

Horrell Hill Elementary School

Parent-Student Handbook

2023-2024



517 Horrell Hill Road
Hopkins, South Carolina 29061
(803) 783-5545 – Phone (803) 783-5593 – Fax

This Handbook Belongs To:

Teacher: _____ Room #: _____

Principal:

Shannon Adams

Assistant Principal:

Quincy Samuel

Assistant Principal:

Miranda Williams

Secretary/Bookkeeper:

Dianna Wells

Database/School Records:

Gerald Gantt

Clerical Assistant:

Stanley Ladson

Nurse:

Penny Melendez-Salazar

Guidance:

Lakisha Whitaker

Curriculum Resource:

Tracee Walker

Reading Coach:

Kimberly Douglas

Media Specialist:

Mary Haney

General Information

School Phone Number: 803-783-5545

School Fax Number: 803-783-5593

**Lower Richland
Bus Transportation:** 803-695-5505

Cafeteria: 803-783-5548

Mascot

"Soaring" Eagle

Motto

"We Believe...Success for All"

School Colors

Blue and Red

Breakfast Schedule

Breakfast begins at 7:00AM and ends at 7:30AM

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Principal's Message

I welcome all of you to the 2023-2024 school year at Horrell Hill Elementary. As we begin this new year, we will continue the Horrell Hill tradition of excellence in education. While everyone continues to #WatchUsSoar, we will #MountUp this year to higher heights...knowing no boundaries to what we can achieve!

The end of the summer is more than just the start of another school year; it is the reuniting of a school family. The start of the new school year also brings new members to our Horrell Hill family and community. Those of you who are new to the community, we extend to you a warm welcome and encourage you to get involved in various activities of the school. It is our intent and purpose to sustain a strong partnership by working closely with the families of our students and community stakeholders.

We would like for you to take time out of your schedule to read our Parent/Student Handbook as a family. This handbook gives details of our school and district policies and procedures. It is important for you to become familiar with all the information contained in this handbook and refer to it as needed throughout the year.

Again, we welcome you to the 2023-2024 school year. We look forward to much success among our student body, faculty, staff, and community. Be sure to follow our Facebook page (Horrell Hill Elementary School), Twitter page (@HorrellHillElemEagles), and school profile on the Class Dojo app for announcements and a glimpse of exciting things happening!

Mrs. Shannon Adams

Statement of Purpose

Our students, parents, faculty, and staff form a team striving to provide an effective school. We are fortunate to have students who work hard, parents who encourage and assist, and faculty and staff who provide outstanding educational leadership at Horrell Hill Elementary School. This handbook is presented as information about the school. Please study this handbook carefully and keep it in a safe place to refer to from time to time. The rules and guidelines stated in this handbook will be strictly enforced.

Richland School District One

District Vision:

- Richland School District One, in collaboration with an engaged community, is committed to ensuring each learner achieves his/her potential in a safe, caring, academically challenging and diverse learning environment that will develop productive citizens for a changing world.

Horrell Hill Elementary School

Philosophy

- The staff of Horrell Hill Elementary School believes that the goal of education is to equip students with knowledge and skills necessary to pursue their full potential in society. Therefore, we are committed to creating an atmosphere in which each student may develop and strengthen skills-intellectually, creatively, socially, emotionally, and physically. This goal can only be achieved in an environment conducive to building a student's positive self-concept and feelings of success.
- Each student is respected as an individual as well as a participating member of a group and has unique needs and abilities, which must be met in planning all related activities.
- Our belief is that school is an integral part of the community and, therefore, should foster community involvement. With a concerted effort between home, school and community students can experience successful living.

Section One: General Information



Daily Procedures

1. All students who ride the bus will enter through the cafeteria foyer.
2. Students participating in the breakfast program will go into the cafeteria.
3. Students who arrive after **7:00AM** and are not eating breakfast must go directly to their classrooms. Classroom teachers will be there to receive students. No students will be allowed to wait on the playground for school to begin.
4. Car riders should arrive between **7:00AM and 7:25AM**. They will eat breakfast in the cafeteria before reporting to class.
5. Parents will **drop off and pick up** all car riders on the teacher's parking lot side of the school (Eagle Road.) Buses will enter on the cafeteria side of the school (Grammar Road semi-circle parking lot) to unload and load our students. This system will avoid cars getting between or on the side of the buses, making it safer for all students and drivers.
6. Supervision is not provided until **7:00AM** when teachers are scheduled to be on duty. **Students should not arrive before 7:00AM nor be let out of the vehicle before staff arrive to provide supervision.**
7. All students must be picked up by **2:40PM**. **Supervision is not provided after 3:00PM.** **On early dismissal days students must be picked up by 11:00AM.** Staff are involved in Professional Development activities; therefore, **no supervision is provided after 11:40AM.** If these procedures are not followed, we are bound by law to always protect our children and we shall have no choice but to contact the local Law Enforcement Agency. **Transfer students** will be required to transfer back to their zoned school.
8. Early Dismissal of student must be done **before 2:00PM** in order not to disrupt remaining instructional time and the dismissal process.

Attendance and Tardies:

State law and district policy set specific rules for lawful and unlawful absences.

Excused (Lawful) Absences -

A student who is absent from school must present a note to the attendance office within forty-eight **(48)** hours of his/her return to school. Student's absences will be excused if they fall in the following categories:

1. Extended or chronic illness with a doctor's statement. If the student will be out for a long period, the parent should call the school and ask about homebound instruction.
2. Doctor or dental appointment.
3. Contagious illnesses such as the flu that could spread to other students and staff.
4. Serious illness or death in the family, which is limited to three **(3)** days, unless approved by the principal. Family includes spouse, children, parents, guardians, cousin, brother, sister, uncle, aunt, grandparents, grandchildren, niece, nephew, and any relative who lives in the student's home or for whom the parent, guardian has a legitimate responsibility.
5. Recognized religious holidays.
6. School related activities, such as field trips approved by the principal.
7. The principal must approve all other absences in advance.
8. Suspensions are counted as excused (lawful) absences for truancy purposes.

