

JAMES ISLAND • MOUNT PLEASANT

## **PARENT HANDBOOK**

### **THE O'QUINN SCHOOLS OF PORTER-GAUD**

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## Welcome to The O'Quinn Schools of Porter-Gaud

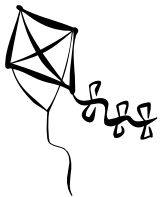
We are honored that you have chosen The O'Quinn School for your child. We look forward to getting to know you and your family. It is important for every child to feel secure and happy in their new school. We value your involvement as parents and strive to create a strong connection between home and school.

Our goal is to help each child develop individually and at their own pace. We encourage learning through play, as well as through more direct instructional means. Through carefully planned curriculum, your child will be exposed to new and varied experiences. Our programs are designed to develop creative tendencies, introduce new skills, and increase knowledge. Our teachers encourage group cooperation, listening skills, individual responsibility, and FUN!

Most importantly, we will try to teach your child to think independently and to be self-reliant. We hope to expand your child's mind by providing opportunities to make new friends, experiment with new concepts, and express themselves. We encourage children to progress as they are ready by capitalizing on their natural curiosity. We want our students to visualize their worth and enjoy the process of realizing their potential.

The purpose of this Parent Handbook is to provide you with an outline of the school's philosophy, curriculum, organization, procedures and standards. Throughout the school year, there are a number of opportunities for you to become more active in the O'Quinn Schools. We encourage participation in your child's class activities, field trips, and holiday programs. You may also wish to become involved in the Parents Guild. Through Parent Conferences and ongoing communication, we encourage a strong connection between home and school.

Our students are in a wonderful age group, full of wonder and joy. Thank you for the opportunity to care for your child and help foster a lifetime of learning.



*The O'Quinn Schools of Porter-Gaud*

*Molly B. O'Toole*  
Head of School

*Chandler M. Dodds*  
Director – Mt. Pleasant

*Sharon H. McCuen*  
Director – James Island

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## PHILOSOPHY

Our school's philosophy balances innovative methodology and techniques while remaining traditional in our basic goals. Our two primary goals are to foster the growth of the total child and to enable each child to reach their highest developmental potential. We offer a developmentally appropriate, learning-centered curriculum which scaffolds the skills gained from year to year. In our Kindergarten program, we strive to make the transition to first grade as stress-free as possible. We concentrate on a strong phonetic language arts and hands-on manipulative math program. We continue to incorporate emerging and innovative early childhood education trends with the core programs begun by Linda O'Quinn, our founder.

We are interested in providing a smooth transition and strong bond between home and school. We wish to extend the child's world by providing opportunities for solving problems, making decisions, expressing opinions, and forming conclusions. These general abilities are developed through specific skills, such as recognizing the relationship between size and shape, understanding numerical concepts, learning and writing the alphabet, grasping phonics and blending sounds to begin reading. We hope to make children feel secure within the class and to encourage the growth of good social habits such as courtesy, self-control, and consideration for others.

Linda O'Quinn's philosophy as stated in 1971 remains valid. She stated:

We want children to discover their potential relationship to others, an awareness of the world around them, and their ability to react to it. They will learn that their life is unique. Even though they may encounter obstacles, they will realize they have within themselves the ability to cope with these problems. A sense of civic duty and responsibility will be learned through meaningful units which educate them about the world they know, and also make them aware of broader horizons. Through observation and direct experience, we are encouraging the child to learn about the natural world – plants, animals and earth itself. Readiness for any activity is letting children grow, live and perform what they are old enough and ready to do. When the teacher believes in the basic good, curiosity, and joy in each child, the child cannot help but visualize their worth and enjoy their level of readiness.

Most importantly, we will try to teach children to think for themselves by allowing them to express themselves through various mediums of creative self expression (role-playing, art, music, creative movement, crafts, games, etc.). This will help them to find their own inner music, to learn to be an individual, to spark their curiosity, to live a richer life, and to try to succeed in any educational endeavor that they undertake. We believe that children learn best when the importance of their play as work is respected.

Children are not small grown-ups. They are little citizens of a special world – a world open to every grown-up, but visited by all too few of us. As teachers we are indeed fortunate to have the opportunity to enter and be a part of a child's unique world!

All of our programs help foster a lifetime love of learning. We capitalize on the child's innate curiosity to encourage their development. We balance time for self-motivated exploration and direct instruction to ensure all students are exposed to new concepts and allow their initiative to drive their development.

## **NON-DISCRIMINATION POLICY**

O'Quinn Schools of Porter-Gaud admits students without regard to race, sexual orientation, gender, gender identity, gender expression, color, age, national origin (including English Language Learners), ethnic origin, or religion to all the rights, privileges, programs and activities generally accorded or made available to students at the school. The school does not discriminate on the basis of race, color, age, gender, sexual orientation, gender identity, gender expression, national origin (including English Language Learners), ethnic origin, or religion in administration of its educational policies, tuition assistance programs, athletic and other administered programs.

## **OPERATIONAL POLICIES**

### **ARRIVAL AND DEPARTURE PROCEDURES**

Only designated persons listed in your child's record may pick up your child. If a new designee is picking up, this person must present a picture ID to the office, where it will be verified that they are on the pick-up list. Phone calls to the office designating exceptions to this procedure should be reserved only for emergency situations. Also, please note:

- School hours and carpool times will be published annually in the information packet sent prior to the beginning of school.
- Please remember that a child may not enter or leave the school building unless accompanied by an adult.

### **Tracking**

A DSS approved tracking form is used daily to account for the presence of each child in the school as the child enters and exits the school. Tracking sheets are also used each time a child moves to a new location in or around the school.

### **Driveway**

Please drive slowly in the parking lots as children are present. The parking spaces at the front and side of the building are for pick up and drop off of children. If you are not using the carpool line, please use one of these parking spaces. No cars should be parked, unattended, in the driveway beginning 5 minutes before the start of carpools. Please remember, while dropping off or picking up your child, to:

- Not leave your car running
- Refrain from talking on a cell phone

### **Carpool**

We encourage children to increase their self-reliance by using carpool. We have designated staff members who will open car doors before school begins and assist children to their classrooms. Teachers will load your child in the car at dismissal time. For the safety of all the children, please put your child's car seat on the passenger side of the car. For you and your family's safety, do not get out of your car in the carpool line. If you prefer to walk your child to class, please park in the parking lot.

### Preschool/Kindergarten Only Programs

Children enrolled in 2's, 3's & 4's Preschool morning program attend school between the hours of 8:15 am and 11:30 am. Five-year-old Kindergarten hours are 8:15 am to 2:30 pm.

