

HAMMOND HILL ELEMENTARY

2021-2022



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Our MISSION

*The purpose/mission of Hammond Hill Elementary is to provide innovative learning today, to ensure contributing citizens for a **SUCCESS**ful tomorrow.*

School Climate - *A positive school climate is essential to producing a school where students, teachers, administrators and parents function cooperatively and work productively. A positive school climate requires a team effort. Safety is an important aspect of school climate; therefore, sixteen security cameras have been placed in various locations on our campus.*

Unity - *A school is a reflection of the community it serves. HHE develops parent/community partnerships with many of our local businesses. In addition, our School Improvement Council and PTO members are actively involved.*

Collaboration - *Frequent meetings take place for collaboration. Teachers plan together during common planning times to share lessons. School Lighthouse Team Meetings, Faculty Meetings, and Professional Development Early Release Meetings allow collaboration for teachers.*

Character Development - *Beginning with the 2017-2018 school year the 7 Habits were taught and modeled by our staff. This will empower our students to be leaders and create opportunities for them to share their unique talents and gifts.*

Exchange of Information (Communication) - *At HHE we strive to keep everyone informed. Regular, continuous communication with parents throughout the school year occurs through Blackboard Connect, Facebook, Twitter, Instagram, yellow vinyl Communication Folders, Student Agendas, weekly publication of "The Bee Hive," and Power School Portal for easy on-line access to grades.*

South Carolina State Standards - *Highly qualified teachers provide lessons to teach the South Carolina Standards. Some of the innovative teaching strategies include our Enrichment Lab, Author's Tea, Science Night, Math Night, Character Parade and Author Celebration. Early Release Days provide teachers with professional development in order to learn how best to teach the State Standards.*

SMART Boards/Technology - *Technology is integrated into the curriculum at HHE. We realize that not all students learn the same way. Technology helps students with varied learning styles grasp key concepts in a fun and unique way. Our school is equipped with many technological devices such as a Computer Labs, iPads, Smartboards, and laptops. For the 2018-2019 school year each 5th grader will have a laptop to use during instructional time for ELA, math, science, and social studies.*

The Leader in Me

Beginning with the 2017-2018 school year Hammond Hill Elementary began the journey of being a Leader in Me School. Each year our staff participates in professional learning which prepares us to continue being a Leader in Me School and to implement this framework with fidelity.

What is The Leader in Me?

The Leader in Me is a whole-school model and process—developed in partnership with educators—that empowers students with the leadership and life skills they need to thrive in the 21st century. It is based on principles and practices of personal, interpersonal, and organizational effectiveness. Distinct in several ways, *The Leader in Me* starts from a powerful premise—every child possesses unique strengths and has the ability to be a leader—which shapes the views of staff to value and develop the whole child. The process integrates leadership development into existing programs, curricula and traditions and serves as a foundational operating system for the school, improving relationships, transforming culture, and highly motivating staff and students. All stakeholders are impacted by *The Leader in Me*, starting with the staff of a school, then expanding to students, their families, and the community at large. This Inside-Out Approach is a key ingredient to successfully creating positive change in a school.

Why is the Leader in Me Successful?

Four reasons why *The Leader in Me* leadership model works so well are:

1. It embodies a different paradigm.
2. It works from the inside out.
3. It uses a common language—The 7 Habits.
4. The implementation is ubiquitous.

A Different Paradigm

Instead of seeing children through the lens of a normal distribution curve—some kids are smart and some less smart—*The Leader in Me* paradigm sees that every child is capable, every child is a leader. This paradigm changes everything.

From the Inside Out

Leader in Me Schools must first get their own teachers on the same page and improve the climate among their staff before they can make it come alive with the students. They can't expect changes in their students until they have changed themselves. As the great educator Roland S. Barth puts it, "The nature of the relationships among the adults who inhabit a school has more to do with its quality and character, and with the accomplishments of its pupils, than any other factor." This model is just as much about the adults as it is the children. It's inside out—first teachers, then students, and then parents.

A Common Language—The 7 Habits

When everyone—teachers, students, and parents—begin using the same language, you get a compound-interest effect that is truly amazing. The 7 Habits create that common language. For example, what a difference it makes when everyone knows what it means to "put first things first" or to "seek first to understand" or to "be proactive." *Leader in Me* Schools often find their students using the language among themselves and with their parents: "I need to put first things first and do my homework before I play"; "I should have thought win-win"; or "Dad, you're being reactive."

Implementation Is Ubiquitous

The Leader in Me is not an event and it's not a curriculum; it's ubiquitous leadership development—meaning everywhere and all the time. Instead of "teaching leadership every Tuesday at 1 p.m.," educators use an integrated approach and make leadership training part of everything they do. So the model impacts everything—the traditions, events, organization, culture, instructional methodologies, and curriculum of the school.

What do students learn through The Leader in Me process?

The Leader in Me helps students develop the skills and self-confidence they need to lead their lives and succeed in school and beyond. Specifically, *The Leader in Me* focuses on students learning the following 21st century skills:

- Student self-confidence
- Teamwork
- Initiative
- Responsibility
- Communication
- Creativity
- Self-direction
- Leadership
- Problem Solving
- Social etiquette

Students learn these skills through participating in goal setting, data tracking, leadership roles, Student-Led Conferences, leadership environments, Leadership Events, and more.

