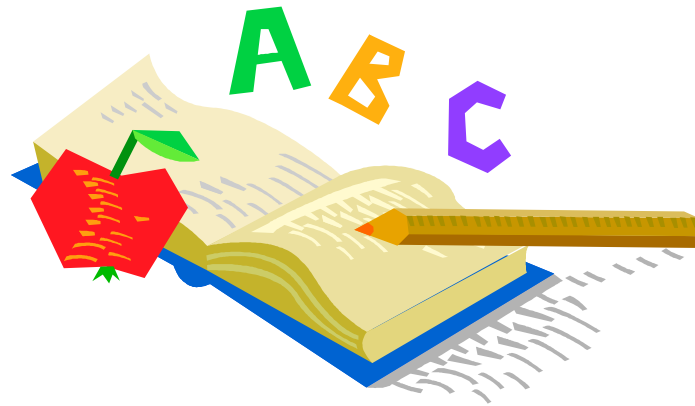


The ABC's of Hilton Head Island Early Childhood Center



This section was developed to assist parents through the “educational lingo” associated with our 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.

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 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:

- **MAP** (Measures of Academic Progress): a computerized adaptive assessment given 3 times a year to note strengths, weaknesses and progress or lack of. This assessment is used for teachers to help drive instructional practices. You will be notified about exact testing dates prior to test administration. MAP results will be shared with students/parents after each testing session.
- **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. A student must score a “5” and then be monitored for 2 years in order to formally exit LEP status. The **W-APT** is the name of the screener used to help determine LEP status based on responses on the Home Language Survey (given to all parents/guardians at registration).
- **DRA2+:** reading assessment which is given one on one to all Kindergarten students twice annual. This state mandated assessment provides teachers and parents information regarding foundational reading skills.
- **Fountas & Pinnell:** reading assessment which is given one on one to students throughout the year to note progress or lack of with reading skills. A grade level equivalency is given. On the report card this is noted as being reading above, on, or below grade level.
- **GOLD™** offers a revolutionary approach to early childhood assessment. It is an assessment tool available to teachers that is user-friendly and inclusive—one that enables them to increase the effectiveness of their assessments while having more time to spend with children. It’s easy to use, it’s effective, and it works—saving teachers time and helping them be confident in their assessment decisions.

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Other assessments such as the KBIT, DIAL, 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: Sarah Owen, 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 3 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 ages 6 to 17 years meets the definition of a truant when the child 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 8:20 am. Students who are bus riders will never be marked tardy, even if their bus is late to school. Students who are car riders are expected to arrive between **7:15 and 7:40 am** to ensure time to arrive to class on time. All students who enter the building at **7:40 am** 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.

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

Contact: Data Specialist (PowerSchool access)

State Standards Teachers, parents and community leaders have all weighed in to help create the SC College and Career Readiness Standards. The standards clearly communicate what is expected of students at each grade level. This will allow our teachers to be better equipped to know exactly what they need to help students learn and establish individualized benchmarks for them. With students, parents and teachers all on the same page and working together for shared goals, we can ensure that students make progress each year and graduate from school prepared to succeed in college and in a modern workforce. More information can be found about state standards can be found at: <http://ed.sc.gov/agency/se/instructional-practices-and-evaluations>

Contact: Barbara Tedford, Instructional Coach

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Creative Curriculum® System for Preschool: is a comprehensive collection of knowledge-building and daily practice resources that explain the “what,” “why,” and “how” of teaching. “What” and “why” are explained in the five curriculum volumes, which contain everything you need to know to build and implement a high-quality preschool program. “How” is provided through detailed, step-by-step guidance in the *Teaching Guides* and other daily practice resources. All Pre-Kindergarten classrooms have access to and use Creative Curriculum as the basis of their instruction.

Contact: *Barbara Tedford, Instructional Coach*

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 colors, free of designs and logos.** Please visit the BCSD website for more details.