Please understand our ability to make exceptions from our set preschool/Kindergarten hours may be limited. In order for us to maintain appropriate staffing, arrangements to have your child stay beyond these hours must be made well in advance. In this case, a fee will be calculated and charged on your next statement.

### Extended Hours Program

The school is open from 7:00 am to 6:00 pm. Unless you are dropping your child off in carpool, please park and walk your child to the appropriate staff member. Please remember:

- Always sign your child in and out
- Never allow your child to enter or leave the building alone.

If an emergency arises and you anticipate a problem with picking up your child before 6 pm, you should arrange alternative transportation. Charges for late pick-up (after 6:00 pm) are \$10 for each five-minute period. These fees must be paid at the time of pick up. If a child is frequently picked up after 6 pm, we may require notification of alternative transportation prior to re-admitting your child.

### Tardy Arrival / Early Departure

We value our instructional time with the children, and each day is carefully planned to maximize development. Late arrivals and early departures can be disruptive to our learning atmosphere. If your child is in a Preschool class and arrives after 9 am (or 8:30 am for Kindergarten), you will need to escort your child to their classroom, open the door quietly and get the teacher's attention to come and bring your child into the classroom. We ask that you not enter the classroom, when class is already in session; it is important not to disrupt the curriculum.

If early departure is necessary, especially in the Kindergarten program, we request that a written note be sent to the teacher that morning. This will allow us to have your child ready and cause as little disruption to the learning environment of the classroom.

### **VACATION AND HOLIDAY POLICY**

The school will close for certain holidays and work days during the year as noted in the annually published school calendar. Tuition is due during periods that include holidays.

### **EMERGENCY CLOSING**

In case of emergency situations, you will be notified by phone and email through our Emergency Blackboard Connect system. We also encourage you to listen to announcements on the local news. For additional information on emergency communication, please see the Communications Policies of this handbook.

### **FIELD TRIPS**

Classes may take field trips during the year to augment a curriculum subject. Field trips allow children to learn through a new environment. A field trip permission slip must be on file for all

children. Field trips must be approved by the Directors and be appropriate for all children in a class or age group. The O'Quinn School reserves the right to cancel or deny any field trip.

Transportation is usually provided by volunteer parents; all transportation must comply with current laws. We generally require at least one adult for every two children to be present for any off-campus learning events. Specific requirements for each field trip will be detailed in the notification from the classroom teacher.

## **SCHOOL FACILITIES**

### **Birthdays**

We are not able to host birthday parties at the school. Our teachers will put party invitations in the children's cubbies as long as all children are invited. If you are not inviting the entire class, invitations should be mailed. Due to school policy, pool party invitations should also be mailed.

## **WITHDRAWAL FROM SCHOOL**

We reserve the right to withdraw a child from our school if any of the following occur:

- \*delinquent payment of tuition and fees
- \*lack of current immunization records
- \*the child continuously displays disruptive or destructive behavior
- \*persistent illness or consistent lengthy delays in picking up ill children

## **HEALTH POLICIES**

### **SC Immunization Records**

Each child is required by state regulations to have a current record of immunization on file. Please ask your pediatrician to issue your child the SC DHEC immunization form (DHEC Form #2740). We cannot accept any other immunization record. We do not accept Religious Exemptions. If a child's immunization record is not complete within 30 days of enrollment, the child will not be allowed to attend school.

### **First Aid and Emergency Care**

A signed Permission for Health Care Form authorizing emergency care for your child must be on file. Emergency numbers in order to reach parents at all times, as well as two other authorized persons, must also be included in our records. Additionally,

- In the event of a minor accident at school, basic first aid will be administered by the staff and a parent or authorized adult will be notified.
- If immediate medical attention is required, EMS will be contacted to transport the child to the hospital. Should this happen, we will contact the parent or authorized person and/or the child's pediatrician.

### **Administering Medication**

Parents must complete an authorization form for any medication (prescription or over the counter) to be administered. These forms and all medications are kept in the office. Medication should be delivered to the office; no medications should be left in a child's classroom. Our staff can administer prescription medication provided that it is in the original container stating the

child's name, physician, and prescription data (to include name and dosage). All "over the counter" medications must be in the original container. Long-term medication that is necessary for chronic illnesses should be accompanied by a physician's statement giving name, type of drug and predicted duration of consumption.

### Allergies

The School is committed to taking reasonable actions to protect and accommodate children with severe allergies, especially nut and other food allergies. Please see the Meals and Snacks section for the school's policy on food allergies.

Any child with a severe allergy must provide written medical documentation, instructions and medications as directed by a physician. A Food Allergy Action Plan form, available in the office, must be completed by both parent and physician annually and kept in the child's file.

### Ill Children

DSS regulations specify that our school cannot keep sick children, and it is the parent's responsibility to make other arrangements in the event of illness. Children with an illness that prevents them from participating comfortably in the program's activities or an illness which results in a need for greater care than our staff can provide will be excluded from the school. Children with signs of fever, illness or infection will not be admitted. Children may return to school only after they have been symptom free for 24 hours. In certain situations, a written note from your child's physician may be required.

Common symptoms and conditions requiring exclusion from school are included, but not limited to the following:

Fever: Children with axillary temperature of 100° or greater must be sent home.

Diarrhea: Parents will be notified and the child removed from school if the child has 2 or more loose stools. For certain conditions associated with diarrhea, a note from a physician may be required for re-admission.

Vomiting: The school cannot care for children who have vomited in the past 24 hours, unless the condition is determined to be caused by a non-communicable condition and the child is not in danger of dehydration.

Influenza/Influenza-like Illness (ILI): Children with ILI symptoms, including but not limited to axillary temperature of 100°, cough, and/or sore throat, must be excluded from school. These children must not be re-admitted until 24 hours after the resolution (last sign) of symptoms.

Communicable Diseases: Children may not attend school if they show signs of a communicable disease, including but not limited to Conjunctivitis (pink eye), Hepatitis A, Measles, Mumps, Varicella (chicken pox), Rubella, Pertussis, Haemophilus, Influenza, and Meningitis.

Rash: A rash with fever or behavior change will be considered contagious until a physician determines the condition is non-communicable.

Skin Infections: Children with skin infections, including ringworm, pinworm, impetigo, or scabies, will not be allowed to attend school until treatment has begun and your physician recommends re-entry.

Head Lice: Children with head lice must be removed from the school and treated for lice and nits (eggs). All nits must be removed before the child returns to school.



## **CHILD ABUSE/NEGLECT**

The O'Quinn School is mandated by South Carolina State Law to report suspected child abuse and neglect to the local authorities.

