



**YORK SCHOOL DISTRICT ONE
COTTON BELT ELEMENTARY**

**MRS. KELLY COXE, SUPERINTENDENT
JENNIFER BOLIN PRINCIPAL
LATOYA DIXON, CERDEP COORDINATOR**

**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 York School District 1, 803-684-9916. For further information on federal non-discrimination regulations, including Title IX, contact the Assistant Secretary for Civil Rights at OCR.DC@ed.gov or call 1-800-421-3481.

Contents

History of CERDEP from 2006–07 to Act 284 to Present	3
Program Goal of the Child Early Reading and Development Education Program.....	4
YSD1 Vision Statement.....	4
YSD1 Mission Statement.....	4
YSD1 Belief Statements	4
York School District One Contact Information:.....	4
Requirements for Eligibility for CERDEP Enrollment	5
Residency	5
Age Eligibility.....	5
Family Income Eligibility	5
Immunization	5
Application Process	5
Screening.....	5
Anti-Discrimination Statement	5
Operating Policies & Procedures.....	6
Attendance	6
CERDEP Hours	6
District/School Calendar.....	6
Tuition.....	6
Extended Care/Wrap Around Care	6
Transportation.....	6
CERDEP Daily Schedule.....	6
Confidentiality	7
Discipline and Guidance Policy.....	7
Educational Policies.....	8
Curriculum	8
Creative Curriculum.....	8
Assessing Student Learning	8
Health, Wellness & Safety	9
Health Records.....	9
Administration of Medications	9
Care of Mildly Ill Children	10
Emergency Medical Plan	10
Reporting of Abuse or Neglect	11

Parent/Family Involvement.....	11
Parent/Family Workshops.....	11
Parent-Teacher Conferences	11
Communication.....	12
Classroom Visits	12
Parent/Guardian-Teacher Agreement	12
Field Trips – Transportation	12
Tracking Children	12
Release of Children.....	13
Staffing Requirements:	13
Evacuation Plan/Emergency Preparedness	13
Liability Insurance SC Statue 63-13-210 (A)(B).....	14
References.....	14
Appendix A: List of CERDEP Districts (School Year Eligible/Participating).....	15
Appendix B: York School District One Calendar for 2019-2020.....	16
Appendix C: Classroom Daily Schedule and Tracking Form	
Appendix D: DHEC Childcare Exclusion List.....	Error! Bookmark not defined.
Appendix E: Standard Response Protocol Parent Handout	
Appendix F: Acceptable Use Policy.....	
Appendix G:Parent/Guardian and Teacher Agreement	24
Appendix H: Discipline Policy.....	
Appendix I: Parent/Guardian Acknowledgement of Handbook/Policy Manual.....	

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.

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

Program Goal of the Child Early Reading and Development Education Program

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

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

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 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.

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.

Operating Policies & Procedures

Attendance

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

CERDEP Hours

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

District/School Calendar

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

Tuition

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

Extended Care/Wrap Around Care

Extended-Care or Wrap-Around Care may be provided on site or offsite at a cost for families. Child care vouchers through the SC Voucher Program may be available for those children who qualify the school staff will provide information on how families can apply. 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: First Catwalk Between 7:15 – 7:45 am. The 4K students will be greeted at the car as they are dropped off. They will be escorted to their classroom by authorized personnel.

Bus Drop off area: Between 7:030 – 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 class.

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;
- Respecting feelings;
- Trusting each child to succeed;
- Offering good, reasonable choices;
- Calmly talking about problems; and
- Always reinforcing good behavior.

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

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

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

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

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

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

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

Please see COVID addendum for more information.

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. Jennifer Bolin, 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.vork.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 2020-2021 will be communicated
 - Please note there will be no school for our 4K students on conference dates.
- 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

This year due to COVID restrictions, we cannot allow visitors in the classroom.

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. No field trips will be taken this year due to COVID restrictions.

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. Please see Appendix C.

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 Sharon Community Center 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 E of this handbook.

For additional information, please see District Crisis Manual.

Liability Insurance SC Statute 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)

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						15
16					21	22
23		25	26	27	28	29
30	31					

September 2020

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

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)

5-8 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 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

Modified School Days		Elementary/ Y5 Dismissal	Middle/High Dismissal
Half-days: Dec 18, June 9, June 10		10:30 AM	11:45 AM

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 1 day 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

2:00 – Car Dismissal

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

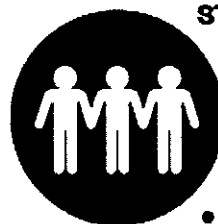
Lockdown is called when there is a threat or hazard inside the school building.

