

**YORK SCHOOL DISTRICT ONE
HAROLD C. JOHNSON ELEMENTARY**

**KELLY COXE, SUPERINTENDENT
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**Child Early Reading and Development Education
Program (CERDEP)
Parent and Guardian Handbook
2022-2023**

The district does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, veteran status, or disability in admission to, treatment in, or employment in its programs and activities. Inquiries regarding the nondiscrimination policies should be made to the [insert contact information]. For further information on federal non-discrimination regulations, including Title IX, contact the Assistant Secretary for Civil Rights at OCR.DC@ed.gov or call 1-800-421-3481.

Contents

History of CERDEP from 2006–07 to Act 284 to Present	1
Program Goal of the Child Early Reading and Development Education Program.....	2
Requirements for Eligibility for CERDEP Enrollment	3
Residency	3
Age Eligibility.....	3
Family Income Eligibility	3
Immunization	3
Application Process	3
Screening.....	3
Anti-Discrimination Statement	3
Operating Policies & Procedures	4
Attendance	4
CERDEP Hours	4
District/School Calendar	4
Tuition.....	4
Extended Care/Wrap Around Care	4
Transportation	4
CERDEP Daily Schedule.....	4
Confidentiality	4
Discipline and Guidance Policy.....	5
Educational Policies.....	6
Curriculum	6
Creative Curriculum.....	6
Assessing Student Learning.....	6
Health, Wellness & Safety	7
Health Records.....	7
Reporting of Abuse or Neglect	7
Parent/Family Involvement.....	7
Parent/Family Workshops.....	8
Parent-Teacher Conferences	8
Communication.....	8
Classroom Visits	9
Parent/Guardian-Teacher Agreement	9
References.....	10

Appendix A: Parent/Guardian and Teacher Agreement	11
Appendix B: List of CERDEP Districts (School Year Eligible/Participating).....	12
Appendix C: District Calendar.....	3
Appendix D: Classroom Daily Schedule	4
Appendix E: Standard Response Protocol Parent Handout	6
Appendix F: Acceptable Use Policy	7

History of CERDEP from 2006–07 to Act 284 to Present

Section 59-156-110

The South Carolina Child Development Education “Pilot” Program (CDEPP), began under Proviso 1.75 of the 2006–07 Appropriations Act for the trial and plaintiff districts in the *Abbeville v. State of South Carolina* lawsuit. Since that time, the South Carolina General Assembly has expanded the authorization and funding for many of the state’s at-risk 4-year-olds to have an opportunity to attend a full-day educational program.

Appropriations Act-Statute	Provisos-Statute	Expansion
2009–10	1.62	Poverty 90% or higher
2013–14	1.83 and 1A.34	Poverty 75% or higher
2014–15	1.78 and 1A.33	Poverty 70% or higher
Act 284 of 2014	S.C. Code § 59-156-120(A)(3)	With any funds remaining after <i>Abbeville</i> and 90% poverty districts, the program must be expanded statewide, with priority set in proviso.
2020-21	1.56	Poverty 60% or higher (schools in nonCERDEP districts)

The annual CERDEP proviso language was codified with the approval of the Read to Succeed legislation, Act 284, as the South Carolina Child Early Reading Development and Education Program (CERDEP),¹ which was signed into law by the Governor on June 11, 2014. The CERDEP districts and the years in which they became eligible are listed in Appendix B.

Section 59-156-110 mandates that in CERDEP classrooms districts will provide (1) a comprehensive, systemic approach to reading that follows the State Reading Proficiency Plan and the district’s comprehensive annual reading proficiency plan, (2) successful administration of the readiness assessment; (3) the developmental and learning support that children must have to be ready for school; (4) parenting education, including educating the parents as to methods that may assist the child; and (5) identification of community and civic organizations that can support early literacy efforts.

¹ This Handbook will continue to use the abbreviation CERDEP since most programs developed using it.

Program Goal of the Child Early Reading and Development Education Program

The goal of the CERDEP is to provide children and their families with quality preschool experiences necessary for school success. Each program will incorporate the following:

- Provide a healthy, safe and nurturing environment;
- Provide an environment that encourages early literacy, emotional, social, physical and intellectual development;
- Encourage the development of a positive self-image;
- Make learning fun so that children will develop a desire to be lifelong learners;
- Encourage language development, creativity, and an appreciation of fine arts and music;
- Encourage children to interact successfully with other children and adults and to live and work together in a cooperative environment which promotes decision making, peaceful resolution of conflicts and respect for others; and
- Form a cooperative partnership with parents so we can work together to meet the needs of each child and ensure his or her success.

