

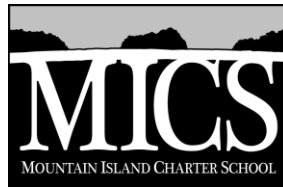
Mountain Island Charter School

13440 Lucia Riverbend Highway, Mount Holly, NC 28120

Please visit our school website:

<http://www.micharter.org>

Elementary School (K-5) Parent/Student Handbook 2025-2026



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.

Table of Contents

Academics	3
School Hours, Attendance, and Before/After School Care	5
Communication	7
Pathways of Communication and Grievance	10
School Governance	11
Safety	14
General Information	16
Compliance (State & Federal)	19
Dress Code	22
Discipline Plan	24
Appendix	36

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

Homework is implemented as a purposeful extension of learning. It provides students the opportunity to independently practice skills introduced during the school day. Homework is assigned Monday-Thursday. The following serve as parameters for the average amount of time allotted for nightly homework:

- Kindergarten: 10—15 minutes
- 1st grade: 15—30 minutes
- 2nd grade: 30 minutes
- 3rd grade: 30—45 minutes
- 4th grade: 45 minutes—1 hour
- 5th grade: 1 hour

Note: Should homework be taking significantly more or less time than indicated, please contact your child's teacher.

Grading Policy

Formal, detailed report cards are issued at the end of each quarter. Achievement or progress shall be reported as indicated below:

Kindergarten - Fifth Grade: *Grading Scale*

“Expectations” in academic subjects are defined as making adequate progress toward mastery of the standards and objectives as set forth by 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.

Student Conduct Rating

Reports on the student's conduct and work habits are also included.

- 3 Consistently meets grade level expectations
- 2 Inconsistently meets grade level expectations
- 1 Does not yet meet grade level expectations

Special Classes Grading

Students in grades K-5 will receive a grade for each special class (art, music, PE, media, Science Lab, technology) at the end of the quarter. Students will be evaluated on their behavior, performance, and content knowledge. Progress is reported as follows:

Satisfactory (S) - Consistently meets grade level expectations

Needs Improvement (N) – Inconsistently meets grade level expectations

Unsatisfactory (U) - Does not yet meet grade level expectations

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, technology, 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 material that is not a student's own work, without giving appropriate credit to the actual source. 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.
- Submitting work generated by artificial intelligence (such as ChatGPT or other AI tools) without proper acknowledgment or citation, and representing the content as entirely original or authored solely by the student. This includes copying AI-generated essays, answers, or code and failing to disclose that an AI tool was used in the creation of the assignment.

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

Exceptional Children's Program and Section 504

Mountain Island Charter School complies with all federal and state laws regarding the implementation of Section 504 Plans and Individualized Education Programs (IEPs). We are committed to ensuring that students with disabilities receive the appropriate accommodations, modifications, and support services necessary to access and progress in the general education curriculum. Our staff works collaboratively with families and specialists to develop, implement, and review plans in accordance with legal guidelines and best practices. If you have questions about these programs, please contact Michele Kuhn at mkuhn@micharter.org.

School Hours, Attendance, and Before/After School Care

School Hours

The elementary school day for students is 8:20 am to 3:20 pm. The school office can be reached at 704.827.8840 during the school day. It is recommended that students arrive at school by 8:15 in order to be ready to start instruction at 8:20.

Remote Learning Attendance Policy

In the event that the school provides extended remote learning, the School will implement a full Google Ed 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 in school attendance records.

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 Compulsory Attendance Law (N.C. G. S. – 115C-378) requires that all children, ages 7–16 attend school. Parents or guardians have the responsibility for ensuring that students attend and remain at school daily. Students whose absence is unexcused 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 from a parent or guardian on the morning of the day of the absence. This includes all absences due to medical and dental appointments. Voicemail will be available before school hours for anyone who would like to leave a message.

Absences are excused for the following reasons:

- Student illness or injury*
- Quarantine
- Death in the immediate family
- Doctor/dental appointments that could not be arranged outside of school hours
- Pre-authorized absence, including “educational opportunity.” Contact your child’s school principal at least 5 days prior to the absence.

- Religious holidays not observed by the school calendar
- Court or administrative proceedings
- Absence related to military deployment activities.

