
QUALITY EDUCATION ACADEMY
MIDDLE SCHOOL STUDENT HANDBOOK

2010-2011

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QUALITY EDUCATION SCHOOLS

We raise the quality of life of everyone we touch.

-Core value

MISSION

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

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

OVERVIEW

Quality Education **Academy** is a rich learning environment that is 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, and set and assess their own learning goals. Quality Education 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 21st century. The principles and practices of Quality Education Schools are based on sound proven understandings of how youth and adolescents learn best.

GUIDING PRINCIPLES

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

“Rise Up Oh QEA”

Rise up Oh QEA, rise up and stand today
Our future’s here, your voice rings clear, we love you Q-E-A!

(Chorus)

(Girls) Oh Q-E-A, Q-E-A, Q-E-A for-e-ver
Q-E-A, Q-E-A, Q-E-A for-e-ver

(Boys) Q, Q-E-A, Q-E-A-A, E-A for-e-ver and ever
Q, Q-E-A, Q-E-A-A, E-A for-e-ver

We’ll raise your banner high, to love to learn our cry
Until we leave we will achieve, HOORAY for QEA!

For all who help us soar, our praise for-ever more
We’ll heed your call, stand one and all, rise up oh QEA !

Words and music by Alinda Gadson

QEA CREED

- I will search diligently for the gift that the Creator has bestowed deep within me
- I will earnestly strive to perfect the mind and the body that I have been blessed with
- I will make perseverance my closest ally for success
- As my ancestors have given me, so will I give back to my generation
- My legacy will be to leave this world a better place.

QUALITY EDUCATION ACADEMY©

“WHERE LOVE, CARE AND WISDOM RULE SUPREME”

SCHOOL DAY AND ATTENDANCE

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 complete a form indicating others that may pick up their child.

STUDENT EXPECTATIONS

These procedures are for each student’s protection at QUALITY EDUCATION ACADEMY. 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 great learner.

BUILDING CHARACTER

Compassion: Desiring and wanting the best for others.

Courage: Having the determination to do the right thing even when others don't; the strength to follow your conscience rather than the crowd. Attempting difficult things that are worthwhile.

Dependability: Being reliable trustworthy, constant, and steadfast.

Integrity: Having the inner strength to be truthful, trustworthy, and honest in all things. Acting justly and honorably.

Loyalty: Able to make appropriate commitments and to remain faithful to them.

Perseverance: Being persistent in pursuit of worthy objectives in spite of difficulty, opposition, or discouragement. Exhibiting patience and having the fortitude to try again when confronted with delays, mistakes, or failures.

Respect: Showing high regard for authority, for other people, for self, for property, and for country. Understanding that all people have values as human beings.

Self-Discipline: Demonstrating hard work and commitment to purpose. Regulating yourself for improvement and restraining from inappropriate behaviors. Being in proper control of your words, actions, impulses, mind and body. Choosing abstinence from premarital sex, drugs, **alcohol, and other harmful substances and behaviors. Doing your best in all situations.**

Honesty: Being free from lying, cheating, and stealing.

FIELD TRIPS

Students will follow all school rules on field trips and will use seat belts. Permission slips and all fees should be turned in to the office 14 days prior to the day of the trip. Permission slips must be signed by parent/guardian and returned before a student is allowed to go on a field trip.

SERAPHIM WAY

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

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

WE WILL:

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.

POLICY ON DISCIPLINE FOR QUALITY EDUCATION MIDDLE SCHOOL

QUALITY EDUCATIONS SCHOOLS 5012-C Lansing Drive Winston-Salem, NC 27105 336-744-7138

STUDENTS' RIGHTS AND RESPONSIBILITIES RELATED TO CONDUCT a student charged with behavior which is classified herein as Type 1 shall be: (a) removed from the school immediately; (b) present at a hearing; (c) recommended for expulsion from the School System.