<u>SCHOOL UNIFORMS</u>	
<u>TOPS</u>	Shirts, Sweaters and Sweatshirts <ul style="list-style-type: none"> • Tops may be light pink, light blue, white, hunter green • Students must wear plain shirts with a collar. Mock turtlenecks and turtlenecks are acceptable. • Shirts may not exceed one size larger or smaller than necessary as determined by the school administrator. • White T-shirts (long or short sleeves) may be worn under uniform shirts. • Students may wear plain, sweatshirts or sweaters in school colors over the uniform • Outerwear (Coats and Jackets) may not be worn inside the building during the school day.
<u>BOTTOMS</u>	Pants, Skirts, Skorts, Jumpers, Capris and Shorts <ul style="list-style-type: none"> • Bottoms may be solid khaki or navy. • Jeans and Cargo-style pants are not permitted. • Bottoms must be free of graphics and embroidery with the exception of small labels. They may not have any insignias, words, or pictures. • 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. • 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 • Belts must be worn if the garment has belt loops (it is suggested to use belts with magnetic clasps due to age group). There may be no graphics on the belt or buckle.
<u>SHOES</u>	<ul style="list-style-type: none"> • Appropriate footwear must be worn at all times, conforming to special programs (PE, science labs, playground etc). • Laces must be tied. • Flip flops, crocs and slippers are not permitted. • Shoes should be closed toed in solid black, brown, or white. • Heelies are not permitted.

*While school patches are not mandatory, they may be purchased locally at Uniform Work and Sport and may be purchased online at Lands’ End. Lands’ End has access to our school logo.

Contact: *Katie Todd, Social Worker*

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

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challenging state academic content and student academic achievement standards as all children are expected to meet. ESOL service 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). A bilingual liaison is available to help parents communicate if English support is needed.

Contact: *Beth Sexson and Sue Montgomery, ESOL teachers*
Patricia Wagner, Bilingual Liaison (Spanish support)

EDM (Everyday Mathematics): Everyday Mathematics materials allow HHIECC students to explore the full range of mathematics. Math activities are connected to past experiences and studied in a problem-rich environment with links to many areas both within mathematics and other subject areas.

- **Operations and Relations:** number facts; operation families; informal work with properties
- **Problem Solving and Number Models:** mental and written arithmetic along with puzzles, brain teasers and real-life problems.
- **Measures and Reference Frames:** Measures of length, width, area, weight, capacity, temperature and time; clocks; calendars; timelines; thermometers; ordinal numbers
- **Exploring Data:** collecting and ordering data; tables, charts and graphs; exploring uncertainty; fairness; making predictions
- **Geometry:** exploring two- and three dimensional shapes
- **Rules and Patterns:** functions, relations, attributes, patterns and sequences
- **Algebra and Uses of Variables:** generalizing patterns, exploring variables, solving equations
- **Numeration and Counting:** saying, reading, and writing numbers; counting patterns; place value;

Contact: *Barbara Tedford, Instructional Coach*

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: *Staci Hays, Literacy Teacher*

Grading: Students in Kindergarten will receive 4 report cards and 4 progress reports throughout the school year. Students in Pre-Kindergarten will receive 3 reports during the year regarding progress. Parent conference dates are scheduled for October and March, but can happen at any time at the request of the teacher or the parent/guardian.

Contact: *Your Child's Homeroom Teacher*

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 small 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







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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: *GINETTE EVANS, School Counselor*

Literacy Plan: At Hilton Head Island Early Childhood Center 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 and Dominie 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 choose 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.
-  Exposure to read-alouds, time for sharing and debriefing, and the opportunity for written and oral reflection are built into each language arts class.
-  Unit's of Study in Writing by Lucy Calkin is the curriculum all students will participate in. Mini lessons will help support teaching the different genres of writing.

