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QUALITY EDUCATION ACADEMY  
ELEMENTARY SCHOOL STUDENT HANDBOOK

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2010-2011

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## QUALITY EDUCATION SCHOOLS

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*We raise the quality of life of everyone we touch.*

-Core value

### MISSION

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To create a learning environment of the highest quality in which each learner is encouraged and empowered to reach his or her fullest potential as an individual and as a participant in the global society at a reasonable cost as compared to N.C. per student funding in the following LEA's: Mecklenburg, Guilford and Forsyth Counties.

### VISION

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To create a sustainable educational organization that develops a replicable, self-sufficient, wholesome community.

### OVERVIEW

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Quality Education Schools are rich learning environments that are youth and adolescent-centered, meeting the developmental needs of youth and adolescents as well as the individual needs of students with varied learning styles and addressing multiple intelligences. Building on the strengths of each student, Quality Schools set high expectations for all in an atmosphere that is nurturing and respectful. Students are engaged actively in the learning process, develop skills for independent learning, set and assess their own learning goals. Quality Schools take an integrated approach to learning by addressing academic disciplines and basic skills through broad themes, projects, and authentic real-life experiences. Students focus on the knowledge, skills, and understandings needed to prepare them to be members of a global society and learn to work together as a team. Students are prepared for the rapidly changing and increasingly interconnected world of the 21<sup>st</sup> century. The principles and practices of Quality Education Schools are based on sound proven understandings of how youth and adolescents learn best.

### GUIDING PRINCIPLES

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BUILDING ON A FOUNDATION OF PROFICIENCY IN BASIC SKILLS, QUALITY EDUCATION SCHOOLS SEEK TO ENHANCE THE GROWTH OF:

- Independent learners
- Critical thinkers
- Active and responsible participants in our global society

QUALITY EDUCATION ACADEMY ELEMENTARY SCHOOL  
ALMA MATER

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As we walk these hallowed halls  
As we learn one and all  
Through the years we come and go  
But our love will ever grow

(Chorus)  
Oh QEA we need you  
QEA so true  
QEA for-e-ver  
We'll love you

Our future though we cannot see  
Is growing bright for you and me  
The simple things that we have learned  
Yes, QEA within us burns

(Chorus)  
Oh QEA we need you  
QEA so true  
QEA for-e-ver  
We'll love you  
Yes QEA for-ever  
We'll love you

-Words & Music by Alinda Gadson

QUALITY EDUCATION ELEMENTARY SCHOOL

***“WHERE LOVE, CARE AND WISDOM RULE SUPREME”***

**SCHOOL DAY AND ATTENDANCE**

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1. The school day for students begins 8:00 a.m. and ends at 3:45 p.m.
2. Each student who is late to school must bring a written reason for being late and be signed in by a parent or guardian.
3. Students may not leave the school grounds during the day unless a parent or parent representative has signed the student out and is waiting for student in the office.
4. If a student is to go home by different means than usual in the afternoon parents should write a note to the teacher or have filled out a form indicating others that may pick up their child.

**STUDENT EXPECTATIONS**

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These rules are for each student's protection at Quality Education Academy Elementary. Our goal is to help you learn as much as you can this year. Following these hints is an easy way to grow into a good learner.

**PARENT EXPECTATIONS**

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Parents are required to work 4 hours a year in the school (ideally 1 hour per quarter). Per the family leave law, four hours per year are granted to participate in their child's educational activities.

**RESPECT**

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1. Students are expected to represent themselves in a kind and courteous way in all interactions with students and staff.

2. Threatening and fighting are not allowed. If someone “pesters” and/or “picks at you and you cannot settle it, talk to your teacher.

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### HALLS

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1. Students WALK while in the building – to the restroom, lunchroom, playground, etc.
2. Students are expected to walk QUIETLY through the halls, keeping to the right side.
3. Students are expected to cooperate at all times.

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### LUNCHROOM

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All students will be expected to use good table manners that have been fostered by the teacher and parent. Due to health board regulations, we cannot heat lunches from home.

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### RESTROOM

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1. Students are expected to use the restroom facilities as a group with an adult supervisor. If there is a medical problem, the teacher will need a written statement from the parent. Students must have a Hall Pass or special permission when going to the restroom without their class.
2. Wash hands and dry them with hand blowers.
3. Speech should be quiet and orderly.

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### ASSEMBLY

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1. Students will enter and leave assemblies as a class accompanied by their teacher.
2. All students will be expected to use good manners that have been taught by the teacher and parents.
3. Students will be expected to exhibit taught behavior for assemblies.
4. Students may demonstrate approval of performance by clapping only.

