

# *Queen's Grant High School*



## *Student and Parent Handbook*

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### Disclaimer

*The policies, procedures and codes stated in this Student Handbook may be changed, amended, edited or revised by Queen's Grant High School at any time at its discretion.*

# Message from the Principal

Welcome, Stallions! I hope your summer vacations were full of joy, rest and reflection. I hope you are refreshed and excited for the upcoming school year.

As the principal of Queen's Grant, I am filled with hope and excitement for the upcoming school year. I am honored to work with such great families. They make up our students, teachers and our faculty and staff. At Queen's Grant we strive to inspire and motivate the whole child and their entire learning development. We believe in a holistic approach to reach each and every child. We believe in a community experience and over four years, we believe we can help your child attain their goals in hopeful and supportive environment. The vision for Queen's Grant has continued to grow and adapt to the changing times but we stand strong as a great option for your child. As a charter school, we are a public school but we are smaller and better equipped with the participation of our families to provide a community experience.

Queen's Grant High School has always stood for holding students firmly accountable while nurturing the desire to learn. As principal, I will continue to embody those maxims but also with a livelier passion and modern approach to education. I am inspired by the day to day energy and enthusiasm at Queen's Grant and I am so fortunate to be a part of it and its future. We all have a role to play in creating a better world with more diligent scholars, compassionate humans, and active and involved citizens.

Socrates once stated that "Education is the kindling of a flame not the filling of a vessel". Every Queen's Grant student will have their own unique and original educational experience but it will always be their own efforts and personal contributions that will inspire their own progress and advancement and what they will aspire for themselves in the future.

Respectfully,

A handwritten signature in blue ink, appearing to read 'Josh Swartzlander', is written over a light blue rectangular background.

Josh Swartzlander, Ed.D



# Queen's Grant High School

## Title IX Grievance Policy

### I. Title IX Policy Statement

Title IX of the Education Amendments of 1972 (Title IX) prohibits discrimination on the basis of sex in any education program or activity receiving Federal financial assistance. Specifically, Title IX provides in part that “No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance . . . .” As such, Queen’s Grant High School (“QGHS”) shall not on the basis of sex, exclude from participation in, deny the benefits of, or subject any person to discrimination under any QGHS program or activity.

In providing any aid, benefit, or service to a student, Title IX also prohibits QGHS from doing any of the following on the basis of sex.

- A. Treating one person differently from another in determining whether such person satisfies any requirement or condition for the provision of any aid, benefit, or service QGHS proposed;
- B. Providing different aid, benefits, or services or provide aid, benefits, or services in a different manner;
- C. Denying any person any such aid, benefit, or service;
- D. Subjecting any person to separate or different rules of behavior, sanctions, or other treatment;
- E. Applying any rule concerning the domicile or residence of a student or applicant;
- F. Aid or perpetuate discrimination against any person by providing significant assistance to any agency, organization, or person which discriminates on the basis of sex in providing any aid, benefit or service to students or employees;
- G. Otherwise limit any person in the enjoyment of any right, privilege, advantage, or opportunity; and
- H. Treatment of complainant or respondent in response to a formal complaint under Title IX.

### II. Definitions

- A. Actual knowledge – Notice of sexual harassment or allegations of sexual harassment to QGHS School’s Title IX Coordinator or to any employee of QGHS.
- B. Complainant – An individual who is alleged to be the victim of conduct that could constitute sexual harassment.

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- C. Education program or activity - Includes locations, events, or circumstances over which QGHS exercises substantial control over both the respondent and the context in which the sexual harassment occurs.
- D. Formal complaint – A document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that QGHS investigate the allegation of sexual harassment. At the time of filing a formal complaint, a complainant must be participating in or attempting to participate in the education program or activity of QGHS.
- E. Respondent – An individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.
- F. School day – For purposes of this policy, school days shall mean days on the board approved school calendar when school is in session, including teacher workdays. Only if the normal course of a Title IX process extends into an extended time period when school is not in session, such as summer break, winter break, or spring break, “school day” shall mean business day.
- G. Sexual harassment – Conduct on the basis of sex that satisfies one or more of the following:
  - 1. A QGHS employee conditioning the provision of an aid, benefit, or service of QGHS on an individual's participation in unwelcome sexual conduct;
  - 2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to QGHS’s education program or activity; or
  - 3. “Sexual assault” as defined in [20 U.S.C. 1092\(f\)\(6\)\(A\)\(v\)](#), “dating violence” as defined in [34 U.S.C. 12291\(a\)\(10\)](#), “domestic violence” as defined in [34 U.S.C. 12291\(a\)\(8\)](#), or “stalking” as defined in [34 U.S.C. 12291\(a\)\(30\)](#).
- H. Supportive measures – Non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to QGHS’s education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or QGHS’s educational environment, or deter sexual harassment.

### III. Response to Sexual Harassment

If QGHS’s Title IX Coordinator or any employee has actual knowledge of sexual harassment in any QGHS education program or activity against a person in the United States, QGHS must respond promptly in a manner that is not deliberately indifferent. QGHS would be deliberately indifferent only if its response to sexual harassment is clearly unreasonable in light of the known circumstances. All employees are responsible for immediately reporting allegations of Title IX violations to the Title IX Coordinator.

**Title IX Coordinator:**      **Ivory Coleman, *coleman@queensgranthigh.org***  
**10323 Idlewild Road, Room 600**  
**Matthews, NC 28105**  
**(704) 545-0736, Ext. 512**

The Title IX Coordinator must promptly contact the complainant to discuss the availability of supportive measures, consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint. The range of supportive measures QGHS offers as available and as appropriate include, but are not limited to: extension of deadlines, counseling, modification of work or class schedules, other class or work related adjustments, changes in work location, mutual restrictions on contact between parties, leaves of absence, and increased teacher or staff check ins. All communications between QGHS and the parties and advisors in a Title IX Complaint shall go through the Title IX Coordinator. The Title IX Coordinator shall be responsible for providing communications to the necessary parties within one (1) school day of receipt of information that requires communication.

#### **IV. Grievance Process**

- A. During the grievance process, QGHS shall treat complainants and respondents equitably by providing remedies to a complainant when there is a determination of responsibility for sexual harassment, and by following this grievance process before imposing disciplinary sanctions against respondent.
- B. QGHS shall objectively evaluate all relevant evidence and avoid making credibility determinations based on a person's status as a complainant, respondent, or witness. The Title IX Coordinator, any investigators, decision-makers, or any person facilitating an informal resolution process, shall not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent.
- C. QGHS shall ensure that the Title IX Coordinator, investigators, decision-makers, and any person who facilitates the informal resolution process, receive training on the definition of sexual harassment in Title IX, the scope of QGHS's education program or activity, how to conduct an investigation and grievance process including hearings, appeals, and informal resolution processes, and how to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias.
- D. QGHS shall ensure that decision-makers receive training on issues of relevance of questions and evidence, including when questions about the complainant's sexual predisposition or prior sexual behavior are not relevant.
- E. QGHS shall ensure that investigators receive training on issues of relevance to create an investigative report that fairly summarizes relevant evidence, as set forth in Title IX.
- F. QGHS shall also ensure that the materials used to train the Title IX Coordinator, investigators, decision-makers, and any person who facilitates the informal resolution process do not rely on sex stereotypes and shall promote impartial investigations and resolution of formal complaints of sexual harassment. Unless a determination regarding responsibility is made at the

conclusion of the grievance process, the respondent is presumed not responsible for the alleged conduct constituting sexual harassment.

G. When making a determination regarding responsibility, QGHS shall use the clear and convincing evidence standard.

H. Process After Receipt of a Formal Complaint

1. Once the complainant submits a formal complaint, within (3) three school days of receipt of the written complaint, QGHS shall include the following information in the written notice to the known parties.
  - a. Notice of QGHS's grievance process and informal resolution process, except that informal resolution shall not be used when a complainant has alleged that an employee is the respondent or when such a process would conflict with Federal, State, or local law.
  - b. Notice of the allegations of sex discrimination or sexual harassment potentially constituting sex discrimination or sexual harassment as defined in Title IX. The notice of allegations shall include sufficient details known at the time. The notice of allegations shall be provided with sufficient time to prepare a response before any initial interview. No interviews shall be scheduled prior to two (2) school days after the notice of allegations have been provided to the parties. Sufficient details include the identities of the parties involved in the incident, if known, the specific conduct allegedly constituting sexual harassment under Title IX, and the date and location of the alleged incident, if known. General, nonspecific facts are not sufficient for the written notice.
  - c. The written notice must include a statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process. The written notice must inform the parties that they may have an advisor of their choice, who may be, but is not required to be, an attorney.
  - d. The written notice shall notify the parties of their right to inspect and review evidence. The written notice must inform the parties that QGHS's Student Code of Conduct prohibits knowingly making false statements or knowingly submitting false information during the grievance process. The written notice must also inform the parties that QGHS's Student Code of Conduct prohibits retaliation against any party or witness as a result of participation in the Title IX grievance process.
  - e. If during the investigation, QGHS decides to investigate allegations that were not included in the written notice, QGHS shall provide an amended written notice that includes the additional allegations to the known parties.
2. QGHS has the authority to consolidate formal complaints about sexual harassment against more than one respondent; by more than one complainant against one or more respondents, or by one party against the other party, where the allegations of sexual harassment arise out of the same facts or circumstances.
3. QGHS shall investigate the allegations in a formal complaint, unless the formal complaint is dismissed for one of the following reasons.
  - a. Even if the alleged conduct is true, if the alleged conduct does not meet the definition of sexual harassment as defined in Title IX, QGHS shall dismiss the formal complaint with regard to that specific conduct.

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- b. If the alleged conduct did not occur in a QGHS program or activity as defined above, QGHS shall dismiss the formal complaint with regard to the specific conduct that did not occur in a QGHS program or activity.
  - c. If the alleged conduct did not occur against a person in the United States, QGHS shall dismiss the formal complaint.
  - d. If a complainant notifies the Title IX Coordinator in writing that the complainant would like to withdraw the formal complaint or withdraw any specific allegations in the formal complaint, QGHS has the discretion to dismiss the Title IX formal complaint, but is not required to do so.
  - e. If the respondent is no longer enrolled or employed at QGHS, QGHS has the discretion to dismiss the Title IX formal complaint, but is not required to do so.
  - f. If specific circumstances prevent QGHS from gathering evidence sufficient to reach a determination as to the formal complaint or the allegations in the formal complaint, QGHS has the discretion to dismiss the Title IX formal complaint.
4. Upon dismissal based on one of the above factors, QGHS shall promptly provide written notice of the dismissal with the rationale simultaneously to the parties.

### I. Informal Resolution Process

1. If a formal complaint is filed, and the allegations are not against an employee, QGHS shall offer the opportunity for the parties to participate in an informal resolution process based on the following requirements.
  - a. Respondent is willing to accept responsibility for each allegation in the formal complaint or respondent is amenable to a mutually agreeable outcome without accepting responsibility for any allegation.
  - b. Both parties voluntarily provide written consent to the informal resolution process.
2. QGHS will facilitate an informal resolution process at any time prior to reaching a determination regarding responsibility. Either party has the right to provide written notice of withdrawal from the informal resolution process at any time prior to a written resolution. Withdrawal from the resolution process will result in the grievance procedure being resumed.
3. This informal resolution process provides an alternative to the full investigation and adjudication of the formal complaint.
4. QGHS will appoint an impartial facilitator for the informal resolution. The impartial facilitator for the informal resolution will communicate with both parties to schedule a meeting date that works for both parties that will take place within ten (10) days of both parties' consent to the informal resolution process, unless the parties require more time to coordinate a mutually agreement date for the informal resolution meeting.
  - a. Unless otherwise requested and agreed to by both parties, the informal resolution meeting will take place using a videoconferencing tool that will be identified by the facilitator.
  - b. Once a meeting date is determined, on the meeting date, the facilitator will gather with both parties simultaneously to review the informal resolution process and confirm that



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both parties agree to engage in the informal resolution process. If either party plans to use an advisor, the name and relationship of the advisor to the party shall be provided to the facilitator.

- c. Once both parties confirm the desire to resolve the complaint informally, the facilitator will place each party into separate breakout rooms.
  - d. The facilitator will first separately confer with the complainant to get the complainant's account of the events. The facilitator will then solicit the complainant's desired remedies to resolve the matter and provide any feedback.
  - e. The facilitator will then separately confer with the respondent to get the respondent's account of the events. The facilitator will communicate the complainant's desired remedies and solicit any remedies the respondent suggests. The facilitator will provide feedback.
  - f. The facilitator will go back and forth communicating desired remedies and feedback until the parties agree to remedies that will resolve the complaint.
  - g. Advisors will be permitted to speak as well.
  - h. No more than three (3) hours will be allotted for the informal resolution meeting.
  - i. If the parties agree to a remedy, the impartial facilitator will draft a written resolution that reflects the parties' agreement and obtain both parties' signature. The facilitator will then submit the signed written resolution to the Title IX Coordinator.
5. If the parties agree to a written resolution, the parties are precluded from bringing a formal complaint arising from the same allegations that are the subject of the written resolution.
  6. QGHS shall provide fifteen (15) school days from the latest date that either party provided written consent to the informal resolution process to agree to a written resolution. If the parties are not able to agree to a written resolution within fifteen (15) school days from the latest date that either party provided written consent to the informal resolution process, QGHS shall resume the grievance process, unless the parties required more time to coordinate a mutually agreement date for the informal resolution meeting.

### J. Investigation of a Formal Complaint

1. Throughout the investigation of a formal complaint and throughout the grievance process, QGHS shall ensure that the burden of proof and the burden of gathering evidence sufficient to reach a determination on responsibility rests on QGHS and not on the parties.
2. QGHS shall provide an equal opportunity for the parties to present witnesses, including expert witnesses and other evidence suggesting or implying responsibility as well as evidence suggesting that respondent is not responsible.
3. QGHS shall not restrict the ability of either party to discuss allegations under investigation or to gather and present relevant evidence.

4. QGHS shall allow the parties the same opportunity to have others present during any grievance meeting or proceeding. The parties are allowed to be accompanied by an advisor of their choice to any meeting or investigative interview where the party is invited. The advisor also has the right to inspect and review any evidence related to the formal complaint. During any meeting or investigative interview, advisors are limited to advising the party to which the advisor is advising and is not permitted to speak for the party to which the advisor is advising.
5. QGHS shall provide written notice of the date, time, location, participants, and purpose of all meetings or investigative interviews to which either party is invited. The written notice must be provided to the parties with sufficient time for the parties to prepare to participate.
6. QGHS shall provide both parties an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in a formal complaint. QGHS shall provide evidence upon which QGHS does not intend to rely in reaching a determination regarding responsibility. QGHS shall also provide both parties an equal opportunity to inspect and review any evidence suggesting or implying responsibility as well as evidence suggesting that respondent is not responsible so that both parties can meaningfully respond to the evidence prior to the conclusion of the investigation.
7. Before the investigation report is complete, QGHS shall send to each party and to each party's advisor the evidence subject to review in an electronic format or via hard copy.
  - a. Each party shall have ten (10) calendar days to submit a written response to the evidence. The parties shall submit any written response to the Title IX Coordinator.
  - b. The investigator shall consider timely received written responses to the evidence before completing the investigation report.
8. The investigation report shall fairly summarize relevant evidence. The Title IX Coordinator shall send the completed investigation report in an electronic format or via hard copy to each party and to each party's advisor.
  - a. The Title IX Coordinator shall send the investigation report at least fifteen (15) school days prior to completion of the written determination regarding responsibility.
  - b. Both parties shall be permitted to provide a written response to the investigation report to the Title IX Coordinator within ten (10) calendar days of receiving the investigation report.

