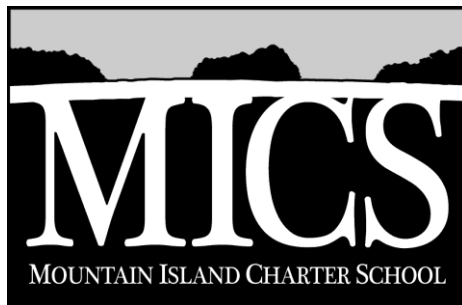


Mountain Island Charter School

13440 Lucia Riverbend Highway, Mount Holly, NC 28120

K-5 Parent/Student Handbook 2015-2016



Name

Teacher

Grade

Dear Parent/Guardian:

Please review this student handbook with your child and sign below indicating that you and your child have reviewed and understand the information provided for the 2015-2016 school year.

Student Signature

Parent Signature

Date

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 and 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 Mountain Island Charter School better.
- We are encouraging, positive and passionate.
- 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 unique solutions, and we communicate clearly with each other to ensure the best interests of all.
- We encourage discovery and create connections between ourselves, one another and our world.
- We set the standard and lead by example. We model leadership and value all members of our community.
- We connect our learning to real life situations.
- We show responsibility by meeting or exceeding academic and personal goals.

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Mission Statement

Mountain Island Charter School offers a traditional curriculum while instilling character values and leadership development within a positive, 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.



Academics

Organization: Each grade level will determine and promote best practice for organization of student materials

Homework plan: Homework is implemented as a purposeful extension of learning. It provides students the opportunity to independently practice literacy, math, and science (5th grade only) skills attained during the school day. Homework is assigned Monday-Thursday. The following serve as parameters for the average amount of planned for nightly homework:

- Kindergarten~20 minutes
- 1st grade~30 minutes
- 2nd grade~30-40 minutes
- 3rd grade~45 minutes-1 hour
- 4th grade~ 1 hour
- 5th grade~1 hour 15 minutes

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 – Fourth Grade Standards Based Report Cards

A standards-based report card lists the most important skills students should learn in each subject at a particular grade level. Student progress on these standards is reported as follows:

EX= Consistently demonstrates grade level expectations for this quarter with accuracy, independence, and a high level of quality

AC= demonstrates grade level expectations with accuracy and quality for this quarter

PR= developing but is not meeting grade level expectations for this quarter

LP= beginning to show limited progress & understanding but is not meeting grade level expectations for this quarter

Blank=Standard not evaluated this quarter

Grades 5 and above Academics / Subjects

Defining “expectations” as the progress toward mastery of the standards and objectives as set forth by the North Carolina Common Core and Essential Standards:

- 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

Grades K-5 Life Long Learning Behaviors

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

- + Consistently demonstrates grade level expectations
- ✓ Demonstrates grade level expectations with support
- Needs improvement/Does not meet expectations

Grades K-5 Special Classes Grading

Students will receive a grade for each specials class (art, music, PE, media, Spanish/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:

- + Consistently demonstrates grade level expectations
- ✓ Demonstrates grade level expectations with support
- Needs improvement/Does not meet expectations

Lower School Honor Code

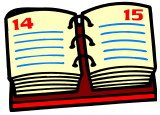
All students respect an Honor Code at MICS. The Honor code statement will be posted in each classroom. Honor code implementation will be included in beginning of the year morning meeting for all grade levels.

- Lower School Honor Code: *On my honor, I pledge this work shows my thinking and understanding of my learning.*

Defining Cheating/Plagiarism

Cheating at school is the act of using any unauthorized means to complete any form of work for a class, an application, an activity, etc. Many forms of cheating at school can also be referred to as “plagiarism,” which is the act of using and claiming someone else’s material without giving credit to that person. Some examples include...

- 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 does not “check out” and/or does not match the Works Cited page



Attendance

Lower School Hours

8:10 a.m. – Lower School classes begin

3:10 p.m. – Lower School classes dismissed

Tardiness

Students who arrive to class after 8:10 will be counted as tardy. Parents must escort students who are tardy into the front office to be signed in.

- Tardies are excused for the following reasons: Doctor/Dental visits, illness and religious obligations.
- Repeated tardiness by students will result in the disciplinary action as noted in the student conduct section of the handbook.

Attendance Policy

Attendance is a key factor in student achievement; therefore, students are expected to be present each day that school is in session.

Regular attendance by every student is mandatory: the State of North Carolina requires that every child in the State between the ages of seven (or younger if enrolled) and 16 attend school.

