

Williams Memorial Elementary School 2022-2023 Child Early Reading and Development Education Program (CERDEP) Handbook



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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 1-800-421-3481.

Williams Memorial Elementary

Dear Parents, Guardians, and Students,

I want to officially welcome all of you to the 2022-2023 School Year and to Williams Memorial Elementary School's Child Early Reading and Development Education Program (CERDEP). We are in unprecedented times and are trying to get use to the new "normal". However, I am thrilled at the opportunity to get to know all of you and engage in the educational process of your child with you. The CERDEP teachers and assistants also welcome the opportunity to work in partnership with you to ensure that high quality services are provided to your child and to enhance our students' educational experiences. I look forward to working with all of you to make this year successful.

This handbook has been prepared to assist you in understanding the policies and procedures of our school. Please read the information concerning WMES and our Child Early Reading Development Education Program (CERDEP) within this booklet and save it for your reference. This handbook serves as a vital source of information, time management, and a communication tool between the home and school. Should you have any questions relative to this handbook, various school policies or procedures, or the academic well-being of your child, please contact any member of the administrative team.

Williams Memorial Elementary School is creating a community of academic excellence for our students by establishing high expectations and academic rigor, providing effective and innovative educational practices in a safe and supportive environment, and helping our students develop world-class skills and career characteristics that will prepare them to graduate with a 21st Century education and to be globally competitive in their chosen career path.

The core values of Williams Memorial Elementary School—Trust, Integrity, Generosity, Excellence, Respect, and Success—and the use of differentiated instructional approaches that recognizes the uniqueness of each of our students will encourage a love of learning in all of our students. Let's join forces to make the 2022-2023 school year positive and productive. Together, we can make WMES "PAWS"-itively THE Best! Let's join forces to make the 2022-2023 school year positive and productive. Together, we can make WMES "PAWS"-itively THE Best!

Ruth Mims
Principal

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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.
2020-21	1.56	Poverty 60% or higher (schools in non-CERDEP districts)

The annual CERDEP proviso language was codified with the approval of the Read to Succeed legislation, Act 284, as the South Carolina Child Early Reading Development and Education Program (CERDEP),¹ which was signed into law by the Governor on June 11, 2014. The CERDEP districts and the years in which they became eligible are listed in Appendix B.

Section 59-156-110 mandates that in CERDEP classrooms districts will provide (1) a comprehensive, systemic approach to reading that follows the State Reading Proficiency Plan and the district’s comprehensive annual reading proficiency plan, (2) successful administration of the readiness assessment; (3) the developmental and learning support that children must have to be ready for school; (4) parenting education, including educating the parents as to methods that may assist the child; and (5) identification of community and civic organizations that can support early literacy efforts.

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

GOAL of CERDEP Program

The goal of the Child Early Reading and Development Education Program (CERDEP) is to provide the developmental and learning support that children must have in order to be ready for school. In this voluntary program, teachers use research-based instructional practices and ongoing assessment to provide an avenue for students to be ready for school. 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; 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.

Our Vision Statement

The vision of Williams Memorial Elementary School is to create a community of academic excellence for our students by establishing high expectations and academic rigor, providing effective and innovative educational practices in a safe and supportive environment, and helping our students develop world-class skills and career characteristics that will to prepare them to graduate with a 21st Century education and to be globally competitive in their chosen career path.

Our Mission Statement

The children, parents and staff of Williams Memorial Elementary School are unified in their purpose of accelerating the learning of all students through shared decision-making and powerful learning experiences.

Our Belief Statements

- Students will participate in real world learning opportunities that will move them toward success.
- WMES will be a safe and caring environment that provides a successful and challenging atmosphere through the support of parents, staff, faculty, students and the community.
- All students will demonstrate qualities of good citizenship in order to be responsible members of the learning community.
- Strengths of the stakeholders (parents, staff, faculty, students, and the community) will be identified and built upon to enhance our school.