**K. Written Determination Regarding Responsibility**

1. The decision-maker, who cannot be the same person(s) as the Title IX Coordinator or Investigator(s) shall issue a written determination regarding responsibility using the clear and convincing evidence standard.
2. Before reaching a determination regarding responsibility, the decision-maker shall afford each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party.

- a. The parties shall submit initial questions to the Title IX Coordinator within ten (10) calendar days of receiving the Investigation Report. The parties shall specify the individual to which each question is directed.
  - b. Parties and witnesses shall provide answers to the question(s) to the Title IX Coordinator within three (3) school days of receiving the question(s).
  - c. Parties shall have two (2) school days from receipt of the responses to submit follow-up questions to the Title IX Coordinator. Follow-up questions shall be limited to questions related to the answers received from the questions raised in the initial set of questions. Any follow-up questions not related to the answers received from the questions raised in the initial set of questions will not be submitted for an answer.
  - d. Parties and witnesses shall provide answers to the follow-up question(s) to the Title IX Coordinator within three (3) school days of receiving the question(s).
  - e. This question and answer period shall not exceed ten (10) school days from the date the Title IX Coordinator received the parties' initial question(s).
3. Questions and evidence about complainant's sexual predisposition or previous sexual behavior are not relevant except under the following circumstances.
  - a. The questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant.
  - b. The questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent.
4. If the decision-maker excludes a question for lack of relevance, the decision-maker(s) shall explain to the party proposing the questions any decision to exclude a question as not relevant. The decision-maker shall provide the explanation to exclude a question in writing within three (3) school days of receiving the question from the party.
5. The written determination regarding responsibility shall include all of the following.
  - a. Identification of each allegation potentially constituting sexual harassment as defined above;
  - b. A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence;
  - c. Findings of fact supporting the determination;
  - d. Conclusions regarding the application of QGHS's code of conduct to the facts;
  - e. A statement of, and rationale for, the result as to each allegation;
  - f. A determination regarding responsibility for each allegation;
  - g. Disciplinary sanctions QGHS imposes on the respondent;
  - h. Whether remedies designed to restore or preserve equal access to QGHS's education program or activity will be provided by QGHS to the complainant; and
  - i. A copy of QGHS's Title IX Appeal policy.
6. The Title IX Coordinator shall provide the written determination to the parties simultaneously.
7. The determination regarding responsibility is final when neither of the parties have submitted a timely appeal. If there is no remand from the Board on appeal, then the

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determination regarding responsibility is final when the written determination is provided to the parties.

### L. Timeline for Completion of Formal Complaint Resolution

QGHS shall endeavor to complete the Title IX grievance process within fifty-five (55) school days after a formal complaint is filed using reasonably prompt time frames listed above for completing the Title IX grievance process. Requests for informal resolution may delay completion of the Title IX grievance process within fifty-five (55) school days. Completion of the Title IX grievance may also be delayed for good cause with written notice of the delay and the rationale for the delay being submitted to both parties.

## V. Emergency Removal

QGHS is permitted to remove a respondent from QGHS's education program or activity on an emergency basis under the following conditions.

- A. QGHS undertakes an individualized safety and risk analysis;
- B. QGHS determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal; and
- C. QGHS provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.
- D. Unless a respondent is removed from school consistent with emergency removal for allegations of a Title IX violation, QGHS shall not suspend or expel a respondent before the decision maker in the Title IX process has issued a written determination finding respondent responsible.

## VI. Title IX Appeal Policy

The QGHS Board of Directors ("Board") shall offer both the complainant and the respondent ("the parties") the opportunity to appeal the determination regarding responsibility in a Title IX case. The Board shall serve as the appellate body in Title IX cases. When an appeal is filed, QGHS shall provide written notice to the other party that an appeal has been filed. The following appeal procedures shall apply.

- A. QGHS shall only allow the parties to appeal the following:
  - 1. A determination regarding responsibility;
  - 2. QGHS's dismissal of a formal complaint; and
  - 3. QGHS's dismissal of any allegations in the formal complaint.
- B. QGHS shall only allow the parties to appeal on one or more of the following bases:
  - 1. Procedural irregularity that affected the outcome of the matter;

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2. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and
  3. The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against the parties generally or against individual complainant(s) or individual respondent(s).
- C. The QGHS Principal shall have the authority to dismiss any appeals that do not meet one or more of the bases identified above in Paragraph VI.A and Paragraph VI.B.
- D. The parties shall provide information to support each basis for appeal identified. Simply listing the appeal basis without any information to support the basis will result in the appeal being dismissed.
1. The parties shall have ten (10) calendar days from receipt of the written determination regarding responsibility to file an appeal. The appeal must be in writing to the Title IX Coordinator with a copy to the Principal and the decision-maker. Failure to file an appeal within ten (10) calendar days following receipt of the written determination regarding responsibility will result in the determination regarding responsibility being final. The non-appealing shall have the right to submit a written statement in support of the determination of responsibility to the Title IX Coordinator with a copy to the Principal and the decision-maker within ten (10) calendar days of receipt of the written determination regarding responsibility.
  2. The Board shall have ten (10) school days after receipt of the appeal to meet to consider the appeal, unless the Board is not able to achieve quorum. If the Board is not able to achieve quorum within ten (10) school days after receipt of the appeal, the Board shall consider the appeal at the next regularly scheduled board meeting or within 21 school days after receipt of the appeal, whichever date is earlier.
    - a. If both parties appeal and submit their appeals on different dates within the ten (10) calendar day time frame for filing an appeal, the Board may consolidate the consideration of both appeals.
    - b. Notwithstanding Paragraph VI.D.3. above, the Board is authorized to consider both appeals within ten (10) school days after receipt of the latest filed appeal.
    - c. The Board shall have the authority to waive the ten (10) day requirement in Paragraph VI.D.2. based on unexpected circumstances warranting an extension of time or to promote fairness towards one or more of the parties.
  3. The Board shall review the formal complaint, the investigation report, any written responses from the parties, the written determination regarding responsibility, information provided in support of the appeal and written information submitted by the non-appealing party in support of the determination regarding responsibility. Using a preponderance of the evidence standard, the Board shall take into consideration all of the documents reviewed and evaluate each factor identified by either party to determine whether there is sufficient evidence to overturn the written decision regarding responsibility. After consideration, the Board shall adopt, modify, overturn the determination regarding responsibility, or remand the case back to the Administration with specific instructions on what to address.

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4. Within ten (10) school days of the Board's consideration of the appeal(s), the Board shall simultaneously provide the parties with a written decision specifying whether the Board adopted, modified, overturned, or remanded the determination regarding responsibility. The written decision shall provide the rationale for the Board's decision. Unless the Board remands the matter back to the QGHS Administration, the Board's decision is final.
5. If the Board remands the determination regarding responsibility back to the QGHS Administration, within ten (10) school days of the Board's written decision, the Administration shall determine a timeline for addressing the areas specified in the remand and communicate that timeline to the parties. The Administration's timeline to address the areas specified in the remand shall not exceed twenty-one (21) school days from receipt of the Board's written decision.
6. Once the Administration has addressed the areas identified in the remand, the Administration shall specify the areas addressed, modify the written decision accordingly, and provide the revised written decision to the parties and any advisors with a copy to the Board.
7. Within ten (10) school days of receipt of the revised written decision or at the next regularly scheduled Board meeting, whichever date is earlier, the Board shall meet to evaluate whether the Administration has addressed the areas identified in the remand. If the Board has determined that the Administration has satisfactorily addressed the areas identified in the remand, the Board shall adopt the revised written decision, and the Board's decision shall be final. If the Board determines that the Administration has not satisfactorily addressed the areas identified in the remand, the Board shall modify or overturn the written decision, and the Board's decision shall be final.

# Overview

Queen's Grant High School is a state supported public charter school; therefore it is tuition free. The school is located on a 33 acre campus in Mint Hill, North Carolina. Due to its location, Queen's Grant High School serves students from a number of different counties.

Queen's Grant High School is a school that provides a collegiate curriculum for students in grades 9-12. While developing strong character, students engage in rigorous courses that require diligent work in and out of the classroom. A high caliber teaching staff delivers a demanding curriculum to students while challenging them to be personally responsible for their own academic success and strive for academic excellence in all courses.

## Vision Statement

Queen's Grant High School seeks to foster a passion for learning and to equip college bound students with the tools for academic success. We will do this through an atmosphere that holds students firmly accountable for their actions in both academics and discipline. Queen's Grant High School is a place of great opportunity for high motivated students and actively involved parents.

## Key Values

Wisdom, Respect, Gratitude, Self-Control, Perseverance, Courage, Encouragement, Compassion, Integrity

## Important School Contact Information

**School Hours:** 7:50 am – 2:40 pm

**Web Address:** [www.queensgranthigh.org](http://www.queensgranthigh.org)

**Schoology:** [qghs.schoology.com](http://qghs.schoology.com)

**Powerschool:** [queensgrant.powerschool.com](http://queensgrant.powerschool.com)

**Email:** [info@queensgranthigh.org](mailto:info@queensgranthigh.org)

**Address:** 10323 Idlewild Rd, Matthews, NC 28105

**Main Office Phone:** (704) 545-0736

**Fax:** (704) 545-0738

**Facebook:** [@queensgranthighschool](https://www.facebook.com/queensgranthighschool)

**Instagram:** [@gostallions](https://www.instagram.com/gostallions)

**Twitter:** [@queensgranthigh](https://twitter.com/queensgranthigh)

# **Board of Directors**

The Queen's Grant school board is a group of volunteers from the community who have the primary responsibility of overseeing school compliance with applicable laws and regulations. The Board of Directors holds regularly scheduled public meetings where it reviews policy issues and hears updates from the school's principal and National Heritage Academies.

Ted Biggers, Jr. – President

Tom Naumann– Vice President

Jef Freeman, Jr. – Treasurer

Bethany Welch – Secretary

Jennifer Scoggins - At Large

Langston Wertz, Jr. - At Large

Vacant – Director

Email: [boardofdirectors@queensgranthigh.org](mailto:boardofdirectors@queensgranthigh.org)



# **The Academic Program**

At Queen's Grant High School, our academic program offers a comprehensive range of courses, including standard, honors, dual enrollment and Advanced Placement (AP) levels. Our primary goal is to empower every student to achieve their academic potential through rigorous coursework.

Students entering Queen's Grant High School should expect a heavy workload. In addition, students are expected to complete various assignments outside of class, including but not limited to research papers, test preparation, group and individual presentations, and reading assignments with journaling.

## **Advanced Placement Courses and Dual Enrollment**

Advanced Placement (AP), and Dual Enrollment are programs of college-level courses and examinations that gives advanced, motivated students an opportunity to earn college credit, college placement, or both while they are still in high school. Queen's Grant High School is committed to supporting students in their desire to take advantage of the college credit and placement opportunities afforded by the AP program, or career and college promise programs.

Students enrolling in AP Courses are required to take the end of the year AP Examination. Contact the guidance department for detailed information regarding AP fee schedules and test dates.

## **Final Exams**

Final Exams are required by all students taking high school courses. Scores on the EOC (Biology, English II, NC Math 1, Math III), and teacher made final exams are to count 20% of the course final grade. A major paper or project may be assigned in lieu of a traditional exam if the teacher has obtained prior permission from the Principal. Students may be exempt from their exam (teacher made) if they have a final average of an A. A student's final average can be checked on Powerschool by viewing the F1 grade.

## **Grade Reports**

Grades are available for viewing by students and parents at any time through PowerSchool. Those interested in further information regarding current standing in a class should inquire with the instructor via e-mail and/or request a telephone or conference. Queen's Grant High School does not send out report cards.

## Grading Scale and Grade Point Average (GPA)

Grade Point Averages (GPAs) are calculated based on a quality point conversion known as a weighted GPA. The weighting for courses with an “Honors” designation shall be 0.5 quality point. The weighting of courses with an “Advanced Placement” (AP) designation or College Courses shall be 1.0 quality point. The grading scale below is adopted from and approved by the North Carolina Department of Public Instruction.

| Grade |        | Standard | Honors | AP/<br>Community<br>College |
|-------|--------|----------|--------|-----------------------------|
| A     | 90-100 | 4.0      | 4.5    | 5.0                         |
| B     | 80-89  | 3.0      | 3.5    | 4.0                         |
| C     | 70-79  | 2.0      | 2.5    | 3.0                         |
| D     | 60-69  | 1.0      | 1.5    | 2.0                         |
| F     | <60    | 0.0      | 0.0    | 0.0                         |

The following courses are not included in calculation of GPA:

- Courses transferred from home schools
- Courses transferred from private schools
- Courses transferred from out-of-state schools

North Carolina State policy indicates that middle school credits cannot be factored into GPA.

Our College Counseling Office provides an in-depth profile of the school with every issued transcript so that colleges and scholarship committees can better understand the caliber of the school as it relates to the student’s performance.

## **Grade Suppression Policy**

To encourage students to master the content and skills delivered in high school courses, students may retake courses for credit and to substitute the resulting grade as follows:

- If you have received a poor grade for a course, then you may elect to re-enroll in the course and retake it to improve your understanding and earn a better grade.
- Students may retake two courses over the course of their high school career.
- If the course has an associated EOC exam and the student did not pass the first time, the student must retake the exam.
- Students must obtain approval from an administrator before re-enrolling in a course for credit.

## **Graduation Information**

Queen's Grant High School graduates will be recognized for their academic achievements while in high school. In order to qualify for Valedictorian or Salutatorian status, students must have attended Queen's Grant for four full years. Additionally, the following honors will be awarded:

- Principal Honors: Students with a weighted GPA of 4.200 or higher
- Highest Honors: Students with a weighted GPA between 4.00 and 4.19
- Honors: Students with a weighted GPA between 3.75 and 3.99

All students that have taken a minimum of 22 (graded) credits and have been enrolled as full-time students for two semesters are eligible for consideration for graduation honors, excluding Valedictorian or Salutatorian.

Any questions regarding this process should be directed to the College Counselor.

## Graduation Requirements

| Course                                    | Credits                                  |
|-------------------------------------------|------------------------------------------|
| English                                   | 4                                        |
| Mathematics                               | 4                                        |
| Science                                   | 3                                        |
| Social Studies                            | 4                                        |
| Fine Arts                                 | 1                                        |
| World Language<br>(Must be Same Language) | 2<br>*Not Required for Community College |
| Health/PE                                 | 1                                        |
| Electives                                 | 3                                        |
| Total Credits                             | 22                                       |

- In order to be promoted from 9th grade to 10th grade, a student must complete an English, a Math and a Social Studies course
- In order to be promoted from 10th grade to 11th grade, a student must complete two English, two Math, two Social studies, and a Science course.
- In order to be promoted from 11th grade to 12th grade, a student must complete 3 English, 3 Math, 3 Social Studies and 2 Science courses.
- The Exceptional Children's department will address specific EC students and their designations.

**Note:** Students may participate in grade-related activities based on their academic year of high school (ie. Prom, senior class trip, etc.)

**Note:** If a student has not fulfilled ALL of the graduation requirements of Queen's Grant High School, the student will not be allowed to walk at the graduation ceremony

## Honor Roll

Special Recognition is given to students after Quarter 1, Quarter 2, and Quarter 3. Honor Roll recognition is given for "A" Honor Roll (all A's in a quarter) and "A/B" Honor Roll (at least one A and nothing lower than a B in a quarter). NCVPS and Dual Enrollment courses are not included.

