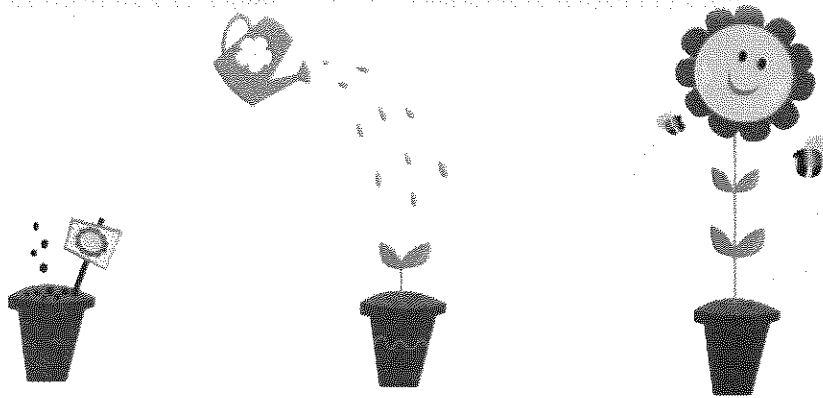


# **Family Handbook and Calendar 2022 - 2023**



Get Ready, Reset and Grow  
at  
Pleasant Hill Elementary School  
2022 - 2023

## **Pleasant Hill Elementary School**

Pleasant Hill Elementary School  
Lexington County School District One  
664 Rawl Road  
Lexington, SC 29072  
803-821-2800 803-821-2803 (fax)  
<http://phes.lexington1.net>  
Twitter: @phescougars  
Facebook: @phespta.sc

*Welcome to Pleasant Hill Elementary School! We are so glad that your family will be part of our school family this year. We look forward to working with you and your child. At Pleasant Hill Elementary School, we support the vision and mission of Lexington County School District One.*

*We share this handbook with you to familiarize you with the practices and procedures of Pleasant Hill Elementary School. We hope it will serve as a useful resource tool for you throughout the school year.*

*Thank you for helping us "prepare and honor every student." Have a wonderful school year!*

*Margaret B. Mitchum, Kate Berresford and Kelly Middleton  
Administrative Team*

Pleasant Hill Elementary opened in 2006 and is accredited by the State Department of Education and the Advanced Southern Association of Colleges and Schools/Advanced ED/Cognia. PHES serves approximately 920 students in 4K through fifth grade. Approximately 100 staff members work at PHES.

Our school slogan is **"Preparing and Honoring Every Student."**  
Our school colors are green and yellow.  
We are the PHES Cougars!

### **VISION**

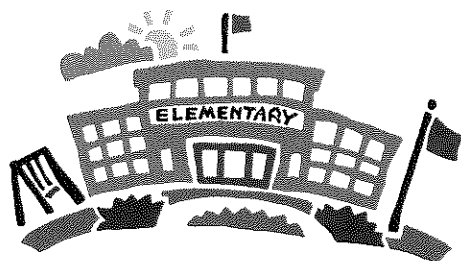
Empower each child to DESIGN the FUTURE.

### **MISSION**

Our mission is to cultivate a caring community where ALL learners are extraordinary communicators, collaborators, creators and critical thinkers.

## BELIEFS

If we believe...	Then...
All children can learn.	<ul style="list-style-type: none"> <li>• We encourage children.</li> <li>• We see children learning in different ways.</li> </ul>
Setting high expectations enables every child to reach his/her maximum potential.	<ul style="list-style-type: none"> <li>• We clearly communicate high standards.</li> <li>• We continually assess each child's strengths and weaknesses to guide instruction.</li> </ul>
Learners should be actively involved in rigorous and relevant educational experiences.	<ul style="list-style-type: none"> <li>• We see children highly engaged throughout the day.</li> <li>• We see self-directed learners in a collaborative environment making connections across an integrated curriculum.</li> </ul>
All learners should be respected, valued and provided with leadership opportunities.	<ul style="list-style-type: none"> <li>• We praise students.</li> <li>• We celebrate each student.</li> <li>• We attend to the physical, social, emotional and intellectual well-being of every student.</li> </ul>
Children learn best in a safe, positive and nurturing environment.	<ul style="list-style-type: none"> <li>• We see caring and supportive staff members throughout the school.</li> <li>• We treat children with dignity and respect.</li> <li>• We see happy children who are excited about learning.</li> </ul>
All members of the staff accept responsibility for the learning of all students in the school.	<ul style="list-style-type: none"> <li>• We see <b>all</b> staff members interacting with students in a <b>positive</b> manner.</li> </ul>
Teachers, students and community members collaborate to improve instruction for all students.	<ul style="list-style-type: none"> <li>• We see teachers sharing effective strategies, mentoring, coaching, studying together, planning together and solving problems together.</li> </ul>



## Office Staff

Principal	Margaret B. Mitchum
Assistant Principals	Kate Berresford and Kelly Middleton
Executive Secretary	Laura Wiseman
Student Records Operator	Anita MacInnis
Front Office Secretaries	Celeste Lyon and Amy Rhymer
Federal Compliance Specialist	Cindy Makuta
Secretary	Jennifer Schwenzer
Nurse	Karen Cousins
Health Room Assistant	Lynn Clamp
School Counselors	Lumi Ciortea, Carolyn Mishoe-Coon and Kerri Rowell
School Librarian	Amanda Youmans
Media Assistant	Dianna Barefoot
Food Service Manager	Karen Lowman
Cashier	Dana Perry
Head Custodian	Chris Webb
Asst. Custodian	Ashley Rowe

### PTA Executive Board Members

**Co-President:** Leigh Glenn & Kristen Parks  
**Vice President:** Rachel Onello  
**Secretary:** Kathryn Kaphusman  
**Treasurer:** Rebecca Cheek  
**Communications Chair:** Andreea Savu  
**Events Co-Chairs:** Anita Hicks & Stephanie Alexander  
**Fundraising Chair:** Kayla Everhart, April Boliware & Bridget Allison  
**Member & Volunteer Recruitment Chair:** Christy Stokes  
**Staff Appreciation Chair:**  
**Diversity, Equity & Inclusion Chair:** Greta Stewart  
**Parliamentarian:** Crystal Levine  
**Email:** [pleasanthilleempta@gmail.com](mailto:pleasanthilleempta@gmail.com)  
**Website:** [www.pleasanthilleelementarypta.com](http://www.pleasanthilleelementarypta.com)  
**Twitter:** @PHES\_PTA  
**Facebook:** @phespta.sc

### PHES Counseling Advisory Board

Lumi Ciortea - Carolyn Mishoe-Coon - Kerri Rowell - Margaret Mitchum - Kate Berresford - Kelly Middleton  
**Students:** To be determined  
**Parents:** To be determined  
**School Resource Officer**

### PHES Health Team

Karen Cousins - Carolyn Mishoe-Coon - Margaret Mitchum

### School Improvement Council Members

**Parents:** Crystal Levine (Chair), Natasha Pinckney, Kathryn Kaphusma & Lauren Cone  
**Teachers:** Jessica Moore & Meagan Cutler  
**Community Members:** To be determined  
**Ex-Officio Member:** Leigh Glenn (PTA Co-President)

### Spanish Immersion Parent Advisory Team (SIPAT)

Anna Lawson (Chair), Lauren Finnegan, Nagelia Sheldon, Dipa McGee, Andreea Savu, Amber Ramos, AK Stacy, Lindsay Alea, Joy Bruder, Crystal Harrigan, Mandy Whittimore, Lauren Pellington, Heidi Wiser & Jenna Wells

### Important Information

Listed below is important information that we would like to highlight and emphasize.

You will find this information explained in more detail later in this handbook.

#### Office Hours are 7:00 a.m. until 4:00 p.m.

- Our school day begins promptly at 7:35 a.m. Instruction begins at 7:35 a.m. Please make sure your child arrives at school in time to begin work at 7:35 a.m.
- **If your child arrives at school after 7:40 a.m., they are considered tardy. A parent/guardian must come into the office to sign the child in.** This procedure is being implemented for the safety of our students.
- We strive to protect your child's instructional time at school. Therefore, we try to keep classroom interruptions to a minimum. Every minute of instructional time is valuable. Please try to avoid dismissing your child from school early unless it is absolutely necessary.
- If your child is absent from school for just one day, they will be able to make-up missed work upon returning to school. If your child is absent for several days, your child's teacher will be happy to leave your child's work in the office upon your request. However, please realize that we will not be able to interrupt your child's classroom during the day to obtain this missed work. Please contact the school office before the school day begins or after the school day ends.
- If your child is going home a different way, **please send a note in writing to your child's teacher. Please date and sign the note.** Your child's teacher will give you a pink change of transportation forms to use.
- For the safety of our students, we require that all parents and visitors report to our office upon entering the building. Each visitor will be asked to sign in and will be asked to wear a visitor's badge while on our campus.
- Also, for the safety of our children, you will be required to provide identification when you pick up your child early from school. When you call the school to discuss anything about your child, you will be required to give the names of two emergency contacts other than mother or father. We appreciate your assistance in helping us provide a safe learning environment for our students.
- Please label your child's sweaters, jackets, coats, lunchboxes, etc. with the student's first and last names.
- If you change your place of work, change phone numbers, or move to a new location, please provide our school office with the new information.
- Please talk with your child to make sure your child understands that weapons (knives, guns, etc.) and look-alike weapons (water guns, toy knives, etc.) cannot be brought to school for any reason. Also, please talk with your child about what they should do if they see another student with such a weapon. Let your child know to tell the teacher right away.
- Please talk with your child to make sure they understand that threats are taken seriously and not tolerated.

Due to allergies of some students and staff members, we would greatly appreciate your refraining from using fragrances when visiting PHES.

## Organization and Instruction

- Pleasant Hill Elementary School is a public school that serves approximately 920 students in 4K through fifth grade in Lexington County School District One of Lexington County.
- Four-year-olds in Pleasant Hill's attendance area who qualify for the state-funded 4K program are served in a full-day program at Lake Murray Elementary School. PHES also has a full-day tuition-based 4K program. The students in this program are served at PHES. Children must be four on or before September 1 to be able to enroll in the 4K programs.
- Kindergarten students at Pleasant Hill Elementary School attend full-day kindergarten from 7:35 a.m. - 2:20 p.m. Children must be five years old on or before September 1 to be able to enroll in kindergarten. Two of our kindergarten classes are partial-immersion Spanish programs.
- Students in grades 1 through 4 receive their academic instruction from one teacher. Students in grade 5 are either in a two-teacher team or a three-teacher team. The two-teacher team includes an ELA/social studies teacher and a math/science teacher. The three-teacher team includes a math teacher, a reading teacher and a writing teacher. The homeroom teacher teaches science and social studies. Two classes in grades 1-5 are Spanish partial immersion. Spanish teachers teach math/science and English teachers teach ELA/social studies.
- Students in grades K-5 receive physical education, music or computer, art and Spanish instruction. Students attend one of the related art classes every day for a week. The following week they receive a different related arts class for a week, etc.
- All students visit the Learning Commons (Library) on a weekly basis, and they can also visit as often as needed.
- PHES has two special education self-contained classrooms. A full daily schedule is maintained by the teachers and teacher assistants.
- Students needing academic assistance in grades K-5 are provided interventions in our Response to Intervention (RTI) program.
- Children who qualify for special education are served by a resource teacher. Students may receive services according to their IEP (Individualized Education Program). Students may also qualify for speech services, occupational therapy and physical therapy. Students may also receive services of a vision teacher or teacher for the deaf and hard of hearing.
- Academically talented students in grades 3-5 are served in the EAGLE (Educational Activities Geared for Learning Excellence) program. These students are selected each spring by a special screening process as determined by S.C. Dept. of Education. Third grade EAGLE students receive 150 minutes per week from an EAGLE teacher, and 4<sup>th</sup> & 5<sup>th</sup> grade EAGLE students receive 200 minutes of instruction per week from an EAGLE teacher.

Lexington County School District One  
Information Line  
803-821-1299

To email any Lexington One employee, the email address is usually the employee's first initial and last name @lexington1.net. (Our principal would be [mmitchum@lexington1.net](mailto:mmitchum@lexington1.net))

### **Tobacco Free Campus**

Lexington County School District One does not permit the use of any tobacco products or paraphernalia including, but not limited to, lighters, matches, cigarettes, cigars, pipes, bidis, kreteks, smokeless tobacco, e-cigarettes, mint snuff and snuff by all students, staff & visitors within all district facilities; on school buses, vehicles and grounds, and all district-sponsored events, whether on or off school grounds.

### **Pledge of Allegiance and Moment of Silence**

Teachers will involve students in reciting the Pledge of Allegiance and observing a moment of silence each day. State law requires that each school set aside time for the "Pledge of Allegiance." Any student, however, who does not wish to say the "Pledge of Allegiance" does not have to participate and will not be penalized. That student may leave the classroom, remain in their seat or express non-participation in any form as long as that form does not materially infringe upon the rights of others or disrupt school activities.

### **SchoolMessenger**

SchoolMessenger is a communication tool used by Lexington County School District One. This system allows school leaders to send important messages quickly, easily, and simultaneously to large numbers of parents/guardians via telephone and email. SchoolMessenger will notify the parent/guardian when the child is absent from school. The SchoolMessenger system will also be implemented to let parents/guardians know if school is being delayed or if school is being dismissed early due to weather or other issues. In order for this process to go smoothly, we need to make sure that information is current. Instructions on setting up an account are located after this page in the handbook.

**\*\*Attendance calls are made daily at 9:00 a.m.\*\***

### **PowerSchool Parent Portal**

You can easily access your student's academic progress and attendance using the PowerSchool Parent Portal. You can find this link to the Parent Portal on the Parents page of the Lexington One website. If you have not already created a PowerSchool Lexington One parent account, you can use the "Create Account" link on the PowerSchool parent login page. Once you create your PowerSchool parent account, you will need an Access ID and password for each of your children in order to view their grades and attendance. You can get those Access IDs and passwords from our school office. You will need to show your ID to pick up the password. Be sure to set the "Email Notification" settings, while you are in the PowerSchool Parent Portal, if you would like to receive emails with information about your child's grades and/or attendance. Instructions on setting up an account are located after this page in the handbook.

### **Change of Address or Phone Number**

If you change your mailing address, home phone number, work number, or emergency contact numbers, please notify the school office as soon as possible. We always need a way to contact you in case of an emergency.

## SchoolMessenger for Parents/Guardians and Lexington District One Staff

These directions are for parents/guardians and Lexington District One staff. If you already have a SchoolMessenger account but want information on managing your preferences for how we contact you, skip to **Managing Your Preferences**.

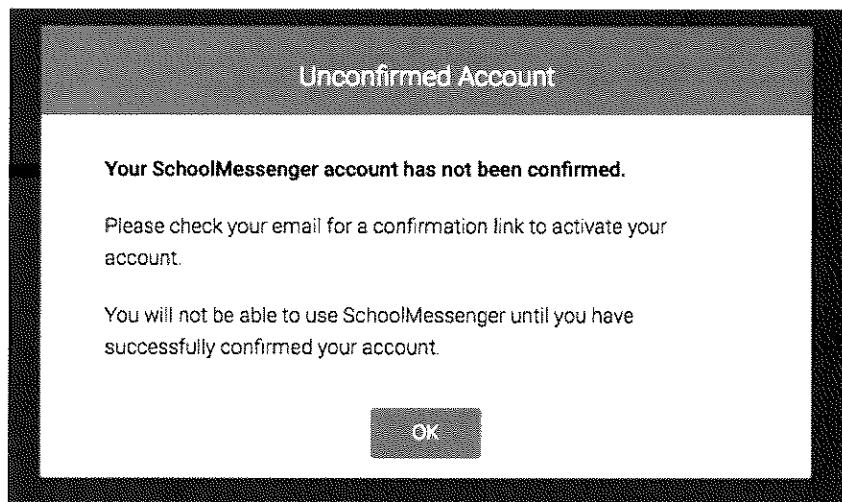


### Creating an Account

1. In a web browser, go to <https://go.schoolmessenger.com> or use the School Messenger app downloaded from the Apple App store or Google Play Market. Be sure not to use the SchoolMessenger Admin app.
2. Click **SIGN UP** at the top of the page to create a new account.
3. Enter an email Address based on the following criteria.
  - a. Each parent/guardian should use his/her email address on file at his/her child's school.
  - b. Staff, who are not parents of a Lexington District One student, should use their Lexington District One email address.
  - c. For staff, who are parents of a Lexington District One student, we ask that you use your Lexington District One email address if it is on file at your child's school.
  - d. If your Lexington District One email address is not on file with your child's school, you have a choice. You can either create an account using your personal email address on file at your child's school and use it to receive messages related to your child or your child's school.
  - e. Or, you can also create a **second** account with your Lexington District One email address to receive staff messages from the district or your school.
  - f. Or, you can change your parent email address to your Lexington District One email address at your child's school.
4. Create a password that includes:
  - a. one lowercase letter,
  - b. one uppercase letter,
  - c. one number, and
  - d. a minimum of six characters.