York School District One Mission:

Our mission is to cultivate a service-oriented community of learners who strive for personal growth and excellence as communicators, collaborators, creators, and critical thinkers.

York School District One Vision:

To Learn, Serve, and Give as ONE.

York School District One Beliefs:

- Learning is a life-long, ever-changing process for students and staff.
- Each child is unique and should have the opportunity to reach his/her full potential.
- A safe, orderly, and nurturing environment is essential for learning.
- Education is a collaborative effort between schools and the community.
- Technology is a tool that should be leveraged to enhance the teaching and learning process.
- Teaching and learning should be relevant, individualized, and intentional to equip students for success.

York School District One Contact Information:

	Website	Facebook
York School District 1	www.york.k12.sc.us	www.facebook.com/york1schools
Jefferson Elementary	www.york.k12.sc.us/cbe	www.facebook.com/york1cbe
Harold C Johnson Elementary	www.york.k12.sc.us/hcj	www.facebook.com/york1hcj
Hickory Grove-Sharon Elementary	www.york.k12.sc.us/hgs	www.facebook.com/york1hgs
Hunter Street Elementary	www.york.k12.sc.us/hss	www.facebook.com/york1hse
Jefferson Elementary	www.york.k12.sc.us/jes	www.facebook.com/york1jes

Requirements for Eligibility for CERDEP Enrollment

Residency

Pursuant to statute, priority for participation in CERDEP had been given to eligible children residing in the school districts participating in the *Abbeville* lawsuit and participating since 2006–07. The statute directs that each year’s appropriations bill set forth the priority schedule for other districts in the state. The eligible districts for 2021-2022 are listed in Appendix B.²

Parent(s)/guardian(s) of age- and income-eligible children must provide documentation of the children’s legal residency within a CERDEP school district.

Age Eligibility

To be eligible a child must be four years of age on or before September 1 of the current school year based on acceptable documentation, such as a birth certificate or official document from other countries. Proof-of-age eligibility must be on file no later than the day the child begins CERDEP.

Family Income Eligibility

Family income eligibility must be shown for enrollment: an annual family income of 185 percent or less of the federal poverty guidelines as promulgated annually by the U.S. Department of Health and Human Services; or Medicaid eligibility. Acceptable forms of verification include the following: notification letter to parent/guardian confirming household eligibility for free or reduced meal benefits (not applicable for Community Eligibility Provision (CEP) schools) or a copy of current Medicaid card. Verification of family income may include pay stubs, tax returns, or W-2 forms.

Immunization

Documentation of the child’s immunization must be provided at enrollment.

Application Process

The parent enrolling a child must complete and submit a CERDEP application. The application must be accompanied by a copy of the child’s proof of age eligibility, documentation of the family income eligibility, and immunization documentation. Individual school districts may require additional documentation as deemed necessary.

Screening

All children will be screened prior to the time of enrollment using the Developmental Indicators of Assessment of Learning (DIAL-3 or DIAL-4).

Anti-Discrimination Statement

Approved CERDEP schools must comply with constitutional provisions and all federal and state laws prohibiting discrimination on the basis of race, color, religion, national origin, age, sex, or disability in admission to, treatment in its programs and activities or need for special education

² This Handbook is for the 2019-2020 school year; however, the appropriations act for that year has not been finalized as of the writing of this template.

services. For further information on federal non-discrimination regulations, including Title IX, contact the Assistant Secretary for Civil Rights at ocr@ed.gov or call 1-800-421-3481.

Operating Policies & Procedures

Attendance

Regular attendance is crucial to your child's success. Each parent/family must agree to send their child to the Child Development Education Program (CERDEP) for 6.5 hours of instructional time, five days per week, 180 days a year. Exclusions from the 180 days of attendance would include school district closures due to dangerous weather situations. A child who is chronically tardy or absent may be released from the program.

CERDEP Hours

The CERDEP School/Program Hours are from 7:45 am – 2:15 pm. However, school doors open at 7:15 am for morning drop-off. All students should be picked up no later than 2:30 pm every afternoon.

District/School Calendar

The CERDEP follows the traditional 180-day school year. The CERDEP follows the traditional 180-day school year. A copy of the school calendar is included in Appendix C of this handbook.

Tuition

No parent is required to pay tuition or fees solely for the purpose of enrolling in or attending CERDEP. Tuition or fees may be charged for Extended-Care or Wrap-Around Care provided when it is not part of a state-funded expansion program.