## **NO Social Promotion Policy**

A student's final grade in a course is earned throughout all quarters and exams, not just in the fourth quarter. Final grades are earned by students at Queen's Grant, not given. Please understand that your child starts earning their final grade in a course the very first day of school not during the last week of school.

$$Q1 (20\%) + Q2 (20\%) + Q3 (20\%) + Q4 (20\%) + E1 (20\%) = F1 (100\%)$$

Start monitoring your child's grades the first week of school and continue to monitor them throughout the school year. Do not wait until the last month or week of school. Contact teachers and schedule tutoring as soon as you see grades falling. – *Even failing grades are earned*

*Please understand that the below three aspects of a student's school year determine their final grade in a course. A student's final grade in a course starts being decided by their positive consistency in all three of the above areas on day one of the school year.*

### ***Behavior/Discipline***

A student's behavior in class will determine if they are learning and will also determine if they stay in the classroom each day in order to learn. The discipline policy at Queen's Grant does not allow a student to remain in a classroom after one warning for a disruption or inappropriate behavior. If a student is removed from a classroom for the remainder of that day, then they are not learning the material they need to pass the next test and subsequently the course if the pattern continues. If a student is removed for a disciplinary infraction, they are responsible for submitting the missing work.

### ***Academic Effort***

A student must complete assignments and study for tests. As soon as a student sees their grade falling in a class, please contact the teacher to set up a tutoring day and time.

### ***Attendance***

A student consistently absent from school or constantly late getting to school will, at some point, produce a failing course grade. A teacher cannot be expected to give quality instruction to a student that is consistently missing their class.

# Attendance Information

The Queen's Grant High School Board policy expects every student to attend school each day. High School students absent from 5 class periods will receive a grade of 59 (F) for the quarter for that particular course until the student completes attendance recovery. This rule applies to all absences, whether excused or unexcused. There may be times that a student must be absent. In the event of an absence, please contact the school by emailing [attendance@queensgranthigh.org](mailto:attendance@queensgranthigh.org). If your student is out for more than three consecutive days, the school requires a doctor's note to be brought in and on file.

Communication with teachers is the most effective method to keep students current with class assignments and on track academically.

Students arriving after 8:20am or leaving before 2:10pm will be considered officially absent for the entire block.

A student who misses more than 30 minutes of a class period is considered absent for that entire period. All absence notes should be given to the front office to assure proper coding is entered into PowerSchool (excused/not excused).

It is the student's responsibility to contact individual teachers upon returning from an absence to make up any work missed.

## **Excused vs. Unexcused Absences:**

Excused Absences: Illness or injury, quarantine, death in the immediate family, medical or dental appointments, court or administrative proceedings or principal approved absences.

Unexcused Absences: Including but not limited to car trouble, oversleeping, inclement weather, lack of electricity, missing the bus, traffic, or truancy.

**It should be strongly noted that poor attendance and/or excessive tardiness may result in the loss of extra-curricular activities including but not limited to prom, parking on campus, attending athletic events, homecoming, participation in athletics/clubs/etc.**

## **Attendance Rules for Sports and Any Extra-Curricular Activities**

Students must be in attendance for at least one-half of the instructional day in order to participate in any sport or activity. Students must have an 85 attendance record for the previous semester and have no more than five absences to participate in a sport.

## **Early Dismissal:**

Students leaving campus during the day must have permission from their parents or guardian.

Students leaving campus during the day must have **written** permission by email (phone calls will not be accepted) from their parents or guardian. Notes must be submitted to [info@queensgranthigh.org](mailto:info@queensgranthigh.org) on the day of the early dismissal. Notes must be sent from an email that is on record in PowerSchool.

**Attendance Recovery:**

Students may not have more than 5 class absences per quarter, (excused and/or unexcused) per course. All absences (excused and unexcused) may be recovered by attending Saturday recovery sessions at school. The schedule is determined at the beginning of the school year. Regardless of the student's numerical grade, failure to complete the required Attendance Recovery for absences more than 5 per course per quarter will result in a grade of 59 (F) for that course. Students may not do Attendance Recovery until after an absence has occurred. Attendance Recovery may be done by seniors with early release during their early release time. Thirty (30) minutes is required per block to be recovered.

Students attending recovery and maintaining a passing grade are still required to attend their normal class period during the school day and expected to complete all remaining work for the class.

Attendance recovery will be technology free. Phones and computers will not be allowed. All assignments will be handwritten.

**Lockout:**

Students are considered late and sent to lockout and marked absent if they arrive later than five minutes after the bell for their first class. Students with an excused note and arrive before 30 minutes into the class period will be sent to class.

## **North Carolina Virtual Public**

### **School** How Queen's Grant chooses to utilize

#### **NCVPS:**

- Students are allowed to take NCVPS courses if:
  - The course desired is not offered in person at Queen's Grant.
  - There is a scheduling conflict.
  - The student is a Senior (as determined by years in high school) and needs courses to graduate.
  - The student needs to take one class during the summer to graduate at the end of that summer.
  - The student needs one or two classes to complete early graduation that school year.
  - The student wants to progress in Math courses (not because a course was failed).
- Students are not allowed to drop a course after the NCVPS designated drop date
- Final grades earned will appear on a student's transcript and consequently will affect their GPA and class ranking
- Only for students currently enrolled at Queen's Grant

**Queen's Grant will not be using NCVPS during the school year or during the summer for grade suppression.**

Parents must obtain the "NCVPS Registration Form" from the school's website ([www.queensgranthigh.org](http://www.queensgranthigh.org)) under the "Resource" tab; and complete, sign and return the form to the Guidance Office before the NCVPS classes begin. Please visit the North Carolina Virtual Public School website ([www.ncvps.org](http://www.ncvps.org)) to obtain details about courses offered and to see academic calendars.

### **Summer School/ Recovery**

Queen's Grant High School allows students to recover up to 2 credits for courses failed in the previous school year in the summer through NCVPS or Schoology in the core subjects only (English, Mathematics, Science, and Social Studies).

Queen's Grant High School utilizes Schoology for its recovery program.

The Principal reserves the right to modify credit opportunities.

### **Tutoring**

Queen's Grant High School teachers are expected to offer student tutoring at least one day per week. Most teachers offer more than one day of tutoring each week. Students may be required to sign up for tutoring with the teacher. Please refer to each teacher for their schedule.



## **Video and Supplementary Materials**

Queen's Grant High School delegates the responsibility for selecting resources to the professional educators in the school.

Teachers are expected to follow these guidelines when using videos/movies in class:

- Any movie shown should directly relate to the curriculum goals and objectives
- Students will be permitted to watch PG-13 movies or lower unless a parent sends a note specifying viewing conditions
- Permission slips will be required for movies rated above PG-13
- Teachers will preview all videos/movies prior to presenting them to students

## **Community Service**

Queen's Grant High School strongly encourages students to participate in community service. Clubs offer opportunities for students to participate in projects throughout the year.

## **Beta Club**

Membership to the Beta Club is by invitation and based on academics, social standing, and a completed application. Members who fail to maintain a creditable record, or who give evidence of personal conduct unbecoming members of this club, may be disqualified from membership. Community and Club Service: Service to others is indeed one of the most important characteristics of Beta Club membership. Members are required to log and document their hours completed and meet the monthly minimum of 10 community service hours. Academic: Members must maintain a 3.0 GPA in order to maintain your membership.

## **National Honor Society**

Membership in the National Honor Society is by invitation. Eleventh and twelfth grade students, who have completed at least one full semester at Queen's Grant High School, may be considered for eligibility.

Membership into Queen's Grant High School's National Honor Society includes: a minimum weighted cumulative GPA of 3.6 during the junior or senior year; an acceptable evaluation each student's personal qualities, including character, leadership, service, and citizenship worthy of a National Honor Society member. Evaluation will be completed by the school's faculty council and administration.

Probationary status will be given to any member who does not maintain a weighted GPA of 3.6. A member who is in flagrant violation of school rules, or who is convicted of breaking a criminal law may be placed on probation or dismissed without prior warning. (Example, out-of-school suspension)

## **Spanish Honor Society**

Students are selected for the Spanish Honor Society during the last quarter of Spanish III Honors. The students are selected based on the following criteria:

- Students must have a minimum of two years of High School Spanish with an average of straight A's or only one B during their Spanish III Honors year. However, if the student has already earned a B in previous quarters, the student is required to carry an A average during the fourth quarter.

With these requirements met, the student is a candidate for induction into the Spanish Honor Society. The Spanish Honor Society induction ceremony will take place in the beginning of May. The Spanish III Honors, IV Honors, or AP teachers will complete the consideration of prospective members.

Note: If the student is not eligible for induction during their Spanish III Honors year, they will be able to be inducted during the time they take Spanish IV Honors or AP Spanish if they meet the requirements.

## **Student Council**

Student Council serves as the elected student government to serve the student body. Student Council at Queen's Grant is a student organization designed to facilitate social events, fundraisers and community service. Students can apply to represent their grade level amongst the current serving council. Officer positions are elected in the fall and serve for the remainder of the school year. Elections are overseen by staff sponsors. Students must be in good academic standing to serve in an officer position. Nominations for elections are announced at the beginning of the school year.

### **Expectations of a Student Council Member at Queen's Grant High School:**

1. Active participation in Student Council meetings and events. Student will not have more than three excused absences per semester from meetings and events and one unexcused absence.
2. Maintain good academic standing throughout the school year by maintaining no failing grades throughout the school year.
3. No major discipline referrals and no more than two minor discipline referrals throughout the school year. Maintain appropriate conduct within the classroom and positive school spirit at all Queen's Grant High School events.

## **Junior Marshals**

Junior Marshals are selected each year, according to GPA at the end of their sophomore year. The top 20 students in the Junior Class earn the title of Junior Marshal. Junior Marshals' duties include: Graduation, Open House, and other selected school functions. Marshals are expected to uphold the Queen's Grant High School Code of Conduct. Failure to uphold the Code of Conduct could result in the forfeiture of their role as Junior Marshal.

# College Counseling

## Senior Status

- Students, in their 4<sup>th</sup> year of high school and who are on track to graduate at the end of the current academic school year (including Summer) may be classed as a senior, and may participate in senior activities during that school year.
- Students that would like to graduate early must declare senior status to the college counselor prior to the end of the first week of the academic year.
- Any student who has not met senior status and is classed as a junior may use the summer after their junior year to take one or two classes needed to graduate at the end of the summer.
- Queen's Grant High School will hold a summer graduation ceremony in August for students that graduate at the end of the summer.
- Queen's Grant High School administration reserves the right to review senior status and summer graduation on a case-by-case basis.

## Recommendations and Transcripts

When requesting an official transcript from the Registrar or Guidance Office, please allow 5 business days for preparation. A "Transcript Request Form" must be completed through the school's website, and submitted at least 5 business days in advance.

Allow a minimum of 2 weeks when requesting a recommendation from a teacher or the College Counselor. A pre-addressed envelope with appropriate postage must be provided when requesting a recommendation. Request a time to meet with the teacher or College Counselor at least 2 weeks before the recommendation is needed.

## College Visits

Juniors and seniors may have two college visits, per school year. College visit days may not be "banked" to be used the same school year. If more than the two allotted visits per year are needed, approval must be obtained from the main school office regarding student attendance records, and from the principal regarding student grades.

Proof of attendance must to be turned in on the first school day after the visit has taken place in order for the absence to be considered excused. This should be a letter from the college they visit written on the college's letterhead acknowledging their visit.

## CPCC or the Career and College Promise Program (CCP)

Students who would like to take courses at Central Piedmont Community College, must meet and review their transcripts and test scores with the counselor before registering or signing up for the CCP program or CPCC classes. Students who participate have the opportunity to earn high school and college credits.

## Guidance Office Appointments

Parents, students and families that would like to meet with the College Counselor must set an appointment. Appointments may be arranged by email ([ubriaco@queensgranthigh.org](mailto:ubriaco@queensgranthigh.org)) or by phone (704-545-0736).

# Exceptional Children's Program

The Exceptional Children's Program is designed to ensure students with different educational needs have an opportunity for an appropriate, individualized education. Many children in the EC's (Exceptional Children) program have intellectual, mental, physical, and social disabilities. Qualifying students will be placed on an Individual Educational Program ("IEP").

An Individualized Education Program (IEP) is a written legal document that explains what special education services will be rendered and why. The IEP is a plan tailored specifically to each child's special needs. This plan includes eligibility, placement, accommodations, modifications, personnel, and services such as a teacher aide, therapy, academic and behavioral goals, percentage of time in regular education, and a behavior plan if needed. IEP's are revised annually.

Parents of Exceptional Children are required to provide all student records, and the most recent IEP with supporting documentation prior to attending. Parents should contact the EC Coordinator with questions concerning the program.

The Individuals with Disabilities Education Act (IDEA) is a law ensuring services to children with disabilities throughout the nation. IDEA governs how states and public agencies provide early intervention, special education and related services to more than 6.5 million eligible infants, toddlers, children and youth with disabilities. <http://idea.ed.gov/>

## Special Services

The Section 504 regulations require a school district to provide a "free appropriate public education" (FAPE) to each qualified student with a disability who is in the school district's jurisdiction, regardless of the nature or severity of the disability. Under Section 504, FAPE consists of the provision of regular or special education and related aids and services designed to meet the student's individual educational needs as adequately as the needs of nondisabled students are met.

## **FACILITATED IEP MEETINGS**

A facilitated IEP meeting can be requested if conflicts arise. This should be the first step prior to mediation. Facilitation can build and improve relationships among the IEP team and the school staff. The information is as follows:

<https://ec.ncpublicschools.gov/parent-resources/dispute-resolution/facilitation>

## **EC Parent Concerns**

Any parent of an EC student should be aware that their concerns will be handled according to the steps below. The Parent Concern form can be found in the Forms Appendix of this handbook.

### **Steps:**

1. Parent Concern Form is submitted to the EC Coordinator
2. Parent Concern Form is then submitted by EC Coordinator to the student's EC Case Manager
3. EC Case Manager contacts parent either by email or by phone
4. EC Case Manager and parent work out the concern via phone, email or schedule a meeting
5. If concern is not addressed to the satisfaction of the parent—the parent schedules a meeting with the EC Coordinator.
6. If EC Coordinator doesn't address the concern to the satisfaction of the parent, the parent would then be referred to the Principal.

## **Mediation**

Mediation is a voluntary process that brings people together to resolve their disagreements. A mediator helps participants communicate with each other, so that everyone has an opportunity to express concerns and offer solutions.

- Parents and educators must both agree to participate in order for mediation to happen.
- Participants may leave mediation at any time.
- Mediation discussions are confidential. What is said in mediation cannot be used as evidence in a due process hearing or civil lawsuit.
- The mediator does not make decisions. The parent and school district must both agree to any decisions made.
- The focus is on resolving disagreements and working toward a solution that satisfies all participants.
- Parents and educators can use mediation at any time to resolve disagreements.
- The goal is finding a solution that meets the educational needs of the child.

## **Benefits of Mediation**

- Mediation can help everyone better understand differing points of view.
- Participants work on solutions together and are in control of the outcome, rather than someone who doesn't know the child making a decision.
- People tend to be more satisfied and follow through with the terms of mediated agreements because they are developed together.
- Disagreements may be resolved more quickly than with other dispute resolution options.
- Mediation focuses on creating a plan for the future.

## **Considerations of Mediation**

- Mediation can sometimes be an emotional, tiring, and frustrating process.
- Parents and educators may feel at a disadvantage if they don't take time to prepare before the mediation session.
- Some complex situations may require more than one mediation session to create a detailed agreement.
- There are no guarantees that mediation will lead to a written agreement.

