



## 4 Year Old

### *Child Early Reading and Development Education Program (CERDEP)*

## Parent and Guardian Handbook



## Harold C. Johnson Elementary School

**Crystal Sandifer, Principal/Director**

400 East Jefferson Street

York, SC 29745

803-818-6040

[crsandifer@york.k12.sc.us](mailto:crsandifer@york.k12.sc.us)

**Jennifer Capps, Teacher**

[jcapps@york.k12.sc.us](mailto:jcapps@york.k12.sc.us)

**Justina Smith, Instructional Assistant**

Location: Room B117

**Lauren Pence, Teacher**

[lpence@york.k12.sc.us](mailto:lpence@york.k12.sc.us)

**Melissa McAbee, Instructional Assistant**

Location: Room B120

**Dr. Latoya Dixon, CERDEP Coordinator**

**Kelly, Coxe Superintendent**

### **Hours of Operation**

Monday – Friday

7:00 A.M. – 2:15 P.M.

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

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

### Section 59-156-110

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

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

The annual CERDEP proviso language was codified with the approval of the Read to Succeed legislation, Act 284, as the South Carolina Child Early Reading Development and Education Program (CERDEP),<sup>1</sup> 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.

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<sup>1</sup> 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	<a href="http://www.york.k12.sc.us">www.york.k12.sc.us</a>	<a href="https://www.facebook.com/york1schools">www.facebook.com/york1schools</a>
Cotton Belt Elementary	<a href="http://www.york.k12.sc.us/cbe">www.york.k12.sc.us/cbe</a>	<a href="https://www.facebook.com/york1cbe">www.facebook.com/york1cbe</a>
Harold C Johnson Elementary	<a href="http://www.york.k12.sc.us/hcj">www.york.k12.sc.us/hcj</a>	<a href="https://www.facebook.com/york1hcj">www.facebook.com/york1hcj</a>
Hickory Grove-Sharon Elementary	<a href="http://www.york.k12.sc.us/hgs">www.york.k12.sc.us/hgs</a>	<a href="https://www.facebook.com/york1hgs">www.facebook.com/york1hgs</a>
Hunter Street Elementary	<a href="http://www.york.k12.sc.us/hss">www.york.k12.sc.us/hss</a>	<a href="https://www.facebook.com/york1hse">www.facebook.com/york1hse</a>
Jefferson Elementary	<a href="http://www.york.k12.sc.us/jes">www.york.k12.sc.us/jes</a>	<a href="https://www.facebook.com/york1jes">www.facebook.com/york1jes</a>

## **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.<sup>2</sup>

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](mailto:ocr@ed.gov) or call 1-800-421-3481.

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<sup>2</sup> 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 7:00 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. However, 4K CERDEP students begin school on a staggered start. You will receive a letter indicating your child's assigned start date.

### *Tuition*

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

### *Extended Care/Wrap Around Care*

Extended-Care or Wrap-Around Care may be provided on site or offsite at a cost for families. Child care vouchers through the [SC Voucher Program](#) may be available for those children who qualify the school staff will provide information on how families can apply. Our school does not currently offer extended care for our 4K students; should this change you will be notified in writing.

### *Transportation*

Public school transportation services will be provided by the district. Districts shall not be responsible for the transportation of any student living outside their resident attendance zone. Please notify the school immediately of any changes in transportation arrangements.

Pre-K Car Riders Drop Off: Front entrance of the building- between 7:00 – 7:45 am. The 4K students will be greeted at the doorway as they are dropped off. They will be escorted to the classroom by authorized personnel.

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

**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*.<sup>3</sup> 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.

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



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

- Conflict Resolution – Teachers help children learn skills and language to work out disagreement with their peers;
- Redirecting the Child – Quite often, children need to be given concrete alternative suggestions for behavior to focus their energy in a positive way;
- Positive Encouragement – Teachers praise the appropriate behavior, being careful not to give much attention to the negative behavior;
- Natural Consequences – For example, by helping a child realize that arriving late for group time activities will result in missing their turn; or
- Removing the Child from the Group – This is handled in a calm manner without unnecessary stress to allow the child regain self-control.

Each child has different needs and requirements to develop self-control, judgment, and problem-solving skills. Teachers and administrators will work individually with each child and his/her parents to establish 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](http://www.teachingstrategies.com).