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### FIELD TRIPS

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Students will follow all school rules on field trips. Permission slips and all fees must be returned 14 days prior to the day of the trip. Permission slips must be signed and returned before a student is allowed to go on a field trip.

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### CLASSROOM RULES:

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The following are school-wide classroom rules:

1. Listen and follow all instructions the first time they are given.
2. Be on time and prepared for class.
3. Raise your hand and wait for permission to speak.
4. Keep your hands, feet, and other objects to yourself.
5. Stay in your seat unless you are given permission to do otherwise.
6. Use proper English and address everyone by proper name.

Each teacher will outline a classroom discipline plan. When a student chooses to use disruptive behavior stemming from the failure to live by the standards outlined, we will use these procedures:

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## POLICY ON DISCIPLINE FOR QUALITY EDUCATION ELEMENTARY SCHOOL

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*Discipline then is something far more than punishment; obedience, rules and restrictions; more than a way of making children bearable to the adults whom live with them. Discipline is all the helpful guidance, the encouragement and support that grown-ups use to influence children as they do their learning and growing. Discipline is not law enforcement. It's a matter of spirit and it rests upon the relationship that has been built between the leader and the learner, between the parent or teacher or caregiver and his or her disciple. (From Discipline, Mary E. Kiestler, 1973, p.8).*

There are two key phrases here: “training process” and “caring relationship” that we see as essential ingredients for disciplining elementary school age children. These two ingredients go hand-in-hand. Children will not accept the training without the caring and will not feel cared for without the training.

In an ideal sense, a caring relationship with a child involves some very special qualities. It means relating to the child with an attitude of warmth and respect. It means developing an alliance with the child that lets the child know that you are “on his side.” It means cherishing the humanness of the child and trying to understand the child’s needs and point of view. If a child senses that these special qualities exist in a relationship with an adult, he develops trust and affection. He also wants to please and cooperate with the adult, and he is receptive to learning from him.

Training, the other aspect of disciplining, is a teaching process. We, as educators, and parents have the task of providing young children with guidelines for their behavior. Learning self-control and socially appropriate behavior is a life-long process

Discipline is a profound emotional need in all children. Without it, they are uncomfortable, cast adrift, helpless in the hands of their impulses, and unable to make sense of what is going on around them and happening to them. The discipline, which is found at Quality Education Academy Elementary School, is a generous gift.

At Quality Education Academy Elementary School, we focus on both relationship and training aspects of discipline. Our goal is to help teach children self-control in a way that builds their self-esteem and promotes independence in an atmosphere of caring and mutual aspects.

### Discipline Plan

Students are to display appropriate behavior while at school and at school related functions. (Students may be disciplined at school related functions, regardless of the time of day or location). Students who choose to misbehave in the classroom or anywhere at school will receive a “Form of Accountability” (FOA) or a “level two” office referral. If the student misbehaves in the classroom by committing a “level one” offense, he/she will receive a Form of Accountability and will be placed on the first step of the first round of the QEI Discipline Plan. The plan’s steps and consequences are outlined in **“Student’s Rights and Responsibilities Related To Conduct” policy**.

Suspension from school may be used as a last resort. There are five offenses that will not necessarily follow the above procedures.

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### STEALING – FIGHTING – PROFANITY – DEFIANCE – THREATENING SCHOOL PERSONNEL OR STUDENT(S)

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Students who commit one of these five offenses may be referred directly to the office, where the Academic Dean or designee will determine the consequence and notify the parents.

### FIGHTING

Fighting at Quality Education Academy Elementary School will not be tolerated! No one wins! Everyone loses! Fighting may be grounds for immediate expulsion.

“But my parents said if someone hits me, to hit them back. They said not to let anyone push me around.”

That may be okay at home, but not at school. Choices at home and school are not always the same. At school, we choose **not to fight. Do not** hit back. If someone is pushing you around, talk with your teacher. He or she will help you resolve the issue.

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## GRIEVANCE PROCEDURES

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- If there is a concern about a Procedure or Policy of the school the concerned party will discuss the matter with the Academic Dean of the School.
- If satisfactory results cannot be achieved a meeting will be arrange with the concerned party, the Academic Dean and the Resource Manager.
- If satisfactory results are not achieved then the concerned party will request in writing a meeting with the board or the grievance committee of the school board for resolution. Written request will be addressed to the Chief Executive Officer of Quality Education Elementary School.