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



© Copyright 2009-2014. All rights reserved. The "I Love U Guys" Foundation, Bailey, CO 80421. SRP: The Standard Response Protocol and I Love U Guys are Trademarks of The "I Love U Guys" Foundation and may registered in certain jurisdictions. This material may be duplicated for distribution by recognized schools, districts, departments and agencies.
SRP Handout for K12 | Version 2.0 (01/06/2013) | Revised: 01/08/2013 | <http://iloveguys.org>



IJNDB-R Use of Technology Resources in Instruction

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

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

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

1. District UserAccounts

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

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

2. Acceptable Use for All Users

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

3. Student Use

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

- a. Students may have access to Email and other technology resources only after returning the signed policy

acknowledgement. (IJNDB-E (2))

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

4. Unauthorized Activities

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

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

5. Privacy

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

6. Personal Devices

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

7. System Security

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

8. Consequences for Violations

Inappropriate use of the network or Internet may result in the loss of privileges, disciplinary action and/or referral to law enforcement-dependent on the nature of the offense. If a user (including both

students and district staff) violates the terms and conditions of this policy the following consequences may apply:

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

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

COVID-19 2020-2021 SCHOOL HANDBOOK ADDENDUM YORK SCHOOL DISTRICT ONE

York School District One (YSD1) provides this handbook addendum to ensure that students and their parents/guardians can become familiar with our schools' rules and regulations as they relate to the COVID-19 pandemic. It contains a brief overview of health and safety protocols as well as behavioral expectations. The district may amend, modify, or discontinue at any time the policies, rules, and regulations referred to in this addendum. For the most current and detailed copy of the York School District One Reopening Plan, visit the district's website at www.york.k12.sc.us.

COVID-19 HEALTH & SAFETY PROTOCOLS

COVID-19 symptoms are outlined below and are subject to change based on updated information from the CDC and DHEC. If you are experiencing any of these symptoms, do not come to school.

Any ONE of the following:	Any TWO of the following:
Fever (100.4 or higher)	Sore throat
Shortness of breath or difficulty breathing	Muscle aches
Loss of taste or smell	Chills
	New or worsening cough
	Congestion or runny nose
	Nausea
	Diarrhea

Students:

- DO NOT come to school if you feel sick or have a fever of 100.4 or higher.
- DO NOT ENTER the school if:
 - In the past 14 calendar days, you have knowingly been around anyone with COVID-19 without a face covering, within six feet and for fifteen minutes or more.
 - In the past 14 calendar days, you or anyone in your house has had a cough, trouble breathing, fever, chills, muscle pain, sore throat, or new loss of taste and smell.
 - In the past 14 calendar days, anyone in your house has been placed under quarantine.

School Procedures for Positive COVID-19 Case

When the school becomes aware of a positive COVID-19 case, the following steps will occur:

- The School nurse will notify DHEC.
- The School administration will notify the district office.
- The school will implement Enhanced Safety Protocols for disinfecting classrooms where the individual attended.
- The School administration will send a letter to parents when/if there is a positive case in the classroom or school. The letter will inform parents if the positive case occurred within their child's classroom or if the positive case is within the school community-at-large.

School Procedures for students with onset symptoms at school:

- An appropriate face covering will be placed on the student immediately, and the student will be moved safely and respectfully to an isolation room. The student will be provided with cool compress, tissues, and hand sanitizer if age-appropriate.
- Parents will be notified to pick the student up immediately.

- Students should be supervised by a staff member who maintains at least six feet distance and uses appropriate PPE.
- Parents are advised to call their primary healthcare provider or Health Department for further guidance regarding if testing is needed. Parents are to report test results to the school.
- Areas used by a sick person will be closed off and not used until the area has been cleaned and disinfected with an approved cleaner. Per recommendation, the area remains closed for 24 hours upon diagnosis if possible.
- Per state and local laws, the school nurse will notify local health departments, staff, and families immediately of any case of COVID-19 while maintaining the confidentiality and under HIPAA Guidelines.

