

# The ABC's of Hilton Head Island Elementary School

## 2020-2021 School Year

*This section was developed to assist through the “educational lingo” associated with an elementary school. We hope this proves to be helpful! Some of the information/contact information may change over the year, but we will keep you notified about those changes on the school website.*

**504 Plan:** The “504” in “504 plan” refers to Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, which specifies that no one with a disability can be excluded from participating in federally funded programs or activities, including elementary, secondary or postsecondary schooling. "Disability" in this context refers to a "physical or mental impairment which substantially limits one or more major life activities." This can include physical impairments; illnesses or injuries; communicable diseases; chronic conditions like asthma, allergies and diabetes; and learning problems. A 504 plan spells out the accommodations that are made for these students in the school environment.

**Contact:** *Michelle Brockway, Assistant Principal*

**Assessment/Testing:** Students will be assessed in a variety of ways, both formally and informally throughout the school year. The words most often used with assessments at IB are *Formative* assessments (to inform the teacher; such as quizzes and tests) and *Summative* assessments (for students to show their knowledge; final unit tests, projects, reports).

In addition, students will be involved with the following assessments:

- **CogAT** (Cognitive Abilities Test): consensus testing given to all 2<sup>nd</sup> graders in South Carolina to assess cognitive ability. This is one of the assessments used for GTA identification.
- **MAP** (Measure of Academic Progress): a computerized adaptive assessment given three times a year to note strengths, weaknesses and progress or lack of. This assessment is used for teachers to help drive instructional practices.
- **SC PASS** (Palmetto Assessment of State Standards): a pencil/paper assessment given to students in grades 3-5 in the area of ELA, Math, Social Studies (5th), Science (4th) and Writing. Students will receive a score of Exemplary, Met or Not Met. There will be no state assessments during the 2020-2021 school year due to COVID-19.
- **ACCESS:** an assessment given to students who are currently identified as Limited English Proficient (LEP) once a year (March) to note progress with English Language Proficiency in the areas of reading, writing, speaking and listening. This assessment is based on the WIDA standards. A student must score a specific level set by the state in order to formally exit LEP status.
- **Fountas & Pinnell:** reading assessment which is given one on one to students at least three times a year to note progress or lack of reading skills. A grade level equivalency is given. On the report card this is noted as being reading above, on, or below grade level.

*Other assessments such as the IOWA, OLSAT, Naglieri, KBIT, STAR (Performance Tasks, Woodcock Munoz Language, speech/language, hearing/vision are given to individuals for a variety of reasons. Any assessments that are given to individuals, that are not grade or school wide specific, will require parent notification prior to administering. Parents will be notified about these results.*

**It is extremely important that on testing dates, your child is prepared by getting a good night's sleep, eating breakfast, and arriving on time.**

**Contact:** *Heidi Neeson, Assistant Principal*

**Attendance Policy:** A student who is absent from school shall provide a written note or an email to explain the student's absence no later than three days after the student returns to school. If a student visits a physician, a doctor's note should be provided. The parent note must contain the student's name, date(s) of absence and reason for missing school. Student absences will be marked excused for illness or a medical appointment, religious holidays or bereavement. All other absences will be marked unexcused. **Travel is not considered an excused absence. Please plan your vacations accordingly.**

**Truant:** The State Board of Education recognizes that truancy is primarily an educational issue and that all reasonable, educationally sound, corrective actions should be undertaken by the school district prior to resorting to the juvenile justice system.

A child, age 6 to 17 years, meets the definition of a truant when he/she has three consecutive unlawful (or unexcused) absences or a total of five unlawful (or unexcused) absences.

A student who is considered truant shall be placed on an Attendance Contract. If the student accumulates additional unexcused absences, they will be referred to the District for a Truancy Intervention Prevention Hearing (TIP). Parents who are uncooperative or do not address the attendance problem will be referred on to Family Court.

**Tardy Policy:** All students are expected to be in their classrooms ready to begin instruction at 7:40 a.m. Students will be marked formally tardy if they arrive after 7:45 a.m. Students who are bus riders will never be marked tardy, even if their bus is late to school. All students who enter the building at 7:45 a.m. or later must have a parent sign them in at the front office for a tardy pass. All tardies are unexcused unless accompanied by a dentist/doctor note for the morning hours. A student who accumulates 10 unexcused tardies in the school year will be placed on an attendance contract.