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 (contact school principal).
- Religious Holidays not observed by the school calendar.
- Court or administrative proceedings
- Absence related to deployment activities

*** Students with fever, vomiting, and/or diarrhea may not return to school for 24 hours after the symptoms have subsided.**

In the event of an excused absence, a written notification (either via handwritten note or e-mail) must be received by the classroom/ advisory teacher **within 5 school days** of the students return to school.

Additionally, should a student miss three consecutive school days, a doctor's note may be required in order to make the absence excused.

Make-Up Work

Students have an obligation to complete all assignments missed during illness or absence from school. Students are guaranteed two school days to make up their work for each day absent from school.

In case of a prolonged absence due to illness, the student's teacher should be called so that necessary arrangements can be made to have assignments picked up. At the request of the parents, the teacher will collect assignments for a student who is absent two or more days. Parents must call before 8:15 a.m. on the day the homework is needed in order to allow the teacher adequate time to assemble the assignments. Parents may pick up the assignments after 3:15 p.m. on the date requested.

In the case of prolonged absence due to travel, it becomes the student's responsibility, with the help of the parents, to make arrangements with the teacher for any missed assignments. Students are guaranteed two school days to make up their work for each day absent from school.

Incomplete assignments will receive no credit. Students who miss an announced test during their absence will take the test upon their return to school at the convenience of the teacher. In an effort to ensure make up work reflects accurate classroom activity, please do not ask for work in advance of the trip.

All classroom activities are important and difficult, if not impossible, to replace if missed. It is the intention that absences be kept to an absolute minimum through the monitoring system of the school.

When students reach **3 days of unexcused** absence parents will be notified of the concerns through a notification letter. When students reach **6 days of unexcused** absence parents will be notified again through a notification letter.

When 10 days of absence (**either excused or unexcused**) has 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**) the student and parents will be required to meet with members of School Leadership to review the potential of retention in grade level. Retention decisions are recommended to the Executive Director from the School Leadership. Retention of any student, due to absences, will be at the discretion of the Executive Director.

Partial Attendance

Students must be in attendance for ½ of the school day to be counted present for the day. They must be in attendance until 11:30am or arrive by 11:30am 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, he/she should notify the teacher, and the teacher will send the student to the front office. The office staff will call the parent or guardian or emergency contact for parent pick-up. **Pick up should occur within one hour of notification.**

Early Dismissal

Early dismissals impact student learning and should be kept to a minimum. Please check in at the front office when you come to pick up your child. In no case will a student be allowed to leave school with anyone except his/her parent or guardian 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, early dismissals less than 30 minutes prior to actual dismissal (2:40 pm for Lower School) will not be permitted. Early dismissals are monitored as a part of student attendance and families will be contacted as the need arises.



Before/After School Care

Hours:

Before School – Opens at 7am

After School – Closes at 6pm

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.



Communication

Effective communication between school and home is vital to the successful academic, social, and emotional well-being of all students. The school 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 a sampling of the methods of communication utilized by MICS:

Student Planners

MICS student planners are a required component of each student’s school materials. These planners facilitate communication between the parents and teacher regarding homework assignments, future tests and quizzes, and other relevant academic information. The importance of this tool is such that it is a requirement for all students.

Thursday Folders

Lower School students will be issued a Thursday Folder at the start of the school year. The purpose of this folder is to provide student work as well as teacher and school wide communications.

Electronic Communications

School website: www.micharter.org

Grade level websites: Available through the school website

Online gradebook (5th grade only): <https://mics.powerschool.com>

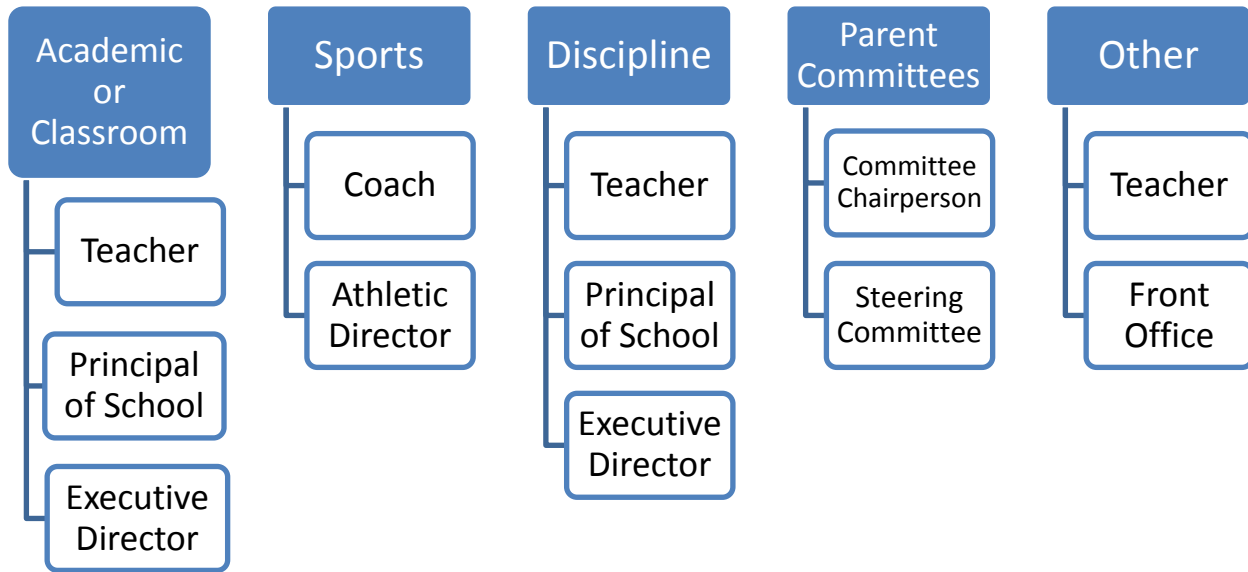
(You will receive login information at the beginning of the year)

