



Parent Handbook

2022-2023

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MISSION

The Meyer Center Provides quality early childhood education and therapy services for children with disabilities.

VISION

To enrich the lives of children with disabilities so they reach their maximum potential.

VALUES

Dedication to children and a commitment to making them happy and successful
Emphasis on the family's role in helping the child succeed
Respect for people as individuals for the unique gifts they have
Professionalism through open communication and teamwork among staff and with families
Collaboration and partnership with other agencies and with the community

NON-DISCRIMINATION POLICY

In accordance with Federal law, Meyer Center is prohibited from discriminating with respect to race, color, religion, sex, age, national origin, marital status, sexual orientation, familial status, disability and limited English proficiency.

DESCRIPTION OF SERVICES

EARLY CHILDHOOD EDUCATION PROGRAMS

Meyer Center classrooms encourage children to experiment, explore and manipulate their environment while developing imagination and creativity. Young children learn through active play. They build knowledge through experiences and increase their knowledge through repeated interactions. A typical daily routine includes a mix of direct instruction and opportunities for children to choose their own activities. Classroom staff also plan and provide age-appropriate literacy activities through a language-rich curriculum. Different types of learners are targeted and encouraged through movement, listening, visualization, touch and music activities. Through small and large group activities and one-on-one interaction with teachers, children are exposed to a variety of learning opportunities. Each student is viewed as an individual child functioning with unique and distinct developmental skills, and as a part of the community that he/she shares with other students in the classroom.

CURRICULUM

- Special Education - Made for Me Literacy
- Special Education - Made for Me Level A Preschool
- Reading - Read it Once Again Preschool
- Writing - Handwriting Without Tears
- Math – Made for Me Math

CLASSROOM PLACEMENT and TRANSITION SERVICES

LEAST RESTRICTIVE ENVIRONMENT

The Meyer Center, as part of The South Carolina Public Charter School District, to the maximum extent appropriate, ensures that a continuum of alternative placements is available to meet the needs of children with disabilities for special education and related services in the least restrictive environment (LRE). Least restrictive environment:

- Is based on meaningful evaluation data,
- Considers appropriate placement options
- Is determined at least annually
- Is determined by the child's IEP team (the group of persons including the parents and other persons knowledgeable about the child), and
- Considers any potential harmful effect on the child or on the quality of services that he or she needs, including the medium through which the instruction is delivered.

A child with a disability is not removed from instruction in age-appropriate regular classrooms solely because of needed modification in the general education curriculum.

INITIAL CLASS PLACEMENT UPON ENROLLMENT

Students are assigned to classrooms by a team (education, therapy, administration) based on educational and developmental needs through a screening process. The ages of students are also considered when assignments are made. Classroom groupings are structured to ensure that Early Learning Standards in the age level bands, and scope and sequence are adequately covered based on long range planning by the classroom teachers.

TRANSITIONING FROM CLASS TO CLASS

Once class assignments are made, students will rarely move from classrooms during the calendar school year. However, there are special circumstances, which can arise, requiring students to change class placement. When this occurs, the student's IEP team (parents, teacher, therapists, administration, social work) will be notified to discuss the class change and plan for transition from the former class to the new class. Transitions from class to class during the school year are typically planned to occur quarter to quarter, semester to semester, or after an extended break in school days (long weekend, student holiday, etc.)

Students who transition to a new class at the start of a school year will do so on the first day of school in August. It is the goal of The Meyer Center to communicate class changes to the parents on or before our yearly Open House so that families can work with their child's teacher from the previous year and the new school year to communicate student's educational needs. These include, but are not limited to historical assessment data, IEPs, instructional accommodations, behavioral intervention plans and support strategies, feeding needs, nursing needs, therapy equipment, and sensory needs.

TRANSITIONING FROM THE MEYER CENTER UPON GRADUATION

All Meyer Center students will participate in Graduation and the Graduate Transition Process based some or all of the graduation criteria below:

- The student is enrolled in 2nd grade at the Meyer Center and will be promoted to 3rd grade next school year OR will be retained in 2nd grade again next school year.
- The student has turned 8 or will turn 8 during the school year that they are attending the Meyer Center.
- The Meyer Center is no longer the appropriate placement option for LRE as determined by the IEP team. This decision is based on meaningful evaluation data of a child's cognitive, social/emotional, and developmental skills.

The Meyer Center will assist families in the transition process to a new school setting in the following ways:

- Hold graduation information sessions annually to describe the process and discuss options of placement for Meyer Center graduates.
- Provide important contact information of school district personnel who assist in the transition process.
- Invite school district personnel to observe graduates at The Meyer Center during a school day for data collection purposes related to the academic and therapy settings.
- As needed, provide new present level data of strengths, needs, and additional supports to IEPs through special reviews and amendments to the IEP.
- Provide timely consultation between the families and new school district as needed and requested by the parent during the transition process.
- Upon parent request, invite outside agencies and district representatives to special reviews and IEP meetings held by The Meyer Center.
- Provide all student record information and due process special education files to receiving schools upon enrollment in the new school.

DEVELOPMENTAL THERAPY SERVICES OCCUPATIONAL THERAPY

Occupational therapy is concerned with the three areas that make up our daily lives

(Activities of Daily Living): self-care, play, and work. The work of a child at the Meyer Center is preschool and play skills. The occupational therapist's role is to evaluate a child to determine if there are delays in any or all of these areas and to develop a treatment plan to help each child reach his or her potential.

Occupational therapy assessment includes testing or observing the following four areas: fine motor skills (hand skills), visual motor skills (eye-hand coordination), self-help skills, and Sensory Processing. Factors such as strength, muscle tone, and praxis (motor planning) are also assessed because they are the foundation for skills in all of these areas.

After the evaluation is completed, a treatment program and goals are developed and implemented to address the areas of concern identified in the evaluation. Occupational therapists work in conjunction with other therapies and consult with teachers for maximum carryover into the classroom setting. Occupational therapy may also construct and/or utilize splints and adaptive equipment to increase independence, both at home and at school. Ongoing communication with the family is maintained in order to ensure that the child's needs are addressed.

PHYSICAL THERAPY

Physical therapy addresses the child's general strength and abilities in the areas of gross motor skills and mobility. Each child is screened to determine if an evaluation is needed. After receiving a referral from the child's physician, an evaluation will be performed. The evaluation looks at the child's posture, sensory processing, muscle tone and coordination, developmental skills, skin integrity and adaptive equipment. If problems are identified in these areas, a plan for intervention is developed and physical therapy may be recommended.

Physical therapy works with the classroom staff concerning lifting and carrying the child correctly, positioning the child at the table for classroom activities and on use of special equipment needed for the child to sit, stand, or walk. Direct physical therapy goals and activities are individually established based on the evaluation. Goals may include learning to sit, crawl, walk, climb steps, or throw and catch a ball. Activities include exercises for strengthening range of motion and balance. Ball play games, tricycle riding and outdoor play are used to improve coordination and endurance.

Physical therapy works with the family and local durable medical equipment providers to identify, order, and maintain adaptive equipment to assist the child's sitting stability, posture or mobility. Typical equipment includes orthotics (braces), activity chairs, car seats, walkers, special strollers or wheelchairs. Physical therapy also works closely with the child's physicians when the child has had surgery, problems with skin breakdown, contractures or other orthopedic problems.

SPEECH-LANGUAGE THERAPY

Speech-language pathologists evaluate a child's communication functioning and implement a planned treatment program in order to maximize communication skills. Services may include assessment and treatment of receptive and expressive language; auditory processing and memory; articulation; fluency (i.e., stuttering); oral-motor development; feeding skills and the potential need for use of Augmentative/Alternative Communication (AAC). The speech pathologist may also screen a child's hearing and make a referral for further evaluation if needed.

