

Parent/Student Handbook

2020-2021



Dorchester School District Two
Leading the Way: Every Student, Every Day

www.ddtwo.org



@TeamDD2



@TeamDDTwo



Dorchester School District Two



Dorchester School District Two

Leading the Way: Every Student, Every Day

Mr. Joseph R. Pye, Superintendent

Julie Kornahrens, Assistant Superintendent

Dr. Glenn Huggins, Assistant Superintendent

Welcome to the 2020-2021 School Year!

The purpose of this handbook is to provide students and their parents with information about Dorchester School District Two's instructional programs, curriculum standards, and student services. It also includes a brief overview of certain laws, policies, rules, regulations and practices that affect students.

This Parent/Student Handbook is not intended to replace the actual policies, rules, regulations and practices established by the Dorchester School District Two Board of Trustees, the Superintendent, or school administration. The content of the district's official policy manual shall always take precedence. The entire policy manual is available for review in the district office and in the main office at each school. In addition, the policy manual can be accessed on the district website at ddtwo.org/board.

The information included in this handbook is intended to ensure a productive and successful year for our students, both academically and personally. You will want to review this handbook with your student to fully understand what to expect during this school year.

Please note that policies, rules, and regulations may be amended and updated during the school year as needed. In the case of an update, these changes will be communicated to students and parents through schools and on the district website. If you have any questions, please contact your child's school for assistance.

Board of Trustees

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trobinson@dorchester2.k12.sc.us

Mrs. Lisa Tupper, Vice Chair
ltupper@dorchester2.k12.sc.us

Mr. Justin Farnsworth, Secretary
jufarnsworth@dorchester2.k12.sc.us

Mrs. Barbara Crosby
bcrosby@dorchester2.k12.sc.us

Mr. Evan Guthrie
eguthrie@dorchester2.k12.sc.us

Mrs. Gail Hughes
ghughes@dorchester2.k12.sc.us

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brmitchum@dorchester2.k12.sc.us

*Board members may also be reached
by contacting school board secretary
Lee Smith at 843-873-2901 or
lesmith@dorchester2.k12.sc.us.*

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DORCHESTER SCHOOL DISTRICT TWO FACT SHEET

Student Average Daily Membership (2019-2020):	25,298
Employees:	3,894 certified and support personnel*
Monthly Payroll:	\$11,840,000
2019-2020 General Fund Budget:	\$214,932,440
2019-2020 General Fund per Pupil Expenditure:	\$8,496.02
 Schools:	15 elementary schools, 6 middle schools, 3 high schools 1 alternative program (grades 6-12) 1 adult/community education program (pre-K – adult)
 Average Pupil: Teacher Ratio:	4K: 20:2 Grades 4-5: 25:1 Kindergarten: 26:2 Grades 6-8: 27:1 First Grade: 19:1 Grades 9-12: 28:1 Grades 2-3: 21:1
 Technology:	DDTwo is designated as an eLearning District.
 District Issued Devices:	K and 1: iPad Grade 2: HP Stream Windows Laptop with Webcam Grades 3-12: Dell Latitude 3190 Windows Laptop w/ Webcam
 Transportation:	180 buses, 169 routes: <i>1 route=1 run each: elem., middle, high</i> Over 16,000 students transported daily Over 15,000 miles driven per day Approximately 50 field trips per month
 Food Service:	Every school offers students breakfast and lunch An average of 11,480 meals served daily for lunch, 5,241 during breakfast and 1,301 after-school snacks 45% of students receive free or reduced lunch price
 Community Involvement:	More than 600 business partnerships Over 3,500 volunteers Active PTA units at all schools – most with 100% membership
 Student Statistics:	Average SAT scores for 2018-2019: 1031 (state average 1021; national average, 1039) Average ACT scores for 2018-2019: 19.8 (state average 18.8; national average, 20.7) Graduates in 2019 were offered \$40,970,507 in scholarships Dropout Rate: 0.8%

** Dorchester School District Two is the largest employer in Dorchester County.*

Directory of Schools

ddtwo.org/contact

SCHOOL	ADDRESS	PHONE	FAX	GRADES	PRINCIPAL
Alston-Bailey Elementary School ddtwo.org/abes	820 West 5 th North Street Summerville, SC 29483	695-5210	695-5211	K4-5	Vernisa Bodison
Alston Middle School ddtwo.org/ams	500 Bryan Street Summerville, SC 29483	873-3890	821-3978	6-8	Michelle Leviner
Ashley Ridge High School ddtwo.org/arhs	9800 Delemar Highway Summerville, SC 29485	695-4900	695-4905	9-12	Brooke Matthews
Beech Hill Elementary School ddtwo.org/bhes	1001 Beech Hill Road Summerville, SC 29485	821-3970	821-3979	K4-5	Rene Harris
Dr. Eugene Sires Elementary School ddtwo.org/eses	8640 River Oaks Drive North Charleston, SC 29420	695-2460	695-2465	K4-5	Dr. Tamara Diebold
DuBose Middle School ddtwo.org/dms	1005 DuBose School Road Summerville, SC 29483	875-7012	821-3995	6-8	Ted Brinkley
Eagle Nest Elementary School ddtwo.org/ees	301 Chandler Creek Road Summerville, SC 29483	695-5205	695-5206	K4-5	Laura Blanchard
Flowerstown Elementary School ddtwo.org/fes	20 King Charles Circle Summerville, SC 29485	871-7400	821-3980	K4-5	Carey Ball
Fort Dorchester Elementary School ddtwo.org/fdes	5201 Old Glory Lane Summerville, SC 29485	832-5550	832-5553	K4-5	Annette Pletcher
Fort Dorchester High School ddtwo.org/fdhs	8500 Patriot Boulevard North Charleston, SC 29420	760-4450	760-4852	9-12	Tripp Aldredge
Givhans Alternative Program ddtwo.org/gap	273 Highway 61 Ridgeville, SC 29472	832-5558	821-3944	6-12	Joyce Dearing
Gregg Middle School ddtwo.org/gms	500 Green Wave Boulevard Summerville, SC 29483	871-3150	821-3992	6-8	Will Wilson
Joseph R. Pye Elementary School ddtwo.org/jpes	9701 Patriot Boulevard Ladson, SC 29456	695-2979	695-2983	K4-5	Wanda Gadsden
Knightsville Elementary School ddtwo.org/kes	847 Orangeburg Road Summerville, SC 29483	873-4851	821-3983	K4-5	Claire Sieber
Newington Elementary School ddtwo.org/nes	10 King Charles Circle Summerville, SC 29485	871-3230	821-3981	K4-5	Rachel Cubbage
Oakbrook Elementary School ddtwo.org/oes	306 Old Fort Drive Ladson, SC 29456	821-1165	821-3984	K4-5	Kim Boutin
Oakbrook Middle School ddtwo.org/oms	286 Old Fort Drive Ladson, SC 29456	873-9750	821-3931	6-8	Matthew Legare
River Oaks Middle School ddtwo.org/roms	8642 River Oaks Drive North Charleston, SC 29420	695-2470	695-2475	6-8	Jack Mansor
Rollings Middle School of the Arts ddtwo.org/rmsa	1635 Beech Hill Road Summerville, SC 29485	873-3610	821-3985	6-8	Patrick Pye
Sand Hill Elementary School ddtwo.org/shes	324 Gnarly Oak Lane Summerville, SC 29485	695-5201	695-5202	K4-5	Francina Gerald
Spann Elementary School ddtwo.org/spann	901 John McKissick Way Summerville, SC 29483	873-3050	821-3987	K4-5	Shane Sanford
Summerville Elementary School ddtwo.org/ses	835 S. Main Street Summerville, SC 29483	873-2372	821-3989	K4-5	Katie Barker
Summerville High School ddtwo.org/shs	1101 Boone Hill Road Summerville, SC 29483	873-2372	821-3989	9-12	Kenneth Farrell
William M. Reeves Jr. Elementary School ddtwo.org/res	1003 DuBose School Road Summerville, SC 29483	695-2450	695-2455	K4-5	Natalie Hayes
Windsor Hill Arts Infused Elementary School ddtwo.org/whes	8600 William Moultrie Drive North Charleston, SC 29420	760-9820	760-4469	K4-5	Robert Neuner

District Office

ddtwo.org/contact

District Office

(843) 873-2901

Adult/Community Education

Mona Caudle, (843) 873-7372

Benefits

Yolanda Whitehead, (843) 873-2901

Early Childhood Services

Donna Alexander, (843) 695-2989

Elementary School

Lori Estep, (843) 695-5399

Extended Day Program

Kathy Bishop, (843) 821-3999

Federal & State Programs/Community Planning

Mike Windham, (843) 695-5310

Attendance Lines, Title/Programs (ESOL), School Intervention Program (ScIP), Federal Cards, Academic Assistance, Parent Involvement

Fine Arts

Jason Walsh, (843) 832-5532

Food Services

(843) 695-4920

Gifted Education

Gem Massey, (843) 821-3960

Home Schooling

Jenene Gouridine, (843) 695-5312

Middle & High School

Karen Radcliffe, (843) 695-5399

Nurse

Amanda Santamaria, (843) 875-4161

Parent Services

Teresa Kelly, (843) 695-5338

Parent Outreach, Parent Engagement Centers, Title I Facilitators, First Steps

Personnel & Human Resources

Cheryl Flowers, (843) 695-5312

Public Information

Pat Raynor, (843) 695-5336

Business & Community Partnerships, Parent Involvement Contact, Media Contact, School Improvement, Volunteers

PTA

Ciara Male

presidentcm@district23pta.org

Safety & Security

Preston Giet, (843) 695-5320

Special Services

Dr. Anotonia Cappelletti, (843) 875-4161

Students with Disabilities; Homebound Instruction (Medical), Child Find

Student Services

Valerie Blunt, (843) 873-2901

Discipline Hearings, In-District Transfers, Residency

Technology

Classroom Teacher, Site Media Specialist

Transportation

Steve Shope, (843) 873-6196

DORCHESTER SCHOOL DISTRICT PHILOSOPHY

Beliefs and Value Statements

We believe that the needs of students will direct every action of the employees of Dorchester School District Two.

We believe that teaching/instruction will reflect standards-based education and best national practices.

We believe that students should have no barriers preventing them from reaching their fullest potential. Barriers would include, but are not limited to the failure of using flexible/fluid performance grouping and/or differentiated instruction.

Mission Statement

Dorchester School District Two leading the way, every student, every day through relationships, rigor, and relevance.

Vision Statement

Dorchester School District Two desires to be recognized as a "World Class" school district, expecting each student to achieve at his/her optimum level in all areas, and providing all members of our district family with an environment that permits them to do their personal best.

Goal Statements

Each teacher will use standards-based instruction and assessment daily.

Each student will improve his/her academic performance.

Expectations

Dorchester School District Two employees are charged with the responsibility of ensuring that all students realize their potential.

All students will be given the opportunity to learn at their developmental - instructional level with the assistance of flexible and or fluid performance grouping and differentiated instruction. Leveling is **not** an acceptable form of grouping.

Retention has benefits under certain circumstances, but it will be used as the last resort and only after other interventions have been implemented.

Diagnostic assessment will be used for scheduling/placement purposes.

All students will meet or exceed the grade level standards in all areas (which have standards,) by the end of 3rd grade and thereafter.

Appropriate scheduling will occur to provide opportunities for all students.

Students will be provided equitable instructional time in science and social studies necessary to meet state standards and assessments.

In the elementary/middle grades, emphasis will be placed on literacy as a focal point since it is the base content for all other learning.

Students will receive hands-on instruction.

Teachers will be involved in the planning process, and lesson plans will reflect S.C. standards.

Classrooms will be visited to ascertain if standards are taught, leveling is not occurring and instruction is differentiated.

Every aspect of the school environment will be examined and, if necessary, changed in order to meet the needs of students.

PERFORMANCE GOALS

1. **SC READY** – The percentage of students scoring either “Meets Expectations” or “Exceeds Expectations” on SC READY ELA will increase to 56.6% by 2022-2023. (Goals are based on the Consolidated State Plan for South Carolina, which calls for midpoint goal of 56.6% by 2026 and an endpoint goal of 70% by 2035)
2. **SC READY** – The percentage of students scoring either “Meets Expectations” or “Exceeds Expectations” on SC READY Math will increase to 58% by 2022-2023. (Goals are based on the Consolidated State Plan for South Carolina, which calls for midpoint goal of 58% by 2026 and an endpoint goal of 70% by 2035)
3. **SCPASS** - The percentage of students scoring either “Meets Expectations” or “Exceeds Expectations” on SCPASS Science will increase to 60% by 2022-2023.
4. **SCPASS** - The percentage of students scoring either “Met” or “Exemplary” on SCPASS Social Studies will increase to 85% by 2022-2023.
5. **End-of-Course** - The percentage of students passing the end-of-course Algebra I exam will increase to 82.9% by 2022-2023. (Goals are based on the Consolidated State Plan for South Carolina, which calls for midpoint goal of 82.9% by 2026 and an endpoint goal of 90% by 2035)
6. **End-of-Course** - The percentage of students passing the end-of-course English I exam will increase to 82.1% by 2022-2023. (Goals are based on the Consolidated State Plan for South Carolina, which calls for midpoint goal of 82.1% by 2026 and an endpoint goal of 90% by 2035)
7. **End-of-Course** - The percentage of students passing the end-of-course Biology exam will increase to 88% by 2022-2023.
8. **End-of-Course** - The percentage of students passing the end-of-course U. S. History exam will increase to 84% by 2022-2023.
9. **ACT** -The percentage of students meeting the college and career readiness benchmark in ACT English for Grade 11 will increase each year.
10. **ACT** -The percentage of students meeting the college and career readiness benchmark in ACT Math for Grade 11 will increase each year.
11. **ACT** -The percentage of students meeting the college and career readiness benchmark in ACT Reading for Grade 11 will increase each year.
12. **ACT** -The percentage of students meeting the college and career readiness benchmark in ACT Science for Grade 11 will increase each year.
13. **ACT** -The percentage of students meeting the college and career readiness benchmark in ACT Writing for Grade 11 will increase each year.
14. **Ready to Work** - The percentage of students in Grade 12 earning a Ready to Work certificate (bronze or higher) will be 98% by 2022-2023.
15. **Ready to Work** - The percentage of students in Grade 12 earning a Ready to Work certificate (silver or higher) will be 84% by 2022-2023.
16. **SAT** - The district’s SAT score in each area will increase each year.
17. **MI** - The percentage of students scoring On-Grade Level for Grades 3 – 9 will increase to 85% by 2022-2023. (*On-grade level is defined as performing at the 36th percentile or above.*)
18. **RI** - The percentage of students reading On-Grade Level for Grades 2 – 10 will increase to 88% by 2022-2023. (*On-grade level is defined as performing at the 36th percentile or above.*)
19. **Graduation Rate** - By 2022-2023, 90% of original ninth grade students will earn standard high school diplomas within four years or less (i.e., on time).
20. **College/Career Readiness** - The percentage of students accepted to the military, a two-year college, or a four-year college will be 90% by 2022-2023.
21. **College/Career Readiness** - The percentage of students graduating College or Career Ready will increase each year.
22. **LIFE Scholarships** - The percentage of seniors eligible for LIFE Scholarships as defined by the South Carolina Department of Education for four-year and two-year institutions will increase to 75% by 2022-2023.
23. **AP, IB, Dual Credit** - The number of students who participate in an AP or an IB course will increase each year. The percentage of students who successfully complete an AP or an IB course will increase each year (duplicated count). Successful completion is defined by a score of 3 or higher on an AP exam or by a score of 4 or higher on an IB exam.
24. **CTE** - The percentage of students in co-curricular organizations will increase each year.
25. **CTE** - The percentage of students participating in work-based experiences will increase each year.
26. **Third Grade Readiness** - The percentage of second grade students who are on track for success in ELA and Math in third grade will increase each year.
27. **EL Proficiency** - The percentage of English learner students who meet progress towards the proficiency target will increase each year.

Student Services

- Safety And Security
- Inclement Weather Procedures
- Transportation
- School Nutrition Program
- Past Due Payments
- School Health Program
- Student Insurance
- Technology



SAFETY AND SECURITY

The safety of students and staff is the number one priority in Dorchester School District Two. The school district collaborates with law enforcement agencies and elected officials to ensure that all schools maintain a safe learning environment. Below are a few of the procedures and strategies in place to ensure our schools are safe:

- The school district and all schools have a safety management plan
- A district safety/security coordinator assists schools with security plans and systems
- Resource officers are at all schools or are in close proximity to a campus
- All schools have a secured entrance way and security cameras on the interior and exterior of the building
- Each school has a visitor check-in and check-out system in the lobby to help ensure that no unauthorized person enters the building
- The school district and all schools have phone messaging systems to keep parents informed. **(Please be sure your child's school has your up-to-date contact information)**
- Safety drills for students and staff are conducted during the year for fire, earthquake, severe weather, and lockdowns for possible threats to the campus. (During a lockdown all classrooms and entrances are locked, students and teachers remain in the classrooms, and no one is permitted to leave or enter the building until the situation is resolved. Staff and law enforcement are in hallways and common areas in the building.)
- The Board of Trustees formed a Safety Task Force working to improve security initiatives in our schools.
- Online safety is ensured through internet filters, internet monitoring systems, and student safety management software.

INCLEMENT WEATHER PROCEDURES

WEATHER MONITORING

The safety of students and staff is the primary concern when decisions are made to delay, close, or dismiss school early in response to hazardous weather conditions. The Superintendent and the district leadership team take this responsibility seriously and utilize a comprehensive decision-making process. This includes monitoring weather forecasts and road conditions through coordination with the National Weather Service, Dorchester County Emergency Management Department, local utility companies, SC Highway Patrol and local law enforcement. The Superintendent will also consult with Superintendents of surrounding school districts. If conditions warrant a change to the regular schedule to close early, cancel school or have a delayed opening, the district strives to make those decisions as soon as possible.

ADDITIONAL CONSIDERATIONS

Decisions made in response to hazardous weather conditions are district wide, affecting all schools and district sites. There are times some areas of the county are not as impacted as others by inclement weather, but decisions must be based on road conditions in all areas that school buses must travel. In addition, many teachers and staff members live in surrounding areas that may be unsafe for travel.

DELAY OF SCHOOL START TIMES, EARLY DISMISSAL, OR CANCELLATION

When possible, the decision to close schools due to hazardous conditions will be made the evening before to allow parents and employees as much advance notice as possible to make plans.

If early morning weather conditions warrant a **delayed start time**, schools may open on a one, two, or three hour delay from the normal schedule. The length of the delay would depend on existing weather conditions and the weather forecast for the day.

There are times when forecasts of rapidly deteriorating weather conditions require **early dismissal times** for schools in order to transport students safely home and get vehicles off the roads. Parents and staff will be notified of the change as quickly as the decision is made.

When there is school cancellation or early dismissal, extra-curricular activities, half-day programs, and elementary extended day child care will also be cancelled unless otherwise announced.

NOTIFICATION OF CHANGE IN SCHOOL SCHEDULES OR CANCELLATION

If a decision is made to alter the start or dismissal times or to cancel school, the Dorchester School District Two Public Information Office will notify students, parents and employees through a variety of methods including:

Phone Calls

Should you no longer want to receive phone calls, please contact the school location from which you are receiving the calls and ask to be removed or call (855) 502-7867.

Emails

Should you no longer want to receive emails, select the UNSUBSCRIBE option within the footer of the email or contact the school site directly.

Texts

Should you no longer want to receive, reply STOP. To opt back in, text to 23177 with the words SUBSCRIBE 02.

Website: ddtwo.org

Social Media

Facebook: www.facebook.com/TeamDD2

Twitter: www.twitter.com/TeamDDTwo

Local Media: Television, Radio, Newspaper

Parents are urged to monitor local media for the most up-to-date weather conditions and information on school closings or early dismissals.

How do I receive District Communications and Emergency Notifications?

District and emergency communications are delivered to all phone and email addresses noted in our student PowerSchool database. This database updates nightly with new information based on the emergency contact information indicated in PowerSchool.

Update Your Contact Information

It is very important that parents keep schools updated on any changes to contact information to ensure they receive the Blackboard Connect calls, emails and text messages. In the event you need to edit your personal contact information, you may login to your PowerSchool Parent Portal account and select the Update Contact Information tab from the left side menu at any time or visit your child's school with proper identification. For security reasons, we are unable to change your information over the phone.

PREPARATION FOR INCLEMENT WEATHER

In cases of extreme cold, bus drivers, maintenance workers and other district/school staff report to work early to prepare the buses and facilities for students. School bus drivers arrive early to start the buses to allow extra time for the buses to warm up and to address any mechanical issues. School staff will arrive at school early to receive students as they are dropped off.

DDTwo is Designated as an eLearning District

In the event of inclement weather, instruction will be conducted through eLearning.

TIPS FOR STUDENTS AND PARENTS

1. Stay informed by checking the district website regularly and local media for updates on school delays and/or closings. It is important to remember the decision to alter the school day is made by the district office staff not individual schools.
2. Students riding buses to schools should dress appropriately for the weather and alter their time for arriving at bus stops based on the school start time. If a delay is scheduled, students should delay their arrival time at the bus stop to match the delay.
3. Parents are encouraged to have a plan in place if school closes early or if there is a delayed start time. The plan should avoid leaving young children at home unsupervised.

IMPORTANT LINKS: ddtwo.org/backtoschool > [District & Emergency Communications](#)

TRANSPORTATION

Delivering Every Student Safely, Every Day and Every Time! **Students: Remember to Ride with Pride!**

SCHOOL BUS RULES AND SAFETY TIPS

Dorchester School District Two wants to make sure your child's trip to and from school is as safe and enjoyable as possible. We all play a role in achieving this goal. In order to get your child to school safely, on time, and ready to learn, it's important that he or she understands the school bus safety rules. Please discuss the rules listed below with your child.

- Behavior on the bus must be in compliance with the Student Code of Conduct.
- Obey the bus driver at all times.
- Stay in your seat. Facing forward, feet on the floor, book bag on your lap, hands to yourself.
- All carry-on items must be held by the student, e.g. book bags, band instruments, lunch boxes, projects.
- Keep the noise level down.
- Keep heads, hands, and feet inside the bus.
- Don't throw things inside the bus or out the windows.
- No eating or drinking on the bus. Water on hot days may be allowed by the driver.
- No use of mobile devices or similar electronic devices on the bus as a safety precaution. In case of a sudden stop, computers and other electronic devices could become a projectile. Computers and other electronic devices must be secured inside backpacks to prevent safety hazards.
- Keep the bus clean.
- No smoking, vaping, or tobacco on the bus.
- Don't damage the bus, its equipment or the personal property of others.
- Be courteous.
- Stay out of the School Bus Danger Zone – anywhere within 15 feet of the bus.
- Never reboard the bus for anything you may have left on board after you have already exited. We'll do our best to ensure personal property is returned.
- Never attempt to pick up anything dropped underneath the bus – things can be replaced, children can't.
- Always follow the bus driver's directions on how and when to cross the street. Be alert to traffic, look both ways, and always walk in front of the bus.

QUESTIONS AND CONCERNS See additional information under "Student Conduct on the School Bus" later in this guide. If you have questions or concerns about [bus routes](#), pick-up times, or other safety issues, please call the Transportation Office at (843) 873-6196 or visit our website at ddtwo.org/bus.

IMPORTANT INFORMATION

- Visit our transportation page for information on [how to download our bus tracking app](#). Parents can track and receive notifications about issues and timing of their students' buses.
- Please see below for information on our ID tag program for our four-year-old and five-year-old kindergarten students.
- In accordance with South Carolina law, only students living more than one and one-half miles from their zoned school qualify for bus transportation.
- Dorchester District Two will offer bus service for certain students who live within one and one-half miles and are deemed to have hazardous walking conditions. Transportation will be to their zoned schools only.
- In accordance with South Carolina law, bus stops will be spaced at least two-tenths of a mile apart.
- South Carolina law, Section 59-67-415, states, "Parents or guardians of a child being transported on a school bus are responsible for the safety and conduct of the child prior to the arrival of the school bus at the child's designated school bus stop for pick up and transport to school, and after the school bus drops off the child and departs the child's designated school bus stop when transporting the children from school. The state's responsibility includes the arrival or departure of the school bus, which is defined as

the time that the school bus assigned to the school bus stop activates the required pedestrian safety devices, stops and loads or unloads students, and until the school bus deactivates all pedestrian safety devices.

- Students must be at the bus stop upon its arrival. This means standing at the stop, ready to board. We recommend students arrive at their bus stops about ten minutes early to allow for traffic fluctuations and to preclude running to or after a bus. DO NOT RUN to catch the bus—it's extremely dangerous!