Our Core Values

The core values of Williams Memorial Elementary School encourage a love of learning through the use of differentiated instructional approaches that recognizes the uniqueness of each student. Our core values are:

Trust
Integrity
Generosity
Excellence
Respect (for self and others)
Success

Williams Memorial Elementary School Administration

Phone (843) 563-3231 Fax (843) 563-3421

Principal/CERDEP Director	Ruth Mims	rmims@dd4.k12.sc.us
Asst. Principal/Head Start Director	Jeremy Wolfgang	jwolfgang@dd4.k12.sc.us
Secretary/Bookkeeper	Tracy Delee	tdelee@dd4.k12.sc.us
Receptionist/Attendance	Shakiema Ravenell	sravenell@dd4.k12.sc.us
District CERDEP Director	Shelissa Bowman	sbowman@dd4.k12.sc.us

Williams Memorial Elementary School Website: wm.dorchester4.k12.sc.us

Enrollment Requirements

Residency

Parent(s)/guardian(s) of age- and income-eligible children must provide documentation of the children's legal residency within a Child Early Reading and Development Education Program (CERDEP) school district.

*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 2022-2023 are listed in Appendix B.²

Age Eligibility

Child must be four years of age on or before **September 1, 2022**, 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 Child Early Reading and Development Education Program (CERDEP).

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.

Immunization

Documentation of each child's immunization must be provided at enrollment.

² This Handbook is for the 2019-2020 school year; however, the appropriations act for that year has not been finalized as of the writing of this template.

Application Process

The parent enrolling a child must complete and submit a Child Early Reading and Development Education Program (CERDEP) application. A copy of the child's proof of age eligibility, documentation of the family income eligibility, and immunization documentation must accompany the application.

Screening

All children shall be screened prior to the time of enrollment using the Developmental Indicators of Assessment of Learning (DIAL-3 or DIAL-4). WMES uses the DIAL-4.

Anti-Discrimination Statement

Approved Child Early Reading and Development Education Program (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.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 Early Reading and 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 breaks due to dangerous weather situations. ***Pre-Kindergarten students who are chronically tardy or miss ten days of school without medical verification or other required documentation will be dismissed from the program.*** If it is necessary for a child to be absent from school, it is required they bring a written excuse for each day missed as soon as they return to school. If a student fails to bring an excuse to school, he/she will automatically receive an unexcused absence.

Students will be considered ***lawfully*** absent when:

- They are ill and their attendance in school would endanger their health or the health of others.
- There is a death or serious illness in their immediate family.
- There is a recognized religious holiday of their faith.
- They are participating in their field trips or other school activities that require being away from classes.
- Unusual circumstances that have been approved by the Principal.
- They are suspended by the administration for violations of the discipline code.

Students will be considered ***unlawfully*** absent and unexcused when:

- They are willfully absent without the knowledge of their parent/guardian.
- They are absent with the knowledge of their parent/guardian, but the absence does not fall within the reasons listed as "lawful."

Breakfast & Snacks

Every Child Early Reading and Development Education Program (CERDEP) student is eligible for a **free** breakfast. Our Pre-Kindergarten and Kindergarten classes will eat breakfast in the classrooms. Healthy snacks will be provided by the District each afternoon.

Calendar (District)

The Child Early Reading and Development Education Program (CERDEP) follows the traditional 180 day school year. A copy of the Dorchester District 4's Calendar is included in the Appendix of this handbook.

The District may offer a CERDEP Summer Program. An interest survey will be sent to parents/guardians in the second semester.

CERDEP Classrooms

In each of our Child Early Reading and Development Education Program (CERDEP) classrooms, there are two (2) adults who have met the required credentials as required through DHEC and the State Department of Education (SDE).

Room 501 Miss LaTonya Addison, Teacher Mrs. Elaine Peppers, Assistant
Room 502 Mrs. Jennifer Forest, Teacher Miss Dawn Daniel, Assistant

CERDEP Daily Schedule and Hours of Operation

Hours –7:45 A.M.-2:40 P.M.

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 the students. Students unable to sleep during the rest period shall be allowed to read or participate in another quiet activity on their mat.

School Schedule (7:05 A.M.-3:10 P.M.)