## Frequently Asked Questions About Mediation

- *Who can request mediation?*  
Parents or school district staff may request mediation when communications are difficult or there is a dispute that can't be resolved.
- *When can I request mediation?*  
Mediation can be requested anytime, even if you have already asked for a due process hearing or filed a written state complaint.
- *Who will choose the mediator?*  
Your state educational agency (SEA) must select a mediator on a random, rotational, or other neutral basis. Some SEAs allow parents and schools to choose a mediator together. Schools or parents cannot choose the mediator on their own.
- *Does the mediator make decisions?*  
No. The mediator facilitates communication and does not favor the parent or the school district. Mediation is a problem-solving process guided by the mediator.
- *When and where does the mediation take place?*  
The mediation should take place at a time and in a location that is convenient to both the parent and school district.
- *How long does the mediation process take?*  
Mediation is intended to help quickly resolve disputes. The amount of time spent depends on the availability of participants, the complexity of their dispute, and their interest in reaching an agreement.
- *Who pays for the mediation process?*  
The IDEA requires SEAs to pay for the mediation process. School districts and parents do not pay for mediation.
- *Who attends the mediation?*  
The parent, staff from the school district, and the mediator must be present for a mediation to take place. The parent and school decide together who else may attend the mediation, such as support people. The mediator often helps with this before the mediation session.
- *Should the student attend the mediation?*  
A parent may choose to have his or her child present for all or part of the mediation session, depending upon the child's age and maturity. For some youth with disabilities, participating in the mediation may be a positive experience where they learn about advocating for themselves. This is especially true when transition issues will be discussed.
- *Do attorneys participate in the mediation?*  
Whether attorneys are included in the mediation process is not specified in the IDEA. Attorney participation in special education mediation varies from state to state.
- *What if the mediation does not work?*  
National data show that about 70% of mediations result in signed agreements. Using mediation does not affect the other parental rights provided under the IDEA. A parent may still file a written state complaint or request a due process hearing to resolve the problem.
- *Do mediation agreements have to be in writing?*  
Yes. If a dispute is resolved through the mediation process, the agreement must be in writing. It must be signed by the parent and an authorized representative of the school district. The mediation agreement must state that all of the discussions that took place during the mediation process will remain confidential. Parents may wish to consult with an attorney before signing a mediation agreement.



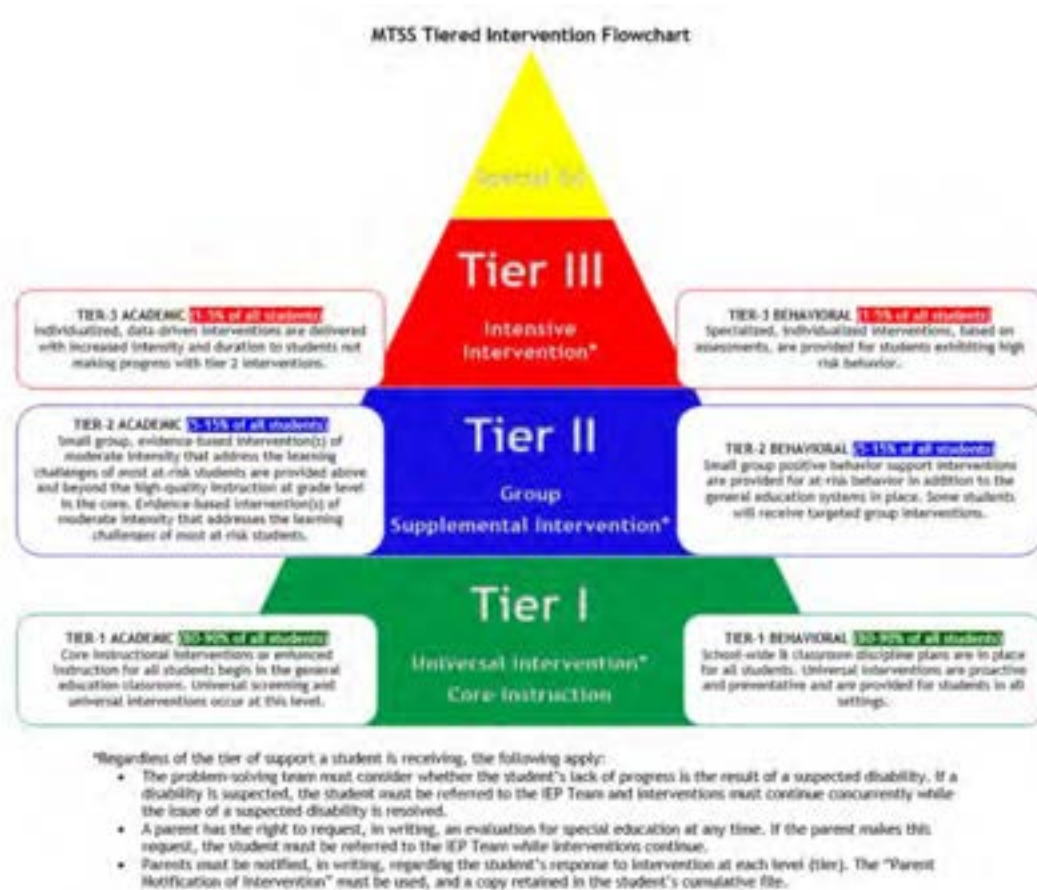
- *What happens if the agreement isn't followed?*  
Signed, written mediation agreements are legally binding and enforceable in state or federal court. If you believe that your agreement isn't being followed, your SEA can provide you with information about your options.
- *What if I need an interpreter?*  
It is important that you understand and are able to participate fully in the mediation process. Let everyone involved know that you need an interpreter. Contact your SEA for more information.

## **Ways You Might Prepare For Mediation**

- Organize your documents and write dates and notes on them. Consider making three copies – one for yourself, one for the other party, and one for the mediator.
- Make a list of the issues and questions you want to discuss during the mediation process. This can help you remember all of your concerns, so you can present them in an organized manner.
- Think of questions other participants might ask and write down some possible responses.
- Try to think of many different solutions to the problem and write them down.
- Think about how you plan to deal with emotions (yours and others) during the meeting.
- Try to arrive a little before the scheduled meeting time, so you have time to get ready to participate.
- The mediation is more likely to result in an agreement if everyone listens carefully to one another and is respectful.
- A parent advocate may be able to help you with the mediation process. Call your local parent center to talk with an advocate.

MTSS is a multi-tiered framework which promotes school improvement through engaging, research-based academic and behavioral practices. It is an integrated, multi-tiered system of instruction, assessment, and intervention designed to meet the achievement and behavioral health needs of ALL learners. MTSS employs a systems approach using data-driven problem solving to maximize growth.

The problem-solving team reviews and analyzes the progress monitoring data to identify groups of students that need additional support(s) with grade-level standards in reading and math, as well as support in the areas of behavior and social/emotional learning. These supports are generally organized by tiers and described as interventions.



**Problem-Solving Team:** This term is an umbrella term often used to describe groups of individuals that meet to analyze data and determine solutions to problems. In an MTSS, there can be multiple problem-solving teams. Professional Learning Communities, Intervention Teams, and Student Support Teams are all examples of teams that generally meet to discuss school-wide areas of concern related to the environment, instruction, and curriculum for all students or groups of students.

Specialized teams, such as the IEP Team, are also problem-solving teams; however, its purpose is initiated for individual students who are suspected of a disability or who have already been identified with a disability and is coordinated according to the regulatory requirements of the IDEA.

## Procedures for Problem-Solving Teams

The problem-solving team should ask the following questions at each time progress monitoring data is discussed for groups of students (in addition to previously established problem-solving protocol):

- Has our problem-solving shifted from overall instruction, environment, and curriculum for groups of students to individual, student-centered concerns?
- Are there any individual students that are consistently not making progress with interventions?
- Are there any individual students that are unlikely to achieve grade-level standards by the end of the school year?
- Does the data indicate that the consistent lack of progress with intervention may be caused by a disability?
- Does the individual student's progress in the general curriculum have characteristics typically associated with a disability?

[Tip: Depending on the cumulative responses to these questions, the problem-solving team may have a basis of suspecting a disability and if a disability is suspected, should refer to the IEP Team.\*]

*\*Individualized Education Program Team (IEP Team): This is the problem-solving team to which a student is referred when a disability is suspected, or a parent requests a formal evaluation. This team will engage in the problem-solving necessary to determine if a formal evaluation for special education and related services will occur and ensures that the appropriate procedures and documentation are completed in compliance with federal regulations and state policies. The implementation of interventions prior to a referral to the IEP Team is not required if a disability has been suspected by the parent or school staff or a parent or teacher has requested a formal evaluation in writing. However, interventions may need to be implemented concurrently with the formal evaluation timeline in order to provide the IEP Team a required component of a comprehensive evaluation at the time eligibility for special education and related services will be determined.*

## Procedures for Communication with Parents

**Parents will be** notified, in writing, that their student requires intervention beyond Core (Tier 1). A parent/guardian notification must be sent each time the intensity of intervention increases from core to supplemental and supplemental to intensive. A parent letter must also be sent each time the student successfully responds to intervention – intensive to supplemental and supplemental to core.

For additional documentation, visit the MTSS tab on the Queen's Grant High School website.

([www.queensgranthigh.org](http://www.queensgranthigh.org))

## Child Find Responsibilities

The IDEA includes a Child Find Mandate. Child Find requires all school districts to locate, identify and evaluate all children with disabilities regardless of the severity of their disability. This obligation encompasses all children who are suspected of having a disability, including children receiving passing grades and "advancing from grade to grade...". If the school does not suspect a disability, it may refuse to conduct an evaluation. If the school refuses, it must give the parent written notice explaining the reason(s) why it is declining to initiate an evaluation, what data the decision was based upon, and other factors considered. The parents then have the right, if they choose, to request a due process hearing to seek a ruling to conduct an evaluation.

# Honor Code

*"The most tragic thing in the world is a man of genius who is not a man of honor"*

*George Bernard Shaw*

An honor code is a principle; a standard of behavior that every person should have for oneself. When we function in groups, such as a school community, a group standard must be established by placing not the acceptable, but the ideal in high regard. We, the Queen's Grant Community, have established these standards and expect members of the community to uphold these ideals.

## Academic Integrity

The principle of academic integrity is the cornerstone of a school community and at the heart of learning. In all our actions, we encourage students toward a life governed by values of academic honesty and respect for the work of others. Cheating, plagiarizing, the use of generative A.I., or giving or receiving unacknowledged assistance in academic work and lying and stealing are unacceptable behavior in this community.

## Plagiarism

To plagiarize is to use the work, ideas, or words of someone else without giving that person credit. Plagiarism may involve using someone else's wording without using quotation marks, a distinctive name, a phrase, a sentence, or an entire passage or essay. The issue of plagiarism applies to any type of work, including exams, papers, or other writing, computer programs, art, photography, or video. Examples of plagiarism include copying and pasting information from a webpage into a paper or PowerPoint presentation without proper citation, using images from electronic or print sources without proper citation, and the unauthorized use of translation services or devices.

## Inappropriate Collaboration

Close collaboration on academic work requires acknowledgment. Inappropriate collaboration involves working with someone else in developing, organizing, or revising a project (such as a paper, an oral presentation, a research project, or a take-home examination) without acknowledging that person's help. Specific policies regarding collaborative work, peer review, use of tutors, and editing may vary by instructor.

## Dishonesty in Examinations (In-Class, Take-Home and Online)

An examination is to be solely a student's own work, unless otherwise directed by the instructor. No communication is allowed between or among students, nor are students allowed to consult books, papers, study aids or notes, without explicit permission. Cheating includes, but is not limited to, copying from another's paper, giving unauthorized assistance, obtaining unauthorized advance knowledge of questions to an examination, or use of mechanical or marking devices or procedures for achieving false scores on machine-graded examinations.

## **Dishonesty in Papers**

Students are prohibited from submitting any material prepared by or purchased from another person or company. All papers and materials submitted for a course must be the student's original work, unless the sources are otherwise cited.

## **Work Done For One Course and Submitted to Another**

Students may not present the same work in more than one course. Under exceptional circumstances, instructors may permit a significant piece of research to satisfy requirements in two classes. However, both instructors must agree in advance to this arrangement. Students are reminded that when incorporating their own past research into current projects, they need to reference such previous work.

## **Interference with Other Student's Work**

Students may not intentionally interfere with the work of others, such as by sabotaging laboratory experiments or research, giving misleading information, or disrupting class work.

## **Misrepresentation through Forgery**

Students may not sign another's name as a representative of the other person.

\*\* It is the responsibility of the student to clarify any ambiguities about violations of the Honor Code.

## **Expectations**

### **Students are expected to ...**

Support and maintain the academic integrity of the school community by completing all assigned work, activities, and tests according to the stated policies without engaging in any activity that would violate the spirit of the assignment.

### **Instructors are expected to ...**

Clearly present how the Academic Integrity Policy affects each assignment, maintain the integrity of the assessment process, and highlight issues of academic integrity through ongoing classroom discussions.

### **Parents are expected to ...**

Support the academic integrity of the school community, advise the student of potential violations of the policy, and support the imposition of penalties if the Academic Integrity Policy is violated.

## **Consequences for Academic Dishonesty**

*"Nothing is as sad as a man who once had honor and principle  
and has given them up in order to fulfill his ambitions."*

*- James Moore*

Students found to have violated the Academic Integrity Policy will face the following sanctions:

|                                   |                                            |
|-----------------------------------|--------------------------------------------|
| 1 <sup>st</sup> Offense           | An alternate assessment; 75% maximum grade |
| 2 <sup>nd</sup> or Higher Offense | A zero on assessment                       |

All incidents of violation of the Academic Integrity Policy will be reported to the Principal.

# Athletics

## Queen's Grant Sports

The following sports are scheduled to be offered (offerings based upon student interest and eligibility):

### Fall

Varsity Boys Cross Country  
Varsity Boys Soccer  
Varsity Girls Cross Country  
Varsity Girls Tennis  
Varsity Girls Volleyball

### Winter

Varsity Boys Basketball  
Junior Varsity Boys Basketball  
Varsity Girls Basketball  
Varsity Wrestling  
Varsity Cheerleading

### Spring

Varsity Boys Baseball  
Varsity Boys Tennis  
Varsity Girls Soccer  
Varsity Girls Softball  
Varsity Track and Field  
Lacrosse Club

## Eligibility Requirement Guidelines for Athletics at Queen's Grant

1. All students must be enrolled at Queen's Grant High School to participate.
2. All students must have had a physical within one year prior to the first day of tryouts and provide written proof of the physical.
3. All students must have a passing grade for 5 out of 6 classes the previous semester and have a minimum of a 2.0 weighted grade point average for the **semester (average of the quarters)** prior to competition.
  - Credit Recovery does not affect a student's GPA and thus will not affect athletic eligibility.
  - Grades received in Summer School that are repeated for failed courses may be substituted for 2nd semester grades when computing eligibility. Please see the grade suppression policy for more information.
4. All students must be in good discipline status through the entire time of their respective sport season. This means that if a student is suspended for any period of time, their status as a team member may be determined by the Coach and Athletic Director to be revoked. The student is not allowed to participate or attend any sports events during the time of suspension. If a student is suspended when on Behavior Probation, the student will automatically be removed from the team.
5. Students must be in attendance 85% of the previous semester (i.e. cannot miss more than 16.5 days in a 90 day semester). This includes all absences (excused and unexcused).
6. Students may not participate if he/she becomes 19 years of age on or before August 31 of the current school year.
  - . No student may be eligible to participate at the high school level for a period lasting longer than 8 consecutive semesters, beginning with the student's first entry into the 9<sup>th</sup> grade of participation on a high school team, whichever occurs first.
8. Each coach will set an attendance policy that must be followed in order to remain on the team. This shall include the number of excused missed practices that a player may have prior to being asked to leave the team.
9. A student athlete must be in attendance an entire school day to participate in practices or games/events that same day. Students may check out for things such as medical appointments and family emergencies.

