



EXPEDITIONARY
LEARNING



RIVER BLUFF HIGH SCHOOL
An Expeditionary Learning School
Est. 2013

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**FAMILY AND
STUDENT HANDBOOK**

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Contents

STUDENT HANDBOOK

LEXINGTON ONE'S MISSION:

EXPEDITIONARY LEARNING DESIGN PRINCIPLES

ACADEMIC PROGRAM

CREW

FLEX MOD SCHEDULE

INDEPENDENT LEARNING TIME (ILT)

STUDENT BEHAVIOR STANDARDS

BEHAVIOR THAT DISRUPTS LEARNING

FIGHTING

DISRESPECT

CELLULAR TELEPHONES/OTHER PERSONAL COMMUNICATION DEVICES

IPADS

DRESS CODE

RIVER CAFÉ and CAFÉ 320

DRUG POLICY

TECHNOLOGY

LARCENY/THEFT

USE OF TOBACCO PRODUCTS

PARKING LOT

PHOTOGRAPH IDENTIFICATION BADGES (ID's)

MISCELLANEOUS

EXAMPLES OF STUDENT CONDUCT, WHICH WILL RESULT IN OUT-OF-SCHOOL SUSPENSION

EXAMPLES OF STUDENT CONDUCT, WHICH MAY RESULT IN RECOMMENDATION FOR EXPULSION

STUDENT CONDUCT THAT WILL RESULT IN RECOMMENDATION FOR EXPULSION

ACADEMIC HONOR CODE

LOCKERS

DELIVERIES TO STUDENTS

VALUABLES

RBHS LEARNING COMMONS

[MEDICATION POLICY](#)

[ATTENDANCE](#)

[ABSENCES AND EXCUSES](#)

[EXCUSED ABSENCES](#)

[LAWFUL ABSENCES](#)

[TRUANCY](#)

[SEARS \(School Extension for At-Risk Students\) Program](#)

[PROCEDURE FOR TURNING IN EXCUSES FOR ABSENCES](#)

[PROCEDURES FOR SIGNING STUDENTS IN AND OUT OF SCHOOL](#)

[DOCTOR/DENTIST APPOINTMENTS](#)

[TARDIES](#)

[FAILING TO SIGN IN UPON ARRIVAL AT SCHOOL](#)

[TARDY TO CLASS](#)

[CUTTING CLASS](#)

[CUTTING SCHOOL](#)

[MAKEUP WORK](#)

[SCHEDULE](#)

[FACTS ABOUT RIVER BLUFF HIGH SCHOOL](#)

Lexington School District One - Preparing a new generation of leaders and global citizens

LEXINGTON ONE'S MISSION:

The mission of Lexington County School District One — where caring people, academics, the arts and athletics connect — is to prepare 21st century graduates while serving as the center for community learning.

Therefore, we will provide:

- *an array of exceptional learning experiences in a high-performance culture of excellence that sets high expectations for every student.*
- *opportunities to develop talents, interests and skills through choices from a comprehensive system of 21st century learning experiences in the arts, academics and athletics.*
- *various innovative learning delivery and support systems to personalize learning and to ensure that our students are learning sophisticated 21st century skills, knowledge and attitudes.*
- *opportunities to practice leadership and citizenship in a global context.*
- *access by the community to a range of learning and participatory community experiences throughout life.*
- *a learning environment and professional culture of caring and support.*

VISION:

The graduates of Lexington County School District One are a new generation of leaders and global citizens who are self-directed, creative, collaborative, caring and multilingual and who flourish in a global, competitive 21st century.

Our graduates are confident in academics, sophisticated in learning, accomplished in 21st century skills, global in orientation and prepared as leaders and citizens of our democracy.

Therefore:

- *Our schools serve as the center for community learning.*
- *Our students are engaged in high quality learning and are provided an exceptional array of 21st century learning experiences.*
- *Our collaborative and innovative organization for learning develops self-directed, creative and collaborative graduates.*
- *Our culture and our academics develop leadership and citizenship skills for the global world and for our democracy.*
- *All stakeholders accept collective responsibility for the sophisticated learning of our students.*
- *Each student receives the personal support necessary to reach his or her goals through a caring environment that advocates for students and works to eliminate barriers to learning.*

EXPEDITIONARY LEARNING DESIGN PRINCIPLES

These design principles express Expeditionary Learning Schools' philosophy of education and its core values. Drawn from the work of Outward Bound's founder, Kurt Hahn, and other educational leaders, they shape school culture and provide a foundation for the moral purpose of schools.

1. **The Primacy of Self-Discovery:** Learning happens best with emotion, challenge and the requisite support. People discover their abilities, values, passions, and responsibilities in situations that offer adventure and the unexpected. In Expeditionary Learning schools, students undertake tasks that require perseverance, fitness, craftsmanship, imagination, self-discipline, and significant achievement. A teacher's primary task is to help students overcome their fears and discover they can do more than they think they can.
2. **The Having of Wonderful Ideas:** Teaching in Expeditionary Learning schools fosters curiosity about the world by creating learning situations that provide something important to think about, time to experiment, and time to make sense of what is observed.
3. **The Responsibility for Learning:** Learning is both a personal process of discovery and a social activity. Everyone learns both individually and as part of a group. Every aspect of an Expeditionary Learning school encourages both children and adults to become increasingly responsible for directing their own personal and collective learning.
4. **Empathy and Caring:** Learning is fostered best in communities where students' and teachers' ideas are respected and where there is mutual trust. Learning groups are small in Expeditionary Learning schools with a caring adult looking after the progress and acting as an advocate for each child. Older students mentor younger ones, therefore students feel physically and emotionally safe.
5. **Success and Failure:** All students need to be successful if they are to build the confidence and capacity to take risks and meet increasingly difficult challenges. It is also important for students to learn from their failures, to persevere when things are hard, and to learn to turn disabilities into opportunities.
6. **Collaboration and Competition:** Individual development and group development are integrated so that the value of friendship, trust, and group action is clear. Students are encouraged to compete not against each other, but with their own personal best and with rigorous standards of excellence.
7. **Diversity and Inclusion:** Both diversity and inclusion increase the richness of ideas, creative power, problem-solving ability, and respect for others. In Expeditionary Learning schools, students investigate and value their different histories and talents as well as those of other communities and cultures. Schools and learning groups are heterogeneous.
8. **The Natural World:** A direct and respectful relationship with the natural world refreshes

the human spirit and teaches the important ideas of recurring cycles and cause and effect. Students learn to become stewards of the Earth and of future generations.

