

Chester County School District

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Child Development Education Program Parent Handbook 2017 - 2018

The goal of the Child Development Education Program (CDEP) is to provide children and their families with quality preschool experiences necessary for school success.

Each program shall endeavor to:

- ✓ Provide a healthy, safe and nurturing environment.
- ✓ Provide an environment that encourages 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.
- ✓ Form a cooperative partnership with parents so we can work together to meet the needs of each child and ensure his or her success.



CDEP Enrollment Requirements

Residency

Pursuant to S.516 - Read to Succeed (a comprehensive, systemic approach to improving reading proficiency of students through early identification and intervention and improved teaching of reading) participation in CDEP has been limited to eligible children residing in the original 33 school districts funded for CDEP since 2006, the 17 CDEP districts funded as of the 2013-14 school year (Chester included), and the additional 10 districts funded as of the 2014 – 2015 school year: Aiken, Edgefield, Greenwood 50, Greenwood 52, Horry, Oconee, Spartanburg 3, Spartanburg 4, Spartanburg 6 and York 1.

Age Eligibility

Child must be four years of age on or before **September 1, 2017** based on acceptable documentation, such as birth certificates or official documents from other countries. Proof-of-age eligibility must be on file no later than the day the child begins CDEP.

Family Income Eligibility

An annual family income of 185% or less of the federal poverty guidelines as promulgated annually by the U.S. Department of Health and Human Services **or Medicaid eligibility** qualifies a child for enrollment. Verification must be on file before the child is enrolled. Acceptable forms of verification include the following: (a) completed free and reduced lunch form with verification of family income, or (b) copy of current Medicaid card. Verification of family income may include pay stubs, tax returns, or W-2 forms.

Application Process

The parent enrolling a child must complete and submit a CDEP 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 shall be screened prior to the time of enrollment using the Developmental Indicators of Assessment of Learning (DIAL-4).

Anti-Discrimination Statement

Approved CDEP 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 services. 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.

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 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 breaks due to dangerous weather situations. **A child who is chronically tardy, signed out early, or absent may be released from the program if there is a waiting list of eligible children.**

CDEP Hours

8:00am – 2:30pm

District/School Calendar

The Child Development Education Program follows the traditional 180-day school year. A copy of the school district calendar will be provided.

Tuition

No parent is required to pay tuition or fees solely for the purpose of enrolling in or attending CDEP. Tuition or fees may be charged for Extended Care provided, such as after-school care programs (Kids First).

Extended Care

Extended Care may be provided on site or offsite at a cost for families. ABC vouchers may be available for those children who qualify. 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.**

CDEP 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 provided by the teacher.

Confidentiality

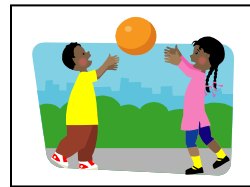
Confidentiality of information about the child and family will be maintained at all times. Enrollment forms and all other information concerning the child and family will be accessible to the parent/guardian, Principal, teaching staff and licensing agency. Information concerning the child will not be made available to anyone by any means, without the expressed written consent of the parent/ guardian.

Discipline and Guidance Policy

DISCIPLINE comes from the word disciple. A disciple is a person who learns from someone else. The Child Development Education Program believes 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. It is important for children to learn that conflicts are a natural part of life. There are no "bad" children, only inappropriate behaviors. The program is based on mutual respect of the child as an individual with changing needs and desires and the child's respect for the classroom environment, materials, teachers and classmates.

There are many ways that the teachers will encourage good discipline practices. These include:

- 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
- Always reinforcing good behavior



Punishment or harsh treatment does not encourage the goals of good discipline. Our program does not allow corporal punishment by any staff or parent/guardian. Corporal punishment is defined as any treatment that humiliates or treats the child disrespectfully. 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. It is our strong belief that these methods work against the healthy growth and development of a 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** – By helping a child realize that arriving late for group time activities will result in missing their turn.
- **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. We will, therefore, work individually with each child and his/her parents to establish a positive program of discipline.

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 following research-based curriculum model(s) will be implemented:



Opening the World of Learning: Opening the World of Learning (OWL) is used in CDEP classrooms in conjunction with other developmentally appropriate curriculum to strengthen the literacy and language program for preschool students. This research-based comprehensive program builds background knowledge and vocabulary with content-rich units planned around children's literature. Through music and movement activities, children develop letter knowledge and phonological awareness. Activities are built into the daily schedule to foster social and self-regulation skills needed for later school success.

Assessing Student Learning

Your child's teacher will 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 South Carolina Department of Education: PALS. These assessments 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.
- **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 assessments will be shared and/or sent home three times per year on or approximately near these dates:

October 02, 2017

January 19, 2018

May 25, 2018

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/school policies concerning **illness, medication, minor injuries and emergencies**.

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**.

Parents may not be informed of reporting if such confidence may hinder a full investigation.

Sick Child Policy

We are sure that you are aware that we cannot care for sick children. Please help us by keeping your child at home if they are ill. We cannot allow children with communicable diseases in the center.

A child with fever, diarrhea, vomiting or nausea must go home. In the event your child has a communicable disease, please notify the center immediately so we may notify other parents. A release form from the doctor may be required before your child reenters the center.

If your child is ill, including, but not limited to a severe cough, sore throat, undetermined rash or spots, boils, open skin lesions, congestion, non-clear runny nose, hepatitis A, thrush, headache, stiff neck, pink eye, head lice, upset stomach, diarrhea or temperature over 100 degrees, he/she cannot be accepted into the center until he/she has been without fever or symptoms for 24 hours.

