



**YORK SCHOOL DISTRICT ONE
HUNTER STREET ELEMENTARY**

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**Child Early Reading and
Development Education
Program (CERDEP)
Parent and Guardian Handbook
2020–21**

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.

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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.

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.

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;

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

- 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.

YSD1 Vision Statement

Building the foundation for tomorrow by sparking potential and inspiring success.

YSD1 Mission Statement

Working with the community, we will provide a diverse, innovative education in a safe environment enabling students to become responsible citizens in a global society.

YSD1 Belief Statements

- Learning is a life-long, ever-changing process
- 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 cooperative effort between schools and the community.
- Technology enhances teaching and learning and should be current.

York School District One Contact Information:

	Website	Facebook
York School District 1	www.york.k12.sc.us	www.facebook.com/york1schools
Cotton Belt 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 2017–18 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.

Screening

All children will be screened prior to the time of enrollment using the Developmental Indicators of Assessment of Learning (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

² This Handbook is for the 2018-19 school year; however, the appropriations act for that year has not been finalized as of the writing of this template.

admission to, treatment in its programs and activities or need for special education 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 7:00 am for morning drop-off. All students should be picked up no later than 2:30 pm every afternoon. If students are left at school after 3:15 PM without contact from the parent/guardian, the local Sheriff's Office will be contacted for assistance.

District/School Calendar

The CERDEP follows the traditional 180-day school year. A copy of the school calendar is included in Appendix C of this handbook. However, 4K CERDEP students and 5K Kindergarten students begin school on a staggered start. You will receive a letter indicating your child's assigned start date.

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. Our school does not currently offer extended care for our 4K students; should this change you will be notified in writing.

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.

Pre-K Car Riders Drop Off: Left side of building, car rider line between 7:00 – 7:45 am. The 4K students will be greeted at the doorway as they are dropped off. They will be escorted a 4K classroom by authorized personnel.

Bus Drop off area: Between 7:00 – 7:45 am (or until last bus arrives). 4K students will be greeted in the bus rider area by authorized personnel who will escort them to a designated “4K students only” area in the cafeteria.

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 Appendix D of 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/>. Staff members and parent(s)/guardian(s) shall sign and date a disciplinary policy statement as required by the Department of Social Services (DSS). The signed disciplinary policies shall be maintained on file.

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;

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

- 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
- 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>

Administration of Medications

Our facility will administer medication to children while at the school. Medication includes prescription medicines or those medications deemed necessary for the health of the child.

Should medication be administered, the following conditions will need to be met:

- DSS Regulation No. 114-505 D(2) - All medications must be left in the original container
- DSS Regulation No. 114-505 D(2) – No medications can be left in classrooms
- DSS Regulation No. 114-505 D(1) – Parents must sign in any needed medications by filling out the medication log in the office. We must have complete information (such as times to be dispensed and dosage amounts) before medications can be administered.
- DSS Regulation No. 114-505 D(1)(a-b) – All medication must be in original containers and labeled with the child’s name and current date. We cannot give medication that is not in the original container or is prescribed for someone other than the child. Medicine will be dispensed as directed on the container. The first dose of the medication should be given at home in case there is an allergic reaction.
- DSS Regulation No. 114-505 D(1)(c) – If your child needs special medical procedures (ex: nebulizer treatments), we need a signed note from your physician stating the types and amounts of medication to be given, times, and any other specific information.
- If your child has severe allergic reactions to certain foods or insect bites, you may keep a prescribed Epi-pen at the school. Written instructions from a physician on when to administer it must be provided, as well as written permission from the parent for us to administer it in an emergency.
- The school nurse or trained designee will administer all prescription medications.
- Information will be logged immediately following the administration of the medication and a copy will be provided to the child’s parent or guardian upon request.
- If there is an error in administering the medication, parents/guardians will be notified immediately and it will be documented in writing. If the error requires medical attention, the Department of Social Services-Child Care Licensing will be notified.

DSS Regulation No. 114-503 F(3)(3) & 114-505 D; Board Policy: JLCD, JLCDA, JLCDA-R, JLCDB

Care of Mildly Ill Children

This facility does care for mildly ill children until parents can be reached for pick-up.

