



Hunter Street ELEMENTARY

2026-27

STUDENT-PARENT HANDBOOK ADDENDUM



Please make sure to sign the Acknowledgement Form and return to Hunter Street Elementary School.

Equal Opportunity:

York School District 1 offers opportunities for admission to students and employment for personnel. The programs and activities of the district are offered equally to all students without regard to race, color, national origin, religion, age, disability or sex. Inquiries should be directed to Jennifer Bolin, Director of Human Resources, PO Box 770, York, SC 29745, phone (803) 684-9916.

Hunter Street Elementary is dedicated to equality of opportunity. Hunter Street Elementary does not practice or condone discrimination in any form against students, employees, or applicants on the grounds of race, color, national origin, religion, sex, age, or disability.



A MESSAGE FROM THE PRINCIPAL



DEAR PARENTS & STUDENTS,

Welcome to Hunter Elementary School! We are so excited to see your smiling faces as we begin another successful school year.

Together with the 2026-27 York School District One Student-Parent Handbook, the following Handbook Addendum provides essential details about school policies and procedures. We recommend that both parents and students thoroughly review this information together. Maintaining open communication between home and school is vital for the success of our educational program. If you have any unanswered questions after reviewing, please reach out to the school office at 803-684-1926, and we are happy to assist you.

We highly value our relationships with our families, recognizing the significance of the home-school partnership in a child's education. Your involvement and support throughout the school year are encouraged, and we invite you to join the PTO. Your feedback is always welcome and appreciated. Thank you for collaborating with us as we prepare your child for the future!

We are looking forward to a fantastic school year!

With gratitude,

H. Montgomery

PRINCIPAL

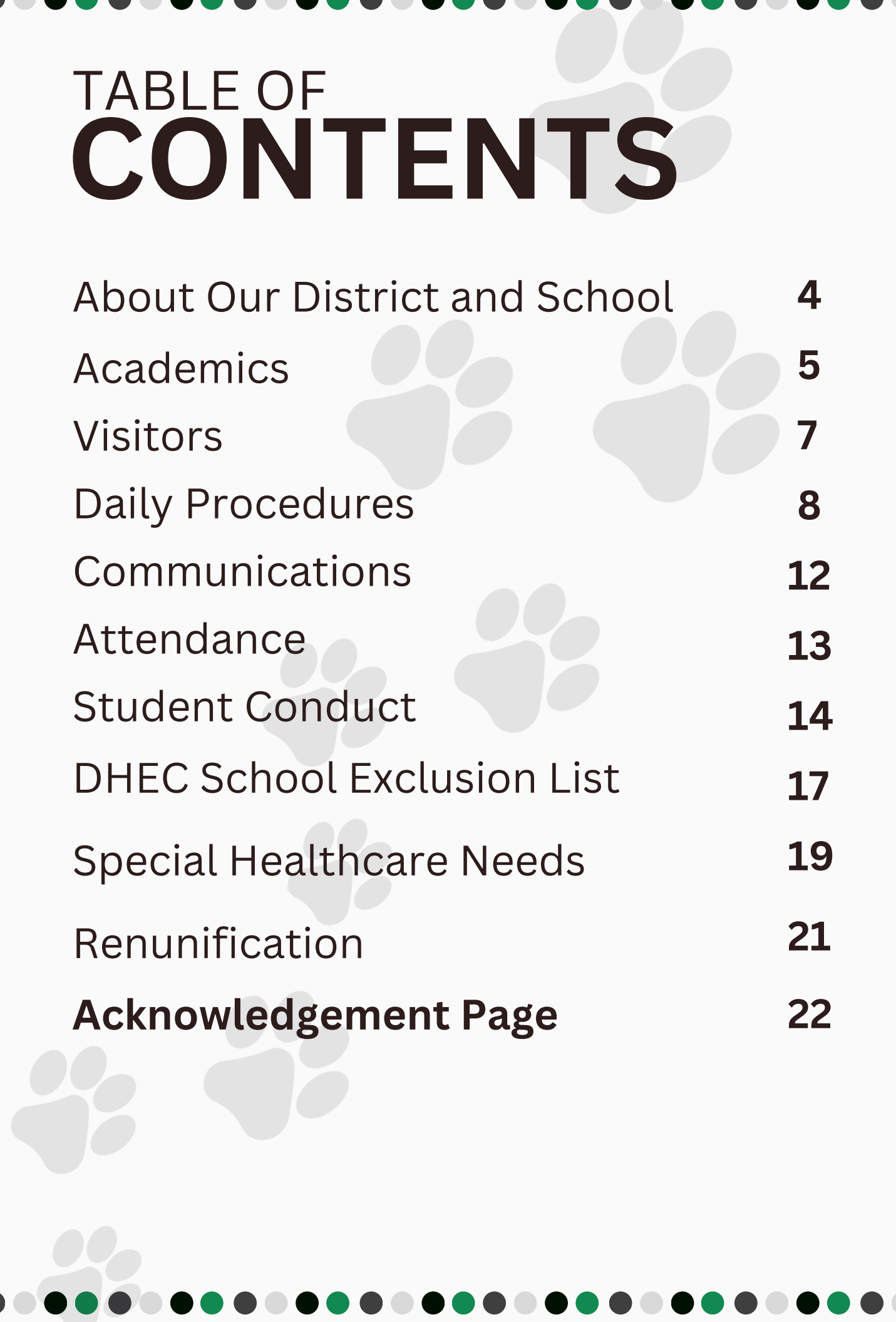


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ABOUT OUR DISTRICT AND SCHOOL

HUNTER STREET ELEMENTARY SCHOOL

1100 Hunter Street
ph. 803-684-1926/fax 803-684-1931
<https://hses.york.k12.sc.us>
Office Hours: 7:00 am-4:00 pm
Instruction Hours: 7:45 am-2:15 pm