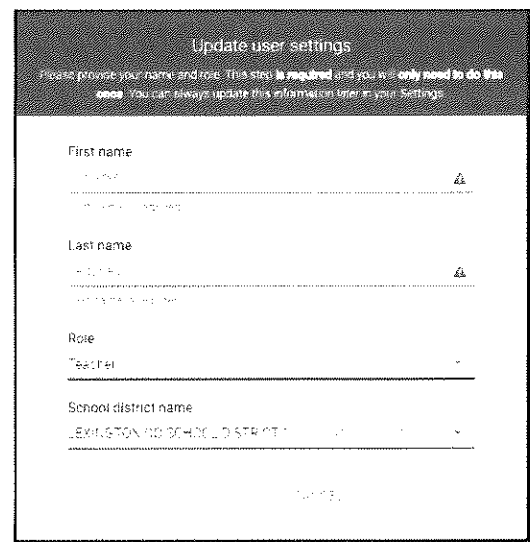


5. You may see a message that lets you know you will receive an email to activate your account:



SchoolMessenger emails you a special email with the subject line "Account Activation" sent from support@accounts.schoolmessenger.com.

- a. This email contains a secure activation link which expires in about 24 hours.
  - b. Click on that link to complete the setup and activation of your account.
  - c. If you wait more than 24 hours, you will have to restart the registration process and have a new email sent to you with a renewed link.
6. Sign in again to get started.
7. When first logging in, you may be prompted to enter your first name, last name, and role (parent, teacher, student).  
All **parents** should select parent except Lexington District One teachers who are also a parent of a Lexington District One student.
- a. All **Lexington District One teachers** should select the role of Teacher.
  - b. All other **Lexington District One staff** should select the role of parent even if you are not a parent of a Lexington One student.  
**Note: For the "School district name," begin typing LEXINGTON CO in order to select LEXINGTON CO SCHOOL DISTRICT 1 (29071).**
  - c. Click **Done** when you are ready to proceed.
8. You will be asked if it is okay for us to contact you on one or more of the telephone numbers we have on file for you. Select Yes or No for each number. Your preference(s) will be saved for each of your telephone numbers. You can change those preferences at any time through the the SchoolMessenger Preferences option described later in this document.

A screenshot of the "Update user settings" form. At the top, it says "Please provide your name and role. This step is required and you will only need to do this once. You can always update this information later in your Settings." The form has four fields: "First name" with a text input and a magnifying glass icon; "Last name" with a text input and a magnifying glass icon; "Role" with a dropdown menu showing "Teacher" selected; and "School district name" with a dropdown menu showing "LEXINGTON CO SCHOOL DISTRICT 1 (29071)" selected. At the bottom right is a "DONE" button.

**Do we have permission to call you?**

Please select which phone number(s) your school or school district may contact you at for non-emergency purposes

(408) 555-1234

Is it ok to call this phone number? ▾

Is it ok to call this phone number?

**Yes, it's ok to call me at this number**

No, call me for emergencies only

By selecting yes and No, call me for emergencies only pre-recorded voice messages

Cancel Save

9. If you change any of the telephone numbers that we have on file for you, please contact your child's school to have the numbers changed for SchoolMessenger.

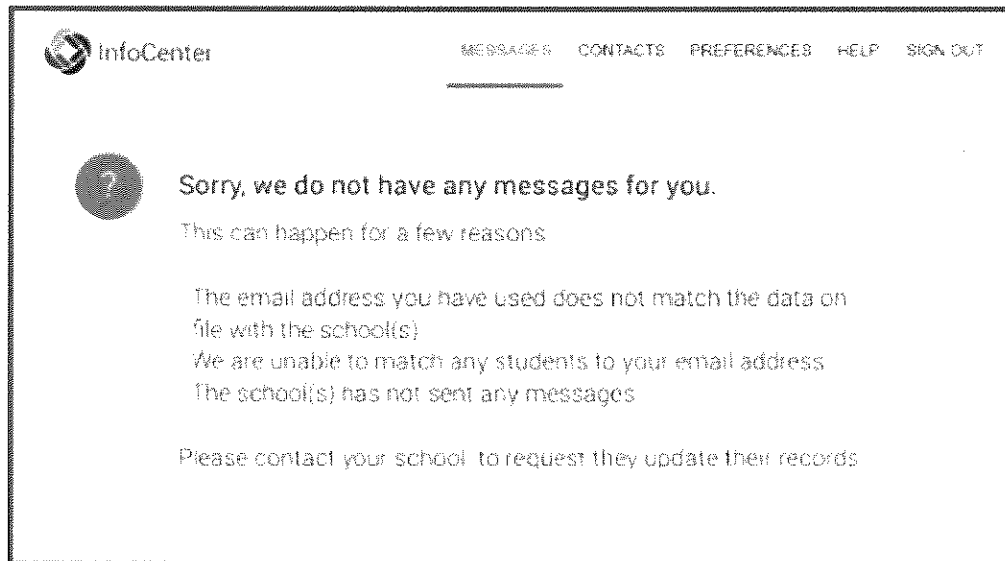
**Note: When changes to telephone numbers are reflected in SchoolMessenger, you will see the above permission prompt reappear. Simply reselect and save your preferences.**

10. You will receive a message that looks like this once your account is created:



You're all caught up. There are no unread messages.

11. Parents, if the email address you logged in with is not the email address on file for you in our district, you may see any variation of the following message when logging in to the SchoolMessenger:



Please contact your child's school to verify your email address. If the school changes your email address in our student information system (PowerSchool), please wait at least 24 hours before you try to create an account with that email address.

## Managing Your Preferences

12. Once you are logged in, you may manage/change your preferences and let us know if it is okay for us to contact you at each telephone number. You can also let us know what types of notifications you want to receive on each telephone number.

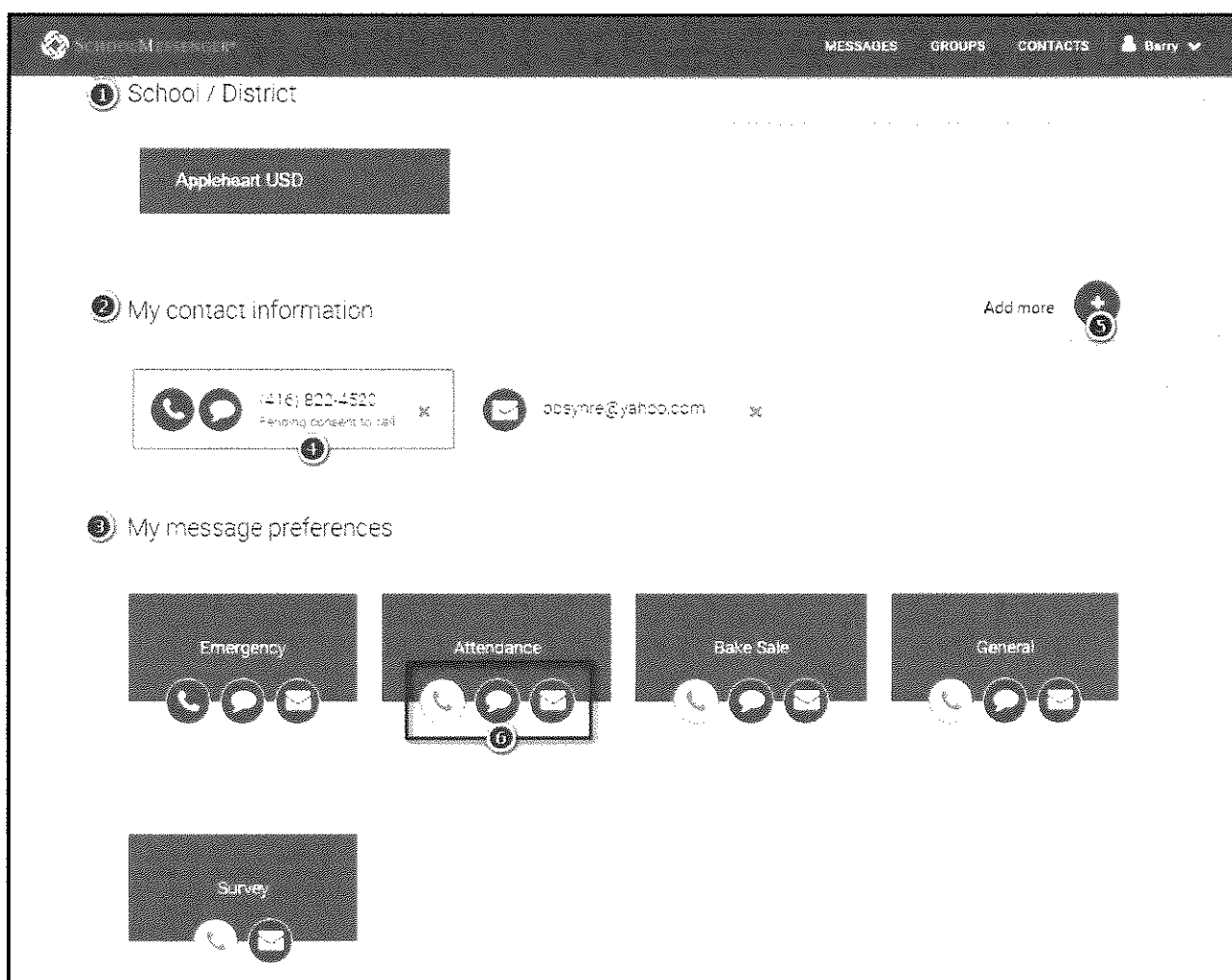
- At the top of the page, click on the menu option with your login name.
- Click on the Preferences option.



**Note: If you do not see the Preferences option, please log out and back in.**

The preferences on this page affect SchoolMessenger phone calls and emails that may be sent to you from Lexington District One.

13. Under Preferences, you should expect to see the main page that looks similar to this:



- School/District:** (1) simply displays the district.
- My Contact Information:** (2) displays all the email addresses and telephone numbers (voice and SMS text) at which you can be contacted. Icons for voice and SMS text are selected (4) in

this example and are awaiting consent approvals.

***Note: At this time, additional email and telephone numbers cannot be added (5) by clicking on "Add more."***

- **My Message Preferences:** (3) shows all the types of messages which the school/district has configured. Therefore, more or fewer message types may appear here with unique names, defined as such by the school/district.

You can select how you wish to be contacted for each message type (6). For example, Barry, the parent in the above screenshot, has opted to receive attendance messages via email and SMS, but not via voice call.

**Please note that you must have at least one working telephone number for emergency notifications.**

14. The Messages page is where you can retrieve messages from your child's school or the district, regardless of whether those messages were originally sent as an email, voice, or text message. This page shows a list of all the messages you have received during the last 30 days (sorted by date), with the most recent message at the top. Click anywhere on a row to display the details of that message.
15. The Groups option is **not** used at this time.
16. Click on the Contacts menu option to see which student(s) a parent/guardian account is linked.
17. The online Help, available by clicking the arrow next to your name at the top of the page, has a lot of great information to assist you.

### **Emergency School Closings**

If you work, or in case you are not at home, your child must know an alternative place to go in case of a school closing due to bad weather. Please make your child aware of what arrangements you wish them to follow. Emergency closings are announced by radio and television stations. Please listen to the radio or television for announcements. Do not call the school to obtain this information. Pleasant Hill Elementary School is in Lexington County School District One. Parents/guardians are also notified through SchoolMessenger system.

### **School Level Communication**

Pleasant Hill Elementary School produces a newsletter each month. Please read each newsletter carefully as events for the month ahead will be highlighted. In addition, our principal sends a weekly email communication to all families.

### **Peachjar**

To make sure information gets to our students' families, Lexington County School District One uses a system called Peachjar. The district makes approved fliers available as electronic fliers through Peachjar for your convenience. With this system, family members have immediate access to fliers online and the ability to sign up to receive fliers instantly via email.

### **Lost and Found**

Please label your child's coats, sweaters, lunch boxes, and book bags so they may be returned to your child if found. Lost and Found is located by the cafeteria door. Students should check it often to see if they have any items placed there.

### **School Store**

Pleasant Hill Elementary School has a school store that is managed by fifth grade student leaders. Hours of operation are 7:15 - 7:30 a.m. Monday through Friday. Students may not spend more than \$2.00 at the time and no bills larger than \$1.00 are accepted. Only items that are needed at school are sold in the school store. Examples include glue sticks, pencils, notebook paper, erasers and markers.

### **Cougar of the Week**

Each week during the school year, a student from every homeroom is designated the "Cougar of the Week". When a student is "Cougar of the Week", they will receive a special school spirit item. The student will also be recognized in some way in the classroom.

### **Principal's Cabinet**

Each nine weeks, students from  $\frac{1}{4}$  of our homerooms will serve on the Principal's Cabinet. These students will meet twice during each nine weeks to discuss student concerns with the administrators. By the end of the year, every homeroom will have been represented on the Principal's Cabinet. One student from each homeroom will be selected (by the homeroom teacher or by an administrator) to serve one nine weeks during the school year.

### **Before School and After School Activities**

Throughout the year, we may be offering optional before-school and after-school activities. Please refer to the monthly newsletters for more details.

### **AlphaBEST (our After School Provider)**

AlphaBEST will be our after school provider. They will care for your children in our cafeteria from 2:20 p.m. until 6:00 p.m. each day. The cost for the program is \$58.00 per child for the week (\$68.00 for weeks with a half day in them). Siblings receive 10% off. There is a \$25.00 registration fee per child. If you have any questions and/or to register your child, call Elizabeth Williams, Area Manager, at 803-528-0460 or go online to [www.alphabest.org/lexington1sc](http://www.alphabest.org/lexington1sc).

### **Publix Partners**

Pleasant Hill Elementary School participates in the Publix Partners program. Please see the instruction sheet on how to join Publix Partners located after this page in the handbook.

### **School Breakfast and Lunch Program**

Offer vs. Serve: Pleasant Hill Elementary School cafeteria stresses good nutrition and follows the patterns for meals as advised by the U.S. Department of Agriculture. Each lunch menu is made up daily of five food components - a meat or meat alternative, two or more servings of vegetables or fruit to total  $\frac{3}{4}$  cup, a serving of bread or bread alternative and eight ounces of milk. To avoid plate waste, we allow students to choose food items. Three of the components from the lunch group must be chosen. There will be 3 meal options for lunch and 2 meal options for breakfast.

Breakfast and lunch is offered each day. Students must either bring a lunch from home or eat a school-prepared lunch. Students may purchase extra milk for .50 using their meal account card. Parents/guardians may put money on their child's meal account by cash, credit/debit card or check. If your child eats a meal at school, their meal account card is swiped.

#### **Meal Prices:**

Elementary Student:	Breakfast (\$1.80)	Lunch (\$3.30)
Middle/High Student:	Breakfast (\$1.80)	Lunch (\$3.30)
Reduced	Breakfast (\$0.30)	Lunch (\$0.40)

#### **Adult Meal Prices:**

Adult Meal:	Breakfast (\$2.90)	Lunch (\$4.50)
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Parents/guardians may complete free/reduced meal applications. Parents may access the online Meal Benefit Application by going to <https://www.lunchapplication.com> or to the district website: select "departments", select "Food Service and Nutrition", from the drop-down box, click on "Meal Benefit Application" then click on "Apply Now". Then follow the steps.

You may access the school menu by going to

<https://schools.mealviewer.com/school/PleasantHillElementarySchool>

## How to Join Publix Partners

Please visit [www.publix.com/partners](http://www.publix.com/partners) to find out more about what Publix Partners program is and how it can help our school just by doing your everyday grocery shopping. No hassle, no fuss, but amazing support for our school.

If you are new to the program and would like to sign up, please click on [Club Publix](#).

Once you have signed up or if you are a returning member, you can go to [www.publix.com/partners](http://www.publix.com/partners) and click on [Your Account](#) to log in. You should see a toolbar on the top of the page.



Please click on the right arrow to move the toolbar over to "My Publix Partner" and click on that selection.