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## SERAPHIM WAY

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### THE SERAPHIM WAY IS TO BE RESPECTFUL, ATTENTIVE, AND PREPARED

“We will be in control of our mind, body, and behavior”

WE WILL in the:

#### ASSEMBLY

1. Stay focused on the assembly.
2. Stay in our personal space.
3. Display posture, eye contact, and a neat appearance.
4. Enter and dismiss as a class.

#### HALLWAY

1. Walk in a straight and quiet line on the right side of the hallway.
2. Keep our hands to our sides and our eyes focused ahead.
3. Keep our hands to ourselves.
4. Use all manners.
5. Be attentive.
6. Yield for adults.
7. Have a hall pass when alone.

#### BATHROOM

1. Use the bathroom quickly and quietly.
2. Wash and dry hands thoroughly.
3. Exit silently, get water, and get back in line.

#### CAFETERIA

1. Stand in line silently and patiently.
2. Remain in our seats unless given permission.
3. Get all necessary items before sitting down.
4. Walk at all times.
5. Keep hands, feet, and other objects to ourselves.
6. Use good manners.
7. Control our voice level.
8. Leave the tables, floors, and seats clean.

#### OFFICE / ENTRANCE

1. Listen attentively during announcements.
2. Patiently and quietly wait to be acknowledged by office staff.
3. Politely greet office staff.
4. Show my hall pass.
5. Be responsible.

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### POLICY ON HARASSMENT, INTIMIDATION, BULLYING, AND DISCRIMINATION

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#### **Policy Statement**

It is the policy of the State Board of Education and Quality Education Schools to maintain a safe, orderly, and caring learning environment in the public schools, an environment that is free from harassment, intimidation, bullying, and discrimination and is inclusive of all students. This policy includes, but is not limited to, the following types of acts: harassment, bullying, and discrimination based on an individual's race, color, sex, religion, creed, ethnicity, political belief, age, national origin, linguistic and language differences, sexual orientation, gender identity/expression, socioeconomic status, physical characteristics, marital status, or disability.

The Quality Education Schools prohibits acts of harassment, intimidation, bullying, or discrimination. A safe and civil environment in school is necessary for students to learn and to achieve high academic standards. Like other disruptive or violent behaviors, harassment, intimidation, bullying, or discrimination is conduct that impedes both a student's ability to learn and a school's ability to educate its students in a safe environment; and since students learn by example, school administrators, faculty, staff, and volunteers are to be commended for demonstrating appropriate behavior, treating others with civility and respect, and refusing to tolerate harassment, intimidation, bullying, or discrimination.

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#### DEFINITIONS

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Harassment, intimidation, bullying, or discrimination means any gesture or any written, verbal, or physical act that takes place on the Internet, on school property, at any school-sponsored function, or on a school bus and that:

- a. A reasonable person should know, under the circumstances, will have the effect of harming or humiliating a student or damaging the student's property or of placing a student in reasonable fear of harm to his person or damage to his property; or
- b. Has the effect of insulting or demeaning any student or group of students in such a way as to cause substantial disruption in, or substantial interference with the learning process and/or the orderly operation of the school.

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#### HARASSMENT DEFINED

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Harassment can be a type of unlawful discrimination. Harassment is unwanted, unwelcome, and uninvited behavior that demeans, threatens, or offends the victim and results in a hostile environment for the victim. Harassing behavior may include but is not limited to epithets, derogatory comments or slurs and lewd propositions, assault, impeding or blocking movement, offensive touching or any physical interference with normal work or movement, and visual insults, such as derogatory posters or cartoons. Legitimate age-appropriate pedagogical techniques are not considered harassing behavior.

The hostile environment can be created through pervasive or persistent misbehavior or a single incident, if sufficiently severe. It is possible for harassment to occur at various levels: between fellow students or co-workers, between supervisors and subordinates, between employees and students, or between non-employees, including visitors, and employees and/or students.

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### BULLYING DEFINED

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Bullying is deliberately hurtful behavior repeated often over a period of time or on isolated occasions, by which somebody deliberately intimidates or harasses another. Some acts of bullying are simply one student or group of students exercising power and control over another student or group of students either in isolated incidents or through patterns of harassing or intimidating behavior. Bullying, which is the repeated abuse of a student over time or in isolated incidents by other student(s), can take many forms including any combination of physical, emotional, and verbal abuse.

Specific acts of bullying may include but are not limited to name calling, teasing, physical abuse (e.g., hitting, pushing, pinching, or kicking), taking of personal possessions, sending abusive text messages, instant messages, Internet e-mails, and phone messages, forcing others to hand over money, forcing others to do things against one's will, ignoring or leaving others out, attacking others in any way due to religion, gender, sexuality, disability, appearance, or racial or ethnic origin.