The 7 Habits

The 7 Habits of Highly Effective People	Principles	Application Using Age-Appropriate Language for Students
<i>Habit 1: Be Proactive</i>	<ul style="list-style-type: none"> • Initiative • Responsibility • Choice • Accountability 	You're in Charge: "I am a responsible person. I take initiative to make things happen. I choose my own actions, attitudes, and moods. I do not blame other people for my mistakes. I focus on the things I can influence.
<i>Habit 2: Begin With the End in Mind</i>	<ul style="list-style-type: none"> • Vision • Planning • Purpose 	Have a Plan: "I plan ahead. I know how to set and achieve goals. I do things that have meaning and make a difference. I am an important part of my classroom and contribute to my school's mission and purpose.
<i>Habit 3: Put First Things First</i>	<ul style="list-style-type: none"> • Prioritization • Organization • Discipline 	Work First, Then Play: "I spend my time on things that are most important. This means I say no to things that are less important. I set priorities, make a schedule, and follow my plan. I am disciplined and organized."
<i>Habit 4: Think Win-Win</i>	<ul style="list-style-type: none"> • Consideration • Courage • Mutual benefit • Fairness 	Everyone Can Win: "I balance courage for getting what I want with consideration for what others want. I build good relationships with others by being kind, saying I'm sorry when needed, and keeping commitments. When conflicts arise, I look for options that work for both sides."
<i>Habit 5: Seek First to Understand, Then to Be Understood</i>	<ul style="list-style-type: none"> • Respect • Mutual understanding • Empathy 	Listen Before You Talk: "I listen to other people's ideas and feelings. I try to see things from their viewpoints. I listen to others without interrupting. I am confident in voicing my ideas. I look people in the eyes when talking."
<i>Habit 6: Synergize</i>	<ul style="list-style-type: none"> • Creativity • Cooperation • Diversity • Humility 	Together Is Better: "I value other people's strengths and learn from them. I get along well with others, even people who are different from me. I work well in groups. I seek out other people's ideas to solve problems.
<i>Habit 7: Sharpen the Saw</i>	<ul style="list-style-type: none"> • Renewal • Health and wellness • Continuous improvement • Balance 	Balance Feels Best: "I take care of my body by eating right, exercising, and getting sleep. I spend time with family and friends. I learn in lots of ways and lots of places, not just at school. I find meaningful ways to help others. I am balanced."

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ABSENCES/EXCUSES

Attendance is a key factor in student achievement. Any absence from school represents an educational loss to the student. However, we recognize that some absences are unavoidable.

Any student who misses school must present a written excuse signed by his/her parent/legal guardian or an excuse written by a medical provider. The excuse will contain such other information as directed by the administration. Student excuses are considered to be a part of student records and such excuses will be processed by those school-based employees designated to administer attendance regulations and will be provided to other staff who have a need to know.

If a student fails to bring a valid excuse to school within five days, he/she will automatically receive an unexcused or unlawful absence. If a student brings a false (or forged) excuse, the school official receiving that note must refer the student to the school administration for appropriate action. If a student accumulates absences in excess of 10, a medical note may be required in order to assist the principal in making decisions regarding lawful absences and denial of credit.

Lawful and Unlawful Absences

The district will consider a student **lawfully** absent under the following circumstances:

- The student is ill and attendance at school would endanger the student's health or the health of others.
- There is a death in the student's immediate family. Absences of this nature should not exceed three per occurrence. Excessive absences as a result of death may be deemed unlawful.
- There is a serious illness in the student's immediate family. A statement from a physician or healthcare provider may be required. Absences of this nature should not exceed three per year.
- There is a recognized religious holiday of the student's faith.
- The student is traveling or attending events that the principal approved in advance as an educational experience.
- Emergencies and/or extreme hardships at the discretion of the principal.
- Other lawful absences are explained in administrative rule [JH-R](#).

Chronic or extended illness requires a certification of the illness from the physician or other healthcare provider. Parents/Legal guardians who anticipate a student's absence of more than five consecutive days due to an extended health problem should apply immediately for homebound instruction by calling the school guidance office. A child is not counted as absent if the homebound is approved and the student receives instruction for each day approved.

The district will consider a student **unlawfully** absent under the following circumstances:

- The student is willfully absent from school without the knowledge of his/her parents/legal guardians.
- The student is absent without acceptable cause with the knowledge of his/her parent/legal guardian.
- The student is absent and fails to turn in an acceptable note within five days of the student's return from an illness.
- The student is absent after the parent/legal guardian has received notice that a medical note is required but the medical note is not presented.

Truancy

Truant - A child from age five until age 17 years meets the definition of a truant when the child has three consecutive unlawful absences or a total of five unlawful absences.

Intervention Plans

Once a child is determined to be truant as defined in the section above, school officials must make every reasonable effort to meet with the parent(s)/legal guardian(s) to identify the reasons for the student's unlawful absences. These efforts should include telephone calls and home visits as well as written messages. The principal or his/her designee and the attendance clerk will coordinate communication between the parent/legal guardian, child, community resources, and school personnel in an effort to develop a written intervention plan to address the student's unlawful absences. The attendance supervisor will meet monthly with those designated school personnel to review the attendance intervention plans of those students who have been identified as truant, habitually truant, and chronically truant.

The intervention plan must include the following:

- reasons for the unlawful absences
- actions to be taken by the parent/legal guardian and student to resolve the cause of the unlawful absences
- documentation of referrals to appropriate service providers and, if available, alternative school and community-based programs
- action to be taken by school personnel
- actions to be taken in the event unlawful absences continue
- signature of the parent/legal guardian or evidence that attempts were made to involve the parent/legal guardian
- results of actions taken by all the parties
- revisions to plans as needed

Referral to the Attendance Supervisor

Once school officials have completed an intervention plan with the parent/legal guardian (and the student if he/she is 12 years of age or older), and the student accumulates one additional unlawful absence, a referral must be made to the district attendance supervisor. Documentation of continued efforts by the school and/or attendance supervisor must be documented on the intervention plan form.

In addition, if attempts to involve the parents/legal guardians have been unsuccessful and the student has been identified as truant, a referral must be made to the district attendance office. Documentation of all attempts to involve the parent/legal guardian must be included in the referral packet.

Referrals and Judicial Intervention

At no time should a child or parent/legal guardian be referred to family court to be placed under an order to attend school prior to the written intervention planning being completed with the parent/legal guardian. Should the parent/legal guardian refuse to cooperate with the intervention planning to remedy the attendance problem, the school district has the authority to refer the student to family court in accordance with [S.C. Code Ann. 59-65-50](#). In addition, schools must exhaust all reasonable alternatives to court action if a child or parent/legal guardian has already been placed on a school attendance order before a referral is made to family court for violation of that order.

Transfer of Plans

If a student transfers to another public school in South Carolina, intervention plans will be forwarded to the receiving school. School officials will contact the parent/legal guardian to review the plan and revise as appropriate.

Approval of Absences in Excess of 10 Days and Approval of Credit

Approval or disapproval of absences

The principal will approve or disapprove any student's absence in excess of 10 days for the purpose of awarding credit and to determine if these absences are lawful or unlawful.

A medical note or other documentation will be required after a student accumulates 10 absences in order to assist the principal in making that decision. A principal may decide not to include those absences that are medically excused as part of the 10 total absences provided the number of medical notes is not deemed excessive.

Procedures for approving/disapproving absences

Late entrance: Students are expected to attend school for the full year beginning with the first day of school. For students who enter school after the first 10 days (five days for semester classes) and whose reasons for failing to attend are not accepted according to board policy, credit will be withheld.