## **MEALS AND SNACKS**

The O'Quinn School is "allergy-sensitive." For our purposes, "allergy sensitive" means that we will take reasonable steps to accommodate children with allergies. **The school does not serve foods containing peanuts or tree nuts. All snacks and treats, including for parties or other special events, must be nut-free.** If your child has severe allergies, please see the Allergy section of the Health Policies.

We provide a mid-morning snack for all children enrolled at our school. Lunch and mid-afternoon snack are provided for kindergarten and extended hours children. We strive to ensure all of our food offerings comply with our allergy policies as well as provide nutritious, kid-friendly foods. We do not offer any meal or snack substitutions unless a child has allergies or diet restrictions. In order to accommodate your child's restrictions, a doctor's note will be required to be on file stating the reason for the restriction. Special permission from the office is required in order to bring in snack or lunch substitutions.

### **Birthdays and Celebrations**

Birthday celebrations are special and important days for your children. Each child is given special recognition in the class for their birthday. Parents may send treats to share with their child's class on birthdays; please talk to your child's teacher prior to bringing in a special treat. We encourage nutritious treats, limiting sweets. Any snacks brought in must comply with our Meals and Snacks Policies. We ask that parents be considerate of any allergies present in their child's classroom when planning special treats and snacks. Such consideration may include limiting any special snacks to those not processed in a facility that processes nuts. Hard candy, gum, and balloons are not allowed at school.

## **ENROLLMENT AND ADMISSIONS POLICY**

The O'Quinn School adheres to certain requirements when accepting students. The School is open to all students on a space available basis. All prospective applicants will be placed in an application waiting pool. Applications will be accepted only after the birth of a child.

Available spaces in each age group, after pre-registration of existing students is complete, will be filled in the following order of preference:

1. Children of staff of The O'Quinn School and Porter-Gaud
2. Siblings of current students at The O'Quinn School

Open spaces will then be filled from our waiting pool, based on application date, tour attendance, and other considerations. After available spaces are filled, The O'Quinn School will continue to maintain an application in the waiting pool for each applicant.

Upon acceptance of admission, a non-refundable registration fee and a non-refundable tuition installment payment is required to secure the spot. Due dates for all registration fees and deposits will be published at the time of acceptance. Failure to return required registration information by the due date may result in forfeiture of the spot.

## **PROGRAM POLICIES**

### **CURRICULUM GOALS**

We believe that the preschool/kindergarten years of a child's development are crucial in education, motor skills, and brain development. Fostering learning during this time promotes healthy intellectual growth and educational curiosity. Our curriculum is designed to develop each child to his/her highest potential through age appropriate activities and pace. The goals for our program include developing objectives based on specific strategies for each age group. Our strategies include establishing a child-friendly environment, assessing the objectives for each child, encouraging parent involvement, and providing for the professional development of our teachers.

We regularly evaluate our curriculum programs to ensure the best quality within a fun and caring environment. Our objectives for each age group focus on areas of a child's development, including emotional, social, physical, and cognitive. Our curriculum is centered around activities in language arts, math, science, physical education, music, world language, and art. These areas help ensure a well-rounded environment and allow each child to excel. Our 5-year-old Kindergarten program provides first grade readiness in reading, math, and handwriting. We also provide science, geography, art and music appreciation as part of our full day Kindergarten program.

We assess each child multiple times throughout the year. Our teachers use formal, as well as casual, techniques to allow them to build on a child's natural strengths while providing extra time or different means in areas which need additional attention. Parent-Teacher conferences are key elements to a strong home and school bond. Formal assessments provide a progress report and a basis for ongoing parent discussions.

### **PROGRAM OFFERINGS**

Our current Pre-School ("AM") and Extended Hours ("EH") programs may change based on the needs of our parents. Pre-School and EH program hours are also subject to change. The Pre-School programs are from 8:30 am to 11:30 am and the Extended Hours programs allow drop-off beginning at 7:00 am and pick-up by 6:00 pm. For our 2-year-old program, we offer a 2-day (Tuesday, Thursday) and a 3-day (Monday, Wednesday, Friday) option in either the morning or extended hours and a 5 day (Monday – Friday) extended hours program. For the 3's program, we offer a 2-day (Tuesday, Thursday) and a 3-day (Monday, Wednesday, Friday) option in the morning or for extended hours. The 3's also have a 5-day (Monday – Friday) program for either the morning or extended hours. For our 4-year old program, we offer a 5-day (Monday – Friday) morning or extended hours program and a full day (8:30 am – 3:15 pm) Discovery program, summarized below. The O'Quinn Kindergarten (5K) offers a 5-day program from 8:30 am to 2:30 pm and has an extended hours option.

#### **Four-Year-Old Discovery Program**

This specially designed curriculum allows 4 year olds a full day (6 hours) of school/curriculum time. The day is split into 2 sections, Discovery and 4-year-old kindergarten. The Discovery program is a Geography and Science based curriculum. The class "travels" around the world to learn the social studies and ecosystems of each country they visit. The curriculum is deliberately interactive to provide numerous avenues for the children to explore our world. The children

gather the fundamentals for reading readiness and math awareness during the 4-year-old preschool time. The Discovery program provides an alternative for older 4 year olds or those that are ready for more challenge.

### Sample Daily Schedule

The children's day begins with arrival and free play time. Once the children are settled into their classroom, each class has a morning circle time. Morning circle is essential for the teacher to discuss the curriculum topic and for the children to understand the plan for the day. Circle time is generally followed by small group/center work to reinforce the objectives with a hands-on activity. Mid-morning snack is provided and the all the children enjoy outdoor play time. The morning preschool program ends with an additional small group/center time to allow support or introduction of new concepts. The Kindergarten schedule follows a more direct instruction model and includes a morning meeting, snack, lunch and quiet time followed by afternoon science and social studies units.

Extended Hours children will have lunch after the morning program and then move to either a nap; there is a quiet/awake room option for 4 year olds. After nap/quiet time, the children will have an afternoon snack and a less formal small group, circle, or center time. This instructional time allows the EH children the opportunity to strengthen their developmental skills and understanding of concepts introduced during the morning preschool program.

### Classroom Environment

We strive to provide a variety of materials in the classroom which are accessible and engaging to the children. For example, manipulatives, dramatic play, books, and puzzles are used daily to provide learning opportunities. We also encourage respect for this equipment. Our classes are set up for regular small group work in order to give each child more personal attention, as well as freedom of choice. These smaller groups help ensure appropriate stimulation. Though our program is designed to challenge the children, our classroom atmosphere is relaxed and void of pressure. We adhere to vigilant supervision by staff so that a safe environment is always present both indoors and out.

### Enhancements

As part of our Pre-School and Kindergarten programs, we offer four enhancements: Physical Education, Music, French, and Spanish. These enhancements are highlighted in special programs throughout the year, including a Holiday, 4's Mother's Tea & Luncheon, 5K Field Day, and 5K Graduation programs.