*** Students with fever of 100.4, 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

In the event of an excused absence, a written notification (either via handwritten note or email) must be received **within 5 school days** of the students return to school. School leadership may preauthorize an excused absence in situations when it is demonstrated that the purpose of 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 absence excused.

When students reach **3 days of unexcused** absence, parents will be notified of the concerns through a notification letter/email.

When students reach **6 days of unexcused** absence, parents will be notified again through a notification letter/email.

When **10 days of unexcused** absence have been reached, parents will be contacted by school personnel to discuss academic status, factors surrounding the absences and make recommendations of corrective action as needed.

Should any student reach **20 days** of absence (**either excused or unexcused**), parents will be required to meet with members of School Leadership to discuss the impact to the child's education.

Tardiness Students who arrive to class after 8:20 will be counted as tardy. Parents must escort students who are tardy into the front office to be signed in. Please do not drop off students unattended outside the school building at any time.

- Tardies are excused for the reasons listed above for when absences are excused.
- A parent conference will be required with the Elementary School Principal or assistant principal if a student has more than **10 unexcused** tardies.

Partial Attendance

Students must be in attendance for ½ of the school day to be counted present for the day. Students must be in attendance until 11:40 am or arrive by 11:40 am and remain for the rest of the day to be counted present for the day.

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, the teacher will send the student to the school nurse. The nurse/designee will call the parent/guardian whenever a student is seen by the nurse. If a student needs to be sent home, the nurse or designee will contact the parent. If the parent cannot be contacted, the first person on the emergency contact will be called. **Pick up should occur within one hour of notification.**

Make-Up Work

Students, with support from the parents, have an obligation to complete all assignments missed due to absence. Students are guaranteed two school days to make up their work for each day absent from school. In the case of a prolonged absence, parents are encouraged to contact the teacher to make arrangements to have assignments picked up. If a parent would like to come in to pick up work for their child while the child is out, the parents must call before 11:00 am on the day the work is needed in order to allow the teacher adequate time to assemble the assignments. Parents may pick up the assignments after 3:20 pm on the date requested.

Students who miss an announced test during their absence will take the test within 2 days upon their return to school unless other arrangements are made with the teacher.

Early Dismissal

Please check in at the Elementary School front office when you pick up your child. In no case will a student be allowed to leave school with anyone except his/her parent or guardian unless the school has a note signed by the student's parent/guardian or is listed as an emergency contact. To ensure an orderly dismissal process, picking up students less than 30 minutes prior to actual dismissal (2:50 pm) are not permitted. Early dismissals are monitored as a part of student attendance and families will be contacted in the event that recurring early dismissals negatively impact a student's learning.

K-8 Before/After School Care

The MICS Before and After School Program is a quality offering to our families who wish to have their child(ren) onsite at MICS for an extended day. 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:

Student Planners

MICS student planners are required for all elementary students. These planners facilitate communication between parents and teachers regarding homework assignments, future tests and quizzes, and other relevant academic information.

Thursday Folders

Thursday Folders are sent home every Thursday. The purpose of this folder is to provide student work as well as teacher and school-wide communications.

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 Infinite Campus (<https://36c.ncsis.gov/campus/portal/psu36cmics.jsp>) 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 are held a minimum of once per year, typically at the conclusion of the first quarter. Please refer to the school calendar for the Parent/Teacher conference schedule. Additionally, conferences can be held before or after school at other times during the year. Parents/Guardians should contact their child's teacher 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
- 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 child care arrangements in case snow, ice, or other severe weather closes school during the day.

If school is already in session when a severe thunderstorm watch or warning is issued, the school will

stay 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 Use of Cell Phones and other Wireless Communication Devices

In the Elementary School, student cell phones and electronic devices must be turned off and put away during the instructional day.

In accordance with § 115C-76.100, students are prohibited from using, displaying, or having wireless communication devices turned on during instructional time unless expressly authorized by a teacher for educational purposes. Exceptions may be made for documented medical needs, emergency communication, or accommodations outlined in a student's IEP or 504 Plan. Unauthorized use during instructional time may result in confiscation of the device and disciplinary consequences as outlined in the Discipline Plan.

A Wireless Communication Device is a wireless, portable device that can provide voice, messaging, or other data communication between two or more parties. The following is a non-exhaustive list of wireless communication devices prohibited by this policy:

- cellular phones
- laptops
- gaming devices
- smart watches
- other personal technology device.

