

# QuestAcademy

ACHIEVING EXCELLENCE IN ACADEMICS WHILE PURSUING INDIVIDUAL TALENTS



## 2025 - 2026

### Parent and Student Handbook

---

10908 Strickland Road  
919-841-0441  
Raleigh, NC  
[www.questcharter.org](http://www.questcharter.org)

# Welcome to Quest

---

This handbook has been written to provide comprehensive explanations of important information/expectations for our students and parents.

We look forward to your child having a safe and positive learning experience while providing a strong academic curriculum.

E. Readmond

Administrator

## Table of Contents

|   |    |
|---|----|
| School Essentials                                     | 6  |
| History of Quest Academy                              | 6  |
| Mission Statement                                     | 6  |
| School Governance                                     | 6  |
| Board of Directors                                    | 6  |
| Administration, Teachers and Staff                    | 7  |
| Non-Discrimination                                    | 7  |
| Equal Education Opportunities                         | 7  |
| Title VI  | 8  |
| Compliance with Other Laws                            | 8  |
| Religious Accommodations                              | 8  |
| School Campus Expectation Policy                      | 9  |
| Adult Code of Conduct                                 | 10 |
| Violence/Threats                                      | 11 |
| Banning from Campus                                   | 11 |
| Parent and Family Engagement                          | 11 |
| Definition of Parent and Family Engagement            | 12 |
| Volunteering  | 12 |
| Background Check                                      | 12 |
| Volunteer Responsibilities                            | 13 |
| Social Media Citizenship Standards and Expectations   | 14 |
| Academics & Curriculum                                | 15 |
| Academic Honesty                                      | 15 |
| School Honor Code                                     | 15 |
| Grades and Report Cards                               | 16 |
| Promotion and Retention Policy and Academic Standards | 17 |
| Exceptional Children                                  | 18 |
| Section 504 of the Rehabilitation Act                 | 18 |
| Child Find  | 19 |
| Outside Providers and Dual Enrollment                 | 19 |
| Incoming Student Enrollment Age Policy                | 20 |
| Student Files   | 20 |
| Locator Card  | 21 |
| Curriculum  | 21 |

|   |    |
|---|----|
| Parent Review of Materials  | 21 |
| Requesting Assignments  | 22 |
| The Protection of Pupil Rights Amendment                            | 22 |
| Field Trips   | 22 |
| Day-to-Day School Operations and Procedures                         | 22 |
| Activity Requirements   | 22 |
| Attendance Requirements   | 23 |
| Extracurricular Activity Absences                                   | 24 |
| Tardiness   | 24 |
| Early Dismissal   | 24 |
| Arrival and Departure Procedures                                    | 24 |
| Morning Drop-off of Students  | 25 |
| Afternoon Pick-up (Grades 1-8)                                      | 25 |
| Afternoon Pick-up (Kindergarten)                                    | 25 |
| Handicapped Parking   | 25 |
| Event Parking   | 26 |
| Loading and Unloading   | 26 |
| Lunch Schedule  | 26 |
| Student Dress Code  | 26 |
| Student Deliveries  | 27 |
| Fundraising   | 27 |
| Inclement Weather / Emergency Information                           | 27 |
| School Safety   | 28 |
| Student Health and Wellness   | 28 |
| Health and Safety   | 28 |
| Prevention and Control of State Reportable Communicable Diseases    | 28 |
| First Aid and Emergency Care  | 30 |
| Medication Policy   | 31 |
| Medication Administration   | 32 |
| Emergency Medication  | 33 |
| Student Self-Administering Medications Under a Medical Plan of Care | 34 |
| Mandatory Reporting Policy  | 35 |
| Communication   | 35 |
| Parent Concerns   | 35 |
| Communication Escalation Pathway                                    | 35 |
| Technology Use at School  | 36 |

|  |    |
|--|----|
| Student Technology Acceptable Use  | 36 |
| Inappropriate Network Usage  | 37 |
| Education, Supervision, and Monitoring   | 38 |
| Video Monitoring   | 38 |
| Use of Video Recordings  | 39 |
| Student Camera Phones/ Recording Devices   | 39 |
| Grievance Policy for Parents/Guardians/Students                                  | 39 |
| Code of Conduct - Student Expectations   | 41 |
| Range of Disciplinary Actions  | 41 |
| Due Process  | 42 |
| Reporting by Administrator or School Staff                                       | 42 |
| Student Search   | 43 |
| Levels of Violation  | 46 |
| Rules of Conduct   | 47 |
| ADDENDUM 1 - Activity Documentation Form   | 54 |
| ADDENDUM 2 - Educational and/or Family Trip Form                                 | 55 |
| ADDENDUM 3 - Extracurricular Activity Permission Form                            | 56 |
| ADDENDUM 4 - Quest Tardy Policy  | 57 |
| ADDENDUM 5 - Physician Authorization Form  | 58 |
| ADDENDUM 6- Acceptable Use Policy  | 59 |
| Parents' Bill of Rights  | 60 |
| Compliance Policies  | 60 |
| Teacher Qualifications   | 72 |
| Right to Know Under the Every Student Succeeds Act                               | 72 |
| Title IX   | 74 |
| Overview:  | 74 |
| Title IX Discrimination and Harassment Policies (for students and staff members) | 74 |
| Application of Policy  | 75 |
| Discrimination or Harassment   | 75 |
| Retaliation  | 75 |
| Conduct Not Covered by This Policy   | 76 |
| Nondiscrimination  | 76 |
| Complaints   | 76 |

## School Essentials

---

### History of Quest Academy

In 1993, the Helen Paesler School opened to accommodate the rigorous training schedule of the Gym Carolina competitive team gymnasts. The goal was to provide a high-quality education with a flexible schedule while keeping up with their rigorous gym schedule. In 1999, John and Sally Medicke opened Quest Academy, providing the same vision to not only gymnasts but to other students pursuing their passion in athletics and fine arts.

### Mission Statement

The mission of Quest Academy (Quest) is to provide a quality, accelerated academic program for motivated students **pursuing high intensity training outside the classroom**. The students may be involved in athletic participation or performances in fine arts. The activity does not equate with religious or youth activities and should include professional instruction outside the home.

Quest believes high expectations are the key to achievements.

### School Governance

Quest is a non-profit organization. As a non-profit organization, Quest is governed by a Board of Directors (board). The board has six members. The primary responsibilities of the board include ensuring that the school is achieving its mission, creating and following board policies, overseeing the strategic plan for the school and approving the annual budget. The board is also responsible for the hiring and termination of employees at the recommendation of the Administrator. The board meets monthly during the school year. All board meetings are open to the public. Public comments are allowed. Anyone seeking to make a public comment must contact the Board President at least one (1) week prior to the board meeting.

### Board of Directors

#### **President**

Brock Lavrack              blavrack@questcharter.org

#### **Board Members**

Kathy Davies

Memory Davis

Brian Grant

John Medicke

Erica Schnars

## **Administration, Teachers and Staff**

| <b>Role</b>                      | <b>Name</b>        | <b>Email</b>                |
|----------------------------------|--------------------|-----------------------------|
| Administrator                    | Elizabeth Readmond | ereadmond@questcharter.org  |
| Office Manager                   | Caroline Russell   | crussell@questcharter.org   |
| Administrative Assistant         | Jennifer Lavarack  | jlavarack@questcharter.org  |
| Testing and Technology           | Jackie Alluisi     | jalluisi@questcharter.org   |
| Special Programs                 | Lynn Orlando       | lorlando@questcharter.org   |
| Kindergarten                     | Julia Lanier       | jlanier@questcharter.org    |
| Kindergarten Teacher Assistant   | Lisa Humphries     | lhumphries@questcharter.org |
| Grade 1                          | Ashton Smith       | asmith@questcharter.org     |
| Grades 1 and 2 Teacher Assistant | Debbie Mertz       | dmertz@questcharter.org     |
| Grade 2                          | Maria Morton       | mmorton@questcharter.org    |
| Grade 3                          | Karen Blalock      | kblalock@questcharter.org   |
| Grade 4                          | Laura Zielinski    | lzielinski@questcharter.org |
| Grades 5 & 6                     | Ali Patno          | apatno@questcharter.org     |
|                                  | Amanda Damar       | adamar@questcharter.org     |
| Grades 7 & 8                     | Shana McMasters    | smcmasters@questcharter.org |
|                                  | Robin Thoman       | rthoman@questcharter.org    |
| Teacher Assistant                | Torrie Kline       |                             |

## **Non-Discrimination**

### **Equal Education Opportunities**

Quest provides equal education opportunities for all students and does not discriminate on the basis of race, creed, color, national origin, ethnic origin, sex, gender, gender identity, natural hair style, cultural or economic background, or disability. Furthermore, no student, on the basis of sex, gender and gender identity will be excluded from participating in, denied the benefits of, or subjected to discrimination under any educational program or activity conducted by the school. Quest adheres to the legal obligations and requirements under all state and federal laws, including, without limitation, the Americans with Disabilities Act and Amendments, Section 504 of the Rehabilitation Act of 1973, and the Individuals with Disabilities Act Amendments Of 1997, including identification, evaluation, and provision of an appropriate education.

Any individual who believes that he or she has been discriminated against, harassed, or bullied

is strongly encouraged to file a complaint orally or, preferably, in writing to any of the following individuals:

- The Administrator;
- For Title IX harassment and discrimination, contact the Title IX Coordinator and review the Title IX policy;
- For non-Title IX harassment and discrimination, including bullying, Title VI, and disability discrimination, contact Administrator or Board of Directors and review the non-Title IX policy found at the end of this handbook as well as the Title VI policy found below.

### Title VI

No person shall, on the basis of race, color, or national origin, be excluded from participation in, denied the benefits of, or subjected to discrimination under any program or activity at Quest in violation of Title VI of the Civil Rights Act of 1964, as amended. This means that Quest does not advantage any one racial or ethnic group over another or use racial/ethnic stereotypes. Further, Quest recognizes that Title VI protection covers students who are or are perceived to be Jewish, Christian, Muslim, Sikh, Hindu, Buddhist, or other groups who are or are perceived to: 1) share ancestry or ethnic characteristics; or 2) have citizenship or residency in a country with a dominant religion or distinct religious identity. Title VI prohibits discrimination based on race, color, or national origin against students of any religion when the discrimination:

- involves racial, ethnic, or ancestral slurs or stereotypes;
- is based on a student's skin color, physical features, or style of dress that reflects both ethnic and religious traditions; or
- is based on the country or region where a student is from or is perceived to have come from, including, for example, discrimination based on a student's accent or name, a student's limited English proficiency, or a student speaking a language other than English.

Please see the above Non-Discrimination section for information regarding complaints alleging Title VI violations. General inquiries regarding Title VI should be directed to the individual identified above.

### Compliance with Other Laws

Quest shall comply with all applicable federal laws and regulations, including but not limited to such laws and regulations governing employment, environment, disabilities, civil rights, children with special needs, transportation, and student records. Quest shall comply with all applicable federal, state, or local health and safety laws and regulations. Neither the State Board of Education nor the local board of education assumes the duty to oversee the operations of Quest except as may otherwise be required to monitor the charter school for compliance with applicable laws and regulations.



## Religious Accommodations

Quest respects the religious beliefs and practices of all staff and students, and will make, on request, an accommodation for such observances when a reasonable accommodation is available that does not create an undue hardship on the school's operations.

## School Campus Expectation Policy

At Quest, our parents and guardians recognize that educating children is a process that involves partnership between them and the school community. We understand and value the importance of sustaining a good working relationship between our families and educators to equip children with the necessary skills for success. We greatly appreciate our parents' commitment to entrusting their children's education to us and thank them for supporting our unique school. We welcome and encourage our families to participate fully in the life of our school so we can continue to flourish, progress, and achieve in an atmosphere of mutual understanding. The purpose of this policy is to remind all parents, guardians, and visitors to Quest about their expected conduct. Parents, guardians, and visitors are expected to:

- Respect the caring spirit of Quest
- Understand that both teachers and parents/guardians need to work together for the benefit of their children.
- Demonstrate that all school community members should be treated with respect and therefore set a good example in their own speech and actions.
- Use effective communication with Quest staff, administration, and board members to cultivate open dialogue while seeking peaceful solutions.
- Engage with families, staff and teachers of Quest with an open mind to help resolve any issues of concern.

To support a peaceful and safe environment, Quest will not tolerate parents, guardians, and visitors who exhibit the following:

- Disruptive actions that interfere or threaten to interfere with the operation of a classroom, office area/lobby, board meeting, school event, field trip, carpool or parking lot or any other area of the school grounds (including social media postings or discussions with community members regarding Quest or a staff member).
- Using loud/or offensive language, swearing, cursing, using profane language, or displaying temper on or in the sight of campus.
- Threatening to do actual bodily harm to Quest teachers, staff, board members, visitors, fellow parents/guardians, or students, regardless of whether or not the action constitutes a criminal offense.
- Damaging or destroying Quest property.
- Abusive or threatening e-mails, texts, voicemails, phone messages, or other written communication.
- Defamatory, offensive, or derogatory comments regarding Quest or any of the pupils,

parents, staff, or board on Facebook or other social sites. Any concerns about Quest must be made through the appropriate channels by speaking to the class teacher or the administrator, so they can be dealt with fairly, appropriately and effectively for all concerned.

- The use of physical aggression towards another adult or child. This includes physical punishment against your own child on school premises.
- Approaching someone else's child in order to discuss or chastise them because of the actions of this child towards their own child. Such an approach to a child may be seen to be an assault on that child and may have legal consequences. Please communicate with the Quest staff so that we may investigate and handle such concerns.
- Carrying weapons, smoking, and/or consuming alcohol or other drugs whilst on school property unless a member of law enforcement.
- Animals/pets brought onto the Quest premises. Please note: Service animals are permitted.

## **Adult Code of Conduct**

As we partner with families to best support students, it is critical to engage in a way which allows our partnership to flourish. We understand that situations can become stressful, and we want to maintain the best support possible. All adults entering the school or participating in school events shall adhere to the following rules of conduct:

1. Always be respectful to the staff, students, and other school community members.
2. Model appropriate behavior and be good examples to our school community.
3. Do not display dangerous or unsafe behavior when on our campus.
4. Check in and obtain clearance from the office upon entering the building.
5. Do not disrupt teaching and learning when visiting the school.
6. If you need to speak with a staff member, schedule a meeting.
7. Refrain from using threats, profanity, inappropriate or rude language/gestures, or an aggressive/loud voice.
8. Handle complaints by first seeking a resolution with the staff members involved in a positive and professional manner.
9. Ensure email communications to school staff and board members are respectful.
10. Do not harass, bully, or threaten school staff, faculty, or students on school grounds, at school events (whether or not on school grounds), or via email.

When engaging in a conversation with another person who is becoming overly aggressive and/or disrespectful, staff members are to follow the steps below:

1. Remind the individual that it is an expectation that all conversations remain respectful.
2. If the disrespectful behavior continues, end the conversation.

3. Possible script: “Unfortunately, we need to end this conversation. I understand you are upset, but we cannot continue until we can communicate with a calm tone and appropriate language.”
4. Staff members must inform the administrator of the interaction so they can document the situation and follow up as needed.

To the extent that an adult’s actions/behavior fall below the code of conduct, the adult can be subjected to disciplinary action by the administrator/board.

- Upon the first occurrence, the administrator/board will send a follow-up email to the individual.
- Upon a second occurrence, individuals can be:
  - removed from the premises;
  - restricted from re-entry for a period of 30 calendar days; and
  - limited to pick-up and drop-off of students outside the building.
- Upon a third occurrence, individuals can be:
  - Removed from the premises; and
  - Permanently restricted from re-entry.

### **Violence/Threats**

If the act or action of the individual falls within the category of acts of violence on school premises, threats of violence on school premises, or bullying of teachers, students, or other parents, the individual can be immediately removed from the premises and permanently restricted from re-entry.

While a parent is restricted from re-entry to the school, their access to the school is restricted to external pick-up and drop-off of their student. Interactions with Quest teachers or staff must be done electronically.

The school reserves the right to restrict any adult, including parents, from coming onto campus for any reason, including drop off or pick up, if the adult has engaged in Violence/Threats as set forth above or if Quest determines that the adult’s behavior has created an unsafe or hostile environment.

### **Banning from Campus**

Quest reserves the right to ban any person, including parents, separated personnel, or those under investigation, from campus where there is a safety or security concern, actual/potential disruption to the school environment, or where it is in the best interest of the school to do so. The administrator or the board may issue such a ban.

### **Parent and Family Engagement**

Quest recognizes the value of family engagement in a child’s academic success and believes children’s education is an ongoing cooperative partnership between the home and the school.

Parents and other family members are their children's first teachers; therefore, the continued involvement of parents and family members in the educational process is most important in fostering and improving academic achievement. Quest shall strive to support parents and provide parents and family members with meaningful opportunities to become involved. The Board encourages parents and family members to participate in Quest programs and activities to increase students meeting achievement standards.

### **Definition of Parent and Family Engagement**

For this policy, the term "parent and family engagement" means the participation of parents, guardians, and other family members in regular, two-way, and meaningful communication involving student learning and other school activities, including ensuring the following:

1. Parents and family members play an integral role in assisting their child's learning;
2. Parents and family members are encouraged to be actively involved in their child's education at school;
3. Parents are full partners in their child's education, and parents and family members are included, as appropriate, in decision making and on advisory committees to assist in the education of their child; and
4. The school utilizes activities to support parent and family engagement.

### **Volunteering**

Parent involvement is essential to the continued success of Quest. Parents shall demonstrate a commitment to Quest by volunteering a minimum of 10 hours per year to assist the teachers, administrative staff and Parent Association at Quest (PAQ) at home or at school. PAQ is a non-profit parent volunteer organization that serves the students and teachers and strives to nurture and grow the community of our Quest Families.

Parents will be notified of their volunteer hours monthly and hours for each family will be posted inside of the school as well.

### **Background Check**

Quest requires all volunteers to undergo a criminal background and driving record check. On an annual basis, an outside investigative research firm will conduct these background checks. The information collected will be verified by this agency. Parents demonstrating a risk to the safety or well-being of students will be denied participation in volunteer activities at Quest.

Quest has developed guidelines regarding acceptable and unacceptable criteria for volunteering. The following conditions will result in the automatic exclusion from the volunteer roster:

- Providing false information on the volunteer application
- Conviction of or pleas of no contest to any felony

- A registered sex offender or any sex crime charges
- Any current pending criminal charges
- Two or more criminal charges without conviction (i.e. dismissed)
- Two or more traffic violations (which reflect disregard for the safety of self and others) within the last five years
- Conviction of or plea of no contest to any misdemeanor
- Revocation or suspension of a driver's license within the past 10 years
- One or more driving while impaired convictions within the past 10 years

Volunteers cleared through the background check will be notified via e-mail and placed on the Quest volunteer roster. Once approved, the agency will enroll each volunteer in a monitoring system which routinely monitors those in the database for future offenses during the time they are volunteers at Quest. An applicant whose record identifies any of the unacceptable criteria may contact the agency directly to provide any corrections to the information used to make the determination or to provide extenuating data.

