurance. The provisions of the benefit are to provide insurance to the substitute in cases involving injury resulting during the performance of a work assignment. All injuries must be reported to your supervisor immediately. The School District is self insured with respect to worker’s compensation. All benefits will be paid directly by the School District. Benefits are processed by an independent, third-party administrator.

Solicitations
Substitutes shall not use District time or facilities in connection with any personal activity for themselves or any other business, either for profit or nonprofit.

Separation
Certain violations of Richland School District Two policies or procedures may result in the immediate removal of any substitute from the District’s active substitute list, even on the first offense. The following list is not exhaustive, but provides examples of violations that may result in your removal from the District’s active substitute list:

- Reporting to work under the influence of, or
consum ing alcoholic beverages or narcotics at work
• Inappropriate physical contact with students
• Improper or inadequate supervision of students
• Improper, inappropriate, or unprofessional relationships with students
• Improper, inappropriate or unprofessional behavior
• Fighting on the job
• Refusing to follow directions or perform reasonable work assigned by the supervisor
• Falsifying pay or work records
• Theft, unauthorized use, or destruction of Richland District Two or another individual’s property
• Use of profane, abusive, or derogatory language
• Possession of firearms or other dangerous weapons on School District property
• Unacceptable performance

Performance Evaluation Procedure
As a Richland School District Two Substitute Teacher, you are responsible for becoming familiar with the Substitute Teacher Handbook that will assist you in understanding many of the responsibilities of your work assignments. If your performance is considered unacceptable at any location, a school’s principal or designee has the option of completing a Site Administrator Evaluation form recommending your exclusion from future work at that location. Please note that concerns with your performance as a substitute teacher may require your immediate removal from our active substitute teaching list. Depending on the nature of the concern, substitute teachers are allowed no more than three (3) exclusions from any schools in the District before you are placed on the inactive substitute list.

Political Activity
No substitute employee will use school system facilities, equipment or supplies, engage in campaign activities on or off school ground, during school hours, or display or distribute campaign materials in any school or on school property in the District.

Complaints of Sexual Harassment, Intimidation or Bullying
Sexual harassment or inappropriate conduct of a sexual nature directed at students, either male or female, by District employees, substitutes, other students, volunteers or third parties associated with schools is strictly prohibited. Such conduct is considered a violation that is disorderly, disruptive, and/or criminal in nature and will not be tolerated.

Any employee or substitute who engages in such conduct may be subject to disciplinary action, up to and including a recommendation for termination or permanent removal from the District’s active substitute list. A student who engages in such conduct may be disciplined up to and including expulsion. All school employees, including substitute employees, are required to report alleged violations of this policy to the principal or his/her designee immediately.

Sexual harassment may be generally defined as unwelcome (as determined based on the age of the student) sexual advances, requests for sexual favors, and written, spoken, or physical conduct of a sexual nature. Inappropriate conduct of a sexual nature directed towards students will also not be tolerated. For further information regarding the District’s policy related to the prohibition of sexual harassment of students or inappropriate conduct of a sexual nature directed towards students, refer to Board Policy JI, Student Rights and Responsibilities, and its accompanying Administrative Rule.

Any student who believes he or she has been subjected to sexual harassment or inappropriate conduct of a sexual nature by an employee, substitute, another student, a volunteer, or a third party, is encouraged to file a complaint in accordance with Board Administrative Rule JI-738. For details and further information, see Board Policy JI (contact the District’s Title IX Coordinator, at 803-738-3302 if you need further information). All complaints will be investigated promptly. Students who file such complaints, or any individuals who provide information relevant to such a complaint, will not be subject to retaliation or reprisal in any form. Students who have knowledge that sexual harassment or inappropriate conduct of a sexual nature directed at students is or may be occurring, will need to notify the school’s principal, a school counselor, or a school administrator immediately.

If a substitute teacher feels victimized by sexual harassment, or inappropriate conduct of a sexual nature, he or she should report the concern to the Principal at the substitute’s work site or the District’s Human Resources Office immediately. Substitutes who file such complaints will not be subject to retaliation or reprisal in any form. All appropriate steps will be taken to correct or rectify the situation.

Harassment, intimidation or bullying of students is prohibited. Harassment, intimidation or bullying is defined as a gesture, electronic communication or a written, verbal, physical or sexual act reasonably perceived to have the effect of the following: harming a student physically or emotionally or damaging a student’s property, or placing a student in reasonable fear of personal harm or property damage; or 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 believes he or she has been subjected to harassment, intimidation or bullying, as defined in State law and Board Policy JICFAA (Harassment, Intimidation or Bullying), is encouraged to file a complaint in accordance with Policy JICFAA/JICFAA-R. Reports may be made anonymously. Complaints will be investigated promptly and thoroughly. Students who file such complaints or any individuals who provide information relevant to such a complaint will not be subject to retaliation or reprisal in any form. Appropriate disciplinary action will be taken against any individual determined to have engaged in such conduct towards a student.

If any information or conduct is brought to a substitute’s attention, including the substitute’s own observation,
that could constitute harassment, intimidation, or bullying of a student, the substitute shall report such information to the principal or his/her designee immediately.

**Use of Alcohol and Tobacco**
The school district is committed to providing a drug and alcohol-free learning environment and workplace. Drug and alcohol abuse at school or in connection with school-sponsored activities on or off school grounds threatens the health and safety of our students, employees, and substitute employees and adversely affects the educational mission of the schools.

**Drug free workplace policy**
The following represents Richland School District Two’s policy concerning substance abuse in the workplace or during a district or school-related activity (also see Board Policy GBEC, Drug and Alcohol-Free Workplace and Schools, and its Administrative Rule). This policy applies to all employees and substitute employees of the district.

“Workplace” means the site for the performance of work, including but not limited to, school or the district premises, school or district owned or approved vehicle or sites of school or district activities.

“Substance” means alcohol or any narcotic drug, depressant, stimulant or hallucinogenic drug, amphetamine, barbiturate, marijuana, any counterfeit drug, imitation controlled substance, “lookalike” substance, synthetic drug or designer drug (bath salts and synthetic marijuana) or any other controlled or illegal chemicals.

- No school district employee or substitute employee will manufacture, distribute or dispense or in any way transfer possession of alcohol or any illegal substance while on school premises, including district vehicles, or at any school planned activity. Further, no school district employee or substitute employee will be under the influence of alcohol or possess or be under the influence of any illegal drug while in the workplace. Violation of this policy is grounds for dismissal and will result in immediate suspension or permanent removal from our active substitute list.

- Any employee or substitute employee who, when requested by his/her supervisor to do so for cause, refuses to submit as herein prescribed to an established drug and/or alcohol test for the illegal use of drugs and/or alcohol or who shows a positive result from such test will be subject to dismissal from employment or permanent removal from the district’s active substitute list.

- All employees or substitute employees will be tested upon "reasonable cause" for the use of alcohol or controlled substances, i.e. drugs/alcohol test, when requested to do so by the employee's or substitute employee's immediate supervisor.

"Reasonable cause" means that the employee's and/or substitute employee’s supervisor believes the actions, appearance or conduct of an employee or substitute employee are indicative of the use of alcohol or a controlled substance.

- The human resources director will obtain and make available to all employees or substitute employees information concerning the dangers of substance abuse as well as the names and addresses of area drug counseling and rehabilitation programs.

The Chief Human Resources Officer will notify all district employees or substitute employees that, as a condition of employment, the employee or substitute employee will do the following:

- Abide by the terms of this policy.
- Notify the district of any criminal drug statute or alcohol conviction for a violation occurring in the workplace no later than five days after such conviction.

**Tobacco Free Schools**
The board believes that tobacco use and exposure to secondhand smoke (environmental tobacco smoke) are hazardous to the health of human beings, especially children. Therefore, the board affirms that Richland School District Two will establish a 100 percent tobacco-free, smoke-free environment for all students, staff and visitors within all of its facilities, vehicles, grounds and at all sponsored events (also see Board Policy GBED, Tobacco Free Schools, and its Administrative Rule).

Richland School District Two prohibits the use and/or possession of all tobacco products or paraphernalia on school grounds or at school sponsored events, by all students, staff, substitute staff, and visitors. Tobacco products include, but are not limited to, cigarettes, cigars, pipes, bidis, kreteks, smokeless tobacco, snuff, and alternative nicotine products such as e-cigarettes.

**Employee Safety Commitment**

**THIS WILL NOT HURT YOU A BIT...** In fact, the general safety practices in this commitment are designed to prevent serious injuries to yourself and co-workers. The District takes a very active interest in the safety of its employees and substitute employees. Please review this brief overview of work area precautions.

**Most Common ways to be Injured on the Job:**

<table>
<thead>
<tr>
<th>Student Aggression – Fights in school</th>
<th>Improper lifting, pushing, pulling</th>
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<tbody>
<tr>
<td>Improper Housekeeping</td>
<td>Improper use of safety protection equipment</td>
</tr>
<tr>
<td>Failing to warn others</td>
<td>Using faulty equipment</td>
</tr>
<tr>
<td>Unsafe positions</td>
<td>Slips, Trips &amp; Falls</td>
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</tbody>
</table>
**Safety—On Our Terms**

- New employees or substitute employees should discuss work procedures with their supervisors before beginning their assignment.
- Wear protective equipment (hard hats, eye guards, respirators, gloves, etc.) as required, for your own protection.
- Wear suitable shoes in good repair.
- Take advantage of safety training when available.
- Do not operate, repair or adjust mechanical or electrical equipment unless you are authorized and qualified.
- Employees and substitute employees should be aware of the violent behavior of some of the students and use caution when interacting with them.
- It’s your back. Back injuries are painful. You should know your limitations. To prevent pulled muscles, get help when lifting heavy loads.
- Use proper positioning – keep your back straight, lift with your legs, and carry the load close to your body. Never twist your back while lifting or carrying a load.
- Watch your balance when pulling, pushing, or prying especially in an elevated work area. Do not jump from elevated areas.
- Maintain your work area. Keep it clean and organized. Watch footing to avoid slips and falls. Wipe up spilled fluids immediately. Keep walkways clear of debris, tools and materials.
- Know how to report a fire in your location, the location of the firebox, and proper evacuation procedures.
- Secure ladders before climbing. Check for defects. Face the ladder when going up or down, and keep hands free of tools and materials.
- Be familiar with the location and proper use of fire-fighting equipment.
- Do not use unstable objects (buckets, chairs, tables, etc.) for work platforms or ladders.
- No horseplay.
- Use the proper tools when doing any job.
- Correct or immediately report any unsafe conditions or practices to your supervisor.
- Obey traffic regulations while driving vehicles or equipment.
- Properly ground all electrically powered equipment and make sure electrical cords are in good repair. Keep cords wrapped up when not in use and out of the path of travel when in use.
- Read caution labels on cleaning agents, solvents or flammables. Understand the hazards involved, and take the necessary precautions. Adequate ventilation is a primary concern.
- When you have an idea on how to improve the safety environment, make that suggestion to your supervisor.
- Know emergency phone numbers, how to request emergency repairs and how to request help for any injured person.
Reporting Criminal Offenses
All Substitutes must report to the appropriate school Administrator (s) any of the following incidents:

- Any incidents of theft, loss or misuse of school district funds
- Any theft of school district property
- Any theft of any personal property that is negotiable, such as checks or credit cards; thefts of other personal property are reportable at the discretion of the victim
- All incidents involving illegal drugs
- All sexual assaults
- All assaults with weapons
- Any serious assaults
- Any incident of arson
- Any other criminal offenses

Arrest of a Substitute Teacher
A substitute teacher must notify Lori Lewers, the district’s Human Resources Supervisor (803-738-3258) immediately if he/she is arrested.

