



Early Childhood & Lower School PARENT HANDBOOK **2021-22**

Non-Discrimination Statement

Heathwood Hall admits qualified students of any race, color, gender, sexual orientation, nationality, or ethnic origin. All students have the rights, privileges, programs, and activities generally accorded and made available to students at the school. Heathwood does not discriminate on the basis of race, color, gender, sexual orientation, nationality, or ethnic origin in the administration of educational policies, admission policies, financial aid programs, and athletic and other school-administered programs.

Welcome to the Early Childhood and Lower School Division at Heathwood Hall Episcopal School. Below you will find a listing of the information contained in the Parent Handbook.

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HEATHWOOD HALL VISION

To inspire and empower students to unlock their potential, develop their character, and gain the confidence to transform a dynamic world.

MISSION STATEMENT

Heathwood Hall Episcopal School cultivates creative and critical thinking, develops leadership and social skills, and promotes service to others over the pursuit of self-interest through a rich academic and extracurricular program in a supportive community of talented educators and engaged students.

PHILOSOPHY

We are committed to:

- Knowing each child well and inspiring them to take responsibility for their learning
- Helping our students establish a broader world view and understanding of global issues and people
- Requiring the mastery of a challenging and grade-appropriate preparatory curriculum.
- Developing core competencies for citizenship in the 21st century including critical thinking and problem-solving; collaboration across networks and leading by influence; agility and adaptability; initiative and entrepreneurship; effective oral and written communication; accessing and analyzing information; and curiosity, creativity, and imagination
- Engaging students in purposeful and meaningful learning and assessments that connect to learners' lives and to each other
- Living, working, and worshiping together to fulfill the teachings of the Christian faith while also understanding and respecting different faith traditions and cultures
- Respecting the dignity of all human beings and caring for all creation
- Encouraging community members to consider and act upon the moral and ethical dimensions of their choices
- Promoting responsible and active citizenship and service beyond self
- Regarding our natural, political, and social environment as an integral part of our classroom experience
- Reflecting regularly to assess both program goals and the progress toward said goals

ARRIVAL AND DISMISSAL

In an effort to ensure every child's safety at the start and end of the school day, the Early Childhood and Lower School staff ask families to abide by the following guidelines:

PARKING During Drop-Off and Pick-Up Times: If you would like to walk into the building for drop-off or pick-up, you can either park in the main parking lot near the Smith-Shirley Campus Center or in the gravel parking lot near the chapel. The gravel lot is accessed via the Chapel driveway. **Parking is not allowed in the short term carpool circle parking spots or anywhere along the back circle during morning or afternoon carpool.**

PARKING During Morning Express Drop-Off (7:30 - 7:45 a.m.) and Afternoon Express Pick-Up (3:15 - 6:00 p.m.): Parents using Morning Express or Afternoon Express **may not park in the fire lane at any time.** Please park in the short-term parking spaces in the center of the carpool circle or the gravel parking lot near the chapel.

Early Arrivals

A teacher is on duty in the Averyt Early Childhood Center at 7:30 a.m. to receive **pre-registered** children who arrive between 7:30 - 7:45 a.m. At 8:00 a.m. students are dismissed from the Averyt Early Childhood Building to report to their classrooms. Early morning care is **only available to those families who sign-up to use it on a daily basis**, as needed for work responsibilities. We cannot accommodate drop-in students. Students using early care must arrive between 7:30 and 7:45 am. **After 7:45 am, the next opportunity to drop students off is at 8:00 am when regular drop-off begins.**

- Bus students are released to go to the classrooms at 8:00 a.m.

Morning Carpool Procedures (8:00 - 8:20 am)

- ****EC students are dropped off in the chapel lot. EC parents are not allowed to walk children into the building.**
- ****LS students are dropped off in the carpool circle.**
- EC and LS students are not allowed to use the front circle (near the guard gate) for drop-off.
- There can be no standing or parking within the Fire Lane.
- **There is only ONE lane of traffic allowed in the carpool line. There will be NO passing during carpool.**
- **There will be NO parking allowed in the short-term carpool circle spots (center of the back circle) during carpool times.**
- Whenever possible, loading/unloading must be from the **passenger side** of the car.
- In the morning, teachers and/or safety patrol members will help unload cars. Parents should put their car in park and remain in the car while students are unloading.
- **Please do not talk on the cell phone when you are in a moving carpool line.** Your full attention is needed for the safety of our children.
- **LS students who arrive after drop-off concludes (no adults present to receive students) should be taken to the EC/LS Office by a parent/caregiver. Late-arriving students need to be signed in.**

Dismissal (3:05 pm)

- **EC and LS students are all dismissed from the LS carpool circle.**
- Please notify your child's teacher and the EC/LS Office in advance of any changes to your daily pick-up arrangements.
- EC and LS students are not allowed to go to any other area of the campus (main lot, front circle, gym lot) without being accompanied by an adult.
- EC and LS students are not allowed to go to the MS or US buildings for pick-up. The older students must join the younger students at carpool.
- **Children who are not picked up by 3:20 p.m. will be sent to AE and daily charges will begin to accrue.** Please contact [Allison Rashley](#), Director of Extended Learning, for more information.

Afternoon Carpool Circle Procedures (3:05 - 3:20 p.m.)

- EC and LS students are not allowed to use the front circle for pick-up.
- There can be no standing or parking within the Fire Lane.
- **There is only ONE lane of traffic allowed through the back circle. There will be NO passing during carpool. There will be no parking allowed in the short-term carpool circle spots during carpool times.**
- Carpool students will be dismissed to the concrete area under the Smith-Shirley Campus Center where they will be seated by grade level.
- As you pull around, we will call your child over to stand on a particular number, 0-5. Your child will be helped into the car when you have stopped at the designated number. The teacher who places your child into the car will offer to buckle your child into his/her car seat while the car is still in the pick-up line.
- For parents who park in the main Smith-Shirley Campus Center lot and walk in to get children from under the Campus Center, please check in with the teacher monitoring your child's class to let them know you are taking your child.
- **Please do not bring pets to carpool.**

Authorized Pick-up: Students will only be allowed to leave campus with persons listed for him or her as "authorized to pick up." This information is provided at the beginning of the school year on a student information form. Parents can amend this form at any time during the year by emailing nmerritt@heathwood.org. If a parent has different pick-up plans for a specific day, he or she can also put that in writing for the teacher or email the administrative assistant and she will share the change with the teacher. The person picking up your child may be asked to provide verification of identification such as a valid driver's license or another form of picture identification before we will release your child to them. In the event that an adult who is not on the authorized list attempts to pick up a child, the child will not be released until a parent can be contacted.

If a parent or adult authorized to pick a child up is visibly intoxicated or otherwise impaired at the time of pick-up, the faculty/staff member on duty will contact an administrator and/or the School Resource Officer on duty. The child will not be released to the adult who came to pick up the child; another parent or emergency contact person will be called. The school reserves the right to contact proper legal authorities, including calling 911, to protect the best interests of the child as the need arises.

