

Parent/Student Handbook

2023-2024



Dorchester School District Two

Leading the Way: Every Student, Every Day

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Dorchester School District Two

Leading the Way: Every Student, Every Day

Dr. Shane Robbins, Superintendent

Chad Daugherty, Deputy Superintendent

Dr. Kenneth Wilson, Assistant Superintendent

Welcome to the 2023-2024 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 on the district website at ddtwo.org/board-policies.

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

Ms. Gail Hughes, Chair

ghughes@dorchester2.k12.sc.us

Mrs. Ashley Wimberly, Vice Chair

awimberly@dorchester2.k12.sc.us

Mr. Evan Guthrie, Secretary

eguthrie@dorchester2.k12.sc.us

Mrs. Kellie Bates

kebates@dorchester2.k12.sc.us

Mrs. Barbara Crosby

bcrosby@dorchester2.k12.sc.us

Mr. Justin Farnsworth

jufarnsworth@dorchester2.k12.sc.us

Mrs. Cynthia Powell

cpowell@dorchester2.k12.sc.us

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

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DORCHESTER SCHOOL DISTRICT TWO FACT SHEET

Students (2022-2023)	25,364
Employees	3,829 certified & support personnel <i>(DDTwo is the largest employer in Dorchester County.)</i>
Monthly Payroll	\$12,768,455
2022-2023 General Fund Budget	\$237,657,195
2022-2023 General Fund per Pupil Expenditure	\$9,369.86
Schools:	15 elementary schools, 7 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: 28:1 Kindergarten: 28:2 Grades 6-8: 27:1 First Grade: 21:1 Grades 9-12: 28:1 Grades 2-3: 22:1
Technology:	DDTwo is designated as an eLearning District.
District-Issued Devices:	4K, Kindergarten and 1: iPad w/webcam Grades 2-5: Windows PC Laptop Grades 6-12: Chromebook
Transportation:	180 buses, 165 routes: <i>1 route=1 run each: elem., middle, high</i> More than 15,000 students transported daily More than 15,000 miles driven per day Approximately 50 field trips per month
Food Service:	Every school offers students breakfast and lunch Meals served (2022-2023): 2,842,338 49.65% of students receive free or reduced lunch
Community Involvement:	More than 600 business partnerships More than 3,500 volunteers Active PTA units at all schools – most with 100% membership
Student Statistics:	Average SAT scores for 2021-2022: 992 Average ACT scores for 2021-2022: 18.1 2022 Graduation Rate: 93.3% Dropout Rate: 0.8% Graduates in the class of 2023 were offered \$51,576,490 in scholarships.

Directory of Schools

SCHOOL	ADDRESS	PHONE	FAX	GRADES	PRINCIPAL
Alston-Bailey Elementary School abes.ddtwo.org	820 West 5 th North Street Summerville, SC 29483	695-5210	695-5211	K4-5	Vernisa Bodison
Alston Middle School ams.ddtwo.org	500 Bryan Street Summerville, SC 29483	873-3890	821-3978	6-8	Dr. Beth Fiorito
Ashley Ridge High School arhs.ddtwo.org	9800 Delemar Highway Summerville, SC 29485	695-4900	695-4905	9-12	Brooke Matthews
Beech Hill Elementary School bhes.ddtwo.org	1001 Beech Hill Road Summerville, SC 29485	821-3970	821-3979	K4-5	Rene Harris
Dr. Eugene Sires Elementary School eses.ddtwo.org	301 Chandler Creek Road Summerville, SC 29485	695-2460	695-2465	K4-5	Jennifer Bates
DuBose Middle School dms.ddtwo.org	1005 DuBose School Road Summerville, SC 29483	875-7012	821-3995	6-8	Ted Brinkley
Eagle Nest Elementary School enes.ddtwo.org	8640 River Oaks Drive North Charleston, SC 29420	695-5205	695-5206	K4-5	Marcel (Marcy) Brown
East Edisto Middle School eems.ddtwo.org	1011 Beech Hill Road Summerville, SC 29485	695-2451	695-2452	6-8	Briion Rutherford
Flowertown Elementary School fes.ddtwo.org	20 King Charles Circle Summerville, SC 29485	871-7400	821-3980	K4-5	Carey Ball Hodge
Fort Dorchester Elementary School fdes.ddtwo.org	5201 Old Glory Lane Summerville, SC 29485	832-5550	832-5553	K4-5	Annette Pletcher
Fort Dorchester High School fdhs.ddtwo.org	8500 Patriot Boulevard North Charleston, SC 29420	760-4450	760-4852	9-12	Tripp Aldredge
Gregg Middle School gms.ddtwo.org	500 Green Wave Boulevard Summerville, SC 29483	871-3150	821-3992	6-8	Alice Kelley
Joseph R. Pye Elementary School jpes.ddtwo.org	9701 Patriot Boulevard Ladson, SC 29456	695-2979	695-2983	K4-5	Dr. Priscilla Johnson
Knightsville Elementary School kes.ddtwo.org	847 Orangeburg Road Summerville, SC 29483	873-4851	821-3983	K4-5	Claire Sieber
Newington Elementary School nes.ddtwo.org	10 King Charles Circle Summerville, SC 29485	871-3230	821-3981	K4-5	Rachel Cubbage
Oakbrook Elementary School oes.ddtwo.org	306 Old Fort Drive Ladson, SC 29456	821-1165	821-3984	K4-5	Kim Boutin
Oakbrook Middle School oms.ddtwo.org	286 Old Fort Drive Ladson, SC 29456	873-9750	821-3931	6-8	Bentli Lewis
River Oaks Middle School roms.ddtwo.org	8642 River Oaks Drive North Charleston, SC 29420	695-2470	695-2475	6-8	Jennifer Tracy
RISE Academy rise.ddtwo.org	1325 Boone Hill Rd Summerville, SC 29483	832-5558	821-3944	6-12	Brion Packett II
Rollings Middle School of the Arts rmsa.ddtwo.org	1635 Beech Hill Road Summerville, SC 29485	873-3610	821-3985	6-8	Patrick Pye
Sand Hill Elementary School shes.ddtwo.org	324 Gnarly Oak Lane Summerville, SC 29485	695-5201	695-5202	K4-5	Francina Gerald
Spann Elementary School spann.ddtwo.org	901 John McKissick Way Summerville, SC 29483	873-3050	821-3987	K4-5	Shane Sanford
Summerville Elementary School ses.ddtwo.org	835 S. Main Street Summerville, SC 29483	873-2372	821-3989	K4-5	Jeffrey Lagasca
Summerville High School shs.ddtwo.org	1101 Boone Hill Road Summerville, SC 29483	873-2372	821-3989	9-12	Dr. Michelle Leviner
William M. Reeves Jr. Elementary School wres.ddtwo.org	1003 DuBose School Road Summerville, SC 29483	695-2450	695-2455	K4-5	Natalie Hayes
Windsor Hill Arts Infused Elementary School whaies.ddtwo.org	8600 William Moultrie Drive North Charleston, SC 29420	760-9820	760-4469	K4-5	Robert Neuner