Background check will be conducted by BIB. The link is on the Quest websites and can be submitted at any time. **Background checks must be renewed annually.**

## **Volunteer Responsibilities**

The staff at Quest welcomes volunteers. Parent volunteers are part of the success of our school. All volunteers must adhere to the volunteer requirements and once approved, all volunteers must sign in when arriving at the school. Upon arrival, they will inform the office of where they will be during their visit. Volunteers must sign out when they leave. All volunteers are expected to abide by all of the school policies set forth in this handbook.

A volunteer is anyone who provides services, without compensation or benefits, on an occasional or regular basis at Quest or in support of Quest activities. Quest strongly encourages parent, grandparent, guardian, and community involvement in our school. The below assists our volunteers in being effective, satisfied and successful Quest volunteers while maintaining the integrity of the school and the health and safety of our students and teachers.

All Quest volunteers are required to

1. Have a background check performed through the school's third-party vendor on file annually.
2. Confirm in writing that they have been provided with a copy of, read, understand, and agree to comply with this policy.

The administrator will formally approve every volunteer application, and volunteers must be placed on the Authorized Volunteer list before volunteering their services at Quest. All staff will have a copy of the Authorized Volunteer list and will prohibit any person not on this list from volunteering at Quest.

Information collected during the screening process for volunteers will be treated as confidential to the extent allowed by the law.

The administrator will review all criminal background checks. No person who has been convicted of crimes against children, sex crimes, or serious crimes of violence will be allowed to volunteer at Quest. The administrator will evaluate other criminal records on an individual basis. If a criminal history presents itself in a review, the administrator shall determine whether the results of the review indicate that the volunteer (i) poses a threat to the physical safety of students or personnel, or (ii) has demonstrated that he or she does not have the integrity or honesty to fulfill his or her duties as a volunteer. The administrator shall document the decision.

All volunteers must sign in as visitors. Volunteers work in partnership with, under the supervision of, and at the request of the Quest administrator and staff. Volunteers are expected to abide by all school policies when performing their assigned responsibilities.

Volunteers will not have access to confidential information in student records. Volunteers will be responsible for maintaining confidentiality regarding information seen and heard while working as a volunteer. If there is a safety concern or an emergency, it must immediately be communicated to someone in authority at Quest.

Volunteers shall not use information learned or acquired during volunteering for any reason other than in furtherance of their volunteer efforts at Quest. For example, if a volunteer is a class parent and receives parent email information to communicate with parents, the volunteer shall not share parent email addresses with others and shall not use such email addresses to communicate with parents about anything other than serving as a class parent.

Volunteers are to serve as positive role models. School volunteers must always:

- Use appropriate language
- Dress appropriately (refer to the Quest dress code)
- Discuss age-appropriate topics
- Refrain from inappropriately touching students

Volunteers are prohibited from administering medications to students.

Volunteers are expected to be prompt and dependable. Volunteers should notify the school office if an illness or emergency prohibits them from attending a volunteer assignment.

**Volunteers must leave children who are not enrolled at Quest at home when volunteering.**

The school does not tolerate any kind of racial, ethnic, disability, gender discrimination, or sexual harassment by volunteers, and it is expected that all volunteers will comply with Quest policies related to such matters.

## **Social Media Citizenship Standards and Expectations**

Students should understand that as members of the Quest community, they represent the school at all times. When using social media sites, including, but not limited to, X, Facebook, Instagram and Snapchat, they must do so responsibly and are accountable for their actions at all times. Students should also understand that when using social media, they are bound by the rules of student behavior as outlined in this handbook. Quest will only intervene in a student's use of social media if a parent, teacher, administrator, or student reports an issue that is harmful to the health and well-being of the school community.

Cyberbullying, in the form of student-to-student or student-to-teacher, will be handled as any other form of physical or emotional bullying. Students should expect the administrator to take note of and, if necessary, take disciplinary action in response to information communicated digitally that:

- conveys a physical threat toward a student, teacher, or administrator;
- advocates for the immediate violation of any laws or school rules;
- defames or denigrates individuals affiliated with the school community;
- impersonates any member of the school community;
- suggests that one's blog, website, or other digital communication is sponsored by or affiliated with Quest.

For violations of the policy, see Code of Conduct.

## **Academics & Curriculum**

---

### **Academic Honesty**

Academic honesty is required at Quest, and any form of academic dishonesty is a violation of the school's Honor Code and the Student Code of Conduct. Academic dishonesty is defined as cheating and includes but is not limited to the following; working with another person(s) without permission, copying someone else's work, sharing your work with others without permission, unauthorized use of notes or books on assessments, tests or quizzes; giving or receiving information on assessments, tests, quizzes, classroom assignments, lab assignments, homework assignments or any other work without the approval of the teacher; forging a parent signature; and plagiarism. Plagiarism is defined as intentionally using another person's words, thoughts, or ideas as one's own without proper citation to include AI. Any act of academic dishonesty could result in loss of credit for the assignment and/or other disciplinary action.

### **School Honor Code**

The purpose of the Quest Honor Code is to build a community of honor and trust among administrators, teachers, students, parents, and staff.

## **School Honor Code**

Quest students are good citizens who value honor and demonstrate integrity in all that they do. They help community members by having a positive attitude and respecting other people and school property.

**Honor:** Having high moral standards of behavior; Being judged by other people as possessing good qualities or character.

**Integrity:** Possessing the quality of being honest and fair.

**Lying:** Purposefully being dishonest or misleading to a fellow student, teacher, or administrator.

**Cheating:** Receiving unauthorized help on work; copying another person's work or answers on assessments. Asking other students to provide information, such as questions posed or material covered on tests, quizzes, or other assignments already taken or completed by the other student. Plagiarizing is a form of cheating.

**Plagiarism:** Passing off another's work or ideas as your own or intentionally failing to cite sources for information that is not widely known. Ignorance of proper citation procedures is not an acceptable excuse for failing to cite sources. Plagiarism includes:

- Excessive parental assistance with homework or projects.
- Forgery or falsification of documents.
- Lying, outwardly and/or by omission.
- Aiding others who are violating the School Honor Code.
- Taking property that does not belong to you without permission.
- Use of nonauthorized AI
- Not abiding by the School Technology rules and/or guidelines.

**Stealing:** Taking another person's belongings or ideas (plagiarism) without permission or providing proper citations.

**Disrespectful of People or Property:** Being rude, defiant, or unkind to another person; vandalism or misuse of school property.

**Inappropriate Use of Technology:** Loading unauthorized programs or viewing non-approved websites on school computers.

## **Grades and Report Cards**

Report cards are based on academic performance based on grade level mastery of concepts directed by the NC Standard Course of Study. Behavioral performance is based on clearly stated school expectations and Code of Conduct.

Academic Report Cards for grades 3-8 are provided at the end of each quarter. For grades 3-8, interims are used to provide progress of behavior three (3) times per year. The grading scale is as follows:



## **Grades 3-8**

|          |          |
|----------|----------|
| <b>A</b> | 93-100   |
| <b>B</b> | 85-92    |
| <b>C</b> | 77-84    |
| <b>D</b> | 70-76    |
| <b>F</b> | Below 70 |

## **Kindergarten - 2<sup>nd</sup> Grade**

Report cards are provided for progress of academic and behavior goals at the end of the 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> quarter.

|           |                      |
|-----------|----------------------|
| <b>M</b>  | Most of the time     |
| <b>S</b>  | Some of the time     |
| <b>NE</b> | Need more experience |

## **Promotion and Retention Policy and Academic Standards**

The goal of all students at Quest is to be promoted to the next grade. Standardized assessments, classroom assessments, parent and teacher input will determine the need for retention.

All students are expected to master the grade-level material each year. The teachers at Quest will assess each student throughout the school year to track their progress towards mastery. All data, work samples, and other academic evidence will be kept. If a teacher is concerned about a student's academic progress or behavior, they will bring the concern directly to the administrator. The administrator will coordinate with the Multi-Tiered System of Support (MTSS) team to discuss the student and create an intervention plan.

The teacher will communicate the details of the plan with the parents. If a teacher has a concern about the promotion of a student, the teacher will communicate their concern to the administrator. If necessary, the teacher(s), parent, student, and Administrator will meet to discuss the student's academic progress, and an additional intervention plan will be implemented. Any student being considered for retention must have already been brought to the administrator. At the end of the school year, the Administrator will review all of the data in the student's file, and a final decision will be made about the promotion or retention of the student. Parents of students at risk or retention will be notified in February and an intervention plan will be developed.

Pursuant to state law, third graders are required to demonstrate proficiency in reading and on a State-approved standardized assessment of reading comprehension. Students who fail to

achieve reading proficiency may not be promoted unless a statutory exception applies or they must qualify for a good cause exemption as determined by the school administrator. Parents of impacted students will be informed of the law's application. Any parent who wishes to learn more about this law and its application should contact the administrator.

## **Exceptional Children**

The mission of the Exceptional Children Program is to ensure that children with disabilities develop educationally, socially, emotionally, and vocationally through the provision of a free, appropriate education and related services in the least restrictive environment. We will continue to educate, support, and advocate for students with disabilities and assist them in achieving their true potential.

Through the Individual Education Program (IEP) process, Quest offers a free, appropriate public education to each of its students with special needs.

The Individuals with Disabilities Education Improvement Act of 2004 (IDEA) is the federal law. Article 9, Section 115C of the North Carolina General Statutes is the State law concerning the education of students with disabilities.

### **Who does this Program serve?**

Children with disabilities include those with autism, deaf-blindness, deafness, developmental delay, serious emotional disability, hearing impairment, intellectual disability, multiple disabilities, other health impairment, orthopedic impairment, specific learning disabilities, speech and/or language impairment, traumatic brain injury, and visual impairment.

### **What is an IEP?**

The IEP, Individualized Education Program, is a written document developed for each public-school child eligible for services. The IEP is created through a team effort and reviewed at least once a year.

Before an IEP can be written, the child **must** be eligible for special education. By federal law, a multidisciplinary team must determine that (1) the child has a disability **and** (2) the child requires special education and related services to benefit from the general education program.

The school's Exceptional Children programs are designed to support students with disabilities as they acquire academic, social, and functional skills.

For more information: <https://ec.ncpublicschools.gov/parent-resources/ecparenthandbook.pdf>

## **Section 504 of the Rehabilitation Act**

Section 504 of the Rehabilitation Act of 1973 is a civil rights law that protects individuals with disabilities from discrimination. Section 504 protects qualifying students by prohibiting them from being excluded from public schools or denied the benefits of public schools because of their disability. For more information, visit the Department of Education website at <http://www2.ed.gov/about/offices/list/ocr/504faq.html>

### What is A 504 Plan?

A 504 plan provides equal access to educational services for students with a qualified disability. It is designed to make appropriate changes to the classroom environment or the delivery of instruction to provide the student with equal access to the educational curriculum. This plan is individualized to the needs of the student.

### What is considered a disability under Section 504?

A student must have a physical or mental impairment. The Department of Education describes “physical or mental impairment” as follows:

- (A) Any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory, including speech organs; cardiovascular; reproductive; digestive, genitourinary; hemic and lymphatic; skin; and endocrine; or
- (B) any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, or specific learning disabilities. 34 CFR 104.3(j)(2)(i).

The disabling condition must substantially limit one or more major life activity: A “major life activity” includes (but is not limited to) learning, concentrating, thinking, communicating, reading, walking, seeing, breathing, eating, lifting, bending, and primary bodily functions/systems (neurological, immune, respiratory, etc.).

## **Child Find**

Quest participates in Project Child Find, an effort coordinated with the Exceptional Children Division of the State Department of Public Instruction, to locate and identify children and youth ages birth through 21 with disabilities who are in need of special education and related services. Quest informs parents and/or guardians of the services available from the school and other state and community agencies. The children who qualify for these services have been diagnosed with or are suspected to have intellectual, physical, or emotional disabilities and are unable to benefit from a regular school program without special assistance. Quest identifies these students through our Multi-Tiered System of Support (MTSS) as well as from parent and teacher referrals and provides the following help:

- A complete evaluation, and if appropriate and within the guidelines of eligibility in NC, eligibility in one of the 14 disabling conditions;
- An Individualized Education Program for children with a disability; and
- A referral to other agencies when needed.

## **Outside Providers and Dual Enrollment**

Quest prohibits outside providers from providing services to students on our campus unless the outside provider is contracted directly with Quest to provide such services. Dual enrollment in

any program during the regular school day is also prohibited unless expressly authorized by State Law or approved by the Quest board.

## **Incoming Student Enrollment Age Policy**

The policy of Quest is that any student who is enrolled, must turn five (5) on or before August 1 of the current school year.

## **Student Files**

Quest will adhere to all federal laws relating to maintaining student files. The following information regarding the Family Educational Rights and Privacy Act (FERPA) comes from the U.S. Department of Education website at <https://studentprivacy.ed.gov/ferpa>. The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when the student reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students".

Parents and eligible students have the right to inspect and review the student's education records maintained by the school. Quest is not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Quest may charge a fee for copies.

Parents or eligible students have the right to request that a school correct records they believe to be inaccurate or misleading. If Quest decides not to amend the record, the parent or eligible student has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.

Generally, Quest must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows Quest to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

- School officials with legitimate educational interest;
- Other schools to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and

- State and local authorities, within a juvenile justice system, pursuant to specific State law.

## **Locator Card**

When students begin each school year, parents are asked to complete or update Locator Cards giving information about how to contact a parent in case of an emergency, as well as designate people who can be called in the event parents cannot be reached. Parents are also responsible for contacting the office staff and updating the Locator Card if the information changes. At Quest, only those individuals listed on the Locator Card as authorized may pick up a child.

## **Curriculum**

Curriculum is what is taught in a given course or subject. Curriculum refers to a system of instruction and learning with specific goals, contents, strategies, measurement and resources. The desired outcome of the curriculum at Quest is successful transfer and/or development of knowledge, skill and attitudes. Curriculum choices and textbook selection are chosen independently at each grade level, based on the North Carolina Standard Course of Study and the North Carolina Essentials Standards and the individual classroom needs.

### **Core Instructional Materials #1:**

Core instructional resources deliver, support, enrich and assist in implementing the school system's educational program. Core instructional resources are systematically organized materials comprehensive enough to cover the primary objectives outlined in the current statewide instructional standards for a grade or course. Core instructional resources may be print and/or digital media.

### **Core Instructional Materials #2:**

Supplemental materials are instructional and learning resources which are selected to complement, enrich or extend the curriculum. Such resources include, for example, specialized materials selected to meet diverse needs or rapidly changing circumstances, classroom collections and teacher-selected resources for individual classes or classroom libraries.

### **Core Instructional Materials #3:**

School library collection materials are instruction and learning resources which are selected to complement, enrich or extend the curriculum. Such resources include, for example, library materials, digital resources and the school system's school library collection.

## **Parent Review of Materials**

Parents have the right to review materials used for instruction, including library books.

## **Requesting Assignments**

To request assignments for a child who is sick, please email the teacher. Assignments will be ready after 1:30. Pulling together class assignments for an absent student at the beginning of the school day takes away teaching time from the other students.

## **The Protection of Pupil Rights Amendment**

The Protection of Pupil Rights Amendment (PPRA) affords parents certain rights concerning student privacy, parental access to information, and administration of physical examinations to minors. These include the right to:

- A. Consent before students are required to submit to a survey, which is funded in part or in whole by a program of the U.S. Department of Education, that concerns one or more of the following protected areas (“protected information survey”):
  - Political affiliations or beliefs of the student or the student’s parent;
  - Mental or psychological problems of the student or the student’s family;
  - Sexual behavior or attitudes;
  - Anti-social, demeaning, illegal, or self-incriminating behavior;
  - Critical appraisals of others with whom respondents have close familial relationships;
  - Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
  - Religious affiliations, beliefs, or practices of the student or student’s parent; or
  - Income, other than as required by law, to determine program eligibility.
- B. If Quest requests any type of survey or data collection, parents will be notified. Refer to [Parents’ Bill of Rights](#) which appears later in this document. Review Section L *Parental rights to opt in to protected information surveys*. Parents will receive notice and an opportunity to opt a student out of the following:
  - Any other protected information survey, regardless of funding.

## **Field Trips**

Individual teachers plan field trips related to various subject areas. Prior to any field trip, information is sent home with the student describing the trip and explaining any fees involved. Forms will need to be completed and returned by the date indicated for any student who attends. Parent or adult volunteers must have a criminal background check inclusive of driving. The link is accessible on the schools’ website under Parent Resources.

## **Day-to-Day School Operations and Procedures**

---

### **Activity Requirements**

*The mission of Quest is to provide a quality, accelerated academic program for motivated students pursuing high intensity training outside the classroom. The students may be involved in*

*athletic participation or performances in fine arts. The activity does not equate with religious or youth activities and should include professional instruction outside of the home.*

What does high intensity training mean? Quest students shall be in an activity each week for the hours designated by grade (see below). Ice hockey, Figure Skating, Gymnastics, Swimming, Soccer, Tennis, Tae-Kwon-Do, Horseback Riding, Football, Baseball/Softball, Basketball, Golf, Ballet/Dance, Piano and Acting/Theater are all activities that fall under our mission. Boy Scouts, Girl Scouts, Indian Princess, Indian Guides, church choir, church youth group and art classes do not fall under our Mission Statement.

If you are not sure about your child's activity, please feel free to ask. At the beginning of the year and at the end of each quarter, an Activity Documentation form (Attachment 1) will need to be completed and returned verifying activity hours. These forms will be checked to ensure the integrity of the mission of Quest.

**Requirement hours for outside participation are as follows:**

|                 |  |
|-----------------|--|
| Kindergarten:   | a minimum of one and a half hours per week |
| Grades 1 and 2: | a minimum of 3 hours per week              |
| Grades 3-8:     | a minimum of 5 hours per week              |

## **Attendance Requirements**

Students are expected to be in attendance every day school is in session. Family events should be scheduled during school breaks so as not to compromise the quality of your child's education. However, if your child will be out for a trip complete the Educational and/or Family Trip form (Attachment 2) ahead of time to be approved as an excused or unexcused. Excused absences allow for students to be given work ahead of time and make up work missed.

**Please note that if your child has 5 or more absences (excused or unexcused) at the time of request, the trip will not be excused.**

Student Chronic Absenteeism: Student chronic absenteeism is a risk factor for adverse student outcomes.

"Student Chronic Absentee" is a student who is enrolled in a North Carolina public school for at least 10 instructional days at any time during the school year and whose total number of absences is equal to or greater than 10 percent of the total number of days that such student has been enrolled at such school during such school year.

