

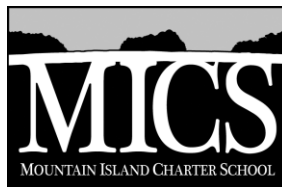
Mountain Island Charter School

13440 Lucia Riverbend Highway, Mount Holly, NC 28120

Please visit our school website:

<http://www.micharter.org>

Middle/High School (6-12) Parent/Student Handbook 2023-2024



Mission Statement

Mountain Island Charter School (MICS) offers a traditional curriculum while instilling character values and leadership development within a positive and challenging learning environment. Students, teachers, staff, and parents will be encouraged to lead by example through their positive impact on and service to each other, their school, and their community. We endeavor to promote and foster excellence, wisdom, integrity, and perseverance within our students to enable them to be successful in today's complex and diverse society.

Mountain Island Charter School Core Values

As an MICS Community Member, I am expected to promote and uphold the core values listed below.

We promote academic excellence.

- We value the thinking process and expect students to answer and ask strong questions.
- Students will apply understanding by creating something new and coming to their own conclusions.
- Students discover their individual talents and abilities, and we encourage creativity and diversity.
- We focus on 21st century skills (Learning and Innovation Skills; Information, Media and Technology Skills; and Life and Career Skills). We expect all members of the school community to have a strong work ethic.
- We are student-centered and have created an environment where all members of the school community can feel comfortable and are expected to contribute.
- We provide high-quality, differentiated and challenging learning experiences and expect students to give us their best each day.

We promote positive character.

- We provide students with the tools to make wise decisions and expect them to do so.
- We encourage strong relationships and trust and we value everyone's opinion.
- We help students grow in confidence and risk taking as they move beyond what comes easy and natural to them in the learning process.
- We teach and expect our students to demonstrate self-control, compassion, and understanding of the needs of others.
- We nurture, value, and collaborate with others paying close attention to the impact we are making on one another.
- We have a strong work ethic and we inspire excellence.
- We take initiative and continuously learn and seek solutions for what will make MICS better.
- We are encouraging, positive, and passionate about education.
- We take time to get to know one another academically and personally and we do what is best for each other.
- We share ideas, think outside of the box, and work together to strengthen our school, community, and world.

We promote service and leadership.

- We have a clear purpose and path, and we understand our roles and responsibilities in fulfilling the mission of Mountain Island Charter School.
- We help each other unconditionally and trust one another.
- We create solutions and we communicate clearly with each other to ensure the best interests of all.
- We encourage discovery and create connections between ourselves, one another, and our world.
- We set the standard and lead by example. We model leadership and value all members of our community.
- We connect our learning to real life situations.
- We show responsibility by meeting or exceeding academic and personal goals.

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Academics

Curriculum

The curriculum at Mountain Island Charter School follows the North Carolina Standard Course of Study (NCSCOS). The NCSCOS defines the appropriate content standards for each grade or proficiency level and each high school course to provide a uniform set of learning standards for every public school in North Carolina. These standards define what students are expected to know and be able to do by the end of each school year or course.-

Homework

The total amount of average daily homework assigned to a student should equate to approximately ten minutes per grade level year (ie, 9th grade = 90 minutes), not including any regular reading time or major school projects/papers/etc..

Reporting and Progress Monitoring

Progress reports are provided to all students. Ongoing progress monitoring helps identify students not yet meeting grade level standards and guides the school in addressing academic deficits.. Failure to meet grade level standards may result in program limitations, including but not limited to restriction from extracurricular activities taking place during the school day. Failure to meet grade level standards may also result in program modifications, including student participation in remedial instructional programs both during and outside of the school day. At the first quarter progress report, underperforming students in honors/advanced courses will meet with faculty and/or school leadership to discuss their progress and placement. Formal, detailed report cards are issued at the end of each quarter. Achievement or progress shall be reported as indicated below.

Grading Scale

Defining “expectations” as the progress toward mastery of the standards and objectives set forth by MICS and the North Carolina Standard Course of Study:

90-100 A Consistently Exceeds Expectations at this time

80-89 B Exceeds Expectations at this time

70-79 C Meets Expectations at this time

60-69 D Inconsistently Meets Expectations at this time

0-59 F Does not meet expectations at this time

Grading and GPA Scale

	Unweighted	Honors	CCP/AP
90-100	A 4	4.5	5
80-89	B 3	3.5	4
70-79	C 2	2.5	3
60-69	D 1	1.5	2
0-59	F 0	0	0

Rank is based on the average final marks in all classes, using weighted GPA. Grades are weighted for honors, college transfer (CCP) and Advanced Placement (AP) classes, with honors courses receiving an additional 0.5 quality point and AP and college transfer classes receiving 1.0 additional quality points.

Student Conduct Rating

Reports on the student's conduct are also included in quarters 1, 2 and 3 report cards.

Student conduct is rated using the following scale:

3—Consistently meets grade level expectations

2—Inconsistently meets grade level expectations

1—Does not yet meet grade level expectations

MS/HS Late Work

Homework and Projects:

*In order to be eligible for full credit and gain the most out of their studies, students should submit assignments by the assigned due date. Should a student miss the original deadline due to an excused absence, full credit may be earned given that it is submitted following the teacher's expectations as outlined in their syllabus. Student communication with the teacher is encouraged regarding late work.

Homework/Projects: Work that is to be completed independently will minimally be graded as follows:

- On time: up to 100%
- One Day Late: up to 80%
- Two Days Late: up to 70%
- Three or More Days Late: up to 60%
 - No longer than the end of the quarter

Classwork: Work that is to be finished in class will minimally be graded as follows:

- Completed in class—On time: up to 100%
- Completed after original due date—Up to 60%

MS/HS Make-up Work

Homework and Projects:

In order to be eligible for full credit and gain the most out of their studies, students should submit assignments by the assigned due date. Should a student miss the original deadline due to an excused absence, full credit may be earned given that it is submitted following the teacher's expectations as outlined in their syllabus. Student communication with the teacher is encouraged for any classes missed.

If a student was present or received an unexcused absence, homework and projects will be graded as follows:

- On-time: Up to 100% may be earned
- One Day Late: Up to 80%
- Two Days Late: Up to 70%
- Three or More Days Late: Up to 60%
 - No longer than the end of the quarter

Classwork: Work that is to be finished in class will minimally be graded as follows:

- Completed in Class – On time: up to 100%
- Completed any day after the original due date – Up to 60%
 - No longer than the end of the quarter

Intervention:

Teachers, counselors and leadership will offer support for completion of missing work over the course of the school year. Parents are encouraged to discuss with their student the benefit of this support and help promote

attendance at tutoring after school as well as at additional SOAR Days as scheduled by school leadership. If your family is encountering extenuating circumstances or would like suggestions on how to support your child while catching up on work, please reach out to your assigned counselor for further guidance.

Academic Honesty and Integrity

In keeping with our school's mission, we desire to create and maintain an ethical academic atmosphere where honest behavior is an expectation for all students. Such behavior must be reflected in all areas of student life, including the completion and submission of all assignments. By holding students accountable for honest behavior in all areas, we will help them grow in integrity and skill as they learn and practice effective and ethical behaviors connected with the use of information and information technology.

Defining Cheating/Plagiarism

Cheating is the act of using any unauthorized means, including but not limited to material, information, notes, study aids, devices, or communication, to complete any form of academic exercise. This includes acquiring answers from any unauthorized online sources in completing any assigned work or examinations. Plagiarism is using and claiming someone else's material without giving credit to that person. Examples include but are not limited to:

- Copying any portion of another student's answer or work and/or allowing someone to copy one's own answer or work, including working together on an independent assignment and/or copying the work of another person that has already been submitted as that person's own.
- Using and claiming another person's ideas, opinions, theories, words, sentences, paragraphs, or entire work without appropriate acknowledgment of the source, which includes failing to use parenthetical in-text or in-project documentation and/or using documentation that is invalid and/or does not match the Works Cited page.

The school utilizes plagiarism monitoring software to ensure original work by students and addresses student misconduct in accordance with the school discipline plan.

School Hours, Attendance, & Before/After School Care

School Hours

The Middle/High school day for students is 7:30am-2:30pm. The school office can be reached at 704-827-8840 during the school day.

Remote Learning Attendance Policy

In the event that the school provides remote learning, the School will implement a fully remote technology platform which includes an attendance function, progress reports and alerts for staff, students, and parents. Daily attendance will be taken for ALL students, regardless of their physical or remote presence on campus and this tool will be used to track attendance each day. Each student and parent will be trained on how to check in daily to demonstrate attendance and participation. Absences will also be recorded in this tool and then updated to Powerschool.

Attendance Policy

Attendance is a key factor in student achievement; therefore, students are expected to be present each day that school is in session. Regular attendance by every student is mandatory: the State of North Carolina requires that every child in the State between the ages of seven (or younger if enrolled) and 16 attend school. Parents or legal guardians have the responsibility for ensuring that students attend and remain at school daily. When unexcused, students absent for half or more of the school day will not be permitted to participate in afterschool events on that date. All absences are to be verified by communication to the school office (or school voicemail) from a parent or guardian no later than the morning of the day of the absence, including excused absences.

Absences are excused for the following reasons:

1. Student illness or injury. Students with fever of 100.4°F or higher, vomiting and/or diarrhea may not return to school until 24 hours after the symptoms have subsided. Health guidelines may be modified by the school at any time to align with federal, state, or local guidance.
2. Quarantine
3. Death in the immediate family
4. Doctor/dental appointments that *could not be arranged outside of school hours*
5. Pre-authorized absence, including "educational opportunity". Contact your child's school principal at least five days prior to the absence.
6. Religious Holidays not observed by the school calendar

7. Court or administrative proceedings
8. Absence related to deployment activities

In the event of an excused absence, written notification (either via handwritten note or e-mail) must be received by the office **within 5 days** of the student's return to school. School leadership may pre-authorize an excused absence in situations when it is demonstrated that the purpose of an absence is to take advantage of a valid "educational opportunity", such as travel. Approval for such an absence must be granted prior to the absence. Additionally, should a student miss three or more consecutive school days, a doctor's note may be required in order to render the absences excused.

Students are not permitted to leave campus and return to campus during the same school day except in the cases where the absences are excused or with the approval of school leadership.

When students reach **3 days of unexcused absence**, parents will be contacted via a notification letter/email.

When students reach **6 days of unexcused absence**, parents will be contacted via a notification letter/email.

When **10 days** of absence (**either excused or unexcused**) has been reached, parents will be contacted by school personnel to review the student's academic status and factors surrounding the absences and to make recommendations of corrective action as needed.

Should any student reach **20 days** of absence (**either excused or unexcused**) the student and parents will meet with school leadership to discuss the impact to the child's education. The school reserves the right to issue retention in grade level and/or course failure.

Tardiness

Students who report to a class after the start time will be counted as tardy. Tardies to school are excused for the reasons listed above for which absences are excused.

Family Death or Terminal Illness

If there is a death, terminal illness, or similar traumatic situation in your family that may affect the student's attendance, emotional well-being, and/or level of concentration, please notify the office and classroom teacher.

Illness During the School Day

When a student becomes ill during the school day, he/she should notify the teacher, and the teacher will send the student to the front office. The office staff will call the parent or guardian or emergency contact for parent pick-up.

Pick up should occur within one hour of notification.

Early Dismissal

Please check in at the C Building front office when you come to pick up your child. In no case will a student be allowed to leave school with anyone except his/her parent or guardian and emergency contacts unless the school has communication from the student's parent/guardian. To ensure an orderly dismissal process, early dismissals after 2 pm for grades 6–12 are not permitted.

K–8 Before/After School Care

The MICS Before and After School Program is available to families who wish to have their K–8 child(ren) on site at MICS for an extended day; contract and drop-in rates are available for each. Illness and conduct policies in place during the school day will also hold during the Before/After School program. Fee information and applications are on the MICS website.

Before School opens at 7:00 am for students in grades K–5; students in grades 6–8 report directly to 1st period. After School is available for grades K–8 and closes at 6:00 pm. Before school (7:00-8:05) and after school care (2:45-3:15) are complimentary for students whose siblings also attend the school on differing schedules. A charge of \$5 per day up to \$50 per month for before or after care will be assessed for students who make use of this service but do not have siblings enrolled in the school on a differing schedule.

Communication

Effective communication between school and home is vital to the successful academic, social, and emotional well-being of all students. MICS will communicate often and by a variety of means in an effort to keep parents informed of the happenings at school and the growth of the students. The following are samples of methods of communication used by MICS:

Middle School Student Planners

MICS student planners are a required component of each 6th-8th grade student's school materials. These planners assist the student with organization and facilitate communication between the parents and teacher regarding homework assignments, future tests and quizzes, and other relevant academic information.

Online Resources

We use online communication tools that provide information about our school, your child's classroom, and your child's progress. General information is available at www.micharter.org. Appropriate credentials for PowerSchool (online gradebook program – <https://mics.powerschool.com>) required for logging in are provided by the school. Our system is also capable of conducting school-wide communication using Parent Square (<https://www.parentsquare.com>).

Parent/Teacher Conferences

Parent/Teacher Conferences may be scheduled to allow parents and teachers to discuss a child's performance at school. Conferences can be held as needed, before or after school as well as during the school day per teacher availability. After the end of the first quarter, there is one teacher workday that provides opportunities for Parent/Teacher conferences. Additional conferences may be scheduled as needed throughout the remainder of the school year. Parents/Guardians should contact their child's teacher(s) to schedule a conference.

Adverse Weather Communications and Other Closures

The Executive Director determines whether to close or delay school or release students early for any safety concern, primarily when inclement weather is predicted and road conditions are unsafe for travel. The decision to close or delay school, including how long to delay, will be shared in the following ways:

- MICS Website
- MICS Parent Square
- Local News Affiliates (weather-related events only)
- Telephone Notification System

Announcements prior to the start of the school day will be made by 6:00 AM of the day in question. If no announcement is made, the school schedule remains as normal.