Confidentiality
As an educational agency, Richland School District Two collects and maintains information about students and their families. Access to that information is restricted in accordance with Richland School District Two policies and state and federal laws and regulations.

Confidential information is shared only on a strict "need to know" basis and must not be shared in open communication with others who do not "need to know" in order to perform their jobs. Substitutes should never disclose, share or disseminate student data in any form (verbally, electronically or in hard copy) unless disclosing, sharing or disseminating that student data is required by law or necessary professionally in the course of one's job responsibilities.

Substitutes who misuse student data may be subject to disciplinary action and/or civil or criminal penalties.

Videos/DVDs
The regular classroom teacher’s lesson plans should determine the videos or video clips/DVDs that are to be shown to students during instructional time. A substitute may not show any other videos or video clips/DVDs, including their own personal videos or video clips/DVDs, unless previously approved by the school’s administration.

Child Abuse Procedures
Any school district substitute who, in the course of their work assignments within the district, has reason to believe that the physical or mental health or welfare of any child has been or may be adversely affected by abuse or neglect must himself report the suspected abuse or neglect to the school’s principal immediately.

Social Media Guidelines

Online Professionalism
Teachers and other public school professionals are held to a certain higher standard than most, given their role in interacting with students. Guidelines for teachers and particularly substitute teachers are important and begin with the recommended practices outlined below.

Friends and “Friending”

- Do not accept students as friends on personal social networking sites. Decline any student-initiated friend requests.
- Do not initiate friendships with students.
- Remember that people classified as “friends” have the ability to download and share your information with others.

Content

- Do not use commentary deemed to be defamatory, obscene, or slanderous. Exercise caution with regards to exaggeration, colorful language, obscenity, copyrighted materials, and derogatory remarks or characterizations.
- Weigh whether a particular posting puts your effectiveness as a substitute teacher at risk.
- Post only what you want the world to see. Imagine the reaction of any students, parents, or district administrators visiting your site or viewing your postings.
- When in doubt, contact the appropriate person in the Substitute Teacher Office of Richland School District Two.

If you have any questions and/or concerns, please contact Lori Lewers at 803.738.3258 or Delphine Scott at 803.738.3259.
Substitute Teacher Duties

Below is a partial listing of duties that you can be expected to perform in your role as a substitute teacher in Richland School District Two:

- Provide responsible supervision of students as required.
- Direct and evaluate the learning experiences of students in both curricular and extracurricular activities.
- Provide guidance to students that will promote their proper educational development and welfare.
- Account for all students under your supervision at all times.
- Provide for the care and protection of school property.
- Maintain cordial relationships with colleagues.
- Follow the ethics of the profession.
- Enforce policies and regulations as established by the board and professional staff.
- Accept a fair share of supervisory duties at pupil activities in buildings and on grounds during school hours.

General Expectations

As a substitute teacher, you must quickly adjust to many different situations, often on a daily basis. In order to help you deal with these situations, you can generally expect the following at each school:

- At the beginning of the school year, each teacher will instruct students in the attitudes, procedures, and behaviors expected of them when a substitute teacher is present.
- These expectations will be reviewed with students throughout the year.
- You may be called as soon as it is known that your services will be needed at a given school.
- You should be told the subject, grade level, name of the regular classroom teacher, the room to which you will report, and the time to report.
- You should find that the teacher has provided a substitute notebook or folder with important information for your use.
- You should have the full support and cooperation of the school’s administration, faculty, and staff.
- Substitute Teachers should keep a record of the days worked in Absence Management (Aesop) and be sure to clock in and out on the Time Clock Plus System.
- You should keep a personal work record detailing the date, school, subject, teacher, and job number of each substitute assignment.

Condition of Classrooms:

Substitute teachers are responsible for the condition of the classroom and school equipment at all times during their work assignment. Substitute teachers will hold students responsible for leaving the room clear of clutter from papers, textbooks, and other items for classroom use. If a classroom is used by more than one substitute or teacher, it becomes the responsibility of all substitutes or teachers using the room to ensure that it is in proper order. On leaving the room for the day, substitutes will turn out all lights, close and lock all windows, and close all doors for their assigned classrooms.

Cooperation with Custodians:

The work of custodians in the school is of utmost importance. Cooperation of all staff members with the custodial staff in keeping the school environment clean and safe is required. Suggestions about the way the room or area is being cleaned are to be referred to the principal, not directly to the custodial personnel.

Student Access to Rooms:

A teacher or substitute teacher must be present when students are using a room or building of the school. Students or other unauthorized personnel are not to be lent keys. Substitute teachers should not unlock rooms other than their own for any reason without the knowledge of the substitute or teacher responsible for the room.

Use of School Telephone:

School telephones are maintained for the primary purpose of conducting school business. If you must use a phone, conversation should be as brief as possible. Only in cases of emergency should teachers or students be called to the phone during class time. In no instance may students, teachers, or substitute teachers make long distance calls without the approval of the principal. Substitute teachers should not use personal cellular phones during their work hours.

Accommodations: Individual Education Plans (IEPs) and 504s

There are students who require modifications in their daily routines due to certain disabilities. These accommodations are prescribed and written by a team of professionals. Please check the teacher’s notes to see if you have any students that require accommodations.

Interrogations and Searches

Searches:

If a substitute teacher believes that he or she has reasonable grounds for suspecting that the search of a student will result in evidence that the student has violated or is violating either the law or rules of the school, he or she should alert the school’s administration so they may handle the matter. Substitute teachers are not permitted to conduct these searches themselves.

Interrogations by District Personnel:

Principals, teachers, or other District personnel may question students about any matter pertaining to the operation of the school, the enforcement of school rules, and the health and safety of all students at the school. Substitute teachers have limited authority to question students regarding
these matters. If questions arise regarding your ability to question students, please contact the school’s principal or the Human Resources Supervisor.

**Interrogations by Law Enforcement Agencies:**

When law enforcement officers find it necessary to question a student during the school day, school officials will make reasonable efforts to contact the student’s parents or guardian for permission prior to permitting the interrogation.

**Miscellaneous**

The following procedures vary from school to school; please confirm procedures for the following at each work location:

- Hours of duty
- Discipline procedure
- Detention policy
- Early dismissal policy
- Handling money
- Parking

**Daily Procedures for Substitute Teachers**

As a substitute teacher, you may be called to serve at different schools. In addition to checking with each school’s staff regarding the daily routine, you should follow the general procedures outlined below:

**Report to the Main Office Before School Begins**

- Sign in with the Substitute Coordinator
- Clock In by using Time Clock Plus
- Check to See if You Have Any Supervisory Duties.

**Be Prepared for Student Arrival**

- Locate substitute handbook and/or folder
- Locate lesson plans
- Locate materials needed
- Be sure you are familiar with worksheets, textbooks, computers, audio-visual equipment, etc. If you need help, **ASK**.
- Identify students who may have special needs.

**Request Assistance if You Need It**

- Introduce yourself to another teacher in close proximity.
- Ask the school administration for assistance.

**Review Emergency Plans—Ask for These if You Don’t Find Them**

- Tornado Drill
- Fire Drill
- Early Dismissal
- Building Emergency (code for locking doors, etc.)

**Do not administer any medication to students – the school nurse has this responsibility.**

If the teacher has not left information about students with special needs, check with the school's main office.

**Child Abuse**

You must report any situation where there is reasonable cause to suspect child abuse or neglect. Failure to report such cases is a misdemeanor under state law. Contact your school’s principal immediately.

**Supervise Students at All Times**

Students should be dismissed during instructional times only for emergencies and/or when summoned by the office.

**Leave Lesson Plans and Student Work for the Teacher**

- Label each set of papers and other work done by students.
- Leave the substitute folder (and contents) visible.

**Leave Comments for the Teacher**

- Note how much of each lesson was completed.
- Be sure collected student work is clearly identified.
- Identify sets of papers or other work by subject or period.
- Note any problems encountered and any actions taken.

⇒ **Straighten the Room Between Classes and/or at the End of the Day.**

⇒ **Check with School Personnel Before Leaving to See if You Will Be Needed the Following Day.**

⇒ **Remain Until the End of the School Day. Do Not Leave the School Without the Authorization of an Administrator.**

⇒ **Return Any Keys and Other Materials to the Main Office.**
Do not take any electronic devices belonging to Richland School District Two to your personal residence.

A Classroom Management Summary
The following list summarizes the most important points concerning classroom management and discipline. Hopefully, this quick reference will help you focus yourself before your day begins and will serve as a reminder during your day as a substitute teacher.

- Begin instruction immediately and minimize interruptions.
- Have materials ready and give clear directions.
- Start off strictly – you can relax later. It’s hard to do this in the reverse.
- Monitor students and their work carefully. Always be up and moving around.
- Be consistent in your expectations.
- Don’t threaten, nag, or promise what you can’t deliver.
- Keep your sense of humor, and teach your students to use theirs in an appropriate fashion.
- Avoid group punishment. It’s a fast way to alienate students.
- Avoid using schoolwork as a form of punishment.
- Keep your voice low. Silence can sometimes be more effective than words.
- Take opportunities to talk individually with students.
- Discuss and explain, but don’t argue with students.
- Call on students randomly and often. Wait for answers.
- Admit mistakes. Remember you are a role model.
- While you are taking attendance, have something on the board for students to start working on.
- Don’t punish in anger.
- Don’t assume that all students know how to behave. Teach them your expectations.