This definition applies to all students enrolled in a school, including those who have not reached the compulsory attendance age, as well as those who have reached or exceeded the compulsory attendance age.

Student chronic absenteeism refers to missing an excessive number of instructional days, for any reason - excused, unexcused, disciplinary - that a student is at risk of falling behind.

Student chronic absenteeism differs from truancy which only measures unexcused absences.

## **Extracurricular Activity Absences**

Per our charter, Quest supports students who excel in extracurricular activities. Students will be granted excused absences when missing school to compete/perform in their chosen activity. The activity must be sponsored by or related to the student's chosen activity as outlined in the application to attend Quest.

Quest's condensed day schedule is to accommodate student's practices and high-intensity training each day. Quest is not designated for extended training time or remote learning for students.

If a student is absent for more than 9 days a quarter for competition and training, any absence after the 9<sup>th</sup> day will be considered unexcused and count toward chronic absenteeism.

Quest teachers know best what work is appropriate to send with students ahead of an absence. The expectation when a student is away from school and appropriate work is given beforehand, the work will be turned in on the day of return.

If a student's leave request is not provided using the Extracurricular Activity Permission Activity form (Attachment 3) 5 days in advance, students will not be guaranteed assignments prior to the absence and work will have to be made up within 2 days of returning to school.

## **Tardiness**

If your child arrives late to school, it causes a disruption to classroom instruction for the student, as well as the rest of the class. Please sign your child in at the front desk. Parents should not accompany their child to the classroom, as it will add to the distraction during the valuable class time. Refer to Attachment 4 to review the Quest Tardy Policy

## **Early Dismissal**

Early dismissals are classified as tardies the same as a late arrival to school. Early dismissals are only excused for medical and dental appointments or to comply with court-ordered attendance at a legal proceeding. In all such instances, for the early dismissal to be excused, proper documentation from the doctor/dentist's office is required within 48 hours. Please remember, teachers are still instructing in the classrooms until the end of the school day and early dismissals interrupt the instructional process.

We encourage parents to make appointments for their child outside of school hours; however, if you pick your child up from school early, please notify the teacher in advance.

## **Arrival and Departure Procedures**

Our school day for students begins at 8:30am and ends at 1:30pm. If a child arrives at school after 8:28am, **an adult must sign them in**. Following dismissal, students should not be on campus after 1:45pm.



## **Morning Drop-off of Students**

Students cannot be dropped off before 8am. All students will be dropped off at the covered area on the east side of the school. Only the inside lane will be used for drop off. Do not drop off students from the outside lane. Make sure your child is under the canopy before you begin to move. It is imperative parents follow the guidelines to help ensure the safe drop off and pick up for students. Once you have dropped off your child, proceed to the exit and move to the appropriate lane based on whether you are turning left or right onto Strickland Road. Once dropped off, students will walk to the front door and enter the school. For safety purposes, the side doors will remain locked.

**Do not drop your child in the front of the building unless you are accompanying your child into the building for assistance or for a conference.**

## **Afternoon Pick-up (Grades 1-8)**

All students will be picked up at the covered area on the east side of the school. When you enter the school campus, proceed straight ahead around the back of the school while getting into the left **or** right lane. There will be a single solid white line indicating where you are to stop for pick-up. By moving to a single line, others will be able to get into position for picking up as well. Our students know they are not to go to their car until directed by the faculty member monitoring the pick-up process. For safety reasons, students should get in on the passenger side. If parents are late to pick-up (at 1:45pm), students should be picked up at the front door.

## **Afternoon Pick-up (Kindergarten)**

When entering campus to pick-up a kindergartner, turn in front of the school and proceed to the solid white line at the end of the building. The kindergarten teacher will have kindergarten students and siblings under the pick-up area ready to be picked up. The students should get into the car from the driver's side. When staff have loaded the students, move ahead and safely merge with the other parents from the left, move to the left or right lane based on whether you will turn right or left when entering Strickland Road.

### **For ALL carpool:**

No student will go to their car at any point without the permission from a faculty member.

Drivers shall **NOT** be on their cell-phone for the duration of the carpool to ensure the safety of our students. If parents (or designated adult picking up) are on their cell phone including hands free, their child(ren) will sit out for a portion of recess the following day.

## **Handicapped Parking**

The handicapped parking spot in the front of the building is designated **ONLY** for vehicles with a valid handicapped plate or placard.

## Event Parking

Do not park in the lanes going around the school between the hours of 8:00am- 8:30am and between 1:00pm and 1:30pm. At other times when you are attending a school event, pull into the parking lot and follow around to the back of the building just as if you are driving in morning carpool. ALL cars have to be parked in the OUTSIDE lane, as the inside lane is for emergency vehicles only. There may be times you are directed to park in the gravel spaces, but teachers or staff members will let you know in advance if those spaces are to be used. If you are here for a school event, do not park in the spaces in the front of the building, follow event parking.

## Loading and Unloading

The marked Loading and Unloading spot is designated for short term parking. The loading and unloading space is to be used for dropping off or picking up students from school after 8:30 am as well as dropping off or picking up materials.

## Lunch Schedule

Lunch should be brought to school by the student. **Personal lunches from an outside vendor are not permitted.**

|            |               |
|------------|---------------|
| Grades 5-8 | 11:00 - 11:40 |
| Grades 3-4 | 11:20 - 11:50 |
| Grades K-2 | 12:00 - 12:45 |

## Student Dress Code

Our dress code is designed to promote a respectful and distraction-free learning environment. Within these guidelines we aim to ensure students are dressed appropriately for school activities while allowing for individual expression.

- Students shall not be permitted to wear form-fitting athletic garments typically intended for athletic wear such as compression pants/shorts or compression shirts (tank tops or sleeved) as outerwear. These items may only be worn if continuously covered (indoors and outdoors) by clothing that meets the dress code standards.
- Undergarments should not be visible at any time. This includes, but is not limited to, bra straps, sports bras, underwear, and boxer shorts.
- Shorts/skirts must completely and clearly cover the top of the thigh and the buttocks. If the shorts/skirts come with built in undergarments, those undergarments should never be visible, whether sitting or standing.
- Shorts and skirts shall be the same length in both the front and back.
- Tops shall not be longer than the shorts/skirts a student is wearing. If the top covers the shorts/skirt, the shorts/skirt are/is too short and not in compliance with the dress code.
  - All tops must fully cover the midriff even when a student's arms are raised

- Crop/abbreviated tops, halter tops, and spaghetti straps are not allowed. Shirts must have a strap on each shoulder that is at least 2 fingers wide.
- Pants shall be worn at the waist without sagging. Ripped or torn pants are only allowed if the rips or tears are below the knee and no skin or undergarments are visible above this point.
- Shoes must be worn at all times.
- Hats, caps, hoods, and other head coverings are not allowed inside the school building unless for religious or medical reasons.
- Any accessories that could be considered dangerous or disruptive are prohibited. This includes, but is not limited to, chains, spiked jewelry, and sunglasses.
- No clothing that has profane, vulgar or offensive pictures or languages or advertising products prohibited by law
- No pajamas or slippers, unless as a planned class activity.

## **Student Deliveries**

To protect the integrity of the classroom environment, we do not accept the delivery of flowers, food or gifts for students in the front.

Parents who deliver items for students should be aware that in order to prevent disruption to the educational environment, we will not deliver items to students. Students may pick up items from the front desk at lunch, during a classroom break or at dismissal. Every effort should be made to refrain from dropping off forgotten items.

## **Fundraising**

Quest does not receive the same per child funding as traditional schools nor do they receive money for capital spending. Quest depends on your donations, as all the contributions go directly to supporting the instructional programs provided to the students.

As a convenience to all parents and in keeping with our focus on student studies, instead of solicitations, we ask for your annual fundraiser donation of at least \$100 per student. This request is made one time per school year; however, the donation may be divided up throughout the year and can be made through a platform located on our website. Each monetary donation is important and we look forward to your continued support.

For income tax purposes, the school is a 501C non-profit corporation. All contributions are acknowledged with a written receipt for your records.

## **Inclement Weather / Emergency Information**

Quest has subscribed to an automated call service to call all parents in the event of an emergency. An email will be sent as well.

The automated service will be used to send important messages to parents during the school year when time is of the essence and not weather related.

Contact numbers for the automated system are taken straight from the locator cards. If you would like to have another number added, please inform the office staff.

## **School Safety**

Quest has a Crisis Management Team will create and manage the following procedures by outlining the actions and responsibilities of staff and administrator in addressing the following issues:

- Evacuation Fire
- Evacuation Non-Fire
- Hazardous Materials
- Lockdown-Perimeter
- Lockdown-Full
- Serious Medical Emergency
- Severe Weather (tornado; hurricane; etc.)
- Public Health Emergency
- Student in Crisis

The administrator oversees the Crisis Management Team, and it is the responsibility of the administrator to ensure that the procedures are current and applicable and that all relevant parties are aware of the procedures.

The administrator is also responsible for ensuring that drills occur on a regular basis. These procedures will be reviewed annually by the Crisis Management Team, and any changes or revisions will be made by the administrator. The administrator is responsible for communicating these procedures to the board.

## **Student Health and Wellness**

---

### **Health and Safety**

Parents will be called if a student becomes ill or has symptoms of an illness at school (e.g. vomiting, diarrhea, abnormal temperatures). Students who have been ill **are required** to stay home until they are symptom free for 24 hours.

### **Prevention and Control of State Reportable Communicable Diseases**

Students are excluded from school in cases of certain reportable communicable diseases. While the list of diseases reportable to the state Division of Public Health is lengthy, the number of such diseases common to the school-age child is not.

When a student is suspected of having one of those reportable communicable diseases, it is the responsibility of the parent to take the child to the local health department or primary health care provider for verification and treatment before that student can return to school. Students should be temporarily excluded from school if they present symptoms of a reportable disease.

In each case, readmission to school should also take into account whether the student is able to participate in school. In some cases, a student with a disabling disease, who is no longer contagious but may require ongoing care, may be eligible for additional services under Section 504 of the Rehabilitation Act.

A list of students who have not been vaccinated for bona fide religious or medical reasons or who have illnesses that cause immunosuppression will be maintained by Quest so that appropriate action can be taken to protect these individuals when serious communicable disease outbreaks do occur.

School staff make every effort to reduce the prevalence of disease-causing organisms by ensuring the environment's cleanliness, emphasizing frequent handwashing of students and staff.

Despite those actions, the school-age child is often the source and conduit for communicable diseases ranging from the "common cold" to ringworm, among many. Most such illnesses are not among the diseases for which the state Division of Public Health, following guidelines issued by the Centers for Disease Control and Prevention, has issued mandatory isolation rules.

**Chickenpox (Varicella):** Student is excluded until all blisters have formed scabs.

**Fever:** The parent/guardian of any student with an oral temperature > (greater than) 100.4 degrees will be notified and asked to pick up their child. The student should remain at home until fever-free for 24 hours without medication.

**Head Lice (Pediculosis):** The parents/guardians of any student found with lice will be notified and asked to pick up their student. The parent/guardian may consult their medical provider or treat with an over-the-counter product. The student may return to school after receiving treatment for lice and removing nits.

**Impetigo:** Students are excluded from school if they have more than three to four sores until they are seen by a medical provider and treated with a prescription antibiotic for a minimum of 24 hours.

**Measles (Rubeola/Rubella):** Student is excluded until the physician's approval is given and the student is no longer contagious.

**MRSA (Methicillin Resistant Staphylococcus Aureus):** All suspected cases should be referred to their healthcare provider, and if possible, lesions should be kept covered while at school. Exclusion from school activities should be reserved for those with wound drainage that cannot be covered and contained with a clean, dry bandage and those who cannot maintain good personal hygiene.

**Nausea, Vomiting, Diarrhea:** Any student experiencing nausea, vomiting, or diarrhea will be notified and asked to pick up their child. The student may return to school 24 hours after the symptoms have abated.

**Pink Eye (Conjunctivitis):** A student exhibiting symptoms of pink eye should be evaluated by their medical provider. The student may return when treatment has begun, the eye has minimal drainage & the student is able to keep their hands away from their eyes. The student is allowed to return to school with a physician's approval.

**Scabies:** Student is excluded until one (1) treatment with prescription medication has been completed for at least 24 hours.

**Strep Throat (Streptococcal and Staphylococcal Infections):** Student is excluded from school until treated with a prescription antibiotic for 24 hours and has been fever-free for 24 hours.

## **First Aid and Emergency Care**

### **First Aid Response: General**

- School employees are expected to act in loco parentis. They are not expected to determine the cause or extent of injury.
- An Incident Report Form must be completed within 24 hours whenever school personnel provide first aid for an injury serious enough to warrant parental notification, and when the incident occurs during the school day, at school after events or field trips.
- Students with health problems requiring special care shall have an individualized Health Plan on file, available in the school office and health room.
- A sick or injured student can be released only to parent/guardian(s), listed emergency contacts, or Emergency Medical Services (EMS) personnel.

### **First Aid Response: Emergencies**

- Staff members are responsible for calling EMS (911), when necessary, in an emergency. Administrators and parents must be notified as soon as safely possible after EMS has been called.
- School staff or students are not to transport students in their vehicle for emergency treatment.
- Under all circumstances, upon arrival at a school, EMS personnel will become the primary care providers of the injured party for whom they were called. School staff will remove other students from the scene to allow EMS personnel space and safety to deliver appropriate care.
- Existing health conditions, any Health Plans on file or other documents that contain pertinent medical history, medications, allergies, and special directions that may aid the school system and paramedics in assessing the correct disposition of the child will be provided to EMS.
- If transportation of the child is found to be necessary by the paramedic or desired by the person acting in loco parentis, then the destination shall be determined by which facility would be most appropriate for the specific condition of the child as best determined by

both parties. In some cases, this may involve bypassing the closest facility for a more distant, yet more appropriate, facility for the child.

- In cases where the parents or legal guardians are not present at the school or event, EMS crews will respect the wishes of the person acting in loco parentis in decisions related to transporting the patient.
- If any student requires EMS transport, and a parent/guardian is not available to accompany the child, school staff member will accompany the student during transport. They will remain with the student until the parent/guardian assumes responsibility.

### **First Aid Response: Injuries and Illness**

- Care for injuries and sudden serious illness in the school setting will be in accordance with the American Red Cross or American Heart Association guidelines.
- Parents/guardians will be called when a student's condition prevents participation in normal school activities.
- Students with an undiagnosed rash may be excluded from school. If excluded from school, readmission is contingent upon a note from a physician, being symptom-free, and receiving appropriate treatment.
- Students will not leave or be sent home from school if unattended when exhibiting symptoms of illness for diabetes, head, back or abdominal trauma, severe stomachache, seizures, fainting/dizziness, fever > (greater than) 100 degrees Fahrenheit (oral), vomiting, diarrhea, or active bleeding.

### **First Aid: Loss of Change in Level of Consciousness or Concussion**

A concussion is a traumatic brain injury caused by a direct or indirect impact to the head that results in disruption of normal brain function, which may or may not result in the loss of consciousness.

- Staff will comply with concussion safety requirements set forth in the Gfeller Waller Concussion Awareness Act of 2011.
  - Parents/guardians of any student with an injury to the head that results in a change in the level of consciousness, even reported dizziness, will be notified.
  - Students may not continue in physical activities until a note of clearance is received from a licensed healthcare provider.
  - Quest will retain records of concussion incidents.

## **Medication Policy**

Medication is not allowed at Quest without prior approval. The medicine must accompany the Physician Authorization Form (Attachment 5). No medication will be administered without a physician's order. All medications, both prescription and over the counter, are to be brought in the original container, with the name of the student, the name and dosage of the medication, instructions for administration and the physician's name.

This includes, but is not limited to aspirin/ibuprofen products, allergy medications and cough drop. All medications will be stored at the front office.

## **Medication Administration**

Quest recognizes that students may need to take medication during school hours. Quest staff may administer medication prescribed by a health care practitioner upon the written request of a student's parent.

For purposes of this section, all references to "parent" include parents, legal guardians, and legal custodians. In addition, for purposes of this policy, the term "health care practitioner" is limited to licensed medical professionals who are legally authorized to prescribe medications under North Carolina law, such as doctors of medicine, doctors of osteopathic medicine, physician assistants, and nurse practitioners.

### **A. Medication Administration by School Employees**

Quest staff may administer medication to students when all of the following conditions are met. These conditions apply to all medications, including those available over the counter without a prescription.

- a. Parental Consent: The student's parent must make a signed, written request that authorizes school personnel to administer the medication to the student.
- b. Medication Authorization/Order: A health care practitioner must prescribe the medication for use by the student and provide explicit written instructions for administering the medication.
- c. Certification of Necessity: The student's health care practitioner must certify that administration of the medication to the student during the school day is necessary to maintain and support the student's continued presence in school.
- d. Proper Container/Labeling: If the medication to be administered is available by prescription only, the parent must provide the medication in a pharmacy-labeled container with directions for how and when the medicine is to be given. If the medication is available over-the-counter, it must be provided in the original container or packaging, labeled with the student's name.
- e. Proper Administration: The employee must administer the medication pursuant to the health care practitioner's written instructions provided to the school by the student's parent, and in accordance with professional standards.

Quest assumes no liability for complications or side effects of medication when administered in accordance with the instructions provided by the parent and health care practitioner.

### **B. Procedures for Administering Medications**

The following procedures govern the administration of medications to students. These procedures and a copy of this policy must be made available to all students and parents each school year.



- a. The health and welfare of the student must be of paramount concern in all decisions regarding the administration of medication.
- b. Procedures for medication administration must be consistent with recommendations of the School Health Unit of the Children & Youth Branch of the N.C. Division of Public Health, as described in the North Carolina School Health Program Manual.
- c. Students with special needs are to be afforded all rights provided by federal and state law as enumerated in the Policies Governing Services for Children with Disabilities. Students with disabilities also are to be afforded all rights provided by anti-discrimination laws, including Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act.
- d. No student may possess, use, or transmit any drug or counterfeit drug prohibited by policy.
- e. Any medications kept at school for a student must be kept in a locked and secure place. An exception to the requirement for locked storage may be made for emergency medications that must be immediately accessible.
- f. Quest Staff administering medications must receive appropriate training.
- g. Only medications clearly prescribed for the student may be administered by Quest Staff. At the time a parent brings a medication to school for administration, if staff have concerns regarding the appropriateness of the medication or dosage for a student, a confirmation should be obtained from the student's health care practitioner or another health care practitioner prior to administering the medication or allowing a student to self-administer the medication.
- h. Although efforts should be made not to disrupt instructional time, a parent has the right to administer medication to their child at any time while the child is on school property.
- i. Written information maintained by school personnel regarding a student's medicinal and health needs is confidential. Parents and students must be accorded all rights provided by the Family Educational Rights and Privacy Act and state confidentiality laws. Any employee who violates the confidentiality of the records may be subject to disciplinary action.