9. Solitude and Reflection: Students and teachers need time alone to explore their own thoughts, make their own connections, and create their own ideas. They also need time to exchange their reflections with other students and with adults.
10. Service and Compassion: We are crew, not passengers. Students and teachers are strengthened by acts of consequential service to others, and one of an Expeditionary Learning school's primary functions is to prepare students with the attitudes and skills to learn from and be of service.

ACADEMIC PROGRAM

The River Bluff High School's courses are arranged so that students are heterogeneously grouped to maximize the social construction of meaning in an academically rigorous environment. Course offerings reflect our commitment to inter-disciplinary connections between courses, and teachers utilize common instructional practices to support students' learning (including the active use of learning targets, checking for understanding throughout the class, intentional debriefs/summaries at the end of class, and regular homework that builds upon the day's lesson or prepares for the following day's work). Students practice new and developing skills through the workshop model of instruction, make real-world connections with our community through the use of experts and fieldwork, and are guided through curricular units that promote inquiry, rigor and engagement. Curricular units in all courses are structured through the frameworks of learning expeditions, investigations, and projects.

Collaboration is a central tenet of our approach to curriculum and instruction. Students and teachers are expected to work in small groups every day, honing those "soft skills" like listening and initiative, organization and problem-solving.

River Bluff High School Habits of Scholarship

WORK HARD

Personal Responsibility

I manage my time by prioritizing and completing tasks and assignments on time.

I come to class prepared.

I use Independent Learning Time to enhance my academic performance.

Growth Mind-set

I persevere in my work until I reach the goal (I stay on task).

I seek appropriate resources for support when I encounter challenges.

I take academic risks and try new things.

I analyze my work and revise it based on feedback from peers and adults.

Collaboration and Relationships

I share my ideas with and learn from others.

I treat everyone with kindness and respect.

GET SMART

Excellence

I take time to do my work with attention to accuracy, detail, integrity, and craftsmanship.

I use formative and summative assessment data to achieve academically.

I challenge myself to accomplish difficult and complex tasks.

DO GOOD

Citizenship

I participate in civil discourse and value multiple perspectives.

I leave no trace.

I work to maintain the integrity of River Bluff High School as a student and alumnus.

I recognize areas of need in both my school and community, and act in some capacity to meet those needs.

CREW

All students and teachers will be a part of CREW, which will direct the course of learning – literally taking the wheel. Just as crew on a ship, students will not just be “along for the ride.” They are responsible for where the journey leads. Through teamwork students will not only grow as a learner, but as a person too.

Students will be part of an 18-20 student “CREW” that will meet each day throughout the school year. CREW experience will be supervised by a CREW LEADER. CREW LEADERS will facilitate daily activities but will not drive them. In CREW, all will have leadership opportunities as part of a team.

The purpose of CREW is to help develop life skills including confidence, responsibility, respect, honesty, communication, and personal and academic drive. It will provide students with a safe place to explore, share, create, make mistakes, reflect, learn, prepare, and celebrate. The small size of CREW will help students connect with their CREW LEADER and fellow classmates on a personal and positive level. Forming bonds and relationships will build community and guide overall academic success at River Bluff High School.

During CREW time, students will work on:

- Building relationships
- Strengthening literacy
- Providing service
- Exploring adventure and fitness opportunities
- Preparing for college or post-secondary careers
- Handling school business

Students are not passengers; in CREW students are part of a family that will re-define what it means to be a learning community that truly supports and challenges one another at River Bluff High School.

At River Bluff, CREW is home.

FLEX MOD SCHEDULE

The next few pages explain Flex Mod scheduling.

FLEX MOD

BUILDING A SCHOOL
BUILDING A SCHEDULE

RIVER BLUFF
HIGH SCHOOL

WHY A "FLEX MOD" SCHEDULE?

- Students at River Bluff High School engage in comprehensive offerings of rigorous courses within a Flex Mod structure that both support students individually and build community.
- Educators collaborate in the Flex Mod environment, creating research-based programs to facilitate students' academic and personal growth.
- Students and teachers collaborate one-on-one and in small groups during "independent learning time," time built in to the Flex Mod schedule specifically to support the learner.
- Students are more involved in making decisions regarding their learning with the support and guidance of educators and parents, giving them opportunity to become better organized, motivated and self-directed.
- Students have greater access to community resources because of the flexibility of the schedule and the variety of class structures.



The Rotunda at RBHS

Building

Leaders for the 21st Century,

Unleashing their Imagination,

Fostering Creativity/Imagination
Maximizing the

Full Potential Within Every Stakeholder



and

WHAT IS A "FLEX MOD" SCHEDULE?

When we picture school schedules, we think of a traditional schedule of eight periods lasting 50 minutes or four "blocks" lasting 90 minutes. Now, reimagine how time is used in school. In our schedule, we shift that concept to periods of instructional time divided into 30, 60 or 90 minute modules or MODS. Teachers collaboratively design their courses by using various blocks of time, class sizes and instructional strategies to meet the unique needs of students and the subject taught in those classes. Students also have "independent learning time" built into their schedule, which allows them to make choices about how to use instructional time individually either by meeting with a teacher one-on-one, researching in the learning commons or working collaboratively with a small group of classmates on a project. Teacher-designed instructional time and student independent learning time are the flexible, or FLEX, part of creating a "FLEX MOD" schedule.