Transfers from out-of-state or district: If a student begins school in another state or district and transfers into the school district, the following rules will be observed.

- Rules prevailing in the former school system will be considered.
- Prorate application of South Carolina attendance policies may be used.

Field trips: Students may be permitted to miss class to participate in approved field trips.

Suspension: In-school suspensions will not count as absences. Out-of-school suspensions will count as lawful absences.

Routine scheduled visits for dental/medical/mental health: Students who require routine periodic visits to their orthodontist, dentist, physician, mental health specialist, health department specialist and other health-related professional should schedule their appointments at other than instructional time. If such visits are required during the school day, they will be scheduled at varying times. Lawful absences for these purposes are not to exceed five during the school year.

Late buses: Students who are late to class or school due to tardy arrival of school buses will not be counted absent or tardy.

Court appearances: Student absences resulting from required court appearances will be considered as lawful.

These regulations apply to all students in grades K-12.

Make-up work

Teachers will permit students to make-up work missed during an absence as long as the student makes appropriate arrangements with the teacher.

School principals will exert every realistic effort to provide assurance that these regulations are adhered to in a fair and consistent manner. Principals will place special emphasis on coordinating implementation affecting students within the same family.

ASBESTOS MANAGEMENT

Dear Parents:

This letter is to formally notify all parents that the Aiken County Public School District is in compliance with the Asbestos Hazard Emergency Response Act (AHERA) U.S. EPA Asbestos Containing Building Materials (ACBM) in schools, 30 CFR Part 763, October 30, 1987. A Management Plan, which identifies and assesses the asbestos found in our facilities, has been prepared for each building.

A copy of the Management Plan has been approved by the State Department of Health and Environmental Control and distributed to each school or administrative office. The public may view the Management Plan for each facility during normal operating hours by contacting the school office or administrative office. The Management Plan lists the planned response actions for the ACBM, which are currently in progress.

The entire school system was re-inspected for ACBM condition in October 1998, and found to be in compliance with AHERA regulations.

Any questions pertaining to the Management Plan may be directed to Mr. Robbie Roberson, the Coordinator for Facilities Construction Department at (803) 642-0431.

Sincerely,

King Laurence
Superintendent

ATTENDANCE

State law requires all children between the ages of five and 17 attend a public or private school or kindergarten. A parent whose child or ward is not six years old on or before September 1st of the school year may waive kindergarten attendance for his/her child. Regular attendance is necessary if students are to make the desired and expected academic and social progress. The school year consists of 180 school days.

BUS TRANSPORTATION

All bus changes must be approved by the transportation supervisor at 803-442-6106. Permanent changes (for the remainder of the year) must also be approved by the transportation supervisor. All requests for changes must be made in writing with the following information given: (1) the child's name and homeroom, (2) how the child was previously transported, and (3) the new bus number and the name and address of the person to whom the child will be going. **Under no circumstances will a student be allowed to change buses without written notification from their parent or guardian.** Certain laws and regulations govern the operation of school buses. Transportation by school buses will be provided for those students living one and one-half miles or more from the school according to S.C. Department of Education guidelines. Buses stop every two-tenths of a mile when necessary. Buses and drivers are not under the supervision of the school principal. The transportation supervisor is in charge of all bus routes and drivers. The Area II Transportation Supervisor, housed behind Mossy Creek Elementary, is in charge of the bus routes, drivers, and regulations. If you have any questions, please call 803-442-6106. **Kindergarten - 2nd Grade** Parent/guardian (listed on student registration form) must be at the bus stop to receive their kindergarten - second grade child unless they are riding home with an older sibling. **If the parent/guardian is not at the stop to receive the child, he/she will be returned to the school. If the child is returned to school three times, transportation privileges will be denied.**

CAR RIDERS

- All car riders should be dropped off no earlier than 7:00 AM
- It is imperative that drivers follow the established one-way traffic pattern. If you must park your car, do so in a non-reserved established parking space in the front parking lot.
- Please do not park alongside the curb in either circle or leave your car unattended during arrival and dismissal times.
- The school will provide each family with two car rider identification tags which must be placed on the front mirror of your vehicle for easy readability.
- Anyone picking up a student in the car rider line must have the school issued car rider identification tag or you will be required to report to the front office and show your driver's license.
- Extra car rider tags can be purchased for a fee.
- Car identification tags which are altered will not be accepted and must be replaced at the parent's expense.

COMMUNICATION

It is important for us as a school to keep all stakeholders informed about the great things happening at HHE. The following are some of the ways we communicate:

- Agenda books
- Facebook page - <https://www.facebook.com/HammondHillElementarySchool/>
- HHE Webpage - <https://www.acpsd.net/hhes>
- Instagram - <https://www.instagram.com/hhebees/>
- Interim reports
- Monthly newsletter
- Personal phone calls from teachers
- Report cards
- Twitter - <https://twitter.com/HHEBees>
- Weekly email
- Weekly text message
- Weekly voice message
- Weekly yellow communication folders

DAILY SCHEDULE

- **Arrival: 7:00 – 7:30 AM** Students may enter school from either side of the building upon arrival. Students entering from the Bunting Road side of the school will enter through the cafeteria doors from 7:00 – 7:20 AM. *Students arriving after 7:25, unless on a late bus, may not eat breakfast.*
- **7:25 AM** - First Bell rings.
- **7:30 AM** - Tardy Bell rings. All students who are not in the building by this time should report to the office for a tardy slip before going to class.
- **2:30 PM** Dismissal of all students

DISCIPLINE

Aiken County Public School District has a written code of student conduct by which schools and students must follow. Each student receives a copy on his/her first day of school. Parents and students are to read and become familiar with these policies. A portion of this is to be signed by student and parent, dated and returned to the teacher, who will keep it on file for the current school year. Specific school, classroom, and bus rules and consequences are communicated to the students and parents. If a student receives a discipline notice, please sign and return it the next day.