Specific reasons that motivate bullying acts may include but are not limited to the following: racist bullying, sexual bullying, bullying about sexual orientation, bullying about socioeconomic status or disability.

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### INTIMIDATION DEFINED

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Intimidation is the use of fear or threat(s) to make others do what one wants. This may be fear of physical abuse, humiliation, loss of property, or the fear of harm to friends or loved ones. Some instances of bullying exemplify intimidation (e.g., stronger person makes weaker one fearful). Intimidation can be a threatening act or communication.

#### **Discrimination Defined**

Discrimination involves making distinctions between individuals or groups so that preferential treatment is given or denied. Types of discrimination include preferential treatment based on race, gender, religion, personal characteristics, national origin, sexual orientation, behavior, age, and political views.

#### **Expectations**

The instructional services manager shall oversee the development and implementation of a school plan, as part of the School Improvement Plan, to identify, to prevent, and to notify parents of acts of harassment, intimidation, bullying, or discrimination. This school plan shall address consequences, effective interventions, reprisals, retaliations, or false accusations associated with acts of harassment, intimidation, bullying, or discrimination. Discrimination is illegal and will not be tolerated in Quality Education Schools; and furthermore, all forms of abuse are unacceptable in our schools.

Active or passive support for bullying is prohibited. All school employees are required to report and act upon alleged acts of bullying. Students are encouraged to walk away from observed acts of bullying, constructively attempt to stop them, or report them to the designated authority.

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### CONSEQUENCES AND REMEDIAL ACTIONS FOR STUDENTS WHO COMMIT ACTS OF HARASSMENT, INTIMIDATION, BULLYING, OR DISCRIMINATION

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In determining the appropriate response to students who commit one or more acts of harassment, discrimination, or bullying, school administrators shall consider the following factors: the developmental and maturity levels of the parties involved, the degree of harm, the surrounding circumstances, the nature of the behaviors, past incidences or past or

continuing patterns of behavior, the relationships between the parties involved, and the context in which the alleged incidents occurred. Concluding whether a particular action or incident constitutes a violation of this policy requires a determination based on all the facts and surrounding circumstances. It is only after meaningful consideration of these factors that an appropriate consequence should be determined, consistent with case law, Federal and State statutes, regulations, and policies, and school policies and procedures. Consequences for students who commit acts of bullying may range from positive behavioral interventions up to and including suspension or expulsion.

#### Procedures for Reporting an Act of Harassment, Intimidation, Bullying, or Discrimination

At the school, the Academic Dean or the Academic Dean's designee is responsible for receiving complaints alleging violations of this policy. All school employees are required to report alleged violations of this policy to the Academic Dean or the Academic Dean's designee. Since some acts of bullying may be bias-related acts and potentially hate or bias crimes, school officials must report to law enforcement officials either serious acts or a pattern of acts.

The initial report can be oral, but the formal report shall be written and include the written statement of the target individual(s) and the alleged perpetrator(s), and the time, location, and context of the incident including the names and statements of witnesses and/or those involved. Patterns of harassment, intimidation, bullying, or discrimination, if they exist, should be included in the report.

All members of the school community, including students, parents, volunteers, and visitors, are encouraged to officially report, orally, in writing, or anonymously, any act that may be a violation of this policy to a school administrator. All reasonable efforts shall be made to authenticate anonymous reports, but formal disciplinary action requires more than an anonymous report.

#### **Prompt Investigation of Reports of Harassment, Intimidation, Bullying, or Discrimination**

The Academic Dean and/or the Academic Dean's designee are responsible for determining whether an alleged act constitutes a violation of this policy. In so doing, the Academic Dean and/or the Academic Dean's designee shall conduct a prompt, thorough, and complete investigation of the alleged incident.

#### **School Response to Acts of Harassment, Intimidation, Bullying, or Discrimination**

Some acts of bullying may be isolated incidents requiring only that the school respond appropriately to the individuals committing the acts. Other acts may be so serious or parts of a larger pattern of bullying that they require a response either at the classroom, school building, or school level or by law enforcement officials. Consequences and appropriate remedial actions for students who commit an act of bullying range from positive behavioral interventions, including suspension or expulsion. The board recommends consequences that rise to the level of the infraction. Administrators shall report harassment, intimidation, bullying, or discrimination as such in reports to the Chief Executive Officer either on a case-by-case basis (if warranted) or in the annual disciplinary data report.

In considering whether a response beyond the individual level is appropriate, the administrator should consider the nature and circumstances of the act, the level of harm, the nature of the behavior, past incidences or past or continuing patterns of behavior, and the context in which the alleged incident(s) occurred.