Physical Education classes are given to full time 2's, 3's, 4's and 5K classes to promote the appreciation of a healthy lifestyle through the development of basic physical fitness skills. A variety of activities are used to emphasize sportsmanship, skill development, team work, gross motor development and FUN.

O'Quinn School students in the full time 2's and 3's, as well as 4-year-old and 5K programs study basic music concepts through singing, playing "instruments" and movement activities. The goal of our music classes is to foster in each child an appreciation of various types of music as well as a positive attitude toward music and the ability to perform.

French and Spanish classes are provided regularly. The full time 3's, 4's and 5K students experience French and the 4's and 5K students experience Spanish. The purpose of these programs is to introduce students to the spoken language as well as each country's unique culture and customs. The students become familiar with the rhythm of the language which enables them to develop and refine the skills of listening, understanding, and reproducing the spoken language.

### Outside Recess

Outside playground time is an important part of our school's program and each child's day. The children do go outside for recess, although abbreviated, on extremely hot and cold days. Please dress your child accordingly. In the summer, please apply sunscreen and bug spray before coming to school.

### Accommodations for Students with Disabilities

Consistent with its policy prohibiting discrimination, O'Quinn Schools of Porter-Gaud are committed to ensuring that students with disabilities are provided with equal access to its programs. The School will provide accommodations and modifications to ensure a disabled student has equal access to the School's services, provided that they do not fundamentally alter the School's educational programs or Mission.

Requests for accommodations should be addressed to Molly O'Toole, Head of School, [motoole@oquinn.portergaud.edu](mailto:motoole@oquinn.portergaud.edu).

When evaluating a request for an accommodation, the School will collect all information relevant to determine whether the School can appropriately meet the student's needs. This information may include, without limitation, aptitude and achievement tests, physicians' statements, teacher recommendations, and information regarding the student's physical condition, adaptive behavior, or social or cultural background. The School, in conjunction with the student's parents, will determine which educational strategies and accommodations can be implemented and will implement an individual plan with the student, parents, faculty, and administration, utilizing the accommodations available at the School.

Accommodations plans shall be reviewed and updated, if necessary, on a periodic basis. If it becomes evident that a student is not meeting the school's academic or behavioural expectations with the agreed support and modifications in place, then the parents will be advised that the student requires placement in a different educational setting which is fully appropriate to the particular needs of the child.

### CLOTHING

We encourage children to wear comfortable, washable play clothes because our daily schedule includes active and messy play. Tennis shoes and socks are recommended footwear, especially for PE class days. We do not allow bare feet and certain types of sandals/shoes. Please check with the office on current policies related to appropriate footwear.

All 2, 3, and 4 year olds should have at least one full change of clothing at school. Please label all clothing, backpacks and book bags, etc.

### SUPPLEMENTS

In order to provide the greatest opportunities for our children, each year we offer supplemental classes in various subjects as determined by demand and scheduling. These are offered on a first come first served basis, are charged separately from tuition, and scheduled after our preschool/ kindergarten programs. Details of current supplement offerings are available in the current supplement packet.

### **SUMMER CAMP**

We offer a relaxed, fun-filled summer designed to give your child a break from the regular school year routine. Summer Camp themes change each week and are designed to keep the children learning in a fun, activity-centered approach. We also offer week-long supplements in the summer.

Summer camp is open to all students who are enrolled for the fall plus our recent 5K graduates who will be attending Porter-Gaud for 1<sup>st</sup> grade. Unless otherwise noted, all policies remain in effect during the summer.

### **DISCIPLINE**

Discipline in a preschool/kindergarten is a teaching opportunity with the emphasis placed upon being positive. We need the support and input of parents in order to motivate the children to behave in acceptable ways. Acceptable behavior is encouraged by giving positive verbal rewards that reinforce good behavior. We may ask children who misbehave to stop and think about their behavior, encouraging them to work on self control. Time out may be appropriate for a child who continually demonstrates unacceptable behavior. Removal from the group often gives a child an opportunity to calm down and decide when he/she is ready to rejoin the group.

We are interested in working with our parents in fostering self-discipline in our children. We want to help the child to control his/her own behavior and learn the consequences of poor choices in behavior. We will send written notification home to parents of repeated behavioral issues or those which warrant parental notification. We will work with parents on any repeated behavioral issues to ensure the child is provided consistent reinforcement at both home and school.

We will not use any form of corporal punishment. Please do not harshly reprimand your child or spank while on school grounds.

### **TOILET TRAINING**

Children must be toilet trained, except for children in our two-year-old program. Parents of two year olds should supply diapers. We assist the parents in toilet training during the 2-year-old program. Three year olds must be potty trained before entering the program. Occasional accidents are understandable. Please provide a change of clothing for your child.

We are not able to provide services to children who use a bottle or pacifier.

### **NAPTIME**

Our 2's and 3's participate in naptime. Parents of children in our 4's program have a choice between an awake room and a nap room. Please let the office know which option you would like and inform them of any changes for the second semester.

Children enrolled in our extended hours program and nap should bring a zippered bag containing a baby pillow, crib size sheet and a light blanket. PLEASE LABEL ALL ITEMS. Parents will take nap items home for laundering on Fridays and return them on Mondays.

### **TOYS AND PERSONAL ITEMS**

We take great care in providing a variety of toys and learning materials in the classroom. We discourage children from bringing toys and personal belongings from home. We encourage the children to bring books or items that can be shared with the class. Please do not allow your child to bring anything that is valuable or breakable. We cannot accept responsibility for lost or damaged items that are brought from home.

### **PET POLICY**

Unfortunately, we are not able to allow your household pets to visit the school.

## **COMMUNICATION POLICIES**

We value keeping our lines of communication open between home and school. The school provides several forms of regular communication to keep our parents up to date. We provide newsletters, email notifications from the office, a campus Facebook page, and Parents Guild updates. We conduct periodic parent surveys on a range of topics to ensure we are reasonably meeting our parent's needs. We encourage our parents to contact the office or their teacher with questions or comments.

### **PHONE CALLS, EMAILS, OTHER ELECTRONIC COMMUNICATIONS**

To contact a teacher during the school day, please call the office; we will deliver a message. Teachers are not available to answer direct phone calls, return emails or text messages during the school day. Unless an emergency, direct communication with a teacher is limited to their break times.

Emails will generally be used to notify parents of updates, reminders, and general information. Our Emergency Blackboard Connect system allows for simultaneous emails and phone calls in the event of an emergency. If you have a phone number or email address change, please notify the office immediately.