Extended Care/Wrap Around Care

Extended-Care or Wrap-Around Care may be provided on site or offsite at a cost for families. Child care vouchers through the [SC Voucher Program](#) may be available for those children who qualify the school staff will provide information on how families can apply.

Transportation

Public school transportation services will be provided by the district. Districts shall not be responsible for the transportation of any student living outside their resident attendance zone. Please notify the school immediately of any changes in transportation arrangements. **Only authorized people with proper identification will be allowed to pick up your child.**

CERDEP Daily Schedule

Opportunity for a brief rest time will be incorporated into each instructional day. Rest time may not exceed one hour per day, except as necessary to address the specific individual needs of children. Children unable to sleep during the rest period shall be allowed to read or participate in another quiet activity. A copy of the daily classroom schedule is included in this handbook.

Confidentiality

Confidentiality of information about the child and family will be maintained at all times. Enrollment forms and all other information concerning the child and family will be accessible to

the parent/guardian, principal, teaching staff, and licensing agency. Information concerning the child will not be made available to anyone else by any means, without the expressed written consent of the parent/guardian.

Discipline and Guidance Policy

Providers will make use of developmentally appropriate guidance techniques and may not allow the use of corporal punishment or severe discipline. In accordance with [nonregulatory federal guidance](#), exclusionary practices should not be used to reduce unwanted behavior. Resources on appropriate strategies to reduce unwanted, and teach desired behavior can be found here: <http://www.pyramidmodel.org/>.

Early childhood experts believe that good discipline is a learning process that involves compassion, caring, sensitivity, and guidance. The goal of good discipline is to help the child develop self-control, responsibility, and problem-solving skills, characteristics that are foundational to a student's meeting the *Profile of the South Carolina Graduate*.³ There are many ways that the teachers will encourage good discipline practices:

- A well-planned physical environment and curriculum;
- Acting as role models for the children;
- Setting reasonable and positive expectations;
- Respecting feelings;
- Trusting each child to succeed;
- Offering good, reasonable choices;
- Calmly talking about problems; and
- Always reinforcing good behavior.

Punishment or harsh treatment does not encourage the goals of good discipline. This includes, but is not limited to, spanking; belittling; shaming; shaking; depriving food, water, naps, outside time, or bathroom facilities; unsupervised isolation, or improperly restricting the movement of the child.

With groups of children interacting, there will be conflicts. The teachers will implement proven healthy strategies that are appropriate to the situation. Some guidance techniques that staff may use include, but are not limited to, the following:

- Conflict Resolution – Teachers help children learn skills and language to work out disagreement with their peers;
- Redirecting the Child – Quite often, children need to be given concrete alternative suggestions for behavior to focus their energy in a positive way;
- Positive Encouragement – Teachers praise the appropriate behavior, being careful not to give much attention to the negative behavior;
- Natural Consequences – For example, by helping a child realize that arriving late for group time activities will result in missing their turn; or

³ <https://ed.sc.gov/about/profile-of-sc-graduate/>

- Removing the Child from the Group – This is handled in a calm manner without unnecessary stress to allow the child regain self-control.

Each child has different needs and requirements to develop self-control, judgment, and problem-solving skills. Teachers and administrators will work individually with each child and his/her parents to establish a positive interaction.

Educational Policies

Curriculum

All aspects of the learning environment, including equipment and materials, classroom environment, outdoor environment, staff child interactions, teaching strategies, learning center provisions, etc. must be founded on current early childhood research and focus on the developmental and academic needs of four-year-old children. The curriculum that will be implemented is The Creative Curriculum for Preschool.

Creative Curriculum is a practical approach on how to organize the environment to support children's social development and active learning. It is based on child development theory. By continually changing and enriching the environment, teachers can support learning and creativity in children. It emphasizes establishing a partnership with parents and offers practical ideas for explaining the curriculum to parents. For more information, visit www.teachingstrategies.com.

Assessing Student Learning

Your child's teacher will administer a readiness assessment, as required by state law. The assessment will provide information for the teacher on your child's literacy skills and will be used only to meet your child's individual learning needs. The teacher will additionally conduct ongoing student assessments to gather information about each child's growth and skill development, as well as to inform instruction. Your child's progress will be assessed using a developmental child assessment instrument approved by the South Carolina Department of Education. The assessment will replace traditional report cards and standardized tests with a system that helps teachers observe your child, assess your child's work, and document your child's achievement with the following:

- Portfolios: Collections of your child's work that show progress and demonstrates special interests and talents as well as areas in need of development; and
- Developmental Guidelines and Checklists: Lists of age or grade level expectations that are used for guiding teachers' observations about your child's achievements in school.

