



Homeland Park Primary School
Gary Bruhjell, Principal (Co-Director)
Elizabeth Bowen, Assistant Principal (Co-Director)
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Child Development Education Program (CDEP)
a program of...



**Four-Year-Old Kindergarten
Parent Handbook**

2017-2018

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CDEP Faculty and Staff (Co-Directors-Gary Bruhjell & Elizabeth Bowen)

CDEP Teacher: Dedra Watson

Teaching Assistant: Summer Evans

Room Number: 111

CDEP Teacher: Tracy Hudgens

Teaching Assistant: Marsha Campbell

Room Number: 112

CDEP Teacher: Jennifer Smith

Teaching Assistant: Anna Leisa McCurry

Room Number: 110

Dear Tiger Families,

Welcome to Homeland Park Primary School for the 2017-18 school year! Our core business is TEACHING and LEARNING and the primary emphasis of our work is YOUR student. At Homeland Park, we pride ourselves on being the school geared toward each individual child. We are dedicated to reaching excellence in academics and motivating each student to succeed to their fullest potential! We want each child's educational experience to be built around what their needs are and how we can help them excel to be the best they can be.

Our goal is to have a school that works to give many opportunities for our students both academically and through related activities. You will find that we have made some changes to our academic programming this year and will be hearing about new and exciting opportunities in our school. Be sure to check our website often and read the school's weekly newsletter "Tiger Talk." Staying in constant communication with your child's teacher allows us to be a team for your child's educational journey. Coming together to form a great partnership is what it is all about and will make your child's elementary years successful!

Research still tells us that the one thing that has the greatest impact on student achievement is the teacher in the classroom. We are blessed that our teachers are not only very knowledgeable about the content that they are teaching, but are also outstanding at delivering that content through quality teaching strategies and with much heart! Teachers and staff members are here for you but most importantly your child. We encourage you to visit the school often, email with questions and call if you need us!

Joining the PTO is a great way to support your child and our school. Even if you cannot be here as frequently as you would like, your support in other ways is appreciated and welcomed. Each membership helps the PTO to support our students.

If we can do anything for you, our school office hours will be from 7:45-3:00 Monday-Friday. Please feel free to contact either Mrs. Bowen or myself whenever we can assist you.

Sincerely,

Gary Bruhjell
Gary Bruhjell, M.Ed.
Principal

Elizabeth Bowen
Elizabeth Bowen, M.Ed.
Assistant Principal

GOAL OF THE CDEP 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 (a comprehensive, systemic approach to improving reading proficiency of students through early identification and intervention and improved teaching of reading) participation in CDEP has 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, and the additional 10 districts funded as of the 2014 – 2015 school year. The school districts eligible to participate in the CDEP expansion are the following: Aiken, Edgefield, Greenwood 50, Greenwood 52, Horry, Oconee, Spartanburg 3, Spartanburg 4, Spartanburg 6 and York 1. Anderson County School District 5 was added to this list in January of 2015.

Parent(s)/guardian(s) of age- and income-eligible children must provide documentation of the children's legal residency within a CDEP school district.

Age Eligibility

Child must be four years of age on or before September 1, 2017 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 or call 1(800)421-3481.

OPERATING POLICIES AND 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.**

CDEP Hours: 7:55 a.m. – 2:30 p.m.

District/School Calendar

The Child Development Education Program follows the traditional 180 day school year. A copy of the school calendar is included at the end of this handbook.

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.

Extended Care/Wrap-Around Care

Extended-Care or Wrap-Around Care may be provided on site or offsite at a cost for families. ABC vouchers may be available for those children who qualify. The school staff will provide information on how families can apply.

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 the daily classroom schedule will be provided by your child's classroom teacher.

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:

Creative Curriculum:

Creative Curriculum is a practical approach on how to organize the environment to support children's social development and active learning. It is based on child development theory. By continually changing and enriching the environment, teachers can support learning and creativity in children. It emphasizes establishing a partnership with parents and offers practical ideas for explaining the curriculum to parents. For more information, www.teachingstrategies.com

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. Reporting your child's 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.