You will now be asked to select a school. If you type in Pleasant Hill Elementary, you will notice our school will pop up in a drop down menu. Simply select our school and click "Save".

### My Publix Partner

Help earn money for your school by using your Publix Partners card at participating Publix Super Markets.

[LEARN ABOUT PUBLIX PARTNERS](#)

Select a school to be your Publix Partner. You can search by school, city, or zip code.

[CLEAR](#)

[SAVE](#)

No matter which Publix store you shop at, simply enter your phone number on the credit card machine at checkout and our school will earn money each time you shop.



### **School Counseling Program**

The Pleasant Hill Elementary School Counseling Program is a comprehensive, developmental program for all students. The program consists of four program components: Counseling Curriculum, Individual Planning, Responsive Services and System Support.

**Counseling Curriculum-** The curriculum consists of structured development experiences that may be presented systematically through classroom and group activities. The purpose of the counseling curriculum is to provide parents and students at all levels with the knowledge of normal growth and development, to promote their positive mental health and to assist them in acquiring and using life skills.

**Individual Planning-** Individual planning consists of activities that help all students plan, monitor and manage their own learning, as well as their personal and career development. At the elementary level, individual planning also includes consultation with parents and teachers to assist the students in more fully understanding their academic, personal and career development needs.

**Responsive Services-** Responsive services include counseling or referral activities to meet the immediate needs and concerns of students. Responsive services include personal counseling, crisis counseling, agency referral, support groups, and consultation with parents, teachers and other professionals.

**System Support-** System support includes activities that maintain and enhance the total counseling program. Responsibilities include professional development, staff and community relations, consultation with teachers, program management procedures and research and development.

### Health Services

The school is staffed by a full-time registered nurse and a full-time health room assistant. The school nurse coordinates our health program including visual and hearing screenings, child welfare and acts as a liaison between school personnel and community organizations. The school nurse does not provide extended care for a sick child, make diagnoses or treat injuries requiring more than basic first aid.

**Please make sure that our school nurse is aware of any medical condition (including allergies) that your child has.**

We ask that you keep your child at home if they are not feeling well. A sick child does not perform well in class and may expose their classmates to childhood diseases. **If your child develops stomach virus symptoms, please keep them home until they are 24 hours symptom free.**

Lexington County School District One fever policy states that a child may not attend school with a temperature of 100 degrees or more. Your child may not attend school if they have had a temperature of 100 degrees within the last 24 hours, even if your child is on antibiotics or antiviral medicine. Your child may return to school when their temperature has been less than 100 degrees for a full 24 hours without the use of a fever-reducing medicine.

**If your child develops a fever at school, you or a designated adult will be required to pick them up.**

Parents/guardians are asked to follow certain procedures if medication needs to be given at school:

1. Parents/guardians must deliver medicine to the school nurse, and the parents/guardians must pick up medication from the school nurse. Students are not allowed to transport medicine to and from school. Medicine cannot be transported on school buses or day care vehicles.
2. **Prescription medicine** should be given to the school nurse by a parent/guardian in a properly named and labeled container from the pharmacy. **A district-wide consent form must be signed by the prescribing physician and the parent.**
3. **Over-the-counter medications** may be given to a student by the school's nurse if the medication is supplied from home. **A district-wide consent form must be signed by the parent/guardian prior.** The health room does not have over-the-counter medications. They must be provided by the parent/guardian and a proper consent form completed. All medications, both prescription and over-the-counter, must be kept by the school nurse and not by the child.

If a child becomes ill at school or if an injury occurs that needs medical attention by a physician, a parent/guardian will be contacted and will be responsible for taking the child home. An "Emergency Information Form" must be filled out completely. These forms are provided on our online registration program. This is the form that the nurse refers to in case an emergency situation occurs at school.

We encourage students to wash hands frequently and practice social distancing.

### Discipline

The faculty and staff of Pleasant Hill Elementary School are committed to a philosophy that an effective discipline program contributes significantly to better academic growth in students. The most lasting kind of discipline and perhaps the hardest to achieve in a school is self-discipline by each individual at that school. Our aim at Pleasant Hill Elementary School is to eventually develop self-discipline in all our students. Until this is accomplished, however, we believe that external control is necessary in varying degrees.

Discipline at Pleasant Hill Elementary School shall be purposeful and any child being disciplined will understand the rules and the resulting consequences in order to develop self-discipline. We advocate positive self-discipline; however, negative reinforcement of prescribed consequences may be advocated for students who knowingly disobey school rules.

**Corporal punishment will not be administered by anyone at Pleasant Hill Elementary School.**

### School Rules

1. Be safe
2. Be respectful
3. Be responsible

### Weapons

Weapons (including pocket knives) or look-alike weapons (including toy guns) are not allowed at school. Bringing a weapon to school will result in recommendation for expulsion.

### Personal Communication Devices

Elementary students may possess personal communication devices as long as the devices remain off and are not visible during the school day. Students should understand that possession of the above-permitted devices could pose a risk of loss or theft.

### Other Student Responsibilities

1. Students are permitted to bring to school only necessary school supplies and books unless other items are requested in writing by the teacher for an instructional lesson. Objects not permitted at school include the following: gum, toys, cards, radios, paging devices, live animals, glass containers, weapons or look-alike weapons, tobacco products, imitations of tobacco and drug products and pornographic materials.
2. Students are expected to play safely on the playground. Students should not return to the building unless permission is received from a teacher.

#### **NO:**

- fighting or play fighting (karate, kung fu, etc.)
- tackle football
- throwing rocks or sticks
- running up slides
- intentionally hurting others

3. Students are encouraged to keep our school neat and clean. Use the trash cans. Keep desk area clean.

4. Students are expected to dress appropriately for school. No clothing should be worn that will distract from the orderly process of learning. A South Carolina law states that shoes must be worn during school hours. If a student's dress is not satisfactory, the parents/guardians will be notified from the office. Students should not wear shorts that are not at an acceptable length or fit. Midriff shirts and see-through mesh shirts are not to be worn at school, as well as shirts displaying objectionable words, symbols, etc. Students should not wear hats in the building and should not wear flip-flops to school. Students are encouraged to wear tennis shoes on PE days.
5. If students arrive at school between 7:00 a.m. and 7:15 a.m., they should report directly to the hallway by their class or to the hall by the cafeteria (if a bus rider). If students arrive at school between 7:00 a.m. and 7:15 a.m., they are to sit quietly in the hall by their classroom. Students should have a book to read. Students will be admitted to the classroom at 7:15 a.m..
6. Students are to use computers appropriately. Computer use is limited to instructional software use and/or software provided by the teacher. Any tampering with the general set-up or hardware is prohibited. Internet use must be in the presence of a staff member. All copyright laws must be observed.

### **Personal Mobile Computing**

The information included in the PHES Family Handbook regarding Personal Mobile Computing comes from the Lexington County School District One Personal Mobile Computing Guide. For the most current copy of this document, visit the district's website at [www.lexington1.net](http://www.lexington1.net) and choose "I AM... A Parent/Guardian," then click on the link "Personal Mobile Computing."

Students in grades 5K - grade 2 are issued iPads, and students in grades 3 - 5 are issued Chromebooks. Technology is essential for instruction, and students should bring to school and use the district-issued device each day.

A student who transfers out of or leaves Lexington District One during the school year must return the Personal Mobile Computing device (including power cords, cases and any other district- or school-issued accessories) to school administrators before leaving the school.

The district provides students with a protective case for their Personal Mobile Computing device. Students must keep their Personal Mobile Computing device inside the protective case at all times.

Students should never use the Personal Mobile Computing device while walking or moving from place to place. The Personal Mobile Computing device case must remain closed any time the student is in motion.

Use only a clean, dry, soft or anti-static cloth to clean the screen. Do not use cleaners of any type.

Passwords are not to be shared with other students or staff.

The Personal Mobile Computing device and power cords are not to be loaned to others.

Food and beverages are to be kept away from the Personal Computing device.

Objects are not to be stacked on top of the Personal Mobile Computing device nor is it to be forced into tight areas.

The Personal Mobile Computing device is not to be left outside or used in or near water.

No decorations will be placed on, adhered or attached to the Personal Mobile Computing device or case.

Any and all applications, data and other information can be cleared off the Personal Mobile Computing device by the district at any time.

Any inappropriate or unauthorized apps or extensions will be removed by the district.

The Personal Mobile Computing device comes equipped with a camera. Students will use this only for instructional purposes.

**Digital Citizenship:** Digital Citizenship is a concept that helps students understand how to use technology appropriately. The district expects students to use technology appropriately and responsibly whether for electronic communication or participation. The district has electronic precautions in place in order for students to participate safely and securely in this environment and enjoy the privileges of a digital world in an educational setting.

**Student Responsibilities:** Students will abide by the district's Acceptable Use Policy IJNDB Use of Technology Resources in Instruction. They should contact an administrator about any security issue they encounter, and they should monitor all activity on their personal accounts. Students should always shut down and secure their Personal Mobile Computing device after use to protect their work and information. Students should report emails containing inappropriate or abusive language or questionable subject matter to a teacher or administrator. Students should report any malfunctioning or damaged mobile device to our technician.

**Parent Responsibilities:** Talk to your children about the values and standards you expect them to follow as they use the internet. All district-issued Personal Mobile Computing devices contain a filter for use at home. Parents/guardians are encouraged to monitor student activity at home, especially internet access.

### Student Dismissal

Early dismissal of students is handled in the main office. If parents/guardians wish to pick up their child during the day, they must come into the office to properly sign the child out of school. The parent/guardian will be asked to show identification. Should the parent/guardian send another adult to pick up their child, written authorization from the parent/guardian is required. Departure procedures of students will not be altered without written instructions from parents/guardians.

If a parent/guardian calls the office to notify us of a change in the way a child is going home, the parent/guardian must give the names of two emergency contacts other than mother and father. This is a preventative security measure designated to protect your child. It enables us to verify the identity of the caller.

### Designated Way Home

Each student must have a designated way to go home each school day. **Parents/guardians should let each teacher know in writing how and where the student will be going after school.** For example, if your child will be going to a daycare after school, please inform the teacher of the name of the daycare. If your child will be a car rider, please inform the teacher that they will be going home in a car every day. If the child will be going home with someone other than the parent, please let the teacher know the name of the person transporting your child.

**If you need your child to be transported any way other than their normal way at the end of a school day, you must write the teacher a note, signed and dated indicating this. Otherwise, your child will be dismissed according to their normal dismissal instructions.**

### Bus Transportation

All bus transportation is arranged by Mr. Bill Kurts, Director of Transportation. If you have any questions concerning bus numbers, schedules, etc., please call the transportation office at 821-1340. Notes must be brought to the office before school begins the day of the route change. **Parents must complete Student Transportation Request forms annually. This form can be obtained through the PowerSchool Parent Portal account.** Students are not allowed to ride a bus other than their assigned bus due to space limitation. PHES Assistant Principal Kelly Middleton handles transportation concerns at the school level.

### TRAFFIC PLAN FOR PLEASANT HILL ELEMENTARY SCHOOL

We thank you in advance for your cooperation, patience and flexibility with the traffic at our school!

Our school hours are 7:35 a.m. – 2:20 p.m. School buses and daycare buses enter and exit our school from Pisgah Church Road. Cars enter and exit our school from the entrance on Rawl Road or Pisgah Church Road (for drop off in the mornings only). **Students riding in cars may not be dropped off or picked up in the staff parking lot or in the parking lot near the trash dumpsters.**

### Front Entrance Procedures

Our drive serves both Pleasant Hill Middle School (to the right) and Pleasant Hill Elementary School (to the left). As you come down our driveway, you keep going straight. (Parents/guardians going to PHMS will turn to the right.) When you get to the end of the drive, you will curve around and come back down the drive. You will then turn right to enter the elementary campus. Continue on. Then, you will either turn left to enter the PHES parking lot or you will continue around the curve to drive around to the front of our building.

When dropping off a student, you may let a student out by the curb when you get to the sidewalk near our school. We will have 2 lanes of traffic in front of our school. The left lane is for cars that are moving on through. The right lane is for those letting students off by the curb. Students can **ONLY** be let out of the car in the lane by the curb. If you park in the parking lot, please go immediately to the sidewalk in front of your car. Then, walk to the middle of our parking lot and cross at our crosswalk. We do not want anyone walking in the parking area where cars are backing up out of parking places. Children must be with an adult at all times.

Students may enter the front door of our school. **Students may begin arriving at school at 7:00 a.m. Supervision of students begins at 7:00 a.m. For the safety of our students, please do not let your child out of your car until our front doors are opened and you see a staff member present.** If your child arrives between 7:00 and 7:15 a.m., they should report to the hall by their classroom. Bus riders will sit in halls by the cafeteria until 7:15 a.m. Staff members will be on duty to supervise students. At 7:15 a.m., students will enter classrooms.

### Back Entrance EXPRESS Drop-off Procedures (ONLY 7:15 - 7:30 a.m.)

In order to drop off your child at the back entrance (in the bus loop area), arrive after 7:15 a.m. After 7:30 a.m., parents/guardians must drive to the front of the school. The back entrance option is for express drop-off only. No parking will be available. **The parking lot in the back is for faculty and staff members only.** Every parking space is needed for our staff members. Parents/guardians should not park in this parking lot. If you want to park, you must use the parking lot in the front of the school. **Please do not park in the staff parking lot, behind the cafeteria or on the road beside school.**

1. Please have students ready to leave the vehicle when you enter the bus loop. When you stop, they will need to be ready to exit the vehicle. Have your child exit the car as quickly as possible in order to keep the traffic flowing.
2. Pull all the way to the end of the sidewalk as directed.
3. All students must exit the vehicles on the right side (curbside) only onto the sidewalk - not on the grass.
4. Do not stop your vehicle early to be closer to the portables. All students in the portables should report to the blue hall by the cafeteria.
5. Even if it is raining, please follow the guidelines above. The students will enter the blue hall and walk through the building on these days.
6. After 7:35 a.m., a chain will be stretched across the bus loop entrance and you must go to the front school entrance for drop-off. **(Do not enter the staff parking lot or the parking lot near the dumpsters. Students should also not be dropped off on the road between the two schools).**



**Do not drop off students before 7:15 a.m. or after 7:30 a.m. in the bus loop area.**

**Dismissal**

All persons picking up a child must have a placard from PHES that shows the child's name and grade level. Please make sure anyone picking up your child has a placard.

**If you are picking up a 4K or 5K kindergarten student only:**

Kindergarten students are dismissed at the end of the kindergarten playground. Kindergarten parents/guardians in cars should line up by the curb and pull up to have your child placed in the car. The first car in line should be by the sign, "Kindergarten pick up begins here." In the event of **HEAVY** rain, kindergarten students will be dismissed through the front entrance door.

If your kindergarten child has a sibling in grades 1 - 5, the siblings will come out the front door of the school. Parents/guardians in cars may pass by the cars waiting for students in grades 1 - 5 to pick up the kindergarten siblings in front of the school. Parents may then proceed to pick up the kindergarten child.

**If you are picking up children in grades 1 - 5 only:** First car in line should stop by a sign, "Car rider line begins here." Students will remain in their classrooms and will be called to come to the car. Please follow teachers' directions regarding moving up in line. Teachers will place children in cars. **Children younger than 8 years of age must ride in the backseat of car.**

Please note our No Idling Zone signs. If you are parked waiting for students to be dismissed, we ask that you cut your car off. We are trying to keep the air nice for our students to breathe.

**We thank you for helping to keep our children safe.**

**We thank you for being courteous and considerate and for driving slowly through our campus.**

**We thank you for refraining from using your cell phone or any other activity that could distract you during drop-off and pick-up.**

### Students Absences and Excuses

Students are present only when they are actually at school, on homebound instruction or attending an activity authorized by the school such as field studies, athletic contests, music festivals, student conventions, etc. A student who misses 50 percent of their instructional day for any reason, whether the missed time is excused or unexcused, will be marked absent.

### Excused Absences

Students are expected to attend school each of the 180 days that make up a school year. Of course, situations do occur that prevent students from coming to school. School officials understand that these absences are necessary and, therefore, accept them as excused absences:

- Illness (both temporary and extended\*)
  - Medical/dental appointments, including hospitalization or restrictions that prevent attendance
  - Serious illness or death in a student's immediate family (parents, brothers, sisters, grandparents, aunts, uncles, brothers-in-law, sisters-in-law or anyone living in the student's home)
  - Recognized religious holidays
  - Participation/attendance in school sponsored or school approved activities or functions
  - Unusual or mitigating circumstances as determined by school principal
- \*Homebound instruction is available for students who miss school for extended periods of time. Contact the school for details.