The benefits of developmental child assessments are the following:

- Your child's strengths and needs are clearly identified for you, your child, and the teacher.
- Teachers focus on your child as an individual and set specific goals for him or her.
- Your child is observed and evaluated using a developmental checklist that is based on the most current knowledge about how children develop and learn.
- The process of evaluating your child is connected to what happens in the classroom.

Documentation from the assessment will be sent home three times per year, after approximately the 60th and 120th day of school and at the end of the year.

In York School District One we utilize the Teaching Strategies GOLD assessment system.

Health, Wellness & Safety

Health Records

All schools shall comply with the South Carolina Department of Social Services Licensing Regulations for Private and Public Child Care Health, Safety and Sanitation requirements.

A health record for each child shall be maintained in the school. Each health record shall include all of the following information:

- A statement, signed by the parent/guardian, of the child's health prior to admission to the Child Development class. (DSS Form 2900)
- A current copy of the child's immunization record signed by a physician or other health official. This record should indicate that all required immunizations are complete as recommended by the South Carolina Department of Health and Environmental Control (DHEC), or that the appropriate official has provided written proof that the child meets either medical or religious exemption requirements; and
- Other health information deemed necessary by the program director and/or by the parent(s)/guardian(s).

Please refer to your District policy concerning illness, medication, minor injuries and emergencies. This policy can be accessed at <https://www.boardpolicyonline.com/?b=york1>

Reporting of Abuse or Neglect

All schools are mandated by law to report suspicion of child abuse or neglect; the law requires reporting the following:

- Any physical injury, sexual or emotional abuse inflicted on a child other than by accidental means by those responsible for his/her care, custody and control (with the exception of discipline including spanking administered in a reasonable manner) shall be construed to be abuse.
- Failure to provide by those responsible for the care, custody and control of the child, the proper or necessary support, education as required by law, medical, surgical or any other care necessary for his/her well-being shall be classified as neglect.

Parent/Family Involvement

The district's early childhood program recognizes that parents and families are their child's first teachers. We want parents and families to be actively involved in their child's education this school year and for many school years to come.

Parent/Family Workshops

A series of Parent/Family workshops and/or Parenting Programs on various topics will be offered throughout the school year. Families are strongly encouraged to attend these. The school district's Family and Literacy Parent contact person is Jessica Elliott.

A series of Parent/Family workshops and/or Parenting Programs on various topics will be offered throughout the school year. Families are strongly encouraged to attend these. The school district's Family and Literacy Parent contact person is Jessica Elliott, Parenting/Resource Center Coordinator. Her phone number is 803-684-1504. Additional information about our parenting services can be found at <https://www.york.k12.sc.us/Page/79>.

Parent-Teacher Conferences

Schools will report at least quarterly to the parent(s)/guardian(s) on his/her child's progress. This reporting will include the following:

- An orientation to CERDEP (ex: Back to School Night, home visits, etc.) will be conducted as the first of these quarterly contacts to complete the Parent Orientation Checklist.
- Two of the quarterly contacts will include parent-teacher conferences during the school year. Conferences will be a time for parents to learn about their child's experiences and developmental progress. Documentation of your child's progress, curriculum developmental checklists, and portfolios will be shared with during the conference and at regular reporting times during the school year.
- The final review of your child's progress will be provided at the end of the school year as the concluding parent contact.

Other conferences may be scheduled at the request of either the teaching staff or parents.

Communication

Each CERDEP believes in building a partnership with all families of the children enrolled. Open communication is the most important characteristic of this partnership and is considered the most beneficial to the children's learning and development. Parents are encouraged to share information that would be helpful in the staff's caring of their children. The teaching staff will also share information with parents about their children and about the program using various modes of communication:

- regular newsletters;
- face-to-face conversations;
- phone calls;
- e-mails; and
- written notes.

Classroom Visits

Due to the COVID-19 pandemic, classroom visits are prohibited. However, schools will establish volunteer schedules and access. Volunteers will need to have a completed background check before serving.

Parent/Guardian-Teacher Agreement

The schools that are participating in CERDEP truly believe that parents are their child's first and most important teachers. The selected schools see their role as that of a partner. The Parent/Guardian-Teacher agreement outlines how parents and teachers can share the responsibility for the success of each child. Please sign the copy of this agreement which is at the end of this handbook, and return to your child's teacher.

References

Act 284 S.C. Code § 59-155-110 et seq. (2014). (South Carolina Read to Succeed Act).