DRESS

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

1. Appropriate attire
 - skirts, shorts and skorts must be at least two inches below fingertip length or longer when standing (leggings or tights do not substitute for length)
 - clothing must cover undergarments
 - pants, shorts, skirts, and skorts must be worn at the waist
 - shoes, shirts and pants must be worn at all times
2. Inappropriate attire for all students
 - hats, head scarves, bandanas, and sunglasses should not be worn inside the building (this does not apply to designated spirit days assigned by the administration)
 - tank tops, tube tops, halter tops and tops with string straps, unless covered by a shirt or blouse
 - bare midriffs and backs
 - see-through garments
 - garments that have open holes higher than the knee
 - leggings/jeggings and tights worn as pants
 - “sagging” pants, shorts worn below the waist-line
 - clothing/jewelry may not display alcohol, tobacco, or controlled substance advertisements. Clothing may not display vulgar writing or symbols that are sexual in nature or which illustrate violence. Also, while the displayed message may not be obscene or profane, the message conveyed may still be deemed inappropriate and students will be asked not to wear the clothing/jewelry.
 - flip flops (refrain from wearing because of safety concerns)
3. Hair styles and colors
 - all students are asked to refrain from hair styles/colors that are potentially distracting in a school setting (any action related to hair styles/colors is at the discretion of administration).

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

EARLY DISMISSAL DAYS

Students will be dismissed at 12:30 on early dismissal days. Please see the district calendar for the specific days.

***Students who are not picked up by 12:45 PM on Early Dismissal Days and 2:45 PM on regular school days will be sent to Quest Zone, our extended day after school program. Parents will be charged the regular fee for after school care.**

EMERGENCY SCHOOL CLOSING

When inclement weather occurs, district administrators will decide by 6:30 am if the school will open. The decision will be broadcast on Augusta, Aiken, and Columbia radio and television stations. Students are not permitted to use the school telephone during an emergency resulting in the closing and/or early dismissal of school. Should an emergency arise such as a bomb threat we ask that parents refrain from coming to the school as a student accountability plan is in place that teachers must implement.

ENROLLMENT AND REGISTRATION

Each year, parents/guardians are required to register their student(s) for the upcoming school year. Parents of **all** students must provide the following:

All registration information must be filled out correctly and completely by the student's parent, legal guardian, or others approved by our Chief Officer of Administration or designee. The school **MUST** have the phone number of the parent or guardian and two (2) alternate persons to contact. Every available resource will be used when it becomes necessary to contact parents of students. A student will not be able to register without formally withdrawing from his/her previous school and must have a transfer from the school in which he is withdrawing.

FIELD TRIPS

Educational field trips are planned to provide experiences correlated with subjects studied in the classroom. Students are required to have written permission from a parent or guardian prior to going on a field trip. All trips will be chaperoned by school personnel who may be assisted by parent volunteers. Parents who are not designated chaperones are discouraged from following the bus and are not guaranteed admission to the field trip destination and being able to join the chaperoned groups that have already been pre-assigned. Field trip refunds will be granted only in very unusual circumstances and only by the principal. If at any time, payment for a classroom field trip places a burden on your family, please let us know. We have some funds available to help out in those situations. We feel it is important for all students to participate.

FOOD POLICY

Aiken County Public School District has mandated that food served to students must be prepared commercially; pre-packaged or prepared in a DHEC approved kitchen. Food brought to school parties cannot be made by parents.

GIFTED AND TALENTED PROGRAM FOR AIKEN COUNTY PUBLIC SCHOOLS

The Aiken County Public School District serves state-identified gifted and talented students according to State Regulation R-43-220 and the policies of the local School Board. Gifted and Talented students are those identified in grades 3 – 12 as demonstrating high performance ability or potential in academic or artistic areas. The Gifted and Talented Educational Program (GT) serves academically gifted students in grades 3 – 12 throughout the school year. The district's Gateway program serves artistically gifted students in grades 3 – 12 in a summer program.

Academically gifted students qualify for the Gifted and Talented Education Program if they meet the criteria set forth in the state regulations. Identification may be appealed to the District Evaluation/Placement Team. Private testing may be used only for referral purposes according to state regulations, but not for identification. Parents, teachers, and students may make student referrals to the program through the school's GT teachers or the school's guidance counselor at any time during the school year.

To be identified, students must meet two of the following dimensions:

Dimension A: Reasoning Abilities – Students must demonstrate high aptitude (93rd national age percentile or above) in one or more of these areas: verbal/linguistic, quantitative/mathematical, non-verbal, and/or composite of the three. All students are tested during the fall of grade 2 using the CogAT test to measure aptitude. Students at or above the 96th national age percentile on the composite score receive automatic GT placement.

Dimension B: High Achievement in Reading and/or Mathematical Areas – Students must demonstrate high achievement (94th national percentile and above) in reading and/or math as measured by a nationally-normed test or the South Carolina statewide assessment instrument (SCReady qualifying scores are determined each year by the state). All second grade students are tested during the fall using the Iowa Test of Basic Skills. Students in grades 3 – 8 are SCReady tested in the spring.

Dimension C: Intellectual/Academic Performance – Students must demonstrate a high degree of interest in and commitment to academic and/or intellectual pursuits. Students entering grades 6 – 12 meet this dimension if they demonstrate a 3.75 grade point average on a 4.0 scale in language arts, math, science, social studies, and foreign language. Students entering grades 3 – 6 demonstrate this dimension through a performance task assessment administered to students meeting one of the two dimensions detailed above.

Instruction in Gifted and Talented Educational Program classes exceeds the state standards for each grade level through a special class designated model in grades 3 – 12. Students in grades 3-5 are served through the special class model. Math coursework is accelerated in grades four and five. Advanced and Honors courses are available for GT students in the middle schools, and Honors, Dual Enrollment, and Advanced Placement courses are used to serve GT students in the high schools. Artistically gifted students must apply for the Gateway program during the school year and complete the interview and audition process in the spring. This summer program serves newly qualified and previously qualified students.

The Aiken County Public School District does not discriminate on the basis of ethnic or racial background, religious beliefs, sex, disability, economic or social conditions, alienage, national origin, immigrant status (except as limited or restricted by certain visa qualifications set forth in federal law) or by English-speaking status in, or employment in, its programs and activities. Inquiries regarding the nondiscrimination policies should be made to the Chief Officer of Administration (803-641-2420). For more information on the Gifted and Talented Educational Program, contact your school principal or the Office of Federal Programs (803-641-2403).

GRADING SYSTEM

Student performance should be evaluated based on state grade-level standards, IEP's, textbook and teacher-made tests, and other available methods. Student conduct shall be excluded from consideration in determining a student's grade. Provisions in this policy will supersede rules pertaining to class rank, course weightings, course levels, and sections relevant to such as found in Policy IHC.

GRADING SCALES

Kindergarten: In kindergarten, a checklist reflecting academic achievement standards shall be used each nine weeks.