*Contact: Denise Friday, Social Worker or Sherol Pheiffer, Data Specialist*

**Camino Por Las Islas:** Caminos Por Las Islas (Paths on the Islands), is a Spanish Dual Language Program for Primary and Elementary students within the Beaufort County School District in South Carolina. The Spanish Dual Language model includes academic, linguistic and Hispanic cultural enrichment programs designed to: develop high academic performance in all content areas, develop a high level of proficiency in reading, writing, speaking and listening in both the English and Spanish languages, foster a sense of global citizenship by developing an understanding and appreciation of other cultures, and develop cross cultural communication and social interaction skills.

*Contact: Sarah Owen, Principal*

**CLIMB (The Critical Language Initiative in Mandarin in Beaufort):** This is a Dual Language program whose objective is to develop and implement a sustainable, sequential, standards-based continuum of language instruction in Mandarin Chinese leading to an advanced level of proficiency upon completion of grade 12.

*Contact: Sarah Owen, Principal*

**CLUBS:** During the year, various “clubs” are offered to students after school. Notification about these clubs and registration information will go out to all students. Examples of clubs are: Chorus, Chess Club, Dance, Jewelry Making and International Club. Snacks will be provided to all participants at no cost. For more information about club offerings, visit the school website.

*Contact: Melina Magazzu, Clubs Coordinator*

**SC Standards:** Teachers, parents and community leaders have all weighed in to help create the SC State Standards. The standards clearly communicate what is expected of students at each grade level for each content level. The State Standards focus on core conceptual understandings and procedures starting in the early grades, thus enabling teachers to take the time needed to teach core concepts and procedures well—and to give students the opportunity to master them. More information can be found at: <https://www.ed.sc.gov/instruction/standards-learning/>

*Contact: Denise Bell, Numeracy Coach; Dr. LaQuandra Stevenson, Literacy Coach; or Karen Perdue, PYP/IB Coordinator*

**Dress Code:** It is the policy of the Beaufort County School District to regulate reasonable attire of students during the school day. Students in all schools shall wear an approved school uniform with only legally-mandated exceptions. To maintain an educational environment that is safe and conducive to the educational process, students in all grades shall abstain from wearing or possessing specified items during the school day. **Please note outerwear worn inside the building must be solid uniform colors, free of designs and logos.** Please visit the BCSD website for more details.

SCHOOL UNIFORMS	
S P R I N G	Shirts, Sweaters and Sweatshirts <ul style="list-style-type: none"> <li>• Tops may be white, pale pink, pale yellow, light blue, or navy blue</li> <li>• Students must wear plain shirts with a collar. Mock turtlenecks and turtlenecks are acceptable.</li> <li>• Shirts may not exceed one size larger or smaller than necessary as determined by the school administrator.</li> <li>• Shirts must be tucked in.</li> <li>• White T-shirts (long or short sleeves) may be worn under uniform shirts.</li> <li>• Students may wear plain sweatshirts or sweaters in school colors over the uniform.</li> <li>• School logo is highly recommended!*</li> <li>• Outerwear (Coats and Jackets) may not be worn inside the building during the school day.</li> </ul>
B O T T O M S	Pants, Skirts, Skorts, Jumpers, Capris and Shorts <ul style="list-style-type: none"> <li>• Bottoms may be solid khaki or navy.</li> <li>• Jeans and Cargo-style pants are not permitted.</li> <li>• Bottoms must be free of graphics and embroidery with the exception of small labels. They may not have any insignias, words, or pictures.</li> <li>• Shorts, skirts, skorts, and jumpers shall be modest and of sufficient length. The length of these articles of clothing shall be no shorter than three (3) inches above the top of the knee when standing.</li> <li>• Clothing may not exceed one size larger than necessary as determined by a school administrator. Baggy or sagging pants or shorts are not permitted. "Low rise" clothing is not permitted. Pants, shorts, and skirts must be worn at the natural waistline.</li> <li>• <b>Belts must be worn if the garment has belt loops.</b> There may be no graphics on the belt or buckle.</li> <li>• <b>Tights/under garment leggings may be solid uniform color.</b></li> </ul>
S H O E S	Appropriate closed-toe footwear must be worn at all times, conforming to special programs (PE). <ul style="list-style-type: none"> <li>• <b>Flip flops, sandals, crocs and slippers are not permitted.</b></li> <li>• <b>We prefer socks that are solid color.</b> Save those colorful fun socks for CRAZY SOCK DAY!</li> </ul>

On Fridays, and special occasions, students are allowed to wear Spirit Shirts. This includes shirts with HHI school logos, special programs (Chinese/Spanish, Chorus, Sea Hawks, etc..). Our *Spirit Gear* is available for purchase at the beginning of the school year.

