



3K/4K

Prekindergarten Parent Handbook



Prekindergarten Parent Handbook Acknowledgement

I/We, _____ acknowledge that I/we
(Please Print First and Last Name)

have received the Richland County School District One Prekindergarten Parent Handbook. I/We understand that it is my/our responsibility to read and review the information in this handbook.

Student Name

Parent Signature/Date

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Program Goals

The goal of Prekindergarten is to provide children and their families with quality preschool experiences necessary for school success. Our program strives to:

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

Prekindergarten Eligibility and Placement

Prekindergarten is a non-compulsory program that is designed to meet the needs of children who have been identified as needing additional services so they can be successful in Kindergarten. All children accepted into the 3K program must be 3 years old on or before September 1st of the current school year. All children accepted into the 4K program must be 4 years old on or before September 1st of the current school year.

Richland One offers 4K classes in 24 of the 28 elementary schools and 3K classes in 7 elementary schools. For this reason students are rank ordered for selection based on a variety of factors which include their screening scores and income eligibility. Children are then placed in their zoned school as space allows. 4K classrooms have 20 students and 2 adults – a teacher and an instructional assistant. 3K classrooms have 16 students and 2 adults- a teacher and an instructional assistant.

While parent requests, daycare arrangements, and other special circumstances will be considered, program guidelines may not allow these requests to be granted. Since Prekindergarten is not mandatory, parents may choose to decline the placement - there is no penalty for a child who does not enroll in school when he or she is three or four.

Listed below are the 27 schools and their Prekindergarten placement clusters:

Sandel Cluster

Logan
Pine Grove
H.B. Rhame
Sandel (3K)
E.E. Taylor

Watkins Cluster

Bradley (3K)
Burton Pack
Carver Lyon**
Satchel Ford*
Watkins Nance

Hyatt Park Cluster

Arden
Forest Heights
Lewis Greenview (3K)
Hyatt Park (3K)
J.P. Thomas

Meadowfield Cluster

Brennen
Meadowfield
A.C. Moore
Rosewood*
S.Kilbourne

Caughman Cluster

Burnside
Caughman Road
Horrell Hill
Mill Creek

Gadsden Cluster

Gadsden (3K)
Hopkins (3K)
Webber (3K)

*These schools do not have Prekindergarten classrooms so students zoned for these schools are shuttled to another designated school.

** Carver Lyon Prekindergarten is Language Immersion only. Students zoned for Carver Lyon who do not attend Language Immersion will be assigned to Watkins Nance Elementary. 3K notes that 4K and 3k are at that particular school.

Home Visits

Home visits are required and should be conducted before a child enters Prekindergarten. These visits will take place in the home of Prekindergarten students. *The goal is for your child to meet their teacher in a familiar environment and for everyone (teachers, parents, students) to begin to establish a relationship.*

Parents will be required to complete any additional paperwork needed by the school during this visit. If paperwork is given prior to the visit, we ask that parents please have all paperwork completed before the teachers' visit. Teachers will also use this time to explain school policies and set up transportation.

Below are some sample questions and forms that teachers may ask. All information is used to help teachers support your child's learning and development.

1. What is the primary language spoken at home?
2. Please share some information about your culture. Are there things that you would like to share with the class?
3. Are there any celebrations or cultural things your child cannot participate in?
4. What is your family's philosophy about education?
5. Tell me about your child's strengths. What does he or she do well?
6. What do you want your child to accomplish this year in Prekindergarten?
7. Does your child have any food allergies?
8. Please complete the picture/video release form.
9. Do you have any particular questions or concerns?
10. What can, or should I do to make your child feel more comfortable at school?

Transportation

All 4K students who are assigned to their zoned school and live at least 1.5 miles from the school can ride the bus to school. However, 4K Prekindergarten students must have an adult present when they get on and off the bus. Four-year-olds will not be allowed to get on or get off the bus without an adult present, even if they have older siblings with them. Authorized adults must have photo identification readily available to present to the bus driver. (See Appendix) 3K students are not able to ride the bus therefore families must transport 3K Prekindergarten students to and from school.

A shuttle will be provided for 4K students zoned for Satchel Ford and Rosewood to AC Moore and Bradley Elementary School. This means that the child rides his regular bus to his zoned school and is then put on another bus to ride to the assigned school. Occasionally, a child selected from the wait list may have the opportunity to attend a cluster school that does not have bus transportation. Parents may choose to accept the placement if they can provide transportation.

Any additional documentation for transportation will be completed during the home visit.