Unexcused (unlawful) Absences -

1. Any reason not listed under "Excused (Lawful) Absences".

Consequences -

1. After a student misses three **(3)** days in a row or five **(5)** days at any time the database specialist or assistant principal will contact the parent or guardian to come to the school for a conference to work with school staff in developing an Attendance

Intervention Plan to improve their child's attendance. Failure to comply with the school's request to meet will result in the school developing the plan and sending it by certified mail for the parent or guardian's signature.

2. School social workers may be asked to assist with contacting the parent or guardian and developing a plan.
3. If student absences continue after an intervention plan has been developed, the school will complete a petition and the parent/guardian and student will be summoned to appear before a judge in Family Court.
4. If the student does not attend school and follow the court order, the school is required to file a contempt of court complaint against the parent or guardian or child with the Solicitor's Office. If the parent or guardian is found guilty, he/she can be fined \$50.00 and or put in jail for thirty (30) days for each day the student has an unexcused (unlawful) absence.

Whenever possible medical, dental and other appointments should be made for non-school hours. Work missed during an excused absence must be made up within (5) school days of the student's return to school. It is the responsibility of the parents and students to request missed assignments from the teachers.

Tardiness: -

It is important that a child learns the value of attending school every day. Regular attendance and punctuality are very important and necessary for effective progress in school. Student attendance has its impact on student achievement. Students who come to school late must report to the **attendance office before going to class with a parent/guardian. Parents/guardians must sign in late students in the attendance office. Therefore, it is imperative that children arrive to school on time.** Students arriving late on the bus will not be considered tardy.

Notification for excessive tardiness ten **(10)** will be sent to parents. Students on transfer or out of school

zone will be required to transfer to their zoned school for the remainder of the school year.

Early Dismissal -

When it is necessary for students to be dismissed early from school, a note should be sent to the teacher indicating the time for the dismissal. It is necessary then for the parent/guardian or designated person to come into the office and sign the student out. Parents must check out students through the office **before 2:00PM** and may not go to the classroom to get the child. If you want someone else to pick up your child, you must notify the school office and send a note. Please be sure your child's emergency information is kept current.

Notes Required from Parents -

The school requires notes from parents explaining the following:

- Absences.
- Requests for early dismissal.
- Requests to miss recess or physical education.
- Permission for field trips.
- Permission to go home with another student after school with prior approval from bus riders only from Transportation.
- Prolonged absences from school (trips, hospitalization, etc.)
- Changes in usual method of transportation home.
- Specific medical treatment of special health needs.
- Changes in personal information.
- Completion of Health Questions for the School Nurse.
- Update emergency information.
- Emergency forms are to be completed by a guardian for every child at the beginning of the year.
- Please make every effort to contact the office staff with updated information (telephone numbers, address, changes, etc.) as needed.

Emergency School Closing:

When inclement weather occurs district administrators will decide early if school will open or close. This decision should be broadcast by **6:00AM** on Columbia's

area radio and television stations and on **District One Info Line 231-7512**. Parents will be asked to complete an **Emergency Dismissal Form**. Please make your child is aware of this information. Notify the teacher immediately if you need to update this form. Please do not plan for your child to use the telephone under these conditions because it is impossible for large numbers of students to make calls. They may telephone you after they get home. Students are drilled monthly on procedures to follow in case of fire. Tornado, earthquake, and lockdown drills are conducted at intervals during the year.

Birthdays:

Students will be recognized daily to receive a treat from the principal. Should a parent wish not to have a student participate, please notify the school. Please confer with your child's teacher if you wish to bring a snack. Snacks must be individually wrapped and provided for all students. Non-food items are strongly encouraged. Invitations to private birthdays must be distributed outside of school.

Bus Transportation:

The Lower Richland Bus Transportation office is located behind Lower Richland High School. If you have any concerns with routes, pick-ups, etc., please call 803-695-5505.

Alternate Transportation -

A written notice from parents must be provided for any alternate transportation for car riders or bus riders.

Car Line:

A traffic pattern has been developed to provide maximum safety for your child and provide plenty of space for cars while waiting for arrival/dismissal of car riders.

Some simple rules to keep in mind are -

1. **Be patient!**
2. **Car riders are to be dropped off in the car loop 7:00am-7:30am. Refrain from dropping**

off at the end of Eagle Road and in the parking lot at the front of the school. This is to ensure proper supervision of students and to prevent cars from interfering with other vehicles who have right of way.

3. Please remain in your car, wait for school dismissal, and your child to come to your car. Students will not be dismissed if you park and come to the door.
4. Have car tag in your window to ensure your child goes with the correct adult and help the car line flow smoothly. Parents may be asked to pull forward to verify identification.
5. Make a right turn on Grammar Road when exiting campus from the car rider line.
6. Be courteous to staff who will assist children in and out of cars or direct traffic.
7. Don't hold up the line. Have your child prepared to get out of the car when you are beside the covered ramp.

Dress Code:

Students are expected to wear school-appropriate clothing that is comfortable, allows them and others to concentrate on learning, is a positive reflection of themselves, and maintains a safe and orderly environment. Tops with spaghetti straps without an undershirt, tops that expose the midriff, shorts or skirts that are above the mid-thigh, pants that expose skin above the mid-thigh without tights or leggings, open toe shoes, and bubble slippers are strictly prohibited. Hoodies and hats can be worn on school grounds but not inside the school building.

Health Room:

The health room is used for children who become ill or receive minor injuries at school. Parents are notified if a child continues to feel ill, has a temperature exceeding 100 degrees or receives a major injury. The district recognizes the fact that medication should not be administered by district employees unless the parent is unable to make arrangements for the student to receive the prescribed medication before or after school hours.

Whenever medication is prescribed by a physician to be given during school hours, the following must be done:

1. The medication permission form completed and signed by the Physician and signed by the parent. This form must be returned to the school with the medication before any medication can be given.
2. If the medication is over the counter, the medication permission form must also be completed and signed only by parent.