Wireless Communication Devices are not allowed during instructional time except for the following situations:

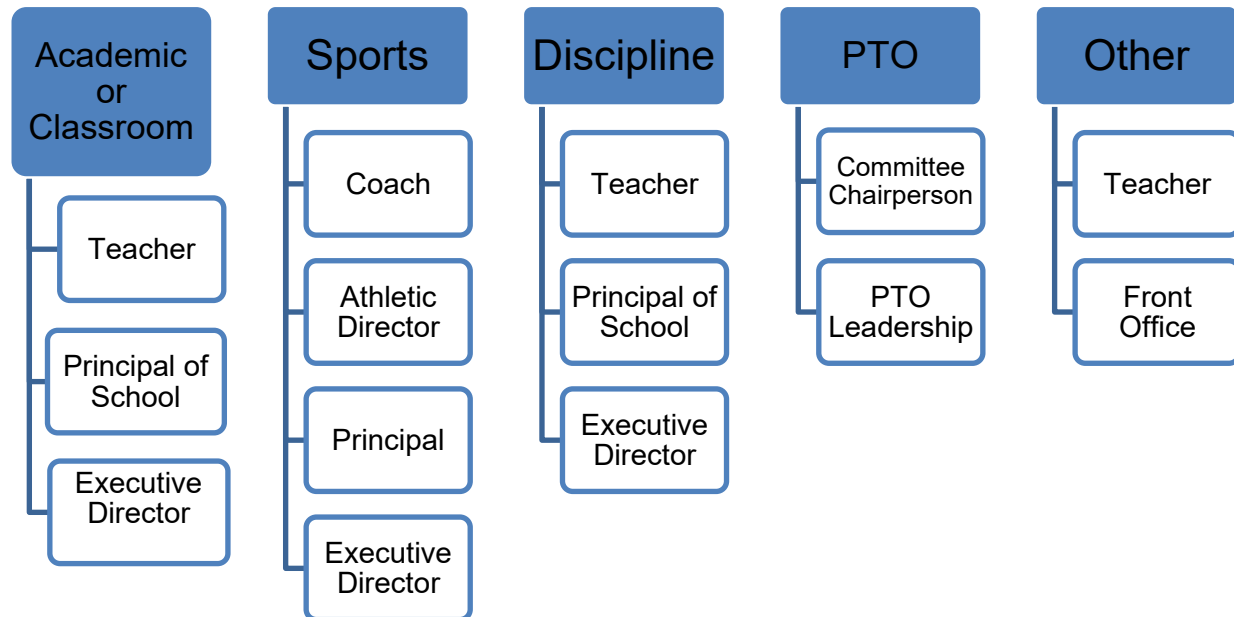
1. When expressly authorized by a teacher for educational purposes.
 - a. Teachers should clearly state the intended educational purpose to students and have documentation available to support the use (e.g., lesson plans detailing why devices would be needed).
 - b. Devices for the duration and purpose allowed.
2. When expressly authorized for emergency use
3. When required by the student's individualized education program or Section 504 Plan or as required to manage a student's health care, in accordance with a documented medical condition.
 - a. Students who need a wireless communication device to manage their health care must request access from the school and as part of that request, must provide documentation from a licensed medical professional outlining the necessity of access to the device.
 - b. Upon review from administration, students with documented medical needs will be granted permission to use the wireless communication device as needed for their condition.

- c. The school will make accommodations as needed to ensure the student has access to their device but without compromising the educational environment.

Students may keep their wireless communication devices on their person, but any device (including a watch) must be turned off and put away. Use of external speakers is not permitted at any time without explicit staff permission. Any student found in violation of this policy shall be subject to discipline in accordance with the Discipline Plan.

Mountain Island Charter School 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 (referred to as parent/student hereafter) grievances. 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 parent/student is not satisfied with the teacher's response, they will then proceed to the **second level** of grievance by communicating the grievance as defined below to the grade-level principal and arranging a meeting with the grade-level Principal. At that meeting, the teacher, parent, student, and grade-level Principal must be present and the issue at hand will be fully discussed. If the parent/student disagrees with the outcome of the meeting with the grade-level Principal and/or has an issue with a policy or procedure at the School, they will proceed to the **third level** of grievance by communicating the grievance as defined below to the Executive Director and arranging a meeting with the Executive 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 follow the grievance procedures as described below. Many issues that a parent/student has with a classroom matter, teacher or School will not rise to the Board of Directors level of a grievance and appropriate resolution will be found with the teacher, grade-level Principal, or Executive Director.