TYPE I BEHAVIOR (ILLEGAL AND/OR VERY SERIOUS MISCONDUCT-LIFE OR HEALTH THREATENING)

- **Possession or Use of Weapons, Facsimile of weapon or Dangerous Instruments** Definition: Possession, transmitting or using any kind of firearm, knife, razor, club, chain or other similar object which can reasonably be considered a weapon or dangerous instrument. This includes bringing such items into the school (or function), for another person or having such items in one's desk or placing them in a cubby or hiding place on school property. **Penalty- Recommendation for expulsion.**
- **Sale, Use, Possession of Drugs or Alcohol** - Definition: Selling, using, possessing or distributing any narcotic drug or controlled substance of any kind or tobacco or alcoholic beverage or other intoxicant on school property or at school functions. . This includes bringing such items into the school (or function) for another person or having such items on one's desk or placing them in a locker or hiding on school property. **Penalty- Recommendation for expulsion.**
- **Assault/Battery** - Definition: Intentionally causing or attempting to cause serious physical injury; or intentionally behaving in such a way as could reasonably cause serious physical injury, to a student or other person. (Any act committed on the basis of a 'reasonable belief that it was necessary to defend oneself or another person shall not be considered in intentional act under this definition.) **Penalty-Recommendation for expulsion.**
- **Rape/Forced Sexual Acts** - Definition: Committing, or attempting to commit, the acts of forcible rape or forcible sodomy. (Under this definition, the terms forcible sodomy have the same meanings as used in, of the Revised Statutes of North Carolina.) **Penalty-Recommendation for expulsion.**
- **Arson**-Definition: Setting fire, or attempting to set fire, to a school building or property located on school grounds or any property belonging to, rented by or on loan to the school district, or property (including automobiles) or persons employed by the school or in attendance at the school. **Penalty-Recommendation for expulsion.**
- **Other Illegal and Very Serious Misconduct** - Definition: Any other offenses which constitute criminal conduct under federal, state or city laws which are life or health threatening. **Penalty-Recommendation for expulsion.**
- **Bomb Threats** - Legislators are so concerned about the seriousness of these threats that they enacted a law in 1999 that puts serious penalties on students and others who make bomb threats or hoaxes and holds parents liable for their child's actions. You need to be aware of this law and its potential impact on you and your children. The law makes it a serious felony, Class H, for people who make school-related bomb threats or hoaxes. The law requires an automatic suspension of 365 days for any student who makes a false report or perpetrates a hoax. Parents or legal guardians will be held liable for costs resulting from the disruption or dismissal of school or school activities. Parents will have to pay up to \$25,000 for hoaxes and up to \$50,000 if a firearm, bomb or other explosive device is discharged if it is determined that their supervision of the minor is negligent. Also, students and adults can lose their driver's licenses for making these threats.
- **Deliberate Defacing or Damaging School Property** – Intentionally writing on school property, breaking items or furniture on school property or scarring school property. **Penalty – Recommendation for expulsion.**

TYPE 2 BEHAVIOR (ILLEGAL AND/ OR VERY SERIOUS MISCONDUCT-NOT LIFE OR HEALTH THREATENING)

A student charged with behavior which is classified therein as Type 2 shall be subject to the below-listed disciplinary actions which are maximum for the offense. This means that lesser penalties may be assessed depending upon the facts and circumstances but no greater penalty than that listed shall normally be applied. However, if the

misbehavior is of such a serious nature that the maximum penalty listed seems to be insufficient or if the student's past record is such that a more severe penalty seems warranted, a recommendation for a greater penalty may be made.

