

# Fennell Elementary Magnet School 2025-2026



NAME \_\_\_\_\_

ADDRESS \_\_\_\_\_

CITY/TOWN \_\_\_\_\_ STATE \_\_\_\_\_ ZIP \_\_\_\_\_

STUDENT NO. \_\_\_\_\_ HOMEROOM \_\_\_\_\_ PHONE \_\_\_\_\_

# Fennell Elementary Magnet School

## PARENT, STUDENT, AND TEACHER HANDBOOK 2025 - 2026

131 Yemassee Highway  
Yemassee, SC 29945

Telephone: (803) 398-5591  
Fax: (843) 589-8043

<https://fes.hcsdsc.org/>

**Principal:** Bernard Sanders, Ed.S  
**Reading Coach:** Clarissa Geddis  
**Guidance Counselor:** Carla Priester

**“Teamwork Makes the Impossible, Impossible!”**

This handbook belongs to:

Name: \_\_\_\_\_

Address: \_\_\_\_\_

City/State: \_\_\_\_\_ Zip: \_\_\_\_\_

Grade Level: \_\_\_\_\_ Homeroom: \_\_\_\_\_

Dear Parents, Guardians, and Students,

Welcome to the 2025-2026 school year! We hope your summer has been filled with fun, relaxation, and special memories with family and friends.

We are excited to welcome both our returning students and those who are new to our school family. This year promises to be one of growth, learning, and success for every student. Our dedicated teachers and staff have been working hard to prepare engaging lessons, fun activities, and a safe, supportive environment where every child can thrive.

Here are a few important reminders as we begin the new school year:

- **First Day of School:** Thursday, August 7, 2025
- **School Hours:** 7:00 AM -2:30 PM
- **Meet the Teacher/Open House:** Tuesday, August 5, 2025. This is a great opportunity to visit the classroom, meet teachers, and drop off supplies.
- **NO Sign Out after 1:40 PM.** We ask that if parents are going to pick students up early, to call in before this cutoff time.

Our school's mission remains focused on academic excellence, character development, and preparing students with the skills they need to succeed in today's world. We are committed to creating a positive learning environment where every student feels valued and supported.

Please stay connected with us throughout the year by checking our school website, newsletters, and parent square for updates, events, and important information.

If you have any questions or concerns, please don't hesitate to contact the school office at 803-398-5591 or by email at [BSanders@hcsdsc.org](mailto:BSanders@hcsdsc.org)

We look forward to partnering with you for another fantastic school year filled with learning, discovery, and growth.

Welcome back! Let's make it a great year together!

Sincerely,

*Bernard Sanders*

Bernard Sanders, Ed.S,  
Principal



**SCHOOL CALENDAR  
2025– 2026**

July 4, 2025 .....	Independence Day
August 4-6, 2025 .....	Professional Learning Day
August 7, 2025 .....	Students' First Day
September 1, 2025 .....	Labor Day
September 2, 2025.....	Professional Learning Day
October 10, 2025.....	End of First Quarter
October 15, 2025.....	Early Out
October 16, 2025.....	Report Cards/PLD
October 17-20, 2025.....	No School
November 24-28, 2025 .....	Thanksgiving Break
December 19, 2025 .....	Half Day
December 22-January 2, 2026 .....	Christmas/New Year's Break
January 5, 2026 .....	*2 <sup>nd</sup> Quarter Intersession Day
January 6-7, 2026 .....	Professional Learning Day
January 9, 2026 .....	End of 2 <sup>nd</sup> Quarter Semester One
January 16, 2026.....	2 <sup>nd</sup> Quarter Report Card
January 19, 2026 .....	Dr. Martin Luther King, Jr., Holiday
February 12, 2026 .....	Early Out
February 13, 2026.....	Professional Learning Day
February 16, 2026 .....	President's Day
March 18, 2026 .....	End of 3 <sup>rd</sup> Quarter
March 27, 2026.....	Report Cards
April 3, 2026.....	Intersession Day
April 6-10, 2026.....	Spring Break
April 13, 2026.....	Intersession Day
May 25, 2026... ..	Memorial Day Holiday
June 2-3, 2026.....	Half Day for Students
June 4, 2026.....	Work Day/Professional Learning
June 19, 2026.....	Juneteenth

**\*Intersession Days are by invitation only and are provided for students with academic or attendance makeup needs.**

**Weather Make-Up Days:**

**Semester 1: TBD**

**Semester 2: TBD**

**HAMPTON COUNTY SCHOOL BOARD MEMBERS**

Marsha Robinson ..... Chairman  
Kari Foy ..... Vice-Chairman  
Debra Holmes ..... Secretary  
Mary Wilson ..... Parliamentarian  
Douglas Jarrell..... Member  
Richard Long, Jr..... Member  
Hannah Priester.....Member

**HAMPTON COUNTY SCHOOL DISTRICT**  
**DIRECTORS AND COORDINATORS**  
**803-943-4576**

**SUPERINTENDENT ..... Glenda Sheffield**

**DEPUTY SUPERINTENDENT .....Toreacher Dobson**

**FINANCE DIRECTOR .....Kathy Culclature**

**PERSONNEL DIRECTOR .....Conchita Bostick**

**FOOD & NUTRITION DIRECTOR .....Mozelle Murdaugh**

**SPECIAL EDUCATION DIRECTOR..... Suzanne Peoples**

**PUBLIC INFORMATION DIRECTOR.....Erin Long**

**TECHNOLOGY DIRECTORS .....Akosha Hinkson & Carole McGrath**

**CURRICULUM & INSTRUCTION DIRECTOR .....Kristy Wood**

**STUDENT SERVICES DIRECTOR ..... Loretta Darien**

**FEDERAL PROGRAMS DIRECTOR ..... Devona Youmans**

**TRANSPORTATION DIRECTOR.....Carolyn Shands**

## SCHOOL INFORMATION

### OFFICE STAFF

Principal	<b>Mr. Bernard Sanders</b>
Bookkeeper/Financial Secretary	Ms. Megan Williams
PowerSchool Manager/Attendance	Mrs. Altovise Gamble

