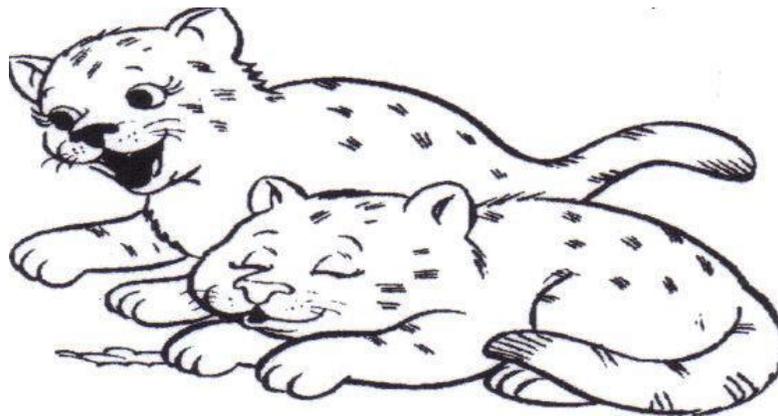# Parent Handbook

GREENWOOD 50 SCHOOL DISTRICT

EARLY CHILDHOOD CENTER

Child Development Education Program (CDEP)

2016-2017

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Program Goal of the Child Development Education Program

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 early literacy and 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

Enrollment Requirements

ALL ENROLLMENT REQUIREMENTS MUST BE MET BEFORE THE CHILD WILL BE ACCEPTED INTO THE PROGRAM.

The child must be four (4) years of age on or before September 1, 2016, based on acceptable documentation, such as a birth certificate or official documents from another country. A child's birth certificate must be on file in the school before the child will be accepted into the program.

The parent/guardian must complete a CDEP application and a statement of the child's health (DSS Form 2900) and provide the documents listed below.
1. The child's official birth certificate
2. The child's Medicaid card
3. The child's South Carolina Immunization Record
4. Proof of residency in School District 50

Before they are accepted into the program, all children must be screened with 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.

Tuition
There is no cost to enroll in, or to attend, the Greenwood Early Childhood Center.

Confidentiality
The school will keep information about the child and his family confidential at all times. Enrollment forms and all other information concerning the child and family will be available to the parent/guardian, principal, teaching staff and licensing agency. Information concerning the child will not be made available to anyone without the expressed written consent of the parent/ guardian.

Operating Policies & Procedures

Attendance
Regular attendance is very important to your child's success. Each parent/family must agree to send their child to the Child Development Education Program (CDEP) for 6.5 hours of

instructional time, five days per week, 180 days a year except for scheduled school breaks and bad weather. <u>A copy of the school calendar is included at the back of this handbook</u>.

A child who is often tardy, absent, or dismissed early may be removed from the program. The school's hours of operation are 7:45 a.m. to 2:15 p.m. It is the administration's responsibility to keep interruptions to classroom instruction to as few as possible. Tardies and early dismissals interrupt the class. Please have your child at school on time every day and avoid early dismissals if at all possible.

Important Note: District 50 Early Release Days
There will be six half-days in district schools (September 14, October 12, November 16, February 8, March 8, and March 29) to allow for teacher training**. <u>The Early Childhood Center will not participate in this and will operate the usual hours of 7:45 a.m. to 2:15 p.m. Buses will operate as usual for ECC students on those days. If your child is a bus rider, expect him/her to arrive home earlier on those days since elementary students will not need to be picked up. If your child is a car rider, he/she must be picked up at ECC at 2:15 on Early Release days.</u>**

Absences: excused
Greenwood Early Childhood Center follows the absence policy of School District 50 and the state of South Carolina. An absence is excused for the following reasons: the child was sick or had a medical appointment, there was a death in the family, a family member had a serious illness, or there was a recognized religious holiday in the family's faith. Any other reasons for an absence are not excused as lawful absences. <u>A child should not have more than ten (10) absences in a year</u>. If a child has ten (10) absences, then every absence from then on must have a doctor's excuse.