### Excuses

After a student has been absent for any of those six reasons, the parent/guardian must provide a written excuse. This needs to be done within three days after the student returns to school.

The excuse must be signed by a parent/guardian, physician, or other appropriate person. All excuse notes should include these facts:

- Date the excuse was written
- Date(s) of the absences
- Reason for the absence
- Telephone number where the parent/guardian or doctor may be reached during the day
- Signature of the parent/guardian, physician or other appropriate person

Parent/guardian excuse notes will be accepted for 10 absences per year. A doctor's excuse is required for all medically related absences beyond these.

The reason for the absence given on the excuse will determine whether the absence will be recorded as excused or unexcused. If a student does not bring a proper excuse, the absence may be recorded as unexcused.

### Unexcused Absences

Three types of unexcused absences exist for students who are:

- Willfully absent without their parents'/guardians' knowledge
- Absent without acceptable cause with the knowledge of parents/guardians
- Suspended out of school or for reasons not otherwise outlined in policy

### Improving Attendance

After a student has three consecutive unexcused absences or a total of five unexcused absences, school officials must work out a plan to improve the student's attendance. Together with the student and the parent/guardian, the school must:

- Discover the reasons for the unexcused absences
- Work out methods to resolve the cause(s)
- Determine the action to be taken if the unexcused absences continue
- Show evidence that an attempt was made to involve the parent/guardian

If more than 10 unexcused absences are recorded for any student (kindergarten - grade 12), the student must be referred to a truancy prevention program or to Family Court. This action is defined by the SC Compulsory Attendance Law.

Should this become necessary, the principal must notify the parent/guardian and provide them a chance to present evidence or information on appeal before the enforcement action is taken. The parent/guardian has three school days from the receipt of this notice to appeal. Meanwhile, the principal will notify the district superintendent (or the district superintendent's designee) that enforcement has been initiated.

All absences, whether excused or unexcused, are approved or disapproved by the principal. The principal's decision may be appealed to the superintendent (or the designee) and, for final determination, to the School Board.

Elementary student promotion decisions will be based on consideration broader than attendance alone. If you have any questions regarding school attendance, please contact your school principal.

### Tardy Students

Our first bell rings at 7:35 a.m. The tardy bell rings at 7:40 a.m.. All students are expected to be in school at 7:35 a.m. each morning that school is in session (180 days a year). Your child will be considered tardy after 7:40 a.m. If your child arrives at school after 7:40 a.m., parents/guardians will need to go to the office to sign their child in.

### **Emergency Drills**

Students will participate in emergency drills throughout the school year. Each month students and staff will participate in a fire drill and one of the other emergency drills listed below. Look at the following page of this handbook to see more information about what your child will see, hear, and do during an emergency.

#### **Emergency drill signals:**

**FIRE DRILL** - Each month a fire drill will be held. The fire alarm will ring to notify all of a fire drill. Students will practice exiting the building in a quiet, orderly fashion. Teachers will explain the fire drill procedures to the students.

**HOLD DRILL:** Announcement will be made on the intercom "Hold! In your room or area. Clear the halls." Teachers will make sure all students are in classrooms and hallways are clear. Class will continue as usual.

**SECURE DRILL:** Announcement will be made on the intercom "Secure! Get Inside. Lock Outside Doors." Teachers will make sure all students are indoors and the perimeter doors are locked. Class will continue as usual.

**LOCKDOWN DRILL:** Announcement will be made on the intercom "Lockdown! Locks, Lights, Out of Sight." Students will go into the nearest classroom, and the teacher will lock the door. The teacher will give specific directions to students.

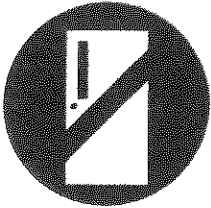
**EVACUATE DRILL:** Announcement will be made on the intercom "Evacuate!" and then proceed with specific directions. Students will follow the directions that are given.

**SHELTER DRILL:** Announcement will be made on the intercom "Shelter!" and then proceed with specific directions. This drill will be used to practice moving students to secure locations in case of a tornado, hazmat (hazard materials) situation, earthquake, tsunami, etc. Students should follow the specific directions given by teachers.

### **Evacuation Sites**

In the event of an emergency in which we need to evacuate our building, we will relocate to Pisgah Lutheran Church, 1350 Pisgah Church Rd, Lexington, South Carolina. If we need to move to an evacuation site farther away from our campus, we will relocate to Lexington High School, 2463 Augusta Highway, Lexington, South Carolina.

# IN AN EMERGENCY TAKE ACTION



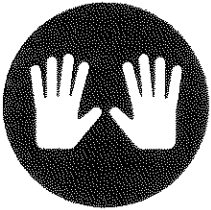
## **HOLD! In your room or area. Clear the halls.**

### **STUDENTS**

Clear the hallways and remain in room or area until the "All Clear" is announced  
Do business as usual

### **ADULTS**

Close and lock the door  
Account for students and adults  
Do business as usual



## **SECURE!**

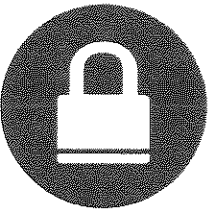
### **Get inside. Lock outside doors.**

### **STUDENTS**

Return to inside of building  
Do business as usual

### **ADULTS**

Bring everyone indoors  
Lock outside doors  
Increase situational awareness  
Account for students and adults  
Do business as usual



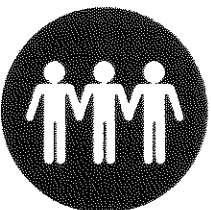
## **LOCKDOWN! Locks, lights, out of sight.**

### **STUDENTS**

Move away from sight  
Maintain silence  
Do not open the door

### **ADULTS**

Recover students from hallway if possible  
Lock the classroom door  
Turn out the lights  
Move away from sight  
Maintain silence  
Do not open the door  
Prepare to evade or defend



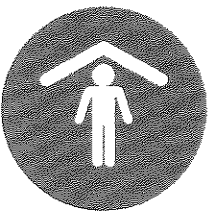
## **EVACUATE! (A location may be specified)**

### **STUDENTS**

Leave stuff behind if required to  
If possible, bring your phone  
Follow instructions

### **ADULTS**

Lead students to Evacuation location  
Account for students and adults  
Notify if missing, extra or injured students or adults



## **SHELTER! Hazard and safety strategy.**

### **STUDENTS**

Use appropriate safety strategy for the hazard

#### **Hazard**

Tornado  
Hazard  
Earthquake  
Tsunami

#### **Safety Strategy**

Evacuate to shelter area  
Seal the room  
Drop, cover and hold  
Get to high ground

### **ADULTS**

Lead safety strategy  
Account for students and adults  
Notify if missing, extra or injured students or adults



### Parent/Teacher Conferences

Regular conferences between parents/guardians and teachers provide an excellent opportunity to discuss many details about the child's school experiences that cannot be conveyed on the quarterly progress reports. These conferences may be requested by either teacher or parent/guardian in order to share knowledge about the child and gain a better understanding of their needs and interests. Regular contact between the home and school will help the child see that both their parents and teachers care about their academic progress and that they have confidence in them.

We hope that each parent/guardian will be able to confer with their child's teacher on a regular basis during the school year. Please contact your child's teacher if you would like to schedule a conference. A parent/teacher conference can be scheduled so that students do not miss valuable instruction time. Teachers are usually available for conferences during their planning time and at the end of the school day.

### Contacting Your Child's Teacher

If you have any concerns (major or minor), please contact your child's teacher. Your child's teacher wants to know your concerns. It is important that we work together to ensure the best year for your child. Please contact your child's teacher through note, phone call or email. Your child's teacher will be sharing their email address with you. Your child's teacher will respond to your email or phone call during a time when they are not instructing students.

### Snacks at School / Celebrating Birthdays

Students in grades 1-5 may bring a snack to school each day. We prefer that the snack be nutritious. Students are encouraged to bring water bottles.

We do want to celebrate students' birthdays at school, and we want students to feel special and recognized. However, we also want our children to be healthy and physically fit. If you would like to send birthday treats to celebrate your child's birthday with their classmates, we are happy for you to do that. We ask that you do the following:

1. Communicate with your child's teacher before planning or sending anything.
2. We really want to help our students be as healthy as possible, so we would appreciate your sending nutritious treats or non-edible treats such as pencils, stickers, etc. If you send edible treats, they must be store bought, pre-packaged and individually wrapped. **Please note: A box of doughnuts or a container of cupcakes would NOT be allowed.**
3. You may order treats such as cookies and ice cream from our cafeteria.

### **Make-Up Work**

Students will be given an opportunity to make up work during the first week following the return to school after an absence. Except in extreme circumstances, this make-up work must be completed within that week. The student is responsible for finding out what assignments need to be made up and for completing them within the deadline.

For students who have missed more than 2 or 3 days, teachers will be glad to assemble make-up work after school as requested by parents/guardians. Before you come by the office to pick up your child's work, make sure that the teacher has had time to put everything together.

### **Teacher-Led Collaborative Planning**

In Teacher-Led Collaborative Planning, teachers get together to creatively discuss problems, solve issues, find solutions and plan instruction. The focus is on improving teaching and learning.

Teachers will work in grade level or subject area groups. They will review instructional materials, plan for specific instructional interventions for students, plan detailed academic teaching strategies, or if requested by teachers, receive training on an instructional concept, instructional materials or instructional equipment.

Elementary students will be dismissed at 11:20 a.m. on these days. Lunch will be offered to students before they are dismissed. Below are the dates of the Collaborative Planning Days this year:

September 21      October 19      November 16      February 8      March 8      April 19

Buses will take students home at 11:20 a.m. on Teacher-Led Collaborative Planning days.

### **Temperature Guidelines for Outside Activities**

When the temperature rises to the upper 90s with high humidity and the heat index is at 100 degrees Fahrenheit and above, students should not participate in outdoor activities. When the temperature drops to 32 degrees Fahrenheit and below or with a chill temperature of 32 degrees and below, students should not participate in outdoor activities.

### **SC College and Career-Ready State Standards**

South Carolina has newly-adopted state standards for all students in grades K-5. These standards may be found at [www.ed.sc.gov](http://www.ed.sc.gov). Parent/guardian friendly versions of the ELA and math standards are located after this section in the handbook. Please also see Profile of the SC graduate on the inside back cover.

### **Student Goals**

Teachers will be working with students and parents to determine specific instructional goals for each student for the school year. We appreciate students and parents working with our teachers in developing these goals and in working toward the achievement of these goals.

### Feedback Driven Progress Reporting

The Feedback Driven Progress Reporting system reflects students' progress toward meeting specific grade-level standards with purposeful and intentional feedback from their teachers.

Reporting on their work toward meeting standards instead of letter grades, shifts the focus to their mastery of learning rather than their work toward achieving a certain number or letter grade.

With the Feedback Driven Progress Reporting system, teachers will report each child's progress on standards in the areas of English language arts, mathematics, science, and social studies.

The standards listed on the Feedback Driven Progress Report are End-of-Year expectations. The progress report will show all the standards that a student is expected to accomplish by the end of the year. Any standard that the student has not yet been introduced to would show an NA (Not Applicable).

We are confident that this Feedback Driven Progress Reporting system will help you have a better understanding of your child's strengths and areas for growth.

Families can expect to receive progress reports at the end of each quarter, and student progress will be reported as:

- **NYM — Not Yet Met** (Student is not able to demonstrate mastery of the grade-level standard at this time.)
- **PM — Partially Met** (Student demonstrates mastery of some, but not all, of the grade-level standard.)
- **M — Met** (Student demonstrates mastery and application of the grade-level standard.)



## LEARNING TO READ

Kindergarten	First Grade	Second Grade
<ul style="list-style-type: none"> <li>• Understand letter sounds, syllables, and words</li> <li>• Practice rhyming, matching words with similar beginning sounds, and blending sounds into words</li> <li>• Use phonics and word analysis to figure out words</li> <li>• Recognize word parts (prefixes, suffixes, and root words)</li> <li>• Learn "sight" (frequently used) words (ex. me, you, see, run)</li> <li>• Use pictures and other text to figure out new words</li> <li>• Read simple texts accurately and with understanding of the meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Use knowledge of the individual sounds of letters to read simple words</li> <li>• Read a two-syllable word by breaking the word into parts and understand that every syllable must have a vowel sound</li> <li>• Use context to confirm or correct word recognition and understanding</li> <li>• Expand the number of "sight" (frequently used) words</li> <li>• Begin reading independently with accuracy and understanding of the meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Use knowledge of the individual sounds of letter to read</li> <li>• Use knowledge of how syllables work to read multiple-syllable words</li> <li>• Use context to confirm or correct word recognition and understanding</li> <li>• Learn more types of punctuation (ex. commas and apostrophes)</li> <li>• Read more independently, with increasing accuracy and understanding of the meaning, for longer periods</li> </ul>

Third Grade	Fourth Grade	Fifth Grade
<ul style="list-style-type: none"> <li>• Understand how syllables, base words, prefixes, and suffixes work in order to read and understand multiple-syllable words</li> <li>• Read irregularly spelled multi-syllable words and words with common initial and final sounds</li> <li>• Use context of a paragraph to determine the meaning of words and phrases</li> <li>• Expand the use of capitalization and punctuation</li> <li>• Read for longer lengths of time to understand third grade texts</li> </ul>	<ul style="list-style-type: none"> <li>• Use the knowledge of all letter combinations to read accurately, even unfamiliar multiple-syllable words in context</li> <li>• Use definitions, examples and restatements to determine the meaning of words or phrases</li> <li>• Increase the use of commas, quotation marks, and apostrophes</li> <li>• Read for extended periods to improve fluency and gain understanding of fourth grade texts</li> </ul>	<ul style="list-style-type: none"> <li>• Use the knowledge of all letter combination sounds to read accurately, even unfamiliar multiple-syllable words in context</li> <li>• Use the overall meaning of a text or words to figure out the meaning of a word or phrase</li> <li>• Expand the use of commas, quotation marks, and apostrophes</li> <li>• Read for extended periods to understand fifth grade texts</li> </ul>

## INQUIRY AND INVESTIGATION

Kindergarten	First Grade	Second Grade
<ul style="list-style-type: none"> <li>• Develop and begin to talk about the "I wonders" on topics of interest</li> <li>• With help from the teacher, collect information from many sources</li> <li>• With help from the teacher, select the appropriate information and report the discoveries found</li> <li>• With help from the teacher, look for patterns and relationships</li> <li>• With help from the teacher, reflect on the thinking process</li> </ul>	<ul style="list-style-type: none"> <li>• Move from "wondering" to questions that prompt discussions and exploration</li> <li>• Develop a plan and collect information from many sources</li> <li>• Select the important information and report the discoveries found</li> <li>• Draw conclusions from patterns and relationships found</li> <li>• Think about the discoveries and conclusions, and take action</li> <li>• Reflect on the act of learning</li> </ul>	<ul style="list-style-type: none"> <li>• Ask questions that lead to discussions and investigations</li> <li>• Develop a plan for collecting relevant information from many sources</li> <li>• Select the most important information, revise ideas, tell about conclusions and report what is found</li> <li>• Think about the conclusions and ask new questions to guide further study</li> <li>• Think about and describe the act of learning. Know when to seek help.</li> </ul>

Third Grade	Fourth Grade	Fifth Grade
<ul style="list-style-type: none"> <li>• Develop questions that focus thinking about an idea in order to decide further study</li> <li>• Plan and collect relevant information from primary and secondary sources</li> <li>• Draw reasonable conclusions from relationships and patterns found during the inquiry process</li> <li>• Determine appropriate tools and develop a plan to communicate findings and/or take informed action</li> <li>• Examine the learning process and consider how to apply new ways of thinking to future study</li> </ul>	<ul style="list-style-type: none"> <li>• Develop questions that narrow a topic and help direct further study</li> <li>• Conduct short research projects (such as book reports) to build knowledge and generate possible explanations. Consider other views or possible results.</li> <li>• Compare the way similar topics or ideas are handled in several print and multimedia sources</li> <li>• Draw conclusions from relationships and patterns found during the research</li> <li>• Discuss the purpose and reliability of information presented in different print and digital sources</li> <li>• Develop a plan to communicate findings and/or conduct further research</li> <li>• Examine the act of learning and think of how new learning can be used and applied in the future</li> </ul>	<ul style="list-style-type: none"> <li>• Develop questions that narrow a topic and help direct further study</li> <li>• Conduct research to develop questions, build knowledge; and, generate possible explanations, while considering other views or possible results</li> <li>• Combine information from several print and digital sources to answer questions and solve problems</li> <li>• Analyze the reliability of information presented in different print and digital sources</li> <li>• Draw conclusions from relationships and patterns found during research</li> <li>• Develop a plan to communicate findings and/or conduct further research</li> <li>• Analyze the learning process and think of how to apply new ways of learning to future study</li> </ul>