7:05 A.M. All Faculty/Staff Report either to Duty or in Class
7:10 A.M. Students Enter/Breakfast Begins
7:40 A.M. Breakfast Ends
7:45 A.M. School Begins/Students Arriving after this are Counted as Tardy **Unless** on a Late Bus (ALL Students Should be in Class)
2:35 P.M. All Duty Personnel at their Assigned Area
2:40 P.M. Begin Dismissal
3:10 P.M. Faculty/Staff* Allowed to Leave as Long as there are **NO** Car or Bus Riders in the Building

*Assistants can leave after their afternoon duty is over

School Schedule – Early Dismissal (7:05 A.M.-12:35 P.M.) & Half Days (7:05 A.M.-11:30 A.M.)

7:05 A.M.	All Faculty/Staff Report either to Duty or in Class
7:10 A.M.	Students Enter/Breakfast Begins
7:40 A.M.	Breakfast Ends
7:45 A.M.	School Begins/Students Arriving after this are Counted as Tardy Unless on a Late Bus (ALL Students Should be in Class)
12:30 P.M./11:25 A.M.	All Duty Personnel at their Assigned Area
12:35 P.M./11:30 A.M.	Begin Dismissal
2:40 P.M.	Assistants Allowed to Leave*
3:10 P.M.	Faculty/Staff Allowed to Leave*

CERDEP Eligibility

Any child who will be 4 years old on or before *September 1, 2022*, may register for the Child Early Reading and Development Education Program (CERDEP) by picking up and completing the registration packet. The following required information must be submitted along with the completed registration packet:

- Child's Birth Certificate
- Updated Immunization Record
- Copy of Social Security Card
- Proof of Residence (Utility Bill—Light or Water)
- Verification of Income (Pay Stub or Medicaid Card)

Pre-Screening using DIAL-4 will also be done for any child who has satisfied all of the requirements given above,

Any child who meets the Child Early Reading and Development Education Program (CERDEP) requirements as set forth by the SC State Department of Education (SDE) will be placed first in the CERDEP; other students will be placed, if there is space available. If there are any questions, please contact the CERDEP Director at (843) 563-3231.

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, Administrators, 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 Early Reading and Development Education Program (CERDEP) 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.

Providers will make use of developmentally appropriate guidance techniques and may not allow the use of corporal punishment or severe discipline. In accordance with [nonregulatory federal guidance](#), exclusionary practices should not be used to reduce unwanted behavior. Resources on

appropriate strategies to reduce unwanted, and teach desired behavior can be found here: <http://www.pyramidmodel.org/>. Staff members and parent(s)/guardian(s) shall sign and date a disciplinary policy statement as required by the Department of Social Services (DSS). The signed disciplinary policies shall be maintained on file.

Early childhood experts believe that good discipline is a learning process that involves compassion, caring, sensitivity, and guidance. The goal of good discipline is to help the child develop self-control, responsibility, and problem solving skills, characteristics that are foundational to a student's meeting the *Profile of the South Carolina Graduate*.³ There are many ways that the teachers will encourage good discipline practices.

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.

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

Dismissal (Bus and Car Riders)

The end of the day becomes a very busy time. To help reduce confusion and to limit instructional disruptions, students will not be called from their classes for early dismissal after **2:00 P.M.** (unless for an emergency). Also, students will not be called from their classes to leave until a parent/guardian arrives at the school. **Only an authorized person with proper identification will be allowed to pick up your child.**

To keep our students safe, any change to a child's afternoon transportation must be done in writing before 1:00 P.M. On the letter, there must be a phone number listed, so we can confirm the changes. We will *not* accept transportation changes over the telephone. We will accept a FAX; however, the FAX must have a phone number for the parent listed for confirmation purposes.

Students will only be allowed to leave the school either by

- 1. Taking the bus home OR**
- 2. Getting picked up in the Car Rider Line**

Once the Car Rider Line closes in the afternoon, students will need to be picked up from the front office. A parent/guardian or designee will have to sign the student out.

Field Trips

Field trips are designed as an extension to classroom learning. All trips are organized to meet and reinforce South Carolina State Standards. In order for a child to participate in a trip, they must have a signed permission slip and all financial requirements paid to the school. In an effort to minimize any financial burden to our families, we will make every effort possible to keep the maximum cost as low as possible.

If a child is not going on the field trip, they are still required to attend school and continue with their daily instruction. Attendance and discipline may prohibit a child from attending a field trip.