BUS RIDER VERIFICATION FORM We receive many requests for students to use our school bus transportation for either new riders, special circumstances (e.g. different pick up and drop off locations) or for temporary school bus transportation. For temporary and special circumstances, we are able to offer this service on a space-available basis. In many cases our buses are already at capacity and state policy requires us to reserve those seats for bus riders permanently assigned to the route in question. Therefore, even though a school may approve temporary rider status to a student, when the bus in question is already at capacity we will not be able to accommodate the request because permanently-assigned students have first priority. To request new, special accommodation or temporary bus service, the process will be as follows:

- Parent/guardian of the student needing new or temporary rider status will request it from the school. Requirements for acceptable forms of this communication may vary by school.
- School will complete an "Official Bus Rider Verification Form," including requested bus route, duration of the temporary ridership request, with whom the student will be riding (if applicable), and location for morning pick up and afternoon drop off (as applicable).
- This form must be signed by a school administrator and delivered to the bus driver prior to the student being allowed to board the bus.

This process will help ensure your student boards the correct bus and is delivered to the proper location. It is a safety process, first and foremost.

YOUNG STUDENT SCHOOL BUS ID TAG PROGRAM

To ensure the safety of our younger students—grade 4K through 2nd, Dorchester District Two uses the following safety procedures:

Parents/guardians of each 4K through 2nd grade student intending to ride the bus must request a Bus ID Tag Application from the school.

- Parent/guardian must complete and return the application to the school before the student may ride the bus
- Upon receipt of application, school issues: 1) a numbered bus ID tag and tag protector to be attached to the student's backpack/book bag; 2) four numbered cards matching the number on the student's bus ID tag.
- Parents/guardians may distribute the school-issued, numbered cards to designees of their choosing, thereby authorizing those designees to receive their 4K, 5K, 1st or 2nd grade children from the bus. A designee may be any adult the parent/guardian chooses. One person can serve as designee for multiple children.
- For 5K through 2nd grade students only, a student escort (4th or 5th grade) may be designated. The student escort must be a sibling of or live in the same household as the escorted student. The escort must be named on the bus ID tag. Student escorts must ride the same bus and get off at the same stop as the escorted student. The student escort must be riding the bus home from school in order to escort the escorted student. The escort must also wait for the escorted student to personally escort him/her from the bus.
- At the assigned bus stops the driver will check the ID tag for each 4K, 5K, 1st and 2nd grade student preparing to depart the bus. The driver will match the number on the ID tag to a school-issued card with the identical number being displayed by the parent/guardian/designee. This card must be displayed at the bus stop each day for the driver to be permitted to release your student. If a school-issued card with the identical number is not displayed, and a student escort who rides the same bus is not on the bus, the student will not be released from the bus and will be returned to the school.

We believe this method of exchanging students from the bus to their parents is the safest means of delivery from school to the home. The intent is to assist parents and the bus driver in making a positive transfer of students from the school to the bus to their parents. It also allows parents some flexibility in designating who may receive their children at the bus stop.

IMPORTANT LINKS: ddtwo.org/backtoschool > [Transportation](#)
[FAQs](#)

SCHOOL NUTRITION PROGRAM

Good nutrition goes hand-in-hand with education. Dorchester School District Two takes pride in our School Nutrition Service program. Our Office of School Nutrition is self-supporting. We depend upon the money we receive from our breakfasts and lunches to operate our program.

BREAKFAST AND LUNCH PRICES

Elementary Schools: Breakfast – \$1.45
Lunch – \$2.35

Middle Schools: Breakfast – \$1.45
Lunch – \$2.45

High Schools: Breakfast – \$1.45
Lunch – \$2.45

PAYMENT PLAN OPTIONS

There are several payment options available for purchasing school meals. Cash, checks or credit/debit cards are accepted at each school cafeteria. Payments may be made at the school cafeteria or online at myschoolbucks.com.

REDUCED PRICE & FREE MEALS

Reduced price and free meals are available at all schools to those who qualify through the USDA meal application process. Meal benefit applications may be completed online at ddtwo.school lunchapp.com at anytime during the school year.

- If your child received free or reduced meals during the prior year, you must complete a new application within the first 30 days of school.
- An application must be completed for new family members.
- Students transferring from another school district must complete an application upon registration.
- Applications may be completed online at ddtwo.school lunchapp.com.

CHARGING (CREDIT)

There will be NO charging. In emergency situations, parents must contact the school in order to develop an appropriate payment plan. **South Carolina Law does not require the district to provide a meal without proper payment.**

MEAL COMPONENTS

Five required food components must be offered daily:

- meat/meat alternate
- fruit, vegetable
- grain/grain equivalent
- Milk

Students will have multiple choices to meet these requirements. **A selection of at least three of the five components to include fruit or vegetable must be taken for the school to receive federal reimbursement for each meal.**

A'LA CARTE ITEMS

A'la Carte items are additional food items that are sold at individual prices as an addition to or an alternative to the meal. This includes food items such as specialty sandwiches, chips, frozen yogurt, ice cream and beverages such as fruit drinks, plain and flavored water. These items are available at all middle and high schools and at some elementary schools.

MENUS

All Menus meet federal guidelines set by the USDA. Menus and Nutritional Information can be view online at dorchester.sodexomyway.com at any time during the school year.

HEALTH & WELLNESS RESOURCES

Sodexo is committed to creating healthy environments for our customers. Central to this effort is providing healthy, nutritious foods. Our executive chefs and registered dietitians worked together to create an exciting collection of recipes. The result is Mindful by Sodexo – an approach that focuses on transparency of ingredients, delicious food, satisfying portions and clarity in message so that making Mindful choices becomes second nature. While designed for use in our cafes, Mindful is an approach that you can easily adopt at home with your family. Visit mindful.sodexo.com today to learn more!

IMPORTANT LINK: ddtwo.org/backtoschool > [Food and Nutrition](#)

PAST DUE STUDENT PAYMENTS

YOUR CHECK IS WELCOME

In order to recover non-sufficient funds/ returned checks in a private and professional manner, Dorchester School District Two may seek collection of funds through a licensed collection agency.

Checks should be written on a commercially printed check with your name, address, and contact telephone number. When a person writes a check to a school or the School District, he or she agrees that, if the check is returned for any reason, it may be represented electronically on the same account, and that the Service Fee for returned checks established by law may be debited from the same account.

If the check and fee are not collected electronically, Envision Payment Solutions will contact the check writer by mail and/or by telephone to make payment arrangements. All payments need to be made directly to Envision Payment Solutions, P.O. Box 157, Suwanee, GA 30024-0157. For your convenience, payments of both check and fee may be made electronically at envisionpayments.com or over the phone (877-290-5460) using a credit card, debit card or electronic check.

MEAL ACCOUNT BALANCES

At the end of the year if a student's account is showing a balance owed, and it is not paid in full, the balance will be turned over to a licensed collection agency for collection of these balances.

EXTENDED DAY BALANCES DUE

At the end of the year if a student's extended day account balance is showing a balance owed and it is not paid in full, the balance will be turned over to a licensed collection agency for collection of these balances.

SCHOOL HEALTH PROGRAM

The main objective of the Dorchester County School District Two Health Program is to assist each student in achieving and maintaining optimal health so that maximal physical, social, emotional, and academic growth can occur.

School Health Room Operations

The Health Room is operated daily under the supervision of a registered nurse or principal's designee. The school nurse is responsible for maintaining a health record on all students. Parents have the opportunity to update their child's medical health information during annual online student registration. If changes happen during the year, please notify the school nurse. Schools should be made aware of any chronic illness or condition that may affect a student while at school.

The Health Room is designed to be an emergency clinic to care for minor illnesses or injuries that occur at school. Injuries or health concerns that occur outside of school should be treated at home or by your health care provider. The school nurse cannot diagnose or prescribe treatment. This is the responsibility of your family physician or health care provider.

There are times when a student should remain at home for his/her own welfare and for the protection of others. Here are some of those instances:

***the following information is adapted from the SC DHEC 2020 School and Childcare Exclusion List effective August 1, 2020 and is subject to change upon the release of new guidance by DHEC*

Exclusion List - <https://www.scdhec.gov/sites/default/files/Library/CR-010752.pdf>

1. Fever by itself

**fever without known cause may require negative COVID-19 testing or completion of COVID-19 exclusion*

- a. Students to be excluded from school with an oral temperature of 100.4 or greater or axillary temperature of 100.0 or greater.
- b. All staff to be excluded for oral temperature 100.4 or higher.
- c. Excluded until individual cleared to return based on specifics of diagnosis to be determined by their healthcare provider. School to specify documentation needed.

2. Coronavirus Infectious Disease (COVID-19)

- a. Student or staff to be excluded from school with a positive PCR test or another approved test per the DHEC website.
- b. Individual will be need to meet criteria for return per DHEC guidance:
 - i. 10 days since symptoms started
 - ii. 24 hours since last fever
 - iii. Symptoms have improved

**these criteria are subject to change*

3. COVID-19 related symptoms

- a. Students or staff with any of the following symptoms with or without fever will be excluded:
 - i. shortness of breath or difficulty breathing, new or worsening cough, or loss of taste or smell
- b. Students or staff with a symptom complex suggestive of COVID-19 without another likely cause or explained by another diagnosis will be excluded
 - i. COVID-19 can present with the following symptoms: sore throat, muscle or body aches, chills, fatigue, headache, congestion or runny nose, diarrhea, nausea or vomiting, fever
- c. Individual will be excluded until:
 - i. Negative PCR test is obtained - OR -
 - ii. Meet the criteria for return from COVID-19 (10 days since symptoms started, 24 hours since last fever, and symptoms improved)

**these criteria are subject to change*

4. Influenza/Influenza-like Illness

- a. Student or staff excluded with oral temperature of > 100.0 with a cough and/or sore throat for which there is no other known cause
- b. Students or staff will be excluded until at least 24 hours after fever has resolved without the use of fever-reducing medicines

5. Strep Throat/*Streptococcal* Pharyngitis

- a. Excluded until 24 hours after starting antibiotics, if there is no fever.

6. Rash with fever, behavioral changes or other symptoms.

- a. Exclude child with rash until a health provider has determined that the illness is not a communicable disease.

7. Impetigo

- a. Weepy, oozing or wet sore that cannot be covered and kept dry will be sent home immediately.
- b. May return after receiving antibiotics for 24 hours.

8. Ringworm

- a. Scalp – must remain out of school from the end of the day until he/she has begun treatment with a **prescription oral antifungal medication**.
- b. Body – does not have to be out of school/childcare as long as a **topical antifungal medication** has been applied to the affected areas and area stays completely covered by clothing/dressing or Band-Aid.

9. Skin Infections from Staph or Strep (including MRSA)

- a. Child may attend school if the sores are covered with clothes or dressing and the drainage does not come through clothes or dressing.

10. Shingles

- a. Exclude children who have shingles sores or blisters that cannot be covered.

11. Hand, Foot and Mouth Disease

- a. Exclude while symptoms of fever, above normal drooling, trouble swallowing or are too sick to do normal school activities.

12. RSV (Respiratory Syncytial Virus)

- a. Exclude younger children with RSV if the child has a fever or if the child is too sick to participate in activities with other children and staff.

13. Whooping Cough/ Pertussis

- a. Exclude until completion of 5 days of antibiotics, with a medical note.

14. Earache accompanied by a fever

15. Pink eye

- a. Children do not have to stay at home with pink eye unless they have fever, severe eye pain, and purulent drainage or are too sick to participate in routine activities.

16. Vomiting

- a. 2 or more times during the previous 24 hours
- b. If nurse suspects a contagious illness.

17. Diarrhea

- a. Grades 4K-5 - (3 or more episodes of loose stools in a 24 hour period)
 - i. Exclude until symptoms are resolved for 24 hours or more or cleared by a doctor
- b. Middle/ High School exclusion is not mandatory *unless they are spreading illness in the school setting*

- c. Medically fragile child or child who needs help with using the bathroom may need to be out of school if the diarrhea makes it hard for caregivers to maintain sanitary conditions.

18. Untreated head lice

- a. Children with crawling lice or with nits (eggs) $\frac{1}{4}$ inch or closer to the scalp may be sent home at the end of the day, if head-to-head contact with other children can be avoided. Otherwise they may be sent home immediately.
- b. Child may return **after first treatment**, if there are no nits or active lice crawling on their head.

19. Untreated Scabies

- a. Exclude until after treatment/medication has been completed (usually overnight).

20. Dental procedure

- a. Requiring sedation and/or anesthetic should not return to school until the anesthetic has completely worn off and the student has full feeling returned to their mouth and tongue.
- b. Students who have had a tooth extracted must also remain at home until they are no longer having active bleeding.

In the event that a student becomes ill or injured and needs to go home, the parent/guardian or emergency contact listed during Registration will be contacted and expected to come for the child immediately. Also, there are times when it is necessary to contact a parent/guardian about a student. For this reason, please make sure the school has up-to-date phone numbers of those persons to be contacted in an emergency.

MEDICATION AT SCHOOL

Dorchester District Two requires that the parents of all students who need medication during school hours must adhere to the following guidelines:

1. Parent/legal guardian must complete and submit a Dorchester School District Two [Medication Permission Form](#). This form requires both the signatures of the physician and the parent/legal guardian. Official forms are available on the Dorchester School District Two [Nursing and Health Services](#) page under [Health Forms](#).
2. Medication must be brought to school by the parent/guardian or other responsible adult and delivered directly to the school nurse or principal's designee. Medications will not be accepted if sent in with students or delivered to unauthorized school employees. A supply of no more than 30 days should be provided.
3. Medications must be provided to the school in their original container with all labeling from the pharmacy, and if applicable, the manufacturer, intact and legible. Each medication must be labeled with the student's name.
4. Each medication contained must include only the medication listed on the pharmacy label and the medication must match the pharmacist's physical description of the medication on the label.
5. The first dose of any new medication should always be taken at home to allow the parent/guardian to monitor for side effects.
6. Parents are reminded that aspirin, cough medicine, vitamins, cough drops, all over-the-counter products, will not be given at school without a medication permission request form completed by a legal prescriber and in a properly labeled prescription container by a registered pharmacist as prescribed by law.
7. Herbals, food supplements, alternative medicinal products, and other items that do not have FDA approval will not be given at school without a medication permission request form completed by a legal prescriber and in a properly labeled prescription container by a registered pharmacist as prescribed by law.
8. Students will not share any prescription or over the counter medication with another student. Violations may result in disciplinary action including, but not limited to suspension or expulsion.
9. All medicine not registered with the school nurse will be in direct violation of district policy and dealt with accordingly.
10. Parents are also reminded that school personnel will dispose of medication not claimed at the end of the school year.
11. All medications will be handled in accordance with the above guidelines through the school nurse or principal's designee.

Additional treatments such as tube feedings and respiratory care also require documentation from a physician/legal prescriber and parent or guardian. Those forms can also be accessed on the Dorchester School District Two web page under “Parents & Community” on the Nursing & Health Services page under “Health Forms”.

2020-2021 REQUIRED STANDARDS OF IMMUNIZATION FOR SCHOOL ATTENDANCE

The following minimum requirements are necessary for childcare and any [public, private, or parochial school grades 5K-12](#), including preschool attendance for [4K programs and younger](#). These requirements will be effective as of July 1, 2020. A SC Certificate of Immunization with an expiration date is acceptable to allow for age appropriate completion of vaccination series. No child can attend for more than 30 days past the expiration date of the certificate.

Pursuant to Section 44-29-180, South Carolina Code of Laws, and South Carolina Regulation 61-8, “no superintendent of an institution of learning, no school board or principal of a school...may...enroll or retain a child or person who cannot produce satisfactory evidence of having been vaccinated or immunized so often as directed by the Department of Health and Environmental Control.... Records of vaccinations or immunizations must be maintained by the institution, school or day care facility to which the child or person has been admitted.”

Note: Grade level requirements apply to all students entering or retained in the grades specified.

Minimum Requirements:

Diphtheria, Tetanus and Pertussis

- Grade 4K Four (4) doses of any combination of DTP, DT, or DTaP vaccine.
- Grades 5K – 12 Four (4) doses of any combination of DTP, DT, DTaP, Td, or Tdap vaccine with at least one (1) dose received on or after the fourth birthday.

Tdap Booster

- Grades 7 - 12 One (1) dose of Tdap vaccine received on or after the 7th birthday. This dose of Tdap may be included as one of the doses needed to meet the requirement for Diphtheria, Tetanus, and Pertussis.

Polio

- Grade 4K Three (3) doses of any combination of oral or inactivated polio vaccine.
- Grades 5K – 8 Three (3) doses of oral and/or inactivated Polio vaccine with at least one (1) dose received on or after the fourth birthday.
- Grades 9 – 12 Three (3) doses of oral and/or inactivated Polio vaccine (IPV) with at least one (1) dose received on or after the 4th birthday OR four (4) doses of oral and/or inactivated Polio vaccine (IPV) before 4th birthday (if all doses separated by at least 4 weeks).

Haemophilus influenza Type b (Hib)

- Grade 4K Current, age-appropriate Hib vaccination according to the currently published immunization schedule. For children 15-59 months of age who have not yet completed age-appropriate Hib vaccination, one (1) dose of Hib vaccine at or after 15 months of age is required. Hib vaccine is not required for children 5 years of age and older.

Measles, Mumps, and Rubella

- Grade 4K One (1) dose of MMR vaccine received on or after the first birthday.
- Grades 5K – 12 Two (2) doses of MMR vaccine with both doses received on or after the first birthday and separated by at least 4 weeks.

Hepatitis A

- Grade 4K Two (2) doses of Hepatitis A vaccine with both doses received on or after the first birthday and separated by at least 6 months for any child born on or after January 1, 2019. Vaccine series must be started by 18 months of age.
- Grade 5K Two (2) doses of Hepatitis A vaccine with both doses received on or after the first birthday and separated by at least 6 months.

Hepatitis B

- Grades 4K – 12 Three (3) doses of Hepatitis B vaccine with the third dose received >24 weeks of age and at least 16 weeks after the first dose.

Varicella

- Grade 4K One (1) dose of varicella vaccine received on or after the first birthday or positive history of disease.
- Grades 5K – 6 - Two (2) doses of Varicella vaccine with both doses received on or after the first birthday and separated by at least 4 weeks or a positive history of disease.
- Grades 7 – 12 One (1) dose of Varicella vaccine received on or after the first birthday or positive history of disease.

Pneumococcal

- Grade 4K Current, age-appropriate pneumococcal vaccination according to the currently published immunization schedule. For children aged 24-59 months who have not yet completed any age-appropriate pneumococcal vaccination, one (1) dose of PCV13 on or after the 2nd birthday is required. Pneumococcal vaccine is not required for children 5 years of age and older.

STUDENT HEALTH SCREENINGS

Our school system recognizes that good physical health goes hand in hand with good academic performance. Health problems may prevent a child from achieving his/her fullest potential. Unfortunately, many such difficulties go undetected for years. Nurses are trained to do screening tests for vision, hearing, scoliosis and blood pressure problems, as well as, contagious diseases (such as head lice, chicken pox, impetigo, etc.). Should such screening detect a problem, parents will be notified for further follow-up.

Head Lice in School

According to Dorchester District Two Policy JLCC: If a teacher suspects a child of having head lice or nits, he/she will notify the school nurse or principal's designee. If the student has an active infestation, school personnel will notify the parent/legal guardian by telephone or in writing with recommendations for treatment procedures.

- **Readmission to school**
 1. The district prohibits a student who is sent home with head lice or nits from returning to school until he/she meets the following conditions:
 - The student shows evidence of treatment as determined by the school.
 - The student passes a physical screening by the school nurse or principal's designee that shows the absence of head lice.
 2. At no time will a student be allowed to return to school without proof of treatment and a screening.

Any student who is absent for more than three days to treat head lice or nits must present a doctor's or nurse's note for the days to be considered as excused absences.

INDIVIDUAL HEALTH PLANS (IHPs)

Individual health care plans are also called individual health plans or IHPs. School nurses who are registered nurses write IHPs to guide how a student's health care needs will be met while at school. IHPs are written for students who have special health care needs that must be met by school staff during the school day. IHPs are also written for students who have been approved by the school district to self-medicate or self-monitor. The nurse works with the student, the student's parents or legal guardians, the student's health care provider, and other school staff to write the plan. To learn more about IHPs, talk with your child's School Nurse.

IMPORTANT LINKS: ddtwo.org/backtoschool > [Health & Safety](#)

STUDENT INSURANCE

Dorchester School District Two will make available voluntary student accident insurance for all students at a nominal fee to the parent/guardian. Medical charges in excess of benefits paid are the responsibility of the insured.

ACCIDENT INSURANCE

I. Student Voluntary Accident Insurance Coverage:

Dorchester School District Two proactively extends the opportunity to all parents/guardians to **purchase** any of the Voluntary Student Accident Insurance Plans Bollinger Insurance offers. Please visit bollingerschools.com to enroll, access claim forms, or for additional information on the various Accident Only insurance plans they offer. An example of the voluntary accident plans offered by Bollinger Insurance this calendar school year are:

- **School-Time Accident Coverage – excluding interscholastic sports**
- **24-Hour-A-Day Accident Coverage – excluding interscholastic sports**
- **Dental Accident Insurance 24-Hour Coverage**

II. Student Interscholastic Sports Accident Insurance Coverage:

Limited coverage Interscholastic Sport Accident Insurance is in place for DD2 athletes, including cheerleaders, band members and JROTC participating in Interscholastic Sports that are approved by the South Carolina High School League. This coverage is **solely for accidental** interscholastic sport injuries (**i.e. not diagnosed conditions because of repetitive motion/use or conditioning, and other exclusions**) that transpire during the course of playtime or practice. This coverage is excess or secondary to the parent's insurance. As with all insurance claims, the insurance carrier determines the outcome of **the claim submitted by the parent/guardian within 90 days of the date of the accident**. Parents/guardians may file an appeal directly with the insurance carrier (i.e. Bollinger) if they do not agree with the outcome. **It is important to note that coverage is also limited (i.e. DOES NOT COVER 100% of medical charges billed), and has exclusions. Please visit BollingerSchools.com for claim forms, Q&A on plan, or to check the status of an existing claim.** It is important to note that medical charges in excess of benefits paid by the insurance (or services not covered) are the responsibility of the insured (i.e. parent/guardian).

III. State Plan:

PARTNERS FOR HEALTHY CHILDREN

Did you know that thousands of children in South Carolina do not have health insurance because their parents or caregivers do not know that they are eligible to join "Partners for Healthy Children"? Please visit benefits.gov for program description, requirements and annual income limits. Complete the application in your student's registration packet and mail to:

- South Carolina Partners
for Healthy Children,
Post Office Box 100101
Columbia, SC 29202-3101

IV. SCHOOL BUS INSURANCE

All State-owned school buses carry insurance as defined by the Code of Laws of South Carolina Section 59-67-710. Any school-age student who is injured while riding a public school bus or is injured while in route to or from a school bus stop may be due certain medical benefits. In the event of an accident, the student, parent or guardian should contact one of the following: local school principal, area bus supervisor, or the Transportation Department

TECHNOLOGY

Dorchester School District Two desires to be recognized as a “World Class” school district, expecting each student to achieve at his/her optimum level in all areas, and providing all members of our district family with an environment that permits them to do their personal best. All students in grades K-12 will receive a device in order to support student access to information, promote critical thinking, enhance communication and collaboration, and innovatively create while learning to safely, ethically, and successfully utilize technology. Students will have the opportunity to extend their learning beyond the classroom by taking their device home in order to access instructional programs, files, and schoolwork. Please review the complete [Student Device Handbook](#). This handbook outlines the expectations for student use, while providing both students and parents/guardians with procedures for appropriate use, care of, and security. Below is an abbreviated version.

RECEIVING A DEVICE

A district-issued device will be distributed following each school’s Student Device Deployment and Orientation. Students in grades K-12 will be issued a device for use at school, home, and through the summer as appropriate with district approval.

K and 1: iPad, with built in webcam

Grade 2: HP Stream Windows PC Laptop, with built in webcam

Grades 3-12: Dell Latitude 3190 Windows PC Laptop, with built in webcam

In order to receive a district-issued device and gain access to the district network:

- A parent orientation will be available online through both the district and individual school website and must be viewed annually by the parent or guardian.
- Parents must electronically sign the District-Issued Device [Responsible Use Agreement](#) before the school can issue a device and grant student access to the district network. This will be completed annually through the Online Registration Portal. A digital copy of the Responsible Use Agreement is available on the district website.
- Students will complete an annual student orientation at individual school sites prior to receiving a district-issued device. Students must also electronically sign and return the District-Issued Device Responsible Use Agreement. A digital copy of the AUA is available on the district website.
- An annual technology fee of \$20 will be collected during online registration. *This is in addition to the annual student registration fee.*

GENERAL CARE OF THE DEVICE

The district-issued device is the property of Dorchester School District Two. All users will follow these guidelines and the Dorchester School District Two Responsible Use Agreement. Each student is individually responsible for the general care of his/her assigned device.

General Precautions

- Keep the device away from food, beverages, sinks, water fountains, or any other area that may cause damage to the device.
- Devices should not be used or left in areas that may lead to damage or theft.

Screen Care

Screen damage often occurs when pressure is applied to the screen.

- When in transition, the devices should be closed and secured.
- Before closing the device, students should ensure the keyboard is clear of all obstructions.
- If the device screen requires cleaning, only a clean, dry, cloth should be used. The use of cleansers of any type is prohibited.