## COMMUNICATION

Kindergarten	First Grade	Second Grade
<ul style="list-style-type: none"> <li>• Practice taking turns listening to others and speaking clearly</li> <li>• With help from the teacher, recall or collect information to ask or answer questions, both individually and in a group</li> <li>• Explore how ideas and topics are shown in different media and formats to see how understanding is influenced</li> <li>• Use appropriate images and illustrations to support discussions and presentations</li> <li>• Identify a speaker's purpose</li> </ul>	<ul style="list-style-type: none"> <li>• Practice taking turns listening to others and speaking clearly</li> <li>• Express ideas gathered from various sources in a clear and concise way. Conduct research individually and in a group.</li> <li>• Explore and compare how ideas and topics are shown in different media and formats to see how understanding is influenced</li> <li>• Use appropriate images and illustrations to support discussions and presentations to clarify thoughts and ideas</li> <li>• Identify a speaker's purpose and what the speaker does to keep the listener engaged</li> </ul>	<ul style="list-style-type: none"> <li>• Take turns listening to others and speaking clearly</li> <li>• Express ideas gathered from many sources in a concise way. Conduct research both individually and in a group.</li> <li>• Explain how ideas and topics are shown in different media and formats</li> <li>• Use techniques of volume and tone, eye contact, facial expressions, and posture when speaking</li> <li>• Create a simple presentation using audio and visual tools to clarify ideas and thoughts</li> <li>• Examine why a speaker makes certain word choices and uses descriptive language</li> </ul>

## COMMUNICATION

Third Grade
<ul style="list-style-type: none"> <li>• Participate in discussions by asking questions to obtain information and clarify thoughts</li> <li>• Express ideas gathered from many sources in a concise way. Conduct research both individually and in a group.</li> <li>• Compare how ideas and topics are shown in different media and formats</li> <li>• Use techniques of volume and tone, eye contact, facial expressions, and posture when speaking</li> <li>• Create presentations using audio and visual tools to clarify ideas and thoughts</li> <li>• Identify a speaker's presentation style. Determine if a speaker is organized, addresses the audience, and why certain word choices and figurative language is used.</li> </ul>

Fourth Grade	Fifth Grade
<ul style="list-style-type: none"> <li>• Paraphrase and respond to information given in a discussion, compare ideas, and examine evidence given to support certain points</li> <li>• Express ideas gathered from many sources in a concise way. Conduct research independently.</li> <li>• Report on a topic or give an opinion with facts and supporting details</li> <li>• Speak clearly, adapting speech to task. Use standard English when appropriate.</li> <li>• Create presentations using audio and visual tools to clarify ideas and thoughts</li> <li>• Identify how and why a speaker chooses particular words and phrases or stresses certain words. Consider whether sufficient facts are included.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop ideas to contribute to a discussion, providing accurate and related information</li> <li>• Report on a topic or give an opinion with facts and descriptive details. Use a logical order of ideas.</li> <li>• Participate in focused conversations. Build on the ideas of others. Pose questions, respond to clarify thinking, and express new thoughts.</li> <li>• Identify how and why the speaker chooses particular words and phrases or stresses certain words. Consider whether sufficient facts are included and how they are presented.</li> </ul>



## WRITING

Kindergarten	First Grade	Second Grade
<ul style="list-style-type: none"> <li>• Learn to print capital and small letters</li> <li>• Write by leaving space between words</li> <li>• Use basic punctuation rules when writing (capitalize the first letter of a sentence and place a period at the end of a sentence)</li> <li>• With help from the teacher, use drawings, letters, or dictate words in order to "write" about a topic or give an opinion</li> <li>• With help from the teacher, plan, revise, and edit writings</li> <li>• With help from the teacher, write often and on various topics both in and outside the classroom</li> </ul>	<ul style="list-style-type: none"> <li>• Practice printing capital and small letters</li> <li>• Learn to use additional punctuation (capitalize dates and names, use periods, question marks, and exclamation marks)</li> <li>• Look at books to pick a topic to write about. Introduce the topic, state an opinion, give a reason for the opinion, and close.</li> <li>• Plan, revise, and edit to improve writings</li> <li>• Write often on various topics both in and outside the classroom</li> <li>• Work on keyboarding skills to write simple messages</li> </ul>	<ul style="list-style-type: none"> <li>• Print and begin to develop cursive writing</li> <li>• Continue to learn punctuation and standard English grammar</li> <li>• Explore books and other materials to pick a topic to write about. Introduce the topic, state an opinion, give reasons that support the opinion, and provide a closing sentence.</li> <li>• Plan, revise, and edit to better focus on a topic to improve writings</li> <li>• Write often on various topics both in and outside the classroom</li> <li>• Continue to work on keyboarding skills</li> </ul>
Third Grade	Fourth Grade	Fifth Grade
<ul style="list-style-type: none"> <li>• Continue to practice cursive writing</li> <li>• Write a researched opinion/informational piece that is logically organized</li> <li>• Gather ideas from many sources to write about real or imagined experiences that use descriptive details and are logically organized</li> <li>• Adjust the writing for the task- to explain, entertain, inform or convince</li> <li>• Plan, revise, and edit by building on personal and others ideas to improve writings</li> <li>• Write often on various topics. Increase writing in length and complexity.</li> <li>• Continue to work on keyboarding skills</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to improve cursive writing</li> <li>• Write stories, opinions, and information pieces that are well organized</li> <li>• Use information from several print and digital sources to support ideas, opinions, and information</li> <li>• Adjust the writing for the task- to explain, entertain, inform or convince</li> <li>• Plan, revise, and edit to better focus on a topic and to improve writings. Build on the ideas of others to strengthen writing.</li> <li>• Write often on various topics. Increase writing in length and complexity</li> <li>• Demonstrate accurate keyboarding</li> </ul>	<ul style="list-style-type: none"> <li>• Write legibly</li> <li>• Write stories and research papers using arguments that are well organized and supported by relevant facts</li> <li>• Use information from various credible sources. Provide a general observation and focus.</li> <li>• Use a style and tone appropriate to the writing purpose</li> <li>• Plan, revise, and edit to better focus on a topic and to improve writings. Build on the ideas of others to strengthen writing.</li> <li>• Write frequently on both fiction and non-fiction topics with deepening understanding</li> <li>• Write and research at length using the computer</li> </ul>

## READING FOR ENJOYMENT AND ENRICHMENT

Kindergarten	First Grade	Second Grade
<ul style="list-style-type: none"> <li>Identify the parts of a book and of a story (title page or title, cover, author, illustrator)</li> <li>With help from the teacher, describe the story's setting, the characters, the main idea and important details</li> <li>With help from the teacher, make a connection between some action in the story and the experiences of the reader</li> <li>With help from the teacher, identify a problem in the story and explain its solution</li> <li>With help from the teacher, identify the cause of an event and imagine a different outcome</li> <li>Read independently</li> </ul>	<ul style="list-style-type: none"> <li>Determine if the author's main purpose is to explain, entertain, inform, or convince</li> <li>Tell the order of events and determine the beginning, middle, and end of the writing, as well as, determine the topic</li> <li>Describe the setting and identify the plot, including the problem and solution</li> <li>Describe what happened and why</li> <li>Read independently for longer periods</li> </ul>	<ul style="list-style-type: none"> <li>Determine if the author's main purpose is to explain, entertain, inform, or convince</li> <li>Determine who is telling the story at different points in a text - the narrator or characters</li> <li>Make predictions before and during reading; confirm or change thinking</li> <li>Explain what happened, why, and how it shaped the theme</li> <li>Describe how cultural background influences characters, setting, and the development of the plot</li> <li>Read independently for extended periods</li> </ul>

Third Grade	Fourth Grade	Fifth Grade
<ul style="list-style-type: none"> <li>Explain the differences between first and third person points of view</li> <li>State the author's purpose and tell how the student's perspective differs from the author's</li> <li>Recognize the different points of view of the narrator and the different characters</li> <li>Describe characters' traits, reasons for their actions, and their feelings. Explain how their actions contribute to the development of the plot.</li> <li>Explain the influence of cultural and historical context on characters, setting, and plot development</li> <li>Read independently with understanding for a sustained amount of time</li> </ul>	<ul style="list-style-type: none"> <li>Compare and contrast first and third person points of view and how an author's point of view influences the content and meaning</li> <li>Compare the way topics, ideas, concepts, and events are described by first person and second person accounts/sources</li> <li>Determine how the author uses words and phrases in order to shape and make the meaning clear</li> <li>Explain how conflicts cause the characters to change or adjust their plans before the end of a story or the final event</li> <li>Read independently for a sustained amount of time to improve fluency and build stamina</li> </ul>	<ul style="list-style-type: none"> <li>Summarize the key details of a story or the main concepts in the text</li> <li>Analyze how the author uses words and phrases to impact the reader's point of view</li> <li>Compare the way topics, ideas, concepts, and events are shown in first person, second person, and third person accounts/sources</li> <li>Quote accurately to study the meaning beyond the text to support conclusions</li> <li>Analyze two or more characters, events, or settings and explain how they influence the plot or action</li> <li>Read often and at length to improve vocabulary, learn about style, and enjoy the stories</li> </ul>

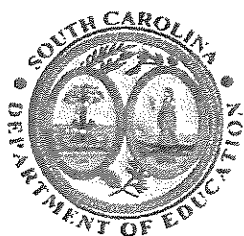
## READING FOR INFORMATION

Kindergarten	First Grade	Second Grade
<ul style="list-style-type: none"> <li>Understand information can come from a variety of sources</li> <li>With help from the teacher, ask and answer the basic questions about a text</li> <li>With help from the teacher, summarize the central idea and details</li> <li>With help from the teacher, give key details to draw conclusions in texts read</li> <li>With help from the teacher, compare similar topics</li> <li>With help from the teacher, select important information, revise ideas, and tell about conclusions</li> <li>With help from the teacher, think about the conclusions</li> </ul>	<ul style="list-style-type: none"> <li>Ask and answer basic questions to show understanding of a text</li> <li>Compare familiar texts</li> <li>Use key details to draw conclusions in texts heard or read</li> <li>Select the most important information, revise ideas, and tell about conclusions</li> <li>Think about the conclusions and take action</li> <li>Reflect on the act of learning</li> </ul>	<ul style="list-style-type: none"> <li>Ask and answer questions to given and implied information to demonstrate understanding of a text</li> <li>Provide details to draw conclusions or make predictions from texts heard or read</li> <li>Select the most important information, revise ideas, and tell about conclusions</li> <li>Think about the conclusions and ask new questions to guide further study</li> <li>Think about and describe the act of learning. Know when to seek help.</li> </ul>

Third Grade	Fourth Grade	Fifth Grade
<ul style="list-style-type: none"> <li>Make assumptions and draw conclusions, referring to the text to support those ideas</li> <li>Summarize key details of several paragraphs</li> <li>Make conclusions or predictions from the reading. Support ideas with details.</li> <li>Begin to read according to the purpose of the task and whether the text explains, informs, or convinces</li> </ul>	<ul style="list-style-type: none"> <li>Analyze the meaning implied in the text. Give details and examples to support conclusions.</li> <li>Summarize key details of several paragraphs</li> <li>Make conclusions or predictions from the reading. Support ideas with details.</li> <li>Read texts that are more complex. Respond according to the purpose of the task and whether it is to explain, inform, or convince.</li> </ul>	<ul style="list-style-type: none"> <li>Quote from the text to analyze meaning given and implied in the text</li> <li>Summarize a text with two or more central ideas, supporting with key details</li> <li>Make conclusions or predictions from the reading, supporting ideas with details</li> <li>Read texts that are more complex. Respond according to the purpose of the task and whether it is to explain, inform, or convince.</li> </ul>

## ADDITIONAL INFORMATION

- Scholastic has "parent primers" that help get you up to speed on such things as grammar, spelling, and writing. <http://www.scholastic.com/parents/resources/collection/subject-refreshers/parent-primers>.
- The Funbrain site has some games to help with noun/verb agreement and adjectives/adverbs. It also has some free books to read online. See <http://www.funbrain.com/FBSearch.php?Grade=4>.
- Tap into all aspects of fourth grade grammar with fun games at <http://www.vocabulary.co.il/?s=grade+4>.
- For fun and challenging free games in English language arts, go to <http://mrnussbaum.com/fourth-grade-language-arts/>. Some of this site's games can be downloaded onto a tablet for use.
- Ideas for helping with literary analysis, vocabulary, or handwriting skills, and more are available at <http://www.education.com/activity/fourth-grade/>. You have to sign up, but the activities are free.
- For spelling lists, crossword puzzles and other fun activities for improving spelling try <http://www.spelling-words-well.com/4th-grade-spelling-words.html>.
- Don't forget the activities and resources available at your public library. The library has reading activities, books, puzzles, summer programs, and more. Many library sites have suggested book lists by reading ability and grade level.
- The *Student Reading Success Activity Guide, June 2015* at <http://www.eoc.sc.gov> is available for download from the S.C. Education Oversight Committee. It has information and activities for helping your child become a better reader. Scroll down to the bottom of the web page to see the link.
- See [www.pbs.org/parents/](http://www.pbs.org/parents/) for insights into child development, and for fun learning games see <http://pbskids.org/> from Public Broadcasting. Be sure to check out *Super Why*.
- You must sign up for this site, but the activities on this part of the site are free: [www.education.com/activity/first-grade/reading/](http://www.education.com/activity/first-grade/reading/). There are learning games also available.
- Fun interactive games are available on the free section at: <http://www.smarttutor.com/free-resources/free-reading-lessons/first-grade-reading/>.
- For printable worksheets for reading, phonics, and writing, visit <http://www.tlsbooks.com/firstgradeworksheets.htm>.
- Print out worksheets for reading and writing fun from <http://www.scholastic.com/parents/activities-and-printables/activities/ages-6-7>.
- The S.C. State Library and many of our county public libraries provide access to *TumbleBooks*, online books that your child can read or the computer will read the book with him. *Tumblebooks*, <http://daybyday-sc.org/read-with-me>, also has games and activities.
- Don't forget the activities and resources at your public library. The library has reading activities, books, puzzles, summer programs, and more. Many libraries have "beginning readers" sections.
- Do you have a smart phone? Review the free reading apps available for your child. Type in "reading app for beginners." (Some apps are free at first but then ask you to pay for additional games.)