SCHOOL OFFICE STAFF

Heather Montgomery, Principal
Ashley Yon, Asst. Principal
Allison Grigg, School Counselor
Kim Hilton, PowerSchool Specialist
Gwyn Zara, Bookkeeper
Callie Billings, Nurse

SCHOOL SPIRIT

Colors: Green, White & Gray
Mascot: "Hunter" the Husky



IMPORTANT DISTRICT PHONE NUMBERS

YSD1 District Office - 803-684-9916
Late Bus Information - 803-818-6199
Transportation - 803-684-1952

ACADEMICS

HOMEWORK

According to the U.S. Department of Education, “the major purposes of homework are to help students review and practice what they have learned, prepare for the next day’s class, learn to use resources such as libraries and reference materials, and explore subjects more fully than time permits in the classroom. All assignments must have relevance to students. Parental involvement in the completion of assignments should be minimal.”

Elementary Guidelines - Suggested amounts of time:

K/1st – not to exceed 30 minutes per day

2nd/3rd grade – not to exceed 45 minutes per day

4th/5th grade – not to exceed 60 minutes per day

Suggested activities: Reading, unfinished homework, math facts, review for test, research and preparation, sight words

PROMOTION/RETENTION

Read to Succeed Law

The Read to Succeed Act is a South Carolina law aimed at improving reading skills to prepare students for college, careers, or military readiness.

Under the Read to Succeed law:

- Beginning in the **2024-2025** school year, The law requires that **third-grade** students who do not demonstrate reading proficiency—scoring Does Not Meet Expectations on the SC Ready reading assessment—be retained for additional support.
- Beginning in the **2025-2026** school year, **first-grade** students who are not reading at grade level will be required to attend summer reading camps. This program offers intensive, small-group instruction to help students strengthen their reading skills.
- In the **2026-2027** school year, this requirement will extend to **second-grade** students.

To monitor student progress, all students take the NWEA MAP reading assessments three times per year: in the fall, winter, and spring. After each MAP assessment window, we will notify the parents of any child who is not currently meeting grade-level expectations and needs additional support. We believe early notification is crucial, and we want to partner with you to help your child improve their reading skills.

How Will We Support Students Who Need Extra Support?

We will provide 30 minutes of additional daily reading support to any child who is not meeting grade level expectations based on their most recent NWEA MAP results. This support will include:

- Regular progress monitoring with reading check-ins
- Extra daily reading activities tailored to their needs
- Frequent updates on progress and strategies for at-home practice
- Possible access to reading enrichment programs designed to strengthen essential skills

How Can Parents Help at Home?

Your involvement at home is crucial to your child's success. Here are some ways you can support your child's reading development:

- Read Together: Spend at least 20 minutes each day reading with your child. This can include books, magazines, or any other reading material that interests them.
- Discuss Books: Talk about the stories you read together. Ask questions about the characters and what your child liked most about the story.

Scheduling a Conference

If your child is not meeting grade level expectations, we understand that you may have questions or concerns about your child's reading progress. You may schedule a conference with your child's teacher at any time by:

- Calling the school office at 803-684-1926 – or-
- Emailing your child's teacher.

We are committed to working together to help your child develop strong reading skills, which are critical for their future success.

Special Information for 3rd Grade Parents About Read to Succeed Law

Third grade is a critical year for our students as they transition from learning to read to reading to learn. We are committed to supporting your child's reading development and helping them succeed. Below are key details about the Read to Succeed Act and how it impacts third-grade reading expectations.

Why Third Grade Reading Matters

Reading proficiency by the end of third grade is essential for your child's academic success. At this stage, students use reading skills to learn other subjects like math, science, and social studies. Developing fluency and comprehension now lays the foundation for future learning and success.

The Read to Succeed Act

The Read to Succeed Act ensures that all students gain the reading skills necessary for college, career, or military readiness. The law requires that third-grade students who do not demonstrate reading proficiency—scoring Does Not Meet Expectations on the SC Ready reading assessment—be retained for additional support.

Good Cause Exemptions

Students who qualify for specific Good Cause Exemptions may still be promoted to fourth grade. These exemptions include:

- Limited English proficiency (fewer than two years of English instruction).
- Disabilities requiring alternative assessments or interventions (as outlined in their IEP).
- Receiving reading interventions for two years and previously being retained.
- Demonstrating reading proficiency on an approved alternative assessment.

Please contact your school if you believe your child may qualify for an exemption.

Summer Reading Camp (SRC)

Students who do not meet the required reading level by the end of third grade will be invited to attend Summer Reading Camp. This program offers intensive, small-group instruction to help students strengthen their reading skills. Successful completion of the camp could lead to promotion to fourth grade.

How We Support Your Child

We are committed to helping every student become a confident, independent reader through:

- Additional instructional time focused on literacy.
- Small-group and individualized reading interventions.
- Specialized teacher training provided by literacy coaches.

We also monitor progress regularly and communicate results to keep you informed.

How You Can Help at Home

Your involvement is key to your child's reading success. Here's how you can help:

- Read Together Daily: Encourage your child to read aloud and ask questions like, "What happened in the story?" or "Why do you think that happened?"
- Communicate with Teachers: Stay in touch with your child's teacher about their progress.
- Use School Resources: We're here to provide tools and materials to support your child's reading journey at home.

The teacher(s) and principal of a school should know by the end of the first semester those students who are not making satisfactory progress. In cases when students are not progressing satisfactorily, the procedures below will be followed:

At the end of the first semester, the teacher will indicate in a letter or progress report all subjects a child is in danger of failing at this time.

1. A conference with the parent(s) must be scheduled by the teacher at this time to discuss the student's program and progress.

