2023-2024

4K Parent Handbook

School District Five of Lexington & Richland Counties

STANDARDS-BASED CURRICULUM

STATE CERTIFIED TEACHERS

FUN, ENRICHING SCHOOL ACTIVITIES

ABILITY-BASED INSTRUCTION

We love and grow our students!

Dear 4K Families of School District Five of Lexington and Richland Counties,

Welcome to our 4K program! We are so excited for another successful school year and glad that you have chosen to enroll your child within our District 4K Program for the upcoming school year!

My vision is that all of our young children receive ongoing opportunities to reach their optimum potential. Parents are an essential part of a child's development. We know that you are your child's first teacher and we want this to be a partnership between the school and the family. Our 4K classrooms are enriched play-based environments that encourage individual exploration, discovery and hands-on learning! We focus on the whole child, including their development in language, cognition, literacy, math, social-emotional skills, physical development, art, music, world languages, social studies and science and technology.

Our mission within the 4K program is to support and nurture the social and educational growth and development of all children and their families by providing quality learning experiences. On behalf of School District Five of Lexington and Richland Counties, I want to wish you and your child a wonderful school year!

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South Carolina Early Learning Standards - 4K

APL: Approaches to Play and Learning

Goal APL-1: Children show curiosity and express interest in the world around them.

*Discover things that interest and amaze them and seek to share them with others. APL-1m

*Communicate interest to others through verbal and nonverbal means (take teacher to the science center to see a new animal). APL-1n

*Show interest in a growing range of topics, ideas, and tasks. APL-1o
*Demonstrate interest in mastering new skills (e.g., writing name, riding a bike, dancing, and building skills). APL-1p

Goal APL-2: Children actively seek to understand the world around them.

*Ask questions to find out more about the things that interest them, including questions about future events. APL-2l

*Choose among different ways to explore the environment based on experience (use a magnifying glass that the class used before to explore something new). APL-2m

*Use what they know from experience to understand what is happening now (get an umbrella to go outside because it is raining). APL-2n

Goal APL-3: Children engage in increasingly complex play.

*Develop and sustain more complex pretend play themes in cooperation with peers. APL-3r

*Use more complex and varied language to share ideas and influence others during play. APL-3s

*Choose to use new knowledge and skills during play (add features to dramatic play scene related to class project, write list, build structure   like displayed picture). APL-3t

*Demonstrate their cultural values and "rules" through play (tells another child, "That's not what we eat for breakfast."). APL-3u

Goal APL-4: Children demonstrate creativity, imagination, and inventiveness.

*Plan play scenarios (dramatic play, construction), and use or create a variety of props or tools to enact them. APL-4l

*Expand the variety of roles taken during dramatic play and add more actions, language, or props to enact roles. APL-4m

*Use materials or actions in increasingly varied and resourceful ways to represent experiences or ideas. APL-4n

*Make up stories, songs, or dances for fun during play. APL-4o

*Invents new games. APL-4p

Goal APL-5: Children are willing to try new and challenging experiences.

*Express a belief that they can do things that are hard. APL-5o

*Approach new experiences independently. APL-5p

*Ask to participate in new experiences that they have observed or heard about. APL-5q

*Independently seek new challenges. APL-5r

Goal APL-6: Children use a variety of strategies to solve problems.

*Seek and make use of ideas and help from adults and peers to solve problems ("How can I make this paint get off my pants?"). APL-6n
*Describe the steps they will use to solve a problem. APL-6o
*Evaluate different strategies for solving a problem and select the strategy they feel will work without having to try it. APL-6p
*Explain how they solved a problem to another person. APL-6q

Goal APL-7: Children demonstrate initiative.

*Show increasing independence and purpose when making choices ("I'm going to the block area to make a track for my race car."). APL-7k
*Independently identify and seek things they need to complete activities or tasks (gather supplies and make a birthday card with a message). APL-7l
*Set simple goals that extend over time, make plans and follow through ("Let's make a rocket ship. We need blocks."). APL-7m

Goal APL-8: Children maintain attentiveness and focus.
*Sometimes able to focus on what is relevant to a task (sort multicolored wooden beads by shape). APL-8k
*Consistently remain engaged in self-directed activities. APL-8l
*Shift attention back to a task after having been diverted from it. APL-8m

Goal APL-9: Children persist in challenging activities.

*Seek help from others to complete a challenging activity (ask a teacher for help putting a puzzle away on a high shelf; ask a friend for help in naming an unfamiliar animal in a picture). APL-9h
*When something does not work, try different ways to complete the   task (when a block tower falls, try putting the blocks together in a different way to build the tower again). APL-9i
*Plan and follow through on longer-term tasks (planting a seed and   caring for the plant). APL-9j
*Keep trying until a challenging activity is complete despite distractions or interruptions (multi-piece puzzle started before lunch and completed later). APL-9k

ESD: Emotional and Social Development

Goal ESD-1: Children demonstrate a positive sense of self-identity and self-awareness.

*Describe themselves in concrete ways, with greater detail and accuracy ("My eyes are brown." "I am tall."). ESD-1o
*Express awareness that they are members of different groups (e.g., family, pre-school class, ethnic group). ESD-1p
*Choose to spend more time on preferred activities, and express awareness of skills they are developing. ESD-1q

Goal ESD-2: Children express positive feelings about themselves and confidence in what they can do.

*Express positive feelings about themselves by showing and/or telling others about themselves, things they like, or things they have done. ESD-2n

*Express the belief that they can do many things. ESD-2o

*Stick with tasks even when they are challenging. ESD-2p

*Express opinions about their abilities in different areas ("I'm a good friend." I can run fast." "I know all my letters!"). ESD-2q

Goal ESD-3: Children form relationships and interact positively with familiar adults who are consistent and responsive to their needs.