Teacher and students meeting in ILT



FLEX MOD LEARNING STRUCTURES

Most people are familiar with one predominant learning structure: 1 teacher + 30 students = a class
In a Flex Mod environment, students experience a variety of learning structures.

- Large group: 50–200 students team-taught by a group of teachers; can be used for lecture, guest speakers and assessment
- Small group: approximately 15–25 students taught by one teacher; can be used for direct instruction, Socratic seminar, inquiry/research, collaborative work and assessment
- Laboratory: in some content areas defined as "learning by doing" through practice sessions and targeted skill development; in other content areas provides the opportunity to test ideas, to explore, to investigate and to work on projects (approx. 15-25 students)
- Independent Learning Time (ILT): allows students to make choices about how to meet their own instructional needs by meeting with a teacher one-on-one or in a small group, researching in the learning commons, working collaboratively with a small group of classmates on a project, meeting with a school counselor, making up work, etc.

IT IS RESEARCH-BASED!

Educational research shows us time and time again that "one size fits all" does not apply to teaching and learning. We are PERSONALIZING LEARNING for every student in the building. We researched this schedule and have seen it in action at the following schools:

- Westside High School—Omaha, NE

To see WHS' data, go to: <http://www.westside66.org/> and click on 2011-2012 Annual Report.

- Merrill High School—Merrill, WI
- Wausau West High School—Wausau, WI



Students working collaboratively



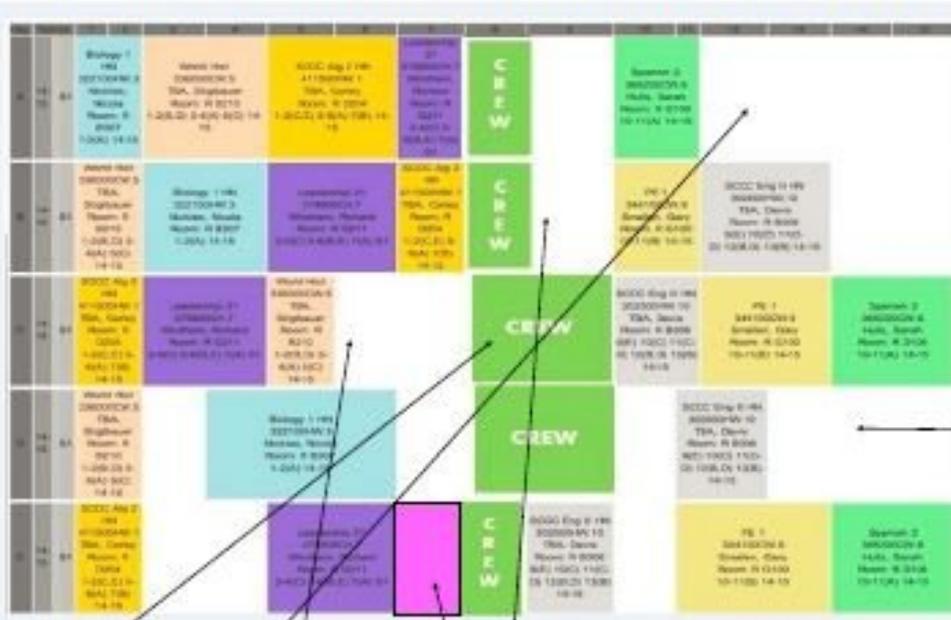
UNDERSTANDING FLEX MOD BY LOOKING AT LIZ'S SCHEDULE

Let's examine FLEX MOD through the schedule of a HYPOTHETICAL student we will call Liz, a freshman at River Bluff High. In our scenario, you should know two things about Liz:

- 1) She was absent for two days last week because she was sick.
- 2) Liz is a conscientious student, and she is making strong choices about how to use her independent learning time most of the time. She is struggling in Spanish, though, and she has not been going to get the help she needs. The Spanish teacher and her mother solicit the help of the Academic Dean, and they give Liz a "call back" for one mod of her independent learning time. During this call back, she is required to go to the World Language Collaborative Commons to work with her Spanish teacher, which acts as a safety net for Liz until she improves in Spanish.

Liz is now anxious to progress in Spanish, not only because she is a strong learner, but also because she wants to earn back the privilege of managing her own independent learning time. (If she goes the other direction, though, Liz can be scheduled for as many call backs during ILT as she needs to get back on track, or she can be scheduled in to SLT, or Structured Learning Time, where she will be supervised during her unencumbered time.) Let's look at Liz's schedule on page 3.

LIZ'S HYPOTHETICAL SCHEDULE (READ ABOUT LIZ ON THE BOTTOM OF PAGE 2.)



CREW replaces the traditional home-room. CREW is family at River Bluff.

KEY

- CREW
- Independent Learning Time (ILT) OR Lunch
- Call Back ILT
- Small Group/Lab Instruction = Other colored mods

Since she missed class last week, Liz goes to the Learning Commons to complete an entry in her research journal for World History.

Liz discovered in Biology that she is still confused about the work she missed, so she didn't finish the lab on B-Day. She meets a classmate in the back of the biology lab classroom on C-Day while another class is in there with a teacher. Liz and her partner finish the last part of the lab.

Liz schedules a "working lunch" with her CREW leader so that she can conference about her academic progress. They'll eat together in the Collaborative Commons to discuss her grade in Spanish.

This ILT is Liz's regularly scheduled "call back" with her Spanish teacher. They will meet in the World Language Collaborative Commons for the remainder of the nine weeks. Liz needs help with possessive adjectives today. She decides to eat lunch later so that she can also make up a quiz she missed last week.

Courses
 Algebra 2
 English 2 Honors
 Spanish 2
 World History
 Biology
 Leadership 21
 PE

Chorus portfolio due next Wed.! Liz will spend all of this ILT working on it today.