Absences: excuse notes
If a child is absent from school, the parent/guardian should send a note with the child on the day the child returns to school**.** The note should have
   ● The child's first and last name
   ● The date(s) of absence
   ● The reason for the absence
   ● The parent/guardian's signature.
<u>A sample excuse note is included at the back of this handbook.</u>

Absences: medical conditions
If your child has a medical condition that may affect his attendance, such as asthma or diabetes, the parent should give the school a doctor's statement stating that the child has a medical condition that can affect attendance. The doctor's statement will be filed in the child's permanent record and in the school nurse's record.

Early Dismissals
- If a child must be dismissed before 2:00 p.m., the parent/guardian should send a note to the child's teacher the day of the dismissal. The note should state the time the child will be picked up so the teacher can have the child ready to leave.
- We cannot dismiss a child after 2:00 p.m. If it is necessary to pick your child up early, please do so by 1:45 p.m.
- We cannot accept phone calls about early dismissals. Please send a note.

Tardies
If a child is tardy (arrives later than 7:45 a.m.), the parent/guardian must bring the child into the office and sign the child in. School personnel will take the child to the classroom.

Release of Children
- Only authorized people with proper identification will be allowed to pick up a child.
- Anyone who picks up a child must be listed on the School Enrollment Form which the parent/guardian completes during enrollment. We will not release a child to anyone whose name is not listed on this form.
- Anyone who picks up a child, even the parent/guardian, must show a proper picture ID, such as a driver's license.
- If a parent wishes to change the names of those authorized to pick up a child, they must complete a new Enrollment Form.

Rest Time
- Children will have up to one hour each day to rest. Each child is assigned a cot. Children may bring a small blanket or a beach towel for naptime. The school will send these items home weekly to be washed and returned the next school day.
- Children who cannot sleep may read or play quietly on their cot.
- There is a copy of the sample daily schedule at the back of this handbook.

Transportation
1. Bus transportation services will be provided by the district.
2. **If a parent/guardian wants to change transportation arrangements, the parent/guardian must send a note to the child's teacher**. **We cannot accept change in transportation requests over the phone.** The note must state
   1) The child's name
   2) The dates for the change in transportation

3) How the transportation will be changed, for example, "_____ will be a car rider December 1-5."

3. If a family moves and a child is a bus rider, the parent should bring a proof (CPW, Duke Energy, or a copy of the rental agreement) with the new address to the school office. After receipt of the proof of residence, the office will contact the Bus Transportation Office to arrange bus services. It may be a few days before the child can ride the bus again.

4. All children must follow all the rules for bus riders. Students who break the rules will receive a Bus Referral and may be removed from the bus if misbehavior continues.

5. **<u>Bus drivers must see an adult at the home before they let a child off the bus</u>**. If the driver does not see an adult at the home, the driver will bring the child back to the school, and the parent/guardian must pick the child up at school.

6. We cannot allow a sick child to ride the bus. The school nurse will call the parent to pick the child up at school.

7. If parents/guardians have concerns about bus transportation, they should contact Ms. Pearl Gaskin, District Transportation Director.

<u>IMPORTANT NOTE:</u> Students who are returned to the school must have a parent/guardian on the enrollment come to the school to pick up the student. Students who are returned to the school 3 times will be denied bus riding privledges for 1 week.

Discipline 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

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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, or bathroom facilities; unsupervised isolation; and 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 disagreements 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** – Teachers help children understand how their behavior can hurt them. For example, teachers may help a child realize that arriving late for group time may cause them to miss a fun activity that they enjoy.
- **Removing the Child from the Group** – This is handled in a calm manner without unnecessary stress to allow the child to 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
Everything in the learning environment must be based on early childhood research and must focus on safety and the developmental and academic needs of four-year-old children. This includes equipment and materials, the classroom and outdoor environments, staff-child interactions, teaching strategies, and learning centers.