### ADMINISTRATIVE COACHES

Reading Coach	Mrs. Clarissa Geddis
---------------	----------------------

### PRE-KINDERGARTEN

Pre-K	Mrs. Terrie Hill
Pre-K Paraprofessional	Ms. Rose Brown

### KINDERGARTEN

Kindergarten	Ms. Rebecca Evans
Kindergarten Paraprofessional	Mrs. Sheila Griffin

### 1<sup>ST</sup> GRADE

First Grade	Mrs. Morgan Peeples
First Grade	Ms. Melissa Rodriguez

### 2<sup>ND</sup> GRADE

Second Grade	Mrs. Saidell Moore
--------------	--------------------

### 3<sup>RD</sup> GRADES

Third Grade	Mrs. Angela Evans
-------------	-------------------

### 4<sup>TH</sup>- 6<sup>TH</sup> GRADES

Science/Steam	Mrs. Kim Roberts
Mathematics	Mr. Kevin Moore
English Language Arts	Mrs. Katie Diaz

### READING RECOVERY

Interventionist	Ms. Terri Stansfield
-----------------	----------------------

**STUDENT SERVICES**

Guidance Counselor	Ms. Carla Priester
Nurse	Mrs. Walene Penn

**SPECIAL ACTIVITIES**

Art/Music	Violet Smith
Band	Mr. Ervin Manigo
Librarian	Mrs. Dennelle Bowers
Physical Education	Mr. Jonathan Guthrie
STEAM	Mrs. Kim Roberts
C. Lab	Crystal Wooten

**CAFETERIA**

Lunchroom Manager	Mrs. Cynthia Riley
Cafeteria Secretary	Mrs. Wannoa Heyward
Lunchroom Operator	Mrs. Catherine McQuire
Lunchroom Operator	Mrs. Gloria O'Banner

**SUPPORT STAFF**

Custodian (L)	Mr. Leroy Davis
Custodian	Mr. Mack Griffin
Bus Drivers	Mr. James Bryant
	Ms. Wanda Bryant
School Resource Officer (SRO)	Dep. Mack

## IMPORTANT TELEPHONE NUMBERS

**MAIN OFFICE: 803-398-5591**

**Fax: 843-589-8043**

<b>Guidance</b>	Ext.1603
<b>Nurse Station</b>	Ext.1605
<b>Cafeteria</b>	Ext.1608
<b>Media Center</b>	Ext.1604

**School Mascot:**  **Eagles**

**School Colors:** Green and Gold

**School Hours:** Doors open to students at 7:00 am.  
Breakfast at 7:00 am- 7:30 am.  
School begins at 7:35 am.

**\*\*Students are tardy at 7:36 AM**

Dismissal at 2:30 pm.

**No early dismissal after 1:40 pm.**

## **STATEMENT**

Join us for the 2025-2026 school year as we prepare to offer rigorous and engaging activities through cooperation and collaboration with parents, school board, staff and all stakeholders to provide life-long learning activities for students' academic success.

## **MISSION**

The mission of Fennell Elementary Magnet School is to create a safe, nurturing, and positive learning environment where every student feels valued and empowered. We are committed to fostering high levels of student engagement in problem-solving and conflict resolution, helping them develop critical thinking and leadership skills.

## **VISION**

The vision of Fennell Elementary Magnet School is for all students to excel academically while developing 21st-century skills in critical thinking, collaboration, and innovation.

## **KINDERGARTEN SCHEDULE**

7:00-7:30	BREAKFAST/HOMEROOM
7:35-9:50	ENGLISH LANGUAGE ARTS (ELA)
10:00-10:25	RECESS
10:25-10:55	LUNCH
11:00-12:00	RELATED ARTS
12:00-12:15	RESTROOM BREAK
12:15-1:05	SHARED R/W
1:05-1:35	MATHEMATICS
1:35-2:15	I/E D. CENTERS
2:30	DISMISSAL

## **1<sup>ST</sup> AND 2<sup>ND</sup> GRADE SCHEDULE**

7:00-7:30	BREAKFAST/HOMEROOM
7:35-9:45	ENGLISH LANGUAGE ARTS (ELA) PT. 1
9:00-10:00	RELATED ARTS
10:00-10:25	ENGLISH LANGUAGE ARTS (ELA) PT. 2
10:25-11:25	RECESS/LUNCH
11:25-12:55	MATHEMATICS
12:55-1:25	I/E
1:25-1:55	SCIENCE
1:55-2:25	SS
2:30	DISMISSAL

### **3<sup>RD</sup> GRADE SCHEDULE**

7:00-7:35	BREAKFAST/HOMEROOM
7:35-9:45	ENGLISH LANGUAGE ARTS (ELA)
9:45-10:00	RESTROOM BREAK
10:00-11:00	RELATED ARTS
11:05-12:05	LUNCH/RECESS
12:05-1:20	MATHEMATICS
1:25-1:55	SCIENCE
1:55-2:25	INTERVENTION
2:30	DISMISSAL

### **4<sup>TH</sup> GRADE SCHEDULE**

7:00-7:35	BREAKFAST/HOMEROOM
7:35-9:35	ENGLISH LANGUAGE ARTS (ELA)
9:35-10:00	MATHEMATICS PT. 1
10:00-11:00	RELATED ARTS
11:05-12:05	LUNCH/RECESS
12:05-1:05	MATHEMATICS PT. 2
1:05-2:00	SCIENCE
2:00-2:25	INTERVENTION
2:30	DISMISSAL

### **5<sup>TH</sup> AND 6<sup>TH</sup> GRADE SCHEDULE**

7:00-7:30	BREAKFAST/HOMEROOM
7:35-9:05	ELA/MATHEMATICS
9:05-9:35	5 <sup>TH</sup> SCIENCE/6 <sup>TH</sup> SS
9:35-10:05	I/E WRITING BLOCK
10:10-11:05	ELA/MATHEMATICS
11:05-12:05	RECESS/LUNCH
12:10-12:45	ELA/MATHEMATICS PT. 2
12:45-1:25	SCIENCE/SS
1:25-2:25	RELATED ARTS
2:30	DISMISSAL

## **ACADEMIC AWARDS**

- Principal's Honor Roll
- A-B Honor Roll

## **ARRIVAL TO SCHOOL**

All students will go directly to the cafeteria beginning at 7:00 AM. Students will be escorted to and from the cafeteria by a staff member starting at 7:15 am until 7:30 am. Car riders will be dropped off at students "Drop off Point". Students may enter the building by front entrance or the door to the cafeteria.