Bus Riders: A teacher will walk all bus students to bus pick-up in the Smith-Shirley Campus Center parking lot and ensure that each child boards the appropriate bus. Teachers will remain at the bus stop until the bus departs or the bus drivers are present. Buses depart from campus promptly at 3:10 p.m. (See BUS SAFETY for additional information.)

ATTENDANCE AND SCHOOL HOURS

The school day begins at **8:20 a.m.** for all EC and LS, and students are dismissed at 3:05 p.m. However, pre-arranged Extended Care is available until 6:00 p.m. daily through *Afternoon Express*, Heathwood Hall's afternoon program for children enrolled in preschool through Grade 6. Please contact [Allison Rashley](#), Director of Extended Learning, for more information.

If leaving school prior to dismissal, please sign your student out in the Lower School office. Parents are asked, when possible, to arrange medical and other necessary appointments outside of class hours.

If you know your child will be absent, or more than a few minutes late, please email your child's teacher or call EC/LS Admin. Assistant, Nikki Merritt (803-231-7748).

While attendance is important, parents may ***not*** send children who have a **fever over 100.4F** or **contagious symptoms** to school (details outlined in the **HEALTH POLICIES** section below). If a child contracts a communicable disease, please notify the [school nurse](#), so that parents of classmates may be advised of children's exposure. **A child must be completely symptom-free for 24 hours, without the assistance of medication, before returning to class.**

TRACKING EARLY CHILDHOOD CHILDREN

All children are directly supervised, at all times, by qualified staff persons, never exceeding published DSS staffing ratios. EC children are accounted for, at all times, using DSS-approved tracking sheets, beginning with arrival on campus and ending when the child is picked up by an authorized adult.

BEHAVIOR MANAGEMENT (EARLY CHILDHOOD)

During the preschool years, children are learning to cope well emotionally and behaviorally with others in a classroom community. We want to create environments that are respectful, positive, and supportive, in which procedures are taught and practiced and expectations for behavior are clearly communicated and reinforced.

DEVELOPMENT OF SOCIAL SKILLS

For young children to develop social skills and understandings that are important for their overall growth as a student, they need to be developing in the areas outlined below. The format for these ideas is taken from *The Intentional Teacher* by Ann Epstein.

Young Children's Development in Social Skills and Understandings

- *Emotional Self-Regulation*
 - self-awareness begins to develop during the preschool years
- *Creating a Caring Community of Learners*
 - becoming a member of the community, accepting the social norms
- *Social Skills*
 - develop a range of appropriate strategies for interaction
- *Social Dispositions*
 - enduring character traits like curiosity, humor, generosity as well as close-mindedness, argumentativeness, selfishness are developing

The *how* of teaching these social skills is best done through **modeling** (being explicit with words to describe the actions), **coaching** (break a positive behavior into its components/parts especially for those having trouble), and providing opportunities for **practice** (vital to learn and unlearn patterns that stem from thoughts and behaviors).

Each class works together to establish classroom rules and expectations for how they will live together at their home away from home. Modeling calm, patient behavior, and encouraging children to plan ahead in their thinking and work are ways that we are able to help children solve social problems. Through monitoring student interactions, we have the opportunity to teach children how to resolve conflicts.

Most of the expectations center around:

- **Treat others with kindness and respect.**
 - Keep hands, feet, and other objects to yourself.
 - Use appropriate language at all times.
 - Follow directions the first time.
 - Do not say or do anything to hurt anyone physically or emotionally.
 - Listen carefully and wait for your turn to speak.

EC Discipline Procedures in Response to Inappropriate Behaviors

As teachers provide the best modeling, coaching, and time to practice for social/emotional growth, we must also have a plan when behaviors do not go as expected. The following provides an outline of how the Early Childhood staff will deal with inappropriate behaviors. In accordance with DSS Regulations No. 114-506B(2), corporal punishment is **never** used at Heathwood Hall.

Step 1—Typical, everyday inappropriate behaviors include mild acting out, occasional uncooperative behavior, mild temper outbursts, etc.

- provide a greater focus with needed modeling and coaching in a timely manner
- request assistance from the EC/LS Head or Assistant Head, guidance counselor, colleagues, or student's parents
- seek additional behavioral resources

Step 2—Behaviors escalate or become more frequent, disruptive, or aggressive

- the child may need to be removed from the classroom to prevent further disruption among the rest of the students - parents will be notified
- the EC/LS Head or Assistant Head and teacher outline the behaviors in writing and talk with the parents regarding the behaviors

Step 3—Behaviors continue after no improvement in Step 1 or 2 interventions, and additional serious incidents occur

- The EC/LS Head or Assistant Head, teacher, and guidance counselor meet with the parents to develop a written behavior intervention plan which may include:
 - removal from the classroom by the EC/LS Head or Assistant Head, School Resource Officer, or guidance counselor for a period of time during the school day
 - leaving campus when the behavior occurs persistently during a given day (or one time if the behavior is serious enough)
 - providing a report for the family to seek an outside resource (counselor, pediatrician, psychologist, child psychiatrist, etc.) to help address the behavior problem(s)
 - removal from school by suspension upon consultation between the EC/LS Head and the Head of School
 - withheld invitation for the following school year in consultation with the EC/LS Head and Head of School
- Parental refusal to cooperate with the plan that the school outlines could result in dismissal from the school.

Step 4—A serious incident occurs that may fit in one of the categories below. Steps 1-3 will likely be skipped, and the interventions in step 3 will be followed after the incident occurs.

- injury to self, another child, or an adult
- serious destruction or stealing of school property
- purposefully leaving a teacher-supervised area
- repeated uncontrollable behaviors and outbursts that disrupt the classroom community
- inappropriate touching
- inability to function within the normal program structure
- threats made toward other children or adults
- any other behavior which is deemed a threat to the safety and physical or emotional well-being of the students or staff

The teacher will remove the student and contact an administrator to supervise the student. The parents will be called to come and get the student from the HHES campus.

Per DSS guidelines, we have outlined possible steps to be taken with persistent, disruptive behavior. Day-to-day living in Early Childhood is happy and productive, and we spend the vast majority of our time facilitating positive social interactions as the children develop competence and confidence in this area!

CLASSROOM MANAGEMENT (LOWER SCHOOL)

We have established an environment that focuses on management versus discipline. A classroom environment that carefully teaches procedures, clearly articulates expectations, intentionally creates a supportive community of learners, and regularly engages the students in meaningful learning is a well-managed class.

The teachers are very attentive to behavior in the classroom and are prepared with a variety of ways to address behavior issues in the class. We believe in handling matters in a timely and age-appropriate way while capitalizing on the learning opportunities present in each situation. Positive discipline techniques will be used to handle behavior issues that may arise during the course of the day. Each child will learn that he/she is responsible for his/her own actions and that there are natural and logical consequences

for inappropriate behavior. We will actively model acceptable behavior, use language to facilitate resolutions, and help each student develop a repertoire of problem-solving techniques. Through these methods, each child will develop greater self-control and self-discipline.