Therapy goals are addressed through a variety of modalities which may include the following: language modeling; expansion techniques and inferential teaching methods; structured activities to teach the specific language concepts of vocabulary and grammar; articulation and phonological training; technology use to teach new concepts or reinforce previously introduced concepts; auditory/listening training; teaching functional use of alternative communication modes such as manual sign language, or picture communication boards and voice output communication devices; and structured training for oral-motor and feeding skills.

Therapy sessions may be conducted individually, in small groups or in larger classroom groups. The therapist may also provide speech services in the classroom within the context of the child's daily routine. Ongoing communication and consultation with the student's family and Meyer Center staff is maintained to ensure the child's needs are adequately met.

NURSING DEPARTMENT SERVICES

The Nursing Department fulfills students' medical needs while they are having fun learning and growing here at school. To ensure the best and most up-to-date care of your child, please inform our department immediately anytime there is a change in your child's medical status, medication regimen, or treatment plan. If your child is considered medically complex, or if your child's treatment plan at school requires daily nursing services, please call and schedule an appointment to meet with our department.

Please do not hesitate to contact the Nursing Department by phone or email if you have any questions or requests regarding your child's medical treatment at school.

SOCIAL WORK SERVICES

The Social Work Department is typically a family's initial contact with the school, but the job does not end once your child is enrolled. Our Director of Social Work serves as an important part of the interdisciplinary team. She works closely with the teachers, therapists, and families to ensure that all Meyer Center students are receiving the services and support needed. Our Social Worker is here to assist your family in any way she can. Stop in and say hello after you drop your child off at school!

Be on the lookout for activities that will offer you support, education, and opportunities to connect with other Meyer Center families. Please do not hesitate to contact the Social Work Department with questions or concerns.

TRANSPORTATION SERVICES

The Meyer Center offers two-way bus transportation dependent upon seating availability and in accordance with child safety seat regulations. Medicaid is required for bus transportation. Transportation is based on availability and any absences must be communicated through the TEAMS Transportation Channel. The policies and procedures for Meyer Center transportation services are included in this handbook. Please familiarize yourself with these so that transportation services may operate smoothly and efficiently for the benefit of your family as well as the Meyer Center.

MEYER CENTER OPERATIONAL PROCEDURES AND POLICIES

SCHEDULE

The Meyer Center is open year-round except for holidays and scheduled closings. The school year begins in mid-August and runs through the month of May. The Meyer Center also offers an optional summer camp for students during the months of June and July to ensure continuity of services and carryover of skills. The Meyer Center calendar for the current school year can be found on the school's website. A copy will also be in the orientation packet. Monthly calendars will also be sent to parents/guardians to remind them of scheduled closings and special events.

If the Meyer Center is closed due to inclement weather (hazardous driving conditions), announcements of the closing will be available on local television stations (WYFF-4 and Fox Carolina-21), our parent Facebook page and posted on TEAMS.

HOURS

The Meyer Center is open Monday - Friday.

- School hours are 8:00 a.m. - 2:00 p.m. (Car line ends at 2:10 p.m.)
- Early carline begins at 7:30 a.m.
- Business office hours are 7:30 a.m. - 3:30 p.m.

ARRIVAL/DEPARTURE

It is the responsibility of parents to drop off and pick up their child on time. Unless there is an emergency or an appointment all students are expected to be in class by 8:00 a.m. and picked up by 2:10 p.m. No student should arrive prior to 7:30 a.m. Requests for early dismissal must come to the Center in the form of a written note or a phone call from the parent or guardian. Verbal messages via the bus drivers will not be accepted.

Drop-off Procedures: Between the hours of 7:30 a.m. and 8:00 a.m. parents/guardians may drive through the Center's car line, where a Meyer Center staff member will meet the car and escort their child into the building. We ask that all parents/guardians remove their children from their car seats. Students arriving after 8:00 a.m. will be signed in as tardy in the front office and escorted to their classroom.

Pick-Up Procedures: NO EARLY DISMISSAL REQUESTS AFTER 1:30 PM WILL BE HONORED UNLESS APPROVED BY ADMINISTRATION. Between the hours of 1:45 and 2:10 p.m. parents/guardians may utilize the Center's car line where a Meyer Center staff member will escort the child to the car. To avoid blocking traffic, please do not park your car at the pickup area. Parents are responsible for placing their child in their car seat and buckling them in. Please remember this is not the time for a conference with a teacher. If you have questions or concerns about your child, his or her teacher will be happy to schedule a time to meet with you.

A fee of \$1.00 will be billed for each minute that a child is left at the Center after 2:10 p.m. The first time a parent is late, due to unforeseen circumstances, this charge will be waived.

To ensure the safety of your child, only parents/guardians and those individuals authorized by parents/guardians may pick up a student. Please inform other persons picking up your child that he/she will be required to show picture identification before your child will be released. The Meyer Center cannot honor requests by custodial parents to disallow the other legal parent/guardian to pick up their child. If a legal separation, divorce or other legal action is taken, the parent/guardian making the request must supply a copy of that legal action to the Meyer Center.

ATTENDANCE

Meyer Center must abide by South Carolina's Compulsory School Attendance Laws. If for any reason, your child needs to miss a day of school, you may call to inform his/her teacher of the absence, but you are required to verify the absence with a written note before your child can return to school. Because 180 days are the minimum required by the state, ten absences can be verified by a note from the parent/guardian. All additional absences must be verified by a statement from your child's physician.

Requests for early dismissal must come to the Center in the form of a written note or a phone call from the parent/guardian. Verbal messages via bus drivers will not be accepted.

If a student is habitually absent from school, the following actions will be taken. After three consecutive absences, or excessive tardies, the teacher will contact the child's parent/guardian. If the student is absent an additional three days or continues to accrue tardies, the Social Worker will follow up with another phone call and a letter reiterating the Meyer Center's Attendance Policy, and an in-person conference.

TRUANCY and ABSENTEEISM

Chronic Absenteeism

Beginning with the 2017-18 school year, a new definition of “absent” will be used to identify students who are chronically absent. As part of the implementation of the Every Student Succeeds Act, districts and schools are required to report to the South Carolina Department of Education the number of student who are chronically absent each year. According to the United States Department of Education’s Office of Civil Rights (OCR)/Ed Facts, an absent student is one who misses 50 percent of the instructional day for any reason and regardless of whether the absence is excused or unexcused. In other words, students must attend class for at least half of the instructional day to be considered present for that day.

Using this new definition, the Ed Facts requires states to report the number of students in each district and school who are absent at least 10% of the time during which they are enrolled in a particular school or district. More specifically, students who are enrolled in the same school for an entire academic year and miss 18 or more days (10 percent) will be considered chronically absent. The total number of chronically absent students will be included on district and school report cards and reported to the Ed Facts.

Chronically absent: Any student in grade K-12 who misses 50 percent or more of the instructional day for any reason for 10 percent (or more) of the enrollment period.

- All types of absences contribute to chronic absenteeism:
 - Excused Absences
 - Unexcused Absences
 - Suspensions
- A student is absent if he or she is not physically on school grounds and is not participating in instruction or instruction-related activities at an approved off-grounds location for the school day.

Truant: A student between the ages 6– 17 who has **accumulated unexcused absences on three consecutive days** or **has accumulated a total of five or more unexcused absences** during the academic year.