District Office

District Office

(843) 873-2901

Adult Ed / DDTwo Community Learning Center

Wramie Spafford, (843) 873-7372

Athletics

Tyronne Drakeford, (843) 873-2901

Benefits

Nancye Charpia, (843) 873-2901

Early Childhood Services

Donna Alexander, (843) 695-2989

Elementary & Secondary Schools

Lori Estep, (843) 695-5399

Federal & State Programs

Teresa Kelly, (843) 695-5338

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

Fine Arts

Jason Walsh, (843) 832-5532

Food Services

Mark White, (843) 693-8993

Gifted Education

Dr. Gem Massey, (843) 821-3960

Home Schooling

Jenene Gourdine, (843) 695-5312

LEAP Afterschool Program

Taddy Thomas, (843) 821-3999

Military Community Relations

Karean Troy, (843) 873-2901

Nursing & Health Services

Amanda Santamaria, (843) 873-2901

Parent Services

Jack Mansor, (843) 873-2901

Parent Outreach, Parent Engagement Centers, Federal & State Programs

Personnel & Human Resources

(843) 695-5330

Public Information

Matt Kenwright, (843) 695-5336

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

PTA

Latasha Moorhouse, District 23 PTA President

District23@scpta.org

Safety & Security

Preston Giet, (843) 695-5320

Special Services

Wanda Gadsden, (843) 875-4161

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

Student Services

Joyce Dearing & Arthur Harlow, (843) 873-2901

Discipline Hearings, In-District Transfers, Residency

Technology

Dr. Isti Sanga, (854) 202-6797

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

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.

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. (Law enforcement is 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 childcare 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. You may also opt in or out to phone messages by calling the following number and selecting 1 to opt out or 2 to opt in: (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

Follow us @TeamDDTwo: Facebook, Instagram, Twitter, YouTube

LinkedIn: <https://www.linkedin.com/company/dorchester-school-district-2>

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 may 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.

TRANSPORTATION

Delivering Every Student Safely, Every Day and Every Time!

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 imperative that they understand the school bus safety rules. Please discuss the rules with your child.

- Obey the bus driver at all times.
- Behavior on the bus should mirror standards for classroom behavior
- Stay in your seat. Facing forward, feet on the floor, book bag on your lap, **hands to yourself**.
- Keep the aisles clear.
- All carry-on items **must** be held by the student, e.g. book bags, band instruments, lunch boxes.
- 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.
- Use of mobile devices in accordance with school board policy and driver discretion.
- Keep the bus clean.
- No smoking, vaping, or tobacco use 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** go behind the school bus!!
- **Never** reboard the bus after you have already exited. We'll do our best to ensure personal property you may have left on board 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 check our website at: <https://www.ddtwo.org/bus>

IMPORTANT INFORMATION

- **GPS Tracking Service:** We are transitioning to a new service provider. Please see our web page or call for more details.
- **Student Pickup System:** Please see below for information on our Student Pickup System (previously School Bus ID tag program) for our four-year-old and five-year-old kindergarten, 1st and 2nd grade students.
- **School Bus Eligibility:** In accordance with South Carolina law, only students living more than one and one-half miles from their zoned school are eligible for bus transportation. Dorchester District Two does offer bus service in some cases for 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.
- **Bus stop spacing:** In accordance with South Carolina law, bus stops will be spaced at least two-tenths of a mile apart.

- **Parent Safety Responsibility:** 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.”
- **Be at the Bus Stop On Time:** 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 may not be able to accommodate the request.

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 (address) for morning pick up and/or afternoon drop off. The student will be assigned to the nearest existing bus stop.
- 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 (nearest existing bus stop). It is a safety process, first and foremost.

STUDENT PICKUP SYSTEM (Does Not Apply to Special Needs)

To ensure the safety of our 4K, 5K, 1st and 2nd grade students, Dorchester District Two uses the following safety procedures:

- Parents/guardians of each 4K, 5K, 1st or 2nd grade student intending to ride the bus apply for a student pickup number during online registration. After the school year has begun, the request goes to the school.
- Beginning in SY 23-34, the system will change with each student (4K through 5th grade) receiving a laminated, numbered card that must be attached to the backpack. Parents will receive identical cards to display at the bus stop. They will also receive laminated mirror hangers with the same number for car rider procedures. Again, every student will have a numbered card attached to the backpack, which must be attached to the student’s backpack/bookbag before the student may ride the bus.
- When the District receives the application through the registration portal, it will forward the information to the school to: 1) create labels to go on the backs of the numbered cards; 2) issue a set of numbered, laminated cards (with labels) and mirror hangers; 3) at issue (Facts & Fees or otherwise) 1 card with the student info label goes on the backpack, the others are for distribution by the parents/guardians.
- Parents/guardians may distribute the school-issued, numbered claim 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, 1st and 2nd grade students, a student escort (3rd, 4th or 5th grade) may be designated. The student escort should be a sibling of or live in the same household as the escorted student. The escort must be named on the label on the back of the numbered pickup card. 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 student off the bus. The escort must also wait for the escorted student to escort him/her from the bus. The escorting student must also have a label on the back of the card indicating which student they are authorized to escort.
- The school will check that an accurately labeled card is attached to the backpack/bookbag of each bus rider. 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 numbered pickup card on the backpack with the identical number being displayed by the parent/guardian/designee or escorting student. This pickup card must be displayed at the bus stop each day for the driver to be permitted to release your student. If a school-issued pickup card with the identical number is not displayed, and a student designee who rides the same bus is not present, the student may not be released from the bus and will be returned to the school to be signed out by an authorized person.

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

Please note, even though the bus driver may recognize the parents of certain students, there will be a substitute bus driver on that route at some time during the school year. We cannot guarantee that the substitute will know or be able to recognize the parent. Therefore, that substitute may not release the student from the school bus. That's why the matching, numbered claim card must be shown and checked each and every day when these young students depart the school bus at their neighborhood bus stop.

SCHOOL NUTRITION PROGRAM

Quality nutrition goes hand-in-hand with education. Dorchester School District Two takes pride in the Sodexo School Nutrition Service program. The Sodexo School Nutrition program is self-supporting and depends upon the money they receive from breakfasts and lunches to operate the program. Sodexo offers breakfast and lunch at every school, and an afterschool snack at elementary school. During the 2022-2023 school year Sodexo served 2,842,338 meals in Dorchester School District Two.