#### **Any or all of the following responses may be appropriate:**

Individual responses can include positive behavioral interventions (e.g., peer mentoring, short-term counseling, life skills groups and punitive actions (e.g., in-school suspension, expulsion).

Classroom responses can include class discussions about an incident of bullying, role-playing activities, research projects, observing and discussing audio-visual materials on these subjects, and skill-building lessons in courtesy, tolerance, assertiveness, and conflict management. School-wide responses can include theme days, learning-station programs, parent programs, and information disseminated to students and parents.

Institutional (i.e., classroom, school building, school district) responses may include school and community surveys, mailings, focus groups, adoption of research-based bullying prevention program models, training for certified and non-certified staff, participation of parents and other community members and organizations, small or large group

presentations for fully addressing the actions and the school's response to the actions in the context of the acceptable student behavior and the consequences of such actions, and involvement of law enforcement officers.

Other responses may include community involvement in policy review and development, professional development programs, adoption of curricula and coordination with community-based organizations (e.g., mental health, health services, health facilities, law enforcement, faith-based). Resources (e.g., counseling) will be made available to individual victims of bullying and responding to victims will be done in a manner that does not stigmatize victim(s).

### **Reprisal or Retaliation**

Retaliation or reprisal against any person who reports a harassment, bullying, or discrimination incident(s) is strictly prohibited. Likewise, students and staff are prohibited from knowingly or willfully falsely accusing one another of harassment, intimidation, bullying, or discrimination as a means of retaliation, or reprisal. The consequence and appropriate remedial action for a person who engages in retaliation or reprisal shall be determined by the Academic Dean or his/her designee after consideration of the nature and circumstances of the act, in accordance with case law, Federal and State statutes and regulations, and school policies and procedures.

### **Consequences and Remedial Actions for False Accusations**

Consequences and appropriate remedial action for a student found to have falsely accused another as a means of retaliation or reprisal range from positive behavioral interventions up to and including suspension or expulsion. Consequences and appropriate remedial action for a school employee found to have falsely accused another, as a means of retaliation or reprisal shall be disciplined in accordance with school policies, procedures, and agreements. Consequences and appropriate remedial action, including reports to appropriate law enforcement officials, for a visitor or volunteer found to have falsely accused another, as a means of retaliation or reprisal shall be determined by the school administrator after careful consideration of the nature and circumstances of the act.

### **Policy Dissemination:**

The policy shall be disseminated annually in the Student Code of conduct to all students, parents, and school staff, along with a statement explaining that the policy applies to all acts of harassment, intimidation, bullying, or discrimination that occur on school property, at school-sponsored functions, or on a school bus. The Academic Dean or designee shall develop an annual process for discussing with students the school policy on harassment, intimidation, bullying, or discrimination. All employees, students, and parents will sign a written statement indicating that they have received, read, and understood the policy and agree to abide by the provisions of the policy.

### **Staff Training**

Training on the school's harassment, intimidation, bullying, or discrimination policy will be provided to all school employees and volunteers who have significant contact with students.

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## **DRESS CODE**

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### **YOUNG LADIES' UNIFORM DRESS CODE**

#### Daily Uniforms

Navy skirt, blue jumper – front shorts/ pants (NAVY)

- Polo shirt –short/long sleeves (WHITE, LIGHT BLUE, or NAVY)

#### Dress Uniforms (Every Wednesday)

- Black or Navy skirt
- Jumper (Black or Navy Only)
- Oxford Shirt – short/long sleeves (White)
- Blouse- short/long sleeves (White)
- Turtleneck (White)

#### Shoes

- Any leather dark shoe
- Leather boots only (dark brown / black)

- Solid tennis shoes - (White or Navy) (**not on dress day**)

Optional

- Cardigan (White, Navy)
- Sweater (White, Navy)

**\*\* In-School Holidays – Ethnic attire (by request)**

The Uniform Policy will be STRICTLY enforced.

The following actions will be taken when your child is not dressed appropriately:

1. Teacher will call the parent for appropriate uniform or parent will be required to bring a uniform for child to remain at school.
2. Administrative intervention.
3. Student will be sent home.