Greenwood Early Childhood Center uses the OWL (Opening the World of Learning) Curriculum in all classes. 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

The teacher will give each child a readiness assessment, as required by the Read to Succeed Law passed in June 2014. The assessment selected by Greenwood 50 is myIGDIs (Individual Growth and Development Indicators) and will provide information for the teacher on each child's skills. This information will be used to meet your child's individual learning needs. The teacher will continue to check each child's skills throughout the year to gather information on growth and skill development. The teachers will use

- Portfolios - These are collections of a child's work that show progress, special interests and talents, and areas that need improvement.
- Developmental Guidelines and Checklists - These are lists by age and grade level that guide teachers as they observe a child's achievements in school.

Developmental child assessments are helpful because

- 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 research-based assessment that is specifically designed to monitor the growth and development of preschool-aged children.
- The process of evaluating your child is connected to what happens in the classroom. Parents/guardians will receive assessment results after each administration of myIGDIs.

Assessment Policy

A required screening tool is used to measure each child's competencies in the following performance areas: Motor, Concepts and Language. Students are scheduled for screening upon registering for the child development program. Early Childhood teachers are trained in the administration of the Developmental Indicators for the Assessment of Learning, Fourth Edition (DIAL-4). During the initial screening, parents complete questionnaires regarding Self-Help and Social-Emotional development. The DIAL-4 assessment is scored by teachers and becomes a part of each child's assessment record. Teachers use these assessment results to plan appropriate instruction for children.

South Carolina legislation mandates the administration of a readiness assessment to all students entering a publicly funded prekindergarten by the 45 th day of the 2016-17 school year and again during the last 45 days of school at a minimum. An early language and literacy development assessment entitled myIGDIs (my Individual Growth and Development Indicators) is administered in a one-on- one setting by each child's teacher. The myIGDIs assessment consists of brief authentic tasks or situations and is psychometrically sound. Educators are trained in the standardized procedures for administration. During administration, the child shares what he/she knows in the following areas: Oral language (picture naming), Alphabet knowledge (sound identification), Phonological awareness (listening rhyming, alliteration), and Comprehension

"Which One Doesn't Belong." The data from this formative assessment is used to inform individual literacy instruction by the child's teacher. The Greenwood 50 School District also chose to administer the myIGDIs early numeracy assessment to 4K students. This assessment is administered in a one-on-one setting by each child's teacher and the data from this formative assessment is used to inform individual mathematics instruction.

Assessment results from the DIAL-4 and myIGDIs are shared with parents during parent conferences at the end of the first and second nine-week periods. Individual student reports will be sent home following the final myIGDIs assessment in May of 2017. Other classroom assessments include the screening and progress monitoring tools from the Opening the World of Learning (OWL) Curriculum and individual assessments of students' progress relative to the South Carolina Good Start Grow Smart Standards. These assessments assist the teacher in monitoring each child's achievement of learning goals. Teachers also keep anecdotal records while providing instruction.

The purpose of all assessments that are administered at the Greenwood Early Childhood Center is to determine each child's progress in mastering the South Carolina Good Start Grow Smart Standards. The information gained from assessments is then used to plan appropriate instruction and interventions that meet the needs of our children.

Student progress reports are provided to parents during conferences at the end of the first and second nine week periods. Progress reports for the last two nine-week periods are sent home for parents to review. Parent conferences are not mandated after the second nine week period but parents may schedule a conference to discuss their child's progress with their child's teacher at any time during the school year.

