

2024-25

STUDENT HANDBOOK



LEXINGTON COUNTY
SCHOOL DISTRICT ONE



Our Mission:

To guide all students to learn, grow and excel



Our Five Year Targets

2024–2029

95% of our graduates to be college, career or military ready



95% of our students on track to graduate



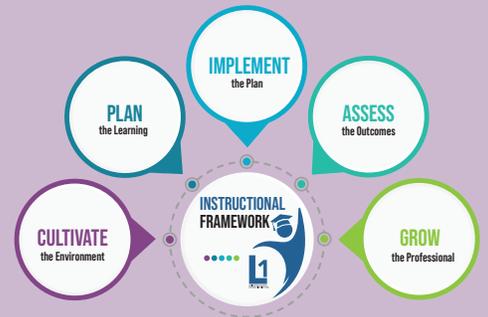
An increasing number of middle and elementary school students scoring at or above grade level

By **JUNE 2027**

We want the Lexington One Way to be shaped by the:



Profile of a Graduate



Other key actions by June 2027:

- Aligning budget priorities to strategic plan
- Developing and refining district standard operating procedures
- Completing revisions of board policies
- Implementing recommendations of facilities study
- Implementing instructional technology plan



@LexingtonDistrictOne



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www.lexington1.net

INTRODUCTION

When You Have Questions or Concerns

At times a parent/guardian may have questions and/or concerns about his/her child's academic performance, behavior, extracurricular activities, etc. Here are the steps to follow to get answers to your questions or address your concerns.

Step One: The parent/guardian should first discuss the issue with the specific teacher by sending a direct message via ParentSquare, telephone or in person after making an appointment.

Step Two: If this telephone conversation or meeting does not resolve the parent/guardian's concerns, then the parent/guardian should go to the appropriate assistant principal and discuss the issue by telephone or in person after making an appointment.

Step Three: If, after speaking with the assistant principal, the parent/guardian still cannot resolve the problem or concern, the parent/guardian should go to the principal and discuss the issue by telephone or in person after making an appointment.

Step Four: If the issue remains unresolved, the parent/guardian may contact the Central Services Office and speak with the executive director, director or coordinator who works with the area concerned. Click [here](#) to view the district's organization chart on the About page.

Step Five: If, after speaking with the director or coordinator, the complaint remains unresolved, the parent/guardian should go to the chief officer who works with the area concerned.

Lexington One provides this handbook so that students and their parents/guardians can become familiar with board policies and district rules, procedures and practices. It is not legally binding and is not intended to replace the actual policies and procedures established by the Board of Trustees. Nothing in this handbook, or any Lexington District One policy manual, constitutes or creates an expressed or implied contract.

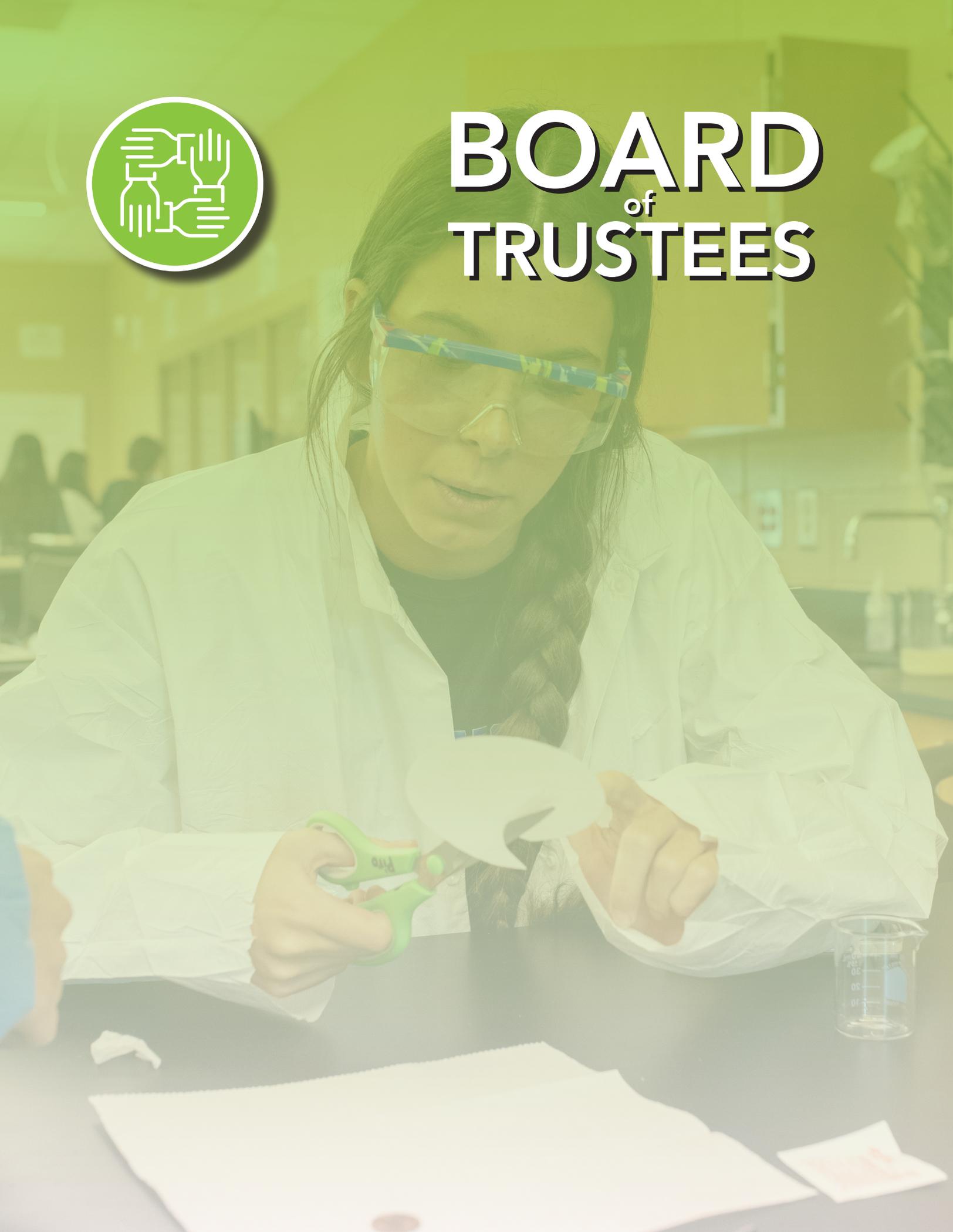
The district may amend, modify or discontinue at any time the policies, rules and regulations referred to in this handbook. For the most current copy of this handbook or board policies, visit the district's website at www.lexington1.net. Families can also access the handbook in ParentSquare and on their students' personal mobile computing devices in the Student Resources app. Families who do not have computer access at home can visit a branch of the Lexington County Public Library or contact their child's school for assistance. To request a paper copy of the handbook, contact the Communications Department at Central Services.

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BOARD of TRUSTEES



BOARD OF TRUSTEES



Anne Marie Green
Chair



Kathryn W. Henson
Vice Chair



Elizabeth C. Shealy
Secretary



Michael E. Anderson



Kathryn E. McCown



Dr. Brent M. Powers



R. Christopher Rice

When Does the Board Meet?

The Lexington One Board of Trustees generally meets on the third Tuesday of each month at 6:00 p.m. Meetings are open to the public. Normally, the board holds their meetings in the Auditorium of Central Services located at 100 Tarrar Springs Road in Lexington.

In 2024 the board meets August 20, September 17, October 8, October 22, November 19, and December 10 and 17. In 2025, the board meets January 28, February 25, March 25, April 22, April 29, May 6, May 20 and June 10.

More information about the Lexington One Board is available on the district's website at www.lexington1.net/about-lex1/school-board.



SCHOOLS



LEAXINGTON ONE
Immersion Camp 2024

LEAXINGTON ONE
Immersion Camp 2024

SCHOOLS

For the most up-to-date list of school administrators, visit the district's website at www.lexington1.net.

Beechwood Middle School (Sixth–Eighth)

1340 Highway 378
Lexington, SC 29072
Telephone 803-821-5700
Leah R. Sarantopoulos, Principal
W. Brantley Foxworth, Assistant Principal
Jason A. Mills, Assistant Principal
Anna "Mickey" Summerall, Assistant Principal

Carolina Springs Elementary School (4K–Fifth)

6340 Platt Springs Road
Lexington, SC 29073
Telephone 803-821-5100
Todd C. Brown, Principal
Hailey C. Goodwin, Assistant Principal
Dr. Brooke Scott, Assistant Principal

Carolina Springs Middle School (Sixth–Eighth)

6180 Platt Springs Road
Lexington, SC 29073
Telephone 803-821-4900
Patrice Green, Principal
Mary Anne Deal, Assistant Principal
William F. Estes, Assistant Principal
Tiffany A. Wagner, Assistant Principal

Centerville Elementary School (4K–Fifth)

4147 Augusta Highway
Gilbert, SC 29054
Telephone 803-821-5900
P. Heath Branham, Principal
W. Adam Gantt, Assistant Principal
Kim M. Streett, Assistant Principal

Deerfield Elementary School (4K–Fifth)

638 Longs Pond Road
Lexington, SC 29073
Telephone 803-821-5500
Stephanie G. Taylor, Principal
Claire C. Mabe, Assistant Principal
Brandon S. Schirmer, Assistant Principal
Samantha B. Trotter, Assistant Principal

Forts Pond Elementary School (4K–Fifth)

7350 Fish Hatchery Road
Pelion, SC 29123
Telephone 803-821-2500
M. Casey Davis, Principal
Jonathan Looney, Assistant Principal
Tiffany R. Miller, Assistant Principal

Gilbert Elementary School (4K–Fifth)

520 Main Street
Gilbert, SC 29054
Telephone 803-821-1600
Stephen A. Deyo, Principal
Mark T. Garner, Assistant Principal
Colleen M. Pelley, Assistant Principal

Gilbert High School (Ninth–12th)

840 Main Street
Gilbert, SC 29054
Telephone 803-821-1900
David Dixon, Principal
Ryan W. Carpenter, Assistant Principal
M. Pauline Von Moltke, Assistant Principal
Richard B. Tillmon, Assistant Principal

Gilbert Middle School (Sixth–Eighth)

120 Rikard Circle
Gilbert, SC 29054
Telephone 803-821-1700
Kyle J. Meetze, Principal
Kelly R. Smoak, Assistant Principal
Edward S. "Chip" Spradley, Assistant Principal
Larry "Bucky" Stroud, Assistant Principal

Lake Murray Elementary School (4K–Fifth)

205 Wise Ferry Road
Lexington, SC 29072
Telephone 803-821-3100
Leisa F. Clamp, Principal
Jason R. Black, Assistant Principal
Leisa F. Clamp, Assistant Principal
Lisa O'Donovan, Assistant Principal

Lakeside Middle School (Sixth–Eighth)

455 Old Cherokee Road
Lexington, SC 29072
Telephone 803-821-3700
Dr. Megan C. Carrero, Principal
Justin W. Cegelis, Assistant Principal
Alexandra M. Pinto, Assistant Principal
Jessica L. Vicari, Assistant Principal

Lexington Elementary School (4K–Fifth)

116 Azalea Drive
Lexington, SC 29072
Telephone 803-821-4000
Patrick M. Burnett, Principal
Cynthia Laizer, Assistant Principal
Albert H. Robertson, Assistant Principal

Lexington High School (Ninth–12)

2463 Augusta Highway
Lexington, SC 29072
Telephone 803-821-3400
Jennifer W. McNair, Principal
Stephanie L. Burgess, Ed.D., Assistant Principal
Brendan Cafferty, Assistant Principal
Tiffany K. Goodson, Assistant Principal
Christopher R. Martinez, Assistant Principal
Bryson M. Williams, Assistant Principal

Lexington Technology Center

2421 Augusta Highway
Lexington, SC 29072
Telephone 803-821-3000
B. Bryce Myers, Director
Ryan A. Panter, Assistant Director
Carla M. Stegall, Assistant Director
Sandy Vining, Assistant Director

Meadow Glen Elementary School (4K–Fifth)

510 Ginny Lane
Lexington, SC 29072
Telephone 803-821-0400
Dr. Brice L.S. Cockfield, Principal
Michelle W. Brazell, Assistant Principal
T. Todd Wade, Assistant Principal

Meadow Glen Middle School (Sixth–Eighth)

440 Ginny Lane
Lexington, SC 29072
Telephone 803-821-0600
Brian J. Lim, Principal
Alisa K. Long, Assistant Principal
Brienne M. Williams, Assistant Principal

Midway Elementary School (4K–Fifth)

180 Midway Road
Lexington, SC 29072
Telephone 803-821-0300
Timothy J. Carnahan, Ed.D., Principal
Trudie Montgomery, Assistant Principal
Elizabeth “Bess” M. Smith, Assistant Principal

New Providence Elementary School (4K–Fifth)

1118 Old Cherokee Road
Lexington, SC 29072
Telephone 803-821-3300
Robert P. Candillo, Principal
Adam D. Dymond, Assistant Principal
Maggie Frick, Assistant Principal

Oak Grove Elementary School (4K–Fifth)

479 Oak Drive
Lexington, SC 29073
Telephone 803-821-0100
Christy M. Graham, Principal
Shamala Anderson, Assistant Principal
Misty Johnson, Assistant Principal

Pelion Elementary School (K–Fifth)

1202 Pine Street
Pelion, SC 29123
Telephone 803-821-2000
Francina Gerald, Principal
Deanne Ricard, Assistant Principal
Shirley E. Waldy, Assistant Principal

Pelion High School (Ninth–12)

600 Lydia Drive
Pelion, SC 29123
Telephone 803-821-2200
Sean Bishton, Principal
K. Tracy Gooding, Assistant Principal
Kimberly Oxendine, Assistant Principal

Pelion Middle School (Sixth–Eighth)

758 Magnolia Street
Pelion, SC 29123
Telephone 803-821-2300
Jessica L. Keisler, Principal
Jason R. Lehmann, Assistant Principal
Joi H. Walden, Assistant Principal
Brandy V. Wood, Assistant Principal

Pleasant Hill Elementary School (4K–Fifth)

664 Rawl Road
Lexington, SC 29072
Telephone 803-821-2800
Margaret B. Mitchum, Principal
Susan K. Berresford, Assistant Principal
Kelly R. Middleton, Assistant Principal

Pleasant Hill Middle School (Sixth–Eighth)

660 Rawl Road
Lexington, SC 29072
Telephone 803-821-2700
Julie A. Painter, Principal
Joshua S. Black, Assistant Principal
Ashley R. Fouty, Assistant Principal

Red Bank Elementary School (K–Fifth)

246 Community Drive
Lexington, SC 29073
Telephone 803-821-4600
Janet B. Ricard, Principal
James P. Kimpton, Assistant Principal
Tomeka D. Love, Assistant Principal

River Bluff High School (Ninth–12)

320 Corley Mill Road
Lexington, SC 29072
Telephone 803-821-0700
Jacob N. Smith III, Principal
Terrence L. Harris, Assistant Principal
Jenna C. Howell, Assistant Principal
Meg H. Huggins, Assistant Principal
Kathryn C. Robinson, Assistant Principal

Rocky Creek Elementary School (4K–Fifth)

430 Calks Ferry Road
Lexington, SC 29072
Telephone 803-821-4200
Michelle L. Smith, Principal
Jessica I.M. Robbins, Assistant Principal
Kristen E. Smalley, Assistant Principal

Southlake Elementary School (K–Fifth)

274 Bluefield Road
Lexington, SC 29073
Telephone 803-821-1400
Jennifer A. Stanley, Principal
Adrew H. Luangxay, Assistant Principal
Angela K. Thom, Assistant Principal

Saxe Gotha Elementary School (4K–Fifth)

100 Bill Williamson Court
Lexington, SC 29073
Telephone 803-821-4800
Joseph W. Casey, Principal
Amy B. Cooper, Assistant Principal
Lauren S. Vann, Assistant Principal

White Knoll Elementary School (4K–Fifth)

132 White Knoll Way
West Columbia, SC 29170
Telephone 803-821-4500
M. Elizabeth Whisennant, Principal
Angelo R. DiBiase, Assistant Principal
Alicia D. Prezzy, Assistant Principal

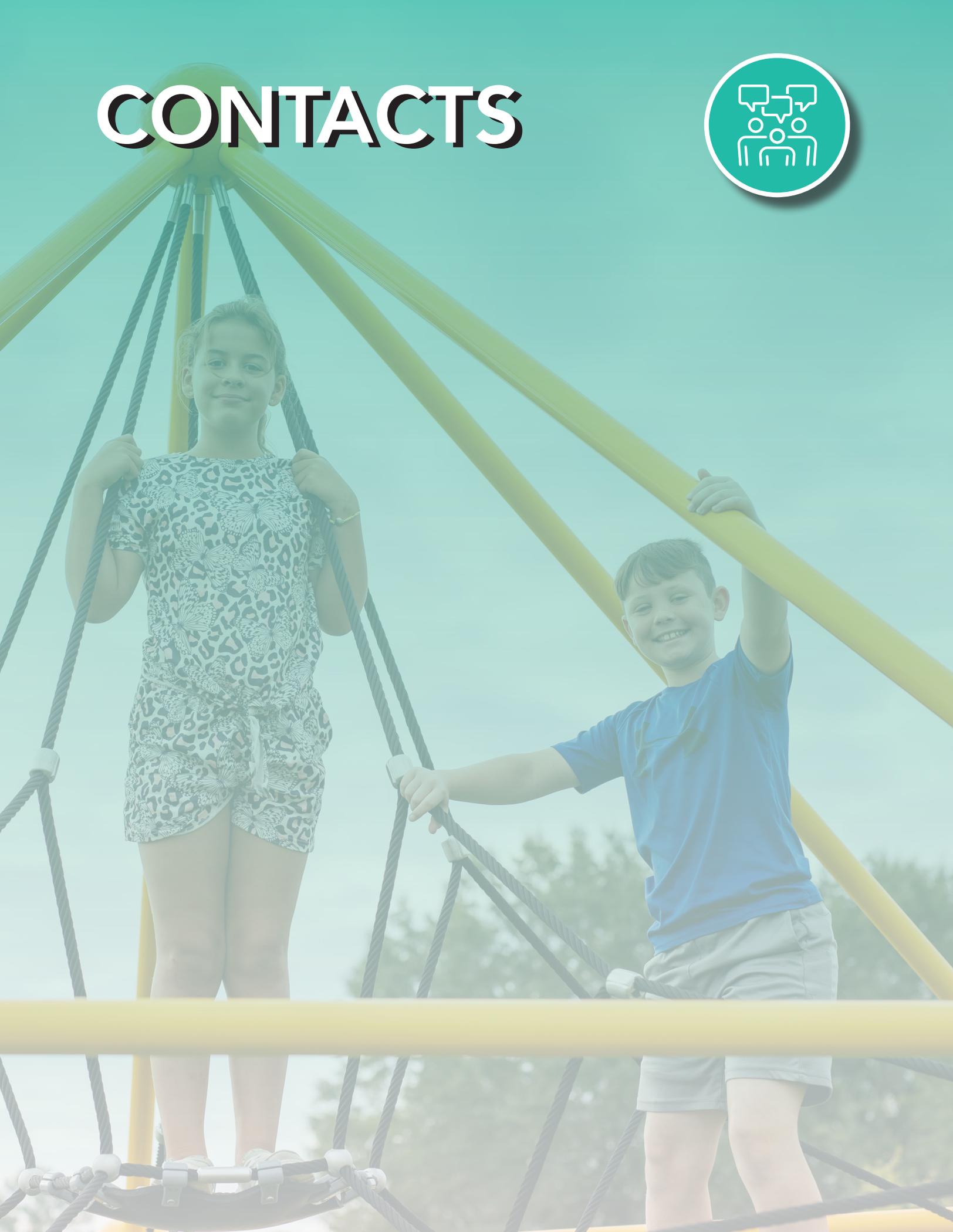
White Knoll High School (Ninth–12)