Although the school nurse is in attendance full time, parents should notify the school of any special health needs. The school should also be kept up-to-date on any changes in the child's health status and any changes in phone numbers of those persons to be contacted in an emergency. *No student should have medication of any kind in his/her possession.* The school nurse does not supply additional medication.

Lost and Found:

Students and parents should check the Lost and Found area weekly when items are misplaced. Clothing and property should be labeled with your child's name. Unclaimed items will be discarded one week after the last day of school.

School/Class Visits:

Parents are encouraged to visit Horrell Hill Elementary and actively support the education of their child. However, as per district policy, we do request that you report to the office, sign in and get a visitor's Pass upon arrival in the school building. All visitors are required to present a driver's license or state issued ID. If a parent/guardian wishes to observe their child during instruction or visit the classroom, you must have a prearranged date/time with an administrator and be accompanied by someone from the administrative team. Observations shall last no more than 30 minutes with the accompaniment of an administrator. Teachers will communicate with the office staff and an administrator if they are expecting a class visit that is not an observation. If there is no knowledge of the visit, the teacher will be contacted to verify the visit upon your

arrival. Please note this does not negate our open-door policy but ensures the safety of students and staff in addition to ensuring instructional time is protected.

Withdrawing a Student:

Please notify the school several days in advance when withdrawing a student from Horrell Hill Elementary. This will enable teachers to complete all records prior to the student's last day in school. The new school will then request the child's records. When transferring to a school in Richland One, the school will forward the transfer form and records.

Standard Response Protocol:

This is utilized in the event of a lockdown to an active shooter, bomb threat, or any other threat within the school community that warrants action from District personnel. Carefully review graphics on the next few pages.



STANDARD RESPONSE PROTOCOL

INFORMATION FOR PARENTS AND GUARDIANS

Our school has adopted The "I Love U Guys" Foundation's Standard Response Protocol (SRP). Students and staff will be training, practicing, and drilling the protocol.

COMMON LANGUAGE

The Standard Response Protocol (SRP) is based on an all-hazards approach as opposed to individual scenarios. Like the Incident Command System (ICS), SRP utilizes clear common language while allowing for flexibility in protocol.

The premise is simple - there are five specific actions that can be performed during an incident. When communicating these, the action is labeled with a "Term of Art" and is then followed by a "Directive." Execution of the action is performed by active participants, including students, staff, teachers and first responders. The SRP is based on the following actions: Hold, Secure, Lockdown, Evacuate, and Shelter.

HOLD

"In Your Classroom or Area"

Students are trained to:

- Clear the hallways and remain in their area or room until the "All Clear" is announced
- Do business as usual

Adults and staff are trained to:

- Close and lock the door
- Account for students and adults
- Do business as usual



SECURE

"Get Inside. Lock outside doors"

Students are trained to:

- Return to inside of building
- Do business as usual

Adults and staff are trained to:

- Bring everyone indoors
- Lock the outside doors
- Increase situational awareness
- Account for students and adults
- Do business as usual



LOCKDOWN

"Locks, Lights, Out of Sight"

Students are trained to:

- Move away from sight
- Maintain silence
- Do not open the door

Adults and staff are trained to:

- Recover students from hallway if possible
- Lock the classroom door
- Turn out the lights
- Move away from sight
- Maintain silence
- Do not open the door
- Prepare to evade or defend



EVACUATE

"To a Location"

Students are trained to:

- Leave stuff behind if required to
- If possible, bring their phone
- Follow instructions

Adults and staff are trained to:

- Bring roll sheet and Go Bag (unless instructed not to bring anything with them, dependent on reason for evacuation.)
- Lead students to Evacuation location
- Account for students and adults
- Report injuries or problems using Red Card/Green Card method.



SHELTER

"State Hazard and Safety Strategy"

Hazards might include:

- Tornado
- Hazmat
- Earthquake
- Tsunami

Safety Strategies might include:

- Evacuate to shelter area
- Seal the room
- Drop, cover and hold
- Get to high ground

Students are trained in:

- Appropriate Hazards and Safety Strategies

Adults and staff are trained in:

- Appropriate Hazards and Safety Strategies
- Accounting for students and adults
- Report injuries or problems using Red Card/Green Card method.



IN AN EMERGENCY TAKE ACTION



HOLD! In your room or area. Clear the halls.

STUDENTS

Clear the hallways and remain in room or area until the "All Clear" is announced
Do business as usual

ADULTS

Close and lock the door
Account for students and adults
Do business as usual



SECURE! Get inside. Lock outside doors.

STUDENTS

Return to inside of building
Do business as usual

ADULTS

Bring everyone indoors
Lock outside doors
Increase situational awareness
Account for students and adults
Do business as usual



LOCKDOWN! Locks, lights, out of sight.

STUDENTS

Move away from sight
Maintain silence
Do not open the door

ADULTS

Recover students from hallway if possible
Lock the classroom door
Turn out the lights
Move away from sight
Maintain silence
Do not open the door
Prepare to evade or defend



EVACUATE! (A location may be specified)

STUDENTS

Leave stuff behind if required to
If possible, bring your phone
Follow instructions

ADULTS

Lead students to Evacuation location
Account for students and adults
Notify if missing, extra or injured students or adults



SHELTER! Hazard and safety strategy.

STUDENTS

Use appropriate safety strategy for the hazard

Hazard

Tornado
Hazmat
Earthquake
Tsunami

Safety Strategy

Evacuate to shelter area
Seal the room
Drop, cover and hold
Get to high ground

ADULTS

Lead safety strategy
Account for students and adults
Notify if missing, extra or injured students or adults



INFORMACIÓN PARA PADRES/ MADRES DE FAMILIA Y TUTORES/AS LEGALES

Nuestra escuela ha adoptado el Protocolo de Respuesta Estándar (SRP por su sigla en inglés) desarrollado por "I Love U Guys" Foundation. Los/las estudiantes y el personal serán capacitados, practicarán y harán simulacros sobre el protocolo.