If your child is ill, including, but not limited to (ex. Vomiting, rash, diarrhea) or a temperature of 100 degrees, he/she cannot return to school until he/she has been without fever or symptoms for 24 hours.

If a child becomes ill the parent/guardian will be notified. If your child has a communicable disease, please notify the school immediately so we may notify other parents. DHEC's childcare exclusion list (see Appendix E) should be followed to determine when a child should be excluded from school and when they are able to return.

If a child becomes sick, the child will be separated from the other children and be kept in health room and supervised by qualified staff at all times. Parents will be notified to pick up the child as soon as possible. Conditions and symptoms that are reportable according to the SC DHEC Exclusion List will be reported to the proper authority.

DSS Regulation No. 114-509 B

Emergency Medical Plan

In the event that a medical emergency should occur at Hunter Street Elementary, the following steps will be taken:

1. Medical conditions that would require immediate medical attention:

- Loss of consciousness/Semi consciousness
- Breathing difficulties
- Severe bleeding
- Head, Neck, or Back injury
- Severe headache
- Hives/Swelling that appear quickly
- Very sick child who seems to getting worse quickly
- Vomiting blood
- Broken bones
- Shock

2. Upon recognizing signs and symptoms that require immediate medical attention, the facility will:

- a. Call 911 immediately upon recognizing signs and symptoms that require immediate medical attention.
- b. Call the child's parent/guardian immediately after calling 911 to inform them of the child's symptoms and where they will be transported for medical care.
- c. Provide first aid as trained in an approved First Aid training course until emergency personnel arrive.
- d. Take the child's emergency medical information form(s) with you to the hospital and remain with the child until a parent arrives.

3. Emergency medical team will transport to Piedmont Medical Center or nearest hospital able to treat condition OR the child will be transported by the director to Piedmont Medical Center if parents cannot be reached and if emergency medical team is not needed. Emergency information for the child will be taken with the child to the hospital.
4. Jane Wallace, Principal or Principal Designee will go with the child to the hospital and stay with the child until the parent(s)/guardian(s) arrive.
5. Classroom teacher will remain behind at the facility to ensure that ratios are maintained and handle any issues that arise.

(It is the responsibility of the facility to report any incidences requiring medical attention to DSS within 24 hours of the occurrence.) DSS Regulation No. 114-505 C

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 Penny Sanders, 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) 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.
 - Conference Dates for 2018-2019 are October 18th and February 14th & 15th
Please note there will be no school for our 4K student on 2/14 and 2/15.
- 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

All parents are encouraged to visit their child's class to observe or participate in class activities. There is always room for parents and grandparents alike to spend some time with the children or to share talents, hobbies, and interests with all children.

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 found in Appendix A of this handbook, and return to your child's teacher.

Field Trips – Transportation

In the event that the facility does transport children for a field trip, a log is kept at the school and taken on the bus that has the travel plans of the route, children's emergency contact information, and a log to check children on and off the bus.

Field trip forms must be signed before each trip. A child who does not have written permission to go on a field trip will not be able to participate. Tracking is to be maintained at all times during transportation and on field trips.

Tracking Children

Attendance must be logged in as children arrive and depart the facility (ex: by computer, tracking, or attendance sheet). All children will be accounted for as they enter or exit the classroom, enter or exit a vehicle, or move about the school. This will be accomplished by the use of the daily tracking form.

Parents should ensure that when dropping off their children, that the teacher or assistant on duty is fully aware that the child has exited the vehicle and that the parent will be leaving. Please do not assume that the teacher or assistant saw you leave the child.

If the children are being transported, a separate "check on/check off" form will be taken on the bus each time children are transported. Children will be checked each time they enter the bus and checked off each time they exit the bus when at school.

Release of Children

Children will only be released to authorized adults. The parent/guardian will complete a form listing any and all adults who are authorized to pick up the child from the facility. This individual(s) will be required to show photo identification and/or provide the family code word to the child's teacher. If special circumstances arise and you need someone to pick up your child that would normally not be allowed to do so, you must notify the school prior to departure, either by phone or written notice.

Any additions, changes, or deletions to the authorization form must be made by the parent/guardian. Identified biological parents will not be removed from forms or denied from picking up a child unless a court order prohibiting them is provided; however, proof may be required in the form of a birth certificate with name of biological parent before child can be released.