- **Possession of Transmitting or any Portable Electronic Communications Device**. Definition: Possessing, transmitting or using any type of portable electronic communications system on school premises or any QEI-QEA school sponsored event. This includes beepers, cell phones, walkie-talkies, etc. Students will be subject to search and seizure, if deemed necessary. These devices will be confiscated and turned over to the police department. **Penalty: First offense-Short-term Suspension (4-10 days) Second Offense- Long-term Suspension (11-90 days) Third Offense-Recommendation for expulsion.**
- **Sexual Misconduct** – Definition: Touching of the area of the genital, anus, or breasts of any person or any touching through the clothing. **Penalty: First Offense-Short-term Suspension (4-10 days) Second Offense-Long-term Suspension (11-90 days) Third Offense-Recommendation for expulsion.**
- **Indecent Exposure** – Definition: Knowingly exposing the genitals, breasts or buttocks under circumstances in which such conduct are likely to cause an affront or alarm. **Penalty: First Offense-Short-term Suspension (4-10-days) Second Offense-Long-term Suspension (11-90 days) Third Offense-Recommendation for expulsion.**
- **Theft** – Definition: Stealing or attempting to steal the money or property of another. **Penalty: First Offense-Short-term Suspension (4-10-days) Second Offense-Long-term Suspension (11-90'days) Third Offense-Recommendation for expulsion.**
- **False Alarm** – Definition: Activating the fire alarm system on school property or reporting a fire when none exists. **Penalty: First Offense-Short-term Suspension (4-10 days) Second Offense-Long-term Suspension (4-10 days) Third Offense-Recommendation for expulsion.**
- **Extortion/Coercion** – Definition: Obtaining or attempting to obtain money or property of value from an unwilling person or forcing an individual to act by either physical force or intimidation (threat). **Penalty: First Offense-Short-term Suspension (4-10 days) Second Offense-Long-term Suspension (11-90 days) Third Offense-Recommendation for expulsion.**
- **Gambling** – Definition: Playing any game of chance or skill for money or anything of value. **Penalty: First Offense-Short-term Suspension (4-10 days) Second Offense-Long-term Suspension (11-90 days) Third Offense-Recommendation for expulsion.**
- **Trespassing** – Definition: Being in or around a school building or in a particular place on school grounds without permission or refusing to comply with a request to leave school premises. **Penalty: First Offense-Short-term Suspension (4-10 days), Second Offense-Long-term Suspension (11-90 days), Third Offense-Recommendation for expulsion.**
- **Vandalism** – Definition: Willful destruction or defacing of school property or equipment. **Penalty: First Offense-Short-term Suspension (4-10 days), Second Offense-Long-term Suspension (11-90 days), Third Offense-Recommendation for expulsion.**
- **Disruption** – Definition: Acting in a manner that severely disrupts the peace of the school. **Penalty: First Offense-Short-term Suspension (4-10 days), Second Offense-Long-term Suspension 11-90 days, Third Offense-Recommendation for expulsion.**
- **Tobacco Use** – Use of tobacco products is prohibited in this school or school related functions. This is a tobacco-free facility. **Penalty: 4-10 days suspension**

TYPE 3 BEHAVIOR

It is expected that Chief Academic Officer and school staff will establish consequences and discipline procedures for Type 3 behavior. Local school rules must at all times be consistent with the Uniform Code of Student Conduct.

Examples of Type 3 Behaviors, include:

- **Insubordination/Disrespect** – Definition: Unjustifiable and knowing refusal to comply with reasonable school rules or with reasonable instructions of school authorities. This shall include profanity and verbal abuse (as defined below), which is directed toward teachers or other staff members.
- **Disorder** – Definition: A disturbance that distracts, causes confusion or chaos within the classroom, library, or on the bus.
- **Fighting**. Definition: Physical conflict between two or more persons.
- **Forgery** – Definition: Writing the name of another person or faking times, dates, grades passes or permits.
- **Profanity**- Definition: Swearing, cursing or making obscene gestures.

- **Refusal to Identify Self**- Definition: Failure to wear I.D. Badge (when required) or to give correct name when requested to do so by an adult staff member or using the name of another person or fictitious name.
- **Verbal Abuse** – Definition: Willfully intimidating, insulting or in any other manner verbally abusing another student.
- **Class Cutting /Truant** - Definition: Unexcused absence from class and/or school grounds.
- **Off Campus Activities** – Students are expected to model the Seraphim Way. Chief Academic Officer will make the decision on consequences.

Disciplinary actions short of suspension which can be used by Quality Schools to correct misbehavior include but are not limited to:

Verbal reprimand; Special assignments (constructive); Schedule changes; Notifying parent by phone or letter of student's misbehavior; Conference with parents; Transfer to another class; Temporary separation from peers; In-house suspension; Loss of class or school privileges.

TYPE 4 BEHAVIOR (BUS OR VAN RELATED OFFENSES)

During the suspension of bus privileges, it is the parent's or guardian's responsibility to provide the student's transportation to and from school. Suspension of bus privilege in excess of three (3) days requires the approval of the administrative/designee. Suspension of bus privileges for students in excess of three (3) days requires the approval of the Chief Academic Officer or Special Education/designee.