- Only full-day unexcused absences contribute to truancy.
- Excused absences and suspensions do not affect truancy

PROGRAM FEES AND PAYMENT SCHEDULE

Children ages 0-3 are charged a fee for the developmental preschool program. This tuition, which is based on a sliding scale according to family size and income, is payment for all of the services that the Meyer Center provides for your child. To qualify for reduced tuition, you must provide proof of household size and income. Tuition includes a morning snack but parents are responsible for providing their child with a lunch and drink each day.

Meyer Center Charter School students ages 3-8 are not required to pay tuition during the regular school year (August-May); however, the Center's summer camp is not a part of the Charter School

Program. Parents of Charter School students will be charged weekly tuition during the summer camps they enroll their children in.

All tuition payments are due by the 1st of each month and are considered past due on the 5th. Due to limited space, the Center cannot make fee adjustments when students are absent. All checks should be made payable to Meyer Center and mailed or hand-delivered to the Center's business office. Cash is not preferred; however, if you must pay in cash, it must be hand delivered to the Accounting Director and a receipt given. For your convenience, Meyer Center tuition payments can be charged to Visa or MasterCard. Payments can also be made via the school's website.

SIGN IN/SIGN OUT POLICY

According to South Carolina Childcare Licensing Regulations, each child must be signed in and out daily. Any time your child enters or departs the classroom, an adult in the classroom will sign your child in/out at that time. If your child rides the bus to/from school, the parent/guardian will sign him/her in and out each day. Your child will be signed in/out each time they leave the classroom, whether it be for therapy, recess, or any other reason.

SECURITY

Because the Meyer Center considers safety a top priority, parents and all visitors must sign in/sign out as they enter or exit the building.

SCHOOL ANNOUNCEMENTS

In addition to Microsoft TEAMS, the Meyer Center utilizes a school messaging platform for messaging student's parents and guardians. This platform is designed for school administrators to communicate with multiple families by phone, text messages, and e-mail. You may receive reminders of school closings, upcoming meetings, or deadlines.

HEALTH AND SAFETY

PRIVATE INSURANCE AND MEDICAID

Charges for therapy sessions are based on a half-hour rate. Prior to initial enrollment and annually in subsequent years, you will be required to submit a copy of your insurance and/or Medicaid card(s) along with a signed claim form authorizing payment to Meyer Center. All insurance and/or Medicaid claims for therapy services will be filed by the Center's Insurance Department. Our Insurance department can answer questions about TEFRA and provide you with the TEFRA application. We can also advise you on the best Medicaid plan for your child.

It is the responsibility of the parent/guardian to ensure that Medicaid is renewed annually and within the allotted time frame. Failure to do so may affect your child's therapy services. Parents/guardians are also expected to cooperate with all efforts to secure third-party funding.

GROUP ACCIDENT INSURANCE

All Meyer Center students are covered by a group accident insurance plan during regular school hours, including transportation to/from school and on school field trips.

IMMUNIZATIONS

DHEC and South Carolina Childcare Regulations require immunizations for all students unless an exemption is requested due to religious beliefs. The Meyer Center requires each child to have an up to date "Certificate of Immunization" before he/she can attend school.

ILLNESS

In the case of illness or probable illness, please be considerate of others and keep your child at home. We follow the DHEC "Childcare Exclusion List". This list states what illnesses require exclusion from school and when your child can return. You can find a copy of the DHEC "Childcare Exclusion List" at www.scdhec.gov/Health/ChildTeenHealth/SchoolExclusion/

** The exclusion policy is updated as changes with COVID-19 occur based on DHEC policy.

INFECTIOUS DISEASE POLICY

Students thought to have a contagious illness will be denied access to the bus and the center if:

- He/she meets any of the *Exclusion Criteria* in the DHEC *Guidelines for Illness Requiring Exclusion*.
- He/she exhibits obvious signs of possible severe illness including temperature, extreme lethargy, unusual persistent or uncontrollable crying.
- The parent/guardian reports an illness to the bus driver or other staff person when arriving to the Center.
- A staff member finds a suspicious lesion, bite, or insect infestation that could be contagious to the other children at the Center.
- The student is determined to show symptoms of a contagious illness or be too ill to participate by the Meyer Center school nurse.

If it has been determined that a student may be contagious or too ill to benefit from the program, the following procedures shall be followed:

- The teacher will be notified immediately.
- The teacher will bring the student to the school nurse.
- If the child is considered too ill to participate or to be symptomatic of a potentially contagious illness, the parents will be called to pick up the child from school. The parent will be required to pick up the child within 1 hour of receiving the phone call. If the parent does not answer, emergency contacts will be called in the order they are listed on the emergency contact sheet. If everyone on the emergency contact sheet has been called, and no one has **answered or** returned the school's phone call within 30 minutes, the police will be called.
- If the student's condition is emergent, EMS will be called. Parents will be contacted immediately.
- The student may be kept in the nurses' office if they are determined to show symptoms of a contagious illness.
- Universal precautions will be used while examining the student.
- The length of time a student is to be excluded will be determined according to the DHEC guidelines for illness requiring exclusion from school and the discretion of the Lead Nurse.
- When more than 2 children in one specific class have confirmed cases of the same contagious illness, all parents in the classroom will be notified.

MEDICATION ADMINISTRATION/PROCEDURES POLICY

If your child is required to take medication during school hours, you must comply with the following:

- A prescription medication form must be completed and signed by your child's doctor before nursing staff can administer any prescribed medication to your child.
- The medication must be sent to school in its original container labeled with the student's name, dosage, and time to administer.
- Medications shall not be given in excess of the prescribed or recommended dose.

The Meyer Center nursing staff can administer non-prescription (over the counter) medications. A form is available for these items. Please ask your child's teacher or the Nursing Department for one.

SPECIAL MEDICAL PROCEDURES POLICY

The Meyer Center may provide certain prescribed medical procedures when ordered by a physician or other legally authorized healthcare provider. Approved medical procedures will be provided according to the following guidelines:

1. Any medical procedures regularly required at school must be ordered by a physician or other legally authorized healthcare provider annually. Written consent must also be obtained by the parent or legal guardian.
2. All procedures must have a start and stop date.
3. The parents will provide the Center with the supplies needed to perform the procedure. It is the responsibility of the parent to keep medications and supplies refilled.
4. All Universal Precautions per the Meyer Center Blood Borne Pathogen Policy will be followed.
5. Any reaction out of the student's normal behavior including, but not limited to, expression of pain or refusal of treatment will be documented, and parents will be informed.
6. The special medical procedures will be performed by a licensed nurse.
7. The Meyer Center can have oxygen on campus, to be used in emergencies only. For example: seizure support.
8. All new medical procedures must be approved by the Lead Nurse.

NURSE ABSENCE/EMERGENCY POLICY

In the unexpected absence of a nurse on campus, the Lead Nurse must contact all substitute nurses in effort to provide coverage. If the Lead Nurse is unavailable to perform this role, the Director of Therapy is to call substitute nurses.

Regular nursing services are scheduled from 8:00am-2:00pm.

If a nurse cannot be present for any regular medication administration service (with the exception of emergency medication administration), parents of students requiring medication administration will be notified immediately. Meyer Center staff members outside of the nursing department are NOT allowed to administer any regularly scheduled medications.

Tracheostomy tubes can only be suctioned and/or replaced by a licensed nurse. If a nurse is not on campus, any students with tracheostomy tubes must be picked up immediately.

If a nurse cannot be present for any regular tube feeding service), parents of students requiring tube feeding will be notified immediately. UAPs cannot initiate a tube feed, so the parent/guardian The UAP may also disconnect and flush the tube feeding according to training and doctors' orders.