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## NUMBER SENSE

Kindergarten	First Grade	Second Grade
<ul style="list-style-type: none"> <li>Count by ones and tens to 100</li> <li>Read and write numbers 0 to 20</li> <li>Understand that when counting objects, the last number said tells the number of objects in a group. The number of objects is the same regardless of their arrangement or the order in which they are counted.</li> <li>Compare two written numbers up to ten using <i>more than</i>, <i>less than</i>, and <i>equal to</i></li> <li>Know that 11 is 1 ten and 1 one, 12 is 1 ten and 2 ones, up to 19</li> </ul>	<ul style="list-style-type: none"> <li>Count by ones and tens to 120 and by fives to 100. Start with any number.</li> <li>Understand that a bundle of ten ones is 10</li> <li>Understand "place value" up to 99, (for example, 83 is made up of 8 tens and 3 ones)</li> <li>Understand that two-digit numbers can be broken up in several ways (34 equals 3 tens and 4 ones or 2 tens and 14 ones, etc.)</li> <li>Compare two-digit numbers up to 99 using <i>more than</i>, <i>less than</i>, and <i>equal to</i>. Explain why.</li> <li>Add and subtract by tens up to 100 based on place value. Explain the reason for the answer given.</li> </ul>	<ul style="list-style-type: none"> <li>Count by tens and hundreds to 1,000. Start with any number.</li> <li>Understand "place value" up to 999 (hundreds, tens, ones)</li> <li>Recognize that 100 is a bundle of tens</li> <li>Understand that three-digit numbers can be broken up in several ways (4 hundreds, 12 tens, and 4 ones, etc.)</li> <li>Add and subtract fluently through 99</li> <li>Add up to four two-digit numbers. Explain the reason for the answer given.</li> </ul>

## NUMBER SENSE AND FRACTIONS

Third Grade	Fourth Grade	Fifth Grade
<ul style="list-style-type: none"> <li>Read and write numbers up to 100,000. Start with any number.</li> <li>Multiply one-digit numbers by multiples of 10</li> <li>Compare whole numbers using the symbols &gt; (greater than), = (equal to), or &lt; (less than)</li> <li>Develop an understanding of what a fraction is</li> <li>Compare the size of two fractions</li> <li>Understand that whole numbers can be written as fractions (<math>4 = \frac{4}{1}</math> and <math>1 = \frac{4}{4}</math>)</li> </ul>	<ul style="list-style-type: none"> <li>Read and write numbers up to 1,000,000</li> <li>Use rounding in order to estimate</li> <li>Compare fractions and use the symbols &gt; (greater than), = (equal to), &lt; (less than)</li> <li>Add and subtract fractions with the same denominator (bottom number)</li> <li>Solve real-world problems involving multiplication of a whole number by a fraction</li> <li>Write a fraction with a denominator of 10 or 100 as a decimal (<math>\frac{45}{100} = .45</math>)</li> </ul>	<ul style="list-style-type: none"> <li>Understand "place value" using decimals up to a thousandth</li> <li>Add, subtract, multiply, and divide decimals to hundredths using models and drawings</li> <li>Add and subtract fractions with unlike denominators (bottom number) to solve real-world problems</li> <li>Extend knowledge of multiplying fractions to include multiplying fractions by fractions</li> <li>Solve division problems using unit fractions (1 is the numerator) and whole numbers</li> </ul>

## THINKING AND OPERATIONS

Kindergarten	First Grade	Second Grade
<ul style="list-style-type: none"> <li>Determine the missing number in a math problem that has a sum of 10. (<math>3 + \underline{\quad} = 10</math>, <math>\underline{\quad} + 8 = 10</math>)</li> <li>Add and subtract fluently up to 5 (e.g., <math>6 - 1 = 5</math>, <math>4 + 1 = 5</math>; <math>7 - 2 = 5</math>, <math>3 + 2 = 5</math>)</li> <li>Solve real-world problems by adding and subtracting up to 10, using objects and drawings</li> <li>Describe simple repeating patterns like shapes, colors, and activities found in a shirt, drawing, or game</li> </ul>	<ul style="list-style-type: none"> <li>Solve real-world problems with addition and subtraction up to 20</li> <li>Solve real-world problems that include up to three numbers with a sum of no more than 20</li> <li>Understand that changing the order or the grouping of numbers to be added does not change the sum. Use up to three numbers.</li> <li>Add and subtract fluently up to 20</li> <li>Determine the missing number in equations within 20</li> <li>Balance both sides of an addition or subtraction problem up to 10 (e.g., <math>6 = 6</math> [true], <math>5 = 6</math> [false], <math>1 + 5 = 6</math> [true], <math>1 + 5 = 5</math> [false], etc.)</li> <li>Extend and explain repeating and growing patterns</li> </ul>	<ul style="list-style-type: none"> <li>Solve one- and two-step word problems with addition and subtraction up to 100</li> <li>Determine odd and even numbers, for numbers through 20, by finding two equal numbers to represent the number (<math>3 + 3 = 6</math>, <math>5 + 5 = 10</math>)</li> <li>Use addition to find the number of squares highlighted in a rectangle with up to 5 rows and 5 columns</li> </ul>

## THINKING AND OPERATIONS

Third Grade	Fourth Grade	Fifth Grade
<ul style="list-style-type: none"> <li>Use objects, drawings, and numbers to represent multiplication of two single-digit numbers</li> <li>Use objects, drawings, and numbers to represent division of whole numbers</li> <li>Determine the unknown number in a multiplication or division equation</li> <li>Demonstrate fluency with basic multiplication and division through 100</li> <li>Solve two-step, real-world problems using addition, subtraction, multiplication, and/or division</li> <li>Identify the pattern in a sequence of numbers (with 2, 4, 6, 8, the pattern adds 2 to the previous number)</li> </ul>	<ul style="list-style-type: none"> <li>Translate multiplication equations into verbal statements (e.g. interpret <math>35 = 5 \times 7</math> as 35 is 5 times as many as 7 and 7 times as many as 5)</li> <li>Solve multi-step, real-world problems using the four operations</li> <li>Break a number down into its factors (1, 2, and 3 are factors of 6 because <math>1 \times 6 = 6</math>, <math>2 \times 3 = 6</math>)</li> <li>Determine whether a number is a prime number (numbers divisible only by itself or 1) or a composite number (numbers divisible by more numbers than itself or 1)</li> <li>Examine a pattern/sequence of shapes or numbers and determine what should appear next</li> </ul>	<ul style="list-style-type: none"> <li>Understand grouping of numbers using parentheses and brackets <math>4(3+2) = \underline{\quad}</math></li> <li>Translate the groupings into verbal statements (four groups of <math>3+2</math> equal ?)</li> <li>Understand and graph ordered pairs: (14,5) means fourteen units to the right on the horizontal axis and five units up on the vertical axis of a coordinate grid</li> <li>Investigate the relationship between two numerical patterns</li> </ul>

## GEOMETRY

Kindergarten	First Grade	Second Grade
<ul style="list-style-type: none"> <li>Identify shapes from everyday life like triangles, circles, squares, rectangles, hexagons, spheres, cones, cubes, and cylinders</li> <li>Classify shapes as 2-dimensional (flat) or 3-dimensional (solid)</li> <li>Draw 2-dimensional shapes and make models of 3-dimensional shapes</li> <li>Analyze shapes of different sizes and positions. Compare the differences.</li> </ul>	<ul style="list-style-type: none"> <li>Identify additional shapes like hexagons (stop signs), trapezoids (kites), etc.</li> <li>Know that the number of sides define a shape and that color does not define a shape. This is called defining and non-defining attributes.</li> <li>Combine 2-dimensional shapes or 3-dimensional shapes to make new shapes</li> <li>Divide 2-dimensional shapes into 2 or 4 equal parts</li> </ul>	<ul style="list-style-type: none"> <li>Identify triangles, quadrilaterals, hexagons, and cubes. Draw shapes with a specific number of sides.</li> <li>Divide a rectangle into equal-sized rows and columns. Count to find the total number of the parts.</li> <li>After dividing shapes into equal parts, understand a <i>half</i>, a <i>fourth</i>, a <i>half of</i>, and a <i>fourth of</i></li> <li>Recognize that parts of an object become smaller as the number of parts increases</li> </ul>

Third Grade	Fourth Grade	Fifth Grade
<ul style="list-style-type: none"> <li>Understand that shapes can share features and those features can be part of a larger category. Squares and rectangles are both four sided and they are part of the category "quadrilateral.")</li> <li>Partition (separate) two-dimensional shapes into 2, 3, 4, 6, 8 equal parts and understand that the equal parts do not have to have the same shape. Half of a circle and half of a rectangle are equal in size because they are halves even though the shape is different.</li> <li>Identify and draw angles: right (90 degrees), acute (less than 90 degrees), and obtuse (greater than 90 degrees)</li> <li>Identify a three-dimensional object like a pyramid from a two-dimensional object (flat pattern)</li> </ul>	<ul style="list-style-type: none"> <li>Identify points, line segments, rays, angles, and parallel lines in 2-dimensional shapes</li> <li>Classify quadrilaterals based on whether they have parallel or perpendicular lines</li> <li>Recognize symmetry in a 2-dimensional figure, identify symmetrical figures, and draw lines of symmetry</li> </ul>	<ul style="list-style-type: none"> <li>Understand ordered pairs and their relationship to the x and y axes of a coordinate grid like longitude and latitude lines on a map</li> <li>Plot and interpret points on a coordinate grid to illustrate a real-world situation</li> <li>Classify two-dimensional shapes into a hierarchy. All rectangles are parallelograms but not all parallelograms are rectangles.</li> </ul>

## MEASUREMENT AND DATA ANALYSIS

Kindergarten	First Grade	Second Grade
<ul style="list-style-type: none"> <li>Identify what aspects of an object can be measured like the length and weight of an object</li> <li>Use comparison words to describe objects like <i>lighter/heavier</i> or <i>shorter/longer</i></li> <li>Sort and classify items into 2 or 3 categories like <i>rough</i> or <i>smooth</i></li> <li>Use objects and picture graphs to draw conclusions. Use tally marks from 1 to 10 then from 1 to 20.</li> </ul>	<ul style="list-style-type: none"> <li>Put objects in order by length by comparing them to another, selected object. This is an indirect comparison.</li> <li>Use units of length to show the total length of an object</li> <li>Sort and classify items into 3 categories and represent the "data" using graphs and charts</li> <li>Draw conclusions from graphs and charts</li> <li>Tell time to the hour and half hour on digital and face clocks</li> <li>Identify coins by value and use the ¢ symbol</li> </ul>	<ul style="list-style-type: none"> <li>Use suitable tools to measure the length of an object</li> <li>Measure an object using various lengths (foot/yard). Explain why the measurements differ.</li> <li>Estimate and measure in everyday units (inch, foot, yard, centimeter, meter). Determine how much longer one object is from another.</li> <li>Sort and classify items into 4 categories and represent the "data" using picture and bar graphs</li> <li>Produce data by measuring objects and organize the data on a horizontal line plot</li> <li>Tell time to the nearest five minutes and use <i>a.m.</i> and <i>p.m.</i></li> <li>Solve real-world problems using dollar bills with the \$ symbol and using coins with the ¢ symbol</li> </ul>

Third Grade	Fourth Grade	Fifth Grade
<ul style="list-style-type: none"> <li>Tell and record time to the nearest minute and solve time problems within the hour using addition and subtraction</li> <li>Estimate and measure liquid volume (for example, pint, gallon, milliliter, liter)</li> <li>Create and read scaled bar graphs and line graphs to represent collected data</li> <li>Understand the difference between area and perimeter and how to measure each</li> <li>Solve real-world problems involving the perimeter and area of shapes with straight sides</li> </ul>	<ul style="list-style-type: none"> <li>Convert measurement from a larger unit to a smaller unit (for example, feet into inches or meters into centimeters)</li> <li>Solve real-world problems using up to four operations involving length, time, mass, and money</li> <li>Create a line plot to present data and explain what it shows</li> <li>Use a protractor to draw and measure angles</li> <li>Find unknown angles using addition and subtraction</li> </ul>	<ul style="list-style-type: none"> <li>Convert measurement into a larger or a smaller unit (for example, inches into feet or feet into inches, centimeters into meters, or meters into centimeters)</li> <li>Create a line with fraction units (such as <math>\frac{1}{8}</math> units.) Use the line units to solve problems.</li> <li>Understand how to measure volume using unit cubes</li> <li>Determine the difference between perimeter, area, and volume. Know which is appropriate for a given situation.</li> </ul>

## LEARN ABOUT THE STANDARDS

The *South Carolina College- and Career-Ready Standards for Mathematics*:

- Outline the knowledge and skills students must master so that, as high-school graduates, they have the expertise needed to be successful in college or careers.
- Provide a set of grade-level standards, "stair steps," based on the previous grade's standards which serve as the foundation for the next grade.
- Ensure that no matter where a student lives in South Carolina, the expectations for learning are the same.

Human knowledge now doubles about every three years. Therefore, revision of South Carolina's standards occurs periodically to respond to this growth of knowledge and increase of needed skills so our students will be ready for college or jobs. *The Col-*

*lege- and Career-Ready Standards* prepare students for dealing with the growing mass of information by not only emphasizing content knowledge but by also stressing the skills of reasoning, analyzing data, and applying information to examine and solve situations.

South Carolinians developed these academic standards for South Carolina's children. The Mathematics standards are aligned with the *Profile of the South Carolina Graduate*, which summarizes the knowledge, skills, and habits employers expect. (See [http://sc-competes.org/wp-content/uploads/2016/01/Profile-of-the-South-Carolina-Graduate\\_Updated.pdf](http://sc-competes.org/wp-content/uploads/2016/01/Profile-of-the-South-Carolina-Graduate_Updated.pdf)) Developed by business leaders, the *Profile* is approved by the South Carolina Chamber of Commerce and endorsed by the Superintendents' Roundtable as well as South Carolina's colleges and universities. The *Profile* demands world-class knowledge and skills, and emphasizes critical thinking and problem solving, communication, and interpersonal skills.

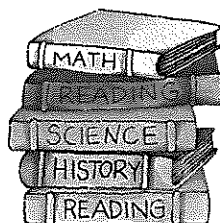
## ADDITIONAL INFORMATION

- *Scholastic* provides "parent refreshers" of the skills your child is expected to learn in each grade in school: <http://www.scholastic.com/parents/resources/collection/subject-refreshers/parent-primers>.
- Download *A Family's Guide: Fostering Your Child's Success in School Mathematics*, a publication from the National Council of Teachers of Mathematics, at [http://illuminations.nctm.org/uploadedFiles/Activities\\_Home/FamilyGuide\\_FullText.pdf](http://illuminations.nctm.org/uploadedFiles/Activities_Home/FamilyGuide_FullText.pdf).
- This site has games for counting, measuring, coins, and more: <http://www.mathsisfun.com/games/games-elementary.html>.
- Get more fun games to help with first-grade math concepts at <http://www.funbrain.com/>.
- *Public Broadcasting* has on-line games, puzzles, and activities to use at home to teach math: <http://www.pbs.org/parents/education/math/games/first-second-grade/>.
- *The Khan Academy* has tutorials on every aspect of first grade math at <https://www.khanacademy.org/math/early-math>.
- Check the children's section of your local library for picture books that use sorting and counting as a part of the story. There are also books that focus on math games.
- For math games and activities, see [www.gameclassroom.com](http://www.gameclassroom.com).
- *Scholastic* provides "parent refreshers" of the skills your child is expected to learn in each grade in school: <http://www.scholastic.com/parents/resources/collection/subject-refreshers/parent-primers>.
- There are plenty of math games and worksheets available on <http://www.softschools.com/grades/4th-grade/math/>.
- Other sites with math games to sharpen fourth-grade skills include <http://www.abcya.com/>, which also has mobile apps of its games. See also <http://www.softschools.com/> or <http://www.onlinemathlearning.com/grade-4.html>.
- *The Khan Academy* offers tutorials on all aspects of fourth-grade math at <https://www.khanacademy.org/math/cc-fourth-grade-math>.

## Homework Practices



- KINDERGARTEN:** Short activities that reinforce skills will be sent home as needed. Parents/guardians are expected to spend time reading with their child daily.
- 
- FIRST GRADE:** Students should spend 10 minutes on homework. In addition, we encourage you to read daily to your child and/or have your child read to you. Additional assignments will be given as needed.
- 
- SECOND GRADE:** Students should spend no more than 20 minutes completing their homework assignments. Homework may be assigned on Mondays through Thursdays. Each second grade teacher will give specific information on requirements and expectations at the beginning of the year. In addition, students are expected to read daily.
- 
- THIRD GRADE:** Students should spend no more than 30 minutes completing their homework assignments. Homework may be assigned on Mondays through Thursdays. Special projects may require some weekend work. In addition, all students are encouraged to read daily.
- 
- FOURTH GRADE:** Students may have homework Monday through Thursday. Students should spend no more than 40 minutes daily completing their homework assignments neatly. Extra study time may be required for daily reading and preparation for tests/projects. Special projects and tests may require some weekend work.
- 
- FIFTH GRADE:** Students may have homework Monday through Thursday. Students should spend no more than 50 minutes daily completing their homework assignments. Extra study time may be required for daily reading and preparation for tests/projects. Assignments will be posted daily online. Teachers will give parents access codes and parents will then have access to the assignments online. Students are not to have more than two tests on the same day.



### **Monitoring Student Progress**

**KINDERGARTEN:** Kindergarten teachers will monitor student progress daily by teacher observation, and they will keep checklists on skills being taught. Student progress will be assessed at the end of each nine weeks and progress reports will be sent home. Folders will be sent home daily for parent communication.

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**FIRST GRADE:** P.A.W.S. folder will be sent home daily. Please check for any papers or messages inside and return the P.A.W.S. folder to school.

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**SECOND GRADE:** P.A.W.S. folder will be sent home daily. Please check for any papers or messages inside and return the P.A.W.S. folder to school.

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**THIRD GRADE:** Papers will be sent home weekly.

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**FOURTH GRADE:** Papers will be sent home weekly.

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**FIFTH GRADE:** Papers will be sent home weekly.

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As a general rule, weekly folders are sent home on Tuesdays.  
Information from the school office, PTA, etc. will be included in Tuesday folders.