*Seek out trusted teachers and caregivers as needed (for emotional support, physical assistance, social interaction, problem solving, and approval). ESD-3t
*Form positive relationships with new teachers or caregivers over time. ESD-3u
*Use language effectively to continue conversations with familiar adults and to influence their behavior (ask for help, ask an adult to do something). ESD-3v

Goal ESD-4: Children form relationships and interact positively with other children.
*Demonstrate social skills when interacting with other children (turn taking, conflict resolution, sharing). ESD-4p
*Form and maintain friendships with other children of diverse cultural backgrounds and abilities. ESD-4q
*Seek and give support with children they identify as friends. ESD-4r
*Use language effectively to have conversations with other children and influence another child's behavior (negotiate sharing a toy, plan how to build a block tower together). ESD-4s
*Play and interact cooperatively with other children (work on project together, ex change ideas). ESD-4t

Goal ESD-5: Children demonstrate the social and behavioral skills needed to successfully participate in groups.
*Follow social rules, transitions, and routines that have been explained to them. ESD-5r
*Make requests clearly and effectively most of the time. ESD-5s
*Balance their own needs with those of others in the group. ESD-5t
*Anticipate consequences and plan ways to solve problems effectively, with guidance and support. ESD-5u
*Use a variety of strategies to solve problems and conflicts with increasing independence. ESD-5v
*Express respect and caring for all people, including people with disabilities. ESD-5w
*Recognize and honor cultural differences. ESD-5x

Goal ESD-6: Children identify, manage, and express their feelings.
*Express a range of emotions   happiness, sadness, fear, anger, disgust, tenderness, hostility, shame, guilt, satisfaction, and love) with their face, body, vocal sounds, and words. ESD-6o
*Independently manage and express feelings effectively most of the time. ESD-6p
*Use a larger vocabulary for talking about different feelings ("I'm frustrated with that puzzle!" "I'm excited about our trip."). ESD-6q
*Give reasons for their feelings that may include thoughts and beliefs as well as outside events ("I'm happy because I wanted to win and I did."). ESD-6r
*Use problem-solving strategies when feeling angry or frustrated. ESD-6s

Goal ESD 7: Children recognize and respond appropriately to the needs and feelings of others.
*Communicate understanding and empathy for others' feelings. ESD-7n
*Show awareness that their behavior can affect the feelings of others (say, "I didn't mean to scare you when I yelled."). ESD-7o
*Choose to act in ways that show respect for others' feelings and points of view most of the time with guidance and support (compliment each other during play, work out conflicts, show respect for opinions expressed by others). ESD-7p

HPD: Health and Physical Development

Goal HPD-1: Children develop healthy eating habits.

*Try new foods. HPD-1s

*Feed themselves with utensils independently. HPD-1t

*Given a selection of familiar foods, identify which foods are nutritious and which are not. HPD-1u

*Talk about variety and amount of foods needed to be healthy (can identify what is missing from their meal). HPD-1v

*Name foods and beverages that help to build healthy bodies. HPD-1w

Goal HPD-2: Children engage in and sustain various forms of physical play indoors and out.
  *Develop strength and stamina by spending extended periods of time engaged in active physical play indoors and out. HPD-2o
  *Communicate ways physical activity keeps us healthy and makes us feel good. HPD-2p
  *Participate in structured and unstructured motor activities that build strength, speed, flexibility, and coordination (red light, green light; chase; free play). HPD-2q
  *Transition independently from active to quiet activities most of the time. HPD-2r

Goal HPD-3: Children develop healthy sleeping habits.
  *Communicate ways sleep keeps us healthy and makes us feel good. HPD-3k
  *Independently start and participate in sleep routines most of the time. HPD-3l

Goal HPD-4: Children develop the large muscle control and abilities needed to move through and explore their environment.
  *Coordinate movement of upper and lower body. HPD-4p
  *Perform complex movements smoothly (skipping, balancing on beams, hopping from one place to another). HPD-4q
  *Move quickly through the environment and stop (run fast, pedal fast). HPD-4r
  *Show awareness of own body in relation to other people and objects while moving through space. HPD-4s

Goal HPD-5: Children develop small muscle control and hand-eye coordination to manipulate objects and work with tools.
  *Draw and write smaller figures with more detail (faces with features, letters, or letter-like forms). HPD-5m
  *Engage in complex hand-eye coordination activities with a moderate degree of precision and control (fasten clothing, cut shapes, put together small pieces). HPD-5n
  *Use tools that require strength and dexterity of small muscles with a moderate degree of control (spray bottle, hole puncher). HPD-5o

Goal HPD-6: Children develop awareness of their needs and the ability to communicate their needs.
  *Use language to ask adults or peers specifically for the kind of help needed in a particular situation. HPD-6i
  *Consistently use strategies to calm themselves when needed. HPD-6j

Goal HPD-7: Children develop independence in caring for themselves and their environment.
  *Use adaptive equipment, ask for help with positioning and movement, and/or participate in medical care routines as needed. HPD-7q
  *Dress and undress themselves independently. HPD-7r

*Perform tasks to maintain the indoor and outdoor learning environment independently. HPD-7s

*Describe the value of good health practices (wash hands to get rid of germs, drink milk to build strong bones). HPD-7t

Goal HPD-8: Children develop awareness of basic safety rules and begin to follow them.
*Avoid potentially dangerous behaviors. HPD-8m
*Consistently recognize and avoid objects, substances, and activities, within the environment that might cause harm. HPD-8n
*Independently follow established safety rules. HPD-8o
*Identify people who can help them in the community (police, firefighter, nurse). HPD-8p

LDC: Language Development and Communication

Goal LDC-1: Children understand communications from others.
*Show understanding of increasingly complex sentences. LDC-1n
*Respond to requests for information or action. LDC-1o
*Follow more detailed multistep directions. LDC-1p

Goal LDC-2: Children participate in conversations with peers and adults.
*Express an understanding that people communicate in many ways (gestures, facial expressions, multiple spoken languages, sign language, and augmentative communication). LDC-2l
*Initiate and carry on conversations that involve multiple back and forth communications or turns between the persons involved in the conversation. LDC-2m
*Initiate and participate in conversations related to interests of their own or the persons they are communicating with. LDC-2n
*Participate in a group discussion, making comments and asking questions related to the topic. LDC-2o
*Show an appreciation for and can use humor appropriately. LDC-2p

Goal LDC-3: Children ask and answer questions in order to seek help, get information, or clarify something that is not understood.
*Answer more complex questions with an explanation ("I didn't like camping out because it rained." "Emily is my friend because she's nice to me.") LDC-3f
*Ask specific questions to learn more about their world, understand tasks, and solve problems. LDC-3g

Goal LDC-4: Children communicate thoughts, feelings, and ideas clearly.
*Use language and nonverbal cues to communicate thoughts, beliefs, feelings, and intentions. LDC-4k
*Adapt their communication to meet social expectations (speak quietly in library, speak politely to older relative). LDC-4l
*Speak clearly enough to be understood by most people. LDC-4m
*States point of view, likes and dislikes. LDC-4n
*Relays messages accurately. LDC-4o
*Expresses ideas in more than one way. LDC-4p