BREAKFAST AND LUNCH PRICES

Elementary: Breakfast - \$1.45 Lunch - \$2.35

Middle: Breakfast - \$1.45 Lunch - \$2.45

High: Breakfast - \$1.45 Lunch - \$2.45

SCHOOL MEAL BENEFITS

Approval of benefits in the United States Department of Agriculture (USDA) free or reduced meals benefit program is determined after completion of a free and reduced meals benefit application. These benefits provide more than school meals. Families qualifying for free or reduced meals may also be eligible for other benefits in the community: internet service discounts; summer youth programs; emergency supplemental food assistance funds; and school fee waivers.

- Currently 49.65% of students receive free or reduced lunch in DDTwo
- Only one application is necessary for each household. Applications may be completed online at ddtwo.schoollunchapp.com.
- A new application must be completed each year, regardless of participation in the program the previous year.
- Students transferring from another district must complete an application at registration.

PAYMENT PLAN OPTIONS

There are several payment options available for purchasing à la carte. Cash and checks are accepted at each school cafeteria and high school cafeterias also accept debit/credit cards. Payments may be made at the school cafeteria or online at myschoolbucks.com.

CHARGING (CREDIT)

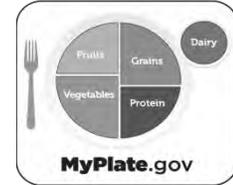
A student who charges a meal may not charge any à la carte or additional items that would result in a cost above and beyond the base meal cost. Parents will receive at least one written notification prior to their student being denied the ability to charge meals.

Parents are expected to pay all meal charges in full immediately.

MEAL COMPONENTS

Five required food components must be offered daily:

- meat/meat alternate
- fruit
- vegetable
- grain/grain equivalent
- milk



Students are offered multiple choices from each food component and are entitled to an entrée, 2 fruits, 2 vegetables and a milk. Students must select a minimum of 3 components, one being a fruit or vegetable, for the school to receive federal reimbursement for each meal.

MENUS

All menus meet federal guidelines set by the USDA. Menus and nutritional information can be viewed online at dorchester.sodexomyway.com or on the So Happy app at any time during the school year.

A'LA CARTE ITEMS

A'la carte items are 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, 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.

HEALTH & WELLNESS RESOURCES

Sodexo is committed to creating a healthy environment for our customers. Central to this effort is providing healthy, nutritious foods. Our executive chef and Registered Dietitian work 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!



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.

LEAP AFTERSCHOOL PROGRAM BALANCES DUE

At the end of the year if a student's LEAP 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. Students may be denied the right to attend LEAP if account balances are overdue.

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. Individuals attending schools and childcare facilities in South Carolina must follow the DHEC School and

Childcare Exclusion List. This list is updated annually and provides information on student & staff exclusion due to illness and requirements to return to school after being ill.

The following information is adapted from the SC DHEC 2022 School and Childcare Exclusion List effective December 2022 and is subject to change upon the release of new guidance by DHEC

Exclusion List - <https://scdhec.gov/health/child-teen-health/school-exclusion>

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.

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.). To provide access to health screenings for all students, DD2 also partners with several outside agencies. Parents will be notified when these screening opportunities are available at their child's school and 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.

MEDICATIONS & TREATMENTS

Dorchester District Two requires that the parents of all students who need medication during school hours, while on school-sponsored trips, or while on campus for District-sponsored activities must adhere to the following guidelines:

1. Parent/legal guardian must complete and submit a Dorchester School District Two Medication Permission Form for each medication to be taken or stored at school, including medications approved for self-administration. This

form requires both the signature of the physician and the parent/legal guardian. Official forms are available on the DDTwo Health & Nursing Services web page.

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, supplements, cough drops, and all over-the-counter products including lotions and ointments, will not be given at school without a medication permission request form completed by a legal prescriber and in a properly labeled 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. Items prescribed for off-label use may require District approval before they can be accepted for administration in school.
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 DDTwo Health & Nursing Services web page.

2023-2024 REQUIRED STANDARDS OF IMMUNIZATION FOR SCHOOL ATTENDANCE

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."

The minimum requirements necessary for childcare and any public, private, or parochial school grades 5K-12, including preschool attendance for 4K programs and younger are set by DHEC annually. These requirements will be effective as of July 1, 2023. 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.

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

Immunization Requirements - <https://scdhec.gov/health/vaccinations/childcare-school-vaccine-requirements>

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 en 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 4K-12 will be issued a device for use at school, home, and through the summer as appropriate with district approval.

4K-1: iPad, with built-in webcam

Grades 2-5: Windows PC Laptop

Grades 6-12: Chromebook

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 Technology 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. Please reference the Responsible Use Agreement in the Student Device Handbook online.
- Students will complete an annual student orientation at individual school sites prior to receiving a district-issued device.
- 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.

Computer Access Agreement

This device belongs to DD2 and is loaned to you to do schoolwork. Your teacher and principal can see your online activity. Inappropriate activity, including creating personal chat spaces, accessing unauthorized browsers and VPNs, and searching explicit content is strictly prohibited. Attempting to circumvent monitoring or filtering in any way is prohibited and grounds for disciplinary action.

WARNING: Do not connect your cell phone to the district-issued device. Cell phone information and photos may be transferred and accessible. It also greatly impacts the battery life of your computer.

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.
- Always leave the protective cover on the device. If the cover is damaged, report it to the School Technology Station.

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 should not...

- 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 charger and one protective case will be provided to each student upon initial device reception. The charger 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.

Community Programs



- School & Community Opportunities for Involvement
- Dorchester Two Educational Foundation
- Early Childhood Programs
- Family Engagement 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.

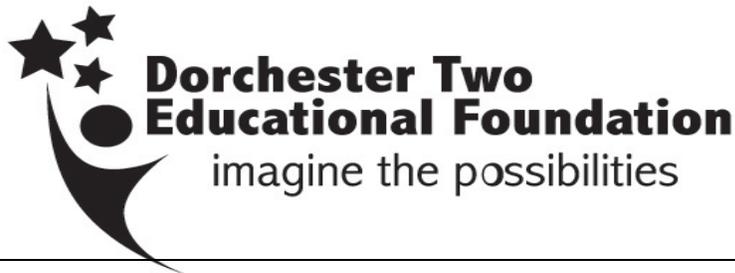
PARTNERS IN EDUCATION

All 26 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, 815 South Main Street, Summerville, SC 29483-2457; Phone: (843) 873-2901; FAX: (843) 832-5539.

MILITARY COMMUNITY RELATIONS

PURPLE STAR DESIGNATION

The Purple Star designation recognizes districts that are committed to supporting military families and students of servicemen and women. Our schools have met specific requirements, targeted training, and implemented programs and resources designed to support the unique situations facing military students and families.



DORCHESTER TWO EDUCATIONAL FOUNDATION

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

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

Dorchester School District Two and community leaders established a registered 501(c)(3) nonprofit so that parents, the community, and businesses can invest in our schools, teachers, and students with the benefit of tax-exempt gifts. Over the past 9 years the Foundation has awarded more than \$1.6 Million to help support our teachers and students!