Our Facebook page is open to the public. We encourage followers to post comments, please make sure they are appropriate for both campuses. We reserve the right to remove any follower, any comment, or photo we (in our sole discretion) determine is not appropriate.

### **EMERGENCY COMMUNICATION**

In the event of an emergency, we will send notification of the type of emergency and any pertinent information through our Emergency Blackboard Connect system to all phone/cell numbers and emails on file. Updates will be sent as appropriate. For emergencies, broadcast simultaneously call several numbers and emails on file.

### **PHOTOGRAPHS**

Photographs and videos of the children may be taken on occasion for use in newsletters, publications, O'Quinn website and Facebook, or advertisements, both printed and electronic.

Your permission to use photographs that include your child without compensation is part of this agreement. If you do not want your child to be photographed for use in publications, please see the office.

### **CONFIDENTIALITY**

A child's record, emergency information, photograph and other information about the child or family and information that may identify a child by name or address is confidential and may not be copied, posted on a web site or disclosed to unauthorized persons, without written consent from the child's parent. All records are maintained in a locked location and accessed by administrative personnel only.

Parents and legal guardians have free access to their children during school hours. In the event of an alternative child custody arrangement, a copy of the court order must be provided to the school.

### **PARENT INVOLVEMENT & VISITS**

It is one of our goals to build a growing relationship between the parent and the school to better meet your child's needs. Your participation is essential to the happiness and well-being of your child, which creates a very special link between home and school.

Parent visits to the school are welcome. Please make an appointment for any in-class observations. Classroom observations can be disruptive to the learning environment. In-class observations may carry a time limit. Please call the office if you wish to check on your child.

We welcome our parents to share a special talent or a family tradition/custom with your child's class. Please contact your child's teacher about scheduling a convenient day and time.

## **FINANCIAL POLICIES**

### **TUITION**

The O'Quinn School is committed to making enrollment financially accessible. Tuition is set based on an annual amount; this amount is then divided into monthly installments for your convenience. The published tuition amounts are based on the minimum required payment. Payments in amounts greater than the minimum installment are welcomed and will be credited to your account. Tax receipts will be completed upon request.

### **PAYMENTS & COLLECTIONS**

You are responsible for your payments. Statements will be sent by mid-month if tuition payment is not received in a timely manner. Monthly tuition installments are due, in advance, regardless of whether your child attends school during that period.

#### **Preschool/Kindergarten**

Tuition for our morning preschool or kindergarten only programs are set based on 10 monthly installments. Monthly installments are payable one month in advance and are due the first of each month. Monthly installments are considered late if not received by the 10<sup>th</sup> of the month.

### Delinquent Accounts

An account is considered delinquent if tuition payments are 30 days in arrears. Statements for delinquent accounts will be sent home and followed by a phone call. Payment plans shall be addressed on an individual basis, shall take into account any extenuating circumstances, and must be approved by the Finance Director and the Executive Director. Failure to pay or to make arrangements to pay delinquent tuition will follow approved procedure ending in the possible suspension or removal of a child from our program. The O'Quinn School reserves the right to use all means necessary to collect delinquent accounts, including but not limited to legal proceedings.

### Lunch Bunch Fee

Lunch may be provided for children staying after dismissal and through their age groups scheduled lunch time, generally in order to take a supplement class. Lunch Bunch is only available based on a known, consistent weekly schedule; the per semester fee must be paid in advance. The fee for lunch and care for the extended time will be published and distributed with supplement information.

### **OTHER FEES**

Other fees for registration and supplements will be charged and collected as noted in the information packet specific to that event. For registration, failure to pay the registration fee or prepaid tuition by the published due date may forfeit a child's spot.

### **LATE FEES AND RETURNED CHECKS**

A late fee may be assessed on delinquent accounts. A service charge may be charged for returned checks.



## **SEXUAL MISCONDUCT POLICY AND COMPLAINT PROCEDURE**

*Parents are encouraged to review this policy with their child(ren) to ensure they understand the behaviors and conduct prohibited, as well as how to raise concerns.*

In accordance with Title IX of the Education Amendments of 1972 (“Title IX”), Porter-Gaud does not discriminate on the basis of sex or gender in its educational programs or activities. Title IX requires that Porter-Gaud take specific steps to stop sex and gender-based misconduct, remedy its effects, and prevent its recurrence. Title IX states that:

No person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any academic, extracurricular, research, occupational training, or other education program or activity operated by a recipient, which receives Federal financial assistance.

Porter-Gaud has enacted this Sexual Misconduct Policy and Student Complaint Procedure (“Policy”) to reflect and maintain its institutional values and community expectations, to provide fair and equitable procedures for determining when sex-based discrimination or harassment has occurred, and to provide recourse for individuals who are victims of sex-based discrimination or harassment. Inquiries concerning the School’s application of Title IX may be referred to the School’s Title IX Coordinator and/or to the Department of Education, Office of Civil Rights (“OCR”), as identified below.

### **Scope of this Policy**

This Policy applies to all forms of sex-or gender-based harassment, discrimination, or violence (together, “Prohibited Conduct”) that may deny or limit a student’s ability to participate in or benefit from Porter-Gaud’s educational programs or activities. Prohibited Conduct can include, but is not limited to sexual harassment, sexual assault, and sexual exploitation, as well as harassment based on gender identity, gender expression, and nonconformity with gender stereotypes. This Policy also prohibits retaliation against a person for reporting Prohibited Conduct under this Policy or for participating in an investigation of an alleged violation of this Policy.

This Policy applies to any Prohibited Conduct by students, employees, faculty, parents, and third parties, including visitors/guests, volunteers, vendors, and contractors. Porter-Gaud may be limited in what actions it may take when investigating or responding to a report if an accused individual is not affiliated with the School or is no longer affiliated with the School at the time the report is made. In such cases, Porter-Gaud will still, to the best of its ability, conduct an investigation, take steps to prevent the recurrence of misconduct to the extent it is able, and remedy the effects, if appropriate.

This Policy covers conduct which occurs both on and off of School grounds and conduct that occurs through electronic communications, including social media, email, texts, phone and video conference. In addition to the School, this includes locations such as field trips, athletic activities, and events for School clubs. Even misconduct that occurs outside of School, during “personal time,” could have continuing effects in the School, and therefore is covered by this Policy.

## **Title IX Coordinator**

The School has designated Barbara West, HR Director, for employee complaints and Bradley Gilman, Assistant Head of School, for student complaints, and as its Title IX Coordinators. As the Title IX Coordinators, Barbara West and Bradley Gilman are responsible for:

- Ensuring compliance with Title IX.
- Overseeing anti-discrimination and harassment training and education.
- Overseeing and coordinating the response, investigation, and resolution of reports made under this Policy.
- Overseeing certain aspects of student discipline, including referring complaints to other personnel in the School as appropriate.