Goal LDC-5: Children describe familiar people, places, things, and events.
　　　*Describe experiences and create and/or retell longer narratives. LDC-5f

Goal LDC-6: Children use most grammatical constructions of their home language well.
　　　*Speak in full sentences that are grammatically correct most of the time. LDC-6i

Goal LDC-7: Children respond to and use a growing vocabulary.
　　　*Repeat familiar songs, chants, or rhymes. LDC-7p
　　　*Use a growing vocabulary that includes many kinds of words to express ideas clearly. LDC-7q
　　　*Infer the meaning of different kinds of new words from the context in which they are used (for example, hear "sandals" and "boots" used to describe two pairs of shoes, and infer that the unfamiliar shoes must be sandals because they know that the other pair of shoes are boots). LDC-7r
　　　*Distinguishes between real and made up words. LDC-7s

Goal LDC-8: Children develop interest in books and motivation to read.
　　　*Engage in reading behaviors independently with increased focus for longer periods of time. LDC-8m
　　　*Use and share books and print in their play. LDC-8n
　　　*Listen to and discuss increasingly complex storybooks, information books, and poetry. LDC-8o

Goal LDC-9: Children develop book knowledge and print awareness.
　　　*Hold a book upright while turning pages one by one from front to back. LDC-9k
　　　*Recognize print in different forms for a variety of functions (writing a message to friend, pointing to print and saying, "Those words tell the story", or reading familiar signs in the environment). LDC-9l
　　　*Recognize print and symbols used to organize classroom activities and show understanding of their meaning (put toys in box with correct symbol and name; check sign-up sheet for popular activity; check schedule to learn next activity). LDC-9m
　　　*With prompting and support, run their finger under or over print as they pretend to read text. LDC-9n
　　　*Demonstrate an understanding of some basic print conventions (the concept of what a letter is, the concept of words, directionality of print). LDC-9o
　　　*Identify their name and the names of some friends when they see them in print. LDC-9p

Goal LDC-10 Children comprehend and use information presented in books and other print media.
*Imitate the special language in story- books and story dialogue with accuracy and detail. LDC-10o
*Use informational texts and other media to learn about the world, and infer from illustrations, ask questions and talk about the information. LDC-10p
*Use knowledge of the world to make sense of more challenging texts. LDC-10q
*Relate personal experiences to an increasing variety of events described in familiar and new books. LDC-10r
*Ask more focused and detailed questions about a story or the information in a book. LDC-10s
*Discuss storybooks by responding to questions about what is happening and predicting what will happen next. LDC-10t
*Discuss storybooks by responding to questions about the beginning, middle, and end of the story. LDC-10u

Goal LDC-11: Children develop phonological awareness.
*Distinguishes between similar sounding words (e.g., tree and three). LDC-11j
*Enjoy rhymes and wordplay, with songs, poems, and books and sometimes add their own variations. LDC-11k
*Repeat a variety of rhythmic patterns in poems and songs using words, clapping, marching, and/or instruments to repeat the rhythm or beat syllables. LDC-11l
*Play with the sounds of language, identify a variety of rhymes, create some rhymes, and recognize the first sounds in some words. LDC-11m
*Associate sounds with specific words, such as awareness that different words begin with the same sound. LDC-11n

Goal LDC-12: Children begin to develop knowledge of the alphabet and the alphabetic principle.
*Demonstrate an interest in learning the alphabet. LDC-12e
*Show they know that letters function to represent sounds in spoken words. LDC-12f
*Recognize and name many letters of the alphabet, especially those in their own name and in the names of others who are important to them. LDC-12g
*Make some sound-to-letter matches, using letter name knowledge (notice the letter B with picture of ball and say, "Ball"; say, "A-a-apple."). LDC-12h
*Associate sounds with the letters at the beginning of some words, such as awareness that two words begin with the same letter and the same sound. LDC-12i

Goal LDC-13: Children use writing and other symbols to record information and communicate for a variety of purposes.
*Represent thoughts and ideas in drawings and by writing letters or letter-like forms. LDC-13f

*Incorporate representations of signs, logos or others commonly used symbols into their drawing or writing to communicate the messages that they convey. LCD-13g

*Communicate their thoughts for an adult to write. LDC-13h

*Independently engage in writing behaviors for various purposes (e.g., write symbols or letters for names, use materials at writing center, write lists with symbols/letters in pretend play, write messages that include letters or symbols). LDC-13i

*Engage in discussions regarding different purposes (enjoyment, information) and forms of writing (narrative, informational and opinion). LCD-13j

Goal LDC-14: Children use knowledge of letters in their attempts to write.
*Use known letters and approximations of letters to write their own name and some familiar words. LDC-14d
*Try to connect the sounds in a spoken word with letters in the written word (write "M" and say, "This is Mommy."). LDC-14e

Goal LDC-15: Children use writing skills and conventions.
*Use a variety of writing tools and materials with increasing precision. LDC-15i
*Imitate adult writing conventions that they have observed (write groups of letter-like forms separated by spaces, try to write on a line, press Enter key on computer after typing a series of "words"). LDC-15j   *Use some conventional letters in their writing. LDC-15k

MTE: Mathematical Thinking and Expression

Goal MTE-1: Children demonstrate a beginning understanding of numbers and quantity during play and other activities.
*Compare the amount of items in small sets of objects (up to 5 objects) by matching or counting and use language such as "more than" and "less than" to describe the sets of objects. MTE-1q
*Show an understanding of magnitude by recognizing larger sets when compared to smaller sets and describe how they are different. MTE-1r
*Rote count to 20 with increasing accuracy. MTE-1s
*Count up to 10 objects in a variety of ways (e.g., left to right, right to left, in stacks, etc.) MTE-1t
*Count up to 10 objects arranged in a line using one-to-one correspondence with increasing accuracy, and answer the question "How many are there?" MTE-1u
*Recognize numerals up to 10 and attempt to write them or number- like forms during play and daily activities. MTE-1v
*Match numerals 1–10 to sets of objects, with guidance and support. MTE-1w
*Recognize that objects can be counted as part of different groups (forks can be counted alone, or as part of a set of utensils) MTE-1x
*Given a number 0–5, count out that many objects. MTE-1y
*State the number of objects in a small collection (1–5) without counting (when a friend holds up two fingers, look at her hand and say, "Two fingers" without counting). MTE-1z

*Tell what number comes next or what number came before another number when counting 1–5. MTE-1aa