STUDENT & PARENT RESPONSIBILITIES

Students should...

- Keep the device secure
- Use the protective case
- Bring it to school fully charged
- Report damage or loss in a timely manner

Students shouldn't...

- Lend the device to anyone
- Share usernames or passwords
- Change device settings
- Add any stickers or markings
- Download applications, programs, or view inappropriate content

Parent Responsibilities

- If device is misused, the parent/student is responsible for cost of repair or replacement.
- Parents/guardians should take precautions to filter and monitor home or public internet usage.
- Talk to your child(ren) about appropriate online behavior and values and standards as you expect them to follow as they use technology.

RETURNING A DEVICE

- Students transferring out of or leaving Dorchester School District Two for any reason (moving, expulsion, graduation, etc.) during the school year must return the district-issued device, including accessories, within 72 hours of the last day of attendance.
- The district-issued device and device accessories must be returned with only normal wear and no alterations. One cord and one protective case will be provided to each student upon initial device reception. Cords and chargers should be maintained and returned in working order.

LOSS, THEFT, and DAMAGE

As with any piece of school property checked out to students, the students and their families are responsible for their assigned district-issued device. Situations involving loss, theft, or damage of the device will be dealt with on a case-by-case basis.

Loss

- Do not leave devices unattended or unsecured
- A lost device must be reported within 48 hours to the School Technology Station
- Loss is not covered by the district

Theft

- A stolen device must be reported to the School Technology Station **and** law enforcement
- A documented police report **is required and must clearly indicate forced entry**

Damage

- Malfunctioning or damaged devices must be reported to the School Technology Station within 48 hours
- The district will be responsible for parts and repairs for system-related issues or malfunctions of the device
- The district will not cover intentional damage or damage due to negligence or loss
- The district will be responsible for parts and repairs for ONE accidental damage, such as cracked screens, liquid damage, or cosmetic damage

DISTRICT RESOURCES

ddtwo.org/backtoschool > [Technology](#)

[Technology Support to Troubleshoot Common Issues](#)

[Student Device Information](#) (Handbook, Orientation Videos, Technology Support)

[Core Learning Platforms](#)

[Internet Access Resources](#)

[Hotspots](#)

[Responsible Use Agreement](#)

[School Based eLearning](#)

[Virtual Academy](#)

Community Programs

- School & Community Opportunities for Involvement
- Dorchester Two Educational Foundation
- Early Childhood & Family Literacy Programs
- Adult Education



SCHOOL & COMMUNITY OPPORTUNITIES FOR INVOLVEMENT

SERVICE LEARNING

Service learning is a teaching/learning method that combines meaningful community service experiences with academic learning, personal growth, civic responsibility, and preparation for the world of work.

SCHOOL IMPROVEMENT COUNCIL (SIC)

The School Improvement Council serves as an advisory committee to a school's principal. Each council must be composed of at least two parents (elected by the parents of students in the school), two teachers (elected by the school faculty), two students (in grades 9-12, elected by the students), and other representatives of the community appointed by the principal. Councils serve the schools by:

- Assisting in preparation of the strategic plans and annual updates,
- Assisting in development and monitoring of school improvement and innovation,
- Developing an annual report to parents and constituents of the school,
- Providing assistance to the principals as requested or any other duties prescribed by the Dorchester District Two Board of Trustees.

Talk to the principal at your child's school for more information about the School Improvement Council.

SCHOOL VOLUNTEERS

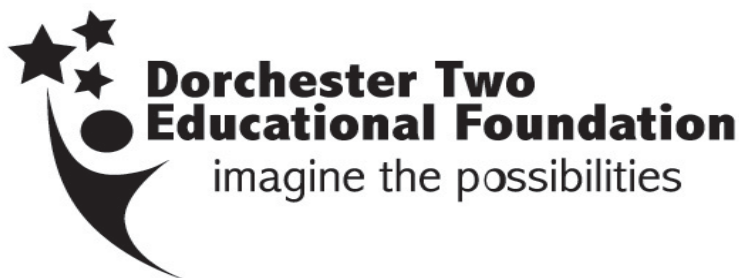
Creating enduring partnerships with schools provides opportunities for increasing student learning. There are many roles for volunteers in the schools. You can make a difference for your child or others by serving as a volunteer. Volunteers are needed to serve as mentors, read with children, tutor children in all subject areas, chaperone activities, present information on careers and hobbies, and many other roles. Call your child's school for more information about becoming a school volunteer.

MENTORING

Being a learning partner for a child involves the time and commitment of a caring adult. A mentor is a good listener, nonjudgmental friend, a role model, an advocate, a motivator, a resource, a guide, and a helper. The mentor may choose to be a lunch buddy, homework helper, academic tutor, reading friend, pen pal, or e-mail pal.

PARTNERS IN EDUCATION

All 25 schools in the district as well as several school programs and school PTAs have one or more business or community partners. Many businesses have entered into partnerships with more than one school and most offer to assist with any school and program when and where needed and when and where possible. These multiple partnerships include more than 600 relationships with almost 400 businesses and individuals. Since partnerships are planned and developed according to the needs and priorities of the individual school and partner organizations, each partnership differs and activities vary. Information about partnership programs and activities is available from the Partners in Education School Liaison at your local school, or at Dorchester School District Two, 115 Devon Road, Summerville, SC 29483-2457; Phone: 843-873-2901; FAX: 843-832-5539.



DORCHESTER TWO EDUCATIONAL FOUNDATION

Dorchester Two Educational Foundation bridges the gap between funding provided by the state for basic education and the resources required to give our students the best education – one that creates world class students who are successful in school and life.

Mission - Create and build partnerships to support the advancement of education in our community

Vision - Support Dorchester District Two in producing world class students who are world ready

Dorchester Two Educational Foundation is providing enhanced learning opportunities through Innovation Awards, Impact Initiatives, and by Igniting the Passion of our community in support of education! We need the financial support of businesses and philanthropists throughout our community to continue the innovation and success of Dorchester School District Two.

Investing in public education is investing in our future workforce; in our community; and in the long-term sustainability of the local, regional and national economies. We are all stakeholders in public education. With your help, we are enabling our students to...***imagine the possibilities!***

Make a gift to the foundation in honor of your student or a dedicated teacher. Yours will be a gift to the future of our children and our community. To learn more about the foundation, download a donation form, or make a gift online, please visit DD2Foundation.org

We welcome and appreciate your support!

Jennie Crosby, Executive Director
115 Devon Rd.
Summerville, SC 29483
843-873-2901 ext. 60053
jcrosby@dorchester2.k12.sc.us
DD2Foundation.org

EARLY CHILDHOOD PROGRAMS

4K Child Development Classes

Each elementary school in our district offers an a.m. and a p.m. half day 4K class for children who meet specific state criteria for acceptance. All children applying for 4K slots are screened with the DIAL 4 to assess developmental abilities in motor, concepts and language skills. Children are placed on a ranked waiting list based on developmental delays and points from meeting specific state criteria. Those with the greatest number of points are accepted into the program. The session the child attends depends on whether their neighborhood is zoned for am session (7:15-10:00 am) or afternoon session (11:20 am-2:15 pm). Bus transportation is provided and there is no cost for the program. Children must be 4 years old on or before September 1, 2020 to be eligible for screening and acceptance in the program.

Child Find for Children Ages 3 to 5

The Individuals with Disabilities Act (IDEA) insures that school districts have policies and procedures to serve all children, ages birth to 21 with disabilities. Any parent who feels their preschool child (ages 3 to 5) may have a delay can have their child evaluated through our Child Find Clinic. Baby Net, medical professionals, educators and parents/guardians can make referrals. Children identified as having a disability are eligible for an Individual Education Program, which could include special education services such as speech and language therapy, occupational therapy and/or placement in one of our district's Preschoolers with Disabilities Programs. For additional information about the Child Find process or to make an appointment for your child, please call our Office of Special Services at 843-875-4161.

Head Start

Head start programs are offered in Berkeley County for eligible children at two locations, the Fishburne Center in Hanahan and Westview Primary in Goose Creek. If a child qualifies for this program, parents/guardians must provide transportation to Westview Primary in Goose Creek or to the Fishburne Center in Hanahan. Please call 843-553-5179 for more information.

For more information, visit ddtwo.org/curriculum or call Donna Alexander, 843-695-2989.

FAMILY ENGAGEMENT PROGRAMS

Title 1 Parent and Family Engagement Centers

Dorchester School District Two has four Parent and Family Engagement Centers (PFEC) conveniently located throughout the district to provide support and services to the district's students, parents, and families. Our centers are a free resource offered to parents and families living in the DD2 school district. The centers offer interactive parent-child story times as well as interactive parent-child rotational engaging activities. They house a wide variety of award winning, engaging and exciting materials, games and books for parents to check out! Each PFEC is staffed with a friendly parent liaison, so visit one of the centers or check them out on our district website at ddtwo.org/family. The centers are located at: Eagle Nest Elementary School (843-695-2985), Joseph Pye Elementary School (843-695-2987), Knightsville Elementary School (843-695-2986), and Spann Elementary School (843-695-2995). During the school year, hours of operation are Monday through Friday from 7:30 am to 3:00 pm. Please contact the centers for information on story times and interactive times.

Parenting Workshops

DD2 schools offer a variety of Parent and Family Workshops and activities that engage families on a monthly basis. Workshops are offered at various times in the elementary schools and cover topics such as: reading, writing, math, STEAM, and fine arts programs. Schools involve the community and district office staff along with teachers to facilitate family activities. When families, communities, and schools work together, it provides an opportunity for students to be more successful.

Wee Wonders Child Care Center

On-site childcare is available for children of adult students attending the Adult Learning Center for GEDS, ESL Support, Career Enhancement Skills and Work Keys skills and assessment. These children and their parents participate in weekly family literacy sessions targeting early literacy skills. Children receive an age appropriate book for home use at these sessions.

Other Community Resources

Information is available about community agencies and other needed family services that are beyond the scope of our district and programs.

For More Information: Visit ddtwo.org/family or call Teresa Kelly, 843- 873-2901.

ADULT EDUCATION

Adult education is open to any qualified person 17 years of age or older who has left the elementary or secondary school, or when the school board has assigned a student of less than 18 years of age who is not officially in membership in a regular school. Students will have the option of earning a high school diploma provided he/she possesses the minimum number of credits required or earning a SC high school equivalency diploma by passing the official high school equivalency exam.

APPLICATION AND FEES

A fee of 20.00 per year is required at the time of enrollment for diploma completion. A fee must be paid each year a student is enrolled. High School Diploma classes are held virtually for the upcoming school year.

A fee of 20.00 per year is required at the time of enrollment for High School Equivalency classes. A fee must be paid each year a student.

GRADUATION REQUIREMENTS

To acquire a South Carolina High School Diploma, students must earn twenty-four units (see page 52). Additionally, a semester in residence requirements must be met. To be eligible for potential enrollment in the high school diploma program, students must possess a minimum number of credits and be recommended by his/her home school principal.

HIGH SCHOOL EQUIVALENCY DIPLOMA PROGRAM

For an individual to be admitted to Dorchester School County Adult Education Program, he/she must meet the requirements of the South Carolina Board of Education:

1. Be a legal resident of South Carolina or a former resident whose most recent elementary or secondary school attendance was in South Carolina.
2. Be at least 17 years of age and not enrolled in high school. Persons 17 years of age shall submit a letter from the district superintendent or his district-level designee verifying the candidate's date of birth and the last date of attendance at the home high school.

Upon receipt of the letter stating the person's date of birth and the last date of attendance in school, Adult and Community Education may enroll the student in a High School Equivalency Diploma Program.

Each student's academic plan will be designed according to the student's diagnostic test scores, regardless of the grade the student completed in high school.

For More Information: Visit ddtwo.org/adulted or call 843-873-7372.

Learning Services



- Testing Programs
- Special Programs
 - Gifted & Talented/Advanced Academic Programs
 - Career Assessments
 - Middle & High School Alternative Program
 - Guidance & Counseling
- K-12 Pyramid of Interventions
- Special Education
- Character Education
- Curriculum Standards

TESTING IN DORCHESTER SCHOOL DISTRICT TWO

2020-2021

Assessment is one of the major components of Standards-Based Education. Assessment is used to design instruction and personalize learning for each child. District Two provides ample opportunities for assessment via required testing by the state, required testing by the district, and optional testing by the school and by classroom teachers. Below are listed the standardized/required tests your children will be taking for the school year 2020-2021. These listings do not include testing for specialty groups of students.

STANDARDIZED/REQUIRED TESTING

- State-required readiness assessment to all 4K and 5K students
- State-required achievement testing in grade 2
- State-required ability testing in grade 2
- State-required ability testing in grades 3 through 8 (upon recommendations)
- State-required Project STAR testing for GATE identification
- State-required ACCESS for ELLs for EL students
- State-required NAEP to selected schools and to selected grades
- State-required SC READY in Writing, Reading and Mathematics assessments in grades 3 – 8
- State-required SCPASS in Science in grades 4 and 6
- State-required SC-Alt in ELA, Mathematics, Science and Social Studies for identified students
- District-required PSAT or Pre-ACT to all 10th graders
- State-required Ready to Work to all students in their third year of high school
- State-required The ACT or SAT to all students (student choice) in their third year of high school
- State-required alternate career assessment and EL assessment for identified students
- State-required End-of-Course tests in Algebra 1, English 1, English 2, Biology 1, and US History/Constitution

ACRONYM	EXPLANATION
<i>ACCESS for ELLs</i>	<i>Accessing Comprehension and Communication in English State-to-State for English Language Learners</i>
<i>ACT</i>	<i>American College Test</i>
<i>EL</i>	<i>English Learner</i>
<i>GATE</i>	<i>Gifted and Talented Education</i>
<i>NAEP</i>	<i>National Assessment of Educational Progress</i>
<i>PSAT</i>	<i>Preliminary SAT</i>
<i>SCPASS</i>	<i>South Carolina Palmetto Assessment of State Standards</i>
<i>SC-Alt</i>	<i>South Carolina Alternate Assessment</i>
<i>STAR</i>	<i>Student Task Assessments and Rubrics</i>

AS A PARENT, WHAT CAN I DO TO HELP MY CHILD ON STATE AND DISTRICT ASSESSMENTS?

- Read to your child and let your child see you reading.
- Become more involved in school activities such as parent/teacher organizations.
- Make sure your child gets plenty of rest and a well-balanced diet every day.
- Provide a quiet and comfortable place for studying at home.
- Encourage your child to take challenging courses.
- Let your child know that you believe doing his or her best in school is important.
- Talk often with your child's teacher either in person or by telephone.
- Monitor your child's homework and progress at school.
- Make sure your child attends school regularly.

Additional information regarding assessments and test dates will be provided upon approval by the South Carolina Budget and Control Board.

This information will be distributed via schools and the Dorchester School District Two website.

SPECIAL PROGRAMS

GIFTED & TALENTED EDUCATION (GATE)

Dorchester School District Two (DD2) strives to meet the educational needs of all its students. In doing so, our district offers a gifted and talented education program (GATE) to meet the intellectual and academic needs of academically gifted learners. The GATE program's goals are to nurture and develop within each student: a desire for and pursuit of excellence, an awareness and confidence of their individual intellectual and academic talents and abilities, a sense of individual responsibility to their school and to our ever-changing world.

Who are the Academically Gifted & Talented?

The following definition from *The National Excellence Report: A Case for Developing America's Talent* (1993) reflects how South Carolina defines the academically gifted learner:

Children and youth with outstanding talent perform or show the potential for performing at remarkably high levels of accomplishment when compared with others of their age, experience, or environment. [They] exhibit high performance capability in intellectual, creative and/or artistic areas, possess an unusual leadership capacity, or excel in specific academic fields. They require services or activities not ordinarily provided by schools. Outstanding intellectual and academic talents are present in children and youth from all cultural groups, across all economic strata, and in all areas of human endeavor.

What are some of the learning traits commonly associated with academically gifted and talented students?

- Retains and applies what she/he has learned with needing little to no repetition
- Reads at least two years above grade level
- Demonstrates a curious and investigative nature
- Possesses an expansive vocabulary
- Understands concepts that are too complex and abstract for age peers
- Produces original ideas and/or products
- Thrives on complex ideas and abstract thinking
- Applies advanced reasoning ability to solve problems

Do I Need to Nominate My Child for Gifted and Talented Evaluation?

Testing referrals are not necessary for 2nd grade students since every 2nd grader is tested and screened in South Carolina during the fall semester. Parents of 3rd through 8th grade students who have demonstrated high-ability or potential in academic areas can be referred to participate in Dorchester Two's fall screening by contacting their student's school counselor or teacher during the month of September. Check your student's school website or the district's website (www.ddtwo.org/gate) for more specific information about the fall's GATE referral process.

How Does a Student Qualify to Receive Gifted & Talented Education Services in South Carolina?

Before the start of each academic year, DD2 begins the screening and identification process. In order to be identified as academically gifted and talented in South Carolina, students must have a composite aptitude (reasoning ability) score at or above the 96th national age percentile **OR** meet two out of three dimensions of eligibility: aptitude, academic achievement, or intellectual/academic performance. Outlined below are the different dimensions to determine a student's eligibility to receive GATE services (SC Regulation 43-220):

Dimension A: Reasoning Abilities

Score at the 96th national percentile or above on the composite (total) score of a state-approved aptitude test to be fully identified **OR** score at or above the 93rd national age percentile score of a state-approved aptitude test in verbal, nonverbal, quantitative or total (composite) score in order to be partially identified.

Dimension B: Academic Achievement

To partially qualify in Dimension B, students must score at or above the 94th percentile in reading or mathematics on SC READY **OR** at or above the 94th percentile in reading or mathematics on a nationally-normed achievement test.

Dimension C: Intellectual/Academic Performance

To partially qualify in Dimension C, students must have a minimum 3.75 GPA on a 4.0 GPA scale for rising 6th through 8th graders

OR

Partially identified (Dimension A or B) rising 3rd – 6th grade students must receive one of the below scores on the SC Performance Task Assessment administered in February/March of every academic year in order to become fully identified:

Rising 3 rd	16 on verbal or non-verbal
Rising 4 th	18 on verbal or non-verbal
Rising 5 th	16 on verbal or 22 on non-verbal
Rising 6 th	18 on verbal or 25 on non-verbal

*Private test results cannot be used to determine state GT eligibility, but the results may be used for the fall referral process.

Once GT Identified, How are Students Served in Dorchester Two?

Students who meet South Carolina’s gifted eligibility criteria receive differentiated services through a “special class” model (SC Regulation 43-2220). Students participating in Dorchester Two’s GATE program are taught by educators who are state endorsed in gifted and talented education. The state endorsement courses are two graduate level classes that assist teachers in recognizing and understanding the unique learning and social emotional needs associated with the academically gifted. With this knowledge, teachers learn how to differentiate their instruction through acceleration (pacing, depth, complexity, and/or abstract thinking) in order to challenge the minds of the academically gifted.

Dorchester School District Two’s GATE Program Offerings

Elementary

Grades 3 through 5 May be served in GATE Math and/or English Language Arts

Middle

Grades 6 and 7 May be served in GATE Math, GATE English Language Arts, GATE Science, and/or

GATE Social Studies **7th grade GATE students with consistent data may meet criteria to move to the Advanced Pathway beginning with Algebra 1 Honors.*

Grade 8 May be served in GATE Math 8 or Algebra 1 Honors or Honors Geometry, English 1 Honors or Advanced Literature & Composition, GATE Science, and/or GATE Social Studies

High

Grades 9 through 12 May be served in the following programs and courses: Advanced Placement (AP), International Baccalaureate (IB), dual-enrollment, and honors.

For more information, visit ddtwo.org/gate or call 843-821-3960.

CAREER ASSESSMENTS

SCOIS: The South Carolina Occupational Information System (SCOIS) is used in grades 6 through 12. This computer-based system contains up-to-date career, educational, and occupational information. Students are able to complete interest inventories as well as explore more than 1,700 occupations. The college search feature includes all two- and four-year institutions in the United States, college majors, and admissions criteria. Additional options include a course planner and a scholarship search. Students and parents are able to access SCOIS at home by obtaining login information from their schools’ media specialists.

11th and 12th Grade – Ready to Work: Ready to Work is a workforce education and developmental tool, comprised of three proctored assessments: Applied Mathematics, Reading for Information, and Locating Information, leading to a work ready credential. It brings employers, learners/job-seekers, and education/workforce partners together in building a skilled workforce, while keeping and attracting businesses with higher-wage jobs and national economic growth. All 11th graders will take the Ready to Work assessment.

Armed Services Vocational Aptitude Battery (ASVAB) and ACCUPLACER, a college placement test used by Trident Technical College: Juniors and seniors may have opportunities to participate in one or both of these assessments. The ASVAB is available through the high schools and local military recruiter and can also be taken free of charge at military recruiters’ offices. Although students who plan to enter the military are required to take the ASVAB, information gained from this career assessment is beneficial to any student.

MIDDLE AND HIGH SCHOOL YOUNG ADULT ALTERNATIVE PROGRAMS

Adult Education - The Board of Trustees and Administration for Dorchester School District Two are committed to ensuring that every young person in the community receives the best possible education. The Young Adult Program through Adult Education is an alternative for those who have left school. Students qualify for program entry based on the following criteria: 1) have, at ages 17-19, dropped out from the regular day program; 2) have failed a minimum of two grades, is over age, and is *referred by the principal* only during the summer for fall enrollment.

Givhans Alternative Program - This program is comprised of middle and high school students who are referred by the principal of their home school during the summer or have been invited to attend Givhans by the Hearing Officer during the school year in lieu of expulsion. This program utilizes a personalized learning instructional model, which allows students to progress at their own pace. Students (middle and high school) enrolling “in lieu of expulsion” are attempting to salvage their current school year, so that they will not fall behind academically.

Evening High School – This program is designed to provide an alternative educational delivery for students between the ages of 16-20 who are experiencing major challenges in their lives while trying to attend the traditional day program. The program is computer-based with teacher support and is individualized. Students have the opportunity to be awarded a South Carolina High school diploma. See your principal or school counselor for more details.

SCHOOL COUNSELING PROGRAMS AND SERVICES

Dorchester School District Two School Counselors implement a comprehensive Counseling and Guidance program which incorporates the American School Counseling Association (ASCA) standards. The use of the SC Comprehensive School Counseling and Career Guidance Model allows our Professional School Counselors to provide direct and indirect services through:

- A School Counseling Core Curriculum to conduct classroom and group activities which enhance the social, academic and career development of students.
- Individual student planning to assist with the preparation of futuristic goals.
- Responsive services to address the immediate needs and concerns of students, which may include; but not limited to crisis, individual and/or small group activities.

System supports to collaborate efforts, coordinate and consult with parent(s), educational professionals, and community organizations to enrich the developmental needs of students.

K-12 Pyramid of Interventions

Dorchester School District Two has developed a K-12 Response to Intervention Pyramid framework to address the needs of all students given that all students do not learn academic and behavioral requirements at the same time nor do all students respond to instructional or behavioral interventions in the same manner. This framework provides integrated academic and behavioral supports to children within a three-tiered model that are designed to address learner needs at the school-wide, targeted and individual levels.

This tier model provides a systematic approach for providing student interventions that identifies struggling students before they fall behind with support throughout the educational process. The K-12 Pyramid of Interventions is directly aligned with efforts to improve learning and assist in understanding how to best support the educational and behavioral needs of all learners.

Tier 1: Standards-Based Classroom Instruction

Focuses on the general curriculum as well as the instructional and behavioral expectations and supports that are available to all students in the school.

Tier 2: Needs-Based Instruction - Standard Intervention Protocols

Focus on the provision of supplementary, strategic and skill-specific interventions for students who struggle and demonstrate difficulties meeting the academic and/or behavioral expectations of Tier 1.

Tier 3: Diagnostic Assessment-Prescriptive Instruction

Focuses on the need for more intensive, explicit and sub-skill specific interventions because the student fails to make progress with the Tier 2 interventions.

SPECIAL EDUCATION SERVICES

Each of the elementary, middle and high schools in Dorchester School District Two provides special education and related services for students who are identified as eligible for service (ages 3-21).

CONTINUUM OF SERVICES

Dorchester School District Two, Office of Special Education, advocates for a continuum of special education services and placement considerations for all students with disabilities. Services and placements range from indirect to direct services and are decided upon by IEP teams.

Consultation or indirect service can accomplish the following:

- Provide the general educator with guidance from the special education teacher on appropriate strategies for instruction, behavior management, data collection, observation, and feedback in the general education setting.
- Facilitate service delivery through ongoing communication between general and special educators and related service providers.
- Assistance in completing a functional behavioral assessment (FBA) and developing a behavioral intervention plan (BIP) to address areas of concern.

Some students may need additional support and services in order to access the general curriculum but are still able to learn in the general education setting. The direct service delivery model within the general education classroom can provide the following:

- Direct special education instruction within the least restrictive environment of the general education classroom through collaborative instructional models.
- Direct support for individual students by the special education teacher and/or instructional assistant by making adaptations or modifications to the general education curriculum and assessments.
- Individualized or small group instruction to meet the academic and behavioral needs of the student, either within the general education classroom or with pull-aside resource services for specific skill development.
- Assistance in completing a functional behavioral assessment (FBA) and developing a behavioral intervention plan (BIP) to address areas of concern.