## Learning Commons

The Learning Commons of Pleasant Hill Elementary is dedicated to creating opportunities for students and staff to use ideas and information effectively. Our mission is to promote experiences that are planned and implemented with these purposes:

- provide print and non-print materials which support the curriculum and information needs of students and staff
- provide instruction which encourages users to grow in their ability to find, generate, evaluate and apply information
- promote literacy and the enjoyment of reading, viewing and listening



### **Learning Commons General Information:**

\*The Learning Commons is open a half-hour before school and after school (7:10 a.m.-2:50 p.m.).

\*The Learning Commons operates on a partial flex schedule. K-2nd grade students visit the Learning Commons at least once per week with their class for checkout. Grade 3-5 may check out books as often as they like. In addition to the scheduled weekly checkout, students also access the Learning Commons independently and visit the learning commons for lessons and story times as their class schedule allows.

\*Students in kindergarten - 1<sup>st</sup> grade may check out 1 book, 2<sup>nd</sup> - 3<sup>rd</sup> grade may check out 2 books and 4<sup>th</sup> - 5<sup>th</sup> may check out 3 books. Books are due one week after checkout and may be renewed. Students should return checked out books prior to checking out a new book.

\*A book is overdue the day after the due date. Overdue notices are generated periodically and are placed in teacher mailboxes for distribution to students. When an item is overdue for one month or more, an overdue notice may be mailed to a student's home address. The School Librarian and/or administration follow up outstanding overdues with a phone call. Regular checkout privileges are suspended when a student has an overdue item on record.

\*If a hardback library book is lost, a \$15.00 fee will be assessed. A lost paperback library book will be a \$5.00 fee. If a library book is damaged, school administration will determine a fee to be paid based on the "Charges for Damaged Textbooks" schedule. Because mold and mildew can possibly grow, water damaged books are discarded and assessed a \$15.00 or \$5.00 fee, depending on the book binding. If a parent/guardian has a question about a fine, please check with the library or administration in a timely manner (within two weeks of assessed damage). Fees will not be adjusted after two weeks. Please note the average cost of a library book is \$23.22 (School Library Journal, 3/1/12).

**PHES Birthday Book Club** offers an opportunity for you to honor your child and help our Learning Commons. Send \$15.00 to PHES Learning Commons, and your child can select a special book. A permanent bookplate including your child's name and school year will be attached to the front page of the book. The book will be checked out to your child first to take home and share with your family. When the book is returned, it will be part of our permanent collection in honor of your child's special day.





## Visual Arts

"Every child is an artist! As we grow, we simply forget how."

The visual arts are basic to the general education of every child and have a profound value in shaping their lives. A quality art program fosters creativity, critical thinking, problem solving and higher self-esteem.

The visual arts curriculum at Pleasant Hill Elementary School is built around the South Carolina Department of Education Visual Arts Framework. The components are:

1. Aesthetic perception-awareness of the aesthetic qualities of works of art, manmade and natural, and involving the sensory and intellectual analysis of these perceptions.
2. Creative expression-the making of art through production; and acquiring artistic knowledge and skills to express and communicate through art.
3. Cultural visual arts heritage-knowledge about the historical and cultural background concerning works of art.
4. Aesthetic critical-making informed judgments concerning artworks involving critical thinking skills.

Within these components, the students will involve skills across the disciplines of education. Verbal and written communication, social studies and history, math, science and manipulative skills will be an integral part of the art curriculum. Art is a place for all students to excel and for some, the place they learn to communicate. Art is a basic part of education at Pleasant Hill Elementary; the art curriculum will support and reinforce the other basic aspects of education and life by integrating all areas of learning.

Throughout a student's career in art at Pleasant Hill Elementary School, a variety of art processes and media will be employed including drawing, painting, sculpting, printmaking, textiles, collage and crafts, as well as many others. Technology as a part of the arts as well as using technology to create art will also be an important element of the art curriculum.

*"Students should do art, not just view art. From the earliest preschool years, children have a powerful urge to make art, we don't have to "assign" children to draw with markers, share dramatic expressions or make theatrical faces-often, better than their parents, artistic expressions seem to be wired into children's genes. Therefore, the first job of teachers and other adults is to get out of the way and let kids express and experiment and learn through art". -Best Practice-New Standards for Teaching and Learning in American Schools*

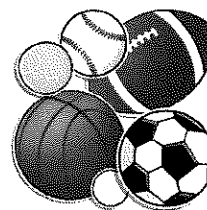
Students at Pleasant Hill Elementary School will begin by exploring and manipulating a variety of art mediums and over the course of their art education, will come to recognize their style and preference in creating and appreciating art.

It is the hope of PHES to exhibit as much student work as possible in various places around Lexington to expose our community to the arts and artists of our school. This also provides opportunities for the young artist to display and show their talents; to encourage and build self-esteem and further appreciate the work as well as the art of others.

## Physical Education

The physical education program at Pleasant Hill Elementary teaches the skills, attitudes and facts needed for students to develop and maintain a physically active lifestyle. The curriculum is aligned with the South Carolina Physical Education Standards.

The students will be taught the following activities during the year:



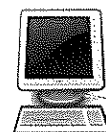
### Kindergarten-2<sup>nd</sup> Grade:

- Locomotor patterns/body and space awareness
- Dance
- Gymnastics
- Throwing and catching
- Striking with body parts (basketball and/or soccer)
- Striking with implements (paddle/racquet skills and/or batting in baseball)
- Physical fitness
- Cooperative games
- Jump rope
- Target activities (bowling, bocce)

### 3<sup>rd</sup>-5<sup>th</sup> Grade:

- Dance
- Gymnastics
- Throwing and catching (team handball)
- Physical fitness and physical fitness testing (State law requires scores for cardiovascular endurance, muscle strength and endurance, flexibility and height and weight to be sent home for 5<sup>th</sup> grade students)
- Invasion games (basketball and/or soccer)
- Net and wall games (paddles/racquets and/or volleyball)
- Target activities (bowling, bocce)
- Frisbee (ultimate and disc golf)
- Jump rope
- Cooperative games

Two field days (one for K-2, one for grades 3-5) are held at the end of the school year. Students participate in activities that have been taught during the school year.



## Computer

At Pleasant Hill Elementary, students in Kindergarten through 5th grade participate in Computer Lab for a semester during their Related Arts rotation. The students learn about Digital Citizenship and computer safety. Students dive into the world of Coding using CODE.ORG, a program to teach computer science to young children. In the lab, we also practice proper keyboarding techniques, use various types of software and applications. Students will learn to create, format and edit authentic products using Google Apps, such as Google Docs, Google Slides, and Google Sheets. We will also develop trouble-shooting strategies for computing devices, and utilize websites as sources of research. Students will gain many experiences through technology that will empower them to design the future while being a good digital citizen.



### General Music

"Great music does not just make me feel good. It means something. It makes us understand. It makes us happy"

Quote from Lukas Foss, renowned composer, conductor, pianist, educator and spokesman for his art.

All students in 5k-grade 5 receive a minimum of 45 minutes of music per week. Students in 4K receive 30 minutes of music per week.

The music curriculum at PHES is aligned with The National Standards for Arts Education, the South Carolina Visual and Performing Arts Framework, and the Lexington County School District One Fine Arts Guide. Our music curriculum and instruction will include a wide variety of learning activities and opportunities presented at age and grade appropriate levels.

Throughout the course of their music education at PHES, students will:

- Sing and listen to music from many genres and cultures including many different celebration and holiday songs from across the world
- Experiment with various instruments and learn to identify instruments by sound or type
- Read music from a printed source and learn to identify and use notes, rests and other music notation symbols and terms
- Recognize elements of music (melody, pitch, harmony, rhythm, beat, tempo, timbre, dynamics, meter, form and structure, etc.)
- Create new music by improvisation and compositional techniques
- Learn and develop a personal music vocabulary
- Analyze and describe music and music performances
- Learn about composers of all time periods and the historical and cultural influences on their music
- Make connections between music and other curriculum areas
- Fourth graders will learn to play recorders in addition to 4<sup>th</sup> grade General Music curriculum
- Fifth graders will continue their General Music experience in a Music ensemble class.

### Spanish

Students in grades K-5 are taught Spanish during the related arts rotation during the school week. All Spanish instruction will be provided by our Spanish teacher.

Studying a world language at an early age provides many benefits to our students:

- Improvement in basic skill areas, such as reading and math
- Improvement in native language development
- Cognitive flexibility, problem solving and higher-order thinking skills
- Openness to and acceptance of differences
- Broader career opportunities

### Power Skills

To support children's development as effective learners and ethical people, we will provide ways for students to articulate, assess and communicate Power Skills development at the classroom and school-wide level.

**Perseverance:** To keep trying EVEN when something is hard

**Perseverancia:** Continuar tratando AÚN cuando las cosas son difíciles

**Integrity:** To be honest

**Integridad:** Ser honesto

**Critical Thinking:** To analyze, evaluate and form an opinion

**Pensamiento crítico:** Analizar, evaluar y formar opi

**Accountability:** To be reliable and responsible

**Responsabilidad:** Ser confiable y responsable

**Willingness to take risks:** To try NEW things

**Disposición para arriesgarse:** PROBAR cosas NUEVAS

**Interpersonal skills:** To have the ability to get along well with others

**Habilidades interpersonales:** Tener la capacidad de llevarse bien con los dema`s

**Communication:** To have the ability to effectively give and receive messages

**Comunicacio'n:** Tener la habilidad de dar y recibir mensajes con efectividad

**Collaboration:** To work well with others

**Colaboracio'n:** Trabajar bien con los dema's

### SC Green Steps Schools Initiative

PHES is a SC Green Steps School. We have several ongoing school-wide projects taking place in each of three categories: conserve, protect, restore. Our students are at the very center of all the learning and doing. Also, there are many opportunities for the students to teach others.

Conserve: We recycle paper and Styrofoam trays, use recycled materials for art projects, and participate in "Shoes for Water" project.

Protect: We protect our water supply by recycling household batteries. We protect our air by placing a ZZ plant in every classroom.

Restore

PHES students and staff take steps to be environmentally responsible.

### Breathe Better

The Breathe Better program is an anti-idling/clean air campaign. The goal is to protect the health of children by reducing harmful vehicle emissions around school campuses. Children are much more sensitive to air pollution than adults. Pollution from vehicle exhaust has been linked to asthma and other respiratory diseases, and increased risk of long-term health effects. So, when we develop and implement policy changes, such as anti-idling, we help to protect our children from unnecessary emissions that could harm their health.



## Pleasant Hill Elementary School 2022-2023 School Supply List

### **KINDERGARTEN:**

- 1 composition notebook  
(100-page, any color, wireless, not perforated)
- 1 plastic, 3-prong, 2-pocket folder  
(yellow)
- 1 pair of headphones (no earbuds)
- 1 old, large shirt to be used for art smock  
(in Ziploc bag with child's name)
- 1 backpack with child's name  
(large enough for iPad, folder, lunch box,  
library book and jacket, no rolling backpacks)

#### Items to be refilled throughout the year:

- Box of pencils (Dixon Ticonderoga, 12-count)
- Box of 24 Crayola crayons
- Box of 10 Crayola washable markers (broad tip)
- Expo markers (black, broad tip, 4-pack)
- Large pink erasers
- Glue sticks
- Child's pair of scissors (blunt tip, Fiskar)

### **FIRST GRADE:**

- 1 composition notebook  
(100-page, any color, wireless, not perforated)
- 1 3-ring, clearview binder  
(1-inch, hard cover, inside pocket)
- 1 plastic, 3-prong, 2-pocket folder
- 1 pair of headphones (no earbuds)  
(in Ziploc bag with child's name)
- 1 plastic pencil box (STANDARD size)
- 1 backpack (no rolling backpacks)

#### Items to be refilled throughout the year:

- Pencils (Dixon Ticonderoga)
- Glue sticks
- Box of 24 Crayola crayons
- Highlighters (2-pack)
- Expo markers (black)
- Large pink erasers
- Box of 10 Crayola washable markers (broad tip)
- Child's pair of scissors (blunt tip)

### **SECOND GRADE:**

- 2 black and white composition notebooks  
(100-page, wireless, not perforated)
- 2 plastic, 3-prong, 2-pocket folders  
(1 each: red and blue)
- 1 pack of post-it notes (400 sheets)
- 1 pair of headphones (no earbuds)
- 1 backpack (no rolling backpacks)

#### Pencil pouch filled with items below: (items to be refilled throughout the year)

- Box of pencils
- Glue sticks
- Box of colored pencils
- Box of 24 crayons
- Expo markers (2-pack)
- Large pink erasers
- Child's pair of scissors (pointed tip)

### **THIRD GRADE:**

- 2 plastic, 3-prong, 2-pocket folders  
(1 each: blue and red)
- 1 spiral notebook
- 1 letter-sized clipboard
- 1 pack of 3x3 post-it notes
- 1 pair of inexpensive headphones (no earbuds)
- 1 backpack with child's name on it

#### Pencil pouch filled with items below: (items to be refilled throughout the year)

- Box of pencils
- Glue sticks
- Box of colored pencils or crayons
- Highlighters (4-pack)
- Expo markers
- Large pink erasers
- Child's pair of scissors (pointed tip)
- Handheld, manual pencil sharpener with cover



## Pleasant Hill Elementary School 2022-2023 School Supply List

### **FOURTH GRADE:**

- 5 plastic, 3-prong, 2-pocket folders  
(1 each: red, blue, yellow, green, orange)
- 2 composition books  
(100-page, any color, wireless, not perforated)
- 1 pack of wide-ruled notebook paper  
(150 sheets)
- 1 pair of inexpensive earbuds
- 1 backpack

Pencil pouch filled with items below:  
(items to be refilled throughout the year)

- Box of pencils
- Glue sticks
- Box of colored pencils
- Highlighters (4-pack)
- Expo markers
- Child's pair of scissors (blunt tip)
- Handheld, manual pencil sharpener with cover

### **FIFTH GRADE:**

- 2 spiral notebooks  
(1-subject, any color)
- 2 composition notebooks  
(graph paper, 100-page, any color, wireless)
- 1 composition notebook  
(ruled, 100-page, any color, wireless, not perforated)
- 1 folder with pockets  
(any color/design)
- 2 packs of 3x3 post-it notes
- 1 pair of earbuds or headphones
- 1 backpack

Pencil pouch filled with items below:  
(items to be refilled throughout the year)

- Box of pencils (sharpened)
- Box of colored pencils
- Highlighters (4-pack)
- Expo markers
- Child's pair of scissors (pointed tip)
- Large pink erasers
- Glue sticks



# Pleasant Hill Elementary School 2022-2023 School Supply List (Immersion)

<p style="text-align: center;"><b><u>KINDERGARTEN:</u></b></p> <p>2 composition notebooks (100-page, any color, wireless, not perforated)</p> <p>1 plastic, 3-prong, 2-pocket folder (yellow)</p> <p>1 pair of headphones (no earbuds)</p> <p>1 old, large shirt to be used for art smock (in Ziploc bag with child's name)</p> <p>1 backpack with child's name (large enough for iPad, folder, lunch box, library book and jacket, no rolling backpacks)</p> <p style="text-align: center;"><u>Items to be refilled throughout the year:</u></p> <p style="text-align: center;">Box of 24 Crayola crayons Large pink erasers Glue sticks Child's pair of scissors (blunt tip, Fiskar) Pencils (Dixon Ticonderoga, 12-count) Expo markers (black, broad tip, 4-pack) Box of 10 Crayola washable markers (broad tip)</p>	<p style="text-align: center;"><b><u>FIRST GRADE:</u></b></p> <p>2 composition notebooks (100-page, any color, wireless, not perforated)</p> <p>1 pair of headphones (no earbuds) (in Ziploc bag with child's name)</p> <p>1 backpack with child's name (no rolling backpacks)</p> <p style="text-align: center;"><u>Items to be refilled throughout the year:</u></p> <p style="text-align: center;">Pencils (Dixon Ticonderoga, 12 count) Glue sticks Box of 24 Crayola crayons Box of 12 Crayola colored pencils Expo markers (4-pack) Large pink erasers Child's pair of scissors (blunt tip)</p>
<p style="text-align: center;"><b><u>SECOND GRADE:</u></b></p> <p>3 black and white composition notebooks (100-page, wireless, not perforated)</p> <p>3 plastic, 3-prong, 2-pocket folders (1 each: red, blue and yellow)</p> <p>1 pack of page protectors (25 sheets)</p> <p>1 pack of post-it notes</p> <p>1 pair of inexpensive headphones</p> <p>1 backpack (no rolling backpacks)</p> <p style="text-align: center;"><u>Pencil box or pouch filled with items below:</u> <u>(items to be refilled throughout the year)</u></p> <p style="text-align: center;">Box of pencils Glue sticks Box of 24 crayons Expo markers (2-pack) Large pink erasers</p>	<p style="text-align: center;"><b><u>THIRD GRADE:</u></b></p> <p>1 3-ring binder, 1½-inch (any color)</p> <p>2 composition notebooks (100-page, any color, wireless, not perforated)</p> <p>1 pack of sheet protectors (25 sheets)</p> <p>1 pack of dividers (5-tab)</p> <p>1 pair of inexpensive headphones</p> <p>1 backpack with child's name on it</p> <p style="text-align: center;"><u>Pencil pouch filled with items below:</u> <u>(items to be refilled throughout the year)</u></p> <p style="text-align: center;">Box of pencils Glue sticks Box of colored pencils or crayons Highlighters (4-pack) Expo markers Large pink erasers Child's pair of scissors (pointed tip)</p>