2. During the conference, the following areas should be included in the discussion:

- The student's present level of attainment.
- The level of attainment required for promotion.
- Specific problems the student is encountering.
- Suggestions to the parent(s) of ways in which they can assist the student.

3. Final retention conferences, when needed, will be held during the fourth nine weeks grading period.

ACADEMICS

STUDENT PROGRESS

Report cards will be distributed to parents quarterly following the conclusion of each nine weeks grading period. The report card is aligned with the SC State Standards for English Language Arts and Math, Science, Social Studies, Physical Education, Music, and Art. Report cards must be signed by the parent or guardian and returned to school. Other reports concerning individual student progress may also be issued. Parents are urged to initiate conferences at any time by writing a note or calling the teacher. Teachers may request that parents attend special conferences.

The standards-based reporting system for academic progress in York School District 1 is for grades K-4 and is as follows:

- E Exceeds:** Student consistently demonstrates an advanced understanding of grade level expectations. Student is performing above grade level.
- P Proficient:** Student consistently demonstrates an understanding of grade level expectations.
- NY Not Yet:** Student is not yet consistently demonstrating an understanding of grade level expectations.
- U Unsatisfactory:** Student does not consistently demonstrate an understanding of grade level expectations. Student is performing below grade level.

The goal is for all students to reach “Proficient” by the end of the school year.

Science and Social Studies: K, 1, and 2 Grades: "S" or "U" will be given for science and social studies. 3 and 4 Grades: Students will receive letter grades and numerical averages for science and social studies. The grading scale is below for reference.

GRADING SCALE

The following grading scale has been approved by the South Carolina Department of Education beginning the 2016-2017 school year. Grading is based on a ten-point scale.

LETTER GRADE	NUMERICAL AVERAGE
A	90-100
B	80-89
C	70-79
D	60-69
F	Below 60

ACADEMICS

MAKE-UP WORK

If a child is going to be absent for an extended length of time, please call the school to make arrangements for any missed work that can be done at home. These assignments can usually be picked up at the end of the school day if the request made prior to 9:00 a.m. Teachers will make every effort to assist students who need extra help in making up work due to illness. Students will have three days beyond the number of days they were absent to complete make-up work.

PARENT-TEACHER CONFERENCES

Parents are invited, on a scheduled basis, to meet with teachers to discuss their child's school progress. The Parent-Teacher Conference offers the opportunity to ask questions relative to your child and to build an avenue of communication between home and school to better assist your child's progress. Throughout the school year, parents are encouraged to communicate with their child's teacher whenever necessary. Conferences should be arranged by sending a note to the teacher or the school office.

TELEPHONE CALLS FOR TEACHERS

We encourage communication between parents and teachers; however, because of their teaching responsibilities, teachers will not be called to the phone or the office during instructional hours (7:15 a.m. – 2:15 p.m.). If you would like to talk with the teacher about your child, we will email a message and you will receive a call back from the teacher when his/her teaching responsibilities are concluded for the day. Parents may also email teachers or send messages via Parent Square (formerly Remind).

If at any time you have a concern regarding your child's education or school procedures, please begin with your child's teacher. If after talking to the teacher you still feel concerned, please call a school administrator. Your concerns are our concerns. Please feel comfortable in sharing them. A resolution will be worked out with team effort if necessary.

VISITORS

Visitors are welcome. **Everyone visiting our school (family, visitors, volunteers, etc.) must check-in at the office with a valid state-issued ID.**

You are welcome to come have lunch with your child. Anyone having lunch with a child should be listed on their emergency contacts or the office notified by a parent or legal guardian. Please confirm the lunch time with your child's teacher prior to arriving in the event of schedule changes.

There are two scheduled class parties during the year, which will take place just before the winter holidays and on or near Valentine's Day. Any food purchased must be store-bought and must not contain peanut butter. Visitors are not allowed for class parties due to lack of adequate space.

DAILY PROCEDURES

BREAKFAST IN THE CLASSROOM

Breakfast is often said to be the most important meal of the day. Research shows that students benefit from eating breakfast in two primary ways. First, students' overall dietary health is positively affected by breakfast consumption, particularly meals provided through the School Breakfast Program. Second, there is significant evidence of positive academic effects due to breakfast consumption. Schools experience improvements in standardized test scores and improvements in school attendance in addition to other outcomes that create positive learning environments. Serving school breakfast to all students helps ensure that they are well nourished and ready to learn.

LUNCH PROCEDURES

Students are encouraged to participate in the school lunch program. For the 2025-26 school year, there will be free meals for all students due to the CEP grant. A la carte items such as cookies and ice cream are not free. Students must have funds to purchase individual items. Beverages brought from home must be brought in a thermos or carton and we ask that you do not send in any drinks that are colored due to staining of carpet. No carbonated beverages are allowed. Please do not send items containing peanut butter.

Students bringing their lunches should not bring food that has to be heated in the microwave. Our lunch schedules do not permit time for microwaving students' food. If a student has a particular health need concerning lunch food, please contact the nurse.

RECESS

All classes will have 20 minutes of recess. Whenever it is possible, and in the best judgment of the administrator, recess time will be spent outside the building. Of course, when weather conditions such as extreme, recess will be held inside.

TELEPHONE USE/MESSAGES

The school telephone number is (803) 684-1926. The telephone is for school business. Students will not be called from class for incoming calls unless it is an emergency. Parents are requested not to phone-in messages to students unless it is absolutely necessary. Parents wishing to confer with teachers on the phone are requested to limit their calls to before or after school unless a teacher has requested a call during his/her planning period.

MONEY, VALUABLES, AND OTHER PERSONAL ITEMS

Children are discouraged from bringing money to school except for specific purposes. **Any money brought to school will be more efficiently handled if the exact amount is placed in an envelope, labeled with the child's name and the purpose for which the money is to be used.** Students are cautioned never to leave money or other possessions in the classroom unprotected. **Students are advised to not bring valuable items, such as iPads, tablets, phones, etc., to school for there is a possibility that they may be broken, damaged, or stolen.** Your child is not to bring dangerous or distracting articles to school, such as guns, knives, water guns, toys, music devices, jewelry, pets, etc.

