



DISTRICT SEVEN

**Early Learning Center**

at PARK HILLS

**Child Development Education Program (CDEP)  
Parent Handbook**

**2017-2018**

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School Hours: **7:30 a.m.- 2:00 p.m.** (Doors will open at **7:30 a.m.** daily)

The school office hours are from **7:30 a.m.- 4:00 p.m.**

Students are considered tardy after **8:30 a.m.**

Parents will sign students in the office after **8:30 a.m.** and receive a tardy slip.

School Dismissal begins promptly at **2:00 p.m.**

August 1, 2017

Dear Parents,

It is with great pleasure that I welcome you to the 2017 – 2018 school year! At the Early Learning Center at Park Hills, we are fervently working to prepare a learning environment that will cultivate the social, emotional, and academic wellbeing of our students. This handbook serves as a guide to communicate policies, procedures, and expectations. Announcements of additional information and events will be shared via the automated system, School Connects. In addition, we welcome parental involvement in various ways, such as volunteering, attending school events, and joining the Parent Advisory Council. We will collaborate to create a successful school year. If ever you have any questions or concerns, please feel free to contact me at [csdoctor@spart7.org](mailto:csdoctor@spart7.org).

*"Together may we give our children the roots to grow and the wings to fly."*

*~ Author Unknown*

Sincerely,

*Charlene Doctor*

Charlene Doctor  
Director

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**CDEP Teacher:** \_\_\_\_\_

**Teaching Assistant:** \_\_\_\_\_

**Room Number:** \_\_\_\_\_

### **Program Goal of the Child Development Education Program**

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

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

## **CDEP Enrollment Requirements**

### **Residency**

Pursuant to S.516 - Read to Succeed, participation in CDEP had been limited to eligible children residing in the original 33 school districts funded for CDEP since 2006, the 17 CDEP districts funded as of the 2013-14 school year, the additional 10 districts funded as of the 2014 – 2015 school year, and the additional 4 districts funded as of the 2015-2016 school year.

### **Age Eligibility**

Child must be four years of age on or before September 1, 2016 based on acceptable documentation, such as birth certificates or official documents from other countries. Proof-of-age eligibility must be on file no later than the day the child begins CDEP.

### **Family Income Eligibility**

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

### **Application Process**

The parent enrolling a child must complete and submit a CDEP application. The application must be accompanied by a copy of the child's proof of age eligibility, documentation of the family income eligibility, and immunization documentation. Individual school districts may require additional documentation as deemed necessary.

### **Screening**

All children shall be screened prior to the time of enrollment using the Developmental Indicators of Assessment of Learning (DIAL-4).

### **Anti-Discrimination Statement**

Approved CDEP schools must comply with constitutional provisions and all federal and state laws prohibiting discrimination on the basis of race, color, religion, national origin, age, sex, or disability in admission to, treatment in its programs and activities or need for special education services. For further information on federal non-discrimination regulations, including Title IX, contact the Assistant Secretary for Civil Rights at [OCR.DC@ed.gov](mailto:OCR.DC@ed.gov) or call 1(800)421-3481.

## Operating Policies & Procedures

### Attendance

Regular attendance is crucial to your child's success. Each parent/family must agree to send their child to the Child Development Education Program (CDEP) for 6.5 hours of instructional time, five days per week, 180 days a year. Exclusions from the 180 days of attendance would include school district breaks due to dangerous weather situations. **A child who is chronically tardy or absent may be released from the program.** Tardiness interrupts instruction for others as well as your child. Absences interferes with your child's progress of learning.

### CDEP Hours

Our school hours are 7:30am-2:00pm.

### District/School Calendar

The Child Development Education Program follows the traditional 180 day school year. A copy of the school calendar will be given to you.

### Tuition

No parent is required to pay tuition or fees solely for the purpose of enrolling in or attending CDEP. Tuition or fees may be charged for Extended-Care or Wrap-Around Care provided.

### Transportation

Public school transportation services will be provided by the district. Districts shall not be responsible for the transportation of any student living outside their resident attendance zone. Please notify the school immediately of any changes in transportation arrangements. **Only authorized people with proper identification will be allowed to pick up your child.**

### CDEP Daily Schedule

Opportunity for a brief rest time will be incorporated into each instructional day. Rest time may not exceed one hour per day, except as necessary to address the specific individual needs of children. Children unable to sleep during the rest period shall be allowed to read or participate in another quiet activity. A copy of your child's daily classroom schedule will be given to you.

### Confidentiality

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

## Discipline and Guidance Policy

DISCIPLINE comes from the word disciple. A disciple is a person who learns from someone else. The Child Development Education Program believes that good discipline is a learning process that involves compassion, caring, sensitivity, and guidance. The goal of good discipline is to help the child develop self-control, responsibility, and problem solving skills. It is important for children to learn that conflicts are a natural part of life. There are no “bad” children, only inappropriate behaviors. The program is based on mutual respect of the child as an individual with changing needs and desires and the child’s respect for the classroom environment, materials, teachers and classmates.