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 and includes details of the action, such as place, date, and time of the violation. A grievance does not include a complaint covered by another policy or procedure, including but not limited to complaints under the school's Title IX and Non-Title IX Discrimination, Harassment, and Bullying policies. Please refer to the School's Title IX policies and procedures for Title IX matters (www.micharter.org) and 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 by the Board of Directors 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 or law/regulation that was violated including details of the action, such as 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 Mountain Island Charter School 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 School Leadership.

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

Parent Involvement and Family Engagement

MICS is a strong advocate of parent support and involvement. The support of our families is critical to the success of Mountain Island Charter School 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 are available at www.micssoar.org/pto.

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

PTO Contact Information

PTO@micssoar.org

www.micssoar.org/pto

Facebook/MICSPTO

General Guidelines for Visitors and Parent Volunteers

Thank you for your support, volunteerism, and adherence to the following guidelines during classroom visits. You are the key to making our wide array of volunteer opportunities truly beneficial for our

teachers and students. These opportunities include classroom and special event activities, fundraisers, and field trips.

Visitors

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 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)

1. Visitors may not disrupt or attempt to interfere with the operation of a classroom or any other area of a school.
2. Adult visitors must respect and not infringe upon obligations and time constraints of school staff and faculty.
3. 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 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 just a few 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 and maintained.
5. Because of our proximity to the McGuire nuclear power plant, proper nuclear emergency procedures will be put into 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 main 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 pre-approved 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 and held in the office or remain in the possession of the school staff until the parent can retrieve them.

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 (soda is not permitted). Check with your classroom teacher for specific lunch times. Food delivery directly to students from vendors is not permitted.

Snacks

Students in grades K–5 may have a daily snack. Children must bring their own snacks from home, as the school does not provide them. Snacks should be nutritional (fruit, vegetables, cheese and crackers, water, etc.). Candy, sodas, and sweets are 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. Student birthdays will be celebrated during the student's lunch period. 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. Party invitations may be distributed at school only if every child in the class receives an invitation. This may also refer to all students in your child's class of his/her gender.

Field Trips

Field trips serve as extensions of the classrooms and as such are significant learning opportunities for our students. As such, the guidelines and expectations of MICS continue to be in place for our field trips.

Whenever students are traveling away from school, they are subject to the same rules, regulations, and appropriate politeness and civility observed at MICS. The Discipline Plan will be enforced on field trips just as it is in the classroom. As in the classroom, the teacher will judge acceptable or unacceptable behavior. 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 to ensure optimal supervision. Parents are asked not to bring additional children on the trip. Should the venue allow, 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 field trips are designed to integrate and expand our core academic curriculum. These extended studies have as one of its 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, 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 will be posted on the MICS website as these programs are available.

State and Federal Compliance

Promotion and Retention

Mountain Island Charter School will follow the North Carolina statutes and the State Board of Education regulations regarding promotion and retention.

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.

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."

- 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.
- 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.
- 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

MICS 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 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/>

Mountain Island Charter School Dress Code

2025-2026 School Year

	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. Denim and athletic pants are not permitted EXCEPT where otherwise permitted in the dress code. 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 event requirement supersedes typical dress code. All dress code restrictions however remain in force at all times.	
Shoes	Shoes must fully cover the toes and 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	Outerwear is prohibited inside school buildings with the exception of sweaters (blue, green, or white) and sweatshirts/pullovers (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/pullovers 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.	Outerwear is prohibited inside school buildings with the exception of sweaters and sweatshirts/pullovers. Sweaters and sweatshirts/pullovers 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.	
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 neutral clothing logos/brand names, official MICS graphics, and neutral graphics related to a college/university or official military branch. Logos/brand names depicting content that violates the school discipline plan are not permitted.	

Dress Code Restrictions for All Students

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| <ul style="list-style-type: none"> ● 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 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. | <ul style="list-style-type: none"> ● 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. |
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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 may be 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 denim shorts, skirts/skorts, or pants. "Denim" refers to pants commonly known as "jeans", crafted from a sturdy cotton twill fabric with diagonal ribbing, which typically feature an exterior back pocket design, with two front pockets and two back pockets. Middle school students who purchase a dress down pass may also wear athletic pants and 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 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 may 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 may 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 2025-2026

MICS strives for the partnership of all students, parents, teachers and school leadership in establishing and maintaining a culture that embodies the MICS Mission Statement & Core Values. All stakeholders are encouraged to contribute positively to a safe and orderly environment that promotes citizenship, collaboration, respect and learning.