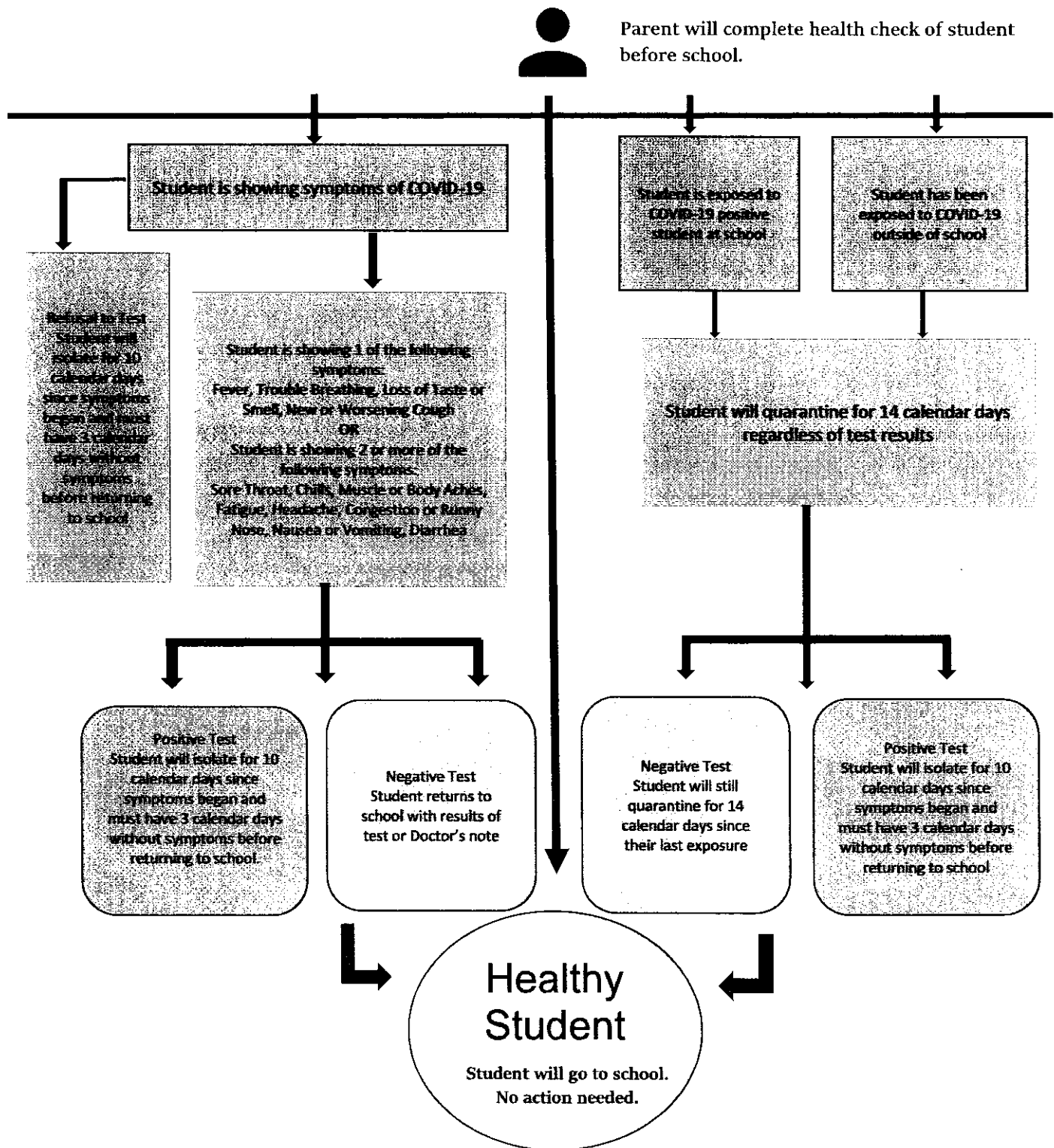
Class and/or school closures due to outbreaks:

- If a classroom has 20% or more of the student population test positive for COVID-19 within a 2-week period, the classroom will be temporarily closed.
- If a building has 10% or more of the total student enrollment test positive for COVID-19 within a 2-week period, the building will be temporarily closed.