5643 Platt Springs Road
Lexington, SC 29073
Telephone 803-821-5200
Nicholas W. Pearson, Principal
Walter J. Allen, Assistant Principal
Amy L. Blackburn, Assistant Principal
Keith Brayman, Assistant Principal
Allysha D. Ramcharan, Assistant Principal
Jennifer A. Steiner, Assistant Principal

White Knoll Middle School (Sixth–Eighth)

116 White Knoll Way
West Columbia, SC 29170
Telephone 803-821-4300
Donald E. Hardie, Principal
Daniel Bailey, Assistant Principal
Margaret B. Schilit, Assistant Principal

CONTACTS



CONTACTS

Adult Education

North Lake Community Learning Center
702 N. Lake Drive
Lexington, SC 29072

Telephone 803-821-2950

Brian S. Barrineau, Director

Educational Foundation

North Lake Community Learning Center
Rooms 106 & 108
702 North Lake Drive
Lexington, SC 29072

Telephone 803-821-1288

Julie Anderson Washburn, Executive Director

Food Service and Nutrition

North Lake Community Learning Center
702 N. Lake Dr., Bldg. 600
Lexington, SC 29072

Telephone 803-821-1186

Deidre Yonce, Director of Food Service
and Nutrition

Alternative Educational Services

North Lake Community Learning Center
702 N. Lake Drive
Lexington, SC 29072

Telephone 803-821-1300

Christopher N. Rabon, Director
Eric Dowdy, Assistant Director

Superintendent's Office

100 Tarrar Springs Road
Lexington, SC 29072

Telephone 803-821-1000

Gerrita Postlewait, Ed.D., Superintendent

G. Keith Price, Superintendent-Elect/
Superintendent

The College Center

North Lake Community Learning Center
702 N. Lake Drive
Lexington, SC 29072

Telephone 803-821-3900

Brandon Baskett, Ed.D., Director

The Family Center

North Lake Community Learning Center
702 North Lake Drive
Lexington, SC 29072

Telephone 803-821-1366

Maria E. Arroyo, Family Educator

Transportation — Main Office

1674 Two Notch Road
Lexington, SC 29073

Telephone 803-821-1340

Will Hall, Director
George Blackwell, Lexington Transportation
Coordinator

Transportation — Gilbert

Candace Simmons, Supervisor

Telephone 803-821-1368

Transportation — Lexington/ River Bluff

Bridgette Summers, Supervisor

Telephone 803-821-1340

Transportation — Pelion

Kelly Wade, Supervisor

Telephone 803-821-1352

Transportation — Special Needs

Bill German, Supervisor

Shernetta R. Morris, Supervisor

Telephone 803-821-1345

Transportation — White Knoll

Edward Rivers, Supervisor

Telephone 803-821-1353



ATTENDANCE



ATTENDANCE

Absences and Excuses

The district considers students 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. Due to the change of a federal law that governs the United States' K–12 public education policy, the Every Student Succeeds Act, a student who is at school must be present for 51% or more of the school day (elementary) or period (secondary) to be considered present. Excessive absences, lawful or unlawful, exceeding 10 days can negatively impact academic performance.

If absent, a student must present a written excuse signed by a parent/guardian, physician or other appropriate person within three days after returning to school.

The excuse must include the date the excuse is written, date of the absence, reason for the absence, telephone number where the parent/guardian may be reached and the required signature.

If a student fails to provide a proper excuse, the excuse may be recorded as unexcused.

Students enrolled in a course for high school credit cannot accumulate more than five unexcused absences in a semester-long course or 10 unexcused absences in a year-long course to receive credit. This includes absences covered by parent excuses, which means that parent excuses count as unexcused absences in high school credit courses. A parent excuse, however, does enable the student to make up missed work and will prevent the absence from counting toward truancy in family court. A parent may write a parent note for up to 10 absences per school year.

Principals require a student who accumulates more than five absences in a semester or 10 absences in a year to provide a doctor's excuse for all medically related absences in order to receive course credit.

Parents can routinely monitor absences by accessing their students' information in PowerSchool. If a parent has a question or concern about an absence, the parent should contact the school as soon as possible.

Principals have the authority to review absences in excess of 10 days (five days in a semester course) and to use their own discretion for follow-up.

Any student who provides a false excuse will be referred to an administrator for disciplinary action.

Excused absences

The district gives excused absences for:

- ill students whose attendance in school endangers their health or the health of others, as determined by a doctor or the school nurse.
- students who are chronically ill. A doctor's statement explaining that the student does not need to see a doctor every time the illness occurs must be turned into the attendance office. Once the statement is on file with the school, the parent/guardian can inform the doctor of the occurrence of the illness and the doctor can fax the attendance office the excuse, or the original may be picked up from the doctor and given to the attendance office when the student returns to school. (Schools do not accept faxes from parents/guardians.)
- students who must keep medical or dental appointments. Called-in doctor's notes are not accepted. The student must see the doctor for the absence to be excused except in cases where the student has been determined to be chronically ill as explained above. Sessions with LCCMH are considered medically excused absences and the LCCMH counselor provides the excuse informing attendance.
- students who have prior permission from their high school administration to visit a college. Two excused absences in the junior year and two excused absences in the senior year are permitted. A note from the admissions office of the college visited must be turned into the attendance office.

- students who have an immediate family member who is seriously ill. A parent/guardian note stating that the family member is seriously ill must be turned into the attendance office.
- students attending a funeral of an immediate family member. A parent/guardian note must be turned into the attendance office.
- students participating in a recognized religious holiday of their faith.
- students who have prior permission to participate in school-sponsored or school-approved activities.
- students who have unusual or mitigating circumstances as determined by the school principal.

Unexcused/unlawful absences

The district gives unexcused absences for:

- students willfully absent from school.
- students absent without the knowledge of their parents/guardians for any reason other than those described in the previous section.
- students suspended from school.

After three consecutive unexcused absences or after a total of five unexcused absences, the principal or designee will identify the reason(s) for the student's continued absence and will, with the student and parent/guardian, develop a plan to improve that student's attendance. The student may be referred to a truancy prevention program or to court. Before a principal takes legal action, the principal will notify the parent/guardian and allow that parent/guardian to present information for appeal.

Three unexcused tardies (three minutes late) to any one class can count as an unexcused absence.

In accordance with Board Policy JH and Administrative Rule JH-R, the principal is responsible for approving or disapproving any student's absence in excess of ten days, whether lawful, unlawful, or a combination thereof, for students in grades K-12.

High School Credit

Students taking courses for high school credit can accrue the following number of unexcused absences before losing course credit:

45-day classes	3 unexcused absences
90-day classes	5 unexcused absences
180-day classes	10 unexcused absences

SEARS program

Lexington One's School Extension for At-Risk Students program provides an attendance extension for high school students who receive a final grade of "F" due only to unexcused absences beyond the limit allowed for the course. To participate, the student must otherwise have a passing course grade.

Students are allowed to make up no more than two days of unlawful absences per term. Students with excessive absences first term must attend SEARS at the end of the first term. Students with excessive absences second term must attend SEARS at the end of the second term. The cost of the program is \$25 per day.

Medical Homebound

The district offers homebound instruction for students who cannot attend school because of accident, illness, or pregnancy. To be considered for medical homebound, a licensed physician, nurse practitioner, or physician assistant must complete the Medical Homebound Application certifying that the student is unable to attend school even with transportation but may profit from instruction given in the home or hospital.

Parents/guardians may request the Medical Homebound Application through the Department of Special Services. After a physician has completed the Medical Homebound Application, it should be submitted to the Department of Special Services located at 420 Hendrix Street, Lexington, SC 29072. Alternatively, the completed form may be scanned and emailed to homebound@lexington1.net.

Students approved for full-time homebound services will be provided, at a minimum, five hours of homebound instruction per week. There is no limit to the amount of instruction that may be provided, and the number of hours to be provided will be based on the student's individual need regardless of full-time or intermittent status and at the district's discretion. Should an approved student not be provided the homebound instruction that he or she is entitled to receive, the student is eligible to have the instruction made up by the district during the student's remaining eligibility period or after the student returns to school provided it is not done during the regular school day.

All teachers providing medical homebound instruction hold a valid South Carolina teacher's certificate.

For mental health conditions, medical homebound is not initially approved for more than 45 calendar days. If the mental health diagnosis indicates that medical homebound instruction will be needed for more than the initial 45-day period, an extension may be requested. At that time, parents/guardians will be advised to make arrangements for a licensed mental health professional to develop a treatment plan and strategy for reentry into the school environment, which must accompany the new Medical Homebound Application. Students requiring more than 45 days for mental health conditions may also consider alternative educational settings, such as homeschooling or non-district virtual school options.

A Medical Homebound Application completed by a physician does not guarantee approval. Parents/guardians have a right to an appeal if they disagree with the district's decision but are encouraged to first discuss their concerns informally with the district's Homebound Coordinator before invoking formal appeal procedures. To initiate an appeal, parents/guardians should request an appeal form by emailing homebound@lexington1.net. The appeal must be made within five (5) school days following notification of the district's decision. A review will be conducted within 30 calendar days, and parents will be notified in writing of the results. Decisions made by the Executive Director of Special Services are considered final.

These procedures are consistent with South Carolina State Board of Education Regulation 43-241 and Lexington County School District One Board Policy IHBF.

Tardiness

A student who is late for school must go to the office for a written admission slip before going to class.

Teachers will not allow students whose names appear on the absentee list to attend class without an admission slip from the office.

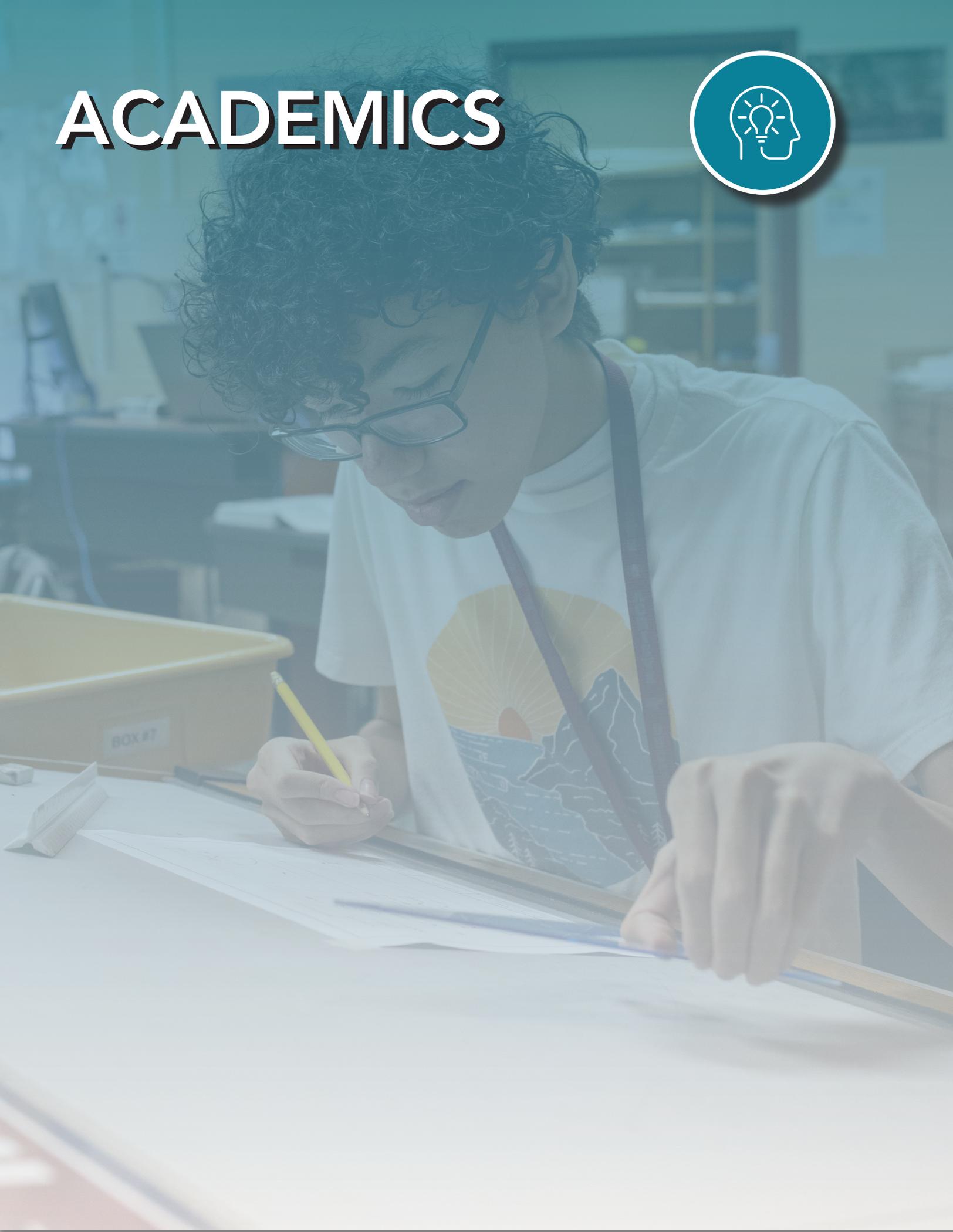
A student who knows in advance that he/she will be late for school must make a request in advance through the school office.

Three unexcused tardies (three minutes late) to any one class can count as an unexcused absence.

Students with school choice options or special permission who have excessive tardies or unexcused absences will lose their school choice options if problems continue for two grading periods.

Perfect attendance awards may be withheld from students who have more than 10 tardies.

ACADEMICS



ACADEMICS

Academic Honor Code

Lexington County School District One encourages students to maintain high standards of academic integrity and honesty. In an effort to clarify expectations, the following list provides examples of unacceptable acts of cheating:

- looking on someone else’s quiz, test or exam;
- revealing items to someone who has not taken a quiz, test or exam;
- copying from others on assignments designated as independent work;
- referring to unauthorized notes and materials during a quiz, test or exam;
- positioning a paper or technological device into viewing range of another student during a quiz, test or exam;
- using unauthorized technological devices or software to complete or disseminate answers during a quiz, test or exam;
- using technological devices to secure work from another student’s project;
- obtaining an unauthorized copy of a quiz, test or exam;
- plagiarizing a paper or using a paper written by another person (citation errors are handled during the writing process by classroom teachers) and/or plagiarizing work from another student’s project; and
- attempting to take an online assignment or assessment for another student or allowing another person to complete an online assignment or assessment for another student.

Teachers and administrators treat cheating as a serious matter. Teachers will confer with the appropriate administrator to review evidence of any misconduct.

Parents will be notified and a mandatory conference will be held with the student, parent/guardian, teacher and administrator. Any behavioral consequence such as in-school suspension will be explained at that time.

After the conference is held, the student will be required to complete an appropriate assignment/assessment if needed. This work will be graded in lieu of the original assignment/assessment.

If the student does not complete the assignment/assessment by the due date, a zero will automatically be entered into the grade book. If the offense occurs during a reassessment opportunity, the reassessment score will be dropped and the original grade will be recorded.

The behavioral infraction of cheating will be documented through a discipline referral and noted in the student’s discipline record. Behavioral consequences up to out-of-school suspension for repeated incidences of cheating will be administered at the discretion of the school-based administrator.

Considerations for the use of generative Artificial Intelligence (AI) as a tool for learning:

1. **Educational Purpose:** AI should be used primarily for educational purposes. It can be a tool to assist in learning, but it should not replace the learning process.
2. **Original Work:** Students could use various AI tools to generate ideas or to help them understand complex concepts, but the work they submit should be their own. Simply copying and pasting the output of AI is considered academic misconduct and an act of cheating.
3. **Citing Sources:** If students use AI to help them with their work, they should cite it as a source, just as they would any other source of information.
4. **Responsible Use and Accountability:** The use of AI should not absolve individuals of responsibility. Be aware that AI can have biases, just like humans. If a student uses AI to help with their work, they are still responsible for the content of that work. As AI is a rapidly evolving field, it’s important to stay informed about the latest developments and ethical considerations.

-
5. Respect for Intellectual Property: AI should not be used to infringe on the intellectual property rights of others. For example, it should not be used to generate copies of copyrighted works

Acceleration

The district carefully evaluates any student who, in the opinion of his/her principal, teachers and parents, warrants consideration for acceleration and/or adjustment either by grade or subject.

Criteria for acceleration include: scholastic ability and achievement level; mental capacity; experiential background; emotional and social development and maturation; and complexity of academic programs.

The district uses recommendations from teachers, counselors, principals and the superintendent, and information from authorized standardized tests when applicable.

The district may accelerate a student by one or more of the following instructional arrangements: subject grouping; omission of a grade level; content of a higher order or experiential complexity; advanced placement programming; provision for opportunities; and/or activities extended in scope and depth.

The district has an established procedure for determining if and how a student should be accelerated. Parents are involved throughout the process.

For additional information about the procedure for acceleration, contact the principal of the child's school.

Assessment at Middle and High Schools

Assessment practices should support student learning, achievement and mastery of standards by connecting descriptive, timely, ongoing and consistent teacher feedback directly to standards.

Assessments are divided into two categories: formative and summative. Formative is considered "practice" and summative is considered the "end performance." Formative and summative assessments focus on standards-based learning targets.

Formative assessments are assessments for learning and have an important role to fulfill in identifying when a student is ready to undertake a summative assessment. The key principles of formative assessment are: 1) sharing the learning targets with students from the beginning of the learning; 2) making adjustments in teaching as a result of formative assessments; and 3) providing descriptive feedback to students from assessments.

It is important that students complete each formative assessment to the best of their ability. In some cases, a teacher may withhold the administration of a summative assessment until such time as enough practice information is gathered through formative assessments. Since formative assessments (minor assessments) are considered "practice," they are not heavily weighted in the grading system.

A summative assessment is a measure of a student's ability to demonstrate the concepts, skills and knowledge embedded in standards-based learning targets. A summative assessment is an assessment of learning, and it is heavily weighted in the grading system.

Teachers, school leadership and school district personnel will collaborate to determine how assessments are combined to calculate course grades.

Computer Science and STEM

In most elementary schools, students will have an opportunity to learn about computer science and STEM through a combined related arts class that focuses on Coding, Engineering Design Process, Problem Solving, Communication, Collaboration, and Creative Thinking. It is the district's goal that by 2025–26, all elementary schools will have a computer science and STEM related arts class. Some schools also offer extracurricular opportunities for robotics competitions.

In middle school, students can take exploratory classes in computer science and STEM to develop an understanding of what these subjects are about and how they can support students as they explore careers and interests. There is an emphasis on physical computing, Modern Technology, Coding, Engineering Design, and Computational thinking. These courses are designed to engage students in tackling real-world problems of today and of the future. Most middle schools also offer extracurricular opportunities for robotics competitions.

In high school, students can choose between various introductory computer science courses for their initial computer science graduation credit. Students can also choose to pursue advanced instruction in computer science, including Advanced Placement courses and dual enrollment courses. Students can attain professional certifications in areas of computer science and information technology. Students can also choose to take STEM courses at their home schools and at Lexington Technology Center. Most high schools also offer extracurricular opportunities for robotics competitions.

These experiences and courses assist students in becoming competent, confident, innovative and creative problem-solvers. Career awareness is embedded throughout in order to inform, generate interest in and prepare students for computer science and STEM careers.

Courses Taken in Middle School for High School Credit

High school credit bearing units will be transferred from middle school to high school to be included on the high school transcript when earned within the district or awarded by an accredited school outside of the district. If a middle school student wishes to take any online courses, the student should first consult with the middle school counselor to ensure the courses comply with state and district guidelines. The online program offering the course must be accredited through Cognia. There is no limit to the number of courses for transfer credit. In accordance with SC Uniform Grading Policy (UGP) middle school students are not permitted to take PE 1 and health. However, our district does permit rising 9th graders to take these courses over the summer through VirtualSC.