## Participation Fee

### *Stallion Booster Club Membership*

Each athlete will pay a one-time fee of **\$150**. This \$150 is considered your family's membership to the Stallion Booster Club. Membership will include up to 4 admissions cards for the family that give each person free admission to all home games for the 2019-2020 school year. Each sibling in addition to the initial fee will be charged just \$50 for their yearly membership. Although there may be 2 or 3 athletes in a family, only 4 admissions cards will be given to each family.

### *Specific Sport Fees*

In addition, each respective sport will have a fee associated with it based on financial costs to the athletic department for that sport.

#### **\$50**

Men's and Women's Soccer  
Volleyball  
Wrestling  
Men's and Women's Basketball  
Baseball  
Softball  
Lacrosse

#### **\$25**

Track and Field  
Men's and Women's Tennis

#### **\$0**

Cross Country  
Cheerleading

**ALL CHECKS MUST BE MADE OUT TO "QUEENS GRANT HIGH SCHOOL"  
MEMO PORTION SHOULD INCLUDE SPORT AND ATHLETE'S NAME**

**Examples:** If the Smith family has 2 athletes, one plays tennis, the other basketball, their sports fee for the school year will be \$300 total.  
(\$150 and \$50 for membership, plus \$50 and \$25 per each sport)

If the Jordan family has one boy who plays three sports; cross country, basketball, and Baseball, the Jordans will have a total of \$250 for the entire year.  
(\$150 membership fee, plus \$50 for basketball and \$50 for baseball)

The Millers have 3 kids who all run cross country. Their sports fee for the year will be \$250. If the athletes decided to play another sport later in the year, they would just pay the sport specific fee for that sport.

### **Membership Fees Help Support:**

- Paying Officials
- Facility Rentals, improvements, and maintenance
- Uniforms
- Equipment



An Athlete **MUST** pay the full amount of their membership and sport fee in order to participate in any contest. The athlete may try out and/or practice with the team, but will **NOT** be given a uniform until this is paid in **FULL**.

## **Practice Attire Requirements/Restrictions**

The Athletic Director and/or Principal reserve the right to deem any attire inappropriate.

## **Uniform Policy**

Queen's Grant High School will provide the necessary attire for athletes to compete. All issued uniform pieces are required to be returned to the coach or Athletic Director at the end of the season. Uniforms are expected to be in a reasonable condition when returned. Normal wear and tear, grass stains, etc. is expected. Athletic Director and Principal's discretion will be used on determining acceptable conditions of returned uniforms. If pieces or the full uniform are not returned, a fee will be issued and will be required to be paid before a student is allowed further participation in sports.

**GAME DAY UNIFORM DRESS:** Game day dress attire is required to be worn to school on the day of any game/match (home or away).

**LADIES:** Business casual – dress pants or skirt and button down blouse or dress. Dress must abide by school dress code.

**GENTLEMEN:** School uniform pants (any color pants), a button up dress shirt, and a tie.

## **Parent/Fan Expectations**

- Please practice good sportsmanship by demonstrating positive support for all players, coaches, opposing parents, officials and event staff at every event, practice, or tournament.
- Refrain from making derogatory remarks to or about officials, opposing players, parents, coaches or event staff.
- Remember that event is for the students, not the adults.
- Make sure you and your student treats other players, coaches, fans, event coordinators, and officials with respect.
- Assist the coaching staff or club leaders by refraining from "coaching" your student from the sidelines/stands.
- Refrain from the use of abusive, obscene or profane language or gestures.
- Display good sportsmanship by applauding a good effort both in victory and defeat; cheer FOR our team, but not AGAINST opposing teams.
- Be responsible to ensure any spectators (i.e. grandparents, friends, relatives) who accompany you to Queen's Grant events abide by the above rules.
- Understand that if you are ejected from a contest for improper actions, you will be asked to leave the event grounds.

# Attendance

Queen's Grant High School students are expected to be at school on time and to keep all of their commitments at school every day as long as health and family circumstances permit. Attendance is mandatory. Students failing to comply may be referred for truancy.

"Every parent, guardian or other person in this state having charge or control of a child between the ages of seven and sixteen (who is enrolled in a public school in grades K-12) shall cause the child to attend school continuously for a period equal to the time which the public school to which the child is assigned shall be in session..." **N.C. Gen.Stat. § 115C-378.**

Students are expected to be in class by the time posted for that class. Students not in class at the designated time must have a signed pass in order to be admitted to class. Students who are tardy unexcused for class will face disciplinary action. Students must be present for more than 30 minutes of a class period to be counted as present.

## Excused Absences

When a student is absent, the school expects documentation regarding the reason for the absence within two school days. Documentation should come from a parent, medical professional, or other party who can justify the absence. Excused absences are only issued for the following reasons, with verification:

- Student illness (More than 3 consecutive days will require medical documentation)
- Medical appointments
- Death in the immediate family
- Court proceedings
- Religious observances
- Educational opportunity (at the Principal's discretion, prior approval required)

All absences are coded as unexcused until a note (as described above) has been received. A school-sponsored trip in which a student misses a class is not considered an absence; however, the student is responsible for making up any missed work.

\*Excused tardies - Students will not be admitted to class after 30 minutes regardless of excuse

## School Related Activities

The following school-related activities will not be counted as absences from either class or school:

- School-initiated and scheduled activities
- Field trips sponsored by the school
- Competitions sponsored by the school
- School athletic events requiring early dismissal from school

The student is responsible for finding out which assignments were missed and completing them within the specified time period. Teachers may place a deadline on missed work for absences not to be less than the number of days absent. Make-up work for unexcused absences can earn a maximum grade of 50.

# DRESS CODE

Queen's Grant High School Dress Code Policy strives to promote modesty, respect, and good grooming habits. The administration and the Board of Directors have crafted the policy to assure the students are safe and appropriately dressed for school, minimize distractions, eliminate learning obstacles, and decrease peer pressure. Notwithstanding any provision in this policy, student dress or grooming that is substantially and materially disruptive to the learning environment or a threat to health or safety is prohibited. Any staff member can and will enforce dress code from the moment a student enters on to Queen's Grant campus until they leave campus. **This Dress Code Policy is applicable throughout the entire school day, every school day, and for school- sanctioned events on and off campus - unless otherwise provided in writing.**

Jewelry/Clothing/Accessories that display abusive, sexually suggestive, profane language or pictures, symbols of illegal drugs, alcohol, or gang activities, or any words or symbols that disrupt the learning environment - or items that are distracting - are prohibited. This applies to all items of clothing and accessories.

The principal or the principal's designee reserves the right to make final interpretations of the dress code policy and final decisions on dress code violation consequences that don't require Board review.

- ❖ Earrings are to be no longer than 2 inches from ear, including ear gauges and other accessories
- ❖ No: pajamas or sleepwear
- ❖ Shoes: no bedroom shoes, bathroom shoes, slippers, flip-flops, foam/rubber shoes such as crocs and runners or sandals.
- ❖ Shoes must be closed heeled. Shoes with closures must be worn as intended (ties must be tied, buckles must be buckled, velcro must be secured, etc.)
- ❖ Shoes must comply with the jewelry/clothing ruling above
- ❖ Shoes: boots must fall below the knee. No steel toed boots.
- ❖ Shoes: heels are permitted up to 2"
- ❖ Accessories: No spikes, dog collars, long pocket chains or any dangerous item.
- ❖ No Headgear: No hats, caps, bandanas, sweatbands, stocking caps, do-rags, shower caps, combs, or sunglasses inside the buildings. Hoods should be pulled down upon entering any building.
- ❖ Shorts, Skirts, and dresses must not be any shorter than 2 inches from the knee, without being pulled down for compliance. No spandex or tight material
- ❖ Tops and bottoms may not be low cut, see-through, exposed cleavage, exposed midriff or have exposed slits.
- ❖ Clothing must not expose any underwear or any undergarments including bras and bra straps.
- ❖ Pants may not be worn below a level that exposes undergarments/underwear.
- ❖ Pants: No tears, holes, or frays. No sweatpants of any kind. Leggings, fishnet hosiery or yoga pants are prohibited.
- ❖ Tops: All tops must have a collar and sleeves. Can be any color or design as long as it adheres to all other rules and restrictions. No crop tops, halter tops, low cut shirts, or open-back tops.
- ❖ Sweatshirts: Sweatshirts are permitted, including hooded sweatshirts as they are categorized as jackets. They can be of any color or design if it follows all of the above rules. All zip up jackets must be zipped up or the shirt under the hoodie must be in dress code.
- ❖ Blazers/Sweaters: Any color or design. An appropriate collared shirt or spirit wear must be worn under a blazer, sweater, and vest at all times.

## **Dress Code for Physical Education Class:**

- ❖ Students shall have a separate set of gym clothes from those worn to school.
- ❖ Students must be in dress code upon arrival and dismissal from P.E. Students will be provided a locker for their gym clothes.
- ❖ Students shall wear athletic sneakers with a rubber sole and socks.
- ❖ Shorts/Sweatpants: Any color with no abusive, sexually suggestive, profane language or pictures, symbols of illegal drugs, alcohol, or gang activities, any words or symbols that disrupt the learning environment, or items that are distracting. Must fit properly at waist and not sag. Shorts must be no shorter than three (3) inches above the knee.
- ❖ Shirts: No portion of the midriff shall be exposed. Necklines are not to be low cut or V-neck – No sleeveless shirts.

## **Jeans Days & Spirit Wear Days:**

For students to wear jeans on campus, students must have a Jean's Pass

- ❖ Jeans: no holes, tears, or patches. Jeans must be denim but may be different colors other than blue.
- ❖ Shirts: Any Queen's Grant High School shirt including shirts for school-sponsored events or any college shirt is acceptable. Shirt must be visible.
- ❖ All other dress code rules regarding no profanity, etc. apply.
- ❖ QG track pants or shorts are exclusive to seniors and athletic teams on assigned days.
- ❖ QG shorts are only for P.E. class or outdoor activities.

## **Dress Code for Graduates:**

Business professional dress is expected. This includes a dress shirt and dark or khaki dress slacks with dark dress shoes. A dress or a dress skirt and blouse with dress shoes with heels not to exceed 3 inches, and applicable rules as above including no spaghetti straps, etc. The dress or skirt hem must be shorter than the graduation gown. Same accessories/shoes rules apply, with the exception of up to a 3" heel. Graduation gowns must be zipped. Failure to follow the dress code may result in the withholding of your diploma.

## **Dress Code Exceptions:**

Dress code for specific school events, for off-campus events, athletic events, dress for athletes on game days, students selected as Junior Marshals, during spirit week, fundraising events, exam week, and other exceptions and special occasions, will be disclosed in writing to all affected parties at least 48 hours/2 school days prior to the event. The expectation is that the guidelines will be adhered to or the student jeopardizes the opportunity to participate in the event(s) and is subject to the consequences as outlined in the student dress code policy above.

Students shall be permitted to wear clothing that is part of the student's religious practice as long as it is not a health or safety threat to the school community. A parent/guardian must notify the principal in writing at the beginning of the school year of the religious requirement pertaining to dress. Alternatively, if the religious requirement pertaining to dress arises after the beginning of the school year, a parent/guardian must provide the written notice to the principal prior to the student being granted an exception from the dress code policy.

# **General Information and Policies**

## **Campus Visitors**

For the protection of students and staff, **all visitors** are required to report to the main office immediately upon arriving on campus. Visitors should sign in and put on a visitor's badge before proceeding to any other building. Staff has been instructed to stop anyone not wearing a badge, have them immediately report to the office and immediately contact the office to report the incident.

## **Lunch Delivery**

Students may not order food from food delivery services. Students who do so may face disciplinary action. The only people allowed to deliver food to students are parents/guardians who are listed in Powerschool. All other deliveries will be turned away.

## **Cell Phone and Electronic Device Usage**

Use of cell phones or electronic devices in the classroom will be determined at the teacher's discretion. Students who do not follow the rules will be considered insubordinate and receive consequences accordingly. Possession and/or use of selfie sticks on campus is prohibited. They will be confiscated from any student using them on campus. Parents/Guardians who need to contact their students during the school day should utilize their student's email address.

## **Classroom Concerns**

If a parent has classroom or student concerns, we encourage them to contact:

- First, the teacher
- Second, the Department Dean
- Third, the Principal or Assistant Principal or the Dean of Students

Please see our Parent Grievance Policy to file a formal complaint

## **Distributing/Posting Printed Material**

Any printed material that is hung on the walls of Queen's Grant High School must have the approval of the club, class, society, team, or other organization sponsor. Items posted on the walls must be appropriate otherwise they will be discarded immediately. Any material that is distributed to students or staff during the school day must be approved by the Principal and posted within the modular bulletin boards.

## Driver's Education and Eligibility Certificates

### *Driver Eligibility Certificates*

Students wishing to drop off driver education certificates and receive a driver eligibility certificate must turn in Driver's Education Completion Certificates to the main office. **Students should allow 2 business days to obtain a Driver Eligibility Certificate.**

Students seeking to obtain a driver eligibility form must meet the following criteria:

1. You must have completed a driver's education course and must present a driver's education certificate to receive an eligibility form.
2. Students must be passing 70% of their classes on the most current semester report card. This means that a student must pass 5 out of 6 classes at the end of first semester or for the final course grade second semester.

### *Driver's Education Classes*

If you are interested in taking driver's education, you must be 14 ½ years old before the start of driver's education class. Driver's education classes are offered through Jordan Driving School. To register for classes please contact Jordan Driving School at 704-566-9900 or at <http://www.jordandriving.com>. Older students are generally given priority. Queen's Grant High School does not offer driver's education classes.

### *Dropout Prevention/License Revocation*

North Carolina has established legislation that reflects a coordinated statewide effort to motivate and to encourage students to complete high school. This legislation, effective August 1, 1998, requires that a student's driving permit or license be revoked if a student is unable to maintain adequate progress or drops out of school. Adequate progress is determined by first semester grades, end-of-the-year grades, and is defined as passing 70% of courses. At Queen's Grant High School, this means a student must be passing five of his/her six courses. A student is exempt from this law when he or she reaches the age of 18 or has obtained a high school diploma, GED, or an adult high-school diploma. Queen's Grant is required to notify the Division of Motor Vehicles after each semester if a student fails to meet this requirement. Students who are at least 14 years of age, or who were rising 8th graders on or after July 1, 2000, are subject to additional legislation requiring that a student's driving permit or license be revoked for one year if a student is given a suspension for more than 10 consecutive days, or an assignment to an alternative educational setting for more than 10 consecutive days for: 1) possession or sale of alcoholic beverage or an illegal controlled substance on school property, 2) possession or use on school property of a weapon or firearm, or 3) the physical assault on a teacher or other school personnel on school property. School property includes the physical premises of the school, including the parking lot, any vehicles under the school's control that are used to transport students, and school-sponsored or school-related activities that occur on or off the physical premises of the school. A Driver's Eligibility Certificate (DEC) will be issued to a student when the student completes the driver's education class, and meets the above requirement. The student should present the form stating he or she has completed the class to the office staff at Queen's Grant. After grades have been verified, the DEC will be issued. The DEC is only good for thirty days from the date issued.

## **Emergency Drills**

Drills are held on a monthly basis at Queen's Grant High School. Students should respond immediately to all drills. Instructors will explain the proper procedure for responding to all drills during the first two weeks of school, and will periodically review this procedure. Any student failing to adhere to the evacuation policy may face disciplinary action.