## **YOUNG MENS' UNIFORM DRESS CODE**

Daily Uniforms

Shorts/ pants (NAVY/BLACK)

- Polo shirt –short/long sleeves (WHITE or LIGHT BLUE)
- Solid Tennis shoes (white or navy) (**not on dress day**)

Dress Uniform (Every Wednesday)

- Front pants (NAVY/BLACK)
- Oxford Shirt (WHITE ONLY)
- Neck Tie

Shoes

- Leather non-scuff (Black, Brown, Navy, or White)
- Boots non-scuff (Dark Brown /black)
- Solid Tennis shoes – (White or Navy) (**not on dress day**)

Optional

- Cardigan (Navy or Black)
- Sweater Vest (Navy or Black)

**\*\* In-School Holidays – Cultural attire (by request)**

**YOUNG MEN WILL NOT WEAR EARRINGS, ETC. IN ALL CASES WHERE IT IS NOT SPECIFICALLY SPELLED OUT, THE ADMINISTRATION WILL HAVE FINAL AUTHORITY IN WHAT IS APPROPRIATE DRESS AND PARAPHENALIA.**

The Uniform Policy will be STRICTLY enforced.

The following actions will be taken when student is not dressed appropriately:

1. Teacher will call the parent for appropriate uniform or parent will be required bring a uniform for child to remain at school.
2. Administrative intervention.
3. Student will be sent home.

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## **MONEY, PERSONAL BELONGINGS**

1. Students are not to bring excessive amounts of money. Money brought to school is a student's responsibility.
2. Students may not buy, sell or trade items at school. Pupils also may not ask for money from classmates.
3. The school day is so full of learning activities that students do not need toys, radios, chewing gum or candy. Leave these things at home.

**No knives, weapons, or illegal objects are allowed on school property.**

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## **TELEPHONE USE**

1. Students are allowed to use the phone for emergencies only. Office staff reserves the right to determine if phone call is necessary for an emergency.
2. The school phones are used for business only and may not be used for forgotten items such as: clothing, money, homework, etc.
3. Students are not permitted to use personal cell phones at any time during the school day. Cell phones will be confiscated and returned to parents only.
4. Prior permission by Academic Dean is required for any student who needs to bring a cell phone to school due to afterschool activities.
5. 1<sup>st</sup> Cell phone violation- returned to parent, 2<sup>nd</sup> Cell phone violation- confiscated until July 1.

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### CARE OF SCHOOL PROPERTY

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1. You should take pride in your beautiful school. Students should take care of furniture, walls and all school property. Damage fees will be charged for defacing school property. If you lose or destroy schoolbooks and materials, you will be required to pay for them.
2. Report cards will be held at the end of the school year for students who have not paid fees owed to the school.
3. Please help our teachers in every possible way to keep our school and campus clean. Let's continue to be a "clean quality school."

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### HOMEWORK

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Homework is assigned nightly – Monday through Thursday, Reading, Writing and Math.

Other Homework assignments may include:

- ✓ Reinforcement of assignments done in class
- ✓ Writing summaries, compositions, or creative writing projects
- ✓ Experimentation
- ✓ Research or long range projects
- ✓ Drill or practice of the fundamental skill of a particular subject
- ✓ Memorization of material like poems, speeches, plays, words, definitions, mathematical facts and formulas.
- ✓ Exhibits
- ✓ Making up work missed due to absences/and or not completed
- ✓ Interviews with other people in the community
- ✓ Monthly book reports

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### ABSENCES

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Each student who is absent from school must bring and give to their teacher a signed excuse upon returning to school. The excuse should include:

1. Student's name
2. Date(s) absent
3. Reason for absence(s)
4. Parent's Signature

A student may be required to bring written verification from the appropriate agency's personnel before an absence can be excused. Any excused absence, other than those listed, may require authorization prior to being absent from the Administrator.

Attendance is extremely important. Excused absences are as follows:

- Illness
- Injury
- Quarantine
- Death in immediate family
- Medical or dental appointments
- Court or administrative proceedings
- Religious observances
- Educational opportunity.

Travel is not an excused absence unless it relates directly to an educational opportunity. A "Notice of Excessive Absence" form is sent home when a child has accumulated three to six unexcused absences. Excessive absences may be grounds for dismissal, retention, or court proceedings.

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### TARDINESS

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Arriving at school on time is important in starting the day off right for students. Students may arrive on campus and enter the school building beginning at 7:30 a.m. if they eat breakfast. Other students may enter the building at 7:45 a.m. Classes begin at 8:00 a.m.

Research indicates that children are at their optimum learning potential during the first three periods of the day. For this reason, our instructional day begins at 8:00 a.m. We are trying to arrange our core subjects during the first periods of the day.

We want all of our students to be high achievers and to especially do well on all of their assessments. We want 100% of our students to score at grade level or above.

When students are distracted by late arrivals, etc., valuable time is lost and the ability for students to stay focused is reduced.