### *Assessing Student Learning*

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

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

The benefits of developmental child assessments are the following:

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

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

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

## **Health, Wellness & Safety**

### *Health Records*

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

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

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

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

### *Administration of Medications*

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

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

- DSS Regulation No. 114-505 D(2) - All medications must be left in the original container
- DSS Regulation No. 114-505 D(2) – No medications can be left in classrooms

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

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

### *Care of Mildly Ill Children*

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

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

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

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

DSS Regulation No. 114-509 B

### *Emergency Medical Plan*

In the event that a medical emergency should occur at Harold C. Johnson 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. Crystal Sandifer, Director/Principal or Principal Designee will go with the child to the hospital and stay with the child until the parent(s)/guardian(s) arrive.
5. Classroom teacher will remain behind at the facility to ensure that ratios are maintained and handle any issues that arise.

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

### *Reporting of Abuse or Neglect*

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

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

### **Parent/Family Involvement**

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

### **Parent/Family Workshops**

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

### **Parent-Teacher Conferences**

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

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

- Conference Dates for 2020-2021 are October 16-19 and Jan.14 and 15.

Please note there will be no school for our 4K students on January 14.

- The final review of your child's progress will be provided at the end of the school year as the concluding parent contact.

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

### **Communication**

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

also share information with parents about their children and about the program using various modes of communication:

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

### **Classroom Visits**

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

### **Parent/Guardian-Teacher Agreement**

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

### **Field Trips – Transportation**

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

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

### **Tracking Children**

Attendance must be logged in as children arrive and depart the facility (ex: by computer, tracking, or attendance sheet). All children will be accounted for as they enter or exit the classroom, enter or exit a vehicle, or move about the school. This will be accomplished by the use of the daily tracking form. 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 taken to Hickory Grove-Sharon Elementary School, 4905 Hickory Grove Rd. Hickory Grove, SC 29717. Parents will be notified through our messenger system. However, in case of other emergency crisis evacuation, the children will be taken to York Comprehensive High School, 275 Alexander Love Hwy, York 29745 and parents will be notified.

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

For additional information, please see District Crisis Manual.

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

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

This facility **does** carry liability insurance.

#### **References**

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

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



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

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

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

## July 2020

4 Independence Day

## August 2020

10 Teacher PD Day

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

17-21 LEAP Days (Grades K-8)

17-20 HS Teachers Work Days/PD Days

24 First Full of School Grades All Grades

## September 2020

7 Labor Day (District Closed)

## October 2020

15 End of 1st Quarter

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

## November 2020

3 Election Day (No School)

25–27 Thanksgiving Break (District Closed)

## December 2020

18 Half Day for Students

21–31 Winter Break (District Closed)

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

<span style="background-color: #90EE90; border: 1px solid black; display: inline-block; width: 15px; height: 10px;"></span> Teacher PD/Work Day
<span style="background-color: #ADD8E6; border: 1px solid black; display: inline-block; width: 15px; height: 10px;"></span> Bad Weather Make-up Day
<span style="background-color: #FF0000; border: 1px solid black; display: inline-block; width: 15px; height: 10px;"></span> Holiday/No School
<span style="background-color: #FF00FF; border: 1px solid black; display: inline-block; width: 15px; height: 10px;"></span> Teacher PD/Work Day Grades 9-12

For the most up-to-date calendar, visit [www.york.k12.sc.us/calendar](http://www.york.k12.sc.us/calendar)

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

## Stay Connected!

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

July 2020						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August 2020						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September 2020						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

October 2020						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November 2020						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December 2020						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

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

January 2021						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February 2021						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

March 2021						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April 2021						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May 2021						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June 2021						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