Contact: *BARBARA TEDFORD, Instructional Coach*

Project Based Learning: is a Project-based learning a type of instruction, where students work together to solve real-world problems in their schools and communities. Successful problem-solving often requires students to draw on lessons from several disciplines and apply them in a very practical way. HHIECC is working on incorporated more project based learning activities into classroom lessons this school year.

Contact: *BARBARA TEDFORD, Instructional Coach*

Reggio Emilia Approach: is an educational philosophy focused on preschool and primary education. It was developed by Loris Malaguzzi, who was a teacher himself, and the parents of the villages around Reggio Emilia in Italy after World War II. After such a great and destructive event, people believed that children were in need of a new way of learning: the assumption was that people form their own personality during early years of development and, moreover, that children are endowed with a hundred languages. The aim of this approach is teaching how to make them useful in everyday life. The program is based on the principles of respect, responsibility, and community through exploration and discovery in a supportive and enriching environment based on the interests of the children through a self-guided curriculum. Our program is strongly influenced by this philosophy. Our students become involved in project work and research as they explore the world around them.

Contact: *BARBARA TEDFORD, Instructional Coach*

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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 HHIECC 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, Cordillo Park, and Woodlake communities.

Contact: *Dr. Sharma* @ noc-sc.org

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.*

While provisions are made for all students to participate in the District's Food Service and Nutrition program through the purchase of meals with full payment, reduced payment, and free, from time to time alternatives must be used to ensure that ALL students have an opportunity to participate in the food service program every day.

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: www.paypams.com. Students may be given a time during the instructional day for snack, depending on lunch schedule. **No fast food is allowed to be brought to school.** All snacks must be healthy and sodas are not allowed.

Contact: *School Nurse, Anne Jacoby*

Birthday Celebrations—HHIECC recognizes that celebrations are a part of both students' school life & the life of the greater community. As teaching & learning are our primary goals, we seek to balance instructional time and the educational value of celebrations. The district's Wellness Policy also comes into play. If students & their families choose to celebrate a birthday at school, the following procedure must be followed:

1. Contact the classroom teacher for suggestions and arrangements, inquiring about any classmates with food allergies to adjust food choices accordingly at least 3 days prior.
2. "Celebrations" will be short, simple and not disruptive to the instructional program. They will occur during snack time and will only include students and teachers in your child's class.
3. Choices may include a healthy snack, juice or water. **WE DO NOT ALLOW BIRTHDAY CUPCAKES OR CAKES.**
4. Any healthy snack for a celebration will be brought to the office in the morning & delivered to your child's classroom at the allotted time. Treat bags are not allowed.
5. If your child is inviting classmates to a home or outside party and you would like to hand out invitations in the classroom, all students must be included. Otherwise, please mail the invitations to avoid any hurt feelings.

Contact: *Your Child's Homeroom Teacher*

P.B.I.S (Positive Behavioral Interventions and Supports): The staff at Hilton Head Island Early Childhood Center 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

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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. 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 Gotcha Cards and PBIS celebrations are used to reinforce good behavior. HHIECC is the recipient of the PBIS Red Ribbon Award for our efforts!

Contact: Ginette Evans, Guidance Counselor

TPAC (Teacher Parent Advisory Council): At HHIECC, because the students are only at our campus for up to two years, we combine our PTA and SIC to form one group, TPAC. TPAC meetings are held monthly and on as needed basis. Goals of both groups are presented at the meetings. The TPAC 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. TPAC 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 Renewal 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)
- Participate in fundraising efforts
- Help support teachers with specific needs

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: Kim Bratt, Principal

SIT (Student Intervention Team): The Student Intervention Team (SIT) consists of a team of educators at a school who work together as effective problem-solvers. Using the SIT model, 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 SIT group for review. The team documents interventions in the areas of academics and behaviors and notes progress or lack of through the **Response to Intervention (RTI)** process. Parents will receive feedback about these interventions and will be **involved in the process**. Community based and Baby Net referrals will also go through this process.