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.	<u>Step 1: Address Problem Behavior</u> -Including, but not limited to, redirection towards positive behavior, modeling & reteaching appropriate behavior, private conversation with the student, visual prompts, verbal warnings, etc. <u>Step 2: Remove Privilege</u> -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. <u>Step 3: Contact Home</u> -Including, but not limited to, calling home, email, ParentSquare, planner/tracking card (K-8), etc. <u>Step 4: Contact Home & Assign Consequence</u> -Including, but not limited to, silent lunch, detention, etc. <u>Step 5: Submit Referral to School Leadership</u> -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 <u>behavioral</u> 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 in this category includes unsafe driving that results in or could reasonably be expected to result in minor property damage. 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 , (see Parent/Student Handbook for definition) This does not include related infractions in higher categories. Failure to surrender a device may result in a "5a: Disrespect towards an Adult" infraction. After two infractions of this type, a parent may be requested to retrieve the device. 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). 2i. Possession or Unsupervised Use of Non-Prescription Medicine , not including related infractions in higher categories. 2j. Unauthorized Sale/Distribution of Merchandise , not including related infractions in higher categories.	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)
Category Three Infractions	Recommended Response
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. 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	Level I (One to Two Infractions)
	Elementary School: Parent Contact/Conference
	Middle/High School: Detention

that seems necessary to involve school leadership. Infractions involving physical contact and/or property damage may receive a higher-level consequence. 3c. Irresponsible Behavior leading to the minor injury of someone, if to a degree that seems necessary to involve school leadership. Irresponsible behavior in this category includes unsafe driving that results in or could reasonably be expected to result in minor injury. 3d. Lying to an Adult or Obstruction, including intentionally withholding information, giving misleading information, impeding an investigation, etc. 3e. Leaving Class without Permission, not including related infractions in higher categories. 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. 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. 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. 3i. Possession or Unsupervised Use of One's Own Prescription Medicine, not including related infractions in higher categories.	Level II (Three to Four Infractions)
	At least one day ISS
	Level III (Five or More Infractions)
	At least three days OSS
Category Four Infractions	Recommended Response
4a. Disrespect to an Adult, including, but not limited to, raising the voice, using sarcasm, mocking, slandering, ridiculing, insulting, etc. 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. 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. 4d. Disruptive Behavior (including display of items) that interrupts or disrupts regular school activity or learning. 4e. Cutting Class, not including skipping school or leaving campus without permission. 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. 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 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. 4h. Cheating & Plagiarism (See Parent/Student Handbook for definition.)	Level I (One to Two Infractions)
	Elementary School: Parent Conference OR At least one day ISS
	Middle/High School: Detention OR At least one day ISS
	Level II (Three to Four Infractions)
	At least two days ISS
	Level III (Five or More Infractions)
	At least four days OSS

4i. Congregating around a fight or disruptive activity, as well as identifying or acting with a group to cause disruption, etc. 4j. Instigating and/or encouraging others to use aggressive actions. 4k. Interfering with a Safety Drill in any way, including but not limited to acting irresponsibly, failing to follow directions, or causing a disruption. 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. 4m. Gambling for money or personal property, not including related infractions in higher categories.	
Category Five Infractions	Recommended Response
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.	Level I (One Infraction)
	At least one day ISS
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.	Level II (Two to Three Infractions)
	At least two days OSS
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 tangible disruption to the educational process or school community. This does not include related infractions in higher categories.	Level III (Four or More Infractions)
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.	At least five days OSS
5e. Leaving Campus without Permission or Skipping School	OR at least ten days OSS and Disciplinary Reassignment
5f. Vandalism including willful and malicious property damage or defacement valued at \$100 or less.	
5g. Organizing a Disruptive or Disorderly Gathering	
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.	
5i. Possession of a Potentially Dangerous Device not considered as or used as a weapon.	
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.	
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.	
5l. Committing a combination of or repeated violations (6 or more) of Lower Category Infractions.	
Category Six Infractions	Recommended Response
6a. Disrespect to an Adult , including, but not limited to, directing profanity, vulgarity, suggestive language, or discriminatory speech toward an adult.	Level I (One Infraction with no impact to minimal impact)
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.	At least two days OSS
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.	Level II (One Infraction with moderate to high impact)
	At least three days OSS