Upon receiving reports of Prohibited Conduct covered by this Policy, Barbara West and Brad Gilman will ensure appropriate action to eliminate the conduct, prevent its recurrence, and remedy its effects. Barbara West and Brad Gilman can be contacted by telephone, email or in person during regular office hours:

Barbara West and Brad Gilman  
Porter-Gaud  
300 Albemarle Rd.  
Charleston, SC 29407  
[bwest@portrgaud.edu](mailto:bwest@portrgaud.edu)  
[bgilman@portergaud.edu](mailto:bgilman@portergaud.edu)  
[www.portergaud.edu](http://www.portergaud.edu)

Any inquiries concerning the School's application of Title IX and its implementing regulations may be referred to any of the Coordinators, and/or to the Department of Education, Office of Civil Rights ("OCR"):

U.S. Department of Education, Office of Civil Rights  
District of Columbia Office  
400 Maryland Avenue, S.W.  
Washington, DC 20202-1475  
Telephone: (202) 453-6020  
Facsimile: (202) 453-6021  
Email: [OCR.DC@ed.gov](mailto:OCR.DC@ed.gov)

## **Definitions**

- *Prohibited Conduct*: All forms of sex- or gender-based harassment, discrimination, or violence that may deny or limit a student's ability to participate in or benefit from Porter-Gaud's education programs or activities or otherwise create a hostile working environment. Prohibited Conduct can include, but is not limited to sexual harassment,

sexual assault, and sexual exploitation, as well as harassment based on gender identity, gender expression, and nonconformity with gender stereotypes.

- *Responsible Employee:* Any employee who: has the authority to take action to redress sexual harassment/misconduct; who has been given the duty of reporting incidents of sexual harassment/misconduct or any other misconduct by students to the Coordinators or other appropriate designee; or who a student reasonably believes has this authority or duty.
- *Sex-Based Discrimination:* Discrimination occurs when one experiences negative or adverse conduct based on characteristics protected in this Policy and/or applicable local and federal laws, where such conduct has the effect of denying or limiting one's ability to benefit from and fully participate in educational programs or activities or employment opportunities. Sex-Based Discrimination refers to a specific type of discrimination, which includes the disparate treatment of a person or group because of that person's or group's sex, sexual orientation, actual or perceived gender, gender identity, or gender expression. Sex-Based Discrimination includes conduct such as assigning students materially different assignments based on their actual or perceived sex or gender. It does not include conduct such as requiring students to use different bathrooms.
- *Harassment:* Sexual harassment is unwelcome conduct of a sexual nature, including but not limited to: unwelcome sexual advances; requests for sexual favors; or other verbal or nonverbal conduct of a sexual nature, including rape, sexual assault, and sexual exploitation. Sexual harassment specifically includes conduct of a sexual nature which is either explicitly or implicitly made a term or condition of a student's success in school. Depending on the facts, dating violence, domestic violence, and stalking may also be forms of sexual harassment.
- *Unwelcome Conduct:* Conduct is considered "unwelcome" if the individual did not request or invite it and considered the conduct to be undesirable or offensive. Unwelcome conduct may take various forms, including, name-calling, graphic or written statements (including the use of cell phones or the Internet), or other conduct that may be physically threatening, harmful, or humiliating. Unwelcome conduct does not have to include intent to harm, be directed at a specific target, or involve repeated incidents. Unwelcome conduct can involve persons of the same or opposite sex. Participation in the conduct or the failure to complain does not always mean that the conduct was welcome. The fact that a person may have welcomed some conduct does not necessarily mean that a person welcomed other conduct. Also, the fact that a person requested or invited conduct on one occasion does not mean that the conduct is welcome on a subsequent occasion.
- *Hostile Environment:* A hostile environment exists when sex-based harassment is sufficiently serious to deny or limit the student's ability to participate in or benefit from the school's programs or activities or is sufficiently severe or pervasive to create a hostile working environment. The more severe the sex-based harassment, the less need there is to show a repetitive series of incidents to find a hostile environment. Indeed, a single instance of sexual assault may be sufficient to create a hostile environment. Likewise, a series of incidents may be sufficient even if the sex-based harassment is not particularly severe.
- *Consent:* Consent must be informed, voluntary, and mutual, and can be withdrawn at any time. There is no consent when there is force, expressed or implied, or when

coercion, intimidation, threats, or duress is used. Whether a person has taken advantage of a position of influence over another person may be a factor in determining consent. Silence or absence of resistance does not imply consent. Past consent to sexual activity with another person does not imply ongoing future consent with that person or consent to that same sexual activity with another person. Note that because of the age of the students at Porter-Gaud and the position of authority that employees hold over students, the School will never consider a student to have consented to sexual contact with any employee.

- *Non-Consensual Sexual Activity*: Includes any sexual contact, however slight, with an object or bodily part, by a person upon another that is without consent.
- *Incapacitation*: Includes, but is not limited to, lack of consciousness, being asleep, being involuntarily restrained, or otherwise being unable to consent. Indicators of incapacitation include slurred speech, bloodshot or unfocused eyes, unsteady gait (needing assistance walking or standing), vomiting, concern expressed by others about the individual, expressed memory loss, or disorientation.
- *Sexual Assault*: Sexual assault is actual or attempted sexual contact with another person without that person's consent. Sexual assault includes, but is not limited to: intentional touching of another person's intimate parts without that person's consent; or other intentional sexual contact with another person without that person's consent; or coercing, forcing, or attempting to coerce or force a person to touch another person's intimate parts without that person's consent.
- *Sexual Contact*: The intentional touching, either directly or through the clothing, of the genitalia, anus, groin, breast, inner thigh, or buttocks of any person with an intent to abuse, humiliate, harass, degrade, or arouse or gratify the sexual desire of any person.
- *Sexual Exploitation*: non-consensual sexual abuse or exploitation of another, when such behavior does not otherwise constitute another specifically defined behavior. Examples of sexual exploitation include, but are not limited to, non-consensual use of electronics to capture, reproduce, or share images of a sexual nature without consent of parties involved, public indecency, or exposing genitals to others without consent, or engaging in 'peeping' (observing another when privacy would be reasonably expected) without consent.

## **Reporting Prohibited Conduct**

Porter-Gaud strongly encourages all individuals to seek assistance from a medical provider and/or law enforcement immediately after an incident involving violence, including sexual assault. This is the best option to ensure preservation of evidence and to begin a timely investigative and remedial response.