## January 2021

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

## February 2021

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

## March 2021

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

## April 2021

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

## May 2021

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

## June 2021

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

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

August 24 First Full Day of School

June 10 Last Day of School

## Bad Weather Make-up Days

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



## Appendix C: Classroom Daily Schedule

7 - 8am	Arrival, Breakfast, Restroom & Limited Choices
8 – 8:15	Rug Meeting 1 (Social Skills)
8:15 – 8:50	Recess 1 & Water Break
8:50 – 9:10	Story & Transition
9:10 – 9:30	Free Choice Time & Restroom
9:30 – 9:50	Small Groups
9:50 – 10:10	Rug Meeting 2 (Creative Curriculum Lesson)
10:10 – 10:30	Free Choice Time & Restroom
10:30 – 10:40	Mighty Minute & Handwashing
10:40 – 11:10	Lunch
11:10 – 11:20	Clean up & Restroom
11:20 – 12:20	Rest & Quiet
12:20 – 12:40	Transition & Clean-up & Restroom
12:40 – 1:10	Recess 2 & Water Break
1:10 – 1:45	Free Choice Time, Snack & Restroom
1:45 – 2:00	Rug Meeting 3 (Story, End of Day)
2:00 – 2:10	Prepare for Home & Dismissal

\*Schedule is subject to change at teacher discretion. Recess may change due to weather and temperature.

## Appendix D: DHEC Childcare Exclusion List

### Staying Home from School or Childcare When Your Child is Sick

#### Dear Parents:

This brochure lists the illnesses for which a child must be kept out of school or childcare. It tells you if your child needs a doctor's note or medical treatment to come back to school or childcare after certain illnesses.

DHEC has also posted the School and Childcare Exclusion List on the web at the following address:

<http://www.scdhec.gov/Health/ChildTeenHealth/SchoolExclusion/>

If you have any questions about the School and Childcare Exclusion List, please contact your child's school, childcare or your local health department.

#### Frequently Asked Questions

**When should sick children stay home from school or childcare?** If your child feels too sick to go to school or childcare, or has one of the illnesses on this form, please keep your child home.

##### Does my child need to stay home when the child just has a cold?

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

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

It is helpful to think of pinkeye like the common cold. It can be spread to others, but it usually clears up without medicine. The best way to keep a child from spreading pinkeye is to encourage good handwashing. If your child has pinkeye and a fever or severe eye pain, take him or her to see a doctor.

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

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

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

Sometimes children will also have to stay home from school or childcare if they are exposed to some diseases that are preventable by vaccines. Your school, childcare center or local health department will discuss the amount of time with you.

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

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

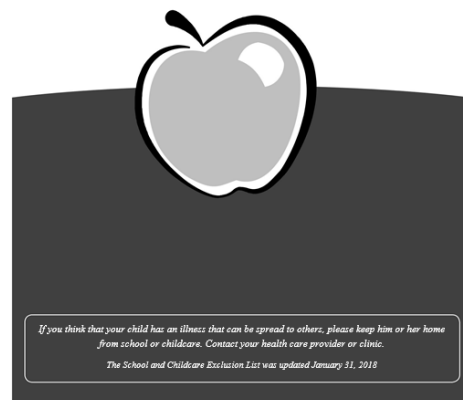
##### What illness might keep my child from participating in other activities?

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

##### Questions to Consider When Your Child is Sick:

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

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



## **School and Childcare Exclusion List:**

### **A Quick Reference for Parents of Children**

#### **Chicken Pox / Varicella**

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

#### **Diarrhea**

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

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

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

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

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

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

***E. coli* 0157:H7 and other Shiga Toxin Producing *E. coli* (STEC):** For all ages do not allow recreational water activities (pools, splash pads, water tables, etc.) until 2 weeks after diarrheal symptoms stop.

Children of any age are excluded with Diarrhea from *Campylobacter*, *Cryptosporidium*, *E. coli* (Enteropathogenic *E. coli* (EPEC), Enterotoxigenic *E. coli* (ETEC), Shiga Toxin Producing *E. coli* (STEC)), *Giardia*, *Norovirus*, *Rotavirus*, *Salmonella*, or *Shigella*:

- **Children in childcare and students in kindergarten** must have 2 back to back tests taken at least 24 hours apart test negative for ***E. coli* 0157:H7**. If antibiotics were prescribed the stool cultures must be collected at least 48 hours after antibiotic completion. A **health care provider** must clear the child to return to school or childcare.
- **Students in grades 1-12:** Exclude until diarrhea has stopped for at least 24 hours. A **parent note** is required to return to school or childcare.

***Salmonella* Typhi (Typhoid fever):** Children of any age must be out of school or childcare until the diarrhea stops and 3 lab tests taken at least 24 hours apart test negative for *Salmonella* Typhi. If antibiotics were prescribed the stool cultures must be collected at least 48 hours after antibiotic completion. A **health care provider** must clear the child to return to school or childcare.