Chaperones for field trips must be on the District's Approved Volunteers List and are expected to assist the teacher and school staff with the supervision of our students. Therefore, chaperones are not allowed to bring other children/siblings along on the field trip.

Free and Full Access

Parents have free and full access to their children, unless a court order stipulates otherwise.

Lunch

All student breakfasts and lunches are *free* for the 2022-2023 school year.

The District's monthly breakfast and lunch menus can also be found on the school's Website (<http://wm.dorchester4.k12.sc.us/>).

Photographs

Students must have a letter or form on file stating they are *not* to be photographed at the school for different media sources (newspaper, news, yearbook, newsletters), the Internet/social media (Facebook, school website/teacher webpages), or any and all other types of publications. Please refer to the FERPA letter in the Appendix for further information.

School Closings

Weather is uncontrollable and unpredictable. In the event that adverse weather conditions may occur, you should either turn in to the local news, radio stations, listen to the School Messenger, or go to the school's Website (<http://wm.dorchester4.k12.sc.us/>), to find out any information pertaining to school closings, cancellations, or delays.

Smart Snacks

Information pertaining to Smart Snacks can be found in the Appendix and on the school's Website (<http://wm.dorchester4.k12.sc.us/>).

Transportation

Dorchester District 4 will provide public school transportation services for students who are in the WMES attendance zone. The District will not be responsible for the transportation of any student living outside the attendance zone. Please notify the school immediately of any changes in transportation arrangements. **Only an authorized person with proper identification will be allowed to pick up your child.**

Bus

Riding the school bus to and from school is considered a privilege and can be taken away from a child due to inappropriate behavior. Refer to the Appendix in the Student Code of Conduct for bus discipline. Any changes made in your child's bus transportation must be submitted ***in writing before 1:00 P.M. with a telephone number.*** Changes in bus routes, requested by parents, can only be made, if the student is getting off at a designated stop and must be approved by the Transportation Department. Questions related to transportation should be made to the District's Transportation Supervisor at (843) 563-5906. The District will provide public school transportation services. A new Change of Transportation Form must be completed, if there is a bonafide change of address. Bus drivers are not permitted to take change requests.

An authorized adult is to be at the bus stop with a Child Early Reading and Development Education Program (CERDEP) student to load them on the bus in the morning and to receive them in the afternoon. If an authorized adult is not at the bus stop, the student will be brought back to WMES.

Students will **not** be allowed to bring balloons, glass objects, or any object that will not fit into a book bag on the bus at any time. Buses do **NOT** stop at any of the Campgrounds.

Car Riders

Car riders should be dropped off in the **Car Rider Line** on the side of the building. Students exiting the car should do so on the side where school personnel are located. **Parents will not be allowed to walk students to class after the first day of school.**

At 7:45 A.M., the Car Rider Line will be closed, and you will need to escort students to the front entrance to be signed in with the receptionist. Students are considered tardy after 7:45 A.M.

We are asking that there be no lining up in the Car Rider Line before 1:15 P.M. This is for the safety of our students and for ease of deliveries being made to the cafeteria.

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. Students who live out of District will not be placed in the Child Early Reading and Development Education Program (CERDEP).

Educational Policies

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 (SDE). 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 60th and 120th day of school and at the end of the year.

All teachers and teacher assistants are trained each year under the guidelines of DSS and the South Carolina Department of Education. [**South Carolina Code 63-13-45**].

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:

Big Day for PreK

Big Day for PreK is a proven-effective comprehensive early-learning program that embraces children's natural curiosity and encourages them to explore and connect to the world around them.

- Provides intentional instruction in all learning domains: Social-Emotional Development, Oral Language and Vocabulary, Emergent Reading, Emergent Writing, Mathematics, Science, Social Studies, Fine Arts, Physical Development, and Technology.
- Based around three Big Experiences a day that offers students a comprehensive, integrated, and engaging curriculum that seamlessly weaves literacy, science, math, and the arts together.
- Organized into eight engaging and child-friendly themes. As the year progresses, the themes in this early-learning program broaden, and children begin to understand more about the world around them.

