

Lexington 4 Early Childhood Center



Child Early Reading and Development Education
Program (CERDEP)

Parent/Guardian Handbook

Dr. Robert Maddox, Superintendent

Mrs. Sonya Harrison-Young, Principal & CERDEP Coordinator

Mrs. Gina Stevenson, Assistant Principal

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.

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 nonCERDEP 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.

Program Goal of the Child Early Reading and Development Education Program

The goal of the CERDEP 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.

OUR CORE VALUES

Lead, Learn, Serve, Excel

OUR VISION

We seek to be a personalized system of learning.

General School Information

135 Lewis Rast Road, Swansea, South Carolina 29160

Phone 490-7001; FAX 399-7961

www.ecc.lexington4.net

Grades: Preschool – 5K

Principal : Sonya Harrison-Young sharrison-young@lexington4.net

Assistant Principal: Gina Stevenson gstevenson@lexington4.net

School Hours

Drop Off: 7:15 a.m.

Tardy Bell: 7:50 a.m.

Dismissal: 2:15 p.m.

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.

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 to attend the ECC, a child must be 3 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.

Immunization

Documentation of the child’s immunization must be provided at enrollment.

Lexington 4 Enrollment Process

The parent/legal guardian **must** be present to enroll a student and complete the registration form. The following documents are necessary for enrollment:

- 1) Copy of the student’s birth certificate (long form)
- 2) South Carolina Immunization Form
- 3) Withdrawal form from the student’s previous school if applicable.
- 4) **Proofs of residence in Lexington 4:** Two (2) acceptable proofs of residence include one proof from each of the following categories:

Category A:

Tax receipt showing that both property and dwelling are in Lexington4; Mortgage statement or receipt, rental or lease agreement showing the address of the dwelling and the landlord’s name, address, and telephone number

Category B: Cable television bill, landline telephone bill, electric, gas or water bill

The parent enrolling a child must complete and submit a CERDEP application.

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.

Operating Policies & Procedures

Attendance

Regular attendance is crucial to your child's success. Each parent/family must agree to send their child to the Child Development Education Program (CERDEP) for 6.5 hours of instructional time, five days per week, 180 days a year. Exclusions from the 180 days of attendance would include school district closures due to dangerous weather situations. A child who is chronically tardy or absent may be released from the program.

District/School Calendar

The CERDEP follows the traditional 180 day school year. A copy of the district calendar is located on the ECC and Lexington 4 website.

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 when it is not part of a state-funded expansion program.

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.**

3K-4K 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 problemsolving skills, characteristics that are foundational to a student's meeting the *Profile of the South Carolina Graduate*.² There are many ways that the teachers will encourage good discipline practices:

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

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

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

- Conflict Resolution – Teachers help children learn skills and language to work out disagreement with their peers;
- Redirecting the Child – Quite often, children need to be given concrete alternative suggestions for behavior to focus their energy in a positive way;
- Positive Encouragement – Teachers praise the appropriate behavior, being careful not to give much attention to the negative behavior;
- Natural Consequences – For example, by helping a child realize that arriving late for group time activities will result in missing their turn; or
- Removing the Child from the Group – This is handled in a calm manner without unnecessary stress to allow the child regain self-control.

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

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

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 our children. The purpose of Lexington 4 Schools is to empower our students to become reflective global citizens by developing the skills of the Profile of the SC Graduate, including World Class Knowledge, World Class Skills, Life & Career Characteristics.

Our curriculum is aligned to:

- SC Early Learning Standards <https://ed.sc.gov/instruction/early-learning-and-literacy/early-learning/standards/>
- SC Kindergarten Standards <https://ed.sc.gov/instruction/standards-learning/>
- Lucy Calkins Units of Study <https://www.heinemann.com/extracreditclub/>
- Pyramid Model for Social Emotional Learning <http://csefel.vanderbilt.edu/>
- Montessori Methods *, as applicable
- Into Reading, Foundational Skills, as applicable
- *SC Competencies (18-19)*

*Montessori is a hands-on approach to individualized learning in a well-maintained environment that facilitates individual needs. The program is based on respect of the child, parents, and environment. Montessori programs have classrooms that are multi aged populated, offer child-centered schedules, enhanced individual and small group learning, and promote a community classroom learning atmosphere. For more information, visit <http://www.montessori.org/>.

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.

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. The following types of assessments will be used throughout the year depending on the age of the child:

Standardized Testing

3K and 4K – Each child new to the ECC is initially assessed with the Developmental Indicators of Assessment of Learning (DIAL-4) upon entering the program and again at the end of the school year. The DIAL-4 provides scores for ***Motor, Concepts, Language*** plus an overall composite score.