Provide Appropriate Feedback on Student Work
- Stop students after approximately 20 minutes and go over some of the assignment to ensure that students are doing work correctly. Allow students to complete the assignment and again give correct answers when they are finished.

Practice only makes perfect if students are practicing correctly.

Work Until the End of the Period
Students with nothing to do will misbehave, so keep them busy.

Minimizing Disruptions
Giving Instructions:
- Instructions should include statements concerning a) what students will be doing; b) why they are doing it; c) how they can obtain assistance; d) what to do with completed work; and e) what to do when they finish.
- After giving instructions, have students paraphrase the directions.
- Positively accept students’ questions concerning directions.
- Place directions where they can be seen and referred to by students.
- When students seem to be having difficulty following directions, consider breaking tasks down into smaller segments.

Beginning a Lesson:
- Follow a pattern when introducing material.
- Make a contest out of getting ready to begin the lesson.
- Do not begin until everyone is paying attention.
- Begin the lesson by removing distractions.
- Clearly describe the goals, activities, and evaluation procedure associated with the lesson being presented.
- Hand out an outline, definitions, or study guide to help students organize their thoughts and focus their attention.

Maintaining Attention:
- Ask the question before calling on a student.
- Wait at least 5 seconds before answering a question or calling on another student.
- Employ a random selection in calling on students.
- Ask students to respond to their classmate’s answers.
- Model listening skills by paying close attention when students speak.

Pacing
- Develop an awareness of your own teaching tempo.
- Watch for nonverbal cues that indicate students are becoming confused, bored, restless, etc.
- Break activities into short segments.
• Provide structured, short breaks during lessons that last longer than 30 minutes.

**Providing Feedback and Evaluation:**
• Tell students the criteria by which they will be evaluated.
• Record data so students can monitor their progress.
• Provide immediate and specific feedback.
• Attempt to focus on positive accomplishments.
• Provide honest feedback.

**Handling Minor Disruptions:**
• Arrange seating patterns so that you can see and easily move to be near all students.
• Scan the class frequently in order to notice and respond to potential problems or minor disruptions.
• The disruptive impact of an intervention to a disruption should not be greater than the disruption it is intended to reduce.
• An inappropriately angry substitute teacher response creates tension and increases disobedience and disruptive behavior.
• A “positive ripple effect” is associated with a calm and immediate response to a problem.
• When misbehavior occurs, the first step is to quietly make contact with the student.
• When one or more students are being extremely disruptive, it is best to focus the other students’ attention on their task and then talk privately with the disruptive student(s).

**The Do’s and Don’ts for Substitute Teachers**

**The Do’s**
• Do follow each individual school’s procedures for beginning and ending times.
• Do establish a feeling of being in charge.
• Do introduce yourself to the teacher next door – you may have a problem and need him/her before the day ends.
• If the class has a two-way communication system, do feel free to call for help or information. If there is no system, send a student to the office for help.
• If lesson plans, roll, or other needed materials can’t be found, do ask questions.
• Seek the required assistance.
• Do try to meet the principal or, at a minimum, the assistant principal.

**The Don’ts**
• Don’t leave the children unattended for any reason. The children must be carefully supervised and monitored at all times.
• Don’t discuss anything that you see or hear in the classroom, including student behavior, grades, performance in class, the teacher’s methods, etc. with outside parties. This information must be kept strictly confidential. If you have concerns, please direct them to an administrator at the school, the regular classroom teacher, or the Human Resources Supervisor.
• Your assignment is to conduct a lesson on a topic selected by the teacher. You are not to share opinions about matters not directly related to the assigned lesson plan including current events, politics, religion, lifestyles, abortion, sports, etc.
• Don’t read or distribute any materials to the students that have not been approved by the teacher.
• Don’t tune out. You are the teacher for the day.
• Don’t ‘lose your cool.’ Be in control of yourself at all times.
• Don’t let children get ahead of you -- keep control.
• Don’t be afraid to ask questions.
• Don’t let one child take over.

**Report for the Classroom Teacher**
Substitute teachers can leave a detailed report for the regular classroom teacher that looks similar to the one below. Also, there is a feedback form found on Absence Management (Aesop) System that is available for substitute teachers to leave a report for the teacher.

**Substitute Teacher Daily Report**

Substitute Teacher:_________ Date:_________

Classroom Teacher:_________ School:_____
Time:____ Subject/Activity:_____________
• Compliment the teacher on the class, plans, etc. if you have found them in good form.
• Be sure the room is at least as neat as you found it.
• Try to speak to the principal or assistant principal to let him or her know you appreciate being called and that you are available for future jobs. Be sincere.
• Don’t forget to leave the keys in the main office.

Your daily tasks should now be complete. You can walk to the parking lot with a pleasant sigh. You may be tired (a natural state for both substitute teachers and regular teachers at the end of a school day), but the day has been the best you could make it, and once again you have been successful as a Richland School District Two substitute teacher.

Especially Helpful Students/Disruptive Students:

At the End of the Day
With all the activities you have planned, plus those the teacher has left, your day will most likely pass quickly. Before you know it, there will be only ten minutes until dismissal time. This is the time to stop all activity, collect any outstanding papers, and begin to clean up.

Ask students to help by:

• Requesting that all students put books away and check desks and the floor around their seats for paper to be thrown away.
• Appoint a helper to carry the wastebasket around the room. This eliminates the mad rush for the wastebasket that brings students out of their seats.
• If there are plants or pets, ask someone to water or feed them.
• Ask for a volunteer to erase the chalkboard or dry erase board.

Don’t begin to dismiss students yet. When the clean up is complete and everyone has settled down, do a quick daily evaluation. Compliment students on good behavior or mention individual students who did a super job and should give themselves a pat on the back.

Once the students have left, it will be important for you to:

• Finish a note to the teacher that explains what the students have done all day.
PROFESSIONALISM
Professionalism

Professionalism according to Webster’s Dictionary: “The standing, practice, or methods of a professional, as distinguished from those of an amateur.”

The successful substitute has a positive attitude.

- Expect the day to go well.
- Set high expectations for the students.
- Be enthusiastic.

The successful substitute demonstrates an understanding of student needs.

Realize that each student is unique. Identify students with special needs and address those needs.

Treat students with respect at all times. Handle emergencies and discipline problems quickly, calmly, and with good judgment.

The successful substitute is cooperative with students, with school faculty and staff, and with parents if the need arises.

The successful substitute maintains an appropriate sense of humor.

The successful substitute uses appropriate language.

- Never call students disrespectful names.
- Never use sarcastic or disrespectful phrases.
- Never use profanity.
- Never embarrass students in the presence of their peers.

The successful substitute dresses appropriately.

Dress professionally, but appropriately for the grade level or subject – not in jeans or shorts unless appropriate and approved by a school administrator for a special outing, such as Field Day. Clothing that is excessively tight and/or revealing is not acceptable.

The successful substitute refrains from showing dissatisfaction with the regular teacher and his/her work.

Never discuss any dissatisfaction with other teachers or students. If necessary, consult with the principal at the end of the day or sooner if there is a problem or an emergency.

The successful substitute refrains from making negative remarks about the school, administration, teachers, or students to others in the community.

Remember that you are a member of the professional team that implements our district’s strategic plan. A major component of that plan is developing and maintaining positive home, school, and community relationships. If you have concerns, address them with the principal.

The successful substitute exercises confidentiality.

As a substitute teacher you may have access to confidential information regarding students. It is your responsibility as a professional to respect that confidentiality. It is the policy of Richland School District Two that confidentiality is strictly maintained.

The successful substitute is dependable and punctual.

If you are called to substitute, be willing to accept the position. You may have preferences regarding grade level and subject area, but be willing to work. Arrive at school earlier than the appointed time. You will need time to prepare for the day. If you are not available on a given day or can not fulfill the full responsibilities of the job on a given day, refuse the job.

The successful substitute responsibly uses the Absence Management (Aesop) System.

It is very important for substitute teachers to register with the Absence Management System. Keep your personal PIN number on hand at all times, properly follow procedures for utilizing Aesop. Be sure to bring the assigned job number with you.

The successful substitute maintains poise, patience, and self-control.

Remember that you are the adult. You will gain the respect of your students if you maintain your poise, patience, and self-control. Students will always test a substitute. Failure to remember that you are the professional may cause you to become a victim to certain behaviors students exhibit with substitutes.

The successful substitute follows the direction of the principal.

Stay for the entire workday. Be flexible; at times, unexpected situations arise, and the principal may need your assistance with supervisory duties.

The successful substitute is organized.

Start a file or notebook of ideas and information that have been beneficial in previous substituting experiences. Remember to carry it with you to each new assignment for easy reference and updating. Also, be sure to keep a log of your jobs as a substitute and include the date, school, absent teacher, subject, and job number.

Professional Practices

Expectations

- Expect a lesson plan; however, be prepared to conduct a lesson if the teacher has not left a plan
for the day. Ask a student what the current topic is, where the class is in the text, what the homework was the night before, etc. Contact the classroom teacher’s team lead for emergency plans, if there are no plans left.

- If possible, speak directly with the teacher about the assignments.
- Leave a note explaining what you did in class, especially if you did not understand the lesson plans.
- Believe that students will conduct themselves respectfully. When substitute teachers are organized and act confidently, students are more apt to behave and follow directions.

**Promptness**

- Arrive at school as early as you can to get “settled” inside the classroom, read over plans, locate places and materials, etc.
- If classes change, begin each one on time and require students to work until the end of the period.
- If the plans ask for papers to be collected at the end of a lesson, collect them. Sometimes students will complain about the assignment being too hard or too long and want to finish at home. If they know that you “mean business,” they will probably work harder and more efficiently.

**Dress**

- Students usually respond to the clothing of adults; for example, if the substitute teacher is dressed very casually, the students may think that the substitute teacher is not serious about the work.
- Blue jeans, tank tops, sundresses, short tops showing midriffs, short shorts, short skirts, soiled clothes, see-through garments, too-tight tops and pants, and other very casual attire are not appropriate.
- Facial jewelry such as rings in the eyebrows, nose, lips or tongue create distractions for the students and hinder the learning process.