Act 284 S.C. Code § 59-156-110 et seq. (2014). (Child Early Reading Development and Education Program).

Appendix A: Parent/Guardian and Teacher Agreement

Parent/Guardian and Teacher Agreement

The schools that are participating in Child Early Reading Development Education Program (CERDEP) truly believe that parents are their child's first and most important teachers. The selected schools see their role as that of a partner. The Parent/Guardian and Teacher agreement symbolizes this partnership. It is a document that outlines how parents and teachers can share the responsibility for the success of each child.

As a parent/guardian, I, _____ will strive to:

- Believe my child can learn;
- Demonstrate that I value education and that school is important;
- Ensure my child attends school regularly and is on time;
- Set aside time each day to talk with my child about his or her learning;
- Read to my child daily and allow my child to see me read daily;
- Provide a home environment that encourages my child to do his/her best;
- Provide structured sleeping and eating habits; and
- Attend parent/guardian and teacher conferences.

As a teacher, I, _____, will strive to:
(teacher name)

- Believe that each child can learn and demonstrate a "growth mindset";
- Respect and value the uniqueness of each child and his or her family;
- Provide a safe environment that promotes active hands-on learning;
- Provide frequent communication with newsletters, reports, and telephone calls;
- Seek ways to involve parents in the school program;
- Schedule parent-teacher conferences to accommodate parents' schedules; and
- Welcome the participation of parents and guardians in the classroom and their support in helping their children succeed.

Parent/guardian signature _____

Date _____

Appendix B: List of CERDEP Districts (School Year Eligible/Participating)

Abbeville County School District (2006-07)	Georgetown County School District (2013-14)
Aiken County Public School District (2014-15)	Greenwood School District Fifty (2014-15)
Allendale County Schools (2006-07)	Greenwood School District Fifty-one (2013-14)
Anderson School District Two (2015-16)	Greenwood County School District 52 (2015-16)
Anderson School District Three (eligible 2013-14; participating 2014-15)	Hampton School District One (2006-07)
Anderson School District Five (2015-16)	Hampton County School District Two (2006-07)
Bamberg School District One (2006-07)	Horry County (eligible 2014-15, not participating)
Bamberg School District Two (2006-07)	Horry County: Academy of Hope Charter (2014-15)
Barnwell Nineteen Public Schools (2006-07)	Jasper County School District (2006-07)
Barnwell School District Twenty-nine (Williston) (2006-07)	Kershaw (eligible 2015-16, participating 2019-2020)
Barnwell School District Forty-five (eligible in 2006-07; participating 2015-16)	Laurens County School District Fifty-five (2006-07)
Berkeley (2006-07)	Laurens County School District Fifty-six (2006-07)
Calhoun County Public Schools (2013-14)	Lee County School District (2006-07)
Cherokee County School District (2013-14)	Lexington School District Two (eligible 2013-14; participating 2014-15)
Chester County School District (2013-14)	Lexington County School District Three (2013-14)
Chesterfield County School District (2006-07)	Lexington School District Four (2006-07)
Clarendon School District One (2006-07)	Marion County School District (2006-07)
Clarendon School District Two (2006-07)	Marlboro County School District (2006-07)
Clarendon County School District Three (2006-07)	McCormick County School District (2006-07)
Colleton County School District (2013-14)	School District of Newberry County (2013-14)
Darlington County School District (2013-14)	School District of Oconee County (2014-15)
Dillon School District Three (2006-07)	Orangeburg County School District (2006-07)
Dillon School District Four (2006-07)	Richland County School District One (2013-14)
Dorchester School District Four (2013-14)	Saluda County Schools (2006-07)
Edgefield County School District (2014-15)	Spartanburg School District Three (2014-15)
Fairfield County School District (2013-14)	Spartanburg School District Four (2014-15)
Florence Public School District One (2006-07)	Spartanburg County School District Six (2014-15)
Florence County School District Two (2006-07)	Spartanburg School District Seven (2013-14)
Florence County School District Three (2006-07)	Sumter School District (2013-14)
Florence County School District Four (2006-07)	Union (eligible 2013-14, not participating)
Florence County School District Five (2006-07)	Williamsburg County School District (2006-07)
	York School District One (2014-15)

Appendix B (Continued)

List of 2021 Districts with Schools Eligible for CERDEP Expansion

Anderson 1
Anderson 4
Beaufort
Charleston
Charter Institute at Erskine
Dorchester 2
Greenville
Horry
Lancaster
Lexington 1
Lexington-Richland 5
Pickens
Richland 2
SC Public Charter School District
Spartanburg 1
Spartanburg 2
Spartanburg 5
Union
York 2
York 3
York 4