*After three uniform referrals for noncompliance, students will receive an office referral.*

*Contact: Denise Friday, Social Worker (for uniform needs)  
and Michele Dewan, Parent Liaison (Spirit Gear - for purchase)*

**ESOL/Title III (English for Speakers of Other Languages):** The purpose of the ESOL program is to help ensure that children who are limited English proficient, including immigrant children and youth, attain English proficiency, develop high levels of academy attainment in English, and meet the same challenging state academic content and student academic achievement standards as all children are expected to meet. ESOL support comes in the form of support and instruction by ESOL teachers and within the mainstream teacher's classroom with accommodations and modifications made to both curriculum and instruction based on a child's English proficiency and their Individual Modification Plan (IMP).

*Contact: HHIE ESOL Teachers; and Sarah Owen, Principal  
En Espanol: Viviana Sheeran, Bilingual Liaison*

**EnVision Math:** EnVision Math is a research based, common core standards math program that centers on the specific math curriculum within any given classroom. Over several years of research, the developers of this program have found that students benefit best from the incorporation of pictures and diagrams, assistive technology and hands on materials. In doing this, our students are able to develop a conceptual understanding of mathematics in a way that is meaningful and enriching. In addition, the authors of this particular math program have found that skills are learned best when they build upon previously learned skills, in a developmentally progressive manner. This program breaks skills up into different parts and then each part builds on the previous one until students have fulfilled each of the required parts of the program.

*Contact: Denise Bell, Numeracy Coach*

**GTA (Gifted & Talented Academic Program):** The Gifted and Talented Academic program at HHIE provides instruction to those 3rd, 4th, and 5th grade students who have met the requirements set by the South Carolina State Department of Education. Instruction, curriculum and strategies are based on the South Carolina standards with enrichment and extension through the use of various gifted programs. Testing and consideration for placement in the

program are ongoing throughout the students' years at HHIE. More information about GTA criteria can be found at: <http://ed.sc.gov/agency/programs-services/47/documents/gtreg43220.pdf>.

**Contact:** *Karen Perdue, PYP Coordinator*

**GTR (Gifted & Talented in the Arts):** Students in grades 3-8 in Beaufort County Schools have the opportunity to be screened for identification as Gifted & Talented in the Arts. Students are identified as having the potential to function at a high-performance level in one or more of the fine arts (visual and performing). Schools receive information for screening each year in December and the screening process takes place in January. Programs such as SISA 2, DaVinci Days, Drama Club, Art Club and Chorus are available for these students.

**Contact:** *Dana Jaquiss, Art Teacher; Dylan Dukes, Music Teacher; or Helen Ashton, Studio Teacher*

**Grading:** Students are graded in a variety of ways and grades are then recorded in the electronic gradebook using PowerTeacher software. Each assessment falls into a designated category of formative or summative assessment which is weighted according to Beaufort County School District policy.

Parents have access to the PowerSchool Parent Portal online at <http://pschool.beaufort.k12.sc.us>. To gain access to your child's grades via the parent portal, come to the school office with a photo ID to get your child's access code.

**Contact:** *Sherol Pheiffer, Data Specialist (PowerSchool); Heidi Neeson, Assistant Principal (Grading Practices and Procedures)*

**Guidance Department:** Our school counseling program is aligned with the South Carolina Comprehensive Developmental Guidance and Counseling Program Model. The program components are organized into four major components: guidance curriculum, individual planning, responsive services, and system support. Included in the components are individual and group counseling, classroom guidance lessons, consultation/collaboration with staff members and parents, attendance at conferences, facilitating mentor and parenting programs and referrals to community resources. The program content is broken down into three areas of student development: Learning to Live (Personal/Social), Learning to Learn (Academic) and Learning to Work (Career). A child can be referred to their child's counselor by their teacher, parent, administrator and/or self-referral.