If the student's academic or functional needs have a significant impact on his or her ability to learn in the general education environment, the individualized education program (IEP) team may determine that the student requires a more restrictive learning environment. Direct service outside the general education classroom can provide the student with the following:

- Direct intensive or multi-sensory instruction utilizing specialized strategies and techniques in a small group, self-contained environment with an alternative curriculum when necessary.
- More specific skills training in remediating academic and functional deficits in social, emotional, and behavioral areas.
- Supports that address behavioral difficulties that interfere with the student's learning or the learning of other students.
- Assistance in completing functional behavioral assessment (FBA) and developing a behavioral intervention plan (BIP) to address areas of concern.

Students may receive direct service in both the general education and special education classrooms. Some students with low incidence disabilities, per IEP team decision, may receive services at a district school outside their attendance area.

SPEECH THERAPY SERVICE

Speech/language therapy services are offered to students to enhance their communication skills. The student's eligibility for speech/language therapy is determined by the IEP team utilizing the comprehensive evaluation process. Services are offered in the areas of articulation, phonology, language, voice and fluency. Screenings and comprehensive evaluation are conducted by highly qualified speech language pathologists. The service delivery models include direct or indirect.

PHYSICAL THERAPY

Physical therapy is provided by highly qualified physical therapists to help students benefit from their educational program in the least restrictive environment. As a member of the IEP team, physical therapists work collaboratively providing observations and evaluation of a student's gross motor function as it relates to their education or function at school and the accessibility of the student to be able to participate in all areas of their education. The physical therapist is responsible for designing and implementing physical therapy interventions that promote students' success in normal school routines and their natural environments. These interventions include teaching and training parents/caregivers and school personnel and measuring outcomes for documenting progress towards achieving IEP goals.

OCCUPATIONAL THERAPY

Occupational therapy is designed to enhance the student's ability to access and participate successfully in the learning environment. Highly qualified occupational therapists work collaboratively with the student's IEP team to improve performance skills for the completion of functional activities and engage in routine tasks and roles such as daily living self-care skills, and work with the teacher to modify the classroom and/or adapt learning materials to facilitate successful participation.

COMPREHENSIVE EVALUATION

A comprehensive evaluation is conducted when a student presents with academic, functional and/or behavioral challenges. Prior to an evaluation, it is the desire of Dorchester School District Two to provide interventions in order for the student to experience success in these areas. If the intervention is implemented and the student does not make adequate progress, a team, including the parent(s), may convene. This team will review all existing data in order to identify what additional data, if any, is needed to determine whether or not the student has a disability and is in need of special education services. If further data is warranted and parental consent is obtained, that data is collected and the team reconvenes to discuss the findings and determine eligibility for special education services. At any time during the intervention process, parents have the right to request an initial evaluation to determine if the student has a disability and needs special education services.

Additional information regarding special education services and programs may be obtained from Office of Special Services, Director of Special Services.

DORCHESTER SCHOOL DISTRICT TWO SPECIAL SERVICES SECTION 504 NOTICE

Section 504 covers qualified students with disabilities who attend schools receiving Federal financial assistance. To be protected under Section 504, a student must be determined to: (1) have a physical or mental impairment that substantially limits one or more major life activities; or (2) have a record of such an impairment; or (3) be regarded as having such an impairment. Section 504 requires that school districts provide a free appropriate public education (FAPE) to qualified students in their jurisdictions who have a physical or mental impairment that substantially limits one or more major life activities.

At the elementary and secondary level, determining whether a child qualifies as a student with a disability under Section 504 begins with the evaluation process. The amount of information required is determined by the multi-disciplinary team gathered to evaluate the student. The team includes individuals knowledgeable about the student, the meaning of the evaluation data, and the placement options. The team members determine if they have enough information to make a knowledgeable decision as to whether or not the student has a disability. The Section 504 regulatory provision at 34 C.F.R. 104.35(c) requires that school districts draw from a variety of sources in the evaluation process so that the possibility of error is minimized.

If you suspect your student may be eligible for services under Section 504, please start by contacting your student's school based 504 coordinator or Mr. Charles Kirtley, Assistant Director, Special Services.

Contact Information:

Charles Kirtley, Assistant Director, Special Services

Dorchester School District Two

Email: CKirtley@dorchester2.k12.sc.us

Phone: (843) 875-4161

Fax: (843) 821-3976

Website: ddtwo.org/specialservices

MEDICAL HOMEBOUND SERVICES

Medical homebound instruction is a service that is available for students who cannot attend school for a medical reason even with the aid of transportation. A physician, nurse practitioner or physician's assistant must certify that the student has such a medical condition but may benefit from instruction, and must fill out the medical homebound form that the school district provides. The school district then decides whether to approve the student for medical homebound services. The school district will consider the severity of the student's illness or injury, the length of time that the student will be out of school, the impact that a long period away from school will have on the student's academic success, and whether the student's health needs can be met at school. To learn more about medical homebound services, contact your child's school or Special Services.

SPECIAL EDUCATION BENCHMARK TESTING

A variety of benchmark measures may be administered at the elementary, middle, and high school levels to students who receive special education services in Dorchester District Two. The purpose of the benchmark testing is to administer quick, easy assessments that allow teachers, parents and students to determine how individuals identified with a disability perform relative to same age peers. Once this data is analyzed, it is used in conjunction with other data sources to assist the IEP team in identifying a student's academic strengths and needs and assists with the development of IEP goals relative to reading, math and writing.

PUBLIC NOTICE REGARDING DISTRICT CHILD FIND SERVICES

Reaching Families of Children with Special Needs; Child Find is the process of identifying, locating and evaluating children, starting at age three, who may have a disability and be in need of special education and related services. The school district seeks to identify all children residing in our district who may be in need of special education services. Children in need of special education services are children identified as having an intellectual disability, hearing impairment, visual impairment, orthopedic impairment, speech and language impairment, emotional disability, autism, traumatic brain injury, developmental delay, other health impairment, specific learning disability, or multiple disabilities. Parents, relatives, and public and private agency employees are asked to help our district find any child who may have a disability and need special education and related services. If you are aware of a child who may have special needs please contact Dorchester School District Two Office of Special Services Office at 843-875-4161 to register for the clinic's speech and developmental screenings. If applicable please provide copies of medical, developmental, and/or evaluation records prepared by physicians and/or other agencies to aid our Child Find Team in making recommendations for your child. For further information call 843-875-4161. Dorchester School District Two Office of Special Services Child Find 1325-C Boone Hill Road Summerville, SC 29483.

CHARACTER EDUCATION

In today's complex world, students are bombarded with mixed media messages, peer pressure, and other unhealthy influences, all of which can confuse and mislead them into making poor choices. The Dorchester School District Two Character Program was implemented to help students "know the good, desire the good and do the good" as they move from grade to grade, level to level and transition into the world beyond.

While designated teachers and school counselors assist with providing information and resources about district character traits, all Dorchester School District Two personnel collaborate to instill these at all levels. Student participation in the character education program is ensured since components are embedded in classroom instruction, extra-curricular activities, athletic programs and school-wide student recognition programs.

The goal of the character education program is to create and maintain a safe, orderly, disciplined learning environment for all students. School climate is impacted positively when students exhibit pride in themselves, their school and their community. Academic achievement is enhanced when students improve their work habits, learn to handle conflict, utilize problem-solving techniques and work cooperatively with their peers. As social skills improve and life skills are learned, students develop better interpersonal skills and become contributing members in the community at-large.

Dorchester School District Two Monthly Character Traits

SEPTEMBER – RESPONSIBILITY

Being dependable in carrying out obligations and duties; showing reliability and consistency in words and behavior; being accountable for one's actions

OCTOBER – RESPECT

Exhibiting regard for authority, other people, self-property, and country; understanding all people have value as human beings.

NOVEMBER – HONESTY

Being truthful and trustworthy in all actions; behaving justly and honorably

DECEMBER – COMPASSION

Being considerate, courteous, helpful, and understanding of others; showing care, kindness, friendship, and generosity; treating others as you would like to be treated

JANUARY - SELF-DISCIPLINE

Demonstrating hard work and commitment to purpose; refraining from inappropriate behaviors; striving to do one's best

FEBRUARY – COURAGE

Having the determination to do the right thing even when others do not; the strength to follow one's conscience rather than the crowd; attempting difficult things that are worthwhile

MARCH AND APRIL – PERSEVERENCE

Being persistent in pursuit of worthy objectives in regardless of difficulty, opposition, or discouragement; exhibiting patience and having the strength to try again when confronted with delays, mistakes, or failures

MAY – CITIZENSHIP

Being committed to and involved in one's personal and digital community; displaying civic virtue and service

CURRICULUM STANDARDS

WHAT PARENTS AND STUDENTS NEED TO KNOW:

The South Carolina College-and-Career Ready Standards outline what students across the state should know and be able to do in certain subjects. At this time, curriculum standards are being taught in English Language Arts (reading, writing, communication and inquiry), mathematics, science, social studies, world languages, health and safety, physical education, visual and performing arts, computer science, and Career and Technology Education (CTE) in public school classrooms.

- Curriculum standards are useful for making sure:
 - Teachers know what is to be taught
 - Children know what is to be learned, and
 - Parents and the public can determine if the standards are being learned at each level
- Before moving into the next grade, each child will be expected to meet the standards of South Carolina, which tests students' knowledge of the standards. Results of the tests on grade level curriculum standards show if students have learned and teachers have taught for mastery of the standards.

All state curriculum standards may be found at the State Department of Education website, ed.sc.gov/instruction/Standards-Learning; on Dorchester Two's website, ddtwo.org; and in District Two offices, all schools, public libraries and college/university libraries.

Dorchester School District Two Benchmarking

Common assessments are given at the elementary, middle and high school levels in Dorchester School District Two. Student assessment data is valuable once it is analyzed, and action is taken as a result of the analysis. Using the data to modify and drive instruction is the focus of common assessments. Teachers meet in teams during professional learning communities to share the data, exchange best practices, collaborate, and celebrate together. The data is also used to make sound instructional decisions, keeping focused on the goal of student achievement and timely mastery of instructional standards. This process allows teachers and students have a clear understanding of what they need to do to improve. To promote student success, multiple opportunities for practice and answering questions using a similar format is necessary. The teacher will determine whether or not future instruction requires revisiting, reviewing or re-teaching particular standards/indicators.

Instructional & Curriculum Paths

- Literacy Model
- Language Arts
- Mathematics
- Science
- Social Studies
- Guidelines for Advance Courses
- EEOA- The Educational and
Economic Development Act
 - Work Based Learning

For a complete listing of all standards for grades K-12, visit:

- The State Department website: ed.sc.gov/instruction/Standards-Learning
- The Dorchester School District Two website at ddtwo.org
- District Two offices, all schools, public libraries and college/university libraries.



ELEMENTARY LITERACY MODEL OF INSTRUCTION: GRADES K-5

There are no quick fixes or easy answers to optimize reading achievement. We know that early reading failure has tremendous long-term consequences for our students. Our understanding of what works in teaching reading is constantly changing and always subject to ongoing quality research. District Two's Elementary Literacy Model of Instruction is our effort to bring a strong balance to literacy instruction by establishing a five component instructional model emphasizing methods and approaches that cause reading improvement. This program offers children in grades K-5 structured, consistent instruction in reading and writing for two and one half hours each day. The five components of the instructional model are described below.

- **EXPLICIT PHONICS INSTRUCTION**

Explicit phonics is decoding instruction that is teacher-directed, clearly stated, distinctly illustrated (not merely implied or ambiguous), and capable of clarifying key points about the relationships between letters of the alphabet and the phonemes of the language. (*Alabama Reading Initiative, 2000.*)

- **GRADE LEVEL INSTRUCTION**

Standards-Based Instruction at every grade level is critical. Students need explicit direct instruction relative to SC College and Career-Ready Standards for English Language. Curriculum and student work must continually be calibrated to ensure that rigor for each grade level is maintained. The SC Ready Assessment is administered using grade level standards.

- **DIFFERENTIATED/FLEXIBLE INSTRUCTION**

Small group instruction occurs daily to support all students from struggling readers to advanced readers. Reading materials used are at varying readability levels. Text comprehension is strengthened by teaching specific comprehension strategies.

- **FLUENCY INSTRUCTION**

Fluency is easy, flowing reading. Fluency develops over time. It includes comprehending connected text, coordinating word recognition and comprehension in an effortless matter. Weekly individual teacher/student conferences will be held to monitor comprehension.

- **EXPLICIT WRITING INSTRUCTION**

The writing process is taught explicitly. Writing instruction includes the traits of writing as well as the different modes of writing. Students will write daily for an extended period of time, developing a plan before writing. Students will focus on a central idea, include details and make necessary edits and revisions. Publishing the written work is also part of the writing process. Weekly individual teacher/student conferences will be held to monitor the writing process.

WHAT CAN PARENTS DO AT HOME TO IMPROVE READING AND WRITING?

- Talk with your children about all kinds of things. Ask questions about things that are important and interesting. Think out loud about different solutions to problems or situations.
- Select good books and read to your children 15-20 minutes each day. Talk about the pictures. Favorite books may be read over and over again.
- Share a good book. Read a book together with your child. Follow the print by pointing. Take time to discuss what you have read. Ask occasionally, "What do you think will happen next?"
- Help your children read on their own. Listen to your child read a book that the teacher has selected or that the child has read before. (Note: If the child struggles with every page, the book is too hard.)
- Be sure your children see you enjoying books, newspapers, and magazines.
- Visit the local library to select books together. Encourage your children to select books at the school library to share at home. Encourage family and friends to give children books as gifts.
- Write for your children. Talk to your children about things to write. Help your child decide what to write and then write it down for the child to read. Demonstrate the process of writing.
- Write with your children. Share the pen. Take turns writing part of a message or story that the child has decided to write.
- Help your children write on their own. Observe the child writing a message or story and assist on the hard parts. Encourage your children to write letters to friends and relatives.
- Share your own ideas and experiences.

ELEMENTARY MATH MODEL OF INSTRUCTION: GRADES K-5

Principles and Standards for School Mathematics are guidelines produced by the National Council of Teachers of Mathematics setting forth recommendations for mathematics educators. Dorchester School District Two utilized research from the Principles and Standards for School Mathematics in creating the K-5 Instructional Math Model. This model provides consistent instruction in mathematics for 80 minutes per day. The components of the math instructional model are described below.

- **NUMBER TALKS/STRINGS (K-2)**
Number Talks/Strings is a daily procedure that strengthens fluency, intuition and mental math strategies. This component improves students' ability to explain and critique solutions while allowing teachers a valuable window into their students' thinking.
- **SPIRAL REVIEW (3-5)**
Spiral review is maintenance of previously taught math standards. This maintains mathematical fluency for students.
- **GRADE LEVEL INSTRUCTION**
Standards-Based instruction at every grade level is critical. Students need explicit direct instruction relative to SC English Language Arts standards. Curriculum and student work must continually be calibrated to ensure that rigor for each grade level is maintained. The South Carolina College-and-Career-Ready (SC Ready) assessment is administered using grade level standards.
- **PROBLEM SOLVING**
Problem solving plays an important role in mathematics and should have a prominent role in the mathematics education of students. The term "problem solving" refers to mathematical tasks that have the potential to provide intellectual challenges for enhancing students' mathematical understanding and development. The mathematics curriculum in Dorchester School District Two includes problem solving/rich mathematical tasks to enhance student mathematical thinking and development.
- **DIFFERENTIATED INSTRUCTION**
Teacher led small group instruction is utilized to teach struggling learners or to enhance the skills of the advanced learners. Math Manipulatives and rich tasks are used for instruction based on varying abilities needed by individual students. Technology is also used in Dorchester Two to support individualized learning. All 4K-5 students have access to a personalized online learning portal via Clever.com.
- **FLUENCY**
Fact fluency is a critical component of mathematical proficiency. The goal is for all students to build fact fluency and be able to retrieve basic facts with accuracy, automaticity, and understanding. Beginning in kindergarten, all students will develop a conceptual understanding of basic facts. Individual teacher/student conferences will be held to develop and monitor fluency. Daily hands-on center based games and activities provide the foundation for conceptual understanding in K-2.

GUIDELINES FOR MIDDLE SCHOOLS

The middle school concept embraces academic achievement as a primary responsibility. The education of young adolescents must be an integrated venture that provides a balance between academic rigor and developmental appropriateness. Middle school programs and practices must address developmental needs through a variety of activities and strategies while holding high learning expectations for every student.

In order to serve all students, Dorchester District Two seeks to provide multiple pathways for students to complete courses throughout their middle school years that will prepare them for success in college and careers. Students may access the Core Pathway, Gifted (GT) Pathway or Accelerated Pathway to guide course progression aligned to a student's academic and career goals. They will continue with the next course in their pathway sequence from grade to grade. However, there are opportunities for students to change pathways either for students struggling with a course or for students who demonstrate readiness for more rigorous coursework. An opportunity to transition to another pathway will occur at the end of each course after reviewing multiple data points which will be used to make recommendations for students who may benefit from either additional support or a more rigorous pathway. Separate interventions and classes are available for students needing additional support. In order to qualify for placement in the Gifted Pathway, a student must meet specific criteria.

ENGLISH LANGUAGE ARTS

Reading is a crucial tool for learning. Too often, it is assumed that students have “mastered reading” in the elementary grades and are prepared to learn new content through reading expository texts. Reading instruction across content areas should be part of the academic core curricula through grade eight.

The language arts curriculum requires exiting eighth graders to use language correctly and effectively and to find, organize and report on information through reading, writing, speaking and listening. An Advanced Pathway is available in the eighth grade for students who meet the requirements and have a solid foundation in vocabulary development, grammar, reading and writing skills, and reading comprehension. Schools should counsel students into a school-based intervention program if they lack basic language arts skills and concepts, which are required for success on the state assessment. Students entering the ninth grade who do not show proficiency on grade eight state testing in language arts will receive an opportunity for additional coursework (lab, elective credit course, after school tutoring, etc.) prior to or simultaneous with English 1.

Best Practice and Balanced Literacy

Best Practices are standard-based, content-driven, rigorous instructional practices, presented in a framework of Balanced Literacy. This current model for literacy instruction in Dorchester District Two's middle schools includes the following instructional components: Inquiry, Reading, Writing and Communication.

Best Practices in Middle School ELA include:

- Balancing informational and literary texts
- Promoting deeper understanding through close reading of complex texts and text-dependent questioning
- Providing multiple and varied research experiences to support reading and writing
- Teachers and students collaborating through reflection, thinking aloud, sharing responses, and negotiating meaning
- Using multiple varied assessments to gather evidence of student understanding of the standards
- Differentiating instruction to meet the needs of individual learners
- Addressing language errors in context to enhance transfer of new skills to new situations
- Developing general, content, and academic vocabulary directly and explicitly as conceptual knowledge by teaching vocabulary strategies
- Providing rich, authentic reading material across a variety of genres to promote fluency and deepen comprehension

- Teaching comprehension strategies to assist students in making meaning from texts
- Integrating reading and writing instruction as complementary processes
- Evidence-based writing in all content areas that allows students to better comprehend and convey understanding of a topic
- Writing for varied audiences and for a variety of purposes through authentic writing experiences
- Writing instruction focusing on the use of mentor texts and frequent practice of writing as a process

MATHEMATICS

The Southern Region Education Board (SREB) has developed guidelines for schools to gauge student content mastery. “Schools should take a balanced approach to teaching math concepts, procedures and reasoning skills that helps students view math as an essential tool for understanding and solving real-world problems. This balanced approach to math instruction advances students’ procedural fluency while building their understanding, reasoning and ability to apply math knowledge and skills to solve multi-step problems.”

Key aspects of grades six through eight mathematics instruction include the following: geometric representations of algebraic concepts and algebraic representations of geometric relationships; an understanding of linear functions developed from topics in measurement, number and data analysis; and facility in geometric. Schools should counsel students into a school-based intervention program if they lack basic math skills and concepts, which are required for success on the state assessment. An Advanced Pathway is available in math for students who meet requirements beginning in grade 7. Students taking Algebra 1 in middle school must take both the state assessment and the Algebra 1 End-of-Course Examination Program (EOCEP) test. Students entering the ninth grade who do not show proficiency on grade eight state testing in mathematics will receive an opportunity for additional coursework (lab, elective credit course, after school tutoring, etc.) prior to or simultaneous with Algebra 1.

SCIENCE

In science, all students in the middle grades use laboratory and technology experiences to learn scientific concepts in physical, life and earth/space sciences. Knowledge in all areas of the science standards – earth, life, and physical – is critical; the inquiry area is infused in each content strand and requires students to demonstrate advanced process skills and the ability to design and conduct scientific investigations. Students must also engage in technological design and problem solving.

No science courses for high school credit are recommended for students in grades 6-8. Middle school students must have a science curriculum in the middle level grades (six, seven, and eight) that will meet the grade level specific standards and provide a foundation for high school science courses and prepare them for SCPASS.

SOCIAL STUDIES

The social studies curriculum requires that, before students can exit eighth grade, they describe their heritage, their government, their world, geography and economic principles through key issues of the past, present, and future. The middle school social studies curriculum, which is based on the South Carolina Social Academic Studies Standards, requires students to have knowledge of South Carolina history, United States history, world history, government, and geography. No social studies courses for high school credit are recommended for students in grades 6-8. Middle school students must have a social studies curriculum in the middle level grades (six, seven, and eight) that will meet the grade level specific standards and provide a foundation for high school science courses.

GUIDELINES FOR HIGH SCHOOLS

The Education and Economic Development Act mandates school counselors meet with students in grades 8-12 and their parents to discuss Individualized Graduation Plans (IGPs). Participants of this meeting develop a pathway to graduation with appropriate courses aligned to chosen career clusters. During the IGP process school counselors discuss the importance of a high school transcript. A transcript is a cumulative summary of all credits attempted and earned from Carnegie unit courses. It is important for students to understand their transcript/course history to prepare for postsecondary pathways. The IGP process blends academic preparation and career goals to help students succeed within the high school setting. As a result, students are provided various opportunities to expand their learning experiences. Our comprehensive high schools offer quality programs that demonstrate the district's tradition of excellence. The overarching goal within our high schools is to produce resilient students who are college and career ready and demonstrate the skills found within the Profile of a SC Graduate. Core instruction and elective course offerings prepare students with world-class skills, world-class knowledge, and life and career characteristics to be successful as lifelong learners.

GUIDELINES FOR HIGH SCHOOLS – ENGLISH LANGUAGE ARTS

SOUTH CAROLINA DIPLOMA REQUIREMENT FOUR UNITS OF ENGLISH

All four units must have strong reading (including works of fiction and non-fiction), writing, communicating, and researching components. It is strongly recommended that students take two units that are literature based, including American, British, and World Literature.

GUIDELINES FOR HIGH SCHOOLS – MATHEMATICS

SOUTH CAROLINA DIPLOMA REQUIREMENT FOUR UNITS OF MATHEMATICS

To meet the South Carolina State High School graduation requirements, students must earn four (4) units in Mathematics. Additionally, the Commission of Higher Education (CHE) established minimum course requirements for applicants to four-year programs in SC public colleges and universities. CHE requires three units in mathematics that must include Algebra 1, Algebra 2, and Geometry. A fourth higher-level mathematics course beyond Algebra 2 is recommended and may be required for some majors. The fourth course may be selected from among Pre-Calculus, Probability & Statistics, or Calculus. Students are encouraged to pay special attention to recommended prerequisites as students may otherwise have more difficulty achieving a satisfactory grade. Dorchester District Two Board Policy requires students to take a math course each year in high school.

GUIDELINES FOR HIGH SCHOOLS – SCIENCE

SOUTH CAROLINA DIPLOMA REQUIREMENT THREE UNITS OF SCIENCE

Two units must be taken in two different fields of earth science. The third unit may be from the same field as one of the first two units (biology, chemistry, physics, or earth science) or from any laboratory science for which biology, chemistry, physics and/or earth science is a prerequisite. Courses in general or introductory science for which one of these four units is not a prerequisite will not meet this requirement. It's strongly recommended that students desiring to pursue careers in science, mathematics, engineering or technology take one course in all four fields: biology, chemistry, physics, earth science.

GUIDELINES FOR HIGH SCHOOLS – SOCIAL STUDIES

SOUTH CAROLINA DIPLOMA REQUIREMENT THREE UNITS OF SOCIAL STUDIES

To meet the South Carolina State High School graduation requirements, students must earn three (3) units in social studies (US Government/Economics, US History), and one unit of Social Studies elective. The following sequence of study is recommended: World Geography, Modern World History, US History & the Constitution, and Economics/US Government. Social studies combines the study of anthropology, archaeology, economics, geography, government/political science, history, philosophy, psychology, religion and sociology in a systemic way to help students understand what it means to be human and how, as human beings, we are members of society.