Grades 1 – 5: In grades one through five, numerical grades as specified shall be used to report student progress for each reporting period. Report cards shall reflect the academic achievement standards.

First Grade

Numerical Grades will be provided for Reading and Math.

Letter Grades will be provided for:

Handwriting	Social Studies
Science/Health	Art
Music	PE

- One (1) dose of Varicella vaccine received on or after the first birthday or positive history of disease for all children admitted to kindergarten, first, second, third, fourth and fifth grades.

INTERNET ACCEPTABLE USE POLICY

(Internet and Other Electronic Media and On-Line Connections)

Technology is a vital part of education and the curriculum of the School District. In an effort to promote learning and expand educational resources for students, the District will make, or has made, arrangements to provide worldwide electronic on-line connection access to students and staff. While the Internet will be a primary on-line source, this policy, and any implementing Administrative Rule, is intended to cover the use of the School District's computer-related electronic on-line connections, generally, as well as the District's computer hardware and software. References to "Internet" as used herein shall be construed as a term of convenience to cover the intended scope of this policy. The District's goal in providing this service is to promote educational excellence by communication, innovation, and facilitation in sharing of teaching and learning resources. Access to such "electronic highways" connecting millions of computer users all over the world, will allow School District students and staff the opportunity to communicate with others on a global level and access educational materials worldwide. It will also enhance professional development for staff.

Access to the Internet is a privilege, not a right. With this privilege, there also is a responsibility to use the Internet solely for educational purposes and not to access inappropriate materials not suitable for students. To that end, the School District administration is directed to develop appropriate guidelines governing the use of District computers to access the Internet.

As part of the implementation of the administration's guidelines, students and staff must be instructed on the appropriate use of the Internet. In addition, parents must sign a permission form to allow students to access the Internet. Students also must sign a form acknowledging that they have read and understand the Acceptable Use Policy and Administrative Rule, that they will comply with this policy and rule, and that they understand the consequences of violating this policy or rule. District staff must sign a similar acknowledgment form before they will be allowed to access the Internet. Copies of all Internet Use Policies may be located in the Aiken Code of Student Conduct. Inappropriate use by any person will not be tolerated.

Adopted: 11/12/96

The School District of Aiken County **File IJNDB-R**

LUNCHBOXES, ETC.

If a child leaves their lunchbox at home, parents should bring it to the office. Students will be allowed to check in the office on their way to the cafeteria for their lunchbox. However, it is the child's responsibility to stop by the office to check. Office staff will notify the student or their teacher that they have a lunchbox in the office. No lunchboxes or other items will be delivered to the classroom. Classroom interruptions interfere with the learning process of your child and their fellow classmates.

MAKE-UP WORK

Students are required to complete any work missed during an absence. Homework assignments must be requested by **10:30 a.m.** to allow sufficient time to have the assignment to the office by 2:15 p.m. Assignments may be picked up from the office between 2:30 p.m. and 3:30 p.m.

MEALS

Breakfast

Hammond Hill Elementary offers breakfast each morning to our students. Students wishing to eat breakfast must report to the cafeteria before 7:25 a.m. and before going to their classroom. Students qualifying for free or reduced lunch will also qualify for free or reduced breakfast.

Lunch Program

All lunch monies are handled by the cafeteria manager (or designee). The cafeteria manager will make decisions regarding credit and free or reduced lunch. Free lunch applications are available in the office throughout the year.

MEDICINES

If a student is required to take medication during school hours and the parent cannot be at school to administer the medication, only the principal or his designee will administer the medication in compliance with the following guidelines.

1. All medication must be in the original prescription container labeled with the following typed information and delivered by the parent/legal guardian:

- student's name
- name of medication
- time(s) to be administered
- dosage and strength
- directions for use
- approximate duration of use
- physician's name
- date
- pharmacy contact information

If, under exceptional circumstances, the parent/legal guardian is unable to personally deliver the medication to the school, a note indicating the number of units of medication must be sent with the student and must accompany the container and the completed district medication form.

2. Over-the-counter medications cannot be administered at school without a written medical order (prescription). While parents/guardians may give their child over-the-counter medication without a prescription, South Carolina laws require school nurses to have a medical order from a health care provider for all medications administered to students. Over-the-counter medications sometimes have side effects. Some are harmful if taken by students with certain medications. As a school district we often do not know students' complete medical histories and what we do not know could result in harm. Please ask your health care provider to use the district medication form to write the order for the medication. Parents are requested to also sign the district medication form. A responsible adult should deliver the over-the-counter medicine and the Permission for Medication form.

3. Refilled prescription drugs must be provided in the original container, appropriately labeled. Medication may not exceed a one month supply.

4. Any changes in administration of current prescription medication must be accompanied by a district medication form and a new label indicating the changes. A faxed or hard copy physician's order to change the administration of a drug may also be accepted. Students may be given permission to carry and self-administer their medications due to life threatening conditions. Permission will be granted only after a physician's order is received.

5. The school district retains the discretion to reject any request for administration of medicine.

6. A copy of this regulation will be provided upon request for administration of medication in the schools.

7. School personnel and employees cannot be responsible for the adequacy of prescribed medications or medical treatments recommended by physicians or related medical professionals and/or supplied by a pharmacist or other sources outside of the school district and, therefore, will assume no responsibility for the effects of such medications or treatments upon students.

(Administrative Rule JGCD-R)

MONEY

All money sent to school should be placed in a sealed envelope and the following information should be written on the outside:

- Student's Name
- Homeroom
- Amount enclosed
- Purpose of the money

All money should be given to the appropriate adult upon arrival to class.

PARTIES

Hammond Hill Elementary has two class parties per school year, Winter Holidays and Valentines Party. The dates of these parties will be announced in the weekly Wednesday school newsletter. Birthday parties are prohibited at school. Invitations are not to be given out at school unless all children in the class are invited. Limousines are prohibited from picking up students from school for birthday celebrations. Students may not receive bouquets (flowers or balloons) at school. Permission from the teacher must be received before refreshments are sent to school. (See Food Policy)

PERSONAL PROPERTY

Please put your child's name on all gloves, jackets, coats, etc. This identification will help us return lost belongings to the owner. The school cannot be held responsible for lost or stolen personal property. At the end of each nine week period, unclaimed personal property (bookbags, sweaters, coats, etc.) will be donated to charity.