In the event someone arrives to pick up a child who appears to be under the influence of drugs or alcohol, law enforcement will be called.

Staffing Requirements:

Staff Information:

Each member of our staff has undergone federal, state, and local background checks as required by DSS. Each individual also participates in a minimum of 15 hours of classroom instruction per year. Some staff members are CPR/First Aid certified, ensuring that someone is on duty during all hours of operation.

Staff\Child Ratios:

Three to Four Years:	1:11
Four to Five Years:	1:16

Naptime Staff\Child Ratios:

Three to Four Years:	1:22
Four to Five Years:	1:32

Evacuation Plan/Emergency Preparedness

It is important for the facility to have an up-to-date written plan for removing children from the building in case of an emergency. This plan also includes procedures for staff training.

1. In inclement weather the site will follow the York School District One closing schedule.

2. In case of fire:
 - a. Teachers will account for all children by checking attendance logs/tracking forms and reporting to the director or designee as soon as possible
 - b. The school nurse or certified designee will provide first aid as needed.
 - c. Do not enter the building until permission is given by the Fire Officials.
 - d. Notify parents to pick up children as safety permits.

3. In case of nuclear evacuation, the children will be taken to Hickory Grove –Sharon Elementary and parents will be notified. However, in case of other emergency crisis evacuation, the children will be taken to York Comprehensive High School, 275 Alexander Love Hwy, York 29745 and parents will be notified.

Information on our Standard Response Protocol (SRP) for any crisis situation can be found on a SRP Parent Handout found in Appendix F of this handbook.

For additional information, please see District Crisis Manual.

Liability Insurance SC Statue 63-13-210 (A)(B)

All facilities are required by law to either have liability insurance or to inform parents that they do not carry insurance.

This facility **does** carry liability insurance.

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

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

Appendix B: York School District One Calendar for 2020-2021

YSD1 2020-2021 Academic Calendar—Updated July 22, 2020

July 2020

4 Independence Day

August 2020

10 Teacher PD Day

11—14 Grades PK-8
Teacher Workdays/Professional Development Days

17-21 LEAP Days (Grades K-8)

17-20 HS Teachers Work Days/PD Days

24 First Full of School Grades All Grades

September 2020

7 Labor Day (District Closed)

October 2020

15 End of 1st Quarter

16 & 19 Teacher Workday/
Professional Development Days—No School for Students

November 2020

3 Election Day (No School)

25—27 Thanksgiving Break (District Closed)

December 2020

18 Half Day for Students

21—31 Winter Break (District Closed)

	Quarter 1	Quarter 2
Interims Issued	9/23/20	11/18/20
End of Quarter	10/15/20	1/14/21
Report Cards Issued	10/22/20	1/21/21

- Teacher PD/Work Day
- Bad Weather Make-up Day
- Holiday/No School
- Teacher PD/Work Day Grades 9-12

For the most up-to-date calendar, visit www.york.k12.sc.us/calendar

In the event SC State Law is changed to adjust to the school start date, district administration may request a change to this calendar.

Stay Connected!

Search "York 1 Schools" on Facebook, Twitter, Instagram, and via the York 1 Schools mobile app

July 2020						
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	

August 2020						
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 2020						
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 2020						
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

November 2020						
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					

December 2020						
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 2021						
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 2021						
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 2021						
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 2021						
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 2021						
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 2021						
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 2021

- 1 Winter Break (District Closed)
- 14 Last Day of First Semester
- 15 Teacher Workday/ Professional Development Day—No School for Students
- 18 Dr. Martin Luther King Jr. Day (District Closed)

February 2021

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

March 2021

- 12 Teacher Workday/ Professional Development Day—No School for Students

April 2021

- 2 Bad Weather Make-Up Day (District will be closed if day is not needed)
- 5-9 Spring Break (District Closed)

May 2021

- 7 Bad Weather Make-Up Day (District will be closed if day is not needed)
- 31 Memorial Day/Bad Weather Make-Up Day (District will be closed if day is not needed)

June 2021

- 9 Half Day for Students
- 10 Last Day of School Half Day for Students End of 4th Quarter
- 11 YCHS Graduation Teacher Work Day

	Quarter 3	Quarter 4
Interims Issued	2/24/21	5/5/21
End of Quarter	3/26/21	6/10/21
Report Cards Issued	4/1/21	6/10/21

August 24 First Full Day of School
June 10 Last Day of School

Bad Weather Make-up Days

February 15, April 2, May 7 & 31
By law the district is required to make up at least 3 days of school missed due to a school closure.