LENGUAJE COMÚN

El Protocolo de Respuesta Estándar (SRP por su sigla en inglés) se basa en un método para todo tipo de riesgos en vez de para situaciones particulares. Al igual que el Sistema de Comando de Incidentes (ICS por su sigla en inglés), el protocolo SRP utiliza un lenguaje común claro al mismo tiempo que posibilita la flexibilidad en el protocolo.

La premisa es simple: durante un suceso se pueden activar cinco acciones específicas. Cuando se comunique, la acción usará un "término específico" que irá seguido de una "orden". Los participantes activos, incluidos estudiantes, empleados, docentes y personal de respuesta inmediata llevan a cabo la acción. El protocolo SRP se basa en las siguientes acciones: Hold (esperen), Secure (protejan), Lockdown (acceso bloqueado), Evacuate (evacuen) y Shelter (busquen resguardo).



HOLD! (¡ESPEREN!) En su salón o área. Despejen los pasillos.

Se capacita a los/las estudiantes en lo siguiente:

- Permanecer en el área hasta que se indique que la situación se ha resuelto
- Continúen con la actividad rutinaria

Se capacita a las personas adultas en lo siguiente:

- Cerrar la puerta y echen la llave
- Contar a los estudiantes y a los adultos
- Continuar con la actividad rutinaria



SECURE! (Lockout) (¡PROTEJAN!) Vayan adentro. Echen llave a las puertas exteriores.

Se capacita a los/las estudiantes en lo siguiente:

- Regresar adentro
- Continuar con la actividad rutinaria

Se capacita a las personas adultas en lo siguiente:

- Llevar a todas las personas adentro
- Echar llave a las puertas exteriores
- Mantener la alerta sobre lo que ocurre en su entorno
- Contar a los estudiantes y a los adultos
- Continuar con la actividad rutinaria



LOCKDOWN! (¡CIERRE DE EMERGENCIA!)

Echen llave, apaguen las luces, escóndanse.

Se capacita a los/las estudiantes en lo siguiente:

- Desplazarse a un lugar donde no se les vea
- Guardar silencio
- No abrir la puerta

Se capacita a las personas adultas en lo siguiente:

- Llevar a las personas en los pasillos a dependencias interiores si es posible hacerlo de forma segura
- Echar llave a las puertas interiores
- Apagar las luces
- Desplácese a un lugar donde no se les vea
- No abrir la puerta
- Guardar silencio
- Contar a los estudiantes y a los adultos
- Prepararse para evadirse o defenderse



EVACUATE! (¡EVACUEN!)

(Es posible que se especifique un lugar determinado)

Se capacita a los/las estudiantes en lo siguiente:

- Evacuar a un lugar determinado
- Llevarse sus teléfonos
- Cuando se proporcionarán instrucciones sobre si deben llevarse o dejar sus pertenencias

Se capacita a las personas adultas en lo siguiente:

- Dirigir la evacuación a un lugar determinado
- Contar a los estudiantes y a los adultos
- Reporte lesiones o problemas usando el método de Tarjeta Roja / Tarjeta Verde



SHELTER! (¡BUSQUEN RESGUARDO!)

**Riesgo y estrategia de seguridad.
Los riesgos pueden incluir:**

- Tornado

- Materiales peligrosos
- Terremoto
- Tsunami

Las estrategias de seguridad pueden incluir:

- Evacuar a un área resguardada
- Sellar el salón
- Agacharse, cubrirse, agarrarse
- Dirigirse a terreno elevado

Se capacita a los/las estudiantes en lo siguiente:

- Estrategias adecuadas de seguridad y para situaciones de riesgo

Se capacita a las personas adultas en lo siguiente:

- Estrategias adecuadas de seguridad y para situaciones de riesgo
- Contar a los estudiantes y a los adultos
- Reporte de lesiones o problemas usando el método de Tarjeta Roja / Tarjeta Verde

EN CASO DE EMERGENCIA TOMEN MEDIDAS



HOLD! (¡ESPEREN!) En su salón o área. Despejen los pasillos.

ESTUDIANTES

Permanezcan en el área hasta que se indique que la situación se ha resuelto
Continuar con la actividad rutinaria

ADULTOS

Cierren la puerta y echen la llave
Cuenten a los estudiantes y a los adultos
Continuar con la actividad rutinaria



SECURE! (¡PROTEJAN!)

Vayan adentro. Echen llave a las puertas exteriores.

ESTUDIANTES

Regresen adentro
Continúen con la actividad rutinaria

ADULTOS

Lleven a todas las personas adentro
Echen llave a las puertas exteriores
Mantengan la alerta sobre lo que ocurre en su entorno
Cuenten a los estudiantes y a los adultos
Continúen con la actividad rutinaria



LOCKDOWN! (¡CIERRE DE EMERGENCIA!)

Echen llave, apaguen las luces, escóndanse.

ESTUDIANTES

Desplácese a un lugar donde no se les vea
Guarden silencio
No abran la puerta

ADULTOS

Lleven a las personas en los pasillos a dependencias interiores si es posible hacerlo de forma segura
Echen llave a las puertas interiores
Apaguen las luces
Desplácese a un lugar donde no se les vea
Guarden silencio
No abran la puerta
Prepárense para evadirse o defenderse



EVACUATE! (¡EVACUEN!)

(Es posible que se especifique un lugar determinado)

ESTUDIANTES

Dejen sus cosas donde estén si se les pide que lo hagan
Llévense sus teléfonos
Seguir instrucciones

ADULTOS

Dirijan la evacuación a un lugar determinado
Cuenten a los estudiantes y a los adultos
Avisen si entre los estudiantes o los adultos falta alguien, hay personas de más o hay heridos



SHELTER! (¡BUSCAR RESGUARDO!)