Health, Wellness & Safety

Dress Code Policy
Student dress should not be disruptive to the learning environment. In addition, students should be dressed appropriatly for the season. Please keep the following guidelines in mind:

1. Dress should be modest, neat, clean, appropriate, and compatible with educational activities.
2. For safety reasons, covered shoes (meaning all parts of the foot are to be covered) should be worn at all times. Sandal, flip flops, high heels and/or skate shoes are not to be worn. Tennis shoes are best.
3. Emblems, words and pictures on clothing should be appropriate to the educational atmosphere.
4. Hats are to be worn outdoors ONLY.
5. Pajamas are prohibited unless a specific spirit day is designated for this attire.

** Parents may be called to bring appropriate footwear or a change of clothing. **

Health Records
All schools must follow the South Carolina Department of Social Services Licensing Regulations for Private and Public Child Care Health, Safety and Sanitation requirements.

Each child must have a health record at school. The record must have
- An up-to-date South Carolina Immunization Certificate.
- DSS Form 2900.
- Other important health information, such as medical conditions the child may have.

Please keep your phone number up-to-date in case the school nurse needs to contact you when your child is sick.

Reporting Abuse or Neglect
All schools are required by law to report suspicion of child abuse or neglect.
- **Abuse**, according to the law, is any physical injury or 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).
- **Neglect**, according to the law, is 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.

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

Parent/Family Involvement

The Child Development Education Program recognizes that parents and families are a 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. Please help us as we work to teach good work habits to your child. We want all of our students to become responsible and contributing citizens! Your support helps ensure success for your child. You will receive information from the school in the ways listed below.
- **Book bag**. You will receive important information from the school in your child's book bag. Please check your child's book bag every day.
- **Orientation**
- **Back-to-School Night**
- **Parent-Teacher Conference Day (October 25th or November 3rd)** You will receive a conference sign-up form to choose a 15-minute block of time. Please return it to the school as soon as possible. You will learn about your child's progress at this time. Teachers try to stay as close to the schedule as possible. If you need more time to talk about your child, please arrange a separate conference time with the teacher.
- **Parent/Family Workshops** - scheduled during the year.

- **An additional Parent-Teacher Conference will be held on January 9.** Other conferences will be scheduled as needed. If you want to schedule a conference, please contact your child's teacher.

Communication
Each Child Development Education Program believes in building a partnership with all families of the children enrolled. Good communication between school and home is very helpful to the children's learning and development. Parents should share information that would be helpful in the staff's caring of their children. The teaching staff will also share information with parents through
- Newsletters
- Face-to-face conversations
- Phone calls
- E-mails
- Written notes
- Text messages

Please keep your contact information up-to-date. If your phone number changes, please notify your child's teacher as soon as possible.

Classroom Visits
We try to keep classrooms free of distractions. If you want to visit your child's classroom, please schedule a visit in advance with your child's teacher or the director. You will need to sign in and provide identification in the front office before being escorted to your child's classroom.

Class Parties
There are three times in the year when classes will have celebrations or "class parties." Our school will acknowledge the following days for classroom celebrations:

Winter Celebration: December 16
Friendship Day Celebration: February 14
End of the Year Celebration: May 31

We have found that many of our children have food allergies that can cause serious medical problems. Because of this, we do not accept food from outside the school for school parties. We also do not host individual birthday parties for children. We appreciate parents who wish to provide food, but safety for our children is a top priority. We thank you for understanding our position.

Birthday lunch dates will be scheduled for parents who wish to join their child for lunch during the month of the child's birthday.