Appendix C: Classroom Daily Schedule

7:45- 8:15 – Breakfast and Bathroom

8:20 -9:00 – Circle Time

9:00-9:25- Learning Centers

9:30- 9:50 – Recess

10:00 – 10:35 – Learning Centers

10:45 – 11:20 – Lunch and Bathroom

11:25 – 11:45 – Read Aloud and book discussion

11:45 – 12:45 – Nap

12:45- 1:00– Snack and Bathroom

1:00- 1:25 – Indpt. Reading/Indpt. Writing/Interactive Writing

1:30 – 1:55 – Recess

1:55 – 2:00 End of Day Wrap Up

2:05 – Bus Dismissal

2:10 – Car Dismissal

Appendix D: DHEC Childcare Exclusion List

Staying Home from School or Childcare When Your Child is Sick

July 1, 2020

Dear Parents:

This brochure lists the illnesses for which a child must be kept out of school or childcare. It tells you if your child needs a doctor's note or medical treatment to come back to school or childcare after certain illnesses. If you have any questions about the School and Childcare Exclusion List, please contact your child's school, childcare or your local health department. DHEC has also posted the School and Childcare Exclusion List on the web at the following address:

www.scdhec.gov/health/child-teen-health/school-exclusion

Frequently Asked Questions

When should sick children stay home from school or childcare?

If your child feels too sick to go to school or childcare, or has one of the illnesses on this form, please keep him or her home.

Frequently Asked Questions

When should sick children stay home from school or childcare?

If your child feels too sick to go to school or childcare, or has one of the illnesses on this form, please keep him or her home.

Does my child need to stay home when the child just has a cold? Most children with mild colds who have no fever and who feel well enough to go to school or childcare do not need to stay home. Most colds spread in the 1-3 days before children show symptoms such as a runny nose or minor cough.

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

It is helpful to think of pinkeye like the common cold. It can be spread to others, but it usually clears up without medicine. The best way to keep a child from spreading pinkeye is to encourage good handwashing. If your child has

pinkeye and a fever or severe eye pain, take him or her to see a doctor.

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

The inside of this brochure explains how long children should stay home after they become sick with certain illnesses.

When would my child have to stay out of school or childcare if the child was not sick?

Sometimes children will also have to stay home from school or childcare if they are exposed to some diseases that are preventable by vaccines or if they need to provide a specimen that shows they are no longer shedding organisms that can cause diarrhea. Your school, childcare center or local health department will discuss the amount of time with you.

If my child was excluded, what does my child need to come back to school or childcare?

The list inside this brochure shows whether a **medical note** or **parent note** is required for your child to return to school or childcare after being absent for an illness.

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

Children with illnesses spread by close contact, like lice, scabies, shingles, staph or strep skin infections may not be allowed to participate in some sports or physical education activities. Children with mononucleosis (Mono) or CMV may be told not to participate in Physical Education (PE) or sports in order to avoid injuries. Children with diarrhea should not participate in water activities like swimming, splash pads, or water tables until two weeks after diarrhea stops.

Questions to Consider When Your Child is Sick:

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

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

School and Childcare Exclusion List:

A Quick Reference for Parents of Children

Chicken Pox / Varicella

Children with chicken pox may return with a parent note once all of the sores and blisters are dried or scabbed over. If there are no scabs, the child may return to school or childcare when no new sores appear for 24 hours.

Coronavirus Infectious Disease 2019 (COVID-19)

Children with a positive COVID-19 test or monitoring symptoms at home should stay home until they have had no fever for at least 3 days AND improvement of other symptoms AND at least 10 days have passed since symptoms first appeared. Siblings and household members also stay home for 14 days.

Diarrhea:

For *most kinds* of diarrhea (defined as 3 or more loose stools in 24 hours):

Students in 1st through 5th grades should stay home until diarrhea stops for 24 hours, or until a healthcare provider clears the child to return to school. Your child can return with a **parent note**.