Appendix C: District Calendar

York School District One 2022-2023 Academic Calendar

July 2022

4 Independence Day (District Closed)

August 2022

2 — 4 New Employee Orientation

8 — 12 Teacher Workdays/ Professional Development Days

15 First Day of School

September 2022

5 Labor Day (District Closed)

28 Professional Collaboration Day—Student Early Dismissal

October 2022

14 End of Quarter 1

17 Teacher Workday/ Parent Conferences—No School for Students

26 Professional Collaboration Day—Student Early Dismissal

November 2022

8 Election Day (District Closed)

23—25 Thanksgiving Break (District Closed)

December 2022

21 Half Day for Students End of Quarter 2 End of First Semester

22—31 Winter Break (District Closed)

Fall Semester: 87 Academic Days

July 2022

Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

August 2022

Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

September 2022

Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

October 2022

Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

November 2022

Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

December 2022

Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

January 2023

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

February 2023

Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

March 2023

Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

April 2023

Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

May 2023

Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

June 2023

Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

January 2023

2 — 3 Winter Break (District Closed)

4 Teacher Workday/ Professional Development Day—No School for Students

16 Dr. Martin Luther King Jr. Day (District Closed)

February 2023

1 Professional Collaboration Day—Student Early Dismissal

17 Teacher Workday/ Professional Development Day—No School for Students

20 Bad Weather Day (District will be closed if day is not needed)

March 2023

1 Professional Collaboration Day—Student Early Dismissal

9 End of Quarter 3

10 Teacher Workday/ Professional Development Day—No School for Students

13 Bad Weather Day (District will be closed if day is not needed)

31 Bad Weather Day (District will be closed if day is not needed)

April 2023

3-10 Spring Break (District Closed)

May 2023

29 Memorial Day (District Closed)

31 Half Day of School

June 2023

1 Half Day of School Last Day of School

2 Teacher Workday YCHS Graduation

Spring Semester: 93 Academic Days

August 15 First Day of School

June 1 Last Day of School

Bad Weather Make-up Days

February 20, March 13, March 31

By law the district is required to make up at least 3 days of school missed due to a school closure.

Stay Connected!

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Modified School Days	Elementary/ YIS Dismissal	Middle/High Dismissal
Half-days: Dec 21, May 31, June 1	11:30 AM	12:45 PM
Professional Collaboration Days: Sept 28, Oct 26, Feb 1 & Mar 1	11:30 AM	12:45 PM

CONNECTED AS

Appendix D: Classroom Daily Schedules

Ms. Capps' Pre-K Schedule (B117)	
7:15 – 8:00am	Arrival, Breakfast, Restroom & Soft Start Choices
8:00 – 8:20	Morning Circle
8:20 – 9:20	Centers & Restroom
9:20 – 9:45	Read-Aloud & Learning Circle *Friday will be a library visit.
9:45 – 10:15	Playground
10:15 – 10:30	Prepare for Lunch & Literacy Transition
10:30 – 11:00	Lunch & Clean-up
11:00 – 11:30	Activity
11:30 – 12:00	Read-Aloud, Journals & Restroom
12:00 – 1:00	Rest/Nap (wake up starts at 12:50)
1:00 – 1:20	Snack & Math Transition
1:20 – 1:40	Small Groups
1:40 – 1:55	Read-Aloud & Prepare to Go Home
1:55 – 2:05	Closing Circle

Mrs. Cunningham's Daily Schedule

7:15-8:15 – Arrival, Breakfast, & Morning Centers

8:15-8:35- Clean up, AM Meeting & Story

8:35-9:05- Small Groups & Centers

****Friday's we have library @ 8:30-9:05*

9:05-9:10- Song & Movement/Games Transition

9:10-9:20- Question of the Day/Whole Group

9:20-9:55- Small Groups & Centers

9:55-10:20- Let's Find Out About It/Mini less Phonics or Mini Math/Writing

10:20-10:30- Prepare for lunch

10:30-10:55- Lunch

10:55-11:00- Bathroom

11:00-11:30- Activity

11:35-12:05- Recess (Bathroom& water)

12:15- 1:20 Return to room, prepare for naptime & Rest

1:20-1:50 Wake Up, Clean up, Snacks & Centers

1:50-2:00- Afternoon Story & PM Meeting

2:05 Pack up for Dismissal

2:05- Early Car Rider Dismissal

2:15- Dismiss all car & bus riders

***The teacher reserves the right to change/alter the schedule at any given time. Weather can play a part in schedule change*

IN AN EMERGENCY TAKE ACTION



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

STUDENTS

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

ADULTS

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



SECURE! Get inside. Lock outside doors.