Returning to School

Category 1	If I think/know I had COVID-19, and I've had symptoms as listed above, then I must meet all of the following criteria before coming back to school: ✓ It has been at least 10 school days since my symptoms first started; ✓ I have been fever-free for the last three days without taking fever-reducing medicine; and ✓ My other symptoms have improved I have tested negative and/or a medical evaluation determined my symptoms were due to another cause (i.e. strep throat).
Category 2	If I tested positive for COVID-19 but had none of the symptoms listed above, then I can return to school when all the following apply: ✓ It has been at least 10 school days since I tested positive; ✓ I have been fever-free for three days without the use of fever-reducing medications; and ✓ I continue to have no symptoms.
Category 3	If I tested positive or had COVID-19 and have a weakened immune system due to a health condition or medication, then I can return to school when: ✓ My health care provider provides written clearance.
Category 4	If I have been around a person (family, friend, acquaintance) who has tested positive with COVID-19 (within six feet for fifteen minutes or more, with or without a mask, within the past two days): ✓ Then I should stay home for 14 calendar days after the exposure and monitor for any of the above-listed symptoms. ✓ Exception: Elementary students and staff follow the family model below in Category 5.
Category 5 Family Model:	If I have been around a classmate who has tested positive with COVID-19: ✓ The sick classmate will remain home 10 school days from the first sign of symptoms. ✓ Once a positive COVID-19 case has been identified in a classroom, the school nurse, in close collaboration with the building principal or assistant principal, will immediately determine the validity of social distance practices in the classroom. The school nurse and teacher involved will determine: ○ Q1: Did the classroom meet social distancing requirements? ○ Q2: Were students and staff closer than 6 feet for a period greater than or equal to 15 minutes?

Healthy Student Flowchart



These procedures were developed from guidelines by the Department of Health and Environmental Control for the State of South Carolina (July 8, 2020).

Food Service

The cafeteria will be closed to students, staff, and visitors. A menu will be provided to all students and staff with daily meal selections. Students will select a daily meal. More meal options will become available as the school year progresses.

- Students will eat breakfast and lunch in their classrooms. Breakfast and lunch will be delivered to the classrooms via coolers. Students will not have access to microwave ovens.
- Parents who desire that food is sent home for the remote days must complete a Request for Take-Home Meals Form. All meals (in school and take-home) will be charged to the student's account based on free, reduced, or full-pay status.

Arrival and Dismissal Procedures

In keeping with the general guidance below, principals will develop detailed school-level procedures for student arrival and dismissal. These procedures are to ensure adequate social distancing to the greatest extent possible.

Arrival:

- Doors will be opened and monitored by staff during arrival.
- All individuals are strongly recommended to wear appropriate face coverings upon entry.
- Quarantine area(s) are designated per school for students with temperatures or other symptoms of COVID-19.
- Students will walk independently into buildings and report directly to homeroom or first block class.
- Car riders and bus riders will enter the building in separate designated areas to reduce crowding.
- Staff will monitor entries to ensure students do not congregate in hallways or common areas.

Dismissal:

- Doors will be opened and monitored by staff during dismissal.
 - Students will be released on a staggered schedule to the parking lot, car rider line, or bus loading area to reduce crowding.
 - Bus dismissal for elementary students will be conducted by the classroom and follow social distancing guidelines.
 - Secondary students who are afternoon bus riders will wait in their last period class until their buses are called.
 - Staff will monitor waiting areas (bus, car, daycare lines) to ensure social distancing.
-
- Visitors will be allowed in the office only. Anything dropped off for a student will be dropped off in the office. No visitors will be allowed in classrooms, hallways, cafeteria, etc.
 - Visitors will maintain a six-foot distance from other individuals in the district facility in accordance with the **Board policy administrative rule KI-R** and safety measures established by state health officials.
 - Visitors who are ill or otherwise demonstrating symptoms of illness, should not be present at a district facility for any reason, including but not limited to meetings, conferences, events, or to drop off or pick up students.
 - Visitors will wear face coverings for the protection of students and staff in the facility unless exempt from doing so for medical or religious reasons. Reasonable accommodations will be made under such circumstances.

HYBRID INSTRUCTIONAL MODEL

In the Hybrid Instructional Model, schools use the family model to achieve a small family unit within one classroom with instruction, meals, and support services taking place in the classroom. Students are divided into two groups and attend school on an A/B schedule. Group A students attend campus on Monday and Tuesday and engage in remote learning Wednesday, Thursday, and Friday. Group B students attend campus on Thursday and Friday, and engage in remote learning on Monday, Tuesday, and Wednesday:

	M	T	W	T	F
Cohort A					
Cohort B					

Wednesdays will be designated as S.E.E. (Small Groups, Electives, Extra Help) Days. Additional tutoring, CTE, and performance-based courses may be scheduled on campus on these days. Teachers will be responsible for providing learning plans and activities for remote learning days to support student learning at home.

