

Anderson School District Five

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Concord Elementary

An International
Baccalaureate World School



Parent and Guardian Handbook 2020-2021

Child Early Reading Development and Education Program (CERDEP)

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.

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I. School Information

Welcome to Concord Elementary School, an IB World School

Concord's handbook has been designed to help make the start of your child's early learning journey a positive and happy one. If you have any questions or would like to make any suggestions please call 864-260-5105.

Having your child attend preschool for the first time can make parents nervous. Don't worry! Preschool is a time when your child will have a lot of fun with children their own age. Preschool helps children develop and broaden their educational experiences, giving them more confidence, and making them eager and enthusiastic learners who are ready and looking forward to kindergarten.

Items Your Child Needs

Here is a list of items your child will need:

- 1 book bag (without wheels) big enough to hold a folder
- 1 complete changes of clothes including socks and underwear
- 1 pack of glue sticks (pack = or more sticks)
- 1 pack of washable markers
- 1 box of crayons

Clothing for Preschool

Dress your child in comfortable, practical clothing that is safe and easy for them to manage on their own, including sensible shoes for playing and running. *While teachers try to avoid children staining their clothes, painting and dirt from outside are all part of having fun and learning.*

Label Everything!

There is a lost and found bin at Concord that gets very full several times during the school year. You can save a lot of time and frustration by clearly labeling **ALL** of your child's items such as their clothing, book bag, and lunch box.

Parent Phone/Contact Numbers

Please make sure the classroom teacher always has your current contact number(s). We realize sometimes parent's change their phone number. It is imperative that we always have a number at which the parent can be reached during school hours.

II. 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.

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.

III. Program Goal of Concord's Child Early Reading and Development Education Program

The goal of Concord is to provide children and their families with quality preschool experiences necessary for school success. Each program will incorporate the following:

- 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.

Anderson School District Five

Vision

To provide an excellent school system empowering students to reach their potential through academics, arts, and athletics.

Mission

To educate students who are college and career-ready and will positively contribute to an ever-changing world.

Concord Elementary School

Vision

To continue to set the standard for confident, self-directed learners who demonstrate continuous academic and social improvement.

Mission

To develop life-long learners who demonstrate the IB Learner Profile in order to become contributing citizens of a global society.

IV. Requirements for Eligibility for CERDEP Enrollment

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 2019–2020 are listed in Appendix B.[1]

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

Anti-Discrimination Statement

Approved 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@ed.gov or call 1-800-421-3481.

V. Operating Policies & Procedures

Concord Elementary has a range of policies and procedures to promote health, safety, and well-being of all children, e.g. arrival and departure, food and nutrition, development, education, and sun protection.

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 include school district closures due to dangerous weather situations. Tardiness is detrimental to your child's education in two ways. One, the child misses part of the educational day. Two, the child learns a bad habit. Once or twice a year it is possible that a family oversleeps or has an emergency such as; the car breaking down, or the child misses the bus. When it happens on a frequent or regular basis the school will address it as a problem. Begin the year by being prepared - most tardies are preventable! A child who is chronically tardy or absent may be released from the program.

CERDEP Hours

Concord Elementary School Hours:

Monday - Friday - 8:00 a.m. - 2:30 p.m.

Students not in their classrooms by 8:00 a.m. will be marked tardy.

District/School Calendar

The Child Early Reading Development and Education Program follows the traditional 180 day school year. A copy of the school calendar is given to parents at the beginning of the school year.

Tuition

No parent is required to pay tuition or fees solely for the purpose of enrolling in or attending CERDEP if the parent or student meets the CERDEP enrollment requirement. Tuition or fees may be charged for Extended-Care or Wrap-Around Care provided when it is not part of a state-funded expansion program. Tuition may be charged at the Concord site on a sliding scale for students who do not meet the CERDEP enrollment requirements after the class has been filled with all students who do meet the CERDEP enrollment requirements.

Extended Care/Wrap Around Care Extended-Care or Wrap-Around Care may be provided on site or offsite at a cost for families.

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.**

Arrival and Dismissal

Arrival

4K students are too young to be allowed to walk into the school by themselves in the morning. Parents must park their car and walk their child to the front lobby doors. The doors open at 7:00 a.m. **Parents must present their child's CarTag Identification to the person in the lobby to gain admittance into the building.** Parents are required to wear a mask. There will be a sign-in sheet for the parent to sign their child into school. The child will then be escorted by staff to the area for 4K students. This is a procedure that must be followed the entire school year.