If inclement weather is predicted after the school day has begun, a decision regarding early release will be made as quickly as possible. In the event school is dismissed for the day, notifications will be announced via the lines of communication listed above.

Please remember to make plans in advance for childcare in the event that weather closes school during the day. If school is already in session when a severe weather watch or warning is issued, the school will remain open. Staff will take appropriate safety precautions.

School Phones

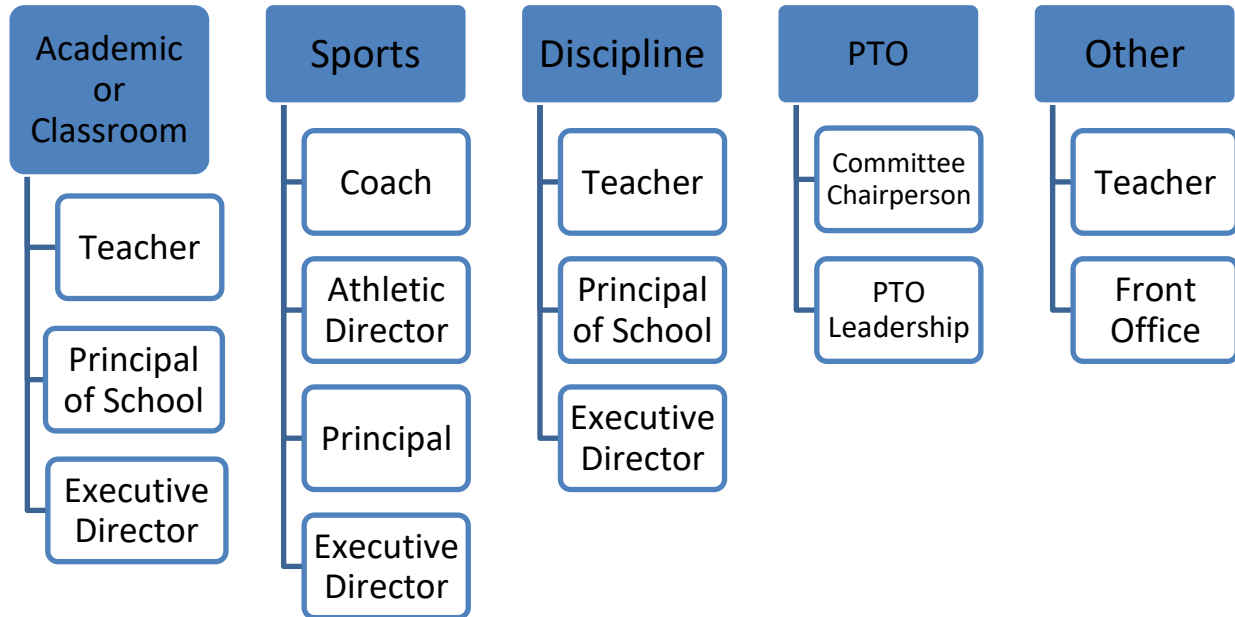
Students may use school phones to call home with permission. If a student is ill, the school office will contact the parent/guardian. Important messages will be given to students or staff members upon request.

Student Cell Phones and Electronic Devices

Student technology (cell phones, electronic devices, etc.) may be used during the school day only at authorized times or with staff permission. Please refer to related sections in the Discipline Plan including but not limited to sections 2g, 4g and 6c for additional details regarding student technology.

MICS Pathways of Communications

When comments, questions or concerns arise, please use the following chart to understand the appropriate channels of communication.



Grievance Policy for MICS Parents/Students

Purpose: To provide the procedures parents/students will follow when they have an issue at the School that constitutes a grievance.

This policy is in place to respond to parent/student or volunteer grievances (referred to as parent/student hereafter). It is expected that any parent/student with an issue will first try to resolve the issue by using open communication with those directly involved (see MICS Pathways of Communication). This means that if a parent or student disagrees with any policy or procedure within the classroom, the **first level** of grievance is with their student's Teacher; likewise, the first level of grievance of an athletic or Parent Teacher Organization (PTO) would be with the coach or PTO committee chair, respectively. If the student/parent is not satisfied with the teacher's response, they will then proceed to the **second level** of grievance by setting a meeting with the grade-level Principal. At that meeting, the teacher, student, grade-level Principal, and parent must be present and the issue at hand will be fully discussed. If the parent or student wishes to pursue the matter further, they will proceed to the **third level** of grievance by setting a meeting with the Executive Director. Similarly, if a parent/student disagrees or has an issue with a policy or procedure at the School, the parent/student will set a meeting with the Director. If the parent/student feels that their issue is still a concern after meeting with the Executive Director and the issue meets the definition of a grievance set forth below, the parent/student may initiate the grievance procedures as described below. Many issues that a parent/student has with the classroom, teacher or School will not rise to the Board level of a grievance and appropriate resolution will be found with the teacher and/or grade-level Principal.

Definition of a grievance: a grievance is defined as a formal written complaint by a parent/student stating that a specific action has violated a School policy, board policy, or law/regulation. A complaint under Title IX is not grievance and this policy does not apply to such complaints. Please refer to the School's Title IX policies and procedures for Title IX matters (www.micharter.org). In addition, this procedure does not apply to complaints that fall under the School's Non-Title IX policies, including bullying and harassment. Please refer to the School's Non-Title IX Discrimination, Harassment, and Bullying complaint process for such matters (Appendix).

Time Limits: a grievance will only be heard if the complaint has been filed within fifteen business days of the meeting with the Executive Director. The fifteen-day deadline may be extended at the discretion of the Executive Director.

The grievance process is as follows:

Step 1: If the parties are not satisfied with the decision of the Executive Director, and the grievance meets the definition set forth above, the parent/student must submit a letter in writing stating the School policy, board policy, or law/regulation that was violated including details of the actions and the place, date, and time of the

violation. The 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 Executive Director and to the Chair of the Board of Directors. If the Executive Director is implicated in the grievance, the grievance should only be submitted to the Chair of the Board of Directors.

Step 2: The Board will review the facts and notify the parties in writing (email accepted) if further action is necessary or if further information is needed. The Board reserves the right to appoint a committee to investigate any grievance, to appoint an investigator, or take any other action to investigate the grievance and issue a decision. If the Board considers the matter should be heard, the parties will be called to meet with the Board. After the hearing, any decision of the Board will be communicated to the Director and the parent/student who filed the grievance within five school days. If the board issues a decision without a hearing, the Board will communicate the decision to the Director and the parent/student who filed the grievance within five school days. The Board's decision concerning the grievance is final.

School Governance and Leadership

The governance and leadership of MICS involve a number of groups and individuals. Each is listed below with a description of their function.

Authorizing Agency

The Authorizing Agency, the North Carolina State Board of Education, grants a charter to the nonprofit corporation, Mountain Island Charter School, Inc.

School Board of Directors

The Board of Directors is the governing body of the school. School policy is created between the Board of Directors and the Administrative Team.

Executive Director

The Executive Director functions primarily in the role of providing leadership in all areas of the school, including teachers, staff, students, parents, and curriculum. The Executive Director is the general manager of the school and leads the school in site-based decision making.

Middle/High School (6–12) Principal

The Middle/High School (6–12) Principal provides daily support and supervision of the Middle and High School programs.

Elementary School (K–5) Principal

The Elementary School (K–5) Principal provides daily support and supervision of the Elementary School program (K–5).

Parent and Family Engagement

MICS is a strong advocate of parent support and involvement. The support of our families is critical to the success of MICS and is warmly welcomed and very much appreciated.

Parent Teacher Organization (PTO)

All MICS parents, teachers, and staff members are automatically members of the MICS PTO and membership is free.

The MICS PTO is a place for parents/guardians and staff members to come together and support student development by providing a positive environment to share resources and inspire involvement in school activities and projects, especially within parent committees. The purpose of the MICS PTO is to support teachers and staff, to fundraise with the purpose of enhancing the education of every student, and to promote positive communication. The PTO is made up of various committees including Events, Room Parents, and Staff Appreciation. Detailed committee and event information is available at <https://www.micsoar.org/pto-home>.

PTO meetings will be held monthly. Details can be found on the school calendar, PTO website, and in the Raptor Call.

PTO Contact Information:

PTO@micssoar.org

<https://www.micssoar.org/pto-home>

Facebook/MICSPTO

General Guidelines for Visitors and Parent Volunteers

The following are guidelines for visitors while they are in the building:

- All guests must sign in with a valid photo ID at the office upon arrival to the campus. This also applies to student sign-out.
- All guests must undergo a level 1 background check and wear a name badge. For security purposes, any guest on campus without a name badge will be escorted back to the office to obtain one.
- The distribution of literature or solicitation of any kind is not permitted.
- Prior to leaving the campus, guests must sign out in the office.
- Former students that withdrew from MICS or otherwise no longer attend MICS are not permitted to visit during school hours without prior written approval from the principal. Alumni, however, will be allowed to sign in under normal visitor procedures.

Volunteers

The school welcomes community support and volunteerism. Below are guidelines for volunteer opportunities such as classroom visits, special event activities, fundraisers, and field trips.

- All MICS volunteers must complete volunteer training and renew each year. Visit “Support MICS” at www.micharter.org for more information.
- All MICS volunteers are required to complete criminal background checks prior to volunteering.
- Volunteers must sign in at the office when entering the building and wear a name badge while volunteering.

MICS understands and agrees that it shall not employ, or accept voluntary services from, any individual whose certificate or license has been denied, suspended or revoked by the SBE or any other licensing board or agency on the grounds of unethical or immoral behavior, including improper sexual or physical conduct with children or students. Violation of this provision is grounds for revocation of the Charter.

Expectations for Adult Visitors While on Campus or Attending School-Sponsored Events (On or Off Campus)

- Visitors may not disrupt or attempt to interfere with the operation of a classroom or any other area of a school.
- Adult visitors must respect and not infringe upon obligations and time constraints of school staff and faculty.
- Only service animals as defined by ADA.gov (dogs and miniature horses that are individually trained to do work or perform tasks for people with disabilities) are permitted in all areas of campus where members of the general public are allowed.
 - A service animal must be under the control of its handler. In addition to other requirements outlined by the ADA, service animals must be harnessed, leashed, or tethered, unless the individual’s disability prevents using these devices or these devices interfere with the service animal’s safe, effective performance of tasks. In that case, the individual must maintain control of the animal through voice, signal, or other effective controls.
 - Animals whose sole function is to provide comfort, companionship, or emotional support do not qualify as service animals under the ADA.
 - Any other animals or pets are not permitted on or off campus, unless safely confined inside of a vehicle, without an exception granted by the appropriate school principal or Executive Director. For any scenarios not defined explicitly in this document, MICS will follow the ADA’s guidelines on special needs animals found here: https://www.ada.gov/service_animals_2010.htm

Disruptive behavior is any action that interferes with or may reasonably be expected to interfere with the normal, orderly operation of the school and/or school sponsored event, including but not limited to:

- Profane, lewd, obscene, abusive and/or slanderous/libelous language, gestures or other written or electronic communication;
- Rude or riotous noise;
- Disorderly or assaultive behavior;
- Vandalism or the defacement of public property;
- Overt or implied threats to the health or safety of others; and
- Any other conduct that violates any applicable law or school policies.

Anyone on school property or at a school-sponsored event (on or off campus) that displays disruptive behavior is subject to be directed to leave or otherwise removed from the school property or outside event property by a school administrator or other authorized school staff member at any time for any reason. If a visitor/volunteer violates these or other expectations/rules/laws/etc., they may have substantial restrictions or limitations placed on their access to any future campus visitation or school-sponsored events (on or off campus). Loitering on school property is prohibited.

Safety

Safety of the students, staff and visitors at MICS is extremely important. The following are some of the measures that will be in place to secure the MICS campus.

General Safety

1. All MICS employees must pass criminal background checks and drug tests.
2. Volunteers/visitors who may be in any unsupervised position with students will undergo further criminal background checks also, or otherwise will not be allowed to be placed in such roles (eg, coaches, tutors, chaperones).
3. Access to the campus and to our facilities is monitored.
4. All teachers/staff wear ID badges.
5. All visitors are required to check in at the office at the beginning and end of each visit.
6. Students are not permitted to receive visitors during the school day without prior approval except for parents/guardians.
7. Student drivers are not allowed to sit in their vehicles or linger in campus parking lots during school operating hours or in between class periods/lunch. Permission from the office must be obtained to access their vehicles during school operating hours to retrieve forgotten items.
8. For students wishing to bring a guest to a school event (eg, dances or socials), the guest must be pre-approved via the submission of the "Student Guest Approval Form". A new form must be completed for each event.
9. All medications are kept in a locked location in the school office and dispensed only as authorized.
10. Emergency supplies, including a first aid kit and other emergency needs, are kept in each classroom.
11. Access is granted to local health and fire department officials for inspection of the premises or operation of the school on a regular basis.

Safety Regulations

1. MICS is in full compliance with all federal, state, and local fire and safety regulations, including but not limited to conducting fire drills, tornado drills, lockdown drills, and other applicable drills.
2. All exits and stairways will be kept clear at all times to facilitate evacuation.
3. All emergency procedures and evacuation plans will be posted in each classroom. All procedures and plans will be consistently evaluated and refined.
4. All combustible and/or potentially harmful materials such as chemicals and cleaning supplies will be properly stored, maintained, and disposed of.
5. Because of our proximity to the McGuire nuclear power plant, proper nuclear emergency procedures are in place.
6. MICS does not condone students leaving campus in third-party car services, specifically, ridesharing services whose own policies explicitly prohibit minors from using them, such as Uber and Lyft. The school will not approve or otherwise facilitate any student to be picked up from school in a third-party car service, such as Uber or Lyft, and if encountered will turn away such ride sharing services from the school.

Immunization of Students

Mountain Island Charter School follows all state and federal laws regarding immunization requirements and exemptions. Immunization records or notice of exemption are required to be submitted by the 30th calendar day of school by the North Carolina Department of Health and Human Services. Failure to submit a required immunization record or notice of exemption by the 30th calendar day of school will result in the student not being permitted to attend school until it is received.