Early College

The College Center (TCC) is an early college high school program located at the North Lake Community Learning Center (NLCLC). The goal of the program, which partners with Midlands Technical College, is to identify students who will be first-generation college students, and those who may benefit from a non-traditional approach to high school and college preparation. Applications are open to all eighth graders in Lexington One to be considered for acceptance at the start of their ninth grade year.

The College Center scholars are immersed in a rigorous college-readiness curriculum, paired with high levels of academic and social-emotional support within Advancement Via Individual Determination (AVID) electives. They have a highly structured 4-year progression that will provide them with the opportunity to earn more than 60 credit hours of college credit through dual enrollment, at no cost. The College Center scholars have an opportunity to complete an associate degree while still in high school!

Gifted and Talented Program

The Educational Activities Geared for Learning Excellence program is for academically gifted students in third through fifth grades.

This state-funded gifted and talented program requires the testing and screening of all second graders to identify those who qualify for placement in the program starting in third grade.

Students who are not currently in EAGLE are evaluated each year for possible placement.

In order to qualify for the program, students must meet eligibility criteria in two of the three state-defined dimensions:

Dimension A: Reasoning Abilities

Students must score at or above the 93rd national age percentile on a nationally normed aptitude test.

Dimension B: Achievement

Students must score at or above the 94th percentile in reading or mathematics on a nationally normed achievement test or at an annually set advanced level in reading or mathematics on the SC READY assessment.

Dimension C: Performance

Students must achieve a performance standard of 80% on verbal or non-verbal performance tasks.

Identified students take part in a 3-year-long curriculum with advanced content that provides opportunities for research and study in a variety of disciplines using technology.

Beginning in sixth grade, students receive services through accelerated classes in their area(s) of strength.

Grading System, Progress Reports & Report Cards

At the direction of the Lexington One Board of Trustees, principals and teachers established a grading system at all levels that reflects achievement-based mastery of skills at a student's instructional level.

Progress reports for students in kindergarten through fifth grade give information about a child's current level of performance and achievement as compared to national and state standards on a standards-based progress report. For students in grades six–12, the progress reports show a student's actual numeric grades. Students in self-contained special education programs receive report cards appropriate for those classes.

In order to receive a grade for any 9-week period, a student must complete required work and fulfill state attendance requirements.

Progress reports list a student's number of absences and tardies.

Elementary School

In Lexington One, we recognize that providing feedback to students is an essential part of the learning journey. All students are expected to perform at high levels and revise their own work as they progress toward mastery of content and skills. In an effort to “Guide all students to learn, grow, and excel,” we want to make sure that we are providing valuable feedback to lead students to mastery of learning. To that end, we have redesigned what our grading system looks like in the elementary grades through the use of Feedback-Driven Progress Reporting.

Now more than ever, students will arrive at school in very different places along academic learning progressions. In order to gain a better understanding of what students need at any moment in time, teachers will need the opportunity to approach learning with a focus on individual growth and goal-setting.

Within the Feedback-Driven Progress Reporting system, we will focus on priority standards in the areas of English language arts, mathematics, science and social studies. Through formative assessments and ongoing teacher feedback, students will be assessed as:

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

These ratings were selected to emphasize a positive growth mindset to meet social-emotional needs.

Middle and High School

The district uses the following marking system based on the South Carolina Uniform Grading Policy as required by state law:

90 to 100 A
80 to 89 B
70 to 79 C
60 to 69 D
0 to 59 F

High School Information

Lexington One’s high schools offer a broad range of study programs and courses designed to meet the diverse needs of all Lexington One high school students.

Courses may last for 45 days, 90 days or 180 days. High school credit bearing courses taken over the summer must be completed prior to the first day of the new school year.

The district emphasizes critical-thinking and problem-solving skills at all levels. To encourage academic excellence and continued study, the district offers courses beyond the minimum plan required by the state.

A student’s overall average, grades in particular courses and grades on final examinations are private information of value to the student, the parent/guardian and the instructional staff. Those grades are not public information. Therefore, our schools do not publish or announce — on school or classroom bulletin boards or elsewhere — student rankings or a list of grades pupils receive in courses or on exams.

The district issues digital progress reports through PowerSchool every nine weeks. These dates appear on the school calendar. That calendar is available on the district’s website.

Final grades on the progress report are official and remain in the student’s permanent record.

High School Credit: In accordance with SC regulation 43-234, to receive one unit of credit, a student must be in attendance at least 120 hours, per unit, regardless of the number of days missed (excused or unexcused), or must demonstrate proficiency as determined by the local school district. This exception to the 120-hour requirement is to be administered by local school districts on a case-by-case basis and only for students who have excessive absences that have been approved by the local school board. Students whose absences are approved should be allowed to make up any work missed in order to satisfy this requirement.

Advanced Study Opportunities

Centers for Advanced Study

Lexington One has five [Centers for Advanced Study](#) that offer exceptional opportunities for our students to develop academically while increasing sophistication in learning and competence in 21st-century skills. Designed to capture our students’ interests and creative energy, the centers offer exciting, relevant and rigorous learning experiences extending the classroom into the world beyond.

Students from across the district study advanced agribusiness research at Pelion High, advanced STEM studies at Lexington Technology Center, public health and advanced medical studies at White Knoll High, International Baccalaureate (IB) Diploma Programme at Lexington High, and both law and global policy development or media arts, design and production at River Bluff High.

Advanced Placement Courses

The district offers Advanced Placement courses, based on sufficient enrollment, in English, mathematics, computer science, science, social studies, world languages and the fine arts. Most of these courses are offered during students' junior and senior years. Students must meet the established criteria before they can enroll in each of the courses. The specific criteria are explained in the course descriptions found in the district's Course Catalog.

These courses offer college-level instruction in high school, preparing the student for the rigors of college. Students enrolled in AP courses are expected to take the AP Exam and the Honors-Levels Prep course for the few that apply. Successful scores on the AP Exam may qualify students for college credit and advanced standing in colleges and universities throughout the United States. Because AP courses are college-level courses, students should expect intensified study and great demands placed on their time and energy.

International Baccalaureate

The International Baccalaureate Diploma Programme is a rigorous pre-university course of studies designed to meet the needs of highly motivated high school students in grades 11 and 12. It is a comprehensive 2-year curriculum that has been designed to address and develop students intellectually, socially and emotionally.

Students study and complete examinations in six academic subjects that are studied over a 2-year period, allowing students to explore each in great depth. Students will also take Theory of Knowledge (a critical thinking course exploring the concept of knowledge), write an extended essay of 4,000 words, and complete CAS (Creativity, Activity and Service) through a wide range of experiences alongside their academic courses that allow students to learn and develop personal and interpersonal skills through experience.

The district's IB Diploma Programme is located at Lexington High School. For more information on the IB Diploma Programme, visit ibo.org or contact your student's school counselor.

Dual Credit

Dual credit courses, also known as dual enrollment, whether taken at the high school where the student is enrolled or at a postsecondary institution, are those courses for which the student has been granted permission by their home school to earn both Carnegie units and college credit. Students wishing to enroll in either dual credit or concurrent enrollment should contact their school counselor.

Students, who request withdrawal from a dual enrollment course after the 45th day without a legitimate cause approved by an administrator, will receive a withdrawal failure (WF) on the high school transcript.

Students must obtain written approval from the college and career services coordinator, before enrolling in a college course designated as dual credit outside of district offerings listed in the Course Catalog. This practice also applies to situations where students wish to enroll in college courses with a postsecondary institution with whom the district doesn't have an established articulation agreement.

College courses identified by the articulation agreement on dual enrollment from the South Carolina Department of Education will be considered dual credit and transfer to the high school with dual credit weighting. If the courses listed are not adequate for an individual student's course of study, the student may petition to consider the addition of a specific course. The request should be submitted in writing to the district's college and career services coordinator (see Course Catalog for additional information).

Students may wish to enroll in other college courses through concurrent enrollment. Concurrent coursework does not transfer back to the high school transcript.

Commencement

Only those students who pass the required units for a South Carolina High School Diploma may participate in commencement exercises held at the end of the school year. Special education students who meet all the requirements of their Individual Education Plan but have not met the requirement for the South Carolina High School Diploma are allowed to participate in the commencement exercises and receive a certificate of achievement.

Course requirements for graduation

To receive a South Carolina High School Diploma, students must earn 24 units. Based on state law, requirements to receive a diploma for students in Grades 9–12 are as follows:

English	4 Units
U.S. history	1 Unit
Economics	1/2 Unit
Government	1/2 Unit
Other social studies	1 Unit
Mathematics	4 Units
Science	3 Units
Computer science	1 Unit
Physical education* or JROTC	1 Unit
World language** or career/technology elective	1 Unit
Electives *** (½ Unit must be Personal Finance).	7 Units
Total Required	24 Units

* Marching Band for PE is offered to marching band students. This is a course that students must sign up for. It is equivalent to PE 1 and counts for this graduation requirement. Students who register and enroll in Marching Band for PE are also required to complete a comprehensive health course. The student's school counselor can assist in the scheduling of the course.

**Two units of world language are now required for students planning to attend a 4-year college or university. Some 4-year institutions, however, require three years of the same language as part of their entrance requirements.

*** ½ Unit Personal Finance for incoming freshman class 2023 and beyond

Course requirements for S.C. public colleges and universities

English — 4 units

At least two units must have strong grammar and composition components, at least one must be in English literature and at least one must be in American literature. Students can meet this criterion by successfully completing College Preparatory English 1, 2, 3 and 4.

Mathematics — 4 units

These include Algebra I (for which Applied Mathematics I and II may count together as a substitute, if a student successfully completes Algebra II), Algebra II and geometry.

A fourth higher-level mathematics course should be selected from among Algebra III/trigonometry, precalculus, calculus, statistics, discrete mathematics or a capstone mathematics course, and should be taken during the senior year.

NOTE: For high school students graduating in 2021 or beyond (high school freshmen entering in fall 2017 or later), four units of mathematics must include Algebra I, Algebra II and geometry. A fourth higher-level mathematics unit should be taken before or during the senior year.

Laboratory science — 3 units

Two units must be taken in two different fields of the physical, earth or life sciences, and selected from among biology, chemistry, physics, or earth science.

The third unit may be from the same field as one of the first two units (biology, chemistry, physics, or earth science) or from any laboratory science for which biology, chemistry, physics and/or earth science is a prerequisite.

Courses in general or introductory science for which one of these four units is not a prerequisite will not meet this requirement.

It's strongly recommended that students desiring to pursue careers in science, mathematics, engineering, or technology take one course in all four fields: biology; chemistry; physics; and earth science.

World language — 2 units

Two years of the same world language

Social sciences — 3 units

One unit of U.S. history, one-half unit of economics, one-half unit of government and one unit of a social studies elective

Fine arts — 1 unit

One unit in appreciation, history, or performance in one of the fine arts

Physical education — 1 unit

Physical education or JROTC

Elective — 2 units

A college preparatory course in computer science (i.e., one involving significant programming content, not simply keyboarding) is strongly recommended for this elective.

Other acceptable electives include college preparatory courses in English, fine arts, world language, social sciences, humanities, laboratory science (excluding earth science, general physical science, general environmental science or other introductory science courses for which biology and/or chemistry is not a prerequisite) or mathematics above the level of Algebra II.

NOTE: For high school students graduating in 2021 or beyond (high school freshmen entering in fall 2017 or later), a college preparatory course in computer science (i.e., one involving significant programming content, not simply keyboarding or using applications) is strongly recommended for this elective. School counselors can advise students regarding their selection of computer science courses.

Credit Recovery

Students are eligible for a credit recovery course if they have previously taken and failed an initial credit course. Students must have obtained a grade of 50 or higher in the initial credit course or have administrative approval, or the student is not eligible for credit recovery and must retake the full course to receive credit. Students who have already received credit for a course are ineligible to participate in credit recovery to improve their final grade.

Students will be required to complete an application to request placement in a credit recovery course. Consent of the student's parent/legal guardian must be obtained prior to enrollment.

Student grades in credit recovery courses are designed to be GPA-neutral, meaning that the student's GPA will not be affected by the student's grade in the course. The original failing grade will remain on the transcript as is. A new course starting with the appropriate activity code, grade scale designation and unit marker will be entered on the student record (i.e., 3024CRCW English 1-CR). The new credit recovery course will be marked "CR" at the end of the course title in the student information system. If a student passes the credit recovery course with a 60 or higher, the passing grade is entered as "P" as the final grade and transcribed to the numerical grade value of "0" as indicated by the addition of the "P" to the grade scale chart. If a student fails the credit recovery course with a grade below a 60, the grade is entered as an "NP" and transcribed to the numerical grade value of "0"

as indicated by the addition of "NP" to the grade scale chart. Thus, the credit recovery course does not impact the student's GPA. A student wishing to modify his or her GPA shall repeat the full course for credit and not seek a credit recovery solution.

This option is available in our high schools for many courses required for graduation.

Additionally, courses are available for credit recovery through VirtualSC and other online programs accredited through Cognia. It is important to note that, regardless of the grade earned in an online or school-based credit recovery program, the failing grade will be replaced by a final grade of "P."

Students will be allowed to take no more than two credit recovery courses at one time during the academic school year.

Students who receive credit through the credit recovery option do not maintain their eligibility with the NCAA for this credit.

Destination: Four-year College

Students who plan to enter a 4-year college immediately after graduation should follow the 4-year college preparatory program.

Colleges are offering other alternatives for enrollment requirements beyond the ACT/SAT. Students should refer to their college of interest for enrollment requirements.

All high school counseling offices have registration bulletins for both tests. Students may also choose to register for the SAT and/or ACT online. About six weeks before the testing date, students must register directly with and pay the registration fee directly to the testing company.

South Carolina students in their third year of high school are offered a school-day administration of the ACT or SAT. No fee or extra registration is required for the state administration of the test for students enrolled in public high schools.

The Commission on Higher Education establishes the minimum course requirements for students who plan to attend a public college in South Carolina. Some colleges require courses in addition to those listed in this section (see college catalogs for admission requirements).

For more information, please visit the CHE website at che.sc.gov.

Students who plan to attend college upon graduation are encouraged to complete an area of focus in high school that aligns with their potential college major. These programs are located at each student's home high school, the district's Advanced Centers of Study and Lexington Technology Center.

Destination: Military

Students who plan to enter the military could follow the 2-year college preparatory program or the 4-year college preparatory program.

Students who plan to enter the military must take the Armed Services Vocational Aptitude Battery test, offered through our high schools and Lexington Technology Center at no cost.

Destination: Two-year Technical College

Students planning to attend a 2-year technical college could follow the 2- or 4-year college preparatory programs or a combination of both.

A student who plans to attend a 2-year technical college is advised, however, to consider the advantages of enrolling in an occupational program at either his/her high school or the Lexington Technology Center. Students enrolled in occupational programs have the opportunity to earn advanced standing at technical colleges.

Students who plan to attend a 2-year technical or community college should review the school's website or contact their admissions office for admission requirements.

Destination: Workforce

Students who plan to enter the workforce immediately after high school are encouraged to pursue a 2-year college preparatory program of study, and to take advantage of occupational programs and school-to-work opportunities offered at their high school or at Lexington Technology Center.

State high school diploma criteria require students to take at least one occupational course for graduation from the 2-year college preparatory program. We encourage students, however, to take advantage of the district's outstanding occupational programs and to enroll in a four-unit complete program.

Grade Point Ratio and Class Rankings

The South Carolina Uniform Grading Scale assigns grade points for each numeric grade and is used to calculate grade point ratio and class rank.

By state mandate, all courses carry the same grade points with the exception of Honors, Advanced Placement, International Baccalaureate and dual credit courses.

Honors courses receive an additional 0.5 weighting and AP/IB/dual credit courses receive an additional 1.0 weighting. Appendix A provides a grade point conversion table.

Graduation Options for Students with IEPs

Lexington One provides specialized instructional services to students with disabilities under the Individuals with Disabilities Education Act. The majority of students served under IDEA are able to earn a high school diploma. To the extent determined by the IEP team of each child, students may be determined eligible to participate in the program earning a high school diploma, the S.C. High School Credential, enroll in the Occupational Credential Program earning a District Certificate or Certificate of Attendance.

Students who earn all required 24 high school credits will earn a South Carolina State High School Diploma.

Students who earn an academic course of study that includes a minimum of 24 earned units, complete the required 360 hours of work experience that meets the requirements of the statute, and create and present a career portfolio and a multimedia career presentation will earn a S.C. High School Credential (non-diploma). The purpose of the SCHSC is to provide equitable job-readiness opportunities and help students develop skills for competitive employment. Since the SCHSC is a state program, students must meet defined state academic, occupational and attendance criteria.

Students who earn all required Occupational Credential Program units and successfully complete employment training will earn a Lexington One Occupational Credential which is a District Certificate (non-diploma).

Lexington One's Certificate of Attendance is awarded to those students who attended high school for at least four years or who have reached the age of 21.

Honor Graduates

No high school in Lexington One selects/recognizes a class valedictorian or salutatorian. They do, however, recognize their honor graduates.

To be recognized as an honor graduate, seniors must rank in the Top 10% of their graduating class or earn a final GPA of 4.0 or higher on the S.C. Uniform Grading Scale.

Honor Societies

Each district middle school sponsors a chapter of the Junior Beta Club or National Junior Honor Society.

Sixth grade focuses on establishing eligibility status for participation. Students in grade six who obtain an end-of-year grade of 90 in all classes will be eligible for participation in the seventh grade. Induction into the school's honor society will occur during the fall semester.

Students in the seventh grade who obtain an end-of-year grade of 90 in all classes will be eligible for participation in the eighth grade. Induction into the school's honor society will occur during the fall semester.

Each district high school sponsors a chapter of the Beta Club and/or National Honor Society. The first year of high school focuses on establishing eligibility status for participation. Students in the ninth grade who obtain an end-of-year GPA of 3.75 will be eligible for participation in Beta Club the following year. Ninth graders who obtain an end-of-year GPA of 4.0 will be eligible for participation in National Honor Society the following year.

Students in grades 10–11 will be required to obtain a cumulative end-of-year GPA of 3.75 for Beta Club and a cumulative end-of-year GPA of 4.0 for National Honor Society.

Kindergarten

Lexington One provides all-day 5-year-old kindergarten classes for children living in the district's attendance areas whose fifth birthday occurs no later than September 1.

Students in kindergarten experience learning through strategies designed to enhance their physical, emotional, social and intellectual growth and development. This foundation prepares them for future scholastic success.

Parents/guardians who do not send their child to public or private kindergarten must sign a S.C. Department of Education waiver.

Early Entrance Procedures

Due to the potential for serious long-term effects of skipping grades, approval for students to be accelerated in their grade placement should be a rare

occurrence. Only students who display emotional, social and physical maturity, academic skills and advanced intellectual abilities should be considered for advancement into first grade without attending public school kindergarten or for early admittance to public school kindergarten.

Parents who wish to request an exception to the September 1 enrollment guidelines must provide a letter to the principal of the school for which they are zoned. The letter should state the reasons for requesting early entrance. The principal will forward this letter to the district's director of elementary schools, who will then contact the parents to explain the next part of the process.

Parents should expect the process to take up to a month to complete. The entire process must be completed by July 15.

Leadership

Leadership development is not regarded as a position but a way of thinking and the desire to make things better.

Through a K–12 leadership development program, students examine and apply leadership skills and character traits essential in making sound personal decisions and in taking charge of their own learning.

Students in all schools explore leadership through a variety of structures such as guidance lessons, advocacy periods, morning meetings and CREW. School counselors, teachers and leadership teams develop leadership curriculums for these structures using the district power skills and the school's instructional framework to support students' growth in leadership.

Multi-Tiered System of Supports (MTSS)

The district uses a Multi-Tiered System of Support framework that provides educators and school leaders a clear process for identifying and serving students who demonstrate needs in academic and/or behavioral support. The MTSS framework in Lexington One is wide-reaching and encompasses support beginning in the general education classroom, continuing through collaborative problem-solving in schools' School-based Student Review Teams (SSRT) which are identified by names unique to each school, such as Rtl, ASSIST and Core Teams. The MTSS framework encompasses multiple aspects of support and instruction as educators and school leaders work to foster positive outcomes for all students.