GUIDELINES FOR HIGH SCHOOLS – ADVANCED COURSES

ADVANCED PLACEMENT COURSES

Advanced Placement (AP) is taught at the level of understanding and competency expected in college classes. Students should expect intensified study and great demands placed on their time and energy. This program is operated by the College Board, a national organization that develops the course curriculum, provides teachers training and administers a national standardized exam for each AP course. After completing Advanced Placement courses students could receive credit and/or advanced placement from colleges and universities. Please note that each college/university has its own guidelines/policies about awarding credit and placement for Advanced Placement coursework, so students must check with the college/university they plan to attend. The College Board website, www.collegeboard.org, provides comprehensive information about the AP program, including course descriptions and exam schedules.

INTERNATIONAL BACCALAUREATE COURSES

The International Baccalaureate (IB) Programme at Fort Dorchester High School is designed to provide a rigorous, well-rounded education for highly motivated students who plan to attend a four-year university immediately after high school. Students who earn the IB diploma are awarded advanced standing at many universities in the United States and throughout the world.

The International Baccalaureate Programme serves the needs of students who work to gain the IB diploma as well as students who desire to take coursework at the college level but not pursue the Diploma Programme as a whole.

DUAL CREDIT COURSES

The Dual Credit program at TTC allows eligible high school students to earn both high school and college credits by successfully completing college courses. In accordance with SC state policy, students will earn one unit toward their high school degree for each three-semester hour college course they successfully complete. Juniors and seniors who desire to participate in the Dual Credit Program must have the appropriate forms approved by a parent and the principal or designee. = The forms and a list of course offerings may be obtained from the School Counseling Department. Students may need to take the appropriate college placement test per admission guidelines.

THE EARLY COLLEGE PROGRAM

The Early College Program is founded on a community collaboration between Dorchester School District Two and Trident Technical College to serve eligible high school students. Through our partnership with Trident Technical College, students will be able to complete their high school diploma concurrently while completing credits toward a college credential (Associates Degree). Students must apply and be accepted to enter into the Early College Program.

THE ECPI DUAL ENROLLMENT PROGRAM

Dorchester School District Two has partnered with ECPI University to offer dual credit opportunities to our students. Completion of coursework may result in students having the following professional opportunities upon graduation with an associate degree: Graduates with a computer and information science degree have many career options. They often

implement computer software systems including business applications. They may test software applications to ensure their correct implementation. Graduates also may assist network architects with design, implementation, and maintenance of computer networks, including wireless networks.

Some positions may require background checks, drug screening, and/or security clearances, depending on the position and industry. Student must have a general education background related to database programming including: Database Development, ASP.Net, SQL, C#, Object Oriented Design, MS Access, SQL Server, Oracle, Java, HTML, and Web Development. A student should also have examples of work, as well as other related skills to include MS Office, OS, and Certifications.

Some entry-level job titles for associate degree graduates include Help Desk Analyst, PC Technician, Technical Support Analyst, Hardware Technician, Systems Administrator, Network Administrator, Programmer Analyst, entry-level Database Programmer, entry-level Programmer Analyst, entry-level Application Developer, entry-level Web Programmer, entry-level Mobile Programmer, Assistant Game Programmer, entry-level .Net Programmer. CIS graduates are required in many industries, so employment opportunities exist in military, business, medical, and government settings

School counselors encourage students who are interested in Information Technology career cluster of study to take advantage of accessing coursework in this field.

Information Technology (Nationally Recognized)

Major: Networking Systems- (NS)

Major: Information Support and Services (ISS)

Major: Programming and Software Development (PSD)

Careers in Network Systems involve network analysis, planning, and implementation; including design, installation, maintenance, and management of network systems. Individuals in Networking Systems design and manage sets of computers called network systems that are connected to each other or to one main computer. They also develop and install network software operating systems and hardware.

GUIDELINES FOR SPECIAL EDUCATION CREDENTIALS

OCCUPATIONAL CREDENTIAL

The Occupational Credential Course of Study (OC), a non-diploma program, serves 11th and 12th grade students who receive primary instruction from a special education teacher for the majority of the school day. The mission of this program is to offer high-quality experiences and academic instruction that will provide maximum opportunity for the student to acquire meaningful employment opportunities upon graduation along with becoming productive citizens. Students who participate in the OC Course of Study receive the opportunity to:

- develop work experience
- develop career readiness skills
- create work portfolios
- participate in service learning
- explore career clusters through four District Curriculum Frameworks: (a) Business and Information Systems, (b) Engineering, Manufacturing and Industrial Technologies, (c) Art and Humanities, and (d) Health Sciences, Human, and Public Services. Students participating in the Occupational Credential Course of Study must earn 180 hours of career readiness experiences to include service learning and work-based learning.

SOUTH CAROLINA HIGH SCHOOL CREDENTIAL

Students with Individualized Education Programs (IEPs) may earn a state-recognized South Carolina High School Credential. This credential is available for those students who are enrolled in the 9th grade at the start of the 2018-2019 school year. The credential is not a state high school diploma. The South Carolina High School Credential is recognized only in South Carolina. The credential is intended for students with disabilities who have IEPs who may be unable to successfully complete all requirements for a state high school diploma. The student's IEP team will determine whether the student is eligible (or qualified) to participate in the course of study to work toward earning the credential.

The credential is designed to provide work readiness education and training for students served under the Individuals with Disabilities Education Act to prepare them to enter the workforce or continue their education after high school. Under South Carolina state law, students who have not earned a state high school diploma may stay in school until age 21. Therefore, a student with a disability may continue attending school to work toward earning the credential until age 21. If a student with a disability earns the credential, the student can continue attending school until age 21.

Not all universities, colleges, and technical schools will accept the credential for admission without the student meeting other requirements. This decision is made by each individual university, college, or technical school.

Summary of Requirements for South Carolina High School Credential

Students must meet the minimum requirements for attendance as set forth by local school board policy, successfully complete a minimum of twenty-four units of credit, to include four English, four math, four employability education, two science, two social studies, one technology, one health/PE or its equivalent, and six additional elective courses. In addition, a student must complete a career portfolio, and independently develop and present a multimedia presentation to describe accomplishments and goals. Work experience is subject to IEP team approval with an expected minimum of 360 work-based learning/training hours that must be completed. All students are required by the South Carolina Department of Education to participate in all high school accountability assessments or alternate assessments as defined by the state.

IMPLEMENTING SOUTH CAROLINA'S K-12 CAREER COUNSELING MODEL

GRADES K-12

- Students learn about different kinds of work.
- Students are instructed in diversity and gender equity in the workplace.
- Students learn about goal setting and decision-making and how choices and consequences are related.
- Students learn what it takes to be a good employee.

GRADES 3-5

- Students use career inventories to identify career interests and related occupations.
- Students learn how personal activities and interests influence career choices.
- Students learn how being cooperative and being a positive team member relate to work.
- Students learn about career clusters and resources for career planning.

6TH GRADE

- Students begin career exploration activities, including identification of learning opportunities in the community.
- Students take career assessment surveys.
- Students identify and use sources of career information.

7TH GRADE

- Students may participate in work-based learning opportunities, such as job shadowing and mentoring.
- Students identify the steps in the career decision-making process.
- Students identify and explore sources of career information.

8TH GRADE

- Students select a cluster of study that they are interested in exploring.
- Students meet with parents, counselors, and teachers to develop eIGP's. This includes both academic and career major courses.

- Students may participate in work-based learning opportunities such as job shadowing, and mentoring.

9TH GRADE

- Students may declare majors and focus their elective choices in particular areas.
- Students are able to modify or change this focus throughout their high school careers with the guidance of parents and counselors.
- Student review and update their eIGP's.

10TH GRADE

- Students may declare majors if they have not done so in the 9th grade.
- Students review and update eIGP's.
- Students may participate in work-based learning opportunities, such as job shadowing

11TH GRADE

- Students review and update eIGP's, with particular attention to postsecondary goals.
- Student may participate in work-based learning opportunities.

12TH GRADE

- Students complete requirements for their majors.
- Students may participate in work-based learning opportunities.
- Students receive recognition for completion of career cluster majors at graduation.

POST-SECONDARY

- Students obtain rewarding entry –level employment within their chosen clusters.
- Students continue to refine career choices throughout their lifetimes of learning.
- Students follow aligned career cluster pathways to a two- or four-year college, the military, other postsecondary education or training, or employment.

High School

- Grading Scale
- End-of-Course Requirements
- Class Rank
- Graduation Requirements
- SAT/ACT Testing Programs
- Scholarships/Tuition



GRADING SCALE AND CLASS RANK

GRADING SCALE

All South Carolina schools use a uniform method of grading children's progress in school. This uniform grading scale is effective for all students receiving Carnegie units.

A	90 percent to 100 percent
B	80 percent to 89 percent
C	70 percent to 79 percent
D	60 percent to 69 percent
F	59 percent and below

END-OF-COURSE EXAMINATION PROGRAM (EOCEP)

Algebra 1, English 1, English 2, Biology 1, US History & the Constitution, AP History & the Constitution, and IB U.S. History will have end-of-course examinations as mandated by the state of South Carolina. Test date windows are mandated by the state, and students cannot be excused or exempt from this testing. Current state law mandates that these tests count 20% of the final grade for the course. Scores will be expressed using the Uniform Grading Policy (0-100 points).

Students cannot be excused or exempt from this testing. These exams will count 20% of the final grade for the course.

CLASS RANK

High schools uniformly determine a student's ranking in their class in order to:

- Provide information students need for applications for admissions to post-secondary programs
- Provide information students need for scholarships and other awards
- Determine valedictorians, salutatorians, and class marshals.

**For More Information on Class Rank,
See the School Counselor at Your School.**

GRADUATION REQUIREMENTS

To be eligible to receive a South Carolina High School Diploma, students must earn twenty-four units. Based on state law, requirements to receive a South Carolina High School Diploma (graduation requirements) for students in grades 9-12 are :

English	4 units
Mathematics	4 units
Science	3 units
US History & the Constitution	1 unit
Economics	½ unit
US Government	½ unit
Other Social Studies	1 unit
Physical Education or JROTC	1 unit
Computer Science (computer literacy)*	1 unit
Foreign Language or Vocational Elective	1 unit
Additional Electives	<u>7 units</u>
Total	24 units

* See counselor for applicable course

CONSIDERATIONS FOR COLLEGE ENTRANCE

College Preparatory Course Prerequisite Requirements For Entering College Freshmen Beginning in Academic Year 2019-20:

FOUR UNITS OF ENGLISH: All four units must have strong reading (including works of fiction and non-fiction), writing, communicating, and researching components. It is strongly recommended that students take two units that are literature based, including American, British, and World Literature.

FOUR UNITS OF MATHEMATICS: These units must include Algebra I, Algebra II, and Geometry. A fourth higher-level mathematics unit should be taken before or during the senior year.

THREE UNITS OF LABORATORY SCIENCE: Two units must be taken in two different fields of the physical, earth, or life sciences and selected from among biology, chemistry, physics, or earth science. The third unit may be from the same field as one of the first two units (biology, chemistry, physics, or earth science) or from any laboratory science for which biology, chemistry, physics and/or earth science is a prerequisite. Courses in general or introductory science for which one of these four units is not a prerequisite will not meet this requirement. It's strongly recommended that students desiring to pursue careers in science, mathematics, engineering or technology take one course in all four fields: biology, chemistry, physics, and earth science.

TWO UNITS OF THE SAME WORLD LANGUAGE: Two units with a heavy emphasis on language acquisition.

THREE UNITS OF SOCIAL SCIENCE: One unit of U.S. History, a half unit of Economics, and a half unit of Government are required. World History or Geography is strongly recommended.

ONE UNIT OF FINE ARTS: One unit in appreciation of, history of, or performance in one of the fine arts. This unit should be selected from among media/digital arts, dance, music, theater, or visual and spatial arts.

ONE UNIT OF PHYSICAL EDUCATION OR ROTC: One unit of physical education to include one semester of personal fitness and another semester in lifetime fitness. Exemption applies to students enrolled in Junior ROTC and for students exempted because of physical disability or for religious reasons.

TWO UNITS OF ELECTIVES: Two units must be taken as electives. A college preparatory course in Computer Science (i.e., one involving significant programming content, not simply keyboarding or using applications) is strongly recommended for this elective. Other acceptable electives include college preparatory courses in English; fine arts; foreign languages; social science; humanities; mathematics; physical education; and laboratory science (courses for which biology, chemistry, physics, or earth science is a prerequisite).

SAT AND ACT SUCCESS

GUIDE TO NATIONAL COLLEGE ADMISSION TESTS

PSAT This test, the preliminary SAT, is an indicator of how a student will perform on the SAT.

SAT An important indicator for admission to college and for eligibility for certain scholarships, this test assesses math, verbal skills, and writing.

Pre-ACT This test, the preliminary ACT, is an indicator of how a student will perform on the ACT.

ACT Another indicator for admission to college and for eligibility for certain scholarships, this assessment consists of tests in English, mathematics, reading and science reasoning.

Recommended Curriculum for ACT and SAT Success & College Admission	Tips for Success
<p>ENGLISH At least four years of college-prep English</p> <p>MATHEMATICS At least four years of college-prep math – Algebra, Geometry, Pre-calculus, Trigonometry, Calculus, Probability/Statistics</p> <p>COMPUTER SCIENCE At least one year of computer courses</p> <p>NATURAL SCIENCE At least three years of college-prep science – Physical/Earth Science, Biology, Chemistry, Physics</p> <p>SOCIAL SCIENCE At least four years of college prep social sciences – World &/or European History, U.S. History, American Government & Economics</p> <p>FOREIGN LANGUAGE At least three years in one language</p> <p>FINE ARTS At least one year of Band, Chorus, Visual and/or Performing Arts.</p>	<ul style="list-style-type: none"> • Read! Read! Read! • Choose a challenging curriculum of high school courses. • Use the free guides from the ETS – Taking the SAT1 or • PSAT/NMSQT Student Bulletin • Utilize an SAT or ACT preparation book or software. • Sign up for after-school programs or preparatory courses. • Use vocabulary flash cards. Visit the SAT web site daily (www.collegeboard.org) to practice the SAT “Question of the Day”. • Take the right test at the right time. • Participate in your school’s ACT/SAT program to be eligible for district’s SAT Scholarship. • Focus on the PSAT during the 9th, 10th and first semester of the 11th grades. <p>TO COMPETE FOR NATIONAL MERIT SCHOLARSHIPS, THE PSAT MUST BE TAKEN IN THE 11TH GRADE.</p> <p>Take the SAT and/or ACT during second semester of the 11th grade.</p> <p>Students will be given the opportunity to take the PSAT or the Pre-ACT during 10th grade.</p> <p>Take the PSAT during the 11th grade.</p>

IMPORTANT LINKS:

www.ed.sc.gov

www.collegeboard.org

www.act.org

SAT Saturday Test Dates 2020-2021

August 29 @ SHS
October 3 @ SHS
November 7 @ SHS
December 5 @ SHS
May 8 @ SHS

ACT Saturday Test Dates 2020-2021

July 18 @ FDHS & SHS
September 12 @ FDHS & SHS
October 24 @ FDHS & SHS
December 12 @ FDHS
February 6 @ FDHS
April 17 @ FDHS
June 12 @ FDHS

2018-2019 SAT Graduating Seniors Results	
Geographic Location	Critical Reading, Writing & Math Score
Nation	1039
South Carolina	1021
Dorchester Two	1031

2018 – 2019 Graduating Seniors ACT Results	
Geographic Location	Average Composite Score
Nation	20.7
South Carolina	18.8
Dorchester Two	19.8

SCHOLARSHIPS AND GRANTS

The South Carolina legislature provides several opportunities for students to receive scholarships. Below is a brief overview of the State Scholarships and Grants programs. **Students will only be awarded one scholarship although they may meet the criteria for more than one. These requirements are subject to change by the State Legislature.** For more detailed information speak with your school counselor.

PALMETTO FELLOWS (Early Award)

Available: Public & Private four-year SC institutions

Value: Up to \$6,700

Requirements: 1200 SAT/27 ACT (by November administration); 3.5 GPR on Uniform Grading Scale; Top 6% of sophomore or junior class

OR

1400 SAT/32 ACT (by November administration); 4.0 GPR on Uniform Grading Scale

PALMETTO FELLOWS (Final Award)

Available: Public & Private four-year SC institutions

Value: Up to \$6,700

Requirements: 1200 SAT/27 ACT (by June administration); 3.5 GPR on Uniform Grading Scale; Top 6% of sophomore or junior class

OR

1400 SAT/32 ACT (by June administration); 4.0 GPR on Uniform Grading Scale

LIFE SCHOLARSHIP

Available: Public & Private four-year SC institutions

Value: Up to \$5,000 (including a \$300 book allowance)

Requirements: 1100 SAT/24 ACT; 3.0 GPR on Uniform Grading Scale; Top 30% of graduating class (must meet 2 of 3)

Available: Public & Private two-year SC institutions

Value: Up to \$5,000

Requirements: 3.0 GPS on Uniform Grading Scale

HOPE SCHOLARSHIP

Available: Public & Private four-year SC institutions

Value: Up to \$2,800 (including a \$300 book allowance)

Requirements: 3.0 on Uniform Grading Scale

SC NEED-BASED GRANT

Available: Public & Private four-year SC institutions

Value: Up to \$2,500 full-time; up to \$1,250 part-time

Requirements: File a FAFSA; 12 credit hours (full-time) or 6 credit hours (part-time)

LOTTERY TUITION ASSISTANCE

Available: Public & Private four-year SC institutions

Value: Up to the cost of tuition (amount dependent upon number of eligible participants and total funding available)

Requirements: SC Residence for at least one year; Enrolled in at least six credit hours each semester toward a certification degree, diploma program or Associate degree program; File a FAFSA; Make satisfactory academic progress toward the completion of program requirement.

For additional resources for financial aid for college, visit the website sciway.net/finaid.html

It includes information for non-governmental scholarships and awards that are limited to SC residents.

DDTwo Virtual Academy



In response to the needs of our community, Dorchester School District Two will offer a full-time Virtual Academy (DDTwoVA) for grades 5K-12. Whether you are looking for an alternative to the traditional classroom during these uncertain times or a way to balance other scheduling concerns, the dynamic learning experiences available through DDTwoVA offer a viable option to meet the needs of your student(s). As a full-time online public 5K-12th grade program, the DDTwoVA offers quality curriculum and instruction for all students enrolled in a Dorchester District Two school. It is important to note the following about DDTwoVA:

- There is no additional cost other than the regular school registration fee and the new technology fee.
- Students must be enrolled in a DDTwo school.
- Students may enroll including those with an IEP, 504, GT, Advanced Placement, Dual Credit, etc.
- Students must attend live virtual (synchronous) classes on a daily basis with course specific certified teachers as well as scheduled personalized conferences.
- Students must complete independent (asynchronous) activities and assignments as assigned.
- Attendance will be taken for each class following state regulations.
- Students will follow the DDTwo instructional calendar.
- Students will participate in district, state, and national assessments.
- Students may participate in after school extracurricular activities in the school where they are enrolled with parents providing transportation to and from after school events.
- Fine Arts and other elective classes will be offered based on course requests.
- Students will be taught by state certified teachers. Depending on course requests at the high school level, teachers outside of DDTwo may be used (Dual Credit, ECPI, VirtualSC, etc).
- Full-year commitment:
 - If a family requests a transfer back to a traditional instructional setting before or at the semester break (January), we will work for a mid-year transition, if appropriate space is available.
- Parents/guardians must create a work environment at home for their child so they can successfully learn virtually.
- Parents/guardians will be required to maintain open communication with teachers and staff.

The application process for enrollment in DDTwoVA is currently closed. If you are interested and would like to learn more, please contact us at DDTwoVA@dorchester2.k12.sc.us.

IMPORTANT LINKS

ddtwo.org/va

[Parent & Community Resources](#)

[Student Device Information](#) (Handbook, Orientation Videos, Technology Support)

Student/Parents Rights & Responsibilities

- Authority of the Board of Trustees
- Code of Conduct
- Student Conduct on the School Bus
- Use of Personal Devices
- Student Dress Code
- Safe Schools Act
- Sexual Assault
- Harassment, Intimidation or Bullying
- Drug and Alcohol Use by Students
- Student Searches
- Student Concerns, Complaints, and Grievance
- Attendance, Excuses, and Absences
- Use of Technology Resources
- Student Disciplinary Procedures & Process
- Important Parent/Student Forms



INTRODUCTION

In any organized society, appropriate rules and regulations must be set forth if the society is to function properly. Even in the best-organized societies, disputes are bound to arise. When they do, if that society is to remain orderly, some agent or agency must be responsible for settlement of the disagreement. In the case of the school community, these agencies are the board of trustees, superintendent, principals and their delegates, as authorized by the state legislature.

The philosophy of Dorchester School District Two presupposes that most disciplinary problems will be handled among teachers, student, and parent or guardian in a calm, reasonable manner. This philosophy assumes that effective discipline leads to increased maturity and desirable behavior on the part of the student. It is the intent of this school system that every effort be taken on the part of each school to work constructively with the student in such a manner that he be allowed to attain his educational goals without interruption. It is understood that unless the student's behavior falls within one of the mandatory recommendations for expulsion, all resources at the school level will be exhausted prior to a recommendation for expulsion. To this end it shall be a policy, where possible, to refer students exhibiting behavioral difficulties to the school counselor. The counselor will be available to work with school personnel, the student, and the student's family in an effort to resolve the problem and hopefully avoid the necessity of suspensions or expulsions. When possible, any student re-admitted to school after suspension or a referral for expulsion shall be referred to the counselor so that the counselor may review the student's educational program and help re-orient the student to the school situation.

There are problems, however, which because of their nature affect the learning opportunities, health, and safety of other children or the successful administration of the school system, necessitating rapid deterrent action on the part of the administration.

School boards are delegated the authority to make rules and policies governing the conduct of students in school and may in turn delegate this authority to the superintendent and other proper personnel. **In this document we are attempting to communicate clearly to all concerned the policies on conduct and to stipulate due process procedures, which may be used by the students and/or parent or guardian to appeal administrative decisions or express grievances.**

Parents of Dorchester School District Two students have the right to have access to and to release information from their child's record, to challenge the contents of the record, and to obtain a copy of the record.

AUTHORITY OF THE BOARD OF TRUSTEES*

The [Board of Trustees](#) of the Dorchester School District Two is required by State Statute to make and adopt rules setting forth standards of scholastic achievement and standards of conduct and behavior that must be met by all pupils as a condition to the right of such pupils to attend schools in this district. The rules shall take into account the necessity of proper conduct on the part of all pupils and the necessity for scholastic progress in order that the welfare of the greatest number of pupils shall be promoted, even though such rules may result in the ineligibility of pupils who fail to observe the required standards and may require the suspension or permanent dismissal of such pupils.

* 59-63-10 Code of Laws of South Carolina 1976

APPLICATION OF CODE

The following regulations concerning standards of conduct and behavior will apply to every student of Dorchester School District Two. They will apply to every school where he/she is enrolled, while present at any other school in Dorchester School District Two, while on school buses, and while present at any school-sponsored activity, on or off the school campus. The summary of regulations included in this handbook are based on School Board Policies which can be accessed on the district website, do.ddtwo.org, or at your student's school. Board policies are subject to change during the school year and those changes will also be posted on the district website. The School Board Policies will supersede any summary of regulations included in this handbook.

BREACHES OF CONDUCT

It is recognized that students in school must conduct themselves in such manner as to maintain a climate in which learning can take place. It is believed that most students want to conduct themselves in a manner that fosters this desirable climate and that they will progress toward mature behavior and self-discipline if they are in an environment that nurtures personal responsibility. Since it is necessary for the rules to be established, students are to be informed of the rules and actions leading to disciplinary action. Administrative authority will be used to enforce rules when it becomes necessary. Individual rights should always be respected.

CODE OF CONDUCT

LEVEL 1 - DISORDERLY CONDUCT

Disorderly conduct includes any activity in which a student engages that tends to impede orderly classroom procedures or instructional activities, orderly operation of the school, or the frequency or seriousness of which disturb the classroom or school.

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

- classroom tardiness
- cheating on examinations or classroom assignments
- lying
- acting in a manner so as to interfere with the instructional process
- abusive language between or among students
- failure to complete assignments or carry out directions
- use of forged notes or excuses
- cutting class
- school tardiness
- truancy
- other disorderly acts as determined by the board

The staff will follow these basic enforcement procedures in instances of disorderly conduct.

- When the staff member observes (or is notified about and verifies) an offense, the staff member will take immediate action to correct the misconduct. The staff member will use an appropriate sanction, and maintain a record of the misconduct and the sanction.
- If a certain misconduct is not immediately correctable, the staff member should refer the problem to the appropriate administrator for action specified under this policy.
- The administrator should meet with the reporting staff member, and, if necessary, the student and the parent, and should effect the appropriate disciplinary action.
- The administrator will maintain a complete record of the procedures.
- The staff may apply sanctions in cases of disorderly conduct which may include, but are not limited to the following:
 - verbal reprimand
 - withdrawal of privilege
 - demerits
 - detention
 - corporal punishment
 - in-school suspension
 - on-campus reasonable work detail
 - other sanctions approved by the board

LEVEL 2 - 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 sanctions and court proceedings.