The School also encourages all individuals to make a report of Prohibited Conduct to both the School and to local law enforcement, although neither is required. These reporting options are not mutually exclusive. Both internal and external reports may be made simultaneously. The procedures under this Policy may run concurrently with any criminal justice or child protection investigation, and will only be subject to temporary delays at the specific request of law enforcement. Because the standards for finding a violation of a criminal law are different from the standards articulated in this Policy, criminal investigations or reports or determinations made

by child protection officials are not determinative of whether a violation of this policy has occurred.

### *Filing a Report with the School*

Any individual who wishes to report Prohibited Conduct is encouraged to report directly to the Title IX Coordinator or any other Responsible Employee. Reports may be made in person, by telephone, or in writing. Written complaints are encouraged. A complaint may be made on behalf of one self or on behalf of another employee or student. If a complaint implicates the Title IX Coordinator, or if a Complainant is otherwise uncomfortable bringing their concerns to another Responsible Employee, they may bring their complaint to the Head of School. Depending on the nature of the complaint, the Head of School may designate another appropriate individual to conduct and/or coordinate a response.

All employees of the School are required to immediately report suspected child abuse and neglect, to the Head of School, who assists in coordinating the appropriate response and fulfilling employees' mandatory reporting obligations. Thus, confidentiality cannot be guaranteed when an individual makes a report to a School employee, including school counselors and the school nurse. Employees who become aware of an alleged Title IX violation, including sexual misconduct, interpersonal violence or sexual harassment or retaliation are required to report it to the Title IX Coordinator.

### *Requests for Confidentiality and/or Anonymity*

Individuals making reports under this policy may request that the Coordinator not reveal their identity to the individual they are accusing of misconduct. If an individual requests this type of confidentiality, the Coordinator will weigh the request against the School's obligation to provide a safe, non-discriminatory environment for all members of its community. The Coordinator will try to honor these requests, but it is not always possible to do so. Regardless of whether an individual requests confidentiality, the School will make every effort to prevent disclosure of the names of all the parties involved – the reporting individual, the Complainant, the witnesses, and the Respondent – except to the extent necessary to carry out an investigation.

Individuals who wish to remain anonymous can leave an anonymous report with the Title IX Coordinator by providing a written summary of the incident, and leaving such written summary in the Coordinator's mailbox. Individuals leaving an anonymous report should be aware that failure to disclose identifying information about the identities of the parties involved or the facts and circumstances regarding the Prohibited Conduct (including the names of any witnesses) severely limits the School's ability to respond and remedy the effects of the misconduct. Anonymous reports that provide enough information to constitute suspected ongoing abuse of a minor will still be reported to child protective services and/or local law enforcement.

## **Complaint Resolution Process**

### *Initial Meeting*

After a report of Prohibited Conduct is made, the Title IX Coordinator will hold a meeting with the individual who filed the complaint (the "Reporting Individual") as soon as possible upon receipt of the report. If the Reporting Individual is not the victim/target of the Prohibited Conduct (the "Complainant") and is only making a report, then the Coordinator will meet with both the Reporting Individual and the Complainant. At that meeting(s) the Coordinator will do the following:

- Ask additional questions to clarify facts/allegations reported by the Reporting Individual/Complainant.
- Assess the severity of the situation.
- Explain the School’s resolution procedures and determine if and how the Complainant would like to proceed with the complaint.

The Coordinator will seek permission from the Complainant to initiate a formal report. Permission for a formal report may be given initially, but can be withdrawn at any time. If a Complainant declines to make a formal report, requests that the report remain confidential, and/or later withdraws permission for the formal report, the Coordinator will weigh the request against the School’s obligation to provide a safe, non-discriminatory environment for all members of its community.

### *Formal Report*

If the Complainant chooses to make a formal report and proceed with the School’s resolution procedures, the Coordinator will make an initial determination as to whether the facts, if as alleged are true, would violate this Title IX policy. If the Complaint does not implicate Title IX, the Coordinator will refer the Complaint to the appropriate person to resolve the Complaint.

Assuming that the facts, if true as alleged, would constitute a violation of this policy, the Coordinator will provide written notice of the Complaint to the individual(s) alleged to have committed the Prohibited Conduct (the “Respondent(s)”). The notice shall contain the date(s) the alleged Prohibited Conduct occurred and a brief description of the Prohibited Conduct, as well as a copy of this Policy. The Coordinator may also notify any students’ parents/guardians, if appropriate.

Until the Complaint is resolved, the School may make available reasonable interim measures to prevent harassment and discrimination and to otherwise ensure a prompt and equitable resolution of a Complaint. These measures may include taking steps to avoid further contact between the Complainant and the Respondent such as a No-Contact Order.

### *Informal Mediation*

Many concerns can be addressed quickly and appropriately by communicating directly with someone. A Complainant is never required to discuss misconduct with an alleged harasser alone. For these reasons, and because the School recognizes that a wide spectrum of behaviors can constitute violations of this Policy or other School policies, the School offers informal resolution (mediation) in appropriate circumstances.

Mediation is the preferred method of resolving many concerns. However, it is not appropriate in all situations. The Coordinator will make the determination regarding whether mediation is appropriate. All parties must agree to participate in mediation, otherwise the Coordinator will conduct an investigation.

The nature of mediation is flexible, but in general, the Complainant and the Respondent and, if appropriate as determined by the Coordinator, their parents (if a student is involved), meet together with the Coordinator or other School officials to discuss the incident(s) that led to the Complaint and potential resolutions. The goal of mediation is for the Parties to agree on a solution or resolution together, and is not to determine fault. Such resolutions may include a no-contact agreement, a permanent change in class, activity, or transportation schedules, a verbal or

written apology, or other alternate resolutions. Any agreements reached in mediation will be reduced to writing and, if age-appropriate, signed by both parties.

If the Parties cannot resolve a concern during mediation, if any party refuses to mediate, or if mediation is not appropriate for the Complaint, the Coordinator will initiate an investigation. Any party or, if applicable, a party's parent or guardian, can also decide to end mediation and proceed an investigation at any time.

#### *Formal Investigation*

If mediation is inappropriate, does not succeed, or is ended by either the Coordinator, a party, or a parent, then the complaint will be investigated formally.

The Coordinator may choose to investigate the complaint themselves, appoint another appropriate investigator from within the School, or retain experienced external investigators. When necessary, the Coordinator will work with other individuals in the School, such as Human Resources, to avoid the need for multiple investigations of the same incident.

Any investigation should include interviewing the Complainant and Respondent, if possible. It may also include interviewing other relevant witnesses or witnesses identified or requested by the Reporting Individual, Complainant and Respondent. The investigator may collect written or other evidence, including statements from the parties or witnesses. All parties will have an equal opportunity to offer witnesses and other evidence. The investigator will maintain notes of each interview and a file of any evidence collected during the investigation.