Greenwood School District 50

Early Childhood Center Calendar
2016-2017

August 15:	Students 1st Day of School
September 2:	Fun Factory Spirit Night, 6-8 p.m.
September 5:	Labor Day
September 9:	Grandparent's Day
September 14:	Early Release Day for other GWD50 schools
September 19:	Fall Picture Day
September 30:	Birthday Lunch (August and September)
October 5:	National Walk at School Day
October 6:	McDonald's Spirit Night
October 12:	Early Release Day for other GWD50 schools
October 17-19:	Connie Maxwell Field Trip
October 25:	Elementary Conference Night
October 28:	Birthday Lunch (October)
November 1:	Chick-Fil-A Spirit Night
November 3:	Elementary Conference Night
November 8:	Election Day/No School
November 11:	Veteran's Day
November 16:	Early Release Day for other GWD50 Schools
November 18:	Vehicle Career Day/Birthday Lunch (November)
November 23-25:	Thanksgiving Holidays
December 2:	Fun Factory Spirit Night, 6-8 p.m.
December 5-9:	Penguin Patch Fundraiser
December 9:	Birthday Lunch (December)
December 16:	Half Day, Winter Break Celebration
December 19-30:	Winter Break
January 2:	Non Student Day
January 9:	ECC Parent Conferences/No school for students
January 16:	Martin Luther King Holiday
January 27:	Birthday Lunch (January)
February 3:	Fun Factory Spirit Night, 6-8 p.m.
February 8:	Early Release Day for other GWD50 Schools
February 13:	Non Student Day
February 14:	Friendship Day Celebration
February 24:	Birthday Lunch (February)
March 2:	McDonald's Spirit Night
March 3:	Non Student Day
March 8:	Early Release Day for other GWD50 Schools
March 28:	Chick-Fil- A Spirit Night
March 29:	Early Release Day for other GWD50 Schools

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March 31:	Birthday Lunch (March)
April 7:	Fun Factory Spirit Night, 6-8 p.m.
April 13:	Non Student Day
April 14:	Good Friday Holiday
April 17-21:	Spring Break
April 28:	Birthday Lunch (April and June)
May 4:	McDonald's Spirit Night
May 19:	Birthday Lunch (May and July)
May 24-26:	End of the Year Celebrations
May 29:	Memorial Day Holiday
May 30:	Half-Day, Field Day
May 31:	Half -Day, Last Day of School for Students, Classroom EOY Celebrations

Parent-Teacher Agreement

The schools that are participating in CDEP truly believe that parents are their child's first and most important teachers. We see our role as that of a partner. The Parent-Teacher agreement symbolizes this partnership and outlines how parents and teachers can share the responsibility for the success of each child.

A copy of this page will be given to you by your child's teacher. Please sign that copy and return to the teacher. This form will be included in your child's records.

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 can share the responsibility for the success of each child.

As a parent, 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
> Attend parent-teacher conferences

As a teacher, I, _____ will strive to:
> (Teacher signature needed before distributing)
> 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, and telephone call
> Seek ways to involve parents in the school program
> Schedule parent-teacher conferences to accommodate parents schedules
> Welcome the participation of parents in the classroom and their support in helping their children succeed

SAMPLE DAILY SCHEDULE*

7:45 – 8:15 **Morning routines, breakfast, unpacking**

8:15 - 8:30 **Morning Meeting**

8:30 - 8:45 **Literacy Circle**

8:45 – 9:45 **Centers/Small Group Instruction**

9:45 – 10:00 **Math Circle**

10:00 – 11:00 **Centers/Small Group Instruction**

11:00-11:40 **Lunch & Transitions**

11:40 – 12:00 **Story Time**

12:00 – 12:30 **Recess**

12:30 – 12:45 **Transition**

12:45 – 1:45 **Rest Time**

1:45 – 2:00 **Science/Social Studies Circle**

2:00 – 2:15 **Wrap Up/Review of Learning**

*Teacher schedules may vary based on recess and lunch schedules for the school.

SAMPLE EXCUSE NOTE FOR AN ABSENCE

Please excuse _____'s absence(s) on _____,
                  (child's first and last names)   (month and day)

_____, _____, and _____.
  (month and day)   (month and day)   (month and day)

He/she was absent because

_____   he/she was sick with _____.

_____   he/she had a medical appointment. (Send the doctor's note with the excuse
                 note.)

_____   his/her _____ was very sick.
                 (family member)

_____   our family had a death.

_____   this is a recognized religious holiday in our family's faith.

_____
                 (parent/guardian's signature)