Health, Wellness & Safety

Care of Mildly Ill Children

Williams Memorial Elementary School follows the South Carolina DHEC Exclusion List and does care for mildly ill children. In addition, the School Nurse will notify parents/guardians and will record all illnesses and the type of care provided in Health Office, a computerized system used by the District.

- If your child has a communicable disease, please notify the School Nurse or CERDEP Director, so the other students' parents may be notified.
- If a student becomes sick during the day, he/she will be separated from the other children and be kept in the School Nurse's Office and supervised by the CERDEP Assistant or School Nurse.
- If a student is sick (i.e., vomiting, rash, diarrhea, fever), he/she cannot return to school until he/she has been without fever or symptoms for 24 hours.

Health and Safety Guidelines Used at WMES

- If a student becomes sick or is displaying symptoms of COVID 19 during the day, parents will be contacted by the Nurse to be picked up. The student will be placed in the Isolation Room, if displaying COVID 19 symptoms. If a child is exposed to COVID 19 outside of school, the Nurse should be contacted immediately. The Nurse will then follow the District's established protocols.
- High touch areas (doorknobs, light switches, classroom sink handles, and countertops) will be routinely cleaned and disinfected by the teacher and/or assistant.
- A student's personal items and school supplies will be kept at their desk or table.
- Students and teachers will clean their work area at the end of the day, and the custodians will fog to sanitize the building before they leave for the end of the day. Chromebooks will be sanitized daily before being stored in the cart, if being left at school.
- Water refilling stations will be used to fill water bottles brought from home.
- Conferences will be held either virtually or face-to-face.
- Parents will be able to enter the school building to see the nurse, if the nurse requires or requests the visit,
- The cafeteria staff will clean and sanitize the tables between use during breakfast and after each grade level at lunch.
- The playground and the equipment will be open and available for use with teacher supervision.
- Classes will have designated times to use the restroom (allowing for individual student's needs). Students will wash their hands after each restroom break and will use hand sanitizer in the classroom.
- Respiratory etiquette (cough or sneeze in your elbow, use a tissue and throw it away, wash hands or use hand sanitizer when nose or mouth is touched) will continue to be taught and reinforced.

- The Tiger Town Afterschool Homework Center will follow the same protocols used in the classroom and hallways.

Emergency Medical Plan

Williams Memorial Elementary School has a full-time registered nurse on staff. She has individual medical plans for those students with existing conditions. If emergency medical care or treatment is required, authorized school personnel will call 911 and follow their procedures. 911 will determine the hospital or medical entity to be used. In the case of such emergency, if the school is unable to reach the parent, authorized school personnel (the Principal, Assistant Principal, CERDEP Director, or Nurse) will stay with the child until the parent arrives.

Evacuation Plan and Safety Procedures

At Williams Memorial Elementary School, our number one priority is to keep your child safe. To ensure that we are prepared for emergencies, drills (fire, earthquake, tornado, lock-down, and evacuation) are conducted either monthly and/or annually throughout the school year.

The school has on file in the Principal’s office and the CERDEP Director’s Office an Emergency Preparedness Guidebook. In addition, evacuation plans are posted in each classroom.

The following compliance checks are also performed during the year:

- Playground Inspections (daily)
- Fire Inspections (Local Fire Inspector and Fire Marshall)
- Sanitation Inspections

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.
- 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).

Immunizations

A current immunization certificate is required for participation in the Child Early Reading and Development Education Program (CERDEP). Certificates must be on the SC DHEC Form. Immunizations must be kept up-to-date. “No shots. No school”.

Liability Insurance

Dorchester District 4 and Williams Memorial Elementary School does carry liability insurance. It is provided through National Union Fire Insurance. [**South Carolina Statute 63-13-210 (A)(B)**]

Medication

The School Nurse or an appointed designee at Williams Memorial Elementary School will administer medication to students and requires that the parents or guardians of all students who need medication (prescription or over the counter) at school do the following:

- Present a written request signed by the parent or legal guardian and witnessed by a school official. If a student needs special medical procedures (i.e., nebulizer treatments), a signed note from your physician stating the types and amounts of medication to be administered, times, and any other specific information is needed.
- All medication must be left with the School Nurse for proper handling. [The parent or guardian must bring the medication in the original prescription container and properly labeled by a doctor. Medicine will be dispensed as directed on the container.
- No medication should be left in the classroom or in a bookbag.
- Information will be logged immediately following the administration of the medication.
- If a student has severe allergic reactions to certain foods or insect bites, a prescribed Epi-pen may be kept in the School Nurse's Office. Written instructions from a physician on when to administer it must be provided, as well as written permission from the parent/guardian for use in an emergency situation.