DAILY PROCEDURES

MEDIA CENTER

The Media Center is an important part of the school program. Students are encouraged to use the library resources for reference work, pleasure reading, viewing, and listening. Books may be checked out for one week and may be renewed for an additional week if a student requests. There are no fines for overdue books. Students are requested, however, to properly care for books in their charge and to return books when due. Parents can help their children develop a genuine love for books and reading by encouraging them to read and by reading to them at home. Losses from the library are usually few. However, parents are responsible for books lost or damaged by students.

STUDENT BIRTHDAYS

Student birthdays are announced on The Morning Show each day, and students receive a birthday ribbon and pencil to help them celebrate. The PTO sponsors a birthday lunch each month where students may invite parents to eat with them and enjoy a cupcake or other special treat. **We respectfully request no balloons, toys or other gifts to be presented/given at school.** Birthday parties are not allowed at school. Students are allowed to celebrate their birthdays with fellow class members during lunch. As a general rule, if sending cupcakes or other treats for student consumption, please coordinate with the teacher in advance. **Due to student allergies, cupcakes and other treats must be store-bought only (no homemade treats) and sent in the original container with the ingredients list included.**

ARRIVAL AND DISMISSAL PROCEDURES

CAR RIDERS

Morning Drop-off

- Enter campus via Alexander Love Hwy. Car rider arrival is from 7:15-7:45 am.
- Students remain in cars until 7:15. If your child is able to open the car door we ask they do to help with the flow of traffic once it is safe to do so.
- Students report directly to classrooms.
- For safety reasons, please do not allow your child to walk across the parking lot unattended.
- **For safety purposes, you may only make a right turn when exiting the campus.**

Afternoon Pick-up

- Car rider dismissal is at 2:15 pm.
- Please remain in your cars for pickup.
- Please make sure your car rider tag is hanging from rear view mirror or visible with the name facing out for our staff to call your child's name.
- **For safety purposes, you may only make a right turn when exiting the campus.**
- If students are left at school after 3:15 PM without contact from the parent/guardian, the local Sheriff's Office or Police Department will be contacted for assistance.

DAILY PROCEDURES

BUS RIDERS

- All students will complete a School Bus Safety Curriculum within the first 10 days of school.
- If you want your child to begin riding a bus, 48 hr notice is required.
- A parent/guardian or responsible party must be visible to the bus driver at the stop for 4K through 2nd grade drop-offs or the student will be returned to the school. After three occurrences, students will lose bus-riding privileges for 5 days.
- Students may not be a guest rider on a bus that is not assigned to them.
- Remember: poor conduct on a bus puts everyone's life in danger. Please partner with us in educating your child on bus safety and behavior expectations.

MY RIDE K-12 MOBILE APP: My Ride K-12 mobile app will be available to parents/guardians of students that are bus riders. My Ride K-12 provides quick access to your child's routing information, which will include the bus stop location, assigned bus route number, driver, and scheduled pick-up time. My Ride K-12 can also utilize GPS data to give parent/guardians access to information where your child's school bus is located within 30 minutes of your child's assigned bus stop and the planned bus path.

DISMISSAL METHOD

No student will be allowed to go home a different way from his/her regular travel unless permission is requested by a parent/guardian in writing. Due to concerns regarding student safety, Hunter Street Elementary School personnel prefer not to accept messages over the telephone requesting that the child's mode of transportation to go home be changed. Any parent asking to change a student's bus route (for the day) must obtain permission from the transportation office (see "Guest Rider Policy" under Bus Transportation heading). The normal mode of transportation can be altered under the following conditions:

1. The child comes to school with a signed and dated note from the parent. The note would be given to the classroom teacher, who would then forward it to the office.
2. The parent personally comes into the school office and makes the request. The office will call the child so the message can be relayed to him/her. The parent will also be asked to put the request in writing.
3. A parent calls the office prior to 1:45 and request the child's mode of transportation be changed.

IF THE ABOVE ARRANGEMENTS HAVE NOT BEEN MADE, THE CHILD WILL BE SENT HOME ACCORDING TO HIS/HER USUAL MODE OF TRANSPORTATION.

EARLY DISMISSAL

Students are expected to remain in class until the end of the instructional day (2:15 p.m.) For the safety of all students, no student will be dismissed early without a parent or legal guardian coming to the Main Office to sign the student out. We ask that you do not dismiss your child after 1:45pm. You will be required to provide identification to dismiss your child.

DAILY PROCEDURES

Should there be a need for someone other than a parent or legal guardian to pick up a student early, the office will verify that the person is listed on the student's emergency contacts.

- Parents are asked to wait at the office for their child once dismissal arrangements have been made.
- Only the names appearing on the student's emergency contacts will be allowed access to the student.
- If for whatever reason your contacts change, it is your responsibility to alert the office immediately.

The school asks that you keep early dismissals to a minimum. Early dismissals or tardies may appear on the student's school attendance records and could hinder your child from receiving perfect attendance.

HEALTH AND SAFETY

All district employees are required to be extensively trained in our safety curriculum. Keeping your child safe is our top priority! Students will participate in a variety of announced and unannounced drills throughout the year to ensure we are prepared in case of an emergency. No dismissals will occur during drills.

All medication must be checked in with the school nurse by a parent/guardian. Please do not send your child to school if they have a fever of 100.4 or higher. If unsure to send your child or not, please contact the nurse for assistance and refer to the DHEC School Exclusion List.