Parents may view NC Health Department immunization requirements for students in Kindergarten, 7th grade, and 12th grades here - <https://immunization.dph.ncdhhs.gov/schools/k-12.htm>

Parents may view the recommended immunization schedules of the Centers for Disease Control and Prevention (CD) as follows:

1. For ages 0-6 years: <https://www.cdc.gov/vaccines/parents/downloads/parent-ver-sch-0-6yrs.pdf>
2. For ages 7-18 years: <https://www.cdc.gov/vaccines/schedules/downloads/teen/parent-version-schedule-7-18yrs.pdf>

North Carolina law provides for only two types of exemptions from required immunizations. These are medical and religious, as detailed below. If your child has a medical or religious exemption to this vaccine(s), you are required to provide documentation of this exemption(s).

N.C. G.S.130A-156 Medical Exemption – applies when it is certified that a required immunization is or may be detrimental to a person’s health due to the presence of one of the contraindications adopted by the Commission for Public Health. Under this exemption, the person is not required to receive the specified immunization under G.S. 130A-152, as long as the contraindication persists. The child may attend school or a child care facility with a copy of the Medical Exemption Statement Form (DHHS-3987).

N.C. G.S.130A-157 Religious Exemption – applies when the bona fide religious belief of the parent, guardian or person in loco parentis of a child are contrary to the immunization requirements contained in North Carolina law, the adult or the child shall be exempt from the requirements. Upon submission of a written statement of the bona fide religious beliefs and opposition to the immunization requirements, the child may attend school without presenting a certificate of immunization.

Medications

Prescription or over-the-counter medications cannot be dispensed by the school or brought to school without an approved written medical authorization form. These forms are available in the school office. Medications must be brought to school in their original container with a valid prescription label (if applicable). Students may not carry or otherwise have possession of medicine of any form, except inhalers or epinephrine injection devices (provided the authorization for student self-medication form is on file in the office), in their possession or in their lockers on campus. All medications must be turned in at the office and a designated staff member will administer medications provided all requirements are met. Administration of non-prescription medications at school is discouraged.

Tobacco Policy

MICS is a tobacco-free school. To this end, the use of any tobacco product, electronic cigarette, vapor pen, or similar device is prohibited on campus or during school events. This applies to anyone on campus, including faculty, parents, staff, and visitors.

General Information

Payment Options

MICS Parent Square or Invoice through QuickBooks: Parents will either be directed to make a payment through MICS Parent Square or will be invoiced through QuickBooks via email. Payments for merchandise purchased online in the Raptor Warehouse will continue to use Square Online payments.

Cash or Check Payment to Front Office: Place payment in a sealed envelope with student/teacher name(s) and reason for payment noted on the envelope. Teachers, coaches, or other school employees can pass along payments to the office, but only designated MICS employees should process cash and check payments.

When you provide a check as payment to MICS, you authorize the school either to use information from the check to make a one-time electronic fund transfer from your account or to process the payment as a check transaction. You authorize us to collect a fee (to the maximum allowed by the state) through an electronic fund transfer from your account if your payment is returned unpaid.

Always include the following on your check: Full Name, Address, Phone Number, and Child’s Name/Grade/Teacher (Homeroom).

Donations and Donation-Based Fundraisers (eg, Raptor Run, 3D Dress Down Pass): Payments will be processed by MICS SOAR Foundation in order to uphold their responsibility to acknowledge donations for tax purposes. Checks for SOAR- sponsored events should be made out to the **MICS SOAR Foundation** and turned into the school front office.

Outside Programs Approved to Collect Payments (eg, PayPams lunch accounts): Payments should be made directly to these programs. Payments should not be sent to the front office unless directed to do so by an MICS employee.

MICS Fees and Collections

Fee Discounts: Children of employees and those on free and reduced lunch are entitled to 50% off participation fees for school sponsored sports and extracurricular activities for which they are eligible. These benefits do not stack. Free and reduced lunch fee discounts do not apply to business type activities (eg, before and after school care) or activities not directly sponsored by the school.

Library Fees: Students with overdue book(s) will have their book borrowing privileges revoked until they return or pay for their book(s). If a student has a book more than 2 weeks past the due date, parents will be notified. After 30 days past the due date, students must pay a **fine of \$7.50** and return the book (no fees are charged until the 30th day). After 60 days past the due date, the book is considered to be lost and parents/guardians will be charged the cost to replace the book in addition to a **fine of \$15**. If books are lost or damaged beyond repair, the student will have to pay the replacement cost of the book as determined by the school.

Late Balances: When outstanding balances are equal to at least one activity participation fee AND are 30 days or more past due, that student will no longer be eligible for participation in fee-based extracurricular activities until their account is in good standing, unless eligibility is granted for extenuating circumstances. Parents/guardians with student balances equal to at least one activity participation fee will be referred to an outside collection agency.

MICS Fundraisers: All school fundraisers benefit MICS and its student community and are all preapproved by school leadership and the Board of Directors before the start of school unless a special circumstance exists. Fundraising activities for personal/individual matters or outside charities at MICS are not permitted. Students are encouraged to support charitable causes outside of MICS through available service activities through the school as a part of our core values.

Personal Items

The school will not accept responsibility for the personal items of students, including electronic devices. Items brought to school or a school sponsored event that the school judges to be unsafe or inappropriate for school will be confiscated by school leadership and held in the office until the parent can retrieve them.

Student Lockers

Students may be provided a school locker and lock to secure their belongings per locker availability. For lockers in the C Building, students must use the lock purchased through the school, and the school reserves the right to remove any other type of lock that may be used on a locker. When warranted, the school reserves the right to inspect student lockers.

Breakfast and Lunch

MICS will provide a full breakfast and lunch service in conjunction with the National School Lunch Program. Students may also bring a nutritious lunch from home including a drink. Food delivery directly to students from vendors is not permitted.

Celebrations

In order to provide opportunities for celebrations while also maintaining continuity within the school day, all classroom celebrations must occur during a time deemed appropriate by faculty and/or school leadership. To ensure the safety of all students, parents and guardians may provide commercially prepared food items or prepackaged and washed fruits and vegetables for classroom/building food celebrations. In response to student allergies and health concerns, food/snacks may not be shared in the classroom, in the cafeteria or at other school events unless it is a pre-approved celebration. Ingredient lists must be provided to the teacher/event coordinator.

Extracurricular Clubs

Students in the high school may initiate an extracurricular student club provided that the club supports the general curriculum of the school and that the students have the support of a staff sponsor.

Field Trips

Whenever students are traveling away from school, they are subject to the same expectations and rules observed at MICS. As in the classroom, the teacher will judge acceptable or unacceptable behavior. Every facet of the Discipline Plan will be enforced on field trips just as it is in the classroom. Signed permission slips must be on file for each field trip.

We encourage parents to serve as chaperones. Should the supply for chaperones be greater than the demand of the venue, a lottery will be held. Chaperones are expected to serve in a supervisory capacity and are asked not to bring additional children on the trip. In some cases, additional parents may attend as participants. Parent participants would be responsible for their own transportation and fees. Please check with your child's teacher.

Multi-Day Field Trips

Learning at MICS goes beyond the classroom walls. Beginning in fifth grade these extended extracurricular field trips are designed to integrate and expand our core academic curriculum. These extended studies have as one of their goals to educate in a real environment with hands-on-learning. There are many other kinds of learning and growth in this program which include students developing independence within a nurturing framework, practicing social group living skills, activities that involve development of self and group awareness, and practicing good manners and behavior in new environments. These experiences provide valuable life-learning opportunities and help to bond students and build positive memories.

Enrichment Programs

Fee-based after school enrichment opportunities (music lessons, etc) and summer camps will also be offered by our Enrichment program. Details are posted on the MICS website as these programs are available.

State and Federal Compliance

Promotion and Retention

MICS will follow the North Carolina statutes and the State Board of Education regulations regarding promotion and retention and observes the following requirements for grade level promotion:

- To be promoted to 7th, 8th and 9th grades: students must pass Math and English Language Arts
- To be promoted from 9th grade to 10th grade: 5 credits including English I and Math I.
- To be promoted from 10th grade to 11th grade: 11 credits including English I & II, Math I & Math II, 2 social studies and 1 science credit.
- To be promoted from 11th to 12th grade: 17 credits including English I, II, and III, 3 math credits including Math I, Math II & Math III, and 3 social studies (including American History I), and 2 science (including Earth/Environmental AND one of the following: Biology, Chemistry or Physical Science) credits.

Requesting an Evaluation for AIG and Exceptional Children Services

Parents may request an evaluation of their child for an academically or intellectually gifted program or for identification as a child with a disability. Please contact the Exceptional Children Program Coordinator at 704-827-8840 to request an evaluation for services consideration.

FUTURE-READY CORE Course of Study Graduation Requirements

English	English I, II, III, IV	Total of 4 Credits
Math	Math I, II, III, and a 4 th Math Course to be aligned with student’s post high school plans	Total of 4 Credits
Science	Earth/Environmental Biology Physical Science	Total of 3 Credits
Social Studies	9 th –11 th grade students: World History, Civic Literacy, Personal Finance and one of the following: <ul style="list-style-type: none"> • American History • AP US History 12 th grade students: World History, Civics and Economics, Personal Finance, and one of the following courses: <ul style="list-style-type: none"> • American History I • American History II • American History • AP US History 	Total of 4 Credits
Health/Physical Education		Total of 1 Credit
Electives	Two of the 6 must be in World Languages, Fine Arts, or Career and Technical Education (CTE). For example, Spanish I and Spanish II or Visual Arts 1 and Visual Arts II. At least 2 years of the same World Language is required for admission to North Carolina 4-year colleges and universities. Admission to 2-year colleges does not require credits in a World Language.	Total of 6 Credits
		Total of 22 Credits

FUTURE-READY OCCUPATIONAL Course of Study Graduation Requirements

English	English I, II, III, IV	Total of 4 Credits
Math	9 th –11 th grade students: Introduction to Mathematics, NC Math I, Financial Management, Employment Preparation IV: Math 12 th grade students: Introduction to Mathematics, Math I, Financial Management	9 th –11 th : Total of 4 Credits 12 th : Total of 3 Credits
Science	9 th –11 th grade students: Applied Science, Biology, Employment Preparation I: Science 12 th grade students: Applied Science, Biology	9 th –11 th : Total of 3 credits 12 th : Total of 2 Credits

Social Studies	<p>9th–11th grade students:</p> <ul style="list-style-type: none"> • Founding Principles of the United States of America and North Carolina: Civic Literacy • Economics and Personal Finance • Employment Preparation II: Citizenship 1A (to include 75 work hours) • Employment Preparation II: Citizenship IB (to include 75 work hours) <p>12th grade students: Civics and Economics, Economics and Personal Finance</p>	<p>9th–11th: Total of 4 Credits</p> <p>12th: Total of 2 Credits</p>
Health/Physical Education		Total of 1 Credit
Electives	<p>Four Career/Technical Education electives Completion of IEP Objectives Career Portfolio</p> <p style="text-align: center;">AND</p> <p>9th–11th grade students:</p> <ul style="list-style-type: none"> • Employment Preparation III: Citizenship II A (to include 75 work hours) • Employment Preparation III: Citizenship II B (to include 75 work hours) <p>12th grade students: Occupational Preparation I, II, III, IV Two general elective credit</p>	<p>9th–11th: Total of 6 Credits</p> <p>12th: Total of 10 Credits</p>
		Total of 22 Credits

Early Graduation

Graduation before one's class may be permitted on the basis of earning all required academic credits and upon recommendation by the principal. High school students seeking early graduation must declare this intent to the high school counselor prior to course registration for their last year of high school.

Making Progress Towards a High School Diploma

Middle and High School students are considered to meet MICS promotion standards by passing all courses required for promotion to the subsequent grade level. Should a student fail to have a passing grade average for a year-long required course at the conclusion of the first semester, the student will be placed on academic probation for the third quarter. A student on academic probation will be considered as meeting MICS promotion standards for the duration of the third quarter; however, if at the end of the third quarter a student on academic probation does not have a passing overall grade average for any course required for promotion, the student no longer meets promotion standards.

Family Educational Rights and Privacy Act (FERPA) and Individuals with Disabilities Education Act (IDEA)

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. p 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 he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

1. Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are 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. Schools may charge a fee for copies.

2. Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then 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.
3. Generally, schools 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 schools to disclose those records, without consent, to the following parties under the following conditions (34 CFR p 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 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.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, and date of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, Parent/Student Handbook, or newspaper article) is left to the discretion of each school.

Americans with Disabilities Act—TITLE II

Mountain Island Charter School does not discriminate against any person on the basis of disability in admission or access to the programs, services, or activities of the school, in the treatment of individuals with disabilities, or any aspect of operations. The school does not discriminate on the basis of disability in its hiring or employment practices. This notice is provided as required by Title II of the Americans With Disabilities Act (ADA) of 1990 and Section 504 of the Rehabilitation Act of 1973. Questions regarding the ADA and Section 504 may be forwarded to the school office.

Protection of Pupil Rights Amendment (PPRA) 20 U.S.C. § 1232h

Mountain Island Charter School complies with the PPRA (20 U.S.C. § 1232h, 34 CFR Part 98), which affords parents of students certain rights regarding, among other things, participation in surveys, the collection and use of information for marketing purposes, and certain physical exams. For additional information regarding student surveys, see also "Parental rights to opt-in to protected information surveys" in the Parents' Bill of Rights Compliance Policies (Appendix).

Bullying

Includes, but is not limited to, any pattern of gestures or written, electronic, or verbal communications, or any physical act or any threatening communication, that takes place on school property, at any school-sponsored function, or on a school bus, and that:

- (1) Places a student or school employee in actual and reasonable fear of harm to his or her person or damage to his or her property; or
- (2) 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.