At times, students in the classroom may not respond positively to the classroom-level Documented Classroom Intervention (DCI) and will need to be considered for more targeted support. Within the MTSS framework of support, classroom teachers can work with lead interventionists, school counselors, school psychologists, school leaders and other pertinent staff to begin problem-solving discussions based on the students' needs. This problem-solving process may lead to Tier II interventions (academic or behavioral) provided by classroom teachers, interventionists, school counselors or other support services such as mental health, social work, or more ongoing support from the school counselor. At this

stage, parents/guardians are notified, and a written plan outlines a specific timeline for implementing the appropriate intervention. Progress is closely monitored to assess both the learning rate and level of performance of individual students to help determine the effectiveness of the intervention. Based on the effectiveness of the intervention, the intervention service may continue, end or be modified. At times if progress is not being made, it may be necessary to increase the intervention to a Tier III level. When a student is moved to Tier III for intensified intervention services, the process of data collection and progress monitoring continues in order to document the student's response to additional interventions being provided. Throughout both Tier II or Tier III interventions, it is appropriate to adjust and adapt as necessary based on how students respond and progress. An adjustment or adaptation to intervention instruction does not always constitute a move to the next Tier level, but it can serve to more accurately target the specific skills or needs the student demonstrates. Because each student presents a different set of needs and pace for learning, the SSRT team or the lead and teaching interventionists will be engaged in ongoing discussion and problem-solving about how to best respond to each child individually with the intent of providing each student with the specific support needed.

Promotion and Retention

Lexington One creates instructional experiences designed to provide maximum opportunity for students as they progress through each grade.

At the end of each school year, a student is promoted to the next grade if that student's educational growth is satisfactory for his/her level of ability.

The primary considerations are the student's mastery of: state and district academic standards; academic aptitude; physical, social and emotional development; and SC READY, SCPASS and/or norm-referenced test results.

If a student fails to make adequate progress, the school's Assessing and Supporting Students in School Teams may determine that the student will benefit by staying in the same grade level for another year.

When dealing with promotion or retention, the district adheres to the S.C. Education Accountability Act of 1998 and district Policy and Administrative Rule IKE and IKE-R, Promotion and Retention.

Retention in Kindergarten

The district does not recommend retaining kindergarten students. A small number of students, however, could benefit from more time and nurturing at this level. No student should be retained more than once in kindergarten.

Retention in Grades 1–2

A student in grade one or two may be retained if the student has not made adequate progress in reading and mathematics as determined by classroom performance and district assessment of state Academic Achievement Standards. No student should be retained more than once in grade one or two.

Retention in Grades 3–6

The district makes promotion and retention decisions for students in grades three–six in accordance with the S.C. Education Accountability Act of 1998.

At the beginning of the school year, staff members hold academic assistance conferences with the parents/guardians of students in grades three–six whose test scores, grades and class work show that they are not meeting district and state curriculum standards in language arts, mathematics, science and/or social studies.

Appropriate school personnel review the student’s progress at the end of the school year. If a student is not meeting academic achievement standards or is not meeting the terms of his/her academic plan, the district may require the student to attend summer school or may retain the student at his/her present grade.

No student should be retained more than once in grades three through six.

****For Students in Grade Three Only**

The district also makes retention decisions based on Act 284: South Carolina Read to Succeed Act. The act states, “Beginning with the 2017-2018 school year, a student must be retained in the third grade if the student fails to demonstrate reading proficiency at the end of third grade as indicated by scoring at the lowest achievement level on the state’s summative reading assessment.” The current state summative assessment used to determine retention is SC READY. You can learn more information about Act 284 on the South Carolina Department of Education’s website.

Retention in Grades 7–8

A student in the seventh or eighth grade may be retained if the student scores below standard on state- or district-mandated tests, fails two or more academic subjects within one school year or fails the same basic skills subject for two consecutive years.

Retention in Grades 9–12

Students in grades nine–12 must earn a minimum number of units in order to be promoted to the next grade.

For promotion from grade nine to grade 10, students entering their second year must have earned a minimum of 5 units — at least one unit in language arts and one unit in mathematics. They must also be enrolled in courses leading to an additional unit of credit in both language arts and mathematics.

For promotion from grade 10 to grade 11, students entering their third year must have earned a minimum of 11 units. The student must have earned at least two units in language arts and two units in mathematics.

For promotion from grade 11 to grade 12, students entering their fourth year must have earned a minimum of 16 units. The student must have earned at least two units in language arts and two units in mathematics. They must also be enrolled in courses leading to additional units, allowing them to complete the 24 units needed for the state high school diploma.

Students considering early promotion to the next grade or being an early graduate should contact their school counselor and the school’s administration.

For promotion from grade 11 to grade 12, students entering their fourth year must have earned a minimum of 16 units. The student must have earned at least two units in language arts and two units in mathematics. They must also be enrolled in courses leading to additional units, allowing them to complete the 24 units needed for the state high school diploma.

Students considering early promotion to the next grade or being an early graduate should contact their school counselor and the school’s administration.

Appeals of retention decisions

After meeting with the principal, parents/guardians may appeal retention decisions to the district's chief academic officer.

Parents/guardians must make a written appeal to the chief academic officer within two weeks of being notified that their student is being retained.

The letter must state the specific reason(s) why the parent/guardian disagrees with the decision.

The chief academic officer will make a decision within five working days after receiving the written appeal and will send written copies of the decision to the parent/guardian and to the principal.

Special Education

Lexington One provides a free, appropriate, public education for all students with disabilities, ages 3 to 21, who reside within the district.

Each year the district conducts child find activities to identify students with disabilities in need of special education and related services. Evaluation is an essential beginning step in the special education process for a child with a disability. Before a child can receive special education and related services for the first time, an individual initial evaluation of the child must be conducted to see if the child has one of the disabilities under the Individual with Disabilities Education Act, and needs specialized instruction to access and progress in the general education curriculum. Informed parent consent must be obtained before this evaluation can be conducted.

After identifying a student with a disability, a team of appropriate staff members and the parents/guardians of the student determine eligibility, and if there is a need for specialized services to access and progress in the general curriculum. If the student is identified as having a disability and needing specialized services to access and progress in the general curriculum, then the team will obtain parental consent for services and develop an IEP.

Lexington One provides a continuum of services to meet the needs of our students. To the greatest extent possible, we provide these services in the least restrictive environment and in the students zoned school.

Related services help students with disabilities access their special education curriculum. These services include nursing services, physical therapy, occupational therapy, speech therapy and/or transportation.

Destruction of Special Education Records

Special education records for each child with a disability are maintained by Lexington One until no longer needed to provide educational services to the child.

The special education records for the student will be destroyed after five years following program completion or graduation from high school or exit from the district, unless the student (or the student's parent/guardian) has taken possession of the records prior to that time.

State-Standardized Testing — Electronic Device Guidelines

Students are not permitted to use, wear, or access any personal, non-testing electronic devices during testing or while on a break when in an active testing session. These electronic devices include but are not limited to media players, smartphones, cell phones, smartwatches, Bluetooth headphones, electronic translators, handheld devices, or any electronic imaging or photographic devices, headphones that allow access to voice assistant technology, and computers and/or tablets not being actively used for testing purposes. The school will have procedures in place for the collection of these devices prior to the beginning of testing. This restriction does not apply to devices documented for use in a student's IEP, 504 Plan, or Individual Health Plan such as medical devices for monitoring diabetes or headphones or earbuds needed for an oral administration. A student may not access any additional websites or applications during testing, or for any other purpose after testing, while in the testing room.

Collaborative Planning

Lexington One designates specific days during the school year for collaborative planning. On these days, students are dismissed early and teachers take advantage of focused and uninterrupted time to engage in professional learning, evaluate instruction, and to identify ways to enhance learning experiences for all students.

Examples of how teachers use this time include:

- analyzing test results;
- developing plans to target students' weaknesses;
- reviewing grade-level standards;
- ensuring that their instruction adequately addresses all grade-level standards;
- developing common assessments to monitor student progress; and
- sharing innovative teaching methods.

In 2024–25, Collaborative planning takes place on:

Collaborative Planning Dates	School Times on Collaborative Planning Days
Wed., Sept. 25, 2024	ES: 7:30–11:20 a.m.
Wed., Oct. 23, 2024	MS (All but GMS): 8:05 a.m.–12:05 p.m.
Wed., Nov. 20, 2024	GMS: 8:15 a.m.–12:15 p.m.
Wed., Feb. 5, 2025	LHS, WKHS, RBHS: 8:40 a.m.–12:45 p.m.
Wed., March 5, 2025	PHS and GHS: 8:20 a.m.–12:25 p.m.
Wed., April 2, 2025	*Lunch will be served.

World Languages

The national award-winning World Languages Program in Lexington One provides students K–12 with a wide-range of possibilities to learn a world language. Students can participate in dual-language immersion programs starting in kindergarten or begin exploratory Spanish in kindergarten. Exploratory world language courses teach novice level language and culture to help students decide what language they want to pursue for high school credit. World language courses are offered at all grade levels in all middle schools and high schools.

Elementary Spanish

Elementary Spanish is offered in K–fifth grade at all elementary schools. This course is an exploratory course that students attend during related arts. It is designed to introduce students to the basics of the Spanish language and culture in Spanish-speaking countries, and to help students gain a global perspective.

Elementary Dual Language Immersion

Dual language immersion (also known as partial dual language or one-way immersion) is a means of acquiring a world language through content matter instruction. Students participating in Lexington One's dual language immersion program develop

communicative and academic proficiency in the target language, while succeeding academically in all subject areas. Elementary students in the dual language immersion program spend half the day studying the regular grade-level curriculum and standards in classes conducted in the target language by an immersion teacher. The other half of the day is conducted in English by an English-speaking teacher. Mathematics, science and literacy are taught in the target language. English language arts and social studies are taught in English.

Middle School World Languages

Middle schools offer exploratory courses, allowing students to experience several different languages and cultures before deciding which language they would like to pursue for high school credit.

Integrated performance units of study and assessments in middle school world language classes reflect and mirror performance-based instructional activities taking place in the world language classroom and beyond on a daily basis. Learners must demonstrate what they know and can do in the language, showing their progress toward increased language proficiency using real-world tasks. Their performances in modern languages

are rated on a scale of 1–20 and performances in classical languages (Latin) are rated on a scale from 1–18, based on the ACTFL Performance Descriptors for Language Learners.

World language courses for high school credit are available for immersion students starting in the sixth grade, and for other students starting in eighth grade. Placement in high school courses will be determined based on students' academic readiness, performance ratings and teacher recommendation.

Middle School Immersion

Immersion students have the opportunity to continue learning their language during the middle school years. Middle school immersion students take two courses in the target language including German, French, Chinese or Spanish language arts and Passport to the German-, French-, Chinese- or Spanish-Speaking World.

The language arts course focuses on literacy and the mechanics of how the language works, while the Passport course allows students to explore cultural practices and real-world problems. Students participating in middle school immersion courses will have the opportunity to earn high school credits based on their successful completion of course objectives.

High School World Languages

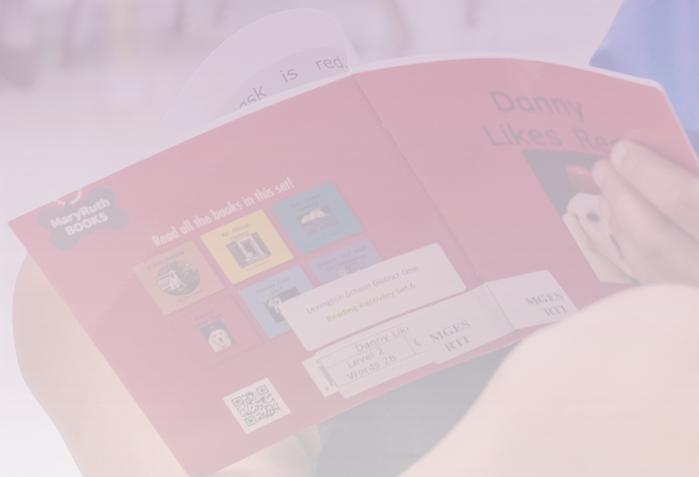
Lexington One offers courses in Chinese, French, German, Latin and Spanish. Languages and levels offered, including Levels 1-5, AP, and IB, depend on the high school. All high school units focus on proficiency in the second language. Integrated performance units of study and assessments in high school world language classes reflect and mirror performance-based instructional activities taking place in the world language classroom and beyond on a daily basis. Learners must demonstrate what they know and can do in the language, showing their progress toward increased language proficiency using real-world tasks. Their performances in modern languages are rated on a scale of 1–20 and performances in classical languages (Latin) are rated on a scale from 1–18, based on the ACTFL Performance Descriptors for Language Learners.

High School Immersion

Immersion learners also benefit from coursework based on interdisciplinary units of study. They are placed in immersion courses with their immersion peers for this special course of study.



GENERAL INFO



GENERAL INFORMATION

Automobile Use

As a courtesy, schools provide parking on school property for students, parents/guardians and visitors. The district, however, assumes no responsibility for damage to vehicles, theft of vehicles or theft of articles from vehicles.

Each school's administrators establish rules and regulations for parking lots. These rules keep everyone safe and protect vehicles.

Anyone who does not adhere to the rules may have his/her permission to park on school property taken away.

Students parking on school grounds

Students may not park at middle schools.

Students who attend a particular high school may drive to that school. The district does not, however, guarantee parking spaces.

To park on high school property during the school day, school administrators require students to successfully complete the Alive at 25 program, register their vehicles with the school, pay a parking fee, and display an identification sticker or permit. Vehicles that do not have a school-issued sticker or permit in plain view may be towed.

Schools may withdraw parking privileges from any student who violates a traffic rule or regulation on campus or who breaks any other school rule involving a vehicle.

Students may not sit in vehicles or linger in the parking areas around the school.

Alive at 25

Lexington One high school students who drive to school must complete the Alive at 25 program in order to purchase a campus parking permit at any of our high schools. After successfully completing the course, the student may purchase parking permits for the rest of his/her high school career.

Alive at 25 is an early intervention program that helps prevent traffic violations, collisions and fatalities. It was developed by the National Safety Council. You can view more information about this program here: <https://scnsc.org/ddc/aliveat25>.

It is a 4.5-hour defensive driving course that addresses the dangers of speeding, using a mobile phone while driving, eating while driving, abusing alcohol or drugs while driving and more. Unlike traditional driver's education courses that focus on the mechanics of driving, Alive at 25 addresses the behaviors of driving.

Vehicle crashes are the number one cause of death for young people between the ages of 16 and 24. We want to do more to help keep our students safe when they are behind the wheel. The National Safety Council reports that students who complete the Alive at 25 course are 96% less likely to be killed in a car crash than youths who have not taken the course.

The National Safety Council reports that students who complete the Alive at 25 course are 96 percent less likely to be killed in a car crash than youths who have not taken the course.

College Athletic Eligibility

Student athletes who are interested in playing a sport in college should plan their high school coursework carefully. In addition, they should become aware of all rules and regulations regarding initial eligibility.

The National Collegiate Athletic Association Initial-Eligibility Clearinghouse determines eligibility for college athletics.

Student athletes may contact their coach and their school counselor for information. Student athletes are also encouraged to review information on the following websites for specific information related to eligibility: ncaa.org or ncaaclearinghouse.net.

Damaged or Lost Textbooks

If a student loses or damages a textbook belonging to the state or district, the student must pay a replacement fee to the school based on the price of the textbook. The district does not issue a new book until the student pays for the damaged or lost book.

Dress Code

Students will dress in appropriate clothing that follows the district dress code policy. Logos or clothing that promotes alcohol, drugs, tobacco, hate, gang affiliation, nudity, violence, or profanity is not allowed. No clothing or accessories are allowed to disrupt the educational process. District and school administration reserve the right to determine what is appropriate for school.

Students are required to wear their district issued photographic identification badge or a sanctioned temporary badge as set forth in policy JICDBB-R.

Proper shoes must be worn at all times for safety reasons.

Logos or clothing including head coverings that promote alcohol, drugs, tobacco, hate, gang affiliation, violence, nudity, or profanity is not allowed. No clothing or accessories are allowed to disrupt the educational process.

District and school administration reserve the right to determine what is safe and appropriate for school dress.

Students of any body type / size may wear shorts, dresses, skirts, etc., whose length is no shorter than the mid-thigh. Tops must be long enough that they can be tucked into pants or shorts. Pants must be worn at the waistline.

Students may wear special dress or costume for specific events or special occasions during the school day when approved by the principal. Religious clothing / headgear is permitted.

The following items are not appropriate to be worn at school:

- Undergarments that are visible
- Pants or jeans with holes, tears, or tattered to the extent that skin or undergarments are visible above the mid-thigh, see-through garments showing skin or undergarments above the mid-thigh are not allowed.
- Clothing or accessories that could pose a safety risk to the student or others.

If there is a disagreement between students and/or parents/legal guardians and the staff regarding the appropriateness of clothing, the administration will use discretion to make the decision. Disciplinary action regarding the enforcement of this policy is listed below.

Number of offense(s) Consequence(s)

1st violation: Student conference held. Student changes attire.

2nd violation: Student / Parent conference held. Student changes attire.

3rd violation: Student / Parent conference held. Student changes attire. Student receives detention.

Additional violations: Student / Parent conference held. Student changes attire. Student receives in-school or out-of-school suspension. Continued violations may result in a recommendation for expulsion.

Early Dismissal

No student will be permitted to leave school during the school day unless a parent/guardian or other approved person comes to the school for the student or prior arrangements have been made.

The parent/guardian or other approved person must come to the office and sign the student out during school hours. In cases of extenuating circumstances, the principal will use his/her judgment in excusing a student.

If a student becomes ill or is hurt at school, the parent/guardian and/or emergency contact will be contacted before the student is dismissed.

As a precaution to ensure student safety, schools do not accept incoming telephone calls or written notes for the purpose of dismissing a pupil from school early.

The district does not have permanent early dismissals for students except ones approved by a special committee established to review hardship cases at each school. Exceptions are limited to students involved in school-sponsored work-study programs and students enrolled in college

Students excused to leave school for any part of a day must be signed out before departing.

Early dismissal usually occurs at class changes or lunch/recess in order to limit interruptions to instructional time. Except in the case of a family or medical emergency, dismissal during the last instructional period of the day is strongly discouraged and must be approved by a school administrator.

Extracurricular Activities

Class trips: Lexington One does not sponsor class trips such as junior or senior class trips.

Clubs: The district encourages middle and high school students to join at least one of the clubs that operate at their school according to current Board policy. Schools make a list of clubs available to students prior to the first club meetings of the school year.

Field studies: School clubs, athletic teams, organizations or subject classes (such as history or science) may take field studies.

The principal must approve routine in-state field studies that last one day or less. The Board of Trustees must approve all in-state trips of two or more school days and all out-of-state overnight trips.

Each student who goes on a field study must have written permission from a parent/guardian.

A school employee (i.e., coach, band director, teacher) directly supervises each trip. In addition, there must be at least one chaperone for every 10 students. Parents/guardians, at least 21 years of age or older, may serve as chaperones. All chaperones will require a background check.

When male and female students go on overnight trips, Lexington One requires both male and female chaperones.

Students are expected to pay all entrance fees, food, lodging or other costs, unless the school has made other arrangements. If, however, a student is required to participate in field studies as part of a class requirement but is unable to pay, the school will arrange for the costs to be paid.

Fees

As part of the district's annual budgeting process, the board approves a fee schedule for the next school year.

Some fees that appear on the list include participation fees for extracurricular activities or consumable fees for the purchase of supplies used in instruction. These fees are only used to support the subject or activity for which the fee was paid.

For example, Lexington One charges student athletes a board-approved student athletic participation fee of \$75 per year. This is a per child fee and not a per sport fee.

The principal and/or superintendent must approve any other money collected from students according to the following guidelines:

- No class or grade may charge its members dues.
- All money collected from students — for any purpose — is given to the school principal or his/her designee. The principal then follows proper

district receipting, accounting and disbursement procedures.