- **Throwing objects in Bus** - Penalty: First Offense-Depending upon the nature of incident, the Chief Academic Officer may conference with student and/or parent, telephone call to parent, letter to parent, in house suspension or one day bus suspension. Second Offense-One day suspension from riding the bus. Third Offense-Three day suspension from riding the bus.
- **Throwing Objects out of Window.**- Penalty: First Offense-Conference with student and parent or suspension from riding the bus depending upon nature of the incident.. Second Offense-One day suspension from riding the bus. Third Offense-Three day suspension from the bus.
- **Tampering With Emergency Door.** - Penalty: Recommended Expulsion.
- **Refuse To Stay Seated In.** Penalty: First Offense-One day suspension from riding the bus. Second Offense-Three day suspension from riding the bus. Third Offense- Four to ten day suspension from riding the bus.
- **Pushing/Shoving While Aboard** - Penalty: First Offense-Conference with student and parent or suspension from riding the bus depending upon nature of the incident. Second Offense-One day suspension from riding the bus. Third Offense-Three day suspension from riding the bus.
- **Yelling Out Of Bus** - Penalty: First Offense-Conference with student and parent, or suspension from riding the bus depending upon nature of the incident. Second Offense-One day suspension from riding the bus. Third Offense-Three day suspension from riding the bus.
- **Hand/Head Out Of Bus Window** - Penalty: First Offense-One day suspension from riding the bus, Second Offense-Three day suspension from riding the bus. Third Offense- Four to ten day suspension from riding the bus.
- **Eating/Drinking on Bus** - Penalty: First Offense-Conference with student and parent, or suspension from riding the bus depending upon the nature of the incident.. Second Offense-One day suspension from riding the bus. Third Offense-Three day suspension from riding the bus.
- **Other Bus Related** - Penalty: First Offense- Conference with student and parent, or suspension from riding the bus depending upon nature of the incident.. Second Offense-One day suspension from riding the bus. Third Offense-Three day suspension from riding the bus.
- PLEASE NOTE: CORPORAL PUNISHMENT IS NOT ADMINISTERED AT QUALITY SCHOOLS. DISCIPLINE POLICY QUALITY SCHOOLS 2010-2011 REVISED July 1, 2007.
- Suspension from school may be used as a measure of last resort. There are seven offenses that will not necessarily follow the above procedures.

STEALING – FIGHTING – PROFANITY – DEFIANCE – THREATENING – SEXUAL HARRASSMENT – DESTROYING OR DEFACING PROPERTY

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

FIGHTING

Fighting at QUALITY EDUCATION ACADEMY will not be tolerated! No one wins! Everyone loses! Fighting may result in 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. Home rules and school rules are not always the same. At school, the rule is no fighting. Don’t hit back. If someone is pushing you around, tell your teacher or any adult. We’ll help you.

POLICY ON HARASSMENT, INTIMIDATION, BULLYING, AND DISCRIMINATION

Policy Statement

It is the policy of the State Board of Education and the 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, Chief Academic Officer, 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.

DEFINITIONS

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.

Harassment Defined

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.

Bullying Defined

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.

Intimidation Defined

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.

Sexual Harassment

All persons associated with the school system, including, but not necessarily limited to, the Board, the administration, the staff, and the students, are expected to conduct themselves in the performance of their duties so as to provide an atmosphere free from sexual harassment. It is possible for sexual harassment to occur at various levels: between fellow students, between co-workers, between supervisors and subordinates, between employees and students, or imposed by non-employees, including visitors, on employees and/or students.

Unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature constitute sexual harassment when:

1. submission to the conduct is made, either explicitly or implicitly, a term or condition of an individual's employment, academic progress, or completion of a school-related activity;
2. submission to or rejection of such conduct is used as the basis for employment decisions affecting such individual, or in the case of a student, submission to or rejection of such conduct is used in evaluating the individual's performance within a course of study or other school-related activity; or,
3. such conduct is sufficiently severe, persistent or pervasive so that it has the purpose or effect of unreasonably interfering with an employee's work or performance or a student's educational performance; limiting a student's ability to participate in or benefit from an educational program or environment; or creating an abusive, intimidating, hostile, or offensive work or educational environment. Examples of sexually harassing conduct include, but are not limited to:
 - deliberate, unwelcome touching of a sexual nature or that takes on sexual connotations, such as patting, pinching or constant brushing against another's body;
 - suggestions or demands for sexual involvement accompanied by implied or overt promises of preferential treatment or threats concerning, for example, one's grades or employment status;
 - pressure for sexual activity;
 - continued or repeated offensive sexual flirtations, advances or propositions;
 - continued or repeated verbal remarks about an individual's body;
 - sexually degrading words used toward an individual or to describe an individual; or,
 - the display of sexually suggestive objects or pictures.

Individuals who instigate sexual harassment will be subject to disciplinary action, including reprimand, suspension, demotion or removal.

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.