FLEX MOD:
 A SCHEDULE IN WHICH TIME SERVES THE STUDENTS

INDEPENDENT LEARNING TIME (ILT)

A leading objective in a flexibly scheduled high school is to offer opportunities to students for self-direction.

We believe that modular scheduling provides students with the opportunity to learn to make wise decisions about where to spend their unstructured time. The teachers and administrative staff feel most students are mature enough to use unstructured time properly and to accept the responsibilities that accompany this privilege.

Individual Learning Time refers to that time when students are not assigned to a classroom and when students themselves will direct the use of their time through selecting one of the options open to them.

Independent Learning Time -

Administrative Office Appointments

Collaborative Commons

- English- Upper A and Upper B
- Social Studies- Main A
- Science- Main B
- Career and Technology Education (CATE) - Upper B or Main D
- Special Education- Main C or teacher's classroom
- Math-Upper and Lower C
- World Language- Lower D
- Fine Arts – F wing
- Physical Education – G wing

Counseling and Advisement – Counselor Commons

Café' 320

River Café'

Learning Commons

The Gallery

Independent Learning Time (ILT) Norms

Honor time and keep appointments

Leave No Trace

Respect others who are working

Use time wisely

Collaborate with teachers, classmates and other students

Hold each other accountable

Stay in designated areas

(Collaborative Commons, Learning Commons, Counseling Commons, River Café, Café 320 and other areas by appointment- art studios, computer or science labs, classrooms and work out areas)

Structured Learning Time (SLT)

SLT is a support class that selected students will report to after evaluating their past and current academic progress, needs and goals. Students will report to SLT in order to complete homework, projects and review for quizzes and tests. SLT will convert some of the student's ILT into SLT. A staff member will help facilitate the learning and serve as a liaison between the student and the student's teachers.

SLT is intended as temporary class as it is the goal for students to acquire the necessary habits and skills to utilize their ILT in an appropriate manner. *SLT sessions will be part of the student's schedule and not showing up for the sessions will incur the same consequences as not going to any other class. Attendance will be taken for all scheduled SLT sessions and unexcused absences will be sent to the student's administrator for discipline.* When a student shows improvement and maintains a level of expected performance, then their ILT time will gradually be added back to their schedule. It is the goal of SLT for students to realize they will be held accountable for their education while learning proper academic and behavioral habits.

STUDENT BEHAVIOR STANDARDS 2014-2015

The RBHS leadership team and faculty expect the behavior of students at River Bluff High School to reflect the educational goals of the school. No student has the right to interfere with the education of fellow students. It is the responsibility of each student to respect the rights and property of teachers, students, administrators, counselors and all others who are involved in the educational process. The leadership team and faculty expect all students to adhere to the Habits of Scholarship and norms, as well as school and district policy, for student behavior.

BEHAVIOR THAT DISRUPTS LEARNING

1 Day Detention = 1 Hour (4:00 PM - 4:45 PM) on Tuesday, Wednesday and Thursday

Disruption of class

- 1st Offense: Conference/Warning and/or 1 day detention
- 2nd Offense: 1 day detention
- 3rd Offense: Detention/Suspension or suspension

FIGHTING

Fighting is defined as being involved in any situation that includes the willful, angry and violent touching of another's person or clothing or anything attached to his person or held by him. All participants will be suspended unless it is clear that a participant did everything possible to avoid the fight. A police report will be filed and individual charges could be filed.

- 3 days Out-of-School Suspension and probation
- Any student that refused to stop fighting when directed to by a school employee will be recommended for expulsion and charged with disturbing schools.
- Any student involved in two fights during a school year will be recommended for expulsion.

DISRESPECT

Disrespectful behavior toward staff members will not be tolerated. Examples of unacceptable behaviors include disobedience, making inappropriate comments, failing to follow instructions, leaving class without permission, etc.

- 1st Offense: Detention/Suspension
- 2nd Offense: Suspension
- 3rd Offense: Recommendation for expulsion

CELLULAR TELEPHONES/OTHER PERSONAL COMMUNICATION DEVICES

For purposes of this policy, personal communication devices include, but are not limited to, cellular telephones, gaming devices, other devices that emit an audible signal, vibrate, display a message, display or record an image or otherwise summon or deliver a communication to the possessor.

High school students may possess personal communication devices in school as follows:

- The devices remain silent and are not visible or in use during instructional time. Teachers may allow, however, the instructional use of personal communication devices at their discretion.
- Personal communication devices are not permitted to be on or visible in locker rooms, restrooms and school buses or other district vehicles.
- High school students may use their personal communication devices before and after school, during class changes and during their assigned lunch as long as the use does not disrupt the school environment.

Students should understand that possession of the above permitted devices could pose a risk of loss or theft. The district strongly recommends that students properly label their devices and take steps to keep them safe. The school/district will not be liable for lost or damaged devices.

The school principal reserves the right to limit and/or confiscate personal communication devices if the use of these devices is causing a disruption to the school.

A person who finds a student in violation of this policy must report the student to the school principal or his/her designee. Upon notification, the principal or his/her designee will follow these procedures:

1st Offense:

- confiscation of the device for three school days
- letter mailed home to parents/legal guardians

2nd Offense:

- \$15 fine
- confiscation of the device for five school days
- fine must be paid before school will return device

3rd Offense:

- \$15 fine
- confiscation of the device for 10 school days
- fine must be paid before school will return device
- letter mailed home reminding parents/legal guardians that the next violation of this policy results in device confiscation for the remainder of the school year

4th Offense

- \$15 fine
- confiscation of the device for the remainder of school year
- fine must be paid before school will return device

iPADS

MINOR OFFENSES

- Illegal installation or transmission of copyrighted materials
- Unauthorized use of Internet or computer games
- Downloading inappropriate applications
- Students are not allowed to give out personal information, for any reason, over the Internet.