All Meyer Center staff members are trained annually in the administration of emergency medications (Diastat, clonazepam, EpiPen, and albuterol inhalers). Any of these trained staff members may administer these medications according to training and doctors' orders in the event of an emergency. However, they cannot administer oxygen in an emergency situation. 911 would need to be called if a child needed oxygen during a seizure.

If a student shows symptoms of illness in the absence of a school nurse, the child's teacher or the Executive Director have authority to send them home if the child meets the exclusion criteria on the DHEC exclusion list OR if the teacher feels that the student's safety or the safety of other students is at risk.

HOSPITALIZATION DISCHARGE POLICY

If a student is admitted to the hospital for any reason, we require a copy of the discharge paperwork as well as a doctor's note before they can return to school. Since our facility provides multiple disciplines of therapy, the doctor's note must meet the following requirements:

- The note must state that the student is cleared to return to school.
- The note must state any activity restrictions, or that the student is cleared to resume all activities, including **therapy**.
- The note must list any food restrictions or special instructions.

Any restrictions or special instructions must be listed in writing by the physician. The Meyer Center will not be held responsible for verbal messages relayed through staff members. The doctor's note may be presented in person, emailed to abrookshire@meyercenter.org or ktaylor@meyercenter.org, or faxed to (864)250-0028.

FIELD TRIP POLICY

A nurse must attend ALL field trips in which a student is required to receive a regularly scheduled nursing service or non-emergent medication. For field trips in which no regular nursing service is required, it is recommended, but not required for a nurse to attend the field trip. All Meyer Center staff will be trained annually in the administration of emergency medications.

Any student that has emergency oxygen, will have to be transported by their parent/guardian-along with the oxygen-to and from field trips.

A complete first aid kit must attend every field trip. These first aid kits must be obtained from the nurse's office and signed out.

All emergency medications and emergency medication orders must be checked and accounted for prior to leaving for any field trip. All emergency medications must always be in the possession of the teacher or the nurse on the field trip.

If at any point you would prefer your child not to go on a field trip, please let us know in advance so that we can provide alternate arrangements.

Field trip requests must be submitted to the nursing department at least two weeks in advance.

BLOODBORNE PATHOGEN CONTROL PLAN

The Meyer Center adheres to a Bloodborne Pathogen Exposure Control Plan. The complete policy is available for your review in our business office. Appendix C in this handbook outlines the portion of the policy relating to the procedures that will be followed in the event your child is involved in an "exposure incident."

MEDICAL EMERGENCY INFORMATION

Meyer Center has a Plan of Action in case of an emergency or other disaster. Parents and guardians can help make a possible dangerous situation less stressful by keeping their child's Medical Emergency Information form updated. The Emergency Form contains vital information

regarding a child's doctor, authorization for medical treatment, names of designees if you cannot be reached and names and contact information for persons authorized to pick up your child if you are unable to do so. All parents and designees will need to show ID before the child is released.

MEDICAL EMERGENCY PROCEDURE

If there is a medical emergency involving a child, Meyer Center staff will call 911 and immediately contact the child's parent/guardian. If the parent/guardian cannot be reached, and the situation warrants further medical attention, the child will be transported to the PRISMA Hospital Emergency Room with a Meyer Center staff member and attempts to contact the parent/guardian will continue.

ACCIDENT/INCIDENT EXPOSURE FORMS

If a child has an injury or exposure caused by an accident in the school environment or caused by another student, then a report is completed to include:

1. Date of incident.
2. Description of what occurred and the contributing conditions.
3. Individuals who witnessed the accident/incident/exposure.
4. First aid rendered by nursing staff (if applicable).
5. Follow up from the incident (doctor, hospital, etc.).
6. Supervision assignment of staff during the accident/incident/exposure
7. Parent contact information

All Accident/Incident Exposure Forms are communicated to the parents and a copy of the form is filed with the Nursing Department, Education Director, and sent home with the student.

EMERGENCY DRILLS/EVACUATIONS

To ensure our staff and children are prepared for emergencies, Meyer Center practices drills for fires, inclement weather, bomb threats, kidnap/hostage, and other threatening situations. Additionally, the Center maintains emergency supplies in all classrooms and therapy areas.

If emergency evacuation is necessary, all students will be transported by Meyer Center buses to one of the safe locations listed below. Maps and directions to each location can be found in Appendix E.

1. EMedia- 615 Worley Road - Greenville, SC - 29609
2. Northgate Baptist Church- 633 Summit Drive- Greenville, SC-29609

SECURITY LOCK-DOWN POLICY

Meyer Center's Security Lockdown Policy will be in effect if:

- There is a serious emergency within a two-mile radius of the Meyer Center
- OR
- The Nation is placed on the highest alert because of a national threat.

If a security lock-down is announced by the Executive Director or her designee, staff will be instructed to go into a full lock-down. This means that all students and staff will remain in the building until further notice.

If an emergency occurs during the night or before school begins, information regarding school closing will be broadcast on local television, radio stations, and via email and phone blasts.

CLASSROOM INFORMATION

DISCIPLINE & GUIDANCE

The Meyer Center's Discipline Policy is as follows:

- Staff shall not use corporal punishment.
- Staff shall not deprive children of food, liquids, naps, or bathroom facilities.
- Staff shall not engage in verbal abuse, such as inappropriate language or abusive voice commands.
- Staff shall not use any discipline strategy that hurts, shames, or belittles a child.
- Staff shall not use any discipline strategy that threatens, intimidates, or forces a child.
- Staff shall not withhold physical activity for an extended amount of time (no more than 5 minutes) as a form of punishment.
- Unsupervised isolation is not allowed. A child must be in the same room within sight of staff and facing staff if "time-out" is used.

If disruptive behavior is identified as a problem, staff and family must cooperate to develop and implement a plan to alleviate the situation. This behavior plan may include positive redirection, separation from the group or source of disruption, and/or time-out. If disruptive behavior occurs during the child's transportation to/from school on a Meyer Center bus, the program may include temporary or permanent suspension of transportation service (see Transportation Policies and Procedures, Appendix E).

SECLUSION AND RESTRAINT

The Governing Board of Meyer Center for Special Children adopts the following policy, which shall be effective on that date that the policy is adopted by the Board. SECTION 1. General Policy Provisions.

SECTION 1.1. The use of chemical restraint, mechanical restraint, or prone restraint, as defined by South Carolina Department of Education 24 S.C Code Ann. Regs. 43-166 (2011) is allowed in the school. Adaptive products, such as Rifton chairs or therapeutically prescribed devices (e.g., weighted vests) must be used in accordance with the manufacturer's recommended usage. In no case, should a school official place a child in an adaptive seat in such a manner that constitutes a mechanical restraint.

SECTION 1.2. The use of seclusion, as defined by South Carolina Department of Education S.C. Code Ann. 59-5-65, is allowed within the school.

SECTION 1.2.1 Seclusion does not include "time-out," defined as a behavioral intervention in which the student is temporarily removed from the learning activity but in which the student is not confined.

SECTION 1.2.2. Seclusion does not include in-school suspension, detention, or a student requested break in a different location in the classroom or in a separate unlocked room.

SECTION 2. Physical restraint may be utilized only when the student is an immediate danger to himself, or others and the student is not responsive to less intensive behavioral interventions including verbal directives or other de-escalation techniques.

SECTION 2.1. Physical restraint does not include providing limited physical contact and/or redirection to promote student safety, providing physical guidance or prompting when teaching a skill, redirecting attention, providing guidance to a location, or providing comfort.