***Shigella:*** Children of any age are excluded for *Shigella*.

- **Children in childcare and students in kindergarten** must be removed for 24 hours or more after diarrhea has stopped and at least one stool culture is negative. If antibiotics were prescribed the tests must be collected at least 48 hours after antibiotic completion. A **health care provider** must clear the child to return to school or childcare.
- **Students in grades 1-12:** Remove until diarrhea has stopped for 24 hours or more: provided that the student has good handwashing and is able to self-toilet. A **parent note** is required to return to school or childcare.

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

**Campylobacter, Enteropathogenic E.coli (EPEC), Enterotoxigenic E. coli (ETEC), Giardia, Norovirus, Rotavirus, and most types of Salmonella: Your child may return with a parent note after diarrhea stops for 24 hours.**

#### **Fever only**

Keep your child home for a fever of 101 degrees or higher by mouth or 100 degrees or higher if taken under the arm. Your child can return to school or childcare with a **parent note** when the fever is gone for at least 24 hours without the use of fever reducing medications. Please note: An infant 4 months of age or younger with a fever (100.4 F) should receive medical attention.

#### **Flu, Influenza or Influenza-Like Illness (ILI)**

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

A child will be excluded for a fever of 100 degrees with cough and/or sore throat. Your child can return to school or childcare with a **parent note** when the fever is gone for at least 24 hours without the use of any fever reducing medications.

#### **Hand, Foot, and Mouth Disease**

Children with hand, foot, and mouth disease should be out of school or childcare while they have fever, above normal drooling, trouble swallowing, or are too sick to do normal school or childcare activities. Your child may return with a **parent note**.

#### **Head Lice**

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

Your child may return with a **parent note** after their first treatment with a facility-approved lice removal product, if there are no active lice crawling on your child's head.

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

#### **Haemophilus influenzae Type B (Hib)**

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

#### **Hepatitis A**

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

#### **Impetigo**

Your child may return after receiving antibiotics for 24 hours, as long as the sores have stopped oozing and are starting to get smaller, or if the sores can be covered completely with a watertight bandage. A **parent note** is needed to return to school or childcare.

#### **Measles (Rubeola)**

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

#### **Meningitis**

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

#### **Mouth Sores**

Exclude young children for sores, including mouth ulcers and blisters, inside the mouth associated with uncontrolled drooling, unless the child's health care provider states that the child is noninfectious. A **parent note** is required to return.

#### **Mumps**

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

#### **Pink-eye / Conjunctivitis**

Exclude symptomatic children who have fever, severe eye pain, and purulent drainage or are too sick to participate in routine activities. Your child may return with a **parent note**.

**Rash with fever, behavioral changes or other symptoms** Exclude children with rash until a health care provider has determined that the illness is not a communicable disease. A **medical note** is required to return.

#### **Ringworm**

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

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

#### **RSV (Respiratory Syncytial Virus)**

Exclude younger children with RSV if the child has a fever or if the child is too sick to participate in activities with other children and staff. Your child may return with a **parent note**.

#### **Rubella / German Measles**

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

#### **Scabies**

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

#### **Shingles**

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

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

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

#### **Strep Throat / Streptococcal Pharyngitis**

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

#### **Tuberculosis (TB)**

Keep children with active TB home until the health care provider treating the TB writes a medical note that says that the child is no longer contagious.

#### **Vomiting**

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

#### **Whooping Cough / Pertussis**

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

If there is an outbreak of disease in your child’s school or childcare, DHEC may change the exclusions found in this document in order to stop the spread of disease.

If your child has not received immunizations to protect against diseases like Measles, Mumps, Rubella (German measles), or Chickenpox, your child may need to be removed from school or childcare if there are cases of these illnesses in the school or childcare. Your school nurse will provide more information if there is an exposure or outbreak.