*Show understanding of first, next, and last during play and daily activities (answer questions about who is first and last to slide down the slide; say, "The engine is first, and the caboose is last" when making a train). MTE-1ab

Goal MTE-2: Children demonstrate a beginning understanding of numbers and operations during play and other activities.
*Use observation and counting with increasing accuracy to answer questions such as "How many do we need?" and "How many more do we need?" during play and other daily activities (count new children to see how many more plates are needed for snack; return extra drinks to cooler at picnic to arrive at the correct number). MTE-2d
*Show different ways a set of up to five objects can be decomposed (broken apart) or composed (put together) (e.g., 5 objects can be broken into 2 and 3 objects and 2 and 3 can be combined to make 5 objects). MTE-2e

Goal MTE-3: Children demonstrate a beginning understanding of algebraic thinking by sorting, describing, extending, and creating simple patterns during play and other activities.
*Sort a group of objects (0–10) using one attribute (color, size, shape, quantity) with increasing accuracy (sort blocks by shape and place like-shaped blocks on the shelf; sort beads by color or another attribute). MTE-3h
*Describe, duplicate, and extend simple repeating patterns (two-part patterns) using concrete objects (look at a pattern of beads and tell what bead comes next in the pattern). MTE-3i
*Show beginning abilities to create simple repeating patterns. MTE-3

Goal MTE-4: Children begin to identify, describe, classify, and understand shape, size, direction and movement during play and other activities. *Consistently use a variety of words for positions in space (in, on, over, under, etc.), and follow directions using these words. MTE-4l
*Use 2- and 3-dimensional shapes to represent real world objects (say, "We are building a castle and we need a round block for the tunnel." "I glued a circle and a square on my picture to make a house."). MTE-4m
*Identify basic 2- and 3-dimensional shapes (square, circle, triangle) in the environment. MTE-4n
*Name basic 2 and 3-dimensional shapes (square, prism, circle, sphere, triangle, pyramid, hexagon), and describe their characteristics using informal descriptive and geometric attributes ("That's a triangle; it's pointy." "It's a circle because it's round."). MTE-4o

Goal MTE-5: Children demonstrate a beginning understanding of measurement (the idea of repeating the use of an object to measure) and a beginning understanding of data analysis through comparing, and interpreting data during play and other activities.
*Use descriptive language for size, length, or weight (short, tall, long, heavy, and big). MTE-5k

*Directly compare more than two objects by size, length, or weight ("That rock is heavier than these others; I can't lift it." Look at three strings that are different lengths and select the longest string). MTE-5l*Put a few objects in order by size, length, or weight (arrange a group of 3 blocks in order from the shortest to the longest). MTE-5m

*Use simple measurement tools with guidance and support to informally measure objects (a ruler, measuring cup, scale). MTE-5n

*Describe the weather as hot or cold. (Continue to engage in explorations with temperature.) MTE-5o

*Recognize routines with time passing throughout the day (identifying circle time, snack time, outside play, etc.) MTE-5p

Goal MTE-6 Children use mathematical thinking to solve problems in their everyday environment.
*Seek answers to questions during play and daily activities using an increasing variety of mathematical strategies (figure out how to balance a block structure; to build a bridge; to create a pattern with Legos®). MTE-6d
*Use drawing, writing, and concrete materials to represent and communicate a variety of mathematical ideas (draw shapes to represent pattern; stack different-colored blocks to represent classmates' answers to a survey question). MTE-6e
*Begin to explain how a mathematical problem was solved ("I saw that there was always a blue flower after a red flower so I knew to put a blue one next." "I counted four friends who didn't have crackers, so I got four more."). MTE-6f
*Identify and describe strategies used to complete increasingly difficult puzzles (e.g., when completing a floor puzzle, working on the edges first). MTE-6g

CD: Cognitive Development

Goal CD-1: Children use their senses to construct knowledge about the world around them.
*Explore objects, tools, and materials systematically to learn about their properties (weigh an object, observe something from the top of the object to the bottom). CD-1l
*Express knowledge gathered through their senses using play, various art forms, language, and other forms of representation (show an understanding that one block is heavier than another, that play dough can be modeled into longer and shorter logs, that blocks can be used to represent a telephone). CD-1m
*Distinguish appearance from reality (the person behind a mask is still the same person; recognize that a fantasy story could not be real). CD-1n
*Organize and use information through matching, grouping, and sequencing. CD-1o

Goal CD-2: Children recall information and use it for addressing new situations and problems.
    *Demonstrate their ability to apply what they know about everyday experiences. CD-2u
    *Describe past events in an organized way, including details or personal reactions. CD-2v
    *Improve their ability to make predictions and explain why things happen using what they know. CD-2w
    *Introduce more elaborate or detailed ideas or actions into play based on previous knowledge or experience. CD-2x
    *Try to reach logical conclusions (including conclusions regarding cause and effect) about familiar situations and materials, based on information gathered with their senses. CD-2y
    *Speculate and imagine what might happen next. CD-2z

Goal CD-3: Children demonstrate the ability to think about their own thinking: reasoning, taking perspectives, and making decisions.
    *Uses language to identify pretend or fantasy situations (say, "Let's pretend we're going on a trip." "That's a pretend story."). *CD-3j*
    *Express understanding that others may have different thoughts, beliefs, or feelings than their own ("I like ketchup and you don't."). *CD-3k*
    *Use language to describe their thinking processes with adult support. *CD-3l*
    *Work on a project over several days, solving problems and making their work more elaborate. *CD-3m*

Goal CD-4: Children demonstrate appreciation for different forms of artistic expression.
    *Express pleasure in different forms of art (express preferences, choose to look at book of photographs or listen to music again). CD-4i
    *Participate in, describe, and ask questions about art, music, dance, drama, or other aesthetic experiences (describe dancers spinning round and round; talk about colors in a painting). CD-4j
    *Use art-specific vocabulary to express ideas and thoughts about artistic creations more clearly (say, "We need a stage for our puppet show"). CD-4k
    *Recognize the value of artistic expression and the role the arts play in human's lives. CD-4l

Goal CD-5: Children demonstrate self-expression and creativity in a variety of forms and contexts, including play, visual arts, music, theater, and dance.
    *Choose to participate and express themselves through a variety of creative experiences, such as art, music, movement, dance, and dramatic play. CD-5r
    *Plan and act out scenes based on books, stories, everyday life, and imagination. CD-5s
    *Plan and complete artistic creations such as drawings, paintings, collages, and sculptures. CD-5t
    *Recall and imitate different musical tones, rhythms, rhymes, and songs as they make music or participate in musical activities (clap previous beat to a new song). CD-5u