Older children in **6th through 12th grades** with diarrhea do not have to stay home, unless they are spreading illness in the school setting, they have diarrhea with blood or mucus, or they have diarrhea from one of the contagious conditions listed below.

Children of any age must have a **medical note** to return to school or childcare after having diarrhea that contains blood or mucus. *Children with non-infectious illnesses such as Irritable Bowel Syndrome (IBS) or Crohn’s Disease often have uncontrolled diarrhea containing either blood or mucus. These children do not have to have a medical note to return to school or childcare once symptoms have resolved.*

Children who can use the restroom or whose diarrhea is contained in diaper-type underwear do not have to be excluded if the diarrhea is known to be from a non-contagious condition, or if it continues after the child completes antibiotics for a diarrhea-causing illness.

A medically fragile child or child who needs help with using the bathroom may need to be out of school or childcare if the diarrhea makes it hard for his or her caretakers to keep the classroom clean.

Diarrhea (continued)

Children of any age are **excluded** with Diarrhea from *Campylobacter, Cryptosporidium, E. coli* (Enteropathogenic)

E. coli (EPEC), Enterotoxigenic *E. coli* (ETEC), Shiga Toxin Producing *E. coli* (STEC), *Giardia*, *Norovirus*, *Rotavirus*, *Salmonella*, or *Shigella*:

***E. coli* 0157:H7 and other Shiga Toxin**

Producing *E. coli* (STEC): For all ages do not allow recreational water activities (pools, splash pads, water tables, etc.) until 2 weeks after diarrheal symptoms stop.

- **Children in childcare and students under 5 years of age:** Must have 2 back to back tests taken at least 24 hours apart test negative for **STEC**. If antibiotics were prescribed the stool cultures must be collected at least 48 hours after antibiotic completion.
- **Students 5 years of age or older thru grade 12:** Exclude until diarrheal symptoms are resolved for at least 24 hours.
- ***Salmonella Typhi (Typhoid fever):*** Children under 5 years of age must be out of school or childcare until the diarrhea stops and 3 lab ests taken at least 24 hours apart test negative for *Salmonella Typhi*. If antibiotics were prescribed the stool cultures must be collected at least 1 week after antibiotic completion.

***Shigella*:**

- **Children in childcare and students under the age of 5** must be removed for 24 hours or more after diarrhea has stopped and at least one stool culture is negative. If antibiotics were prescribed the tests must be collected at least 48 hours after antibiotic completion.
- **Students 5 years of age or older thru grade 12:** Remove until diarrhea has stopped for 24 hours or more: provided

that the student has good handwashing and is able to self-toilet. A **parent note** is required to return to school or childcare.

- A student with questionable or poor hand hygiene may be required to have at least one Shigella negative stool culture and to be diarrhea-free for at least 24 hours prior to returning. If antibiotics were prescribed, stool cultures must be collected 48 or more hours after the antibiotics are completed.

***Campylobacter*, Enteropathogenic *E. coli* (EPEC), Enterotoxigenic *E. coli* (ETEC), *Giardia*, *Norovirus*, *Rotavirus*, and most types of *Salmonella*:**

Your child may return with a **parent note** after diarrhea stops for 24 hours.

Fever only

Keep your child home for a fever of 100.4 degrees or higher by mouth or 100 degrees or higher if taken under the arm. Fever without a known cause may require COVID-19 testing or completion of COVID-19 exclusion. The school will specify when your child can return based on the situation.

Flu, Influenza or Influenza-Like Illness (ILI) (*ILI is defined as an oral temperature of greater than 100° F with a cough and/or sore throat for which there is no other known cause*)

A child with the flu will be excluded for a fever of 100 degrees with cough and/or sore throat until he or she is fever free for at least 24 hours without any fever medicines. Children with flu-like illness without a known cause may require negative COVID-19 test or completion of COVID-19 exclusion.

Hand, Foot, and Mouth Disease

Children with hand, foot, and mouth disease should be out of school or childcare while they have fever, above normal drooling, trouble swallowing, or are too sick to do normal school or childcare activities.

Head Lice

Children with crawling lice or with nits (eggs) 1/4 inch or closer to the scalp may be sent home at the end of the day, if head-to-head contact with other children can be avoided. Otherwise, they may be sent home immediately.