#### **OK to Attend**

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

- Canker Sores

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

**Help your child stay healthy and ready to learn.**

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

DHEC / Bureau of Disease Control Division of Acute Disease Epidemiology 2600 Bull Street

Columbia SC 29201 Phone: 803.898.0861 / Fax: 803.898.0897

<http://www.scdhec.gov/Health/ChildTeenHealth/SchoolExclusion/>



CR-010752\_01/18



## 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://iloveuguy.org>

### LOCKOUT SECURE THE PERIMETER

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

#### STUDENTS:

- Return to inside of building
- Do business as usual

#### TEACHERS

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



### LOCKDOWN LOCKS, LIGHTS, OUT OF SIGHT

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

#### STUDENTS:

- Move away from sight
- Maintain silence

#### TEACHERS:

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



### EVACUATE TO A LOCATION

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

#### STUDENTS:

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

#### TEACHERS:

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



### SHELTER FOR A HAZARD USING SAFETY STRATEGY

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

#### SAMPLE HAZARDS:

- Tornado
- Hazmat

#### SAMPLE SAFETY STRATEGIES:

- Evacuate to shelter area
- Seal the room

#### STUDENTS:

- Appropriate hazards and safety strategies

#### TEACHERS:

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



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## Appendix F: Internet User Agreement- 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.

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

- 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))
- For students under the age of 18, the signature of a parent or legal guardian is required on the policy acknowledgement. IJNDB-E (2)
- 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.
- Users may not share login or password information with each other.
- Users must always log off the network prior to leaving the workstation.
- Users are not permitted to maintain network accounts upon leaving the district.

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).

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:

- Students may have access to Email and other technology resources only after returning the signed policy acknowledgement. (IJNDB-E (2))
- Elementary students will have access to the Internet under direct teacher guidance and supervision.

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.

-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.

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:

-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.

-Libel: Publicly defaming people through published materials online.

-Copyright Violations: Copying, selling or distributing copyrighted materials without the express written consent of the author or publisher.

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.

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

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.

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:

-Temporary suspension or permanent revocation of Internet access, network privileges and/or computer access.

-Payment for damages or repairs.

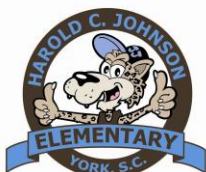
-Disciplinary action in accordance with appropriate district policies which may include, but is not limited to, school suspension, expulsion, or termination of employment.

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

***By signing the acknowledgement form on page of the student handbook, both the student and the parent are agreeing that you have read and understand the Internet User Agreement and Expectations for York School District 1.***

## Appendix G: 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.



### Harold C. Johnson Elementary School: Title One Home-School Compact "A Shared Responsibility for High Student Achievement"



Research clearly indicates that effective learning only takes place when there is a combination of **effort**, **interest** and **motivation**. Research also states that learning is greatly enhanced when there is a cooperative effort between the student, school and home. With this in mind, the faculty and staff of Harold C. Johnson Elementary School pledge to do our very best to improve the academic, social and emotional success of all students enrolled.

School compacts make sure that everyone owns the responsibility of helping children achieve high academic standards. This Harold C. Johnson Compact is a promise from all participants to work together for the betterment of the student. We sincerely believe that this compact can only be fulfilled by our team effort, for it is only through the team effort that your child will reach his/her highest potential. We look forward to working with you to provide the best possible education for your child.

#### AS A PRINCIPAL, I WILL:

- Provide a safe and productive learning environment for all students
- Set high expectations for all students
- Provide the framework for high quality curriculum and instruction
- Enforce school rules fairly and consistently
- Provide ongoing communication with all parents on information such as student progress, school programs, and testing results.
- Seek parent participation in decisions pertaining to school programs and governance and encourage parents to share opinions
- Provide opportunities for parents to meet with teachers, visit and observe in classrooms and volunteer
- Provide ample opportunity for parent-teacher conferences
- Make special arrangements when necessary to help parents participate in school activities

#### AS A TEACHER, I WILL:

- believe that each child can learn
- make all decisions that are in the best interest of the student
- show respect for each child and his/her family
- help each child grow to his/her fullest potential
- come to class each day prepared to teach and learn
- provide a safe, productive and nurturing learning environment
- model professional behavior and a positive attitude

- ensure fairness and equity in adherence to school, district and classroom rules
- recognize and celebrate the cultural diversity of my students
- maintain an open line of communication with students and parents
- provide a variety of opportunities for parents to become involved in school activities
- be flexible when scheduling parent communication
- provide parents with appropriate information and resources
- provide meaningful and appropriate homework; and
- consult and coordinate with other teachers about the specific needs of each child