- **Motor Areas:** Gross motor items include catching, jumping, hopping and skipping. Fine motor items include building with blocks, cutting, copying shapes and letters, and writing.
- **Language Area:** Items include answering simple personal questions (name, age, and sex), articulation, naming (expressive) or identifying (receptive) objects and actions, plus phonemic awareness tasks such as rhyming and I Spy.
- **Concepts Area:** Items include pointing to named body parts, naming or identifying colors, rote counting, counting blocks, placing a block in named positions relative to a little house, identifying concepts in a triad of pictures and sorting shapes. The DIAL-3 includes an item that assesses automatic naming of colors. This skill has been shown to be associated with potential learning disabilities.

4K – Each student is assessed with the Individual Growth & Development Indicators of Early Literacy (MyIGDIs) three times a year. That assessment measures the following areas:

- Picture Naming
- Rhyming
- Sound Identification
- Which One Doesn't Belong
- Alliteration

5K – Each student is assessed with the Kindergarten Readiness Assessment (KRA) within the first 45 days of school. In addition to the KRA, 5K students will also be assessed with the iReady diagnostic assessment in the fall, winter, and spring.

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; and

ACCIDENTS/FIRST AID

Each school has a nurse responsible for administering first aid. When a student's illness/injury appears serious, the school makes every effort to contact the parent/guardian. If the school cannot contact the parent/guardian, the school calls the county emergency service and asks them to transport the student to the nearest hospital emergency room. (The parent/guardian is responsible for the cost of the ambulance.) In extreme emergencies, the school nurse or principal may plan for the immediate hospitalization of an injured or ill child. They will attempt to contact the parent/guardian in advance. When the parent/guardian is not immediately available, a school representative accompanies the injured/ill student in the ambulance or follows the ambulance to the emergency health-care facility and remains at the emergency health-care facility with the student until a parent/guardian, or other family member arrives. No school will send an ill or injured child home alone.

Chronic Illness

Students who suffer from a chronic illness or medical condition that is being treated by a doctor should provide a physician's note advising the school of the student's condition, i.e., asthma, diabetes, extra bathroom privileges, etc. The note will be placed in the student's attendance file, and a copy will be provided to the student's teacher. All absences still require normal documentation. The chronic illness verification note must be updated annually.

Health Room

All parents are asked to notify the school nurse at the beginning of the year if a student has a special physical condition, such as food or insect allergies. A doctor's confirmation must be on file in the student's permanent record for both prescription and nonprescription medication, including aspirin, cough drops, etc. Medication can only be distributed to students if the medication is in the original container and if the parent/guardian has completed a medication form. This form can be obtained from the school nurse.

It is sometimes difficult to decide when and how long to keep a child home from school. The timing of the absence is often important in order to decrease the spread of disease to others, and to

prevent your child from acquiring other illnesses while his/her resistance is lowered. The following guidelines represent the more common childhood illnesses and the usual recommendations.

1. Child should be fever free for 24 hours. A child's temperature is lowest in the morning, so a low temperature on awakening is not a true indicator. If you have given your child Tylenol or Motrin at night, the medication could still be affecting your child's temperature. A child should be fever free without the assistance of medication for 24 hours before returning to school.

2. A child should be free of vomiting/diarrhea for 24 hours before returning to school. A child who has been ill during the night may feel slightly better in the morning and even ask to go to school. However, the child will likely experience symptoms of illness later, will also be tired from loss of sleep, and will still be contagious to other children.

3. A child diagnosed with strep throat should remain home for the first 24 hours of antibiotic treatment. A child remains contagious until he/she has been on antibiotics for 24 hours.

4. A child should stay home for at least 24 hours to rest if the following symptoms are present the morning of school or the previous night:

- ☐ Vomiting and/or diarrhea
- ☐ Fever >100.5 degrees

Illness at School

Students who become ill at school will report to the nurse's station, and arrangements will be made for dismissal if necessary. It is required that the parent/guardian or their designee be available by phone and able to pick their child up within 30 minutes if necessary. It may be necessary to contact outside agencies if the parent, designee, or emergency contacts are unavailable.

If a student becomes ill during the day, the nurse and/or designee will contact the parent or guardian if condition warrants. Parents must provide the school with at least two adult names and telephone numbers who, in case they cannot be reached, can sign their child out of school. Only in cases of extreme emergency, when the parent or guardian cannot be reached, will these adults be contacted. The parent/guardian should be the one to pick up the student.