4K Bus and Daycare Dismissal

The teacher or assistant will take bus and daycare students to the gym. 4K will load buses before all other students. Daycare will sit with their daycare cohort until picked up.

4K Car Riders Dismissal

From Calrossie Road, parents should travel west on East Fredericks St. and turn into the parking lot behind the school gym and cafeteria. Follow the arrows in the parking lot. The parking lot will provide stacking for cars waiting to pick up 4K students. The parent will place the child's pick-up tag in the window. A staff member will walkie the teacher or assistant as to the child being picked up. The child will be assisted into the car. **NO CHILD WILL BE ALLOWED TO LEAVE WITHOUT THE SCHOOL ISSUED PICK-UP TAG.**

School Closing Due to Weather or Emergency

The closing of school due to extremely bad weather or other severe emergencies will be announced on the local radio and television stations. In case of an emergency situation during the school day, parents are asked not to call the school for information. In an emergency, it is vital that the phone be available for use by those who are directing emergency procedures. The school has detailed plans for the evacuation and safety of all students. Information will be given on the radio, television and the Anderson School District Five website.

Classroom 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 the 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 else by any means, without the expressed written consent of the parent/guardian.

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/>. 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*.^[1] 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
- 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 positive interactions.

VI. 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 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, visit www.teachingstrategies.com.

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.

VII. Health, Wellness & Safety

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; A complete list of immunizations required for the current school year can be found on the SC DHEC website: https://www.scdhec.gov/sites/default/files/media/document/2019-2020%20SC%20Childcare%20School%20Immunization%20Requirements_02-15-2019.pdf; and
- Other health information deemed necessary by the program director and/or by the parent(s)/guardian(s)

District /School Policies on Illness, Medication, Minor Injuries and Emergencies

Nurse

Concord has a health room staffed with a full-time nurse. Children in need of medical attention will be sent to the health room. The school nurse will keep a record of the child's visit and will take his/her temperature or perform any minor first-aid necessary, depending upon his/her symptoms. As a health professional, the nurse will determine if parents need to be contacted and the child needs to go home, not the classroom teacher. Please do not text the classroom teacher about your child's health. Contact the nurse.

When your child is sick

Your child will get sick from time to time. Please call the school early in the morning if your child is sick.

Some illnesses may be infectious. To stop these infections spreading to other children, please see your doctor and keep your child at home for the advised time.

What to do if your child is sick

If your child has the following symptoms then it's best to consult your doctor and keep your child at home:

- a fever or 100 degrees or above
- vomiting or diarrhea
- severe cold or flu symptoms
- rashes of an unknown origin
-

Allergies, medical conditions and special needs

Before your child starts school it's important to let the school know:

- if your child has any allergies
- medical conditions
- any other special needs

This will give the school time to make any additional arrangements for your child.

Care with allergies

We ask that you not bring food items containing nuts or nut oils.

Anaphylaxis is a severe and sudden allergic reaction to certain foods such as nuts or shellfish or to insect bites. You must let the teachers know if your child is allergic to foods or is at risk of anaphylaxis. For more information on allergies go to: www.allergyfacts.org.au or www.health.nsw.gov.au/pubs/a/pdf/anaphylaxis.pdf

Some typical infections are:

Chicken pox – a slight fever, runny nose and a rash that begins as raised pink spots that blister and scab

Measles – fever, tiredness, runny nose, cough and sore red eyes for a few days, followed by a red blotchy rash that starts on the face and spreads down the body and lasts four to seven days

Conjunctivitis – the eye feels scratchy, is red and may water. Eyelids may stick together during sleep

Impetigo (school sores) – small red spots change into blisters that fill with pus and become crusted – usually on the face hands or scalp

Ringworm – small scaly patch on the skin surrounded by a pink ring

Head lice

Preschool may be your first experience with head lice. Don't be alarmed if an outbreak occurs. Head lice can be very annoying but thankfully they will not harm your child's health and they have no bearing on a child's personal hygiene.

The best things you can do to help manage head lice are:

- regularly check your child's hair
- keep long hair tied back or braided
- keep a fine-toothed comb in the bathroom and encourage your family to use it when they wash their hair

Want to know more about managing head lice?