## **ATTENDANCE**

When it is necessary for students to miss school, parents must send a note to the attendance officer with the following information:

- Date of excuse
- Reason for absence
- Date of absence
- Signature of parent or guardian

The following reasons constitute a valid excuse for an absence:

- Quarantine
- Religious observances
- Illness or injury
- Death in the immediate family
- Medical or dental appointments
- Court or administrative proceedings

An absence will be coded unexcused if a note is not received within three days of the absence. Students with ten unexcused absences may be required to bring a doctor's note when absent from school.

## ATTENDANCE POLICY

- Hampton County School District has a legal obligation to ensure that all students are attending school. All students are expected to attend school daily unless there is a good cause for the absence.
- A written, signed excuse from a parent/guardian, certified medical or judicial for all excused absences must be sent with the child when returning from an absence.
- All excuses, medical or otherwise must be received within three days of the absence.
- When a student has been absent, unlawful, for three (3) consecutive days or has a total of five (5) unlawful absences, the principal/designee will request (by phone or by written note) a conference with the parent/guardian. At this time a student is considered truant (although the schools will accept medical notes as a valid excuse for truancy purposes, the State Department of Education still include those absences for chronic absence reporting and they, therefore, must be a part of the discussion when intervention meetings are scheduled).
- Once a student is considered truant the principal/designee along with the parent/guardian will formulate a written agreement (an intervention plan) to keep the student in school.
- If the school is unsuccessful in contacting the parent and/or guardian or in getting the parent/guardian to agree on a time to meet, or if the parent/guardian fails to keep the appointment, a plan will be developed in the parent/guardian's absence and a copy of the plan will be sent to the parent/guardian.
- The District Attendance Supervisor will be notified if the agreement is not kept and the student continues to accumulate unexcused absences. A district level hearing will be scheduled at that time for further action by the District Attendance Supervisor. The principal/designee, the District Attendance Supervisor, in some cases an outside agency representative, and the parent/guardian will meet to amend the written agreement.
- The District Attendance Supervisor will be notified of any further unexcused absences by that student and the case may be referred to the judicial systems as well as reported to the Department of Social Services for educational neglect.
- Remember, any student who has (10) or more unexcused absences for the

year may be in danger of not being promoted.

THE 10 DAY RULE WILL BE TAKEN INTO CONSIDERATION WHEN DECIDING IF A CHILD SHOULD BE RETAINED AND HE/SHE HAS MISSED 10 OR MORE DAYS FROM A CORE SUBJECT AREA SUCH AS ELA, MATH, SCIENCE OR SOCIAL STUDIES, AS A RESULT OF CONSTANT TARDIES OR EARLY PICK-UPS.

**CHRONIC ABSENTEEISM** is now being reported by the State Department of Education to the Federal Government. Any student who misses 10% of the enrollment period-for any reason (e.g. illness, suspension, excused, or unexcused) is considered chronically absent. All students are expected to make up work missed when absent whether the absence was excused or unexcused. Teacher, parent, and the student are responsible for seeing that work is completed and turned in with two (2) weeks after returning to school.

**Please sign the form below and retain in this Handbook.**

**PARENTAL ACKNOWLEDGEMENT**

I, \_\_\_\_\_ the parent of \_\_\_\_\_  
(Parent's Printed Name) (Student's Printed Name)

have received, read, and understood the new attendance policy for Hampton County School District for the 2025-2026 school year. I am aware that if my child misses 10% of the enrollment period for any reason (e.g. illness, suspension, excused, or unexcused absences) he/she is considered chronically absent, an Intervention Plan will be developed and he/she may be in danger of not being promoted to the next grade. Additionally, if my child missed 10 or more days from a core subject as a result of tardies or early releases he/she may be in danger of being retained.

Parent Signature \_\_\_\_\_

Date \_\_\_\_\_

**NOTE: IF YOUR CHILD HAS ALREADY MISSED 5 OR MORE DAYS FROM SCHOOL, SOMEONE WILL BE CONTACTING YOU TO SCHEDULE A MEETING IN THE VERY NEAR FUTURE.**

## **BACKPACKS**

Book bags, backpacks and string bags should not be brought to the cafeteria during breakfast or lunch.

## **BEHAVIOR**

### **RULES AND PROCEDURES FOR STUDENT BEHAVIOR**

#### ***Classroom***

- Students should be prepared for class and participate in classroom activities.
- Students should be focused, on task and should follow classroom rules.
- Students should be respectful of their teachers and classmates.
- Students should follow the directions of teachers.
- Students should not leave class without permission and a hall pass.

#### ***Hallways***

- Students should move safely and quietly through the hallways, following the directions of their teachers and other staff members.
- Students should follow the directed route between classes and other areas of the building.
- Students should be respectful of other students in the hallway and of classes that are in session.

#### ***Cafeteria***

- Students will not be allowed to visit the serving stations after being seated.
- Students should follow teacher and staff directions when entering and leaving the cafeteria.
- Students should sit at their designated tables and should not move around the cafeteria. They should clean up after themselves.

#### ***Bus Area and Car Area***

- Students should move safely while on the bus. They should respond promptly and respectfully to teacher and staff directions.
- Students should either go straight to their bus or car or wait in the designated areas.
- Students should move to the bus and car rider areas as directed by their teacher or staff.

## ***Restrooms***

- Students should have a hall pass to visit the restroom unless it is a designated break.
- Students should not congregate in restrooms.
- Students should keep restrooms clean, making sure to throw all trash in a trash can.
- Students should report any issues with restroom cleanliness or student behavior to a teacher.
- Be timely.
- Go straight to the restroom.
- Wash your hands with soap and water.
- Come straight back.
- Respect privacy.