The administration may reclassify disorderly conduct (Level I) as disruptive conduct (Level II) if the student engages in the activity three or more times.

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

- use of an intoxicant
- use or possession of tobacco to include e-cigarettes
- use or possession of alternative medicine
- fighting
- vandalism of physical property and technology (minor)
- stealing
- threats against others
- trespassing
- wearing clothing displaying weapons (guns, knives, explosives, etc.)
- wearing clothing with offensive language or conduct, as determined by the principal, as being detrimental to the learning environment of the school
- abusive language to staff
- refusal to obey school personnel or agents (such as volunteer aides or chaperons) whose responsibilities include supervision of students
- possession or use of unauthorized substances, as defined by law 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
- any other acts as determined by the board
- inciting a riot

The staff will follow these basic enforcement procedures in instances of disruptive conduct.

- When the administrator observes (or is notified and verifies) an offense, he/she will investigate the circumstances of the misconduct and confer with staff on the extent of the consequences.
- The administrator will notify the parent of the student's misconduct and related proceedings. The administrator will meet with the student and, if necessary, the parent, to confer with them about the student's misconduct, and effect the appropriate disciplinary action.
- The administrator will keep a complete record of the procedures.
- The administration may apply sanctions in cases of disruptive conduct which may include, but are not limited to the following:
 - temporary removal from class
 - alternative education program
 - in-school suspension
 - out-of-school suspension
 - transfer
 - referral to outside agency
 - expulsion
 - on-campus reasonable work detail
 - restitution of property and damages, where appropriate, should be sought by local school authorities
 - other sanctions as approved by the board

LEVEL 3 - CRIMINAL CONDUCT

Criminal conduct includes those activities in which students engage that result in violence to themselves or to another's person or property or which pose a direct and serious threat to the safety of 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 law enforcement authorities, and/or action by the board.

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

- assault and battery
- extortion
- bomb threat
- possession, use or transfer of dangerous weapons
- sexual offenses
- vandalism of physical property and technology (major)
- theft, possession or sale of stolen property
- arson
- furnishing or selling unauthorized substances, as defined by board policy
- furnishing, selling or possession of controlled substances (drugs, narcotics or poisons)
- distribution, sale, purchase, manufacture or unlawful possession of a controlled substance while in or within a radius of one-half mile of school grounds
- threatening to take the life of or inflict bodily harm upon a student, staff member or members of their immediate family
- inciting a riot that does occur

The staff will follow these basic enforcement procedures in instances of criminal conduct:

- When an administrator observes (or is notified of and verifies) an offense, the administrator will confer with the staff involved, effect the appropriate disciplinary action, and, if appropriate, meet with the student.
- If warranted, the administrator should immediately remove the student from the school environment. The administrator will notify a parent as soon as possible.
- If appropriate, school officials should contact law enforcement authorities.
- Staff will follow established due process procedures when applicable.
- The administrator will keep a complete record of the procedures.
- The administration may apply sanctions in cases of criminal conduct which may include, but are not limited to the following:
 - out-of-school suspension
 - assignment to alternative schools
 - expulsion
 - restitution of property and damages, where appropriate, should be sought by local school authorities
 - other sanctions as approved by the board

Extenuating, mitigating or aggravating circumstances

The board may give the appropriate administrator the authority to consider extenuating, mitigating or aggravating circumstances that may exist in a particular case of misconduct. The administrator should consider such circumstances in determining the most appropriate sanction.

Discipline of Students with Special Needs

The focus regarding discipline issues in Dorchester School District Two (DD2) should always be on prevention of future occurrences of behavior problems. This proactive approach includes the use of school wide multi-tiered systems of positive

behavior supports. Disciplinary actions for code of conduct violations are necessary, however, especially in the areas related to weapons, drugs, serious bodily injury, and behaviors substantially likely to result in injury to the student or others. In regard to students with disabilities, the laws provide additional safeguards to ensure due process rights are afforded to this population of students. DD2 may use in-school or out-of-school suspension as long as this does not constitute a change in placement. A student with a disability who violates a code of conduct can be removed from his/her current placement for not more than 10 consecutive school days (to the extent that those alternatives are applied to students without disabilities), and for incidents of misconduct, as long as those removals do not constitute a change of placement or total more than 30 days as reflected in state law.

STUDENT CONDUCT ON THE SCHOOL BUS

The student school day begins as students board the buses. With the safety of all students in mind, it is essential that students and parents understand and observe the following concepts and safety rules:

1. **Riding the school bus is a privilege.** School buses are considered extensions of the classroom, and student behavior on buses is required to mirror behavior standards for the classroom. The Student Code of Conduct is in effect while aboard school buses. State law requires all passengers to obey bus driver instructions and bus drivers to report conduct issues to school administrators. Repeated Code of Conduct violations, violation of the safety rules below or disobeying driver instructions will result in suspension or revocation of bus privileges. Parents/guardians please share these rules and the consequences for breaking them with your student.
2. **School Bus Assignment and Bus Stop Safety Rules:**
 - a. South Carolina law, Section 59-67-415, states parents or guardians are responsible for the safety, conduct, and the timely arrival of their children to, from, and at the designated school bus stop. This applies to the time before the school bus arrives to pick up students for delivery to school and after the school bus departs the designated school bus stop after student drop off.
 - b. Students may ride only the bus to which they are assigned (based on the location of their residence or day care).
 - c. Students may not use buses or bus stops other than those assigned to them without written permission by parents/guardians to the school and with approval of the Principal and Transportation Department. Official Bus Rider Verification Form is required.
 - d. Students must be at the designated school bus stop when the bus arrives. Buses may only wait momentarily for students. Being tardy delays hundreds of other students. Buses will not return to the stop for students who miss the bus.
 - e. Students should stand away from the roadway and clear of traffic at bus stops. Students must not stand or play in the roadway. Horseplay at bus stops is forbidden and students must respect the property of others.
 - f. Students should not run toward the bus when the bus is moving. Wait until it comes to a complete stop and then walk to the bus entry door.
 - g. Students should stand no closer than 15 feet from the bus and wait until the driver opens the door before moving toward the bus. If necessary to cross a roadway to board the bus, students must wait on the sidewalk or side of the road until the bus driver directs them to cross. Watch for the driver's hand signals. Cross in front of the stopped bus and walk, not run. Do not walk behind a school bus; the driver can't see you.
 - h. Students riding a bus home after school must move quickly to the bus after school is dismissed. When a school administrator signals the buses to depart and the bus doors close, no additional student loading is permitted. Buses will not return to schools for students who miss the bus.
 - i. Students must remain seated until the bus comes to a complete stop. Never attempt to leave the seat before the bus comes to a full stop and the driver indicates it is safe to depart.
 - j. Students should exit the bus in an orderly manner.
 - k. Do not loiter or play around a stopped or parked bus.
 - l. Do not enter restricted areas or school grounds set aside for bus parking or loading.
 - m. After departing the bus, if they must cross the roadway, students must wait beyond the front crossing gate off the road until the bus driver or school bus patrol directs them to cross.

Note to Parents and guardians: **DO NOT** attempt to board the bus for any reason. State law prohibits this in Section 59-67-245, Interference with the Operation of a School Bus.

3. Safety Rules While on the School Bus:

- a. Go to the assigned seat and remain properly seated while the bus is in motion. Students must sit facing forward and feet, book bags on lap, and legs must be out of the bus aisle.
- b. Never extend arms, legs, or head out of the bus doors or windows.
- c. Students should not talk to the driver while the bus is in motion, except in an emergency.
- d. Quiet conversation is normally allowed, however students may not shout or talk loudly. Bus drivers may forbid talking when it creates an unsafe condition such as students being unable to hear safety instructions.
- e. Federal law requires students to be quiet when the school bus stops at railroad crossings.
- f. No eating on the bus. No drinking on the bus except water when authorized by the driver.
- g. No use of mobile phones, iPods, or similar electronic devices on the school bus.
- h. Hoods are not permitted to be worn on the school bus unless the bus driver allows it in severely cold situations.
- i. Never tamper with the emergency door or any other bus equipment.
- j. Do not damage, mark on, or deface the bus. Seat coverings must not be damaged in any manner. Students should report any bus or seat damage to the bus driver as soon as possible. If a student is found to have damaged a school bus, the student will be charged the assessed repair rate set by the State Department of Education. The student responsible for the damage will be suspended from riding the bus until restitution is made in full. Suspension will remain in place until receipt of restitution regardless of school year; that is, suspension will continue into the following school year and beyond until restitution is paid in full.
- k. Only the driver or other authorized person should remove first aid equipment, which is for emergency treatment only.
- l. Do not tamper with the fire extinguisher. Only the driver should use it for an emergency.
- m. Do not throw objects from the bus windows.
- n. Students may not transport any item on a school bus that cannot be safely secured in the student's lap. This includes band instruments, lunch boxes, science projects, sports equipment and fund raising items. Band instruments must fit on the student's lap. See expanded explanation on the Transportation webpage.
- o. Students may not bring animals or insects on school buses. Any item forbidden at school is also forbidden on school buses.
- p. Leave all pencils, school supplies, and personal items inside your backpack or book bag.
- q. All items brought on the bus must be secured in the student's lap for the entire trip. Sporting equipment (balls, rackets, bats, etc.) and any item with wheels (roller skates, skateboards, etc.) must be completely enclosed in a case or bag and must also be held in the student's lap. No item may be placed in the aisle, under a seat, in another seat, or on the engine compartment cover.
- r. In accordance with South Carolina law, students misbehaving on the school bus will be referred to the school's principal for appropriate disciplinary action.

4. **Misconduct on the school bus—procedures and consequences.** Drivers will work directly with students to correct misconduct. When attempted correction does not remedy the situation the driver is required by South Carolina law to report non-compliance with his/her lawful instructions and/or misconduct on the bus to the school principal. This is known as a referral or write up. Buses are equipped with video surveillance equipment to assist principals in addressing student conduct issues. Bus riders will be denied bus privileges if their behavior is unacceptable or infringes on the rights of other bus riders. It will be the responsibility of the parent or guardian to provide transportation to school during the suspension period. **For the safety of all students, school administrators will follow these guidelines for addressing referrals for misconduct on the bus:**

- a. First Referral: Warning and parent notification of consequences for future incidents
- b. Second Referral: One (1) to five (5) days' suspension from bus
- c. Third Referral: Five (5) to ten (10) days' suspension from bus
- d. Fourth Referral: Ten (10) to thirty (30) days' suspension from bus
- e. Fifth Referral: Loss of bus privileges for the remainder of the school year.

These guidelines apply to cumulative referrals for bus misconduct. That is, consequences will progress in severity as a student accumulates referrals for rules infractions from one incident to the next. The sequence will not start over simply

because a rules infraction is different than infractions in previous referrals. For extreme misconduct, immediate revocation of bus privileges may be warranted and applied.

Please note, students and parents should **not** attempt to discuss school bus rule violations or disciplinary measures with the school bus driver at a bus stop. This delays school bus operations and exposes students and parents to additional hazards along the roads we share with the citizenry.

Students who attempt to board the bus while their privileges have been suspended or revoked, or adults who attempt to board or interfere with the operation of the bus, may be prosecuted under applicable South Carolina law.

USE OF PERSONAL DEVICES IN SCHOOL

Elementary/Middle School

First offense - The device will be returned to parent/legal guardian.

All other offenses - There will be a fine of \$25.00 or the device will be retained for the remainder of the school year.

High School

When may personal communication devices be used?

Prior to 8:55 a.m.; during class exchanges; during assigned lunch period; after 3:55 p.m. unless in an after-school class or detention. (Reference: Policy JICJ).

Where may personal communication devices be used?

Common Areas: cafeteria, courtyard, hallways, but not classrooms/ instructional areas including media center. Students may use personal communication devices in offices only with the permission of the staff member present.

Who is responsible if a personal device is lost or stolen?

The student must secure his/ her device at all times and never leave it unattended. Students should guard against theft as they would in any public building or area. Theft of such devices is a major problem in schools, and often the devices cannot be recovered. Students should keep the devices on their persons at all times or locked away. **School personnel and /or administrators are not responsible for the loss, theft, or damage of any cell phone or device brought on school property.**

Student use--expectations and responsibilities

Personal communication devices should be powered off during class time. Personal devices heard or seen in use during instructional times or in instructional areas, including in silent mode, will be confiscated and returned to a parent for a \$25 fee. Any device not picked up by the end of the school year will be donated or disposed of properly.

1. The student who possesses a personal electronic device shall be solely responsible for its security and care. Dorchester District Two will not provide electrical charging outlets to recharge devices.
2. Student possession of personal electronic devices on the school's campus, including athletic fields, school buses, school sponsored activities, and while the student is under the supervision and control of school district employees shall be permitted. All students may use these devices **appropriately** on campus before school begins, during transition times, during lunches, and after school ends.
3. To assure order in campus operation, accessories such as **headphones and earbuds** are only allowed to be used by the student in the cafeteria before school and in the cafeteria during lunch periods, provided the student is still able to respond to auditory commands communicated by school personnel. Students must still follow all school rules while operating communication devices. Not being able to hear or see directives will never serve as an acceptable excuse for non-compliance. **These accessories are expected to be secured and out of sight during class transitions in the hallway and within the classroom unless the teacher has granted permission for instructional use.**
4. Making phone calls during transition times is prohibited.
5. Student use of personal electronic devices shall be prohibited in areas including, but not limited to, locker rooms, bathrooms, or dressing/changing areas.

6. **Students shall not use personal electronic devices to capture video, audio, or photos of other people at school unless used under the guidance of a teacher and related to curriculum objectives. The posting of those photographs and/or video will result in disciplinary consequences.**
7. Students shall not use personal electronic devices during classroom instructional time to access and/or view Internet websites that are otherwise blocked to students at school. District wireless networked system blocked sites include, but are not limited to, social networking sites and You Tube. Electronic devices should be powered off and put away **before** walking into the classroom/instructional area.
8. Students' use of personal electronic devices that disrupt the instructional day will result in disciplinary action and/or confiscation of the personal electronic device.
9. When a personal electronic device is confiscated, it will only be released and/or returned to a student's parent/legal guardian.
10. If students use communication devices to illegally enhance their own academic performance or another student's performance (cheat), the student(s) involved will receive additional severe consequences for academic dishonesty and may be banned from having such a device for the remainder of their attendance in Dorchester County Two schools.
11. **If students use the communication devices to engage in illegal or unethical behavior such as bullying, harassing, threatening, or intimidating, the students involved will receive additional severe consequences for such conduct and may be banned from having such a device for the remainder of their attendance in Dorchester County Two schools.**

Unauthorized use

Unauthorized use of personal electronic devices resulting in the confiscation of the personal electronic device and/or disciplinary actions with the school and possible law enforcement includes, but is not limited to, the following:

- Possessing, viewing, sending or sharing photos, video, or audio information having sexual, violent, derogatory, or threatening content on school grounds, at school events, or on school buses.
- Transmitting school materials for unethical purposes such as cheating.
- Using devices to bully, harass, or tease another person.
-

Consequences for violations

If personal communication devices are used in a manner violating the Student Code of Conduct and Student Use Expectations and Responsibilities 1-11, consequences will include:

Offense	What Happens to the Device?	Discipline Consequence(s)
1	Parent picks up after the device was confiscated and pays a \$25 fee	1 day In-School Suspension (at the discretion of the administrator)
2	Parent picks up at readmit conference with Administrator	1 day In-School Suspension and/or 1 day Out-of-School Suspension (at the discretion of the administrator)
3	Parent picks up at readmit conference with Administrator	School Probation and/or 3 days Out-of-School Suspension and/or Loss of Extra-Curricular Activities (30 days) (at the discretion of the administrator)

Each student is under the direct control of all staff members and their substitutes. Failure to turn over a communication device immediately to a staff member when requested will result in severe disciplinary action. The offense is no longer the device only, but is now also refusal to obey the directive of the school official. Consequences may include:

Offense	Discipline Consequence
1	In-School Suspension the remainder of the school day and 1 day Out-of-School suspension (at the discretion of the administrator)
2	3 days Out-of-School Suspension and School Probation (at the discretion of the administrator)

STUDENT DRESS CODE

In order to provide an atmosphere that is conducive to learning, instills discipline, and avoids safety hazards, Dorchester School District Two establishes the following guidelines for students:

1. **Shorts:** Shorts are appropriate for school in the elementary grades K-5. Walking shorts are appropriate for school for students in grades 6-12. Generally, the standard for wearing shorts is that when standing with arms hanging to the side, the area on the leg where fingers touch should be the hemline of the shorts. Short-shorts would not be considered acceptable school attire.
2. **Sunglasses:** May not be worn in the building, with the exception of RX sunglasses.
3. **Hats, head stockings, sweatbands, bandannas:** May not be worn in the building. If there is a medical reason for a student to wear one of the above listed, a letter from a physician will need to be provided to the principal.
4. **Tops, skirts, leggings:** Tank, halter, tube, bathing suits, spaghetti strap, midriffs, or see through tops may not be worn. Fish net shirts or cut off shirts may not be worn. Tennis skirts and mini-skirts are not allowed. The standards for the length of shorts also apply to the length of skirts and dresses. Also, leggings may not be worn without a skirt or top that meets the length requirement.
5. **Shirts and blouses:** Must be appropriately buttoned. Sweaters, vests, jacket shirts and sweater shirts are the exception.
6. **Pants:** "Sagging" is not acceptable. Pants must be worn at the natural waistline and may not be made of any see through materials. Undergarments must be completely covered.
7. **Belts:** If belts are worn, they must be worn at an appropriate level, buckled and tucked in loops.
8. **Suspenders:** Must be hooked and on shoulders in the proper location.
9. **Footwear:** Shoes must be worn at all times. Bedroom slippers are not allowed. Shoes with laces must be tied.
10. **Gloves:** May not be worn in building.
11. Students may not wear any apparel, attire, colors or insignia that is obscene, vulgar, libelous, slanderous, incites, expresses or advocates racial, ethnic, sexual or religious prejudices, which brings attention to a student's involvement or membership in gang-related groups or promotes beer, liquor, wine, cigarettes, or drugs of any kind.

Consequences

- 1st Offense** The student will be sent to the office to conference with an administrator. The parent/guardian will be contacted and requested to bring a change of clothing. The student will make the appropriate change before being allowed to receive further classroom instruction.
- 2nd Offense** The student will be placed in After School Work Detail/BIR/ISS. The student will wear a loaner shirt/ pants or other change during the day.

Subsequent offenses may result in Out of School Suspension.

SAFE SCHOOLS ACT

It is a criminal offense to distribute a controlled substance while in/on or within a radius of one-half mile of the grounds of a public or private school. The penalty is a fine of \$10,000 or imprisonment for up to ten (10) years or both. The penalty is greater if the substance involved is crack cocaine. The act also increases the penalty for carrying a weapon on school property to a fine of \$1,000 and a prison term of one year. The act provides that it is unlawful for anyone to knowingly and

willfully deliver or convey to a public official, teacher or principal by letter, document, etc. which contains a threat of death or bodily harm to that person or to a member of the person's immediate family.

SEXUAL ASSAULT

Any sexual act directed against another person, forcibly and/or against that person's will; or not forcibly or against the person's will where the victim is incapable of giving consent. This is prohibited and will be referred to law enforcement.

HARASSMENT, INTIMIDATION OR BULLYING

The board prohibits acts of harassment, intimidation, hazing, or bullying of a student by students, staff and third parties that repeatedly interfere with or disrupt a student's ability to learn and the school's responsibility to educate its students in a safe and orderly environment whether in a classroom, on school premises, on a school bus or other school-related vehicle, at an official school bus stop, at a school-sponsored activity or event whether or not it is held on school premises, or at another program or function where the school is responsible for the student.

Harassment, intimidation, hazing, or bullying is defined as a gesture, electronic communication, or a written, verbal, physical or sexual act reasonably perceived to have the effect of either 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
- insulting or demeaning a student or group of students causing substantial disruption in, or substantial interference with, the orderly operation of the school

Any student who feels he/she has been subjected to re-occurring harassment, intimidation, hazing, or bullying is encouraged to file a complaint in accordance with procedures established by the superintendent. Complaints will be investigated promptly, thoroughly and confidentially. All school employees are required to report alleged violations of this policy to the principal or his/her designee. Reports by students or employees may be made anonymously, but formal disciplinary action must not be based solely on the basis of an anonymous report.

The district prohibits retaliation or reprisal in any form against a student or employee who has filed a complaint or report of harassment, intimidation, hazing, or bullying. The district also prohibits any person from falsely accusing another as a means of harassment, intimidation or bullying.

The board expects students to conduct themselves in an orderly, courteous, dignified and respectful manner. Students and employees have a responsibility to know and respect the policies, rules and regulations of the school and district. Any student or employee who is found to have engaged in the prohibited actions as outlined in this policy will be subject to disciplinary action, up to and including expulsion in the case of a student or termination in the case of an employee. Individuals may also be referred to law enforcement officials. The district will take all other appropriate steps to correct or rectify the situation.

Students, parents/legal guardians, teachers and staff members should be aware that the district may take disciplinary actions for conduct initiated and/or created off-campus involving the inappropriate use of the Internet or web-based resources if such conduct poses a threat or substantially interferes with or disrupts the work and discipline of the schools, including discipline for student harassment and bullying.

EXAMPLES OF PROHIBITED CONDUCT

The board requires its school administrators to develop and implement procedures that ensure both the appropriate consequences and remedial responses to a student or staff member who commits one or more acts of harassment, intimidation, hazing, or bullying. The following factors, at a minimum, will be given full consideration by school administrators in the development of the procedures for determining appropriate consequences and remedial measures for each act of harassment, intimidation, hazing, or bullying.

Factors for determining consequences

- age, developmental and maturity levels of the parties involved
- degrees of harm
- surrounding circumstances
- nature and severity of the behaviors
- incidences of past or continuing patterns of behavior
- relationships between the parties involved
- context in which the alleged incidents occurred

Factors for determining remedial measures

Personal

- life skill deficiencies
- social relationships
- strengths
- talents
- traits
- interests
- hobbies
- extracurricular activities
- classroom participation
- academic performance

Environmental

- school culture
- school climate
- student-staff relationships and staff behavior toward the student
- general staff management of classrooms or other educational environments
- staff ability to prevent and manage difficult or inflammatory situations
- social, emotional and behavioral supports
- social relationships
- community activities
- neighborhood situation
- family situation

EXAMPLES OF CONSEQUENCES AND REMEDIAL MEASURES

Consequences and appropriate remedial actions for a student or staff member who commits one or more acts of harassment, intimidation, hazing, or bullying may range from positive behavioral interventions up to and including suspension or expulsion. Consequences for a student who commits an act of harassment, intimidation, hazing, or bullying will be varied and graded according to the nature of the behavior, the developmental age of the student and the student's history of problem behaviors and performance, and must be consistent with the board's approved code of student conduct. Remedial measures will be designed to correct the problem behavior, prevent another occurrence of the problem and protect the victim of the act. The consequences and remedial measures may include, but are not limited to, the examples listed below.

EXAMPLES OF CONSEQUENCES

- admonishment
- temporary removal from the classroom
- deprivation of privileges
- classroom or administrative detention
- referral to disciplinarian
- in-school suspension during the school week or the weekend
- out-of-school suspension
- legal action
- expulsion

EXAMPLES OF REMEDIAL MEASURES

- Personal
- restitution and restoration
- mediation
- peer support group
- recommendations of a student behavior or ethics council
- corrective instruction or other relevant learning or service experience
- supportive student interventions
- behavioral assessment or evaluation as appropriate
- behavioral management plan, with benchmarks that are closely monitored
- assignment of leadership responsibilities (e.g., hallway or bus monitor)
- involvement of school disciplinarian
- student counseling
- parent/legal guardian conferences
- student treatment
- student therapy

Environmental (classroom, school building or school district)

- school and community surveys for determining the conditions contributing to harassment, intimidation, hazing, or bullying
- school culture change
- school climate improvement
- adoption of research-based, systemic bullying prevention programs
- school policy and procedures revisions
- modifications of schedules
- adjustments in hallway traffic
- modifications in student routes or patterns traveling to and from school
- targeted use of monitors (e.g., hallway, cafeteria, bus)
- small or large group presentations for fully addressing the behaviors and the responses to the behaviors
- general professional development programs for certificated and non-certificated staff
- professional development plans for involved staff
- disciplinary action for school staff who contributed to the problem
- supportive institutional interventions
- parent/legal guardian conferences
- family counseling

- involvement of parent-teacher organizations
- involvement of community-based organizations
- development of a general bullying response plan
- recommendations of a student behavior or ethics council
- peer support groups
- law enforcement (e.g., school resource office, juvenile officer) involvement

REPORTING

An aggrieved student is encouraged to inform the person engaging in bullying, harassment, hazing, or intimidation that such conduct is offensive and must stop. If the aggrieved student is not comfortable with direct communication, or if direct communication is unsuccessful, the aggrieved student should initiate the complaint procedures described in this administrative rule.