Bullying or harassing behavior includes, but is not limited to, acts reasonably perceived as being motivated by any actual or perceived differentiating characteristic, such as race, color, religion, ancestry, national origin, gender, socioeconomic status, academic status, gender identity, physical appearance, sexual orientation, or mental, physical, developmental, or sensory disability, or by association with a person who has or is perceived to have one or more of these characteristics. (From N.C.G.S. § 115C-407.15).

Bullying also includes cyber-bullying as defined by N.C.G.S § 14-458.1.

If an allegation of bullying is made, procedures outlined in the Non-Title IX Discrimination, Harassment, and Bullying Complaint Process (Appendix) will be followed

Non-Discrimination Policy

With respect to the services provided to our student population and staff, no person shall be discriminated against in any education program, activity, or other related service based on race, color, religion, gender, sex, age, national origin, or disability.

Health and Wellness

In accordance with NCGS 115C-218.75. (a), the school provides students and families with information related to student health and well-being with regards to meningococcal meningitis, influenza, cervical cancer/dysplasia, human papillomavirus, preterm birth in subsequent pregnancies, and lawful abandonment of a newborn baby. This information is contained on the "Health and Wellness" page under "Parent Resources" on the school website.

Homeless Assistance Act (McKinney-Vento)

In 2015, Congress reauthorized the McKinney-Vento Homeless Assistance Act to help people experiencing homelessness. The federal law includes the Education of Homeless Children and Youth Program that entitles children who lack a fixed, regular, and adequate nighttime residence to a free, appropriate education and requires schools to remove barriers to their attendance and success in school.

If you or someone you know is in transition and would like to speak with someone about the program, please contact the McKinney-Vento Liaison or your school counselor.

Examples of living situations that may qualify are:

- Living with a friend, relative or other person
- Hotel or motel
- Shelter or transitional housing
- Car, park, or other public place
- Campground, storage unit, abandoned building, or other inadequate home
- Youth living on their own, runaway youth

The living situations above do not include all situations that may qualify.

Access to Programs & Services: Students will have access to the same programs and services that are available to all other students, including:

- Transportation
- Supplemental educational services
- Child Nutrition
- All eligible McKinney-Vento students will receive free meal benefits. There is no Free & Reduced Application required.

Visit the school website for information on Parent and Student rights.

Dispute Process: If the parent/guardian/youth disagree on the McKinney-Vento eligibility, a process is in place to appeal the decision.

Please refer to the liaison for the MICS Dispute Process guidelines.

Toni Stallings

K-12 Assistant Principal of Curriculum & Assessment
MICS McKinney-Vento Liaison
tstallings@micharter.org

Lisa Phillips

State Coordinator
NC Homeless Education Program
<http://center.serve.org/hepnc/>

Dress Code

The MICS Mission encourages leading by example through positive impact. The following dress code embodies this mission through dress guidelines while on school property and while participating in school-related activities. Students are encouraged to take pride in their personal appearance and ensure that it does not disrupt student work or school order, become distracting to others, or violate health/safety guidelines.

	Elementary School Dress Code	Middle School Dress Code	High School Dress Code
Shirts	Shirts must have a collar AND must be 1) solid blue, green, or white, or 2) have an official MICS logo from the Raptor Wearhouse school store. Visible undershirts must be solid blue, green, or white.	Shirts must have a collar AND must be solid blue, green, or white, or have an official MICS logo from the Raptor Wearhouse school store. Visible undershirts must be solid blue, green, or white. OR Be provided by the Raptor Wearhouse, MICS-approved spirit packs, or a MICS athletic team AND have an official MICS logo or official MICS team logo.	Shirts that do not violate any dress code restrictions are permitted.
Pants, Dresses, Jumpers, Shorts, Skirts, Skorts	Pants, shorts, and skirts/skorts must be solid khaki, black or navy. Cotton or poly-blend material only. Polo-style dresses or jumpers must be solid blue, green, or khaki. Tights/leggings (only worn under above items) must be solid navy, white, or black.		Pants (including athletic pants), jumpers, shorts, dresses, and skirts/skorts that do not violate dress code restrictions are permitted. In the event students are required to wear professional dress as a result of a sporting or other event, such requirement shall supersede.
Shoes	Shoes must fully cover the toes and the back of the heel.	Shoes must meet all dress code requirements listed below. Sandals must have front or back buckles and remain buckled.	
Outerwear, Headwear, & Face coverings	Outerwear is prohibited inside school buildings with the exception of sweaters (blue, green, or white) and sweatshirts/pullover (blue, green, or white). Any color sweater or sweatshirt/pullover provided by the Raptor Wearhouse or MICS-approved spirit packs AND has an official MICS logo or official MICS team logo is permitted. Sweaters and sweatshirts/pullover must meet requirements for brand names/logos and graphics, or have an official MICS logo. Plain headbands no wider than 2" worn specifically for pulling hair back are the only headwear permitted. Face coverings (excluding bandanas) meeting NC requirements can be of any color/pattern and must not violate any dress code restrictions, including brand name/logo and graphics		Outerwear is prohibited inside school buildings with the exception of sweaters and sweatshirts/pullover. Sweaters and sweatshirts/pullover must meet requirements for brand names/logos and graphics or have an official MICS logo or official MICS team logo from the Raptor Wearhouse or MICS-approved spirit pack. Plain headbands no wider than 2" worn specifically for pulling back hair are the only headwear permitted. Face coverings (excluding bandanas) meeting NC requirements can be of any color/pattern and must not violate any dress code restrictions including brand name/logo and graphics
Brand Names/ Logos & Graphics	Visible brand names/logos (other than official MICS logos or official MICS team logos) must be small enough to be covered by the hand, except for outerwear worn outside school buildings. Clothing may not contain any type of graphics other than clothing logos/brand names or official MICS graphics.		Clothing may not contain any type of graphics other than clothing logos/brand names, official MICS graphics and neutral graphics related to a college/university or official military branch.

Dress Code Restrictions for All Students

- For grades K-8, athletic or similar clothing (warm-ups, sweatpants, yoga pants, athletic joggers, etc.) unless worn for Physical Education (see below) or otherwise permitted in the Dress Code.
- Clothing with rips and holes that reveal a student's skin.
- Clothing that is excessively baggy or otherwise allows for concealed items.
- Clothing that is skin-tight.
- Tops that expose underwear (eg, bras, bralettes, bandeau bras, cami bras, etc.), chests/cleavage, waists, shoulders, or backs.
- Bottoms that expose underwear or waists. Bottoms must be secured at the waistline, not allowing them to sag, regardless of whether or not the shirt covers the waistline. Belts may be required if bottoms cannot remain secured at the waistline on their own.
- Clothing materials (loose weave, mesh, lace, etc.) that expose underwear or other garments underneath that do not meet other requirements.
- Skirts and dresses/tunics that do not reach the fingertips with shoulders relaxed and arms and hands fully extended. However, leggings may be worn under skirts and dresses/tunics, in which case skirts and dresses/tunics must reach the middle of the fingers with shoulders relaxed and with arms and hands fully extended.
- Shorts/skorts that do not reach the middle of the fingers with shoulders relaxed and with arms and hands fully extended.
- Sleepwear and similar types of overly casual or unkempt clothing.
- Bedroom slippers, flip flops, and slides.
- Hats, head coverings, and hoods when inside any building (not including religious head coverings).
- Non-prescription eyewear when inside any building.
- Traditional-style bandanas (paisley pattern on solid color) may not be worn or made visible.
- Any other items related to student appearance that would reasonably be expected to 1) disrupt the learning environment or 2) be unsafe.

Exceptions or Potential Exceptions:

Physical education classes: Students must wear athletic clothing and athletic shoes. Athletic clothing must follow all applicable dress code guidelines, except for requirements related to length, color, and brand names/logos. Length of athletic shorts must be appropriate for the physical education learning environment.

Field trips are an extension of the regular school day; all regular dress code guidelines apply, unless designated otherwise.

Game day attire: All student athletes are required to wear professional attire as directed by the athletic department for the entire school day until entry into the locker room to change for the game. Any student not meeting this expectation is rendered ineligible for that day's game.

Spirit days will occur on the last school day of the week, as well as on other designated days. All students are encouraged to wear official MICS spirit shirts or shirts from MICS-approved spirit packs. Elementary and middle school students who purchase a dress down pass may wear traditional denim shorts, skirts/skorts or pants. Middle school students that purchase a dress down pass may also wear athletic pants (but not shorts) provided by the Raptor Wearhouse, MICS-approved spirit packs, or an MICS athletic team AND have an official MICS logo or official MICS team logo. High school students may wear traditional denim throughout the week.

Spirit week (occurring once or twice a year) descriptions will specify the attire and potential dress code variations permitted each day.

After school and off campus activities: All students participating in after school and off campus activities are subject to all provisions of the handbook, including the dress code above. During after school and off campus activities, the dress code may be enforced at the discretion of school leadership.

Students who violate dress code guidelines will receive consequences in accordance with the discipline plan, including eventual loss of the privilege to participate in all school activities and immediate suspension if they refuse to comply. Also, students will not be permitted to return to class until they are wearing clothes that meet dress code. If they cannot have a change of clothes brought to them, they will be offered a change of clothes and may be charged for this clothing if not returned within five school days. Administration may interpret and/or make changes to this policy as fashion trends change and unique situations arise.

Mountain Island Charter School Discipline Plan 2023-2024

Discipline Philosophy

We view discipline as a means of promoting positive character by establishing trust, respect, and productive relationships that help maintain a community of strong communicators, courageous problem solvers, and responsible citizens. In our discipline program, we strive for the full cooperation of all students, parents, teachers and school leadership, where everyone involved supports and embraces the actions necessary to maintain a culture that embodies the MICS Mission Statement & Core Values.

School Leadership Commitment: School leadership will model, promote, and inspire others to support and embrace this philosophy by demonstrating respect for students, parents, teachers, and community members through the way they lead, relate, and communicate, while supporting teachers as they work to fulfill their commitment of establishing a culture of respect.

Teacher Commitment: Teachers will model, promote, and inspire others to support and embrace this philosophy by establishing a respectful environment where each child has a positive relationship with a caring adult, where a student is treated as an individual, and where teachers work collaboratively with all parties involved highlighting the positive in each student and holding them accountable in a fair, productive manner when expectations are not being met.

Student Commitment: Students will model, promote, and inspire others to support and embrace this philosophy by following school-wide and classroom expectations at all times in action and in attitude, addressing and/or reporting behaviors that are unsafe or disrespectful to themselves or others, accepting responsibility for their actions, taking steps to resolve the issue, and when necessary, accepting consequences for failing to meet expectations.

Parent Commitment: Parents will model, promote, and inspire others to support and embrace this philosophy by reinforcing school-wide and classroom expectations at home and by supporting staff members through communication and collaboration, helping to identify, address, and overcome any obstacles in the process.

MICS Core Values

Academic Excellence

Positive Character

Service and Leadership

Response Plan for Infractions at the Elementary/Middle/High School Teacher Level

Teacher-Level Infractions

Recommended Response

Failure to follow core academic expectations or directions in class, including, but not limited to, not bringing classroom materials, not participating in activities, not completing work in a reasonable time frame, etc.

Step 1: Address Problem Behavior

-Including, but not limited to, redirection towards positive behavior, modeling & reteaching appropriate behavior, private conversation with the student, visual prompts, verbal warnings, etc.

Step 2: Remove Privilege

-Including, but not limited to, leaving class last, assigned place in line, changing seats or groups, time out, think sheet, losing participation points, being restricted from an activity and assigned an alternate activity, etc.

Step 3: Contact Home

-Including, but not limited to, calling home, email, ParentSquare, planner/tracking card (K-8), etc.

Step 4: Contact Home & Assign Consequence

-Including, but not limited to, silent lunch, detention, etc.

Step 5: Submit Referral to School Leadership

-Depending on the situation, it may not be feasible to make a parent contact or assign a detention before writing a referral.

-At any point in the process, teachers may contact school leadership with questions or concerns before officially referring a student.

Failure to follow core behavioral expectations or directions in class, including, but not limited to, not following general classroom procedures, talking without permission, causing minor distractions or disruptions, being disrespectful to staff in minor ways, sleeping or having head down, drinking or eating without permission (including candy and gum), etc.

Types of Student Discipline Set Forth in North Carolina Law and MICS Code of Conduct set forth herein:

In School Suspension (ISS): students report directly to administration and stay current with assignments in an alternate location within the school building. Students who are placed in in-school suspension (ISS) may be required to turn over all electronic devices to the administration while they are in ISS. Students are not eligible for participation in school activities during the suspension period.

Short-Term Suspension (OSS): suspension from school, school activities and school grounds for a period of up to ten (10) school days.