The district can use any of the following disciplinary consequences when addressing minor offenses, while taking into consideration the nature of the incident and prior technology offenses:

1st Offense: Conference/Warning and/or 1 day detention

2nd Offense: 1 day detention

3rd Offense: Detention/Suspension or suspension

MAJOR OFFENSES

- Action violating existing board policy or public law
- Deleting district system applications and changing of personal mobile computing device settings (exceptions include personal settings such as font size, brightness, etc.)
- Sending, transmitting, accessing, uploading, downloading, or distributing obscene, offensive, profane, threatening, pornographic, obscene or sexually explicit materials
- Use of chat rooms or sites selling term papers, book reports and other forms of student work
- Spamming (disruptive email or messages)
- Gaining access to another student's accounts, files and/or data
- Use of the school's Internet or email accounts for financial gain, commercial gain or any illegal activity
- Vandalism (any malicious attempt to harm or destroy iPad)
- Transmission or access of obscene, offensive or threatening materials or materials intended to harass or demean
- Bypassing the Lexington County School District One Web filter through a Web proxy

Major Offenses may be addressed as follows:

1st Offense: 1–3 days OSS and intervention session

2nd Offense: 3 days OSS and intervention session

3rd Offense: Recommendation for expulsion and appropriate law enforcement intervention

The administration reserves the right to handle any of the above actions or any other action determined to misuse of technology in the manner they feel is the most appropriate for all concerned. For additional information on acceptable use of technology, please refer to the Lexington County School District One Technology Acceptable Use Policy.

DRESS CODE

Individual schools may have more specific and restrictive dress codes if the school's administrators recommend it and if the superintendent or his/her designee approves it. Each school's administration will make the final judgment on the appropriateness of any student's dress and reserves the right to prohibit students from wearing any article of clothing or accessory which may result in the disruption of the school environment. Clothing should not be so immodest or so inappropriate to the school setting as to disrupt the learning process. Therefore, the district will not permit clothing deemed distracting, revealing, overly suggestive or otherwise disruptive. This includes bare midriffs, halter/tank tops (less than 3 in. wide), holes in jeans above the knee, "flippy" skirts, spaghetti straps, and see-through shirts, tops, or blouses.

Each student and his/her parent/guardian are responsible for that student's dress and appearance.

Discipline for Dress Code Offenses

- 1st Offense: Student conference held. Student changes attire. Refusal to change attire will result in Suspension. Student will be issued a warning.
- 2nd Offense: Student changes attire. Refusal to change attire will result in Suspension. Student will be assigned After-School Detention and the parent will be notified.
- 3rd Offense: Student changes attire. Refusal to change attire will result in Suspension. The student will be assigned two days of after school detention. Parent will be notified.
- Suspension for all offenses beyond 3rd.

Offenses include but are not limited to:

- 1) The district will not permit the following clothing:
 - That displays vulgar, obscene, or otherwise inappropriate symbols, language or wording.
 - Accessories (i.e. book bags, jewelry, hats) that display or make reference to alcohol, tobacco, or other illegal substances.
 - Displaying gang attire, gang colors, or gang symbols on their clothing or accessories.
- 2) Students are not allowed to wear chains or studded jewelry.
- 3) Students must wear proper shoes at all times. No bedroom shoes or slippers are to be worn at school.
- 4) During the regular school day, students' athletic attire such as tennis, track, cheerleading, etc. must conform to all other regulations of the dress code.
- 5) The district does not allow unusual body piercing that disrupts the order of school or that distracts the learning environment. Piercings will not be allowed to be covered with a bandage. Students will have to remove the piercing. Refusal to remove piercings will result in Suspension.
- 6) Students may not wear overly tight or shorter than 4 in. above the knee length shorts,

skirts, skorts, or dresses.

- 7) Students must wear their pants at the natural waistline.
- 8) Students' undergarments should not show. Students should not wear their undergarments outside their clothing.
- 9) Students are not permitted to wear pajamas to school.
- 10) If a student is wearing leggings, jeggings or yoga pants, the top, skirt, or dress must hit mid-thigh (front and back).
- 11) Under most conditions, students may not wear hats, head stockings, or headbands. Some classes require that students wear safety hats. Religious headgear is allowed. *Items will be confiscated and returned to the parent.*
- 12) Hoods on garments should not be worn inside the building.
- 13) Students should not wear low cut clothing that reveals cleavage.
- 14) Multi-finger rings are prohibited.

RIVER CAFÉ and CAFÉ 320

- 1) Breaking in line or allowing a student to break in line without teacher or administrator permission is prohibited.
 - 1st Offense: 1 day After-School Detention
 - Detention/Suspension all offenses beyond the 1st
- 2) Leaving trash on the cafeteria tables upon completion of the meal.
 - 1st Offense: 1 day After-School Detention
 - Detention/Suspension all offenses beyond the 1st
- 3) Students throwing objects/food in the cafeteria.
 - 1-3 days of Suspension
- 4) Students stealing food from the serving line.
 - 3 days Out of School Suspension

DRUG POLICY

Refer to the Lexington School District One Student/Parent Handbook.

TECHNOLOGY

Refer to the Lexington School District One Student/Parent Handbook.

LARCENY/THEFT

Out of School Suspension and probation /Expulsion referral

USE OF TOBACCO PRODUCTS

Students are not allowed to smoke or possess tobacco products, lighters, matches or e-cigarettes while under the supervision of the school. This includes all points on school property, extra-curricular activities, and while on school buses or field trips supervised by the school. Items will be confiscated and not returned.

- 1st Offense: 1 Day Suspension
- 2nd Offense and beyond: 3 Days Suspension

PARKING LOT

Any student found in the parking lot during regular school hours (8:15 to 3:45) without a pass from an administrator, will be in violation of parking lot policies.