Your child may return with a **parent note** after one treatment with an over the counter or prescription lice-killing product, if there are no active lice crawling on your child's head. The school or childcare may also allow children to return after crawling lice and nits have been removed from the hair by combing or heat treatment methods.

The school or childcare should check your child's scalp for any newly hatched lice 7–10 days after treatment. If any are present, your child will have to be removed and retreated for lice in order to come back to school or childcare.

Haemophilus influenzae Type B (Hib)

Children with a Hib infection are excluded until cleared by a **healthcare provider** to return to school or childcare.

Hepatitis A

Children are excluded until 1 week after the start of illness or jaundice. The child may return with a **medical note** 1 week after the start of the jaundice.

Impetigo

Your child may return after receiving antibiotics for 24 hours, as long as the sores have stopped

oozing and are starting to get smaller, or if the sores can be covered completely with a watertight bandage. A **parent note** is needed to return to school or childcare.

Measles (Rubeola)

Children with measles can return with a **medical note** 4 days after the rash begins, if they have no fever and feel well enough to participate in regular school or childcare activities.

Meningitis

A child with signs of meningitis (high fever, rash, stiff neck) must remain out of school or childcare until a **healthcare provider** provides a medical note stating that the child may return.

Mumps

Children with mumps can return with a **medical note** 5 days after the beginning of swelling.

Pink-eye / Conjunctivitis

Children with pinkeye do not have to stay home unless there is a recommendation from the health department or the child's healthcare provider. A child with pinkeye should see a healthcare provider if he or she has fever or severe eye pain.

Rash with fever, behavioral changes or other symptoms

Children who have a quickly spreading rash or a rash with fever or behavior change are to be removed from school or childcare immediately. A **medical note** is required to return.

Ringworm

Children with **ringworm of the scalp** must remain out of school or childcare from the end of

the day until they have begun treatment with a prescription oral antifungal medication. Your child may return with a medical note.

Children with **ringworm of the body** must remain out of school or childcare from the end of the day until they have begun treatment with a topical antifungal medication. Your child may return with a **parent note**.

Rubella / German Measles

Keep your child home until 7 days after rash starts. The child may return with a **medical note**.

Scabies

Keep children with scabies out of school or childcare until treatment/medication has been completed (usually overnight). A **medical note** is required to return.

Shingles

Keep children home who have shingles sores or blisters that cannot be covered. Your child may return with a **parent note** once the sores are dried or scabbed.

Skin Infections from Staph or Strep (includes MRSA) or Herpes Gladiatorum

Children may attend school or childcare if the sores are covered with clothes or dressings, and if the drainage does not come through clothes or dressing.

“Strep Throat” / Streptococcal Pharyngitis

Your child with “Strep throat” can return to school or childcare with a **medical note** 24 hours after starting antibiotics, if there is no fever.

Tuberculosis (TB)

Keep children who are diagnosed by a healthcare provider with active (infectious) TB

home until the healthcare provider treating the TB writes a **medical note** that says that the child is no longer contagious.

Vomiting

Keep young children home when vomiting has occurred 2 or more times in a 24 hour period. All children should stay home for any green or bloody vomit. If the child is vomiting and also has not urinated for 8 hours the child should stay home.

Whooping Cough / Pertussis

Children with whooping cough can return to school or childcare with a **medical note** after completing 5 days of antibiotics.

If there is an outbreak of disease in your child’s school or childcare, DHEC may change the exclusions found in this document in order to stop the spread of disease. If your child has not received immunizations to protect against diseases like Measles, Mumps, Rubella (German measles), or Chickenpox, he or she may need to be removed from school or childcare if there are cases of these illnesses in the school or childcare. Your school nurse will provide more information if there is an exposure or outbreak.

OK to Attend

Children with the following conditions do not have to be excluded from school or out-of home childcare, if they feel well enough to participate in regular activities:

- Canker Sores
- Chronic Hepatitis B or C
- Colds or coughs, without fever or other signs of illness
- Cold Sores
- Croup
- Cytomegalovirus (your child may need to stay out of PE and sports)

- Disease spread by mosquitos for example Malaria and West Nile Virus
- Diseases spread by ticks: Babesiosis, Ehrlichiosis, Lyme Disease, Rocky Mountain Spotted Fever, Tularemia
- Ear Infection
- Fifth Disease
- HIV infection
- Mononucleosis (your child may need to stay out of PE and sports)
- MRSA, if child is only a carrier
- Pinworms
- Rash without fever or behavior change
- Roseola, once the fever is gone
- Thrush
- Urinary Tract Infection
- Warts, including Molluscum contagiosum
- Yeast Diaper Rash

Help your child stay healthy and ready to learn.