*Recall and imitate patterns of beat, rhythm, and movement as they create dances or participate in movement and dance activities. CD-5v

Goal CD-6: Children demonstrate knowledge of relationships and roles within their own families, homes, classrooms, and communities.
*Talk about a wide circle of family members and other people important to the family, their relationships to each other, and shared experiences. CD-6k
*Adopt roles of a wide variety of family and community members during dramatic play, using props, language, and actions to add detail to their play. CD-6l
*Recognize and identify the roles of a wide variety of community helpers (police, fire fighters, garbage collectors, doctors, dentists). CD-6m

Goal CD-7: Children recognize that they are members of different groups (e.g., family, preschool class, cultural group).
*Identify and express self as a part of several groups (e.g., family, preschool class, faith community). CD-7e

Goal CD-8: Children identify and demonstrate acceptance of similarities and differences between themselves and others.
*Show acceptance of people who are different from themselves as well as people who are similar. CD-8f
*Talk about how other children have different family members and family structures than their own ("I live with my Grandma and Shanika lives with her Mom and Dad." "David's dad works but my Daddy stays home and takes care of me."). CD-8g
*Show acceptance of different cultures through exploration of varying customs and traditions, past and present (how people dress, how people speak, food, music, art, etc.). CD-8h

Goal CD-9: Children explore concepts connected with their daily experiences in their community.
*Describe characteristics of the places where they live and play (say, "My house is big and there are trees in my yard." "The playground has swings and a sandbox."). CD-9f
*Observe and talk about changes in themselves and their families over time. CD-9g
*Observe and talk about how people adapt to seasons and weather conditions (put on sunscreen on sunny days, wear rain gear). CD-9h*Show awareness of the basic needs all families have (food, shelter, clothing) and how needs are met (work, help each other). CD-9i *Demonstrate positive social behaviors and take personal responsibility as a member of a group (share, take turns, follow rules, take responsibility for classroom jobs). CD-9j

Goal CD-10: Children observe and describe characteristics of living things and the physical
world.
*Collect items from nature (rocks, leaves, and insects) and classify them using
physical characteristics (color, size, shape, texture). CD-10k
*Notice and react to the natural world and the outdoor environment. CD-10l
*Describe some things plants and animals need to live and grow (sunlight, water,
food). CD-10m
*Take responsibility for the care of living things (independently feed classroom pet as
daily chore, water plant when dry, weed vegetable garden). CD-10n
*Notice and describe weather conditions, position of the sun and moon at different
times, and seasonal changes. CD-10o
*Notice, describe, and attempt to explain properties of materials and changes in
substances (metal railing is hot because the sun shines on it; ice melts when it gets
warmer). CD-10p
*Participate in activities that help to care for the environment and explain why they are
important with guidance and support (gathering cans for recycling, planting trees).
CD-10q

Goal CD-11: Children explore the world by observing, manipulating objects, asking
questions, making predictions, and developing generalizations.
*Represent what they learn during scientific exploration through drawing, modeling,
building, movement, or other methods. CD-11n
*Ask questions and identify ways to find answers (look in a book, use the computer, try
something and watch what happens). CD-11o
*Compare objects, materials, and phenomena by observing and describing their
physical characteristics. CD-11p
*Use an increasing variety of tools to investigate the world around them (measuring
tools, balance, prism, droppers). CD-11q
*Make and check predictions through observations and experimentation, with adult
support and guidance. CD-11r
*Manipulate the environment to produce desired effects and invent solutions to
problems (attach a piece of string to the light switch so they can independently turn off
the lights). CD-11s
*Engage in the scientific process by observing, making predictions, recording
predictions (through photographs, drawings or dictations), developing plans for testing
hypotheses, trying out ideas and communicating outcomes. CD-11t
*Analyze the result of an attempted solution and use new information to solve a
problem (e.g. after observing a paper boat sinking in the water, making a new boat out
of a different material to see if it would float). CD-11u

PROGRAM PHILOSOPHY AND GOALS:

Early childhood is an especially significant period – one during which your child's experiences will dramatically shape his/her subsequent development and success. The 4K teachers of   District Five acknowledge their critical roles and commit to providing programs of unmatched quality.

District Five's 4K Staff will therefore strive:

- To create classroom environments welcoming to both children and their families;

- To provide instruction that is both intellectually rigorous and developmentally appropriate;

- To create the strongest possible bonds between the school and home;

- To nurture each child's ability to interact successfully with others through the creation of classrooms that promote decision-making, the peaceful resolution of conflicts and respect for others.

- To ensure that each student is optimally prepared for success in kindergarten and beyond.

OPERATING POLICIES AND PROCEDURES:

Attendance:

Regular attendance is critical to your child's success. While state law does not compel any child's participation in four-year-old child kindergarten, participating families agree to follow district attendance guidelines.

Students are expected to attend school each day in accordance with the approved school calendar. Any student who misses school must present a written excuse within 3 days (Board Policy JH), signed by a parent/guardian, or the medical professional who treated the child. If the student fails to submit a valid excuse to school, he/she will automatically receive an unexcused absence. The building principal must approve or disapprove individual absences in excess of ten days regardless if those absences are lawful, unlawful, or a combination of the two.

Absences:

In accordance with *State Board Regulation 43-274*:

Students are considered <u>lawfully</u> absent when:	Students will be considered <u>unlawfully</u> absent when:
1. They are ill and their attendance in school would endanger his or her health or the health of others	1. There is an absence without the knowledge of the parent/ guardian
2. There is a **death or serious illness** in their immediate family - with proper documentation (i.e. bulletin, death notice, obituary, etc)	2. There is an absence with the knowledge of a the parent/ guardian but **is not considered a lawful absence**
3. There is a **recognized religious holiday** of their faith	
4. The student is **suspended** from school	
5. There is an absence due to **an activity that is pre-approved** by the school building principal	
Please keep in mind that parent notes are considered excused within the first 10 absences only if the reason for the absence is lawful	

Parents will be notified daily when their child is absent from school via the school messaging system (Blackboard). If a student misses <u>3 full-day</u> consecutive unlawful/unexcused days and/or misses a total of 5 or more <u>full-day</u> unexcused absences, then the student is considered **truant** (South Carolina State Board Regulation 43-274). Once a student is determined to be truant, parents/guardians will receive a letter requesting a conference so that an **Attendance Intervention Plan (AIP)** can be put into place. It is imperative that the school and family collaborate in order to ensure the student's attendance improves.