Nutrition

All Prekindergarten students are allowed to eat both breakfast and lunch at school with no cost to the family. Beginning the 2015-16 school year Richland One began to participate in the Community Eligibility Provision (CEP) program, a new federal program that makes healthy school meals and snacks available to all students regardless of family income. Please make sure that you talk to your child's teacher about morning arrival times and food allergies. Breakfast routines vary by school.

Attendance Policy

Once accepted into the program, attendance in Prekindergarten is mandatory. This program generates a tremendous amount of participation, thus the need for a waiting list. When a student is excessively absent, tardy or leaves early, he/she is occupying a space that could be available for others; therefore, students are expected to be in class every day, all day. Should a student accumulate a total of 5 or more unexcused absences, tardy slips, or early release times, parents will be contacted for a conference with designated school staff members. (Refer to Home/School Agreement – see sample on next page). A total of 10 or more unexcused absences, tardy slips, or early release times could result in dismissal from the Prekindergarten Program. Whenever your child is absent, please send a note upon his/her return. If your child is absent for more than one day, please notify the teacher. School procedures vary on how a tardy should be handled. Please discuss this with your teacher during your home visit.

Richland County School District One Elementary school hours are: Monday – Friday
7:30 am to 2:30 pm.

There are several Early Dismissal days (10:30 AM) throughout the school year. Please see 23-24 Academic Calendar in the Appendix

- September 22, 2023
- October 27, 2023 (Parent/ Teacher Conference)
- November 10, 2023
- January 12, 2024
- March 28, 2024 (Parent/Teacher Conference)
- April 26, 2024

Lunch and transportation are provided on Early Dismissal days.

2023-2024 Home School Agreement

Prekindergarten in Richland County School District One, is a non-compulsory program that provides full day academic services to children who have met the state criteria. The district can only serve a limited number of children and those selected to attend the program do so with the understanding that it is a privilege. The primary focus of the program is to provide school readiness. It is only with the partnership between home and school that children truly thrive and experience complete academic success.

Prekindergarten school staff will:

- conduct a beginning of the year home visit where the compact, classroom procedures, curriculum, and expectations will be discussed
- provide high quality instruction and supervision daily
- provide a supportive and safe environment for learning
- communicate often with parents about their child's academic and social development
- provide opportunities for parents to be involved in their child's academic and social development
- hold student-led conferences during which the student's school progress will be discussed

Prekindergarten parents/guardians will:

- make sure their child attends school daily
- make sure their child is on time and prepared to learn every day
- attend student-led conferences
- participate in class and school activities that support their child's learning
- provide activities and experiences that support learning outside of school
- support their child's academic and social needs by collaborating and communicating with the school
- communicate any academic and social needs to the school staff

Daily Routine

Listed below are the typical parts of a Prekindergarten day and what you may see or expect your child to learn during this time. A sample daily schedule is included in the appendix.

Large group activities: Students and teachers are altogether – it may be morning greeting, music/movement, shared reading, read aloud, giving directions and/or a class community building activity. The shared reading or activity may support the current social studies, science or health topic.

Small group activities: Students are divided based on the Early Learning Standards, science and social studies will be integrated.

Flexible groups: Students are divided into small groups of 2-4 and are working with the teacher to master a particular skill or concept.

Learning Labs (Plan, Do, Review): Students and teachers may be talking, playing, working together individually, in pairs or in small groups. Before visiting a learning lab, students **Plan** their learning. While in the learning lab they **Do** by interacting with classmates and teachers, when they come back to group time they **Review** what they did and learned while in the learning lab.

Outdoor Play: Teachers and students are outside participating in activities that promote large muscle development as well as small muscle control while maintaining health and safety procedures.

Snacks: Ideally snack time should be incorporated into the learning labs. Many classrooms ask parents to donate prepackaged snacks, this is not a requirement.

Rest Time: Students are provided an opportunity to rest on their individual mats to promote healthy growth and development through rest and recovery. Please send any special blankets that your child may like to cover or snuggle with. Mats are provided for students.

Related Arts: Schools provide a time for Prekindergarten students to participate in Visual Arts, P.E., Computer, Music, and/or Media Center. If this occurs, the instructional assistant will accompany the class.

Discipline and Guidance

Good discipline is a learning process that involves compassion, caring, sensitivity, and guidance. The goal of good discipline is to help the child develop self-control, responsibility, and problem solving skills. It is important for children to learn that conflicts are a natural part of life. There are no “bad” children, only inappropriate behaviors. The program is based on mutual respect for the changing needs of children and respect for the classroom environment, materials, teachers, and classmates.