**Professional Behavior**

- Speak to staff members, and be courteous to everyone from the principal to the custodian. Regulate your voice according to the circumstances, but try not to talk too loudly in the classroom or in the halls. Students may respond more positively to a whisper than to a shout.
- Newspapers, books, cups of coffee, soft drinks, and snacks should be reserved for the lounge. Their presence in the classroom tends to send the wrong message to students. Do not expect to balance your checkbook during the day you substitute. Always be mindful that you must carefully monitor and supervise the students at all times.
- Do not talk about your personal problems or carry anger or any visible emotional issues to school. Venting your opinions about education in general or students in particular, or complaining about the School Board are inappropriate. The task is to conduct the lesson the teacher planned.

- Although you may be family friends with some of the students or their parents, everyone should be treated alike at school and in the classroom. As the substitute teacher, have students address you as ‘Mrs.’, ‘Mr.’, or ‘Miss’ rather than your first name.
- Your attitude about school and students will have a profound effect on the success of your day. Think positively, act confidently, and speak with authority and respect to ensure a productive experience. Remember that it is okay to apologize to a colleague or a student when there has been a misunderstanding.
- Respect is usually earned. Speaking to students in respectful ways will help to avoid power struggles. Saying “thank you”, “please”, “pardon me,” and other polite communications will convey your caring attitude and respect for students.
- Being able to laugh at one’s own mistakes is important. Laughing with students is commendable; laughing at them or putting them down will only create problems. You are not at school to entertain; so jokes, smart quips, and comebacks will tend to create more disorder than you bargained for.
- Maintain self-control and poise in a business-like atmosphere. Do not raise your voice. Yelling usually makes matters worse. If you cannot be even-tempered, patient, and self-disciplined, you should not be a substitute. Substitute teachers should model the kind of behavior they expect from their students.

**Discretion and Confidentiality**

- Your assignment is to conduct a lesson on a topic selected by the teacher, not to share opinions about current events, politics, religion, lifestyles, abortion, sports, etc. Sometimes students will ask questions of a substitute teacher (or a regular classroom teacher) to find out more about you or delay the classwork. Be a self-regulated person and stay away from these subjects.
• Be especially careful about your speech. Speak as correctly as possible and do not use expletives or current slang. Use of this language does not make you “cool” with the kids, but indicates an immaturity or lack of judgment, which can only get you into trouble.

• Do not be a ‘pal’. You are a substitute teacher, and too much familiarity will weaken your status with students.

• Do not engage in texting or social networking with students or share your personal telephone numbers, e-mail addresses, etc. with them. Do not allow students in your personal vehicle or engage in any other conduct that could cause others to question your intent with the students.

• Refrain from making comments that reference the physical characteristics of students. For example, comments about a student’s skin color or degree of attractiveness can be extremely problematic and may require that appropriate disciplinary action be taken against you.

• Refrain from physical contact with the students except as necessary to ensure their safety, the safety of others, or to provide required custodial care.

• Any information learned at school is confidential and not to be shared at church, at the community club, at bridge games, etc. Sometimes having information about students or the school staff may tempt you to repeat it. You must avoid doing so.

• Substitute teachers do not lose their tempers, bang books on desks, throw erasers, break pencils, or otherwise lose their composure.

Relationships with the Staff

• Ask for copies of procedures, the student handbook, a floor plan of the building, regulations regarding copies, lunch times, rules about hall passes, etc. as soon as you arrive at the school.

• Introduce yourself to the teachers located closest to you as soon as you can. If they know a substitute teacher is in a classroom, they can be more alert to any unusual circumstances and offer assistance more readily. Be open to their suggestions.

• Do not leave students unattended for any reason. If you have an emergency, call from the classroom telephone or send a student to the office with a note that you need another adult present in the room.

• Try to take care of as many responsibilities of the teacher for whom you are substituting as possible. If you are a long-term substitute, take part in school activities, and cooperate and support the staff.

• Be alert to student needs and share your impressions with the principal.
Communication

Are You Listening?

- 50-80% of waking hours are often spent communicating
- 75% of the words we hear are often ignored, misunderstood, or forgotten
- In general, 25% of information heard in a 10-minute talk is remembered after 48 hours
- 90—200 words are generally spoken in a minute
- 400—600 words can be listened to in a minute

Effective Listening

Listening effectively enables you to lead others into opening up, sharing more than just facts. Listening in this manner encourages the other person to share his feelings and interpretations, allowing you to understand more fully where he is really coming from. We generally do not get to the root of a problem through surface communication. Developing effective listening skills will help you learn to “get to the root” of the issues you encounter.

The Components of Effective Listening include:

- **Empathizing**
  
  “You sound as though you are worried about…”
  “You look like you may be tired…”
  “You seem to be angry about…”

- **Rephrasing**
  
  “Are you saying that…”
  “Do you mean you think…”
  “So you are telling me that…”

- **Asking Open-Ended Questions**
  
  “How did that happen?”
  “What kind of experiences have you had in the past?”
  “What was the series of events that led up to the incident?”

- **Sharing Your Own Experiences/Feelings**
  
  “I had a similar situation once when…”
  “I understand how you feel. Several years ago…”
  “I felt that way when…”

- **Allowing Periods of Silence**

Many people feel uncomfortable and feel the need to talk when an extended period of silence occurs. Try to avoid the temptation to fill silences with your own comments, and the other person will likely give a more extensive explanation of how he is feeling, what he is thinking, what has occurred, etc.

Sending “I” Messages

Sending an “I” message instead of a “you message” is a skill that can be used when giving criticism, explaining a problem, making a suggestion, or expressing an opinion. An “I” message generally does not make the other person feel offended or blamed.

Comparison of “You” Messages to “I” Messages:

“Parts of an “I” Message:

- What behavior/situation is creating a problem for you?
- What is the effect on you?
- What are your feelings caused by this behavior/situation?
- How would you like things to change?

Remember the following tips when sending an “I” Message:

- Discuss problems in private
- Describe the problem in an objective way
- Separate the person from the behavior
- Focus on solutions not on personalities

Building Walls

Experts indicate that it may take as little as four seconds to make a first impression. Be sure you don’t leave an impression that undermines the value of your message. The following are some ways we build walls that prevent our real message from getting across:

<table>
<thead>
<tr>
<th>“You” Message</th>
<th>“I” Message</th>
</tr>
</thead>
<tbody>
<tr>
<td>You really make me mad</td>
<td>I feel upset about this</td>
</tr>
<tr>
<td>You are so disorganized</td>
<td>I work better in a very organized environment</td>
</tr>
<tr>
<td>You just don’t understand</td>
<td>Maybe I’m not making myself clear</td>
</tr>
<tr>
<td>You are confusing me</td>
<td>I don’t think I understand what you’re saying</td>
</tr>
</tbody>
</table>
Speaking too softly
Sends a message of timidity or lack of confidence.
Speak up to create a more powerful impression.

Speaking in a monotone voice
Bores the listener.
Add inflection and expression to give your message impact.

Raising your tone as if questioning
Says you are not sure you are right.
“This is the way it should be done...isn’t it?”

Laughing nervously
Conflicts with a serious message.
Keep nervous laughter under control in serious conversations.

Belittling your own opinion
Says your opinion isn’t important “I know I’m no expert, but...” or “I have a small suggestion.”

Being jumpy and nervous
Gives the impression you aren’t honest or comfortable.
Don’t fiddle with hair or jewelry; keep hands below the neckline.

Poor eye contact
Makes you appear dishonest, nervous, or evasive.
Maintain good eye contact to show you are sincere and confident.

Apologizing for your message
Clouds the value of the message.
“I’m sorry...” or “Please forgive me...”

Using the passive instead of active voice
Loses the message’s impact.
“He asked me to do this.” Instead of “I was asked to do this.”

Additional desired consequences of the frequent use of positive statements:
• Students may respond more appropriately to others.
• Criticism is more likely to be effective.
• Students may copy you.

When You Correct Students
• Don’t take their misbehavior personally.
• Correct students calmly.
• Speak courteously.
• Be specific, descriptive, and non-judgmental.

Tips for Communicating with Students
Effective communications with students involve the use of positive statements. Positive responses are readily available and so powerful that effective classroom managers always use them.

• Use positive statements when you can sincerely do so.
• Use a variety of statements.
• Practice listening.
  • Become skilled at private, indirect, as well as public praise.
  • Be specific.

An Effective Presentation
The absent teacher will seldom request that you introduce material that is new to the students. Generally, work will be assigned that requires students to practice skills that have already been introduced or to review skills they have already learned. Practice and review assignments will have optimum results if the substitute teacher follows a few simple steps that include the following:

Focus on the Lesson
In other words, get the students’ attention. You can do this by moving to the front of the room or to a lectern, by flipping lights off then on, or by calmly calling for quiet, etc. If possible, relate the day’s work to some past or future learning or to everyday experience. This will get the students ready to concentrate and listen.

Give Your Objective or Purpose
Once the students’ attention is focused, tell them what it is they will know or be able to do by the end of the period. For example, you may say, “today you are going to identify proper nouns”, or “today you are going to add two digit numerals.”

Give Directions
• Be clear when giving directions.
• Give no more than 3 directions at a time.
• If the assignment is complex, break the task into small steps.
• Decide if directions need to be oral or written as determined by the age and ability level of the student and by the difficulty of the assignment.

Check for Understanding
• Have a student repeat the directions.
• Give examples or demonstrate; at a minimum, complete the first problem, sentence, or question, etc. together with the students.

**Monitor**

• Avoid sitting down. Circulate in order to maintain control of the class.
• Give praise if a student is working on task.
• Give encouragement if a student is experiencing difficulty.
• Give corrective feedback if a student is doing work incorrectly.
• If most of the students are having problems with the work, adjust by either re-explaining the assignment or by completing a problem as a group.
• Keep students on task, making sure that all are actively involved.

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**Student Engagement Strategies**

• Be a commanding leader - gain the students’ attention
• Management the environment (follow school rules to ensure students are on task)
• Keep students busy
• Be proactive (be firm but fair; avoid reactive behavior which triggers negative responses from students)
• Be vigilant (be attentive and focused on students)
• FOLLOW THE TEACHER’S LESSON PLAN
• Allow time to leave notes for the teacher.