Go to: www.health.nsw.gov.au/headlice/nitbusters

Administration of Medication

The health room does not have aspirin or any other medications and the nurse cannot administer any medication without proper permission. Please read the following information carefully regarding procedures for administration of either prescription or non-prescription medication during the school day.

Note: All over-the-counter medications (e.g. cough drops, Tylenol, Motrin, etc.) must be brought to school by a parent and given to the nurse with specific instructions for use.

- Written permission is required for any medication to be administered. If a child must take a prescription drug or other medication during the school day, a medication form must be completed by the parent or legal guardian and signed by the doctor before the medication can be dispensed. This form is available from the school nurse. If a child must take a prescribed drug or medication over a short period of time (i.e. several days to two weeks) a medication form will not be necessary.
- A parent or legal guardian must deliver **all** medication to the school. Students may not transport medication on the school bus. Prescription medication must be in a bottle provided by the pharmacy or physician with the student's name, date, medication, dosage, strength and directions for use. It must also include the doctor's name and pharmacy name and address. Non-prescription medication must be in the drug manufacturer's container.
- For students requiring daily medication on a long-term basis (more than three weeks), parents may supply the school with no more than a month's supply at a given time.
- For students requiring medication on a short-term basis (no more than two weeks), parents are strongly encouraged to give the medication at home. However, if this is not possible, the school will administer the medication following the above guidelines.
- If your child should require medication on an emergency basis (allergic reactions, asthma, migraine headaches, etc.), you may leave the appropriate medication with the school. You will also be asked to provide specific instructions for administration of the medication.
- No aspirin will be administered without a doctor's statement. Studies have shown that using aspirin to treat the symptoms of viral illnesses increases the chances of developing Reye's Syndrome.
- All medication left after the last day of school will be disposed of properly.

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

Insurance

Information about school insurance can be obtained in the school office.

Food Service

A nutritious breakfast and lunch are served each day. These meals meet or exceed USDA requirements for preschool children. Our school is a USDA site for free breakfast and lunch. Every child is eligible for free breakfast and lunch.

Food at Preschool

Eating at preschool is an important part of the daily program and we promote healthy eating habits. The teachers will help your child during meal times by reminding them to wash their hands. They will also encourage them to finish their food and not to share their food with other friends.

Tip: If your child is going to bring their lunch, pack food that you know your child likes and will eat. It's also a good idea to help your child learn how to unwrap their food and eat it on their own.

VIII. Parent/Family Involvement

Concord Elementary School recognizes that parents and families are their child's first teachers. Supporting your child's learning is an important part of your child's education. Children learn best when parents and teachers work together. You know your child better than anyone else, so you can help the teacher understand your child by sharing information about their interests. We want parents and families to be actively involved in their child's education this school year and for many school years to come. The district contact person for elementary school parenting and family literacy is Brenda S. Kelley.

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.

Parent-Teacher Conferences

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

- An orientation to CERDEP (ex: Back to School Night, conferences, 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.

If a problem should arise, please try to resolve the problem by speaking with the party directly involved; however, if the problem remains unresolved, the person with the complaint should proceed to the next level of authority.

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.

Special Occasions

Parents who wish to provide refreshments for special occasions should make arrangements with the classroom teacher. Balloons may not be distributed to children at school.

Ways to Help Your Child

Support your child at preschool by:

- Finding out as much as you can about the preschool e.g. the routines and what your child needs to bring to school
- Volunteering
- Talking with teachers about activities that you can do with your child at home e.g. reading with your child
- Talking with teachers about your child's learning
- Talking with your child each day about what they did at preschool

A good night's sleep

Children need a good night's sleep each night to be able to cope with the adventures and fun of preschool and it will help your child to:

- pay attention and concentrate
- problem solve and think of new ideas
- play sensibly and enjoy their day

Parent-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-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 calls
- 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 is attached. A separate copy is given to parents and teachers to sign and include in the child's records.

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

Concord Elementary

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Parent/Guardian and Teacher Agreement

Concord Elementary School truly believes that parents are their child's first and most important teachers. We see our role as that of a partner in the education of your young child. The Parent-Teacher agreement symbolizes this partnership. This document 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 calls
- 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