



**Meadow Glen Middle School**  
**Student Handbook**  
**2025 - 2026**

*“I am a **resilient** and **responsible** learner who **communicates** and **collaborates** with **kindness**.”*

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# Welcome to Meadow Glen Middle School!

Dear Students and Families,

It is my pleasure to welcome you to Meadow Glen Middle School for the 2025-2026 school year. Our teachers and staff are excited that you will be part of the Gator Family! We look forward to working together to continue the tradition of excellence at Meadow Glen Middle and Lexington County School District One.

We will have high expectations for students and learning. Our continued success will be made possible through our district and school's leadership, teachers' expertise and collaborative planning, parent and community support, and our students' efforts.

The success of our children depends on the school staff, parents, and community working together. Meadow Glen Middle School welcomes parental involvement through participating in the PTO, volunteering within our school, and attending events throughout the school year that celebrate our students' learning. I invite all parents to join our PTO and connect with our teachers. We need and appreciate your involvement and support in your child's education and our school's programs.

Please read this handbook, keep it, and refer to it when you need information. If you ever have questions or concerns, please feel free to call. We strive to make sure that our school provides a safe and positive learning environment for your child to develop the skills needed for future success. I look forward to working with you in the coming year.

We are excited for you to "**Bring Your Best Self and Find the Best in Others**" each day this year as we work together to reach new goals.

Brian Lim

Meadow Glen Middle School Principal

## Our Vision for You: The Lexington One Graduate Profile

Meadow Glen Middle School believes in **modeling the competencies of the Lexington One Graduate Profile** to support your development into a successful contributor to a better world. You will experience learning the Graduate Profile through our Habits of Success referenced in "CREW" and through "HOS Profile Targets" that support classroom learning and interactions.

Here are the key competencies you will develop:

- **Knowledgeable:** You will actively participate in challenging academic content and apply what you learn to everyday life, preparing you for future success. You will engage with challenging academic content and apply it when appropriate to prepare yourself for success in college, career, and all aspects of life.
- **Creative Thinker and Problem Solver:** You will analyze and evaluate information and apply it to solve complex problems and make informed decisions. You will test and experiment with your ideas, making adjustments as needed to reach intended outcomes. You will use creativity to produce high-quality work.
- **Independent Learner:** You will independently create a plan to achieve your goals and develop ways to get back on track when challenges arise. You will regularly assess your progress, reflect on your actions, and make adjustments to stay on track. You will critically assess how you learn and adapt your strategies for maximum effectiveness in all situations.
- **Communicator:** You will listen actively to understand complex information and instructions and respond appropriately. You will speak and write effectively for others, using clear and organized language, and confidently present your ideas with supporting evidence.
- **Collaborator:** You will work with others to optimize outcomes and achieve shared goals. You will actively and respectfully engage in discussions, considering and appreciating different viewpoints to enhance teamwork, maximize effectiveness, and elevate creativity.
- **Future-Ready Literate:** You will use technology to conduct effective research and create purposeful, authentic products for various audiences. You will utilize digital tools, including generative artificial intelligence, in productive ways. You will use strategies to navigate digital drama, cyberbullying, and other social dynamics to contribute positively to online communities. You will cultivate an authentic online persona aligned with your values and goals. You will also learn about basic financial concepts and make informed financial decisions.
- **Personally and Socially Responsible:** You will recognize how your decisions lead to different outcomes and take charge of what you say and do, aiming for the best results. You will understand how your choices affect yourself and others, and make sure what you do is good for everyone. You will engage in activities that help you grow and make a positive impact on your school, community, and beyond. This includes adhering to school rules and expectations outlined in this handbook, showing respect for school property, and avoiding vandalism or damage.
- **Kind:** You will be aware of others and show empathy, thoughtfulness, and encouragement to support your family, friends, school, and community. You will practice kindness and thoughtfulness when using technology and interacting in digital spaces.
- **Resilient:** You will identify challenges and work to overcome them, even when facing setbacks. You will adapt and adjust your strategies and plans when faced with complex challenges or setbacks. You will seek out and provide feedback, reflect on it for growth, and apply it to improve.

## Habits of Success Sentence:

*“I am a **resilient and responsible learner** who **communicates and collaborates with kindness**”*

The purpose of our Habits of Success sentence is to focus our attention to the Graduate Profile competencies that highlight areas of character that will be addressed in CREW and throughout the day.

In addition, we emphasize each Graduate Profile competency through our motto:

*“**Bring your best self and find the best in others.**”*

**Bring your Best Self:** *Future-ready Literate, Independent Learner, Knowledgeable, Creative Thinker & Problem Solver, Resilient*

**Find the Best in Others:** *Personally & Socially Responsible, Kind, Communicate, Collaborate*

## Instructional Consistencies and Expectations

- **Daily Learning Targets:** You will see Daily Learning Targets visibly and legibly posted in your classrooms. These targets, along with Graduate Profile Habit of Success Targets, will be in student-friendly language and referred to throughout lessons to make clear what you are learning and why.
- **Engaging Instruction:** Your classes will begin with a thought-provoking start, include chunked instruction with checks for understanding, and provide opportunities to summarize your learning, such as closing circles or exit tickets. Teachers will also have an activity for you to complete upon arrival, like a bell ringer or "do now".
- **Schoology:** Schoology is our school's learning management platform. You will use Schoology daily to check important class information, access materials, and complete/turn in assignments.
- **PowerSchool:** You and your parents can easily access grades and attendance using the **PowerSchool Parent Portal**. Teachers update grades on a weekly basis, at minimum every two weeks. Report cards are issued quarterly.

## Lexington One and MGM Assessment and Grading Practices

The primary purpose of **assessments** (formative and summative) is to make visible evidence of your learning. **Grades** communicate your progress toward designated standards.

- **Non-graded Formative Assessments:** These are frequent, informal checks for understanding during instruction, prioritizing feedback and improvement over grades. Examples include exit tickets, discussions, and initial drafts.
- **Graded Minor Assessments:** These are formal formative assessments given throughout a unit to evaluate your development against standards and subskills. This category carries a **weight of 30%** in your gradebook. Examples include quizzes, short written responses, and concept maps.
- **Graded Major Assessments:** These are summative assessments at the end of a unit to measure overall mastery. This category carries a **weight of 70%** in your gradebook. There will be a **minimum of 3 Graded Major Assessments per grading period**. Examples include tests, essays, culminating projects, and presentations.