We hope that your child never has to miss school or childcare because of illness or disease. The best protection from disease is prevention. You can help prevent many illnesses by making sure your child receives immunizations and by making sure your child washes his or her hands often



DHEC Bureau of Disease Control
 Division of Acute Disease Epidemiology
 2600 Bull Street, Columbia, SC 29201

Phone: 803.898.0861 / Fax: 803.898.0897 www.scdhec.gov/health/child-teen-health/school-exclusion

CR-010752 07/20

Appendix E: Standard Response Protocol Parent Handout



STUDENT SAFETY

A critical ingredient in the safe school recipe is the classroom response to an incident at school. Weather events, fire, accidents, intruders and other threats to student safety are scenarios that are planned and trained for by students, teachers, staff and administration.

SRP

Our school is expanding the safety program to include the Standard Response Protocol (SRP). The SRP is based on these four actions. Lockout, Lockdown, Evacuate and Shelter. In the event of an emergency, the action and appropriate direction will be called on the PA.

LOCKOUT - "Secure the Perimeter"

LOCKDOWN - "Locks, Lights, Out of Sight"

EVACUATE - "To the Announced Location"

SHELTER - "For a Hazard Using a Safety Strategy"

TRAINING

Please take a moment to review these actions. Students and staff will be trained and the school will drill these actions over the course of the school year.

More information can be found at <http://iloveguys.org>



LOCKOUT SECURE THE PERIMETER

Lockout is called when there is a threat or hazard outside of the school building.

STUDENTS:

- Return to inside of building
- Do business as usual

TEACHERS

- Recover students and staff from outside building
- Increased situational awareness
- Do business as usual
- Take roll, account for students



LOCKDOWN LOCKS, LIGHTS, OUT OF SIGHT

Lockdown is called when there is a threat or hazard inside the school building.

STUDENTS:

- Move away from sight
- Maintain silence

TEACHERS:

- Lock classroom door
- Lights out
- Move away from sight
- Maintain silence
- Wait for First Responders to open door
- Take roll, account for students



EVACUATE TO A LOCATION

Evacuate is called to move students and staff from one location to another.

STUDENTS:

- Bring your phone
- Leave your stuff behind
- Form a single file line
- Show your hands
- Be prepared for alternatives during response.

TEACHERS:

- Grab roll sheet if possible
- Lead students to Evacuation Location
- Take roll, account for students



SHELTER FOR A HAZARD USING SAFETY STRATEGY

Shelter is called when the need for personal protection is necessary.

SAMPLE HAZARDS:

- Tornado
- Hazmat

SAMPLE SAFETY STRATEGIES:

- Evacuate to shelter area
- Seal the room

STUDENTS:

- Appropriate hazards and safety strategies

TEACHERS:

- Appropriate hazards and safety strategies
- Take roll, account for students



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SRP Handout for K12 | Version 2.0 | 01/08/2013 | Revised: 01/08/2013 | <http://iloveguys.org>



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Appendix F: 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:

- 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 G: Parent/Guardian Acknowledgement of Handbook/Policy Manual

**Hunter Street Elementary – 2020-2021
Parent/Guardian Acknowledgement of Handbook/Policy Manual**

I, _____ parent of _____
(Print parent name) (Print child's name)

have read the student handbook, including the policies concerning:

- CERDEP eligibility and enrollment requirements
- Attendance Policy
- Hours of operation and schedule
- Curriculum and Assessment
- Free and full access
- Release of Children
- Administration of Medication
- Behavior Management
- Confidentiality
- Tracking of children
- Emergency medical plan
- Emergency evacuation plan
- Health Policy and Records / Care of mildly ill children
- Transportation and Field trips
- Liability insurance
- Family engagement and workshops, teacher conferences, communication
- Tour of school / classroom

Parent/guardian signature Date

Parent/guardian signature Date