Riesgo y estrategia de seguridad

ESTUDIANTES

Utilizar una estrategia de seguridad adecuada para el peligro

ADULTOS

Dirijan la estrategia de seguridad
Cuenten a los estudiantes y a los adultos
Avisen si entre los estudiantes o los adultos falta alguien, hay personas de más o hay heridos

Riesgo

Tornado
Terremoto
Materiales peligrosos
Tsunami

Estrategia de seguridad

Evacúen a un área resguardada
Agáchense, cúbranse y agárrense
Sellen el salón
Dirijan a terreno elevado

Section Two:

Behavior

Expectations



All families are expected to discuss the District's Elementary Student Code of Conduct Handbook issued at the beginning of the school year. Please contact the school if you have questions or did not receive a handbook.

Discipline: (PBIS) Positive Behavior Interventions and Support

Our school will begin using the PBIS model as our school-wide behavior management system. Our mission is to improve school and student performance. Our PBIS plan is being finalized as this Parent/Student Handbook is being printed. The school-wide rules will be posted throughout our building. These rules will be taught during the first ten days of school and revisited periodically during the school year. Procedures will be established to recognize students for modeling appropriate behavior. Also, procedures will be established to discourage inappropriate behavior. Additional information will be shared with parents and students at the beginning of school year.

Even though the teacher is the responsible professional in the classroom, students must take the responsibility for knowing and complying with classroom, school-wide rules, and guidelines established in the Elementary School Students' Code of Conduct Handbook. Most discipline matters will be handled in a calm, reasonable manner among teacher, students, and parents. However, when a student's behavior affects other students, the teacher, assistant principal, or principal will take appropriate action.

Bus Expectations:

Bus riding is a privilege given to students. In all cases, safety is the first priority while transporting students to and from school. While on a school bus, the bus driver is the school official who has control of the students. In

1979, South Carolina passed a law against misbehaving on school buses and disobeying orders of school bus drivers. Students, who misbehave on district property, including school buses, will be punished subject to the rules written in the Code of Conduct handbook as approved by The Board of Commissioners for Richland County School District One and applicable local, county, state and federal laws.

Consequences -

Governed according to the: **District's Elementary School Code of Conduct Handbook**. Parents will be responsible for providing transportation during a bus suspension period.

Also, we are fortunate to have 1:1 devices for each student. Please note damage to the student's laptop/iPad may result in payment for the damage.

Please review the PBIS matrices on the next few pages to discuss expectations for the classroom, cafeteria, hallways, playground, bus, restroom, and assemblies with your child.



Eagles S.O.A.R Every Day!

| | All Settings Voice Levels 0-4 | All Classroom Voice Levels 0-2 | Hallways Voice Levels 0-1 | Cafeteria Voice Levels 1-2 | Restrooms Voice Levels 0-1 | Playground Voice Levels 3-4 | Bus/Car/Daycare Voice Levels 0-2 |
|----------------------|--|---|--|---|---|---|--|
| S elf Control | Walk in the building Do not open doors for strangers Follow adult directions Listen intently for emergency instructions Have a parent note for any changes Be in assigned areas | Do not open doors or answer telephone without teacher permission Keep hands, feet, and objects to yourself Sit in chairs appropriately | Keep hands, feet, and objects to yourself Walk in the hallways Provide others with personal space Walk in the event of an emergency or a drill Listen to teachers instructions | Walk in the cafeteria Pick up any paper on the floor or tables Report spills or problems Walk quietly to throw out lunch garbage Stack trays properly | No horseplay in the restroom Report spills or problems Wash your hands Report if there is a clog in the sink or toilet | Use all playground equipment safely Appropriate behavior without horseplay Let your teacher know if someone strange is around Stay in the teacher's sight Report any broken equipment | Keep body & objects inside the bus/van Keep your hands and feet to yourself Sit and stay in the seat assigned to you the driver Follow safety rules of the bus or daycare driver Stay on the curb and walk |
| O n Task | Have materials ready for school Bring only necessary materials to school Be on time | Complete all work as assigned Have materials ready Stay on task Work cooperatively | Walk on the right side of the hall Face forward Provide others with personal space | Get all utensils and condiments Take the meal choice you selected Carry your tray with both hands Place all of your belonging back on your tray | Go, flush, and wash Use only the paper towels and soap you need Place paper towel in the trash can | Line up quickly, quietly, safely Leave no trace of personal items Follow teacher directions quickly Enter the building calmly and quietly | Have all materials to go home Sit quietly and listen for your car number, bus number, or daycare to be called Take all belongings home with you |
| A ccountable | Use self-control Clean up after yourself Be helpful Respond appropriately to adults Use your digital device for school-related work only | Hand in work on time Be on task Ask for help when needed Do your best work Store, carry and protect your device appropriately Visit educational websites | Get permission to leave the classroom Walk (including from lunch to playground) Stay to the right Travel with passes | Speak only with others at your table Discard items at end of period Raise hand for assistance Stay in seat until dismissed Bring appropriate items to cafeteria | Observe time limits Keep the restrooms clean Respect yours and others privacy | Use and return equipment properly Use good sportsmanship Stay in the designated area Wear safe and appropriate clothing Play appropriate games | Keep body & objects inside the bus Keep your hands and feet to yourself Sit and stay in the seat assigned to you by the bus/daycare driver Follow directions and safety rules of the bus/daycare driver |
| R espect | Be a committed listener Keep hands, feet, and body to self. Follow directions Use appropriate language. Provide others with personal space | Be respectful Take turns Work together Follow directions quickly Follow device expectations Say please and thank you | Hold the door for the next person Greet others Provide others with personal space Voices off so not to disturb other classes | Say please and thank you Use kind words and actions Allow others to sit next to you Use good table manners | Respect yours and others privacy Wait your turn Take turns in bathroom stalls, sinks and hand drying areas | Wait your turn Keep rocks, sticks, and other objects on the ground Appropriate conversation Play fairly | Be courteous; use appropriate language Keep the bus clean Let others sit next to you Treat others the way that you want to be treated Follow directions |

Horrell Hill Elementary School

VOICE LEVELS



0

Quiet
No Talking
Listen



1

Whisper
Low voice



2

Normal
talking
voice



3

Speak up
so people
can hear
you



4

Be loud
and proud!
Outside
voice

Horrell Hill Elementary
“Eagles SOAR towards Success”
School Wide Discipline System