Your communication with the teacher should include the following:

• Details regarding classwork and assignments covered during his/her absence
• Positive reports for students who followed instructions and behaved as expected
• Notes regarding behavior issues you encountered which will allow the teacher to follow-up with students upon his/her return
SPECIAL EDUCATION SERVICES
&
SECTION 504
Special Education Services

Richland School District Two offers a wide variety of programs for students with disabilities. Substitutes will teach and interact with students with disabilities throughout the day, so it is imperative that there is a basic understanding of Special Education. Students with disabilities that require Special Education Services have an Individual Education Plan (IEP). Many students with disabilities attend general education classes and receive support in a resource classroom for academic and behavioral support. Some students are served in highly specialized programs and are mainstreamed into general education classrooms for a portion of the day. The needs of students with disabilities should be kept confidential at all times. Some students will have behavior intervention plans (BIPs) that must be followed for behaviors related to their disabilities, and it is critical for this plan to be implemented as it is written.

Substitute teachers will serve students with disabilities of varying degrees. Below are brief descriptions of some of the disability categories and characteristics the students may display.

Intellectual Disabilities (ID): Students have overall lower intellectual abilities, which means the students may learn at a slower rate and need more concrete examples.

Speech Impairment: Students may exhibit disorders of stuttering, speech sound production, or disfluency. They may have difficulty using words correctly or in understanding the communications of others.

Visually Impaired: Students are unable to see objects and images at normal distances, making special assistance necessary.

Deaf/Hard of Hearing: Students are unable to hear sounds at normal volume from normal distances, making special assistance necessary.

Specific Learning Disabilities: Students are performing academically below their same age/grade peers due to difficulties affecting their ability to listen, speak, read, write speech or perform mathematics.

Emotional/Behavioral Disabilities: Students have challenges with managing emotions, behaviors and social interactions, which directly impact academic performance. Students may shutdown, speak aggressively or not immediately comply with directions.

Orthopedic Impairments: Students have difficulties that affect motor movement, making special assistance necessary.

Autism Spectrum Disorder (ASD): Students may display an uneven developmental profile, such as inconsistencies in language skills, social interaction, and they may display repetitive and/or stereotypical patterns of behavior.

Substitute Teacher Responsibilities in the Special Education Classroom

As a substitute teacher, you will need to carefully follow the lesson plans left by the teacher. Lesson plans may include individual or small group activities for particular students that will address the goals and objectives on the students’ IEP. Substitute teachers should give clear expectations for the day and review the agenda for the day. It is important to check for notes from the teacher could provide information regarding students who may require some special attention during the day. If you have students with health related conditions, please know the health room phone extension and location along with the administrator to contact. Special education classrooms may be assigned instructional assistants, who work under the direction of the teacher and have knowledge of the classroom routines, student information, etc.

Please remember that the provision of special education services is required by federal law and plans for students with disabilities must be followed. For any questions or needed clarification concerning a student with disabilities, contact the campus administrator or front office for assistance.

Appropriate Dress

If you are assigned to a highly specialized classroom for students with disabilities, your dress for the day should be functional. Clothing should allow you to bend over, sit on the floor, or be able to move without restriction. Please wear clothes that can handle food spills, art supplies, etc. Jewelry should be kept to a minimum.

Confidentiality

You will be expected to maintain the confidentiality of all students in our special education programs. Pertinent information is to be conveyed only at the request of the supervising teacher or administrator to parents or other school personnel. Please use caution in hallways, in teacher collaboration areas and in the community to not discuss specific students. All written records, including IEPs and school documents that may indicate a disability, must be kept secure. No one is allowed access to records without having a legitimate educational interest to view the records.

Section 504 Responsibilities

Many students who attend Richland School District Two qualify for accommodations or modifications in the regular curriculum under Section 504 of the Rehabilitation Act of 1973. These students may have physical, medical, behavior, learning or other disabilities that require additional help in their regular classes may not require Special Education Services.

Each student who qualifies for 504 services will have an Individualized Accommodation Plan (IAP) to be implemented in the regular classroom. The classroom teacher should leave you a description of the accommodations or modifications to be made and instructions for implementation.

Substitute Teacher Responsibilities

It will be your responsibility to document your implementation of the accommodations/modifications by writing down the activities and leaving them for the teacher. The following is a sample list of accommodations with descriptions:
Pacing
Adjust time for completion of assignments; vary activities; modify assignments requiring copying in a timed situation; reducing paper and pencil tasks; dividing tasks into parts, giving one part at a time.

Environment
 Preferential seating, adjusted lighting, adjusted room temperature.

Presentation of Subject Matter
Use individual/small group instruction; utilize manipulatives; emphasize critical information or key concepts; pre-teach vocabulary; use advance organizers or study guides; provide visual cues; read written material to student; provide written steps for directions; utilize shared note taking.

Grading
Modify weights of tests; credit for class participation.

Assignments
Modify homework; give directions in small units; lower reading level of assignment; change format of assignment; record or type of assignment; use highlighted text; use recorded text; record or type assignments.

Reinforcement & Motivation
Have student repeat directions, emphasize study and organizational skills; repeated reviews or drills.

Testing Adaptations
Give oral or taped tests; reduce reading levels; use objective test techniques; use essay tests; shorten the length of tests.

Materials
Use highlighted or underlined reading materials; use recording devices, computers, calculators, games, puzzles, videos, legible work sheets with less material on each page.

Tips for Success
Respect is the key attitude for success with all students.

Be patient. You may need to repeat yourself multiple times.

If there are problems, do not single out a child in front of the class, but deal with him/her privately.

Do not hesitate to ask for assistance from another teacher, assistant principal or principal if you have concerns or questions during the day.

In class discussions, if a student responds with an incorrect answer, provide clues or a follow-up question to help him/her think of the correct answer.

All children respond to sincere encouragement, but don’t overdo it. Be sensitive to the fact that learning is more difficult for these students than for many others.

Safety is a critical issue for students with special needs. You will be expected to monitor the students at all times, including breaks, unstructured transitions, playtimes, meal times, and as required by the safety needs of the students.
Discipline

Positive Discipline

Positive Consequences Change Behavior

School studies show that the most successful schools accentuate the positive in their disciplinary approach to students. Educators in these schools know that negative consequences stop inappropriate behavior and that positive consequences change inappropriate behavior. They know that reinforcement of appropriate behavior causes a person to repeat the behavior that earned the praise. How many times have you been praised by someone for a particular behavior and then found yourself repeating that behavior because you now have a “reputation” you wish to keep? This same principle applies to students.

Discipline in the classroom is one of the most important aspects of teaching, and it is one of the most difficult to learn. If the teacher or substitute teacher cannot teach, the students cannot learn - it is that simple. Regular classroom teachers are faced daily with the challenge of keeping students on task with minimal disruptions. When discipline is mastered and achieved by both the substitute teacher and the students, it is a win-win situation.

Things to Think About:

- Setting the pace in the classroom.
- Gaining the respect you need to survive.
- Accomplishing the lessons that were left by the teacher.
- Getting invited back.
- Relating to the students.
- Knowing who to trust and when.
- Learning from the students.
- Making this day a positive experience for you and the students.
- What to do in case of.......

Stop It Before It Starts

Preventive Strategies to Encourage Appropriate Behavior

Planning for and Preventing Misbehavior:

- Know and refer to each of the students by name. Greet students at the door.
- Keep class work moving with few slack periods.
- Keep variety in the class work.
- Plan success for the troublemaker.
- Teach and demonstrate the rules for the class.
- Discuss possible consequences. "If you see me put my finger to my lips, it means be quiet."
- The substitute teacher should stay on the move. Remaining seated invites misbehavior.

Using Positive Statements

Positive responses are readily available and so powerful that effective classroom managers always use them. Points to remember when using positive statements are:

- Use a variety of statements.
- Practice positive listening.
- Become skilled at private, indirect, as well as public praise.
- Be specific.

Using positive statements causes students to respond more appropriately to others. It makes our criticism more effective, and it sets a good model for students to copy.

Reacting to and Dealing with Misbehavior

- Address the problem early.
- Move toward the misbehaving student without directly looking or speaking to him.
- Ignore insignificant misbehavior.
- Use students who are behaving appropriately as positive models.
- Be consistent in providing encouragement for all students.
- Encourage the misbehaving student by giving him a compliment when he is on task.
- Use humor to encourage appropriate student behavior, but never sarcasm.
- Call the student’s attention back to his work.
- Send nonverbal signals such as hands on the hips or shaking the head.
- Quietly inform the student about the inappropriate behavior.
- Avoiding Power Struggles
- Give students realistic choices.
- Let the students help to establish the rules and consequences.
- Gather facts before making accusations.
- Discuss misbehavior when the student has “cooled off”.
- Phrase requests to minimize power struggles; i.e. “Let us...”
- Withdraw when you find yourself in a power struggle.
Discipline Policy

Discipline to a great degree depends on class organization and instructional planning for which the substitute teacher is responsible. There are occasions when a student’s behavior must be corrected. If handled properly, a positive growth can occur between the substitute teacher and pupil. The principal will support and assist the substitute teacher with discipline; however, the substitute will want to try various methods of correcting behavior prior to referring issues to the principal, if possible.

Each substitute teacher is responsible for the welfare, not only of his/her own class, but also of all the children in the school. Each substitute teacher has the prerogative and responsibility for correcting a student’s behavior. This is to be done in a manner becoming to the profession - considering the feelings of the child and others concerned. Every substitute teacher should consider such correction of his/her children not as an affront to his/her ability, but rather as a cooperative effort towards reaching the goal for which we are all striving – self-discipline.

The following are some breaches of conduct which need the immediate attention of the principal:

- Stealing
- The use of obscene or profane language or obscene gestures
- Refusal to obey the substitute teacher
- An unauthorized walk-out from a classroom, school building, or campus
- Physical abuse of other persons
- Blackmail, threats, or intimidation of other persons
- Unauthorized possession in the school of any kind of weapon, such as a pistol, knife, blackjack, etc.
- Distribution of materials unauthorized by the principal
- Possession, sale, or consumption of illegal drugs, alcoholic beverages, or toxic substances
- Willful destruction of school property or property on school grounds
- Violation of school bus regulations
- Other disruptive acts which interfere with the educational process
- Repeated minor violations
- Chronic tardiness
- Forgery

Reprimanding Students

- Don’t take misbehavior personally.
- Deliver reprimands calmly.
- Speak courteously.
- Be specific, descriptive, and non-evaluative.
- Take responsibility for your statements by using the personal pronoun “I”.
- Never handle the student physically in any way except as necessary to protect the students’ safety, the safety of others, or to provide required custodial care. Call an administrator, the teacher next door, or send a student to the office if you need to.