**Contact:** *Melissa Hady (3-5) and Jessica Barnes (1-3), School Counselors*

**IB/PYP: International Baccalaureate/Primary Years Programme:** All students at HHIE are in the International Baccalaureate IB Primary Years Programme, learning skills to help prepare them for our interconnected world. The program is designed for children aged 3 to 12 and focuses on developing students who are inquirers in the classroom and the world around them. HHIE has been an authorized school since 2001. Teams regularly visit our school to support an ongoing process of review and development using the standards and practices that apply to all IB World Schools. The Program consists of the written curriculum, the taught curriculum and the assessed curriculum. The written curriculum consists of six global themes that are important. These themes help teachers develop our Program of Inquiry (POI) that centers on in-depth inquiry-based investigations. The six themes we study are as follows:

- Who we are
- Where we are in place and time
- How we express ourselves
- How the world works
- How we organize ourselves
- Sharing the planet

The taught curriculum involves a high level of student involvement with inquiries lasting for several weeks. Teachers incorporate important ideas built around the SC Content Standards. Students regularly reflect on what they know, understand and can do. This is a challenging program that demands the most from students and teachers.

**Contact:** *Karen Perdue, PYP Coordinator*

**Literacy Plan:** At HHIE, we are committed to successful literacy experiences for all students. The curriculum is created through the combination of the state standards and the results of student assessments. Balanced Literacy is a framework designed to help all students learn to read and write effectively. The model is predicated on the belief that all students can read and write through instruction that is based on best practices in the field and incorporates the theories of Vygotsky, Cambourne and Gallagher. The gradual release of responsibility allows for students to receive the teaching they need in order to reach grade level status, while allowing students to work at a level that is appropriate for growth and achievement.

Balanced literacy instruction includes the following:

- Short, explicit mini-lessons on management, strategies, skills, research, and literature study.
- Guided Reading and Guided Writing provide small group, teacher-directed instruction. Teachers use Fountas & Pinnell assessments throughout the year to determine text reading level which is reported on the report card.
- Independent Reading allows students to practice their reading skills. Students chose books that are at their appropriate level. Teachers hold reading conferences with each student to provide direct assistance based on his/her reading needs.
- Independent Writing allows students to practice their writing skills. Teachers hold conferences with each student to provide direct assistance based on his/her writing needs.
- Word Study is part of Reading and Writing instruction. Students learn about words as they relate to their own reading and writing.
- Exposure to read alouds, time for sharing and debriefing, and the opportunity for written and oral reflection are built into each language arts class.
- Lucy Calkins Reading and Writing curriculum, developed through partnership with the Teacher's College out of Columbia University, is used as the main resource for instruction. More information about the curriculum can be found at: <https://readingandwritingproject.org/about>

**Contact: Dr. LaQuandra Stevenson, Literacy Coach**

**Mentor/Tutoring Programs:** Hilton Head Island offers a variety of mentoring/tutoring programs to help individual students with both academics and social/emotional needs. Current mentoring programs include: Tail Waggin Tutors, Rotary Readers, Project Impact, and Operation 100%/200%. You will be notified in writing if your child is involved with any of these programs. We are always looking for more volunteers who can commit to one hour per week.

**Contact: Melissa Hady and Jessica Howard, School Counselors (mentors), Dr. LaQuandra Stevenson, Literacy Coach and Denise Bell, Numeracy Coach (tutors)**

**N.O.C. (Neighborhood Outreach Connection):** An off-site non-profit organization who envisions a level playing field for all members of our community, so all may enjoy a better quality of life. Their mission is to help all individuals in the targeted community achieve the "American Dream" - economic independence, and personal fulfillment. The NOC has an agreement with the BCSD Board of Education which enables HHIE to partner with NOC to help with student achievement, attendance, and health/well-being. The N.O.C. primarily serves students who live in the Oaks, Gardens, and Woodlake communities.