Here at Horrell Hill Elementary, our students are challenged each year to “SOAR” to success. This system will allow students to gain positive and negative consequences for their choices and behaviors. Classroom behaviors will be monitored with a color chart, in which students will move personal clothes pins when making exceptionally good choices (move up) or when needing redirection from the teacher (move down). Every student begins each day on green. The value of each color is described below:

| | |
|--|---|
| Soaring Eagle (Blue) | This level is reserved for extraordinary behavior. We want this level to remain special. Students go above and beyond to show their excellence, demonstrate all 4 SOAR traits, and demonstrate leadership abilities. <i>5 SOAR Points</i> |
| High Flying Eagle (Pink) | Students have shown excellent choice in behavior; shown good character; demonstrates 2 SOAR traits. <i>4 SOAR Points</i> |
| Launching towards SUCCESS (Purple) | Students move to this level because they continue to meet class expectations; make good choices; demonstrate at least 1 SOAR trait. <i>2 SOAR Points</i> |
| Ready to Learn (Green) | Meeting expectations; no behavior problems. If students end the day on this level, they do not get in trouble. It means they did not go <u>“above and beyond.”</u> <i>1 SOAR Point</i> |
| Make Better Choices (Yellow) | Warning (verbal) Students move to this level as a reminder that they need to follow classroom rules. |
| Stop, Think, & Reflect (Orange) | Students move to this level if he/she continues to have a hard time making good choices. Students are given time to rethink their behavior. Teachers must conference with students and can choose a consequence such as taking time out, loss of recess time, loss of privilege, etc. (Whatever is logical for misbehavior and meaningful to the students) |
| Parent Contact (Red) | Students who move to red have continued to struggle with their behavior. These students will have their parents contacted, receive a consequence, and may receive a discipline referral (according to the nature of the behavior). |

Section Three: Communication



Richland School District One wants to keep you informed throughout the school year. Please ensure you have current contact information on file, access to Parent Portal, and your child brings home correspondence sent from school.

Communication of Student Progress:

Teachers will send home graded papers at least every two weeks. **Interim progress reports** are sent home **half-way** through the **9-week period** and **report cards** every **9 weeks**. Please contact the office if you do not receive these reports. Parents/guardians are strongly encouraged to frequently monitor Parent Portal during each grading period.

Conferences (Parents-Teachers):

There needs to be effective communication between parents and teachers. Conferences will be established for all students during the year. However, if at any time you wish to request a conference, please notify the teacher. Concerns about a classroom issue should be discussed with the teacher and student first before contacting an assistant principal. If the situation is not resolved, then by all means call the principal. We ask that you please call the school's office (803-783-5545) to arrange an appointment at least two days in advance. Please do not delay in requesting conferences should there be any concern. In addition, please visit to keep informed. Parental support stimulates instruction and encourages more learning.

Contact with Teachers:

Teachers should be contacted by sending a note or calling the school office. You may request that the teacher call you at his/her convenience or schedule a conference at the school for you after **2:40PM** or during

his/her planning period. Working hours for teachers are from **7:00AM until 3:00PM** each day. Teachers will not be relieved for unannounced conferences or phone calls during the instructional day.

Teachers and other staff members may not receive telephone calls except for emergencies. Telephone messages for teachers and other staff members may be received on their voice mail. They will return your call at their earliest convenience.

For students, only emergency messages will be delivered and the school phone is available to students for outgoing calls only in cases of extreme emergency. The school request that your child be given all necessary instructions at home. Please make arrangements concerning how the child is to get home before he/she leaves for school in the morning.

Parent Involvement:

Parent Teacher Organization (PTO)
School Improvement Council (SIC)

Our PTO supports and contributes to our educational programs provided for our students. General PTO meetings are held at least six times during the school year. Grade levels are assigned to present during these meetings. Our PTO sponsors fundraisers and fun-filled events during the school year. Each year parents are asked to give a membership donation. We encourage our parents and teachers to join the PTO and become actively involved. Meeting dates will be announced throughout the school year.

All schools are required by state law to have a School Improvement Council (SIC) composed of parents, teachers, community members and administrators. The SIC assists in developing and monitoring our five year school renewal plans and annual school reports required by the state of South Carolina. They also monitor other school improvement and innovative programs and provide other assistance as requested by the principal. Parents (grandparents and other family members) are encouraged to become involved with the elementary school program. Parent volunteers are needed to help

in the media center, in the classroom either on a regular basis or as a resource for special activities.

Each school's parent-teacher organization offers opportunities to participate in programs, family dinners and other special events. Contact the PTO volunteer chairperson for additional information.

Release of Student Information:

The school may receive a request for information on students enrolled or may wish to use student names in news releases. Information released on students may include the student's name, grade level, school to which assigned and years of attendance at that school. Student or class photographs may also be taken to accompany a news release or news article or program. Parental permission must be obtained first before any information is released.

Student Records:

Certain information contained in a student's permanent record is treated confidentially, with access limited by federal guidelines and board policy. Please submit a written request to the school's database specialist and principal to review your child's record.

Yearbook:

Our school yearbook is published yearly.

Section Four:

Instruction



Instructional Program:

Horrell Hill School is committed to meeting the instructional needs of its students, Pre-Kindergarten through grade five. We are committed to emphasizing the basic skills of **Reading, Composition, Handwriting, Mathematics, Science, Health, Social Studies and Spanish** (Grades K-5). The curriculum is broadened to include instruction in **Physical Education, Music, and Art**. Each teacher possesses individual talents and strengths which make learning stimulating and informative. These personal approaches along with curriculum standards and instructional objectives result in challenging learning experiences for students at Horrell Hill.

In addition, our curriculum program provides enrichment and higher-level thinking skills. Opportunities are provided to stimulate and motivate each student to his/her fullest working potential. Computers are used in the instructional program. Also, available are the services of a Curriculum Resource Teacher, Reading Teacher, Math Coach, Guidance Counselor, Speech Therapist, Registered Nurse, Social Worker, and Psychologist.