Recent impacts include:

- \$160k in Hydroponic Gardens to teach STEM to students with special needs in partnership with Bosch Community Fund and SC Department of Education
- Funding DDTwo Donors Choose projects on Giving Tuesday (150 projects impacting 22 schools)
- Hosting successful community fundraising events including Moonlit Movies & The Big Event
- Partnering with Boeing to award Innovation Awards at DDTwo schools
- Implementing STEM labs into elementary schools
- Awarding the district TOY an all-inclusive trip to Mexico
- Partnering with SC Ports Authority to integrate vermicomposting bins at five schools
- Creating the *Joseph R. Pye Legacy Scholarship* to be awarded annually to three DDTwo graduates pursuing a degree in education

We need the financial support of individuals, 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 our economy. We are all stakeholders in public education. With your help, we are enabling our students to...imagine the possibilities!

GIVE today – every donation makes a true impact for our teachers, students, and future. Recurring donations are available.

Join our *\$2 for Two* campaign by donating \$2 / week or month! A small investment makes a BIG difference for our future!

To learn more about the Foundation, to donate, and to follow our impacts visit our website site and Like and Connect with us on Facebook and LinkedIn. @dorchesterstwoeducationalfoundation

dd2foundation.org

We welcome and appreciate your support!

Dorchester Two Educational Foundation is a registered 501(c)(3) nonprofit to which donations may be tax exempt.
Tax ID: 46 3049858

EARLY CHILDHOOD PROGRAMS

4K Child Development Classes

Each elementary school in our district offers full-day 4K classes 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 ranked based on developmental delays and receive points from meeting specific state criteria. Those with the greatest number of points are accepted into the program. A child's Medicaid # or household income is required for eligibility into the program. There is no cost for the program. Children must be 4 years old on or before September 1, 2022 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 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 843-899-5048 or 843-899-5092 for more information.

For more information, visit the Curriculum & Instruction web page or call Donna Alexander, (843) 695-2989.

FAMILY ENGAGEMENT PROGRAMS

Title 1 Parent and Family Engagement Centers

Dorchester School District Two has five 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. Each center houses 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. 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), Spann Elementary School (843-695-2995), and Windsor Hill Arts Infused Elementary School (843-760-9829). 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, technology, 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.

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 info, visit the Parent and Family Engagement Centers web page 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 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 computer based either through SC Virtual or DD2 for the upcoming school year and are held on the campus of Adult Education.

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 per student.

GRADUATION REQUIREMENTS

To acquire a South Carolina High School Diploma, students must earn twenty-four units (see page 46). 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. The student cannot enter the High School Diploma program and graduate before the student's on-time graduation date. High School Diploma students must be a resident of Dorchester County.

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 the Adult Education web page or call (843) 873-7372.

Learning Services



- Testing in Dorchester School District Two
- Special Programs
 - Gifted & Talented/Advanced Academic Programs
 - Career Assessments
 - Middle & High School Young Adult Alternative Programs
 - Guidance & Counseling
- Multi-Tiered System of Supports (MTSS)
- Special Education
- Character Education
- Curriculum Standards

TESTING IN DORCHESTER SCHOOL DISTRICT TWO: 2023-2024

Assessment is one of the major components of Standards-Based Education. It is used to design instruction and personalize learning for each child. District Two provides opportunities for assessment via required testing by the state, the district, and optional testing by the school and classroom teachers. Below are the standardized/required tests your child will be taking. 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 reasoning abilities testing in grades 3 through 8 (parent/guardian referrals)
- State-required PTA testing for GATE identification for eligible students in grades 2-5
- State-required ACCESS for ELLs for ML students
- State-required NAEP to selected schools and to selected grades
- State-required Writing, Reading and Mathematics assessments in grades 3 – 8
- State-required Science and/or Social Studies in grades 4 – 8, as determined by the SCDE
- State-required SC-Alt in ELA, Mathematics, Science and Social Studies for identified students
- District-required PSAT or Pre-ACT in grade 10
- State-required Career Readiness assessment to all students in their third year of high school
- State-required alternate career assessment and ML assessment for identified students
- State-required End-of-Course tests in Algebra 1, English 2, Biology 1, and US History/Constitution

ACRONYM	EXPLANATION
<i>ACCESS for ELLs</i>	<i>Assessing Comprehension and Communication in English State-to-State for English Language Learners</i>
<i>ML</i>	<i>Multilanguage 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>SC-Alt</i>	<i>South Carolina Alternate Assessment</i>
<i>PTA</i>	<i>Performance Task Assessments</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.

SPECIAL PROGRAMS

GIFTED & TALENTED EDUCATION (GATE)

Dorchester School District Two strives to meet and challenge the various learning abilities of all its students. In doing so, our district offers a gifted and talented education program (GATE) to capitalize on the intellectual and academic strengths of state identified gifted learners. The GATE program is designed to provide differentiated curriculum and instructional experiences that challenge the minds and thinking of state identified students within the academic disciplines beginning in 3rd grade and continuing through high school.

Who are the Academically Gifted & Talented?

The following definition from The National Association of Gifted Children (2019) mirrors how South Carolina defines the academically gifted learner: Students with gifts and talents perform or have the capability to perform at higher levels compared to students of the same age, experience, and environment in one or more domains. They require modification(s) to their educational experience(s) to learn and realize their potential. Student with gifts and talents:

- Come from all racial, ethnic, and cultural populations, as well as all economic strata.
- Require sufficient access to a continuum of services and learning opportunities in order to develop and realize their potential.
- Require support and guidance to develop socially and emotionally as well as in their areas of talent.
- Can have learning and processing disorders that require specialized intervention and accommodation.
- Require varied services based on their varied learning strengths.

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

- Applies advanced reasoning abilities to solve problems
- Grasps content and concepts more quickly than age-peers
- Thrives on complex ideas and abstract thinking

Do I Need to Refer My Child for Gifted and Talented Screenings?

It is important for families to understand that students in Kindergarten through 10th grade are screened continuously throughout the academic year in order to determine if they meet the state's criteria to receive specialized services as a state identified gifted student; therefore, it is not necessary to nominate a student for most of the screeners we administer in Dorchester Two. A list of these screeners can be located on our district's web Gifted and Talented Education web page. Referrals for cognitive abilities (Dimension A-see below) testing for 3rd through 8th grade students occurs every fall and in the summer for students who are new to Dorchester Two.

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

In order for a student to be eligible to receive services for the academically gifted and talented in South Carolina, a student must score at or above the 96th percentile total or composite score on a state-approved and nationally normed reasoning abilities test OR the student must qualify in 2 of 3 dimensions outlined by the state. Below are the different dimensions to determine eligibility (SC Regulation 43-220):

Dimension A - Reasoning Abilities: A score of 93% or higher on a reasoning abilities test (i.e. CogAT) in the verbal, non-verbal, quantitative, or composite sections will partially qualify a student. A student receiving a composite or total score of 96% or higher on one of the state-approved cognitive abilities assessments automatically identifies them as academically gifted in SC.