## **Emergency Medication**

Students who are at risk for medical emergencies, included but not limited to diabetes, asthma, or severe allergies, must have an emergency health care plan developed for them to address emergency administration of medication. The parent/guardian of the student must provide authorization and instructions from the health care practitioner and written consent, in order for emergency medication to be administered by school personnel while the student is at school, at a school sponsored activity, and/or while in transit to or from school or a school-sponsored event.

## **Student Self-Administering Medications Under a Medical Plan of Care**

Quest recognizes that students with certain health conditions including but not limited to diabetes, asthma, or an allergy that could result in an anaphylactic reaction, may need to possess and self-administer medication on school property in accordance with their individualized health care plan or emergency health care plan. As used in this section of the policy, “medication” refers to a medicine prescribed for the treatment of medical conditions including but not limited to diabetes, asthma, or anaphylactic reactions. Guidelines for procedures for the possession and self-administration of such medication by students on school property during the school day, at school-sponsored activities, and/or while in transit to or from school or school-sponsored events are listed below.

### **A. Authorization to Self-Administer Medication**

Before a student will be allowed to self-administer medication pursuant to this section, the student’s parent must provide to Quest all of the documents listed below:

- a. written authorization from the student’s parent for the student to possess and self-administer the medication;
- b. a written statement from the student’s health care practitioner verifying that:
  - the student has a diagnosed health condition
  - the health care practitioner prescribed the medication for use on school property during the school day, at school-sponsored activities, or while in transit to or from school or school-sponsored events; and
  - the student understands, has been instructed in self-administration of the medication, and has demonstrated the skill level necessary to use the medication and any accompanying device;
- c. a written treatment plan and written emergency protocol formulated by the prescribing health care practitioner for managing the student’s health condition;
- d. any other documents or items necessary to comply with state and federal laws.

Prior to being permitted to self-administer medication at school, the student also must demonstrate the skill level necessary to use the medication and any accompanying device.

The student’s parent is encouraged to provide the school backup medication that school personnel are to keep in a location to which the student has immediate access in the event the student does not have the required medication.

All information provided to the school by the student’s parent must be reviewed by the school and kept on file at the school in an easily accessible location. Any permission granted by the administrator for a student to possess and self-administer medication will be effective only for the current school year. Such permission must be renewed each school year.

## B. Responsibilities of the Student

A student who is authorized in accordance with this policy to carry medication for self-administration must carry the medication in the original labeled container with the student's name on the label. Unless otherwise determined by the administration.

## **Mandatory Reporting Policy**

Pursuant to N.C.G.S. § 7B-301, all school personnel are required to report any suspected abuse of any child as per the School's Child Abuse Reporting Policy. These reports should be made directly to the Department of Social Services where the child resides. If a report is made, it must be reported to the administrator immediately.

In addition to cases of abuse, neglect, dependency, and maltreatment, under N.C.G.S. §14-318.6, any person 18 years of age or older who knows or should have reasonably known that a juvenile has been or is the victim of a violent offense, sexual offense, or misdemeanor child abuse under N.C.G.S. §14-318.2 shall immediately report the case of that juvenile to the appropriate local law enforcement agency in the county where the juvenile resides or is found. If a report is made, it must be reported immediately to the administrator.

## **Communication**

---

Quest encourages communication between parents, teachers, and students. E-mail communication is encouraged, and the expectation is a Quest staff member will return communication within 24 business day hours. Staff are not expected to respond outside of the workday hours.

School emails are sent weekly via e-mail. PAQ emails are provided separately.

Parents have the right to request an evaluation of their child. The evaluation team will include, but is not limited to, the classroom teacher(s), parents and administrator. This team will discuss concerns and student needs as to how to proceed to best meet the needs of the child.

## **Parent Concerns**

Quest encourages the involvement of parents in their child's education. If you have a concern regarding your child, please first contact your child's teacher. As a parent, you may request a conference with the teacher at any time. Please make these arrangements directly with your child's teacher. If you feel that your concern has not been handled appropriately by the teacher, then contact the administrator.

## **Communication Escalation Pathway**

If a parent wishes to meet to resolve a classroom/student issue, we encourage them to contact the appropriate staff members in this order:

1. Student's Classroom Teacher

2. Administrator
3. Quest Board of Directors

## Technology Use at School

As defined by House Bill 959

---

While at Quest, students will have access to a variety of technology. It is the expectation of the school that all school-owned tablets and laptops remain at the school for grades 2 through 5. While we do not ask our families to provide or pay for their devices, we do ask that all students and a parent/guardian sign and adhere to the Acceptable Use Policy (Attachment 6).

### Student Technology Acceptable Use

Students are offered access to the Quest network for creativity, communication, research, and other tasks related to the academic program. All use of computers, iPads, furnished or created data, software, and other technology resources as granted by Quest are the property of the school and are intended for school business and educational use. Students are to use the computer network responsibly. Using the network is a privilege, not a right, and may be revoked if abused. The user is personally responsible for their actions in accessing and using the school's computer network and technological resources.

1. **Privacy:** Quest reserves the right to monitor Internet traffic and to retrieve and review any data composed, sent, received, or stored using its network or Internet connections, including e-mail. Users do not enjoy any expectation of privacy when using any technology or transmissions originating within or around School property. Furthermore, students have no expectation of privacy in any location or on any network while utilizing school-issued technology.
2. **Cyber-Bullying:** Quest prohibits cyber-bullying, an act involving the use of information and communication technologies, including but not limited to e-mail, text messages, blogs, instant messages, personal Web sites, on-line social directories and communities (e.g., Facebook, Instagram, X, Wikipedia, YouTube), 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 of school hours and on or off Quest premises.
3. **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 teacher immediately. Intentional circumvention of web filtering is prohibited, including but not limited to VPN sites, browser extensions, etc.
4. **Installing/Copying:** Students are not to install or download any hardware, software, shareware, or freeware onto any media, devices or network drives. Downloading of

non-work-related files is permitted only with the teachers permission. Students may not copy the work of another student or intrude into another student's computer files.

Please refer to the Honor Code for the consequences for copying the work of another student. All copyright laws must be respected.

5. Access: Users may not access the computer network without proper authorization. Attempting to access the network without proper authorization and hacking is expressly prohibited. Users are to use their own username and password when using a school-issued device or student account. Users must log off shared devices when they are finished with their work and are not to log on to a device for someone else or tell others their password. Students are to notify the teacher if someone else is thought to know his/her password.
6. Data Protection: Users must not attempt to damage or destroy equipment or files. Though Quest makes efforts to ensure the safety and integrity of data, Quest makes no warranties of any kind, expressed or implied, for its service. Quest will not be responsible for any damage to data.
7. Storage: Users are to delete their files and materials they no longer need. Students should not store documents, images, videos, or other digital material on school devices or school-maintained accounts (Google Drive, OneDrive, O365, Canvas, etc.) that are not related to an assignment or school activity or function.
8. Passwords: Students are reminded not to share passwords with anyone except a parent or guardian. Students should not use login IDs and passwords belonging to other students or staff members.
9. Email: All email correspondence on the school system, the computer (i.e. chromebook, iPad) or in the student's assigned email account is the property of Quest. Documents and other files created by the students and located on the laptops or the Quest computer system are also the property of Quest.
10. Daily Student Expectations: Students who are assigned a school electronic device are responsible for making sure the following:
  - a. The device is completely recharged before classes start for the day.
  - b. Students in grades 5-8 must bring their device to school every day. Failure to do so, may result in a failing grade on assignments that require using the device for that day.
  - c. Students are only permitted to use chromebooks/iPads during class when authorized by a teacher and only for the purpose stated.
  - d. Students may not remove electronic devices from the protective cases.

## **Inappropriate Network Usage**

To the extent practical, technology protection measures (or "Internet filters") will be used to block or filter access to inappropriate information on the Internet and World Wide Web. Specifically, blocking will be applied to audio and visual depictions deemed obscene or to be

child pornography or harmful to minors. Student access to other materials that are inappropriate for minors will also be restricted. The board has determined that audio or visual materials that depict violence, nudity, or graphic language that do not serve a legitimate pedagogical purpose are inappropriate for minors. The administrator shall make a determination regarding what other matter or materials are inappropriate for minors. Quest may not restrict Internet access to ideas, perspectives, or viewpoints if the restriction is motivated solely by disapproval of the views involved.

A student or staff member must immediately notify the administrator if they believe that a website or web content that is available through the school system's Internet access is obscene, constitutes child pornography, is "harmful to minors" or is otherwise inappropriate for students. Students must notify a staff member and staff must notify the administrator.

Due to the dynamic nature of the Internet, sometimes Internet websites and web material that should not be restricted are blocked by the Internet filter. A student or staff member who believes that a website or web content has been improperly blocked by the school system's filter should bring the website to the attention of the administrator. The administrator shall determine whether the site or content should be unblocked. The administrator will notify the staff member of the decision. The decision may be appealed through the Quest grievance procedure.

Subject to staff supervision, technology protection measures may be disabled during use by an adult for bona fide research or other lawful purposes.

All users of the school system's technological resources are expected to comply with the requirements established in the student technology acceptable use policy. Users are prohibited from: (a) attempting to gain unauthorized access, including "hacking" and engaging in other similar unlawful activities; and (b) engaging in the unauthorized disclosure, use, or dissemination of personal identifying information regarding minors.

### **Education, Supervision, and Monitoring**

To the extent practical, steps will be taken to promote the safety and security of users of the school system's online computer network. It is the responsibility of all school staff to educate, supervise, and monitor usage of the online computer network and access to the Internet in accordance with this policy, the Children's Internet Protection Act, the Neighborhood Children's Internet Protection Act, and the Protecting Children in the 21st Century Act. Procedures for disabling or otherwise modifying any technology protection measures are the responsibility of the technology director or designated representatives.

### **Video Monitoring**

Quest recognizes that the use of video monitoring/surveillance systems is warranted to maintain campus security, to increase student and staff safety and to assist with the

enforcement of the school's policies and rules concerning student and staff conduct, safety and security.

### Use of Video Recordings

Video recordings will only be utilized for official school business. The administrator or the board may use a video recording of actions by students as evidence in any disciplinary action brought against students arising out of the student's conduct on or about school property.

Video surveillance recordings of students, staff and/or others may be reviewed for the purpose of determining adherence to school policy and rules. Such recordings may be used to detect or deter criminal offenses that occur in view of the camera(s) and may be shared with law enforcement officials.

Video surveillance recordings will be released to others only in accordance with applicable state and/or federal law or regulation.

### Student Camera Phones/ Recording Devices

Students are prohibited from audio or visual recording of teachers, classrooms, lessons, or students while on campus during school hours unless express permission is given by their teacher or administrator.

## **Grievance Policy for Parents/Guardians/Students**

---

This policy is in place to respond to parent/guardian/student grievances. Grievances may only come from current students or parents/guardians of current students. It is expected that any guardian/parent/student with an issue should try to resolve the issue by using open communication with the teacher. This means that if they disagree with any policy or procedure within the classroom, the first level of grievance is their student's teacher. If they are not satisfied with the teacher's response, they should then set a meeting with the administrator. At that meeting, the teacher, administrator and parent/guardian must be present and the issue at hand will be fully discussed. If the parent or student wishes to pursue the matter further, they may then meet with the board. Similarly, if a guardian/parent/student disagrees or has an issue with a policy or procedure at Quest, the guardian/parent/student should set a meeting with the administrator. If the guardian/parent/student feels that their issue is still a concern after the meeting, and the issue meets the definition of a grievance set forth below, the guardian/parent/student may initiate the grievance procedures as described below. Many issues that a guardian/parent/student has with the classroom, teacher or the school will not rise to the level of a grievance and appropriate resolution will be resolved with the teacher and/or administrator.

### Definition of a grievance

A grievance is defined as a formal written complaint by a current parent of a student stating that a specific action has violated a school policy, law, or regulation. Complaints that do not

raise an alleged violation of a school policy, law or regulation do not meet the requirement of a grievance issue and are not subject to these procedures. In addition, a grievance does not include disagreements on day-to-day operation issues, personnel matters, schedules or student discipline unless they violate a specific policy, law, or regulation. Additionally, a grievance does not include a complaint covered by certain other policies or procedures, including but not limited to complaints under Title VI, Title IX, the ADA/ADAA, the Parents' Bill of Rights, and the school's non-Title IX harassment and bullying policy which shall be handled in accordance with those policies. Any parent or student who has a complaint covered by those policies must follow the specific policy that addresses their complaints. Only current parents/guardians or students may bring a grievance under this Policy.

### **Time Limits**

A grievance will only be heard if the complaint has been filed within fifteen calendar days of the meeting with the administrator. The fifteen-day deadline may be extended at the discretion of the administrator.

The grievance process is as follows:

**Step 1:** If the parties are not satisfied with the decision of the administrator, and the grievance meets the definition set forth above, the guardian/parent/student must submit a letter in writing stating the school policy, law or regulation that was violated including details of the actions and the place, date and time of the violation. The guardian/parent/student should make all efforts to include any details about the event that may be helpful in the decision-making process. The written letter should be submitted to the administrator and to the board president. If the administrator is implicated in the grievance, the grievance should only be submitted to the board president.

**Step 2:** Where the grievance is filed directly with the board as set forth above or after receiving the appeal letter, the appeal shall be considered by the board at its next regularly scheduled board meeting provided such meeting is more than seven days after the filing, or the board president may call a special meeting to consider the appeal. The board will consider and discuss the grievance in an Open Meetings. At that meeting, the board will review the facts and notify the parties in writing (email is acceptable) if further action is necessary. If the board decides that it needs additional time to consider the grievance, gather information, and/or conduct an investigation, it may defer its decision until another regularly scheduled meeting or schedule a special meeting. At the meeting where the board makes a decision on the grievance, the board will give the individual filing the grievance or appeal notice and the opportunity to attend the meeting. Once a decision on the grievance is reached, the board will communicate that decision to the individual who filed the grievance within five school days. The board's decision concerning the grievance is final. Notwithstanding any other provision, the board may conduct an investigation and/or gather additional information regarding the grievance, including interviews or engagement of an investigator, at any time.



## Code of Conduct - Student Expectations

---

Students are expected to understand all the rules of behavior in the Code of Conduct. Students are to assist in promoting a safe and orderly school environment. Students have the right to attend school in a safe environment and to have rules applied fairly to them without regard to race, age, religion, gender or other defining characteristics. Students also have the responsibility to understand conduct rules, behave appropriately and be individually accountable for their own actions and decisions.

Parents have the right to be informed of disciplinary actions taken with their children beyond the classroom behavior expectation and consequences. Parents shall support their children engaging in positive behaviors and support the school on strategies to address inappropriate behaviors and to adhere to the current Code of Conduct.

Staff have the obligation to maintain the safety of students and reinforce the expectations consistent with the Code of Conduct. They are expected to communicate with parents regarding any continual behavioral issues, as well as violations of the Code of Conduct.

Students are encouraged to report any serious violation of the Code of Conduct.

### Range of Disciplinary Actions

A school climate conducive to serious academics and respect for oneself, other people and property is essential for a school to meet the needs of students. The school administrator has the authority and responsibility to take whatever reasonable and legal action is necessary to establish and maintain appropriate student behavior in accordance with board policy and/or provision of law. These policies may be modified on a case-by-case basis to conform to the procedures established for the discipline of students with disabilities.

- The teacher has the responsibility and authority for disciplining students.
- It is the responsibility of our school administrator to investigate fully the cases of students referred to the office for misbehavior and to determine such action as deemed warranted.
- If, in questioning a student, the administrator determines the questioning should be carried out by a law enforcement officer, the administrator shall make a reasonable attempt to notify the parents (except in cases of suspected child abuse or neglect by the parent) to give them an opportunity to be present during questioning.
- A student may be suspended from school short-term, for cause, by the administrator in accordance with the provisions of law and/or board policy.
- A student may be suspended from school long-term, for cause, by the administrator with the prior approval of the board in accordance with provisions of law and board policy.

Violation of the Code of Student Conduct or North Carolina General Statutes may result in disciplinary action. Students shall be informed of school rules that, if broken, may result in short-term suspension or long-term suspension.

With the utilization of MTSS, behavior interventions and disciplinary consequences, students should be able to remain in school. In-school interventions can include but are not limited to: behavior contract, in-school day(s) of reflection, and loss of privileges.

## **Due Process**

North Carolina law requires teachers to maintain good order and discipline in their school. The law further gives administrators the power and duty to discipline in their school. The law further gives administrators the power and duty to discipline students and to assign duties to teachers with regard to discipline and general well-being of students. Suspension from school is a serious measure. The administrator will utilize every reasonable resource to determine another solution to student misconduct.

If the administrator witnesses or is made aware of serious student misconduct and believes that immediate removal of the student is necessary to restore order or to protect school property or persons on school grounds, the student may be suspended immediately.

A short-term suspension is removal from school for a period of ten school days or less. The administrator may invoke a short-term suspension after investigating the misconduct, confronting the student with the charges, allowing for the student's response and contacting the parents. A suspended student will be provided an opportunity to take any quarterly, semester or grading period examinations missed during the suspension period.

A long-term suspension is removal from school for more than ten days but not exceeding the remainder of the school year. An appeal must be made to the school administration within four days, and the appeal will be heard by a committee of the Board of Directors.

Rules governing the suspension of exceptional children shall be in compliance with state and federal guidelines.

The removal of a student from class by the teacher, administrator or other authorized school personnel for the remainder of the class period or school day, and his/her relocation on the school premises shall not be considered a short-term suspension. Although not inclusive, this could include time outside, in-school day(s) of reflection, an alternative educational center, or denial of off-campus events.

## **Reporting by Administrator or School Staff**

When a student has violated a school policy that may also be a criminal violation, the administrator shall report such violation to the proper law enforcement agency when, in the judgement of the administrator, such a report is in the best interest of the school community or is necessary to maintain order and discipline. In such cases, school staff shall cooperate fully

with the law enforcement agency. Internal disciplinary proceedings shall proceed independently from the criminal investigation and prosecution.

When a staff member or administrator has personal knowledge or actual notice that an act has occurred on school property involving assault resulting in serious personal injury, sexual assault, sexual offense, rape, kidnapping, indecent liberties with a minor, assault involving the use of a weapon, possession of a firearm in violation of the law, or possession of a weapon in violation of the law, the school official shall report immediately such violation to the proper law enforcement agency. Internal disciplinary proceedings shall proceed independently from the criminal investigation and prosecution.

The administrator shall notify the Quest Board of Directors of the report made to law enforcement officials pursuant to this policy.

Policies may be modified on a case-by-case basis to conform to the procedures established for the discipline of students with disabilities.