Student Responsibilities on Face-to-Face Days

- Students will participate in their normal schedule each day they are on campus.
- Elementary and middle school students stay with their same class family.
- Secondary (middle/high school) student class change will utilize a staggered release model to promote adequate social distancing.
- Instruction, meals, and support services take place in the classroom.
- Social distancing protocols will be in place.

Parent and Student Responsibilities on Remote Learning Days

- While parents are not expected to *teach* their children, they are expected to support the delivery of instruction provided by the teacher.
- Parents should ensure that their children are engaged in learning regardless of the model.
- Parents should respond to staff communication.
- Parents should designate a common space for their child/children to be able to keep their materials organized and remove any items/factors that may cause distractions.
- Parents should set and have their child(ren) follow a routine schedule for students to complete work each day.
- Students complete assigned lessons on Canvas (middle/high school) and/or other provided work assignments.
- Students and parents should communicate with the teacher(s) via Remind, Email, or by phone when students need help or support with an assignment.
- Students should participate in S.E.E. days as scheduled for tutoring, small group instruction, and/or selected CTE and performance-based courses.

Attendance Policy

State law requires all children of compulsory attendance age to regularly attend school. Regular attendance is necessary if students are to make the desired and expected academic progress. Therefore, the board authorizes the administration to implement procedures to ensure student attendance is maintained during the pandemic (COVID-19), ensuring that absences are recorded, and truancy is reported in accordance with Board policy JH, *Student Absences and Excuses*.

Onsite Attendance

Per administrative rule JE-R, attendance is determined by whether a student is physically present in a classroom on school grounds or school property. Staff members will take attendance following the normal procedures set forth in district policy.

Students who are not sick, but who are required to quarantine or self-isolate will be provided the opportunity to participate in remote instruction utilizing various instructional strategies as determined by the district. While under quarantine or self-isolation, such students will be subject to the attendance procedures as set forth below for students regularly receiving remote instruction.

Students who are sick due to COVID-19 will be considered lawfully absent in accordance with policy JH. If the illness is prolonged, such students will be eligible for medical homebound instruction as set forth in policy IHBF, *Medical Homebound Instruction*.

Virtual Attendance

Attendance is determined by whether a student submits work and participates in activities assigned by the teacher. Students who submit work in a timely manner and participate as instructed will be considered present. Students who do not turn in assignments and participate in virtual learning activities as set forth in classroom procedures will be considered absent. Such absences will be processed in accordance with policy JH.

Students who are sick due to COVID-19 will be considered lawfully absent in accordance with policy JH. If the illness is prolonged, such students will be eligible for medical homebound instruction as set forth in policy IHBF.

Attendance for a Hybrid Schedule

Students participating in a combination of onsite and remote instruction will be subject to both attendance procedures set forth above. Onsite attendance will be determined by students' physical presence in the classroom and for remote attendance, students must adhere to the classroom assignment rules established by each teacher to be considered present.

Code of Conduct

York School District One has established the basic structure for a code of conduct and discipline for students. The district's code of conduct and discipline is established to achieve and maintain order in the schools. The board gives the appropriate administrative authority to consider all circumstances which may exist in a particular case of misconduct. The administrator should consider such circumstances in determining the most appropriate sanction.

Student Conduct

Classroom teaching methods and expectations for behavior in other shared spaces such as restrooms, hallways, cafeterias, and buses will be altered during the COVID-19 Pandemic to ensure the safety and well-being of students and staff. Students will be given reasonable opportunities to correct minor infractions, but behavior that puts others at risk or creates an ongoing disruption of other students' opportunity to learn is not acceptable. Students who do not follow requirements may not be able to continue face to face instruction.

Behavior expectations and the rules governing them are in effect during the following times and in the following places:

- on the school grounds during and immediately before or immediately after school hours
- on the school grounds at any other time when the school is being used by a school group
- off the school grounds at a school activity, function or event
- en route to and from school on a school bus or other school vehicle

Face Covering

To reduce the spread of the pandemic (COVID-19), the Centers for Disease Control (CDC) recommends that a face covering be worn in public settings when other social distancing measures are difficult to maintain. Per CDC guidelines and pursuant to Board policy ADD, YSD1 students and staff will wear face coverings if adequate social distancing is not possible. The teacher in consultation with the administration will determine adequate social distancing. This protocol will be reevaluated regularly based on the most current DHEC and/or CDC guidelines. (Note: Consideration should be given when face coverings are not age-appropriate and/or when there is a documented condition that would limit or prohibit the use of a face covering.)