- The district keeps special collections for class activities, club activities or events to a minimum.

Food Service

The district encourages all students to participate in the National School Lunch and School Breakfast programs. These programs offer students well-balanced meals and give students an opportunity to learn about nutritious meals. For the 2024–25 school year, the price for breakfast is \$1.90 per breakfast and the price for lunch is \$3.40.

Community Eligibility Provision for Pelion-Area Schools

Forts Pond Elementary, Pelion Elementary, Pelion Middle and Pelion High are participating in the Community Eligibility Provision (CEP) for the 2024–25 school year. All students enrolled at Forts Pond Elementary School, Pelion Elementary School, Pelion Middle School, Pelion High School may participate in the breakfast and lunch program at no charge to them, and their parents/guardians do not have to complete an application for free or reduced price meal benefits.

Application for Free or Reduced-Price Meals

Depending on the income level of the household and the number of members living in the household, students may qualify for free reimbursable meals (breakfast and lunch) or reduced-price reimbursable meals (breakfast 30¢ and lunch 40¢). Families may complete a meal benefit application anytime during the school year. Applications are available online at <https://linqconnect.com>, on the district’s website and at each school.

Families approved for free or reduced-price meals may also qualify for additional benefits such as a reduction in school fees, SAT and ACT fees waived or reduced, etc. To receive these benefits, the family must provide a copy of the approved meal benefit letter to the school.

The qualification for free or reduced-price meal benefits is not retroactive to any fees, benefits and/or meal charges already incurred. Families must apply for free or reduced-price meals school every year. A family’s status does not carry over from the previous school year.

Student Meal Accounts

To add money to a student’s meal account a parent/guardian may send cash or check to the cafeteria manager at the school or deposit funds online at <https://linqconnect.com/main>.

The LINQ Connect website allows parents/guardians to make secure payments to their child’s account, remotely monitor their children’s accounts, set up automatic recurring payments, set up low balance email message alerts, etc.

To start using this service, parents/guardians should visit the website, follow the directions and create a Parent Account. Click on “Register” to begin the process of making a new account and be sure to have the following information to successfully link your student(s) to your account:

First Name, Last Name, and Date of Birth.

Parents are encouraged to monitor their student’s meal account. A student meal history may be requested through the school cafeteria at any time and is available online through LINQ Connect as described above.

School administrators notify a parent/guardian once their child charges an item and owes money to the cafeteria. The district does not refuse breakfast and/or lunch to a student.

Procedures for handling charged items in elementary and secondary schools are developed for the purpose of dealing with this situation on a consistent basis so that the student “customer” will not be embarrassed or humiliated.

Charged items are defined as meals that cannot be properly accounted for because the student has no money in hand or on their meal account. Students may charge up to \$15.00 in meals.

- Notification through ParentSquare and LINQ Connect emails will be used to notify parents of account balances with less than \$10.00 weekly.

-
- All students with a negative balance cannot charge anything extra (à la carte items) to their meal account.
 - Adults may not charge meals.

What is a meal?

- A lunch meal (five items) consists of a meat/meat alternative (such as cheese), vegetable, fruit, grain/bread and milk.
- A breakfast meal (four items) consists of a meat/meat alternative (such as cheese), fruit/vegetable, grain/bread and milk.
- USDA policy requires a student to have three of the five meal items at lunch and three of the four meal items at breakfast.

- For lunch, one of the three items must be a fruit or vegetable. For breakfast, one of the items must be a fruit or vegetable. Otherwise, the student is charged an individual price for each item.

Students may purchase additional items from the cafeteria. To pay for additional items such as extra entrées, à la carte items, etc., parents/guardians can send cash or a check to school or deposit funds online at <https://linqconnect.com>.

For further questions, please contact the Food Service and Nutrition department at 803-821-1170 or visit the website.

Fundraising

Schools will keep fundraising to a minimum so that the efficiency and effectiveness of the educational process is not impaired. Fundraising campaigns must be approved by the principal.

No student or organization may sell, distribute or advertise services, written materials or items from private sources at school without the principal's approval.

Schools may conduct up to 30 exempt food-based fundraisers, not to exceed 1 per day per event. An exempt fundraiser are food items that do not meet the USDA Smart Snacks in School nutrition standards according to the Healthy, Hunger-Free Kids Act of 2010. An exempt fundraiser cannot be sold in the food service area (where school meals are prepared, served or consumed) during breakfast or lunch. This includes a commons area if students are expected to eat there.

Nutrition standards for food and beverages are accessible on the Food Service and Nutrition link on www.lexington1.net.

Health and Wellness

Lexington One schools use an integrated school, parent and community approach to enhance the health and wellness of its students with the goal of increasing fitness and reducing obesity.

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

- Nutrition education is integrated into health education and other areas of the curriculum through classroom instruction, snack times and the school cafeteria.

- Daily recess and intentional physical activity are provided in all elementary schools.
- After-school programs encourage physical activity and healthy habit formation. The district wellness policy is considered when planning school-based activities such as school events, field trips and assemblies.
- Physical education classes include instruction of individual activities as well as team sports to encourage lifelong physical activity.
- Reports showing an individual student's fitness on their recommended healthy fitness zone for age and gender as measured by the "Fitnessgram" are sent home in grades five and eight, and once in high school.

Wellness Policy

Lexington One's Vending, Beverage and Food Initiative for Healthy Kids is part of the Board's wellness policy (District Policy ADF School Wellness) and limits student access to unhealthy snacks and beverages.

- It is important that our PTAs and other school organizations know that students are not to receive these foods during the school day or on field studies.
- A student may bring food/beverages of minimal nutritional value from home for his/her own use. The student, however, may not sell these items to other students.
- Any foods and beverages marketed or promoted to students on school campuses during the school day will meet or exceed the USDA Smart Snacks in School nutrition standards such that only those foods that comply with or exceed those nutrition standards are permitted to be marketed or promoted to students.
- These standards do not apply to marketing that occurs at events outside of school hours, such as after school sporting events or any other events, including school fundraisers.

Insurance Program

The district offers an optional student accident insurance program available to parents/guardians at a minimal cost. Parents/guardians make payments for this coverage directly to the company offering the insurance.

The district covers middle and high school students engaged in sports through a separate insurance program. Schools do not, however, pay the difference between the benefits students receive under the insurance program and any actual costs resulting from student accidents.

Interscholastic Activities

All activities for students in grades seven–12 involving school-sponsored competitions between or among schools are considered interscholastic activities.

The South Carolina High School League's rules govern all interscholastic athletic activities (see [schsl.org](https://www.schsl.org)).

Policies of the district's Board of Trustees govern all other interscholastic activities.

A student establishes academic eligibility at the beginning of each semester. This eligibility is based on the student's previous semester of courses taken and grades achieved.

Military Families

Lexington One is a Purple Star School District, which recognizes our significant commitment to supporting military families and students of servicemen and women. We proudly endorse the Military Interstate Compact, ensuring a smooth educational transition for military children as they move between duty stations and districts. The compact guarantees continued enrollment in kindergarten programs, participation in special programs like gifted and talented or athletics, and streamlined transcript and course reviews to keep students on track for graduation. Additionally, Lexington One provides five excused absences for military children to spend precious time with a deploying or returning parent. If you need additional information, please see the district's webpage or contact our Military Liaison officer, Mr. Zan Tracy Pender, Lexington One's director of school counseling and advisement.

Non-Resident Students

In order to attend a Lexington One school, a child must reside with a parent/guardian who is a resident of Lexington One, or the child must own real estate in Lexington One with an assessed tax value of \$300 or more and pay tuition.

Tuition is the difference between the taxes the parent/guardian pays on the student-owned property each year and the district's cost to educate the student. (The prior year's local revenue per child raised by the millage levied for school district operations and debt service is reduced by school taxes on real property owned by the child paid to the school district in which he/she is enrolled.)

The parent/guardian must bring a copy of the deed showing the child as the property owner and showing that it has been filed at the Lexington County Courthouse.

Once this has been verified, the parent/guardian must pay the additional tuition before the child may enroll in a school in our district.

If payment to the school district is not made within a reasonable time, as determined by the district, the child will no longer be allowed to attend the school.

Notification of Rights Under the Family Educational Rights and Privacy Act

The Family Educational Rights and Privacy Act (FERPA) affords parents/legal guardians and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. These rights are:

The right to inspect and review the student's education records within 45 days of the day the school receives a request for access.

Parents/Legal guardians or eligible students should submit to the school principal, or appropriate school official, a written request that identifies the record(s) they wish to inspect. The school official will make arrangements for access and notify the parent/legal guardian or eligible student of the time and place where the records may be inspected.

The right to request the amendment of the student's education records that the parent/legal guardian or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents/Legal guardians or eligible students who wish to ask the school to amend a record should write the school principal, or appropriate school official, clearly identify the part of the record they want changed and specify why it should be changed. If the school decides not to amend the record as requested by the parent/legal guardian or eligible student, the school will notify the parent/legal guardian or eligible student of the decision and advise them of their right to a hearing regarding

the request for amendment. Additional information regarding the hearing procedures will be provided to the parent/legal guardian or eligible student when notified of the right to a hearing.

The right to privacy of personally identifiable information in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the school board; a person or company with whom the school has outsourced services or functions it would otherwise use its own employees to perform (such as an attorney, auditor, medical consultant, or therapist); a parent/legal guardian or student serving on an official committee, such as a disciplinary or grievance committee; or a parent/legal guardian, student, or other volunteer assisting another school official in performing his/her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

When a student transfers to another public or private school, the school will send the student's permanent school records, including incident reports

relating to charges for certain offenses outlined in law and the discipline record of suspensions and expulsions, to the receiving school and notify the parent/legal guardian of the transfer.

The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school to comply with the requirements of FERPA. The name and address of the office that administers FERPA are as follows.

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-8520

Directory Information

The Family Educational Rights and Privacy Act (FERPA) 20 U.S.C. § 1232g; 34 CFR Part 99) allows student information that would not generally be considered harmful or an invasion of privacy to be disclosed. FERPA refers to this as “directory information.”

In the administrative rule for Board Policy JRA Students Records, Lexington One classifies the following student information as directory information: name; address; participation in officially recognized activities and sports; weight and height of members of athletic teams; dates of attendance; diploma or certificate and awards received; grade level; most recent previous educational agency or institution attended by the student; photographs, digital images, images on videotape, and other electronic images (as related to school-sponsored or district-sponsored events, activities, and special recognitions); and other similar information which may appear in newspaper articles, on television, in radio broadcasts, on displays, on the world wide

web, or in district or school promotional pieces.

The primary purpose of directory information is to allow Lexington One and our schools to include this type of information in school and district publications (news releases, newsletters, yearbook, etc.) and digital media (ParentSquare, website, social media, signage, etc.) as a way to recognize students and promote their achievements.

According to JRA-AR, the district will not release directory information to any person or agency for commercial use. Occasionally, the district does receive requests for addresses from non-profit organizations so that these organizations can mail families information about programs they offer for students.

Right to restrict the release of your student’s directory information

A parent/guardian or a student who is 18 or older has the right to restrict the release of any or all of the types of information designated above as directory information by notifying the district annually.

Notification can be made by completing the Directory Information Opt-Out Form in PowerSchool’s Parent Portal or by notifying the district’s Chief Communications Officer in writing.

The opt-out form or written notification must be submitted each school year and a parent/guardian can modify restrictions during the school year.

Notification of Rights Under the Protection of Pupil Rights Amendment

PPRA is a federal law that affords parents/guardians and students over 18 years of age certain rights regarding the manner in which Lexington One conducts surveys, collects and uses information for marketing purposes, and does certain physical exams. These include the right to the following:

1. Consent before students are required to submit to a survey that concerns one or more of the following protected areas (protected information survey) if the survey is funded in whole or in part by a program of the U.S. Department of Education:

- Political affiliations or beliefs of the student or student's parent
- Mental or psychological problems of the student or student's family
- Sex behavior or attitudes
- Illegal, anti-social, self-incriminating or demeaning behavior
- Critical appraisals of others with whom respondents have close family relationships
- Legally recognized privileged relationships, such as with lawyers, doctors or ministers
- Religious practices, affiliations or beliefs of the student or student's parent
- Income, other than as required by law to determine program eligibility

2. Receive notice and an opportunity to opt a student out of the following:

- Any other protected information survey, regardless of funding
- Any non-emergency, invasive physical examination or screening required as a condition of attendance; administered by the school and scheduled by the school in advance; and, that is not necessary to protect the immediate health and safety of a student, with some exceptions.
- Activities involving collection, disclosure or use of personal information obtained from students for marketing, or to sell or otherwise distribute the information to others

3. Inspect, upon request and before administration or use, the following:

- Protected information surveys of students
- Instruments used to collect personal information from students for any of the above for marketing, sales or other distribution purposes
- Instructional material used as part of the educational curriculum

These rights transfer from a student's parents to a student 18 years old or to an emancipated (under state law) minor.

Lexington One has developed and adopted policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure or use of personal information for marketing, sales or other distribution purposes. Lexington One will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. Lexington One will also directly notify, such as through U.S. mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below, and will provide an opportunity for the parent to opt his/her child out of participation in the specific activity or survey. The district will make this notification to parents at the beginning of the school year if the district has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below, and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this requirement:

- Collection, disclosure or use of personal information for marketing, sales or other distribution;
- Administration of any protected information survey not funded in whole or in part by the U.S. Department of Education;
- Any non-emergency, invasive physical examination or screening as described above.

Parents who believe their rights have been violated may file a complaint with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202-5901.

ParentSquare

Starting with the 2023-24 school year, families will receive classroom, school and district communications from one source -- ParentSquare.

ParentSquare automatically generates an account for each parent, using the email address and phone number on file with your child's school. We encourage parents to access their accounts so they can download the mobile app and update their preferences on when and how they are notified. Go to parentsquare.com and request an email activation using the email address or phone number you provided when you completed annual registration.

Here's what parents/guardians can do with ParentSquare:

- Receive messages from the school and district via email, text or app notification
 - Choose to receive information as it comes or all at once with a daily digest at 6pm
 - Communicate in your preferred language
 - Direct message teachers and other staff
 - Sign up for parent-teacher conferences
 - Sign up to volunteer
 - And more, all from your desktop or mobile device
-

"Pledge of Allegiance"

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 his/her 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.

Section 504

Section 504 of the Rehabilitation Act of 1973 (Section 504) is a civil rights law designed to protect individuals with disabilities from discrimination for reasons related to their disabilities. This federal law ensures that the needs of students with disabilities are met as adequately as the needs of their nondisabled peers. It is intended to remove barriers so that students with disabilities have equal access to the learning environment and may participate fully.

To be eligible under Section 504, a student must be determined to: (1) have a physical or mental impairment that substantially limits one or more

major life activities, (2) have a record of such an impairment, or (3) be regarded as having such an impairment. Examples of major life activities include, but are not limited to, caring for oneself, performing manual tasks, seeing, hearing, eating, walking, communicating, and regulating emotions. Congress also provided a non-exhaustive list of examples of major bodily functions that are major life activities, such as the functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions. Learning does not have to be impacted to qualify for Section 504.

An eligibility decision is made by a multidisciplinary team consisting of persons who are knowledgeable about the student, the meaning of the evaluation data, and the placement options. Most often, the team will include a parent/guardian, the student (as appropriate), a teacher, a school administrator, and a school counselor. Depending on the nature of the student's impairment, the team may also include the school nurse or the school psychologist. If the student is determined to be eligible under Section 504, the team may decide to develop a Section 504 Accommodation Plan to outline the services

and/or accommodations needed to ensure that the student has an opportunity to receive an education comparable to that of his/her nondisabled peers.

To make a referral for a student, parents/guardians may contact the school's nurse, psychologist, a counselor, or an administrator. For questions or more information about Section 504, the district's Section 504 Coordinator, Dr. Sarah Longshore, may be reached at 803-821-5628 or slongshore@lexington1.net.

Student Government

Student government is an extension of the educational process. When students participate in school affairs, they grow as responsible citizens.

Schools may establish student councils or student government associations in order to encourage participation in various activities of school life and to allow students to experience the democratic process.

Student councils help improve the general welfare of all students, participate in curriculum evaluation and recommend regulations for student conduct.

Student councils do not have the authority to make policies for the district or regulations for the school. Students may recommend policies and policy changes to the district's Board of Trustees through student government channels or through procedures established by school administrators.

Student councils do not have any disciplinary authority — except for the authority to recommend removal of one of their members from the council.

Student Publications

Each school publication, such as newspaper, yearbook, literary magazine, etc., will have a sponsor (such as a teacher).

The sponsor analyzes, evaluates and approves all content.

The principal monitors the process and is ultimately responsible for all publications.

SAFETY & DISCIPLINE



SAFETY & DISCIPLINE

Accidents/First Aid

Each school has a licensed nurse responsible for administering first aid.

When a student's illness/injury may require further evaluation, the school makes every effort to parent/guardian and/or emergency contact immediately. If the illness/injury appears serious, the school may call the emergency services and ask them to transport the student to the nearest hospital emergency room. (The parent/guardian is responsible for the cost of the ambulance.)

When the parent/guardian is not immediately available, a school representative accompanies the injured/ill student in the ambulance or follows the ambulance to the emergency health care facility and remains at the emergency health care facility with the student until a parent/guardian, other family member or family physician arrives.

Parents are reminded that the primary purpose of the school health office is to provide assessment of and care for injuries and illnesses that occur during the school day.

Assault Against School Personnel (S.C. Codes 16-3-612 and 59-63-370)

If a student is convicted of assault and battery committed against any person affiliated with a school on school grounds or at a school-sponsored event, or if a student is convicted of a violent offense of any type, state/local authorities notify that student's school.

Every year the school must notify each of that student's teachers of his/her conviction.

In addition, the conviction or adjudication and sentence is filed in the student's permanent record. The school must forward it with the student's school records when the student transfers to another school or school district.

Assisting Students with Medications

Schools will assist students with medication using the following procedure:

The parent/guardian must submit a dated request to the school for any non-prescription or prescription medication on the Permission for School Administration of Non-Prescription and Prescription Medication form.

The request should list the student's name, health care provider's name, medication, time the student must take the medication, dosage, possible side effects and date the student stops taking the medication.

For long-term medications or emergency medication (e.g., epinephrine for severe allergic reactions), the parent/guardian may submit one request per year.

If the school approves the request, the school nurse will assist the student with taking the medication and will keep a record of all instances of assistance. This may include training unlicensed district employees to assist with the medication when a nurse is not available.

Medications, whether non-prescription or prescription, must be provided in their original labeled containers.

Once the student completes the treatment, or if the medication is discontinued during the school year, the parent/guardian should reclaim any unused medication within two weeks. The school will destroy any remaining medication after this time.

At the end of the school year, the parent/guardian

should make arrangements to reclaim any unused medications. The school will destroy all medications not picked up by the last day of school.

Neither the district nor its employees will be responsible for any adverse reactions when the medication has been given in the manner prescribed.

Individual Healthcare Plans

School nurses write Individual Healthcare Plans to guide how a student's health care needs will be met while at school. The nurse works with the student, the student's parent/guardian, the student's health care provider and other school staff to write the plan.

IHPs are written for students who have special health care needs and are also written for students who have been approved by the school district to self-medicate or self-monitor.

Students will not share any prescription or over-the-counter medication with another student. Violations of this will result in disciplinary action including, but not limited to, suspension or expulsion.

Schools cannot allow unsupervised self-monitoring or self-medication in cases where this would jeopardize the safety of the student or others.

To learn more about IHPs, talk with the school nurse.

Bullying

Lexington One prohibits acts of harassment, intimidation or bullying of a student by students/ third parties that interfere with or disrupt a student's ability to learn and the school's responsibility to educate students in a safe and orderly environment. This is true whether that harassment, intimidation or bullying takes place on school grounds, on a school bus or other school-related vehicle, at an official school bus stop, at a school-related activity on or off school property, or at a function where the school is responsible for the student.