Dimension B - Academic Achievement in Reading or Math: A score of 94% or higher in reading or math on a state approved or nationally normed academic achievement test can partially qualify a student. SC READY in reading or math and fall, winter, and spring administrations of NWEA MAP reading or math serve as screeners and can partially qualify a student in this dimension.

Dimension C: Intellectual/Academic Performance - The SC Performance Tasks Assessment (SC PTA) is administered by the state in spring of each year to 2nd through 5th grade students who have partially qualified in either Dimension A or Dimension B, but not both. For rising 6th through 10th graders, a GPA of 3.75 or higher can partially qualify them in this dimension.

*Private test results cannot be used to determine state gifted eligibility, but the results may be used for the referral process for cognitive abilities screening in the fall.

Once State 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 and Advanced Pathway Offerings

Elementary

Grades 3-5 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 may meet criteria to be able to access 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

Students in the GT and Advanced Pathways are projected to access honors courses as well as Advanced Placement (AP) and dual enrollment courses throughout their high school career.

For more information, visit the Gifted and Talented Education web page.

ARTISTICALLY GIFTED AND TALENTED

The study of fine arts, through its inherent ability to develop intellectual and emotional communication skills, acuity in cultural awareness, and aesthetic appreciation, enriches our society. The Dorchester School District Two fine arts curriculum supplies the opportunity for students to attain knowledge and skills necessary to become artistically literate, well-rounded individuals. The fine arts – visual arts, music, theatre arts, and dance – are fundamental building blocks of knowing and thinking. Each fine arts discipline has skills, techniques, expectations, and outcomes that enhance students’ cognitive and emotional development. We value the arts for the distinct and significant effect they have on the lives of our students.

Students are placed in the artistically gifted and talented programs by audition using state identified criteria. These auditions thus result in placement into either the GATEWAY program, or Rollings Middle School of the Arts. The GATEWAY program serves accepted students in all the core arts areas and supplies added instruction and

specialization for students. These programs also serve a cohort of diverse students from across the district with opportunities to collaborate within those key art areas.

Relationships, rigor, and relevance are interwoven as an integral part of our district's mission. This is clear in every aspect of the culture and is also present in our Artistically Gifted and Talented programs.

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 – Career Readiness Assessment: A workforce education and developmental tool, comprised of proctored assessments 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 students in their third year of high school will take a Career Readiness 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. ACCUPLACER is offered free of charge multiple times during the year. Students sign up with their school counselor for testing.

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.

RISE Academy - This program is comprised of middle and high school students who have been assigned to attend RISE Academy 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 School – This program is designed to provide an alternative educational delivery for high school students who want to get ahead or recover courses that were previously failed. Students continue to be enrolled in school during the day. Evening school is held on each high school campus each Tuesday and Wednesday in a blended learning environment that combines online curriculum with in-person teacher support. Students should meet with their principal or school counselor for more details.

SCHOOL COUNSELING PROGRAMS AND SERVICES

The district's school counseling program is comprehensive in scope, preventive in design, developmental in nature and supports the school district's curriculum and instructional programs. DDTWO School Counselors use the skills of leadership, advocacy and collaboration to promote change as appropriate with the implementation of the American School Counselor Association (ASCA) Standards and the SC Comprehensive School Counseling and Career Guidance Model. The program's design and delivery are intended to, but not limited to

- use data-informed decision-making;
- systematically support all students;
- include developmentally appropriate activities focused on the college and career readiness of students, as it relates to the Profile of the SC Graduate in the areas of academics, careers and behavioral/personal health;
- address the immediate needs and concerns of students through crisis, individual, and group responsive services
- close achievement and opportunity gaps; and
- result in improved student achievement, attendance, and discipline.

MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)

Dorchester School District Two has developed a Multi-tiered System of Supports 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 Multi-Tiered System of Supports 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 identified as eligible for services (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.

The indirect service delivery model 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 accomplish the following:

- Direct individualized or small group special education 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.
- 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.
- 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 specialized learning environment.

The direct service delivery model outside the general education classroom can accomplish 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 a related service that supports the student's ability to access and participate successfully in the learning environment. It 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 a related service that supports the student's ability to access and participate successfully in the learning environment. It is provided by highly qualified occupational therapists to help students benefit from their educational program in the least restrictive environment. As a member of the IEP team, occupational therapists work collaboratively providing observations and evaluation of a student's fine motor function, visual motor function, and sensory processing skills as they relate to educational or daily living skills at school. The Occupational Therapist is responsible for designing and implementing therapy interventions that promote students' success in normal school routines and their natural environments. These interventions also include training teachers, caregivers, and parents to modify the classroom and/or adapt learning materials in order to facilitate successful participation and progress towards achieving IEP goals.

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.

The determination of whether a child qualifies as a student with a disability under Section 504 begins with the evaluation process at the elementary and secondary levels. 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 | (843) 875-4161, CKirtley@dorchester2.k12.sc.us

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 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 Dorchester School District Two Office of Special Services Child Find (815 S. Main Street, Summerville, SC 29483).

DORCHESTER SCHOOL DISTRICT TWO SCHOOL SOCIAL WORKERS

Dorchester School District Two has eight school social workers in the District. These School Social Workers support and assist our students, parents and colleagues during the regular school year and sometimes beyond. School social workers are an integral link between school, home, and community in helping students achieve academic success. They work directly with school administrators as well as students and families, providing leadership in forming school discipline policies, informal intervention, crisis management, and support services. As part of an interdisciplinary team to help students succeed, school social workers also facilitate community involvement in the schools while advocating for student success.

Services Available to Students with Special Health Care Needs

Parent Notice (IHPs, Section 504, IDEA, Medical Homebound): Required By S.C. Code Ann. Section 59-63-90 (Supp. 2023)

Many health care services can be provided for students to keep them at school where they can learn and participate with other students. Our goal is to provide information to parents and legal guardians about some of the services and programs available for addressing the health care needs of students during the school day to help students succeed in school. It is important that the necessary health care information is shared with the appropriate people— such as teachers on duty during recess, bus drivers, and cafeteria employees—to make sure that the students' needs are met throughout the school day.

INDIVIDUAL HEALTH CARE PLANS OR 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. 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. 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. To learn more about IHPs, talk with your child's school nurse or Amanda Santamaria at 843-873-2901.