The Early Childhood and Lower School divisions use four guiding principles as a framework for our **Code of Conduct**. These principles are KINDNESS, RESPONSIBILITY, RESPECT, and POSITIVE ATTITUDE. The Early Childhood and Lower School divisions use The Responsive Classroom strategies for developing a sense of classroom and school-wide community. Children will work together to interpret the Code of Conduct and develop a set of expected behaviors so that developmentally appropriate rules and expectations are understood and implemented throughout the school day. We are also teaching the children strategies for interacting and communicating with their peers so they can advocate for themselves and resolve issues in appropriate ways when uncomfortable social situations arise.

When teacher intervention is necessary, we want the following ideas to guide our decisions:

- Seeing the harm done rather than just the rule-breaking
- Giving voice to the person harmed
- Holding people accountable through empathy and repair of harm
- Seeking to empower change and growth
- Enhancing responsibility
- Focusing on the notion of choice – who is in charge of your behavior?
- Employing logical consequences to “fix” damage done

DISCIPLINE PROCEDURES (EC and LS)

Our **Discipline Plan** clearly outlines consequences for intentional behaviors which demonstrate an escalation in frequency, disruption, or aggression, and for serious instances which directly threaten the safety of the student or others within our school community. Depending on the severity of the incident, or a demonstrated pattern or increase in the number of occurrences, the school reserves the right to skip the first one or two steps outlined below and proceed directly to more permanent consequences.

Discipline responses for serious behaviors which cannot be handled within the classroom and require the intervention of an administrator or other support personnel:

First serious offense:

- The student will be removed from the classroom setting and spend some supervised quiet time away with Mrs. Scanlon, Mrs. Deese, Mrs. Garlinghouse, or Mrs. Holder. During that time, there will be a deeper conversation trying to get a clearer picture of what happened and what the trigger may have been.
 - The student will be guided through an age-appropriate reflective process.
- The student will be returned to class when the issue has been resolved and the student fully agrees to abide by the logical (age-appropriate) consequences which will follow the offense.
 - You break it, you fix it. (Making reparations)
 - Loss of privileges.
- Parents will be contacted by the end of the day and given a full review of the day’s events, including the incident, the conversation with the student, the consequences, and how the rest of the day progressed. A follow-up email will be sent.
- Parents will be given the opportunity to provide any additional information they may acquire from subsequent conversations with their child.

Second serious offense (not necessarily on the same day):

- The student will be removed from the classroom setting, parents will be contacted, and the student will remain in the care of Mrs. Scanlon, Mrs. Deese, Mrs. Rashley, or Mrs. Holder until such time as he/she can be picked up by a designated family member or caregiver.
 - During that time, there will be a deeper conversation trying to get a clearer picture of what happened and what the trigger may have been.
 - The student will be guided through an age-appropriate reflective process.
 - The student will not be allowed to return to the classroom for the remainder of the day.
 - A follow-up email will be sent.
 - Parents will be given the opportunity to provide any additional information they may acquire from subsequent conversations with the student.
 - Parents must bring the student into school the next day for a brief conversation with the teacher before school starts so the student realizes that everyone is on the same page with behavior expectations.
 - Parents must participate in a meeting with Mrs. Scanlon, and anyone else whose presence is deemed necessary, to discuss next steps.

Potential consequences for repeated serious offenses as determined through consultation between the EC/LS Head and the Head of School:

- Removal from school for a prescribed period of time (suspension)
- Permanent removal from school for the remainder of the year (expulsion)
- Withholding the invitation to re-enroll for the following year

Parent refusal to cooperate with the plan outlined here could result in immediate dismissal from the school.

Examples of behavior that are serious enough to warrant the initiation of disciplinary measures:

- Injury to self, another child, or an adult
- Serious destruction or stealing of school property
- Purposely leaving a teacher-supervised area
- Repeated uncontrollable behaviors and outbursts that disrupt the classroom community
- Inappropriate touching
- Inability to function within the normal program structure
- Threats made toward other children or adults
- Bullying (**see definition below**)
- Any behavior which is deemed a threat to the safety and physical or emotional well-being of the students or staff

*Bullying happens when someone mistreats or intimidates another person on purpose, and the person being bullied is unable to defend himself or herself. Usually, bullying follows a pattern. Teasing is not bullying. Bullying is the "intimidation of a weaker person; the process of intimidating or mistreating somebody weaker or in a more vulnerable situation." The definition of teasing is "to make fun of somebody, either playfully or maliciously." (Definitions taken from www.psychologytoday.com) While teasing can be mean-spirited and hurt another person's feelings, it is **not** the same as bullying. The goal of a bully is to use one's power to intentionally cause harm, either physical or emotional (intimidation).*

Examples of bullying:

- *Physical Bullying*
 - *When one person uses physical actions to gain power or control over another person.*
- *Verbal Bullying*
 - *When one person uses statements or name-calling to belittle, demean or hurt another person to gain power or control over them*
- *Relational Aggression*
 - *When one person (or group) ostracizes another from a group, spreads rumors about them, or manipulates situations in order to sabotage the target's social standing or increase their own. Can often go unnoticed by adults.*
- *Cyberbullying*
 - *The use of technology to threaten, harass, embarrass, or intimidate another person*
- *Sexual Bullying*
 - *Consists of repeated harmful, humiliating actions that can include sexual name-calling, crude comments, vulgar gestures, and inappropriate touching in order to gain power or control over another.*
- *Prejudicial Bullying (as an additional component to any of the above forms of bullying)*
 - *Demeaning comments based on race, religion, disability, ethnic origin, gender, sexual orientation, etc.*

(from: <https://www.verywellfamily.com/types-of-bullying-parents-should-know-about-4153882>)

ADDITIONAL BEHAVIOR EXPECTATIONS

At lunch

All children are expected to:

- Enter and dismiss in a quiet and orderly manner.
- Go through the lunch line in a quiet, orderly manner. Words like “please” and “thank you” are encouraged.
- Display appropriate table manners while in the Dining Commons
- Talk with immediate neighbors at their own table. Children need to stay seated unless given permission to get up from the table.
- Clean up the table and floor area directly surrounding them before being dismissed.
- Always be respectful of all Dining Commons food services and maintenance staff, as well as other adults and fellow students

On the playground

All children are expected to:

- Be patient and wait for their turn.
- Always ask the recess teacher for permission to leave the playground for ANY reason
- Use equipment appropriately (Ex. Slides are made for sliding down. Use the ladders to climb back to the top. One person per swing. Hang on, but do not sit on, the monkey bars. Keep mulch in designated areas.)
- Be respectful of their peers. If there is a problem you cannot handle with appropriate behavior, contact a teacher.
- Line up immediately in the designated area when the bell rings.

- Everyone should take ownership of the playground; therefore, everyone should make certain materials and equipment are put away before leaving the playground. Check for personal items.
- Include anyone who is interested, play fairly with respect for one another
- Display positive sportsmanship using the same game rules as expected in PE

On the bus

All children are expected to:

- Walk from the building to the bus.
- Respect the authority of the bus driver.
- Keep the noise level to a minimum.
- Not open the emergency door.
- Keep all objects and body parts inside the bus.
- Remain seated at all times, facing the front.
- Sit in the designated seat if assigned.
- Keep the bus a safe and clean place.
- Not eat or drink on the bus.
- Be seated and ready to leave by 3:05 p.m. for afternoon transportation. (Buses leave the campus promptly at 3:10 p.m.)
- If your child misses the bus, he or she will be sent to the EC/LS Office and parents will be contacted to arrange for pick-up.

