



Ridge Spring-Monetta Elementary School

King Laurence, SUPERINTENDENT
Callie Herlong, PRINCIPAL

Child Early Reading and Development Education Program (CERDEP) Parent and Guardian Handbook

2023-2024

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 or call 1800-421-3481.

Contents

History of CERDEP from 2006–07 to Act 284 to Present	1
Requirements for Eligibility for CERDEP Enrollment	2
Residency.....	3
Age Eligibility	3
Family Income Eligibility	3
Immunization.....	3
Application Process	3
Screening	3
Anti-Discrimination Statement.....	3

Operating Policies & Procedures.....	4
Attendance	4
CERDEP Hours	4
District/School Calendar.....	4
Tuition.....	4
CERDEP Summer program/Extended Care/Wrap Around Care ..	Error! Bookmark not defined.
Transportation.....	4
CERDEP Daily Schedule	4
Confidentiality	4
Discipline and Guidance Policy	5
Educational Policies.....	6
Curriculum.....	6
Assessing Student Learning.....	6
Health, Wellness & Safety.....	7
Health Records	

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 2023-2024 are listed in Appendix B.

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

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

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/>.

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*.² There are many ways that the teachers will encourage good discipline practices:

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

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

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

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

² <https://ed.sc.gov/about/profile-of-sc-graduate/>

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

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

Educational Policies

Curriculum

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

Frog Street PreK is a comprehensive, dual-language program designed to meet the needs of diverse learners while supporting developmental learning domains. This engaging, interactive pre-kindergarten curriculum celebrates the joy of learning as children travel down the road to success. Key learning domains are woven into every aspect of Frog Street's curriculum for prek, and weekly instructional plans are easy to follow and implement with fidelity. Integrated STEAM projects promote problem-solving and beginning coding skills. Interactive digital programs support virtual learning and families at home. An exclusive partnership with the Conscious Discipline® program provides the tools for a strong social-emotional foundation. For more information, visit <https://frogstreet.com/curriculum/pre-k/>.

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.

Health, Wellness & Safety

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 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

Each school provides a Student Handbook that has detailed information on illness, medication,

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 Jennifer Murphy.

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, 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

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

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: Parent/Guardian and Teacher Agreement



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Parent/Guardian and Teacher Agreement

The schools that are participating in Child Early Reading Development Education Program (CERDEP) truly believe that parents are their child's first and most important teachers. The selected schools see their role as that of a partner. The Parent/Guardian and Teacher agreement symbolizes this partnership. It is a document that outlines how parents and teachers can share the responsibility for the success of each child.

As a parent/guardian, I, _____ will strive to:

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

As a teacher, I, **Jennifer Perkins**, will strive to:

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

Parent/guardian signature _____

Date _____

[illegible]

[illegible]