**Contact: NOC Coordinator, Yuliya Dobrivska**

**Nutrition/Health and Wellness:** The objective of the Beaufort County Schools Child Nutrition Program is to provide nutritious breakfast, lunch and snacks to students in accordance with guidelines provided by the United States Department of Agriculture School Nutrition Program. Each month a calendar of food choices will be sent home with all students, and it can also be found on the school and district website. *Each year it is necessary to complete free/reduced meal(s) forms.*

All Students will be given an individual lunch number. If you would like to prepay for breakfast/lunch, you may register for this option by going to the following website: <https://beaufortschools.net/cms/one.aspx?pageId=294389> Students may be given a time during the instructional day for snack, depending on lunch schedule. **No fast food is permitted to be brought to school.** All snacks must be healthy, sodas are not allowed.

**Contact: Denise Friday, Social Worker (snacks); Michelle Brockway, Assistant Principal (issues with cafe)**

**P.B.I.S (Positive Behavioral Interventions and Supports):** The staff at HHIE believes that school can only be successful when they help children grow academically, socially and emotionally. In order for this to happen, it is important that we establish a safe environment that allows students to grow and thrive. It is our goal to create an atmosphere for learning by setting clear expectations and directly teaching students about our expectations by using the PBIS Matrix as the teaching tool. We are using the Positive Behavioral Interventions & Supports plan and it has helped create a happier, safer environment for all our students. Our plan is based on positive behavior supports. Incentives such as Otter Student of the Week and the Golden Spoon Program are used to reinforce good behavior. Students will be given the opportunity to spend their "Otter Bucks" at the PBIS store monthly. HHIE is the recipient of the PBIS Red Ribbon Award for our efforts!

**Contact: John Martin, PBIS Committee Lead**

**PTO (Parent Teacher Organization)** is an organization that represents all the children with one voice. The PTO is a volunteer group composed of parents, grandparents, teachers and community members, working together to create the best possible learning environment for children and teachers.

The PTO Vision: Making every child's potential a reality.

The Purposes of the Parent Teacher Association:

- *To promote* the welfare of children and youth in the home, school, community and place of worship;  
*To raise* the standards of home life;
- *To secure* adequate laws for the care and protection of children and youth;
- **To bring** into closer relation the home and the school, that parents and teachers may cooperate intelligently in the education of the children and youth;
- **To develop** between educators and the general public such united efforts as will secure for all children and youth the highest advantages in physical, mental, social and spiritual education.

**Please consider joining this group of caring volunteers to help make our school an outstanding place to learn for all our children.**

**Contact: Ryley Hendry, PTO President [ryley.hendry@gmail.com](mailto:ryley.hendry@gmail.com); Michelle Brockway, Assistant Principal**

**SIC (School Improvement Council):** SIC is committed to assisting the ongoing improvement of the school and student achievement. The council is responsible for establishing and achieving goals set by the members. Together, our members are an impartial voice for the school as a whole, for all our children, not individual students, groups or agendas.

Some examples of what we do are:

- Participate in the development of the five-year School Improvement Plan
- Assist in implementing the Plan and evaluating the outcomes
- Assist in writing the Annual Update
- Advise in the spending of state incentive award funds
- Write the annual Report to the Parents
- Participate in the annual revision of the Plan (for schools rated “At Risk” on the School Report Card)

At our first meeting, we will be setting goals and implementing plans to meet those goals throughout the year. We hope to see you there!

**Contact: Sarah Owen, Principal; Dawn Washington, Chair SIC, [washingtonmichelle188@yahoo.com](mailto:washingtonmichelle188@yahoo.com)**

**RTI (Response to Intervention)** The RTI Team consists of a team of educators at a school who work together as effective problem-solvers. Using the Tiered model of support, teams learn how to uncover the underlying reasons that a student might be experiencing academic or behavioral difficulties and to assemble practical, classroom-friendly interventions to address those student problems. Any teacher, administrator, or parent can refer a child to the RTI group for review. The team documents interventions in the areas of academics and behaviors and notes progress or lack of through progress monitoring. Parents will receive feedback about these interventions and will be involved in the process.

**Contact: Michelle Brockway, Assistant Principal**

**Special Education Program:** HHIE under the direction of the BCSD, provides a full continuum of services for students with disabilities. We are mandated by state and federal laws to ensure that disabled children are appropriately identified supporting a successful transition to school, work and community. The students with disabilities will be provided high quality and researched based instruction aligned with the general education curriculum with access to their school and community. Students who qualify for Special Education will have an **IEP** (Individual Education Plan) which is evaluated at least annually.