Medications

Medication can only be distributed to students if the medication is in the original container and if it has been prescribed by a physician. A **"Permission for Medication"** form must be completed by a physician. This form is required for the administration of prescription and non-prescription medications, including Tylenol, Motrin, cough drops, etc. The form may be obtained from the school nurse. The parent/legal guardian should bring medications to the school nurse to be kept in a locked cabinet. The school will not administer over-the-counter medications of any kind to students. This includes medicated lollipops and anything else that contains medicine. Any student found to have medicine in their book bag, purse, pockets, or lunchbox will be sent to the administration. The nurse and/or designee will keep a logbook of the medicines and will record the dates and times that the medicine was administered to the student.

Immunizations

All children are required to have a South Carolina Certificate of Immunization for school attendance. Copies of the Certificate are acceptable. Parents are responsible for keeping immunization records current. Information regarding current SC immunization requirements

your student will need to attend school can be found at the SC DHEC website.
(<http://www.scdhec.gov/health/disease/immunization/immunizations.htm>)

Lice

If a teacher thinks a child may have head lice, that teacher will refer the student to the school nurse for screening. If the nurse confirms that the student has head lice, a school employee notifies the parent/guardian and that parent/guardian must come to the school immediately and pick up his/her child. Students with confirmed head lice may not ride on a school bus or van. Before a student can be readmitted to school, the nurse must recheck the student and the student must be free of lice.

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.

School Wellness

Lexington District Four is committed to a healthy school environment that offers children nutritious food choices, provides sequential and integrated nutrition education, and connects meaningful physical activity to students' lives outside of physical education.

- As part of the district's wellness practices, all schools limit student access to unhealthy snacks and beverages in accordance with state law and board policy. Some students in our schools are diabetic and others have food allergies that include peanuts, dairy, wheat and soy products. It is the responsibility of school administrators to ensure foods of minimal nutritional value are not made available to students. These are foods that provide little or no contribution to daily nutritional requirements. These include, but are not limited to, certain carbonated beverages, certain water ices, chewing gum, certain candies such as hard candy, jellies and some gummies, marshmallow candies, fondant, licorice, spun candy and candy-coated popcorn.
- Even though students do not have access to these foods through vending machines, the district wants to ensure teachers are mindful not to distribute food to students as rewards and that cafeterias do not sell them as extra snacks. It is important that our PTOs and other school organizations know that students are not to receive these foods during the school day.

The following rules apply:

- Individual teachers, parents, and students should not provide food, candy, or baked goods to students due to health and safety concerns.
- School-provided classroom snacks must be approved by the principal and will feature healthy choices that have at least minimum nutritional value.
- Foods and beverages made available on campus during school hours will comply with current USDA Dietary Guidelines for Americans (K-12).

- Bake sales and candy sales are prohibited during the school day.
- Students may bring foods of minimal nutritional value or beverages from home for his/her personal consumption; however, the student may not sell/share these items to/with other students (Pre K-12)

Parent/Family Involvement

The district's early childhood 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

We recognize that there is no one right way to parent and that not all techniques work for all parents. There are, however, more effective ways to parent, and our goal is to provide parents with a range of tools and strategies that they can have at their disposal. Early childhood can have a particular set of challenges for parents as they help nurture their child's development. From an infant's first cry to a young child's first word, early childhood is fraught with developmental milestones and critical moments in which a child's world needs sensitive and enriching experiences in order to make the most of this phase of development. Our parenting workshops give strategies for parents to support their child's needs in order to provide a foundation for future learning, strong relationships, and psychological and emotional health. Be on the lookout for PALS information coming soon!

Parent-Teacher Conferences

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

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

Other conferences may be scheduled at the request of either the teaching staff or parents.

Communication

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

- regular newsletters;

- face-to-face conversations;
- phone calls;
- e-mails; and
- written notes.

Classroom Visits

Safety and security for students, staff and visitors are number one priorities in Lexington Four schools. All visitors must complete a Visitor Sign-In Form and agree to abide by all school procedures for visitors and board policy. All visitors are subject to be searched by law officials in accordance with South Carolina state laws and monitored through video surveillance. Failure to comply with school procedures for visitors or board policy may result in being banned from district property and /or investigated through law enforcement.

General procedures to be followed for visitors:

- All visitors must be listed as the student's legal guardian or listed on the student's Power School Emergency Contact List
- All visitors must present a valid picture ID
- All visitors must be escorted at all times by a district employee
- The use of cell phones, cameras, and video recording devices are strictly prohibited during the school day
- Visitors will be subject to a background check through the South Carolina Sex Offenders Registry Database
- Visitors may not communicate with other students while on district property
- All directives by the school administration and school staff must be followed
- If you would like to eat lunch with your child, contact your child's teacher in advance. To ensure your privacy and allow for minimal disruption, your child will be escorted to the office and you and your child will be able to share in the lunch experience at a designated location. You will also need to bring your own lunch. Visitors eating lunch with students must not distribute any food to other students.
- Visitors must have an appointment with their child's teacher to observe in a classroom setting (Parent or legal guardian only; siblings/minors may not accompany parent or legal guardian in classroom)

Parties and Celebrations

- Individual teachers, parents, and students should not provide food, candy, or baked goods for class parties, birthday recognitions, seasonal celebrations, rewards, etc.
- Party invitations cannot be distributed at school.
- Teachers may collaborate with parents to honor a child's birthday with the Celebration of Life.