- **Lowest Possible Grade:** The lowest possible grade you can receive for a nine-weeks or semester final grade is a **45**.

## Reassessment Opportunities for Graded Major Tests

Lexington County School District One believes that students should be afforded reassessment opportunities to demonstrate mastery of designated standards. There are two types of reassessments:

- **Choice Retest:** You can retake **one graded major test per grading period** for full credit. The higher grade will be entered.
- **Recovery Retest:** If you score below 80% on a graded major test, you can retake it to improve your grade, with a **maximum grade of 80%**. The higher score between the original and retake will be recorded.
- **Requirements for Retests:** Prior to re-testing, you must actively participate in specific, achievable requirements established by your teacher, including at least one help session. Reassessments apply to in-class tests and should be completed within 2 weeks of the original assessment or by the teacher's assigned date.

## Extension for Late Work

The extension procedure applies to summative projects, major writing assignments, major labs, and presentations.

- **Communication is KEY:** As soon as you know you will miss a deadline, you should communicate with your teacher.
- **First Time Late:** For your first late summative submission, there will be **no penalty**. Your teacher and you will agree on assignment requirements and a revised due date.
- **Additional Late Summative Assessments:** For subsequent late summative submissions, the **maximum grade you can receive cannot exceed 80%**.
- **Not Turned In:** If the assignment is not turned in by the revised due date, the placeholder grade of 1 will be changed to a zero.

## Academic Honor Code

Lexington County School District One encourages students to maintain high standards of academic integrity and honesty. Cheating and plagiarism are serious matters.

- **Examples of Cheating:** Looking on someone else's test, copying from others on independent work, using unauthorized notes or devices, obtaining unauthorized copies of assessments, and plagiarism.
- **Consequences:** Teachers will confer with an administrator, parents will be notified, and a mandatory conference will be held. You will be required to complete an appropriate assignment/assessment, which will be graded in lieu of the original. Failure to complete this results in a zero. If cheating occurs during a reassessment, the reassessment score will be dropped, and the original grade recorded. Behavioral infractions for cheating are documented and can lead to consequences up to Out-of-School Suspension for repeated incidents.
- **Use of Intelligence (AI):** AI can be a tool to assist in learning, but it should not replace the learning process. **Simply copying and pasting the output of AI is considered plagiarism and an act of cheating.** If you use AI to help with your work, you **should cite it as a source**. You are still responsible for the content of your work.

# Daily Procedures: Arrival, Transitions, and Dismissal

## School Hours:

- Student School Hours: **8:05 a.m. - 3:15 p.m.**

6th Grade			7th Grade			8th Grade			Encore		
Class	Time		Class	Time		Class	Time		Class	Time	
Announcements	8:00 - 8:05		Announcements	8:00 - 8:05		Announcements	8:00 - 8:05		Announcements	8:00 - 8:05	
CREW/SLT	8:05-8:30	25 min.	CREW/SLT	8:05-8:30	25 min.	CREW/SLT	8:05-8:30	25 min.	CREW/SLT	8:05-8:30	25 min.
Core 1	8:33-9:32	59 min.	Core 1	8:33-9:31	58 min.	Enc 1	8:33-9:13	40 min.	Enc 1	8:33-9:13	40 min.
Core 2	9:35-10:34	59 min.	Core 2	9:34-10:32	58 min.	Enc 2	9:16-9:56	40 min.	Enc 2	9:16-9:56	40 min.
Core 3	10:37-11:37	60 min.	Lunch	10:32-10:57	25 min.	Enc 3	9:59-10:39	40 min.	Enc 3	9:59-10:39	40 min.
Lunch	11:37-12:02	25 min.	Enc 1	11:00-11:40	40 min.	Core 1	10:42-11:41	59 min.	Enc 1	11:00-11:40	40 min.
Core 4	12:05-1:04	59 min.	Enc 2	11:43-12:23	40 min.	Core 2	11:44-12:43	59 min.	Enc 2	11:43-12:23	40 min.
Enc 1	1:07-1:47	40 min.	Enc 3	12:26-1:06	40 min.	Lunch	12:43-1:08	25 min.	Enc 3	12:26-1:06	40 min.
Enc 2	1:50-2:30	40 min.	Core 3	1:09-2:09	60 min.	Core 3	1:11-2:10	59 min.	Enc 1	1:07-1:47	40 min.
Enc 3	2:33-3:15	42 min.	Core 4	2:12-3:15	63 min.	Core 4	2:13-3:15	62 min.	Enc 2	1:50-2:30	40 min.
									Enc 3	2:33-3:15	42 min.

## Morning Arrival

- The building opens for students at **7:15 a.m.**
- All car riders should enter in the front of the school through the main door.
- All bus riders should enter through the bus loop door.
- Students arriving between 7:15 and 7:30 a.m. will report to the Cafe.
- At **7:30 a.m.**, 6th and 7th grade students will relocate to the Gym, and 8th grade students will remain in the Cafeteria. Students may also go to the Library at this time.
- Breakfast service begins in the cafe at 7:30 a.m..
- The first bell to dismiss students to class will ring at **7:55 a.m.**
- The announcements begin at **8:00 a.m.** and students should be in the class.
- The **tardy bell will ring at 8:05 a.m.**, and class will begin.
- Students arriving after **8:05 a.m.** are considered tardy and must check in in the main office.

## Student Movement Throughout the Building

- You will be required to request a **SmartPass** each time it is necessary for you to leave the classroom.
- During class transitions, teachers will be present at the doorway of the classroom to supervise and welcome students.

## Student Identification (ID) Badges

- You must wear your school-issued ID badge, or a temporary ID sticker, at all times while on school campus or traveling to and from school on a school bus.
- Your ID badge should not be altered in any way.
- If you come to school without your issued badge, you must get a temporary ID sticker **BEFORE SCHOOL** from the ID table on the Main Street main lobby.
- You can be issued **three temporary IDs per semester** before receiving a lunch detention. If you exceed three temporary ID badges, you will be asked to pay \$5.00 for a replacement ID.

## Classroom Expectations (First 5 Last 5)

- Your teachers will ensure that every student is present inside the classroom during the **first 5 minutes** of each class period and the **last 5 minutes** of each class period.
- You **will not be given permission to use the bathroom** during the first 5 minutes or last 5 minutes of any class period.