## **Field Trips**

Field trips are an important part of enhancing a student's learning experience. Queen's Grant High School provides field trip opportunities that provide academic and/or character educational value for our students.

One important note for parents: No Queen's Grant student will be permitted to leave a field trip early except in the case of an emergency or unless requested by a member of the Queen's Grant staff for disciplinary reasons. All students must remain with the group for the duration of the field trip.

The principal must approve all field trips before any dates can be reserved, money collected and/or communications to parents are made. Approval will be granted only if the appropriate field trip approval paperwork is submitted according to the school's policy. Students and families should be aware that any student who chooses to participate in a school-sponsored field trip is subject to search of their room or belongings if there is a reasonable suspicion that the student may be in violation of school policy or law. Local law enforcement may also be called to investigate if there is a belief that the student's behavior violated the law. Students who have been involved in serious disciplinary action may lose the opportunity to participate in future field trips scheduled in the same school year. Students not in good academic standing may not be allowed to participate in field trips which involve missing instruction time.

## **Fragrance Free School Policy**

In order to create a safer learning environment for students as well as a safer work environment for staff, Queen's Grant High School intends to protect the indoor air quality of its campus. There are many people who experience unpleasant physical effects from scented products and a growing number of people who suffer more severe reactions to these types of products and chemicals.

Under this policy, Queen's Grant High School requires that all students and staff refrain from spraying perfume, cologne and other fragrances, and use unscented personal care products in order to promote a fragrance-free environment. Fragrance products can include: hand sanitizers, cologne, perfume, scented lotions, hair products, just to name a few.

## **Homework**

Homework dropped off in the main office will be put in the teacher's mailbox.

## **Late Pick Up**

Students shall gather on the sidewalk outside of the modular units in the afternoons awaiting rides. If a student knows that his/her ride will be more than 15 minutes late, students should wait in the designated classroom. All students not involved in a school-sponsored activity should be off campus within 30 minutes of classes being dismissed. Please make plans for your child to be picked up by this time.

## **Lost and Found**

Items found that are unclaimed should be turned in to the main office. If a student is looking for a misplaced item, he/she should check in the lunchroom. Additionally, Queen's Grant High Schools students are expected to be helpful citizens. As such, students should pick up items that are left in the classrooms and/or around the school campus, and turn them into the main office for safekeeping. Queen's Grant High School is not responsible for lost, stolen, or damaged property.

## **Lunch**

Queen's Grant High School does not participate in the Federal Free and Reduced Lunch Program. Our lunch program is offered as a convenience and is run by a private vendor.

Students can eat lunch in their 4th period classroom or in the courtyard. The smaller picnic area is designated for senior use only.

Queen's Grant High School is a closed campus, and does not allow students to leave for lunch. Students leaving campus for lunch will be considered skipping. Queen's Grant does not allow outside visitors on campus to eat lunch with students.

On days where it has been determined by the administration to be indoor lunch, students are expected to report directly to their 4th Period classes unless they are going to be purchasing lunch. If students will be purchasing lunch, then they should report directly to the lunch line and purchase food. Immediately after purchasing food, students are then to report back to their 4th period class. A student does not have permission to be anywhere else on campus. ALL students must eat lunch in their 4th period class ONL . Attendance will be taken by the teachers.

Timeline: Students have 5 minutes to report to the lunch line. Students then have 10 minutes to return to class. All students should return prior to 15 minutes after lunch begins.

If students are returning to class late (after 15 minutes), they should have a pass. If the student does not have a pass, the student should then be written up and the teacher should call for a pickup.



# Technology Use and Internet Safety Practices and Procedures

Staff and students are offered access to the Queen's Grant High School network for creativity, communication, research, and other tasks related to the QGHS academic program. All use of computers, furnished or created data, software, and other technology resources as granted by QGHS are the property of QGHS and are intended for school business and educational use. Staff and students are to use the computer network responsibly. The use of the network is a privilege, not a right, and may be revoked if abused. The user is personally responsible for his/her actions in accessing and using the QGHS computer network and the school's technological resources. The school educates students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyber bullying awareness and response.

## General Rules

**Privacy:** The school reserves the right to monitor Internet traffic and to retrieve and review any data composed, sent, received, or stored using the QGHS network or Internet connections, including e-mail. Users do not enjoy any expectation of privacy when using any QGHS technology or transmissions originating within or around school property.

**Bullying:** QGHS prohibits cyber-bullying, an act involving the use of information and communication technologies, pursuant to state law, including, but not limited to e-mail, text messages, blogs, instant messages, personal Web sites, on-line social directories and communities, video-posting sites, and online personal polling Web sites, to support deliberate or repeated hostile behavior, by an individual or group, that is intended to defame, harm, threaten, intimidate, or harass students, staff members, or the school during or outside school hours and on or school premises.

**Materials and Language:** Use of or accessing profane, abusive, pornographic, obscene, and/or impolite materials or language is not permitted. Accidental access should be reported to the instructor immediately. Intentional circumvention of web-filtering is prohibited.

**Install/Copying:** Students are not to install or download any hardware, software, shareware, or freeware onto any media or network drives. Software installed by anyone other than the network administrator will be removed. Downloading of non-work related files is permitted only with IT Director permission. Students may not copy other people's work or intrude into other people's files. All copyright laws must be respected. Use of any other organization's network or technology resources via the QGHS network requires the IT Director permission and must comply with the rules appropriate for that network.

**Access:** Users may not access the computer network without proper authorization. Users are to use their own username and password when using a computer. Users must log off the computer when they are finished with their work and are not to log on to a computer for someone else or tell others their password. Students are to notify the instructor if someone else is thought to know his/her password.

**Data Protection:** Users must not attempt to damage or destroy equipment or files. Though efforts are made by QGHS to ensure the safety and integrity of data, QGHS makes no warranties of any kind, either expressed or implied, for the service it provides. QGHS will not be responsible for any damage to data.

**Storage:** Users are to delete their files and materials they no longer need.

**Printing Resources:** Paper and toner are costly, and excessive use is wasteful. Documents must be proofread before printing. Users are to print only the needed part(s) of documents. Students must obtain permission from an instructor before printing documents.

**Internet Use:** The World Wide Web is a vast collection of resources readily available to any user on any computer connected to the Internet. QGHS integrates the use of these resources into student instruction. QGHS is not responsible for the accuracy or quality of information obtained through the Internet or the QGHS computer network.

Some material accessible via the Internet contains illegal, defamatory, inaccurate, or potentially offensive language or images. While the school uses Internet resources to achieve educational goals, there is always a risk of students accessing other materials. However, we believe that the benefits of using technology outweigh the disadvantages. Teachers are trained in the appropriate use of technology with students, but ultimately, parents of students are responsible for setting and conveying the expectations regarding the use of media and information sources at home and at school.

The Children's Internet Protection Act (CIPA) is a federal law enacted by Congress to address concerns about access to the Internet and other information. Under CIPA, schools must certify that they have certain Internet safety measures in place. These include measures to block or filter pictures that (a) are obscene, (b) contain child pornography, or (c) when computers with Internet access are used by minors, are harmful to minors. Schools subject to CIPA must adopt a policy such as this to monitor online activities of minors and to address (a) access by minors to inappropriate matter on the Internet and World Wide Web, (b) the safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications, (c) unauthorized access, including so-called "hacking," and other unlawful activities by minors online, (d) unauthorized disclosure, use, and dissemination of personal information regarding minors, and (e) restricting minors' access to harmful materials.

## Media Denial (Opt-Out)

The Family Educational Rights and Privacy Act (FERPA) authorizes the school to disclose student information that would not generally be considered harmful or an invasion of privacy. This information is referred to as "directory information" and includes your child's name, address, telephone number, email address, date and place of birth, grade, participation in officially-recognized activities and sports, weights and heights of members of athletic teams, dates of attendance, diploma or certificate and awards received, and the most recent previous school attended. Queen's Grant considers the voice and image of a student in photographs, digital images, videotapes, or other medium, as well as student work intended for publication or display, to be directory information.

Throughout the school year, your child will participate in many events and activities, which may be featured in school publications or covered by the local news media. Directory information including information about your child from school events, activities, performances, and special recognitions may appear in school-sponsored promotional pieces including, but not limited to school annuals, brochures, flyers, newsletters, annual reports, programs for sports or cultural events, television shows, video pieces, slideshows, school Web pages, or in various media such as newspaper, magazine, television, radio, video, Internet, or displays.

If you do not complete and return the *Media Denial Form*, you understand that Queen's Grant will be free to release or use your child's directory information, including his or her voice and image in photographs, digital image, videotape, or other medium, as well as student work intended for publication or display, for recognition of educational achievement or other newsworthy events as appropriate, including to the United States military for recruiting or scholarship purposes. *Parents may revoke their authorization to release information at any time except when action has already been taken. Revocation must be in writing and must specify the day of revocation.*

A copy of the *Media Denial (Directory Information Opt-Out)* form can be found in the Forms Appendix in the back of this handbook.

## Messages to Students

Please do not call the school office to send a message to your student. If there is a true medical emergency, we will work with you to notify your student in an appropriate and non-disruptive manner.

## **Parent Grievance Policy**

1. Parents are encouraged to voice concerns, complaints and objections to teachers, deans, and administrators. Parents are also advised that if they are not satisfied with an informal resolution to a concern, they may use the formal complaint procedure described below. A copy of this procedure is available at the school and/or the school website.
2. Complaints regarding gender discrimination, bullying, disability discrimination or discrimination based on religion, race, ethnicity or national origin should be directed to the Principal of the school who is identified in the handbook as the Title IX and Section 504 Coordinator.
3. Complaints received by the Board of Directors will be directed to the school Principal for initial investigation and resolution. In the event the Principal is the subject of the complaint, the complainant will be directed to the school's Board of Directors for review and investigation. All complaints must be in writing and include, at minimum, specific details regarding the event(s) that are the subject of the complaint, the dates of the event(s), and the parties involved and a proposed resolution.

By filing a formal complaint with the school or the Board, the complainant agrees to fully cooperate with the investigation. Should the complainant fail or refuse to cooperate with the investigation and the investigator is unable to obtain the information necessary to investigate the complaint, it may close the complaint.

4. The Principal should be provided a copy of any written complaint received by the school within 24 hours of receipt. Within three (3) school days of receiving the complaint, the Principal (or the Board of Directors under the circumstances described in 3, above) will acknowledge receipt of the complaint in writing and provide a proposed timeline for review. In the absence of intervening holidays, absences of people who are familiar with the facts, exam schedules, or similar circumstances, a ten (10) school day schedule for investigation and response should be established.
5. To investigate a complaint, the Principal, or his/her designee, will interview all persons named in the complaint, all persons with direct knowledge of the facts, and the parent making the complaint. If the complainants' child is the subject of the complaint, the Principal will seek parental permission to interview the child. Under appropriate circumstances, the Principal may also seek parental permission to interview other students who have direct knowledge of the facts underlying the complaint.
6. When the investigation is complete, the Principal will provide written findings and a proposed resolution to the complainant, including, if necessary, reasons as to why the complainant's proposed resolution has not been adopted. The findings must also provide notice of the complainant's right to seek review of the Principal's finding by the school's Board. Should the complainant appeal the Principal's findings to the Board, the request for review must be in writing, stating the basis for

objections to the findings and proposed resolution. The appeal must be received by the Board within five (5) school days following complainant's receipt of the Principal's findings.

7. If the complainant appeals the findings to the Board, the Board will consider the appeal in Executive Session at the next meeting of the Board. The Board will invite the complainant to present a brief statement to the Board regarding objections to the findings and recommendations of the school administration. The Board will provide written notice of its findings and the recommended resolution to the parent within a reasonable time following review.

### **Parent Drop Off / Pick Up**

Queen's Grant High School requires that parents and carpoolers pick-up and drop-off their students on the sidewalk in front of the modular units to the right of the main administrative building. Anyone found to be dropping off or picking up in an undesignated area may be subject to campus safety violations and any fines associated with the citation.

### **Parking**

Parking on campus is a privilege, not a right. Parking is available for students in the main parking lot. Parking outside of this area may result in the car being towed, which will be the responsibility of the driver. By parking on campus, vehicles are subject to search and seizure policies outlined in this handbook. A Parking Pass is required. Parking pass forms are available in the front office.

### **Schedule Change Procedure**

Schedule changes will only be allowed within the first ten (10) days of school and at the beginning of the semester if the student's schedule permits. Students requesting a schedule change should submit the request to the school registrar for consideration. Only those requests which are supported by a valid academic reason will be considered. Students and parents should keep in mind that with the limited number of sections being offered, it is difficult to change all schedules as requested.

### **School Communication**

Queen's Grant High School is a green school and all communications are sent via email. It is vitally important that you have an email address on file. Queen's Grant High School publishes a weekly newsletter that keeps students and parents updated on school activities and other important information. There are computers set up in the main lobby for parents and students who do not have computer access at home.

## **Signing In and Out**

Students signing in late for school should bring a dated note explaining the reason for the tardiness. The note should be signed by their parent or guardian. In the event that a note is unavailable when the student signs in, the note should be brought in the following day. Students should sign the appropriate sheet in the main office and obtain a pass to class.

Once a student arrives on campus, a student may not leave campus or sign out of school without their parent notifying the office in person or by phone or without proper documentation from their parent/guardian to the office. When a parent arrives to pick up a student, the student is expected to remain in class until the parent has signed him/her out, and the main office has called the student from class.

If a student leaves campus without signing out and without prior parent permission given to the office, that student will be assigned an automatic 3 days to the learning lab for the first offense. Any subsequent offenses will receive an automatic 3 day suspension. Under no circumstances will students be permitted to sign themselves out of school without a parent signature or valid parent contact with the office.

## **Student Drivers**

- All drivers MUST be at least 16 years of age and possess a valid state driver's license and be fully insured.
- Student drivers are expected to be in school on time and not leave before their dismissal.
- Students must abide by all parking and state driving guidelines.
- Students may not park in areas reserved for faculty, handicapped persons, or visitors. Unauthorized parking will result in suspension or termination of driving privileges.
- Queen's Grant reserves the right to revoke parking privileges at any time for any safety issues that arise.
- Queen's Grant reserves the right to inspect any automobile vehicle on our property with reasonable suspicion.
- Queen's Grant is not responsible for any damages incurred to a vehicle on its property.

## **Student Transfer Procedure**

The Registrar's Office at Queen's Grant should receive a two week written notice when a child is being withdrawn during the school year. A Withdrawal Form is to be signed by the parent or guardian. Records will be sent directly to the receiving school once the withdrawal process is complete. Families should understand that requesting a transfer means relinquishing the student's spot at Queen's Grant High School.

## **Use of Contact Information**

Any person who obtains contact information (i.e. email addresses, phone numbers, etc) through volunteering at the school should not disclose and/or utilize the information for non-school related purposes.

## **Verbal and/or Physical Confrontations**

Queen's Grant High School will not tolerate verbal and/or physical confrontations initiated by adults that threaten or are perceived as threatening to its staff members, students or any other guests of the school.

Queen's Grant staff members may not be approached on school grounds, at school sponsored events or in public in a negative fashion to discuss school related issues.

Recommended action may include probation for the person(s) involved or exclusion of the person(s) from Queen's Grant property and all Queen's Grant sponsored events

## **VIP (Very Involved Parents)**

VIP is our non-profit parent organization for Queen's Grant High School. Their mission is to create a vibrant school community by supporting our teachers, staff, students and families to make Queen's Grant a place of excellence in preparation for our students' next level of education. Schools with strong parent involvement programs experience profound benefits for students, parents, teachers, and administrators. Research shows that when parents are involved in students' education, those students generally have higher grades and test scores, better attendance and more consistently completed homework.