Advanced Academic Programs -

The Advanced Academic Program (AAP), under the auspices of Program for The Academically and Creatively Talented strengthens and broadens the academic and creative talents of identified students. In order to develop the exceptional abilities of these students, a differentiated curriculum is utilized with a combination of acceleration and enrichment. Students are identified by criteria stipulated by the South Carolina Department of Education, local district, or appeals presented by parents.

Elementary Guidance Program -

The elementary guidance program is an integral part of the educational process. The activities are designed to address typical personal, social, and academic concerns that children may experience. The guidance services include classroom guidance, small group counseling, individual counseling, consultation with parents,

teachers and administrators, crisis intervention, and coordination of guidance services, which includes assistance with student recognition programs, new student orientation, and fifth grade/middle school transition program.

Media Center (Library) -

The function of the school media center is to provide materials to enrich the curriculum, to satisfy quests for knowledge and to give added dimensions to the learning process. The Media Center provides opportunities for students to grow in their ability to locate; evaluate and synthesize information that will help them function in society; and provide student with opportunities for leisure-time reading.

The Media Center is an extension of the classroom. Students have access individually, in small groups, or the entire class. Student's use of the center is supervised by the Media Specialist and/or the cooperating classroom teacher. This cooperative supervision fosters respect for the Media Center and its resources.

Books are checked out for a week and should be returned on time. Students are responsible for the books. Parents or Guardian will be charged for lost or damaged books.

Special Education -

District One provides educational opportunities for all students including those with physical, mental and emotional disabilities. Each elementary school offers a combination resource program taught by teachers certified in learning disabilities.

These programs serve students with learning disabilities who spend most of their school day in their regular classrooms. Transportation is provided by the district when students must participate in classes outside of their regular attendance areas.

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 field trips. All trips are chaperoned by school personnel who may be assisted by parent volunteers. Students will not be allowed to call the day of the field trip for permission. If a fee for transportation is required, parents will be notified in advance. ***If your child is on medication, it is the responsibility of the parent to provide the medication for that day.*** The school can no longer supply the medication for the day of the field trip. The medication must be in a labeled bottle from the Pharmacy with the directions of when and how much to be given.

Homework Policies:

We believe regular, meaningful homework assignments are valuable and necessary. If homework is not assigned, students should always read 20 minutes each night followed by sharing a summary with you or answering questions you ask about the book. Online resources such as Lexia, Dreambox, etc can also be worked on to help them meet their weekly goals.

The purpose of homework is:

- ❖ To reinforce and practice skills taught in class.
- ❖ To develop independent study skills.
- ❖ To enhance parent awareness of a student's progress.

The nature of homework may be:

- ❖ Written/Non-Written drill and reinforcement activities.
- ❖ Research assignments or independent study.
- ❖ Assignments which encourage creative thought or expression.
- ❖ Homework is to be assigned daily, Monday through Thursday, and may be assigned on the weekend for special projects.

All homework assignments are due the following day or upon the day of return in the event of school cancellation, personal illness or any other legitimate excuses. Each teacher will determine the legitimacy of excuses. Homework must be ready to be presented by the student at the beginning of the class for which it is required. Under certain circumstances, the teacher may

keep a child in for recess to complete an assignment. Approximate minutes of daily homework are as follows:

| | |
|--------------------------------|---------------|
| Grades Pre-K-Kindergarten..... | 15-20 minutes |
| Grades 1-2..... | 20-30 minutes |
| Grade 3 | 30-45 minutes |
| Grades 4-5..... | 45-60 minutes |

If a child is consistently working longer than the suggested time every day, please notify the teacher(s). Regular contact is made concerning a child's progress through graded papers, interims, and report cards. Teachers are also available to discuss the achievement of students through notes, phone calls, and conferences.

Quarterly/End of Year Awards

It is important to celebrate students for their hard work and achievements. To recognize students, awards for Good Citizenship, Perfect Attendance and Honor Roll are designated for students who earn them in grades 3-5. Soaring Eagles and Eagles Excellence are designated for students in grades 1-2.

Attendance Recognition -

Children who do not miss any days from school during each nine weeks will be recognized on Awards Day and given a Perfect Attendance Certificate.

Good Citizenship -

Additional information will be sent home at the beginning of the school year explaining the details of Good Citizenship as we finalize our school wide PBIS model (Positive Behavior Interventions and Support).

Honor Roll - Honor Recognition -

Each grade level participates in quarterly awards. Students who maintain A's and B's for three nine weeks on their report card in all subject areas will receive honors recognition are as follows:

End of the Year Awards Assemblies -

At the close of the school year an awards assembly is held for Grades 1-4 and for PreK, Kindergarten, and Grade 5 (Promotional/Award Ceremony) to recognize and honor students who have perfect attendance, honor roll, good citizenship and have made outstanding academic achievements in a subject or subjects. Also, accomplishments or awards that a student has received district-wide are recognized.

Reporting Student Performance:

Grading Scale -

| | | |
|--------------|-----------|-----------|
| A = 90 - 100 | B = 89-90 | C = 70-79 |
| D= 60-69 | F = 59-0 | |

Interim/Report Cards -

Interim Reports are issued during the mid-point of each marking period. This is to inform parents of their child's progress. These reports are issued to students in grades 1-5 during the school year. Students receive Report Cards every nine weeks. If at any time during the year you have concerns about your child's progress, contact the teacher. Advance appointments should be made for conferences. Parents are strongly encouraged to review their child's performance by monitoring Parent Portal weekly. Grades can be viewed in Parent Portal as soon as your child's teachers input them into his/her gradebook.

Retention/Promotion Standards:

Regulations governing the promotion of students to the next higher grade are established by the State Board of Education. The regulations must be used at all grade levels. It is important for parents of elementary school students to note that promotion standards are used at grades K, 1, 2, 3, 4 and 5.