## Tardy to Class

- Being tardy to class interrupts the education process.
- **Offense 1-2:** Attendance warning/parent notification.
- **Offense 3-5:** One day of Administrative Detention (AD) per tardy.
- **Offense 6-8:** One day of In-School Suspension (ISS) per tardy (an attendance meeting will be scheduled after the 9th tardy).
- **Offense 10+:** One day of Out-of-School Suspension (OSS) and a parent conference.
- The tardy policy restarts at the end of each semester.

## Tardy to School

- **1st and 2nd Tardy:** Warning.
- **3rd and 4th Tardy:** Parents will receive a phone call from an administrator.
- **5th Tardy or More:** Parents will receive a phone call and letter from school administration.

## Dismissal

- The school day ends at **3:15 p.m.**
- You must be off campus at this time or in a designated waiting area unless you are directly involved with a school activity.
- Students will be held until dismissed by announcements.

## Early Dismissal

- If you need to be dismissed early, a parent or guardian must come to the office with a valid photo ID and sign you out.
- Only individuals indicated in PowerSchool will be allowed to sign students out.
- **Students will not be dismissed from school after 2:45 p.m.**

## Student Conduct and Safety

### Dress Code

- You are expected to dress in an appropriate manner while on school district property or representing the school in another location.
- You **must wear a top, bottom, and shoes at all times.**
- Hats and hoods are not permitted to be worn inside the building.
- Pajamas and bedroom slippers are not permitted unless it is a designated school spirit day.
- Clothing or accessories displaying or referencing alcohol, tobacco, vaping, illegal substances, violence, hate, profanity, pornographic images/language, vulgar/obscene symbols/language, gang attire, or items that reveal undergarments (visible straps are allowed at the shoulder) are prohibited.

- Items that could be considered dangerous (e.g., fish hooks, heavy chains, sharp studded jewelry) or that disrupt school operations are not permitted.
- School administrators make the final judgment on the appropriateness of any student's dress.

### **Cell Phones and Other Personal Communication Devices**

- Beginning January 7, 2025, all schools in South Carolina implemented a new personal device initiative called, "South Carolina Free To Focus." Devices, which include cell phones, personal tablets, gaming devices, earbuds, and headphones will remain off and in the student's backpack from 8:05 AM - 3:15 PM.
- You may possess personal electronic devices/accessories **as long as they remain off and are not visible during the school day.**
- You **are not permitted to access personal electronic devices or accessories during the school day.** "The school day" is defined as the period from 8:05 AM - 3:15 PM.
- Personal communication devices are **not permitted to be used in locker rooms, restrooms, or other personal spaces at any time.**
- If you are not complying with this policy, you will be asked to power off your device and put it away. Failure to comply will result in an administrative referral in accordance with the Middle School Discipline Plan.
- The school is not liable for lost, damaged, or stolen devices. The principal reserves the right to limit and/or confiscate devices if their use causes disruption. Violations may lead to disciplinary consequences.

### **Earbuds/Headphones**

- Earbuds and headphones may only be worn for **instructional purposes or at lunch.**
- Earbuds and headphones must only be **wired** unless given prior permission.
- If you fail to comply in classrooms, you will be asked to remove them. Non-compliance may result in disciplinary consequences.

### **Food and Drink**

- Food and drinks, including snacks, are **not permitted during the school day or in any area of the building except the cafeteria,** unless during a designated class time determined by the teacher.
- **Parents will not be allowed to drop off outside food.**
- Food deliveries from parents and restaurants or commercial delivery services (i.e., UberEats, DoorDash, PostMates) are prohibited and will not be accepted by our front office receptionists.
- Students should not distribute drinks or snacks, unless previously approved.

### **Personal Mobile Computing (District-issued IPAD)**

- You are issued district-owned personal computing devices to support learning and prepare for future education and careers.
- You are responsible for **bringing your charged device to all classes, every day.**
- You are expected to engage in positive, ethical, and responsible behavior with your device.
- Failure to bring a charged device or inappropriate use and behavior will result in consequences outlined in the district's Personal Mobile Computing Device Guide.

## Valuables

- We discourage students from bringing valuables to school.
- **Students, not the school, are responsible for their personal property.** The school is not responsible for recovering the cost of damaged, lost, or stolen valuables.

## Emergency Drills

- Your safety is our highest concern, and a School Resource Officer (SRO) is on campus during regular school hours.
- Meadow Glen Middle School conducts safety drills for: **Fire, Earthquake, Severe weather (Tornado), Bus evacuations, Secure the Perimeter (Lockout), and Lockdown.** Bus evacuation drills are held at least twice a year.
- You will be trained on how to promptly and orderly evacuate the building.
  - **Secure:** Business as usual, but no transitions until the secure is lifted.
  - **Lockdown:** Locks, Lights, Out of Sight. Confirm your door is locked, turn off lights, move to an area out of sight from interior window(s).
  - **Earthquake:** Drop, Cover, and Hold On.
  - **Tornado:** Assemble to predetermined locations in halls, sit against the wall, cover heads and faces.
  - **Fire:** Exit the building using the closest exit, evacuate at least 300 feet, and stay with your class roster.