As a result, all elementary schools will track the exact minutes students are on campus. Therefore, it is imperative that students are on time to school and remain at school, when possible, for the entire instructional period.

School personnel will approve subsequent absences on a case-by-case basis.

Confidentiality:

Only school personnel (Teacher, Teaching Assistant, Principal, Assistant Principal, Guidance Counselor, Psychologist and school Nurse) and the 4K personnel will have access to your child's assessment scores and personal data. All confidential material will be locked in the file cabinet housed at the school.

Birthdays:

We enjoy having birthday activities for the 4K children. Please work with your child's school and teacher to determine the best way to celebrate. We also ask that you abide by the District's Health and Wellness Policy when bringing in outside food and drinks.

Recess:

Your child's teacher will plan for two recess breaks for a minimum of 30 minutes each day. Please inform your child's teacher should there be any reason(s) why he/she should not participate in recess.

Calendar:

The 4K program follows the District Five calendar, with some minor variations at the beginning of the year. A copy of the 4K calendar is attached to this handbook. Please take note of those days during which 4K classes will not be held.

In addition to these basic needs, parents play an important role in learning. One way in which you can impact your child's academic future is to read to him or her daily. Studies have shown that this "at home reading" is the single greatest predictor of a child's own literacy development. Visit the library often!

Additionally, parents are encouraged and/or required to do the following:

- Participate in a welcome visit or 4K Orientation.

- Volunteer in your child's classroom with the teacher's discretion. Our doors are always open to parents and we encourage you to call and set up a visit anytime! Please contact your child's teacher for new policies for this school year.

REST:

A short rest (30-45 minutes) is scheduled daily. Depending on the teacher's preference and available storage space you may be asked to provide a mat, a towel/blanket, or both. Towels and blankets will be sent home for washing each Friday and should be returned each Monday after cleaning.

CLOTHING:

Your child will be involved in a variety of activities, some of which are physically active or can become messy. Please dress your child in clothing that is comfortable and will not discourage him or her from participating fully. Tennis shoes are preferable.

Except in cases of rainy or extraordinarily cold weather, your child will play outdoors for a portion of each day. Please make sure he or she is dressed for the weather and prepared for outdoor play. Write your child's name on sweaters, jackets, hats, boots, etc. This will help us identify lost items.

Finally, please be sure that your child's book-bag is stocked with a seasonally appropriate change of clothing (underwear, shirts, pants/dress, sunscreen lotion, bug spray) in case he or she needs to change clothes during the school day.

"Center time" is another important part of each day. Each classroom is divided into a number of learning centers, which may include areas for block building, dramatic play, reading, writing/art, music and listening. An important part of our curriculum involves each child in developing and carrying out a plan of action for the day. Each student will plan what he or she intends to do during center time and report this activity to the teacher – who will, in turn, help the child to monitor progress and suggest ideas for extension. After clean up, the children briefly report on their activities for the day.

Additionally, there is a parent friendly version of the Standards attached as well. Feel free to contact the Youth and Family Services personnel or your child's teacher should you want more information about the curricula used.

EMERGENCY CONTACT NUMBERS:

It is critical that your child's school and teacher have current phone and emergency numbers on file. If these numbers change during the year, be sure to notify us immediately. If you do not have a phone, please give us the number of someone who can contact/find you on short notice in case an emergency arises during the day.

GRIEVANCE PROCEDURE:

We strive to ensure your family's satisfaction with our programs. Should you ever have questions or concerns relating to your child's classroom, we urge you to contact his/her teacher to arrange a conference. For additional assistance, please contact your school principal or District Five's Department of Youth and Family Services at 803-476-3165.

LUNCH AND MEALS:

4K students eat lunch at school and have the option of purchasing both breakfast and lunch in the school cafeteria. Information on pricing and the availability of free and reduced price meals will be provided by your child's teacher. A snack will often be provided. Should you opt to send a lunch from home, we encourage you to make it a healthy lunch consisting of: a sandwich, vegetable sticks, fruit, and a drink. In compliance with our Physical Development and Health Standards, we reserve the right to limit your child's intake of excessive sugary treats for lunch. Additionally, the foods sent must be in the original container. No candy is allowed at school. Please see the School District 5 of Lexington and Richland Counties' policy if you have further questions.

PARENT RESPONSIBILITIES:

Your child's success in school is the result of a three-way partnership between parents, teachers and the child. As parents you can help in many ways.

First and foremost, you are responsible for the physical and emotional well being of your child. He or she will learn best, when provided:

- Balanced meals, including breakfast
- Sufficient rest (10-12 hours of sleep per night)
- Appropriate clothing (clean, neat and comfortable for play)
- Regular medical care (check-ups, immunizations, and medication for illnesses)

The Richland and Lexington County Health Department Clinics are open to all:

Richland County	Lexington County
2000 Hampton St.	1070 S. Lake Dr.
Columbia, SC 29204	Lexington, SC 29073
803-748-4980	803-791-3580

SUPPLIES:

The schools provide all supplies for the full-day 4K program, so it is not necessary for your child to bring crayons, pencils, paper or any other items. Please do not allow your child to bring toys to school. We ask, however that he or she bring the following:

- A book bag, labeled with his or her name. (This will be used daily to transport important papers between school and home. Please check and empty the book bag daily.)

- A complete change of clothes, appropriate to the weather. (Please seal these in a large zip-lock bag with your child's name on the outside. These will be kept in the classroom in case of "accidents.")

- A mat and/or towel for your child to rest on. Your child's teacher will let you know which she prefers. All towels will be sent home on Fridays for washing. A clean towel should be returned to the school each Monday.

TOILET TRAINING:

Toilet training can be an exciting and challenging time in both you and your child's life. We believe for the highest success rate, toilet training needs to take place before entering our public 4K classrooms. We want all of our students to have successful toilet training experiences and we are here to help with ideas and strategies if needed. Therefore, students that are accepted into our programs should be able to use the toilet independently. We define successful independent toileting as having the ability to lower his/her underpants (as well as deal with other clothing), complete the act of urinating and/or defecating in the toilet, wipe themselves, flush and re-dress themselves.