- Face Coverings should be as closely fitted to the skin as possible. There should not be gaps along the sides, and it should extend from the bridge of the nose to the chin. It is most important that the mask covers not only the mouth but also the nose. They should not be worn below or at the tip of the nose.
- Students are encouraged to provide their own face-covering in keeping with the dress code. A face covering will be provided if students are unable to provide their own.

Refusal to Wear Face Covering

Students who refuse to wear a face covering as an act of defiance or insubordination may result in discipline in accordance with district policy and codes of conduct, as applicable.

Inappropriate Face Covering

Face coverings should follow dress code expectations. Students who wear inappropriate masks/face coverings will face consequences consistent with the dress code policy unless their behavior becomes disruptive. Disruptive behaviors will be handled in accordance with district policy codes of conduct, as applicable.

Harassment and Bullying

The district will not tolerate harassment of anyone wearing face coverings or those with recognized exemptions to the face covering requirement and will appropriately discipline students who engage in behavior that interferes with any student or staff member's ability to comply with this policy.

Inappropriate Behaviors

Inappropriate behaviors that threaten the safety of themselves and others should not be taken lightly or treated as horseplay. Students who display inappropriate behaviors may be disciplined pursuant to the code of conduct infractions outlined under Level III-Criminal Conduct. These behaviors include but are not limited to willfully coughing on another person, spitting on another person, or faking gestures to imitate the spreading of COVID-19 (ex., fake coughing), etc.

Social Distancing

All students must practice social distancing of 6 feet as recommended by the CDC when entering the building, in the classrooms, hallways, restrooms and other areas. If adequate social distancing cannot be maintained, an appropriate face covering will be worn.

SOCIAL AND EMOTIONAL LEARNING

Social and emotional learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. SEL provides specific ways to build resilience in times of stress and trauma through building connections, fostering wellness, finding purpose, embracing healthy thoughts, and seeking help.

Nurses, counselors, social workers, and mental health contracted services will remain a vital part of the school program. Social-emotional support can be initiated by the school or provided to students upon request.

York School District One (YSD1) provides this handbook addendum so that students and their parents/guardians can become familiar with our schools' rules and regulations as they relate to the COVID-19 pandemic. It contains a brief overview of health and safety protocols as well as behavioral expectations and potential consequences. The district may amend, modify, or discontinue at any time the policies, rules, and regulations referred to in this addendum. For the most current and detailed copy of the York School District One Reopening Plan, visit the district's website at www.york.k12.sc.us.

rev. 8/3/20



Acceptable Use Policy for Technology Resources

Student Policy Acknowledgement

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

STUDENT

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

Student Name: (Please Print): _____

Student Signature: _____ Date: _____ Grade: _____

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

PARENT or GUARDIAN

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

CHOOSE ONE OF THE OPTIONS LISTED BELOW:

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

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

Parent or Guardian Name (Please Print): _____

Signature: _____ Date: _____

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

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, Ms. McNie or Mrs. Greer 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 H: Discipline Policy

I. Discipline and Behavior Management

It is important for parents to know that at Cotton Belt Elementary we do not use corporal punishment.

In order to manage behavior in a positive way, we use:

- Conferencing
- Redirecting
- Positive Encouragement
- Preferential seating by the teacher
- Assisting them to regain control
- The child may be escorted to the office to talk with the principal/ or assistant principal.

Our staff is **never** allowed to do any of the following:

- Any type of aggressive physical contact. Corporal punishment that is defined as any treatment that humiliates or treats the child disrespectfully.
- Spanking, belittling, shaming, shaking, depriving food, water, naps, outside time, or bathroom facilities.
- Unsupervised isolation or improperly restricting the movement of the child.

Any continual aggressive physical contact (including hitting, punching, kicking, biting, slapping, pinching, etc.) will result in the child being escorted to the school administrator. She will decide which disciplinary actions to employ from that point.

The discipline policy will need to be signed every year for each student.

DSS Regulation No. 114-503 F(3)(f); Board Policy: JKA

Signature

Date

Appendix I: Parent/Guardian Acknowledgement of Handbook/Policy Manual

**Cotton Belt 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:

- Free and full access
- Release of Children
- Administration of Medication
- Discipline and behavior management
- Confidentiality
- Tracking of children
- Emergency medical plan
- Emergency evacuation plan
- Care of mildly ill children
- Transportation and Field trips
- Liability insurance
- _____
- _____
- _____
- _____
- _____

Parent/guardian signature

Date

Parent/guardian signature

Date