## Middle School Discipline (2025-2026)

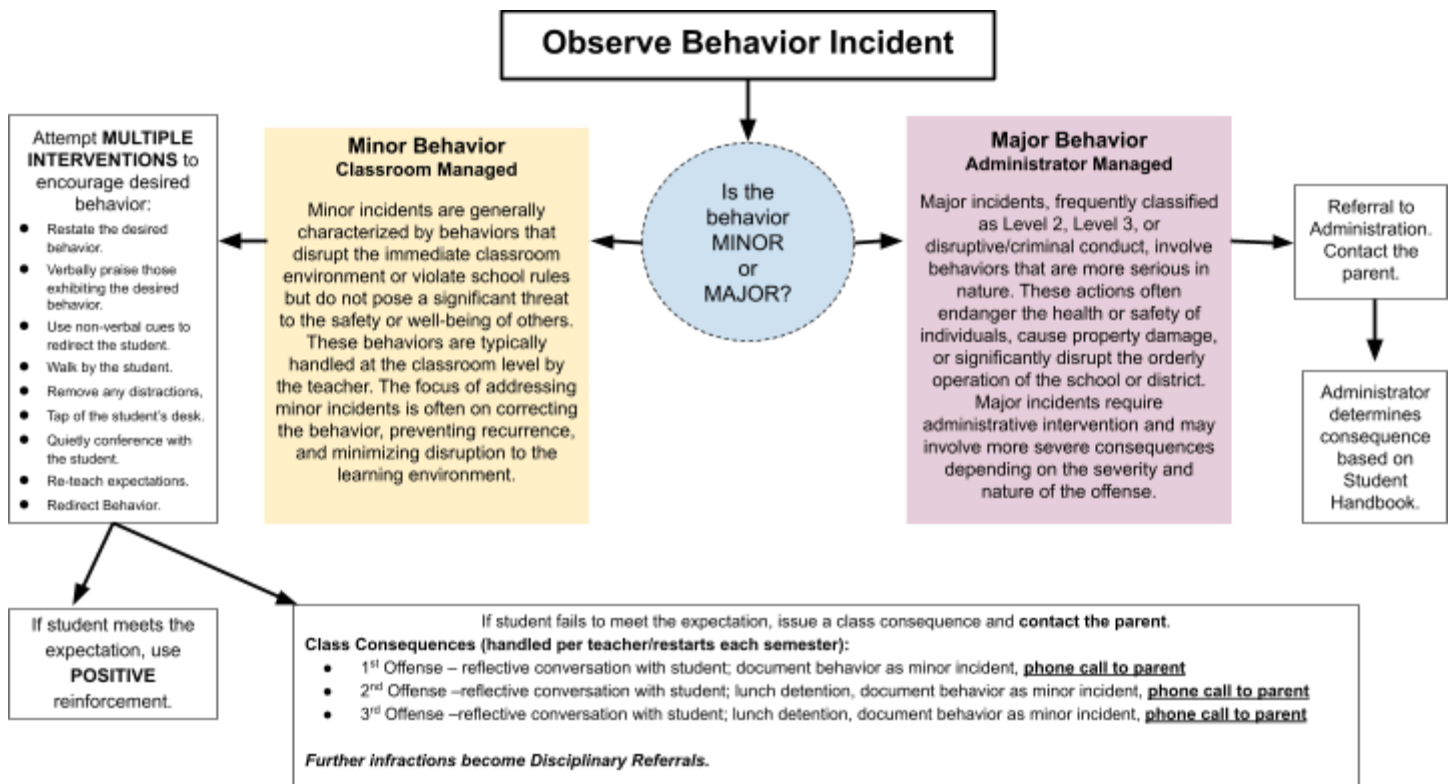
The goal of any school discipline plan is to ensure a safe, orderly learning environment for all students. The criterion for the Middle School Discipline Plan is listed below, works in concert with the [Lexington One Student Handbook](#) and [Lexington One Board Policy](#), and is in effect in the following places and during the following times:

- On school property at any time,
- At any school-sponsored event (i.e. field studies, athletic events, performances, etc...),
- On school buses and bus stops, and
- At all times and in all places where the student's conduct has a direct and immediate effect on the district's interests.

Minor Incidents - Classroom discipline begins with effective classroom management strategies and engaging instruction. Teachers establish classroom rules and expectations for their students and will communicate with parents, conference with students, or use in-class routines to maintain their expectations of student behavior and participation. If initial attempts to help students change their behavior are unsuccessful, teachers will escalate interventions for minor classroom infractions that could include assigning teacher lunch detention (TLD).

Major Incident/Referral - There are occasions when student behavior necessitates the involvement of a school administrator. These are considered "Major" office managed referrals. These incidents are considered more serious and communication will take place between the school and home. In alignment with the LCSD1 Student Handbook, our school will use a systematic and escalating approach to determining appropriate discipline consequences, while also considering each individual situation. The administration will make the final decision on discipline consequences.

To better understand what constitutes a minor incident versus a Major Incident/Referral, see the discipline flowchart below:



## Categories and Consequences

Acts of disruptive conduct may include, but are not limited to, the following:

- **Level 1 - Simple Disorderly Conduct**
- **Level 2 - Disruptive Conduct**
- **Level 3 - Criminal Conduct**

Depending on the action of the student, in concert with the level of the offense, administrators should meet with the reporting staff member, and, if necessary, the student and the parent/legal guardian, and impose the appropriate consequence and/or establish an intervention plan and/or behavioral contract. Consequences that may be applied in cases of each level of disruptive conduct listed above may include, but are not limited to, the actions below. When a referral is warranted, a reflective conversation will be had with the student to discuss the student's actions and appropriate response or consequence. Additionally, a Parent Square message will be sent to families with the discipline referral attached.

**Teacher Lunch Detention (TLD)** - For certain Level 1 incidents, especially those categorized as Level 1-B and Level 1-C, a staff member (excluding school administrators) may assign a teacher lunch detention as a direct consequence.

**Administrative Conference (AC)** - An administrative conference will be held in person with the student to discuss the student's actions and appropriate response or consequence.

**Parent Contact/Conference (PC)** - An administrator will contact parents/guardians. The parent contact may be held in person, virtually, or over the phone to discuss the student's actions and appropriate response or consequence.

**Lunch Detention (LD)** - Lunch detention will be held in a designated area of the school and at a designated time frame. Students who do not attend their assigned LD will be referred to administration for further action, aligned with the discipline process.

**In School Suspension (ISS)** - ISS is typically used for offenses that are more serious or when simple disorderly conduct becomes excessive. Students are expected to complete their assignments or any assigned work while in ISS. Students who misbehave during ISS will be referred to administration for further action that may include out-of-school suspension.

**Out-of-School Suspension (OSS)** - OSS is used for serious offenses when a student's presence at school may disrupt the learning process. The decision to use OSS will be at the discretion of an administrator.

**Recommended for Expulsion (RE)** - Students who are recommended for expulsion will receive a minimum consequence of immediate out-of-school suspension (OSS), possible criminal prosecution, and may be subjected to a district level hearing that may result in an expulsion. Expulsion is the removal of a student from a school for the remainder of the school year or until readmitted by the board (Policy JKE and JKE-R). A student may be expelled for any reason listed in the student behavior code JICDA, for the commission of any crime, gross immorality, gross misbehavior or the violation of any other written rules and regulations established by the board or the state board of education, or when the presence of the student is deemed to be detrimental to the best interests of the school. Expulsion means the student cannot attend school or be on the school grounds, cannot attend any school-related events or activities on or off campus and cannot ride a school bus.

**Consequences may be adjusted. A school administrator will look at the circumstances and facts of a discipline situation and assign the consequence he/she deems appropriate. Accumulation of offenses in any category may result in a recommendation for expulsion.**

## Level 1 – Simple Disorderly Conduct

Disorderly conduct includes any activity in which a student engages that tends to impede orderly classroom procedures or instructional activities, orderly operation of the school, or the frequency or seriousness of which disturb the classroom or school. The provisions of this regulation apply not only to within school activities, but also to student conduct on school bus transportation vehicles, and other school sponsored activities.