We are requesting all elementary parents get their children to school between 7:30 a.m. and 8:00 a.m. We are requiring any parent, who brings a student to school after 8:00 a.m. to remain with that student until 9:00 a.m. when class changes. Children who miss instruction will be required to make up their work per the student's schedule. This will maximize the learning environment.

It has been proven that increased time on task raises student achievement. In order to increase time on task and raise students' test scores, we must have no interruptions during class time. The best way to do that is only allow students to leave or enter class during the transition period (between classes or during lunch). The entire school will transition at the same time except lunch and that schedule will be provided to parents. K-2 does not necessarily transition at the same time as the rest of the school (bell schedule).

Please schedule your child's appointments so they will not interfere with their instructional day if possible. **Remember** they can only leave or enter class during the transition period. If you have a scheduled appointment during a class period, please inform the school office in advance so they your child can be removed during the transition period and be prepared to leave when you arrive.

If you have concerns or questions about this policy, please feel free to call the school and schedule an appointment. We believe this will greatly enhance the ability of our children to succeed.

**IF A CHILD IS NOT ACCOMPANIED BY A PARENT OR GUARDIAN, HIS OR HER PARENTS/GUARDIAN WILL BE CALLED TO PICK THE CHILD UP FROM SCHOOL UNTIL SO A PARENTAL SIGNATURE IS CAN BE OBTAINED.**

### EARLY SIGN OUT

Students must be picked up from the office after their parent/guardian has signed them out. Only persons listed on the Student Release Locator Card will be able to pick up children. Any changes to this card must be submitted to the office in writing.

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### ADDRESS/PHONE CHANGES

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Please inform the office of changes in address or phone numbers. We often need to contact parents or guardians; therefore, we must have a phone number in the event of an emergency or sickness.

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### EMERGENCIES

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When an accident or illness occurs, every effort will be made to contact a parent or guardian. The form entitled “Permission to Secure Medical Care” will be given to every parent or guardian so we will have the necessary permission and information to take care of each student in an extreme emergency.

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### ADMINISTRATION OF MEDICATION AT SCHOOL

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The administration of medication at school is discouraged. If medication must be given at school, written authorization from a parent or guardian is required before school personnel can administer medication. The medication should be in its original bottle and clearly labeled as to its content and dosage. For non-prescription medication, the student’s parent or guardian must provide a written statement from a physician, verifying the need for the drug to be administered at school. If medication is needed for bee stings and such, the medicines can be stored at school and parental permission and physician’s forms must be filled out at school in order for us to administer the drug. The school wishes to assist with the health of your children and request your cooperation in following the procedures described. Please notify the school of any unusual health problems--diabetes, epilepsy and the like.

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### IMMUNIZATION

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No child may attend any school, whether public or private, unless a certificate of immunization indicating that the child has received the immunizations required by G.S. 130A-152(s) is presented to the school. The law allows parents of a child who is not immunized 30 calendar days after the child’s first day of attendance at school to present proof of immunizations, proof that the child is on a schedule to receive immunizations, or proof that the child has a medical or religious exemption from receiving immunizations. After 30 days, the child must be suspended from school for non-compliance until proof immunizations is presented to the school. Students entering kindergarten will also be required to show proof of a physical examination within the current calendar year.

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### CONFERENCES

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**Parent conferences may be scheduled at any time prior to or after the students’ instructional day.** Contact your child’s teacher through a note or telephone call if you would like to request a conference. Parent conferences can be scheduled during the teacher’s planning period and 3:45 – 4:30 p.m. The school’s number is 744-7138. Teachers and parents working together can help a child reach his/her potential; therefore, we encourage and welcome conferences. **Teachers may not receive phone calls during the school day.**

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### VOLUNTEER PROGRAM

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Volunteers are important to the overall success of our instructional program. Everyone benefits from this program. Quality Education Academy Elementary School has had a very strong volunteer program, and by sharing your talents and knowledge you can continue this tradition of sharing your time with our students. You do not have to be a trained teacher to be a school volunteer. Parents, grandparents, senior citizens or neighbors-anyone who has a genuine interest and love for children—are outstanding volunteer candidates. Volunteers are scheduled at a time convenient to both the volunteer and the school. We hope you will be a volunteer this year.

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### REPORT CARDS

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Report Cards are sent home quarterly. Monthly reports will also be sent detailing specific strengths and weaknesses of your child. Quarterly units will be sent home to assist parents in getting involved in their children's learning.