**Contact: Heidi Neeson, Assistant Principal; Alison Lopes, Special Education Teacher**

**Specials/Related Arts:** HHIE offers a variety of daily learning experiences during Specials/Related Arts time. Students participate in Physical Education, Music, Art, Math Lab, Media/Computer Lab, and Studio. Each quarter students will showcase what they have learned in a grade level performance/activity. Teachers will help students make cross curricular connections by tying in what is learned in the core content areas to the arts.

**Contact: Michelle Brockway, Assistant Principal; Lindsay Davis, PE Teacher**

**Technology:** At HHIE, students have the opportunity to use various technologies to learn from as well as display their learning. This is used to build 21<sup>st</sup> Century skills as well as support their knowledge in content areas. The school has one computer lab for technology lessons and projects as part of the related arts offerings. In addition, there are laptop/iPad carts available for check out through the Media Center. Each classroom has an interactive white board,

laptops/desktops/iPads for student use. The school has access to 3-D printers and a green screen for video productions. Robotics and other resources are available to use technology in creative ways. Students have access to a filtered internet and various district software programs to enhance their learning.

**Student AUP (Acceptable Use Policy):** This can be found under the “Connect2Learn” link under the “Student” tab at [www.beaufort.k12.sc.us](http://www.beaufort.k12.sc.us). This explains the district expectations, rules and policy on all available resources. This should be signed by parents and returned to the school to keep on file.

**Internet Safety & Cyberbullying:** All students receive Internet Safety and Cyberbullying lessons annually to help inform and discuss current issues surrounding the digital world.

**Contact: Lindsey Jordan, Technology Teacher; Bonnie (Beth) Minton, Media Specialist; Tony Grant, Technology Specialist for HHIE**

**Town Hall Meetings:** A venue held once a month where students by grade level meet to recognize those who have exemplified the attribute/character education of the month. This is also an opportunity for students to show agency by sharing their knowledge and creativity with their grade level in a variety of ways. It is vital that children focus on the development of personal attitudes towards people, the environment and learning. The PYP Programme recognizes learner attitudes as an essential element of the programme. These attitudes help contribute to the well-being of the individual and the group. In PYP schools, students should demonstrate the following attitudes: appreciation, commitment, confidence, cooperation, creativity, curiosity, empathy, enthusiasm, independence, integrity, respect and tolerance. Students earn Otter Cards for modeling the attitudes. Each Friday, a student from every class is chosen as the Otter of the Week.

**Contact: Karen Perdue, PYP Coordinator; Melissa Hady (3-5) or Jessica Howard (1-3), School Counselors**

#### **TRANSPORTATION /ARRIVAL and DISMISSAL:**

**Dropping Off Car Riders:** Students can be dropped off *no earlier* than 7:15 a.m. as school doors will be locked until that time. There may be some special before school interventions that happen. If so, you will be notified about those. First, Third, and Fourth grade students should be dropped off at the “*Yellow Entrance*” on *Wilborn Road*. Second and Fifth grade students should be dropped off at the “*Red Entrance*” on *School Road*. We ask that students be in the building *no later* than 7:40 a.m. as instruction begins promptly at 7:45 a.m. and the building is secured. **After 7:45 a.m., parents are required to walk their child(ren) into the school and sign them in at the front office.**

**Dismissal: The school day ends at 2:45 p.m.** First, Third, and Fourth grade students will be dismissed at the “*Yellow Entrance*” on *Wilborn Road*. Second and Fifth grade students will be dismissed at the “*Red Entrance*” on *School Road*. A hang tag will be provided for your child during their first day of in-person class if you were not able to pick up earlier. **Car Tags must be visible to the supervising teacher so they can call your child when you are in line. If you do not have a car tag, please let Melina Magazzu know so she can get you a replacement.** Please stay in the car line and your child will be brought to your car. Please do not park your car and walk to the dismissal area to retrieve your child on foot. This is not a safe option and is not allowed. If you have two or more children in our school, the oldest child will be asked to dismiss with your younger child. Safety comes FIRST!