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

- a well- planned physical environment and curriculum
- acting as role models for the children
- setting reasonable and positive expectations
- respecting feelings
- believing that each child will succeed
- offering good, reasonable choices
- calmly talking about problems
- always reinforcing good behavior

Punishment or harsh treatment does not encourage the goals of good discipline. Our program does not allow corporal punishment by any staff or parent/guardian or volunteer. Corporal punishment is defined as any treatment that humiliates or treats the child disrespectfully. This includes, but is not limited to spanking, belittling, shaming, shaking, depriving food, water, naps, outside time, or bathroom facilities, unsupervised isolation, or improperly restricting the movement of the child. It is our strong belief that these methods work against the healthy growth and development of a child. Conflicts will occur when groups of children interact on a daily basis. The teachers will implement proven strategies that will assist in resolving 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. (See Appendix)
- Redirecting the Child – Quite often, children need to be given concrete alternative suggestions for behavior to focus their energy in a positive way.
- Positive Encouragement – Teachers praise the appropriate behavior, being careful not to give much attention to the negative behavior.
- Natural Consequences – By helping a child realize that arriving late for group time activities will result in missing their turn.
- Directing the child to the Safe Place – This is handled in a calm manner without unnecessary stress to allow the child regain self-control.

Confidentiality

Confidentiality of information about your child and family will be maintained at all times. Enrollment forms and all other information concerning your child and family will be accessible to the Office of School Readiness, the parent/guardian, principal, teaching staff, and the State Department of Education.

Information concerning your child will not be made available to anyone by any means, without the expressed written consent of the parent/ guardian.

Transfer Procedure

Prekindergarten classes throughout the district are limited to 16 for 3K students and 20 for 4K. This means that if a family moves to another school in Richland One, they are not guaranteed a placement for their Prekindergarten child.

To help ensure uninterrupted education, parents should notify teachers and the Office of School Readiness and Prekindergarten Programs immediately about upcoming moves. While this notification does not guarantee the child a placement, it allows the department an opportunity to coordinate vacancies so current families are placed before those on the wait list.

All transfers are managed through the Office of School Readiness and Prekindergarten Programs. Parents should not contact the new school to see if there is a vacancy.

Curriculum

All aspects of the learning environment, including equipment and materials, classroom environment, outdoor environment, staff child interactions, teaching strategies, learning labs guidelines, etc. are founded on current early childhood research and focused on the developmental and academic needs of three and four year old children. Prekindergarten classrooms throughout the district focus on Social Emotional, Language, Literacy, and Numeracy development. The main resources used by all 3K/4K classes will be Creative Curriculum and Conscious Discipline. Students are provided direct instruction and practice in various formats which include large group, small group, and individual instruction. Teachers are also sensitive to the developmental levels of writing. Therefore, the focus is not only on the formation of letters, but also on the purpose for writing and the ability to use writing in a variety of ways (to tell a story, to make a list, etc.).

Math instruction for your child is designed to be conceptual and hands-on. The goal is to help your child understand mathematical concepts like numeracy (counting and understanding numbers), geometry, patterns, measurement, and problem solving.

Social Studies, Science, and Health are often included as part of the language and/or math study. Teachers recognize that children at this age enjoy exploration and play especially pretend or dramatic play. The teachers will use this natural part of child development to help children extend their learning.

Physical Development is promoted through big body play outside or during music and movement in the classroom. Teachers recognize the importance of allowing children to gain control over their bodies, but will provide adult supervision.

Social Emotional Development and Conflict Resolution is also an important part of the Prekindergarten day. Students are taught how to resolve problems by using self-regulation approaches from Conscious Discipline. Rather than hitting, biting, throwing, kicking or crying, students are taught to recognize their emotions and use alternative methods to calm down such as breathing techniques or going to the classroom's safe place. (See Appendix)

Field Trips are an important part of the Prekindergarten experience. Students have an opportunity to see firsthand how things they have learned about and discussed in school exist in the real world.

Field Trips

Field trips or field experiences are an important part of Prekindergarten and are considered an extension of the classroom. Prekindergarten teachers select their field trips annually based on curriculum and student interest. Each classroom is allowed at least 2 trips per year. Teachers are required to submit their field trip requests to the Office of School Readiness and Prekindergarten Programs early in the year so the requests can be reviewed and buses can be reserved.

Teachers use the Richland One Student Transportation field trip guidelines which include the basic information about the trip (who is attending, where and when the trip will take place) as well as the curriculum connection and standards that the trip will support. Students must have written permission from their parents/guardians to attend and teachers maintain a checklist of students as well as emergency contact and pertinent medical information.