#### *At the Conclusion of the Investigation*

After completing the investigation, the investigator will determine (1) whether or not the conduct occurred; (2) whether the conduct constitutes a violation of Title IX, of this Policy, or of any other School policy; and (3) if the conduct was a violation of this Policy, what actions the School will take to end the violation, eliminate any hostile environment, and prevent its recurrence.

The investigator will make their determination based on a preponderance of the evidence standard. This means that the investigator will determine whether they think misconduct is more likely than not to have occurred (there is a greater than 50% chance that misconduct occurred). In determining whether conduct constitutes a violation of the School's policies, the investigator will consider, for example, the age and level of understanding of the student(s) involved, the facts and surrounding circumstances, the nature of the behavior, past incidents or past or continuing patterns of behavior, the relationships between parties involved and the context in which the incidents occurred.

After the investigator makes their determinations, they will prepare a written summary of their findings, including a proposed resolution (such as proposed discipline, as described below).

#### *Investigative Findings and Determination*

The Respondent (and their parent(s)/guardian(s), if applicable) will be informed in writing of the investigative finding, sanction, and the rationale for the sanction within twenty (20) school days after submission of the complaint. The Coordinator, in their discretion, may extend the time to complete the investigation if such an extension would be reasonable under the

circumstances. The Complainant (and their parent(s)/guardian(s), if applicable) will also be informed, in writing, of the outcome of the investigative process.

If you do not receive a written response from the School within 30 school days, you may contact the Coordinator regarding the status of the investigation.

*Discipline of Students:* If the investigator believes that discipline of a student is appropriate, the investigator will consult with the Title IX Coordinator (if that person did not perform the investigation), and the respective Division Head to determine the appropriate level of discipline in accordance with the School's published disciplinary process. Students for whom suspension or expulsion is being considered will be given notice and an opportunity to be heard before a final decision regarding suspension or expulsion is made.

*Corrective Action for Non-Students:* If the investigator believes that corrective action related to or discipline of an employee, volunteer, or third party is warranted, the investigator will consult with the Title IX Coordinator (if that person did not perform the investigation) and Human Resources (in the case of employees or volunteers) or the Head of School (in the case of third parties or contractors) to determine the appropriate response to the misconduct.

## **Appeal**

The Respondent may appeal the outcome from the decision and/or the sanction/remedy by submitting a written appeal to the Head of School within ten (10) school days after receiving notification of the findings. Disagreement with the finding or sanction is not, by itself, grounds for an appeal. The appealing party must demonstrate that there was insufficient evidence to support the decision, that there is new or relevant evidence, or that the sanction or remedy is substantially disproportionate given the details of the case. The Head of School shall review the Complaint and the record of the investigation, including the investigator's summary of their findings, and may interview the parties again if necessary. Within fifteen (15) school days of receiving the appeal, the Head of School will respond in writing to the appeal, summarizing the outcome of the appeal and any changes to the findings or discipline.

## **Advisor Guidelines**

Any individual being interviewed by the Investigators, including the Complainant and Respondent, has the right to be accompanied to any meeting or proceeding related to this resolution procedure by an advisor of their choice. An advisor is an individual who attends as a supportive presence. An advisor may take notes and quietly confer with the individual being advised, but may not speak on behalf of the individual or in any way disrupt any meeting or the resolution procedure. Individuals who may have factual information relevant to the Complaint may not serve as advisors. If an individual being interviewed wishes to have an attorney serve as their advisor, he or she may retain counsel independently. Attorney-advisors may participate in the resolution process to the same extent as other advisors, and will not be permitted to speak on behalf of any individual or to interfere with the resolution procedure. Although the Parties are not required to choose an advisor or to bring their advisor to all meetings, utilizing the same advisor throughout the process, unless there are extenuating circumstances, allows the process to move forward in the most efficient fashion.

## **Notification to Parents**

The Coordinator will determine whether the Complainant and/or Respondent's parent(s)/guardian(s) need to be notified of a report of harassment or discrimination. The



Coordinator, in their professional discretion, may determine that it is not necessary or appropriate to involve a student's parent(s)/guardian(s). However, the parent(s)/guardian(s) of both the Complainant and the Respondent(s) must be notified, unless otherwise directed by law enforcement or required by law, if the report involves *physical assault* or *unwelcome sexual touching*.

A Respondent's parent(s)/guardian(s) must also be notified if it is possible that the Respondent will be suspended or expelled if found responsible for misconduct.

The Complainant may request that their parent(s)/guardian(s) not be notified of a complaint involving them. Such requests will be considered by the Coordinator, however, the Coordinator in their professional judgment will determine whether it is appropriate to honor such a request.

If notification is required or warranted, the parent(s)/guardian(s) of the Complainant and/or the Respondent(s) should be notified of the report before the close of the current school day, but must be notified not later than two school days after the report is filed, unless otherwise directed by law enforcement or required by law.

A parent/guardian may be invited to attend an interview with their student at the student's request, or if the Coordinator determines that a parent/guardian's presence is necessary or would be helpful to the investigation. A parent/guardian's role at an interview is primarily as a supportive presence. Parent(s)/guardian(s) may not speak on behalf of the student or disrupt the interview.

### **Prohibition on Retaliation**

Porter-Gaud will not tolerate retaliation. Retaliation is prohibited by Title IX and this Policy. An individual reporting Prohibited Conduct is entitled to protection from any form of retaliation following a report that is made in good faith, even if the report is later not proven to be true. This Policy also prohibits harassment of Respondents. In addition, retaliation is prohibited against individuals participating in an investigation under this Policy (such as a witness). The School will take immediate and responsive action to any report of retaliation or additional harassment and will pursue disciplinary action as appropriate.

### **External Resources**

**If you are in a life-threatening situation, please call 911 immediately**

#### **Charleston County Hospitals with Sexual Assault Forensic Examiner Programs:**

Medical University of South Carolina  
National Crime Victims Research and Treatment Center  
67 President Street  
Charleston, SC 29425  
Phone: (843) 792-8209

**My Sister's House, Inc.**  
3775 Spruill Avenue  
N. Charleston, SC 29405  
Hotline: (800) 273-HOPE  
Phone: (843) 747-4069

**South Carolina Coalition Against Domestic Violence and Sexual Assault**  
Phone: (803) 256-2900

**Rape, Abuse, and Incest National Network (RAINN) (<http://www.rainn.org/>)**

1-800-656-HOPE

RAINN provides live, secure, ANONYMOUS crisis support for victims of sexual assault and their families. RAINN's "online hotline" ([online.rainn.org](http://online.rainn.org)) is available in Spanish as well as English.

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