LOST AND FOUND

Articles that have been found in the school building, on school grounds, or on school buses are placed in the Lost and Found area in the cafeteria where their owners may claim them. At the end of the year, unclaimed items will be donated to a local charity. Parents are requested to label all removable articles of clothing, lunch boxes, and important school supplies with the child's first and last name.

LEGAL CHILD CUSTODY/RESTRAINING ORDERS

Should there be a change in normal custodial arrangements for your child/children, it is imperative that school office personnel be informed as soon as possible. **A letter specifying such from the adult with custodial rights and a copy of the corresponding legal documentation are required to be sent to the school for adherence.** A copy will be placed on file, and associated personnel will be informed of the change.

The same procedure is required should there be a restraining order in effect relative to the child. Each time there is an extension or alteration to such order, the legal documentation verifying such must be provided to the school for adherence to it. The latest orders from the courts are the one that will be followed.

COMMUNICATIONS

ELECTRONIC COMMUNICATION

We communicate through electronic connections and social media (Facebook). Please leave an updated email address with the office and your child's teacher. We can also provide you a paper copy of information *if requested*.

WRITTEN COMMUNICATIONS

- Periodic parent communication through ParentSquare
- Weekly parent communication folder from classroom teachers (behavior and academics – every Wednesday)
- School handbook for parents and students (outlining school policies and procedures)
- School web site (updated with calendar of events and school information)
- Web Address: <http://hses.york.k12.sc.us>
- HSES Facebook page: <https://www.facebook.com/york1HSE/>
- School marquee (displays upcoming events)
- School yearbook
- YSD1 and ParentSquare Messenger app (FREE)
- York School District 1 and YSD1Transportation Facebook pages
- School Newsletter: Husky Herald

TELEPHONE COMMUNICATIONS

- An automated calling system through ParentSquare for school and district announcements and emergency communications

SCHOOL PROGRAMS/MEETINGS

- Orientation Session/Open House
- PTO/SIC meetings
- Student musical programs
- Student recognition programs
- Field Day
- School and/or PTO events
- End-of-Year Awards Day
- Book Fairs
- Scheduled Parent Conference Days

To inform parents about these and other important meetings, we place information about the upcoming events:

- In the electronic school newsletter
- Email
- ParentSquare automated messaging for phone calls, emails, and text messages
- On the school marquee
- On the school website and social media

COMMUNICATIONS

COMMUNICATION TO NON-CUSTODIAL PARENTS

Non-custodial parents may contact the school office to receive copies of school communications. We encourage non-custodial parents to stay involved in their children's education and to focus on the needs and progress of their children through opportunities like Parent/Teacher Conferences. Parents may at any time eat lunch with a student, unless court documents specify that visitation is supervised.

ATTENDANCE

- Regular attendance is critical to your child's success in school, is regulated by South Carolina state law, and is reported. Please refer to the YSD1 Attendance Guides and YSD1 Student-Parent Handbook for more information.
- Teachers will reach out via phone or Parent Square (formerly Remind) to check in about your child's absence because we value your child's daily presence.
- Any student entering the building after 7:45 am must be signed in by a parent or guardian and will be considered tardy.
- Please note that we offer an Electronic Attendance Excuse Submission form on our school website for your convenience; however, additional documentation may be required such as a medical note.

Perfect Attendance Awards

We need our little Huskies at school each and every day! Students who attend school each day and have 3 or less tardies or early dismissals, will receive recognition at the end of the year. Please help us by making sure your child attends school every day and gets here on time.

STUDENT CONDUCT

BEHAVIOR STATEMENT OF PHILOSOPHY

The school community believes that all students can and will learn the skills needed to function appropriately in the school and community if given appropriate instruction, sufficient time, and personalized levels of support. Students are expected to be responsible for making appropriate decisions and choices about achievement, surroundings, interactions, and safety. To assist students in getting the greatest benefit from their school experience, while individually developing responsibility and learning to control their own behavior, certain guidelines and commitments must exist. At all times, the Code of Student Conduct will be enforced.

BELIEFS RELATED TO DISCIPLINE AT HSES

The misbehavior of one student will not be allowed to interfere with the learning opportunities of other students. The misbehavior of a student will not excuse him/her from successfully completing learning objectives. Every discipline is an opportunity to teach expected behavior. Expected behavior must be communicated, taught and modeled throughout the school year. Parents have a responsibility to ensure that their children's behaviors do not take away from a safe, orderly and productive learning environment.

STAFF COMMITMENT:

- Enforce the school-wide discipline plan as agreed.
- Communicate high behavioral expectations to students and parents.
- Commit to follow through to the success of student behavior.
- Take responsibility for classroom problems and behavior.
- Foster a school climate characterized by a concern for students as individuals.
- Take an interest in the personal goals, achievements and needs of their students.

PARENT COMMITMENT:

- Reinforce the school-wide discipline plan.
- Communicate high behavioral expectations to their child.
- Commit to follow through to the success of their child's behavior.
- Take an interest in personal goals, achievements and needs of their child.

STUDENT COMMITMENT:

- Follow the school-wide discipline plan.
- Maintain high behavioral expectations.
- Accept responsibility for your behavior.
- Set personal goals and work hard to achieve them.

The success of a school-wide system lies in the relationship built between parents, staff and students of the school community. This relationship begins with communication.

- Parents will be informed about child's behavior via Remind, phone calls, notes in your child's folder, think time reflection sheets, etc.
- Parents should sign and return all written communication the next day.
- Teachers may only call parents during their designated planning period or after school. Teachers will attempt to leave a message if the parent cannot be reached. Parents should return phone calls within 24 hours.

STUDENT CONDUCT

HUNTER STREET STUDENT PLEDGE

I promise to be respectful in everything I do. I am ready to learn and be responsible, too! I will make safe choices each and every day. I'll be kind and do my best, because that's the Husky Way!