## ***Offices***

- Students should behave themselves at all times in office areas. Students should be polite and follow staff directions.
- Students must have permission and a hall pass from a teacher or staff member to go to the office.

## **BETA CLUB**

- Scholarship: Students have to attend the school for at least one semester and maintain a "B" average.
- Maintain good character
- Show good leadership skills
- Give service to school and community
- Show citizenship by involving in extracurricular and community activities

## **BREAKFAST & LUNCH PROGRAM**

**FREE Breakfast and FREE Lunch to all students.**

## **BULLYING**

Bullying is the repeated act of unkind treatment to another student. This could be in the form of words or actions. At Fennell, we are committed to address issues of bullying that may occur. Students are obligated to report any incident that may endanger other students. Students found to be in violation of bullying another student will be addressed in a disciplinary manner. If a student is bullied, it is important that they let a teacher or administrator know immediately. Students can also report by

using the STOPIT app.

## **CELL PHONES AND OTHER ELECTRONIC DEVICES**

There will be a zero tolerance for use of cell phones by students.

Students will automatically lose their device and need a parent to pick the device up.

## **CODE OF STUDENT CONDUCT**

Students are responsible for knowing and adhering to the Code of Student Conduct.

The Code of Student Conduct notifies parents and students of the standards of behavior expected of students, conduct that may be subject to discipline, and the range of disciplinary measures that may be used to enforce rules and policies.

### • **DISCIPLINARY MEASURES THAT MAY BE USED FOR VIOLATIONS**

School officials may impose a range of disciplinary measures for incidents, and these may vary depending on the severity of the misconduct. Teachers and administrators may use interventions such as parent contact, positive behavior interventions, timeout, conflict resolution, counseling interventions, detention, loss of privileges, exclusion from extracurricular activities, and others. Administrators may also assign in-school and short term out of school suspensions. For more severe violations or repeat offenses, an assignment to an Alternative School will be imposed. Alternative School assignments and long-term suspensions may be imposed following a recommendation to District Superintendent.

### • **AIDING OR ASSISTING**

Students should not aid or assist others in violating rules. Students committing this offense may be disciplined in the same manner as those students actively violating rules. Students that video tape, take pictures and do not seek assistance will be disciplined.

### • **AGGRAVATING AND MITIGATING CIRCUMSTANCES**

When considering disciplinary actions, administrators and teachers should consider factors related to the offense including the student's age, intent, disciplinary and academic history, how the misconduct impacted others, and the student's level of cooperation after the incident.

### • **GUIDELINES FOR DISCIPLINE**

Offenses recommended for disciplinary actions:

- Cell phone use
- Disruptive behavior

- Dress code violation
- Late to class
- Bus misbehavior
- Falsifying information
- Misuse of technology
- Inappropriate items at school
- Aggressive behavior
- Disrespect to staff
- Inappropriate Language
- Insubordination
- Bullying
- Fighting Theft
- Cheating
- Possession of drugs
- Possession of alcohol
- Possession of weapons

## DISCIPLINE

One of the most important lessons education should teach is discipline. Discipline is the training of mental, moral and physical expectations to establish, as well as, ensure order and respect for all. Fennell school-wide discipline policy is to be implemented across campus. It is our policy that each student is responsible and accountable for their actions. Our school-wide plan encourages positive choices and does not exclude consequences. See Fennell School Discipline Manual.

## DISMISSAL PROCEDURES

Students will be dismissed with their class daily. Teachers will escort their classes to the buses. All car riders will report to cafeteria. Each car riders name will be called to report to the sidewalk to enter designated car. Students should go directly to their assigned buses. If there are late buses, students will be moved to the gym to wait.

## EARLY CHECK-OUT

**Parents needing to sign a student out of school early should do so prior to 1:40 pm.** After 1:40, we will no longer call classrooms to sign students out. Signing out during this time is disruptive to dismissal.

## EMERGENCY DRILLS

Fire drills, lockdowns and tornado drills are conducted for everyone's protection and are required by law. During these drills it is imperative that students remain silent,

follow instructions given by staff, and carry out all directions in an orderly fashion.

## FIELD TRIPS

Field trips are a valuable part of the instructional program. Students must demonstrate excellent behavior on trips and represent our school at the highest level. Students who have repeated documented instances of inappropriate behavior and disregard for school rules, may be denied the opportunity to participate on field trips unless otherwise approved by the principal. Field trip deposits and payments are non-refundable and must be indicated on field trip information forms. If a student decides not to participate or becomes ineligible, they will forfeit their payment.

## GRADING POLICY

- **Pre-K & Kindergarten Grades**

P=Proficient      I=In Progress      N=Not yet evident

- **Grades 1-6**

A=90-100      B=80-89      C=70-79      D=60-69      F=0-59

- For the **1st, 2nd, 3rd, and 4th nine weeks**, students must have the following to qualify for Principal's List & Honor Roll:

Principal's List - All A's – No Averages

Honor Roll - All A's & B's - No Averages

- At the **end of the year**, students must have the following **yearly final grades in all CORE SUBJECTS** to qualify for *Superintendent's List, Principal's List & Honor Roll List All Year*:

Superintendent's List - All final grades 95-100

Principal's List - All final grades 90-100

Honor Roll List - All final grades 80-100

- **No grades lower than a 50 will be given on the report card each nine weeks.** Teachers will place actual number grade in the comment section. Interim report reflects actual grade.

## HOMEWORK

Fennell recognizes a 'No Homework Policy'. However, teachers will assign practice homework that is purposeful and appropriate for the subject area. A practice activity should not take over 10 minutes for completion. However, we do encourage all students to read at least 30 minutes daily.

## **MAKE-UP WORK**

Teachers are required to allow all students to complete make-up work missed due to absences from school. Teachers must grade work and honor grade given on all makeup work. Make-up work should be completed promptly.

## **MEDIA CENTER**

The Fennell Media Center opens at 7:20 am. Students are required to have teacher permission and a hall pass to go to the Media Center. Reference materials may be checked out overnight. A whole class may be scheduled only if the class is supervised by a teacher. Reasonable, courteous and good work habits are expected in the Media Center at all times.