Harassment is unwanted acts of aggression toward others. Under federal civil rights laws, harassment is unwelcome conduct demonstrated to others that is based on race, national origin, color, gender, disability or religion; that is severe, pervasive or persistent; and that creates a hostile environment or an unsafe environment.

Intimidation is to create fear of harm in individuals for themselves, others or their personal properties.

Bullying is unwanted, mean behavior among school-aged children that involves a real or perceived power imbalance. Bullying has four critical elements: 1) the behavior must be repetitive; 2) it must be intended to harm; 3) there must be a difference of power (physical, social or otherwise) between the bully and victim; and 4) the bully gains control over the victim. In order to prove bullying, three of the four must be present.

The district defines harassment, intimidation or bullying as a gesture, electronic communication or a written, verbal, physical or sexual act reasonably

perceived to have the effect of either of the following:

- harming a student physically or emotionally, or damaging a student's property, or placing a student in reasonable fear of personal harm or property damage; or
- insulting or demeaning a student or group of students, causing substantial disruption in or substantial interference with the orderly operation of the school.

Lexington One encourages all employees, parents, students and community members to help the district prevent bullying.

All school employees must report alleged violations of this policy to the principal.

Students who feel they have been subjected to harassment, intimidation or bullying are encouraged to file a complaint in accordance with district procedures.

Other members of the school community (students, parents/guardians, volunteers, visitors, etc.) are encouraged to report any act that may be a violation of this policy. Individuals may make reports anonymously by calling or texting the Lexington One Tip Line, 803-636-8317.

Schools will investigate complaints promptly and thoroughly, while protecting the identity of the victim or reporter of bullying or harassment to the extent allowed by law. The district prohibits retaliation or reprisal in any form against any

student or employee who files a complaint/report of harassment, intimidation or bullying.

The district will not allow anyone to make a false accusation against another person as a means of harassment, intimidation or bullying.

A student who commits one or more acts of harassment, intimidation or bullying may receive consequences/appropriate remedial actions that range from positive behavioral interventions up to and including expulsion and/or referral to law enforcement.

Administrators determine the consequences according to the nature of the behavior, the developmental age of the student, and the student's history of problem behaviors and performance.

Remedial measures will be designed to correct the problem behavior, prevent another occurrence of the problem and protect the victim of the act.

The district may take disciplinary action if the problem behavior is initiated off-campus through use of electronic methods, the internet or web-based resources.

Personal Electronic and Communication Devices Guidelines

Lexington One's new cell phone policy was approved by the board on November 19, 2024.

As required by a new state law, starting Jan. 7, 2025, students are not permitted to use personal electronic devices during school hours.

Elementary

Elementary school students may possess personal electronic devices/accessories as long as the devices remain off and are not visible during the school day while on school property.

Middle and High

Middle/high school students may possess personal electronic devices/accessories as long as the devices remain off and are not visible during the school day.

Students are not permitted to access personal electronic devices or personal electronic device accessories during the school day (start of first class through the end of the last class to include the time between classes and during lunch).

Personal communication devices are not permitted to be used in locker rooms, restrooms, or other personal spaces at any time.

Important definitions in the policy

Personal electronic devices

Any device utilized to access the internet, wi-fi, cellular telephone signals, or to capture images or video. This includes, but is not limited to, cell phones, smart watches, tablets, and gaming devices. "Personal electronic device accessories" include any wired or wireless accessory or wearable technology that connects to a device and any other accessory commonly used in conjunction with a personal electronic device.

EXAMPLES OF DEVICES



EXAMPLES OF ACCESSORIES



Access

Viewing, holding, wearing, or otherwise using a device for the purpose of communication, internet access, gaming, recording, or any other function commonly associated with devices.

Consequences

Teachers and administrators will only enforce consequences for students whose devices or accessories are visible or heard. Consequences will be as follows:

FIRST VIOLATION: Warning. Student/Parent conference held.

SECOND VIOLATION: Detention. Student/Parent conference held.

THIRD VIOLATION: One Day ISS. Student/Parent conference held.

FOURTH VIOLATION: One day OSS. Student/Parent conference held. Student is prohibited from possessing a device at school.

FIFTH VIOLATION: Recommendation for expulsion.

**The board recognizes that enforcement of this policy during non-instructional times presents challenges for school staff. Therefore, during class changes and at lunch if a middle/high school student is not complying with this policy, he/she will be asked to power off their personal electronic device/accessory and put it away. If a student does not comply with this directive, he/she will be referred to an administrator for failure to obey.

Exceptions

A teacher may only allow the instructional use of personal electronic devices/accessories if they have been authorized for classroom use explicitly by the District Superintendent or his/her designee in writing.

If explicitly required by a student's IEP or 504 plan, the student shall be allowed to access their personal electronic device for medically or educationally necessary purposes described and required for administration of the IEP or 504 plan.

For medical needs, a device must support life-saving or life-sustaining activities, such as monitoring blood glucose or vital signs, and supporting documentation from a licensed healthcare provider is required. The 504 or IEP team determines accommodations and approves the use method and frequency, ensuring limited, supervised, and specific use while respecting privacy laws.

School Day

Period of time between the morning tardy bell/start time and dismissal bell/dismissal time at the end of the instructional day.

Educational exemptions must demonstrate a direct, substantial relationship to education and prioritize district-provided assistive technology and district-issued devices, with personal devices approved only when district resources are insufficient.

Students granted medical or educational necessary exemptions will have a designation on the back of their ID to verify authorization.

A student who is a member of a volunteer firefighting organization or emergency organization may be authorized to carry a device with written permission from the District Superintendent or his/her designee.

Communicable Diseases

Lexington One includes an emphasis on health, hygiene and safety in its curriculum. The district also includes age-appropriate information concerning safe health practices that inhibit/prevent the spread of communicable diseases.

Under certain circumstances, students with communicable diseases can pose a threat to the health and safety of other students and staff. The district works to maintain a balance between educating all eligible students and controlling communicable diseases.

Decisions regarding the educational placement of students with communicable diseases are made on a case-by-case basis, in accordance with these guidelines:

- Students with communicable diseases will be permitted to attend school, provided they do not meet any SC DPH or district exclusion requirements. The parent/guardian, however, must inform the school principal of their child's communicable disease.
- For communicable diseases not addressed by SC DPH or district exclusion requirements, a committee forms to monitor/evaluate the student's health status. The committee consists of the parent/guardian, personal physician, appropriate public health professionals and district personnel.

- The committee considers means of transmittal, how long the student will be infectious, to what degree the student's presence at school poses a risk to other students/staff and the probability of transmittal.
- If an elementary school student is infected with AIDS or HIV, SC DHEC notifies the district. Once the district receives notice, the superintendent ensures that a committee forms to monitor and/or evaluate the student's health status. Generally, children with AIDS or HIV infection should be permitted to attend school and school activities without restriction, provided their health allows it.
- If, based on sound medical evidence, it is decided that a child with a communicable disease poses a significant risk to the health and safety of others, the committee will determine whether an appropriate adjustment can be made to the student's school program to eliminate the risk.
- If such adjustments are not possible, the district will offer an alternative educational program. This placement will continue, with periodic re-evaluation, until the risk to others has abated.
- If it is determined that the student has limited strength, vitality or alertness due to a chronic or acute health problem that adversely affects his/her educational performance, the committee will refer the student for possible identification and placement as a student with special needs.

Concussions

A student athlete who has been removed from play and evaluated, and who is suspected of having a concussion or brain injury may not return to play (RTP) until the student athlete has received written medical clearance by a physician.

Any student athlete determined to be concussed may not RTP on the same day of injury.

The parent/legal guardian of a student athlete determined to be concussed will be contacted and counseled regarding management of the injury.

A student athlete who has been cleared to RTP must follow an appropriate graduated RTP protocol as well as any specific instructions concerning classroom work.

The athletic trainer, physician, physician assistant or nurse practitioner who evaluates the student athlete during practice or an athletic competition and authorizes the student athlete to return to play is not liable for civil damages resulting from an act or omission in rendering this decision, other than acts or omissions constituting gross negligence or willful, wanton misconduct. This immunity applies to an athletic trainer, physician, physician assistant or nurse practitioner serving as a volunteer.

Emergency Drills

The district will implement plans and conduct drills for evacuating or locking down facilities in emergency situations. Plans will include safety measures for indoor and outdoor assemblies, events and gatherings (e.g., recess) detailing crowd management and security. Safety drills will be conducted throughout the school year in accordance with the state Model Fire and Safety Program

Guidelines. District staff shall give full cooperation in carrying out this legal requirement and shall train students in prompt and orderly evacuation of buildings.

See Policy EBCB issued 07/2021.

In addition, the Transportation Office conducts at least two bus evacuation drills each school year.

Expulsion from School

From time to time, the district must expel students from school. These students are either a threat to the safety and welfare of other students, or the students have exhibited behavior which is disruptive to the school and which requires serious disciplinary measures.

When a student is expelled, that student cannot attend school, cannot ride a school bus at any time, cannot come on any school grounds, cannot attend any program at any school during the day or night, and cannot attend any school-sponsored or school-related activity on or off school property.

If a student's behavior or actions warrant possible expulsion, the principal suspends the student for at least six days and recommends to the district hearing officer that the student be expelled.

The school notifies the student's parent/guardian of the alleged infraction(s) in writing and provides a summary of the evidence against the student, the time and place of a hearing, and the rights of the parent/guardian and student.

Hearing Procedure for Expulsion

At least three days prior to the hearing, the family will have the right to access the investigative file in its entirety, to include all documents and videos, with appropriate exemptions and redactions as required by the Family Educational Rights and Privacy Act.

The principal or his/her representative, student, parent/guardian and an individual who represents the student (such as an attorney) may attend the hearing. To determine if a family qualifies for free legal representation, the family may contact South Carolina Legal Services.

The principal and the student (or their representatives) may present witnesses or witnesses' statements and, within the discretion of the district hearing officer, cross-examine the witnesses who are presented.

The parent/guardian and/or student representative will be given an opportunity to argue their position and express their views on the case.

If the district hearing officer determines that grounds for expulsion exist, he may expel the student for the remainder of the school year or give the student punishment other than expulsion, such as probation. With probation, special restrictions are placed on the student's right to attend school.

The district hearing officer may also transfer a student (in grades six–12 who is at least 11 years old) to the district's alternative learning program, Alternative Educational Services.

State law (59-65-80) does not require school districts to enroll a student who has been or may be expelled or suspended by a board of trustees of a district or any other person acting with authority from the board.

Appeals for Expulsion

The student or his/her parent/guardian may appeal the district hearing officer's decision by writing to the Office of Student Administration and, ultimately, to the Board of Trustees. Normally, the board will not grant a personal appearance unless there are extenuating circumstances.

Conduct which may result in a recommendation for expulsion:

- Causing or intending to cause disruption or obstruction of school by use of violence, force, noise, coercion, threat, intimidation, fear, passive resistance or any other similar conduct;
- Damaging, destroying or stealing school or private property while on school grounds, or during a school activity, function or event off school grounds or on a school bus;
- Causing, attempting to cause or threatening to cause physical injury to any person or behaving in such a way that could cause physical injury to any person (includes ankling);
- Possessing, handling or using fireworks on school property or at any school-sponsored activity;
- Repeatedly failing to obey school rules or to obey teachers, student teachers, teacher assistants, administrators or other personnel;
- Boarding a school bus, coming on school grounds or attending extracurricular activities/school events while suspended;
- Joining a group when he/she knows or should know that the group is engaged in or is preparing to engage in an activity prohibited by school rules or the law;
- Distributing unauthorized, non-school-sponsored materials;
- Failing to obey any teacher or other school official when asked to leave a particular place, report to a particular place or identify himself/herself;
- Using extortion, blackmail or coercion to obtain money or property from anyone and/or attempting to force anyone to do something against his/her will;

- Using obscene/vulgar language/gestures and/or showing marked disrespect to any school employee;
- Being suspended 10 or more times in a school year or five or more times during a semester (high school);
- Engaging in inappropriate conduct of a sexual nature;
- Intentionally touching anyone in an offensive or sexually provocative manner and/or making offensive or sexually provocative comments or gestures;
- Violating board technology policy;
- Committing an act of harassment, intimidation or bullying.

Conduct which will result in a recommendation for expulsion:

- Possessing, handling or transmitting a knife, gun/ firearm or any other object that can be considered a weapon (including a look-alike weapon). A student who brings a firearm to school will be recommended for expulsion for at least one calendar year (S.C. Code 59-63-235) and will be referred to law enforcement.
- Possessing, using, transferring, associating with, selling or being under the influence of alcohol, controlled drugs, drug paraphernalia, look-alike drugs, narcotics, stimulant drugs, etc.
 - See Policy JICH and page 65 of this handbook for more information regarding alcohol/drug infractions. The board intends to expel all students who distribute any of the above-mentioned substances on school grounds.
- Participating in gang activity/secret societies.

Extreme Weather

Parents/guardians and employees can get information about school delays and closings from the district's telephone calling system, SchoolMessenger, the district's 24-hour pre-recorded telephone message center at 803-821-1299, the district's website at www.lexington1.net, local radio stations or local television stations.

Please do NOT call schools, the Central Services Office or the media. In weather-related emergencies, the district needs to keep all telephone lines open.

Should the weather worsen unexpectedly while students are at school, the district will keep students and school buses at school until the crisis passes. (Schools are one of the safest places that children can be during most natural disasters. In fact, the district's schools serve as emergency shelters.)

During weather-related crises, schools will release students only to parents/guardians or other individuals listed on the students' emergency information cards.

Fever, Illness

Sick children do not perform well in class and can expose their classmates to illness. If your child complains that he/she does not feel well, please check his/her temperature before sending him/her to school. If your child has a fever of 100 degrees or more before you give him/her Tylenol, Advil, Motrin or some other appropriate fever-reducing medication, keep your child at home.

Your child should not return to school until he/she has been fever-free without the help of Tylenol or another product for 24 hours.

Gangs or Secret Societies

Gangs that initiate, advocate or promote activities on school grounds that threaten the safety or well-being of individuals or property disrupt the school environment and are harmful to the educational process. Therefore, any student wearing, carrying or displaying gang paraphernalia, exhibiting behavior or gestures which symbolize gang membership, or participating in negative activities which affect other students will be disciplined.

The administration considers any gang activity or evidence of membership in gangs or secret societies as described in Board Policy JICF to be an act detrimental or disruptive to the school environment, which, for disciplinary purposes, calls for a referral to the district hearing officer.

Hazing

Hazing is against board policy and, more importantly, against the law.

The district tolerates no acts of hazing by students, staff or third parties as a part of any school-sponsored activity. Any hazing activity, whether by an individual or a group, will be presumed to be a forced activity, even if a student willingly participates.

All students and employees must avoid any action that could be viewed as planning, directing, encouraging, assisting or engaging in hazing. No administrator, coach, sponsor, volunteer or district employee will permit, condone or tolerate any form of hazing.

State law defines hazing as "the wrongful striking, laying open hand upon, threatening with violence or offering to do bodily harm by a superior student to a subordinate student with intent to punish or injure the subordinate student, or other unauthorized treatment by the superior student of a subordinate student of a tyrannical, abusive, shameful, insulting or humiliating nature."

Head Lice

Lexington One follows school exclusion guidelines for communicable diseases published by SC DPH. These guidelines indicate school exclusion for head lice from the end of the school day until after the child has been treated with an appropriate lice treatment product and live lice have been removed.

If a teacher thinks a student may have head lice, that teacher will refer the student to the school nurse for screening. If the nurse confirms that the student has evidence of active head lice, the nurse will notify the parent/guardian of that finding and treatment options.

Before a student can be readmitted to school, the nurse must recheck the student to verify that the treatment was effective and no live lice are present.

Identification Badges

Section 59-1-375 (A): A public school, including a charter school, that serves any students in the seventh through twelfth grades that issues student identification cards must print on either side of the cards the telephone number for the National Suicide Prevention Lifeline. The school must also print on either side of the cards the social media platform, telephone number or text number for at least one additional crisis resource selected by the school district or charter school sponsor pursuant to the available data regarding local school or community needs, including, but not limited to:

1. the Crisis Text Line (803-636-8317);
2. a local suicide prevention hotline, if available (800-273-8295); or
3. the National Teen Dating Abuse Helpline (800-791-7233).

Each middle and high school makes photographic identification badges for students, and provides one badge and one detachable lanyard for each student at the beginning of school. If the student loses, defaces or destroys that badge, the student must replace it by paying the district-approved fee.

Students use these badges to purchase meals, check out materials from the media center, provide identification to staff members, etc.

Laser Pointers

Students may not possess a laser pointer (cylindrical objects approximately the size of a writing pen that emit a laser beam) of any kind on school property or while attending a school-sponsored or school-related activity on or off school property.

If a student brings a laser pointer to school, the principal will confiscate it, and the student will face disciplinary action, which could include suspension.

Students must wear the identification badge or sanctioned temporary badge at all times while on campus or while traveling to or from school on a school bus.

The badge must be clearly visible at all times.

If a staff member asks to see a student's badge, the student must show it immediately. Refusal to do so may result in suspension.

If a student comes to school without his/her issued badge, that student must get a temporary badge from the office before classes begin.

A student who repeatedly needs a temporary badge, who alters his/her badge in any way, or who fails to wear his/her badge properly suspended on a lanyard and visible near the middle of the chest will receive one of the following discipline assignments:

First and second offenses: Student conference

Third and any additional offenses: Detention

These measures will be administered on a semester or term basis.

Reporting Child Abuse/Neglect

In accordance with S.C. Code 63-7-310 and board Policy JFL, Reporting Child Abuse and Neglect, all district employees who have reason to believe that a child under the age of 18 has been or may be abused or neglected as defined by law will report or cause a report to be made. These individuals will make the report to a law enforcement agency in the county where the child resides, and/or the county Department of Social Services where the child resides or the county DSS that has custody over the child.

The employee making the report will tell the principal of the school and the school counselor of any oral or written report submitted in a case of suspected child abuse or neglect.

School personnel who reasonably suspect child abuse or neglect will make a report in good faith. A "reason to believe" is sufficient in order to make a good faith report. State law provides both civil and criminal immunity to those reporting suspected

child abuse or neglect in good faith. It is not the responsibility of school personnel to prove that the child has been abused or neglected, or to make a determination of whether the child is in need of protection. Any involvement of school personnel in investigation or treatment should be in conjunction with the local child protection unit of DSS.

Upon proper identification by investigative personnel of DSS or the appropriate law enforcement agency, the principal will, upon request, arrange for the investigators to talk with the child in a private office or conference room. The investigation will take place without parental notification or permission.

Should the investigating agency find it necessary to remove the child from the school, the investigator will attempt to notify the parent/guardian, sign a district pupil release form, and assume responsibility for the child's well-being and safe return home.

School Bus Behavior Code

Students who ride a school bus must observe school bus rules, remain seated and conduct themselves in an orderly manner at all times.

Conduct for meeting the bus:

- Students must be on time.
- If students have to walk along a highway to get to the bus stop, they should walk on the shoulder of the road.
- If students have to cross the road to get to the bus stop, they must wait opposite the stop until the driver motions that it is safe to cross the road. Students should walk, not run, across the road.
- If students have to walk on highway pavement, they should walk facing traffic.
- Students should not run alongside the bus when the bus is moving. Wait until the bus stops to walk to the door.

Conduct inside the bus:

- Students should go to their assigned seats.
- Students should not crowd or push.
- Students should remain seated.

- Students should face forward.
- Students may never extend any part of their bodies out of the bus.
- Students may not talk rudely to the driver.
- Students may not tamper with the emergency exits or any bus equipment.
- Students will not mark or deface any part of the bus. Students should report any damage to the driver as soon as possible.
- Only the bus driver or other authorized person may remove first aid equipment (used for emergencies only).
- Students may not tamper with the fire extinguisher. Only the bus driver or other authorized person will use the fire extinguisher in an emergency.
- Students may not wave or shout to pedestrians or occupants of other vehicles.