SCHOOL-WIDE BEHAVIOR EXPECTATIONS

All students are expected to adhere to the following school-wide behavior expectations:

- **Be Safe**
- **Be Responsible**
- **Be Respectful**
- **Be a Leader**

INTERVENTIONS AND CONSEQUENCES

At HSES, we have an MTSS (Multi-Tiered Systems of Support) Team as well as a designated Behavior Team that will discuss chronic student behaviors as well as create, implement, and monitor various behavioral interventions. These teams meet once-monthly and will maintain ongoing communications and documentation regarding student behavior.

We also utilize a PAWS room which is housed in our behavior/ISS room that allows students an opportunity to reflect and reset outside of the classroom while others in the room remain actively learning. The purpose of PAWS recovery is not punitive but corrective. This room can also be assigned as a consequence during breakfast or lunch time (as Breakfast PAWS or Lunch PAWS) for students who are repeatedly not responding to classroom interventions.

Consequences for misbehaviors may include, but not limited to: teacher/student conference, time out or PAWS visit, reduction or loss of privileges, parent contact (by note, phone, person to person, email), school counseling office referral, mental health referral, administrative office referral, in-school suspension, out-of-school suspension, change of location either within or out of the classroom, and/or parent contacted to pick up child early from school.

POSSESSION/USE OF ELECTRONIC OR WIRELESS DEVICES

In the Spring 2024 legislative session, the state of South Carolina passed Proviso 1.103 which prohibits students from accessing their cell phones during the school day as denoted by the school's start and end bell. As such, beginning August 1st, the following rules will be on place at our school: (1) Students may only access their cell phones before the start of the school day and then after the school day ends. (2) Students may not access and use their cell phones at any point during the school day, which includes transitions between classes, in hallways, restrooms, cafeteria, etc. (3) Students may use their cell phones during after school activities. (4) As a best practice, cell phones should be turned off at the beginning of and throughout the school day and placed in bookbags, handbags, or personal storage space, and out of visibility. Students will be expected to follow all rules and procedures associated with this state law.

Any student who chooses to access their cell phone at any time during the school day or participates in unauthorized use of a cell phone will be subject to consequences outlined in Board Policy AR-JICJ-R Possession/Use of Electronic Communication Devices in School.

STUDENT CONDUCT

STUDENT DRESS

Purpose

York School District One believes that appropriate student dress supports a safe, healthy, and orderly learning environment. While the district respects personal expression and individual style, student attire must not interfere with teaching, learning, or school safety.

Equity Statement

Dress code standards apply equally to all students, regardless of gender identity, body type, or expression.

General Expectations

Students and parents share the responsibility for ensuring that attire is appropriate for school and does not disrupt the educational process.

Prohibited or Restricted Clothing

1. Revealing, Tight, or Distracting Clothing

Clothing may not be tight-fitting, revealing, expose the midriff, or be see-through.

2. Tops and Straps

Shirts or Dresses with spaghetti straps are not allowed. Straps must have a width of at least three (3) inches.

3. Shorts, Skirts, and Dresses

Shorts, skirts, and dresses must be appropriately fitted and long enough to maintain coverage of the buttocks and hips, and may not be excessively short or revealing.

4. Pants and Bottoms

Must be worn at the natural waistline. Pajamas are not permitted.

5. Footwear

Proper shoes are required. No slippers, or shoes with wheels.

6. Headwear and Accessories

Hats, hoods, sunglasses, headphones and bandanas are prohibited indoors.

7. Symbols, Images, and Messages

Clothing may not display profanity, drugs, alcohol, or gang-related imagery.

8. Safety Considerations

Clothing or accessories posing safety risks are prohibited.

NOTE: It is also requested that parents and visitors to comply with these same rules while visiting the school.

4K & 5K or as needed: We ask that parents provide students with a change of clothes which can be used to change within the classroom. We are limited in the clothing that we have available for students. If a student has an accident without a change of clothes, the parent may have to pick the student up.

Staying Home from School or Childcare When Your Child is Sick

UPDATED MAY 2024
UPDATED JUNE 2025



If you think that your child has an illness that can be spread to others, please keep him or her home from school or childcare. Contact your healthcare provider or clinic if you think medical attention is needed.

The School and Childcare Exclusion List was updated in June 2025.

Dear Parents/Caregivers:

Help your child stay healthy and ready to learn! We hope that your child never has to miss school or childcare because of sickness. For many illnesses it is OK to go to school, especially when symptoms are mild. Frequent handwashing and staying up to date with vaccinations can help prevent illnesses.

DPH publishes the School and Childcare Exclusion List each year. The Exclusion List explains how long ill children should stay out of school or childcare, and what is needed before returning. Your child's healthcare provider can also help if you have questions about your child's health.

Information for specific illnesses can be found on the School and Childcare Exclusion List on the web at the following address:
<https://dph.sc.gov/health-wellness/child-teen-health/school-exclusion>

Questions to Consider When Your Child is Sick:

1. Does your child's illness keep him/her from comfortably taking part in activities?
2. Does your sick child need more care than the staff can give without affecting the health and safety of other children?
3. Could other children get sick from being near your child?

If the answer to any of these questions is "Yes," please keep your child out of school or childcare.

Should my child stay home?

A Quick Reference for Parents/Caregivers of Children

Cough

A mild cough does not necessarily mean that a child needs to stay home. Your child will need to stay home if the cough is constant, causes shortness of breath, problems breathing, or if they have a fever.

Diarrhea

Keep your child home if he or she has 3 or more loose stools in 24 hours. Your child may return when they have no more than 2 stools above their normal and stool is contained in the diaper for diapered children.

Fever

Keep your child home for a fever of 100.4 degrees or higher AND experiencing behavior change or other signs of illness. Your child may return when they no longer have a fever for 24 hours without using fever-reducing medicine.