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### FOURTH GRADE:

- 1 backpack
- 1 pair of inexpensive earbuds  
(in Ziploc bag with child's name)
- 1 pack of sheet protectors (25 sheets)

#### ELA / Social Studies

- 3 plastic, 3-prong, 2-pocket folders  
(1 each: blue, green and red)
- 3 composition notebooks  
(100-page, any color, wireless, not perforated)

#### Math / Science

- 3 plastic, 3-prong, 2-pocket folders  
(1 each: blue, green and red)
- 3 composition notebooks  
(100-page, any color, wireless, not perforated)

#### Pencil pouch filled with items below: (items to be refilled throughout the year)

- Box of pencils (sharpened)
- Expo markers (4-pack)
- Highlighters (4-pack)
- Box of 12 colored pencils
- 2 packs of 3x3 post-it notes (any color)
- Glue sticks
- 2 black Sharpies
- Child's pair of scissors (blunt tip)
- Handheld, manual pencil sharpener with cover

### FIFTH GRADE:

- 1 backpack
- 1 pair of inexpensive earbuds  
(in Ziploc bag with child's name)

#### ELA / Social Studies

- 1 3-ring binder, 1-inch
- 3 composition notebooks  
(100-page, any color, wireless, not perforated)
- 2 spiral notebooks  
(1-subject, any color)
- 2 plastic, 3-prong, 2-pocket folders  
(1 each: orange and green)

#### Math / Science

- 1 3-ring binder, 1-inch
- 2 composition notebooks  
(100-page, any color, wireless, not perforated)
- 2 plastic, 3-prong, 2-pocket folders  
(1 each: blue and red)

#### Pencil pouch filled with items below: (items to be refilled throughout the year)

- Box of pencils (sharpened)
- Pens
- Box of colored pencils
- Highlighters (4-pack)
- Expo markers
- Large pink erasers
- Glue sticks
- Child's pair of scissors (pointed tip)
- Handheld, manual pencil sharpener with cover



# August 2022

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2 PTA Board of Directors 7:00 p.m.	3	4 Class Assignment Day 7:30 a.m.-6:00 p.m	5 5K Getting to Know You Appointments	6
7	8	9	10	11 4K Meet & Greet 4:00-6:00 p.m.	12 Drop-In Meet & Greet for Students in Grades 1-5 7:30-11:00 a.m. 12:30-2:30 p.m.	13
14 New PHES Family Orientation (For new students & families in grades 1-5) 3:00 p.m.	15	16 First Day for Students	17	18 EAGLE Orientation for Parents of New EAGLE Students in grades 3-5 6:00 p.m.  PTA Dining Night Out at Menchie's 3:30 –7:30 p.m.	19	20
21 SIPAT 6:00 p.m.	22	23	24	25 SIC 3:00 p.m.	26 School Spirit Day	27
28	29	30	31			

# September 2022

Sun	Mon	Tue	Wed	Thu	Fri	Sat
Library Card Sign Up Month	Sept. 15-Oct. 15 National Hispanic Heritage Month			1  PTA Chick-Fil-A Biscuit Sale 7:00 a.m.	2	3
4	5  <b>Labor Day</b> <b>School Holiday</b>	6  PTA Cougarthon Kickoff  PTA Board of Directors 7:00 p.m.	7	8  Homeroom Parent Orientation 7:45 a.m.  Volunteer Orientation 8:15 a.m.	9  PTA Bike to School Night 6:00 p.m.	10
11  Grandparents Day  National Arts in Education Week  SIPAT 6:00 p.m.	12	13  Duty Free Lunch for Gr. K, 2, 4 Teachers	14	15  ESOL Exit Celebration 6:00 p.m. LTC	16	17  Citizenship Day
18	19	20  Duty Free Lunch for Gr. 1, 3, 5 Teachers	21  Cougarthon  <b>Collaborative Planning Day</b> (dismissal 11:20 a.m.)	22  SIC 3:00 p.m.	23	24
25	26	27  SIPAT Sponsors Dining Out Night at San Jose	28	29	30  <b>School Spirit Day</b>	

# October 2022

Sun	Mon	Tue	Wed	Thu	Fri	Sat
Bullying Prevention Month	National Principals Month	National Physical Therapy Month				1
2 National Custodian Appreciation Day	3	4 PTA Board of Directors 7:00 p.m.	5	6 Individual Fall Pictures	7 Parent/Teacher Conference Day  No School for Students	8
9 National School Lunch Week	10 Holiday	11 Gr. 2 and 4 CogAT	12 Gr. 2 and 4 CogAT	13 Gr. 2 and 4 CogAT  PTA Dining Out Night at Sonic	14 Duty Free Lunch for K - Gr. 5 Teachers	15
16 America's Safe School Week  National School Bus Safety Week  SIPAT 6:00 p.m.	17	18 Gr. 2 Iowa Reading  Bus Evacuation Drills	19 Gr. 2 Iowa Math Gr. 3 Dictionary Day  Collaborative Planning Day (dismissal 11:20 a.m.)	20 End of 1st Nine Weeks	21 PTA Fall Festival 6:00 p.m.	22
23 Red Ribbon Week	24	25	26	27 SIC 3:00 p.m.  World Occupational Therapist Day	28 School Spirit Day  National First Responders Day	29
30	31 PTA Bundt Cake Sale Begins					

# November 2022

Sun	Mon	Tue	Wed	Thu	Fri	Sat
National Native American Heritage Month		1 PTA Board of Directors 7:00 p.m.  Report Cards Issued	2	3	4 PTA Bundt Cake Sale Ends	5
6 Daylight Saving Time Ends	7 Lynn Floyd Wright, children's author, visits third graders	8 Holiday Election Day	9	10 Bundt Cakes Go Home	11 Veterans Day Program 9:00 a.m.	12
13 American Education Week  SIPAT 6:00 p.m.	14	15	16 Collaborative Planning day (dismissal 11:20 a.m.)  Individual Fall Make-Up Pictures  Education Support Professionals Day	17 SIC 3:00 p.m.	18 Duty Free Lunch for K - Gr. 5 Teachers  Team Spirit Day  Substitute Educators Day	19
20	21 Gr. 5 Human Growth & Development  Noche de Familia (Immersion Family Night) 6:00 p.m. LHS LOPAC	22 Gr. 5 Human Growth & Development  Gr. 4 Colonial Day	Thanksgiving Holidays			
27	28	29 PTA Chick-Fil-A Dining Out Day (Sunset Blvd.)	30			

# December 2022

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6 Merry & Bright Curriculum Night 6:00 p.m.	7	8	9	10
11 SIPAT 6:00 p.m.	12	13 Gr. 1 Polar Express 8:30 a.m.  PTA Board of Directors 7:00 p.m.	14	15 PTA Chick-Fil-A Biscuit Sale 7:00 a.m.  Candlelight Luncheon	16 Class Parties  Sing-Along  School Spirit Day	17
18	19	20	21	22	23	24
Winter Break						
25	26	27	28	29	30	31
Winter Break						

# January 2023

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1 New Years Day	2 <b>Weather Make Up Day</b>	3 PTA Board of Directors 7:00 p.m.	4	5	6	7
8  SIPAT 6:00 p.m.	9	10	11	12  End of 1st Semester	13  Teacher Work Day	14
15	16  Martin Luther King Day  <b>Holiday</b>	17	18	19  Duty Free Lunch for Gr. K, 2, 4 Teachers	20  PTA Pizza & Bingo Night 6:30-8:00 p.m.	21
22	23	24  <b>Report Cards Issued</b>	25	26  Duty Free Lunch for Gr. 1, 3, 5 Teachers  SIC 3:00 p.m.	27  <b>School Spirit Day</b>  PTA Pizza & Bingo Night 6:30-8:00 p.m.	28
29	30	31				

# February 2023

Sun	Mon	Tue	Wed	Thu	Fri	Sat
National African American Month			1	2 Groundhog Day	3	4
5 National School Counseling Week	6	7 PTA Board of Directors 7:00 p.m.	8 <b>Collaborative Planning Day</b> (dismissal 11:20 a.m.)	9 PTA Dining Out Night at Flight Deck	10 Duty Free Lunch for Gr. K, 2, 4 Teachers	11
12 SIPAT 6:00 p.m.	13	14 Valentines Day	15 <b>Class Pictures</b> School Resource Officer Appreciation Day	16 PTA Chick-Fil-A Biscuits Sale 7:00 a.m.	17 Parent/Teacher Conferences  <b>Student Holiday</b>	18
19	20 <b>Weather Make Up Day</b>	21	22 National Bus Driver Appreciation Day  Bus Evacuation Drills	23 SIC 3:00 p.m.  PTA Family Math Night 6:00 p.m.	24 <b>School Spirit Day</b>  Duty Free Lunch for Gr. 1, 3, 5 Teachers	25
26	27	28				

# March 2023

Sun	Mon	Tue	Wed	Thu	Fri	Sat
Women's History Month  Music in our Schools Month	National Nutrition Month  Youth Art Month		1	2  Read Across America Day  Read-a-thon Begins	3  Celebrate Reading  <b>(Dress as your favorite book character)</b>	4
5  National Foreign Language Week  National School Social Work Week	6	7  PTA Board of Directors 7:00 p.m.	8  El Mercado for Grade 5 Students (in the morning)  <b>Collaborative Planning Day</b> (dismissal 11:20 a.m.)	9	10  PTA Movie Night 6:00 p.m.	11
12  <b>Daylight Saving Time Begins</b>  SIPAT 6:00 p.m.	13	14	15	16  Absolutely Incredible Kid Day	17  <b>Weather Make Up Day</b>  <b>St. Patrick's Day</b>	18
19	20	21	22  Duty Free Lunch for K - Gr. 5 Teachers	23  Read-a-thon Ends  End of 3rd Nine Weeks  SIC 3:00 p.m.	24	25
26	27	28  <b>Individual Spring Pictures</b>  Square 1 Art Order Forms Go Home	29	30  SIPAT Sponsors Dining Out Night at San Jose	31  Career Day (Dress to represent career choice)  <b>Report Cards Issued</b>	



# April 2023

Sun	Mon	Tue	Wed	Thu	Fri	Sat
School Library Month World Autism Month						1
2 International Children's Book Day National Assistant Principals Week	3	4	5	6	7	8
Spring Break						
9	10	11 PTA Board of Directors 7:00 p.m.	12	13 Duty Free Lunch for Gr. K, 2, 4 Teachers	14	15
16 National Student Leadership Week Public School Volunteer Week SIPAT 6:00 p.m.	17	18	19 Collaborative Planning Day (dismissal 11:20 a.m.) Square 1 Art Orders are Due	20 Duty Free Lunch for Gr. 1, 3, 5 Teachers	21	22 Earth Day
23 National Library Week Administrative Professionals Week	24	25 National Library Workers Day	26 Gr. 2 Field Study to Riverbanks Zoo Administrative Professionals Day	27 SIC 3:00 p.m. PHES PTA International Fair 5:30-7:30 p.m.	28 School Spirit Day	29
30						

# May 2023

Sun	Mon	Tue	Wed	Thu	Fri	Sat
Asian American & Native Hawaiian/ Pacific Islander Heritage Month  Better Hearing & Speech Month	1  National Teacher Appreciation Week  National PE & Sport Week	2  PTA Board of Directors 7:00 p.m.	3  National Teacher Day	4	5  Duty Free Lunch for K - Gr. 5 Teachers  School Lunch Hero Day	6
7  National Music Week  SIPAT 6:00 p.m.	8	9  Gr. 3 SC READY ELA Session 1	10  Gr. 3 SC READY ELA Session 2  National School Nurse Day	11  Gr. 3 SC READY Math	12  School Communicators Day	13
14  <b>Mothers Day</b>	15  Gr. 4-5 SC READY ELA Session 1	16  Gr. 4-5 SC READY ELA Session 2	17  Gr. 4-5 SC READY Math	18  Gr. 4 SCPASS Science  SIC 3:00 p.m.	19  Let's Glow, Cougars! 6:00-8:00 p.m.	20
21	22	23	24  Gr. 5 Graduation	25  Gr. 5 Graduation  PTA Chick-Fil-A Biscuit Sale 7:00 a.m.	26  Gr. 5 Graduation  Gr. 5 Party 2:20-4:00 p.m.  <b>School Spirit Day</b>	27
28	29  <b>Memorial Day</b>	30  Field Day for 4K - Gr. 2	31  Field Day for Gr. 3 - 5			

# June 2023

Sun	Mon	Tue	Wed	Thu	Fri	Sat
Caribbean American History Month				1	2 Last Day for Students  Class Parties  Report Cards Issued	3
4	5	6	7	8	9	10
11	12	13	14 Flag Day	15	16	17
18 Fathers Day	19	20	21	22	23	24
25	26	27	28	29	30	

# PROFILE OF THE South Carolina Graduate

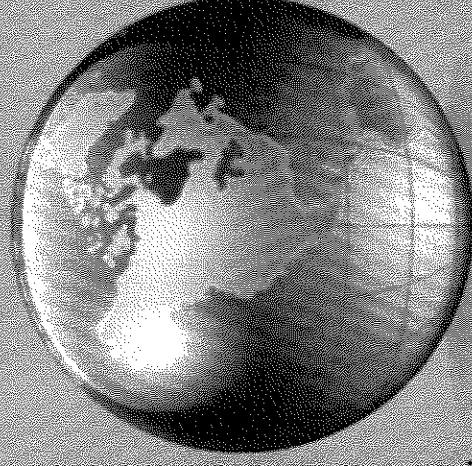
## WORLD-CLASS KNOWLEDGE

Rigorous standards in language arts  
and math for career and college  
readiness

Multiple languages, science, technology,  
engineering, mathematics (STEM), arts and  
social sciences

## WORLD-CLASS SKILLS

Creativity and innovation  
Critical thinking and  
problem solving  
Collaboration and teamwork  
Communication, information,  
media and technology  
Knowing how to learn



## LIFE AND CAREER CHARACTERISTICS

Integrity • Self-direction • Global perspective • Perseverance • Work ethic • Interpersonal skills

© SCASA Superintendents' Roundtable

Adopted by: SC State Board of Education, SC Department of Education, SC Education Oversight Committee, SC Arts Alliance, SC Arts in Basic Curriculum Steering Committee, SCASCD, SC Chamber of Commerce, SC Council on Competitiveness, SC School Boards Association, TransformSC Schools and Districts.

## **Lexington County School District One's Nondiscrimination Statement**

Revised 06-11-2019

Lexington County School District One is committed to a policy of nondiscrimination and equal opportunity for all students, parents/legal guardians, staff, visitors, personnel and community members who participate or seek to participate in its programs or activities. Therefore, the district does not discriminate against any individual on the basis of race, religion, sex (including pregnancy, childbirth or any related medical conditions), color, disability, age, genetic information, national origin or any other applicable status protected by local, state or federal law.

The district will use the grievance procedures set forth in policy to process complaints based on alleged violations of Title VI of the Civil Rights Act of 1964; Title VII of the Civil Rights Act of 1964; Title IX of the Education Amendments Act of 1972; Section 504 of the Rehabilitation Act of 1973; the Age Discrimination Act of 1975; the Age Discrimination in Employment Act of 1967; the Equal Pay Act of 1963; the Genetic Information Nondiscrimination Act of 2008; and Titles I and II of the Americans with Disabilities Act of 1990.

The district designates specific individuals to handle inquiries or complaints. To find out whom to contact and how to contact them, please go to our website at [www.Lexington1.net/contact](http://www.Lexington1.net/contact).