**Consequences may be adjusted. A school administrator will look at the circumstances and facts of a discipline situation and assign the consequence he/she deems appropriate.**

### Level 1-A - Offense: Tardiness

**The tardy policy starts over at the end of each semester.**

Offense	CONSEQUENCES (Based on severity of offense)				
Offense (Referral Title in SimplDiscipline)	Tardy 1–2	Tardy 3–5	Tardy 6–8	Tardy 9	Tardy 10+
1. Classroom Tardiness	Attendance Warning and Parent Notification	1 Day LD per Tardy	1 Day ISS per Tardy	1 Day OSS and Parent/ Guardian Conference  (Note: After 9th tardy, an attendance meeting will be scheduled.)	OSS with pending Intervention Meeting
2. School Tardiness	Attendance Warning and Parent Notification	1 Day LD per Tardy	1 Day ISS per Tardy	1 Day OSS and Parent/ Guardian Conference  (Note: After 9th tardy, an attendance meeting will be scheduled.)	OSS with pending Intervention Meeting

### Level 1-A - Offense: iPads Not Charged

**The iPads policy starts over at the end of each semester.**

Offense	CONSEQUENCES (Based on severity of offense)			
Offense (Referral Title in SimplDiscipline)	1-3	4-6	7-9	10+
iPad Not Charged ( <b>Minor Technology Violation</b> )	Warning and Parent Notification	TLD and Parent Notification	AC and LD	1 Day ISS and Parent Conference

**Level 1-B Offenses**

**\*\*For the purpose of level I-B, each offense will be treated as separate in an effort to align to the Lexington County School District One Student Handbook.\*\***

Offenses	OPTIONS FOR CONSEQUENCES (based on severity of offense)				
	1st Referral	2nd Referral	3rd Referral	4th Referral	5th Referral
1. Cell Phone ( <b>Phone Violation</b> ) §	Warning (Student/Parent Conference)	LD (Student/Parent Conference)	ISS (Student/Parent Conference)	OSS (Student/Parent Conference)^	RE
2. Dress Code ( <b>Dress Code Violation</b> )	AC (Student may have to change attire)	PC (Student may have to change attire)	PC and LD (Student may have to change attire)	PC and ISS/OSS (1-3 days)* (Student may have to change attire.)	
3. ID ( <b>ID Violation</b> ) - During school hours, the student is not wearing an ID.	Warning	AC	AC	PC and LD	PC and LD
4. Minor Bus Violation ( <b>Bus Violation</b> )	AC	LD	ISS Partial + PC	Bus Suspension + PC (1-3 Days)	Bus Suspension + PC (4+ Days)

^ Students are not allowed to bring devices on campus during the school day for the remainder of the year.

§ Subject to Board Policy JICJ, 5th Violation = Recommendation for expulsion

\* Continued violations may result in a recommendation for expulsion per Board Policy/Administrative Rule JICA-R.

**Level 1-C Offenses**

**\*\*For the purpose of level 1-C, each separate offense will be considered as a continuation of other level 1-C offenses. Consequences may be adjusted. A school administrator will look at the circumstances and facts of a discipline situation and assign the consequence he/she deems appropriate. In instances where there are a range of consequences, administrators have the discretion to assign consequences deemed appropriate within a range of possible disciplinary actions.\*\***

EXAMPLES *	OPTIONS FOR CONSEQUENCES (based on severity of offense)			
	1st	2nd	3rd/4th	5th+
<b>Offense: Brief Description (Referral Title in SimplDiscipline)</b>				
1. Profane language: Profanity or obscene language between or among students that is verbal, written, and/or digital. ( <b>Inappropriate Language</b> )	AC or LD (1-3 days)	LD or Partial Day in ISS	ISS (1-3 days)	OSS (1-3 days)
2. Name Calling: Behavior intended to provoke someone in an insulting or contemptuous manner (not to include anything considered to be a slur or derogatory language) that is verbal, written, and/or digital. ( <b>Inappropriate Language</b> )	AC or LD (1-3 days)	LD or Partial Day in ISS	ISS (1-3 days)	OSS (1-3 days)
3. Forgery/Tampering: Changing, signing, or altering records or documents of the school by any method ( <b>Forgery</b> )	AC or LD (1-3 days)	LD or Partial Day in ISS	ISS (1-3 days)	OSS (1-3 days)
4. Vandalism: Cutting, defacing, or in any way damaging property (minor <\$50) ( <b>Property Misuse</b> )	AC or LD (1-3 days)	LD or Partial Day in ISS	ISS (1-3 days)	OSS (1-3 days)

5. Gambling: Participation in games of chance for money and/other things of value ( <b>Gambling</b> )	AC or LD (1-3 days)	LD or Partial Day in ISS	ISS (1-3 days)	OSS (1-3 days)
6. Leaving class: Exiting class without permission ( <b>Leaving Class</b> )	AC or LD (1-3 days)	LD or Partial Day in ISS	ISS (1-3 days)	OSS (1-3 days)
7. Dishonesty: The intentional giving of false information, either verbally or in writing to a school employee ( <b>Dishonesty</b> ).	AC or LD (1-3 days)	LD or Partial Day in ISS	ISS (1-3 days)	OSS (1-3 days)
8. Defiance: Refusal to obey a reasonable request by a faculty or staff member ( <b>Refusal to Obey/Defiant</b> )	AC or LD (1-3 days)	LD or Partial Day in ISS	ISS (1-3 days)	OSS (1-3 days)
9. Hit/Kick/Push, Horseplay: Physical contact between students that does not result in a fight or ongoing confrontation. ( <b>Hit/Kick/Push or Horseplay</b> )	AC or LD (1-3 days)	LD or Partial Day in ISS	ISS (1-3 days)	OSS (1-3 days)
10. Throwing Object: Throwing any object across a classroom or the cafeteria that does not cause damage/harm ( <b>Throwing Objects</b> )	AC or LD (1-3 days)	LD or Partial Day in ISS	ISS (1-3 days)	OSS (1-3 days)
11. Being in an Unauthorized Area: Students not in their designated area per their schedule or assigned pass ( <b>Off limits</b> )	AC or LD (1-3 days)	LD or Partial Day in ISS	ISS (1-3 days)	OSS (1-3 days)
12. Disrupting Class: Students who stop or prevent instruction through repeated off-task behaviors ( <b>Disrupting Class</b> )	AC or LD (1-3 days)	LD or Partial Day in ISS	ISS (1-3 days)	OSS (1-3 days)
13. Electronic Violation (minor): Using electronic devices to include, but not limited to: airdropping, playing video games during class, texting, etc. ( <b>Computer Violation or Phone Violation</b> )	AC or LD (1-3 days)	LD or Partial Day in ISS	ISS (1-3 days)	OSS (1-3 days)
14. Cheating: Behavior that includes using unauthorized resources, engaging in plagiarism - including the inappropriate use of AI, and or copying another student's work. <i>See Academic Honor Code in the Student Handbook.</i> ( <b>Cheating</b> )	Partial Day in ISS (1 period)	Partial Day in ISS (2 periods)	PC and ISS (1-3 days)	OSS (1 day)
15. Cutting class: An unauthorized absence from an assigned class or related activity ( <b>Cutting Class</b> )	Partial Day in ISS (1 period)	Partial Day in ISS (2 periods)	ISS (1-3 days)	OSS (1-3 days)
16. Inappropriate Behavior: Conduct that is unwarranted that may cause a disruption to include, but not limited to: minor physical displays of affection, dismissal or ignoring of adult directives following redirection, inappropriate bathroom conduct, and/or continued off-task behavior in class following redirection ( <b>Inappropriate Behavior - Minor</b> )	AC/LD (1-3 days)	LD or Partial Day in ISS	ISS (1-3 days)	OSS (1-3 days)