## **Student Search**

To maintain order in the school and to protect the welfare of students and the school community, school officials have the authority to conduct reasonable searches of students and to seize students' unauthorized materials. Any searches or seizures must be conducted in accordance with the standards described in this policy and any other applicable legal requirements. All school officials carrying out a search or seizure are expected to be knowledgeable about the legal rights of students and the appropriate procedures for conducting the search or seizure. A search must be justified at its inception, permissible in scope, and conducted using narrowly tailored methods to be minimally intrusive. The administrator shall make reasonable and good-faith efforts to investigate allegations of misconduct before a student search is conducted.

This policy applies to searches conducted on school grounds, in school facilities, or at school-sponsored events. This policy does not apply to technology, which is addressed through other policies.

### **Searches Based on Individualized Reasonable Suspicion**

A student or the student's possessions may be searched when a school official has reasonable suspicion that the search will turn up evidence that the particular student has violated or is violating a specific law, expectation, or school rule. This reasonable suspicion must be based upon specific and articulable facts, which have been acquired through reliable and/or corroborated information from employees, students, law enforcement officers, or other credible sources, or upon visual or other evidence (e.g., the smell of alcohol or marijuana, an alert from a metal detector or drug dog) viewed in light of the totality of the circumstances and the school official's professional judgment. The scope of the search must be reasonably related to the objectives of the search, and the methods used to conduct the search must be narrowly

tailored to be minimally intrusive in light of the age and sex of the student and nature of the infraction.

Reasonable suspicion is not required if a student's parent or guardian freely and voluntarily consents to the search of their person or possessions.

In accordance with the standards described above, the Board authorizes the following types of searches based on reasonable suspicion:

### **Searches of Personal Effects**

School personnel may search a student's desk, cubby area, and/or personal effects, including but not limited to purses, book bags, and clothing not currently being worn by the student. School personnel may also request that the student empty pockets, remove shoes and outerwear. School personnel may also search a student's personal electronic devices pursuant to the school's Wireless Communication Device policy.

### **"Pat-down" Searches**

School personnel may conduct a frisk or "pat-down" search of a student's person. School personnel must conduct the search in private with an adult witness present. Both the school personnel conducting the search and the adult witness must be the same sex as the student.

### **More Intrusive Personal Searches**

More intrusive personal searches are discouraged and will be used only in very limited circumstances. A personal search is more intrusive when it extends beyond a student's personal effects and outer clothing and potentially exposes intimate body parts and/or undergarments. Such intrusive personal searches will be permissible only if: (1) the school official has reasonable suspicion that a search of a particular student will yield dangerous contraband (e.g., drugs or weapons); (2) the school official has reasonable suspicion that the student has hidden the contraband in their undergarments. This search must be conducted in private by a school personnel of the same sex as the student, with an adult witness of the same sex present, and only with the prior approval of the Administrator unless the health or safety of students will be endangered by the delay that might be caused by following these procedures. Body cavity searches and searches that require a student to completely disrobe are strictly prohibited.

### **Metal Detectors and Breathalyzers**

Except as provided in the Section below, a metal detector may be used to search a student's person and/or personal effects. School personnel must conduct the search, which will be done privately, when feasible. In addition, a breathalyzer test may be administered based on reasonable suspicion that a specific student is under the influence of alcohol or has recently consumed alcohol. School personnel must conduct the breathalyzer test in private, when feasible

### **Suspicionless General Searches**

In an effort to maintain a safe, drug-free, and weapon-free learning environment, school personnel may conduct certain types of general, suspicionless searches in the schools. All general searches must be conducted in a minimally intrusive, nondiscriminatory manner (e.g., all students in randomly selected classrooms, every third individual entering a school-sponsored extracurricular activity, etc.) and may not be used to single out a particular individual or category of individuals. The searches must be conducted in accordance with standardized procedures established by the Administrator.

When conducted in accordance with the standards described above and any corresponding procedures, the board authorizes the following types of general suspicionless searches.

#### **Searches of Desks**

School personnel may conduct routine searches of student's desks/cubbies. Student desks and cubbies are school property and remain at all times under the control of the school. However, students are expected to assume full responsibility for the security of their desks and cubbies. Student desks and cubbies may not be used to store illegal, unauthorized, or contraband materials.

A student's personal effects found within a desk or cubby, such as a backpack, gym bag or purse, may be searched only in accordance with the guidelines for individualized searches of personal effects described above.

#### **Point-of-Entry Metal Detector Searches**

Due to the problem of weapons in schools, school officials may use metal detectors to conduct general point-of-entry searches of students and other persons for weapons.

#### **Use of Trained Dogs**

With the prior approval of the Executive Director, and in conjunction with local law enforcement, school officials may use trained dogs (canines) to locate illegal materials. All dogs must be accompanied by a certified and authorized trainer who is responsible for the dog's actions and who is able to verify the dog's reliability and accuracy in sniffing out illegal material. Trained dogs may sniff lockers, desks, book bags, motor vehicles, and other inanimate objects. Dogs may not be used to sniff students or other persons under any circumstances. Except as set forth above, no students should be present during a dog search. Before a search occurs in a classroom, students will first be moved to a location outside the classroom.

#### **Seized Items**

Any illegal contraband seized by school officials shall be promptly turned over to the proper law enforcement authorities.

**Failure to Cooperate**

A student's failure to cooperate with a reasonable search or seizure as provided in this policy will be considered a violation of the expected standard of behavior, and will subject the student to appropriate consequences.

**Notice**

The school administrator shall take responsible steps to provide notice of this policy to students and parents at the start of each school year.

**Levels of Violation**

The student Code of Conduct rules are leveled to reflect the seriousness of the violation and the type of consequences.

**Level I:** Level I rule violation should result in an in-school intervention to include but not limited to a day or several days of reflection rather than out of school suspensions. If there have been at least two interventions within the school year, a student may receive an out-of-school suspension of up to two (2) days based on persistent patterns of Level I rule violations during the same school year, or cases in which a student refuses to participate in the assigned in-school interventions.

**Level II:** Level II rule violations involving more serious inappropriate behaviors may warrant a short-term suspension of up to 5 school days. The administrator may impose a short-term suspension for 6-10 school days or recommend a long-term suspension of eleven (11) school days or more based on the severity of the violation and/or safety concerns.

**Level III:** Level III rule violations are more severe in nature and may support long-term suspension. The administrator may impose a short-term suspension of ten (10) school days or less or decline to impose any suspension based on extenuating circumstances.

**Level IV:** Level IV rule violations compromise the safety of students and staff and require a suspension under NC General Statutes.

**Level V:** Level V allow for expulsion of a student, as provided by state statute, for a violation of the Code of Conduct, if the student is fourteen (14) years or older and the student's behavior indicates his or her presence in school constitutes a clear threat to the safety of other students or staff. Additionally, any student who is a registered sex offender under NC General Statutes 14-208 shall be expelled.

# **Rules of Conduct**

## **Level I:**

### **I-1: Inappropriate Dress/Dress Code**

Purpose: Our dress code is designed to promote a respectful and distraction-free learning environment. Within these guidelines we aim to ensure students are dressed appropriately for school activities while allowing for individual expression.

#### **1. Form-Fitting Athletic Wear:**

Students shall not be permitted to wear form-fitting athletic garments typically intended for athletic wear such as compression pants/shorts or compression shirts (tank tops or sleeved) as outerwear. These items may only be worn if continuously covered (indoors and outdoors) by clothing that meets the dress code standards.

#### **2. Undergarments:**

Undergarments should not be visible at any time. This includes, but is not limited to, bra straps, sports bras, underwear and boxer shorts.

#### **3. Shorts and Skirt Length:**

Shorts/skirts must completely clearly cover the tops of the thigh and the buttocks. If the shorts/skirts come with built in undergarments, those undergarments should never be visible, whether sitting or standing.

Shorts and skirts shall be the same length in both the front and the back. A good rule of thumb is to check your wardrobe several times a year to ensure a growth spurt has not caused the back of a garment to become too short for adequate coverage.

#### **4. Tops and Shirt Length:**

Tops shall not be longer than the shorts/skirts a student is wearing. If the top covers the shorts/skirt, the shorts/skirt are/is too short and not in compliance with the dress code. All tops must fully cover the midriff when the student raises their arm(s).

#### **Additional guidelines:**

**Tops:** Crop/abbreviated tops, halter tops and spaghetti straps are not allowed. Shirts must have a strap on each shoulder that is at least 2 fingers wide.

**Pants:** Pants shall be worn at the waist without sagging. Ripped or torn pants are only allowed if the rips or tears are below the knee and no skin or undergarments are visible above this point.

**Footwear:** Shoes must be worn at all times.

**Hats and Headwear:** Hats, caps, hoods and other head coverings are not allowed inside the school building unless for religious or medical reasons.

**Accessories:** Any accessories that could be considered dangerous or disruptive are prohibited. This includes, but is not limited to, chains, spiked jewelry and sunglasses.

No clothing that has profane, vulgar or offensive pictures or languages or advertising products prohibited by law.

No pajamas or slippers unless it is a planned class activity.

### **I-2: Gambling**

Students shall not participate in any unauthorized event, action or statement that relies on change for the monetary advantage of one participant at the expense of another.

### **I-3: Noncompliance**

Students shall comply with all directions of the administrator, teachers, substitutes teachers and all other school staff who are authorized to give such directions, during any period of time when they are subject to the authority of such school personnel.

### **I-4: Inappropriate Language**

Cursing or use of vulgar, profane or obscene language is prohibited.

### **I-5: Tobacco**

No student at any time shall possess, smoke or otherwise use any tobacco product in the school building or on the school premises or while attending or participating in school functions.

### **I-6: Wireless Communication Devices: House Bill 959**

No student shall use, display or transmit or have in the "on" position on school property any wireless communication device, including but not necessarily limited to: cell phones, watches etc. Possession of said items will result in the item being confiscated and returned to the student's parent/guardian.

### **I-7: Personal Electronic Devices**

Students shall not bring personal electronic devices such as electronic games, onto Quest campus at any time.

### **I-8: Disrespect**

Verbal, non-verbal or physical conduct interfering with an individual's learning environment is prohibited.

### **I-9: Noncompliance**

"Bullying or harassing behavior" is a pattern of gestures or written, electronic, or verbal communication that takes place on school property, at any school-sponsored function or bus and:

Places student or school employee in actual and reasonable fear or 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. For purposes of this section, "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.

## **Level II:**

### **II-1: Fighting/Physical Aggression or Assault**

Fights and assaults on students and other people are prohibited. A student who is attacked may use reasonable force in self-defense, but only if necessary to get free from the attack and notify the school administrator or staff. A student who exceeds reasonable force may be disciplined even though someone else provoked the fight.

**No student shall** hit, slap, shove, scratch, bite, block the passage of, or throw objects at another person.

**No student shall** take any action or make comments or written messages which might reasonably be expected to result in a fight.

**No student shall** cause or attempt to cause serious physical injury to any student or intentionally behave in such a manner that could reasonably cause serious physical injury to any student.

**No student shall** assault or attempt to cause physical injury or behave in such a manner that could reasonably cause physical injury to any school employee or other adult.

### **II-2: Inappropriate Literature and Illustrations**

The possession of literature or illustrations which significantly disrupt the educational process or which are obscene is prohibited.

### **II-3: Class/Activity Disturbance**

Any physical or verbal disturbance which occurs within the learning environment and interrupts or interferes with teaching or orderly conduct of class/school activities is prohibited.

### **II-4: Sexual Activity**

No student shall engage in behavior that is indecent, overly affectionate, or of a sexual nature.

### **II-5: Threat/False Threat**

No student shall make any threat through written or verbal language, sign, or act which conveys a serious expression of intent to cause harm or violence. Furthermore, no student shall make a false threat of harm or violence, even in jest, which causes or is reasonably likely to cause fear or a disruption to school activities.

### **II-6: Hazing**

Hazing is prohibited. No group or individual shall require a student to wear abnormal dress, play abusive or ridiculous tricks on him/her, frighten, scold, beat, harass or subject him/her to personal indignity.

**II-7: False Fire Alarm**

No student shall set off, attempt to set off, or aid and abet anyone in giving a false fire alarm. No student shall interfere with or damage any part of a fire alarm, fire detection, smoke detection or fire extinguishing system.

**II-8: Fire Setting/Incendiary Material**

The possession of any incendiary material (including but not limited to matches, lighters or lighter fluid) and the use of any material reasonably likely to result in a fire on school property is prohibited unless specifically authorized by school officials.

**II-9: Extortion**

No student shall attempt to extort money, personal property or personal services.

**II-10: Property Damage**

No student shall intentionally damage or attempt to damage or deface school property or private property while under school jurisdiction. Any vandalism (ex. drawing or cutting into chairs, tables, flooring, walls) or inappropriate behavior in the bathrooms (ex. overflowing sinks, throwing paper towels and toilet paper, throwing pencils and pens in toilets, removing soap dispensers and emptying them or using toilet paper to “roll” the bathroom) will result in disciplinary action.

**II-11: Aiding and Abetting**

No student shall aid or abet another student in violating any rule in the Code of Conduct.

**II-12: Search and Seizure**

To maintain order and discipline in the school and to protect the safety and welfare of students and school personnel, school staff may search a student or school computers under the circumstances outlined below and may seize any illegal, unauthorized or contraband materials discovered in the search. The use of hand-held devices to check a student’s person or personal effects is permitted.

As used in this policy, the term “unauthorized” means any item dangerous to the health or safety of students or school personnel or disruptive of any lawful function, mission or process of the school, or any items described as unauthorized in the school rules available beforehand to the student.

A student’s failure to permit searches and seizures as provided in this policy will be considered grounds for disciplinary action. Although not absolute in all cases, a parent will be informed prior to a search.

**II-13: School Computers**

School computers and any data that they contain remain under control of the school and are subject to inspection at any time.

## **II-14: Integrity**

Any student who engages in or attempts to engage in plagiarism, falsification, violation of software copyright laws or violation of computer access shall be subject to disciplinary action. The following actions are specifically prohibited:

**Cheating:** giving or receiving any unauthorized assistance on academic work.

**Plagiarism:** copying the language, structure or idea of another and representing it as one's own work.

**AI:** the use of any type of AI software to assist with one's own work

**Falsification:** verbal or written statement of any untruth.

**Violation of computer access:** willfully, directly, or indirectly, accessing or causing to be accessed any computer, computer system, computer network or any part thereof without proper authorization.

## **II-15: Theft**

No student shall steal, attempt to steal, or knowingly be in possession of stolen property.

## **II-16 School Disturbance**

No student shall, by use of passive resistance, noise, threat, fear, intimidation, coercion, force, violence, or any other form of conduct, cause the disruption of any lawful function, mission or process of the school.

No student shall, with intent to perpetrate a hoax, conceal, place, disseminate or display on school property or site of a school activity any device, machine, instrument, artifact letter, package, material, or substance, so as to cause a reasonable person to believe the same to be a substance or material capable of causing harmful or life-threatening illness or injury to another person.

No student shall threaten (or make a report of a threat that he or she knows is false) to commit an act of terror on school property or at the site of a school activity that is designed to cause serious injury or death to another person, or when the threat is intended to cause a significant disruption to the instructional day or a school -sponsored activity.

## **Level III:**

### **III-1: Weapons and Dangerous Instruments**

No student shall possess, handle, or transmit any weapon, facsimile of a weapon, or other object that can reasonably be considered or used as a weapon or dangerous instrument. This does not apply to any student who finds a weapon or dangerous instrument. This does not apply to any student who finds a weapon or dangerous instrument on school property or receives it from another person or when the threat is intended to cause a significant disruption to the instructional day or a school-sponsored activity.

**For the purpose of the Code of Student Conduct, the following definitions apply:**

**Weapon:** any firearm, BB gun, mace/pepper spray, air rifle, air pistol, ammunition, power loads, fireworks, knife, slingshot, Nerf Gun or facsimile of, leaded cane, blackjack, metallic knuckles, razors, razor blades (except cartridge razors used solely for the purpose of shaving), box cutter and any sharp-pointed or edged instrument except instructional supplies, unaltered nail files and clips and tools used solely for preparation of food, instruction and maintenance.

**Dangerous Instruments:** any object that is possessed, handled, transmitted, or used for the purpose or intent of causing or attempting to cause physical injury.

**Facsimile of a weapon:** any copy of a weapon that could reasonably be perceived to be a real weapon.

**Firearm:** any gun, rifle, shotgun, pistol, starter pistol, firearm silencer, or part thereof, or any powerful explosive, including dynamite, nitroglycerin, trinitrotoluene, blasting cap or any firearm or destructive device defined by 18 U.S.C. 921 OR G.S. 14-269.2 (b) and (g).

### **III-2: Bomb Threat**

No student shall make, aid and/or abet in making a bomb threat or hoax by making a false report that a device designed to cause damage or destruction by explosion, blasting or burning is located on the school premises or at the site of school activities.

### **III-3: Acts of Terror**

No student shall make a report that he or she knows or should know is false, that any device, substance or material designed to cause harmful or life threatening illness or injury to another person, is located on school property or at the site of a school activity.

Violation of this section may result in suspension from school for 365 days.

### **III-4: Narcotics, Alcoholic Beverages, Controlled Substance, Chemicals and Drug Paraphernalia**

No student shall possess, use, distribute, sell, possess with intent to distribute or sell or conspire or attempt to distribute or sell, or be under the influence of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, anabolic steroid, other controlled substance, any alcoholic beverage, malt beverage, fortified wine, other intoxicating liquor, drug paraphernalia, counterfeit substance, any unauthorized prescription drug, or any other chemical or products with the intention of bringing about a state of exhilaration, euphoria, or of otherwise altering the student's mood or behavior.

**For the purpose of the Code of Student Conduct, the following definitions apply:**

**Possess:** having the power or intent to control a prohibited substance and shall include, but is not necessarily limited to the possession of a prohibited substance in a student's backpack, desk or person.

**Use:** the consumption, injection, inhalation or absorption of a prohibited substance into a student's body by any means.

**Under the influence:** the use of any prohibited substance at any time or place when the prohibited substance would influence a student's mood, behavior, or learning to any degree.

**Sell:** the exchange of a prohibited substance for money, property, or any other benefit or item of value.

**Distribute:** to give, share, or pass a prohibited subs.

**Possess with intent to distribute/sell:** intent to distribute or sell may be determined from the amount of the prohibited substance found, the manner in which it was packaged, the presence of packaging materials such as scales, baffies or other containers, or from statement or action s of the student that demonstrate an intent to sell or distribute.

**Counterfeit Substance:** any substance that is described or presented with the intention of deceiving another into believing that it is a substance prohibited under this policy.

**Unauthorized Prescription Drug:** any drug or medication that has not been prescribed for the student.

#### **Level IV:**

##### **IV-1: Firearm/Destructive Device**

Any student shall be suspended for 365 calendar days for bringing a firearm or destructive device onto school property. The administrator is required to refer to the law enforcement system any student who brings a firearm or weapon to school.