- 1st Offense: 1 day After-School Detention
- Detention/Suspension each offense beyond the 1st

Students are not allowed in vehicles during school hours without permission from administration.

- 1st Offense: 1 day After-School Detention
- Suspension each offense beyond the 1st

Students who drive or ride to school in a car must exit the vehicle and parking lot immediately upon arrival at school.

- 1st Offense: 1 day After-School Detention
- Detention/Suspension all offenses beyond the 1st

A student must not speed or drive in a reckless manner in any of the school's parking areas.

- Suspension and/or loss of driving privileges
- A police report may be filed

Any vehicle parked in a manner that impedes the route of the school buses.

- 1st Offense: 1 day of Suspension and loss of driving privileges for 2 weeks
- 2nd Offense: Loss of driving privileges for the remainder of the year

All cars must display a current RBHS parking permit.

- 1st Offense: 1 day After-School Detention
- 2nd Offense: Detention/Suspension
- Suspension for all offenses beyond the 2nd

Students are allowed to park only in designated students spaces/lots.

Students parked in an unauthorized area will receive

- 1st Offense: Warning/After-School Detention
- 2nd Offense: 1 day After-School Detention
- Detention/Suspension for all other offenses

PHOTOGRAPH IDENTIFICATION BADGES (ID's)

Lexington School District One requires high school students to wear ID's at all times while they are at school and while they travel to and from school on regular school buses and for field trips.

These ID's provide the student with identification that are required for the purchasing of meals, checking out materials from the Learning Commons, issuing of textbooks, and providing identification to staff members.

The district purchases one ID for each student at the beginning of each year. ID's must be displayed in the middle of the chest and with the picture facing forward. *ID's must not be altered in any way (Nothing on either side of the ID)*. If a student misplaces his/her ID or leaves it at home, that student must get a temporary ID from the Learning Commons before going to class. Temporary ID's can be purchased for \$1.00 if done so before the start of school. If a student goes to class without his/her ID displayed or if the ID is in the student's book bag or pocket, the staff member will send the student to get a temporary ID and the student will be charged with an ID offense. No payment will be accepted after the start of school unless a student has an excused tardy to school. Refusal to get a temporary ID as directed will result in suspension.

A student who needs a temporary ID, who alters his/her ID in any way, who fails to wear his/her ID, or fails to wear the ID near the middle of the chest will be assigned the following:

- 1st Offense: 1 day After-School Detention and Retrieve a Temporary ID
- 2nd Offense: 1 day After-School Detention
- 3rd Offense and beyond: Detention / Suspension

If a student loses, defaces or destroys his/her ID, that student must purchase a new ID for \$5.00. (Nothing should be done to alter either side of the ID)

If a student uses another student's ID for any reason the infraction will result in:

- 1st Offense: detention/suspension/conference with parent

MISCELLANEOUS

1) Students are not permitted to loiter in the restrooms at any time.

- 1st Offense: 1 day After-School Detention
- Detention/Suspension for offenses beyond the 1st

2) Students are expected to clear the building by 4:15 PM daily unless they are under the

supervision of a school employee. Students should establish prearranged times for transportation so that they will not need to use the phone or linger in the hallways, commons area, office, cafeteria or other school areas.

- 1st Offense: 1 day After-School Detention
 - Detention/Suspension for offenses beyond the 1st
- 3) Any inappropriate display of affection will not be permitted (kissing, prolonged hugging, etc.)
- 1st Offense: Conference with student and detention
 - Detention/Suspension for offenses beyond the 1st
- 4) No drinks, food or gum are to be brought into areas where safety is an issue (gym, science labs, fine arts, computer labs, etc.)
- 1st Offense: 1 Days After-School Detention
 - 2nd Offense: Detention/Suspension
 - 3rd Offense: Suspension
- 5) No Littering. Students are expected to clean up any areas where food or drinks were consumed.
- 1st Offense: 1 Days After-School Detention
 - 2nd Offense: Detention/Suspension
 - 3rd Offense: Suspension
- 6) Misuse of hall passes is being in the halls without a pass signed by a teacher or administrator, by being in an area or on the way to an area not specified on the hall pass.
- 1st Offense: 1 day detention
 - 2nd Offense: Detention/Suspension
 - 3rd Offense: Suspension
- 7) Leaving class without permission.
- 1st Offense: Detention/Suspension
 - 2nd Offense: Suspension
 - 3rd Offense: Suspension
- 8) Unauthorized Area
- 1st Offense: 1 day detention
 - 2nd Offense: Detention/Suspension
 - 3rd Offense: Suspension

9) Use of Profanity

- 1st Offense: 1 day detention
- 2nd Offense: Detention/Suspension
- 3rd Offense: Suspension

EXAMPLES OF STUDENT CONDUCT, WHICH WILL RESULT IN OUT-OF-SCHOOL SUSPENSION

- Refusal to give a cellular device or any other electronic device to a staff member.
- Refusal to report immediately to the office when sent
- Leaving the office without permission
- Students lying to an administrator
- Failure to identify self
- Refusal to report to or leave a specific area
- Tobacco violations
- Larceny
- Forgery

EXAMPLES OF STUDENT CONDUCT, WHICH MAY RESULT IN RECOMMENDATION FOR EXPULSION

- Assault
- Disruption of school
- Extortion, blackmail, or coercion
- Becoming a member of a group when the student knows or should know that the group is engaged in or is preparing to engage in an activity prohibited by the rules of the school (ex. Vandalism)
- Running from any member of the RBHS staff
- Suspensions totaling five days within a semester
- Damaging or destroying school property, or stealing school property or private property on school grounds
- Unauthorized presence on school grounds
- Students on campus while under suspension
- Unauthorized distribution of non-school sponsored materials
- Failure to obey a direct order from an administrator
- Using obscene or vulgar language or gestures
- Showing gross disrespect to a staff member
- Sexual offenses
- Ankling (Pulling the pants/shorts of another student down.)