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

- A well planned physical environment and curriculum
- Acting as role models for the children
- Setting reasonable and positive expectations
- Respecting feelings
- Trusting each child to succeed
- Offering good, reasonable choices
- Calmly talking about problems
- Always reinforcing good behavior

Punishment or harsh treatment does not encourage the goals of good discipline. Our program does not allow corporal punishment by any staff or parent/guardian. Corporal punishment is defined as any treatment that humiliates or treats the child disrespectfully. This includes, but is not limited to spanking, belittling, shaming, shaking depriving food, water, naps, outside time, or bathroom facilities, unsupervised isolation, or improperly restricting the movement of the child. It is our strong belief that these methods work against the healthy growth and development of a child.

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

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

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

Each child has different needs and requirements to develop self-control, judgment, and problem-solving skills. We will, therefore, work individually with each child and his/her parents to establish a positive program of discipline.

## **Educational Policies**

### **Curriculum**

All aspects of the learning environment, including equipment and materials, classroom environment, outdoor environment, staff child interactions, teaching strategies, learning center provisions, etc. must be founded on current early childhood research and focus on the developmental and academic needs of four year old children.

The following research based curriculum model will be implemented:

#### **High/Scope:**

In the High/Scope approach adult-child interactions are very important, both in small groups and individually. Large group time should be meaningful to the children and limited to a small amount of time in the daily schedule. Children PLAN their learning, DO or interact with the learning in small groups or individually, then come back to group time to REVIEW what they did and learned that day. High/Scope is based on the research by Dr. David Weikart. High Scope has a 46-year history of success. [www.highscope.org](http://www.highscope.org)

### **Assessing Student Learning**

Your child's teacher will administer a "Readiness Assessment", as required by the Read to Succeed Legislation passed in June 2014. 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 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
- **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 60<sup>th</sup> and 120<sup>th</sup> day of school and at the end of the year.

## **Health, Wellness & Safety**

### **Food/Balloons/Money**

*Outside food can not be brought, or sent in to share with other people's children. Anything edible given to our students will be provided by Chartwell's, our school, teachers, or approved by the Director. Balloons/ Floral arrangements are not allowed in our building, or on our school buses. Please check your child's book bag daily, and make sure there isn't anything edible in it that can be brought to school, outside of labeled lunch items.*

*If your child will be bringing his/her own lunch to school, please let the teacher know. All items brought in should be labeled with your child's first and last name. Please do not send fast foods, sodas, hot dogs, Vienna Sausages, pretzels, candy, popcorn, grapes, or anything containing nuts, to school with your child.*

**When sending money with your child, make sure it is in a sealed envelope and labeled for the purpose. Please reiterate with your child that he/she should not open the envelope or give money to other students.**

### **Health Records**

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

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

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

Please refer to your District/School policies concerning **illness, medication, minor injuries and emergencies.**

### **Reporting of Abuse or Neglect**

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

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

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

## **Parental Involvement/ Workshops/ Conferences**

### **Parent/Family Involvement**

The Child Development Education Program recognizes that parents and families are their child's first teachers. We want parents and families to be actively involved in their child's education this school year and for many school years to come.

### **Parent/Family Workshops**

A series of Parent/Family workshops and/or Parenting Programs on various topics will be offered throughout the school year. Parents are expected to attend 5 Parent Workshops and 5 Class Activities throughout the school year.

### **Parent-Teacher Conferences**

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

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

### **Communication**

Each Child Development Education Program believes in building a partnership with all families of the children enrolled. Open communication is the most important characteristic of this partnership and is considered the most beneficial to the children's learning and development. Parents are encouraged to share information that would be helpful in the staff's caring of their children. The teaching staff will also share information with parents about their children and about the program using various modes of communication:

- Regular newsletters
- Face-to-face conversations
- Phone calls
- E-mails
- Written notes

### **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-Teacher Agreement**

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

We ask that each parent agree to strive to the following:

- Believe that your child can learn
- Demonstrate that you value education and that school is important
- Ensure your child attends school regularly and is on time
- Set aside time each day to talk with your child about his or her learning
- Read to your child daily and allow your child to see you read daily
- Provide a home environment that encourages your child to do his/her best
- Provide structured sleeping and eating habits for your child
- Attend parent-teacher conferences

Your child's teacher 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 call

- ❑ Seek ways to involve parents in the school program
- ❑ Schedule parent-teacher conferences to accommodate parents' schedules
- ❑ Welcome the participation of parents in the classroom and their support in helping their children succeed

Please sign the copy of the *Parent-Teacher Agreement* which is at the end of this handbook, and return to your child's teacher.

## Parent-Teacher Agreement

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

As a parent, I, \_\_\_\_\_ will strive to:

- Believe my child can learn
- Demonstrate that I value education and that school is important
- Ensure my child attends school regularly and is on time
- Set aside time each day to talk with my child about his or her learning
- Read to my child daily and allow my child to see me read daily
- Provide a home environment that encourages my child to do his/her best
- Provide structured sleeping and eating habits
- Attend parent-teacher conferences

As a teacher, I, \_\_\_\_\_ will strive to:

- Believe that each child can learn
- Respect and value the uniqueness of each child and his or her family
- Provide a safe environment that promotes active hands-on learning
- Provide frequent communication with newsletters, reports, and telephone call
- Seek ways to involve parents in the school program
- Schedule parent-teacher conferences to accommodate parents' schedules
- Welcome the participation of parents in the classroom and their support in helping their children succeed