Children in all 4K classes are encouraged to be able to complete toilet independently (as described in the above paragraph). This policy is in place because these classrooms are managed by certified teachers that are trained to teach and monitor all students in a safe and secure environment. Our teachers and assistants are not equipped to change diapers or soiled clothing. Therefore, independent toileting is highly recommended for all students entering 4K. If a child is suspected to have a medical reason or a disability my interfere with toilet training, the family will be referred to the proper school personnel for assistance.

TRANSPORTATION:

The district provides bus transportation for all 4K students attending their assigned school. Parents may also provide transportation by car or arrange for pickup and drop-off by child care providers. It is very important that you let your child's teacher know how your child will be transported. After these arrangements are communicated, you must send a note each time your child is to be transported in a different way. (For example, if your child usually rides a bus, but will be picked up by a relative on a given date.) For your child's own safety, unless the teacher is notified in writing of a change, the child will be sent home in the way that parents designated at the beginning of the year. Additionally, we are very concerned about your child's safety while riding the bus, so we will weigh your child twice a year to make sure we are providing the necessary car seats on the bus.

VISITING/VOLUNTEERING:

*** *Please contact your child's school or teacher for visitation policies.*

Our doors are always open to you! We encourage you to visit your child's classroom as often as your schedule permits.

Once a year your child's teacher and assistant will conduct a "home visit." This can be virtual or at the school. The home visit is to welcome you, to build a connection between home and school, and to provide you with needed information about the growth your child is making. The home visit component of the program is mandatory. Please work with your child's teacher to help make this the most rewarding part of the program. Parent conferences will be conducted mid-year and at the end of the year.

If you have additional time that you'd like to devote to volunteering in your child's classroom, we ask that you contact his/her teacher in advance to schedule both an acceptable time and a brief volunteer orientation. While preschool classrooms may look chaotic, each day's activities are carefully planned. Before putting you to work, your child's teacher will want to explain these activities and orient you to the ways you can most appropriately contribute.

Again, this packet represents an effort to answer commonly asked questions. If you have concerns that aren't addressed here, please contact your child's teacher. We are happy to help!

HOURS OF OPERATION:

From August 15, 2023 through August 25, 2023, your child will attend a 2.5 hour session. Beginning August 28, 2023, the 4K program will operate on a full-day schedule matching that of the school in which the classroom is housed. Students will eat lunch and snack at school and take a short rest. Because these beginning and ending times vary slightly from school to school throughout the district, your child's teacher will notify you of the operating hours for your particular location.

ILLNESS:

If your child becomes sick at school, he or she will be taken to the health room to await your arrival should you need to pick up your child. Please let your child's teacher know if he/she has any allergies (food, materials etc.)

Be aware that medications cannot be given to a student in the health room unless the parent or guardian has made a written request and signed the appropriate forms. Prescription medication must be in the prescription bottle and bear the physician's name, child's name, dosage, etc. Over the counter medications must be in the original container. No medications will be given in the classroom. Remember that the school nurse will not diagnose or prescribe treatment. This is the responsibility of your family physician.

For the well being of your child and his/her classmates and teachers, there are times when a student should remain at home. The following criteria should be used to determine whether your child should stay home.

Please do not send your child to school if he or she:

***For the most up-to-date information relating to District Five's policies and procedures on COVID-19, please refer to the District Five webpage at https://www.lexrich5.org*

- Has had a fever of 100 degrees or above in the past 24 hours.
- Has experienced vomiting or diarrhea within the past 24 hours
- Is known to have a communicable or contagious disease (If this is the case, please contact your child's teacher so she can be on the lookout for other exposed students developing similar symptoms.)
- Has untreated head lice or scabies
- Is experiencing undiagnosed red eyes or drainage from eyes
- Has an undiagnosed rash or skin eruptions
- Is experiencing a sore throat or ear-ache accompanied by fever

Hand-washing:

To keep communicable diseases at bay, we are asking that you support our teaching the children the proper hand-washing technique at home:

1. Moisten hands with warm water and use soap.
2. Rub hands together for 20 seconds (sing 2 verses of "Row, row, row your boat").
3. Rinse hands free of soap under running water.
4. Dry hands with a clean, disposable paper towel or air dry with a blower.
5. Use the paper towel to turn off the water. Throw the used paper towel into a hands-free trash container.
6. The use of hand sanitizer with alcohol as an ingredient can be provided by the teacher/ school only!

HELP YOUR CHILD BE A SUCCESSFUL STUDENT

Here are some important things you can do for your child. They do not require any special skills – just a little time.

- Establish daily habits. Set up guidelines for a regular bedtime and a minimum number of hours of sleep each night. Emphasize the   importance of regular attendance at school, and insist on this from the very beginning of your child's school career.

- Praise your child. Be aware of what your child brings home from school, applauding work well done and offering assistance where needed.

- Care for books. Treat the books and magazines in your home as prized possessions. Give them as gifts; make them treasures.

- Talk to your child. Use a normal speaking voice and include words your child may not know. Hearing new words will help your child learn them, which makes learning to read easier.

- Listen to your child. Encourage your child to talk about the things he/she sees and does. Ask questions and show a genuine interest.

- Read to your child. As mentioned previously, this is perhaps the most important thing you can do. Make reading fun and make sure your child sees you reading for a variety of purposes. He or she will find reading pleasurable if you do too!

- Go to school. Children love to have their parents at school! Show your child that you care about school by attending special events and volunteering in your child's classroom.

- Visit interesting places. Give your child lots of new experiences. Go to the zoo, a new building, the fair, and other interesting places and events in your area. Since children often like to read about things they have seen or done, take your child to the library and find books related to your experiences.

Lexington-Richland School District Five – 3K & 4K
2023-2024 Year-Round Modified Academic Calendar

July 2023

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

August 2023

S	M	T	W	T	F	S
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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

September 2023

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17	18	19	20	21	22	23
24	25	26	27	28	29	30

October 2023

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22	23	24	25	26	27	28
29	30	31				

November 2023

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19	20	21	22	23	24	25
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December 2023

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10	11	12	13	14	15	16
17	18*	19*	20*	21*	22	23
24	25	26	27	28	29	30
31						

January 2024

S	M	T	W	T	F	S
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21	22	23	24	25	26	27
28	29	30	31			

February 2024

S	M	T	W	T	F	S
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4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19*	20	21	22	23	24
25	26	27	28	29		

March 2024

S	M	T	W	T	F	S
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24	25	26	27	28	29*	30
31						

April 2024

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28	29	30				

May 2024

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June 2024

S	M	T	W	T	F	S
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2	3	4	5	6	7	8
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23	24	25	26	27	28	29
30						