**Firearm:** a weapon, including a starter gun, which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; the frame or receiver of any such weapon; or any firearm muffler or firearm silencer, The term shall not include an inoperable antique firearm, a BB gun, stun gun, air rifle, or air pistol.

**Destructive Device:** an explosive, incendiary or poison gas, bomb, grenade; rocket having a propellant charge of more than four ounces; missile having an explosive or incendiary charge of more than one quarter ounce; mine; or device similar to any of the devices listed in this definition.

The 365-day suspension does not apply to any student who finds the firearm on school property or receives it from another person on school property, and who immediately delivers the weapon to school or law enforcement authorities.

## ADDENDUM 1 - Activity Documentation Form



### Activity Documentation Form

Student \_\_\_\_\_ Grade \_\_\_\_\_

The Mission of Quest Academy is to provide a quality academic accelerated day program for motivated students who are pursuing high intensity training outside the classroom. Quest Academy is designed to promote academic excellence and substantial extracurricular involvement in athletics or performance in fine arts. This activity does not equate with religious or youth activities and include professional instruction outside of the home.

Activity \_\_\_\_\_ Clock Hours \_\_\_\_\_

Name of Organization \_\_\_\_\_

Coaches Name \_\_\_\_\_ Signature \_\_\_\_\_

Address \_\_\_\_\_ Phone Number \_\_\_\_\_

Activity \_\_\_\_\_ Clock Hours \_\_\_\_\_

Name of Organization \_\_\_\_\_

Coaches Name \_\_\_\_\_ Signature \_\_\_\_\_

Address \_\_\_\_\_ Phone Number \_\_\_\_\_

Activity \_\_\_\_\_ Clock Hours \_\_\_\_\_

Name of Organization \_\_\_\_\_

Coaches Name \_\_\_\_\_ Signature \_\_\_\_\_

Address \_\_\_\_\_ Phone Number \_\_\_\_\_

Activity \_\_\_\_\_ Clock Hours \_\_\_\_\_

Name of Organization \_\_\_\_\_

Coaches Name \_\_\_\_\_ Signature \_\_\_\_\_

Address \_\_\_\_\_ Phone Number \_\_\_\_\_

Form is being submitted for (please circle):

August 8

October 17

January 9

April 10

**Per Board Policy Falsifying Application.** If a parent knowingly provides false information on an application for admission, the student will not be eligible for admission or continued enrollment. An investigation will be conducted regarding any such incident of possible falsification of application information and appropriate action will be taken regarding the student's eligibility for continued enrollment.

**Per Board Policy Activity Requirement.** Consistent with the mission of Quest Academy, students must maintain the required level of participation in an extracurricular activity of athletics or performance in fine arts. Failure to satisfy this activity requirement will impact the student's eligibility for continued enrollment.

## ADDENDUM 2 - Educational and/or Family Trip Form

### Request for Educational/ and or Family Trips

Parent Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. Destination:

\_\_\_\_\_

2. Day(s) the student(s) will be missing school:

\_\_\_\_\_

3. Explain the educational significance for the student. Include points of interest and value of the proposed trip.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. State the reasons why the trip cannot be taken on the days school is not in session.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. Name of students attending the trip.

Student

Grade

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Signature of Parent

\_\_\_\_\_  
Date

Approved \_\_\_\_\_

Disapproved \_\_\_\_\_

\_\_\_\_\_  
Principal Signature

\_\_\_\_\_  
Date

## ADDENDUM 3 - Extracurricular Activity Permission Form

**Quest Academy Charter School**  
**Extracurricular Activity Permission Form**  
**(Must be approved by the Principal 5 days prior to the activity)**

Grade \_\_\_\_\_

Student \_\_\_\_\_

Parent's Signature \_\_\_\_\_  
\*By signing above, I agree to be held responsible for all schoolwork missed during this event.

Teacher's Signature \_\_\_\_\_

Principal's Signature \_\_\_\_\_

### Event Information

Official Name of Event \_\_\_\_\_

Location of Event \_\_\_\_\_

Date(s) of Event \_\_\_\_\_

\*\*Coach/Instructor's Signature \_\_\_\_\_

\*Absences are only excused by the teacher and administrator.

\*\*Absences will not be approved without the coach/instructor's signature.

**For an absence from school to be excused, the activity must be sponsored by or related to the student's chosen activity as outlined on the current activity form documentation.**



## **ADDENDUM 4 - Quest Tardy Policy**

### **The Quest Academy Charter School Tardy Policy**

The Quest Academy Tardy Policy has been developed to emphasize the importance of each student arriving on time to school every day and being in the classroom for the entire period. Learning the responsibility of getting to class on time is an integral part of Quest Academy's ability to achieve academic excellence, which in turn prepares students for success.

Due to our condensed day, instruction begins at 8:30. Chronic tardiness not only impacts the tardy child but disrupts the entire classroom as well.

All students who arrive after 8:30 will need to be signed in by a parent.

Excusable tardies are listed as follows:

- Documented with note from doctor/dentist/professional appointment
- Documented activity commitment
- Religious Holidays

Oversleeping, traffic/car problems, another child's activity, undocumented sickness etc. are all considered unexcused tardies

The consequences for tardiness during a semester:

1<sup>st</sup> Tardy: Child will not be permitted into the classroom until after morning announcements. No consequence

2<sup>nd</sup> Tardy: Child will not be permitted into the classroom until after morning announcements. Teacher communication with parent

3<sup>rd</sup> Tardy: Child will not be permitted into the classroom until after morning announcements. Principal communication with parent

4 or more Tardies: Child will not be allowed to go into the classroom and will be removed from recess and other 'extra' activities for 3 days.

5 or more Tardies: Child will not be allowed to go into classroom and sent home as well as a meeting will be set up with the parent, student, administrator and board chair and student will lose privileges (at the discretion of the school)

## ADDENDUM 5 - Physician Authorization Form

### Parent Request and Physician's Order Form Quest Academy Charter School

10908 Strickland Road  
Raleigh, NC 27615  
Telephone 841-0441

#### To be completed by parent:

Child's Name \_\_\_\_\_ Age \_\_\_\_\_

I request that my child be administered the medication as indicated in the physician's order below. I understand that non-medical personnel conduct the administration. If an emergency injection is ordered, I give permission for a nurse to instruct designated staff in the administration technique. I understand that it is my responsibility to transport the medication to school unless special arrangements are made with the principal.

I authorize the release and exchange of medical information between my child's physician, nurse and Quest Academy Charter School that it is necessary in carrying out this service for my child.

\_\_\_\_\_  
Parent /Guardian Signature

\_\_\_\_\_  
Telephone/Cell

\_\_\_\_\_  
Date

#### To be completed by doctor:

The child indicated above must have the medication listed during school hours in order to function at school.

\_\_\_\_\_  
Name and form of medication

\_\_\_\_\_  
Dosage

\_\_\_\_\_  
Hours to be given

\_\_\_\_\_  
Method of Administration

Administration by \_\_\_\_\_ Student \_\_\_\_\_ School Personnel

Side effects to watch for: \_\_\_\_\_

\_\_\_\_\_  
Physician's Name

\_\_\_\_\_  
Physician's Signature

\_\_\_\_\_  
Physician's Telephone

\_\_\_\_\_  
Date of approval

## ADDENDUM 6- Acceptable Use Policy

Acceptable Use Policy  
Quest Academy Charter School  
10908 Strickland Road  
Raleigh, NC 27615

We are pleased to offer the students of Quest Academy access to the computer network for electronic mail and the Internet. Access to the Internet will enable students to explore thousands of libraries, databases, and bulletin boards. The school system has a firewall system in place to protect against most accidental or purposeful hits on inappropriate sites for children. While our intent is to make Internet access available to further educational goals and objectives, students may find ways to access other material as well. We believe that the benefits for students to have access to the Internet, in the form of information resources and opportunities for collaboration, exceed any disadvantage; but ultimately, parents and guardians of minors are responsible for setting and conveying the standards that their children should follow when using media and information sources. The school staff will promote the appropriate use of the Internet. To that end, Quest Academy supports and respects each family's right to decide whether or not to apply for access.

As a user of the Quest Academy computer network, I hereby agree to comply with all the computer guidelines and communication over the network in a reliable fashion while honoring all relevant laws and restrictions. Violations may result in a loss of access as well as other disciplinary or legal action.

Student Signature \_\_\_\_\_

As the parent or legal guardian of the minor student signing above, I grant permission for my son or daughter to access networked computer services such as electronic mail and the Internet. I understand the individuals and families may be held liable for violation. I understand some material on the Internet may be objectionable, but I will emphasize to my child the importance of following the rules for personal safety. This consent form remains throughout your child's K-8 experience at Quest Academy Charter School or until a new form is completed and signed by the parent/guardian.

Parent Signature \_\_\_\_\_

Parent Name \_\_\_\_\_

Home Address \_\_\_\_\_

Phone Number \_\_\_\_\_

Date \_\_\_\_\_

# Parents' Bill of Rights

---

## Compliance Policies

Quest believes that parent and family involvement must be aggressively pursued and supported by our communities, in homes, schools/colleges/universities, neighborhoods, businesses, faith congregations, organizations, and government entities by working together in a mutually collaborative effort. As such, the Board is committed to developing policies to involve parents in schools and their child's education effectively. N.C.G.S. § 115C-76.20(b)(3).

All parents/families and educators must prioritize family involvement in education; thus, the Board commits to providing support and coordination for school staff and parents to implement and sustain appropriate parent involvement.

Improved student achievement must be the equally shared responsibility and the goal of parents, teachers, the school system, and the community. Thus, the Board commits to seeing that each school has effective volunteer programs to address student needs and commits to utilizing schools to assist students and families in connecting with community resources.

The Board commits that it will impact student achievement significantly by improving the quality and quantity of parent/family involvement. Consequently, the Board will provide guidance, support, cooperation, and the necessary funding to enable parents to become active partners in education.

### **A. Parent Rights**

A parent has the right to the following:

1. To direct the education and care of their child.
2. To direct the child's upbringing and moral or religious training.
3. To enroll their child in a public or nonpublic school and in any school choice options available to the parent for which the child is otherwise eligible by law to comply with compulsory attendance laws, as provided in Part 1 of Article 26 of Chapter 115C of the General Statutes.
4. To access and review all education records, as authorized by the federal Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g, relating to their child.
5. To make healthcare decisions for their child, unless otherwise provided by law, including Article 1A of Chapter 90 of the General Statutes.
6. To access and review all medical records of their child, as authorized by the Health Insurance Portability and Accountability Act of 1996 (HIPAA), P.L. 104-191, as amended, except as follows:
  - a. If an authorized investigator requests that information not be released to a parent because the parent is the subject of an investigation of either of the following:
    - A crime committed against the child under Chapter 14 of the General Statutes.
    - An abuse and neglect complaint under Chapter 7B of the General Statutes.

- b. When otherwise prohibited by law
- 7. To prohibit the creation, sharing, or storage of a biometric scan of their child without the parent's prior written consent, except as authorized pursuant to a court order or otherwise required by law, including G.S. 7B-2102 and G.S. 7B-2201.
- 8. To prohibit the creation, sharing, or storage of their child's blood or deoxyribonucleic acid (DNA) without the parent's prior written consent, except as authorized pursuant to a court order or otherwise required by law, including G.S. 7B-2201.
- 9. To prohibit the creation by the State of a video or voice recording of their child without the parent's prior written consent, except a recording made in the following circumstances:
  - a. During or as part of a court proceeding.
  - b. As part of an investigation under Chapter 7B or Chapter 14 of the General Statutes.
  - c. When the recording will be used solely for any of the following purposes:
    - A safety demonstration, including one related to security and discipline on educational property.
    - An academic or extracurricular activity. ▪ Classroom instruction.
    - Photo identification cards.
    - Security or surveillance of buildings, grounds, or school transportation.
- 10. To be promptly notified if an employee of the State suspects that a criminal offense has been committed against their child, unless the incident has first been reported to law enforcement or the county child welfare agency, and notification of the parent would impede the investigation.

**B. Limitations on the right to parent:**

- 1. The requirements of this Article do not authorize a parent to do any of the following:
  - a. Engage in unlawful conduct.
  - b. Abuse or neglect of the child, as defined in Chapter 7B of the General Statutes.
- 2. The requirements of this Article do not prohibit the following:
  - a. A State official or employee from acting in their official capacity within the reasonable and prudent scope of their authority.
  - b. A court of competent jurisdiction from acting in its official capacity within the reasonable and prudent scope of its authority or issuing an order otherwise permitted by law.

**C. Pursuant to N.C.G.S. § 115C-76.25, the School shall display on its website the following parental legal rights regarding their child's education:**

- 1. The right to consent or withhold consent for participation in reproductive health and safety education programs, consistent with the requirements of G.S. 115C-81.30. Quest will provide parents with a consent form prior to such programming.
- 2. The right to seek a medical or religious exemption from immunization requirements, consistent with the requirements of G.S. 130A-156 and G.S. 130A-157. Medical exemptions can only be requested by a **physician licensed to practice medicine in North**

**Carolina.** If a physician determines the need to request a medical exemption from a required immunization for a patient and needs assistance, they should contact the North Carolina Immunization Branch at (919) 707-5550. There is no form for requesting religious exemptions in North Carolina. To claim a religious exemption, the parent or person requesting the exemption must write a statement of their religious objection to immunization, including the name and date of birth of the person for whom the exemption is being requested. This statement would then be provided to schools, child care programs, camps, etc. in place of an immunization record. If a family is requesting a religious exemption for more than one child, a separate statement should be prepared for each child. Statements of religious objection to immunization do not need to be notarized, signed by a religious leader, or prepared by an attorney. They do not need to be submitted to the state for review or approval.

3. The right to review statewide standardized assessment results as part of the State report card. Quest will provide such information following such assessments.
4. The right to request an evaluation of their child for an academically or intellectually gifted program or for identification as a child with a disability, as provided in Article 9 of this Chapter. Please consult the Student Handbook for this information.
5. The right to inspect and purchase public school unit textbooks and other supplementary instructional materials, as provided in Part 3 of Article 8 of this Chapter. Please refer to the Quest Policy on Curriculum, Textbooks, Supplementary Materials and Library Materials.
6. The right to access information relating to the unit's policies for promotion or retention, including high school graduation requirements. Please consult the Student Handbook for this information.
7. The right to receive student report cards on a regular basis that clearly depict and grade the student's academic performance in each class or course, the student's conduct, and the student's attendance. Please consult the Student Handbook for this information.
8. The right to access information relating to the State public education system, State standards, report card requirements, attendance requirements, and textbook requirements. Please consult the Student Handbook for this information as well as the Department of Public Instruction.
9. The right to participate in parent-teacher organizations. This information will be provided directly from the parent-teacher organization.
10. The right to opt into certain data collection for their child, as provided in Part 5 of this Article and Article 29 of this Chapter. Please consult the Student Handbook for this information.
11. The right for students to participate in protected student information surveys only with parental consent, as provided in Part 5 of this Article. Please consult the Student Handbook for this information.
12. The right to review all available records of materials their child has borrowed from a school library. Please refer to the Quest Policy on Curriculum, Textbooks, Supplementary Materials, and Library Materials.

#### **D. Parent Guide for Student Achievement Pursuant to 115C-76.30**

The Parent Guide to Student Achievement is an effort by the State Board of Education ("SBE"). The SBE's Guide will be posted on the School's website once it has been provided by the State Board of Education and going forward at the beginning of each school year. The SBE's Guide will be in writing, understandable to students and parents, and discussed at the beginning of the school year during Open House, Back to School events, or in any forum designated by the School. The SBE Guide shall meet the requirements set forth in N.C.G.S. 115C-76.30.

#### **E. The School's Guide for Student Achievement Pursuant to 115C-76.30.**

1. Quest has chosen to comply with these provisions by ensuring the following information is in the Student Handbook available on this School's website:
  - a. Requirements for students to be promoted to the next grade.
  - b. School entry requirements, including required immunizations and the recommended immunization schedule.
  - c. Ways for parents to do the following:
    - Strengthen their child's academic progress, especially in reading, as provided in Part 1A of Article 8 of this Chapter.
    - Strengthen their child's citizenship, especially social skills, and respect for others.
    - Strengthen their child's realization of high expectations and setting lifelong learning goals.
    - Enhance communication between the school and the home.
2. Quest has chosen to comply with 115C-76.30, making the following information available through its website; the Student Handbook found on the School's website; School and classroom communications (hard copy or via email); communications from PAQ; as well as through any other medium appropriate to communicate in an understandable way with parents and students:
  - a. Services available for parents and their children, such as family literacy services; mentoring, tutoring, and other academic reinforcement programs; college planning, academic advisement, and student counseling services; and after-school programs.
  - b. Opportunities for parental participation, such as parenting classes, adult education, school advisory councils, and school volunteer programs.
  - c. Opportunities for parents to learn about rigorous academic programs that may be available for their child, such as honors programs, Career and College Promise and other dual enrollment opportunities, advanced placement, Advanced International Certificate of Education (AICE) courses, International Baccalaureate, North Carolina Virtual High School courses, and accelerated access to postsecondary education.
  - d. Educational choices available to parents, including each type of public-school unit available to residents of the county in which the child lives and nonpublic school options, educational choice options offered within the public school unit,

and scholarship grant programs under Part 2A of Article 39 and Article 41 of this Chapter.

- e. Rights of students who have been identified as students with disabilities, as provided in Article 9 of this Chapter.
- f. Contact information for school and unit offices.
- g. Resources for information on the importance of student health and other available resources for parents, including the following information on available immunizations and vaccinations:
  - A recommended immunization schedule in accordance with the United States Centers for Disease Control and Prevention recommendations.
  - Information about meningococcal meningitis and influenza, as required by G.S. 115C-375.4.

**F. Efforts to Increase Parent Involvement Pursuant to § 115C-76.35.**

Quest shall, in consultation with parents, teachers, administrators, and community partners, develop and adopt policies to promote parental involvement and empowerment. Quest will use existing committees, communication mediums, and structures to engage in the consultation requirement set forth in § 115C-76.35 and/or may create new avenues to comply with this provision. Opportunities and information will be available on the Quest website and/or in community and/or school communications. Quest will ensure policies provide for parental choices as set forth in SB49, establish parental responsibilities, and provide for parental involvement, which shall include the following:

1. Providing links to parents for community services.
2. Establishing opportunities for parental involvement in developing, implementing, and evaluating family involvement programs.
3. Establish opportunities for parents to participate in school advisory councils, volunteer programs, and other activities.