SECTION 2.2. Physical restraint shall not be used (1) as a form of discipline or punishment (2) when the student cannot be safely restrained; or (3) when the use of the intervention would be contraindicated due to the student's psychiatric, medical, or physical conditions as described in the student's educational records.

SECTION 2.3 All physical restraint must be immediately terminated when the student is no longer an immediate danger to himself or others or if the student is observed to be in severe distress. Public Charter School Alliance of South Carolina • www.SCCharterSchools.org 90

SECTION 2.4. Before any staff member may implement physical restraint, he or she should have completed an approved training program.

SECTION 2.4.1 Approved training programs must address a full continuum of positive behavioral intervention strategies as well as prevention and de-escalation techniques and restraint.

SECTION 2.4.2 Schools and programs shall maintain written or electronic documentation on training provided and the list of participants in each training. Copies of such documentation will be made available to the South Carolina Department of Education or any member of the public upon request.

SECTION 2.5. If a staff member who has not completed an approved training program has to physically restrain a student to prevent injury to a student or others in an emergency situation when staff members trained in physical restraint are not available, he or she should ask other students, if present, to request assistance immediately.

SECTION 2.6. Whenever possible, the use of physical restraint on a student shall be monitored by another staff member or administrator. The use of physical restraint shall be documented by staff or faculty participating in or supervising the restraint for each student in each instance in which the student is restrained.

SECTION 2.7. Whenever physical restraint is used on a student, the school or program where the restraint is administered shall notify the student's parent or legal guardian within one school day after the use of restraint.

SECTION 3. This policy does not prohibit a staff member from utilizing time-out, as defined above, or any other classroom management technique or approach, including a student's removal from the classroom that is not specifically addressed in this rule.

SECTION 4. This policy does not prohibit a staff member from taking appropriate action to diffuse a student fight or altercation.

SECTION 5. The decision whether the use of physical restraint is necessary to protect students or others from imminent harm or bodily injury, and taking the actions deemed necessary to protect students or others from imminent harm or bodily injury, are actions that involve the performance of discretionary, not ministerial, duties.

SECTION 6. In some instances, in which a student is an immediate danger to himself or herself or others, the school or program must determine when it becomes necessary to seek assistance from law enforcement and/or emergency medical personnel. Nothing in this policy shall be construed to interfere with the duties of law enforcement or emergency medical personnel.

SECTION 7. School officials must notify a student's parent or guardian immediately when emergency medical or law enforcement personnel remove a student from a school or program setting.

CHILD ABUSE REPORTING

In accordance with the South Carolina Department of Social Services, all employees of the Meyer Center are mandated reporters. This means that staff must report suspicion or knowledge of child abuse or neglect.

CLOTHING/PERSONAL ITEMS

Each student should bring a tote bag or backpack (large enough to fit a **9X12** daily communication folder) to school each day containing:

- A change of clothing
- Training pants or disposable diapers, as appropriate
- Glasses, hearing aids or special adaptive equipment that may be needed but not worn to school by the child

Please label all clothing, special foods or other items that might be easily lost or misplaced.

NUTRITION

Meyer Center will provide a snack and drink each morning. Parent/guardian will be responsible for providing lunch and drink each day. Lunches must come in ready to eat with no meal prep required. The use of a thermos or ice pack will be needed to regulate temperature if needed.

WE ARE A NO PEANUT FACILITY.

PARENTS' ROLE

FIELD TRIPS

Parents are welcome to attend field trips with their children. Teachers will notify parents of availability at the time permission forms are sent home. (See medical policy)

BIRTHDAYS

Birthday celebrations are encouraged, but please make prior arrangements with your child's teacher. Food that comes from home for sharing among the children must either be whole fruits or commercially prepared packaged foods in factory-sealed containers. Candies and food items containing peanuts or other allergens a student may have are not permitted.

PARENTS' RIGHTS

The Meyer Center provides an atmosphere of caring, acceptance, and support where parents and staff work together as partners in the care and education of your child. You, as a parent/guardian, have the right and responsibility to:

- Work with teachers and therapists to develop your child's Individual Education Plan (IEP)
- Have access to your child's file and any information generated by the Meyer Center
- Keep communication flowing between school and home

Parents Right to Know

In compliance with the requirements of Every Student Succeeds Act (ESSA), the Meyer Center would like to inform you that you may request information about the professional qualifications of your student's teacher(s) and/ or paraprofessional(s). The following information may be requested:

- Whether the student's teacher
- has met State qualification and licensing criteria for the grade levels and

subject areas in which the teacher provides instruction.

- is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and
- is teaching in the field of discipline of the certification of the teacher.
- Whether the child is provided services by paraprofessionals and, if so, their qualifications.

PARENT CONFERENCES

An IEP meeting is scheduled for parents/guardians annually. This is your opportunity to meet with your child's teacher and therapists to receive information about your child's growth and development, review progress made thus far, and plan your child's education and therapy goals for the coming year. If you desire a conference at any other time during the year, please feel free to contact your child's teachers or therapists. They will be happy to schedule a time for you.

STUDENT RECORDS

Student records are kept in locked file cabinets and maintained by school office personnel. All information in the file is considered confidential and is accessible only to the Meyer Center professional staff, parents/guardians and licensing/accrediting agencies.

The law allows divorced parents full access to his/her child's record, even though the court has awarded custody of the child to the other parent or to a foster parent. All records must be examined in the presence of a school official, and records may not be removed from the Center. Access to student records by a third party outside of the Meyer Center will be limited to the consent of the parents upon formal written request or by court order.

Health Information Portability and Accountability Act (HIPAA) is a federal law that is a national set of privacy regulations limits the ways that health plans, pharmacies, hospitals, doctors, and other "covered entities" can use patients' personal medical information. The regulations govern sharing of any information about health status, provision of health care, or payment for health care that can be linked to an individual—"protected health information."

Family Educational Rights and Privacy Act (FERPA) (USDOE) is a federal law that protects the privacy of public-school student education records. A student's nursing and therapy records are covered under FERPA and HIPAA. The FERPA law does not apply to private schools. FERPA gives parents or guardians rights about their children's education records. These rights become the student's rights when the student:

- Turns age 18
- Starts school beyond the high school level, like college, even if the student is under age 18.

PARENT COMMUNICATION

Parents/guardians are encouraged to visit the Meyer Center often to become familiar with the staff and activities in which your child is involved.

You will receive notification of your child's classroom and therapy schedule upon enrollment and at the beginning of each school year. We recommend that you observe your child's therapy sessions on a regular basis and participate in classroom activities whenever possible.

If you would like to speak with a staff member, you may call the Center at any time. If the individual is unavailable, you may leave your name and telephone number, and your call will be returned as

soon as possible. If you have Internet access, you also have the option of communicating with staff via email or TEAMS. Families receive an annual and monthly calendar which notes scheduled closings/holidays and Center events.

PTA

Meyer Center PTA meetings provide a forum for parents to meet and discuss relevant topics of interest, find friendship and support, and learn of ways to help promote the Meyer Center. A schedule of meetings will be provided at the beginning of the school year. Notices are sent home with the children to remind parents of the time and location.