Richland Two Discipline Philosophy

Statement: What Richland School District Two believes about student discipline:

Richland School District Two believes learning is the cornerstone of student success, and the purpose of student discipline is to TEACH our students positive behaviors rooted in Richland School District Two’s Four Squares for Success: Learning, Character, Community and Joy. In order to TEACH positive behaviors effectively, ALL Richland School District Two staff members and community partners collectively must:

- Believe ALL students’ ability to succeed in pursuit of their pathways to purpose.
- Implement Restorative Practices to build, mend, and strengthen relationships.
- Integrate best practices for academic and behavioral supports for students.

CODE OF CONDUCT

The following listing of offenses and the required or recommended dispositions are submitted for the information of students, parents/legal guardians, and school personnel. Disciplinary actions will include appropriate hearings, and review, and the removal of a student from the learning environment will occur only for just cause and in accordance with due process of law.

The following rules, regulations, and due process procedures are designed to protect all members of the educational community in the exercise of their rights and responsibilities. These rules apply to any student:
• who is on school property;
• who is in attendance at school or any school sponsored activity; or
• Whose conduct at any time or in any place has a direct and immediate effect on maintaining order and discipline in the schools

Level I - Behavioral Misconduct

Level I - Behavioral Misconduct

Behavioral misconduct is defined as those activities engaged in by a student(s) which tend to impede orderly classroom procedures or instructional activities, orderly operation of the school, or the frequency or seriousness of which may disturb the classroom or school. The provisions of this document apply not only to within school activities, but also to student conduct on school bus transportation vehicles and other school sponsored activities.

Acts of behavioral misconduct may include, but are not limited to, the following:

• classroom tardiness
• cheating on examinations or classroom assignments
• lying
• abusive language between or among students
• failure to comply with directives from school/district personnel or agents (to include volunteer aides or chaperones)
• cutting class
• school tardiness
• truancy (three consecutive unlawful absences from school or a total of five unlawful absences)
• Possession of an electronic communications device as defined by and in conflict with district policy
• other acts of behavioral misconduct as determined and communicated by the administration

When a staff member observes, or is notified of and has verified acts of behavioral misconduct, the staff member will take immediate action to rectify the misconduct. Verification is defined as self admittance by the student, witnessed involvement of the student by staff, parental admission of student involvement, or evidence obtained through an investigation. The staff member will impose an appropriate consequence and/or intervention and maintain a record of the misconduct and the action taken.

If, either in the opinion of the staff member or according to policy, a certain misconduct is not immediately rectifiable, the staff member should refer the problem to the appropriate administrator for action specified by policy.

The administrator should meet with the reporting staff member, and, if necessary, the student and the parent/legal guardian, and impose the appropriate consequence and/or establish an intervention plan and/or behavioral contract.

Consequences that may be applied in cases of behavioral misconduct may include, but are not limited to, the following:

• verbal reprimand
• Withdrawal of privileges
• detention (silent lunch, after school, weekends, or another time that does not interfere with the instructional day, work detail)
• other consequences as approved and communicated by the administration

Level II - Disruptive Conduct

Disruptive conduct includes those activities in which students engage that are directed against persons or property and the consequences of which tend to endanger the health or safety of themselves or others in the school. Some instances of disruptive conduct may overlap certain criminal offenses, justifying both administrative consequences and court proceedings.

The administration may reclassify behavioral misconduct (Level I) as disruptive conduct (Level II) if the student engages in the activity more than three documented incidents.

Acts of disruptive conduct may include, but are not limited to, the following:

• Violation of a Level I intervention plan and/or behavioral contract
• Use of an intoxicant
• fighting
• harassment
• vandalism (minor)
• stealing
• threats against others
• trespassing
• abusive language to staff
• repeated refusal to comply with directives from school personnel or agents (such as volunteer aides or chaperones)
• simple assault
• possession or use of unauthorized substances, as defined by law and/or local school board policy
• illegally occupying or blocking school property in any way with the intent to deprive others of its use
• unlawful assembly
• disrupting lawful assembly
• Hazing
• inappropriate use of technology (see also IJND-R)
• use of forged notes or excuses
• other acts as determined and communicated by the administration
• other acts as determined and communicated by the administration

When an administrator observes, or is notified of and has verified an offense, the administrator will investigate the circumstances of the misconduct.

The administrator will notify the parent/legal guardian of the student’s misconduct and related proceedings. The administrator will meet with the student and, if necessary, the parent/legal guardian, confer with them about the student’s misconduct, and impose the appropriate disciplinary action and/or intervention. The administrator will maintain a record of the misconduct and action taken.

The administrator may refer the student to the appropriate intervention team to establish behavioral management strategies (e.g., restorative justice, counseling, service learning projects) and propose the appropriate disciplinary action.

The administrator or school official may refer Level II misconduct to the school resource officer or other law enforcement authorities only when the conduct rises to the level of criminality or the conduct presents an immediate safety risk.

The administration may apply consequences in cases of disruptive conduct which may include, but are not limited to, the following:

• temporary removal from class
• assignment to an alternative education program
• in-school suspension
• out-of-school suspension
• referral to outside agency
• expulsion
• restitution of property and damages, where appropriate
• other consequences as approved and communicated by the administration

Level III - Criminal Conduct

Criminal conduct includes those activities in which students engage that result in violence to themselves or to another’s person or property which pose a direct and serious threat to the safety of the students themselves or others in the school. These activities usually require administrative actions which result in the immediate removal of the student from the school, the intervention of the school resource officer or other law enforcement authorities, and/or action by the board. Interventions may be used when a student returns to school after a suspension or on strict probation.

Acts of criminal conduct may include, but are not limited to, the following:

• aggravated assault
• extortion
• threat of the use of a destructive device (bomb, grenade, pipe bomb, or similar device)
• possession, use, or transfer of weapons
• sexual offenses
• vandalism (major)
• theft, possession, or sale of stolen property
• arson
• furnishing or selling unauthorized substances, as defined by law and/or board policy
• furnishing, selling, or possession of controlled substances (drugs, narcotics, or poisons)
• illegal use of technology (e.g., communicating a threat of a destructive device, weapon, or event with the intent of intimidating, threatening, or interfering with school activities; maliciously transmitting sexual images of minors, other than images of the student or images transmitted with the un-coerced consent of the individual in the images)
• threatening to take the life of or inflict bodily harm upon a teacher, principal, or members of their immediate family
• intimidation or bullying

When an administrator observes, or is notified of a criminal offense, the administrator must contact the school resource officer or local law enforcement authorities immediately.

An administrator will notify the student’s parent/legal guardian as soon as possible.

An administrator will impose the appropriate disciplinary action and maintain a record of the conduct and consequence. If warranted, the administrator should immediately remove the student from the school environment.

Staff will follow established due process procedures when applicable.

The administration may apply consequences in cases of criminal conduct which may include, but are not limited to, the following:

• out-of-school suspension
• assignment to an alternative education program
• expulsion
• restitution of property and damages, where appropriate (should be sought by school authorities)
• other consequences as approved and communicated by the administration
Extenuating, Mitigating, or Aggravating Circumstances

The board confers upon the superintendent and his/her designee the authority to consider extenuating, mitigating, or aggravating circumstances that may exist in a particular case of misconduct. Such circumstances should be considered in determining the most appropriate sanction.

Student Conduct Away From School Grounds

The board expects principals to investigate student conduct away from school grounds that may have a direct and detrimental effect on the discipline or general welfare of district schools. When assessing the impact of out-of-school behavior on his/her school, the principal should take into consideration the seriousness of the alleged out-of-school offense and the protection of teachers and students from the effects of violence, drugs, and/or disruptions.

Principals are directed to evaluate each situation on a case-by-case basis. At a minimum, principals or their designees should meet with the student upon his/her arrival at school, give the student notice of the concerns based on the reported out-of-school behavior, and allow the student an opportunity to present his/her side of the story. Based upon all of the circumstances, including a finding that the alleged conduct will have a direct and immediate effect on the school, the administration may either permit the student to attend classes as usual or may take appropriate disciplinary action including, but not limited to, in-school suspension or out-of-school suspension in order to conduct an investigation into the matter. The parents/legal guardians of students will be notified of any action taken by the administration and offered the opportunity for a conference with the administration.

In the event that the student is incarcerated based on his/her out-of-school conduct, the principal or his/her designee will notify the student that he/she is to meet with the administration prior to returning to school.

At the conclusion of the investigation, the principal should take appropriate action that may include, but is not limited to, the following:

- returning the student to his/her normal class schedule and removing all evidence of suspension
- placing the student on probation and allowing the student to resume his/her normal class schedule
- placing the student on probation, allowing the student to continue classwork, but restricting the student’s participation in extracurricular activities and/or designated school activities, for example, clubs, study halls, pep rallies, student government activities, and so forth
- recommending suspension
- recommending expulsion from regular school and placement in the district’s alternative school
- recommending expulsion for either the remainder of the semester or year

The disciplinary action taken must be supported by the evidence and take into full consideration the impact of the student’s presence at school on the discipline, educational environment, and safety of others students and the school’s faculty and staff.

If procedures for expulsion are initiated, the parents/legal guardians of the student will be notified in writing of the time and the place of a hearing before the district hearing officer. At the hearing, the parents/legal guardians will have the right to legal counsel and to all other regular legal rights, including the right to question all witnesses. The right to appeal the decision to the board of trustees is reserved to either party. The board will generally consider appeals based on the written information submitted by the student, the hearing officer, and school administration, with neither party personally appearing before the board.

The hearing will take place within 10 days of the written notification at a time and place designated by the hearing officer, and a decision will be rendered within 10 days of the hearing. The student may be suspended from school and all activities during the time of the expulsion procedures.

Every expelled student will have the right to petition for readmission for the succeeding school year.

Note regarding special education students: Administrators must also ensure that all procedural safeguards afforded to special education students are also implemented in such circumstances.