When issues arise on the bus, parents will be notified by either the transportation office or by Division administration. **Children who repeatedly violate bus rules and are written up three times will be prohibited from riding school buses.** Children may lose bus-riding privileges on the first or second notice if the violation is extreme. The Early Childhood & Lower School Head has discretion on such matters. Refer to Conduct Code for further details. A teacher will meet Early Childhood children at the buses and walk them to class, and they are walked to the bus at the end of the day.

CELL PHONES

Early Childhood and Lower School students **may not** use cell phones, smartwatches, or other cellular-based mobile devices at school. If a student has one, it must be kept in his/her backpack during the school day.

CHAPEL

In keeping with Heathwood's belief that spiritual maturity is one of the goals of the learning process, Chapel is held once a week for all students. During that time, students, teachers, and other guests gather together to worship. Services are developmentally appropriate and are in keeping with Episcopal traditions. The Episcopal Liturgical Calendar is observed throughout the School. **All children need to be in Chapel Dress on Chapel day (refer to Dress Code).** Special offerings are sometimes collected during the year. In the past this has included food for Harvest Hope, cleaning supplies for Habitat for Humanity, gifts for local children, or books. Holy Eucharist is celebrated quarterly and students are invited to partake in Holy Communion or receive a blessing from the Priest. Parents sign a permission form at the beginning of the year noting the family's choice for the student.

COMMUNICATION

We encourage a close, **two-way** relationship between the school and our families. Open and regular communication between home and school is essential to a successful experience for your child(ren). Teachers will regularly communicate with parents using the Seesaw platform (both individually and as a whole class) about daily happenings, classroom curriculum, homework assignments, accomplishments, and upcoming activities. Specific issues and concerns will be communicated via email. Please take the time to read all correspondence that comes from the school.

Since the family provides the most important influence on a child's development, it is essential that family and teachers work together, as a team, on all matters. We ask parents to please notify the teachers if there are changes to your family's routine or to your home situation, such as parents' trips, houseguests, hospital visits, etc.

Avenues of communication from the Lower School include:

- Classroom communication via the Seesaw App. Pertinent information such as your child's class list, daily schedules, newsletters, and links to academic websites can also be found there.
- Individual and group emails
- Personal phone calls
- Google Meetings with teachers

If parents have questions or concerns, we strongly encourage direct communication with the classroom teacher and/or the division head. Responses from teachers should be expected within 24 hours. **Due to the nature of a teacher's work, emails and/or phone calls received during the school day will only be returned before school or after school.** Instant responses are not possible when teachers' attention is on learning. If there is an emergency and/or an immediate response is required, please contact the Early Childhood and Lower School office (803-231-7748).

CONFIDENTIALITY

A child's written record shall be kept in a confidential manner but shall be immediately available to DSS, the child's teachers, administrators, and/or parents upon request. EC records are kept in a secure file cabinet in the office of the Director of Extended Learning in the Averyt Early Childhood building. LS records are kept in a secure file cabinet in the EC/LS Office. Confidential evaluation reports are kept in a separate secure location.

DRESS CODE (EARLY CHILDHOOD)

Early Childhood students **may** participate in the Lower School Dress Code, but there are no daily attire requirements for Early Childhood students except the following:

- Please clearly label all items of your child's clothing. It makes returning it much easier when it ends up in the Lost and Found.
- Chapel Dress (see Dress Code Chart) is required for Chapel day.
- It is highly recommended that all Early Childhood 3s and 4s students wear rubber-soled, closed-toed, shoes that are secured with laces/lace-locks or a strap every day.
- Students need to be prepared for all types of weather during the school year: hot, cold, and rainy. Please have your child dress accordingly as he/she will be spending time outside. Students should keep a raincoat or poncho at school or in a bookbag at all times. **Please do not send umbrellas.**

- Students should bring a small book bag or backpack to school each day. **The use of rolling bookbags in EC is not allowed.** They do not fit well in the space each child has in the class and are unnecessary for the few belongings students have.
- Early Childhood students are continuing to develop their independence. Please dress your child in clothing that he/she can manage by him/herself in the bathroom. Elastic-waist pants are best and belts should stay at home until they become independent with them.
- All EC students should have a full change of clothes (underwear, socks, top, and bottoms appropriate to the season) at school for those unexpected messy mishaps.

DRESS CODE (LOWER SCHOOL)

The dress code pertains to the school day, from arrival in the morning until dismissal in the afternoon. Students should dress according to the guidelines as outlined by the charts on the following page of this document. Articles of clothing from the Plaid Peddler or specified Heathwood clothes from Lands' End or the uniform section of a department store are acceptable Heathwood attire. For special events, there may be a special dress code. There will be no distinction of dress code requirements for Chapel days. Guidelines apply Monday – Friday.

In addition, the following General Guidelines should be followed:

- When masks are required for health reasons, they may be a style and pattern of the child's choosing in so much as it is not distracting or offensive to any other members of the Heathwood Hall community. The Division Head has the final say on what is acceptable.
- Please clearly label all items of your child's clothing. It makes returning it much easier when it ends up in the Lost and Found.
- Clothing should not be ripped, torn, patched, frayed, or otherwise visibly damaged or altered.
- Clothing should fit properly. Clothing should not be excessively baggy, too short, too tight, or too revealing.
- Clothing that refers to alcoholic beverages, tobacco, illegal substances, or anything that includes derogatory, inflammatory, or obscene language is not permitted.

If a student does not come to school in dress-code-approved clothing, he or she will be given a verbal warning, and a Dress Code Reminder will be sent home from the teacher. Parents will need to sign the warning and return it to school. If the problems continue, the parent will be called and asked to bring acceptable attire to school.