Disciplinary Reassignment: permanent removal of a student from Mountain Island Charter School due to extreme non-compliance with school expectations/rules. NCGS 115C-218.60

Long-Term Suspension: suspension from school, school activities and school grounds for more than ten (10) school days. NCGS 115C-390.7

Expulsion- Is the permanent termination of the student-school relationship. This applies only to students 14 years of age or older whose continued presence constitutes a clear threat to the safety of other students or school staff. Students considered for expulsion are entitled to a hearing before the School’s Board of Directors as set forth in North Carolina statutes. NCGS 115C-390.11

*As circumstances warrant, MICS may impose consequences more or less severe than the Class-category would suggest. The consequences in the discipline plan are **recommended responses** and may be adjusted after considering the student and the situation, including the age of the student, the severity of the infraction, the frequency of the infraction, and/or the student’s disability.*

K-12 Response Plan for Infractions at the School Leadership Level

Category One Infractions	Recommended Response
1a. Classroom Tardy Consequences for tardiness reset each quarter. 1b. Littering on school property	Level I (1-6 Infractions)
	Parent Contact
	Level II (7-9 Infractions)
	Detention
	Level III (10 + Infractions)
	Administrative Conference
Category Two Infractions	Recommended Response
2a. Classroom Procedures Violation , including, but not limited to, continuing or consistent choices to not follow general classroom procedures, not bring classroom materials, not participate in classroom activities, not complete work in a reasonable time frame, talk without permission, disrupt or distract in minor ways, sleep or have head down, drink or eat without permission (including candy and gum), etc. This also applies to bus and cafeteria procedures. For elementary school, this infraction may also include not following dress code. 2b. Irresponsible Behavior leading to things such as loss or damage of a student’s property, incidental physical contact or offense, concern or embarrassment of a student, if to a degree necessary to involve school leadership. 2c. Irresponsible Behavior , including, but not limited to, acting in a manner that is risky or unsafe for oneself or others, as well as causing messes or minor property damage, if to a degree necessary to involve school leadership. Irresponsible behavior includes unsafe driving in categories 2 and 3. 2d. Dress Code Violation 2e. Campus Procedures Violation , including, but not limited to, not following all procedures for hallway movement, class transitions, lunch, arrival and dismissal, as well as taking unauthorized routes. This also includes parking violations and unauthorized food orders. This does not include related infractions in higher categories. 2f. Failure to Serve Detention (This infraction applies only to middle and high school students). 2g. Misuse of Technology , including not meeting the following technology requirements: -During instructional time, technology must remain silent and away unless explicit staff permission has been granted at that time. “Silent” refers to the absence of any kind of noise generated by the device and “away” refers to the device and accessories being completely out of sight. The instructional time requirement applies to hallways, restrooms, and other areas on campus. -During lunch and transitions outside of buildings, students may use technology for communication, listening to music with headphones, and other school-appropriate purposes. -Use of external speakers is not permitted at any time without explicit staff permission. -In addition to receiving the recommended disciplinary response, students who are assigned a 2g infraction will be required to temporarily surrender the device to school leadership. Failure to comply will result in a “5a: Disrespect towards an Adult” infraction. After two infractions of this type, a parent may be requested to retrieve the device.	Level I (One Infraction) Parent Contact
	Level II (Two to Three Infractions) Elementary School: 2. Parent Conference with AP 3. Parent Conference with Principal Middle/High School: Detention
	Level III (Four or More Infractions) At least one day In School Suspension (ISS)

<p>2h. Excessive Display of Affection, not including related infractions in higher categories (middle and high school students are permitted to hold hands and give brief hugs).</p> <p>2i. Possession or Unsupervised Use of Non-Prescription Medicine, not including related infractions in higher categories.</p> <p>2j. Unauthorized Sale/Distribution of Merchandise, not including related infractions in higher categories.</p>	
<p>Category Three Infractions</p>	<p>Recommended Response</p>
<p>3a. Disrespect to an Adult, including, but not limited to, being slow to comply and arguing or disputing. This does not include related infractions in higher categories.</p> <p>3b. Disrespect to a Student, including, but not limited to, unwelcome flirting or propositions, name calling, mocking, ridiculing, insulting, taunting, slandering, retaliating or excluding in any form or for any reason, throwing an object at someone in a way that is not aggressive, interacting with personal property without permission regardless of whether or not damage occurs, if to a degree that seems necessary to involve school leadership. Infractions involving physical contact and/or property damage may receive a higher-level consequence.</p> <p>3c. Irresponsible Behavior leading to the minor injury of someone, if to a degree that seems necessary to involve school leadership. <i>Irresponsible behavior includes unsafe driving in categories 2 and 3.</i></p> <p>3d. Lying to an Adult or Failing to Provide Necessary Information, including intentionally withholding information, giving misleading information, impeding an investigation, etc.</p> <p>3e. Leaving Class without Permission, not including related infractions in higher categories.</p> <p>3f. Using or Displaying Profanity, Vulgarity or Discriminatory Language or Gestures not connected to or directed towards a specific person or used in a way that may seem to be connected to or directed towards a certain person. This also applies to audio and video content, as well as content on clothing, but does not include related infractions in higher categories.</p> <p>3g. Possession of Profane, Vulgar, Pornographic or Graphically Violent Materials in any medium, also including such images that may have been drawn or created. This does not include related infractions in higher categories.</p> <p>3h. Sharing, supporting, Promoting or Glorifying Offensive, Disturbing, Unethical or Illegal Activity through comments, conversations, images, signals, drawings, media, attire, etc. This does not include related infractions in higher categories.</p> <p>3i. Possession or Unsupervised Use of One’s Own Prescription Medicine, not including related infractions in higher categories.</p>	<p>Level I (One to Two Infractions)</p> <p>Elementary School: Parent Contact/Conference</p> <p>Middle/High School: Detention</p> <p>Level II (Three to Four Infractions)</p> <p>At least one day ISS</p> <p>Level III (Five or More Infractions)</p> <p>At least three days OSS</p>
<p>Category Four Infractions</p>	<p>Recommended Response</p>
<p>4a. Disrespect to an Adult, including, but not limited to, raising the voice, using sarcasm, mocking, slandering, ridiculing, insulting, etc.</p> <p>4b. Disrespect to Student, including, but not limited to, unwelcome flirting or propositions, name calling, mocking, ridiculing, insulting, taunting, slandering, retaliating or excluding in any form or for any reason, throwing an object at someone in a way that is not aggressive, interacting with personal property without permission regardless of whether or not damage occurs. Must also include things like profanity, vulgarity, or discriminatory actions connected to or directed towards a person or shown to a person in a way that is unwelcome or disrespectful. Infractions involving physical contact and/or property damage may receive a higher-level consequence. This does not include related infractions in higher categories.</p> <p>4c. Disrespect to a Student, including posturing, challenging, confronting or provoking. This may also include an attempted or minor physical contact, not serious enough to be considered a related infraction in a higher category.</p> <p>4d. Disruptive Behavior (including display of items) that interrupts or disrupts regular school activity or learning.</p> <p>4e. Cutting Class, not including skipping school or leaving campus without permission.</p> <p>4f. Unauthorized Interaction with School/Staff Property in a manner that is intentional but does not directly involve theft or vandalism. This includes intentionally making messes or leaving any area in the school in disarray.</p> <p>4g. Misuse of Technology, including, but not limited to, recording students or staff without permission, taking and/or posting pictures or recordings (audio or video), etc. without school authorization. Tech infractions that occur during an assessment will also be reviewed as a potential 4h (Cheating and Plagiarism) infraction. This does not include related infractions in higher categories. In addition to receiving the recommended disciplinary response, students who are</p>	<p>Level I (One to Two Infractions)</p> <p>Elementary School: Parent Conference OR At least one day ISS</p> <p>Middle/High School: Detention OR At least one day ISS</p> <p>Level II (Three to Four Infractions)</p> <p>At least two days ISS</p> <p>Level III (Five or More Infractions)</p> <p>At least four days OSS</p>

<p>assigned a 4g infraction will be required to temporarily surrender the device to school leadership. Failure to comply will result in a “5a: Disrespect towards an Adult” infraction.</p> <p>4h. Cheating & Plagiarism (See Parent/Student Handbook for definition.)</p> <p>4i. Congregating around a fight or disruptive activity, as well as identifying or acting with a group to cause disruption, etc.</p> <p>4j. Instigating and/or encouraging others to use aggressive actions.</p> <p>4k. Interfering with a Safety Drill in any way, including but not limited to acting irresponsibly, failing to follow directions, or causing a disruption.</p> <p>4l. Misrepresentation, including but not limited to falsifying documents, entering an event without having paid the fee, speaking/acting as if you are someone else, etc. This does not include related infractions in higher categories.</p> <p>4m. Gambling for money or personal property, not including related infractions in higher categories.</p>	
<p>Category Five Infractions</p>	<p>Recommended Response</p>
<p>5a. Disrespect to Adult, including, but not limited to, public defiance, failure to comply and/or walking away without permission when being addressed by an adult. This may also include using profanity, vulgarity, discriminatory speech or communicating in a flirtatious or suggestive manner during any interaction with an adult. This does not include related infractions in higher categories.</p> <p>5b. Disrespect to Student, including, but not limited to, unwelcome communication of a sexual nature, particularly in a manner that seems to imply a sexual advance or sexual request. This does not include related infractions in higher categories.</p> <p>5c. Aggression to a Student or the School Community, including any type of intimidating or threatening speech, gestures, statements of violence, or similar actions/communication. This also includes conduct/communication that results in widespread disruption to the educational process or school community. This does not include related infractions in higher categories.</p> <p>5d. Assault on a Student, including a physical act of anger, retaliation or intimidation such as grabbing, shoving or tackling. This does not include related infractions in higher categories.</p> <p>5e. Leaving Campus without Permission or Skipping School</p> <p>5f. Vandalism including willful and malicious property damage or defacement valued at \$100 or less.</p> <p>5g. Organizing a Disruptive or Disorderly Gathering</p> <p>5h. Being in an Unauthorized Area, including, but not limited to, a desk, cabinet, room, building, or fenced-in area at any time when this location is considered off limits. This also includes coming onto campus while suspended.</p> <p>5i. Possession of a Potentially Dangerous Device not considered as or used as a weapon.</p> <p>5j. Refusal to Allow Search of personal belongings, desk, locker, car, or related areas where a student may possess something of concern to administration and where reasonable suspicion has been established. This does not include related infractions in higher categories.</p> <p>5k. Theft of item(s) valued at \$100 or less. This also applies to someone who knowingly possesses an item stolen on campus or during a school sponsored activity off campus. Any act of taking or possessing property without the permission of the owner may be considered theft.</p> <p>5l. Committing a combination of or repeated violations (6 or more) of Lower Category Infractions.</p>	<p>Level I (One Infraction) At least one day ISS</p> <p>Level II (Two to Three Infractions) At least two days OSS</p> <p>Level III (Four or More Infractions) At least five days OSS OR at least ten days OSS and Disciplinary Reassignment</p>
<p>Category Six Infractions</p>	<p>Recommended Response</p>
<p>6a. Disrespect to an Adult, including, but not limited to, directing profanity, vulgarity, suggestive language, or discriminatory speech toward an adult.</p> <p>6b. Assault on a Student, including a physical act of anger, retaliation or intimidation such as spitting, smacking, slapping, kicking or hitting with an object not considered potentially dangerous. This does not include related infractions in higher categories.</p> <p>6c. Misuse of Technology, including, but not limited to, any form of hacking of school computers or programs and/or unauthorized access to school records or computer programs. This does not include related infractions in higher categories.</p> <p>6d. Possession or use of electronic cigarettes, vapor pens, or similar items, but not containing nicotine or a controlled substance. For a second offense, up to 2 days of OSS may be waived from the Level III consequence if the student shows proof of substance abuse assessment and a scheduled first appointment from a substance abuse agency for counseling.</p> <p>6e. Theft of any item valued between \$101 and \$500. This also applies to someone who knowingly possesses an item stolen on campus. Any act of taking or possessing property without the permission of the owner may be considered theft.</p> <p>6f. Vandalism including willful and malicious property damage or defacement valued at \$101-\$500.</p>	<p>Level I (One Infraction with no impact to minimal impact) At least two days OSS</p> <p>Level II (One Infraction with moderate to high impact) At least three days OSS</p> <p>Level III (Two infractions) At least five days OSS OR at least ten days OSS and Disciplinary Reassignment</p>

Category Seven Infractions	Recommended Response
<p>7a. Disrespect to an Adult, including, but not limited to, making physical contact with a staff member in a way that is disrespectful but not aggressive.</p> <p>7b. Assault on a Student, including a physical act of anger, retaliation or intimidation, such as choking or hitting with the closed fist or with an object considered potentially dangerous. This does not include related infractions in higher categories.</p> <p>7c. Fighting, including mutually aggressive physical contact between two or more students. This does not include related infractions in higher categories.</p> <p>7d. Breaking and Entering, including acts such as forcibly entering a building, office, classroom, locker room, locker, desk, cabinet, closet, storage container, etc.</p> <p>7e. Theft of any item valued above \$500. This also applies to someone who knowingly possesses an item stolen on campus. Any act of taking or possessing property without the permission of the owner may be considered theft.</p> <p>7f. Vandalism, including willful and malicious property damage or defacement valued above \$500.</p> <p>7g. Lighting a Fire in any manner but not such that it is considered arson.</p> <p>7h. Inappropriate or Unwelcomed Touching, including touching that is based on sex/gender, communicates a sexual message or implies a sexual advance. This does not include related infractions in higher categories.</p>	Level I
	N/A
	Level II (One Infraction)
	At least three days OSS
	Level III (Two Infractions)
At least five days OSS OR ten days OSS and Disciplinary Reassignment	
Category Eight Infractions	Recommended Response
<p>8a. Aggression to an Adult, including, but not limited to, posturing, challenging, intimidating or any type of threatening behavior. This does not include related infractions in higher categories.</p> <p>8b. Bullying/Harassment, including, but not limited to, a <u>pattern</u> of negative behaviors directed toward a <u>particular student</u> because of one or more distinguishing characteristics of that student, including based on sex/gender, involving a real or perceived <u>power imbalance</u> and having a <u>negative impact</u> on that student’s overall educational experience. This infraction includes any conduct covered by North Carolina’s Bullying Statutes, currently N.C.G.S. 115C-407.15 and N.C.G.S. 14-458.1.</p> <p>8c. Consensual Sexual Activity of any type</p> <p>8d. Indecent Exposure, including any public exposure of private body parts to one or more persons in a manner that is irresponsible but does not overtly communicate a sexual message or imply a sexual advance. This does not include related infractions in higher categories.</p>	Level I
	N/A
	Level II (One Infraction)
	At least four days OSS
	Level III (Two Infractions)
At least five days OSS OR ten days OSS and Disciplinary Reassignment	
Category Nine Infractions	Recommended Response
<p>9a. Assault on an Adult, including any physical act of anger, retaliation or intimidation. This does not include related infractions in Category Ten.</p> <p>9b. Verbal Aggression involving plausible threats of a severe nature towards students, staff and/or other adults.</p> <p>9c. Affray (Fight involving two or more people in a public place that significantly disturbs others).</p> <p>9d. Disorderly Conduct (Refer to N.C. G.S. 14-288.4.)</p> <p>9e. Possession, distribution, sale, or use of alcohol, tobacco or similar substances, including being under the influence of such substance. Up to 5 days of OSS may be waived if the student shows proof of substance abuse assessment and a scheduled first appointment from a substance abuse agency for counseling, if applicable, such that as few as 5 days of OSS remain. This applies to regular cigarettes, electronic cigarettes, vapor pens, smokeless tobacco (eg, dip/chew) and similar items.</p> <p>9f. Possession of chemical or drug paraphernalia.</p> <p>9g. False Alarm, including, but not limited to pulling a fire alarm or calling 911, not including related infractions in Category Ten.</p> <p>9h. Other illegal acts of similar severity to the infractions in this category.</p> <p>9i. Possession or use of Marijuana (includes synthetic cannabinoids and substances intended to mimic the effects of marijuana). Up to 5 days of OSS may be waived if the student shows proof of substance abuse assessment and a scheduled first appointment from a substance abuse agency for counseling (resulting in as few as 5 days of OSS remaining). Subsequent infractions will revert to a level 10e.</p>	Level I
	N/A
	Level II
	N/A
	Level III (One Infraction)
At least five days OSS OR ten days OSS and Disciplinary Reassignment	