## **RETENTION**

Retention may occur if a student is not experiencing appropriate success with a grade level content. Students in 3<sup>rd</sup> – 8<sup>th</sup> grades must have an average of 2.0. Students in K- 2<sup>nd</sup> grade are promoted or retained based on results of K-2 assessments and teacher observations. Student must attend school 150 days to be promoted. The teacher can usually notify the parent concerning a possible need for retention by the second reporting period.

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## **SNOW/SEVERE WEATHER PROCEDURES**

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Sometimes snow or other severe weather conditions require that we close school for the safety of our children. We will make the announcement as soon as the decision is made to close school.

Parents and students can help by following these suggestions:

- In the event of inclement weather, watch Channel WXII 12 or ABC 45. If school is closed for the next day, a definite announcement will be made by 6:30 a.m.
- If there is no announcement, schools will open as usual.
- Quality Education Schools **do not** follow the Winston-Salem Forsyth County School closings for inclement weather. **Watch *specifically*** for Quality Education Schools for school closings.

Occasionally, very bad weather develops during the day. We monitor weather information continuously and will close schools early if conditions are becoming more hazardous. If this seems likely, please listen to your radio or watch your television for instructions. School officials will stay at school until students are picked up or sent home by whatever prearranged plans are made by parents for such occasions.

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## **CONFIDENTIALITY AND ACCESS TO RECORDS**

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### **What Information is confidential?**

Most of your child's education records are considered confidential. This includes grades, test scores, medical records, discipline records, special education records and other personally identifiable records. For a description of the records maintained by QES, you may request a copy from the school (336) 744-7138.

### **What information is not confidential?**

**Directory information** The following information may be included in annuals, programs for sporting events, school newsletters and other publications: a student's name, age, place of birth, height, weight, grade, honors, awards, activities, and photograph.

**Mailing Lists** The Chief Executive Officer does not allow lists of student names and addresses to be given to anyone without written approval from Chief Executive Officer or designee.

**Class Lists:** Teachers may produce a list of students in the class with addresses, telephone numbers and e-mail addresses so that students may contact each other for homework, to discuss class projects or arrange activities. The lists are given only to the members of the class.

**Car Pool List:** Teachers may produce a list of student names, addresses and telephone numbers to help parents and students arrange car pools. The list may be given only to students enrolled in the school or program.

### **Other Needs**

**Parent group:** A list of student names, parents/guardian's names, home addresses, and home telephone numbers may be provided to our parent group.

**Delivery Service:** QES may provide a list of student and parent addresses to delivery services for the purpose of delivering school publications to each student's home. The list does not include student or parent names or telephone numbers. The delivery service may not share the address list with anyone else.

You have a right to object to release of directory information

*If you do not want any of the directory information described above to be released, please notify the Academic Dean's office in writing within ten (10) days of receiving this Handbook.*

You may inspect and copy your child's records

*The Family Educational Rights and Privacy Act (FERPA), a federal law, gives parents (and students over 28 years of age) the right to see and copy the education records maintained about your child. If you would like to see or copy your child's records, please call the school to make an appointment with the principal or guidance counselor. The school may charge \$0.37cents per page for copying.*



## Quality Education Schools

5012-C Lansing Drive

Winston-Salem, NC 27105

Phone: (336) 744-7138 Fax: (336) 744-1538

Web: [www.qeschools.org](http://www.qeschools.org)

E-mail: [qualityeducation@qeschools.org](mailto:qualityeducation@qeschools.org)

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TO: ALL PARENTS AND STAFF QES  
RE: REQUIRED ANNUAL AHERA NOTIFICATIONS  
DATE: AUGUST 2010

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In the Fall of 1988, in compliance with the US Environmental Protection Agency (EPA) Asbestos Hazards Emergency Response Act (AHERA), we had inspections conducted in each of our school buildings for the purpose of identifying asbestos-containing building materials (ACBMs). No ACBMs were identified. The inspection findings were included in an asbestos Management Plan which has been on file in the school administrative office since that time.

*"We raise the quality of life of everyone we touch."*

## Parental/Student Agreement Form

*(Please keep this copy for your records)*

I have received a copy of the following:

- Grievance Procedures
- Dress code
- Money, Personal Belongings
- Cell Phones/Pagers
- Care of School Property
- Homework/Class work
- Absences
- Tardiness
- Early Sign Out
- Address / Phone Changes
- Emergencies

I have read it and seek to follow its policies.

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Student Signature, Grade, Date

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Parent Signature, Date

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- Emergencies

I have read it and seek to follow its policies.

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Student Signature, Grade, Date

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Parent Signature, Date

# Hall Pass



Time: \_\_\_\_\_  
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 Student: \_\_\_\_\_  
 Teacher: \_\_\_\_\_  
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