Consequences and Remedial Actions for Students Who Commit Acts of Harassment, Intimidation, Bullying, or Discrimination

In determining the appropriate response to students who commit one or more acts of harassment, discrimination, or bullying, Chief Academic Officer 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, an administrator or the school counselor is responsible for receiving complaints alleging violations of this policy. All school employees are required to report alleged violations of this policy to the administrative staff. 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 Chief Academic Officer. 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 administration is responsible for determining whether an alleged act constitutes a violation of this policy. In so doing, the administrative staff 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 may range from positive behavioral interventions up to and 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 Chief Academic

Officer 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 Chief Academic Officer 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 Chief Academic Officer 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 that they 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.

QUALITY EDUCATION SCHOOLS AFTERSCHOOL POLICY

Effective October 16, 2009, the school buildings will be evacuated beginning at 4:15 p.m. and should be completely empty by 4:30 p.m. of all students. At 4:15 p.m. walkers should be dismissed from their homeroom classes. If students are going over to Library, there must be a signed note from their parents indicating that they were given permission to walk home or go over the Library.

If students are participating in sports, chorus, or band afterschool, there must be a permission slip in place and a roster generated and given to the office and the teachers. After school activities must have prior approval from school administration by using the attached form. Students must be with a teacher during after school activities and should take their bathroom and water breaks as a team. No student under any circumstances should be allowed to go to the bathroom or get water without an adult present during after school.

During home basketball games, students must still exit the school building until game start time. They are not allowed to wander into any part of the building except the gym and bathroom during game time. If any student is found in any part of the building other than the designated places during game time, they will not be allowed to return to school without a parent/guardian.

If students remain after school with a teacher for tutoring, the student must remain with that teacher at ***ALL times*** and are not allowed to wander throughout the building. Students must obtain a written permission slip to stay afterschool for tutoring.

Students that are children of staff/teachers should stay with them until they are ready to exit the building. They should not be left unattended at ANY time and should not be used to run errands without an adult present.

The Early Childhood program students are dismissed at 5:30 p.m. and should exit from their classroom door. No parent or child should be allowed outside of their classroom door after 4:15 p.m.

At 4:30 p.m. an announcement will be made that building is clear meaning all of the above procedures have been adhered to and students have exited the building or with an approved afterschool function.

GRIEVANCE PROCEDURES

- If there is a concern about a Procedure or Policy of the school the concerned party will discuss the matter with the Chief Academic Officer.
- If satisfactory results cannot be achieved a meeting will be arranged with the concerned party, the Chief Academic Officer and the Chief Executive Officer.

If satisfactory results are not achieved then the concerned party will request in writing a meeting with the grievance committee of the school board for resolution. Written request will be addressed to the Chief Executive Officer of Quality Education Academy.

DRESS CODE

YOUNG LADIES' UNIFORM DRESS CODE

- **Daily Uniform:** Khaki pants or shorts with a solid white, purple or gold golf or polo style shirt, Khaki jumper, or skirt will be worn on Mondays, Tuesdays, Thursdays and Fridays.
- **Dress Uniform:** White-collared Blouse, Black or Navy Skirt, or Black or Navy Dress. Side splits and hemline must reach the knee. No pants.
- **Outerwear:** No hoods or zippered attire.
- **Shirt Tails:** Must be tucked in.

YOUNG MENS' UNIFORM DRESS CODE

- **Daily Uniform:** Long Khaki pants or shorts with a solid white, purple or gold golf or polo style shirt will be worn on Mondays, Tuesdays, Thursdays and Fridays.
- **Dress Uniform:** Long Black/Navy pants, white buttoned Oxford styled dress shirt and a necktie.
- **Outerwear:** No hoods or zippered attire.
- **Shirt Tails:** Must be tucked in.
- **Young Men will not wear earrings, etc.**

Additional Uniform Requirements For Young Ladies And Men

- **DRESS UNIFORMS ARE REQUIRED EVERY WEDNESDAY.**
- For your safety, the heels of the shoes should not exceed 2".
- Belts (solid black or brown only) should be worn in belt loops.
- No sagging at school!
- Hats are not to be worn in the building.
- Baggy attire is not permitted.

Shoes

- Any solid black, navy, or dark brown leather dress shoe
- Boots (black, navy, or dark brown)
- Solid tennis shoes - (White, Navy, black or dark brown) (**not on dress day**)

IN ALL CASES WHERE IT IS NOT SPECIFICALLY SPELLED OUT, THE ADMINISTRATION WILL HAVE FINAL AUTHORITY IN WHAT IS APPROPRIATE DRESS AND PARAPHENALIA.

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. Students are not to bring cell phones to school. Cell phones will be taken and not returned until the end of the school year.

CARE OF SCHOOL PROPERTY

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.