STUDENTS

Return to inside of building
Do business as usual

ADULTS

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



LOCKDOWN! Locks, lights, out of sight.

STUDENTS

Move away from sight
Maintain silence
Do not open the door

ADULTS

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



EVACUATE! (A location may be specified)

STUDENTS

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

ADULTS

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



SHELTER! Hazard and safety strategy.

STUDENTS

Use appropriate safety strategy for the hazard

Hazard

Tornado
Hazmat
Earthquake
Tsunami

Safety Strategy

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

ADULTS

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

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Appendix F: Acceptable Use Policy

York School District One recognizes the importance technologies have to support learning and enhance instruction. Various technology tools and internet access are available to students and staff for purposeful and curriculum-related activities. Those resources provide students with a wealth of tools that will foster a deeper understanding of the curricula as well as assisting teachers in improving instruction and augmenting curricula.

Regrettably, the internet and other technology tools also provide access to material that has no educational value in the context of the school setting. The internet may also contain material that is illegal, inappropriate, harmful, and objectionable from many points of view. As a district, it is our belief that the educational benefits of the Internet and other technology tools outweigh the drawbacks.

York School District One supports access by students and staff to technology resources. It is the expectation of the district that all students and staff will use the internet, email, district network, and other district technology resources efficiently, safely, responsibly, and appropriately. The following terms and conditions have been provided to ensure clear understanding by students, staff, and parents/legal guardians of district expectations regarding staff and student use of district technology resources. All technology users in the district must review these terms and conditions and sign an Acceptable Use Policy (AUP) policy acknowledgement before access will be permitted to district technology resources and the internet. The information in this policy aligns with the guidelines for the Children's Internet Protection Act (CIPA) passed by Congress in December 2000.

1. District User Accounts

Users may be granted an account based on the following conditions:

- a. All users must read and agree to the guidelines set forth in the AUP. This agreement becomes formal when the required signatures are on the policy acknowledgement. (File IJNDB-E (1), IJNDB-E (2))
- b. For students under the age of 18, the signature of a parent or legal guardian is required on the policy acknowledgement. IJNDB-E (2)
- c. Account access will be prohibited until a policy acknowledgement is returned to the district Technology Department. Account access includes not only Internet access, but all district technology resources, including but not limited to, software and programs on the district network.
- d. Users may not share login or password information with each other.
- e. Users must always log off the network prior to leaving the workstation.
- f. Users are not permitted to maintain network accounts upon leaving the district.

2. Acceptable Use for All Users

Use of the Internet and other technological resources must align with the educational objectives of the district and be in relation to a project, assignment or research associated with the user's education or school or work responsibilities. Staff and student internet use, at all times, must be consistent with the terms and conditions of this policy. All users of the district network are expected to abide by the generally accepted rules of network etiquette, which include, but are not limited to, being polite, not being abusive in dealings with others, and using appropriate language at all times (not swearing, using vulgarities or any other language inappropriate for a school setting).

3. Student Use

York School District One provides students with access to technology resources to allow students to be more efficient, responsive, creative and productive as well as have information that is timely and necessary to implement their responsibilities as a student. The resources provided are not intended for personal use; only school-related activities and assignments. Student users must adhere to the following guidelines:

- a. Students may have access to Email and other technology resources only after returning the signed policy acknowledgement. (IJNDB-E (2))
- b. Elementary students will have access to the Internet under direct teacher guidance and supervision.
- c. If a student reaches an inappropriate site, he/she should:
 - i. Immediately turn off the monitor (leaving the computer on).
 - ii. Contact the teacher/supervisor, who should contact the Technology Department to resolve the issue.
 - iii. Failure to complete any or all these steps in a timely manner may result in disciplinary action.
- d. Students will not post personal contact information about themselves or others unless it is in conjunction with a specific teacher approved assignment or approved college/career communication. Personal information includes but is not limited to, photos, depicting the student or other students, home address, telephone numbers, school address, etc.

4. Unauthorized Activities

All users must employ technology in conformity with laws of the United States and the state of South Carolina. Users are prohibited from engaging in unauthorized activities, which include, but are not limited to:

- a. Criminal Acts: These include but are not limited to, hacking (attempting to access computer systems without authorization), sending harassing email, texts, messages, cyberbullying, cyberstalking, viewing or sending pornographic material, vandalism and tampering with computer systems.
- b. Libel: Publicly defaming people through published materials online.
- c. Copyright Violations: Copying, selling or distributing copyrighted materials without the express written consent of the author or publisher.