## Level 2 – Disruptive Conduct

Disruptive conduct includes those activities in which students engage that are directed against persons or property and the consequences of which tend to endanger the health or safety of themselves or others in the school. Some instances of disruptive conduct may overlap certain criminal offenses, justifying both administrative sanctions and court proceedings. The administration may reclassify disorderly conduct (Level I) as disruptive conduct (Level II) if the student engages in the activity three or more times. The provisions of this regulation apply not only to within school activities, but also to student conduct on school bus transportation vehicles, and other school sponsored activities. Restitution of property and damages, where appropriate, should be sought by local school authorities.

**Intervention Meeting (IM)** - Students committing a level 2 offense may need to attend an intervention meeting, in addition to the consequences on page 2. This formal, private meeting is for students suspended out of school for a total of 3 days. The meeting ideally includes the student, a parent/guardian, and a school administrator. If a parent/guardian cannot attend, the meeting will proceed as scheduled, and meeting minutes will be shared via Parent Square. The meeting's goals are to review the student's behavior in relation to the Code of Conduct, assess current interventions, and decide on appropriate next steps. Intervention meetings will not occur when the consequence is a recommendation for expulsion.

**\*\*For the purpose of Level 2, each separate offense will be considered as a continuation of other level II offenses. Level 2 offenses are serious disciplinary infractions, and depending upon the severity of the situation, may result in a recommendation for expulsion. Law Enforcement may be involved in Level 2 investigations.\*\***

EXAMPLES *	OPTIONS FOR CONSEQUENCES (based on severity of offense)			
	1st	2nd	3rd	4th
<b>Offense: Brief Description (Referral Title in SimplDiscipline)</b>				
1. Threatening Students: Nonverbal, verbal, written, or cyber threat directed at another student(s) ( <b>Threat-Student</b> )	OSS and PC (3-5 days)	RE		
2. Intimidation/Harassment: Harassment, taunting, and/or using slurs or derogatory language between or among students; also to include encouraging harm to an individual or group (See Page 7); may be nonverbal, verbal, written, or electronic. ( <b>Intimidation</b> )	OSS (1 day)	OSS (2-3 days)	OSS and IM (3-4 days)	RE
3. Vandalism: Cutting, defacing, or in any way damaging property (\$50 to \$100 value) ( <b>Vandalism</b> )	OSS (1 day)	OSS (2-3 days)	OSS and IM (3-4 days)	RE
4. Stealing: Possession of stolen goods (minor <\$100) ( <b>Stolen Property</b> )	OSS (1 day)	OSS (2-3 days)	OSS and IM (3-4 days)	RE
5. Smoking/Tobacco: Use or possession of tobacco products (including electronic cigarettes/vapor pens/imitation products) on school premises (see <a href="#">Lex 1 Student Handbook</a> ; Board Policy JICG) ( <b>Tobacco Violation</b> )  Note: Other actions that go along with these consequences could include suspension from extra curricular activities and participation in a mandatory tobacco/cessation program.	PC and OSS (1 Day)	PC and OSS (2 days)	PC and OSS+RE (3+ days)	
6. Fireworks: Possession of/or use of fireworks ( <b>Fireworks</b> )	OSS (1 day)	OSS (2-3 days)	OSS and IM (3-4 days)	RE
7. Leaving School: Walking out of the building or off campus without permission ( <b>Leaving School</b> )	PC and OSS (1-3 days)	RE		
8. Unsafe Physical Action without Harm: Rough boisterous and potentially dangerous rough housing	ISS (1-3 days)	OSS (1-3 days)	OSS + IM (3-4 days)	RE
9. Fighting: Instigating a fight or physical abuse, or participating in a fight ( <b>Fighting</b> )	OSS (3 days)	OSS + IM (3-4 days)	RE	
10. Sexual Harassment: Using sexual comments (verbal or written) and/or suggestive physical contact to torment another person ( <b>Sexual</b> )	OSS (1 day)	OSS (2-3 days)	OSS and IM (3-4 days)	RE