**AS A PARENT/GUARDIAN, I WILL:**

- recognize that I am my child's first and most important teacher
- provide a home environment that encourages my child to learn
- strive to develop the parenting skills needed to help my child succeed
- consistently stress the importance of a quality education and acceptable behavior
- read to or listen to my child read every night
- make sure my child attends school regularly and arrives to school each day on time and well groomed
- provide my child with adequate school supplies for successful learning
- encourage my child to be independently responsible
- communicate regularly with my child's teacher
- review my child's progress reports
- provide educational opportunities for my child throughout the year; and
- if possible, volunteer in my child's school

**AS A STUDENT I WILL:**

- do my very best in my work and in my behavior
- come to school each day prepared with all my assignments and supplies
- assume total responsibility for my actions
- obey all school and bus rules
- be respectful at all times
- be an active participant in school and community service; and
- read aloud or silently every day

***By signing the acknowledgement form on page of the student handbook, both the student and the parent are agreeing that you have read and understand the Title I Parent Compact for York School District 1.***

**By signing this Compact, you have made one of the most important commitments you will ever make. Thank you for taking the time to make a difference in the life of a child.**

**Together, we can make a difference!!!!**



*Revised: June 2019*

### **York School District One – Title I Parent/Guardian Involvement Plan**

All schools in York School District One are Title I eligible. For the 2018-2019 school year, the Title I identified schools are: Cotton Belt Elementary School, Jefferson Elementary School, and Harold C. Johnson Elementary School.

#### **I. Parent/Guardian Involvement**

The Parent/Guardian Involvement Plan is jointly developed with, agreed upon with, and distributed to, all of the parents and guardians of participating children. We will provide full opportunities for the participation of parents/guardians with limited English proficiency and parents/guardians with disabilities. Furthermore, we will coordinate and integrate parental/guardian involvement programs and activities at the school level with other federal, state, and district programs. The Parent/Guardian Involvement Plan will be presented for discussion and approval with parents and the community during the initial open house meeting. The Plan will be updated as needed and reviewed annually by a team of people – including parents, community members, school and district administrators, and school faculty and staff members in order to continuously meet the changing needs of our parents, our students, and the school.

#### **II. Shared Responsibility: Parent/Guardian – School Compact**

The Parent/Guardian – School Compact, jointly developed with, agreed upon with and distributed to all parents/guardians, will describe how parents/guardians, students, and the entire school staff, will share in the responsibility for high student achievement. A team of people including parents/guardians, community members, school and school faculty and staff will annually review the School Compact.

#### **III. Building Capacity for Involvement**

In an effort to ensure effective involvement of parents/guardians and to support a partnership among the stakeholders for student achievement, we will:

- Assist parents/guardians in understanding South Carolina's academic and achievement standards and the school's Title I participation by disseminating pamphlets and handouts and conducting parent/guardian-teacher conferences, parenting/guardian workshops, and Open Houses.
- Communicate and monitor a child's progress by interim report cards, quarterly report cards, IEP meetings, telephone calls, parent/guardians-teacher conferences, dissemination of state testing information and academic plans.
- Assist parents/guardians in helping them improve the achievement of their children through parenting/guardian workshops, adult education, newsletters that provide activities and suggestions, and students' weekly folders.
- Educate teachers and other staff members, with the assistance of parents/guardians in reaching out to, communicating with, and working with parents/guardians through PTO, conferences, workshops, and staff development.
- Send information related to school and parent/guardian programs, meetings, and other activities to the parents/guardians in a format and language they can understand through school-generated newsletters, PTO meetings, school improvement council meetings, school calendars, parent/guardian/student handbooks, and student planners.



- Provide opportunities for parents/guardians to communicate with the school through an open door policy, suggestion boxes, designated times to meet with principal and/or teachers, and parenting/guardian workshops.
- Provide other activities to promote parental/guardian involvement through National Volunteer Week, field trips, parenting/guardian workshops, volunteer programs, and tutoring programs.
- Provide reasonable support for parental involvement activities as parents/guardians may request.
- Collaborate with Head Start, community agencies, state agencies and non-profits to provide additional support for parents and guardians.