Contact: Staci Hays, Literacy Teacher

Special Education Program: Hilton Head Island Early Childhood Center, 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

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community. Students who qualify for Special Education will have an **IEP** (Individual Education Plan) which is evaluated at least annually.

Contact: *Lori Rittenhouse, Special Education Teacher and Cathy Wilson, Special Education Teacher*

Specials/Related Arts: Hilton Head Island Early Childhood Center offers a variety of daily learning experiences during Specials/Related Arts time. Students participate in Physical Education, Music, Art, Media, Computer Lab, and Explorations (Science/Social Studies Based). Teachers will help students make cross curricular connections by tying in what is learned in the core content areas to the arts.

Contact: *Related Arts teachers*

Technology: At Hilton Head Island Early Childhood Center, students have the opportunity to use various technologies to learn from. This is used to build 21st Century skills as well as support their knowledge in content areas. The school has a computer lab for technology lessons and projects. Each classroom has an Interactive White Board, iPad minis, a phonic ear sound system, and desktops/ laptops for student use. Students have access to a filtered internet and various district software programs to enhance their learning.

Hilton Head Island Early Childhood Center has a website which can be found at:

<http://hec.beaufort.k12.sc.us/pages/HiltonHeadIslandEarlyChildhood> and look for use on Facebook by searching for: Hilton Head Island Early Childhood Center (Education).

Contact: *Sandy Ferguson, Media Specialists, Sarah Owen (AP) and Pam Joiner, Computer Lab Instructor*

Transportation:

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. Lines will be single file in the AM. There may be some special before school interventions that happen. Student must be in the building *no later* than 7:40 am as instruction begins and the building is secured. **After 7:40 am, parents are required to walk their children into the school and sign them in at the front office.**

Dropping Off/ Buses: Students on buses will be brought to the school bus entrance. Those students eating breakfast at school will report directly to the cafeteria.

Early Dismissal: Students needing to be dismissed earlier for an appointment **MUST** be checked out no later than 2:15. After that students will not be able to be dismissed unless it is an emergency. Parents must enter the school building and show ID in order to check out their child.

Dismissal Cars: Car Riders will be escorted and supervised at the gym. Car lines in the afternoon will be double lines. Car Tags must be visible to supervising teacher so they can call your child when you are in line. If you do not have a car tag number, please come into the school building and show photo ID in order to check out your child.

Dismissal Buses: 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. It is required by law that any students in Kindergarten be met by their parent/guardian directly at the bus stop. Parent/guardians must show their bus tag to ensure appropriate bus drop off. If you do not have your tag, your child will be brought back to the school after bus route is completed and you will need to meet them at the school with photo ID. Any issues regarding bus pick up or drop off must be directed to **Transportation at 843-706-8400**. Discipline issues involving bus behavior or other concerns can be directed to school administration for investigation.

Additional car tags can be obtained in the front office.

If Your Child Has a Change in Transportation: A note needs to be written in your child's take-home folder or a letter with your signature needs to be faxed over to the office prior to **2:00 p.m.** at (843) 689-0550. **Students may not be picked up between 2:15-2:45, unless it is an emergency and approved by**

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administration. Parents must come to the office, show a photo ID, and officially sign out your child. It is best to choose the method of transportation (i.e. bus or car) for your child for the year. **Frequent changes are confusing for students, time consuming for office staff, and may cause safety issues.**

Contact: Sarah Owen, Assistant Principal

Volunteers: Hilton Head Island Early Childhood Center loves volunteers! We love volunteers for field trips, PBIS celebrations and many other things. All prospective volunteers/chaperones **must** complete an application online at: <https://bib.com/SecureVolunteer/Beaufort-County-School-District/>.

Contact: Staci Hays, Literacy Teacher (Volunteer opportunities)

Ginette Evans, Guidance Counselor (Volunteer clearance)