<b>Harassment)</b>				
11. Insubordination: Refusal to comply with administration or admin designee directive <b>(Failure to Comply with Disciplinary Action)</b>	OSS (1 day)	OSS (2-3 days)	OSS and IM (3-4 days)	RE
12. Disrespect: Directing profanity, vulgar language, slurs/derogatory comments, or obscene gestures toward adults, school staff, or visitors. <b>(Disrespect)</b>	OSS (3 days)	OSS + IM (3-4 days)	OSS+RE (5-10 days)	
13. Possession or distribution of over the counter medication <b>(District Medication Violation)</b>	PC and ISS (1 day)	PC and OSS (1 day)	PC and OSS (2-3 days)	PC and OSS+RE (3-4 days)
14. Unauthorized Recording: Using cellular devices to record students, faculty, and staff that may cause a disruption, including filming fights and verbal altercations <b>(Other offenses-Serious)</b>	OSS (1-3 days)	OSS + IM (3-4 days)	OSS+RE (5-10 days)	
15. Disruptive Behavior: Inappropriate conduct that is unwarranted and is disruptive, morally indecent, obscene, or grossly offensive. <b>(Major Disruption)</b>	OSS (1-3 days)	RE		
16. Unauthorized Sales or Distribution: Possessing, distributing, or selling materials unauthorized by the principal (i.e. laser pointers, headgear, speakers, trading cards, lighters, food/candy etc.) <b>(Contraband)</b>	PC and ISS (1 day)	PC and OSS (1 day)	PC and OSS (2-3 days)	RE
17. Technology Offenses: Inappropriate or unauthorized use of computer and other technological equipment as outlined in JICDA-R <b>(Computer Violation)</b>	PC and OSS (1-3 Days)	PC and OSS (3 Days)	RE	
18. Unsafe Bus Conduct: To include but not limited to throwing items, moving seats while the bus is in motion, etc. that cause unsafe conditions for students and/or the driver. <b>(Bus Violation)</b>	PC and ISS (1 day)	PC and OSS (1 day)	PC and OSS (2-3 days)	RE
<b>Note:</b> Bus suspension may also be included as a consequence.				

## Level 3 – Criminal Conduct

Criminal conduct includes those activities in which students engage that result in violence to themselves or to another's person or property or which pose a direct and serious threat to the safety of themselves or others in the school. These activities usually require administrative actions that result in the immediate removal of the student from the school, the intervention of law enforcement authorities, and/or action by the board. The provisions of this regulation apply not only to within school activities, but also to student conduct on school bus transportation vehicles, and other school sponsored activities. Restitution of property and damages, where appropriate, should be sought by local school authorities. **Law Enforcement will be involved in Level 3 investigations.\*\***

**Consequences may be adjusted. A school administrator will look at the circumstances and facts of a discipline situation and assign the consequence he/she deems appropriate.**

**\*Some violations listed below will fall in the assigned category if conducted through technology.**

EXAMPLES *	CONSEQUENCES	
Offense: Brief description (Referral Title in Simple Discipline)	1st	2nd
1. Assault and Battery: behavior that poses a serious threat of injury or results in physical harm. ( <b>Assault</b> )	RE	
2. Bullying/Cyberbullying: 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 or undue influence over the victim. In order to prove bullying, three of the four must be present. ( <b>Bullying</b> ) It may be nonverbal, verbal, written or digital.	OSS/RE (3+ days)	RE
3. Extortion/Coercion/Blackmail: Obtaining money or other things of value from an unwilling person, or forcing an individual to act through the use of force or threat of force ( <b>Extortion</b> )	OSS/RE (5+ days)	RE
4. Bomb Threat/Threat of Violence to School/False Fire Alarm ( <b>Threat-school or Fire Alarm</b> )	RE	
5. Weapon Possession: Using or threatening to use a *knife, BB gun, pellet gun, mace, *box cutters, or article that might be injurious to a person or property ( <b>Weapon</b> )	RE	
6. Firearm or Explosive Possession: Use or transfer of any kind of weapon in school or on school grounds, such as firearm or explosive device ( <b>Weapon</b> )	RE	
7. Vandalism: damage to a person or school property of a serious nature, exceeding \$100.00 in damage ( <b>Vandalism</b> )	OSS/RE (5+ days)	RE
8. Sexting: Creating, possessing, or sharing nude, partially nude, or other sexually explicit or suggestive images, videos, or visual representations using non-digital means (e.g., printed materials) or electronic communication, including but not limited to texting, emailing, or posting on social media platforms. These acts are prohibited whether or not the subjects of the images, videos, or visual representations consent to their being created, possessed, or shared. ( <b>Sexting</b> )	RE	
9. Larceny/Theft: Possession or sale of stolen property of a serious nature (exceeding \$100.00) ( <b>Larceny/Theft</b> )	OSS/RE (5+ days)	RE

10. Arson: Intentionally setting fire to objects or to the building ( <b>Arson</b> )	OSS/RE (5+ days)	RE
11. Drugs and Alcohol: Use of and/or possession with intent to distribute or sell illegal drugs, prescription drugs, or alcoholic beverage, including paraphernalia/ facsimile (materials passed as illegal drugs) and CBD oils and materials ( <b>Drug Distribution/Paraphernalia/Possession</b> )	RE	
12. Sexual offenses or Misconduct - sexual behavior including, but not limited to indecent exposure and offenses against common decency ( <b>Sex Violation</b> )	RE (5+ days)	RE
13. Gang Related Activities: materials or actions that show support to any gang affiliate or show symbols of violence; group or gang related fighting ( <b>Gang Activity</b> )	RE	
14. Major Disruption: Any activity that creates or has the potential of creating a major disruption of the school's program ( <b>Major Disruption</b> )	OSS/RE (5+ days)	RE
15. Threatening Staff: threat of physical harm to any staff member. ( <b>Threat-staff</b> )	RE	
16. Any activity in which students engage that result in violence to themselves or to another's person or property or which pose a direct and serious threat to the safety of the students themselves or others in the school. ( <b>Threat or Assault or Major Disruption</b> )	RE	

**As a reminder, students may be suspended or recommended for expulsion for first-time offenses or any act which is detrimental to the good order, best interest, and physical safety of the school. The student may be disciplined according to the nature and degree of the offense or act at the discretion of the administration.**

### **Other Discipline Considerations**

#### **Extenuating, Mitigating, or Aggravating Circumstances**

The board may give the appropriate administrator the authority to consider extenuating, mitigating, or aggravating circumstances that may exist in a particular case of misconduct. The administrator should consider such circumstances in determining the most appropriate sanction.

#### **Discipline of Students Served with an IEP or 504**

Federal and state laws and regulations require the public schools to meet the individual educational needs of students served with an IEP or 504 to the extent that current educational expertise permits.

#### **Weapons (Firearms) and Drugs**

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.

### **Suspended or Expelled Students**

A student who is suspended or expelled cannot enter the school grounds (except to attend a prearranged conference with an administrator), cannot attend any school functions (regardless of the fact that they are open to the general public), and cannot ride on a school bus (which is seen as an extension of school property). Trespassing violators will have additional days of out-of-school suspension applied to their disciplinary actions, may possibly face criminal charges, and based on action, audience, and severity, consequences may become an automatic recommendation for expulsion. Expelled students must reapply in writing for admission to the Office of Student Services. (Readmit conferences are held before school starts the following year.)