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. 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. 6f. Vandalism including willful and malicious property damage or defacement valued at \$101-\$500.	Level III (Two infractions)
	At least five days OSS OR at least ten days OSS and Disciplinary Reassignment
Category Seven Infractions	Recommended Response
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. 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. 7c. Fighting, including mutually aggressive physical contact between two or more students. This does not include related infractions in higher categories. 7d. Breaking and Entering, including acts such as forcibly entering a building, office, classroom, locker room, locker, desk, cabinet, closet, storage container, etc. 7e. Theft/Larceny 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. 7f. Vandalism, including willful and malicious property damage or defacement valued above \$500. 7g. Lighting a Fire in any manner but not such that it is considered arson. 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.	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
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. 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. 8c. Consensual Sexual Activity of any type 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.	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
9a. Assault on an Adult, including any physical act of anger, retaliation or intimidation. This does not include related infractions in Category Ten. 9b. Verbal Aggression involving plausible threats of a severe nature towards students, staff and/or other adults. 9c. Affray (Fight involving two or more people in a public place that significantly disturbs others). 9d. Disorderly Conduct (Refer to N.C. G.S. 14-288.4.) 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	Level I
	N/A
	Level II
	N/A
	Level III (One Infraction)
	At least five days OSS OR ten days OSS and Disciplinary Reassignment

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. 9f. Possession of chemical or drug paraphernalia. 9g. False Alarm, including, but not limited to pulling a fire alarm or calling 911, not including related infractions in Category Ten. 9h. Other illegal acts of similar severity to the infractions in this category. 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.	
Category Ten Infractions	Recommended Response
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. 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. 10c. Possession of a weapon, destructive device, or firearm. 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. 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) 10f. Bomb Threat, Threat of School Level Violence, or similar threat, even if a false alarm. 10g. Arson of any type or of any scope. 10h. Gang Activity or Gang-Related Activity, not including infractions in lower-level categories. 10i. Other illegal acts of similar severity to the infractions in this category. 10j. Inciting or engaging in behavior which is intended to result in widespread disruption to the educational process. 10k. Using aggressive, intentional force or violence to take, or attempt to take, someone's property.	Level I
	N/A
	Level II
	N/A
	Level III (One Infraction)
	At least ten days OSS and Disciplinary Reassignment

Other Considerations Regarding the Discipline Plan
It is not possible for any disciplinary policy or code to list every potential misconduct. School's Discipline Plan 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.
The school may remove the eligibility for any/all after school and extracurricular field trips and activities for students who have been assigned consequences at Level II or higher for infractions in any category, suspended from school for 3 days of accrued suspensions (ISS/OSS) during the school year, OR suspended for a single aggressive/violent incident.
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 is considered self-defense . Self-defense is justified when and to the extent that the person reasonably believes that the conduct is necessary to defend himself or herself or another against the other's imminent use of force. . School leadership will determine reasonability of actions described as self-defense and administer any applicable disciplinary consequences accordingly.
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. 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. Students on Short Term Suspension (OSS) are not permitted on school campus.
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 re enrolling in the school. Any student eligible for disciplinary reassignment may also be eligible for long-term suspension and/or expulsion. 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 any other 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 an 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 Statutes 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

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. The North Carolina Department of Education requires that the LEA, the parent, and relevant members of the child's IEP team, must meet to conduct a **manifestation determination** 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.

In/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.

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):

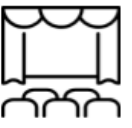
_____ Mountain Island Charter School procedures, as outlined in the Parent-Student Handbook, were not followed by the school. Please explain.

_____ 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						
	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).						