Assessments

The Ages and Stages Questionnaire (ASQ) for 3K Prekindergarten and DIAL-4 screening instrument for 4K Prekindergarten are used as one of the ways to determine your child's eligibility in the Prekindergarten program. It provides a general idea of what your child knows. Once a child is admitted into the program, 3K teachers will use the Gold® Assessment to maintain a record of students' learning and progress toward learning goals. 4K teachers will use Individual Growth and Development Indicators (MyIGDIs) and the Prekindergarten Growth Assessment (PGA) to determine what your child knows about reading or literacy and math or numeracy. MyIGDIs is a quick assessment given by the teacher. The assessment provides the teacher with indicators about early reading and math skills.

These assessments are given two times a year (fall and spring). However, throughout the year teachers use a variety of methods to monitor and gather information about your child's growth and skill development. These are called "ongoing assessments". Teachers also use these assessments to individualize instruction. Each child will have a portfolio, reflecting their work on an ongoing basis.

Anecdotal notes, developmental guides and checklists:

Taking notes about what your child does and says helps the teacher set specific goals for your child. Using a developmental guide or checklist helps document what your child can do or what he/she may need help mastering.

Portfolios:

Collecting samples of your child's work helps to show progress and demonstrates special interests and talents as well as areas in need of development.

All of these assessments are used to help make decisions about the instruction your child receives. Teachers share the results of formal and informal assessments during parent conferences, but it is certainly acceptable for parents to request information about these assessments as well. All assessment results are confidential and only authorized personnel have access.

Self-help Skills

There are four main types of self-help skills that young children will develop over time and generally before entering school:

- Self-feeding
- Independent dressing and grooming
- Hygiene and toileting
- Helping with daily chores like table setting and picking up toys

Traditionally, children are toilet trained by the time they are three and four years old. In the event that your child is not completely trained, your child's individual needs will be considered. Ultimately it is the parent/guardians responsibility to ensure that their child is toilet trained. Teachers and instructional assistants will assist families in the toilet training process or make accommodations for your child's special needs. Please provide your child with changes of clothing and wipes. If an accident occurs soiled clothes are taken home when accidents occur. If the accident is a result of sickness, parents or guardians will be called to pick up the student. A plan will be developed and include strategies that are consistent between home and school.

Health, Wellness and Safety

Your child's safety is one of the school's primary concerns. Precautions must be adhered to at all times. Children will be taught how to properly wash hands, and how to conduct some self-help skills. Children and adults should wash their hands as often as possible, but especially after sneezing, coughing, toileting, outside play and before and after lunch. If your child has a contagious disease, please notify the teacher immediately so proper precautions can be taken for the remaining students.

Children must have a change of clothes and are never allowed to wear used underwear. Should a child soil his clothing while toileting, teachers should contact parents in accordance with the district procedure described under Self-Help Skills. Teachers and instructional assistants will assist students with changing their soiled clothes discretely while maintaining safety standards. All soiled clothing will be sent home in a well-secured, separate bag.

Health Records:

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 class.
- 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).

Medication:

Prescribed medicines

The district recognizes the fact that medication should not be administered by district employees unless the parent is unable to make arrangements for the student to receive the prescribed medication before or after school hours. Whenever medication is prescribed by a physician to be given during school hours, prescribed orders and a signed permission by a parent must be on file. All medications will be administered in the form and manner according to the instructions. Medications will be administered by the school nurse. The instructions will include the name of the student, the name of the drug, the frequency and the description of anticipated reactions of the student to the medication. Whenever the medication is changed, the parent is responsible for informing the school.

Non-prescribed medicines

Effective August 1, 2013 non-prescribed medications will no longer be administered at school without a written medical order (prescription). Written permission from physician to administer non-prescribed medicines must be on file in the school.



Topical applications

Before applying topical applications, the school nurse or the principal's designated health care provider will refer to the recommended procedure for Emergency Care of Sickness and Accident Plan" approved and distributed by Richland School District One.

Responsibility

The designated health care provider will be responsible for the safekeeping of the medication as indicated which is to be administered. The medication bottles will be properly labeled with student's name, name of the medication, dosage, how administered and, for prescribed medication, physician's name. All medications must be stored in a secure, locked cabinet accessible only to the responsible authorized school personnel. (RCSD1 Board Policy JLCD and ARJLCD-R)

Mild Illnesses

The school nurse or trained personnel will notify parents of illness or injury at school. The student will remain with the school nurse or trained personnel until the parent makes appropriate arrangements for the student's care. If a student has a fever of 100.4 by mouth or 100 degrees under their arm must stay at home until they have been cleared of the fever within 24 hours without the use of fever reducing medication. If a child experiences a communicable disease the will be excluded from school and the contagious period will be monitored according to the disease, adhering to the DHEC School and Childcare Exclusion List.

Emergency Care

The school nurse or principal's designee will be responsible for providing emergency services in case of injury to, or sudden illness of a child or staff member. Each school will develop procedures for the proper handling of such emergencies. The school administrator will distribute these procedures to the staff. The procedures will include the following requirements.