**G. Quest has established policies to do all the following:**

1. Provide for parental participation in their child's education to improve parent and teacher cooperation in areas such as homework, school attendance, and discipline that aligns with the parent guide for student achievement required by G.S. 115C-76.30.  
***Please consult the School's website and Student Handbook on the School's website.***
2. Effectively communicate to parents the way textbooks are used to implement the school's curricular objectives. ***Please refer to the School's Policy on Curriculum, Textbooks, Supplementary Material, and Library Materials; the School's website; and the Student Handbook on the School's website.***
3. Establish a procedure for parents to learn about their child's course of study and the source of any supplementary instructional materials. This procedure shall include the process for parents to inspect and review all textbooks and supplementary instructional materials that will be used in their child's classroom. The policy shall be available for in-person review by parents at the school site and publicly available on the school's website. For this section, a textbook is defined in G.S. 115C-85, and supplementary



instructional materials include supplementary textbooks, periodicals, audiovisual materials, and other supplementary materials used for instructional purposes. ***Please refer to the School's Policy on Curriculum, Textbooks, Supplementary Materials, and Library Materials.***

4. Establish a means for parents to object to textbooks and supplementary instructional materials. ***Please refer to the School's Policy on Curriculum, Textbooks, Supplementary Materials, and Library Materials.***
5. Establish a process for parents to review materials for and to consent or withhold consent for participation in reproductive health and safety education programs consistent with the requirements of G.S. 115C-81.30. The School already provides such review, notice, and consent requirements and will continue to follow our current procedures. ***Please consult the Student Handbook available on the School's website for further information.***

#### **H. Further Compliance**

1. The qualifications of teachers, including licensure status, will be made available to parents at the beginning of each school year and updated from time to time as needed. This information will include teacher degrees, licensure status, and any other information necessary to comply with §115C-76.30(1)(d).
2. Quest is a school of choice. Parents have other educational choices available to them, including traditional district schools, non-public schools (religious and secular), other charter schools, and home schools. Information on scholarship programs is available at Opportunity Scholarship - NCSEAA (<https://www.ncseaa.edu/k12/opportunity/>).

#### **I. Student Health Notifications Pursuant to N.C.G.S. § 115C-76.45**

1. Quest does not prohibit school employees from notifying a parent about their child's mental, emotional, or physical health or well-being or a change in related services or monitoring.
2. Quest does not encourage or have the effect of encouraging a child to withhold from that child's parent information about their mental, emotional, or physical health or well-being or a change in related services or monitoring.
3. Quest personnel shall not discourage or prohibit parental notification of and involvement in critical decisions affecting a student's mental, emotional, or physical health or well-being except where a reasonably prudent person would believe that notification would result in the child becoming an abused juvenile or neglected juvenile, as those terms are defined in G.S. 7B-101 or jeopardize the student's safety.
4. Notifications:
  - a. At the beginning of each school year, the Administrator will notify parents about each healthcare service offered at the school and provide information on how parents can consent to such service. The Administrator will notify parents of changes, prior to or contemporaneous with changes, in service or monitoring related to their child's mental, emotional, or physical health or wellbeing and the school's ability to provide a safe and supportive learning environment for that child (§115C-78.45) .

- b. Administrator shall notify parents of kindergarten through grade three students of any student well-being questionnaire or health screening form prior to administration and shall provide information on how parents can consent to such questionnaire or health screening.
- c. Administrator shall provide notice of a change prior to any changes in the name of a pronoun used for a student in school records or by school personnel except where a reasonably prudent person would believe that notification would result in the child becoming an abused juvenile or neglected juvenile, as those terms are defined in G.S. 7B-101 or jeopardize the student's safety.
- d. Quest's policy and procedure for parents to exercise the parental remedies provided by G.S. § 115C-76.60 is set forth in this policy, **Entitled Parental Remedies**.

**J. Timelines for parental requests for information under § 115C-76.40.**

- 1. This information parents have a right to access under this SB49 has been made accessible to parents as set forth in this policy. Parents are encouraged to review this policy and the policies referenced herein before making a request for information under § 115C-76.40.
- 2. A parent of a child enrolled at our School may request in writing from the Board Chair any of the information the parent has the right to access, as provided in this Part. The request must be made via email sent to [blavrack@questcharter.org](mailto:blavrack@questcharter.org). Within 10 business days, the Board Chair shall either (i) provide the requested information to the parent or (ii) provide an extension notice to the parent that, due to the volume or complexity of the request, the information will be provided no later than 20 business days from the date of the parental request.
- 3. If the Board Chair: (i) denies or fails to respond to the request for information within 10 business days or (ii) fails to provide information within 20 business days following an extension notice as provided in subsection (2) of this section, the parent may request in writing any of the information the parent has the right to access, as provided in this Part, from the Administrator of Quest, along with a statement specifying the time frame of the denial or failure to provide information by the principal.
- 4. If the Administrator denies or does not respond to the request for information within 10 business days, the parent may appeal the denial or lack of response to the governing body of the public school unit no later than 20 business days from the date of the request to the Administrator, as provided in subsection (2) of this section. The Board shall place the parents' appeal on the agenda for the next regularly scheduled board meeting occurring more than three business days after submission of the appeal. During that meeting, the Board shall make a decision regarding the appeal. The Board's decision under this section is final and is not subject to judicial review.

**K. Student support services training § 115C-76.50.**

Student support services training developed or provided by the School to the school personnel shall adhere to student services guidelines, standards, and frameworks established by the Department of Public Instruction.

**L. Parental rights to opt-in to protected information surveys § 115C-76.65**

1. Definitions:
  - a. Adult student – An enrolled student who is 18 or older or an emancipated minor.
  - b. Protected information survey – A survey, analysis, or evaluation that reveals information concerning any of the following:
    - Political affiliations or beliefs of the student or the student's parents.
    - Mental or psychological problems of the student or the student's family.
    - Sex behavior or attitudes.
    - Illegal, antisocial, self-incriminating, or demeaning behavior.
    - Critical appraisals of other individuals with whom respondents have close family relationships.
    - Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers.
    - Religious practices, affiliations, or beliefs of the student or student's parents.
    - Income other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such a program.
2. Quest shall make the following available to parents and adult students at least 10 days prior to administration of a protected information survey. The public school unit shall provide opportunities for review of the following both electronically and in person:
  - a. The process for providing consent to participation in the protected information survey.
  - b. The full text of the protected information survey.
3. No student shall be permitted to participate in a protected information survey without the parent or the adult student's prior written or electronic consent.
4. The requirements of this provision are in addition to the rights provided to parents and students under the Protection of Pupil Rights Amendment, which are set forth in the Student Handbook available on the School's website.

**M. Procedures and Remedies for Parent Concerns**

This provision sets forth procedures and remedies required by § 115C-76.60. A parent has the right to notify the principal about concerns under this policy pursuant to § 115C-76.60. The School's procedures and remedies for parental concerns are as follows:

1. The parent shall submit in writing a detailed description of their concern to the School via email at [blavrack@questcharter.org](mailto:blavrack@questcharter.org). Such description shall clearly state the SB49 procedure or practice of concern. For a concern to be covered by this Section, it must be a concern about the School's procedure or practice under SB49.
2. Within seven business days of receiving the concern, the Board Chair shall either:
  - a. Resolve the concern and notify the parent of the resolution, or
  - b. Develop a plan for resolution and notify the parent of the plan to resolve the

concern within 30 days of receiving written notification of the concern from the parent, or

- c. Notify the parent of why the concern cannot be resolved.
3. If the concern is not resolved within 30 days, a parent may do one of the following:
  - a. Notify the State Board of Education and request a Parental Concern hearing, or
  - b. Bring an action against the school as provided in Article 26 of Chapter 1 of the North Carolina General Statutes for a declaratory judgment that the unit's procedure or practice violates N.C.G.S. § 115C-76.45, § 115C-76.50, or § 115C-76.55.
4. The court may award injunctive relief to a parent and shall award reasonable attorneys' fees and costs to a parent awarded injunctive relief.

**N. Reporting requirements under § 115C-76.70**

1. Quest shall report annually by September 15 the following information to the State Board of Education in a format designated by the State Board:
  - a. The most current version of the policies and procedures adopted as required by this Article, with any modifications of the policy or procedure from the prior year's submission clearly delineated.
  - b. The following information from the prior school year:
    - The number of appeals to the governing body under G.S. 115C-76.40 and the percentage of appeals decided in favor of the parent and in favor of the administration in the prior school year.
    - The number of statements provided to parents as required by G.S. 115C-76.60(a).
    - The number of parental concern hearings involving the public school unit as provided in G.S. 115C-76.60(b)(1).
    - The number of actions brought against the public school unit as provided in G.S. 115C-76.60(b)(2) and the number of declaratory judgments entered against the public school unit.

**O. School's Policy on Curriculum, Textbooks, Supplementary Material, and Library Materials.**

1. **Compliance with SB49.** In compliance with SB49, this policy serves to communicate understandably and effectively the manner in which textbooks are used to implement the school's curricular objectives. In addition, this policy establishes a procedure for parents to learn about their child's course of study and the source of any supplementary instructional materials. Our procedure includes the process for parents to inspect and review all textbooks and supplementary instructional materials that will be used in their child's classroom. Finally, this policy also establishes a means for parents to object to textbooks and supplementary instructional materials consistent with the requirements of N.C.G.S. 115C-9.
2. **Parent Participation.** Parent participation in their child's education is important and encouraged. We strongly encourage parents and teachers to cooperate regarding homework, school attendance, and discipline. Information and ways parents can help their children and encourage cooperation with their child's teacher are included in our

Student Handbook as well as the following: teacher emails, school emails, and individual phone calls.

3. **Charter School exemptions.** A charter school is exempt from statutes and rules applicable to a local board of education or local school administrative unit. As such, Quest determines its own curriculum and textbooks and is not bound by the laws governing local boards of education and local school administrative units. Quest has the sole authority to select and procure curriculum, textbooks, supplementary instructional materials, and library materials. Further, Quest has the sole authority to determine if the materials are related to and within the curriculum's limits and when the materials may be presented to students during the school day. In general, supplementary books and other instructional materials shall neither displace nor be used to the exclusion of basic textbooks where Quest has selected textbooks.
4. **Textbook Definition.** For the purposes of this section, a textbook is defined as a systematically organized material comprehensive enough to cover the primary objectives outlined in the standard course of study for a grade or course. Formats for textbooks may be print or nonprint, including hardbound books, softbound books, activity-oriented programs, classroom kits, and technology-based programs that require the use of electronic equipment to be used in the learning process. Textbooks do not include supplementary instructional materials, including supplementary textbooks, periodicals, audiovisual materials, and other supplementary materials used for instructional purposes.
5. **Requirements of § 115C-76.55.** Instruction on gender identity, sexual activity, or sexuality shall not be included in the curriculum provided in grades kindergarten through fourth grade, regardless of whether the information is provided by school personnel or third parties. For the purposes of this section, the curriculum includes the standard course of study and support materials, locally developed curriculum, supplemental instruction, textbooks, and other supplementary materials but does not include responses to student-initiated questions. Further, students may discuss gender identity, sexual activity, and sexuality with the school counselor and/or social worker, or any adult they feel comfortable with. This provision shall be implemented consistent with Title IX, and where a conflict arises between the two laws, federal law will control. Nothing in this provision prevents school staff and teachers from appropriate classroom displays not inconsistent with any school policy on such displays
6. **Use and Purpose of Textbooks.** Quest selects and uses textbooks as part of its curriculum and course of study. The textbooks selected are intended to advance the school's curricular objectives.
7. **Process For Selecting Curriculum, Textbooks, Supplementary Books and Instructional Materials.** Quest's process for selecting curriculum, textbooks, supplementary books, and instructional material is as follows: Teachers and staff research textbook and supplemental materials to align with the NC Standard Course of Study.
8. **Procedures for Learning about the Course of Study.** Parents are provided their child's course of study, including textbooks and the source of any supplementary instructional materials in a variety of ways: at Open House and through teacher communications.

9. Parents may inspect and review all textbooks and supplementary instructional materials that will be used in their child's classroom by making an appointment with their child's teacher to be held between the hours of 8:30pm and 1:30pm.
10. **Process for Library Check Out and Notification.** Students are provided a library card and time to have access to library books. Staff guides students to age appropriate books. However, students have access to all books in the library.

**P. Process for Parent Challenges to Textbooks and Supplementary Instructional Materials.**

1. The School reserves the right to create an advisory committee to investigate and evaluate challenges from parents, teachers, and members of the public to textbooks and supplementary instructional materials on the grounds that they are educationally unsuitable, pervasively vulgar, or inappropriate to the age, maturity, or grade level of the students. To the extent the School establishes such an advisory committee, information about that advisory committee will be communicated to parents, teachers, and the community.
2. In the event the School has not established such an advisory committee, parents may submit challenges to textbooks and supplementary instructional materials for the following reasons only: the textbook and/or supplementary materials are educationally unsuitable, pervasively vulgar, or inappropriate to the age, maturity, or grade level of the students. There are no other grounds for challenges to textbooks or supplementary materials under this provision.
3. To submit a challenge to a particular textbook and/or supplementary material, the parent shall submit in writing a detailed description of their challenge to the School. Such a challenge must clearly identify the textbook and/or supplementary material they are challenging, and what precise material they contend is educationally unsuitable, pervasively vulgar, or inappropriate to the student's age, maturity, or grade level. The parent should also provide suggestions for alternatives to such textbooks and/or supplementary materials that they are challenging. Challenges must be sent to the School via email at [blavrack@questcharter.org](mailto:blavrack@questcharter.org) or sent via mail or hand delivered to the School's address and designated on the outside of the letter: *Textbook and/or Supplementary Material Challenge*.
4. The Administrator shall review the challenge and respond to the challenge within ten (10) business days.
5. If the decision does not resolve the matter, the parent may file a written appeal to the Administrator if they were not involved in the initial review of the challenge. The Administrator shall review and respond to the challenge within five (5) business days.
6. If the Administrator is not able to resolve the matter, the parent may file a written appeal on the record with the School's Board of Directors within five (5) business days. There are no hearings on appeal, and decisions will be based solely on the written challenge provided by the parent and information provided by the School. The appeal must comply with section (1) above. The Board will designate a Board Panel to review the challenge and communicate its decision to remove or retain the challenged material within twenty (20) business days. The Board Panel's decision is final.

7. The Board always has sole authority and discretion to determine whether a challenge has merit and whether challenged material should be retained or removed. There is no appeal from a decision of the Board Panel.
8. Timelines set forth herein may be extended for good cause.

## Teacher Qualifications

| Teacher Qualifications | Teacher Certification  | License Expiration | Current Years of Experience |
|------------------------|--|--------------------|-----------------------------|
| Lynn Orlando           | Elementary Education (K-6)<br>Language Arts (6-9)<br>Mentor<br>Intermediate (4-6)<br>Mentally disabled (K-12)<br>Behaviorally & Emotionally Disabled<br>(K-12)<br>Learning Disabilities (K-12) | 6/30/2029          | 41                          |
| Julia Lanier           | Elementary Education (K-6)   | 6/30/2026          | 13                          |
| Ashton Smith           | Elementary Education (K-6)   | Beginning Teacher  | 4                           |
| Maria Morton           | Elementary Education (K-6) ~<br>Masters  | 6/30/2027          | 22                          |
| Karen Blalock          | Elementary Education (K-6)<br>Reading (K-12)<br>Early Childhood (K-4)  | 6/30/2026          | 31                          |
| Laura Zielinski        | Elementary Education (K-6)   | 6/30/2027          | 23                          |
| Amanda Damar           | Elementary Education (K-6)   | 6/30/2029          | 27                          |
| Ali Patno              | Elementary Education (K-6)   | 6/30/2027          | 21                          |
| Robin Thoman           | Elementary Education (K-6)<br>Language Arts (6-9)  | 6/30/2029          | 25                          |
| Shana McMasters        | Science (6-9)<br>Math (6-9)<br>Math (9-12) ~ Masters   | 6/30/2029          | 31                          |

## Right to Know Under the Every Student Succeeds Act

Parents may request and have the right to know information regarding the professional qualifications of the student's classroom teacher including the following:



Whether the student's teacher:

- has met state qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
- is teaching under emergency or another provisional status through which State qualification or licensing criteria have been waived; and
- is teaching in the field of discipline of the certification of the teacher.

Parents may also ask if the child is provided services by paraprofessionals and, if so, the paraprofessional's qualifications. In addition, parents have the right to information about:

- Professional development opportunities for teachers and assistants to ensure highly qualified personnel.
- Opportunities for parent involvement and input.
- School Report Card.

# Title IX

---

## **Overview:**

Title IX provides 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.” Quest Charter School (Quest) is governed by Title IX.

The United States Department of Education’s Office for Civil Rights (OCR) oversees enforcing Title IX. Information about OCR can be found at [www.ed.gov/about/offices/list/ocr/index.html](http://www.ed.gov/about/offices/list/ocr/index.html)

## **Title IX Discrimination and Harassment Policies** (for students and staff members)

It is the policy of Quest that students should not be subjected to forms of unlawful discrimination or harassment, while at school or in school-sponsored activities. Furthermore, the policy’s intent is to address the issue in a proactive manner through the establishment of a system for educating students and staff at Quest regarding the identification, prevention, intervention, and reporting of such antisocial acts. Quest acknowledges the dignity and worth of all students and strives to create a safe, orderly, caring and inviting school environment to facilitate student learning and achievement. Quest strives to model an inclusive environment and prohibits discrimination and harassment based on gender or sex. Quest will not tolerate any form of unlawful discrimination or harassment in any of its educational or employment activities or programs based on such protected classifications.

Quest does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment. Inquiries about Title IX may be referred to Quest’s Title IX Coordinator, the U.S. Department of Education’s Office for Civil Rights or both.

### **Title IX Coordinator:**

Erica Schnars  
10908 Strickland Rd  
Raleigh, NC 27615  
[eschnars@questcharter.org](mailto:eschnars@questcharter.org)  
(919) 841-0441

U.S. Department of Education Office for Civil Rights  
400 Maryland Avenue, SW  
Washington, D.C. 20202-1328  
[OCR@ed.gov](mailto:OCR@ed.gov)  
800-421-3481

## **Application of Policy**

This policy prohibits unlawful discrimination or harassment by students, employees, volunteers, contractors, and visitors. This policy is intended to apply to a student via other students, faculty, staff, volunteers/visitors, or contractors. This policy also applies to employees, volunteers/visitors, and contractors. This policy applies to behavior that takes place within Quest's "education program or activity," which includes, but is not necessarily limited to, behavior:

1. In any school building or on any school premises before, during or after school hours
2. On any vehicle as part of any school activity.
3. During any school field trip.
4. At any time or place when the individual is subject to the oversight and authority of school personnel.
5. At any time or place when the behavior has a direct and immediate effect on maintaining order and discipline in the schools.
6. While using school or personal electronic communications, including employee and student emails.