Students should not have any type of medication with them during the school day. School personnel will dispose of any medicine that is not claimed at the end of the school year. Questions concerning medication should be directed to the school nurse.

Provisional Employment

Williams Memorial Elementary School does *not* use the Provisional Hire Process.

The Provisional Employment process means that staff is hired using an Internet SLED catch based on date of birth and Social Security number until such time as a fingerprint based background check and a check of the Central Registry of Abuse and Neglect can be completed. Staff hired using Provisional Employment cannot be left alone with children until the fingerprint and Central Registry checks are complete and clear.

Release of Students

A student will only be released to authorized adults. A parent/guardian will need to complete a form listing any and all adults who are authorized to pick up a child. An individual will be required to show a photo identification when signing out a child from the Child Early Reading and Development Education Program (CERDEP). If special circumstances arise, you will need to notify WMES prior to signing a student out by either a telephone call or a written note.

Any additions, changes, or deletions to the Authorization Form must be made by a 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.

Law enforcement will be called in the event someone arrives to pick up a child who appears to be under the influence of drugs and alcohol.

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.

School Nurse

The WMES Nurse is at the school daily from 7:10 A.M.-3:10 P.M. If the nurse contacts you concerning your child (either sick or injured), you must either pick them up or make arrangements to do so in a timely manner. Students cannot return to class or get on a bus if they are sick. Space is also limited in the Nurse's Office.

We ask that you help us keep our students and staff healthy by keeping your children home anytime they have a fever or appear physically sick. Additionally, you should contact the nurse if your child has any physical or health limitations, so appropriate accommodations can be made for your child. Space is limited in the Nurse's Office.

Tracking of Students

Students in the Child Early Reading and Development Education Program (CERDEP) are monitored closely. Attendance must be logged in on the tracking sheet as children arrive and depart each day. School personnel receive them from the school bus or the car rider line each morning and also place students back on buses or in their cars at the end of the day. School personnel, will escort students in the CERDEP during the school day, whenever they move beyond their classroom walls. While in the classroom and on the playground, students are always supervised by school personnel.

Parent/Family Involvement

The Child Early Reading and Development Education Program (CERDEP) 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.

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. Please call ahead to make an appointment, if you need to visit a classroom.

Communication

Each Child Early Reading and Development Education Program (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:

- Monthly Newsletters sent through REMIND and posted on the school's website (hard copies will be available in the front office)
- Face-to-Face Conversations
- Phone Calls
- e-Mails (Please use the teacher's webpage on our school's website to access their e-mail)
- Written Notes
- REMIND notifications

You should notify the front office any time your personal information changes (phone numbers, addresses, guardianship, and/or custody).

The school will also continue to utilize the school's Website (<http://wm.dorchester4.k12.sc.us/>) and the School Messenger Telephone System to inform parents of upcoming events.

The monthly menus for breakfast and lunch can also be found on the school's and District's websites.

Parent/Family Workshops

A series of Parent/Family workshops and/or Parenting Programs on various topics may be offered throughout the school year. Families are strongly encouraged to attend these.

The District's Family Literacy and Parenting contact persons are **Mrs. Antoinette Haynes (District Social Worker) or Mrs. Lorraine Footman and Ms. Roslyn Young (Parent Educators)**. Please contact the Title I office in St. George at **(843) 563-5923**, if interested.

Parent Teacher Association (PTA)

Our PTA plays an active role in our school building and instructional program. Membership forms will be sent home to all of our families at the beginning of the school year. The cost to become a member is \$5.00 per person. PTA Meetings will take place periodically throughout the school year, and all dates will be listed in the monthly school newsletter and on the school's Website.

Parent/Guardian-Teacher Conferences

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

- An orientation to CERDEP (Ex. Meet the Teacher, Open House, 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.