- The school nurse or another trained person will be responsible for administering first aid. During first aid treatment a medical assessment will be conducted. This will determine whether an emergency situation exists (ex. Seizures, head injury, fractures, etc.)
- The school will notify the student's parent of the student's illness or injury. The school will request that the parent make appropriate arrangements for the student's care.
- If the school cannot contact the parent immediately when a very serious accident occurs or when a child becomes alarmingly ill, the school will summon medical service or an ambulance to take the child to the medical facility as indicated on the student's health form. Schools will notify the parent as soon as possible. A qualified school staff member will remain with the child until a parent arrives.
- Schools will administer first aid/emergency care and the routine delivery of health services to students according to the procedures specified in the health Services Procedures Manual or other appropriate document. (RCSD1 Board Policy JLCE

Medication Occurrence

If a medication error should occur, whether it is a case of administering incorrect medication or administering the incorrect dosage of a medication, the procedures listed below should be followed.

The child should be monitored closely and the following individuals should be notified immediately:

- The child's Health Care Practitioner
- The Principal
- The child's parent or guardian
- The School Nurse Coordinator

After notifications have been made, the school nurse should complete the current version of the Medication Occurrence Report and submit copies to the Principal and School Nurse Coordinator. The child's condition following the occurrence will determine what next steps will be taken.

Student Release Policies

Non-custodial parents

According to district policy, if a student's parents were never married, the mother is the custodial parent unless there is a court document to the contrary.

A non-custodial parent has educational rights unless there is a court document to the contrary. However, a student will not be released to a non-custodial parent unless the parent is on the student's emergency release list.

Intoxicated or Inebriated Adults

A student may not be released to any adult that is obviously intoxicated and/or inebriated as indicated by an unusual smell or odor, or if the adult's behavior is erratic or appears aggressive or harmful.

The school office staff will immediately notify the school administrator and the school's resource officer (SRO) to address the situation.

If the parent refuses to leave the school grounds or becomes belligerent or aggressive, The Director of Security and Emergency Services will be contacted immediately. The Director will determine if the situation warrants additional law enforcement support.

Supervision Monitoring of Children

Children in the Prekindergarten program are always monitored and directly supervised by qualified adults/teaching staff in their classrooms. "Directly supervised" means the qualified adults/teaching staff are physically near, readily accessible, aware and responsible for ongoing activity of each child and can intervene when needed. These adults maintain a tracking system that verifies where each child is and has been throughout the school day. This is done each time children enter and exit the school, move about locations within the school (outside of the primary classroom), and enter/exit a school vehicle.

Teachers maintain the tracking system by placing students' name, rostered to him or her, on the spread sheet with the date, times of day (7:30 AM-2:30 PM), and all possible location for students to migrate to throughout the day. The teaching staff maintains a daily tracking system that is stored in a notebook or file and is readily accessible for review upon entrance of the classroom and it's maintain by the teacher when the class is moving throughout the building. Throughout the day as students move to different parts of the building the teacher uses her tracking sheet, by conducting a roll call, when the class moves from one location to another. A separate sheet is prepared for dismissal since students travel through various modes of transportation (car, bus, daycare van) and are monitored by various personnel.

In the case of early dismissal, a child is escorted to the office and released to office personnel or to the child's parent, guardian or authorized person as designated on the child's enrollment form. Authorized persons are maintain in our school files, obtained during registration enrollment. The authorized person must provide appropriate identification that matches the enrollment documentation received by the school.

Children are never released to unauthorized adults or adults who cannot provide adequate identification. Prekindergarten children are not allowed to move throughout the school building unaccompanied by an adult.

Evacuation Plan

Each school has developed an individual evacuation plan that includes alternative sites to house students in case of emergencies. A copy of this document outlining procedures is provided to parents as an addendum. This plan is also posted in the classroom. All school staff review procedures and attend training throughout the school year to practice procedures and receive updates.

Parental Engagement

The relationship with parents and families is critical to the success of your children in this program and throughout his/her education. For this reason, it is important to establish a partnership between home and school.

You are encouraged to participate in all school-wide activities, but may also be asked to volunteer for things specific to your child's class.

Communication:

We recognize that parents are their child's first teachers and have valuable information about their child so teachers make every effort to communicate clearly and often. Many schools have a daily communication folder where teachers send home notes or information and parents have the opportunity to respond.

Teachers also send home parent newsletters periodically to highlight class or school events, information for parents, skills and/or themes that will be taught. Some teachers also use email. Parents should discuss the best way to communicate with the teacher.