SECTION 504 OF THE REHABILITATION ACT OF 1973 (Section 504)

Section 504 is a federal law that requires public schools to make adjustments so that students with certain disabilities can learn and participate in settings like other students who do not have disabilities. To be eligible for services under Section 504, a student must have a condition that substantially limits one or more major life activities. Whether an impairment substantially limits a major life activity must be determined without reference to the ameliorative effects of mitigating measures or lessening of the impact of the condition by the use of medication, medical supplies, equipment, or appliances, low-vision devices (not including ordinary eyeglasses or contact lenses), prosthetics, including limbs and devices, hearing aids and cochlear implants, or other implantable hearing devices, mobility devices, or oxygen therapy equipment and supplies. A team decides if a student is eligible. The team should include the student's parent or legal guardian, the student

(if able), and others who know the student or know about the student's disability, such as a teacher, a guidance counselor, a school nurse, and other school staff. If the student is eligible, the team develops an individual accommodation plan. The individual accommodation plan explains how the school will meet the student's needs while at school and may include health services for the student during the school day if needed. To learn more about Section 504, contact Chuck Kirtley.

INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA)

Students, ages 3 to 21 years, may receive services under the IDEA if the student needs special education and related services to benefit from his or her educational program. A team decides if a student qualifies for services under the IDEA. The team includes the student's parent or legal guardian, teachers, and other school staff. The team develops an individualized education program (IEP) if the student meets federal and state requirements. The IEP outlines a plan for helping the student receive a free appropriate public education and meet goals set by the team. The IEP may include health services for the student during the school day if needed. Contact Dr. Wanda Gasdsen to learn more about the IDEA.

MEDICAL HOMEBOUND INSTRUCTION

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 Chuck Kirtley.

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
 - All stakeholders 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 Common Assessments

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



- Elementary Instructional Models
- Language Arts
- Mathematics
- Science
- Social Studies
- Guidelines for Advance Courses
- EEDA - 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 Readiness standards for English Language Arts. 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 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 College-and-Career Readiness standards for Mathematics. 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

Literacy instruction in Dorchester District Two's middle schools includes the following instructional components: Inquiry, Reading, Writing and Communication. The Best Practice and Balanced Literacy Model includes standard-based, content-driven, instructional practices that support student mastery of the rigorous expectations of the South Carolina College and Career-Ready Standards for ELA. Students entering the ninth grade who do not show proficiency on grade eight state testing in Reading and Writing will receive an opportunity for additional coursework (lab, elective credit course, after school tutoring, etc.) prior to or simultaneous with English 1.

Best Practices in Middle School 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/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

Mathematics instruction in Dorchester District Two focuses on a balance of procedural and conceptual knowledge using the South Carolina College and Career-Ready Standards for Mathematics. These standards are comprised of content standards, what students should know and be able to do, along with process standards, how students engage individually and collaboratively.

Instructional practices use a variety of concrete materials and technological tools in order to help students explore connections, make conjectures, formulate generalizations, draw conclusions, and discover new mathematical ideas.

Middle school students will broaden their understanding of the interconnectedness of mathematical concepts that were introduced in grades K – 5 and will continue throughout grades 9 – 12 and beyond.

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. Students taking Algebra 1 in middle school must take both the state assessment and the Algebra 1 End-of-Course Examination Program (EOCEP) test.

SCIENCE

Middle grades science instruction uses the South Carolina College and Career Ready Standards for Science which allows students to engage in thinking and solving problems the way scientists and engineers do to help them better see how science is relevant to their lives. To capitalize on the natural curiosity all students have about the world around them, learning experiences are built around the three dimensions of science: Science and Engineering Practices (SEPs), Crosscutting Concepts (CCCs), and Disciplinary Core Ideas (DCIs). This three-dimensional approach to teaching and learning helps educators provide meaningful learning experiences that offer varied entry points for students from diverse backgrounds. In science, all students in the middle grades learn scientific concepts in physical, life, earth/space sciences along with engineering, technology, and applications of science. Knowledge in all areas of the science standards – earth/space, 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. Instruction will provide a foundation for high school science courses and prepare sixth grade students for SCPASS.

SOCIAL STUDIES

Middle School Social Studies instruction in Dorchester District Two focuses on grade level standards categorized into content- and discipline-specific themes as outlined by the South Carolina Social Studies College and Career-Ready Standards. These themes allow for connections to be made between content when teaching chronologically, the ability to teach thematically rather than chronologically, and to support project- or problem-based learning. Disciplinary skills are also highlighted at each grade level allowing students to hone their skills each year as they work to understand the skills and how to apply those skills. These themes also allow students the opportunity to create change by engaging in civic participation. The South Carolina Social Studies College and Career-Ready Standards promote inquiry. Middle school students should have a social studies curriculum focused on World Civilizations, Geography of World Regions, and South Carolina and the United States as a foundation for high school social studies courses.

GUIDELINES FOR HIGH SCHOOLS

The Education and Economic Development Act mandates school counselors meet with students in grades 8-12 and their parent/guardian 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.

SOUTH CAROLINA DIPLOMA REQUIREMENT - FOUR UNITS OF ENGLISH

To meet the South Carolina State High School graduation requirements, students must earn four (4) units in 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. Dorchester District Two Board Policy requires students to take an English course each year in high school.

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.

SOUTH CAROLINA DIPLOMA REQUIREMENT - THREE UNITS OF SCIENCE

In South Carolina, students are required to have a minimum of three (3) science units for high school graduation. These must include at least one course in biology and two courses tied to postsecondary career goals. Students must pass a high school course in science in which an end-of-course examination is administered (currently Biology 1). It is strongly recommended that students desiring to pursue careers in science, mathematics, engineering or technology take lab science courses in all four fields of science: biology, chemistry, physics, and earth science. (Note: See the Considerations for College Entrance section for additional lab science course guidance.)

SOUTH CAROLINA DIPLOMA REQUIREMENT - THREE UNITS OF SOCIAL STUDIES

In South Carolina, students are required to take one unit of United States History & The Constitution (USHC), one-half unit of Economics and Personal Finance, one-half unit of United States Government, and one additional unit of any Social Studies elective. The district must administer the operational End of Course Examination Program (EOCEP) for USHC. The Profile of the South Carolina Graduate was the compass that guided the development of the South Carolina Social Studies College-and-Career-Ready Standards. The study of history, economics, geography, civics, and government each require unique, discipline-specific practices that prepare students for success in their intended career paths by entering the workforce or furthering their education in post-secondary institutions. In addition, the Social Studies standards were created to prepare students for success as engaged citizens.

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.

DUAL CREDIT COURSES

The Dual Credit program at Trident Technical College 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. Students 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 will 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 during the ninth-grade year and be accepted to enter into the Early College Program beginning summer after the ninth-grade year.

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.

GUIDELINES FOR SPECIAL EDUCATION CREDENTIALS

OCCUPATIONAL CREDENTIAL

The Occupational Credential Course of Study (OC), a non-diploma program, serves 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
- explore the 16 career clusters identified by the S.C. Department of Education.

Students participating in the Occupational Credential Course of Study must successfully complete 22 units of credit and 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. 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.