**By signing the acknowledgement form on page 40 of the student handbook, both you are agreeing that you have read and understand the Title I Parent Involvement Policy for York School District 1.**

### 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.*



## Title I Parent Right To Know Information



Ms. Kelly Coxe  
Superintendent

Parents/Guardians of students in York School District One may request information about a teacher from the principal of the school to which your child is assigned. Under federal law, parents have the right to know:

- Whether a teacher has met state qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
- Whether a teacher is teaching under emergency or other provisional status through which state qualification or licensing criteria have been waived;
- The baccalaureate degree major of a teacher and any other graduate certificate or degree held by the teacher, and the field of discipline of the certification or degree.

If you have any questions about your child's teacher, please do not hesitate to call:

Ms. Jennifer Bolin  
Cotton Belt Elementary School  
1176 Black Highway  
York, SC 29745  
684-1947

Mr. Keith McSwain  
York Intermediate School  
1280 Johnson Road  
York, SC 29745  
684-2311

Ms. Crystal Sandifer  
Harold C. Johnson Elementary  
400 East Jefferson Street  
York, SC 29745  
Phone: (803) 818-6040

Mr. Richard Ball  
York Middle School  
1010 DeVinney Road  
York, SC 29745  
684-5008

Ms. Jane Wallace  
Hunter Street Elementary  
1100 Hunter Street  
York, SC 29745  
684-1926

Mr. Ryan Poston  
York Comprehensive High School  
275 East Alexander Love Highway  
York, SC 29745  
684-2336

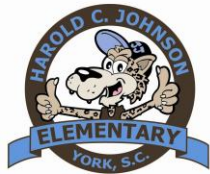
Ms. Rebecca Dover  
Hickory Grove-Sharon Elementary  
4901 Hickory Grove Road  
Hickory Grove, SC 29717  
925-2116

Dr. Lee Green  
Floyd D. Johnson Technology Ctr.  
275 East Alexander Love Highway  
York, SC 29745  
684-1910

Ms. Mattie Hughes  
Jefferson Elementary School  
1543 Chester Highway  
York, SC 29745  
684-1942

Dr. Tory Barber  
York One Virtual Academy  
37 Pinckney Street  
York, SC 29745  
684-2381

***By signing the acknowledgement form on page 40 of the student handbook, you acknowledge that you have read and understand the Title I Right to Know.***



## Harold C. Johnson Elementary School: Title One Home-School Compact “A Shared Responsibility for High Student Achievement”



Research clearly indicates that effective learning only takes place when there is a combination of **effort, interest** and **motivation**. Research also states that learning is greatly enhanced when there is a cooperative effort between the student, school and home. With this in mind, the faculty and staff of Harold C. Johnson Elementary School pledge to do our very best to improve the academic, social and emotional success of all students enrolled.

School compacts make sure that everyone owns the responsibility of helping children achieve high academic standards. This Harold C. Johnson Compact is a promise from all participants to work together for the betterment of the student. We sincerely believe that this compact can only be fulfilled by our team effort, for it is only through the team effort that your child will reach his/her highest potential. We look forward to working with you to provide the best possible education for your child.

### **AS A PRINCIPAL, I WILL:**

- Provide a safe and productive learning environment for all students
- Set high expectations for all students
- Provide the framework for high quality curriculum and instruction
- Enforce school rules fairly and consistently
- Provide ongoing communication with all parents on information such as student progress, school programs, and testing results.
- Seek parent participation in decisions pertaining to school programs and governance and encourage parents to share opinions
- Provide opportunities for parents to meet with teachers, visit and observe in classrooms and volunteer
- Provide ample opportunity for parent-teacher conferences
- Make special arrangements when necessary to help parents participate in school activities

### **AS A TEACHER, I WILL:**

- believe that each child can learn
- make all decisions that are in the best interest of the student
- show respect for each child and his/her family
- help each child grow to his/her fullest potential
- come to class each day prepared to teach and learn
- provide a safe, productive and nurturing learning environment
- model professional behavior and a positive attitude
- ensure fairness and equity in adherence to school, district and classroom rules
- recognize and celebrate the cultural diversity of my students
- maintain an open line of communication with students and parents
- provide a variety of opportunities for parents to become involved in school activities
- be flexible when scheduling parent communication
- provide parents with appropriate information and resources
- provide meaningful and appropriate homework; and
- consult and coordinate with other teachers about the specific needs of each child