For more information on the above see the Lexington School District One Student/Parent Handbook.

STUDENT CONDUCT THAT WILL RESULT IN RECOMMENDATION FOR EXPULSION

- Repeated school violations
- Suspensions totaling 10 days during the academic year.
- Possessing, handling or transmitting a knife, gun/firearm or other object that can be considered a weapon (including a look-alike weapon)
- Possessing, handling, or using fireworks.
- Possessing, using, transferring, associating with, selling or being under the influence of alcohol, controlled drugs, drug paraphernalia, look-alike drugs, narcotics, stimulant drugs, etc.
- Evidence of membership in secret societies or gang activity

For more information on the above see the Lexington School District One Student/Parent Handbook.

ACADEMIC HONOR CODE

Lexington 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 your paper or technological device into viewing range of another student during a quiz, test or exam;
- Using unauthorized technological devices to complete or disseminate answers during 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 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 you.

Teachers and administrators treat cheating as a serious matter. Teachers will confer with the appropriate administrator to review the evidence of any misconduct. Parents will be notified and a mandatory conference will be held with the student, parent or guardian, teacher, and administrator. Any behavioral consequence such as in-school-suspension (ISS) will be explained at that time.

After the conference is held, the student will be required to complete an appropriate assignment/assessment. 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 (OSS)

for incidences of cheating will be administered at the discretion of the school-based administrator.

- 1st Offense: 1 Day Suspension
- 1-3 Days of Suspension after 1st Offense

LOCKERS

Lockers are the property of Lexington County School District One. All lockers will be emptied on the day following the last day of school. The school will not be responsible for items left in lockers. Lockers are subject to search at any time by administration.

DELIVERIES TO STUDENTS

Florist and balloon deliveries will not be accepted for students.

VALUABLES

Money, purses or other valuables are not to be left at school, on the cafeteria tables, hallways, or in the lockers rooms during P.E., extracurricular practices or games. The school will not be responsible for money or other valuables left unattended during or after school hours.

RBHS LEARNING COMMONS

The RBHS Learning Commons is a place for reading, research, studying and collaborating. Hours are 7:45 a.m. – 4:00 PM Monday through Friday, with extended hours until 4:30 p.m. on Tuesday. Books may be checked out for a two-week period. Overdue fines are 10 cents per day. Damage fees will be charged. Lost books will be charged at the replacement value, with a minimum charge of \$5.

MEDICATION POLICY

1. The Parent/Guardian of the student must request in writing that the student be given medication. The school will provide a consent form.
2. The medication should be brought to the school by the parent/guardian, (except for high school students), or if a situation arises that the parent cannot bring the medication, the medication will be brought to school in a container appropriately labeled by the pharmacy, health care provider, or in the original container.
3. Students are not allowed to have any kind of medication with them at school unless approved by the principal. The school supplies no medication. This includes Tylenol, Aspirin, etc. All medications will be stored in a locked cabinet in the health room. The school nurse will evaluate over the counter medications on an individual basis. A written physicians order is required, as well as parental permission.
 - See District Drug Policy for consequences.

ATTENDANCE

South Carolina law mandates that children 5 years old to 17 years old must attend school. The school year consists of 180 school days.

The district considers students present only when they are actually at school, on homebound instruction, or present at an activity authorized by the school such as field studies, athletic contests, music festivals, student conventions and similar activities.

ABSENCES AND EXCUSES

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(s) of student's absence, reason for student's absence, telephone number where the parent/guardian may be reached and the required signature. Excuses that have been tampered or forged will count as unlawful absences and the student will be assigned three days OSS.

Parent/Legal guardian excuses (Parent Notes) for absences may be accepted for students to make up missed assignments; however, to assure course credit for students who have accumulated more than the allowable absences specified for the course duration, a doctor's excuse will be required for all absences beyond the allowable absences. The principal will require a student who has accumulated more than five absences in a semester or 10 absences in a year to provide a doctor's excuse for all further absences in order to receive course credit. Principals have the authority to review absences in excess of five days in a semester course and to use their own discretion for follow up.

Students in grades 9-12 are allowed the following number of absences before losing course credit:

- 90-day classes 5 lawful/unlawful absences
- 180-day classes 10 lawful/unlawful absences

EXCUSED ABSENCES

These absences do not count against the days students are allowed to miss by state law:

- Ill students whose attendance in school endangers their health or the health of others, as determined by a physician.
- Students classified as Juniors and Seniors are allowed two college visits during the year. A letter from a college/university representative on official college/university letterhead must be submitted to the Attendance Office within three days of the absence.
- 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.
- Students who must keep medical or dental appointments. 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.
- Students who have an immediate family member who is seriously ill. A parent note showing 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 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.

LAWFUL ABSENCES

The following absences count against the days students are allowed to miss by state law but allow students to make up missed assignments:

- A written note from a parent/guardian.
- Illness of the student to the degree that his/her attendance in school would endanger his/her health or the health of others as documented in writing by parent/legal guardian within three school days after the student has returned to school; provided the number of classes or days missed does not exceed the allowable absences specified for the course duration.

Unlawful absences

The following absences count against the days students are allowed to miss by state law and the district gives unexcused absences for:

- Students willfully absent from school/truant
- Students absent without the knowledge of their parents/guardians/cutting school.
- 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 Truancy Intervention Plan to improve that student's attendance.

If a student accumulates more than five unexcused absences in one semester, the student may be referred to a truancy prevention program or to court. Before a principal takes legal enforcement action, the principal will notify the parent/guardian and allow that parent/guardian to present information for appeal.

TRUANCY

In accordance with state law, all children between the ages of 5 and 17 are required to attend public or private school. Parents or guardians who do not wish to enroll their five-year-old child in kindergarten can sign a waiver. A child 5 to 17 years meets the definition of a truant when the child has three consecutive unlawful absences or a total of five unlawful absences.