Conferences:

Parents are often asked to attend parent/teacher conferences where the teacher tells the parent how the student is progressing in the classroom. In Richland One there are two times throughout the year when parents are asked to attend conferences, once during the fall and again in the spring. Prekindergarten classes in Richland One conduct *student-led conferences* where the student will tell and show the parent about his or her day and what he or she is learning. Parents will have an opportunity to work side by side with their child in several learning labs to see firsthand how their child is developing. During this time, the child will also share his/her portfolio. Parents may also request a conference if there is a particular concern or questions about their child's progress.

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. These programs are often announced in the schools as Books and Breakfast or Books and Supper. Ask your teacher the name of your school's parent educator.

Classroom Visits:

All parents are encouraged to visit their child's class to observe or participate in class activities. Please provide the teacher with times when you would like to observe. There is always room (free access) for parents and grandparents alike to spend some time with the children or to share talents, hobbies, and interests with all children.

Parent-Teacher Agreement

We truly believe that parents are their child's first and most important teachers and that the Prekindergarten teacher and instructional assistant is a partner. The Parent-Teacher agreement symbolizes this partnership. It is a document that outlines how parents and teachers can share the responsibility for the success of each child.

As a parent, I, _____ will strive to:

- believe my child can learn
- demonstrate that I value education and that school is important
- ensure my child attends school regularly and is on time
- set aside time each day to talk with my child about his or her learning
- read to my child daily and allow my child to see me read daily
- provide a home environment that encourages my child to do his/her best
- provide structured sleeping and eating habits
- attend parent-teacher and/or student-led conferences

As a teacher and instructional assistant, I/we, _____ will strive to:

- believe that each child can learn
- respect and value the uniqueness of each child and his or her family
- provide a safe environment that promotes active hands-on learning
- provide frequent communication with newsletters, reports, and telephone calls
- seek ways to involve parents in the school program
- schedule student-led conferences to accommodate parents' schedules
- welcome the participation of parents in the classroom and their support in helping their children succeed

Early Childhood Assistance Team (ECAT)

The Early Childhood Assistance Team is a group of professionals designated to work with the school staff, parents, and teachers in support of early intervention for Prekindergarten students. The team consists of the Early Childhood Coordinator, Prekindergarten Consultant, Social Worker, Speech Pathologist, Nurse, and two Psychologists.

Together these individuals work to provide consultation, resources, strategies, and techniques that will help make the Prekindergarten students become more successful in the classroom, both academically and behavioral.

Teachers and parents are encouraged to contact the team if a child is having academic, social-emotional, or behavioral difficulties.

Dr. Kimberly Johnson, School Readiness Coordinator
kimberly.johnson@richlandone.org

Dr. Simone Mori-Reed, Prekindergarten Consultant
Emelyn.mori-reed@richlandone.org

Dr. Ashley Brantley, Psychologist
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Lori McPhee, Psychologist
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Shenelle Goethe, Social Worker
shenellegoethe@richlandone.org

TBD, Speech Pathologist
TBD, Nurse

Successful Transitions Entering Prekindergarten (STEP)

Sometimes a child has a difficult time adjusting to the Prekindergarten program. His or her behavior may become too disruptive to stay in the regular Prekindergarten classroom. The reasons for this can be varied and may take several weeks to understand. Rather than dismiss the child from the program for disrupting the learning of others, a team of professionals (including the child's teacher and parent(s)) may decide to try an alternative approach.

The child may be recommended to the STEP (Successful Transitions Entering Prekindergarten) classroom. This classroom is at J.P. Thomas and Burnside Elementary and will have one teacher and two assistants. The classroom will only have 6 to 8 children at any one time and will focus on helping the child (ren) to gain self-control so they can learn to participate in the regular Prekindergarten classroom.

Students will not lose their placement in their regular classroom while they are making progress in the STEP classroom. The team will decide how long the child will remain in the STEP class and will meet regularly to review his/her progress.

When the child is ready to transition back into his/her original classroom, one of the assistants will go with him/her to help make the move as uneventful as possible. Parents who have children in the STEP program are required to participate in a series of parenting sessions.

Students who have attended the STEP program and continue to demonstrate significant emotional, behavioral, and social challenges after interventions have been implemented for an appropriate duration of time will be referred to receive more extensive services.

Modified Start and Important Dates

Prekindergarten students start the school year with reduced class sizes. Each day during the second week of school (August 21st -25th) 10 students will report in the AM (7:30-10:30) and another 10 students will report in the PM (11:30-2:30) this will be discussed with you during “Home Visits the first week of school, August 14-17, 2023. All students will attend school together on August 28, 2023.

The modified start will allow students to acclimate to their classroom and their teachers without feeling overwhelmed. This will also allow teachers to conduct the beginning of year assessments and more thoroughly show, explain and allow the students to practice following classroom procedures.