PARENT SUGGESTIONS

The following serves as the procedures for processing parent suggestions. Parent suggestions can be placed in the suggestion box and will go through the following process upon receipt:

1. All evaluations and any suggestions in the suggestion box are read by the Director of Education or Executive Director. Spanish feedback is translated.
2. Written and verbal suggestions are acted upon immediately by the Director of Education if they are in accordance with our Title I Parent and Family Engagement Policy and/or our Title I Parent/School Compact.
3. Suggestions that are not covered by the policy or compact are presented to the Director of Education for consideration.
4. Suggestions which affect classroom instruction are presented to the Director of Education and then submitted to the Title I planning team staff members. The Title I planning team discusses and a final determination is made by the Director of Education or Executive Director.
5. Suggestions that are more far-reaching are brought before the Executive Director or Board of Directors. After receiving feedback and determining if the suggestion falls within the mission statement and benefits students, a final decision is made by the Executive Director.

RESOLVING CONFLICTS

Regardless of the organizational level at which a complaint is received, resolution will be sought at the lowest possible level. Confidentiality will be maintained as necessary and feasible throughout the grievance process. Conflicts/grievances will be dealt with in a timely manner. Efforts will be made informally to reach a mutually agreeable solution. If the situation is still unresolved, the following process will be followed:

- Attempt to resolve the concern with the staff person directly involved. If the concern remains unresolved:
- Contact the staff member's direct supervisor. If the concern remains unresolved:
- Contact the Meyer Center's Executive Director to discuss and resolve the concern.

If the conflict remains unresolved, a written statement describing the issue may be filed with the Executive Director. The Executive Director will forward to the complaining party a written decision by registered mail within five working days after receipt of the statement, or such longer period of time as may be necessary under the circumstances.

If the conflict is still unresolved, the Executive Director's written decision may be appealed by written notice to the President of the Governing Board within five working days after receipt of the

Executive Director's written response. Within 15 days of receipt of the written appeal from the complaining party, a hearing will be held which will include the complaining party, the President of the Board, and/or a committee appointed by the President. The complaining party will be notified by registered mail of the decision of the President of the Board and/or the committee.

2022-23 School-Parent Compact for Achievement



What is a School-Parent Compact?

A School- Parent Compact for achievement is an agreement that parents, students, teachers and therapist develop together. It explains how parents and teachers will work together to make sure all students meet their academic and therapy goals.

Effective Compacts include:

- Link goals of the school improvement plan.
- Focus on student learning skills.
- Describe how teachers and therapists will help students develop those skills using high-quality instruction and individualized therapy.
- Share strategies parents can use at home.
- Explain how teachers, therapists, and parents will communicate about student progress.
- Describe opportunities for parents to volunteer, observe, and participate in the classroom.

Building Partnerships:

- “Meet the Teacher” Parent Orientation is held prior to each school year.
- PTA events held periodically through the year to connect parents. Guest speakers are sometimes brought in to address parent concerns or questions.
- Parent education and engagement opportunities are scheduled to connect parents and discuss upcoming school activities.
- Parent – Teacher/Therapist conferences
- Classroom and therapy observations

Communication About Student Learning:

The Meyer Center is committed to frequent two-way communication with families about children’s learning. Some of the ways you can expect us to reach you are:

- Child’s Folder Sent Home Daily
- Monthly School Newsletter and Calendars
- Updates on Social Media
- Individualized Education Plan (IEP) Meetings
- Teacher Monthly Newsletter
- Parent engagement and education events
- PTA Events
- Microsoft TEAMS

Jointly Developed

The parents, students, and staff of the Meyer Center developed this School-Parent Compact for Achievement. Teachers and therapists suggested home learning strategies, parents added ideas to make them more specific, and a variety of strategies were used with students to determine which will best help them learn. Meetings are held each year to review the compact and make changes based on student needs.

Parents are welcome to contribute comments at any time.

If you would like to volunteer, participate, observe in the classroom and/or therapy session, please schedule this through: Elizabeth Bridges, Education Director at ebridges@meyercenter.org or Alexis Hanna, Therapy Director at ahanna@meyercenter.org.

Teachers, Therapists, Parents, Students- Together for Success

Teacher/Therapy Responsibilities:

- Therapists provide in home strategies at IEP meetings or upon requests.
- Teachers provide in home activities via monthly newsletters.
- The “Word of the week” is sent out school wide in a weekly email to aid parents with communication strategies.
- Teachers, therapists and parents develop an Individualized Education Plan (IEP) to plan student goals and assess progress.
- Parents are encouraged to observe their child’s individual therapy sessions – must be scheduled in advance.

Family Responsibilities:

- Attend family engagement and education sessions to learn and connect with other parents.
- Look for the class newsletter and the school newsletter with calendar each month.
- Join the PTA and participate in parent informational nights.
- Read Special Education Procedural Safeguards to be informed about special needs law and rights
- Use the “Word of the Week” at home to encourage communication.
- Use the information in your child’s Individualized Education Plan to work on classroom and therapy goals.
- Use Microsoft TEAMS platform to stay informed about your child’s activities and progress at school as well as all school-wide events.
- Request a parent-teacher/therapist conference as needed.

Student Responsibilities:

- Meyer Center students will work on individualized goals through whole group time, small centers, group therapy, individual therapy, and play with therapists and teachers to meet their goals as established by a team of teachers, therapists, and parents on their Individualized Education Plan.
- Student attendance is of high importance because it is directly linked to Individualized Education Plans (IEPs) and goal progress.

School Goals

- Meyer Center therapists will work with students and families to help students meet at least seventy percent of therapy goals.
- Meyer Center teachers will work with students and families to help students meet at least eighty percent of classroom goals.
- The Meyer Center will maintain open lines of communication with families through progress reports, daily folders, and Individualized Education Plan Meetings.
- The Meyer Center will support and foster a strong Parent Teacher Association that is involved in school decision making.
- The Meyer Center will provide information in the language that parents can understand.

Have questions about your child's progress? Contact your child's teacher by phone (864-250-0005), email and/or Microsoft TEAMS.

2022-23 Meyer Center for Special Children Parent and Family Engagement Policy

What is family engagement?

Family Engagement is the participation of parents and family members in regular, two-way, and meaningful communication involving student academic learning, therapy, and other school activities ensuring:

(A) That parents play an integral role in assisting in their child's learning.

(B) That parents are encouraged to be actively involved in their child's education goals and therapy goals.

(C) That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.

(D) The carrying out of other activities, such as those described in Section 1116 of the ESSA.

About the Parent and Family Engagement Policy

In support of strengthening student academic achievement and progress toward therapy goals, the Meyer Center for Special Children has developed this parent and family engagement policy that establishes the school's expectations and objectives for meaningful family engagement and guides the strategies and resources that strengthen the school parent partnership. This plan will describe the Meyer Center's commitment to engage families in the education of their children and to build their capacity as a Title I school to implement family engagement strategies and activities designed to improve student academic achievement and progress toward therapy goals. Title I encourages family engagement at every level of the program, such as in the development and implementation of the school wide plan, and in carrying out school improvement provisions. Section 1116 of the Every Student Succeeds Act (ESSA) contains the primary Title I, Part A requirements for schools and school systems to involve parents and family members in their children's education. Consistent with Section 1116, the Meyer Center for Special Children will work to ensure that the required school-level parent and family engagement policies meet the requirements of Section 1116(b) and each include, as a component, a school-parent compact consistent with Section 1116(d) of the ESSA.

Jointly Developed

All parents are invited to participate and provide suggestions and ideas to improve the parent and family engagement policy for the 2022-23 school year. The school will send an email to all parents informing them of the Title I annual meeting and will send this information home in each student's folder. During this meeting, parents will review and discuss the Parent Compact and the parent family engagement policy. Additionally, the Title I planning committee which includes teachers and parents meet to review the family engagement policy and parent compact. Upon final revision, parents are welcome to submit comments and feedback regarding the parent and family engagement policy at any time through the school website or by submitting written comments through email or your child's folder.