- Students may not fight/scuffle.
- Students may not create disturbances.
- Students may not place books, lunch boxes, band/orchestra instruments or other objects (such as class projects) in the aisle or in the front of the

bus. Students may carry these items on the bus if space is available.

- Students may not bring live animals on the bus.
- Students may not eat or drink on the bus.

Excessive noise is not permitted on the bus.

Bus Discipline

Students who break any bus rules are subject to disciplinary action. Depending on the severity of the rule broken, a student may receive points, be suspended or be expelled from the bus.

School bus points accumulate during the entire school year, move with the student within the district and are not reduced after a suspension. They apply to school bus transportation only and do not overlap with a school’s demerit system.

A student suspended or expelled from the bus may not board any school bus.

Bus points are assigned based on the following Bus Misconduct Point System:

Offense	Points
Delaying the bus	1–5
Causing confusion	1–5
Misconduct.	1–5
Out of assigned seat without permission .	1–5
Excessive noise.	1–5
Littering the bus	1–5

For point offenses, a student may be suspended from the bus as follows:

Points	Length of Bus Suspension
11.	5 days
22.	10 days
33.	15 days
44.	Suspension recommended for the remainder of the school year

Bus Suspension

Some misconduct supersedes the bus point system and results in immediate suspension from the bus and possibly from school, including:

- using obscene language/gestures or vulgar language/gestures.
- showing a marked disrespect to others.
- possessing a weapon (this offense will result in a recommendation for expulsion from school).
- directly disobeying the driver or supervisor.
- hitting or threatening the driver or supervisor (this offense will result in a recommendation for expulsion from school).
- possessing any tobacco product, matches or lighter on the bus.
- possessing, using, transferring, associating with, selling or being under the influence of alcohol, controlled drugs, drug paraphernalia, look-alike drugs, narcotics, stimulant drugs, etc. (this offense will result in a recommendation for expulsion from school).
- lighting a match or lighter on the bus.
- damaging the bus or its equipment (if a student damages a bus, he/she will pay for those damages within seven days or the student will be suspended from the bus and possibly from school until the payment is made).
- possessing or discharging fireworks, including stink bombs, on the bus (this offense may result in a recommendation for expulsion from school).
- throwing objects of any kind either inside the bus or from a bus window.

- hitting a student without provocation (this offense may result in a recommendation for expulsion from school).
- showing disrespect to the driver (this offense may result in a recommendation for expulsion from school).
- interfering with the operation of the bus by pulling the emergency lever, etc.
- using emergency exits without authorization.
- fighting (this offense may result in a recommendation for expulsion from school).
- taking physical action against each other by pulling hair, sticking with pins, etc.
- possessing or using an article designed to distract, disturb or cause bodily harm, such as rubber bands, spitballs, water guns, radios, tape players, mechanical toys, games, CD players, cellphones, etc. The bus driver will confiscate the item and give it to the appropriate school official along with the name of the student.
- threatening or intimidating others (this offense may result in a recommendation for expulsion from school).
- leaving or boarding a bus at an unauthorized stop.

The following charts describe the Guidelines for Bus Suspension for offenses.

Elementary Schools

Offense	Bus Suspension Length
First	1–5 days
Second	5–10 days
Third	10–15 days

Middle and Secondary Schools

Offense	Bus Suspension Length
First	5 days
Second	10 days
Third	15 days

Some of the above offenses may result in expulsion from bus transportation at the discretion of the district hearing officer following a recommendation from the school administrator.

Sexual Harassment

The district takes sexual harassment of students seriously and prohibits such conduct by employees, students or third parties associated with district schools.

Students can report inappropriate behavior of a sexual nature without fear of adverse consequences. Any student who feels he/she has been subjected to sexual harassment or any parent/guardian of a student who feels his/her child has been subjected to sexual harassment is encouraged to file a complaint with the school’s principal or designated school contact person.

All employees, students and third parties associated with schools must avoid any action or conduct which could be viewed as sexual harassment. Any employee or student who is found to have engaged in sexual harassment or inappropriate conduct of a sexual nature will be subject to disciplinary action (up to termination in the case of an employee or up to expulsion in the case of a student). Other appropriate steps will also be taken to correct/rectify the situation.

Student Code of Conduct

The district expects students to conduct themselves in such a way that they do not violate the rights and privileges of others.

Students should respect authority, conform to school and district rules, and obey laws that apply to the conduct of juveniles or minors.

School staff emphasize high standards of personal courtesy, decency, morality, clean language, honesty, wholesome relationships with others, respect for real and personal property, pride in one’s work and achievement within the limits of an individual’s ability.

Students who show a sincere desire to remain in school, to be diligent in their studies and to profit from the educational experience will be given every opportunity to do so.

The Student Code of Conduct is in effect when the student is:

- on school property at any time;

- at any school-sponsored event;
- on a school bus or other district vehicle; and
- at all times and in all places where the student's conduct has a direct and immediate effect on the district's interest.

For more information, see Board Policy JICDA and JICDA-R.

Student Concerns, Complaints and Grievances

The board provides a grievance procedure (Policy JII) as a formal method for the resolution of any grievances concerning the treatment of students by district personnel. These grievances may arise from allegations of violations of student legal rights or board policy.

- The district will resolve student complaints and grievances through orderly processes and at the lowest possible level.
- A teacher will provide any student or his/her parent/guardian the opportunity to discuss a decision or situation that the student considers unjust or unfair.
- If the incident remains unresolved, the student, his/her parent/guardian or the teacher may bring the matter to the principal's attention for consideration and action.
- The student may also bring the matter to the attention of class officers or the student council (in grades and schools where such are elected) for possible presentation to the principal.
- If the matter is still unresolved, the complaining party may bring the matter to the superintendent or his designee for consideration.
- If the matter is still unresolved, the complaining party may bring it in writing to the Board of Trustees for review.

Title IX Complaints

Students who believe that they have been discriminated against on the basis of sex may report their allegations to a school administrator or to the District's Title IX Coordinator.

If the student is not satisfied with the decision of the principal, he/she may submit an appeal to the Executive Director of Elementary Schools,

the Executive Director of Middle Schools, or the Executive Director of Secondary Schools, whichever is applicable.

Section 504 Complaints

Section 504 of the Rehabilitation Act of 1973 (Section 504) is a civil rights law designed to protect individuals with disabilities from discrimination for reasons related to their disabilities. This federal law ensures that the needs of students with disabilities are met as adequately as the needs of their non-disabled peers. It is intended to remove barriers so that students with disabilities have equal access to the learning environment and may participate fully.

Grievances

To fulfill its obligation under Section 504 and its sister statute, the Americans with Disabilities Act (ADA), the district will resolve complaints and grievances through orderly processes and at the lowest possible level. For Section 504 issues unrelated to the student's identification, evaluation, or placement, the following steps should be taken in this sequence:

- A teacher or staff member will provide the student or parent/guardian with an opportunity to discuss a decision or situation that the student or parent/guardian considers to be unjust or unfair.
- If the issue remains unresolved, the student or parent/guardian will bring the concern to the principal's attention for consideration and action.
- If the matter is still unresolved after discussing it with the principal, the student or parent/guardian may file a written grievance with the district's Section 504 Coordinator. The grievance must include (1) a description of the nature of the problem, including facts relating to the problem and (2) a proposed resolution of the problem to the extent known and available. The grievance

will be investigated, and a written reply will be supplied to the complainant within ten (10) business days.

- If the student is not satisfied with the outcome, he/she may appeal to the superintendent and then to the board.
- Should the parties involved in the matter be dissatisfied with the results of the investigation, they retain any and all rights provided under federal and state law to further pursue the matter, including the right to file a complaint with the Office of Civil Rights and the right to file suit directly in any court of competent jurisdiction alleging a violation of Section 504.

Appeals

Students and parents/guardians have the right to an impartial hearing when they disagree with the school regarding the student's identification, evaluation, or educational placement. To initiate an impartial hearing, a written Notice of Appeal must be filed with the District 504 Coordinator within ten (10) calendar days from notice of the Section 504 team's actions. (If the District 504 Coordinator was a member of the team whose actions are being challenged, the

Notice of Appeal should be filed with the Executive Director of Special Services instead.) A hearing will be scheduled before an impartial hearing officer within 30 calendar days, and the complainant will be notified in writing of the date, time, and place for the hearing.

Should the parties involved in the matter be dissatisfied with the results of the investigation, they retain any and all rights provided under federal and state law to further pursue the matter, including the right to file a complaint with the Office of Civil Rights and the right to file suit directly in any court of competent jurisdiction.

Dr. Sarah Longshore
Section 504 Coordinator
420 Hendrix Street
Lexington, SC 29072
slongshore@lexington1.net
(803) 821-5628

Dr. Nicole Adams
Executive Director of Special Services
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Student Drug Testing Program

The district cares about drug abuse and the physical well-being of its students, including those covered in the Student Drug-Testing Program policy (Policy JJIE).

This program's primary objectives are to deter drug use among students participating in a school-sponsored interscholastic athletic competition and students who drive to school. The policy aims to assist these covered students in receiving education and counseling about drug abuse. While the misuse of drugs is a potential problem for all students, unique pressures and risks exist for students participating in athletics. This policy is designed to help protect covered students and others with whom they compete from potential injury because of the misuse of drugs. The policy is also designed to protect the safety of all of our students and community members by aiming to deter drug use among student drivers.

For the purpose of this policy, a drug includes, but is not limited to, marijuana (THC), opiates, cocaine, methamphetamines, phencyclidine (PCP), MDMA (Ecstasy), unauthorized prescription medications

and/or any other substance defined as a controlled substance by either South Carolina or federal law. All medications, including over-the-counter drugs, must be properly registered with the school nurse.

This policy does not conflict with any other board policy or administrative rule which authorizes disciplinary action for the possession, use, sale or transfer of alcohol or controlled substances while on school grounds or at a school-sponsored event on or off campus. The administration will enforce this policy as defined in administrative rule JJIE-R.

Drug-Testing Procedure

Before a student can become eligible for participation in a school-sponsored interscholastic athletic competition in grades seven through 12, or obtain on-campus driving and parking privileges, the student and parent/legal guardian must complete a signed consent form indicating their agreement to be subject to the testing and the rules and procedures of the program. That agreement must be filed with the coach or school designee.

The consent form, along with a copy of Policy JJIE and this administrative rule, will be given to all students trying out for participation in a school-sponsored interscholastic athletic competition as well as all students obtaining on-campus driving and parking privileges. Once a student is selected for participation in a school-sponsored interscholastic athletic competition or obtains on-campus driving and parking privileges, he/she becomes a covered student.

Covered student athletes remain eligible for random drug testing from the date the consent form is turned in to the coach or school designee, and consent remains in force until the student graduates or leaves the school district or it is revoked. Student drivers become eligible each school year after they have received on-campus driving and parking privileges.

Failure to consent to participation in the drug-testing program will automatically exclude any individual from participation in any school-sponsored interscholastic athletic competition and/or obtaining on-campus driving and parking privileges. A covered student or his/her parent/legal guardian may revoke the consent to drug test at any time, but such revocation will result in the covered student no longer being eligible to participate in a school-sponsored interscholastic athletic competition and/or being eligible to drive and park on campus for the remainder of the school year.

Covered students will be subject to testing for the use of controlled substances and prescription, and over-the-counter substances, drugs or medications. Testing will ensure that the specimens being analyzed are identified with the appropriate student information, that the purity of the samples are maintained and that positive results are validated for confirmation purposes. All chemical analyses will be conducted by a professional laboratory and will be at the district's expense, except for follow-up testing which will be at the covered student's expense.

All student drug-testing records will be kept strictly confidential in accordance with written district policy and FERPA. The covered student, his/her parents/guardian and school personnel (on a need-to-know basis consistent with FERPA) are the only persons who will be notified of test results. Law enforcement personnel will not be notified. All records relating to and including student drug-testing results will be destroyed by the district upon the student's

graduation or other departure of the student from the district

Frequency of Testing

All covered students will be subject to random drug testing throughout the year in which they participate in a school-sponsored interscholastic athletic competition and/or receive on-campus driving and parking privileges. Since the process is random, it is possible for a covered student to be tested more than once during the year. The district will test a minimum of 25% of covered students annually.

Substances for Which Students Will be Tested

In administering the random drug-testing program, the district will test for the presence of certain substances that may include, but not be limited to, marijuana (THC), opiates, cocaine, methamphetamines, phencyclidine (PCP), MDMA (Ecstasy), unauthorized prescription medications and/or any other substance defined as a controlled substance by either South Carolina or federal law.

Selection of Students for Testing

A confidential testing schedule will be created by the district's Office of Student Services and the district's approved testing agency prior to the initiation of the program. This will ensure that testing of covered students is conducted in a manner that is random and protects the privacy of students.

Administering the Test

All aspects of the random drug-testing program, including the collection of the specimens, will be conducted to safeguard any and all personal and privacy rights of the student to the maximum extent possible.

The policy treats a student's test result as a confidential health record pursuant to both federal and state regulations. As such, any information obtained by the drug-testing program which would identify the student as a drug user may be disclosed only for those purposes and under those conditions permitted by federal regulations.

No testing record of any student will be used to initiate or substantiate any criminal charges against a participant or to conduct any investigation of him/her.

The district's approved testing agency will oversee the collection of specimens in accordance with the federal Substance Abuse and Mental Health Services Administration. The testing agency will test the specimen on site, when possible and appropriate. All positive specimens collected will be forwarded to a licensed laboratory for validation of results.

The student and collector will complete a specimen control form, which will detail and guarantee the chain of custody.

Negative specimens will be kept by the testing facility for 24 hours. Positive specimens will be kept for one year and one day pending a request for retesting of a specimen, if any.

Any attempt by a student to tamper with the specimen collection process will deem and constitute the specimen as positive.

Maintenance of Test Results

Participating students' test results and subsequent actions will be kept in confidential files separate from their other educational records. The results will be disclosed only to those personnel who have a need to be informed regarding the result of the test in order to oversee implementation of the drug-testing program and consequences for violating the policy. Students' drug-testing information resulting from the program will not be turned over to any outside agencies except under circumstances in which the school district is legally compelled to surrender or disclose such test results.

The results of all drug tests will be cumulative and will remain a part of each tested student's file for the duration of the covered student's eligibility to participate in any covered activity.

Notification of Test Results

If a covered student tests negative, the parent/legal guardian will be informed in writing of the test results.

If a covered student tests positive, the student's parent/legal guardian will be contacted, and asked to attend a conference with the student and principal and/or designee.

Consequences

Student athletes who are also student drivers will be subject to both categories of consequences (on-campus driving and parking suspension as well as athletic suspension) if they are found in violation of the student drug-testing program.

After a covered student tests positive, each subsequent violation will carry the assigned athletic and on-campus driving and parking suspension.

Students who drive to school while serving a driving suspension as a result of violating the student drug-testing program will be subject to out-of-school suspension.

Consequences will result from any of the following violations:

- a confirmed positive drug test.
- tampering with the specimen collection process.
- noncompliance with individual treatment plan.

Positive Drug Test: First Offense

Student Athletes

A conference must be held between the principal and/or designee, parent/guardian and student.

The student will be ineligible to participate in all school-sponsored interscholastic athletic competitions, school practices and any extracurricular activity related to any sport in which the student is participating for 14 calendar days starting the date that the student and parent/guardian are notified of a violation. The student also must test negative for drugs using the district's testing agency prior to resuming participation in any practice or competition.

At the parent/guardian's expense, the student will participate in drug counseling provided by a certified clinical counselor. The minimum number of sessions will be determined by the counselor. At the parent/guardian's expense, the student may be subject to periodic drug retesting while participating in this drug-counseling program.

Student Drivers

A conference must be held between the principal and/or designee, parent/guardian and student.

The student will lose on-campus driving and parking privileges for 14 calendar days starting the date that the student and parent/guardian are notified of the violation. The student also must test negative for drugs using the district's testing agency prior to having on-campus driving and parking privileges reinstated.

At the parent/guardian's expense, the student will participate in drug counseling provided by a certified clinical counselor. The minimum number of sessions will be determined by the counselor. At the parent/guardian's expense, the student may be subject to periodic drug retesting while participating in this drug-counseling program.

Positive Drug Test: Second Offense

Student Athletes

A conference must be held between the principal and/or designee, parent/guardian and student.

Should a student have a second violation, the student will be ineligible to participate in all school-sponsored interscholastic athletic competitions, school practices and any extracurricular activity related to any sport in which the student is participating for 90 calendar days starting the date that the student and parent/guardian are notified of the second positive violation. The student also must test negative for drugs using the district's testing agency prior to resuming participation in any practice or competition.

At the parent/guardian's expense, the student will participate in drug counseling provided by a certified clinical counselor. The minimum number of sessions will be determined by the counselor. At the parent/guardian's expense, the student may be subject to periodic drug retesting while participating in this drug-counseling program.

Student Drivers

A conference must be held between the principal and/or designee, parent/guardian and student.

Should a student have a second violation, the student will lose on-campus driving and parking privileges for 90 calendar days starting the date that

the student and parents/guardian are notified of the violation. The student also must test negative for drugs using the district's testing agency prior to having on-campus driving and parking privileges reinstated.

At the parent/guardian's expense, the student will participate in drug counseling provided by a certified clinical counselor. The minimum number of sessions will be determined by the counselor. At the parent/guardian's expense, the student may be subject to periodic drug retesting while participating in this drug-counseling program.

Positive Drug Test: Third Offense

Student Athletes

A conference must be held between the principal and/or designee, parent/guardian and student.

Should a student have a third violation, the student will be ineligible to participate in all school-sponsored interscholastic athletic competitions, school practices and any extracurricular activity related to any sport in which the student is participating for one calendar year starting the date that the student and parent/guardian are notified of the offense. The student also must test negative for drugs using the district's testing agency prior to resuming participation in any practice or competition.

At the parent/guardian's expense, the student will participate in drug counseling provided by a certified clinical counselor. The minimum number of sessions will be determined by the counselor. At the parent/guardian's expense, the student may be subject to periodic drug retesting while participating in this drug-counseling program.

Student Drivers

A conference must be held between the principal and/or designee, parent/guardian and student.

Should a student have a third violation, the student will lose on-campus driving and parking privileges for one calendar year starting the date that the student and parent/guardian are notified of the violation. The student also must test negative for drugs using the district's testing agency prior to having on-campus driving and parking privileges reinstated.

At the parent/guardian's expense, the student will participate in drug counseling provided by a certified clinical counselor. The minimum number of sessions will be determined by the counselor. At the parent/guardian's expense, the student may be subject to periodic drug retesting while participating in this drug-counseling program.

Positive Drug Test: Fourth Offense

Student Athletes

Should a student have a fourth violation, the student will be dismissed from all school-sponsored interscholastic athletic competitions and school practices, and will be declared permanently ineligible starting the date that the student and parents are notified of the offense.

At the parent/guardian's expense, the student will participate in drug counseling provided by a certified clinical counselor. The minimum number of sessions will be determined by the counselor. At the parent/guardian's expense, the student may be subject to periodic drug retesting while participating in this drug-counseling program.

Student Drivers

Should a student have a fourth violation, the student will lose on-campus driving and parking privileges for the remainder of their school career starting the date that the student and parent/guardian are notified of the violation.

At the parent/guardian's expense, the student will participate in drug counseling provided by a certified clinical counselor. The minimum number of sessions will be determined by the counselor. At the parent/guardian's expense, the student may be subject to periodic drug retesting while participating in this drug-counseling program.

Refusal to Take Drug Test

Any student athlete who refuses to take the drug test after being selected for testing will no longer be eligible to participate in any school-sponsored interscholastic activity for the remainder of the school year and will be required to submit to a drug test prior to participation in any future school-sponsored interscholastic athletic competition. Any student driver who refuses to take the drug test after being selected for testing will lose on-campus driving and parking privileges for 30 calendar days

starting the day of the test and will be required to submit to a drug test prior to having parking privileges reinstated.