Rash

Keep your child home if the rash is associated with change in behavior, fever, tenderness, oozing, or is an open wound that can't be covered.

Vomiting

Keep your child home if unexplained vomiting has occurred 2 or more times in a 24-hour period. Your child may return when well enough to participate in routine activities.

Frequently Asked Questions

When should sick children stay home from school or childcare?

If your child feels too sick to go to school or childcare and is unable to participate in activities, please keep him or her at home.

Does my child need to stay home when the child just has a cold?

Most children with mild colds who have no fever (without taking fever reducing medication) and who feel well enough to go to school or childcare do not need to stay home.

Does my child need to be out of school or childcare if the child has pinkeye?

No. It is helpful to think of pinkeye like the common cold—it usually clears up without medicine.

How long will my child need to stay home if the child is sick?

The School and Childcare Exclusion List explains how long children should stay home after they become sick with certain illnesses.

When would my child have to stay home if my child is not sick?

Sometimes children will have to stay home from school or childcare if they are exposed to certain diseases. Your school, childcare center, or local health department will discuss the amount of time with you.

What illness might keep my child from participating in other activities?

Children with illnesses that can be spread to others may not be allowed to participate in some sports, physical education, or other school activities.



SOUTH CAROLINA
DEPARTMENT OF
PUBLIC HEALTH

DPH Communicable Disease Epidemiology Section
400 Otterbein Parkway, Cayce, SC 29033
Phone: 803.898.0861 / Fax: 803.898.0897

<https://dph.sc.gov/health-wellness/child-teen-health/school-exclusion>

SPECIAL HEALTH CARE NEEDS

Services Available to Students with Special Health Care Needs

Parent Notice (IHPs (Individualized Health Plan), Section 504, IDEA (Individuals with Disabilities Education Act), Medical Homebound): Required by S.C. Code Ann. Section 59-63-90 (Supp. 2023)

Many health care services can be provided for students to keep them at school where they can learn and participate with other students. Our goal is to provide information to parents and legal guardians about some of the services and programs available for addressing the health care needs of students during the school day to help students succeed in school. It is important that the necessary health care information is shared with the appropriate people—such as teachers on duty during recess, bus drivers, and cafeteria employees—to make sure that the students' needs are met throughout the school day.

Individual Health Care Plans or Individual Health Plans (IHPs)

Individual health care plans are also called individual health plans or IHPs. School nurses who are registered nurses write IHPs to guide how a student's health care needs will be met while at school. The nurse works with the student, the student's parents or legal guardians, the student's health care provider, and other school staff to write the plan. IHPs are written for students who have special health care needs that must be met by school staff during the school day. IHPs are also written for students who have been approved by the school district to self-medicate or self-monitor. To learn more about IHPs, talk with your child's school nurse or Harriett Kinsey YSD1 Lead Nurse by phone at 803-818-6212

Section 504 of the Rehabilitation Act of 1973 (Section 504)

Section 504 is a federal law that requires public schools to make adjustments so that students with certain disabilities can learn and participate in settings like other students who do not have disabilities. To be eligible for services under Section 504, a student must have a condition that substantially limits one or more major life activities. Whether an impairment substantially limits a major life activity must be determined without reference to the ameliorative effects of mitigating measures or lessening of the impact of the condition by the use of medication, medical supplies, equipment, or appliances, low-vision devices (not including ordinary eyeglasses or contact lenses), prosthetics, including limbs and devices, hearing aids and cochlear implants, or other implantable hearing devices, mobility devices, or oxygen therapy equipment and supplies. A team decides if a student is eligible. The team should include the student's parent or legal guardian, the student (if able), and others who know the student or know about the student's disability, such as a teacher, a guidance counselor, a school nurse, and other school staff. If the student is eligible, the team develops an individual accommodation plan. The individual accommodation plan explains how the school will meet the student's needs while at school and may include health services for the student during the school day if needed. To learn more about Section 504, contact your student's guidance counselor.

Individuals with Disabilities Education Act (IDEA)

Students, ages 3 to 21 years, may receive services under the IDEA if the student needs special education and related services to benefit from his or her educational program. A team decides if a student qualifies for services under the IDEA. The team includes the student's parent or legal guardian, teachers, and other school staff. The team develops an individualized education program (IEP) if the student meets federal and state requirements. The IEP outlines a plan for helping the student receive a free appropriate public education and meet goals set by the team. The IEP may include health services for the student during the school day if needed. Contact the YSD1 Education Service Center by phone at 803-684-1905 to learn more about the IDEA.

Medical Homebound Instruction

Medical homebound instruction is available for students who cannot attend school for a medical reason even with transportation. A physician, nurse practitioner or physician's assistant must certify that the student has such a medical condition but may benefit from instruction and must fill out the medical homebound form that the school district provides. The school district then decides whether to approve the student for medical homebound services. The school district will consider the severity of the student's illness or injury, the length of time that the student will be out of school, the impact that an extended period away from school will have on the student's academic success, and whether the student's health needs can be met at school. To learn more about medical homebound services, contact Kelly Wilkerson by phone at 803-684-1905.

In case of Emergency or Crisis at your Child's School

Your Role as Parent

York School District One acknowledges the importance of student release as a part of overall emergency planning and your role as the parent or guardian is key. York School District One has developed detailed procedures in order to have you reunited with your child as quickly as possible, but even more so, in a safe and effective manner.

There are various emergency situations which may require student/parent reunification. Student/parent reunification may be needed if the school is evacuated or closed as a result of a hazardous materials transportation accident, fire, natural gas leak, flooding, earthquake, school violence, bomb threat, terrorist attack or other local hazard. York School District One will work closely with emergency personnel to get students home safely.