Discipline of Students with Disabilities

Students with disabilities are not exempt from school disciplinary processes, nor are they entitled to remain in a particular educational program when their conduct substantially impairs the education of other students in the program. However, federal and state laws and regulations require schools to meet the individual educational needs of such students to the extent possible.

The process of disciplining a student who receives special education services involves both administrative authorities who are responsible for discipline and the special education department, including teachers and administrators who have been assigned specific responsibilities in the implementation of the student’s Individualized Education Program (IEP).

Program prescriptions

An IEP team may prescribe or prohibit specified disciplinary measures for an individual student by including appropriate provisions in the student’s IEP. The IEP team must take into consideration the student’s disabling condition when deciding whether or not staff may use a particular form of discipline. Administrative authorities will observe any such provisions contained in a student’s IEP.

Suspensions

A student identified as disabled pursuant to Section 504 of the Rehabilitation Act of 1973 (herein after “Section 504-disabled”), or as disabled pursuant to the Individuals with Disabilities Education Act (herein after IDEA-disabled) may be suspended from school for not more than 10 consecutive school days, and for
additional removals of not more than 10 consecutive school days in that same school year for separate incidents of misconduct, as long as those removals do not constitute a "change in placement" under federal standards.

Whether a “change in placement” would occur depends upon a number of factors, including, but not limited to, the following:

- length of each suspension
- proximity of the suspensions to one another
- total amount of time the student is excluded from the classroom

The determination whether a change in placement would occur must be made on a case-by-case basis, based on the circumstances of each case.

However, students who bring weapons to school or a school function, knowingly possess or use illegal drugs, or solicit the sale of controlled substances, or inflict serious bodily injury upon another person while at school or a school function may be removed for up to 45 school days at a time. If school officials believe that a student with a disability is substantially likely to injure him/herself or others in the student's regular placement, they may ask an impartial hearing officer to order that the student be removed to an interim alternative educational setting for a period up to 45 school days.

**Expulsions**

Before considering whether a Section 504-disabled or IDEA-disabled student may be expelled, a multidisciplinary team must determine whether or not the student’s conduct was caused by or had a direct and substantial relationship to the student’s disability.

If the multidisciplinary team determines that the student’s misconduct was a manifestation of his/her disability, the student may not be expelled. However, changes in the student’s program may be considered by the Section 504 or Individual Education Plan (IEP) team.

If the multidisciplinary team determines that an IDEA-disabled student’s misconduct was not a manifestation of his/her disability, the student may be expelled from school, subject to procedural safeguards; however, educational services, as determined by the IEP team, must be continued for the student. Such services may be provided in the home, in an alternative school or in another setting.

If the multidisciplinary team determines that a Section 504-disabled student’s misconduct was not a manifestation of his/her disability, the student may be expelled in the usual sense. In such cases, the district is not obligated to continue educational services.

**Court injunctions**

In appropriate circumstances, the district may seek a court injunction to allow disciplinary removals or other actions regarding students with disabilities beyond any time or other limitations set forth above.
BLOODBORNE PATHOGENS
Review of Bloodborne Pathogens

Common Bloodborne Pathogens

- AIDS - Acquired Immune Deficiency Syndrome HIV - Human Immunodeficiency Virus. HIV-AIDS is spread in body fluids. People get the virus by exposure to 1) blood, 2) semen, and 3) vaginal secretions of a person who is infected with HIV.

- Hepatitis B Virus (HBV) and Hepatitis C Virus (HCV) are bloodborne infections that damage the liver. Both are transmitted by 1) sexual contact, 2) blood exposure to open wounds, 3) blood exposure to mucous membranes. The symptoms vary from mild to severe to fatal. Approximately 6 -10% of acutely infected adults become chronic carriers of the disease, may develop cirrhosis, liver cancer, and are infectious to others.

Standard Precautions

- Standard Precautions is a method of infection control in which all human blood and other potentially infectious materials are treated as if known to be infectious for HIV, HBV and HCV. Standard precautions do not apply to feces, nasal secretions, sputum, sweat, tears, urine, or vomit unless they are GROSSLY contaminated with visible blood.

- Disposable latex gloves are available in each school and should always be used when handling another person’s blood or body fluids. Promptly remove another person’s blood and body wastes from your skin by washing with soap and running water. Wash or flush exposed mucous membranes with water immediately.

Richland School District Two’s Exposure Control Plan

- Employees in job classifications who are likely to incur occupational exposure to blood or other potentially infectious material are offered the Hepatitis B vaccine.

- An exposure incident is a specific eye, mouth, other mucous membrane, non-intact skin, or parenteral contact with blood or other potentially infectious materials that result from the performance of an employee’s duties.

- Please notify your supervisor and school nurse immediately if you think you may have an exposure incident.

- Promptly remove another person’s blood and body wastes from your skin by washing with soap and running water. Wash or flush exposed mucous membranes with water immediately.

- Wash or flush exposed mucus membranes and eyes with water immediately.

- Promptly remove clothing soiled by another person’s blood and bodily fluids.

Precautions to prevent the spread of infectious disease at school

- In the school setting, knowing who carries an infectious disease and what germs may be present is not possible. Persons with infections do not always have outward signs and often are not aware of being infected. However, you can take precautions at your work setting that will help protect you from infectious diseases. Those precautions include the following:

- Wash your hands with soap and running water at regular times during your workday. Common infectious diseases may be contracted from dirt and waste encountered in the workplace, such as colds or viruses. Human immunodeficiency virus (HIV) infection, acquired immune deficiency disorder syndrome (AIDS) and Hepatitis B and C are not prevented by hand washing.

- Avoid punctures with objects that may contain the blood of others.

- Handle discharges from another person’s body (particularly body fluids containing blood) with gloves and wash hands thoroughly with soap and running water when you are finished.

- Carefully dispose of trash that contains body wastes and sharp objects. Use trash cans with plastic liners for disposal of refuse that contains blood or for any body spills that may contain blood. For disposal of sharp objects, use containers that cannot be broken or parenteral contact with blood or other potentially infectious materials that result from the performance of an employee’s duties.

- Please notify your supervisor and school nurse immediately if you think you may have an exposure incident.

- Promptly remove another person’s blood and body wastes from your skin by washing with soap and running water. Wash or flush exposed mucous membranes with water immediately.

- Wash or flush exposed mucus membranes and eyes with water immediately.

- Promptly remove clothing soiled by another person’s blood and bodily fluids.

- Clean surfaces that have blood or body wastes containing blood on them with an Environmental Protection Agency (EPA) CDC approved disinfectant or a 1:10 solution of household bleach and water. (The bleach solution should be fresh daily to ensure proper strength).
If you are responsible for administering first aid to others or may be placed in a position where you may give first aid, follow any current techniques in administering CPR.

These precautions will protect you from HIV infection, Hepatitis B and C and many other infectious diseases. These ordinary hygienic practices will result in fewer illnesses for you and others around you. You do not need to know which people around you are infected with HIV or any other diseases because you use precautions routinely.

Maintain confidentiality of all medical information concerning students and co-workers, especially if the individual has either HIV infection or AIDS. With few exceptions, sharing information about someone that has either HIV infection or AIDS without permission is prohibited by law and punishable by fine.

**Universal Precautions**

**Bloodborne Pathogens are organisms found in blood and other body fluids.**

All blood and body fluids must be considered as infections.

Be Careful: Call custodian to clean *any* blood or body fluid.
ABSENCE MANAGEMENT SYSTEM
THE ABSENCE MANAGEMENT SYSTEM

Website for Substitute Teachers:

www.aesoponline/login2.asp

Phone number for Substitute Teachers:

1-800-942-3767

WHEN YOU CALL ABSENCE MANAGEMENT AND ENTER YOUR PIN, YOU WILL HEAR THESE OPTIONS:

TO REVIEW CURRENT ASSIGNMENTS
TO REVIEW AVAILABLE JOBS
TO CANCEL A JOB
TO REPORT AN ABSENCE
TO REVIEW PERSONAL INFORMATION

Follow the narrator’s instructions. Answer the prompts.

After accepting a job, always wait for the job number before leaving Absence Management.

In order to be pre-assigned in a job, you will need to give the Substitute Teacher Coordinator your Employee ID number.

Changing Job Assignments
A Principal or his/her designee may change your assignment after you report to work if such a change will serve the best interest of the students. In some instances, a Principal may find it necessary to disallow a substitute to work who has been assigned by Absence Management or requested by an absent teacher. It is the Principal’s or his/her designee’s responsibility to allocate staff in a manner that serves the best interest of the students.

Cancelling Job Assignments
If you are unable to report to a job you have accepted, please follow the procedures for canceling the job as outlined in the “Substitute Teacher’s Quick Reference” guide. If the school day has started and you cannot report to work, you must contact the Substitute Teacher Coordinator in order to be removed from the job. Only Substitute Coordinator’s or Human Resources personnel are authorized to offer a job assignment to a substitute teacher.

Reporting Problems Arising At the Work Site
Problems that arise at the work site related to student discipline, scheduling, assignments must first be reported to the Principal, designated school administrator or the substitute coordinator. Problems should be reported as soon as possible, preferably on the day of the occurrence.

Answering Machines
Absence Management does not interact with answering machines. It responds only to the input of tones from a tone-generating stationary telephone. Absence Management cannot leave a message on your voice mail. If you want to get calls for jobs, turn off the answering machine during call-out times. Call-out times are: Monday-Friday from 5:00 am to 1:00 pm and from 5:00 pm to

Getting A Job
When a teacher enters an absence successfully, Absence Management will assign the absence a job number. When you accept the job, the job number is assigned to you. If a teacher or other school personnel gives you a job number for an assignment, you should immediately verify all job information via Absence Management by selecting the option “to review current assignments.” If you cannot verify the absence information with you as the substitute, you have not been assigned to the job. If a Principal or other school administrator changes your assignment, you should get the “new” job number from the administrator and verify the job information on Absence Management as soon as possible – ideally before you leave school.

All substitute jobs must be assigned through Absence Management. Failure to follow this procedure may result in non-payment or a delay in your pay.

Your Personal Record of Assignments
We strongly recommend that you keep a personal log of days that you work. The following information should be recorded for each assignment: Date of the Assignment, the Job Confirmation Number and whether it is a Half-Day or Full-Day, the School, the Absent Teacher’s Name or indicate if it was a vacant position (no full-time teacher assigned). This information will be very valuable to you on pay days. When you compare your pay with your personal log, you will be able to determine if you were paid correctly.