August 7.. First Day for Teachers
August 7-14..Teacher Work Day/Staff Dev.
August 15.. First Day for Students
August 15-25.................................1/2 Days for 4K on AM/PM Schedule
August 28...First Full Day for 4K Students
September 4...Labor Day Holiday
October 13 ....Teacher Work Day/Fall Break
October 16 .... Fall Break
November 22-24...Thanksgiving Holidays
December 18-January 1... Winter Break
Work day for 240-day employees

January 2...Teacher Work Day/Staff Dev.
January 3..Students Return to School
January 15...Dr. M. L. King, Jr. Holiday
February 16......................................Teacher Work Day/Staff Dev.
February 19...........................No School for Teachers or Students
March 18...Teacher Work Day/Staff Dev.
March 29-April 5...Spring Break
May 27..Memorial Day Holiday
May 28...Last Day for 3K Students
May 29-31...Half Days for Students
May 31.. Last Day for Students & Teachers

Additional student learning opportunities will be provided during the school year on dates to be determined and communicated to families by the individual schools.

Possible severe weather make-up days: October 16, February 19, March 29
Half Days for Students: May 29-31
Parent/Teacher Conferences: October 13

School District Five is a SCDE approved eLearning district. The current provision allows the district to use up to five (5) days in eLearning. These days are for emergency situations, such as inclement weather or utility interruptions (for example, water line breaks or power outages). They are not planned days on the calendar.

School Day	**Schools & Offices Closed** *Work day for 240-day employees*	**Staff Development/ Teacher Work Day No School for Students**	**School Day/End of Nine Weeks**

The early childhood years are so important for children to learn and build social and emotional skills. With this understanding, our district has adopted the Pyramid Model. The Pyramid Model is a framework of evidence-based practices for promoting young children's healthy social and emotional development. Pyramid Model classrooms focus on creating high quality supportive environments while fostering nurturing and responsive relationships. Teachers use a variety of strategies to incorporate social emotional skills into everyday learning, including read-alouds, teaching emotions awareness, teaching problem solving skills and teaching children how to handle anger and frustration appropriately. For more information, visit www.challengingbehavior.org. Two resources to check out are the Backpack Connection Series for Families and the Making Life Easier Series. The Backpack Connection Series provides a way for teachers and families/caregivers to work together to help young children develop social emotional skills and reduce challenging behavior. The Making Life Easier series is designed specifically for parents and caregivers. These tip sheets contain valuable information on how to make often challenging events easier to navigate and even enjoyable!

Student Enrollment and Records

Student is considered "enrolled" only after all school district forms are completed. When the child transitions to kindergarten, his/her enrollment information and records will remain at the current school or be transferred to the school that the child will attend.

Curriculum

The School District of Lexington and Richland Counties uses the Frogstreet Curriculum as a guide to foster growth in social-emotional development, age and communication, cognitive skills and general knowledge, health and physical development, and self-help skills. Frogstreet is designed to allow children to experience success in 4K, and to prepare them for future educational success.

- It helps teachers to know what to teach, why to teach it, and how children learn best.
- Enables teachers to respond to the individual needs and learning styles of all of the children in their classrooms.
- Identifies the cognitive, social-emotional, language, literacy, physical, math, social studies, arts, and science and technology content taught by our teachers. It relates directly to the subject areas that are used in elementary schools, so children's learning in 4K provides the foundation for the learning that will follow.

In addition, we use the Creative Curriculum's Teaching Strategies GOLD as an assessment tool.

All 4K classrooms also utilize Teachtown a research-based social and emotional skills curriculum. The activity-based lessons help children gain language and communication skills as they learn to identify feelings, solve problems, and get along with others.

Class Sizes

The maximum number of 4K students per classroom is 20. The staff-child ratio in 4K classrooms will not exceed 1:10.

Parent Teacher Conferences/Student Progress

Parents/guardians will be given the opportunity to participate in 2 scheduled parent-teacher conferences each year. A 4K teachers look forward to this chance to meet with parents/guardians to discuss their child's development and progress. This is also a time for parents/guardians to ask questions and share information with teachers. Please know that the teacher is available at any time during the year if you have questions or new information to share. Progress will be monitored two times per year through use of the Creative Curriculum/Teaching Strategies GOLD assessment.

Delayed Placement for Five-Year-Olds

The District's 4K program is intended for children turning four years of age from September 1 through the previous September 2. The Kindergarten program is intended for children turning five years of age from September 1 through the previous September 2. Therefore, we do not retain children in 4K. If parents feel that there are major concerns, they should talk with the 4year old teacher who can refer the parent to our Special Services Department.

Toys and Other Personal Items

The 4K center provides children with a variety of toys and learning opportunities. Please leave all personal items and toys at home. The 4K staff is not responsible for lost or missing items.

Bullying Policy: The School District of Lexington and Richland Counties is committed to providing a safe, positive, and respectful learning environment for all students to learn and attain high academic standards and to promote healthy human relationships. Bullying, like other disruptive behavior, is conduct that interferes with students' ability to learn and teachers' ability to educate students in a safe environment. The complete School District Bullying Policy may be found in at https://www.lexrich5.org/Page/19563.

Weapons Policy: Educating children about the seriousness of possessing weapons or facsimiles must be a joint effort between the school and home. As per board policy, no one shall possess, use, or store a weapon or a toy/look-alike weapon in or on school property, in school vehicles, or at school-related activities.

Student Dress Student dress is an integral part of the educational process. We expect children to be dressed appropriately for school. Student dress should not disrupt the learning process within the classroom. For safety reasons, children will be required to wear shoes indoors. It is especially important that your child is dressed appropriately for the cold weather conditions. Please discuss with your teacher her expectations for extra clothing.

Child Abuse & Neglect

Teachers, social workers, health care practitioners, nurses and child care workers are required by law to report suspected cases of physical abuse, sexual abuse, or neglect to the Department of Human Services (DHS) or the police department. If you have any questions about the mandated reporter law or what would be considered as child abuse or neglect, contact your school's counselor.

Non-Discrimination Policy

The School District of Lexington and Richland Counties does not discriminate on the basis of sex, race, color, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disability.

4K Program Staff

Davida Price

Coordinator of Youth & Family Services

dcprice@lexrich5.org

Kristin Dashiell

Administrative Assistant

kdashiel@lexrich5.org

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NOTES:

School District Five of Lexington and Richland Counties

1020 Dutch Fork Road

Irmo, South Carolina