No student will be retained more than twice in grades 1-5 and no more than once in any one grade level. The school will notify parents of students who need to improve schoolwork and who may not meet the standards for promotion. Meetings with parents are

Eagles' Excellence - A Honor Roll
All A's in all content subjects
Grades 3-5

Eagles' Challengers - AB Honor Roll
A's and B's or All B's in all content subjects
Grades 3-5

Soaring Eagles - All 4's in Reading and Math
Eagles in Flights - 3's and 4's in Reading and Math
Grades 1-2

required to discuss the improvement needed. The support and assistance from parents help students meet the standards. With continued parent assistance, students will meet the promotion standards and make significant academic gains.

Student Council:

This is an organization to teach leadership skills for the members. Representatives consist of students selected from grades K-5. The officers are students in the fourth and fifth grades. The student council is responsible for projects during the school year. The officers are given an opportunity to participate in programs during the year. This is a good opportunity for students to acquire the skills of being a good leader.

Testing Program:

Elementary school students participate in the state and district testing program.

Our school district uses several types of tests:

1. MyIGDIS (Individual Growth & Development Indicators) (PK)
2. Kindergarten Readiness Assessment (KG)
3. STAR Reading (Grades K-5)
4. STAR Math (Grades 1-5)
5. Our State mandated test - SCREADY (Grades 3-5)
6. Our State mandated test - SCREADY Science(Grade4)

Section Five:

Appendix



Nine Practical Points for Parents

- Read to children at an early age. Establish that reading is fun and essential, not only in the classroom but to life in general. Provide quality-reading materials in the home and encourage regular library visits. Be a good role model and read more yourself!
- Arrange for the sharing of duties in the home and see to it that such duties are performed. Being responsible for chores encourages self-discipline. Having a regular chore makes one feel needed and a part of the family...important contributions to positive self-esteem.
- Show by example that consideration for others and a commitment to family and community are vital to individual growth and self-satisfaction.
- Speak well of education and praise its importance.
- Help a child with homework at the end of a school day. Rejoice in your child's successes; yet be alert and recognize personal social problems that may affect the school experience. Provide a place to study and a quiet atmosphere.
- Carefully watch the cultural influences in the home, including the viewing of television. Children can be shown how to discriminate between the good and the gaudy and cheap. Watch television with your children. Discuss the ideas and situations presented from a realistic point of view.
- Take an active part in ongoing communication with the teacher and the school. Keep abreast of your child's progress in school.
- Share at least one meal per day together as a family. Discuss homework, ideas, and happenings from your day.
- Cultivate and encourage a sense of humor. The ability to laugh at oneself indicates a sense of maturity.

Growing child, 22 North Street, PO Box 620, Lafayette, IN
47902

HORRELL HILL SCHOOL SONG

We are Horrell Hill Eagles; yes, we're Horrell Hill Eagles
And we're mighty thrilled to cry
That we're proud, yes, we're proud
To be an Eagle flying high



We love our Alma Mater
The center of our state
Upon that Hill most glorious the students are all great

We are Horrell Hill Eagles
Yes, we're Horrell Hill Eagles

And we hope to always stay here at home
Right at home
And be an Eagle flying high



HORRELL HILL SCHOOL ANTHEM

I AM A GENIUS

I am a GENIUS!

I am a G-E-N-I-U-S

I am a GENIUS!

And nobody can take that away from me,
I learned that at Horrell Hill Elementary!

As I walk through the halls of HHE
I know my teachers believe in me
They tell me to always do my best,
And not be afraid of any test because...

I am a GENIUS!



ACCEPTABLE USE POLICY GUIDELINES

Richland School District One provides an electronic network and Internet access to enhance the educational experiences of students. Access to electronic and web-based resources is available through classrooms, media centers, computer labs and home computers. Through active learning experiences and research opportunities, all students are expected to develop appropriate information literacy skills to ensure effective use of the wide variety of tools available through the network. With parental permission, student e-mail accounts will be issued. All e-mail messages and electronic files created or stored using district resource are property of the district.

Policy IJNDB and its Administrative Rule fully outline the district's intent, expectations, users' responsibilities and penalties regarding the network and its associated components.

STUDENT AGREEMENT

In order to take full advantage of these resources, students are expected to:

- Read and abide by all sections of the Richland One Acceptable Use Policy and Administrative Rule Guidelines.
- Use the system for educational purposes only including classrooms activities, career development, college applications and other activities as determined by the district.
- Protect them by never posting personal contact information or account information (passwords/logins) about themselves or others.
- Respect the district network and not attempt to gain unauthorized access to it, the website, Internet or online resources.
- Refrain from destruction and vandalism of the network system and its hardware.
- Notify teachers or administrators of any inappropriate e-mail messages or possible system security problems.
- Practice ethical and courteous behavior and observe copyright and fair use guidelines.
- Refrain from inappropriate, obscene, profane, vulgar, rude, inflammatory, threatening, disrespectful or gang-related language or symbols.
- Use district owned and identified resources and not download or install unauthorized software or executable files.
- Use network and e-mail access responsibly, understanding that it is a privilege and all violations will result in disciplinary measures consistent with district policies and guidelines.

PENALTIES FOR IMPROPER USE

The district reserves the right to place restrictions on or terminate student e-mail and network system use if it is determined that violations of the Acceptable Use Policy have occurred.

Students, who violate the terms of the Acceptable Use Policy or otherwise misuse the technology resources provided, will be subjected to disciplinary action for a Level 2 Offense, as outlined in Section X (Acceptable Use Policy Guidelines) of the Richland One Discipline Code.

ACKNOWLEDGEMENT FORM

I acknowledge that:

- I have received a copy of the Parent-Student Handbook for the 2023-2024 school year.
- I read the Parent-Student Handbook with my child so they, too, are fully aware of expectations to make this a successful school year.
- I have read and understand the Acceptable Use Policy Guidelines.
- I will contact my child's teacher/school if there are questions or concerns.

Student Print and Sign

Date

Parent Print and Sign

Date



Horrell Hill Elementary
Home of the Eagles