Home Visits	August 14-18, 2023
Modified Start (District):	August 21-25, 2023
First day with full class (District):	August 28, 2023
Student-led Conferences (Fall and Spring)	October 27, 2023 /March 28, 2024
Week of the Young Child	April 8-12, 2024
Last day of Prekindergarten	May 31, 2024

Office of School Readiness and Prekindergarten Programs

2638 Two Notch Rd., Suite 106 Columbia, SC 29204

Dr. Kimberly Johnson, Coordinator	(803) 799-9494
Dr. Simone Reed, Prekindergarten Consultant	(803) 799-9494
Mary Mills, Administrative Assistant	(803) 799-9494
Tracy Mitchell, CERDEP Support	(803) 799-9494
Dr. Ashley Brantley, ECAT Psychologist	(803) 799-9494
Lori McPhee, ECAT Psychologist	(803) 799-9494
Shanelle Goethe, ECAT Social Worker	(803) 799-9494

Appendix

RICHLAND ONE 2023-2024 ACADEMIC CALENDAR

Year-Round Modified School Year Calendar

Independence Day	July 4
Professional Development/Instructional Planning	August 9 - 11
Teacher Workdays	August 14 - 15
First Day For Students	August 16
Labor Day Holiday	September 4
Early Release For Students (Professional Development Day)	September 22
End of First Nine Weeks (45th Day)	October 18
Teacher Workday	October 19
Fall Break (Student/Staff Holiday)	October 20
Early Release For Students (Parent/Teacher) Conferences	October 27
Early Release For Students (Professional Development)	November 10
Thanksgiving Break	November 22 - 24
End of Second Nine Weeks (84th Day)	December 19
Winter Break	Dec. 20 - Jan. 2
Teacher Workday	January 3
Students Return	January 4
Early Release For Students (Professional Development)	January 12
Martin Luther King Jr. Holiday	January 15
Professional Development/Instructional Planning	February 16
President's Day Holiday	February 19
End of Third Nine Weeks (132nd Day)	March 14
Teacher Work Day	March 15
Early Release (Parent/Teacher Conference)	March 28
Spring Break	March 29 - April 5
Early Release For Students (Professional Development)	April 26
Memorial Day Holiday	May 27
Last Day For Students (Early Release For Students)	May 31
Last Day For Teachers	June 1

CALENDAR NOTES

180, 182, 184, 186 day employees do not work on
10/19/23, 1/3/24, 2/16/24, 3/15/24

Student and Staff Make-Up Days: Oct. 20, Feb. 19, March 29

Student Nutrition Services work on 10/19/23 and 2/16/24

All employees except 180 day employees work on 6/1/24

240 day employees work on 10/20/23, 12/20/23/24, and 3/29/24

CALENDAR KEY

- First/Last Day of School for Students
- Professional Development Day (No school for students)
- Student/Staff Holiday (Schools/Offices Closed)
- Teacher Workday (No school for students)
- Professional Development (Early release for students)
- End of Nine Weeks
- Early Release for Students/Parent Teacher Conference

2023-2024 Work Schedule

	First Workday	Last Workday
180 - day employees	8/16/2023	5/31/2024
182 - day employees	8/15/2023	6/1/2024
184 - day employees	8/11/2023	6/1/2024
186 - day employees	8/9/2023	6/1/2024
190 - day employees	8/9/2023	6/1/2024
200 - day employees	8/2/2023	6/7/2024
220 - day employees	7/19/2023	6/21/2024
240 - day employees	7/3/2023	6/28/2024

JULY 2023

S	M	T	W	T	F	S
						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 2023

S	M	T	W	T	F	S
			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 2023

S	M	T	W	T	F	S
					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 2023

S	M	T	W	T	F	S
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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 2023

S	M	T	W	T	F	S
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19	20	21	22	23	24	25
26	27	28	29	30		

DECEMBER 2023

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10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

JANUARY 2024

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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

FEBRUARY 2024

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17	18	19	20	21	22	23
24	25	26	27	28	29	

MARCH 2024

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17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

APRIL 2024

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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

MAY 2024

S	M	T	W	T	F	S
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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 2024

S	M	T	W	T	F	S
						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						



Conscious Discipline

[Conscious Discipline](#) integrates social-emotional learning, discipline and self-regulation so teachers spend less time policing behaviors and more time teaching vital life skills.

Conscious Discipline is a longtime leader in integrating classroom management and social-emotional learning. It utilizes everyday events rather than an external curriculum, and addresses the adult's emotional intelligence as well as the child's. Learn to respond to daily conflict in a way that transforms it into an opportunity to teach critical life skills, and watch every aspect of your classroom life improve!