The number one reason to join the VIP is to benefit your child. In doing so, you also help your school. But there are many more VIP advantages:

- **Get Connected.** There's no better way to know what's happening in your school.
- **Discover Great Resources.** The VIP offers a variety of programs designed for parents as well as students.
- **Tap into a Network.** VIP functions are opportunities to meet other parents and teachers, building rapport and discussing issues that are on your mind. You can share ideas, concerns, and experiences.
- **Watch Yourself Grow.** By volunteering with your VIP, you put your skills and hobbies to use for a noble cause—your child and all children in the community.
- **Speak Up.** VIP can be a way for you to more effectively suggest change at your child's school.
- **Witness Improvement.** By getting involved at your child's school you'll be part of the solution, helping make positive changes. Your VIP plays an important role in fundraising to provide building improvements, curriculum-based programs, and social events.
- **Be a Role Model.** By becoming a VIP member, you'll be demonstrating to your child the importance you place on education.

## **Weather-Related Closings**

In the event of a weather-related closing of Queen's Grant High School, an update to the website and parent alert phone message will be activated. However, in the event of power failure, these updates will not be possible. If at all possible, we will attempt to hold classes, but please use your best judgment for the safety of your family.

Information on closings or delays can be found at:

*School website:* [www.queensgranthigh.org](http://www.queensgranthigh.org)

*School phone:* **(704) 545-0736**

*Television:* **News 14, WSOC TV**

We will also contact families via school communication tools which may include email, text, and phone calls. Information provided to the school must be accurate for parents to receive messages.



# Medical Policy

## Medication

If a student must take medication during school hours, the medicine and the appropriate form must be turned in to the main office. Failure to do so could result in the student being in violation of the Alcohol, Drug, and Tobacco Policy, as outlined in this handbook. Medication will only be distributed as required. **Medication should come in the original prescription bottle so that clear directions are visible on the label. It is the responsibility of the family to make sure that prescriptions are kept filled.** Medication cannot be distributed without the proper consent form on file and documentation from the doctor. Medication in expired bottles or turned in without proper consent forms will be disposed of in accordance with state law.

## Administration of Medicine

A designated school official for Queen's Grant High School will administer medication to children for whom a formal plan has been established and approved. Because medication poses an extra burden on staff and having medication in the facility is a safety hazard, parents/guardians should check with the child's health care provider to see if a dose schedule can be arranged that does not involve the hours the child is in care by this facility/center. Parents/guardians may administer medication to their own child during the day, but must do so from the main office.

***No parent or representative thereof may proceed to a classroom without first visiting the main office.***

If a liquid oral medication is to be administered at the school, the parent/guardian must provide the administration device with clearly marked measurements (medicine sip-vial, medicine cup, dropper, or syringe).

Medications, either prescribed or over-the-counter, will not be allowed to be kept with the student. (Exceptions include asthma inhalers, epi-pens, and insulin.) All medications, prescribed and over-the-counter, must be accompanied by the proper documentation as mentioned below, and be kept in a locked cabinet in the designated school official's office.

## Medication in the school environment

1. Requires parent/guardian to complete and sign the Request for *Medication To Be Given During School Hours and a Queen's Grant Medication Registration Form*; this form shall be kept in the child's record with all supportive documentation.
2. Medication must be in **original, child-proof container and labeled with child's name**.
3. All medication containers and dispensers will be stored out of the reach of children and in a locked cabinet, or refrigerator if necessary, and will be returned to parent/guardian when completed or at school year-end.
4. When no longer needed by the student, or when the student withdraws from the program, all medications should be returned to the child's parent/guardian or disposed of after an attempt to reach parent/guardian.
5. It is the child's responsibility to come to the designated school official's office to receive medication. School officials will not attempt to locate students to administer medications.
6. Authorization to release medical information must be on file in the event the designated school official must speak to the physician who prescribed the medication.

### All Medication:

- Medication is administered in accordance with the pharmacy or product label directions as prescribed by the child's health care provider or product manufacturer.
- The school will ignore instructions from the child's parent/guardian that conflict with the label directions as prescribed by the child's health care provider.
- No medications will be given to your child at school until this authorization has been received.
- Separate forms are required for each medication.
- New authorization forms are required every year at the beginning of school, whenever the dose or directions change, or when a new medicine is prescribed.

## Year-End Disposal of Medication Policy

All medications must be picked up by a parent or legal guardian within two weeks after the end of the school year, after a student transfers, or after the medication order has changed, expired or has been discontinued will be disposed of by the designated school official. All medication will be disposed of according to NC disposal of medication procedures after the appropriate time frame.

## **Personalized Health Care Plans**

Any student who has an on-going medical illness will require a *Personalized Health Care Plan*, which will be designed by the parent, student, physician, and designated school official of Queen's Grant High School. Such illnesses include, but are not limited to: diabetes, asthma, severe allergies, seizure disorder/epilepsy, muscular dystrophy, cerebral palsy, rheumatoid arthritis, immune disorders, pregnancy, mental health issues, sickle cell anemia and other blood disorders, as well as substance abuse.

The purpose of the individualized *Personalized Health Care Plan* is to accommodate students and allow them the same opportunities as all students while not discriminating against their illness. The team will put into place both educational and medical accommodations as needed, and will work alongside Queen's Grant High School's Exceptional Children's department when IEPs and 504 plans are needed.

If you have a student who falls into a category of chronic illness or medical fragility, *you are required to set up an appointment with the designated school official as soon as possible after diagnosis or within one (1) week of the beginning of school.*

# Homecoming Dance Regulations

1. Once you enter the homecoming dance, you must remain in the building until you are ready to leave for the evening. Please make sure that you have everything you need before you enter. You will not be allowed to go to your car and retrieve items once you have entered the homecoming.
2. When leaving, you must leave the premises and may not return. No loitering is allowed in the parking lot.
3. Students who do not drive themselves to the prom must be picked up no later than 15 minutes after the end of homecoming. Students may be denied to attend future dances if their ride is late.
4. Any student who has been suspended for reportable offenses will not be allowed to attend the homecoming dance. No refunds will be granted.
5. Dress requirements may be found listed below. The dress requirements will be enforced at the door. When in doubt, ask.
6. Please do not leave valuables unattended. Queen's Grant High School is not responsible for lost or stolen items.
7. Students are to remember that Queen's Grant High School Student Code of Conduct applies to all participants of homecoming.
8. Only one guest may attend with a Queen's Grant High School student. Middle school students may not attend high school dances. Guests may not be more than 20 years of age. Guests will need to fill out the guest approval form. Forms are available in the main office.

**Note: Guest's attendance will be subject to administrative approval. Please plan accordingly.**

## Semi-Formal Dress Code

Dress standards for young men:

- Dress Shirt (Tie or Bow Tie strongly encouraged). No T-shirts.
- Dress Pants. No Jeans.
- Dress Shoes. No athletic shoes or flip-flops.

Dress standards for young women:

- Dresses must be no shorter than 3 inches above the knee.
- Midriff must be covered.
- No plunging necklines.
- Backs may not be lower than the natural waistline.
- Slits may not be higher than 3 inches above the knee.

# Prom Regulations

1. Once you enter the prom, you must remain in the building until you are ready to leave for the evening. Please make sure that you have everything you need before you enter. You will not be allowed to go to your car and retrieve items once you have entered the prom.
2. When leaving, you must leave the premises and may not return. No loitering is allowed in the parking lot.
3. Students who do not drive themselves to the prom must be picked up no later than 15 minutes after the end of prom. Students may be denied to attend future dances if their ride is late.
4. Any student who has been suspended for reportable offenses will not be allowed to attend the prom. No refunds will be granted.
5. Dress requirements may be found listed below. The dress requirements will be enforced at the door. When in doubt, ask.
6. Please do not leave valuables unattended. Queen's Grant High School is not responsible for lost or stolen items.
7. Students are to remember that Queen's Grant High School Student Code of Conduct applies to all participants of prom.
8. Only one guest may attend with a Queen's Grant High School student. Middle school students may not attend high school dances. Guests may not be more than 20 years of age. Guests will need to fill out the guest approval form. Forms are available in the main office.

**Note: Guest's attendance will be subject to administrative approval. Please plan accordingly.**

## Formal Dress Code

Dress standards for young men:

- Tuxedo/Suit
- Dress shoes. No athletic shoes or flip-flops.

Dress standards for young women:

- Dresses must be below the knee
- Midriff must be covered
- No plunging necklines
- Backs may not be lower than the natural waistline
- Slits may not be higher than 3 inches above the knee
- Formal pant suits may be worn

# Student Code of Conduct

*“Nobody can acquire honor by doing what is wrong.”*  
– Thomas Jefferson

## Expectations of Students by the School

At Queen’s Grant High School, we have set high standards for our students. In order to be successful we depend on the responsible participation of our students, parents, faculty, and staff.

We have developed general guidelines to clarify our expectations for our students:

- Students will focus on their academic work during school hours.
- Students will be civil and kind to each other, to the staff, and to the campus community.
- Students will dress according to written dress code. Dress will not be disruptive, obscene, or offensive.
- Students will attend class regularly. They will be on time and prepared every day.
- Students will accept responsibility for helping to maintain our facilities.

## General Violations with Designated Sanctions

All students must abide by the regulations set by the Queen’s Grant High School Board of Directors. The following behaviors are not permitted and will result in the assigned consequences as listed below and may result in the contacting of legal authorities as required by law. Additionally, Queen’s Grant operates on a progressive discipline system and multiple offenses may result in consequences beyond those listed below.

| Offense                                                             | Consequence                                                                                                                                                                                                                                                                 |
|---------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Academic dishonesty, including cheating and plagiarism              | 1 <sup>st</sup> Offense: An alternate assessment; 75% maximum grade<br><br>Subsequent Offenses: A zero on assessment                                                                                                                                                        |
| Disruption of learning                                              | Student will be removed from class and remain in the learning lab for the period in which the offense occurred.                                                                                                                                                             |
| Dress Code Violations                                               | 1st - Learning Lab for rest of day. (If student can get in dress code, they can attend next class)<br>2nd - Learning Lab for rest of day.<br>3rd - Learning Lab for rest of day and following day.<br>4th or more - Learning Lab for rest of day.<br>OSS for following day. |
| Eating and drinking during class without the consent of the teacher | Student will be removed from class and remain in the learning lab for the period in which the offense occurred.                                                                                                                                                             |

| Offense                                                                  | Consequence                                                                                                                                                                                                                                                                                                                                                                        |
|--------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Tardy to 1st Period                                                      | 1st - Warning<br>2nd - Warning & Parent Notification<br>3rd or more - Learning Lab for Period                                                                                                                                                                                                                                                                                      |
| Tardy (Less than 5 minutes tardy)<br>*Tracked per class<br>**Periods 2-6 | 1st - Warning<br>2nd - Warning & Parent Notification<br>3rd - Learning Lab for Period<br>4th - Learning Lab (6 periods)<br>5th or more - 1 day OSS                                                                                                                                                                                                                                 |
| Tardy (5 minutes or more)<br>*Tracked per class<br>**Periods 2-6         | 1st - Learning Lab (6 periods) & Parent Notification<br>2nd - Learning Lab (3 days)<br>3rd - 1 day OSS                                                                                                                                                                                                                                                                             |
| Inappropriate Language or Profanity                                      | Student will be removed from class and remain in the learning lab for the period in which the offense occurred.                                                                                                                                                                                                                                                                    |
| Inappropriate use of electronic devices on campus                        | Student will be removed from class and remain in the learning lab for the period in which the offense occurred.                                                                                                                                                                                                                                                                    |
| Being in an unauthorized location on the Queen's Grant campus            | 1st Offense: Student will be removed from class and remain in the learning lab for the period in which the offense occurred.<br><br>2nd Offense: Student will be removed from class and remain in the learning lab for 3 class periods in which the offense occurred.<br><br>Subsequent Offenses: Time in learning lab will increase with possibility of Out of School Suspension. |
| Insubordination to staff members                                         | 1st Offense: Student will be removed from class and remain in the learning lab for the period in which the offense occurred.<br><br>2nd Offense: Student will be removed from class and remain in the learning lab for 3 class periods in which the offense occurred.<br><br>Subsequent Offenses: Time in learning lab will increase with possibility of Out of School Suspension. |

| <b>Offense</b>                                                                                                                                   | <b>Consequence</b>                                                                                                                                                                                                                                                        |
|--------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Insubordination to the Principal/Assistant Principal                                                                                             | 1st Offense: Student will remain in the learning lab for the rest of the day.<br><br>2nd Offense: Student will remain in the learning lab for the rest of the day and the entire following day.<br><br>Subsequent Offenses: Student will receive Out of School Suspension |
| Unauthorized absence from class, leaving campus, or a school sponsored event without approval from the office.                                   | 1st Offense: Student will remain in the learning lab for 3 days.<br><br>Subsequent Offenses: Student will receive 3 days of Out of School Suspension.                                                                                                                     |
| Assault, fighting, making threats, theft, or any other illegal activity                                                                          | Minimum 3 day Out of School Suspension                                                                                                                                                                                                                                    |
| Destruction or vandalism of school property                                                                                                      | Minimum 3 day Out of School Suspension                                                                                                                                                                                                                                    |
| Engaging in harassing behavior/bullying                                                                                                          | Minimum 3 day Out of School Suspension                                                                                                                                                                                                                                    |
| Gambling                                                                                                                                         | Minimum 3 day Out of School Suspension                                                                                                                                                                                                                                    |
| Tampering with school safety equipment                                                                                                           | Minimum 3 day Out of School Suspension                                                                                                                                                                                                                                    |
| Violations of the Acceptable Computer Use Policy                                                                                                 | Minimum 3 day Out of School Suspension                                                                                                                                                                                                                                    |
| Smoke/Stink Bombs                                                                                                                                | 10 day Out of School Suspension                                                                                                                                                                                                                                           |
| Bomb threats or other false alarms                                                                                                               | Minimum 10 day Out of School Suspension                                                                                                                                                                                                                                   |
| Gang related activity                                                                                                                            | Minimum 10 day Out of School Suspension                                                                                                                                                                                                                                   |
| Possession, use, sale or being under influence of alcohol, drugs, tobacco or drug paraphernalia on school grounds or at a school sponsored event | Minimum 10 day Out of School Suspension                                                                                                                                                                                                                                   |
| Possession or use of explosives or smoke/stink bombs on school grounds or at a school sponsored event                                            | Minimum 10 day Out of School Suspension                                                                                                                                                                                                                                   |
| Possession or use of a weapon or other object that could reasonably be considered a weapon on school grounds or at a school sponsored event      | Minimum 10 day Out of School Suspension                                                                                                                                                                                                                                   |
| Explosives                                                                                                                                       | Minimum 10 day Out of School Suspension                                                                                                                                                                                                                                   |

**The preceding list is not to be seen as all inclusive. The administration reserves the right to amend this list as unique situations arise. The administration also reserves the right to deviate from the stated disciplinary action(s) based on unique or aggravating factors.**



## **Learning Lab**

The temporary removal of a student from his/her assigned class as an alternative to ISS. Students will be provided with their lessons to complete and a facilitator will guide them. Students will also be counseled on their behavior.

## **OSS – Out of School Suspension**

Suspension from school entails a student being isolated from the school community. During this period, the student is not allowed to participate or to be a spectator in the academic or extracurricular life of the school.

**SUSPENDED STUDENTS ARE RESPONSIBLE FOR ALL MATERIAL COVERED DURING THEIR ABSENCE.** The faculty is not required to give extra help or attention to those students who are or have been suspended.