COMPLAINT PROCEDURES

The purpose of informal consultation is to clarify what constitutes bullying, harassment, hazing, or intimidation, to provide guidance and information on administrative procedures and to resolve inadvertent cases of harassment. A request for informal consultation should be directed to either the student's principal, assistant principal or the assistant superintendent. The individual who receives the request for informal consultation must inform the complainant about the options available under this policy. Anyone else receiving a complaint should encourage the complainant(s) to request an informal consultation or should notify one of the designated individuals directly.

Contact with any of the designated individuals may conclude in one or more of the following options:

- Complainant decides that no bullying, harassment, hazing, or intimidation has occurred. In this case, no further action will be taken and the consultation will remain reasonably private.
- Complainant decides that bullying, harassment, hazing, or intimidation has occurred and chooses to file a formal complaint for investigation. Documentation that the informal consultation has taken place should be made and kept and should include a written statement from the complainant and/or notes taken by the consultant. If such notes are kept, the complainant should be so advised and the notes should be reviewed by the complainant for accuracy. If the name of an accused is revealed during the informal consultation, the accused should be advised of the allegations.

FORMAL COMPLAINT

Filing a complaint

After completing the informal consultation step, a complainant and/or the complainant's parent/legal guardian who wishes to file a formal complaint for investigation and possible action should do so with the assistance of the individual who conducted the informal consultation. The consultant will complete a bullying, harassment, hazing, or intimidation complaint form and refer the matter to the assistant superintendent or his/her designee, who will conduct an investigation. Once a formal complaint has been filed, it will proceed through all steps set forth below.

Investigation

The purpose of the investigation is to establish whether there is a reasonable basis for believing that the alleged violation of this policy has occurred. In conducting the investigation, the assistant superintendent or his/her designee will interview the complainant and the accused as well as other persons believed to have pertinent factual knowledge. While it may be necessary at times to reveal the name of the accused or the complainants, reasonable privacy will be maintained by all persons involved. Failure to maintain the privacy of the investigation could result in disciplinary action. The investigation will afford the accused a full opportunity to respond to the allegations. Within a reasonable period of time (normally 30 calendar days from the time the complaint was filed), the investigator will provide both the complainant and the accused

with written notification that the investigation has been completed. The principal or assistant principal will be notified as to what further action, if any, will be taken.

Process of formal action

After receiving a written report of the findings of the investigation from the assistant superintendent or his/her designee, the principal of an accused student will initiate a consultation with the assistant superintendent. Based upon the report and consultation, the principal or the immediate supervisor will decide upon one of the following three possible courses of action.

- determination that the allegations are not warranted
- informal resolution as agreed upon by the parties
- corrective and disciplinary action as described below

Protection of complainant, witnesses and others

At the time the formal complaint is filed, the complainant and/or the complainant's parent/legal guardian will be informed fully by the individual who conducted the informal consultation and/or the assistant superintendent of the steps which the investigation will follow, including the projected timetable for completion of the process.

Reasonable action will be taken to assure that the complainant and those giving statements on behalf of the complainant, or supporting the complainant in other ways, will suffer no retaliation as a result of their activities in regard to the process.

Steps to avoid retaliation may include, but are not limited to, the following.

- transfers of one or more of the parties to another class or setting
- arrangements that educational evaluations or decisions concerning the complainant and student witnesses be made by an appropriate individual other than the accused

Protection of the accused

At the time the investigation commences, the accused and the accused's parent/legal guardian will be informed in writing by the assistant superintendent or his/her designee of the allegations, the identity of the complainant and the facts surrounding the allegations.

In the event the allegations are not substantiated, reasonable steps will be taken to so advise those involved in the investigation who had knowledge of the allegations and generally to restore the reputation of the accused if damaged by the proceeding.

A complainant found to have been intentionally dishonest in making the allegations or to have made them maliciously is subject to disciplinary action, including suspension and/or expulsion.

Disciplinary action

Any student who is found to have engaged in bullying, harassment, hazing, or intimidation of another student will be notified of the outcome of the investigation and will be subject to appropriate disciplinary action, which may include, but not be limited to, oral or written warnings, transfer, suspension or expulsion, subject to applicable procedural requirements, if any.

Remedial action

The complainant's parent/legal guardian will be notified of the outcome of the investigation. If applicable, the complainant's parent/legal guardian will also be notified of the specific remedy available to him/her and general category of disciplinary action taken against the accused. Every reasonable effort will be made to ensure that the complainant is free from any further bullying, harassment, hazing, or intimidation. The individual who conducted the informal consultation will be responsible for counseling the complainant to ensure that he/she is comfortable with the resolution and for following up with the complainant at least once within three months of the resolution to ensure that the complainant has not been subjected to any further bullying, harassment, hazing, or intimidation. (Reference: Policy JICFAA and AR-JICFAA)

TOBACCO, DRUG AND ALCOHOL USE BY STUDENTS

No student will use/possess or distribute any controlled substance on school grounds. Any student violating this policy will be recommended to the district's discipline hearing officer for disciplinary action.

No student, regardless of age, will possess, use, sell, purchase, barter, share, distribute or be under the influence of alcoholic beverages or other controlled substances in the following circumstances.

No student will use or have possession of any tobacco products, alternative nicotine products, or associated paraphernalia, to include but not limited to vaping devices, vape liquids, or liquid containers, other alternative tobacco products, and any other delivery method or device for prohibited substances. Such paraphernalia will be confiscated and destroyed.

- on school property (including buildings, grounds, vehicles)
- at any school-sponsored activity, function or event whether on or off school grounds (including any place where an interscholastic athletic contest is taking place)
- during any field trip
- during any trip or activity sponsored by the board or under the supervision of the board or its authorized agents

No student will aid, abet, assist or conceal the possession, consumption, purchase or distribution of any alcoholic beverage by any other student or students in any of the circumstances listed above.

No student will market or distribute any substance which is represented to be or is substantially similar in color, shape, size or markings of a controlled substance in any of the circumstances listed above. Look-alike substances or substances that mimic the effect of drugs will be treated as illegal substances. (Reference: Policy JICH and AR-JICH and IICG)

STUDENT SEARCHES

School Property:

1. General Searches

Lockers, desks and related properties belonging to the school district may be searched as part of a general search.

2. Individual Searches

Any single locker, desk or school property may be searched by school officials when they have reason to believe it contains evidence that a school rule or state law has been violated.

Student's Person:

1. No search of any student's person shall take place unless school officials have reason to believe that the search will turn up evidence that a school rule or state law has been violated.
2. The principal or designee must approve every search of a student's person. An administrative employee or a teacher must conduct the search in private with another administrative employee or teacher serving as a witness.

The search may consist of (1) the removal of all items in the student's pockets, purse, book bag, or other bag or container; (2) the removal of outer layers of clothing (e.g., coats, jackets, shoes, etc.); or (3) the pat down of the outer surface of the student's clothing.

Searches by drug dogs can include a search of a student's personal items and vehicle.

STUDENT CONCERNS, COMPLAINTS AND GRIEVANCE

The district will resolve student complaints and grievances through orderly processes and at the lowest possible level.

Not all inappropriate behavior with race, color, national origin, sex or disability-related connotations constitutes unlawful harassment under federal law. In order to qualify as unlawful harassment under federal law and district policy, the behavior must be sufficiently severe, persistent or pervasive that it does one of the following:

- adversely affects a student's education
- creates a hostile or abusive educational environment

A one-time incident must be severe to rise to the level of unlawful harassment.

Definition of harassment

For purposes of this policy, harassment on the basis of race, color, national origin, sex or disability is defined as a gesture, electronic communication, or a written, verbal, physical or sexual act reasonably perceived to have the effect of either 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
- insulting or demeaning a student or group of students causing substantial disruption in, or substantial interference with, the orderly operation of the school

The board prohibits acts of harassment of a student on the basis of race, color, national origin, sex or disability by students, staff and third parties that repeatedly interfere with or disrupt a student's ability to learn and the school's responsibility to educate its students in a safe and orderly environment whether in a classroom, on school premises, on a school bus or other school-related vehicle, at an official school bus stop, at a school-sponsored activity or event whether or not it is held on school premises, or at another program or function where the school is responsible for the student.

District contact for complaints of harassment

The district employee responsible for receiving and/or investigating reports of harassment on the basis of race, color, national origin, sex or disability is the assistant superintendent for administration and personnel. Contact may be made as follows:

Dorchester School District Two
Assistant Superintendent for Administration and Personnel
843-873-2901

Reporting

School personnel to include teachers, administrators and staff are required to report incidents of alleged student-on-student and staff-to-student harassment that they witness or of which they have received reports or information, whether such incidents are verbal or physical or amount to harassment in other forms.

An aggrieved student is encouraged to inform the person engaging in bullying, harassment or intimidation that such conduct is offensive and must stop. If the aggrieved student is not comfortable with direct communication, or if direct communication is unsuccessful, the aggrieved student should initiate the complaint procedures described in this administrative rule.

Complaint procedures

The purpose of informal consultation is to clarify what constitutes harassment based on race, color, national origin, sex or disability to provide guidance and information on administrative procedures and to resolve inadvertent cases of harassment. A request for informal consultation should be directed to either the student's principal, assistant principal or the assistant superintendent. The individual who receives the request for informal consultation must inform the complainant about the options available under this policy. Anyone else receiving a complaint should encourage the complainant(s) to request an informal consultation or should notify one of the designated individuals directly.

Contact with any of the designated individuals may conclude in one or more of the following options.

- Complainant decides that no harassment has occurred. In this case, no further action will be taken and the consultation will remain reasonably private.
- Complainant decides that harassment has occurred and chooses to file a formal complaint for investigation. Documentation that the informal consultation has taken place should be made and kept and should include a written statement from the complainant and/or notes taken by the consultant. If such notes are kept, the complainant should be so advised and the notes should be reviewed by the complainant for accuracy. If the name of an accused is revealed during the informal consultation, the accused should be advised of the allegations.

FORMAL COMPLAINT

Filing a complaint

After completing the informal consultation step, a complainant and/or the complainant's parent/legal guardian who wishes to file a formal complaint for investigation and possible action should do so with the assistance of the individual who conducted the informal consultation. The consultant will complete a harassment complaint form and refer the matter to the assistant superintendent or his/her designee, who will conduct an investigation. Once a formal complaint has been filed, it will proceed through all steps set forth below.

Investigation

The purpose of the investigation is to establish whether there is a reasonable basis for believing that the alleged violation of this policy has occurred. In conducting the investigation, the assistant superintendent or his/her designee will interview the complainant and the accused as well as other persons believed to have pertinent factual knowledge. While it may be necessary at times to reveal the name of the accused or the complainant, reasonable privacy will be maintained by all persons involved. Failure to maintain the privacy of the investigation could result in disciplinary action. The investigation will afford the accused a full opportunity to respond to the allegations. Within a reasonable period of time (normally 30 calendar days from the time the complaint was filed), the investigator will provide both the complainant and the accused with written notification that the investigation has been completed. The principal or assistant principal will be notified as to what further action, if any, will be taken.

Process of formal action

After receiving a written report of the findings of the investigation from the assistant superintendent or his/her designee, the principal of an accused student will initiate a consultation with the assistant superintendent. Based upon the report and consultation, the principal or the immediate supervisor will decide upon one of the following three possible courses of action.

- determination that the allegations are not warranted
- informal resolution as agreed upon by the parties
- corrective and disciplinary action as described below

Protection of complainant, witnesses and others

At the time the formal complaint is filed, the complainant and/or the complainant's parent/legal guardian will be informed fully by the individual who conducted the informal consultation and/or the assistant superintendent of the steps which the investigation will follow, including the projected timetable for completion of the process.

Reasonable action will be taken to assure that the complainant and those giving statements on behalf of the complainant, or supporting the complainant in other ways, will suffer no retaliation as a result of their activities in regard to the process.

Steps to avoid retaliation may include, but are not limited to, the following.

- transfer of one or more of the parties to another class or setting
- arrangements that educational evaluations or decisions concerning the complainant and student witnesses be made by an appropriate individual other than the accused

Protection of the accused

At the time the investigation commences, the accused and the accused's parent/legal guardian will be informed in writing by the assistant superintendent or his/her designee of the allegations, the identity of the complainant and the facts surrounding the allegations.

In the event the allegations are not substantiated, reasonable steps will be taken to advise those involved in the investigation who had knowledge of the allegations and generally to restore the reputation of the accused if damaged by the proceeding.

A complainant found to have been intentionally dishonest in making the allegations or to have made them maliciously is subject to disciplinary action, including suspension and/or expulsion.

DISCIPLINARY ACTION

A student who is found to have engaged in harassment of another student will be notified of the outcome of the investigation and will be subject to appropriate disciplinary action, which may include, but not be limited to, oral or written warnings, transfer, suspension or expulsion, subject to applicable procedural requirements, if any.

REMEDIAL ACTION

The complainant's parent or legal guardian will be notified of the outcome of the investigation. If applicable, the complainant's parent or legal guardian will also be notified of the specific remedy available to him/her and general category of disciplinary action taken against the accused. Every reasonable effort will be made to ensure that the complainant is free from any further harassment. The individual who conducted the informal consultation will be responsible for counseling the complainant to ensure that he/she is comfortable with the resolution and for following up with the complainant at least once within three months of the resolution to ensure that the complainant has not been subjected to any further harassment.

EDUCATION OF THE SCHOOL DISTRICT COMMUNITY

Following the adoption of policy JII, the policy will be referenced in the student handbook, if any, and a copy of the policy and this administrative rule will be available in each school media center and each area and district office. Principals and supervisors will also conduct a review of policy JII and this administrative rule for all students and staff members to provide orientation on the nature of harassment. With regard to students, such review and orientation will take into consideration and be appropriate to the age of the students.

Principals and supervisors will provide orientation for new students and employees at or near the beginning of their association with the district.

Near or at the beginning of each subsequent school year, principals and supervisors will provide for their students and faculty a review of policy JII and this administrative rule.

SCHOOL CONTACT FOR COMPLAINTS OF HARASSMENT

An administrator at each school site will be designated as the person to receive complaints of harassment based on race, color, national origin, sex or disability.

ATTENDANCE

Please carefully read the following information concerning South Carolina Attendance Laws and the Dorchester School District Two Guidelines for student attendance. The Dorchester School District Two Board believes that attendance is a key factor in student achievement, and any absence from school represents an educational loss to the student. However, the board also recognizes that some absences from school are unavoidable.

SOUTH CAROLINA STATE LAW (R 43-274) ATTENDANCE DEFINITIONS

CHRONIC ABSENTEEISM

A part of the implementation of the Every Student Succeeds Act, districts and schools are required to report to the South Carolina Department of Education the number of students who are chronically absent each year. According to the United

States Department of Education's Office of Civil Rights (OCR), an absent student is one who misses 50 % of the instructional day for any reason and regardless of whether the absence is excused or unexcused. In other words, students must attend class for at least half of the instructional day to be considered present for that day.

Using this definition, the OCR requires states to report the number of students in each district and school who are absent at least 10% of the time during which they are enrolled in a particular school or district. More specifically, students who are enrolled in the same school for an entire academic year and miss 18 or more days (10 %) will be considered chronically absent. The total number of chronically absent students will be included on district and school report cards and reported to the OCR.

TRUANT

A student ages 6 to 17 years of age meets the definition of truant when the student has three (3) consecutive unlawful/unexcused absences or a total of five (5) unlawful/unexcused absences.

HABITUAL TRUANT

A student ages 12 to 17 years of age meets the definition of a habitual truant when the student has reached the level of truant, fails to comply with the intervention plan developed by the school, student and parent/guardian, and accumulates two (2) or more additional unlawful/unexcused absences.

CHRONIC TRUANT

A student ages 12 to 17 years of age meets the definition of chronic truant when the student has reached the level of habitual truant, has been through the intervention process, has been referred to family court, placed on an order to attend school, and continues to accumulate additional unlawful/unexcused absences.

ATTENDANCE PROCEDURES

CHRONIC ABSENTEEISM PROCEDURE

At the beginning of each month, schools will compile a list of students who are considered chronically absent (any student who is absent a minimum of 10% of his/her enrollment period in the current school year for any reason (e.g. illness, suspension, excused or unexcused) is considered chronically absent). Letters will be sent to the parent/guardian notifying them as to the status of the student and explaining the importance of regular school attendance. An administrator may schedule an attendance conference with the parent/guardian when the student has been identified as chronically absent. Research shows that poor attendance can impact student performance. Students who miss too many days in kindergarten and first grade can have trouble mastering reading by the end of the third grade. Chronic absenteeism of middle and high school students is the leading warning indicator for predicting students who dropout.

TRUANT PROCEDURE

When a student is identified as truant (three (3) consecutive unlawful/unexcused absences or a total of five (5) unlawful/unexcused absences), an administrator will communicate with the student and parent/guardian to identify the reasons for the student's absences. An attendance contract and intervention plan may be developed and signed to address and improve the student's attendance in school.

HABITUAL TRUANT PROCEDURE

When a student is identified as habitual truant (fails to comply with the attendance contract and intervention plan and has accumulated two (2) or more additional unlawful/unexcused absences), the administrator may schedule an additional conference to address the continued attendance concerns. The school may also complete the Family Court Referral Packet for court action and send to the appropriate District Director.

CHRONIC TRUANT PROCEDURE

If all reasonable alternatives have been exhausted and a student is identified as chronic truant (has been through the intervention process, has been referred to family court, placed on an order to attend school, and continues to accumulate additional unlawful/unexcused absences), the school may file a contempt of court petition with Family Court. The student will appear in court for violating the previously issued court order to attend school.

REQUIRED EXCUSES

Within three (3) days after returning to school, the student must submit a written excuse explaining his/her absence. If applicable, the student may also submit an excuse from the doctor. If a student does not submit an excuse, his/her absence will be considered unlawful/unexcused.

The excuse should include the following information:

Student's Name Date the excuse was written Date(s) of the absence(s)
Reason for the absence(s) Signature of the parent/legal guardian and telephone number

Lawful/Excused Absences

- The absence is caused by the student's own illness and whose attendance in school would endanger his/her health or the health of others.
- The absence is due to an illness or death in the student's immediate family.
- The absence is due to a recognized religious holiday of the student's faith.
- The absence is due to school activities that are approved in advance by the principal.

Unlawful/Unexcused Absences

- The absence of the student without the knowledge of his/her parent/legal guardian.
- The absence of the student without acceptable cause with the knowledge of his/her parent/legal guardian.

Suspension(s)

- Suspension(s) are not to be counted as an unlawful/unexcused absence for truancy purposes.

Requirements to be Counted Present for the School Day

Students must attend school for 50% of the instructional day to be counted present.

EXPLANATION/CLARIFICATION

The South Carolina Department of Education (SCDE) states that a school year consists of 180 days of instruction. In Dorchester School District Two a day of instruction is 7 hours long. Students must be present for 3½ hours of instruction for the instructional day to count as one of the 180 days required by the SCDE. This includes "Early Release" days. An "Early Release" day only consists of 3¾ hours of instruction. Therefore, even on the "Early Release" days a student needs to be present for 3½ hours of instruction to be counted present for the instructional day.

Tardy to School/Early Dismissal from School

Students who are chronically late to school or who are dismissed early from school often suffer academically from lost instructional time. For this reason, a record will be kept of all tardies to school and early dismissals.

TARDY TO SCHOOL/EARLY DISMISSAL PROCEDURES

Elementary School – The parent/guardian of a student who arrives at school late must bring the student into the school office to sign the student in and list the reason for the student being late to school.

Middle/High School – The student must report to the school office to sign in or be signed in by parent/guardian and list the reason for the student being late to school.

Elementary/Middle School – If a student is dismissed early, the parent/guardian must come into the school office and sign the student out, listing the reason for the early dismissal. **Please note that if a student is being signed out early, it must be done 30 minutes prior to the scheduled dismissal time.**

High School – If a student is dismissed early, the parent/guardian must come into the school office and sign the student out, listing the reason for the early dismissal **or** the parent may send a note allowing the student to be dismissed early. The school will verify all notes received for early dismissal. **Please note that if a student is being signed out early, it must be done 30 minutes prior to the scheduled dismissal time.**

All Schools – The administration will determine if the tardy to school and/or early dismissal will be lawful/excused or unlawful/unexcused.

TARDY TO SCHOOL/EARLY DISMISSAL INTERVENTIONS

The following procedures will be followed for dealing with unlawful/unexcused tardies to school/early dismissals:

If a student accumulates a total of five (5) unlawful/unexcused tardies to school and/or unlawful/unexcused early dismissals in a nine-week period, a warning letter will be sent to the student's parent/guardian. **The student will not be eligible for perfect attendance for that nine-week period.**

If a student accumulates a total of ten (10) unlawful/unexcused tardies to school and/or unlawful/unexcused early dismissals in a nine-week period, the student's parent/guardian must attend a conference with an administrator to develop and sign an intervention plan.

If a student accumulates fifteen (15) or more unlawful/unexcused tardies to school and/or unlawful/unexcused early dismissals in a nine-week period, the school will explore referrals to other agencies to assist in improving the attendance issue including the Department of Social Services.

Middle/High School Tardy to Class

Students are to be in their assigned classroom at the assigned time. These consequences are administered on a semester basis by class period.

First and Second Tardy – The teacher will issue a verbal warning.

Third Tardy – The teacher will have two-way communication with the parent/guardian and will document the communication in log entries.

Fourth and Fifth Tardy – The student will be assigned detention by the administration.

Sixth through Ninth Tardy – The student will be assigned in-school suspension (ISS).

Tenth through Thirteenth Tardy – The student will be assigned out-of-school suspension (OSS) and will be placed on school probation.

Fourteenth Tardy – The student will be assigned OSS and referred to the School Intervention Program (ScIP).

Fifteenth Tardy – The student will be recommended for a discipline hearing.

STUDENT DISCIPLINARY PROCEDURES

State Law

STATE STATUTE 59-24-60 LAW ENFORCEMENT NOTIFICATION:

In addition to other provisions required by law or by regulation of the State Board of Education, school administrators must contact law enforcement authorities immediately upon notice that a person engaging or has engaged in activities on school property or at a school sanctioned or sponsored activity which may result or results in injury or serious threat of injury to the person or to another person or his property as defined in local board policy.

Please note that school personnel no longer have discretion regarding calling the police. This statute means just what it says, "must contact law enforcement authorities immediately."

METHODS OF DISCIPLINE:

The Board of Trustees of Dorchester County School District Two affirms that every effort should be taken on the part of each school to work constructively with the student in such a manner that he be allowed to preserve uninterrupted his educational goals. Disciplinary measures should be used constructively when possible, punitively when necessary. The following modes of disciplinary action may be used by each principal according to approved procedures: (1) Detention, (2) Work Detail, (3) Tuesday/Thursday School (excluding religious conflicts), (4) Withholding of Privileges, (5) Disciplinary Probation, (6) Suspension, (7) Alternative School Placement, and (8) Expulsion. If parent or pupil refuses punishment under (1) detention or (2) work, the student will be suspended.

DETENTION

The term "detention" applies to keeping a student in detention during recess or after regular school day dismissal for a period of time not to exceed one (1) hour. Authority rests with the Principal or the Principal's delegates.

Procedures: School authority should give parent or guardian notice at least the day before a student will be detained over fifteen (15) minutes or will miss his regular transportation. When a pupil is detained at school beyond normal dismissal time, appropriate consideration to factors of pupil transportation, traffic patterns, weather, and any other extenuating circumstances shall be given.

WORK

The term "work" as used in this code means work required of a student as a mode of discipline. No work will be assigned that will be harmful to a child. Authority rests with the principal or the principal's delegates.

Procedures: Types of work to be performed include yard work and janitorial work. It should be clear as to whether the work will be accomplished during the recess period or after regular school hours, e.g., after school, Saturday School. The length of time involved should be considered. Work time must not exceed the time scheduled for recess plus one to three (1-3) hours after regular school hours. Work, as a form of discipline, cannot be performed during an academic period.

WITHHOLDING OF PRIVILEGES

The term "withholding of privileges" as used in this code means the forfeiture of the student's right to participate in certain clubs, athletics, or other activities sponsored by the school. Authority rests with the principal or the principal's delegates.

Procedures:

- Investigation and documentation of charges
- Formal notification to student, parent or guardian
- Written notice will be given to include the following: statement of breach of conduct, notice of what privilege will be withheld, length of time privilege will be withheld.
- If the student, parent or guardian is aggrieved by the principal's decision, he/she may request a hearing with the assistant superintendent. If case is referred to the assistant superintendent for further action, after holding a hearing with the parent or guardian or student and principal, she may affirm principal's decision or may reverse principal's decision.

Results of Decision: If the assistant superintendent exonerates the student, he/she will be restored to all privileges.

BEHAVIORAL INTERVENTION ROOM (BIR)

Elementary and/or middle school students whose behavior is unacceptable may be removed from the regular instructional classroom and placed in a supervised setting for a school day or longer. Authority rests with the principal.