## **MEDICATIONS**

All medicines will be kept in the nurse office. A permission to dispense medication form must be completed and signed by parent or guardian **and** physician. The medicine must be in the original bottle with student's name and the time and method dispensing medicine to the student.

## **PROGRESS REPORT DATES**

First Nine Weeks:	August 30, 2025
Second Nine Weeks:	November 16, 2025
Third Nine Weeks:	February 14, 2026
Fourth Nine Weeks:	May 9, 2026

## **PROMOTION / RETENTION POLICY**

Hampton County School District schools work very hard to ensure each and every child's experience in school is a successful one. Part of building that path to a positive future is making sure that every student is reading on grade level the end of third grade. This effort takes school, teachers, students, and families working together to teach literacy skills especially in the early years. The South Carolina Department of Education writes, "Research shows that students reading below grade level at the

end of 3rd grade are six times more likely to leave school without a high school diploma (Murnane, Sawhill, and Snow, 2012). This information is to make families aware of the importance of your child learning to read, the Read to Succeed law, and the Hampton County School District Promotion/Retention Policy. The Read to Succeed Act requires **students not reading on grade level by the end of the 3rd grade to be retained** in that grade for another year. Hampton School District Promotion / Retention Policy also states: A student will be retained in his/her grade if that student fails one or more core subjects.

## READING LEVEL CENTER

Teachers may check out leveled books for the classroom and students.

## REPORT CARDS

Report cards are distributed every nine weeks. All students will receive progress reports on a periodic basis. Parents are encouraged to utilize the PowerSchool Parent Assist program to view their child's progress at any time. To obtain access, parents will need to provide a valid ID and completed request form to our school data manager.

## REPORT CARD DATES

First Nine Weeks:	October 21, 2025
Second Nine Weeks:	January 19, 2026
Third Nine Weeks:	April 18, 2026
Fourth Nine Weeks:	TBD

## REPORTING TO PARENTS

Each teacher will notify parents of student performance on a regular basis. Graded paper or paper with comments will be sent home a minimum of once a week in a special folder. All papers should be signed near the grade or comment and returned the next day. Papers will be sent in all areas but essentially in the basic skills areas of reading, math, writing, and science.

All students at each 4 ½ week interval will receive an interim report to be signed and returned. Parents will be notified about a sudden change in grades, attitude, or performance. **Report Cards** will be sent at the end of each regular nine-week reporting

period. (See school calendar for dates).

## RESPECT FOR YOURSELF

- Give your best effort and performance at all times.
- Come to class prepared and ready to learn.
- Report to class on time and bring necessary materials (paper, pencils, books and planner).
- Participate in class in a positive and productive manner.

## RESPECT FOR OTHERS

- Keep hands and feet to yourself.
- Interactions with other people require that you use appropriate language and be polite and positive.

## ROUTINES AND PROCEDURES

### ***General***

- Abide by all school rules.
- Maintain a positive learning environment.
- High level of respect and tolerance for others.
- Practice all routines and procedures.

### ***Classroom***

- Enter the room ready to learn.
- Have all daily tools for learning.
- Highest respect for your teachers.
- Respect for all learners.
- Report to class as scheduled.

### ***Cafeteria***

- Appropriate use of food.
- Hands and feet to yourself.
- Clean tables and area after eating.
- Only talk with a low-level voice.
- Wait patiently
- Use good manners
- Line up quietly

### ***Hallways***

- Walk to your right.
- Hands and feet to yourself.
- Have a hall pass.

- Use appropriate language.
- Respect all staff and students.
- Report to class as scheduled

### ***Playground***

- Hands and feet to yourself
- Remain in appropriate location
- Proper use of equipment
- Be respectful to others
- Keep areas clean
- Respect the line up order from teacher
- Enter the building orderly and quiet
- Go directly to class

### ***Restroom***

- Use facilities properly
- Always flush and wash hands
- Respect all peers within the bathroom space
- Use facilities properly
- Hands and feet to yourself
- Keep voice to a low level
- Do not write on walls
- Keep area clean
- Be timely
- 

### ***Assemblies***

- Hands and feet to yourself
- Proper use of facilities
- Keep areas clean
- Use school appropriate language
- Be respectful to speaker, staff and students
- Stay in assigned space
- Participate appropriately

### ***Arrival and Dismissal***

- Move quietly in the correct direction
- Stay in the appropriate location
- Car riders go directly to cafeteria
- Bus riders go directly to bus area
- Car riders will be called to report to cars
- Arrival is 7:00 am
- Dismissal is 2:30 pm

## SCHOOL FEES

Students who owe school fees from the current or previous school years may not be allowed to participate in field trips or extracurricular events until fees are paid. This includes fees for lost or damaged library books and textbooks. When library books are lost, students must pay for them before checking out additional books from the library.

## SCHOOL IMPROVEMENT COUNCIL

The SIC is a group of parents, faculty/staff members, and community volunteers who work toward continuous school improvement. Meetings are held monthly and are open to all interested people.

## STUDENT SIGN OUT

Parents should report to the main office to sign their child out of school. ID may be required to ensure the person has permission to pick the student up from school. If parents are signing students out near the end of the day, sign out must be complete by 1:30 pm so it will not interfere with dismissal.

## TARDIES

Students are expected to be in homeroom by 7:35 am. Students on late arriving buses will not be marked tardy. Bus students will eat breakfast and report to homeroom class. **Students arriving after 7:35 am should report to the main office to be signed in and receive a tardy slip. A parent or guardian should sign the student into the main office.**

Students who are late to class will face the following consequences: Loss of privileges, which include but not limited to, silent lunch, removal from field trip or special event opportunities

1st Tardy: Warning

2nd Tardy: Parent Contact

3rd Tardy: Loss of privileges and parent notification

4th Tardy: Office referral / Intervention lab by principal

## UNIFORM POLICY

Fennell Magnet School will continue to have a dress code for all students. Students are expected to follow the dress code from the time they enter the building in the morning until the time they exit the building in the afternoon.