Please understand a child who is too sick to go outside is too sick to be at school. We will follow DHEC's School Exclusion list to determine when a child should be excluded from child care and when they are able to return. The parent/guardian of sick children will be called to pick up the child from the facility if the child becomes ill while in care. Children who become

sick during the day will be supervised by staff and/or isolated from other children until the parent or emergency person arrives.

Emergency Medical Plan

In the event that a medical emergency should occur at **school**, the following steps will be taken:

1. Medical conditions such as loss of consciousness, semi consciousness, breathing difficulties, severe bleeding, unequal pupils, seizure, neck or back injury, severe headache, stiff neck or neck pain when head is moved, hives that appear quickly, very sick child who seems to be getting worse quickly, repeated forceful vomiting, vomiting blood, severe abdominal pain that causes a child to double over, possible broken bones and shock would require immediate medical care by a health care professional.
2. Call 911 immediately upon recognizing signs and symptoms that require immediate medical attention
3. Provide CPR/First Aid as trained in an approved CPR/First Aid training course until emergency personnel arrive
4. 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
5. Call the person(s) listed as emergency contact if parents can't be reached
6. Emergency medical team will transport to Chester Regional Medical Center for Chester Park Complex and Lewisville Elementary, and Springs Memorial Hospital for Great Falls Elementary School.
7. Child will be transported by the director 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 or emergency room.
8. The director of the Center will go with the child to the hospital and stay with the child until the parents arrive.
9. The Center's Emergency person, floaters, or any extra staff will remain at the Center and handle any issues that may arise.
10. Report to DSS within 24 hours any accident or injury involving any child occurring at the Center requiring professional medical treatment – DSS Regulation Number 114-503D(1)(a).

Tracking Students

Children will be accounted for as they enter or exit the facility, enter or exit a vehicle, or move about the facility. Each classroom teacher will have a tracking sheet to monitor his/her specific classroom. The tracking sheet is updated by the teacher(s) as children enter class, go to lunch, go to speech, and go home. If children are being transported there will be a "check on/check off" roster that is taken on the bus each time children are transported. Children will be checked on **each** time they enter the bus and checked off **each** time they exit the bus when taking field trips.

Parent/Family Involvement

The Child Development Education 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 may be offered throughout the school year. Families are strongly encouraged to attend these. Your child's teacher will inform you of these events.

The school district's **Family Literacy and Parenting** contact person is: Dr. Wanda Frederick, Executive Director of Early Childhood and Elementary Education, at 581-9500.

Parent-Teacher Conferences

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

- An orientation to CDEP (ex: Open House, 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 throughout the school year.
- The final review of your child's progress will be provided at the end of the school year.

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

Communication

Each Child Development Education Program 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
- Written notes
- Home Visit



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.

Release of Children Policy

Children will only be released to authorized adults. The parent/guardian of a child will complete an enrollment form listing any adults who are authorized to pick up the child from school. This individual will be required to show photo identification to the office attendant. A copy of the individual's ID will be made at the time of pick-up and remain on file. If special circumstances arise and you need someone to pick up your child that would normally not be allowed to do so, you must provide the school with written permission prior to your child being released. A telephone call is not acceptable. Any additions, changes, or deletions to the authorization form must be made in person by the parent/guardian. Identified biological parents will not be denied from picking up their child unless a court order prohibits them from doing so. In the event your child is picked up by someone who appears to be under the influence of drugs or alcohol law enforcement will be called.

Please sign and return the form on the next page to your child's teacher by September 1st. Thank you!

Parent-Teacher Agreement

The schools that are participating in CDEP 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-Teacher agreement symbolizes this partnership. It is a document that outlines how parents and teachers (including principals, teaching assistants and substitute teachers) can share the responsibility for the success of each child.

I have read the **CDEP Parent Handbook 2017-2018** and as a parent, will support my child's education by striving 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
- Attend parent-teacher conferences

Student's Name: _____

Teacher: _____

Parent's Printed Name: _____

Parent's Signature: _____

Date: _____

**Please sign and return this page only to
your child's teacher by September 1st. Thank you!**

School Employees

I have read the **CDEP Parent Handbook 2017-2018** and as an employee, I will support and abide by the procedures and policies of the CDEP classroom and will strive to:

- Believe that each child can learn
- 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, information posted on school website, through social media, and telephone calls
- Seek ways to involve parents in the school program
- Schedule parent-teacher conferences to accommodate parent's schedules
- Welcome the participation of parents in the classroom and their support in helping their child succeed

_____ Teacher Signature _____ Date

_____ TA's Signature _____ Date

_____ Principal's Signature _____ Date

Substitute Teachers

I have read the **CDEP Parent Handbook 2017-2018** and as a substitute teacher, I will support and abide by the procedures and policies of this classroom and will strive to:

- Believe that each child can learn
- 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, information posted on school website, through social media, and telephone calls
- Seek ways to involve parents in the school program
- Schedule parent-teacher conferences to accommodate parent's schedules
- Welcome the participation of parents in the classroom and their support in helping their children succeed

Substitute's Printed Name _____

Substitute's Signature _____ Date _____

Teachers: When a substitute is needed in your classroom, please provide them a copy of the CDEP Parent Handbook and have them sign above that they support the procedures and policies of this classroom. Substitutes only need to sign one time per year.