York School District One will use a variety of avenues (York School District One Website, Social Media, Mobile App, and Local News Agencies) to get information to you, the parent, of where and when you can pick up your child. Upon notification that you need to come pick up your child, please be aware of the following:

1. You may be picking up your child from another school or facility.
2. Upon arrival, you will be directed to the Parent Check-In Area and met by a greeter, who will give you a Reunification Information card to complete. You will need a photo ID that will be verified by a district staff member. The check-in area for parents will have tables set up with four lines. Tables will be designated for students with last names beginning A-G; H-M; N-S; and T-Z. You will be assisted to the correct line and the greeter will assist you and answer any questions. Parents without appropriate identification or who cannot be immediately recognized by a staff member will be directed to the appropriate area for assistance.
3. Staff members working at the tables will have the necessary student information in order to verify you as parent or guardian. Once verified a staff member will tear off the bottom section of the Reunification Information form, keep the top section and have you keep the bottom section for the next staff member. That staff member, or "Reunifier," will take the bottom section of the form and go get your child.
4. Once you and your child are reunited, the staff member will, as a final safety precaution, ask the child if he/she is comfortable leaving with you. Again, this is simply one final check to ensure that students are only reunified with the appropriate parent or guardian. Staff will then take the completed form and give it to another staff member to file. As you leave through the exit area a staff member will remove the wristband ID your child is wearing, and the process is complete.

York School District One will provide additional information through the outlets mentioned above. Information on how to help your child cope with a crisis, counseling services, and need to know information will be a priority to assist all parents in the aftermath of an emergency or crisis. We appreciate you, as parents, cooperating with school personnel to make this process go as smoothly as possible.

* Please refer to the Standard Reunification Method form for further information.



STANDARD™ REUNIFICATION METHOD

STUDENT/PARENT REUNIFICATION

Circumstances may occur at the school that require parents to pick up their students in a formalized, controlled release. This process is called a Reunification and may be necessary due to weather, a power outage, hazmat or if a crisis occurs at the school. The Standard Reunification Method is a protocol that makes this process more predictable and less chaotic for all involved.

Because a reunification is not a typical end of school day event, a reunification may occur at a different location than the school a student attends. If this location is another school, then those students may be subject to a controlled release as well.

NOTIFICATION

Parents may be notified in a number of ways. The school or district may use its broadcast phone or text message system. In some cases, students may be asked to send a text message to their parents. A reunification text message from a student may look something like this: *"The school has closed, please pick me up at 3:25 at the main entrance. Bring your ID."*

PARENT/GUARDIAN EXPECTATIONS

If a parent or guardian is notified that a reunification is needed, there are some expectations that parents or guardians should be aware of. First, bring identification. That will streamline things during reunification. Second, be patient. Reunification is a process that protects both the safety of the student and provides for an accountable change of custody from the school to a recognized custodial parent or guardian.

WHAT IF A PARENT CAN'T PICK-UP THEIR STUDENT?

When a parent can't immediately go to the reunification site, students will only be released to individuals previously identified as a student's emergency contact. Otherwise, the school will hold students until parents can pick up their student.

WHAT IF THE STUDENT DROVE TO SCHOOL?

There may be instances where a student may not be allowed to remove a vehicle from the parking lot. In this case, parents are advised to recover the student. In some circumstances, high school students may be released on their own.

(PLEASE PRINT CLEARLY)
Have photo identification out and ready to show school district personnel.
Reunification Information

Student Name

Student Grade Student Cell Phone Number

Name of person picking up student

Signature

Phone number of person picking up student

Relationship to student being picked up

Photo identification matches name of person picking up student? Y or N

Parent completes:

Print Student Name Again.....

School personnel completes upon release of student

Student Grade T,I,L,M,E..... I,N,I,T,I,A,L,S OTHER

Student Birthday.....

HOW IT WORKS

For students, the school asks that students be orderly and quiet while waiting. Students may be asked to text a message to their parents or guardians. Students are also asked not to send other text messages either in or out of the school or reunification area. Keeping the cellular network usage at a minimum may be important during a reunification.

REUNIFICATION CARDS

For parents, there are a couple of steps. If a parent is driving to the school, greater awareness of traffic and emergency vehicles is advised. Parents should park where indicated and not abandon vehicles. Parents are asked to go to the Reunification "Check In" area and form lines based on the first letter of their student's last name. While in line, parents are asked to fill out a reunification card. This card is perforated and will be separated during the process. Some of the same information is repeated on both the top and separated bottom of the card. Parents are asked to complete all parts of the card.

In the case of multiple students being reunified, a separate card for each student needs to be completed.

BRING ID TO CHECK IN

During check in, identification and custody rights are confirmed. The card is separated and the bottom half given back to the parent.

From the "Check In" area parents are directed to the "Reunification" area. There, a runner will take the bottom half of the card and take it to the Student Assembly Area to recover the student or students.

Parents should be aware that in some cases, they may be invited into the building for further information.

INTERVIEWS AND COUNSELING

In some cases, parents may be advised that a law enforcement investigation is underway and may be advised that interviews are necessary. In extreme cases, parents may be pulled aside for emergency or medical information.





PARENT/GUARDIAN ACKNOWLEDGEMENT

Dear Parents,

Please sign and return this form to your child's teacher after you have reviewed the following:

- HSES Student/Parent Handbook Addendum
- YSD1 Student/Parent Handbook

Thank you,
Heather Montgomery, Principal

“I have read, reviewed, and agree to follow the YSD1 Student/Parent Handbook, the HSES Student/Parent Handbook Addendum, Important School Attendance Information, Right to Know Letter, FERPA Rights of Parents and Guardians (Student Directory Information Notice), Bus Conduct Agreement, and the Internet User Agreement.”

Student Name (Please Print)

Parent/Guardian Signature

Date: _____

Date: _____

**PURGE IN
MAY 2032**