A day before a game, athletic team members may be allowed to wear their uniform

or team shirt. Students may not wear their uniform as part of Relay-for-Life fundraising activities.

### **DRESS CODE GUIDELINES**

- Students may wear pants, shorts, skirts or jumpers.
- Boys garment must have belt loops and functioning pockets.
- Boys must wear a belt.
- Garments must be worn above the hipbone.
- No sagging pants can be worn.
- Dresses can be blue or khaki and should be no more than two inches above the knee.
- Exercise pants or shorts are not allowed.
- All shorts and shirts must be no more than two inches above the knee.
- Tops should be gold(yellow) or huntergreen.
- Oversize, under-sized and skin tight garments are not allowed.
- Students may not wear, carry or display bandanas of any type or color.
- Hats and head coverings are not to be worn in the building.
- No CROCS

### **CONSEQUENCES FOR DRESS CODE VIOLATIONS**

Homeroom teachers will conduct a dress code check each morning. Violations will be tracked and students will receive the following consequences.

- Students will have the option of changing into appropriate clothing or calling home for a change of clothes.
- Students may return to class once they are in appropriate clothing within dress code.
- Subsequent offenses may result in a conference with parents.

### **NON-UNIFORM DRESS CODE**

On occasion, we will have days where students are allowed to come to school out of uniform. Students will follow these guidelines on those days.

- Pants may not sag.
- No pants with holes.
- Cleavage or midriffs cannot be exposed.
- No pajamas.
- Shorts and skirts must follow school dress code length.
- Clothing may not advertise alcohol or drugs.
- Hats and heavy coats will still not be allowed in the building.

## **VISITORS**

Anyone visiting the school must enter only through the front door at the main office and report directly to the main office and report directly to the main office to obtain a visitor's pass. Faculty and staff have been instructed to always question visitors they see in the building to ensure the safety and security of Fennell students. All entrance doors will be locked at all times. Visitors are not to interrupt classrooms during instruction.

All visitors to the school must report to the main office for clearance and a pass before visiting anyone in the school.

**\*\*Visitors must bring photo ID**

### **NOTICE TO VISITORS**

ALL VISITORS MUST GET A PASS AT THE OFFICE  
PUSH BUTTON TO THE RIGHT OF DOOR TO ENTER



**FENNEL ELEMENTARY MAGNET SCHOOL**  
**OF SCIENCE, TECHNOLOGY, ENGINEERING, ART & MATH**

**A magnet school is** a public school with specialization in a particular course to spark enthusiasm for learning, empower families and revitalize communities.

The magnet school is being created to improve teaching and learning. It is also being set up to change the school climate. Our thinking is to provide a framework for physical attraction and academic success as outlined:

1. Make the classroom more attractive for teaching and learning
2. Make the hallways more attractive
3. Set up a learning science lab for all students under the supervision of a science instructor
4. Set up math lab to improve math skills
5. Use more technology in the curriculum
6. All students will have access to laptops or tablets, grades Pre-Kindergarten thru second would use tablets, grades three thru six will use laptops
7. All students will use desktops
8. Teacher/students ratio will be 1 to 18
9. Our curriculum will reflect reading, writing, math, science and Spanish. It is our long-range goal to add German
10. Use gardening, greenhouse and outdoor classrooms for writing, math and science
11. Implement classroom procedures for one week or longer for mastery by students (15 minutes daily)
12. Use STEAM activities (Robotics)
13. Set up clear and specific goals
14. Use data to drive instruction
15. Use stakeholders from the community college professors, business people and parents
16. Use reading recovery for grades two and three
17. Social studies will be learned from reading
18. Add 15 minutes to science and math. Add 20 minutes to reading and writing
19. All teachers including PE, Art and Computer Science will implement reading, writing, math and science
20. Recruit volunteers, educators and involve parents and community

This physical and academic blueprint must reflect the following operations or strategies:

1. Professional staff development in writing
2. School-wide procedures
3. Implementing technology in the curriculum
4. Typing for students in grades K through 6<sup>th</sup>
5. Purchase tablets for grades Pre-K through 2<sup>nd</sup>
6. Small group instruction
7. Individualized instruction
8. Creative learning
9. High-level thinking skills
10. Independent learning
11. Hands-on experiences
12. Model all instructional expectations
13. Thirty desktop computers for students' mastery
14. Foreign language (employ a teacher assistant that is fluent in speaking Spanish)
15. Secure grants to provide technology
16. Conscious Discipline
17. High progress literacy
18. Cooperative learning
19. Emphasis on critical thinking
20. Communal imagination, creative design and asking "what if" supposition
21. Differentiated instructions
22. Guided reading
23. Leveled text
24. Early intervention
25. Close the achievement gap

This is only a framework to improve teaching and learning for the implementation of a successful program at the Fennell Magnet School.

**FENNELL ELEMENTARY MAGNET SCHOOL**  
**OF SCIENCE, TECHNOLOGY, ENGINEERING, ART AND MATH**

To transition into a magnet school, Fennell Elementary will implement quarterly projects (PBL)

Project Based Learning is a teaching method in which students' gains knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging and complex question, problem, or challenge.

Why do we use project based learning?

In the 21st century workplace and in college, success requires more than basic knowledge and skills. In a project, students learn how to take initiative and responsibility, build their confidence, solve problems, work in teams, communicate ideas, and manage themselves more effectively. In addition, PBL helps address standards required each year.

Each nine weeks, students will engage in the projects ([www.pblproject.com](http://www.pblproject.com)) listed below incorporate multiple subject areas. The projects will align to the grade level standards, which will vary by grade level. These projects will engage students in researching, problem solving, critical thinking, and designing to solve real world problems. Students will use various forms of technology as they engage in the projects including internet searching, informational video links, CODE, keyboarding and multimedia presentations. Robotics and Legos will also be used when applicable for students to present their projects. Parents will be invited to visit and view student projects each nine weeks.