**Bus Dismissal:** Students taking the bus will be escorted by teachers to the appropriate bus. It is essential for your child to learn **their bus number and know their home address and phone number as soon as possible.** Students may only ride the bus to and from their home/daycare. **If you have any questions regarding bus transportation, please call the transportation office at 843-342-4378 or 4379 as we do not have the ability to speak to the drivers during their routes.** Normally, buses will leave the parking lot around 2:55 p.m. **HHIE ensures that we have staff in the building and answering main phone line until “all buses are clear” to ensure the safety of all students.**

**Early Dismissal:** Thank you for scheduling any appointments outside of the school day. No one other than a parent or guardian may sign out a student for early dismissal unless they are listed on the student’s emergency card. Identification will be requested upon any sign out, so please bring this into the office. During this Hybrid instruction time, it is crucial that students receive as much Face-to-Face instruction as they can, so we appreciate you making appointments during alternative days and times, if at all possible. **Please note, early dismissals may not take place between 2:00 p.m. and 2:45 p.m. unless it is an emergency approved by a member of administration.**

**Transportation Changes:** If a transportation change is necessary, it must be made in writing and sent to your child's teacher in the morning. Should a true emergency arise which would require a transportation change during the school day, fax the change with your signature before 1:30 p.m. @ (843) 342-4299. **E-mailing your child’s teacher with a transportation change or leaving a voicemail message are not safe nor allowable options as teachers may not**

**check emails or voicemails until after the school day.** Again, especially during these times, we ask that you limit any deviations from typical schedule.

**Contact: Michelle Brockway, Assistant Principal (Car Riders) or Heidi Neeson, Assistant Principal (Buses)**

**Volunteers:** HHIE loves volunteers! The administration supports volunteer programs which are professionally organized and promote better educational opportunities for students. All prospective volunteers/chaperones **must** complete an application online through the <https://beaufortschools.net/cms/one.aspx?pageId=241007>. At that time you will be able to choose individual school locations for volunteering and indicate the reason for volunteering. We do ask that you are associated with one of the volunteer programs we host and/or a student.

**Contact: Michele Dewan, Parent Liaison or Diane Standish, Office Manager**



**Hilton Head Island Elementary School  
A Title 1 School**

**Parent and Family Engagement Policy**

**2020-2021**

*Purpose of this policy:* To foster a positive partnership between the faculty and staff of Hilton Head Island Elementary School, parents, families, and community members to achieve improved academic success for all students.

*Hilton Head Island Elementary School Shall:*

1. Hold an annual meeting for all parents to inform them of this Parent and Family Engagement Policy, explain each section of the policy.
2. Offer flexible meeting times (morning, afternoon, and evening) to involve parents in various parenting programs, or as needed, arrange in-home conferences with parents who are unable to attend conferences at school. These meetings will provide parents with materials and training to help parents understand how to work with children to improve academic achievement.
3. Involve parents in the development of the school's *Title I Plan, Parent and Family Engagement Policy*, and other related plans that affect the education of children.
4. Involve parents in the development of training for teachers, administrators, and staff members to improve the overall effectiveness of such programs.
5. Send all information regarding programs, meetings, and activities to all parents in a language and format that parents can understand.
6. Remain open to parent suggestions concerning school-based plans and submit any parent comments on the plan to the Local Educational Agency, if any part of the plan is not satisfactory to the parents of participating children.
7. Jointly develop and follow a school-parent compact outlining ways that parents, the entire school staff, and students can share the responsibility for improved academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards.
8. Provide assistance for increased parent understanding of state and local curriculum and achievement standards and methods of state and local assessment (testing).
9. Provide assistance for increased parent understanding of how to monitor their child's progress and how to work with school staff members to improve academic achievement.
10. Provide parents with an "open-door" policy, giving parents a chance to meet with staff members during reasonable hours, opportunities for parents to volunteer and participate in their child's class, and to observe classroom activities.
11. Involve parents in community-based programs that support increased parental and family involvement.
12. Provide reasonable support for parental involvement activities that parents may request.
13. Inform parents of Parenting/Family Literacy programs and the resources available to them.
14. Train parents to encourage the involvement of other parents and families.
15. Provide parents with a method of making suggestions not to be limited to a suggestion box.
16. Provide materials and training to help parents work with their children to improve their child's achievement, such as literacy training and using technology (including education about the harms of copyright piracy).
17. Provide all parents with access to fully participate in school activities including students who are classified as homeless, foster-care, military dependent and/or migrant.