EARLY CHILDHOOD/LOWER SCHOOL DRESS CODE

Daily Dress Code	Girls	Boys
Shirts	<p>Shirt Style: HHES logo on collared polo/golf shirts, turtlenecks, and shirts/blouses with a straight collar, button-down collar, or Peter Pan collar</p> <p>Color: Heathwood logo shirt from Plaid Peddler or Lands' End in navy blue, light blue, gray, yellow, white, or dark green. Shirts under jumpers do not require a logo but should be the colors listed above.</p>	<p>Shirt Style: HHES logo on collared polo/golf shirts, turtlenecks, and shirts with a straight collar or button-down collar.</p> <p>Color: Heathwood logo shirt from Plaid Peddler or Lands' End in navy blue, light blue, gray, yellow, white, or dark green.</p>
Bottoms	Pants, shorts, skirts, or skorts in khaki or navy purchased from Plaid Peddler, Land's End or Uniform section of a department store, or Heathwood plaid from the Plaid Peddler; no cargo pants or cargo shorts, please.	Pants or shorts in khaki or navy purchased from Plaid Peddler, Lands' End or Uniform section of a department store, or Heathwood plaid from the Plaid Peddler; no cargo pants or cargo shorts, please.
Jumpers/Dresses	Heathwood plaid (Plaid Peddler); khaki or navy blue uniform jumpers; Polo Dress with Heathwood logo from Lands' End in approved colors	
Leggings	White, black, gray, green, or navy leggings under jumpers or skirts	
Shoes	Closed-toe and closed-heel athletic shoes with a rubber sole, secured by laces or a strap; Rain boots are welcome on rainy days, but athletic shoes must be worn for PE	Closed-toe and closed-heel athletic shoes with a rubber sole, secured by laces or a strap; Rain boots are welcome on rainy days, but athletic shoes must be worn for PE
Sweaters/Jackets Sweatshirts worn inside buildings	Sweaters/sweatshirts/jackets/fleece with Heathwood logo in acceptable colors; or plain white, navy blue, dark gray, or dark green sweater or fleece. No other logos permitted.	Sweaters/sweatshirts/jackets/fleece with Heathwood logo in acceptable colors; or plain white, navy blue, dark gray, or dark green sweater or fleece. No other logos permitted.
Outerwear	No specifications	No specifications

EMERGENCY PROCEDURES

The school has developed a crisis management plan for different emergency situations that may arise. Parents can read over these procedures in their child's classroom. They are located on a pamphlet beside the door in each classroom and the hallway. There is also a detailed copy of the plan located in each division office. The school conducts regular drills to ensure that all members of the community understand what to do in the event of an emergency.

FIELD TRIPS

Field trips are an important part of the curriculum and give children opportunities to expand their learning beyond the school campus. Trips are designed to be reflective of the students' interests and studies, and most are within the greater Columbia area. With each field trip, a Field Trip Authorization Form must be completed and on file in order for the student to participate. There is often a charge associated with a field trip. All field trip transportation will be by Heathwood buses. Chaperones are not allowed to ride on the bus and must provide their own transportation. Younger siblings are not permitted to attend field trips with a parent who is chaperoning. Attire for field trips is the Dress Code unless otherwise determined by the School. **Students will not be allowed to attend a field trip if a signed Field Trip Authorization Form has not been returned.**

DSS classroom checklists will be used to account for the loading and unloading of EC children at every location.

FOOD ALLERGIES

We recognize that many children suffer from allergies, some of which may be life-threatening. While we will make every effort to ensure the safety and well-being of children who may have food sensitivities, the school cannot guarantee the complete elimination of all allergens from the school environment.

Please note, due to the prevalence and severity of peanut and nut allergies, Heathwood Hall is "peanut and tree-nut aware." Please read all package labels carefully and do not bring any food to school that contains peanuts or tree nuts.

HEALTH POLICIES

COVID-19 POLICIES: If your child is experiencing symptoms of COVID-19 he/she should get tested. The symptoms of COVID-19 include:

- Fever
- Shortness of breath
- Loss of taste or smell
- Sore throat
- Muscle aches
- Chills
- New or worsening cough
- Fatigue
- Headache
- Nausea or vomiting
- Diarrhea

A child with these symptoms may not return until they have tested negative for COVID-19 or they are diagnosed with another medical condition explaining their symptoms. If a child is diagnosed with another condition, they may return when they meet the criteria for that condition.

If a child tests positive for COVID-19 or has symptoms of COVID-19 and does not get tested, they will be excluded from school for the required period of quarantine based on school policy at the time. If a child tests positive for COVID-19 but does not have symptoms, they will be excluded from school for the required period of quarantine based on school policy at the time.

GENERAL HEALTH POLICIES: If your child is sick, cranky, uncomfortable, or needs the full attention of a staff person, your child deserves the comfort of home and parent. Control of communicable illness among the children is the utmost concern of Heathwood Hall. If your child's presence compromises the health or care of other children, you will be contacted and asked to pick your child up.

The South Carolina Department of Health and Environmental Control School Exclusion List is followed by Heathwood Hall and may be found on the Parent Portal of the Heathwood website under "Health Information."

In order to protect the entire group of children as well as your own child, we ask that parents assist us by keeping your child home if he/she has experienced any of the following conditions within the past 24 hours:

- Fever above 100.4°F
- Diarrhea, vomiting, or an upset stomach
- Runny nose with green or yellow nasal discharge
- Unusual or unexplained fatigue, irritability, or headache
- Signs of a newly developing cold or severe cough
- A sore throat
- Any unexplained rash
- Any contagious disease or infection (including, but not limited to COVID-19, ear infections, strep, conjunctivitis, H1N1, and influenza)

A child may return to school:

- 72 hours fever-free and symptom-free, without the use of medications, OR
- 24 hours after antibiotics have been started for infections, OR
- With a doctor's permission for severe coughs or unexplained rashes, OR
- In the case of communicable disease, when deemed to be no longer infectious to other students by a licensed health care professional.

Please contact the school if your child has contracted a contagious disease so that other parents can be alerted. Your family's privacy will be maintained to the best of our ability.

ALLERGY: Please notify our [school nurse](#), and the teachers if your child has any allergies, especially allergies to foods, bee stings, fire ant bites, or contact allergies. If your child has a prescribed epi-pen, please talk with the school nurse to establish emergency treatment protocols before the opening day of school. **Parents of a child with food allergies should consult with the school nurse and dining commons director to determine what accommodations are needed.**

HEAD LICE: Heathwood Hall's Head Lice Policy is based on extensive, evidence-based research from the American Academy of Pediatrics (AAP), the Centers for Disease Control and Prevention (CDC), the South Carolina Department of Health and Environmental Control (SC DHEC), and the National Association of School Nurses (NASN). The policy is consistent with the School and Childcare Exclusion Lists published by SC DHEC (www.scdhec.gov/health/disease/exclusion.htm). For consistency, the HHES head lice policy will apply to all enrolled students from the Early Childhood Center through the Upper School.

Teachers or administrators will report to the school nurse any student suspected of having head lice. The nurse will conduct a confidential examination, looking for the presence of live, active, crawling lice, or nits (lice eggs) that appear to be ¼ inch or closer to the scalp. Parents will be notified when a student is found to have head lice during the school day. Unless live, active, crawling lice are detected, the child may remain in school until the end of the school day. If active, crawling lice are found, parents will be contacted to pick up their child from school to be treated.

The child may return to school following treatment with appropriate pediculicidal medication or therapy as recommended by a licensed physician and if an inspection by the school nurse identifies no active, crawling lice on the student's head. **The child must report to the Health Office for examination by the school nurse before returning to the classroom.** The school nurse will review recommendations for environmental cleaning with families (e.g., washing bed linens with hot water, bagging un-washable toys and clothes for two (2) weeks, vacuuming carpets, furniture, car seats, etc.). Pediculicide spray is not necessary and should not be used.