	 Playground	 Restroom	 Hallways & Stairs	 Carpool Area	 Assembly	 Cafeteria
I am Respectful of myself and others.	Play fairly Be a team player Decide upon and follow the rules of the game Include everyone	Take turns Enter and exit quietly	When in line walk without talking Otherwise talk quietly Respect hallway displays	Talk quietly to other students in my area	Listen while someone else is speaking Stop talking when an adult raises his/her hand and raise your hand to alert others Show appropriate appreciation	Be polite and practice good table manners with quiet voices Have conversations that are appropriate
I am Responsible for myself and my community.	Play safely Stay in assigned area Properly maintain recess equipment	Wash hands with soap and water Keep the restroom clean	Keep hands and feet to self Remain single file Walk on the right side	Stay in assigned area Walk to assigned area	Remain seated unless asked to sit up or stand Keep hands and feet to self.	Get all utensils, milk and condiments before sitting down Raise your hand if you need help Help keep the cafeteria clean
I am (a) Proactive member of our community.	Actively participate	Allow for privacy Keep hands, feet and objects to yourself	Eyes forward Keep hands, feet and objects to yourself	Listen carefully for my car rider number and other directions	Follow adult & presenter directions	Keep all food on your tray Sit with feet on the floor, bottoms on bench and face the table Keep hands, feet and objects to yourself
I am a Problem Solver working for a positive solution.	Let my teacher or other adult know if I have a problem I can't solve on my own	Let my teacher or other adult know if something is not working	Keep a safe distance between yourself and the person in front of you	Keep food, toys, and other items in backpack	Let my teacher or other adult know if I have a problem I can't solve on my own	Let an adult know if I have a problem I can't solve on my own
I am a Learner dedicated to doing my best.	Actively participate Try new games Line up quickly	Be as quick as you can so you can get back to class	Be observant Follow rules without reminders	Know the adults responsible for my area	Listen carefully and make connections to your learning	Be observant Follow rules without reminders

Appendix

Non-Title IX Prohibition Against Discrimination, Harassment, and Bullying And Complaint Process

No student or School employee shall be subjected to bullying or harassing behavior by School employees or students as defined and set forth below. 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 Non-Title IX Prohibition Against Discrimination, Harassment, and Bullying 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. This policy applies to violations under Title VI. 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 matter. This Policy also does not apply to Title IX complaints, behavior falling within Title IX or Title VII complaints. Please refer to the corresponding School's policies for Title IX and VII matters.

Definitions:

As used in this policy, "bullying or harassing behavior" is 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.

"Cyber-bullying and cyber-harassment" are any words, actions, or conduct that meet the definitions of bullying or harassing behavior described in this policy, and are conveyed via email, text message, Internet message boards, interactions on social media, or other electronic media.

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.

No student or school employee shall be subjected to bullying or harassing behavior by school employees or students.

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.

A school employee who has witnessed or has reliable information that a student or school employee has been subject to any act of bullying or harassing behavior shall report the incident to the appropriate school official.

A student or volunteer who has witnessed or has reliable information that a student or school employee has been subject to any act of bullying or harassing behavior should report the incident to the appropriate school official.

Reporting

Mandatory Reporting by School Employee: Any employee or volunteer 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 this policy must report the offense immediately to his/her supervisor or the Executive Director. An employee who does not promptly report possible discrimination, harassment, or bullying shall be subject to disciplinary action.

Anonymous Reporting: Reports under this policy may be made anonymously, but formal disciplinary action may not be taken solely on the basis of an anonymous report.

Reports by Students and/or Parents/Guardian: Any individual who believes they have been subject to conduct or communication in violation of this policy are strongly encouraged to file a complaint in writing to any of the following:

- a. the school counselor, teacher, principal or assistant principal 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, Assistant Principal of EC Services or the Principal 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.

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 school officials shall take such action as appropriate under the circumstances. The School will follow its Code of Conduct for all investigations and discipline for behavior falling under this policy.

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 school officials; however, individuals should recognize that delays in reporting may significantly impair the ability of school officials to investigate and respond to such complaints.

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://k12.ncseaa.edu/opportunity-scholarship/>)

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. § 115C-76.60 is set forth in this policy, **Entitled Parental Remedies.**

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

- (1) This information parents have a right to access under this SB49 has been made accessible to parents as set forth in this policy. Parents are encouraged to review this policy and the policies referenced herein before making a request for information under § 115C-76.40.
- (2) A parent of a child enrolled at our School may request in writing from the 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 Jeremy Thompson, Elementary School Principal, at jeremythompson@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 Jeremy Thompson, Elementary School Principal, at jeremythompson@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.