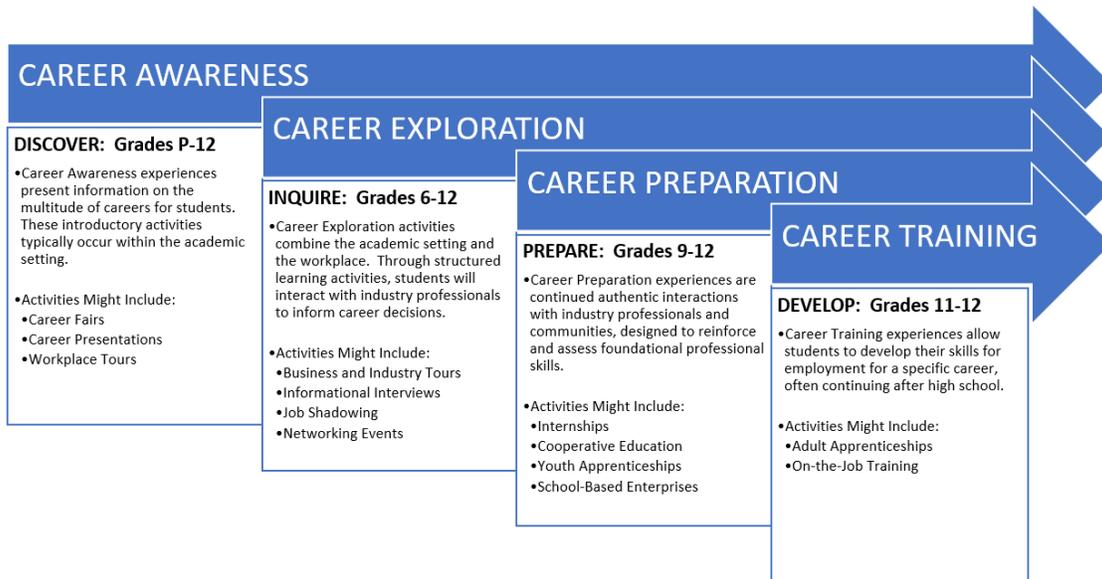
Not all universities, colleges, and technical schools will accept the credential for admission without the student meeting other requirements. This decision is made by each individual university, college, or technical school.

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

Education for all students should be relevant and provide appropriate transitions to future careers and lifelong learning. Students can and should learn to apply their knowledge and skills to real life, real work, and real world situations, both predictable and unpredictable.



ELEMENTARY SCHOOL	MIDDLE SCHOOL	HIGH SCHOOL	POSTSECONDARY
<p>GRADES PK-2</p> <ul style="list-style-type: none"> • Students learn about different kinds of work. • Students learn what it takes to be a good employee. • Students learn how choices and consequences are related. 	<p>6TH GRADE</p> <ul style="list-style-type: none"> • 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. 	<p>9TH GRADE</p> <ul style="list-style-type: none"> • 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. • Students review and update their eIGP's. 	<ul style="list-style-type: none"> • Students obtain rewarding entry-level employment within their chosen clusters.
<p>GRADES 3-5</p> <ul style="list-style-type: none"> • 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. 	<p>7TH GRADE</p> <ul style="list-style-type: none"> • 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. 	<p>10TH GRADE</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Students continue to refine career choices throughout their lifetimes of learning.
	<p>8TH GRADE</p> <ul style="list-style-type: none"> • 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. 	<p>11TH GRADE</p> <ul style="list-style-type: none"> • Students review and update eIGP's, with particular attention to postsecondary goals. • Students may participate in work-based learning opportunities. 	<ul style="list-style-type: none"> • Students follow aligned career cluster pathways to a two- or four-year college, the military, other postsecondary education or training, or employment.
		<p>12TH GRADE</p> <ul style="list-style-type: none"> • 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. 	

High School



- Grading Scale & Class Rank
- End-of-Course Requirements
- Graduation Requirements
- Considerations for College Entrance
- SAT/ACT Testing Programs
- Scholarships & Grants

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 high school credit courses.

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 2, Biology 1, US History & the Constitution, and AP US History & the Constitution 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).

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 valedictorian, salutatorian, and junior class marshals.

For more information on class rank, see your School Counselor.

GRADUATION REQUIREMENTS

To be eligible to receive a South Carolina High School Diploma, twenty-four units are required for students who entered high school in 2022-2023 or earlier. Students who enter high school in 2023-2024 or later, however, have an additional required half credit of instruction in Personal Finance. Based on state law, requirements to receive a South Carolina High School Diploma (graduation requirements) for students entering high school 2022-2023 and before:

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

Based on state law, requirements to receive a South Carolina High School Diploma (graduation requirements) for students entering high school 2023-2024 and after:

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
Personal Finance	½ unit
Additional Electives	<u>6.5 units</u>
Total	24 units

* See counselor for applicable course

CONSIDERATIONS FOR COLLEGE ENTRANCE

College Preparatory Course Prerequisite Requirements for Entering College Freshmen

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. (Note: South Carolina's physical science course is not counted as a lab science by the SC Department of Education and the SC Commission on Higher Education.)

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 and Geography are 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 2023-2024

August 26 @ SHS
October 7 @ SHS
November 4 @ SHS
December 2 @ SHS
May 4 @ SHS
June 1 @ SHS

ACT Saturday Test Dates 2023-2024

September 9 @ FDHS & SHS
October 28 @ FDHS & SHS
December 9 @ FDHS & SHS
February 10 @ FDHS
April 13 @ FDHS
June 8 @ FDHS
July 13 @ FDHS & SHS

2021-2022 SAT Graduating Seniors Results	
Geographic Location	Critical Reading, Writing & Math Score
Nation	1028
South Carolina	1023
Dorchester Two	992

2021-2022 Graduating Seniors ACT Results	
Geographic Location	Average Composite Score
Nation	19.8
South Carolina	18.9
Dorchester Two	18.1

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 qualifying criteria 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

Qualifying Criteria: 1200 SAT/25 ACT (through the February test administration of graduating year); 3.5 cumulative GPA on SCUGP; Top 6% of sophomore or junior class

OR

1400 SAT/31 ACT (through the February test administration of graduating year); 4.0 cumulative GPA on SCUGP

PALMETTO FELLOWS (Final Award)

Available: Public & Private four-year SC institutions

Value: Up to \$6,700

Qualifying Criteria: 1200 SAT/25 ACT (by June administration of graduating year); 3.5 cumulative GPA on SCUGP; Top 6% of sophomore, junior or senior class

OR

1400 SAT/31 ACT (by June administration of graduating year); 4.0 cumulative GPA on SCUGP

LIFE SCHOLARSHIP

Available: Public & Private four-year SC institutions

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

Qualifying Criteria: 1100 SAT/22 ACT; 3.0 cumulative GPA on SCUGP; Top 30% of graduating class (must meet 2 of 3)

Available: Public & Private two-year SC institutions

Value: Up to the cost of attendance at eligible sites

Qualifying Criteria: 3.0 cumulative GPA on SCUGP

SC HOPE SCHOLARSHIP

Available: Public & Private four-year SC institutions

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

Qualifying Criteria: 3.0 cumulative GPA on SCUGP

SC NEED-BASED GRANT

Available: Public & Private four-year SC institutions

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

Qualifying Criteria: Determined "in need" by completing the FAFSA

LOTTERY TUITION ASSISTANCE

Available: Public & Private two-year SC institutions

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

Qualifying Criteria: 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

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



Dorchester School District Two will offer a full virtual option for students in grades 6th through 12th. Virtual courses will be offered through EdOptions Academy. Please refer to the information about EdOptions Academy on our website for additional details.