**AS A PARENT/GUARDIAN, I WILL:**

- recognize that I am my child's first and most important teacher
- provide a home environment that encourages my child to learn
- strive to develop the parenting skills needed to help my child succeed
- consistently stress the importance of a quality education and acceptable behavior
- read to or listen to my child read every night
- make sure my child attends school regularly and arrives to school each day on time and well groomed
- provide my child with adequate school supplies for successful learning
- encourage my child to be independently responsible
- communicate regularly with my child's teacher
- review my child's progress reports
- provide educational opportunities for my child throughout the year; and
- if possible, volunteer in my child's school

**AS A STUDENT I WILL:**

- do my very best in my work and in my behavior
- come to school each day prepared with all my assignments and supplies
- assume total responsibility for my actions
- obey all school and bus rules
- be respectful at all times
- be an active participant in school and community service; and
- read aloud or silently every day

***By signing the acknowledgement form on page 40 of the student handbook, both the student and the parent are agreeing that you have read and understand the Title I Parent Compact for York School District 1.***

**By signing this Compact, you have made one of the most important commitments you will ever make. Thank you for taking the time to make a difference in the life of a child.**

# **Together, we can make a difference!!!!**



*Revised: June 2019*

## **York School District One – Title I Parent/Guardian Involvement Plan**

All schools in York School District One are Title I eligible. For the 2018-2019 school year, the Title I identified schools are: Cotton Belt Elementary School, Jefferson Elementary School, and Harold C. Johnson Elementary School.

### **IV. Parent/Guardian Involvement**

The Parent/Guardian Involvement Plan is jointly developed with, agreed upon with, and distributed to, all of the parents and guardians of participating children. We will provide full opportunities for the participation of parents/guardians with limited English proficiency and parents/guardians with disabilities. Furthermore, we will coordinate and integrate parental/guardian involvement programs and activities at the school level with other federal, state, and district programs. The Parent/Guardian Involvement Plan will be presented for discussion and approval with parents and the community during the initial open house meeting. The Plan will be updated as needed and reviewed annually by a team of people – including parents, community members, school and district administrators, and school faculty and staff members in order to continuously meet the changing needs of our parents, our students, and the school.

## **V. Shared Responsibility: Parent/Guardian – School Compact**

The Parent/Guardian – School Compact, jointly developed with, agreed upon with and distributed to all parents/guardians, will describe how parents/guardians, students, and the entire school staff, will share in the responsibility for high student achievement. A team of people including parents/guardians, community members, school and school faculty and staff will annually review the School Compact.

## **VI. Building Capacity for Involvement**

In an effort to ensure effective involvement of parents/guardians and to support a partnership among the stakeholders for student achievement, we will:

- Assist parents/guardians in understanding South Carolina’s academic and achievement standards and the school’s Title I participation by disseminating pamphlets and handouts and conducting parent/guardian-teacher conferences, parenting/guardian workshops, and Open Houses.
- Communicate and monitor a child’s progress by interim report cards, quarterly report cards, IEP meetings, telephone calls, parent/guardians-teacher conferences, dissemination of state testing information and academic plans.
- Assist parents/guardians in helping them improve the achievement of their children through parenting/guardian workshops, adult education, newsletters that provide activities and suggestions, and students’ weekly folders.
- Educate teachers and other staff members, with the assistance of parents/guardians in reaching out to, communicating with, and working with parents/guardians through PTO, conferences, workshops, and staff development.
- Send information related to school and parent/guardian programs, meetings, and other activities to the parents/guardians in a format and language they can understand through school-generated newsletters, PTO meetings, school improvement council meetings, school calendars, parent/guardian/student handbooks, and student planners.
- Provide opportunities for parents/guardians to communicate with the school through an open door policy, suggestion boxes, designated times to meet with principal and/or teachers, and parenting/guardian workshops.
- Provide other activities to promote parental/guardian involvement through National Volunteer Week, field trips, parenting/guardian workshops, volunteer programs, and tutoring programs.
- Provide reasonable support for parental involvement activities as parents/guardians may request.
- Collaborate with Head Start, community agencies, state agencies and non-profits to provide additional support for parents and guardians.

***By signing the acknowledgement form on page 40 of the student handbook, both you are agreeing that you have read and understand the Title I Parent Involvement Policy for York School District 1.***

## Appendix G: Parent/Guardian Acknowledgement of Handbook/Policy Manual

### Harold C. Johnson 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
---------------------------	------



**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.*