<b>1st 9 Weeks</b>	STEAM Lab	Teacher Selection
<b>2nd 9 Weeks</b>	PE Teacher	The Stock Market Game / Academic Bowl Competition
<b>3rd 9 Weeks</b>	STEAM Lab	Design a Safe Water System
<b>4th 9 Weeks</b>	STEAM Lab	Design a School Garden

(Using Container and Selecting your favorite plants or vegetables.)

In addition to implementing Project Based Learning, teachers will also:

- Implement STEAM lessons as they pertain to the academic standards
- Provide real world connections to everyday lessons
- Collaborate across grade levels and grade level bands
- Strategically plan for instruction with support from the instructional coach and literacy coach
- Adhere to the district pacing guides for each subject
- Use the Fountas and Pinnell LLI kit to assess students' reading levels
- Provide interventions based on students' assessments (Fountas and Pinnell LLI)

## **FENNEL TECHNOLOGY MAGNET SCHOOL COMPONENTS**

Our program is designed to integrate technology into all areas of the curriculum. This is provided through the following academic programs based on State Curriculum Standards.

- Three technology labs, windows compatible, fiber optic net-worked computers.
- Computer projection devices.
- iPads, Laptops, and Chromebooks for all students
- Assorted curriculum based and state standard approved software.
- High speed Internet access
- Digital cameras and camcorders
- Mobile Devices
- Closed Circuit television
- Promethean Interactive Boards
- Activities
- Interactive Slates
- Flat-screen monitors
- Z Space Computers
- Laptop computers with wireless internet
- Integrating interactive technology
- Collaborative pedagogy in classroom
- Teachers as facilitators and students as inquiry learners
- Classroom mobility
- Better advice to individual students and learning teams
- Acellus Lab (Student Console)

### **INNOVATIVE COMPONENTS OF THE MAGNET SCHOOL**

- Classes are limited to 18 students
- Each student has a computer
- Teachers with specialized training
- Laptop computers in Pre-K through 5th grades. Chromebooks in 6th grade.
- Typing and writing skills
- Laptop and Chromebook Computers
- Promethean Interactive Boards
- Mini laptop computers in Pre-Kindergarten, Kindergarten, First, and Second grades
- Have a low tolerance for lecture style teaching
- Active learning rather than passive learning
- Engage communication technologies to access information and to carry

out social and professional interactions

### **FENNEL MAGNET SCHOOL MATH COMPONENTS**

- Project Based Learning
- Learning heavily supported with technology, mobile learning devices, research, and data collection.
- Critical thinking and problem solving.
- Student collaboration
- Incorporate different strategies to solve problems
- Increase self-direction and motivation to learn
- Engage in projects with real world applications
- Summarize and verbalize learning

### **FENNEL MAGNET SCHOOL SCIENCE COMPONENTS**

- Teaching and learning with a sense of "I wonder" and "I appreciate"
- Learn through authentic investigation
- Gain an in-depth knowledge through project-based learning.
- Utilize a multi-sensory approach
- Incorporate research, data, and technology as primary learning tools
- Prepare students for real world applications through project-based learning.
- Use of mathematical analysis, scientific inquiry, and engineering design.
- Enhance ability to gather information, communicate, problem solve, think critically, and develop life-long learning skills.
- Utilize innovative strategies and technology to engage students in investigation and discovery

### **FENNEL MAGNET SCHOOL LANGUAGE ARTS COMPONENTS**

- Critical thinking
- Reading for learning
- Researching for learning
- Collaborative learning environment
- Incorporate strong writing skill sets
- Utilize reading and writing projects to connect all content areas
- Strategies for real world applications through reading and writing
- Enhance communication skills through collaborative learning
- Engaging activities with interactive learning
- School-wide writing projects

## **FENNEL MAGNET SCHOOL ENGINEERING COMPONENTS**

- Think like an Engineer
- Convergent and divergent explorations
- Intuitive concepts
- Use technical skills and technology to create solutions
- Understand STEAMactivities
- Challenge students to create aspirational objects
- Solve problems
- Exploration and demonstration
- Basic Robotics Curriculum
- Graphic instructions
- Brainstorming and problem solving

## **MAGNET SCHOOL PRESENTS EXTRA-CURRICULAR INCENTIVES**

- Safety Patrols
- Morning Broadcast Team
- Student Council
- Science Club
- Chess Club
- Robotics Club
- Mentoring Program
- Eagle Chorus
- Math Club
- Tutorial Services
- Honor Roll Club
- Technology Club
- Beta Club
- Softball Team
- Basketball Team
- STEAM Lab 3D Printer, Robotics, Legos
- Science Lab 22 Students
- Acellus Lab 30 Students
- Level Reading Lab
- Outdoor Classroom-Core activities
- Z space Lab 28Students
- Garden Club
- Greenhouse Club

## Multiplication Facts Tables

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Multiplying by 1
$1 \times 1 = 1$
$2 \times 1 = 2$
$3 \times 1 = 3$
$4 \times 1 = 4$
$5 \times 1 = 5$
$6 \times 1 = 6$
$7 \times 1 = 7$
$8 \times 1 = 8$
$9 \times 1 = 9$
$10 \times 1 = 10$
$11 \times 1 = 11$
$12 \times 1 = 12$

Multiplying by 2
$1 \times 2 = 2$
$2 \times 2 = 4$
$3 \times 2 = 6$
$4 \times 2 = 8$
$5 \times 2 = 10$
$6 \times 2 = 12$
$7 \times 2 = 14$
$8 \times 2 = 16$
$9 \times 2 = 18$
$10 \times 2 = 20$
$11 \times 2 = 22$
$12 \times 2 = 24$

Multiplying by 3
$1 \times 3 = 3$
$2 \times 3 = 6$
$3 \times 3 = 9$
$4 \times 3 = 12$
$5 \times 3 = 15$
$6 \times 3 = 18$
$7 \times 3 = 21$
$8 \times 3 = 24$
$9 \times 3 = 27$
$10 \times 3 = 30$
$11 \times 3 = 33$
$12 \times 3 = 36$