HEALTH, WELLNESS AND SAFETY

Homeland Park Primary School has a full-time nurse on staff, Nurse Marie Watt. She is here to see about the medical needs of students during the school day. The school nurse will keep a record of the child's visit and will take his/her temperature or perform minor first-aid, if necessary, depending on the symptoms. The health room does not have aspirin or any other medications and **the nurse cannot administer any** medicine without permission from the parent and the doctor. The parent is responsible for supplying the medication.

Giving Medication at School

- Written permission is required for any medication to be administered during the day from a licensed physician. This includes over-the-counter medications.
- A parent or guardian must deliver the medication to school to the nurse. **DO NOT SEND ANY MEDICATION ON THE BUS!**
- It must be in the original bottle with the prescription on the label or in the original packaging.
- Students requiring daily medication (more than 3 weeks) must bring no more than a month of medication to the school at a time.
- The nurse cannot administer OTC (over-the-counter) medications without signed consent from a parent. The school does not stock OTC medications.

**We strongly encourage you to give medication at home, if appropriate. However, if this is not possible, then we will administer the medication following the above guidelines.*

Sickness

DHEC guidelines are used for illnesses. If a student is running a fever, they must be free from fever for 24 hours. If a student vomits at school, we must have someone pick him/her up immediately. If a student has lice, they must be checked by the nurse before reentering school.

Please remember that we are not allowed to keep sick children at school and we will contact you **immediately** or use the emergency contact information that you provided.

Immunizations

According to state law, all students must have an up-to-date South Carolina Immunization Form from their doctor or the health department before entering school. When a student enters from another school, the permanent record will be checked to make sure all immunizations have been completed. If not, the student will be required to get the necessary shots. Please go to this link for information about exemptions: <http://www.scdhec.gov/Health/Vaccinations/ExemptionsfromSchoolVaccineRequirements/>

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).

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.

Legal Custody

When a child's parents are separated or divorced, the issue of custody often becomes a matter of concern for the school. In order to protect the child and rights of custodial parents, it is important that the school be given a photocopy of the custodial agreement. Without this document in our files, we must legally release a child to either parent. In addition, school records will be released to either parent without this document.

PARENT AND 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. Families are strongly encouraged to attend these throughout the year. The school's Family Literacy and Reading Coach contact person is Mrs. Patsy McGregor.

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

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. Visitors must report to the office to sign in through the Lobby Guard system before entering the building. This process will require a current driver's license. Observations should be cleared in advance by the administrative staff.

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. A copy of this agreement can be found at the end of this handbook.

Please sign and return this agreement to your child's teacher.

General Handbook Policies and Procedures

There are many policies and procedures that are included in the school's Parent/Student Handbook which apply to students in the CDEP program. Parents are expected to read and adhere to all policies and procedures established by the school and district.

MANDATORY FORMS FOR CDEP 4K PROGRAM
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If your child is enrolled in the Four-Year-Old Kindergarten CDEP program, the following forms must be completed and returned to your child's teacher.

South Carolina Department of Social Services
Child Care Licensing
**AUTHORIZATION FOR INTERVENTION, THERAPY AND
EXTRACURRICULAR ACTIVITIES**

I authorize _____ to remove
Name of Person/Entity Providing Activity

_____/_____
Name of Child Child's Date of Birth

from _____ and/or its programs from
Name of Child Care Facility

_____ to _____ on _____
Time Time Dates/Period of Service (See instructions below)

for the purpose of participating in _____. I am aware that
Type of Activity

while participating in _____, my child **will not** be supervised
Type of Activity

by a qualified staff person employed by _____.
Name of Child Care Facility

I am also aware that, _____ and its employees
Name of Person/Entity Providing Activity

are not required to adhere to laws governing _____
Name of Child Care Facility

including, but not limited to laws governing staff to child ratios, supervision, background checks, and educational training.

 Parent/Guardian's Signature

 Date

 Child Care Facility Director's Signature

 Date

 Person Providing Activity's Signature

 Date

Instructions:

This form must be completed and signed by all parties before providing services or activities. Beginning and ending dates should be used to show when the service or activity is being provided. If the service or activity continues for more than a year from the date it is signed, the form must be renewed.