IMMUNIZATION: State law requires that Certificates of Immunization be presented on or before the Opening Day of school. **Please make certain we receive that information by August 1.** If your child has received new immunizations, or their South Carolina Certificate of Immunization has expired, please submit an updated certificate to the Health Office at Heathwood no later than August 1. If you have moved to South Carolina from another state, the school nurse will be able to assist you with transferring your child's immunization information to the South Carolina immunization form. Contact the School nurse, Kristin Caritn, at 803-231-7728 or by email at kcartin@heathwood.org for assistance, or if you have questions.

MEDICAL AUTHORIZATION FORMS: If you have not already completed a Medical Authorization form, which was enclosed in your matriculation package, please download a form from the Parent Portal (on the Heathwood website), fill it out, and return it by the first day of school. EC families must also complete the DSS [Health Form 2900](#)

MEDICAL EMERGENCY PROCEDURES

Recognize: A medical emergency occurs when anyone becomes severely injured or ill, exhibiting any of the following symptoms:

- Reacting audibly to pain
- Bleeding severely
- Having difficulty breathing
- Having chest pains
- Exhibiting redness and/or swelling
- Presenting pale or flushed
- Exhibiting slurred speech, disorientation, and/or confusion
- Is or becomes unconscious

Respond: Faculty and/or staff members will:

- Carefully assess the scene for safety, evacuate the area of people, and isolate the injured individual.
- Call (or have someone call) 911.
- Activate a **“Medical Emergency”** and **911** through **PUNCH ALERT** (this will inform the school nurse and the Emergency Management Team).
- Call 911 and the School Nurse (**803-629-2106** or **x228** on an in-house phone) or the Receptionist (“0” on in-house phones) if **PUNCH ALERT** is NOT activated.
- Relay as much information as possible regarding the nature of the illness or injury, including the name, location, and condition of the victim.
- Apply basic first aid as needed until a trained responder arrives (handle bodily fluids appropriately).
- Request an AED if necessary; AEDs and First Aid kits are located in the following areas:
 - Outside Athletic Center (top of the ramp)
 - Outside PEAK Room (under Robinson Center)
 - Under Campus Center (near back circle)
 - Trainer’s office in Lower Gym
 - First Aid kits are also available in Division Offices
- If it is necessary for a child to be transported to a hospital via ambulance, a staff member will accompany the child, bring along all emergency records, and stay with the child until parents arrive.

MEDICATION: While the use and administration of medication at school are discouraged, it is recognized that there are times when medications may restore a student’s functional capacity in accordance with both educational goals of improved academic achievement and decreased absenteeism. South Carolina law does not allow dispensing over-the-counter or prescription medication to students without written permission from a parent/legal guardian and a licensed healthcare provider. Administration of medications will be permitted on school property only when medically necessary and under the direct supervision of the school nurse or appropriate faculty and staff members. For the safety of Heathwood Hall students, and in order to be in compliance with SC State laws and DSS Regulation 114-506.B(2), parents must complete and submit all necessary forms to the school nurse. These forms can be found on the Back to School button on the Heathwood web page.

HOMEWORK (LOWER SCHOOL)

Homework is assigned in the lower grades to accomplish several important goals:

- First and foremost to enhance the development of reading skills and the love of reading
- To provide parents with a daily snapshot of current learning
- To practice skills and/or review content learned during the school day
- To provide assessment data for specific skills and content
- To develop positive work habits (time-management, self-discipline, study skills) and responsibility as students develop into independent learners

As students mature and grow developmentally, expectations for homework increase. The following guidelines provide a common framework among all grade levels:

Kindergarten

- 15 minutes of reading or being read to each night. As students are ready, teachers will begin sending home “book bags” with sets of leveled books to be read each week in addition to being read to by parents.

First Grade

- 20 minutes of reading – At the start of the year, this reading may be a parent reading to a child. As the year progresses, the expectation is for the child to read to the parent for 20 minutes.
- Additional Skill practice not to exceed 15 – 20 minutes.
 - Sight Word/Word Work practice
 - Math practice
- Occasional projects

Second Grade

- 20 minutes of reading – 10 minutes reading aloud and 10 minutes reading silently
- Additional Skill practice not to exceed 20 minutes
 - Math practice
 - Word Work
- Occasional projects

Third Grade

- 20 minutes of reading –weeknights
- Additional Skill practice not to exceed 30 minutes
 - Math, Language Arts, Science, or Social Studies
- Occasional projects

Fourth Grade

- 30 minutes of reading – weeknights and weekends
- Additional Skill practice and/or studying content not to exceed 40 minutes
 - Math practice
 - Language Arts Skills – vocabulary and/or word work.
 - Writing

Classroom teachers will communicate specific homework procedures to parents AND students at the start of the year. Teachers will address these often asked questions from parents:

- How to respond when your child needs help or doesn’t understand.
- How to communicate with the teacher when your child needs support and/or when to move on when they reach “the point of no return.”
- How to interact with your child during and after homework. How much assistance? Review it? Correct it?

LIBRARY

The library staff plans with classroom teachers to provide meaningful activities that supplement the classroom curriculum. Students check out books regularly; our youngest students keep their books in the classroom while older students take the books home. Additionally, students may work on research projects with the assistance of the library staff. Overdue notices are printed monthly, and we ask parents to contact the library if they believe the notice is incorrect and that materials have already been returned.

LOST AND FOUND

A Lost and Found center is located under the Smith-Shirley Campus Center where the children gather for carpool pick-up at the end of the day. **All clothing and equipment brought to school should be labeled with the student's name.** Unclaimed items will be given to charities at the end of each quarter.

LUNCH (EARLY CHILDHOOD)

We are fortunate to have a delicious and healthy lunch program at Heathwood. Our EC students eat in a small area of the Dining Commons that is specifically designed for their size and to give them more time to eat. EC2 students will begin the year eating lunch in the Averyt Building and will transition to the Dining Commons a few weeks into the school year. If your EC2 child purchases lunch from school, it will be delivered to the classroom from the Dining Commons. EC3 and EC4 students eat in the Dining Commons. Appropriate selections are made for Early Childhood students who purchase lunch from Heathwood. Teachers also get to know the children's eating habits and try to find a balance between encouraging them to try new things and providing healthy choices they like so they are well-fed. *Special Note: There are no microwaves or refrigerators on campus for lunches brought from home.*

SNACK (EARLY CHILDHOOD): Each family pays a one-time snack fee before the school year begins. We will provide two peanut-free snack offerings for the children. Families are asked to send a water bottle with an integrated straw or sippy lid each day.

LUNCH (LOWER SCHOOL)

All students eat lunch from the Dining Commons, and the program is included in the cost of attending Heathwood Hall for grades K - 12. Heathwood Hall recognizes that it shares responsibility with parents to teach good nutritional habits to our young people. The lunch program offers students a variety of healthy choices designed to satisfy most food preferences. Teachers eat in the Dining Commons with the students, monitoring their lunch selections and behaviors. Parents of a child with food allergies should consult with the school nurse and the Dining Commons staff to determine how their child's diet would be best accommodated.

SNACK (LOWER SCHOOL K-4): Parents provide daily snacks for their children. Classroom teachers will provide specific details and suggestions.