## **Long Term Suspension or Expulsion**

When the act of misconduct is considered a crime under state law, constitutes extreme non-compliance with school rules resulting in aggravating circumstances, or is so extreme that it threatens the safety of others, the student may serve a long term suspension or, if age fourteen (14) or older, be expelled from the school. The student will be granted a right to a due process hearing. A 365 day suspension is a denial to a student of the right to attend school and to take part in any school function for a full 365 days. The Board must suspend a student for 365 days for possession of a firearm or destructive device on school property or a school sponsored event. If a teacher is assaulted or injured by a student and as a result the student is long term suspended or reassigned to alternative education services, the student shall not be returned to that teacher's classroom unless the teacher consents. No student shall be long-term suspended or expelled from school solely for truancy or tardiness offenses.

## **Referral to Authorities**

In some cases, violations on school campus also violate local, state, or federal laws. In these cases, the school administration will refer the incident to law enforcement for investigation and full prosecution.

## **Suspension of Exceptional Child**

In the event that a child with special needs exhibits behavior which, if the child were not a child with special needs, could result in the suspension or expulsion of the child from school for a period of more than ten school days or for consecutive periods that total more than ten school days, the school shall require a multidisciplinary team promptly to review the evaluation already completed for the child and conduct a Manifestation Hearing to determine if the behavior is caused by the child's special needs including:

1. Whether the child is presently receiving appropriate education, and
2. Whether medication is needed or present medication is appropriate.
3. Whether the behavior in question is a manifestation of the child's disability

If the review establishes no such relationship, the school may initiate its normal disciplinary procedures, but must continue to provide those services that the school based committee finds are necessary to prevent the student from regressing educationally during the suspension. If the review does establish such a relationship, the school may not initiate its normal disciplinary procedures. The findings should be used in determining an appropriate program.

## **Due Process Procedures**

The following due process procedures only govern the suspension or the expulsion of a student from the school's regular educational program. If a student charged with violation of this Student Code of Conduct has been returned to the regular school program pending a decision, then such action of reinstatement shall not limit or prejudice the school's right to suspend or expel the student following that decision.

### **A. Suspension of Ten (10) School Days or Less**

As a general rule, prior to any suspension of the student, the principal and/or dean shall provide the student with the following due process:

1. The student will be informed of the charges against him/her, and, if the student denies the charges, the principal and/or dean shall provide the student with an explanation of the evidence.
2. The student shall be provided an opportunity to explain his/her version of the facts.

If a student's presence in school poses an immediate danger to persons or property or an ongoing threat of disruption to the educational process, the principal and/or dean may immediately suspend the student, and as soon thereafter as reasonable, provide the student with his/her due process rights as set forth in this section.

If, after providing the student with his/her due process rights, the principal and/or dean determine that the student has engaged in a prohibited act under this Student Code of Conduct, then he/she may impose a disciplinary penalty of a suspension not to exceed ten (10) school days. The principal and/or dean, or his/her designee, shall inform (in person or by phone) the student's parent (in English and in the parent's primary language when readily available) of the suspension and of the reasons and conditions of the suspension. The student shall be provided the right to take home textbooks, complete homework assignments and an opportunity to make-up exams. A decision to suspend a student for ten (10) or fewer school days is final and not subject to further review or appeal.

### **B. Suspension for Eleven (11) or More School Days and Expulsion**

The Board of Directors will hear all long-term suspensions and expulsions.

1. The principal and/or dean may recommend to the Board of Directors the long term suspension of any student who willfully engages in conduct that violates a provision of the Student Code of Conduct that authorizes long-term suspension or expulsion.

2. The Board of Directors shall provide the student an opportunity for a hearing before imposing a long-term suspension. If the student declines a hearing or if no hearing is timely requested, the Board of Directors shall review the circumstances of the recommendation for long-term suspension or expulsion and may:
  - a. Impose and/or decline to impose the recommended suspension or expulsion; or
  - b. Modify and impose the recommended suspension or expulsion.
3. A parent shall be notified by the principal in writing (in English and in the parent's primary language when readily available) of the principal's recommendation to suspend or expel. The written notice shall:
  - a. State the nature of the violation with reference to the provision of the Code of Conduct the student is alleged to have violated and the proposed consequence.
  - b. If a hearing is desired, the student or parent must notify the principal in writing within four (4) days of receiving the notice. If a hearing is timely requested, it will be held and a decision issued before a long-term suspension is imposed. If the student or parent requests a postponement of the hearing or if the hearing is requested beyond the time set for such request, the hearing shall be scheduled, but the student shall not have the right to return to school pending the hearing. If neither the student nor the parent appears for the hearing, the parent and student are deemed to have waived the right to a hearing and the Board of Directors shall conduct the review set out in Section B2 above.

Should a hearing be timely requested, the hearing will be conducted by the Board of Directors. For the hearing, the student will be provided procedural due process pursuant to state law including, but not limited to, the following:

- a. The right to be represented at the hearing by counsel or, in the discretion of the local board, a non-attorney advocate.
- b. The right to be present at the hearing, accompanied by his or her parents.
- c. The right of the student, parent, and the student's representative to review before the hearing any audio or video recordings of the incident and, consistent with federal and State student records laws and regulations, the information supporting the suspension that may be presented as evidence at the hearing, including statements made by witnesses related to the charges.
- d. The right of the student, parent, or the student's representative to question witnesses appearing at the hearing.
- e. The right to present evidence on his or her own behalf, which may include written statements or oral testimony, relating to the incident leading to the suspension.
- f. The right to have a record made of the hearing.
- g. The right to make his or her own audio recording of the hearing.

- h. The right to a written decision, based on substantial evidence presented at the hearing, either upholding, modifying, or rejecting the principal's recommendation of suspension and containing at least the following information:
  - i. The basis for the decision, including a reference to any policy or rule that the student is determined to have violated.
  - ii. Notice of what information will be included in the student's official record.
  - iii. The student's right to appeal the decision and notice of the procedures for such appeal.
- c. Advise of the right to retain an attorney or an advocate of their choice and at their expense to represent the student in the hearing, right to review and obtain copies of the student's educational records prior to the hearing.
- d. Include what information will be included in the student's official record and the procedure for expungement of this information.

Students who receive a long-term suspension may be offered alternative education services during the long-term suspension period. All discipline decisions made by the Board of Directors are final.

## **MISCELLANEOUS PROVISIONS**

### **A. Request for Readmission**

All students suspended for 365 days or expelled may, after 180 calendar days from the date of the beginning of the student's suspension or expulsion, request in writing readmission to the school.

### **B. Voluntary Agreements**

At any time, the principal or his/her designee may enter into a written contract with the student and his/her parent(s) setting forth the parties' agreement in settlement of disciplinary charges or restitution related to damage to or loss of school property. In such cases, the written agreement shall be final and binding and may not be later challenged by the principal or his/her designee or the student or his/her parent(s).

### **C. Suspended/Expelled Students on School Property or Attending School Activities**

A suspended or expelled student who enters onto school property or appears at a school activity, event or function without the permission of a building administrator shall be deemed to be trespassing.

### **D. Maintaining Class Progress**

When practical in the judgment of the principal, a student may be permitted to maintain progress during the disciplinary period.

## Alcohol and Drug Policy

It is the policy of the Queen's Grant School Board to provide a safe and healthy environment for students and to accept a shared role with the community to provide education about, and to prevent, the abuse of drugs and alcohol by the student population. The Board seeks to provide a strong and consistent administrative, faculty, and staff effort to educate students effectively with the goal of eliminating potential and current misuse by students. Further, the Board will uphold disciplinary procedures and will work with public law enforcement agencies in the control of drugs and drug traffic in the schools and at school activities.

The Board prohibits any person from using, possessing, purchasing, selling, distributing, or being under the influence of, all alcoholic beverages and liquors, including wine, beer, non-alcoholic beer, and energy drinks containing alcohol, narcotic drugs, prescription medications, imitation or counterfeit controlled substances, and other illegal substances, including counterfeit or synthetic drugs, huffing (or misuse of inhalants), and/or drug paraphernalia (including but not limited to rolling papers and scales) and misuse of chemical/material (organic or otherwise) that causes or is purported to cause a hallucinogenic/mind altering effect or might bring about a state of exhilaration, euphoria, or otherwise altering mood or behavior, while on School Board property, and while attending a school-sponsored event at a location either on or off school property, unless prescribed by a licensed medical professional as allowed by law. This prohibition also extends to attempts to perform any of the illicit activities listed above.

Any person who remains in the presence of one who is in clear and obvious violation of this policy and who is not otherwise intervening or seeking assistance with intervention may also be found to be in violation of this policy.

The Queen's Grant School Board shall allow, as a limited exception, alcohol-, and drug-related paraphernalia to be included in instructional or research activities and programs held on school property for educational purposes, but the activity must be conducted or supervised by a faculty member overseeing the instruction, research, or program, and the activity shall not involve the consumption or ingestion of the product.

This policy applies throughout the school year, regardless of whether school is in operation. Principals are responsible for enforcing and ensuring that school personnel comply with this policy.

For purposes of this policy, the following definitions apply:

1. *"Use"* includes, but is not limited to, the consumption, injection, inhalation, or absorption of a prohibited substance, including alcohol and illegal drugs, into the body by any means at any time while on school property or at a school sponsored activity, and can include a controlled substance without authorization by a physician or in a manner that is not authorized by the prescribing physician.
2. *"Possession"* shall mean having the power or intent to control a prohibited substance and shall apply to a student's automobile, locker, book bag, or desk, or a student's person on school property or at any school sponsored activity.
3. *"Purchase"* and *"sell"* shall mean the exchange of alcohol and drugs, and alcohol- and drug-related products, and any other prohibited substance for money or other consideration.
4. *"School property"* shall mean the physical premises of all Queens Grant School Board-owned or leased campuses and properties, bus stops, and vehicles, and all school sponsored curricular or extracurricular activities, whether occurring on or away from a school campus.

## **Tobacco Policy**

Queen's Grant High School students will not possess or use tobacco products either on school property, or while attending a school-sponsored event at a location off school property. All tobacco products, including electronic cigarettes and all lighted and smokeless tobacco and/or nicotine products are prohibited and will be confiscated.

Any person who remains in the presence of one who is in clear and obvious violation of this policy and who is not otherwise intervening or seeking assistance with intervention may also be found to be in violation of this policy.

The Queen's Grant School Board shall allow, as a limited exception, tobacco products and tobacco-related paraphernalia to be included in instructional or research activities and programs held on school property for educational purposes, but the activity must be conducted or supervised by a faculty member overseeing the instruction, research, or program, and the activity shall not involve the consumption or ingestion of the product.

This policy applies throughout the school year, regardless of whether school is in operation. Principals are responsible for enforcing and ensuring that school personnel comply with this policy.

For purposes of this policy, the following definitions apply:

1. *"Tobacco"* shall incorporate the definitions in North Carolina statutes, and shall include:
  - a) Tobacco-derived product—any noncombustible product derived from tobacco that contains nicotine and is intended for human consumption, whether chewed, absorbed, dissolved, ingested, or consumed by other means.
  - b) Tobacco product—any product that contains tobacco and is intended for human consumption. This can include a tobacco-derived product, vapor product, or components of a vapor product.
  - c) Vapor product—any noncombustible product that employs a mechanical heating element, battery, or electronic circuit regardless of shape or size and that can be used to heat a liquid nicotine solution contained in a vapor cartridge. The term includes an electronic cigarette, electronic cigar, electronic cigarillo, and electronic pipe.
2. *"Use"* includes, but is not limited to, the consumption, injection, inhalation, or absorption of a prohibited substance, including tobacco products, into the body by any means at any time while on school property or at a school sponsored activity.
3. *"Possession"* shall mean having the power or intent to control a prohibited substance and shall apply to a student's automobile, locker, book bag, or desk, or a student's person on school property or at any school sponsored activity.
4. *"Purchase"* and *"sell"* shall mean the exchange of tobacco products, and any other prohibited substance for money or other consideration.
5. *"School property"* shall mean the physical premises of all Queens Grant School Board owned or leased campuses and properties, bus stops, and vehicles, and all school sponsored curricular or extracurricular activities, whether occurring on or away from a school campus.

## **Bullying or Harassing Behavior Policy**

The school prohibits any type of bullying or harassing behavior by students. Bullying or harassing behavior is defined as any pattern of gestures or written, electronic, or verbal communications, or any physical act or any threatening communication, that takes place on school property, at any school sponsored function on a school bus, or that causes a substantial disruption to school operations and/or interferes with the rights of other students and that:

- Places a student in actual and reasonable fear of harm to his or her person or damage to his or her property; or
- Creates or is certain to create a hostile environment by substantially interfering with or impairing a student's educational performance, opportunities, or benefits. "Hostile environment" means that the victim subjectively views the conduct as bullying or harassing behavior and the conduct is objectively severe or pervasive enough that a reasonable person would agree that it is bullying or harassing behavior.

Bullying or harassing behavior includes, but is not limited to, acts reasonably perceived as being motivated by any actual or perceived differentiating characteristic, such as race, color, religion, ancestry, national origin, gender, socioeconomic status, academic status, gender identity, physical appearance, sexual orientation, or mental, physical, developmental, or sensory disability, or by association with a person who has or is perceived to have one or more of these characteristics.

## **Procedures for Reporting Harassment, Intimidation and Bullying**

1. Any school employee who has witnessed or has reliable information that a student has been subject to any act of bullying or harassing behavior shall report the incident to the principal. A student, volunteer, or visitor who has witnessed or has reliable information that a student has been subject to any act of bullying or harassing behavior should, and are strongly encouraged to, report the incident to a teacher, other staff member or the principal.
2. A report of bullying or harassing behavior should be done in written form, providing as much information as possible. The report may be done anonymously.
3. Any staff member who receives a report of bullying or harassing behavior shall immediately forward the report to the principal who will ensure that a prompt investigation is completed. The investigation is to be complete within three (3) school days after a report or complaint is made.
4. Within two (2) school days of receiving a report of a prohibited act of bullying, the principal or his/her designee shall notify the parent of the alleged victim of bullying and the parent of the alleged perpetrator of bullying. Upon completion of the investigation report, the principal or his/her designee shall notify the parent of both the victim and perpetrator of the result of the investigation.
5. There will be no reprisal or retaliation against any person who reports an act of bullying or harassment. Such reprisal or retaliation by a student is a violation of the Student Code of Conduct and will result in disciplinary action pursuant to the Student Code of Conduct.
6. Any student who is found to have falsely accused another of bullying or harassment is subject to remedial action in accordance with the Student Code of Conduct. Bullying or harassing behavior is a violation of the Student Code of Conduct and will result in disciplinary action pursuant to the Student Code of Conduct.

## **Student Detention, Search and Seizure**

In an effort to maintain order and ensure the safety of all Queen's Grant High School students and employees, the Board of Directors has adopted the following policy: The administrative staff of Queen's Grant High School may temporarily detain and question a student under circumstances which reasonably indicate that such student has committed, is committing, or is about to commit a violation of law or of school policy. No student shall be temporarily detained longer than is reasonably necessary. If at any time after the onset of the temporary detention, a reasonable suspicion arises that the detained student is concealing or has concealed a weapon, stolen or illegal property, a controlled substance or associated paraphernalia on his/her person or within his/her book bag, automobile, or other storage space, a member of the administrative staff will call the Mint Hill Police Department to perform a search the student, his/her book bag, automobile, or other storage space for the purpose of disclosing the presence of suspected property. If such a search reveals contraband that constitutes a violation of local, state, or federal law, it will be seized and turned over to law enforcement authorities.