PRESIDENTIAL OR GUBERNATORIAL SPEECHES

NOTICE OF OPT-OUT OPTION FOR PRESIDENTIAL OR GUBERNATORIAL SPEECHES

While it is the board's policy to facilitate the opportunity for students to observe live presidential or gubernatorial speeches or presentations by electronic media when the same are offered for school-age students during school hours, parents may request in writing to the principal (or his/her designee) that their children be excused and offered appropriate alternate supervised activities.

[See Policies IHAC and IHAA for more information.]

PROMOTION AND RETENTION OF STUDENTS (Policy IHE)

To be promoted, a student must satisfactorily complete the minimum criteria established by the state board of education as mandated by the Education Accountability Act of 1998 and local requirements of the Aiken County Board of Education (see administrative rule IKE-R). Promotion to the next level of work or retention in the same grade or subject level will follow the procedures established by the district's local accountability plan.

Promotion Criteria for Kindergarten

Completion of the kindergarten program generally leads to placement in first grade. Retention in kindergarten will be based on an evaluation of the child as indicated by formal and informal instruments, with input from teachers, parents/legal guardians, the principal, and other appropriate school personnel.

Promotion Criteria for Grades One through Five

The following criteria will govern student promotion from one grade to another.

Reading and math proficiency will be determined by state assessments, mastery tests, teacher-made tests, and samples of assigned work. In addition, other objective measures may be utilized. Grade One Successful completion of grade one reading and math skills and appropriate growth in reading and math based on objective measures.

Grades Two A yearly passing average in reading and math or appropriate growth in through Five reading and math of at least one grade level based on objective measures.

In addition to meeting the mastery criteria for reading and mathematics in grades three through five, a student must pass at least two of the three academic courses (language arts, science, and social studies).

Third Grade Retention - Act 284

In accordance with Act 284 of the South Carolina Code of Laws, the Read to Succeed Act:

(A) Beginning with the 2017-2018 school year, a student must be retained in the third grade if the student fails to demonstrate reading proficiency at the end of the third grade as indicated by scoring at the lowest achievement level on the state summative reading assessment. A student may be exempt for good cause from the mandatory retention but shall continue to receive instructional support and services and reading intervention appropriate for their age and reading level. Good cause exemptions include students:

(1) with limited English proficiency and less than two years of instruction in English as a Second Language program;

(2) with disabilities whose individual education plan indicates the use of alternative assessments or alternative reading interventions and students with disabilities whose Individual Education Plan or Section 504 plan reflects that the student has received intensive remediation in reading for more than two years but still does not substantially demonstrate reading proficiency;

(3) who demonstrate third-grade reading proficiency on an alternative assessment approved by the board and which teachers may administer following the administration of the state assessment of reading;

(4) who have received two years of reading intervention and were previously retained;

(5) who through a reading portfolio document, the student's mastery of the state standards in reading equal to at least a level above the lowest achievement level on the state reading assessment. Such evidence must be an organized collection of the student's mastery of the state English/language arts standards that are assessed by the Grade three state reading assessment. The Read to Succeed Office shall develop the assessment tool for the student portfolio; however, the student portfolio must meet the following minimum criteria:

(a) be selected by the student's English/language arts teacher or summer reading camp instructor;

(b) be an accurate picture of the student's ability and only include student work that has been independently produced in the classroom;

(c) include evidence that the benchmarks assessed by the Grade three state reading assessment have been met. Evidence is to include multiple choice items and passages that are approximately sixty percent literary text and forty percent information text, and that are between one hundred and seven hundred words with an average of five hundred word. Such evidence could include chapter or unit tests from the district or school's adopted core reading curriculum that are aligned with the state English/language arts standard or teacher-prepared assessments;

(d) be an organized collection of evidence of the student's mastery of the English/language arts state standards that are assessed by grade three state reading assessment. For each benchmark there must be at least three examples of mastery as demonstrated by a grade of seventy percent or above; and

(e) be signed by the teacher and the principal as an accurate assessment of the required reading skills; and

(6) who successfully participate in a summer reading camp at the conclusion of the third grade year and demonstrate through either a reading portfolio or through a norm-referenced, alternative assessment, selected from a list of norm-referenced, alternative assessments approved by the Read to Succeed Office for use in the summer reading camps, that the student's mastery of the state standards in reading is equal to at least a level above the lowest level on the state reading assessment.

(B) The superintendent of the local school district must determine whether a student in the district may be exempt from the mandatory retention by taking all of the following steps:

(1) The teacher of the student eligible for exemption must submit to the principal documentation on the proposed exemption and evidence that promotion of the student is appropriate based on the student's academic record. This evidence must be limited to the student's individual education program, alternative assessments, or student reading

portfolio. The Read to Succeed office must provide districts with a standardized form to use in the process.

(2) The principal must review the documentation and determine whether the student should be promoted. If the principal determines the student should be promoted, the principal must submit a written recommendation for promotion to the district superintendent for final determination.

(3) The district superintendent's acceptance or rejection of the recommendation must be in writing and a copy must be provided to the parent or guardian of the child.

(4) A parent or legal guardian may appeal the decision to retain a student to the district superintendent if there is a compelling reason why the student should not be retained. A parent or legal guardian must appeal, in writing, within two weeks after the notification of retention. The letter must be addressed to the district superintendent and specify the reasons why the student should not be retained. The district superintendent shall render a decision and provide copies to the parent or legal guardian and the principal.

(C)

(1) Students eligible for retention under the provisions in Section 59-155-160(A) may enroll in a summer reading camp provided by their school district or a summer reading camp consortium to which their district belongs prior to being retained the following school year. Summer reading camps must be at least six weeks in duration with a minimum of four days of instruction per week and four hours of instruction per day, or the equivalent minimum hours of instruction in the summer. The camps must be taught by compensated teachers who have at least an add-on literacy endorsement or who have documented and demonstrated substantial success in helping students comprehend grade level texts. The Read to Succeed Office shall assist districts that cannot find qualified teacher to work in the summer camps. Districts also may choose to contract for the services of qualified instructors or collaborate with one or more districts to provide a summer reading camp. Schools and school districts are encouraged to partner with county or school libraries, institutions of higher learning, community organizations, faith-based institutions, businesses, pediatric and family practice medical personnel, and other groups to provide volunteers, mentors, tutors, space, or other support to assist with the provision of the summer reading camps. A parent or guardian of a student who does not substantially demonstrate proficiency in comprehending texts appropriate for his grade level must make the final decision regarding the student's participation in the summer reading camp.