SEARS (School Extension for At-Risk Students) Program

Lexington School District One's SEARS 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 semester. Students with excessive absences first semester must attend SEARS at the end of the first

semester. Students with excessive absences second semester must attend SEARS at the end of the second semester. The cost of the program is \$25 per day.

PROCEDURE FOR TURNING IN EXCUSES FOR ABSENCES

Excuses will be accepted in the Attendance Office before school, between classes or after school. Students will not be allowed to miss instruction or leave the cafeteria during lunch to turn in excuses.

PROCEDURES FOR SIGNING STUDENTS IN AND OUT OF SCHOOL

No student will be permitted to leave school during the school day unless a parent/guardian or other approved person on the student's emergency contact list comes to the school for the student or unless prior arrangements have been made. Parents/guardians must identify, in writing on the School Health Form distributed at registration, the individuals who have permission to sign their child out of school. The parent/guardian or other approved person must come to the office and sign the student out during school hours (the school is open at 7:30 AM). Picture identification is required. Schools do not accept incoming telephone calls, written notes or faxes for the purpose of dismissing a pupil from school early. Anyone not on the student's approved sign out list will not be allowed to sign any student out of school. Students who leave school without being properly signed out will be treated as cutting class. Students are not allowed to be signed out of school between 3:30 PM and 3:45 PM.

Students must attend 2/3 of class to be counted present.

Ill or injured students must be signed out by an adult (parent/guardian or adult listed as emergency contact) in order to leave campus. Parent/guardian will sign student out through the nurse's office. In case of an emergency or extenuating circumstances, the principal will use his or her judgment in excusing a student.

DOCTOR/DENTIST APPOINTMENTS

The parent/guardian must sign students out. Students will not be allowed to sign themselves out of school, regardless of age or grade, to go to appointments. Parents may sign out students in the main office up to one week in advance of the appointment.

TARDIES

The office assigns a tardy if the student is late to school or any class; tardy students report to the Attendance Office located in the Main Street to receive a Gator Pass.

Note: Being tardy to school with a parent note will count towards a detention if the student has exceeded their allotted amount of excuses. A tardy note serves only to notify the school that the parent is aware of the tardy, but it does not excuse the student from detention.

FAILING TO SIGN IN UPON ARRIVAL AT SCHOOL

- 1st Offense: Conference/Warning
- 2nd Offense: 1 day of detention
- 3rd Offense: Detention/suspension
- Suspension for all instances beyond the third offense

TARDY TO CLASS & SCHOOL

- 1st – 3rd Offense: Warning
- 4th – 8th Offense: 1 day After School detention
- 9th – 10th Offense: Saturday detention
- Detention/Suspension for all instances beyond the tenth offense

CUTTING CLASS

Failing to attend an assigned class, including CREW and Structured Learning Time (SLT):

- 1st Offense: Detention/Suspension
- Suspension for all instances after the first offense

LEAVING CAMPUS WITHOUT PERMISSION

River Bluff High School is a closed campus. Students may not leave campus without following sign out procedures during the school day, including during Independent Learning Time (ILT) or Structured Learning Time (SLT).

- 1st Offense: Detention/Suspension with a warning about parking privileges
- 2nd Offense: Suspension and loss of parking privileges for one month for student drivers
- 3rd Offense: Suspension and loss of parking privileges for the semester for student drivers

MAKEUP WORK

In cases of excused absences, makeup work must be completed during the first five (5) school days after the student returns to school. The student must make arrangements for makeup work.

Teachers will assist students with makeup work as needed either before school, during independent learning mods or after school.

Students that are absent may refer to their teacher's web site for their assignments or request their assignments.

FINAL EXAM SCHEDULE

Final exams may not be given in advance of the final exam date and time unless the early exam is a part of the approved curriculum and is communicated in advance to the students and parents. The date and time of the Final Exam is posted on each course syllabus.

A student may make up a Final Exam under the following circumstances:

- The absence is excused (illness with a doctor's note, death in the family, extenuating circumstances submitted in writing to and approved by the Principal, Dr. Luke Clamp).
- The make-up exam is taken on the make-up exam date (June 3rd) or a later date as agreed upon by the administration, teacher and student.

Examples of absences that will not be considered excused include a conflict with a student's work schedule, vacation, and college visits.

SCHEDULE

Mods	Regular Day
1	8:15-8:45
2	8:45-9:15
3	9:15-9:45
4	9:45-10:15
5	10:15-10:45
6	10:45-11:15
7	11:15-11:45
8	11:45-12:15
9	12:15-12:45
10	12:45-1:15
11	1:15-1:45
12	1:45-2:15
13	2:15-2:45
14	2:45-3:15
15	3:15-3:40

Five minute travel time embedded at the end of each mod

Mods	Collaborative Planning Day (Early Release)
1	8:15-8:45
2	8:45-9:15
3	9:15-9:45
4	9:45-10:15
5	10:15-10:45
6	10:45-11:15
7	11:15-11:45
8	11:45-12:15
9	12:15-12:45

FACTS ABOUT RIVER BLUFF HIGH SCHOOL

Architect	Jumper Carter Sease/CJMW Architecture
Construction Management Firm	Cumming
Site Contractor	Sox and Sons Construction
Building Contractor	China Construction America of South Carolina, Inc.
Address and Location	320 Corley Mill Road Lexington, SC 29072 (RBHS is located on Corley Mill Road. Take Corley Mill Road from Highway 378 near I- 20 Exit 61.)
Acreage	146.16 Acres
Initial Student Capacity	2,000 Students
Core Facilities Capacity	2,500 Students
Square Footage	523,841 Square Feet
Date Site Work Began	June 2010
Expected Opening	August 2013
Funding	2008 Bond Referendum
Principal	Dr. Luke Clamp
Principal Contact	803.821.0701 or lclamp@lexington1.net