ABSENCES

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 below, may require authorization prior to being absent from the Administrator.

Attendance is extremely important. Excused absences are as follows: illness or injury, quarantine, death in immediate family, medical or dental appointments, court or administrative proceedings, religious observances, and 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 or retention. Educational travel should be pre-approved for excused absence.

TARDINESS

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. for those who eat breakfast. Other students may enter the building at 7:45 a.m. Classes begin at 8:00 a.m. Arriving at school on time is important in starting the day off right for students.

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 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 or any other interruptions, valuable time is lost and the ability for students to stay focused is reduced.

We are requesting that all 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 8:30 a.m. when class changes. If the 8:30 a.m. class period is missed, the next entity is 9:30 a.m. If 9:30 a.m. is missed, the next time will be 10:30 a.m., etc. Children who miss a period will be required to make up their work per the teacher's schedule. This will maximize the learning environment.

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 A PARENTAL SIGNATURE IS 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.

ADDRESS/PHONE CHANGES

Please inform 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.

EMERGENCIES

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.

ADMINISTRATION OF MEDICATION AT SCHOOL

If medication must be given at school, written authorization from a parent or guardian and physician is required before school personnel can administer medication; no non-prescription medication can be given by school personnel. The medication should be in its original bottle and clearly labeled as to its content and dosage. 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 chronic health problems--diabetes, epilepsy, etc.

CONFERENCES

Parent conferences may be scheduled at any time prior to or after the students' instructional day. Contact your child's teacher through e-mail or voice mail if you would like to request a conference. Scheduled parent conferences will be held between 9:00 a.m. and 3:15 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 will not be interrupted to receive phone calls during the school day.

PARENT EXPECTATIONS

Parents are expected to invest 4 hours a year in our school. Per the family leave law, four hours per year are granted to participate in their child's educational activities, without any negative repercussions from employers.

ATHLETIC PROGRAMS

Students given the privilege of participating on a team should be prepared to accept certain responsibilities. The more obvious responsibilities are to regularly attend practices and games, demonstrate a positive attitude, and play to the limits of their abilities at all times. Equally important is the student's responsibility to himself/herself to maintain a consistent level of performance in the classroom. Students are required to maintain a C average or better in core academic subjects (Reading/Language Arts, Math, Science and Social Studies) and an overall average of C or better to participate in team sports.

VOLUNTEER PROGRAM

Volunteers are important to the overall success of our instructional program. Everyone benefits from this program. QUALITY EDUCATION ACADEMY 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. If you are interested in volunteering, please obtain a volunteer form from the school office.

REPORT CARDS

Parents are informed of students' progress through Report Cards, monthly reports. Monthly Reports will be sent out detailing specific strengths and weaknesses of your child. Reports on Math and Reading are included in the monthly report.

RETENTION

The state has instituted a state wide testing program. Students must score proficient (Level 3) in math and reading grade 6th -8th. 7th graders must also score proficient in writing. 8th grade students must also score proficient in science and computer skills.

Retention may occur if a student is not experiencing appropriate success with a grade level content. Students must have an average of 2.0 and 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.

SNOW/SEVERE WEATHER PROCEDURES

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.

CONFIDENTIALITY AND ACCESS TO RECORDS

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 secretary at (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 5 photographs.

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.

- **Schools or programs which do not provide transportation for all students** 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 Chief Academic Officer'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, give 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 Chief Academic Officer or guidance counselor. The school may charge \$0.37 cents 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.geschools.org

E-mail: qualityeducation@geschools.org

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

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 detach this page and turn in to your child's teacher)

I have received a copy of the following:

- School Response to Acts of Harassment, Intimidation, Bullying, or Discrimination
- Policy Dissemination
- Quality Education Schools Afterschool Policy
- Grievance Procedures
- Dress code
- Money, Personal Belongings
- Care of School Property
- Absences
- Tardiness
- Early Sign Out
- Address / Phone Changes

I have read it and seek to follow its policies.

Student Signature, Grade, Date

Parent Signature, Date

Parental/Student Agreement Form

(Please detach this page and turn in to your child's teacher)

I have received a copy of the following:

- School Response to Acts of Harassment, Intimidation, Bullying, or Discrimination
- Policy Dissemination
- Quality Education Schools Afterschool Policy
- Grievance Procedures
- Dress code
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- Care of School Property
- Absences
- Tardiness
- Early Sign Out
- Address / Phone Changes

I have read it and seek to follow its policies.

Student Signature

Parent Signature

Hall Pass



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