(2) A district may include in the summer reading camps students who are not exhibiting reading proficiency at any grade and do not meet the good cause exemption. Districts may charge fees for these students to attend the summer reading camps based on a sliding scale pursuant to Section 59-19-90, except where a child is found to be reading below grade level in the first, second, or third grade and does not meet the good cause exemption.

(D) Retained students must be provided intensive and instructional services and support, including a minimum of ninety minutes of daily reading and writing instruction, supplemental text-based instruction, and other strategies prescribed by the school district. These strategies may include, but are not limited to, instruction directly focused on improving the student's individual reading proficiency skills through small group instruction, reduced teacher-student ratios, more frequent student progress monitoring, tutoring or mentoring, transition classes containing students in multiple grade spans, and extended school day, week, or year reading support. The school must report to the Read to Succeed Office on the progress of students in the class at the end of the school year and at other times as required by the office based on the school year and at other times as required by the office based on the reading progression monitoring requirements of these students.

(E) If the student is not demonstrating third-grade reading proficiency by the end of the second grading period of the third grade:

(1)

(a) his parent or guardian timely must be notified, in writing, that the students is being considered for retention and a conference with the parent or guardian must be held prior to a determination regarding retention is made, and conferences must be documented.

- (b) within two weeks following the parent teacher conference, copies of the conference form must be provided to the principal, parent or guardian, teacher and other school personnel who are working with the child on literacy, and summary statements must be sent to parents or legal guardians who do not attend the conference;
 - (c) following the parent/teacher retention conference, the principal, classroom teacher, and other school personnel who are working with the child on literacy must review the recommendation for retention and provide suggestions for supplemental instruction; and
 - (d) recommendations and observations of the principal, teacher, parent or legal guardian, and other school personnel who are working with the child on literacy must be considered when determining whether to retain the student.
- (2) The parent or guardian may designate another person as an education advocate also to act on their behalf to receive notification and to assume the responsibility of promoting the reading success of the child. The parent or guardian of a retained student must be offered supplemental tutoring for the retained student in evidence-based services outside the instructional day.
- (F) For students in grades four and above who are substantially not demonstrating reading proficiency, interventions shall be provided by reading interventionists in the classroom and supplementally by teachers with a literacy teacher add-on endorsement or reading/literacy coaches. This supplemental support will be provided during the school day and, as appropriate, before or after school as documented in the district reading plan, and may include book clubs or summer reading.

Considerations for Promotion/Placement for K through Grades Five

Certain factors may be considered with regard to the child's ability to succeed at the next higher grade. These factors may include health, social/emotional and/or mental maturity, chronological age, and/or physical development. These factors may lead to a decision to administratively assign a student to the next grade.

When a student is administratively assigned by the administration or at the request of the parent/legal guardian and has not met mastery standards appropriate for his/her grade level, a document that includes reasons why the decision was made to override academic standards should be signed by the parent/legal guardian and the principal and made a part of the student's cumulative record. If the parent/legal guardian does not agree with the decision to administratively assign the student, a conference with the principal and parent/legal guardian will be held to review the data and to determine placement in the best interest of the student.

The procedure for administratively assigning a student who has not met mastery standards appropriate for his/her grade level will also be followed for parents/legal guardians who request that a student who has met grade level requirements be retained.

During the school year, when a student is identified as performing below the level required for promotion, data will be analyzed and interventions should begin immediately. Measures for students who are not promoted will be addressed in an intervention plan. The school principal and other appropriate school personnel will jointly make the recommendation for retention.

RECORDS

Educational Records – Confidentiality (Certain Exceptions)

Under federal law parents and students have a right to expect the confidentiality of student records. Educational agencies may act to declare certain aspects of a student's educational records to be "directory information," meaning information contained in such records which is not considered to be generally harmful or an invasion of privacy if disclosed. The Aiken County Board of Education has previously determined that "directory information" could be released to third parties upon request, at the discretion of the school principal. Federal law and regulatory authority allows the release of such information without prior consent subject to certain conditions of pre-disclosure to parents or students. The purpose of this notice is to meet such pre-disclosure requirements.

Under District policy the following information is considered to be releasable: The student's name, address, telephone number, date and place of birth, subjects of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, date of attendance (on both an annual and daily basis), diplomas and awards received, photographs, and the most recent previous educational agency or institution attended by the student. **(Examples of the types of information frequently released include, but are not limited to, Senior Class Listings, Annuals/Yearbooks, Science Fair Winners, Students of the Month, Honor Roll Lists, National Honor Society, athletic event programs, etc.)** A parent or guardian of a student attending Aiken County Public Schools who would prefer that any or all of the information designated above **not** be released without the parent's or guardian's prior consent should so notify the office of the Chief Officer of Operations and Student Services in writing (1000 Brookhaven Drive, Aiken, SC 29803) no later than September 8, 2017. If there are any questions, please contact Dr. Shawn Foster, Chief Officer of Operations and Student Services at (803) 641-2514.

Annual Student Records Notice Pursuant To The Family Educational Rights And Privacy Act

Student Records Notice: Under the Family Educational Rights and Privacy Act parents or eligible students have the right to 1) inspect and review a student's educational records; 2) request an amendment to incorrect or misleading records, or records otherwise in violation of a student's privacy rights; 3) consent to disclosures of personally identifiable information (except as allowed without consent by law); and 4) file with the U. S. Dept. of Education a complaint for any alleged failure by this School District to comply with the Act. A more detailed explanation of rights and procedures may be found in the Policy Manual located at any school, area office, or the District office (Policy JRA and Administrative Rule JRA-R). Policies may also be found online at the Aiken County Public Schools website (www.acpsd.net). A copy of this policy will be mailed to any parent upon request. **Parents or eligible students who have limited or no visual acuity, who have a primary home language other than English, or who may be disabled in some other way which effectively impairs their ability to see, comprehend, or become aware of this notice will be accommodated upon discovery of such limitations by the District. Patrons who may be aware of others with such limitations are requested to notify the District of these circumstances.**

REPORT CARDS

Report cards and interim reports are sent home during the school year to keep families informed of their child's progress. See the district calendar for the specific dates.