## **Discrimination or Harassment**

Students, employees, contractors, volunteers, and visitors are expected to behave in a civil and respectful manner. In accordance with Title IX, Quest expressly prohibits discrimination or harassment, based on sex or gender and prohibits sexual harassment (including sexual violence) and gender-based harassment. Sexual harassment is unwelcome conduct of a sexual nature. It includes unwelcome conduct based on sex, requests for sexual favors in exchange for benefits (quid pro quo), and other verbal, nonverbal, or physical conduct of a sexual nature. Sexual violence is a form of sexual harassment. Sexual violence refers to physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent. Several different acts fall into the category of sexual violence, including rape, sexual assault, sexual battery, sexual abuse, and sexual coercion. In accordance with Title IX, Quest also prohibits gender-based harassment, which is unwelcome conduct based on a student's sex.

Sex-based harassment can be carried out by school employees, other students, and third parties. All students can experience sex-based harassment, including male and female students, students with disabilities, and students of different races, national origins, and ages. Title IX protects all students from sex-based harassment, regardless of the sex of the parties, including when they are members of the same sex.

## **Retaliation**

Quest prohibits intimidation, threats, coercion, or discrimination against any individual for the purpose of interfering with any right or privilege secured by Title IX, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under Title IX. Intimidation, threats,

coercion, or discrimination, including charges against an individual for code of conduct violations that do not involve sex discrimination or sexual harassment, but arise out of the same facts or circumstances as a report or complaint of sex discrimination, or a report or formal complaint of sexual harassment, for the purpose of interfering with any right or privilege secured by Title IX, constitutes retaliation. As such, Quest prohibits reprisal or retaliation against any person for reporting or intending to report violations of this policy, supporting someone for reporting or intending to report a violation of this policy, or participating in the investigation of reported violations of this policy. After consideration of the nature and circumstances of the reprisal or retaliation and in accordance with applicable laws, policies, and regulations, the School's Board of Directors shall determine the consequences and remedial action for a person found to have engaged in reprisal or retaliation.

The exercise of rights protected under the First Amendment does not constitute retaliation. Charging an individual with a code of conduct violation for making a materially false statement in bad faith during a grievance proceeding under Title IX does not constitute retaliation prohibited under this policy, provided, however, that a determination regarding responsibility, alone, is not sufficient to conclude that any party made a materially false statement in bad faith.

### **Conduct Not Covered by This Policy**

Conduct that does not meet the definitions set forth above in this Title IX Policy is not subject to Quest's Title IX Policy or any reporting/grievance procedures that govern Title IX matters. However, such conduct may still constitute a violation of other Quest policies, including the School's Code of Conduct, non-discrimination policy, and bullying policy. Please refer to and follow those policies for such conduct.

### **Nondiscrimination**

The nondiscrimination policy and grievance procedures can be located in the Quest Policy Manual. To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to the process which is detailed in this policy or contact the Title IX Coordinator.

## **Complaints**

### **General Information and Assistance**

Any individual who believes they are a victim of gender-based discrimination or harassment under Quest's Title IX Policy is encouraged to contact the Title IX Coordinator.

The following people have a right to make a complaint of sex discrimination, including complaints of sex-based harassment, requesting that Quest investigate and make a determination regarding alleged discrimination under Title IX:

- A "complainant," which includes: a student or employee of Quest who is alleged to have been subjected to conduct that could constitute sex discrimination under Title IX; or to a person other than a student or employee of Quest who is alleged to have been

subjected to conduct that could constitute sex discrimination under Title IX at a time when that individual was participating or attempting to participate in Quest's education program or activity.

- A parent, guardian, or other authorized legal representative with the legal right to act on behalf of a complainant.
- The Quest Title IX Coordinator.

Note: A person is entitled to make a complaint of sex-based harassment only if they themselves are alleged to have been subjected to the sex-based harassment, if they have a legal right to act on behalf of such person, or if the Title IX Coordinator initiates a complaint consistent with the requirements of 34 C.F.R. § 106.44(f)(1)(v).

With respect to complaints of sex discrimination other than sex-based harassment, in addition to the people listed above, the following persons have a right to make a complaint:

- Any student or employee Quest or
- Any person other than a student or employee who was participating or attempting to participate in an education program or activity of Quest at the time of the alleged sex discrimination.

Quest may consolidate complaints of sex discrimination against more than one respondent, or by more than one complainant against one or more respondents, or by one party against another party, when the allegations of sex discrimination arise out of the same facts or circumstances. When more than one complainant or more than one respondent is involved, references below to a party, complainant, or respondent include the plural, as applicable.

### **Grievance Procedures**

Quest has adopted grievance procedures that provide for the prompt and equitable resolution of complaints made by students, employees, or other individuals who are participating or attempting to participate in its education program or activity, or by the Title IX Coordinator, alleging any action that would be prohibited by Title IX or the Title IX regulations.

Quest will treat complainants and respondents equitably.

Quest requires that the Title IX Coordinator, investigator, or decisionmaker not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. A decisionmaker may be the same person as the Title IX Coordinator or investigator.

Quest presumes that the respondent is not responsible for the alleged sex discrimination until a determination is made at the conclusion of its grievance procedures.

For more information on the Quest Parent and Student Grievance Policy which contains the established timeframes for the grievance procedures, please refer to the Parent and Student Handbook.

Quest will take reasonable steps to protect the privacy of the parties and witnesses during its grievance procedures. These steps will not restrict the ability of the parties to obtain and

present evidence, including by speaking to witnesses; consult with their family members, confidential resources, or advisors; or otherwise prepare for or participate in the grievance procedures. The parties cannot engage in retaliation, including against witnesses.

Quest will objectively evaluate all evidence that is relevant and not otherwise impermissible including both inculpatory and exculpatory evidence. Credibility determinations will not be based on a person's status as a complainant, respondent, or witness. The following types of evidence, and questions seeking that evidence, are impermissible (i.e., will not be accessed or considered, except by Quest to determine whether one of the exceptions listed below applies; will not be disclosed; and will not otherwise be used), regardless of whether they are relevant:

- Evidence that is protected under a privilege recognized by Federal or State law or evidence provided to a confidential employee, unless the person to whom the privilege or confidentiality is owed has voluntarily waived the privilege or confidentiality.
- A party's or witness's records that are made or maintained by a physician, psychologist, or other recognized professional or paraprofessional in connection with the provision of treatment to the party or witness, unless Quest obtains that party's or witness's voluntary, written consent for use in its grievance procedures; and
- Evidence that relates to the complainant's sexual interests or prior sexual conduct, unless evidence about the complainant's prior sexual conduct is offered to prove that someone other than the respondent committed the alleged conduct or is evidence about specific incidents of the complainant's prior sexual conduct with the respondent that is offered to prove consent to the alleged sex-based harassment. The fact of prior consensual sexual conduct between the complainant and respondent does not by itself demonstrate or imply the complainant's consent to the alleged sex-based harassment or preclude determination that sex-based harassment occurred.

### **Notice of Allegations**

Upon initiation of Quest's Title IX grievance procedures, Quest will notify the parties of the following:

- Quest's Title IX grievance procedures and any informal resolution process
- Sufficient information available at the time to allow the parties to respond to the allegations, including the identities of the parties involved in the incident(s), the conduct alleged to constitute sex discrimination, and the date(s) and location(s) of the alleged incident(s);
- Retaliation is prohibited; and
- The parties are entitled to an equal opportunity to access the relevant and not otherwise impermissible evidence or an accurate description of this evidence. [If Quest provides a description of the evidence: The parties are entitled to an equal opportunity to access the relevant and not otherwise impermissible evidence upon the request of any party.]

If, during an investigation, Quest decides to investigate additional allegations of sex discrimination by the respondent toward the complainant that are not included in the notice provided or that are included in a complaint that is consolidated, Quest will notify the parties of the additional allegations.

### **Dismissal of a Complaint**

Quest may dismiss a complaint of sex discrimination if:

- Quest is unable to identify the respondent after taking reasonable steps to do so;
- The respondent is not participating in education Quest's program or activity and is not employed by Quest;
- The complainant voluntarily withdraws any or all of the allegations in the complaint, the Title IX Coordinator declines to initiate a complaint, and Quest determines that, without the complainant's withdrawn allegations, the conduct that remains alleged in the complaint, if any, would not constitute sex discrimination under Title IX even if proven; or
- Quest determines the conduct alleged in the complaint, even if proven, would not constitute sex discrimination under Title IX. Before dismissing the complaint, Quest will make reasonable efforts to clarify the allegations with the complainant.

Upon dismissal, Quest will promptly notify the complainant of the basis for the dismissal. If the dismissal occurs after the respondent has been notified of the allegations, then Quest will also notify the respondent of the dismissal and the basis for the dismissal promptly following notification to the complainant, or simultaneously if notification is in writing.

Quest will notify the complainant that a dismissal may be appealed and will provide the complainant with an opportunity to appeal the dismissal of a complaint. If the dismissal occurs after the respondent has been notified of the allegations, then Quest will also notify the respondent that the dismissal may be appealed. Dismissals may be appealed on the following bases:

- Procedural irregularity that would change the outcome;
- New evidence that would change the outcome and that was not reasonably available when the dismissal was made; and
- The Title IX Coordinator, investigator, or decisionmaker had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that would change the outcome.

If the dismissal is appealed, Quest will:

- Notify the parties of any appeal, including notice of the allegations, if notice was not previously provided to the respondent;
- Implement appeal procedures equally for the parties;

- Ensure that the decisionmaker for the appeal did not take part in an investigation of the allegations or dismissal of the complaint;
- Ensure that the decisionmaker for the appeal has been trained consistent with the Title IX regulations;
- Provide the parties a reasonable and equal opportunity to make a statement in support of, or challenging, the outcome; and
- Notify the parties of the result of the appeal and the rationale for the result.

When a complaint is dismissed, Quest will, at a minimum:

- Offer supportive measures to the complainant as appropriate;
- If the respondent has been notified of the allegations, offer supportive measures to the respondent as appropriate; and
- Take other prompt and effective steps, as appropriate, through the Title IX Coordinator to ensure that sex discrimination does not continue or recur within the education program or activity at Quest.

### **Investigation**

The Title IX Coordinator shall designate an Investigator to conduct an investigation into any formal complaint. The Investigator must be unbiased, and have no conflict of interest in the present case. The Investigator serves as a neutral fact-finder, and shall interview both parties, relevant witnesses, and gather and review evidence relevant to the outcome of the complaint. Due to the size of Quest, an independent investigator may be maintained for any investigation. The burden of proof and the burden of gathering sufficient evidence to reach a determination of responsibility rests with the board and not with the parties. Both parties will have an equal opportunity to present witnesses and other evidence (both inculpatory and exculpatory) to the Investigator. Neither party will be restricted in their ability to discuss the allegations or to gather and present relevant evidence; provided, however, that such communications shall not constitute harassment or retaliation against any party or otherwise violate applicable law, rule, or regulation.

The Investigator will evaluate all relevant evidence, both inculpatory and exculpatory, and will not make credibility determinations based solely on a person's status as complainant, respondent or witness.

The Investigator will only access, consider, disclose, or otherwise use a party's treatment records made or maintained by a health care provider, or other records protected under a legally recognized privilege, with that party's voluntary, written consent.

Prior to completion of the Investigative Report, the Investigator will provide each party with copies of any evidence obtained by the Investigator that is directly related to the allegations in the complaint. Both parties will have ten (10) calendar days to submit a written response to the evidence to the Investigator. By accepting receipt of this information, the parties and their representatives, if any, agree that the use or dissemination of evidence for any purpose other



than those directly related to the parties' participation in the Title IX grievance process is prohibited and may result in appropriate discipline in accordance with Quest policy.

### **Investigative Report**

After conducting the investigation, the Investigator will complete an investigative report that summarizes all relevant evidence, including statements and interviews with the parties and any witnesses, and any documents, records, photographs, recordings, or other evidence obtained by the investigator.

The investigative report will be distributed simultaneously to both of the parties at least ten (10) calendar days prior to a Determination of Responsibility being made.

### **Determination of Responsibility**

The Decision-Maker is responsible for determining whether the conduct alleged in the complaint constitutes a violation of this Policy and any other applicable Quest policies, procedures, handbook provisions, or rules. The Decision-Maker shall be the board. The Decision-Maker shall not be the Title IX Coordinator or Investigator, and must be impartial and unbiased, have no conflict of interest in the particular case.

After receipt of the investigative report and prior to reaching a decision, each party shall be permitted to submit to the Decision-Maker relevant questions to be asked of the other party and/or any witnesses, including those challenging the credibility of the party or witness. The Decision-Maker shall review the questions with the party or witness to whom the questions are directed, but shall not ask any questions that are irrelevant or improperly inquire about the Complainant's sexual predisposition or past sexual conduct (other than where the incidents occurred between the Complainant and Respondent and are asked for purposes of demonstrating consent, where applicable). The Decision-Maker will provide a written explanation to the party of why any question was excluded. The Decision-Maker shall provide the responses of the party or witness in writing to both parties. The parties shall be provided with an opportunity for limited additional follow-up questioning.

If any party or witness does not cooperate with responding to these questions, the Decision-Maker will not rely on any statement of that party or witness in reaching a determination of responsibility. The Decision-maker cannot draw an inference about responsibility based solely on a party's or witness's refusal to answer questions.

### **Standard of Proof and Determination**

The determination of whether or not a violation of this Policy occurred will be made on the preponderance of the evidence, or whether it is more likely than not that the Respondent violated this Policy.

### **Sanction**

Sanctions and remedies will be determined on a case-by-case basis by the Decision-Maker, where authorized to do so. Where applicable federal or state law, Board policy, contract, handbook provision, or other rule gives authority for issuing of a particular sanction to a

different school decision-making body (e.g., school board, IEP team) the Decision-Maker will recommend sanctions to that decision-making body or official, or the Board for further action. Sanctions may include, but are not limited to required training, a written warning, suspension or expulsion of a student, or suspension or termination of an employee's employment with the school. The Decision-Maker may impose or recommend any sanction that it finds to be fair and proportionate to the violation and in accordance with Board Policy.

Remedies may include, but are not limited to, offers of counseling, training, changes or modifications to class or work schedules or assignments, provision of additional supervision, and other actions as deemed appropriate under the circumstances present in the case. The Title IX Coordinator shall be responsible for implementing any proposed remedies.

### **Written Determination Regarding Responsibility**

The Decision-Maker will issue a written determination regarding responsibility, which shall be determined by a preponderance of the evidence. The written determination will include:

- Identification of the allegations;
- A description of the procedural steps taken from the receipt of the formal complaint through the determination, including notifications to the parties, interviews, site visits, methods used to gather other evidence, and hearings held (if applicable);
- Findings of fact;
- Conclusions regarding the application of this Policy and any other relevant Quest policy, procedure, handbook provision, or rule to the facts;
- A statement of and rationale for the Decision-Maker(s) determination regarding responsibility for each allegation;
- A statement of and rationale for any disciplinary sanctions that will be imposed on Respondent, if applicable;
- A statement of and rationale for any remedies the school will provide to restore or preserve Complainant's access to the school's educational program or activity, if applicable; and
- A statement of the school's appeal policy and procedures.

The Decision-Maker will provide the written determination to the parties simultaneously. The written determination shall be final, subject to the parties' right to appeal below.

### **Appeals**

Within five (5) calendar days of delivery of the written determination to them, either party may appeal the dismissal of a formal complaint, or the Decision-Maker's written determination and/or any sanction imposed by the Decision-Maker to the board. Such appeals will be in writing and will be delivered to the board. The board will determine if the written determination will be stayed pending the outcome of the appellate decision. Appeals will be limited to any of the following bases:

- A procedural irregularity that affected the outcome of the matter;
- New evidence that was not reasonably available at the time the written determination was issued that could affect the outcome of the matter; or
- The Title IX Coordinator, Investigator(s), or Decision-Maker(s) had a conflict of interest or bias that affected the outcome of the matter.

The board will notify both parties in writing if an appeal is received alleging one of the bases for appeal above. Both parties will be given an opportunity to submit a written statement in support of, or challenging, the written determination. The parties' written statements must be submitted within five (5) calendar days of notice of the appeal.

Except as required to explain the basis of new information, an appeal will be limited to a review of the written record of the investigation, the written determination, and the parties' written statements on appeal.

The board may affirm, reverse, or modify the written determination and/or sanctions imposed, or may remand to the Investigator or Decision-Maker for further action. A written appeal decision will be issued simultaneously to the parties describing the result of the appeal and the rationale therefore. The written appeal decision of the board is the final decision of Quest and no further appeals are permitted under this Policy.

#### **Complainant Does Not Wish to Pursue Resolution or Requests Confidentiality**

If the Complainant does not wish to pursue formal or informal resolution and/or requests that his or her report remain confidential, the Title IX Coordinator or designee will inform the Complainant that the school's ability to respond to the alleged sexual harassment may be limited. The Title IX Coordinator or designee may weigh the Complainant's request against the following factors:

- The seriousness of the alleged sexual misconduct,
- Whether there have been other complainants of sexual misconduct against the same Respondent, and
- The Respondent's right to receive information about the allegations, including the name of the complainant.

The Title IX Coordinator will only initiate a formal complaint under these procedures against the wishes of the Complainant where required by federal or state law, regulation, or rule, or where doing so is not clearly unreasonable based on known circumstances, based on the potential impact to the Quest community if the allegations were true.

The Title IX Coordinator or designee will inform the Complainant if the school cannot ensure confidentiality. Even if the school cannot take disciplinary action against the Respondent because the Complainant insists on confidentiality or that the complaint not be resolved, the school reserves the authority to implement supportive measures or other appropriate actions to promote a safe learning environment for the complainant and/or the entire Quest community.

**Advisors**

Complainants and Respondents have equivalent rights to be accompanied at any stage of the process by an advisor of their choice, who may be a parent or guardian, union representative (where applicable), other support person, or an attorney at the party's sole expense. Advisors may not answer questions on behalf of any party or otherwise participate in any interview or meeting, other than to confer with the party they are supporting/representing.

**Supportive Measures**

Quest may implement supportive measures to preserve or restore the Complainant's access to the school's education program or activity. Supportive measures will be individualized, provided at no cost to the parties, and are non-disciplinary in nature. Supportive measures may include, but are not limited to:

- Counseling,
- Extension of deadlines or other course-related adjustments,
- Modifications of work or class schedules,
- Mutual restrictions on contact between the parties,
- Leaves of absence,
- Increased security and monitoring,
- Increased supervision and/or escort services, and/or
- Other similar measures.

Quest may temporarily remove a student accused of violating this policy on an emergency basis, following an individualized safety and risk analysis that finds an immediate threat to the physical safety of any individual. Any student so removed will be provided with notice and an opportunity to challenge this action immediately following the removal, and any other rights conferred by law. Emergency removals must be consistent with other applicable laws. Quest in its sole discretion, may place an employee accused of violating this policy on administrative leave pending the outcome of the informal or formal complaint process.