### **Students are reminded that any unlawful activity outside of school could result in suspension or expulsion from school.**

Students who are guilty of breaches of conduct may be suspended or expelled if the offense does not already carry such punishment. Though not specifically mentioned in this list of breaches of conduct, any act which is detrimental to the good order, best interest, and physical safety of the school may be punished according to its nature and degree at the discretion of the administration.

### **Cheating/Plagiarism**

Cheating and/or plagiarism are defined as an effort to claim credit for work that is not one's own, or to assist another person to do so. It includes, but is not limited to the wrongful giving, taking, or presenting of any information or material by a student with the intent of aiding himself/herself or another student on any academic work which is considered in any way in the determination of the final grade. Any student found to be in violation of this policy will adhere to the consequences listed in the discipline code Level 1-C and/or the Academic Honor Code section of the district handbook. Students in violation of plagiarism/cheating may be required to complete an appropriate assignment/assessment if needed. More information will be provided during the administrative conference.

### **Bullying**

Lexington District 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, sex, 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 District 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 District 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 may 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.

## **Important Services and Information**

### **Health Room and Medications**

- The school nurse is on duty from **7:45 a.m. to 3:40 p.m.** each day.
- If you become ill at school, report it to your teacher immediately, who will alert the health room. Your parent/guardian will be notified and expected to pick you up immediately.
- If you need to take medication at school (prescription or over-the-counter), the nurse must have a signed permission form from a parent and a personal supply of the medication in the original bottle.
- **Any medication taken without the nurse's authorization and supervision may result in expulsion from school.**
- Medication of any kind must be turned into the nurse by a parent.

## Library (Learning Commons)

- The Library is open every morning before school from **7:30 a.m. - 8:00 a.m.** and during lunches.
- You must remain in the library until the bell rings at 8:00 a.m.
- **No food or drink is allowed in the library at any time.**

## School Counseling

- Meadow Glen Middle School provides counseling services to students, parents, and staff.
- The program is designed to encourage your development in personal/social, academic, and career domains.
- If you wish to talk to a counselor, you can complete a counseling referral form located on Classlink. All matters are handled in a timely manner.

## Parent Communication (ParentSquare)

- ParentSquare is our messaging system used to send emergency messages and important school information to families quickly.
- Parents can download the app to create a profile or update preferences.

## Guaranteed Experiences at Meadow Glen Middle School

At Meadow Glen Middle School, you are part of the Gator CREW and we are committed to providing you with engaging, personalized, and innovative opportunities that result in service to our community. Our mission is to "**Learn by Doing, Lead by Example**", and our motto is to "**Bring Your Best Self and Find the Best in Others**". You will be celebrated for your commitment to growth, hard work, and positive contributions.

Here are the Guaranteed Experiences you can expect as an MGM student:

- **Growth Mindset Development:** You will be encouraged to demonstrate a growth mindset through failure, revision, resilience, and celebration to strive for continuous improvement and success. Your teachers will foster an environment where you are resilient, persevering and adapting when faced with difficult tasks, viewing challenges as learning opportunities and embracing feedback to improve.
- **Graduate Profile Integration:** You will consistently engage with the **Lexington One Graduate Profile** competencies (Knowledgeable, Creative Thinker and Problem Solver, Independent Learner, Communicator, Collaborator, Future-Ready Literate, Personally and Socially Responsible, Kind, and Resilient) in your daily learning. Your teachers will model these competencies and provide opportunities for you to connect your learning to the Graduate Profile. You will see these competencies visibly posted as "Profile Learning Targets" in your classrooms.
- **Collaborative and Equitable Learning:** You will experience a consistent and equitable learning journey across all your classes through collaborative planning among your teachers. Your teachers work together to ensure similar learning experiences.
- **Comprehensive Feedback and Reassessment:** You will receive regular and timely feedback on your formative and summative assessments to guide your progress. You will have opportunities for reassessment on major tests, allowing you to recapture learning and demonstrate mastery of standards. This includes a **Choice Retest** for full credit and **Recovery Retest** for scores below 80%.
- **ILT/SLT: Individualized Learning Time (ILT) or Structured Learning Time (SLT)** if needed, you may be recommended by your teacher for **Content Recovery** to improve your grade in a

course based on various factors, including your performance on assessments and attendance. This time can also be student driven in which students actively seek out opportunities to improve their academic success.

- **Personalized Learning Environments:** Your teachers will utilize the Lexington One Instructional Framework to guide best practices, ensuring a high-quality education. This includes active participation in challenging content, continuous monitoring of your progress, and adapting strategies for maximum effectiveness in all situations.
- **Safe and Supportive Community (Gator CREW):** You are an integral part of the Gator CREW. We believe in fostering caring relationships and effective communication to maintain a collaborative and safe learning environment. You are expected to avoid taunting, harassment, or bullying behaviors and report them immediately.
- **Emphasis on Academic Integrity:** You will be expected to maintain high standards of academic integrity and honesty, actively avoiding cheating or plagiarism, including from AI outputs, and learning to cite sources properly.
- **Developing Responsibility:** You will be encouraged to take initiative, develop plans, monitor your progress, and persevere through challenges to achieve your goals. You will adhere to all school rules and expectations for academic integrity, personal conduct, use of school property, and responsible use of technology.
- **SLC's:** A student-led conference is a meeting with a student and their family during which the student shares their own learning and sets goals for the year ahead. This conversation with families includes students presenting their own data and discussing where they are as a learner.
- **Passages:** Passages are a way for our students to make their learning public beyond their family and present to a community panel. Passages are organized by the MGM motto and Lexington One Graduate Profile Competencies. Students will collect and present evidence of their readiness for high school as well as how they have grown in the competencies. This is a space for celebration.

**Expeditions:** Learning Expeditions is a curricular structure. Expeditions make content standards come alive for students. These long-term, in-depth studies offer real-world connections that inspire students toward higher levels of academic achievement. Learning expeditions involve students in original research, critical thinking, and problem solving, and they build character along with academic skills. All learning expeditions explicitly focus on building literacy skills in students, particularly in the reading and writing of a text. Learning expeditions take multiple, powerful elements and join them together: guiding questions, kickoff experiences, case studies, projects, lessons, fieldwork, experts, service learning, and a culminating event featuring high-quality student work. All of these structures can also be used independently, outside of full learning expeditions.

These experiences are designed to empower you to "**Bring Your Best Self and Find the Best in Others**" and prepare you for future success in all aspects of life.