Procedures:

- Investigation and documentation of unacceptable behavior
- Conference with student
- Notification to parent or guardian
- Immediate oral notification to parent or guardian if at all possible
- Written notice will be given to include the following: statement of breach of conduct, length of BIR and inclusive dates, time for parent conference

IN SCHOOL SUSPENSION (ISS)

High school students whose behavior is unacceptable may be removed from the regular instructional classroom and placed in a supervised setting for a school day or longer in lieu of out of school suspension. Authority rests with the principal.

Procedures:

- Investigation and documentation of unacceptable behavior
- Conference with student regarding the alleged incident
- Notification to parent or guardian
- Immediate oral notification to parent or guardian if at all possible
- Written notice will be given to include the following: statement of breach of conduct, length of BIR and inclusive dates, time for parent conference

DISCIPLINARY PROBATION

A student who has been found to be in violation of the Student Code of Conduct may be placed on probation by the school principal or District Hearing Officer.

School personnel must, however, follow the procedures outlined for short-term suspension, i.e., investigation, formal notice to student and parent, and opportunity for a parent conference. Disciplinary probation should be for a definite time period during which critical examination and evaluation of the student's progress should take place.

An administrator may place the student on probation. During the probation period, the student may be denied the privileges of participation in or attendance at all extracurricular activities. At the close of the probationary period, the individual case shall be reviewed, and the student may regain all privileges.

If the student is further involved in an infraction of school rules during the probationary period, he/she shall be suspended or expelled. No student shall be administratively placed on probation more than once at any level in any school year.

SUSPENSION

The purpose of the suspension is to remove the student from the educational environment. The school will notify the parent that the child's behavior is unacceptable. The term "suspension" is used in this code to mean the temporary exclusion of a student from school grounds and participation in school-sponsored activities not to exceed ten days for a single offense or 30 days in any one school year. Days lost from school as a result of suspension are considered lawful and excused absences. Students are entitled to make up work missed during suspension. A student is under suspension from the time he/she is notified by the principal. A suspension may be terminated as soon as the parental conference is held. The authority rests with the principal.

Procedures:

- Investigation and documentation of charges
- Conference with the student regarding the alleged incident
- Formal notification to student and parent or guardian
- Immediate oral notification to parent or guardian if at all possible
- Written notice will be given to include the following: statement of breach of conduct, length of suspension and inclusive dates, time for parent conference (within three to five days of suspension).

Results of Decision: Appeals will be allowed to the Superintendent of Schools from a suspension. A student shall not be suspended during the last ten days of school if the suspension will make the student ineligible to receive credit for the school year unless the presence of the student constitutes an actual threat to a class or a school and **a hearing is granted within 24 hours of suspension.**

In lieu of out of school suspensions for students, the principal may offer to the parent/guardian of the student the following options:

1. Shared Responsibility: The parent or guardian shall attend school with the student for a number of days to be determined by the principal but not to be less than one full day. In the event the parent or guardian chooses this option, the parent or guardian: a) will be required to attend all classes and periods with the student, including lunch; b) shall sit

next to the student for the entire school day, and; c) shall agree that any further significant disciplinary problems shall result in recommendation for expulsion and/or placement in the alternative school.

The principal shall determine, upon request, if there are any extenuating circumstances that absolutely prevent at least one parent or guardian from attending class or any circumstance that would necessitate an alternative punitive action.

Economic hardship or loss of pay shall not be considered extenuating circumstances. In the event such extenuating circumstances (i.e., both parents in hospital) do exist, then out of school suspension will apply. Obviously, any parent or guardian who disrupts the classroom in any way shall be immediately removed from school and the student recommended for expulsion or alternative school.

2. ScIP: If the student commits a suspension offense once enrolled in ScIP, the student may be recommended for expulsion. The administrator will call the district office contact person to arrange an appointment for the student's hearing with the District Hearing Officer. The school's secretary should compile a file with the following information: attendance record, discipline history, teacher comment sheets, grades, current transcript, and a letter stating that there is not a handicapping condition. The District Hearing Officer conducts hearings as needed during the school week. Once the appointment is made, the school will contact the parent by phone and by letter immediately. The expulsion file will be sent immediately to the district contact person.

3. Referral to Alternative Education Program: A student in grades 6-12 who has been recommended for expulsion may be assigned to the alternative school as determined by the Hearing Officer.

Based on the circumstances and the evidence presented at the expulsion hearing, the District Hearing Officer will determine if placement at the Alternative School Program is an appropriate option.

EXPULSION

The term "expulsion" is used in this code to mean the forfeiture of a student's right to attend school in Dorchester School District Two. A student excluded from any district school shall be ineligible to attend any other school in the district. Any student expelled from any district in the state is not eligible to attend any school in the district. Expelled pupil shall have the right to petition for re-admission for the succeeding school year.

Once the expulsion process is initiated and prior to the hearing before the District Hearing Officer, a student cannot withdraw from school and enter another public school to avoid expulsion. Authority to expel a student rests with Dorchester School District Two's Board of Trustees.

Procedures:

- The principal shall investigate and document all charges.
- If the principal suspends a student with the intent to recommend expulsion, written notice will be given of the offense or offenses of which the student is accused, giving the time, place, and nature of each offense with sufficient specific facts to permit the student to understand the charges.

The principal will recommend expulsion and notify the District Hearing Officer. The principal will advise the parent or guardian of the time and place of the hearing.

DISCIPLINARY PROCESS

I. School Level Process

A. Classroom Teachers:

1. Each teacher must have a classroom management plan approved by his or her assigned administrator. The teacher's management plan must include rules, consequences, and procedures for classroom routines.
2. The rules/consequences/procedures must be posted in each classroom.
3. Each teacher will provide parents and students a copy of the classroom management plan.
4. Each teacher will supply his or her assigned administrator a copy of the classroom management plan.

5. Each classroom management plan must include parental contact as a step. Each teacher will keep a log of these contacts.
6. School Counseling intervention should be used prior to an administrative referral.

B. School Level Administrators:

The consistent application of the process across the district should include the following:

1. School administrators will handle progressive or severe behaviors.
2. Administrators will see students only if the classroom management process has been followed. It is necessary that teachers have made prior contact with the parents.
3. Administrators will confirm that the disciplinary process has been communicated to all parents and students.
4. Administrators must develop a school level appeal process to include a school level hearing board. For example, if a student or parent disagrees with an assistant principal there should be a clearly defined process for appealing to the head principal. The process should include a written appeal before the principal sees any parent.
5. An intervention referral will be made to the school counselor when a student is placed in BIR/ISS or out of school suspension.
6. At all levels, three suspendable offenses (whether ISS or OSS) may result in a student being suspended and placed on school level probation. The student may not return to school without a parent. At the parent conference, the principal or designee will place the student on a school probationary contract. This contract will be signed by student and parent and will state that the student will be referred for expulsion if infractions to the code of conduct continue. A district wide probationary contract will be utilized by all schools in order to ensure consistency.
7. In all cases, drug and alcohol related offenses must be referred directly to the District's Hearing Board for expulsion.
8. Students at every grade level possessing a weapon or item that may be used as a weapon will be referred to the District's Hearing Board for expulsion.
9. Each school in the district must adhere to a district wide tardy policy. The Truancy Diversion Program (TDP) will be a part of this policy and administrators will have the right to make direct referrals.

II. District Level Hearing Officer (Designee of School Board)

- A. Administrative expulsion hearing procedures:
 1. The parent or guardian of the student shall be notified of the time and place of the hearing, of the student's right to be represented by lay or legal counsel and his/her right to cross-examine witness statements and present evidence. If an attorney is to be present, the district requests 48-hour notification in order that it too may have legal representation.
 2. At such hearing the student may be represented by lay or legal counsel but no counsel will be provided for him.
 3. The hearing will be conducted in an informal manner.
 4. The burden of presenting evidence justifying the expulsion will rest with the school's principal or his representative. Evidence and/or witness statements may be provided at the hearing.
 5. The student may be heard and may present any evidence relative to the charges under consideration.
 6. Such hearing will not be open to the public.
 7. The decision of the District Hearing Officer or the District's Board of Trustees will be communicated in writing to the student's parent or guardian by U.S. postal mail and in the case of adverse decision shall specify that parent or guardian may contact the Appeal Officer for available options.
- B. The parent and student are requested to attend the District Level Hearing (however, they may waive their right to attend). The outcomes of the hearing may result in:
 1. District probationary contract
 2. An invitation to attend the Alternative Education Program in lieu of expulsion.
 3. Expulsion

- C. In the event the parent fails to attend the scheduled hearing, the board will take action based on the evidence presented.

III. Appeal to the District Board of Trustees

The student and parent may appeal the decision of the District Hearing Officer to the Dorchester School District Two Appeal Officer, in writing, within five days after receiving the findings of the District's Hearing Officer. The appeal must state the specific due process violation. If there is cause for an appeal to the Board of Trustees after meeting with the appeal officer, this appeal must be made in writing stating the specific due process violation.

- D. Decisions by the District's Hearing Officer may be appealed in writing to the District's Board of Trustees, if there has been a violation of due process.

Results of Decision:

If the student is reinstated by the Board of Trustees, he will be restored all privileges and allowed to make up all work while absent as a result of the procedures.

Appeal to Court of Common Pleas:

Any student, parent, or guardian aggrieved by the order of the Board of Trustees has the statutory right to appeal to the Court of Common Pleas within ten days.

DEFINITIONS

Expulsion: Expulsion or suspension shall prohibit a student from entering the school or school grounds except for a prearranged conference with an administrator. Attending any day or night school functions or riding a school bus is also prohibited. The provisions of this section shall not preclude enrollment in any adult night or community school program.

Consistent Offender: Whenever two or more faculty members and the principal of the school agree in writing that a student's conduct is so consistently disruptive over a fair period of time that teacher's opportunity to teach and other students' right to learn have been impaired, the parent or guardian of the student shall be so notified in writing. The parent and the student shall be afforded the immediate opportunity of a parent conference. Unless the student's behavior promptly and substantially improves, he/she may be recommended for expulsion.

Re-admission Prerequisites: When any former student who has been expelled from any school in Dorchester School District Two petitions for re-admission to any school in District Two, the petition shall be endorsed favorably/unfavorably by his/her last principal (where still employed by the Dorchester School District Two). Securing the petition is the responsibility of the student. Unless so endorsed, the petition shall not be considered without two-thirds consent of the Board of Trustees last having jurisdiction over the expelling offense. The Board may refuse to admit or may permanently expel any incorrigible pupil. Any pupil expelled for a second time for a serious offense may be considered incorrigible.

Extraordinary Proceedings: When a majority of the Dorchester School District Two Board agree that the action of the District Hearing Officer in re-admitting a student to school or maintaining a student in school constitutes a reasonable chance of danger to persons or property, or that the student's admittance so clearly undermines the goals of quality education that the integrity of the system is jeopardized, the Board of Trustees may then on its own motion require the matter to be brought before it for hearing without regard to any decision formerly reached by the District Hearing Officer.

Disciplinary Actions Revealed: In all disciplinary hearings held by a District Hearing Officer or the Board of Trustees, the findings and decision thereabouts shall be reduced to writing and copies delivered to all administrators and faculty members directly involved within five (5) days following the written decision.

POLICIES & PROCEDURES

The [Board Policy Manual](#) is reviewed periodically and updated to reflect the adoption of new federal and state laws and practices to support the successful operations of our schools. The [Board Policy Manual](#) is available for full review at ddtwo.org/board. Additionally, there are copies in every school media center and at the District Office for review. Notifications relative to updates to existing policies and/or the creation of new policies which occur after the publishing of this handbook will be posted on the district website.

INSTRUCTIONAL RESOURCES & MATERIALS-PPRA

Dear Parent/Guardian:

This letter is to provide you with the required annual notification of your rights under the Protection of Pupil Rights Amendment (PPRA) and to offer you an opportunity to opt out your child's participation in surveys that ask questions from any of PPRA's protected areas.

Parental inspection of certain materials

Parents of district students have the right to inspect all instructional materials including teacher's manuals, films, tapes or other supplementary materials which will be used in connection with any survey, analysis or evaluation as part of any applicable program.

The district will make the materials available for inspection at appropriate locations.

The district will not require any student as part of any applicable program to submit to a survey, analysis or evaluation that reveals information concerning items prohibited by law cited in the references below.

The district will give parents and students effective notice of their rights under the law.

Notification of Rights Under the Protection of Pupil Rights Amendment (PPRA)

PPRA affords parents certain rights regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

Consent before students are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED)-

1. Political affiliations or beliefs of the student or student's parent;
2. Mental or psychological problems of the student or student's family;
3. Sex behavior of students;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or parents; or
8. Income, other than as required by law to determine program eligibility.

Receive notice and opportunity to opt a student out of:

1. Any other protected information survey, regardless of funding;

2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
3. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.

Inspect, upon request and before administration or use:

1. Protected information surveys of students;
2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
3. Instructional materials used as part of the educational curriculum.

These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law.

Dorchester School District Two has adopted policies, to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. Dorchester School District Two will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. Dorchester School District Two will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey. Dorchester School District Two will make this notification to parents at the beginning of the school year if the District has identified the specific or approximate dates of activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this requirement:

- Collection, disclosure, or use of personal information for marketing, sales or other distribution.
- Administration of any protected information survey not funded in whole or in part by ED.
- Any non-emergency, invasive physical examination or screening, as described above.

Parents who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office

U.S. Department of Education

400 Maryland Avenue, S.W., Washington, D.C. 20202-5901

If you have any questions or concerns regarding this letter of notification, please do not hesitate to contact my office at your earliest possible convenience.

Sincerely,

Joseph R. Pye, Superintendent

Adopted 8/87; Revised 6/14/93, 07/24/06

Legal references:

20 U.S.C. Code, Section 1232h, as amended:
SEC.439.

- (a) All instructional materials, including teacher's manuals, films, tapes, or other supplementary material which will be used in connection with any survey, analysis, or evaluation as part of any applicable program shall be available for inspection by the parents or guardians of the children.
- (b) No student shall be required, as part of any applicable program, to submit to a survey, analysis or evaluation that reveals information concerning

- (1) political affiliations;
 - (2) mental and psychological problems potentially embarrassing to the student or his family;
 - (3) sex behavior or attitudes;
 - (4) illegal, anti-social, self-incriminating and demeaning behavior;
 - (5) critical appraisals of other individuals with whom respondents have close family relationships;
 - (6) legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers; or
 - (7) income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program), without the prior consent of the student (if the student is an adult or emancipated minor), or in the case of an unemancipated minor, without the prior written consent of the parent.
- (c) educational agencies and institutions shall give parents and students effective notice of their rights under this section
 - (d) The law also requires that parents or guardians be allowed to inspect any instructional materials (teacher's manuals, films, tapes, etc.) which will be used in connection with any survey, analysis or evaluation, whether or not it is one requiring prior parental consent. The PPRA requires schools receiving federal funds to establish policies, in consultation with parents, regarding (1) the right of parents to inspect surveys or instructional materials before they are distributed, (2) the administration of physical examinations or screenings of students, and (3) the collection or use of student personal information for the purpose of marketing or selling that information (except where collection is for the purpose of developing or providing educational product or services). Schools must provide parents with reasonable notice of the adoption and use of these policies.
 - (e) The PPRA also requires that schools notify parents at least annually at the beginning of the school year of the specific or approximate date that the following activities will take place:
 - The collection, disclosure or use of personal information collected from students for the purpose of marketing or for selling that information.
 - The administration of a survey for which parental consent is required;
 - Any non-emergency, invasive physical examination that is required as a condition of attendance, administered by the school, and not required to protect the immediate health and safety of students.
 - Parents and guardians also must be notified that they can opt their child out of participating in any of these activities.

The clear intent of this law is to give parents and guardians control over their children's participation in school-sponsored activities aimed at gathering information about the child or his family. Attempts to avoid these requirements by labeling the activity "curriculum" plainly undermines the purpose of protecting child and family privacy. Parents, guardians or students who believe their rights under the PPRA have been violated should contact The Rutherford Institute's Legal Hotline at legal@rutherford.org or call us at (434) 978-3888.

Additional information on the Protection of Pupil Rights Amendment is available from the U.S. Department of Education at www2.ed.gov/policy/gen/guid/fpco/ppra/parents.html

BULLYING FORMAL COMPLAINT FORM
PLEASE COMPLETE AND SUBMIT TO SCHOOL PRINCIPAL

Name of Student Complainant _____

Address _____

Phone Number _____

Parent's Name _____

School _____ Grade _____

Name(s) of alleged bully or bullies _____

Approximate date(s) of alleged bullying or when bullying began, if ongoing _____

Location or situation where alleged bullying occurred, or is occurring _____

Nature of bullying _____

Name and position of individual who conducted your informal consultation _____

Other individuals in whom you have confided about the alleged bullying _____

Individuals you believe may have witnessed, or also been subjected to, the alleged bullying _____

Remedy sought _____

Signature of Complainant or Complainant's Parent

Date

Signature of School Principal

Date



Sexual Harassment and Retaliation

Complaint Form

Dorchester School District maintains a firm policy prohibiting harassment and retaliation. Mistreatment by any person which creates an intimidating, hostile, or offensive work or learning environment will not be tolerated under any circumstances.

Complainant Name: _____

School or Position, if applicable: _____

☐ student ☐ parent/legal ☐ employee ☐ nonemployee ☐ job applicant

☐ other _____

Address: _____

Phone: _____

Date(s) of alleged incident(s)/conduct: _____

Location(s) where the alleged incident(s)/conduct took place: _____

Name of person(s) who engaged in the conduct: _____

List any witnesses: _____

Evidence (e.g. emails, photos, text messages, etc.). Attach copies if possible: _____

Describe the incident(s)/conduct as clearly as possible. Attach additional pages if needed:

This complaint is filed based on my honest belief that _____ has engaged in conduct involving one or more of the following (mark all that apply):

☐ **Harassment** based on my sex (including gender identity, sexual orientation, and pregnancy, childbirth, or any related medical conditions)

☐ **Retaliation** based on:

Suggested resolution/desired outcome: _____

I agree that all of the information on this form is accurate and true to the best of my knowledge.

Complainant Signature: _____ Date _____

Received by: _____ Date _____

DISCRIMINATION FORMAL COMPLAINT FORM

(race, color, national origin, sex, and handicapping conditions)

PLEASE COMPLETE AND SUBMIT TO SCHOOL PRINCIPAL

Name of Student Complainant _____

Address _____

Phone Number _____

Parent's Name _____

School _____ Grade _____

Name(s) of Alleged Harasser(s) _____

Approximate date(s) of alleged discrimination or when discrimination began, if ongoing _____

Location or situation where alleged discrimination occurred, or is occurring _____

Nature of discrimination _____

Name and position of individual who conducted your informal consultation _____

Other individuals in whom you have confided about the alleged discrimination _____

Individuals you believe may have witnessed, or also been subjected to, the alleged discrimination _____

Remedy sought _____

Signature of Complainant or Complainant's Parent

Date

Signature of School Principal

Date



Family Educational Rights and Privacy Act Notification of Rights

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age (eligible students) certain rights with respect to the students' education records. These records include any records directly related to a student and maintained by the school district or a party acting for the school district. These rights are:

- (1) **The right to inspect and review the student's education records within 45 days of the day the school receives a request for access.**
Parents or eligible students should submit to the principal [or appropriate school official] a written request that identifies the record(s) they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where they may inspect the records.
- (2) **The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.**
Parents or eligible students who wish to ask the school to amend a record should write the principal [or appropriate school official], clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
- (3) **The right to privacy of personally identifiable information in the student's education records, except to the extent that FERPA authorizes disclosure without consent.**
FERPA allows the district to disclose education records to school officials with legitimate educational interests without consent. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the school board; a person or company with whom the school has outsourced services or functions it would otherwise use its own employees to perform (such as an attorney, auditor, medical consultant, or therapist); a parent or student serving on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer; accrediting organizations; to comply with a judicial order, lawfully issued subpoena, or a family court judge or duly authorized representative; appropriate parties in connection with financial aid; to appropriate parties in connection with an emergency to protect the health and safety of the student; and organizations conducting studies for the purpose of developing, validating, or administering predictive tests and improving instruction as long as students and/or their parents are not personally identified and the records are destroyed when no longer needed for the prescribed purpose.
- (4) **The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School to comply with the requirements of FERPA.**

The name and address of the Office that administers FERPA are:

Family Policy Compliance Office U.S. Department of Education
400 Maryland Avenue, SW Washington, DC 20202-8520

The district's Student Records [Policy JRA](#) and JRA-R Administrative Rule is available in the Board Policy Manual posted on the district website, ddtwo.org.

NOTICE TO THE PUBLIC

In compliance with the Executive Order 11246: Title II of the Education Amendments of 1976; Title VI of the Civil Rights Act of 1964, as amended by the Equal Employment Act of 1972; Section 504 of the Rehabilitation Act of 1973; and all other Federal, State, School rules, laws, regulations, and policies, Dorchester School District Two shall not discriminate on the basis of sex, race, color, national origin, religion or handicap in the educational programs or activities which it operates.

It is the intent of Dorchester School District Two to comply with both the letter and spirit of the law in making certain discrimination does not exist in its policies, regulations and operations. Grievance procedures for Title IX and Section 504 have been established for students, their parents and employees who feel discrimination has been shown by the District.

Specific complaints of alleged discrimination under Section 504 (disability) and Title IX (sex) should be referred to:

Julie Kornahrens
Assistant Superintendent
115 Devon Road
Summerville, SC 29483
(843) 875-4161

Director of Personnel
115 Devon Road
Summerville, SC 29483
(843) 873-2901

Title IX complaints can also be filed with the Office of Civil Rights.

Regional Office for Civil Rights, Region IV
101 Marietta Street, 27th Floor
Atlanta, Georgia 30323
(404) 221-2254

All students attending Dorchester School District Two may participate in educational programs and activities, including but not limited to health education, physical education, music education and vocational education, (homemaking and consumer education, trades and industrial education, business and office education, etc.), regardless of race, color, national origin, religion, age, handicap or sex.

Confidentiality Consent

When the school district responds to a federal grand jury or other subpoena issued for a law enforcement purpose, there is no obligation to notify the parents if the court or agency issuing the subpoena orders the school district not to disclose the existence or contents of the subpoena or the records disclosed pursuant to the subpoena. In response to any other subpoena or court order, the parents and the student must be notified prior to the release of the information, or there must be parental consent or consent of the student, if age eighteen or older.

FAMILY RIGHTS AND PRIVACY ACT (FERPA)

The Family Rights and Privacy Act is a law that intends to protect the accuracy and privacy of student educational records. In that regard, please note the following:







1. The definition of educational records includes all records, files, documents, and other materials containing information directly related to your child.
2. Without your prior consent, only you and authorized individuals will have access to your child's educational records. However, unless you make a request in writing to the contrary, we may release without consent directory information contained in your child's educational records: name, address, telephone listing, date and place of birth, date of attendance, major field of study, participation in officially recognized activities and sports, weight and height, athletic team membership, degrees and awards received, and most recent previous educational agency or institution attended. Your written request should be received by the school with ten days of your child's enrollment in this school.
3. You may make an appointment with the school to inspect and review your child's educational records.
4. You may receive a copy of the Dorchester School District Two's policy on: Student Records from the school office or the District Office at 115 Devon Road, Summerville, SC 29483.
5. You may obtain copies of educational records on the basis of 25 cents per page, other than the first copy of a transcript to another educational institution, which will be sent without charge.
6. When a student transfers from the district to another district (in or out-of-state), the student's record is sent within fifteen business days of receipt of written request. Parental permission is not required. The Principal or Coordinator of Special Education of the sending school must record the release of information on the Individual File Access Record. No further notification of transfer of personal data will be sent to the parent.
7. You have the right to challenge any information contained in your child's educational records if you think it is inaccurate, misleading or inappropriate information.
8. Challenges may be addressed to the Hearing Officer, 115 Devon Road., Summerville, SC 29483.
9. The principal has ultimate responsibility for all educational records and will periodically review student educational records for the purpose of correcting and deleting any inaccurate, misleading, or inappropriate information.

The rights described herein are transferred to your child upon the attainment of his/her eighteenth birthday or admission to an institution of post-secondary education.



TEAM DORCHESTER CORE VALUES

The foundation of success for our students and our school system is grounded in Core Values that define who we are individually and collectively as Team Dorchester.

	STUDENTS CHILDREN COME FIRST
	PASSION LOVE WHAT YOU DO
	ACCOUNTABILITY IT BEGINS WITH ME
	INTEGRITY DO WHAT'S RIGHT
	COMMUNITY STAND UNITED
	EXCELLENCE BE YOUR BEST
	RELATIONSHIPS BUILD A FOUNDATION OF TRUST
	DIVERSITY INCLUSIVE OF ALL
	LEADERSHIP INSPIRE & EMPOWER
	RECOGNITION APPRECIATE & CELEBRATE

Dorchester School District Two's ten Core Values affirm what we stand for, how we treat one another, what is non-negotiable, and what guiding principles we live by. They focus on what matters most in our school system and provide the framework for a unified sense of purpose for us all.