5. Privacy

All York School District One user accounts are owned by the School District, and therefore, are not private. Users shall have no expectation of privacy when using district technology resources. All messages and files created, sent, received or stored using district technology resources are the property of the District. The district retains the right at any time to review, audit, intercept, access and disclose, as the district deems appropriate, all messages and files created, received, or sent over the electronic communication systems.

6. Personal Devices

Users will not connect personally-owned devices to the district network, other than to those networks specified by the district for usage.

7. System Security

System administrators may close an account, deny, revoke or suspend specific user access. Messages relating to or in support of illegal activities may be reported to law enforcement. Users must notify a staff member or the system administrator immediately if they identify a security problem with the district's computers, network, or Internet connection. The problem should not be demonstrated to others. Users may not utilize the Internet to discuss or circulate information related to security problems or the attainment of unauthorized access to sites, servers, etc. The District employs filtering software for web access that blocks access to sites that may be considered objectionable or inappropriate.

8. Consequences for Violations

Inappropriate use of the network or Internet may result in the loss of privileges, disciplinary action and/or referral to law enforcement-dependent on the nature of the offense. If a user (including both students and district staff) violates the terms and conditions of this policy the following consequences may apply:

- a. Temporary suspension or permanent revocation of Internet access, network privileges and/or computer access.
- b. Payment for damages or repairs.
- c. Disciplinary action in accordance with appropriate district policies which may include, but is not limited to, school suspension, expulsion, or termination of employment.

Students violating this policy will be subject to disciplinary actions in accordance with the district's policy JICDA and administrative rule JICDA-R.

York School District One
Acceptable Use Policy for Technology Resources Student Policy Acknowledgement

Please read the following information carefully before signing this document. Use of technology resources is a privilege, not a right. As we continue to promote the responsible use of this privilege, we ask parents/guardians to discuss the content of this policy acknowledgement and the District's Acceptable Use Policy with their children. The Acceptable Use Policy is available in its entirety on the district website or in print, from any of the school offices, upon request.

STUDENT

I confirm that I have read the district's Acceptable Use Policy (AUP) and accompanying guidelines. I understand the terms and conditions of the AUP and agree that I will follow them. I realize that if I violate any part of the AUP I could temporarily or permanently lose my right to Internet and/or network access. I further understand that, depending on the nature of any offense, I could face further disciplinary action, including possible expulsion and referral to law enforcement. I agree to immediately report any misuse of Internet resources by me or by any other student to my teacher or system administrator. I also realize that by signing this contract I am agreeing to use the network and Internet in a responsible, decent, ethical, polite, efficient, and legal manner.

Student Name: (Please Print):

Student Signature:

Date:

Grade:

**** Both sections must be signed before the designated student will be granted Internet access****

PARENT or GUARDIAN

As the parent or guardian of this student, I have read and understand the District's Acceptable Use Policy (AUP) [available on the District's website or in print upon my request] and this policy acknowledgement. I understand that my child is required to use District technology in a responsible, decent, ethical, polite, honest, efficient and legal manner. I understand that my child's access to the District network, Internet and technology resources is designed for educational purposes. I also understand that the Internet contains inappropriate material and that it is impossible for York School District One to restrict access to all controversial materials. I agree that I will not hold the District responsible for any materials that my child accesses on the network. I allow my child to use the Internet understanding that while the District seeks to prevent student access to inappropriate information, the District cannot ensure that my child will not access such information. I understand that if my child violates the District's AUP, she/he may have her/his use of the Internet and/or network access temporarily or permanent restricted. I also understand my child may be subject to disciplinary action, including possible expulsion and referral to law enforcement.

CHOOSE ONE OF THE OPTIONS LISTED BELOW:

____Accepting the conditions indicated above, I hereby give my permission for the District to issue my child a network account that provides access to the Internet and other information available on the District's network.

____Accepting the conditions indicated above, I hereby give my permission for the District to issue my child a network account that only provides access to Microsoft Office tools and other software but I DO NOT want my child to have internet access.

Parent or Guardian Name (Please Print):

Signature:

Date:

Please be aware that District policy forbids unauthorized users to access the Internet. However, the District cannot guarantee that students will not gain unauthorized access through the sharing of passwords and logins. York School District assumes no liability for such unauthorized access.