- Students who opt for virtual learning in grade 6-12 will maintain enrollment in their Dorchester Two home school.
- In order to participate in the virtual program, families must complete the VA application and agree to all student and parent expectations.
- Participation is a **yearlong commitment** for all students for the school year.
- Students that were not successful or were truant the prior school year will not be allowed to participate in VA the following school year. Specific criteria to enroll into VA based on the previous school year's performance. Students must be in good standing in their academics and attendance. **Students must be promoted to the next grade to be considered for enrollment.**

If you would like to learn more, please visit the Virtual Academy web page.

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
- Tobacco, 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
- Policies & Procedures
- Instructional Resources & Materials - PPRA
- 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 they be allowed to attain their 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

The district has an established Code of Conduct which is intended to achieve and maintain order in the schools. Failure to abide by the established Code of Conduct may result in disciplinary consequences as determined by the administration and in accordance with Board Policy and state, local, and federal laws. The Student Code of Conduct and other policies reflecting behavior expectations can be viewed on the district's website: <https://boardpolicyonline.com/?b=dorchester> or at your student's school.

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.

Misuse of District Technology

Misuse of district technology may result in disciplinary consequences in accordance with all applicable board policies and the Student Device Handbook Agreement.

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 imperative 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 misconduct 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 only ride the bus to which they are assigned (based on the location of their residence or alternative pickup/delivery location).
- 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 without approval of the Principal and Transportation Department. An 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 when directed by the driver.
- 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. Violations will result in warrants for arrest of the offender.

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 with feet on the floor, 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. Use of mobile phones or electronic devices with ear buds is permitted for middle and high school students. If they are played without ear buds or become a distraction, driver is authorized to disallow further use. Elementary students may not use electronic devices on the school bus, including issued laptops, which must remain secured inside the backpack/bookbag.
- 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. The driver will complete a bus conduct report, also 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, **fighting** on the school bus is severe misconduct that endangers not only every student on the bus, but endangers the lives of the bus driver and other drivers sharing the road. Therefore, any instance of fighting may be grounds for permanent suspension of bus privileges, regardless of any other infractions accumulated during the year.

Please also 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

The District has established rules and regulations regarding the use of personal devices including but not limited to cell phones and smart watches in order to ensure the learning environment remains free of distractions and to protect the privacy of students. Board Policy JICJ and JICJ-R which are located here: <https://boardpolicyonline.com/?b=dorchester> or are available for viewing at your student's school and the [Student Device Handbook](#) contains information regarding the use of personal devices.

STUDENT DRESS CODE

In order to provide an atmosphere that is conducive to learning, instills discipline, and avoids safety hazards, Dorchester School District Two has established a student dress code. The Dorchester School District Two Student Dress Code can be found in Board Policy JICA and JICA-R which are available for viewing here: <https://boardpolicyonline.com/?b=dorchester> or at your student's school.

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.

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.

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**)

Dorchester Two Schools will utilize the following consequences for the possession and use of vape or e-cigarette devices at school:

First Offense 3 Days Out of School Suspension; Confiscation; Parent/Guardian Education Workshop Assigned

Second Offense 5 Days Out of School Suspension; Confiscation; Probation; the parent will be notified in writing and will be advised that the next offense will lead to a referral for expulsion

Third Offense Recommended for Expulsion; Confiscation

In all instances devices and smoking paraphernalia will be confiscated and destroyed. When it is determined that the device has been used to ingest an illegal or narcotic material further disciplinary and/or criminal action may ensue. Also, it is important to note that student athletes using electronic inhalants will be subject to immediate suspension as outlined in the Athletic Code of Conduct.

STUDENT SEARCHES

District and school officials may conduct reasonable searches of students on district property or at district sponsored events in accordance with Board Policy JIH and JIH-R and state, local, and federal law.

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
Office of the Superintendent
(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 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/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 further harassment.

EDUCATION OF THE SCHOOL DISTRICT COMMUNITY

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.

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.

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 the district according to approved procedures: (1) Detention, (2) BIR/In-School Suspension, (3) Withholding of Privileges, (4) Disciplinary Probation, (5) Suspension, (6) Alternative School Placement, and (7) Expulsion. If parent or pupil refuses punishment under (1) detention or (2) BIR/In-School Suspension, the student will be suspended.

DETENTION

The term "detention" applies to keeping a student in detention during a non-academic portion of the school day or after the 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.

WITHDRAWAL OF PRIVILEGES

The term "withdrawal 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 designee.

Procedures:

- Investigation and documentation of offense
- 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.

BEHAVIOR INTERVENTION ROOM (BIR)/IN-SCHOOL SUSPENSION

Elementary/Middle School Students (BIR) and High School Students (In-School Suspension) 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 or designee.

Procedures:

- Investigation and documentation of offense
- Conference with student
- Written 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 administrator.

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 may be suspended or expelled.

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.

Procedures:

- Investigation and documentation of offense
- 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 days of suspension).

Results of Decision: Appeals will be allowed to the Superintendent's designee 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:

SHARED RESPONSIBILITY

The parent or guardian shall attend school with the student for a number of days to be determined by the principal. 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. 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.

ScIP

A student may be required to attend The School Intervention Program ('ScIP') which is intended to help students and their families identify and overcome situations leading to or underlying high risk behaviors.

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 may not be eligible to attend any school in the district. Expelled pupils 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.

- A neutral hearing officer appointed by the Board of Trustees will hear the recommendation for expulsion. Should either party feel the student’s due process rights were violated, they may submit a request for an appeal hearing within 5 days. An appeal hearing officer will be assigned to review the decision. Should either party feel the student’s due process rights were violated at the appeal level, they may request an appeal to the Board of Trustees by making the request in writing within 5 days.

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.

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.

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,
Dr. Shane Robbins, 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 <https://studentprivacy.ed.gov/resources/protection-pupil-rights-amendment-ppra-general-guidance>

IMPORTANT PARENT/STUDENT FORMS

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:

Section 504:	Title IX:
Wanda Gadsden	Dr. Greg Harrison
Executive Director of Special Services	Executive Director of Special Programs
1325-C Bonne Hill Road	815 South Main Street
Summerville, SC 29483	Summerville, SC 29483
(843) 875-4161	(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 815 South Main Street, 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, 815 South Main Street, 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.