SCHOOL WIDE EXPECTATIONS

Classroom	Hallways- Sidewalks	Playground	Cafeteria	Media Center
<p>Be on task and give your best effort.</p> <p>Be prepared.</p> <p>Keep your work area clean.</p> <p>Follow directions.</p> <p>Use active listening.</p> <p>Respect the space and property of others.</p>	<p>Pick up litter.</p> <p>Walk silently in a single file line to the right (no gaps).</p> <p>Keep hands/feet and objects to self and off the walls.</p>	<p>Play safely.</p> <p>Put litter in garbage can.</p> <p>Look /listen for universal signal.</p> <p>Use equipment appropriately</p>	<p>Walk.</p> <p>Observe 10 minute silent lunch.</p> <p>Clean up.</p> <p>Show respect to cafeteria staff.</p> <p>Practice good table manners</p> <p>Use indoor voices.</p>	<p>Enter and work quietly.</p> <p>Follow check out/check in procedures.</p> <p>Take care of books and computers.</p>
Assembly	Restroom	Computer Lab	Dismissal	Car Riders
<p>Enter silently and in class line.</p> <p>Sit silently in one spot.</p> <p>Keep hands/feet to self.</p> <p>Use active listening skills.</p> <p>Use appropriate applause.</p>	<p>Be quick and silent.</p> <p>Flush.</p> <p>Wash hands.</p> <p>Turn off water.</p> <p>Dispose of paper.</p>	<p>Plug in headphones.</p> <p>Begin work promptly.</p> <p>Stay on task.</p> <p>Work silently.</p> <p>Gather all materials before leaving.</p> <p>Push in chair.</p>	<p>Listen for end of day announcements.</p> <p>Pick up litter and tidy up personal space.</p> <p>Line up quietly.</p> <p>Observe hallway procedures.</p>	<p>Remain silently seated until teacher calls student's name.</p> <p>Keep everything inside book bags.</p> <p>Stay silent in your personal space while sitting or standing.</p> <p>Listen for your name.</p> <p>Wait for teacher to assist you with the car door. Enter car quickly and buckle seat belt.</p>
Day Care / Late Bus Riders	Walkers/ Bikers	Bus Riders		
<p>Sit quietly in the area for your bus or daycare.</p> <p>Keep hands and feet to yourself.</p> <p>Listen for your daycare or bus to be called.</p>	<p>Cross streets where crossing guards are located.</p> <p>Keep hands in your personal space.</p> <p>Use trash cans for trash.</p> <p>Walk with grade level teacher.</p>	<p>Listen to the driver.</p> <p>Enter/exit safely and quietly.</p> <p>Sit appropriately and remain seated until the bus comes to a complete stop.</p> <p>Keep hands, feet, & objects to yourself and free from aisles and windows.</p> <p>Treat windows and seats appropriately.</p> <p>Wait for a complete stop before rising.</p> <p>Pick up trash.</p> <p>Watch for your stop.</p>		

SEXUAL HARRASSMENT

According to the district's Student Code of Conduct, engaging in sexual harassment of any student, staff member, or visitor, either male or female, on school property or while under the jurisdiction of the school, is considered a violation that is disorderly, disruptive, and/or criminal in nature and may result in disciplinary action, including suspension and/or expulsion in certain instances when it occurs while the student is on school property and/or under the jurisdiction of the school, including while riding a school bus. Sexual harassment may be generally defined as unwelcome sexual advances, request for sexual favors, and written, spoken or physical conduct of a sexual nature. Students who feel they may have been subjected to sexual harassment are encouraged to report the matter to a parent and to a teacher, guidance counselor, principal, or any other school official with whom the student feels comfortable.

SIGNING A STUDENT OUT

For your child's protection, we require proper and valid identification from anyone requesting to sign a child out of school. No alternatives will be accepted over the phone. **ONLY THOSE PERSONS WHOSE NAMES YOU HAVE PLACED ON THE REGISTRATION FORM WILL BE ALLOWED TO CHECK YOUR CHILD OUT FROM SCHOOL.** Students are not allowed to be signed out after 2:00 PM. End of the day check-out causes confusion not only in the main office, but also in the classroom and creates a safety issue.

STATEMENT OF NON-DISCRIMINATION EQUAL OPPORTUNITY

The School District is committed to equal opportunity for all of its students and patrons. District programs and activities shall be free from discrimination based upon race, religious creed, color, national origin, ancestry, disability, marital status, sex, age, or any other unlawful consideration. Persons who believe they have been discriminated against should contact the principal of the school, Academic Officer, or the School District's Coordinator for Section 504 concerns, Title IX concerns, and other Civil Rights matters (at [803] 641-2428). Copies of applicable policies are available upon request. (See Policy JI and Administrative Rule JI-R).

TEXTBOOKS

Textbooks are owned by the State and are issued free of charge to all students. Each student is responsible for the textbooks they have been issued. Students must pay for lost books and damage fees for any damage done to their textbooks.

TRANSFERRING A STUDENT

When transferring a student from HHE, please notify the school office at least 24 hours in advance.

VISITORS

Parents are encouraged to visit the school. All visitors to our school must report to the office upon arrival and sign in using Hall Pass on the laptop on the counter in the front office. All visitors must present an acceptable picture ID. This is for the protection of all children and adults. Visitors will receive a visitor's pass. Visitors must receive approval before going to any other part of the building or school grounds. We respectfully ask parents to make advance arrangements with teachers to schedule visits to the classroom, as certain blocks of time are designated for uninterrupted instruction and/or testing. All parent/teacher conferences must be scheduled in advance and take place during the teacher's planning time or non-instructional time. Special visitation days will be announced throughout the year.

Principals will not permit unauthorized persons in school buildings or on school grounds. Both state law and the school board authorize principals to take appropriate action to prevent unauthorized persons from entering buildings and from loitering or trespassing on grounds. Persons entering a school building without following the procedures will be asked to do so. If they do not follow procedures, they will be declared to be trespassing and law enforcement personnel will be asked to remove the individuals from the school campus or district facility.

Further, state law allows school administrators to conduct reasonable searches of the person and property of visitors on school premises.

VOLUNTEERS

Each year many parent and community residents assist in the instructional and operational programs not only by volunteering their time to work in the school, but also by sharing their special areas of expertise in the classroom. Please contact the school if you are interested in serving as a volunteer either regularly or on special occasions. We welcome you and need your support. Please remember that it takes all of us working together to provide our students with a quality education. For security reasons, all volunteers must stop by the office and obtain a visitor's badge. In addition, volunteers must complete required paperwork and attend our volunteer orientation program provided by our school counselor.

WALKERS

Students are considered a walker if they live within the Hammond Hill neighborhood and walk home. Students will cross the street with an HHE staff member with the crossing guard. If you are driving to pick up your child you must go through the car rider line.