NON-CUSTODIAL PARENTS (in cases of separation or divorce)

In cases of separation or divorce, we communicate with both parents unless we are presented with a court order barring one parent from associating with his or her child. This means that both parents will receive report cards, interim reports, and general mailings, regardless of who is financially responsible. Each parent is granted access to the child(ren), to teachers, and to administrators. Such access is provided without notification to other parties. It is the responsibility of each parent to make sure the school has his or her current address, phone numbers, and email addresses. It is the individual parents' responsibility to provide the Early Childhood and Lower School Head's office with all records of relevant court decisions and up-to-date contact information. Given the unique legal situation of each family, the school may make exceptions to this policy.

Heathwood Hall's first obligation is to its students. Regardless of the relationship of parents to each other, we believe that a healthy partnership between the school and both parents is in the students' best interest. If a person comes on campus and we have written documentation restricting contact with the student, we will notify our school resource officer and have the unauthorized person removed from campus. We will contact the custodial parent to make them aware of the situation.

It is the job of the parents to communicate with each other. The school wishes to stay out of marital conflicts and settlements; we ask parents not to pull teachers or administrators into the middle of such disputes. All attorneys must direct any questions or requests to the Assistant Head for Finance and Operations. Attorneys are not to have any direct contact with classroom teachers.

When an important issue necessitates short notice, we will attempt to reach both parents. Some situations warrant calling or writing the custodial parent only. They include – but are not limited to – calls that a child is sick, routine classroom matters (field trips, homework assignments, special dress requirements, etc.), and special requests. We will use our judgment about which kinds of issues both parents want and need to know.

NON-DISCRIMINATION STATEMENT

Heathwood Hall admits qualified students of any race, color, gender, sexual orientation, nationality, or ethnic origin. All students have the rights, privileges, programs, and activities generally accorded and made available to students at the school. Heathwood does not discriminate on the basis of race, color, gender, sexual orientation, nationality, or ethnic origin in the administration of educational policies, admissions policies, financial aid programs, and athletic and other school-administered programs.

PARENT INVOLVEMENT

There are many volunteer opportunities on campus and many outlets through which parents may share their talents. All parents are automatically members of the Heathwood Parent Association (HPA). Please contact Julie Benoit (jbenoit@heathwood.org) if you are interested in finding out more about volunteer opportunities. Parents are also encouraged to join the Heathwood Hall Booster Club, known as the Highlander Club.

PEAK OUTDOOR PROGRAM

PEAK after-school programs take place in the fall and in the spring for first through fourth graders. Students are introduced to environmental and adventure education through a six-week formal Outdoor Education class with PEAK instructors. Club size is limited. See the Heathwood website for more detailed information and PEAK registration information.

POTTY-TRAINING

EC2s: If your child is not potty-trained, please bring pull-ups with easy-open sides for your child; wipes are provided. Restrooms are accessible from the EC2s classrooms and we will encourage and reinforce potty training throughout the year. If you would like for your child to have diaper cream at school, please provide a bottle labeled with your child's name. A [Non-Prescription Medication Administration](#) form must be completed and submitted with the labeled diaper cream.

EC3s and 4s: Your 3- or 4-year-old child is expected to be fully toilet-trained by the first day of school. Your child should be able to clean him/herself and manage his/her own clothing. Elastic waistbands make it much easier for your child to be independent. We understand accidents will happen and teachers will provide appropriate assistance as needed. Teachers are prepared to help a child who has an occasional wetting accident but, **if after the first two weeks of school a child refuses to use the bathroom at school or has accidents on a regular basis, parents will be asked to take the child out of the program for a period of time to work on potty training at home.**

SCHOOL SUPPLIES

Parents pay an annual supply fee at the beginning of each year to cover classroom supplies. Children should come to school with an appropriate-sized backpack, however, additional school supplies are not necessary. Those materials are all covered by the supply fee and are therefore provided by the school.

STUDENT REPORTS and CONFERENCES

While ongoing communication between the teacher and the parents will take place throughout the year, formal reporting to parents includes a scheduled parent/teacher conference during the fall and spring and written reports at the end of the first and second semesters. Those written reports, referred to as *progress reports*, contain specific, individualized information about your child's growth and development throughout the year. Parents are encouraged to contact the teacher at any time during the year if they would like additional conferences, or with any questions or concerns.

STUDENT SUPPORT and INTERVENTIONS

Child Study Team:

In an effort to provide consistent and early intervention when learning and/or behavioral concerns arise for our students, the Lower School convenes a Child Study Team. This team, consisting of the Lower School Head, our Learning Specialist, the parents, the classroom teachers, and other appropriate professionals (counselor, school nurse, AAC Director, etc.), meets to develop a plan of action that strives to address the issue and promote success. Our hope is to provide support for the student, the teacher, and the family, as we meet the learning/behavioral needs of our children. Teachers primarily make referrals to the Team; however, if parents ever want to initiate the process, they may do so by contacting the Lower School Head.

Academic Achievement Center:

The AAC provides a resource to students who are in need of individual tutoring by specially trained instructors in the areas of OT, Speech, and Math. It exists to help the school achieve its mission, that is, to ensure the success and joy of learning for every student at Heathwood. The classroom teacher will work closely with the Academic Achievement Center teachers as the student's needs are addressed. (Fees are charged for this special instruction.)

Our national, board-certified, speech and language pathologists play an important role in the prevention of literacy problems and provide opportunities for success in spoken and written language. Areas assessed and treated include articulation, fluency, voice, auditory processing, written language, and receptive-expressive delays. Speech and language therapy is offered daily for 30-minute sessions during the regular school day.

Occupational Therapy is available to children who demonstrate delays with gross motor skills, fine motor skills, visual-motor skills, as well as decreased coordination skills, poor handwriting, and sensory processing difficulties. Students are evaluated by our board-certified occupational therapist. Families and teachers are then provided with recommendations and goals. Individual treatment sessions occur during the regular school day, focusing on improving the child's development.

Individualized tutoring in math and reading is available to EC and LS students who require additional support in those areas. (Fees are charged for this special instruction.)

Transition Program:

In addition to the resources available through the Academic Achievement Center, the Child Study Team may recommend a student for the Lower School Transition Program. This program is designed for students in kindergarten through grade four who have a diagnosed learning difference and need more intensive instruction in reading, writing, and/or mathematics. Students work closely with a learning specialist who uses a variety of approaches. The duration of time a student spends with the learning specialist depends on the child's unique learning needs and academic progress. The learning specialist works closely with the student's teachers to provide individual and small group instruction both in the Transition classroom and in the student's general education classroom. (Fees are charged for the use of the Transition Program.)

School Counselor:

The Early Childhood and Lower School Counselor at Heathwood Hall implements a comprehensive guidance and counseling program, which includes providing direct services to students as well as consulting services to parents and faculty. The direct services entail classroom guidance lessons and individual and small group counseling. The classroom lessons comprise the preventative component of the counseling program. In the EC2 classes, the year will begin with observations and interacting with the students while they play in order to assess what skills would best foster their Social-Emotional development. As the year progresses, puppets, books, songs, and activities will be incorporated into the lessons. In EC3 through second grade, the curriculum addresses Skills for Learning, Self-Regulation, Empathy, Emotion Management, and Problem Solving. The third and fourth-grade curriculum is a bullying-prevention program, which includes recognizing, refusing, and reporting bullying as well as the role of a bystander. Many of the skills taught in Early Childhood and Lower School are lifelong skills to support children's overall success and development.