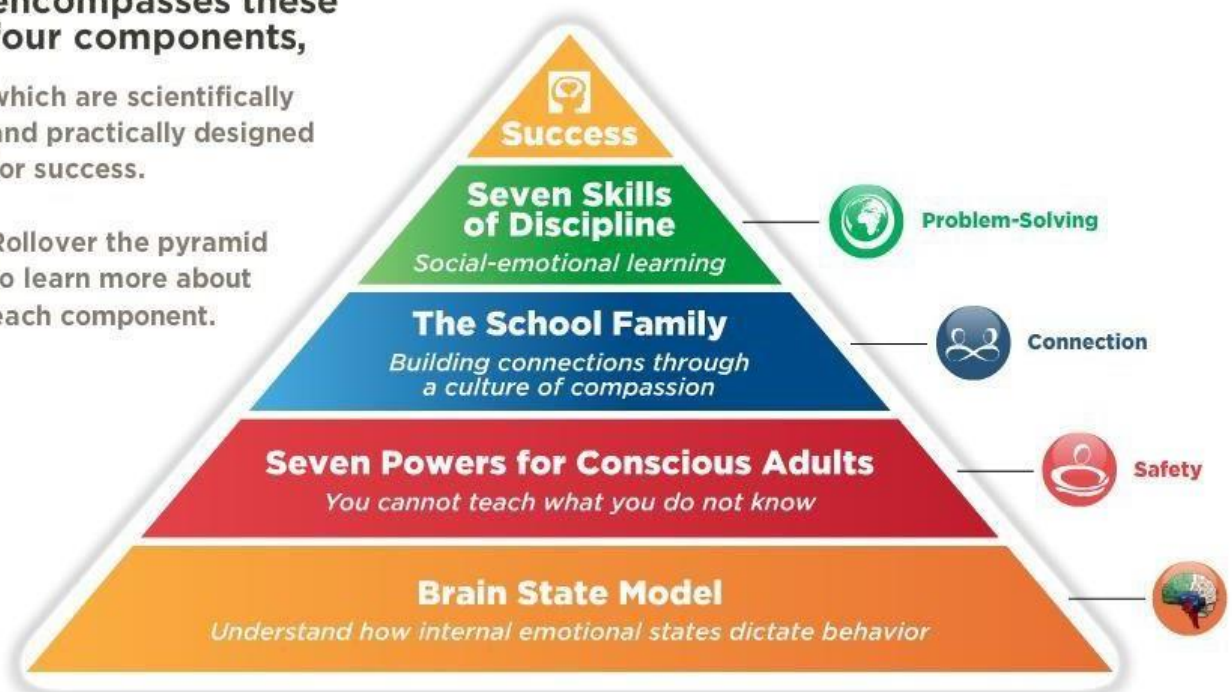
Conscious Discipline also works at home. In a sea of self-help and parenting books, Conscious Discipline provides a proven and comprehensive approach that will improve both your life and the lives of your children. It empowers you with the self-awareness, brain information, developmental knowledge and useable skills necessary to create safe, connected, problem-solving homes.

With Conscious Discipline, we can learn to discipline differently than we were disciplined, break the cycle of "do as I say, not as I do," and discipline our children without permissiveness, aggression or guilt.

Conscious Discipline encompasses these four components,

which are scientifically and practically designed for success.

Rollover the pyramid to learn more about each component.



504 Transportation



Richland County School District One School Bus Transportation Request Under 504

Date of Request: _____

Type of Request

Initial Request ___ Change of Address ___ Change of School ___ Cancel Transportation ___ Annual Update ___

New 504 Qualified Student Data – Request for Transportation (Complete all Information)

Student Name: _____

Address: _____ City: _____ Zip: _____

Parent/Guardian: _____ Home Phone: _____

Emergency Contact: _____ Phone: _____

AM Pick Up: _____ PM Drop Off: _____

It is the responsibility of the parent/guardian to assure safe delivery and receipt of students from bus stops.

(Parent/Guardian's Signature) (Date)

**Please return this application with your Enrollment Form.
Note: School Bus Transportation Service is not assured without this application.**

504 Qualified Program Official Use Only

Attending School: _____ Grade: _____

Zoned School: _____

Upon receipt and completion, forward one copy to your local STS office for transportation approval and assignment. STS Personnel will forward a facsimile copy to the school for record.

(School Representative/Data Base Coordinator Signature) (Date)

STS Use Only

Bus Rt.: _____ Driver: _____

Assigned Bus Stop: _____ Effective Date: _____

Comments: _____

(STS Authorized Signature) (Date)

Copies: 1) School _____
2) Bus Driver _____

STS Form – 07/17/02