Free and full access must be granted to parents of children enrolled unless a court order stipulates otherwise. The visit must not disrupt instructional activities or classroom routines.

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 at the end of this handbook, and return to your child's teacher.

School Improvement Council (SIC)

The School Improvement Council (SIC) consists of teachers, parents, community members, and other school staff. Their purpose is to discuss, as a team, different ways to improve the school. SIC Meetings will take place periodically throughout the school year, and all dates will be listed in the monthly school newsletter and on the school's Website.

Members of the team are chosen and elected each year. If you have any interest in being part of the SIC, speak with our Principal.

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).

Parent-Teacher Agreement

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

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

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

As a teacher, I, _____ 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.

I agree to abide by the policies outlined in this WMES Child Early Reading and Development Education Program (CERDEP) Handbook. Please sign the copy of this agreement and return to your child's teacher. A copy of the Parent-Teacher Agreement will be placed in your child's records.

Student's Name _____

Parent/Guardian's Signature _____

Date _____

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

Abbeville County School District (2006-07)
 Aiken County Public School District (2014-15)
 Allendale County Schools (2006-07)
 Anderson School District Two (2015-16)
 Anderson School District Three (eligible 2013-14;
 participating 2014-15)
 Anderson School District Five (2015-16)
 Bamberg School District One (2006-07)
 Bamberg School District Two (2006-07)
 Barnwell Nineteen Public Schools (2006-07)
 Barnwell School District Twenty-nine (Williston) (2006-
 07)
 Barnwell School District Forty-five (eligible in 2006-07;
 participating 2015-16)
 Berkeley (2006-07)
 Calhoun County Public Schools (2013-14)
 Cherokee County School District (2013-14)
 Chester County School District (2013-14)
 Chesterfield County School District (2006-07)
 Clarendon School District One (2006-07)
 Clarendon School District Two (2006-07)
 Clarendon County School District Three (2006-07)
 Colleton County School District (2013-14)
 Darlington County School District (2013-14)
 Dillon School District Three (2006-07)
 Dillon School District Four (2006-07)
 Dorchester School District Four (2013-14)
 Edgefield County School District (2014-15)
 Fairfield County School District (2013-14)
 Florence Public School District One (2006-07)
 Florence County School District Two (2006-07)
 Florence County School District Three (2006-07)
 Florence County School District Four (2006-07)
 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)
 Greenwood County School District 52 (2015-16)
 Hampton School District One (2006-07)
 Hampton County School District Two (2006-07)
 Horry County (eligible 2014-15, not participating)
 Horry County: Academy of Hope Charter (2014-15)
 Jasper County School District (2006-07)
 Kershaw (eligible 2015-16, participating 2019-2020)
 Laurens County School District Fifty-five (2006-07)
 Laurens County School District Fifty-six (2006-07)
 Lee County School District (2006-07)
 Lexington School District Two (eligible 2013-14;
 participating 2014-15)
 Lexington County School District Three (2013-14)
 Lexington School District Four (2006-07)
 Marion County School District (2006-07)
 Marlboro County School District (2006-07)

McCormick County School District (2006-07)
 School District of Newberry County (2013-14)
 School District of Oconee County (2014-15)
 Orangeburg County School District (2006-07)
 Richland County School District One (2013-14)
 Saluda County Schools (2006-07)
 Spartanburg School District Three (2014-15)
 Spartanburg School District Four (2014-15)
 Spartanburg County School District Six (2014-15)
 Spartanburg School District Seven (2013-14)
 Sumter School District (2013-14)
 Union (eligible 2013-14, not participating)
 Williamsburg County School District (2006-07)
 York School District One (2014-15)

**List of 2022 Districts with Schools Eligible for
 CERDEP Expansion**

Anderson 1
 Anderson 4
 Beaufort
 Charleston
 Charter Institute at Erskine
 Dorchester 2
 Greenville
 Horry
 Lancaster
 Lexington 1
 Lexington-Richland 5
 Pickens
 Richland 2
 SC Public Charter School District
 Spartanburg 1
 Spartanburg 2
 Spartanburg 5
 Union
 York 2
 York 3
 York 4