All feedback received will be considered. The parent and family engagement policy is posted on the school website, and will be distributed during the annual Title I meeting.

Adoption

This schoolwide parent and family engagement policy has been developed jointly and agreed upon with parents and family members of children participating in Title I, Part A programs as evidenced by the collaboration of parents, school, and district personnel. This policy was adopted by the Meyer Center for Special Children in November of 2021 and is in effect for the 2021-22 academic school year. The school will distribute this policy in multiple ways to all parents of children.

Reservation of Funds

The Meyer Center for Special Children will reserve one percent from the total amount of Title I funds it receives in FY23 to carry out the parent and family engagement requirements listed in this policy and as described in Section 1116 of the ESSA.

The school will host an annual Title One School Improvement Forum in Spring for parents to provide suggestions on how these family engagement funds will be used in the upcoming year. Comment cards and minutes from these meetings will be reviewed by the Title I planning team to determine areas of need for the upcoming school year and consider changes to the family engagement budget.

Accessibility

In carrying out the parent and family engagement requirements established by Section 1116 of the ESSA, the Title I School Coordinator will communicate and collaborate with the State Charter School District to ensure full opportunities for participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children including providing information and school reports in a language parents can understand.

Strengthening Our School

This year, the Title I School Coordinator will provide assistance and support to the school to ensure family engagement requirements are being satisfied and that family engagement strategies and activities are being implemented.

Opportunities for Meaningful Parent Consultation

Input and suggestions from parents and family members are an essential component of the school parent and family engagement policy that is revised each year. All parents of students eligible to receive Title I services are invited to attend meeting opportunities described in this section to share their ideas and suggestions to help the school and students to reach academic achievement and therapy goals.

Annual Title I Meeting: Fall 2022

All parents are welcome to hear the latest Title I updates from the Meyer Center for Special Children as well as review and provide input into the parent and family engagement policy and the parent compact. Notices regarding this meeting will be emailed to all parents in advance. The school will also communicate information regarding this meeting through a paper invitation.

Annual Parent Survey January 2023

Parent input on the use of Title I funds to support family engagement programs may also be provided through the annual parent survey. The survey will contain questions related to the family engagement budget as well as a section for parents to provide their comments.

Title One Forum Spring 2023

The Meyer Center will host a forum for parents and family members to participate in roundtable discussions to review the schoolwide plan, the school's parent and family engagement policy, and the parent compact as well as provide input on the family engagement budget and programs. The school will send invitations home as well as email parents to notify them about the date and time of the forum.

Building Capacity

The Meyer Center will build school and parent capacity for strong family engagement. This capacity will ensure effective engagement of parents and family members in supporting partnerships among the Meyer Center staff, parents, and the community with the goal of improving student academic achievement and completion of therapy goals. To build this capacity, the Meyer Center for Special Children will implement school wide activities and programs. Through Individualized Education Plans and meetings, teachers and parents collaborate to set student academic goals and therapy goals to be addressed at school and through at-home learning activities and strategies.

Of Parents - The Meyer Center for Special Children will work to provide assistance to parents in understanding state and school academic information connected to student learning and progress. The school will also provide parents with information regarding the Title I program. Parent learning groups to gain knowledge about special education standards, IDEA, student assessments, and transitioning in to the local school district will also be provided. An invitation to these meetings will be sent home and a reminder will be sent through School Messenger.

In addition, the Meyer Center will provide at home suggestions in each Individualized Education Plan (IEP) meeting so that parents can work on student goals at home. There will be an interpreter present at each IEP meeting in which English is not the parent's first language.

The Meyer Center will hold a Title I forum comprised of parent and school representatives. One purpose of this forum will be to provide input on all matters related to family engagement in Title I, Part A programs. The school will invite faculty and staff to attend planning meetings focused on family engagement activities. Throughout the school year, the Meyer Center provides tours for parents to gain information about the school and what services are offered.

Of School Staff – The Meyer Center will conduct trainings during the school year for staff to learn and discuss strategies to increase family engagement, improve school-family communication, and build ties with parents and the community. The Meyer Center will also host a training for appropriate school staff and faculty that will focus on creating welcoming environments and improving two-way communication with families.

To ensure that information related to school, parent programs, and activities is available to all parents, the Meyer Center will be required to send home and post online information for parents and family members in an understandable language and uniform format. At the beginning of the year, school staff

will be trained on parent notifications and resources to be sent home in parents' native language, where applicable, and providing interpreters at parent events and IEP meetings. Information posted on the school website will be translated to the extent practicable. The school will also utilize School Messenger, social media, local news media, and the school website to post information for parents.

Parent and Family Engagement

Each year, the Meyer Center for Special Children will conduct an evaluation of the content and effectiveness of this parent and family engagement policy and the family engagement activities to improve the academic quality of the Meyer Center through an annual parent survey and the Title One Forum.

In January, the Meyer Center will send home a survey for parents to provide valuable feedback regarding the parent and family engagement activities and programs. In addition to the annual survey, there will be a parent suggestion section on each parent and family engagement policy notice and the parent compact for parents to give suggestions or corrections. The school will also use the Title I Forum to facilitate group discussions to address the needs parents of parents of children eligible to receive Title I services to design strategies for more effective family engagement.

The Meyer Center will use the findings from Title I forum, the survey results, and the parent suggestion section to design strategies to improve effective family engagement, to remove possible barriers to parent participation, and to revise its parent and family engagement policies. **To communicate with the Meyer Center in any manner, please call (864)250-0005 or email info@meyercenter.org. We will respond within 24 hours.**

PROCEDURAL SAFEGUARDS

Parents of a child with a disability are entitled to specific procedural safeguards under IDEA and South Carolina Board of Education Regulations. The Meyer Center provides parents with a copy of the procedural safeguards at least once a year before or during the annual review.

In addition, the South Carolina Public Charter School District provides parents with a printed copy of this procedural safeguards notice in each of the following circumstances:

1. Upon the initial referral or parental request for evaluation.
2. Upon receipt of the first state complaint or due process hearing request in a school year.
3. Upon change in placement for disciplinary action; and
4. When requested by the parents or th child who has reached the age of majority.

The school will use the District's Notice of Procedural Safeguards for Parents of Students with Disabilities.

FUNDRAISING/SPECIAL EVENTS

The Meyer Center receives funding from United Way, government agencies, insurance, and program service fees; however, the Center must raise at least an additional \$1.5 million each year to cover additional expenses and operating costs. This is accomplished through contributions from individuals, corporations, special events and grants.

The Center hosts two annual special events during the school year - the Ladies Holiday Luncheon and the Kids Classic golf tournament. Parents interested in learning more about supporting these special events should contact the Meyer Center's Development Department at

250-0005 X 210. There are many organizations in the community that host fundraising events with all or a portion of the proceeds donated to the Meyer Center. Organizations that have contributed funds in the past include *Palmetto Children's Charities*, *Fluor Golf for Greenville*, *local High School Spirit Weeks*, *BMW Charity Pro/Am* and various others. Parents are encouraged to attend these functions with their child.

You can support the Meyer Center through your employer. For our special events, we solicit corporate sponsorships. If you provide contact information, a Meyer Center staff member will be happy to meet with your corporate representative regarding sponsoring a Meyer Center event. Or, you might want to make the ask yourself. Either way, your help is appreciated.

You can also support the Center by giving to your employer's United Way Campaign or donating directly to the Meyer Center. Don't forget to ask your employer if they match charitable donations.