PARENT AND TEACHER AGREEMENT

2017-2018 School Year

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.

Parent/Guardian Signature: _____

Teacher Signature: _____

Homeland Park Primary School

2017-2018 Calendar

August

18 Welcome Back Drop-In
5:00-6:00 PM
22 Students Return, 7:55 AM – 2:30 PM
29 Parent Orientation, 6:00 PM

September

4 Labor Day, No School
14 PTO/SIC Board Meeting, 8:15 AM
15 “Morning STEAM”
1st Grade Parents/Students, 8:00 AM
19 Fall Pictures
TBD Interim Reports Go Home

October

6 “Morning STEAM”
2nd Grade Parents/Students, 8:00 AM
10 Parent Toolbox Talk & PTO Meeting
6:00 PM
Grades PK, K, 1, 2
19 PTO/SIC Board Meeting, 8:15 AM
23-27 Book Fair
24 First Grading Period Ends
26 Homeland Park “Spooktacular”
5:30-7:30 PM
TBD Report Cards Go Home
27 Classroom Fall Celebrations
30 No School, Parent Conferences

November

10 Veterans’ Day Celebration, 8:30 AM
13 Four Year Old Kindergarten
Grandparents’ Lunch
14 Five Year Old Kindergarten
Grandparents’ Lunch
15 First Grade Grandparents’ Lunch
16 PTO/SIC Board Meeting, 8:15 AM
16 Second Grade Grandparents’ Lunch
17 “Morning STEAM” Five Year Old Kind.
Parents/Students, 8:00 AM
22-24 Thanksgiving Holiday, No School

December

TBD Interim Reports Go Home
9 Polar Express Literature Adventure,
10:00 AM
14 PTO/SIC Board Meeting, 8:15 AM
14 1st Grade Performance, Art Show,
Writing Gallery: 6:00 PM
15 Winter Classroom Celebrations
Dec. 18 – Jan. 1 Christmas Holiday, No School

January

2 Students Return
15 MLK Holiday, No School
16 Staff Development, No School
4K Parent Conferences
18 Second Grading Period Ends
18 PTO/SIC Board Meeting, 8:15 AM
TBD Report Cards Go Home
19 “Morning STEAM”
1st Grade Parents/Students, 8:00 AM

February

5 Family Book Club Kick-off
14 Classroom Valentines Celebrations
15 PTO/SIC Board Meeting, 8:15 AM
16 Possible Snow Make-up Day
20 Kids’ Toolbox Talk & PTO Meeting,
STEAM Activity “Chocolate” Theme
6:00 PM
Grades PK, K, 1, 2
TBD Interim Reports Go Home
23 Family Book Club Chocolate Party

March

8 2nd Grade Performance, Art Show,
Writing Gallery: 6:00 PM
9 “Morning STEAM”
Five Year Old Kind. Parents/Students,
8:00 AM
15 PTO/SIC Board Meeting, 8:15 AM
16 Staff Development, No School
TBD 2018-2019 Kindergarten Registration
23 STEAM Day
28 Spring Picture Day
TBD Third Grading Period Ends
TBD 2018-2019 First Grade Registration
30 Possible Snow Make Up Day
School Holiday
TBD Report Cards Go Home

April

2-6 Spring Break – No School
19 PTO/SIC Board Meeting, 8:15
20 “Morning STEAM”
2nd Grade Parents/Students, 8:00 AM
21 Kindergarten Orientation, 10:00 AM
26 Five Year Old Kind. Performance, Art
Show, Writing Gallery: 6:00 PM

May

30-4 Teacher Appreciation Week
TBD Interim Reports Go Home
17 PTO/SIC Board Meeting, 8:15 AM
25 Field Day
28 Memorial Day
29 Four Year Old Kindergarten Awards
Day, 9:00 AM
End of Year Celebration Day
30 Five Year Old Kindergarten Awards
Day, 9:00 AM
End of Year Celebration
31 First Grade Awards, 9:00 AM
End of Year Celebration Day

June

1 2nd Grade Awards, 9:00 AM
End of Year Celebration Day
7 Fourth Grading Period Ends
Report Cards Go Home
8 Possible Snow Make-Up Day

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