INTERNET SAFETY POLICY

A. INTRODUCTION

It is the policy of the board to: (a) prevent user access via its technological resources to, or transmission of, inappropriate material on the Internet or through electronic mail or other forms of direct electronic communications; (b) prevent unauthorized access to the Internet and devices or programs connected to or accessible through the Internet; (c) prevent other unlawful online activity; (d) prevent unauthorized online disclosure, use or dissemination of personal identification information of minors; and (e) comply with the Children's Internet Protection Act.

B. DEFINITIONS

1. Technology Protection Measure

The term "technology protection measure" means a specific technology that blocks or filters Internet access to visual depictions that are obscene, child pornography or harmful to minors.

2. Harmful to Minors

The term "harmful to minors" means any picture, image, graphic image file or other visual depiction that:

- a. taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex or excretion;
- b. depicts, describes or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts or a lewd exhibition of the genitals; and
- c. taken as a whole, lacks serious literary, artistic, political or scientific value as to minors.

3. Child Pornography

The term "child pornography" means any visual depiction, including any photograph, film, video picture or computer or computer-generated image or picture, whether made or produced by electronic, mechanical or other means, of sexually explicit conduct, where:

- a. the production of such visual depiction involves the use of a minor engaging in sexually explicit conduct;
- b. such visual depiction is a digital image, computer image or computer generated image that is, or is indistinguishable from, that of a minor engaging in sexually explicit conduct; or
- c. such visual depiction has been created, adapted or modified to appear that an identifiable minor is engaging in sexually explicit conduct.

4. Sexual Act; Sexual Contact

The terms "sexual act" and "sexual contact" have the meanings given such terms in section 2246 of title 18, United States Code.

5. Minor

For purposes of this policy, the term "minor" means any individual who has not attained the age of 17 years.

C. ACCESS TO INAPPROPRIATE MATERIAL

To the extent practical, technology protection measures (or "Internet filters") will be used to block or filter access to inappropriate information on the Internet and World Wide Web.

Specifically, blocking will be applied to audio and visual depictions deemed obscene or to be child pornography or harmful to minors. Student access to other materials that are inappropriate to minors will also be restricted. The board has determined that audio or visual materials that

depict violence, nudity or graphic language that does not serve a legitimate pedagogical purpose are inappropriate for minors. School administrators shall make a determination regarding what other matter or materials are inappropriate for minors. School system personnel may not restrict Internet access to ideas, perspectives or viewpoints if the restriction is motivated solely by disapproval of the viewpoints involved. Subject to staff supervision, technology protection measures may be disabled during use by an adult for bona fide research or other lawful purposes.

D. INAPPROPRIATE NETWORK USAGE

All users of school system technological resources are expected to comply with all applicable school policy and state/federal laws and regulations. In particular, users are prohibited from: (a) attempting to gain unauthorized access, including “hacking”, and engaging in other similar unlawful activities; and (b) engaging in the unauthorized disclosure, use or dissemination of personal identifying information regarding minors.

E. EDUCATION, SUPERVISION AND MONITORING

To the extent practical, steps will be taken to promote the safety and security of users of the school system’s online computer network, especially when they are using electronic mail, chat rooms, instant messaging and other forms of direct electronic communications. It is the responsibility of all school personnel to educate, supervise and monitor usage of the online computer network and access to the Internet in accordance with this policy, the Children’s Internet Protection Act, the Neighborhood Children’s Internet Protection Act and the Protecting Children in the 21st Century Act. Procedures for the disabling or otherwise modifying any technology protection measures are the responsibility of the technology director or designated representatives.

The School shall provide age-appropriate training for students who use the school system’s Internet services. The training provided will be designed to promote the school system’s commitment to educating students in digital literacy and citizenship, including:

1. the standards and acceptable use of Internet services as set forth in the Parent/Student Handbook;
2. student safety with regard to safety on the Internet, appropriate behavior while online, including behavior on social networking websites and in chat rooms, and cyberbullying awareness and response; and
3. compliance with the E-rate requirements of the Children’s Internet Protection Act.

The Executive Director shall develop any regulations needed to implement this policy and shall submit any certifications necessary to demonstrate compliance with this policy.

Legal References: Children’s Internet Protection Act, 47 U.S.C. 254(h); Neighborhood Children’s Internet Protection Act, 47 U.S.C. 254(l); Protecting Children in the 21st Century Act, 47, U.S.C. 254(h)

Adopted: January 13, 2025