Category Ten Infractions	Recommended Response
<p>10a. Assault on a Student or Adult, including, but not limited to, a violent attack that may or may not result in serious bodily injury. This may also include actions such as tampering with a person's food or drink in a manner that could cause personal harm.</p> <p>10b. Sexual Assault, Sexual Offense, Taking Indecent Liberties, or Indecent Exposure that overtly communicates a sexual message or overtly communicates a sexual advance, including but not limited to inappropriate touching, non-consensual touching, severe or extreme sexual harassment, or sexual favors.</p> <p>10c. Possession of a weapon, destructive device, or firearm.</p> <p>10d. Possession, distribution, sale, or use of another person's prescription drugs, or a controlled substance (excluding marijuana), including being under the influence of such substances (also applies to counterfeit drugs). This also applies to the distribution or sale of a student's own prescription drugs.</p> <p>10e. Distribution, sale, or second infraction of possession of or use of marijuana (includes synthetic cannabinoids and substances intended to mimic the effects of marijuana)</p> <p>10f. Bomb Threat, Threat of School Level Violence, or similar threat, even if a false alarm.</p> <p>10g. Arson of any type or of any scope.</p> <p>10h. Gang Activity or Gang-Related Activity, not including infractions in lower-level categories.</p> <p>10i. Other illegal acts of similar severity to the infractions in this category.</p> <p>10j. Inciting or engaging in behavior which is intended to result in widespread disruption to the educational process.</p> <p>10k. Using aggressive, intentional force or violence to take, or attempt to take, someone's property.</p>	Level I
	N/A
	Level II
	N/A
	<p>Level III (One Infraction)</p> <p>At least ten days OSS and Disciplinary Reassignment</p>

Other Considerations Regarding the Discipline Plan

It is not possible for any disciplinary policy or code to list every potential misconduct. School's Student Behavior Code sets parameters for addressing inappropriate student behavior, but the school can and will impose consequences for misconduct that is not listed. School is not required to engage in progressive discipline. Some offenses, and the context in which they might occur, could call for the immediate imposition of more severe consequences such as disciplinary reassignment, long-term suspension or expulsion. School follows North Carolina and federal law in imposing disciplinary consequences.

The infractions listed in the **Response Plan for Acts of Misconduct at the School Leadership Level** are not exhaustive, and any related or comparable infraction not specifically listed in the plan will be handled in a similar way as outlined above.

The consequences in the discipline plan are **recommended responses** and may be adjusted after considering the student and the situation, including the age of the student, the severity of the infraction, the frequency of the infraction, the student's disability, and/or the student's discipline history from the current school year and previous school years. See following page for additional information related to students protected by law under IDEA and in conjunction with NCGS Chapter 115C - Article 27.

Due to scope and impact, infractions that include the use of **social media** or other means of **display/dissemination** may receive an increased consequence.

If a student is assigned consequences at **Level II or higher** for infractions in **any category**, the school may remove his/her eligibility in any/all after school and extracurricular activities for a period of time.

Athletes who are suspended from school for 3 days of accrued suspensions (ISS/OSS) during the school year or who have been suspended for a single aggressive/violent incident will no longer meet eligibility requirements and will be rendered ineligible for participation in athletics. See "Athletics at MICS" in the Appendix for more information.

Any incidents involving property damage, destruction, or loss may require **financial restitution** by the student.

In accordance with state law, a school must report the following acts to **law enforcement**: "...assault involving 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, possession of a weapon in violation of the law or possession of a controlled substance in violation of the law. NCGS Chapter 115C-288 (g).

When a student uses reasonable force for the purpose of preserving physical safety, this will be considered **self-defense**. Self-defense is defined as the act by a non-aggressor victim using reasonable force to avoid being hit in order to enable oneself to get free from the attacker and notify school authorities. It is not self-defense to participate in the fight. Students who exceed reasonable force in protecting themselves will be held accountable for their actions, even though another person provoked the fight. School leadership will have the discretion to recognize the need for self-defense on an incident-by-incident basis and to determine appropriateness of consequences, if any.

Suspended students (ISS/OSS) are prohibited from attending after school or evening activities on days when they are suspended as well as on non-school days and weekends that occur during the suspension period. Students on Short Term Suspension (OSS) are not permitted on school campus. Suspended students are not eligible to receive a refund for pre-paid events that occur during their suspension period. They are permitted to return to regular school activities at the beginning of the first school day following the suspension and are eligible to begin attending school-related activities on that day. Dates of suspension are non-negotiable and are assigned to occur as close to the date of the infraction as possible, as determined by school leadership. Suspended students must complete homework and class work assignments in the allotted time frame they are given. Any work not completed in the allotted time frame will be recorded in the teacher grade book as 0's.

Disciplinary Reassignment involves the decision to permanently remove a student from this school due to extreme non-compliance with school expectations/rules. A student that has been reassigned from Mountain Island Charter School is prohibited from participation in future on-campus events and is prohibited from reenrolling in the school. Any student eligible for disciplinary reassignment may also be eligible for long-term suspension and/or expulsion as well as due process. NCGS 115C-218.60

-Students may receive consequences for **an infraction that occurs off *school grounds** if the infraction has or is reasonably likely to have a direct and/or immediate impact on the orderly, efficient operation of the school or the safety/well-being of individuals in the school environment.

-**Safe Harbor**: A student on *school grounds who inadvertently possesses or finds a weapon, illegal substance, stolen property, or an object prohibited by the MICS Discipline Plan shall immediately notify school staff and surrender the object prior to the discovery by another person. A student may approach a school staff member and voluntarily surrender the object without being subjected to discipline.

-By law, a student may be **suspended for up to 365 days** if he/she brings a firearm or destructive device onto *school grounds.

-In accordance with state law, a school must report the following acts to the **Department of Motor Vehicles**: possession or sale of alcoholic beverages or illegal controlled substances; bringing, possessing or using a weapon or firearm on *school grounds; and physical assault on school staff when such conduct results in a suspension that exceeds 10 days or when the student is assigned to an alternative educational setting.

Due Process for Short Term Suspension(OSS):

1. Upon receiving a report of a potential occurrence of any of the above violations, school administration will begin an investigation. An investigation may include interviewing witnesses, reviewing camera footage, speaking with staff members, and a search of a student, a student's locker, or a student's belongings. Refusal to permit the search will result in the assignment of consequences that are commensurate with the suspected violation. Administration will speak with the student and give the student an opportunity to deny or explain the violation.

2. Upon completion of the investigation, school administration will determine if the preponderance of the evidence weighs in favor of the violation occurring. This means that it is more likely than not that the student committed the violation. If that is the conclusion, the student will be notified of the consequence of the violation as long as notification of the student does not pose a risk to the safety and security of other individuals on campus. If the violation is an offense which requires a report to law enforcement, the appropriate agency will be notified.

3. The school administrator will make a reasonable attempt to contact the student's parent or guardian by telephone to communicate the results of the investigation and the assigned consequences. The Administration shall also notify the parent or guardian in writing that the student has been suspended from school. The administrator shall provide a description of the incident or incidents that resulted in the suspension, and may offer the opportunity for an immediate informal conference with the principal.

4. There is no appeal of a out of school suspension that is 10 days or less to the Executive Director or the School's Board of Directors. (NCGS § 115C-390.5. and § 115C-390.6)

5. If a student is determined to have committed a violation for which the possible consequence is exclusion or long-term suspension, the school principal will follow the procedures outlined in the section below.

Due Process for Long-Term Suspension and/or Expulsion: the School will follow the requirements set forth in North Carolina's General Statues and any other applicable laws including but not limited to NCGS 115C-390.7, 115C-390.8, 115C-390.11

***School grounds** includes, but is not limited to, the main campus grounds and buildings, bus stops, buses, or vehicles used for school activities and the grounds and buildings of all school-sponsored curricular or extracurricular activities occurring off campus.

Discipline of Students with a Disability

The obligation and the responsibility to attend school regularly and to comply with the school's code of conduct applies to all students. When appropriate, a principal or designee may discipline a student with a disability who has not complied with the school's code of conduct. Exceptional Children's education services will be provided to a student with a disability if the student has been removed from school for more than ten school days. If a student with a disability is removed for less than ten cumulative days, educational services will be provided only if such services are provided to students without disabilities who have been similarly removed. The school will follow all applicable state and federal laws when disciplining students with disabilities.

Students identified with a disability under the Individuals with Disabilities Education Act or suspected of having a disability, are bound by the Mountain Island Charter School Discipline Policy. School leadership will follow all federal and state laws and regulations regarding the discipline of students with a disability.

Out of school suspension—the temporary removal of a student from the school setting where services are delivered for any part of the school day. Any time a student is denied access to any part of the educational services, regardless of the time of day, it is counted as one day of out of school suspension. Short-term removal of less than 10 school days is not a change in placement. Depending on the circumstances, cumulative suspensions in the same school year totaling more than ten days could trigger the manifestation determination process.

Long-Term Suspension—a removal from the school setting where services are delivered for any part of the school day for more than 10 school days. If a student with an IEP is recommended for a long-term suspension, a manifestation determination meeting must be held to determine if the behavior was a manifestation of the student's disability.

Manifestation determination—The North Carolina Department of Education requires that the LEA, the parent, and relevant members of the child's IEP team, must meet within 10 school days of any decision to change the placement of a child with a disability. If the committee determines that the behavior was not a manifestation of the student's disability and leads to a long-term suspension for regular education students who exhibit the same behavior, a student with a disability may be given a long-term suspension. Because the student is still entitled to a free and appropriate education under IDEA, Mountain Island Charter School is responsible for providing services so that the student continues to participate in the general education curriculum and to progress toward meeting the goals set out in the student's IEP.

When a student is recommended for suspension for more than 10 days (cumulative or consecutive) and the behavior was NOT a manifestation of the disability, school leadership will follow normal disciplinary procedures.

Exceptions to the above in the event the behavior does meet criteria for manifestation:

The school may remove the student to an interim alternative educational setting (IAES) for up to 45 days without regard to whether the behavior is determined to be a manifestation of the child's disability when:

- (1) The child carries a weapon to or possesses a weapon at school or to a school function (does not include a pocket-knife with a blade less than 2 ½ inches in length), or
- (2) The child knowingly possesses or uses illegal drugs or sells or solicits the sale of controlled substance while at school or a school function (not cigarettes or alcohol), or
- (3) The child has inflicted serious bodily injury (injury that involves substantial risk of death; extreme physical pain, protracted and obvious disfigurement, or protracted loss or impairment of the function of a bodily member, organ, or mental faculty) upon another person while at school or a school function.

An IAES must be selected by the student's IEP team and must enable the student to continue to participate in the general curriculum and to receive the services and modifications in the current IEP so that he or she can make progress toward meeting goals in the IEP. The IAES must address behavior issues and create a transition plan. Placement in an IAES can last for no more than forty-five (45) days (if the IAES is result of removal because of drugs, weapons or serious bodily injury), unless the extension is reviewed and renewed by a hearing officer.

Disciplinary Reassignment Appeal Form

Use this form to appeal to a decision to make a disciplinary reassignment to home LEA/program.
Submit to Executive Director within 3 business days.

To:

Mountain Island Charter School
13440 Lucia Riverbend Hwy
Mt. Holly, NC 28120

Date:

From:

_____ Parent
_____ Student
_____ Mailing Address
_____ Telephone Number
_____ Email Address
_____ School

I wish to appeal the decision to assign my child to an alternative program for the following reason(s):

_____ Mountain Island Charter School procedures, as outlined in the Parent-Student Handbook, were not followed by the school. Please explain.

_____ The disciplinary reassignment is not appropriate. Please explain.

_____ Other. Please explain.

This appeal form must be submitted within 3 business days of the decision or the decision becomes final. Your child's disciplinary reassignment remains in effect pending the outcome of the appeal process.

MICS Bus Discipline Plan 2023-2024

RECOMMENDED RESPONSES						
CATEGORY	INFRACTION #1	INFRACTION #2	INFRACTION #3	INFRACTION #4	INFRACTION #5	INFRACTION #6
Category 2	Parent Contact	Parent Contact	1-Day Bus Suspension	3-Day Bus Suspension	5-Day Bus Suspension	Loss of Bus Privileges
Category 3	Parent Contact	1-Day Bus Suspension	3-Day Bus Suspension	5-Day Bus Suspension	Loss of Bus Privileges	
Category 4	1-Day Bus Suspension	3-Day Bus Suspension	5-Day Bus Suspension	Loss of Bus Privileges		
Category 5	3-Day Bus Suspension	5-Day Bus Suspension	Loss of Bus Privileges			
Category 6	5-Day Bus Suspension	Loss of Bus Privileges				
Category 7 or above	Loss of Bus Privileges					

-The category numbers above correspond with the MICS Discipline Plan.
 -Wording in the plan that refers to teacher or classroom also applies to bus driver and school bus.
 -As with the MICS Discipline Plan, the consequences above are recommended responses that may be adjusted after considering the student and the situation (including, but not limited to, the age of the student, the severity of the infraction, the frequency of the infraction, the student’s disability, and/or the student’s discipline history from the current school year and previous school years).