Intervention strategies, such as individual and small group counseling, offer students the opportunity to develop skills in problem-solving and goal setting. This approach is more specific to the individual or small group's needs. Referrals for individual and small group counseling can come from the teacher, parent, administrator, or student.

In discipline matters, the school counselor is available as an additional adult resource, offering intervention, support, and a location for quiet time away, but not necessarily performing disciplinary actions or assigning discipline consequences.

After-School Help:

Classroom teachers may provide extra help sessions for students who do not fully understand a concept or who need additional practice with a skill. That basic help can be in support of the core academic areas (K - 4th grade) as well as gross and fine motor skills (EC3 - 1st grade). Children who have more complicated academic problems will need to be tutored through the Transition Program or the Academic Achievement Center.

Summer Tutoring

When children have academic difficulty during the school year, the School may recommend or require summer tutoring. A conference will be held with the teacher, Transition Coordinator, and Lower School Head to make recommendations. A follow-up conference will be held before school begins for reporting on summer tutoring results. Failure to do required summer tutoring can determine your child's grade level placement or their ability to return to Heathwood in the fall.

TESTING

In addition to formal and informal classroom assessments, Heathwood Hall administers online achievement testing through the Educational Records Bureau (ERB) each fall to students in grades 2-8. Results of the tests are sent home with the end-of-year progress reports.

TOYS

Students are not to bring toys, card collections, or electronic devices to school. Toy guns, knives, and other "weapons" are never allowed. Special objects or toys for "sharing" are only allowed with teacher permission.

Toys (EC): Children who nap are allowed to bring a small blanket and/or travel-size pillow that will stay at school. These rest items will be sent home on Fridays to be washed and then returned to school on Monday. Your child may also bring one small item to rest with if it is needed for sleep. Pacifiers and baby bottles are not allowed at Heathwood Hall. Outside of those security items and the occasional sharing item, please help your child understand the importance of leaving additional toys at home. Frequently, home toys are inappropriate and unsafe for classroom play and keep children from the open-ended activities that we offer and encourage. There is also the possibility of the toys getting broken or lost, which can be quite upsetting for children. Please leave these personal treasures at home or in the car.

EXTENDED LEARNING: Afternoon Express, Enrichment Activities, and Summer Programs

Heathwood Hall's Extended Learning program encompasses a variety of ways in which students are engaged in learning and fun outside the regular school day. We strive to provide excellent care and enriching opportunities that extend the Heathwood experience and continue to develop the intellectual, creative, and moral capacities of our students.

- **Early Morning Express (7:30 a.m -8:00 a.m.):** Early morning care is only available to those families who sign-up to use it on a daily basis, as needed for work responsibilities. **FAMILIES MUST PRE-REGISTER FOR THIS SERVICE. We cannot accommodate drop-in students. Students using early care must arrive between 7:30 and 7:45 am. After 7:45 am, the next opportunity to drop students off is at 8:00 when regular drop-off begins.**
- **Afternoon Express (until 6:00 p.m.):** Afternoon Express (AE) serves students in the Early Childhood, Lower School, and Middle School divisions. AE teachers provide after-school snacks, support homework, and engage students in meaningful games and activities that complement the curricular goals of the school day. Our extended care program is available until 6:00 p.m. daily. There are additional fees associated with Afternoon Express. Please contact [Allison Rashley](#), Director of Extended Learning, for more information.
- **Enrichment Activities:** Enrichment Activities provide a variety of exciting options for your child without ever leaving campus. These programs are offered in the fall and spring semesters and typically meet once a week for 45 minutes to one hour for 12 weeks. Some examples of Enrichment Activities include tennis, golf, piano, chess, and cheerleading. Registration for these fee-based programs is run through Ultra Camp.
- **Summer Programs:** Heathwood Hall hosts a world-class summer program on our 120-acre campus for six weeks every summer. Open to both Heathwood students and children across the Midlands, we offer a variety of sports clinics, technology courses, academic classes, and thematic week-long camps.

For questions, or to register for any of our Extended Learning opportunities, please contact Allison Rashley (arashley@heathwood.org), Director of Extended Learning.



EC/LS Calendar of Events 2021-2022

2021

August 16	NEW Family Orientation (assigned times)	8:00 am - 11:30 am
August 17	EC/LS Student Drop-In	8:30 am - 10:30 am
August 18	Opening Day for All Students	Noon dismissal
August 18	Food Truck Rodeo	12:00 pm - 1:00 pm
August 31	EC/LS Back to School Night	6:00 - 7:30 pm
September 6	Labor Day Holiday	NO SCHOOL
September 8	Convocation	8:30 am
September 15	Picture Day (Chapel Dress)	
September 20 - 24	2nd - 8th grade ERB Testing	
September 27	Highlander Games	1:00 pm
September 27 - Oct. 1	Homecoming/Spirit Week	
October 1	Homecoming Game/BBQ/Alumni Party	
October 6	Picture Makeup and Retake Day	
October 8	Grandparents & Special Friends Day	Noon dismissal
October 8	End of 1st Quarter	
October 8-11	Fall Break	
October 12	School Resumes	
October 21	Parent/Teacher Conference Day	NO SCHOOL
October 29	EC Trick or Treating; LS Parade	8:30 am; 2:30 pm
November 4	LS STEM Night	6:00 pm - 7:00 pm
November 24 - 26	Thanksgiving Break	
December 3	EC3 & EC4 Merry Makers	8:30 am - 10:00 am
December 16	Kindergarten Play (for parents)	9:00 am
December 16	All School Sing-A-Long	Noon dismissal
December 16	End of 2nd quarter; Faculty In-Service	12:00 pm - 4:00 pm
December 17 - Jan. 2	Christmas Break	



EC/LS Calendar of Events 2021-2022

2022

January 3	School Resumes	
January 17	Martin Luther King, Jr. Holiday	NO SCHOOL
January 28	EC PJ & Picture Book Day	9:30 am - 11:00am
February 11 - 14	Winter Break	
February 17	Patriots Day	
February 24	EC Tinker Night	5:30 pm - 6:30 pm
March 7 - 11	LS LEAP Week	
March 11	End of 3rd Quarter	
March 14	Student Holiday; Faculty In-Service	NO SCHOOL
March 24	Parent/Teacher Conference Day	NO SCHOOL
March 26	Heathwood Hall Auction	
April 11 - 18	Spring Break	
April 19	School Resumes	
May 4 - 6	Book Fair	
May 6	EC Habitat Day	
May 24	4th Grade Baccalaureate	Time TBD
May 26	LS Field Day	8:30 am - 10:00 am
May 26	Last Day of School	Noon dismissal
May 30	Memorial Day	
May 31 - June 2	Faculty In-service	
June 6	Summer Camps Open	