Appeal Procedure

Parents/guardians may request a retest of their student's original specimen at their own expense at the school district's approved collection agency. These requests must be made to the district's Office of Student Services within 24 hours (not counting weekends or holidays) of receiving the results of the student's drug test.

A covered student and his/her parent/guardian may appeal a decision made under this administrative rule by notifying the Office of Student Services within five days of the notification of a positive test result. An appeal can subsequently be made to the superintendent or his designee. The superintendent's decision may also then be appealed to the Board of Trustees. A student is not allowed to play, practice or participate in any extracurricular activity related to any sport in which the student is participating during the appeal. A student driver is not able to drive or park on campus during the appeal.

Education

At the time of initial participation and annually thereafter, covered students will be advised in writing of the purposes of the drug-testing program. Education on drug abuse will be made available to all covered students.

Supervision and Evaluation

Results of student drug tests will be provided to the superintendent or his designee. A report regarding test results will be provided monthly to the Board of Trustees by the district administration. A cumulative district report will contain the number of students tested, the covered activities in which they participate, and the number of positive and negative tests. To ensure confidentiality, no names of students will be provided in this report.

The Office of Student Services will be responsible for the annual review of the program. A committee will assist in evaluating the effectiveness of the drug-testing program.

Student Rights and Responsibilities

Students have certain civil rights guaranteed by state and federal law. Among them are:

- the right to attend free public schools without regard to race, color or national origin;
- the right to due process with respect to suspension, expulsion, unreasonable searches and seizures, or administrative decisions which the student believes injure his/her rights;
- the right to free inquiry and expression; and
- the right to privacy.

With those rights come responsibilities. Student responsibilities include:

- the responsibility to attend school as required by law;
- the responsibility not to harm or discriminate against others; and
- the responsibility to observe reasonable rules established by school administrators.

Student Searches

The Fourth Amendment of the United States Constitution protects students from unreasonable searches.

The district posts notices conspicuously at all regular entrances to school property that state that students, visitors and their belongings are subject to reasonable searches and seizures.

Students and parents/guardians should understand that this policy does not preclude the calling of law enforcement personnel when the need is apparent.

Administrators will conduct a search when they believe a crime has been committed or when they believe that a search will reveal contraband or evidence. Administrators do not conduct searches to embarrass, harass or intimidate students.

School officials may make random, unannounced searches of school property (i.e., lockers, desks, related items) at any time.

The principal authorizes and supervises any search of a student. Any search will be reasonable in scope and take into consideration the individual's age, the individual's gender and the nature of the alleged infraction.

If a student refuses to comply, however, the student may be recommended for expulsion.

The search will be made privately.

A school administrator — in the presence of at least one witness who is also a school administrator

or teacher — will make the search. At all schools, the administrator who searches the student or the teacher who witnesses the search should be of the same gender as the student.

The search will not be a strip search. The school staff will examine the student's belongings after the student removes them.

The student may be instructed to take off any item of clothing that can be removed without exposing his/her underwear or parts of the body ordinarily covered by underwear. This may include, but is not limited to, hats, jackets, sweaters, shoes and opaque footwear.

If a student cannot turn his/her pockets inside out, the staff member conducting the search may pat the outside of the student's pockets to check their contents.

In all cases, every reasonable effort will be made to notify the parent/guardian as soon as possible that a search is being planned or has taken place.

Searches by Metal Detectors

Administrators are authorized to use metal detectors (stationary or mobile) when searching for weapons or any other dangerous object; when they determine the safety and security of the district require it; when they believe either from personal observation or reliable information that a student has a weapon or dangerous object; when they believe that a crime

has been committed; when they find a weapon at school; or when any violence involving a weapon occurs.

They may use metal detectors during school hours or after hours at extracurricular events such as football or basketball games, and they may use metal detectors at entrances to any building, classroom, auditorium, gymnasium, etc. Additionally, they may use metal detectors to search individuals as they enter or exit school buses or other vehicles.

Any search will be reasonable in scope and take into consideration the individual's age, the individual's gender and the nature of the alleged infraction.

When an employee uses a hand-held scanning device to search a student, that employee must be of the same gender as the student being searched.

Property removed from a student that can legitimately be brought into school will be returned to the student. Property that violates school policy will be confiscated and the student will be subject to disciplinary action.

Searches by Trained Dogs

The use of trained dogs to search for controlled substances in schools will be on a random, unannounced basis.

Substance Abuse (Alcohol/Drugs)

Students enrolled in Lexington One schools may not knowingly possess, use, transfer, associate with, sell or be under the influence of any alcoholic beverage, stimulants, depressants, marijuana, psychedelics, hallucinogens, inhalants, drug paraphernalia (including rolling papers), synthetic drugs or look-alike drugs of any kind.

This applies whether the student is in any school building, on school grounds, in vehicles on school grounds, on school buses or at any school-sponsored activity whether held on or off campus.

This policy does not prohibit student use of prescription medications at school as prescribed by the student's doctor. For information on the process for assisting students with medication, see page 47.

At the request of the principal, a trained dog, with its handler, may go into the school to sniff lockers, desks and the exterior of automobiles. Should the dog alert its handler to the presence of a controlled substance, school officials would then have a reasonable basis to conduct a search in accordance with the procedures outlined below.

Searches of Automobiles

Individuals are permitted to park on school premises as a matter of privilege, not of right. Therefore, the school has the authority to conduct routine searches of the exterior of automobiles parked on school property, and school officials may observe items inside automobiles that are in plain view.

The interior of automobiles (including trunks, glove compartments and personal belongings) may be searched when a school official believes the driver is violating board policies, school rules or state law.

When a school official needs to gain access to the interior of an automobile parked on school premises, he/she will first ask the driver to provide such access.

If the driver is a student and he/she refuses, the student may be subject to disciplinary action, including loss of all parking privileges.

Teachers and other school personnel will report suspected substance-abuse violations to the principal, who will immediately investigate. The principal may seek outside agency assistance, including the Lexington County Sheriff's Department's drug-sniffing dogs.

Principals will routinely use drug-sniffing dogs each semester for random patrols of classrooms, lockers and parking lots during the school day, but not in the presence of students.

In the event the use of drugs by a student on school property creates a medical emergency, the principal will summon emergency medical assistance and notify the parent/guardian immediately, then take appropriate disciplinary action as described.

Board Policy Administrative Rule JICH-R uses the following definitions:

- Category I substances: Cocaine, crack cocaine, LSD, heroin or other hallucinogenic drugs.
- Category II substances: Alcohol, marijuana, all other controlled substances as defined in state law (other than Category I substances) including look-alike drugs and non-controlled drugs represented as controlled substances.
- Distribution/sale/transfer: Student gives or sells to another student or another person an identifiable quantity of alcohol, narcotics, hallucinogenic drugs, look-alike drugs, non-controlled drugs represented as controlled drugs or any other illegal substance. This applies whether the student is in any school building, on school grounds, in vehicles on school grounds, on school buses or at any school-sponsored activity whether held on or off campus.

In every case where a student does knowingly possess, use, transfer, associate with or sell, or is under the influence of, any alcoholic beverage, stimulants, depressants, marijuana, psychedelics,

hallucinogens, inhalants, including drug paraphernalia (such as rolling papers), synthetic drugs or look-alike drugs of any kind, the principal will:

- advise the parent/guardian;
- suspend the student from school for up to four days;
- recommend expulsion or permanent expulsion;
- file a report of the offense with the Central Services Office; and
- file an incident report with the appropriate law enforcement agency and turn over all confiscated materials to that agency at the time the report is made.

In addition, in every case the student must participate in an intervention treatment program with the Lexington/Richland Alcohol and Drug Abuse Council. An alternate intervention treatment may substitute for LRADAC with prior approval from the Office of Student Services. Failure to complete the intervention program will result in the case being returned to the district hearing officer for possible expulsion or permanent expulsion.

Suspension from School

A student may be suspended from school for up to 10 school days for one offense.

A principal may not suspend a student from school during the last 10 days of a school year without the approval of the superintendent if the suspension would make the student ineligible to receive credit for the school year. An exception to this rule would be if the presence of the student constitutes an actual threat to a class or a school. Students who exhibit serious disciplinary behavior may be suspended from school immediately. A student may not be suspended for more than a total of 30 days in a school year.

Prior to suspending a student from class or school, the principal will give an oral statement of the charges and, if the student denies them, an explanation of the evidence. The student will have an opportunity to present his/her version of what happened.

When a student is suspended, the principal will attempt to contact the parent/guardian to request

that the parent/guardian pick the student up from school; otherwise, the student will stay at school until the end of that school day.

Occasionally a principal will ask a student to leave immediately and that student may be removed from school grounds immediately.

The principal will notify the parent/guardian in writing, giving the reason(s) for such suspension, and setting a time and place for a conference. If, after the conference, the parent/guardian believes the suspension was unjustified, they may appeal to the district's hearing officer. An appeal can ultimately be made to the superintendent.

A suspended student may not enter the school or school grounds, attend any day or night school function, or ride a school bus, except for a prearranged conference with an administrator.

Students who have been suspended will have the opportunity to make up all school work missed.

Technology Resources

Due to the integration of technology in the educational process and the curriculum of the districts, student use of technology is not optional.

In this handbook we provide a summary of the Use of Technology Resources in Instruction board policy. Students and parents/guardians can view the latest version of the entire policy and administrative rules (IJNDB and IJNDB-R) on the district's website.

The district's goal in providing technology is to promote educational excellence by facilitating resource sharing, innovation, communication and learning through access to resources unavailable through traditional means.

Through the network and internet, students and staff have access to the following:

- locally networked reference and research sources;
- global information and news;
- discussion groups on a vast range of topics;
- local, regional, public, state and national library catalogs;
- the World Wide Web; and
- electronic mail services.

Access to technology is a privilege, not a right. With this privilege also comes a responsibility to use this access solely for educational purposes and not for inappropriate purposes.

Use of the district's technology system is limited to educational, professional or career development activities only — providing it is not disruptive and does not interfere with the performance of other responsibilities.

Access to computer systems and networks owned/operated by the district imposes certain responsibilities and obligations on users, and is subject to district policies and local, state and federal laws. Transmission of any material in violation of any federal or state laws or regulations is prohibited.

At the beginning of each school year, students and staff receive information about the appropriate use of technology, the district network, safety and other issues governing technology use through the district's student and employee handbooks. All

students enrolled in the district understand that they will be using technology responsibly at school on a regular basis and that they are bound by the terms of the district's policies.

Lexington One requires all its users to report technology-related issues or problems immediately. Students tell their attending teacher. Employees tell their supervisor.

Acceptable use is always ethical, reflects honesty and shows restraint in the consumption of shared resources. It demonstrates respect for intellectual property, ownership of information, system security mechanisms, and the individual's rights to privacy and freedom from intimidation, harassment and unwarranted annoyance.

Rules Governing Use

Lexington One web pages must comply with district policies on FERPA, data privacy and public use of school records. All communications via district web pages will comply with the district's technology policy and Student Code of Conduct.

The district is not responsible for any obligations resulting from any unauthorized use of the system. This includes, but is not limited to, copyrighted material, threatening or obscene material, material protected by trade secret, inappropriate materials of any type or any other illegal act.

Lexington One will involve law enforcement should illegal activities take place.

Users will not access inappropriate materials. Students should immediately let their teacher know if they mistakenly access any inappropriate information or images, receive any message that they feel is inappropriate or that makes them feel uncomfortable, and/or notice any possible security problems. By immediately reporting such incidences, users protect themselves against allegations that they have intentionally violated the policy.

Students will not post personal contact information about themselves or other people unless it is in conjunction with a specific teacher-approved assignment or approved college/career communication. Personal contact information includes, but is not limited to, home address, telephone numbers, school address, etc.

Students will not use district resources to agree to meet in person with someone they have heretofore only met online.

Individuals using the district's system must also adhere to the following rules:

- Text and other non-executable files attached to email messages or from the internet can be downloaded only if the information and/or files are for school-related business. Large files should be downloaded during off-peak hours whenever possible.
- Do not upload or scan inappropriate or non-school-related images of your own accord to district technology resources.
- Join only high-quality discussion groups or mail lists that are relevant to educational or career development.
- Do not use district technology for a personal business, for unauthorized commercial purposes or for financial gain unrelated to the mission of the school district.
- Do not originate or knowingly forward emails containing jokes, spam, chain letters, greeting cards for personal purposes, virus notifications, screen savers and/or other non-educational file attachments.
- Do not attempt to gain unauthorized access to the email system, district web pages or any other computer systems through Lexington One email and/or internet and/or network access.
- Do not make deliberate attempts to disrupt the computer system's performance or to destroy data by spreading computer viruses or by any other means. These actions are illegal. Additionally, individuals should not knowingly use portable data storage devices which contain viruses.
- Do not attempt to perform functions that exceed authorized access, share account information (user ID and/or password), or log in through another person's account or access another person's files without permission. These actions are illegal.
- Do not download or install unauthorized software or install unauthorized hardware.

- Do not run any executable files attached to an email message.
- Do not use defamatory, false, obscene, profane, lewd, vulgar, rude, inflammatory, threatening, bullying, disrespectful, disruptive, racial, violent or any other inappropriate language in public messages, private messages and any material posted on web pages.
- Do not engage in personal attacks, including prejudicial or discriminatory remarks.
- Do not send harassing email. Harassment is persistently acting in a manner that distresses or annoys another person. Individuals must stop sending messages when requested to do so by another person.
- Do not access sites/material that are profane, obscene or pornographic nor use the system to access sites/material that advocate illegal acts, violence or discrimination.

Penalties for Improper Use

Students who violate the technology policy or otherwise misuse technology will be subject to disciplinary action. This action may include, at a minimum, the loss of technology privileges up to expulsion according to the district's Student Code of Conduct policy.

Violations of federal or state laws may subject users to criminal prosecution.

User Privacy

Email messages and any other electronic files created or stored using district resources are the property of the district.

The district reserves the right to examine, restrict or remove any material that is on or passes through its network, just as it does any other work or material generated at or brought to school or work by staff or students.

Access to electronic information related to any student or staff member will be governed by the same policies that would apply to that information if it were not in electronic form.

Threats (S.C. Code 16-3-1040)

It is unlawful for any person to knowingly and willfully deliver or convey to any teacher or principal any written or verbal or electronic threat to take the life of or to inflict bodily harm on a teacher, principal or their immediate families.

Any person violating this law must, upon conviction, be punished by a term of imprisonment of no more than five years.

Tip Line

Lexington One is committed to the safety and well-being of all our staff and students at all times.

For that reason, Lexington One has a districtwide telephone Tip Line, accessible online, by telephone or by email, for students, their parents or staff to report school safety concerns or the improper use of district resources.

Submit a report by calling 803-636-8317 and leaving a message; texting details of your concern to 803-636-8317; filling out a form online at <https://lexington1-sc.safeschoolsalert.com/>; or emailing details of your concern to 1607@alert1.us.com. When submitting a report, please leave a detailed

message that includes the name of the school or office where the concern happened.

When you contact the Tip Line, you may provide a name or telephone number, but it is not required that you provide a name or telephone number in order to leave a message about your concern.

District personnel check the Tip Line regularly from 8 a.m. to 4:30 p.m., Monday through Friday.

Outside of those hours, you can submit an urgent concern after hours, on the weekend or during a school holiday by contacting Midlands Crimestoppers at 1-888-274-6372.

Tobacco and Nicotine Products

Lexington One does not permit the use or possession of any tobacco or other nicotine products or paraphernalia including, but not limited to, lighters, matches, cigarettes, smokeless tobacco, snuff, electronic cigarettes (e-cigarettes), personal vaporizers or any electronic nicotine delivery system by all students, staff and visitors within all district facilities; on school buses, vehicles and grounds; and at all district-sponsored events, whether on or off school grounds.

The district does not permit the use of candy or other novelty items that “look like” tobacco products or alternative nicotine products within all district facilities; on school buses, vehicles and grounds; and at all district-sponsored events, whether on or off school grounds.

This tobacco-free designation applies not only to normal school/office hours but also to any extracurricular event or activity whether before or after school, scheduled or unscheduled.

Students who violate Policy JICG Tobacco and Nicotine Use by Students will be subject to disciplinary action in accordance with the district’s

Student Code of Conduct policy (JICDA) and administrative rule (JICDA-R).

Violations of the laws of the United States or of the State of South Carolina may subject students to criminal prosecution.

Individuals may face legal fines, be required to enroll in cessation programs, be required to perform community service and/or lose their driving privileges.

Enforcement

First Offense:

- Items will be confiscated and not returned
- Administrator conference with parent/legal guardian
- Referral to law enforcement
- One day In-School Suspension — student will be required to complete an online tobacco/vaping cessation program while in ISS

Second Offense:

- Items will be confiscated and not returned
- Administrator conference with parent/legal guardian
- Referral to law enforcement
- Student will be required to complete six hours of community service at their school
- Student will be assigned to a mandatory tobacco/

vaping cessation program through LRADAC

Third Offense:

- Items will be confiscated and not returned
- Administrator conference with parent/legal guardian
- Referral to law enforcement
- Out-of-School Suspension with recommendation for expulsion

Trespassing/Disturbing School (S.C. Codes 16-17-420 and 16-11-520)

Anyone on any school campus without a visitor's pass is trespassing.

Anyone who interferes with or disturbs in any way or in any place the students or teachers of any school, loiters around a school without permission or acts in an obnoxious manner at school is disturbing schools.

Administrators will contact the proper authorities about trespassing/disturbing school violations.

Visitor Check-in Reminders

Lexington One believes there is no better way for you to learn about your child's school than by volunteering at that school and attending your child's school activities and events.

Each time you come to the school, whether to volunteer, attend an event or meet with a teacher, you will check in and out at the front desk. As you leave the building, you return to the school's check-in station, click on the "visitors" icon, locate your name and click on "check-out." This checks you out of the system and indicates you left the school. This helps us keep our schools safe by ensuring that no unauthorized person enters.

Simply bring your driver's license with you and check in by feeding it through the scanner. That scanner will "read" your driver's license, run a quick check and print out a temporary, stick-on visitor/volunteer badge that displays your photograph and name as well as the date, time and purpose of your visit.

Should the system flag a visitor for any reason, the system automatically and privately alerts the front office staff and the school's administrators. An administrator will then talk to the individual and work through any issue.

All visitors and volunteers must wear their name badges in plain sight at all times while on school grounds or at school-related events or activities. Visitors will not, however, be asked to check in and out using this system during evening PTA/PTO meetings, school plays, programs, athletic events or other large-crowd events.

When an event takes place that requires chaperones or volunteers to supervise students and is after school or away from school, schools will work with those chaperones or volunteers to make sure that they receive approved volunteer badges for the event.

Weapons

State laws (S.C. Codes 16-23-430 and 59-63-235, and Board Policy JICI) prohibit public school students from bringing any item capable of injuring another person or property on to school property or to any school-sponsored or school-related activities on or off school property. This includes any type of firearm, knife, other sharp object or any object that could be considered a weapon, including items that look like weapons.

Students who possess, handle or transmit a knife, firearm or other object that can be considered a weapon will be recommended for expulsion.

Lexington One is required by state law (S.C. Code 59-63-235) to expel, for at least one calendar year, any student who brings a firearm (gun) to school, who has a firearm on school property or who has a firearm while attending a school-sponsored or school-related activity on or off school property.

A student who brings a firearm to school will be recommended for expulsion of at least one calendar year and will be referred to the Lexington County office of the Department of Juvenile Justice or the appropriate law enforcement agency. In addition, administrators will file an incident report with the appropriate law enforcement agency and turn over all confiscated materials to that law enforcement agency.

The district will not provide educational services in an alternative setting to students expelled for firearms violations.



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 or ethnicity, religion, sex, pregnancy (including childbirth or any related medical conditions), color, physical or mental disability, age, ancestry, genetic information, national origin, immigrant status or English-speaking status, marital or family status, or any other protected characteristic as may be required by law.

The district will use the grievance procedures set forth in policy to respond to 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-us.