Athletics at MICS

Eligibility

1. Academic

In accordance with the guidelines of the North Carolina High School Athletic Association (NCHSAA), middle and high school students must have passed a minimum load of work during the preceding semester to be eligible at any time during the present semester. The semester is normally considered half of the academic year. All students must also meet local promotion standards, set by the Local Education Agency (LEA) and/or the local school. Middle and high school students are considered to meet MICS promotion standards by passing all courses required for promotion to the subsequent grade level. Should a student fail to have a passing grade average for a year-long required course at the conclusion of the second quarter, the student will be placed on academic probation for the third quarter. A student on academic probation will be considered as meeting MICS promotion standards for the duration of the third quarter; however, if at the end of the third quarter a student on academic probation does not have a passing overall grade average for any course required for promotion, the student no longer meets promotion standards and therefore is ineligible to participate in athletics.

- a. A minimum load of work is defined as five courses in the traditional school schedule, so students must pass 5 of 6 courses.
- b. Any student, including seniors, must pass that minimum load, even if they need fewer for graduation.

2. Disciplinary

- a. School-assigned consequences for disciplinary infractions must be served as assigned, even if this causes a student to miss an athletic event.
- b. Athletes who are suspended from school for 3 days of accrued suspensions (ISS/OSS) during the school year or who have been suspended for a single aggressive/violent incident will no longer meet eligibility requirements and will be rendered ineligible for participation in athletics. Upon reaching 3 days of accrued suspensions or upon a single aggressive/violent incident, a student may be placed on a disciplinary probationary period, at the conclusion of which athletic eligibility may be restored provided that the student has not committed additional suspendable disciplinary infractions during the probationary period. The duration of the probationary period is determined by the school principal and, after consideration of the student and situation, may be reduced for a student that completes school-based remediation related to the disciplinary infraction. Should a student that has regained eligibility after the conclusion of a probationary period incur any additional suspension during the remainder of the school year, he/she will lose eligibility for the remainder of the school year.
- c. A student athlete that commits an infraction at or comparable to level 9 or level 10 of the MICS Discipline Plan may lose athletic eligibility up to and including the duration of his/her enrollment at MICS.
- d. School administration maintains the right to suspend or remove an athlete from the team if necessary. Athletes suspended from school may be ineligible to participate in MICS sports for the entire year.

Try Out/Cut Policy

All sports will have limited and fixed rosters. All students must complete a tryout in order to be eligible for a position on a team. Tryouts are competitive and are assessed utilizing a skill-based rubric.

Levels of Competition

Middle school teams may only consist of students in 6th to 8th grades. No student may be eligible to participate at the middle school level for a period lasting longer than six (6) consecutive semesters, beginning with the student's entry into sixth grade. Middle school football is limited to only 7th and 8th grade students by NC policy.

Physicals and Liability Waivers

All athletes must have a completed liability waiver/Parent Consent/Physical on file with the Athletic Director/Athletic Trainer at MICS before they practice. The physical is valid for 395 days and must be current until the end of a specific sport season. Students may NOT participate in athletic activities without an updated/current physical exam and liability waiver, including summer workouts. Pre-Participation Form (Physical Examination Form)

Participating in Two or More Sports

Middle and high school students are eligible to participate in multiple sports in the same season. See the MICS Multi-Sport Participation Policy in “Forms and Documents” under “Athletics” at www.micharter.org and contact the Athletic Director regarding the development of a multi-sport plan.

Expectations of Student Athletes

1. Student athletes will follow advertised practice and competition schedules. Additionally, student-athletes officially on a team roster are expected to complete the sports season. Failure to meet these expectations may result in limitations on athletic participation including but not limited to loss of eligibility for the subsequent sports season. Medical exemptions may require a letter from a physician.
2. All student athletes are required to wear professional attire on game days as directed by the athletic department for the entire school day until entry into the locker room to change for the game. Any student not meeting this expectation may be rendered ineligible for that day’s game.
3. In the case of unexcused absences, athletes must be present for at least three periods of the school day in order to participate in a sporting event (practice or game) that afternoon/evening.
4. Student athletes must leave campus and return if practice or game times are not immediately after school UNLESS the student stays on campus for monitored study halls or scheduled/monitored team pre-game activities.
5. For team-level infractions (see Teacher-Level Infractions in Discipline Plan) , consequences will be adjudicated by the coach, up to and including potential loss of playing time.
6. Conducting student-led team meetings to discuss non-athletic issues and/or individual students is expressly prohibited.

Expectations of Parents/Guardians of Student Athletes

1. Ensure that student athletes have on-time transportation to and from all practices and games. Although bus transportation may be provided, that transportation may only be one-way. Bus drivers should not be expected to stay late for students to be dropped off or picked up.
2. Follow chain of communication guidelines set forth in the Parent/Student Handbook (eg, student/parent, coach, Athletic Director), schedule communication away from game times, and adhere to any closed practice guidelines.
3. Volunteer for sideline, admission, or concession needs at games. The amount of times a parent/guardian is expected to volunteer depends on team size and volunteer needs, but will always allow several games for parents to simply be spectators/fans. Student participation in extracurricular activities is not possible without parent/guardian assistance.
4. Follow expectations for all visitors attending school-sponsored events on or off campus (see page 9)

Dressing/Locker Rooms

Only IN-SEASON teams are allowed to use the Athletic Lockers. Athletic department staff will supervise their dressing facilities. Custodians are expected to clean dressing rooms daily, but are not expected to pick-up equipment and clothing left nor trash not in receptacles left behind by athletes. Students are not permitted to wear cleats inside the buildings or walk across the gym floor. Athletes are encouraged to secure all valuables. The athletic department will not be responsible for lost or stolen personal belongings. To protect student safety, phones/cameras are never to be used in locker rooms.

Athletic Training

The athletic department will provide a certified Athletic Trainer to provide training regarding student safety and well-being, to deliver care as needed by athletes, and to assist in determining a child’s readiness for athletic activity. In accordance with Atrium Health policy guidelines, students requesting recurring treatment must submit a signed physical copy of the Student Athlete Request for Treatment form. Athletes are offered a wide variety of services (prevention and treatment) to help meet the demands of athletic competition. Trainers may work with coaches, parents, or outside physicians to determine whether injuries should limit or delay student activity in practices or games. MICS follows the guidelines in the Gfeller-Waller Concussion Awareness act regarding concussion protocol.

The following are guidelines to follow when using the athletic training room:

1. Do not enter without an athletic trainer, coach, or athletic training student aid.
2. Only athletes being treated are allowed in the athletic training room.

3. Do not attempt to treat yourself.
4. Wear appropriate clothing to and from the athletic training room.
5. Do not use or remove any supplies without permission.

Athletics and After School Meals

The athletic department will not provide funds to purchase pre-game meals, post-game meals, or overnight accommodations unless covered by the NCHSAA or prior approval is granted from the Athletic Director and principal. Team parents can be organized to help with pre-game meals for the season. In the event that team meals are facilitated by parents, the families of any participating student will be expected to contribute.

Transportation

A valid Volunteer Driver Pledge Card, clear background check, and copies of driver's license and valid insurance card are needed in order to drive student athletes to games. Players are permitted to ride home with their parents provided the coach is informed by the player and/or parent. Parents must give permission for their child to ride with other parents. Students are only permitted to drive other students when the driver is legally licensed and both sets of parents/guardians have provided permission to the coaching staff of this agreed upon arrangement.

Inclement Weather

On the first day schools are closed due to inclement weather conditions, all school activities shall be suspended. This rule applies to all games, practices, rehearsals, etc.

Game Postponement/Rescheduling

The Athletic Director shall handle all games postponed because of inclement weather or other extenuating circumstances. Postponed conference games must be played the next available playing date and at the discretion of the home team. If a Saturday date is selected, both teams must agree to play on that date. Once the opponents have been contacted and the contest has been rescheduled, the following shall be notified immediately:

- School Leadership
- Athletic Director
- Booking Agent
- Announcement to athletes and student body, media, police, volunteers, announcer, and Athletic Trainers

Financial Obligations

Participation fee payment and late policies are set forth in the MICS financial policies mentioned above in pages 12-13.

Also, all athletes are required to replace lost uniforms or damaged equipment either by payment or with the equivalent of the lost article. Athletes are responsible for clearing all obligations with their coaches before participating or practicing with another sport (good standing).

MICS Raptor Boosters

The MICS Boosters is a part of our parent organization that assists the school and specifically the athletic department in providing the resources necessary to operate and manage our games and events, to help provide a great playing experience for our student athletes and to develop a positive fan atmosphere so that students, parents, faculty, and staff have an enjoyable experience while supporting the athletics program. The Boosters generate revenues through a variety of programs to help fund the MICS athletic program.

Families, students, fans and alumni can support **Raptors Athletics** in a variety of ways. Each school year, Boosters offers '**All Sport Passes**' for sale. These passes provide admission to all regular season home events throughout the school year. They are available for individuals or families and are a great value for fans of our many athletic programs. Boosters also offers school spirit merchandise in the **Raptor Wearhouse**, located in the MS/HS gym lobby. Our online store is available 24 hours a day at **MICSstore.com**.

Game Day Support has many opportunities where student-athlete families and Boosters can assist! These include on-field/court assistance, concessions, admissions, team meals, etc.! Contact your coach or look for signups throughout the year. Attend one of our Boosters meetings to learn more and/or follow us on Facebook (**MICS Raptors Boosters**)!

Appendix

Non-Title IX Discrimination, Harassment, and Bullying Complaint Process

Equal Education Opportunities

No student or school employee shall be subjected to bullying or harassing behavior by school employees or students. Bullying or harassing behavior is a pattern of gestures or written, electronic, or verbal communications, or any physical act or any threatening communication, that takes place on school property, at any school-sponsored function, or on a school bus, that places a student or school employee in actual and reasonable fear of harm to their person or damage to their 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.

Bullying or harassing behavior includes, but is not limited to, acts reasonably perceived as being motivated by any actual or perceived differentiating characteristic, such as race, color, religion, ancestry, national origin, gender, socioeconomic status, academic status, gender identity, physical appearance, sexual orientation, or mental, physical, developmental, or sensory disability.

THE SCHOOL takes seriously all complaints of discrimination, harassment, and bullying. The process provided in this policy is designed for those individuals who believe that they may have been discriminated against unlawfully, bullied, or harassed in violation of the SCHOOL's Equal Education Opportunities Policy. Individuals who have witnessed or have reliable information that another person has been subject to unlawful discrimination, harassment, or bullying also should report such violations in the manner provided in this policy. Reports may be made anonymously and reports do not need to be made in a particular format or on a particular form. This policy applies to all discrimination, harassment or bullying on the basis of race (including Title VI), disability (including Section 504), nationality, religious affiliation or any other protected class.

This policy does not apply where an individual seeks to assert allegations regarding or related to the identification, evaluation, educational placement, or free appropriate public education of a student under Section 504 or the IDEA, such allegations may be raised through the procedures governing such matters. This Policy also does not apply to Title IX complaints, behavior falling within Title IX or Title VII complaints. Please refer to the SCHOOL's Title IX policies for Title IX and VII matters.

If you have any questions as to what complaint process to use to address your concern, please contact the Executive Director or Title IX Coordinator, who will direct you to the proper process.

A. Reporting by Employees or Other Third Parties

1. Mandatory Reporting by THE SCHOOL Employees

Any employee who witnessed or who has reliable information or reason to believe that an individual may have been discriminated against, harassed, or bullied in violation of THE SCHOOL Non-Title IX Prohibition Against Discrimination, Harassment, and Bullying Policy must report the offense immediately to an appropriate individual designated in subsection B.1., below. An employee who does not promptly report possible discrimination, harassment, or bullying shall be subject to disciplinary action.

2. Reporting by Other Third Parties

All members of the SCHOOL community including students, parents, volunteers, and visitors are also strongly encouraged to report any act that may constitute an incident of discrimination, harassment, or bullying.

3. Anonymous Reporting

Reports of discrimination, harassment, or bullying may be made anonymously, but formal disciplinary action may not be taken solely on the basis of an anonymous report.

4. Investigation of Reports

Reports of discrimination, harassment, or bullying under this policy will be investigated sufficiently to determine whether further action under this policy or otherwise is necessary, and THE SCHOOL officials shall take such action as appropriate under the circumstances. At the option of the alleged victim, the report may be treated as a complaint by the alleged victim under this policy.

B. Complaints Brought by Alleged Victims of Discrimination, Harassment, or Bullying

1. Filing a Complaint

Any individual who believes that he or she has been discriminated against, harassed, or bullied in violation of the SCHOOL's Non-Title IX Prohibition Against Discrimination, Harassment, and Bullying Policy is strongly encouraged to file a complaint orally or in writing to the following individuals as applicable:

- a. a SCHOOL counselor, teacher, assistant principal, principal or Executive Director of the SCHOOL for any claim of discrimination, harassment or bullying, including Title VI complaints;
- d. the Title IX coordinator for claims of sex discrimination or sexual harassment;
- c. the Section 504 coordinator or the ADA coordinator for claims of discrimination on the basis of a disability; or
- d. any member of the Board if the alleged perpetrator is the Executive Director.

2. Time Period for Filing a Complaint

A complaint should be filed as soon as possible but no later than 30 days after disclosure or discovery of the facts giving rise to the complaint. Complaints submitted after the 30-day period may be investigated at the discretion of THE SCHOOL officials and outside the formal process described in Section C of this policy; however, individuals should recognize that delays in reporting may significantly impair the ability of THE SCHOOL officials to investigate and respond to such complaints.

3. Informal Resolution

The SCHOOL acknowledges that many complaints may be addressed informally through such methods as conferences or mediation. The SCHOOL encourages the use of informal procedures such as mediation to the extent possible; however, mediation or other informal procedures will not be used to resolve complaints alleging sexual assault or sexual violence or complaints by a student of sexual harassment perpetrated by an employee. Informal procedures may be used only if the parties involved voluntarily agree. Any informal process should be completed within a reasonable period of time, not to exceed 30 days unless special circumstances necessitate more time.