Multiplying by 4
$1 \times 4 = 4$
$2 \times 4 = 8$
$3 \times 4 = 12$
$4 \times 4 = 16$
$5 \times 4 = 20$
$6 \times 4 = 24$
$7 \times 4 = 28$
$8 \times 4 = 32$
$9 \times 4 = 36$
$10 \times 4 = 40$
$11 \times 4 = 44$
$12 \times 4 = 48$

Multiplying by 5
$1 \times 5 = 5$
$2 \times 5 = 10$
$3 \times 5 = 15$
$4 \times 5 = 20$
$5 \times 5 = 25$
$6 \times 5 = 30$
$7 \times 5 = 35$
$8 \times 5 = 40$
$9 \times 5 = 45$
$10 \times 5 = 50$
$11 \times 5 = 55$
$12 \times 5 = 60$

Multiplying by 6
$1 \times 6 = 6$
$2 \times 6 = 12$
$3 \times 6 = 18$
$4 \times 6 = 24$
$5 \times 6 = 30$
$6 \times 6 = 36$
$7 \times 6 = 42$
$8 \times 6 = 48$
$9 \times 6 = 54$
$10 \times 6 = 60$
$11 \times 6 = 66$
$12 \times 6 = 72$

Multiplying by 7
$1 \times 7 = 7$
$2 \times 7 = 14$
$3 \times 7 = 21$
$4 \times 7 = 28$
$5 \times 7 = 35$
$6 \times 7 = 42$
$7 \times 7 = 49$
$8 \times 7 = 56$
$9 \times 7 = 63$
$10 \times 7 = 70$
$11 \times 7 = 77$
$12 \times 7 = 84$

Multiplying by 8
$1 \times 8 = 8$
$2 \times 8 = 16$
$3 \times 8 = 24$
$4 \times 8 = 32$
$5 \times 8 = 40$
$6 \times 8 = 48$
$7 \times 8 = 56$
$8 \times 8 = 64$
$9 \times 8 = 72$
$10 \times 8 = 80$
$11 \times 8 = 88$
$12 \times 8 = 96$

Multiplying by 9
$1 \times 9 = 9$
$2 \times 9 = 18$
$3 \times 9 = 27$
$4 \times 9 = 36$
$5 \times 9 = 45$
$6 \times 9 = 54$
$7 \times 9 = 63$
$8 \times 9 = 72$
$9 \times 9 = 81$
$10 \times 9 = 90$
$11 \times 9 = 99$
$12 \times 9 = 108$

Multiplying by 10
$1 \times 10 = 10$
$2 \times 10 = 20$
$3 \times 10 = 30$
$4 \times 10 = 40$
$5 \times 10 = 50$
$6 \times 10 = 60$
$7 \times 10 = 70$
$8 \times 10 = 80$
$9 \times 10 = 90$
$10 \times 10 = 100$
$11 \times 10 = 110$
$12 \times 10 = 120$

Multiplying by 11
$1 \times 11 = 11$
$2 \times 11 = 22$
$3 \times 11 = 33$
$4 \times 11 = 44$
$5 \times 11 = 55$
$6 \times 11 = 66$
$7 \times 11 = 77$
$8 \times 11 = 88$
$9 \times 11 = 99$
$10 \times 11 = 110$
$11 \times 11 = 121$
$12 \times 11 = 132$

Multiplying by 12
$1 \times 12 = 12$
$2 \times 12 = 24$
$3 \times 12 = 36$
$4 \times 12 = 48$
$5 \times 12 = 60$
$6 \times 12 = 72$
$7 \times 12 = 84$
$8 \times 12 = 96$
$9 \times 12 = 108$
$10 \times 12 = 120$
$11 \times 12 = 132$
$12 \times 12 = 144$

## PARTS OF SPEECH

**Parts of speech** are types of word in [grammar](#). There are many different word [categories](#): they are called 'lexical categories'. The most common are these:

Part of Speech	Function	Example Words	Example Sentence(s)	Notes
<a href="#">Verb</a>	Identifies an action or state.	(to) be, have, do, like, work, sing, can, must	London <b>is</b> a big city. I <b>like</b> London.	A verb has a <a href="#">subject</a> , which is a noun performing the action. Some verbs also have an <a href="#">object</a> , which receives the action.
<a href="#">Noun</a>	Identifies a person, place or thing.	pen, dog, work, music, town, London, teacher, John	<b>New York City</b> is very beautiful.	<a href="#">Proper nouns</a> are a type of noun that refers to something individual. Two proper nouns are New York City and the name Amelia. Proper nouns are capitalized. Other nouns are called common nouns.
<a href="#">Adjective</a>	Describes a noun.	a/an, the, 2 (two), some, good, big, red, interesting	<b>The</b> cat is <b>black</b> and <b>white</b> .	A/an, the, some, many are known as determiners.
<a href="#">Adverb</a>	Describes a verb, adjective or adverb.	quickly, silently, well, badly, very, really	The giraffe eats <b>slowly</b> , but when he is <b>very</b> hungry, he eats <b>really quickly</b> .	Slowly describes the verb eat, very describes the adjective hungry and really describes the adverb quickly.
<a href="#">Pronoun</a>	Replaces a noun.	I, you, he, she, some, it	<b>She</b> is very good at playing the piano.	
<a href="#">Preposition</a>	Links a noun to another word.	to, at, after, on, under	The dog is <b>under</b> the table. The man ran <b>over</b> the bridge.	Under links the noun dog to the noun table. Over links the verb ran to the noun bridge.
<a href="#">Conjunction</a>	Joins clauses, sentences or words.	and, but, when, or	I like apples <b>and</b> oranges, <b>but</b> I don't like grapes.	
<a href="#">Interjection</a>	Short exclamation.	oh!, ouch!, hi!	<b>Ouch!</b> That really hurt!	

# Place Value

billions			millions			thousands			hundreds	tens	ones	.	decimal		
hundred billions	ten billions	billions	hundred millions	ten millions	millions	hundred thousands	ten thousands	thousands	hundreds	tens	ones	decimal	tenths	hundredths	thousandths
3	2	1	9	8	7	6	5	4	3	2	1	.	1	2	3
1,000,000,000			1,000,000			1,000			100	10	1	.	.000		