**Hilton Head Island Elementary Parent/Student/Teacher Compacts  
2020-2021**

Learning can take place only when there is a combination of effort, interest, and motivation. Since we are committed to your child's progress in school, we are going to do our best to promote his or her achievement.

Compacts make sure that everyone owns the responsibility of helping children achieve high academic standards. This compact is a promise to work together. We believe that this compact can be fulfilled by our team effort. Together we can improve teaching and learning.

The school will:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the challenging State's Student Academic Achievement Standards and state/local academic assessments.
- Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.
- Provide parents with frequent reports on their child's progress.
- Provide parents reasonable access to staff in person and via the parent portal system.
- Provide parents opportunities to volunteer and participate in their child's class and to observe classroom activities.
- Ensure that information related to school and parenting programs, meetings, and other activities sent to parents of participating children and sent in a format and to the extent practicable in a language the parents understand.
- Provide materials and training to parents to work with their children to improve their child's achievement, such as literacy training and using technology (including education about the harms of copyright piracy).
- Provide all parents with access to fully participate in school activities including students who are classified as homeless, foster-care, military dependent and/or migrant.

Principal's Signature: Sarah Owen

As a Parent/Guardian, I will:

- encourage my child to be independently responsible;
- listen or read to my child every night;
- communicate regularly with my child's teacher;
- provide a home environment that encourages my child to learn;
- recognize that I am my child's first teacher;
- review my child's progress report;
- strive to develop the skills needed to help my child;
- if possible, volunteer in my child's school; and
- provide educational opportunities for my child during the summer.

Parent/Guardian's Signature: \_\_\_\_\_

As a Student, I will:

- be an active participant in school and community service;
- obey school and bus rules;
- be respectful at all times;
- attend school regularly and be punctual;
- come to school prepared with homework and supplies;
- do my best in my work and in my behavior;
- read aloud or silently everyday; and
- assume responsibility for my actions.

Student's Signature: \_\_\_\_\_

As a Teacher, I will:

- believe that each student can learn;
- show respect for each child and his or her family;
- help each child grow to his or her fullest potential;
- provide a safe and productive learning environment;
- come to class prepared to teach and learn;
- model professional behavior and a positive attitude;
- ensure fairness and equity in adherence to school, district, and classroom rules;
- maintain open lines of communication with students and parents;
- provide a variety of opportunities for parents to become involved in school activities;
- schedule conferences that are considerate of parent's schedules;
- provide parents with appropriate resources;
- provide meaningful and appropriate homework;
- recognize and celebrate the cultural diversity of the students; and
- consult and coordinate with other teachers about the specific needs of each child.

Teacher's Signature \_\_\_\_\_ Date: \_\_\_\_\_

# STAY CONNECTED!!!!

Hilton Head Island Elementary  
30 School Road  
Hilton Head Island, SC 29926

Dr. Sarah Owen-Principal  
Ms. Michelle Brockway-Assistant Principal  
Ms. Heidi Neeson-Assistant Principal

## Important Phone Numbers (843):

School Main Number:	342-4100
Attendance, Ms. Sherol Pheiffer	342-4207
Bilingual Liaison, Ms. Viviana Sheeran (Spanish)	342-4220
Social Worker, Ms. Denise Friday	342-4213
School Nurse, Ms. Gayle Oslund	342-4275
School FAX	342-4299
School Counselor, Jessica Barnes	342-4279
<i>*(1st, 2nd and part of 3<sup>rd</sup> grades)</i>	
School Counselor, Melissa Hady	342-4353
<i>*(part of 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grades)</i>	

Beaufort County School District Webpage: <https://www.beaufortschools.net>

Hilton Head Island Elementary Webpage: <http://hhie.beaufortschools.net>

Hilton Head Island Elementary Facebook: <https://www.facebook.com/hhiesotters/>

HHIE Twitter: @hhieotters

HHIE Instagram: hilton head island elementary school

## Other information:

Teacher email address: \_\_\_\_\_

Teacher class phone number: \_\_\_\_\_

Please remember that you keep all phone numbers, email addresses and emergency contacts up-to-date. Any changes can be made in writing to your child's teacher or could be sent directly to Ms. Sherol Pheiffer, Data Specialist via email at: [sherol.pheiffer@beaufort.k12.sc.us](mailto:sherol.pheiffer@beaufort.k12.sc.us)