C. Process for Addressing Complaints of Alleged Incidents of Discrimination, Harassment, or Bullying

1. Initiating the Investigation

- a. Whoever receives a complaint of discrimination, harassment, or bullying pursuant to subsection B.1. shall immediately notify the Executive Director who shall designate an individual to conduct an investigation and respond to the complaint, such individual may be a THE SCHOOL employee or outside consultant.
- b. As applicable, the investigator shall immediately notify the Title IX , or other relevant coordinator of the complaint, and, as appropriate, may designate the coordinator to conduct the investigation.
- c. The investigator shall explain the process of the investigation to the complainant and the alleged perpetrator.
- d. Written documentation of all formal reports and complaints, as well as the SCHOOL system's response, must be maintained in accordance with the SCHOOL's Non-Title IX Prohibition Against Discrimination, Harassment, and Bullying Policy.
- e. Failure to report, investigate, and/or address claims of discrimination, harassment, or bullying may result in disciplinary action.

2. Conducting the Investigation

- a. The investigator is responsible for determining whether the alleged act(s) constitutes a violation of the Non-Title IX Prohibition Against Discrimination, Harassment, and Bullying Policy. In so doing, the investigator shall impartially, promptly, and thoroughly investigate the complaint. The investigator shall interview (1) the complainant; (2) the alleged perpetrator(s); (3) individuals identified as witnesses by the complainant or alleged perpetrator(s); and (4) any other individuals, including other possible victims, deemed likely to have relevant information. The alleged perpetrator shall be notified of the general nature of the allegations. The investigation will include a review of all evidence presented by the complainant and/or alleged perpetrator.

If the investigator, after receipt of the complaint, an interview with the complainant, and consultation with the board attorney, determines that the allegations submitted, even if factual, do not constitute discrimination, harassment, or bullying as defined in THE SCHOOL's Non-Title IX Prohibition Against Discrimination, Harassment, and Bullying Policy, the matter will be treated outside the scope of this policy. Information regarding the investigator's determination and the process for addressing the complaint will be provided to the complainant.

- b. The complaint and investigation will be kept confidential to the extent possible. Information may be shared only with individuals who need the information in order to investigate and address the complaint appropriately and those with a legal right to access the information. Any requests by the complainant

for further confidentiality will be evaluated within the context of the legal responsibilities of the SCHOOL system.

c. The investigator shall review the factual information gathered through the investigation to determine whether, based on a preponderance of the evidence, the alleged conduct constitutes discrimination, harassment, or bullying, giving consideration to all factual information, the context in which the alleged incidents occurred, the age, and maturity of the complainant and alleged perpetrator(s), and any other relevant circumstances.

3. Notice to Complainant and Alleged Perpetrator

a. The investigator shall provide written notification to the complainant of the results of the investigation within 15 days of receiving the complaint, unless additional time is necessary to conduct an impartial, thorough investigation. The investigator shall specify whether the complaint was substantiated and, if so, shall also specify:

- 1) reasonable, timely, age-appropriate, corrective action intended to end the discrimination, harassment, or bullying, and prevent it from recurring;
- 2) as needed, reasonable steps to address the effects of the discrimination, harassment, or bullying on the complainant; and
- 3) as needed, reasonable steps to protect the complainant from retaliation as a result of communicating the complaint.

b. Information regarding specific disciplinary action imposed on the alleged perpetrator(s) will not be given to the complainant unless the information relates directly to the complainant (e.g., an order requiring the perpetrator not to have contact with the complainant).

c. If the investigator determines that the complaint was substantiated, the perpetrator(s) shall be subject to discipline or other corrective steps, as set forth in THE SCHOOL policy. If the corrective steps involve actions outside the scope of the investigator's authority, the Executive Director or designee will be notified so that responsibility for taking the corrective steps may be delegated to the appropriate individual.

d. The alleged perpetrator will be provided with a written summary of the results of the investigation in regard to whether the complaint was substantiated, whether the alleged perpetrator violated relevant law or THE SCHOOL policies by his or her actions, and what, if any, disciplinary actions or consequences may be imposed upon the perpetrator in accordance with THE SCHOOL policy. The perpetrator may appeal any disciplinary action or consequence in accordance with any THE SCHOOL's policy governing disciplinary action. However, an appeal by the perpetrator of disciplinary action does not preclude THE SCHOOL officials from taking appropriate action to address the discrimination, harassment, or bullying.

4. Appeal

a. If the complainant is dissatisfied with the results of the investigation, he or she may appeal the decision to the Executive Director. The appeal must be submitted in writing within ten days of receiving the notice of the results of the investigation. The appeal must state with particularity whether the complainant is appealing (1) the investigator's determination of whether the alleged conduct constitutes discrimination, harassment, or bullying in violation of the SCHOOL's Non-Title IX Prohibition Against Discrimination, Harassment, and Bullying Policy, or (2) the SCHOOL's response to any violation, including the appropriateness of any remedial measures taken by the SCHOOL. If the complainant is appealing pursuant to option (2), he or she must state what additional measures the complainant believes should have been taken by the SCHOOL. The Executive Director or designee may review the documents, conduct any further investigation necessary, or take any other steps the Executive Director or designee determines to be appropriate in order to respond to the complaint. The Executive Director or designee shall provide a written response within 10 days after receiving the appeal, unless further investigation is needed. The Executive Director's decision is final.

b. If the alleged perpetrator is the Executive Director or the Executive Director declines to hear the appeal and refers it to the Board of Directors, the complainant may appeal the decision in writing within ten days of receipt directly to the Board of Directors. The appeal must state with particularity whether the complainant is appealing the Executive Director's decision with regard to (1) the investigator's determination of whether the alleged conduct constitutes discrimination, harassment, or bullying in violation of THE SCHOOL's Non-Title IX Prohibition Against Discrimination, Harassment, and Bullying Policy, or (2) the SCHOOL's response to any violation, including the appropriateness of any remedial measures taken by the SCHOOL. If the complainant is appealing pursuant to option (2), he or she must state what additional measures the complainant believes the SCHOOL should have taken. Upon receipt of the appeal, the Board Chair shall appoint a panel of not less than two members of the Board to hear and decide the appeal. The panel shall make reasonable efforts to meet and consider the appeal within twenty days after the chairperson refers the grievance to the panel. The panel shall review the

complaint on the record unless it determines that additional information may be presented. No new evidence, written or verbal, may be presented without the prior knowledge and consent of both parties. At the Board Panel's discretion, they may hold a hearing and ask each party may make a brief oral presentation of no more than twenty minutes to summarize his or her position. The panel has the authority to ask questions, extend time limits, exclude extraneous or duplicative information, and otherwise maintain an efficient and fair appeal hearing. If a hearing is held, it will be recorded and shall be held in closed session. The Board panel may affirm, reverse or modify the decision. The Board panel shall use the preponderance of the evidence standard in reaching its decision. The Board panel will provide a final written decision within twenty days after the Board hearing unless the panel determines that additional time is needed for further review. The decision of the Board panel shall be final.

D. Timeliness of Process

If any THE SCHOOL official charged with investigating the complaint or reviewing the investigation fails at any step in the process to communicate a decision within the specified time limit, the complainant will be entitled to appeal the complaint to the next step unless the official has notified the complainant of the delay and the reason for the delay. The SCHOOL official shall make reasonable efforts to keep the complainant apprised of progress being made during any period of delay. Delays that interfere with the exercise of any legal rights are not permitted.

Failure by the complainant at any step in the process to appeal to the next step within the specified time or to attend a scheduled meeting or hearing under this policy will be considered acceptance of the results of the investigation and the SCHOOL's response to the complaint, unless the complainant provided notice of the delay and the reason for the delay and the SCHOOL consented in writing to the delay.

E. General Requirements

1. No person shall engage in any act of reprisal or retaliation against a victim, witness, or a person with reliable information about an act of bullying or harassing behavior. Any student who engages in such conduct will be disciplined in accordance with the School's Code of Conduct. Any employee who engages in such conduct will be disciplined up to and including termination. Any parent/guardian who engages in such conduct may be permanently banned from the School's campus and events.
2. Disciplinary or other action may be taken against the complainant or other individual if the person knew or had reason to believe that the complaint or report was false or knowingly provided false information.
3. All meetings and hearings conducted pursuant to this policy will be private.
4. The complainant may be represented by an advocate, such as an attorney, at any meeting with the SCHOOL under this policy. Should the complainant choose to be represented by an attorney, an attorney for the SCHOOL may also be present.
5. Nothing in this policy shall prevent the Executive Director or Board from suspending the alleged perpetrator without pay during the course of the investigation or taking any other action deemed appropriate where the alleged perpetrator is an employee.
6. Nothing in this policy prevents the Executive Director from taking steps to protect students and/or the school community, as well as providing supportive measures to the complainant or other students.

F. Records

Records will be maintained as required by THE SCHOOL's Non-Title IX Prohibition Against Discrimination, Harassment, and Bullying Policy.

Parent's Bill of Rights Compliance Policies

THESE POLICIES WILL BE POSTED AND AVAILABLE ON THE SCHOOL'S WEBSITE.

The School 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 health care 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. The School 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. Please consult the Parent/Student Handbook for this information.
- (3) The right to review statewide standardized assessment results as part of the State report card. The School 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 Parent/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 School's 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 Parent/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 Parent/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 Parent/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 Parent/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 Parent/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 School's 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) The School has chosen to comply with these provisions by ensuring the following information is in the Parent/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) The School has chosen to comply with 115C-76.30, making the following information available through its website; the Parent/Student Handbook found on the School’s website; School and classroom communications (hard copy or via email); communications from the School’s PTO; 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.

The School shall, in consultation with parents, teachers, administrators, and community partners, develop and adopt policies to promote parental involvement and empowerment. The School 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 School’s website and/or in community and/or school communications.

The School 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. The School 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 Parent/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 Parent/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 Parent/Student Handbook available on the School's website for further information.***
- (6) Establish a process for parents to learn about the nature and purpose of clubs and activities offered at their child's school, including both curricular and extracurricular activities. Such information will be provided through School and/or classroom communications. ***Please also consult the Parent/Student Handbook available on the School's website.***

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) Our School 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 \(https://www.ncseaa.edu/k12/opportunity/\)](https://www.ncseaa.edu/k12/opportunity/)

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

- (1) The School 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) The School 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) School 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 School Health Officer will notify parents about each healthcare service offered at the school and provide information on how parents can consent to such service. School Counselors 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. The Elementary School Counselor 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. School Counselors 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. The School's policy and procedure for parents to exercise the parental remedies provided by G.S. § 115.C-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 Principal 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 Karen Riner, Elementary School Principal, at kriner@micharter.org or Jake Wilson, Middle/High School Principal, at jwilson@micharter.org. Within 10 business days, the Principal 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 Principal: (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 Executive Director, along with a statement specifying the time frame of the denial or failure to provide information by the principal.
- (4) If the Executive Director 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 Executive Director, 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 parent.

- 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 parent.
 - Income other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program.
- (2) The School 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 Parent/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 Glenn Byrum, Executive Director, via email at gbyrum@micharter.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 Executive Director 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) The School 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 the Parent/Student Handbook as well as the following: Parent Teacher Organization communication and meetings, Back to School Night, Curriculum Nights, and in Parent Resources on the school website www.micharter.org.
- (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, the School determines its own curriculum and textbooks and is not bound by the laws governing local boards of education and local school administrative units. The School has the sole authority to select and procure curriculum, textbooks, supplementary instructional materials, and library materials. Further, the School 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 the School 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.** The School 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.** The School's process for selecting curriculum, textbooks, supplementary books, and instructional material is as follows:
 - a. School leadership and teachers collaboratively identify curricular needs in light of learning outcomes, updated curricular standards and program expansion.
 - b. School leadership and teachers review the North Carolina Course of Study (NCSCOS) relevant to the content area for which instructional resources will be selected to ensure alignment of all resources considered.

- c. School leadership and teachers identify research-based resources aligned to the NCSCOS, evaluate the resources and collect feedback from teachers regarding the resources.
- d. The school leadership selects the instructional resource(s) that best meet the curricular needs of the school.

(8) Procedures for Learning about the Course of Study.

- a. Parents are provided their child's course of study, including textbooks and the source of any supplementary instructional materials in a variety of ways: in the Parent/Student Handbook, at Back to School night, at Curriculum Nights and through teacher communications.
- b. Parents may inspect and review all textbooks and supplementary instructional materials that will be used in their child's classroom at Back to School night, at Curriculum Nights, and by making an appointment with their child's teacher.

(9) Process for Library Check Out and Notification

Mountain Island Charter School provides students with developmentally appropriate literacy resources that support curriculum needs, promote a love of literature and empower students to become lifelong learners.

- a. In the Elementary School, students visit the Elementary School Media Center with their class as a Special Area class to participate in instructional activities and to check out materials.
- b. In the Middle/High School, students may check out books from classroom libraries managed by teachers at each grade level.
- c. Please see the MICS Parent/Student Handbook for information regarding library fees.
- d. Elementary School Media Center resources are selected with the assistance of Titlewave, a Follett Curation service. Selections are tailored based on curriculum and age appropriate education guidelines.
- e. Parents may contact the Elementary School Media Specialist at eeast@micharter.org (grades K-5) or the grade level ELA teacher (grades 6-12) with questions regarding literacy resources and materials checked out by students.

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 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 sent to Karen Riner, Elementary School Principal, at kriner@micharter.org or Jake Wilson, Middle/High School Principal, at jwilson@micharter.org. or sent via mail or hand delivered to the School's address and designate on the outside of the letter: *Textbook and/or Supplementary Material Challenge*.
- (4) The School Principal or their designee, shall review such 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 Executive Director if they were not involved in the initial review of the challenge. The Executive Director shall review and respond to the challenge within five (5) business days.
- (6) If the Executive Director 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.