MEYER CENTER RIGHTS

Just as the parents/guardians have rights, so do the staff of the Meyer Center. Any parent/guardian who verbally abuses or electronically posts social media comments that berate or slander any staff member will risk suspension and/or termination of services for their child from the Meyer Center without any guarantee of reinstatement.

Appendix A
2022/23 Meyer Center Management Team

Meta Bowers, Executive Director
mbowers@meyercenter.org
864.250.0005, ext. 203

Denise Agnew, Human Resources and Finance
dagnew@meyercenter.org
864.250.0005, ext. 205

Elizabeth Bridges-Hampton, Director of Education
ebridges@meyercenter.org
864.250.0005, ext. 215

Alexis Hanna, Therapy Director
ahanna@meyercenter.org
864.250.0005, ext. 216

Shannon Spurrier, Director of Development
sspurrier@meyercenter.org
864.250.0005, ext. 210

Christie Benton, Director of Transportation/Operations
cbenton@meyercenter.org
864.250.0005, ext. 231

APPENDIX B1
Emergency Evacuation Location 1

From:	To:
Meyer Center	Emedia Group
1132 Rutherford Road	615 Worley Road
Greenville, SC 29609	Greenville, SC 29609
864-250-0005	864-232-4604

Directions:

1. Head southwest on S-23-21/Rutherford Road toward Poinsett Hwy
2. At 0.7 miles turn right onto Worley Road, and at 0.3 miles your destination is on the right.

APPENDIX B2
Emergency Evacuation Location 2

From:	To:
Meyer Center	Northgate Baptist Church
1132 Rutherford Road	633 Summit Drive
Greenville, SC 29609	Greenville, SC 29609
864-250-0005	864-242-3805

Directions:

1. Head southwest on S-23-21/Rutherford Road toward Poinsett Hwy
2. Turn left on Summit Drive. Northgate Baptist Church will be on the right.

APPENDIX C

Transportation Program Policies and Procedures

Bus transportation is provided for Meyer Center students to and from school as a service for families. Please familiarize yourself with these policies and procedures so that transportation services may operate safely and efficiently for the benefit of your family. Meyer Center takes the responsibility of transportation very seriously. Parents must abide by the following transportation procedures. Failure to do so may result in the loss of transportation services for your child.

Center Vehicles Are For Official Use Only

Each Meyer Center bus is assigned a route area for pick-up and delivery. Each bus has a designated pick up and drop off location. Each driver is expected to follow the bus route identified by the Center's Transportation Director. Any deviation from the route will be considered unauthorized use of the vehicle.

All forms in the student's enrollment packet must be completed and submitted to the Meyer Center before the child can be transported via Meyer Center bus.

General Transportation Procedures

- The child should be fully dressed and ready to get on the bus when it arrives.
- The bus will stay at the bus stop for two minutes. If the caregiver or child has not made an appearance by that time, the bus will continue the route and will not return until the driver is notified by the parent/guardian via The Teams Transportation Channel.
- It is the caregiver's responsibility to provide assistance to the student in boarding or leaving the bus. The driver is not permitted to leave the bus for this purpose.
- If the child is picked up/dropped off at a daycare or kindergarten, it is the parent's responsibility to make arrangements for those caregivers to provide assistance to the student boarding or leaving the bus. The driver is not permitted to leave the bus for this purpose.
- Caregivers will not be permitted to linger on the bus and/or indulge in long conversations with the driver.
- Bus drivers are not permitted to carry verbal messages to and from school. All communication needs to be written or verbally directed to the individual involved.
- Children will not be permitted to eat on Meyer Center buses during transport.
- All children must remain seated and belted at all times during transport on Meyer Center buses.
- Children will not be permitted to use abusive language or excessive physical action against each other or the staff while in transport on Meyer Center buses.
- Children will not be permitted to bring any object with which they can inflict harm on themselves, other children, or staff onto a Meyer Center bus.
- The driver can only leave a student with a parent/guardian or person(s) listed on the student's "Pick-Up Authorization Form". The bus driver will request to see a picture identification of any new person picking up a student.
- The driver will not release a child to a caregiver whose sobriety is questionable.

Bus Driver Must Be Contacted

- When a child will not be attending school: Please post a message on The TEAMS Transportation Channel by 7 AM and tag the driver and Christie Benton. The bus will not return to pick up a child until the bus has received a message through The TEAMS Transportation Channel with permission to do so.
- Prior to changing a student's address or daycare provider
- Any changes to afternoon bus riders must be made by 1:00 pm

Procedures for Loading and Unloading Buses

Loading Students at Designated Pick-Up Point:

1. The driver will stop the bus and receive the child from the caregiver.
2. It is the caregiver's responsibility to provide assistance to the student boarding the bus. The driver/monitor is not permitted to leave the bus for this purpose.
3. The caregiver should not board the bus with the student and/or indulge in long conversations with the driver or monitor.
4. Prior to continuing the route,
 - a. children will be placed in proper seating and strapped in securely
 - b. the parent/guardian will sign Daily Trip Log
 - c. Student Transportation Checklist and Daily Trip Log will be completed

Unloading Students at Designated Drop-Off Point:

1. The driver/monitor will escort the child to the bus door.
2. It is the caregiver's responsibility to provide assistance to students departing the bus. The driver/monitor is not permitted to leave the bus for this purpose.
3. Prior to departure
 - a. Parent/guardian will sign Daily Trip Log
 - b. Student Transportation Checklist and Daily Trip Log will be completed

Procedures for Addressing Student Misbehavior

The Meyer Center takes the responsibility of transportation very seriously. In the interest of safety, all Center employees shall enforce rules of behavior on Meyer Center buses.

If at any time, the safety of a child or staff member is compromised by the actions of a child on the bus, the following procedures shall be followed:

1. The driver and/or monitor are responsible for documenting the behavior and providing a copy of this documentation to the Operations and Transportation Director and Executive Director.
2. The Operations and Transportation Director will give the parent/guardian a verbal warning and, if necessary, a written warning about the behavior that is not acceptable.
3. Meyer Center staff (including child's classroom teacher, therapists, bus driver, bus monitor, Operations and Transportation Director, and if warranted, the parent/ guardian and/or Executive Director) will develop a plan to address the situation.
4. The Operations and Transportation Director will contact the parent/guardian to discuss the plan.
5. The plan will be implemented.
6. In extreme situations, a child may be suspended (temporarily or permanently) from being transported by a Meyer Center bus.

CHILD'S NAME _____

APPENDIX D
ACKNOWLEDGEMENT OF RECEIPT OF PARENT HANDBOOK

I, _____ (Parent / Guardian Name) have received and read the Meyer Center for Special Children's Parent Handbook. I understand the policies and procedures given to me and agree to adhere to all school policies.

As a parent of a child attending the Meyer Center for Special, you are also encouraged to actively participate in your child's education by attending parent-teacher conferences, Individual Education Plan (IEP) meetings and family engagement activities. As a parent, I understand the following:

- ___ I understand how to make suggestions
- ___ I understand my right to know the professional qualifications of my child's teacher under ESSA
- ___ I have received a copy of the school-Parent Compact
- ___ I have received a copy of the Parent and Family Engagement Policy
- ___ I have received within the handbook all medical related policies and agree to abide by them.
- ___ I have read and understand the HIPPA and FERPA policies included in this handbook.
- ___ I have received a copy, and know how to request a copy of the Procedural Safeguards.
- ___ I understand the attendance policies and procedures to ensure my child is not chronically absent or truant.

I understand that these policies and procedures are subject to change to reflect the needs of the program, children, and families we serve.

Signature _____ Date _____

RETURN THIS SIGNED SHEET TO YOUR CHILD'S CLASSROOM