If there are discrepancies, please contact the school(s) that did not report your time to Payroll, or reported your time incorrectly.
Frequently asked Absence Management questions...

Why am I not seeing any jobs?

There are a number of possible reasons that jobs aren't showing up as available. There are a few things you can check. First, make sure that you aren’t limiting yourself in your “Schools” preferences. Also, make sure that you have your call times set to allow maximum job offers. If you’re still not seeing anything, you can contact your district’s Absence Management Administrator to make sure you are seeing the correct job offers.

I don't know my Log-in or PIN. How do I find it out?

Forgot your PIN number? Not to worry! When you go to log in to Absence Management at www.aesoponline.com/login2.asp, you’ll see a link or “Forgot your Login?” Here, you can enter your phone number and email and have your PIN number sent directly to you. If you still have trouble logging in, contacting your district’s Absence Management Administrator for help is your next step! They will be the best one to answer your questions.

What do I do if I miss a call from Absence Management?

If you missed that phone call from Absence Management, you can always call back, toll-free, at 1-800-942-3767 to hear a current list of available jobs to accept. You can also log-in online to view those same jobs. You’ll want to act quickly, though. Absence Management may have already called the next substitute in line with that job offer.

What if I only can work at certain schools?

If you only want to work at certain schools and don’t want job offers from others, it’s as easy as setting up your “Schools” list in your preferences. Here, you can specify what locations you want to see jobs for, or specify those you do not. For help setting up that list, you can reference the Preferred Schools article. If you are unable to create that list, please contact your district Absence Management Administrator for help in setting up that list.

What is Jobulator, and how do I get it?

Jobulator is a subscription service from the makers of Absence Management that continuously and automatically checks for any available job offers in Absence Management. Notifications can come to your computer desktop or even straight to your smartphone. To learn more about pricing and how to purchase Jobulator, please visit https://www.jobulator.com/.
Absence and Substitute Management

LOGGING IN ON THE WEB

To log in to the absence management system, type `signin.frontlineeducation.com` in your web browser’s address bar and select Sign In for the “Absence Management” feature.

The Sign In page will appear. Enter your ID and PIN and click Login.

CAN’T REMEMBER YOUR LOGIN INFO?

If you’re having trouble logging in, click the Login Problems link next to the “Login button for more information.

SEARCHING FOR AVAILABLE JOBS

The system makes it easy to find available jobs right on the homepage. Available jobs appear in green on the calendar and in list form under the “Available Jobs” tab.

To accept a job, simply click the Accept button next to the absence. If you do not want to accept this job, click the Reject button, instead.

GETTING HELP AND TRAINING

If you have questions, want to learn more about a certain feature, or want more information about a specific topic, click the Help tab to go to the Learning Center to search a knowledge base of help and training materials.

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ACCESSING ABSENCE MANAGEMENT ON THE PHONE

Not only is the system available on the web, but you can also find and accept available jobs, manage personal information, change your PIN number, and more, all over the phone.

When You Call into Absence Management

To call, dial 1-800-942-3767. You’ll be prompted to enter your ID number (followed by the # sign), then your PIN number (followed by the # sign).

When calling the absence management system, you can:
  • Find available jobs – Press 1
  • Review or cancel upcoming jobs – Press 2
  • Review or cancel a specific job – Press 3
  • Review or change your personal information – Press 4

When the Absence Management System Calls You

If an available job has not been filled by another substitute two days before the absence is scheduled to start, the system will automatically start calling substitutes, trying to fill the job.

Keep in mind, when the system calls you, it will be calling about one job at a time, even if you’re eligible for other jobs. You can always call in (see “When You Call into Absence Management” section above) to hear a list of all available jobs.

Note: When the system calls, be sure to say a loud and clear “Hello” after answering the call. This will ensure that the system knows you picked up the call.

When you receive a call, you can:
  • Listen to available jobs – Press 1
  • Prevent absence management from calling again today – Press 2
  • Prevent absence management from ever calling again – Press 9

If you are interested in the available job, Press 1. You will be asked to enter your PIN number (followed by the # sign). At this point, the absence management system will list the job details, and you will have the opportunity to accept or reject the job.
To clock in using the web service you will need to enter the following URL into a browser.
http://tcp1:80/app/webclock/#/EmployeeLogOn

Enter your Employee ID#, do not include leading zeros. For example the number 011111 would be entered 11111. Select CLOCK IN or CLOCK OUT.

If the wrong name appears click cancel then reenter your Employee number, otherwise click Continue.
Select the appropriate Job Code and click Continue.

Select the appropriate location code for the school that you are working at. You may scroll up and down to find the correct school. Remember that Child Development Centers have their own code.
Select Ok to complete.
1. Launch your Chrome browser and open https://myhr.richland2.org/ESP.

2. Click the Create an Account link.

3. Enter your Personal Information. All Data must match what HR has on file. Be sure to use your legal first and last name and the zip code for your primary home address.
1. Type the User Name and Password you would like to use to access MyHR.
   A. Follow these rules to create a user name and password:
      i. Create a **User Name** that is at least six characters in length. You can use letters, numbers, and special characters (!, $, &, etc.).
      ii. Create a **Password** that is at least eight characters in length. Your password must include at least one number and one special character.
      iii. Retype your password in the **Confirm Password** field.
      iv. Type your **Email** address. Your email address must be valid and unique.

2. Type three **Personal Questions** and **Personal Answers** to be used when requesting your user name or resetting your password.
   A. Examples of security questions include your favorite hobby, mother's maiden name, the name of the college from which you graduated, and so on.

3. Select [Submit] to create your account.
   A. If an inconsistency is detected between the Personal Information entered and your employee record on file with Human Resources, the message “The account information could not be validated. Please check the personal information and try again.” Verify that you entered the correct data in the Personal Information section. If so, please email us at [alia@richland2.org](mailto:alia@richland2.org).

4. Activate your account
   A. Open the email account entered in step 4 and find the email from [alia@richland2.org](mailto:alia@richland2.org) with the subject line “Employee Service Portal Account Information”.
   B. Select the link in the email to activate your account.
   C. This activation link is active for 48 hours after the account is created.
      i. If you are not able to find the email or miss the 48 hour deadline, please email us at [alia@richland2.org](mailto:alia@richland2.org).

*Please contact [alia@richland2.org](mailto:alia@richland2.org) with any questions or concerns.*
Requesting Demographic Changes  
*Name, Address, Phone Numbers, Email*

I. Log in to MyHR.
   1. Launch your browser and open [https://myhr.richland2.org/ESP](https://myhr.richland2.org/ESP)
      A. The preferred Browser is Chrome.
   2. Enter the **Username** and **Password** that you selected when you created your account.
   3. Select **Sign In** to enter the MyHR Portal.

II. Submit your demographic request.
   1. Select **Request Changes** on the Home page.

   2. Select the List of Values button beside **Request Type** and select **General Demographic** from the list.
   3. Select **New Request** on the top right of the **Demographic Requests** page.
1. Make the necessary changes to the data entry fields on the **General Demographic Request** screen.
2. Enter **Comments** about why the request is being made.
3. Select **Submit**.
   - **Important**: Legal name changes will require additional information to be submitted before the request is finalized.
     Please email HR at **lmayfield@richland2.org** for all name change requests.
   - **B.** Your request will be submitted to the Human Resources Department for approval. Once approved by Human Resources, your information will be updated in MyHR and alio.

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*Choose 🤔 on the top right of any MyHR screen to view help files.*

*Please contact alio@richland2.org with any questions or concerns.*
View Paycheck Information

I. Log in to MyHR.
   1. Launch your browser and open https://myhr.richland2.org/ESP
      A. The preferred Browser is Chrome.
   2. Enter the **Username** and **Password** that you selected when you created your account.
   3. Select **Sign In** to enter the MyHR Portal.

II. View your Paycheck/Advice Details

   1. Select the **Payroll** button at the top of the home page.
   2. Select the List of Values button to change the year displayed.
   3. Select a highlighted date to view the **Pay Check/Advice Detail** page for that date.
   4. Select the List of Values button to select a date to view another pay check/advice detail.
   5. Optionally, select the **Print a Copy** link to print a copy of the paycheck/advice document.
Requesting Tax (W-4) Changes

I. Log in to MyHR.
   1. Launch your browser and open https://myhr.richland2.org/ESP
      A. The preferred Browser is Chrome.
   2. Enter the **Username** and **Password** that you selected when you created your account.
   3. Select **Sign In** to enter the MyHR Portal.

II. Submit your Tax Change request.
   1. Select the **Payroll** button at the top of the home page.
   2. Select **Request Tax Changes** link on the top right of the Payroll page.
   3. Select **New Request** on the top right of the Tax Requests page.

4. Select the List of Values button beside **Request Type** to select **Federal** or **State**.
   A. If you want to make changes to both **Federal** and **State**, you will need to submit separate requests on both the Federal and State screens.
   B. You only need to fill in the data that you need to change. For Example, leave the Additional Withholding fields blank if you only need to change your Marital Status and Exemptions.

5. Fill in the **Effective Date** field using Show Calendar button. This is the date you want the change to start.
6. Select the List of Values button to select Marital Status, if applicable.
   A. Marital Status is not an option on the State screen. Instead there is a State Code field and the only option is “SC – South Carolina Withholding”.
7. Fill in the Exemptions field if they are changing.
8. If adding additional withholding, fill in the Start Date field using Show Calendar button.
9. Fill in the End Date field using the Show Calendar button. Leave the End Date field blank to make the additional withholding change permanent until another change request is submitted.
10. Fill in the Amount field, type the additional withholding amount for the request if needed.
11. Enter Comments if needed.
Mailing Address:
124 Risdon Way
Columbia, South Carolina 29223

Physical Address:
763 Fashion Drive
Columbia, South Carolina 29229

Richland Two is an equal opportunity employer and does not discriminate on the basis of race, color, religion, national origin, disability, pregnancy, age, sex, sexual orientation, gender identity status, or any other protected characteristic as may be required by law in admission to, access to, treatment in or employment in its programs and activities. Inquiries regarding the district’s nondiscrimination policies should be directed to: Chief Human Resources Officer; Richland School District Two; 763 Fashion Drive; Columbia, South Carolina 29229. Phone: 803-787-1910.