Counseling

Social services are provided by a school guidance counselor. Services include parenting classes, identification of at-risk families/children, individual and small group counseling, etc.

Principles of Lexington 4 Effective Discipline & Social/Emotional Behavior Framework

Lexington School District Four Principles of Effective Discipline

The following behavioral expectations of Lexington School District Four have been established to make certain that all students and staff are provided with a safe environment that is conducive to learning.

- Discipline's purpose is to sustain a safe, orderly environment where all stakeholders meet high expectations.
- Effective discipline begins with the sincere belief in each learner.
- Discipline is most effective within a consistent, positive relationship.
- Effective discipline requires understanding the personal needs and environment of the child.
- Effective discipline is an opportunity to learn and develop skills.
- Effective discipline focuses on the support and inclusion of the learner while requiring the learner to repair harm to the community.
- Interventions should increase as the needs of the learner increase.
- Effective discipline involves all stakeholders.
- Developing college, career, and citizenship ready learners requires a systemic perspective.

ECC Discipline Policy

One of the central developmental tasks of early childhood is to develop self-regulation and social competence. This ability is one of the most important factors in later school success. At the ECC, developmentally appropriate child guidance procedures are used to assist children in developing the social and emotional skills they need to be successful in their interactions with others and to understand social rules and expectations.

In our program, we have established program-wide expectations that guide the behavior of children and staff. We encourage families to also apply these expectations when guiding their child's interactions with others in the home and community. Our program-wide beliefs and expectations are:

Peace is Caring for Ourselves, Others, Learning and Materials

Be safe.

Be caring.

Be a learner.

Teachers in our classrooms use a variety of developmentally appropriate child guidance procedures to encourage appropriate behavior and assist children in learning the rules and

expectations of the classroom. These methods include: positive encouragement, redirection, setting boundaries, teaching rules for appropriate behavior, peace table, conferencing with students, conference with parent, and logical consequences. Behavior that repeatedly threatens the safety of other children, staff, or school equipment may result in alternative consequences. Corporal punishment (spanking) is not used in our program, nor is it allowed on our campus.

An important focus of our program is the instruction of social emotional skills. Teachers will be actively engaged in helping children learn how to express emotions appropriately, identify emotions in others, develop friendship skills, use problem solving to resolve conflicts, and use language to express their needs and concerns.

If there seems to be a change in a child's behavior or a child has behavior that is causing a concern, ECC staff will communicate and strategize with parents and families concerning behavioral issues and their possible cause, considering all the factors that impact the child and family. If needed, the family will be asked to collaborate with the program in developing a behavior support plan for implementation in the classroom. Some children might also have intensive behavioral or learning difficulties that indicate referrals for more specialized services or supports might be needed. In rare circumstances, it may be necessary for the school team to determine alternate services for students, including modified attendance.

Consistent Expectations for Lexington 4 Administrators

Model and teach high impact interpersonal and management skills with all stakeholders.

- Engage each encounter as a skill-building opportunity.
- Ensure accountability for teacher implementation of policies and interventions.
- Ensure due process for every learner.
- Respect the uniqueness of each learner, each teacher, each incident, and set of circumstances.
- Communicate consistently and proactively with all stakeholders.

Consistent Expectations for Lexington 4 Teachers

Establish and nurture an effective prepared environment for learning.

- Establish a positive relationship with each learner.
- Create a personalized pathway to success for each learner.
- Model and teach appropriate social and emotional skills within a situational context.
- Implement evidence-based interventions within a collaborative culture.
- Communicate consistently and proactively with all parents.

Consistent Expectations for Lexington 4 School Counselors

Advocate for the uniqueness of each student's strengths and needs.

- Provide personalized resources to teachers based on student need.
- Engage in proactive social and emotional skill development with students.
- Model and teach appropriate de-escalation skills within a crisis situation.
- Assist each student in the development of a career vision and plan.

- Promote purposeful utilization of community and school resources to assist students and families.

Consistent Expectations for Lexington 4 Students

Value the community of learners.

- Collaborate effectively with teachers and learners.
- Take ownership of your learning and actions.
- Demonstrate work ethic and perseverance.
- Seek opportunities to lead by positive example.

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

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

Appendix B (Continued)

List of 2021 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