Parent/Teacher Conferences

Parent/ Teacher Conferences are held a minimum of once per year. 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. Parent/Guardians should contact their child’s teacher to schedule a conference.

MICS Pathways of Communications

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



MICS Grievance Policy and Procedure

The philosophy of MICS is to resolve grievances with dialogue. The purpose of this policy is to establish a process for resolving public complaints when earnest dialogue alone is insufficient. Parents who have a grievance should use the following procedure in order to solve the grievance with other interested parties. Via this procedure, grievances will be resolved promptly and equitably. This policy is not intended to replace informal discussion and resolution of grievances.

- 1) Raise the grievance with the lowest-level interested member of the faculty or staff and seek to resolve the issue. The faculty or staff member may involve other, higher-level members of the school staff. MICS will endeavor to resolve issues at this level within 3 school days of initiation of this grievance reporting level.
- 2) If the problem persists and cannot be solved at the MICS staff level, the Aggrieved Party can appeal to the appropriate administrative head - such as Principal of Middle/Upper or Lower School - in writing. MICS will endeavor to resolve issues at this level within 3 school days of initiation of this grievance reporting level.
- 3) If the problem persists and cannot be solved at the appropriate administrative head level, the Aggrieved Party can appeal to the Executive Director in writing. MICS will endeavor to resolve issues at this level within 3 school days of initiation of this grievance reporting level.
- 4) If the grievance is not satisfactorily resolved by the Executive Director, the grievance may be submitted to the Board Chair in writing for mediation. The Board will review and their decision will be final. Resolution at this level will occur by the next regularly scheduled Board meeting, unless that Board meeting is less than 3 school days after reporting at this level.

The only student disciplinary matters that may be appealed to the Board are those taken under N.C. Gen. Stat. §§ 115C-390.7, 115C-390.10, or 115C-390.11. Administrative recommendations to exclude a student from the School can also be heard by the Board.

Adverse Weather Communications

The Executive Director determines whether to close or delay school or release students early 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
- Local News Affiliates
- Telephone Notification System
- Front Office Voicemail

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.

Cell Phones and School Phones

Students are not permitted to use cell phones (including texting) during the day without permission from a teacher or other staff. 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.

If a student has a cell phone at school it must be turned off and put away during the instructional day. Cell phones will be confiscated and given to an administrator if they are used outside of designated parameters. Cell phones may be retrieved by a parent/guardian only. Any infractions thereafter will result in disciplinary action.



Compliance (State & Federal)

Promotion and Retention

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

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, student handbook, or newspaper article) is left to the discretion of each school.

Americans With Disabilities Act--TITLE II

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

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.



Coordinated Dress Code

The student dress code is designed to further the learning process by providing parameters within which students can make personal decisions. The parameters are in place to ensure that the school learning environment reflects respect and dedication to the learning process. Clothing should never be distracting to the student or to anyone else.

School leadership reserves the right to determine appropriateness of dress at all times including reserving the right to designate certain days, included but not limited to “Spirit Days,” where more flexibility in dress is allowed.

Lower School

Lower school students may wear...

- Solid blue, green or white collared shirts without a logo
- Solid khaki or navy pants, shorts, skirts or skorts
- Solid blue or green Polo-style dresses; khaki or navy jumpers
- Shoes that fully cover the toes and the back of the heel.
- Outerwear that follows color and logo guidelines for shirts *if worn indoors.*
 - Outerwear with logos and of any color or pattern *if worn outdoors.*

Additional Dress Code Guidelines

- Hats and hoods must be removed when inside any building.
- Pants and shorts must be secured at the waistline, not sagging and/or revealing anything underneath.
- Clothing must be free of rips and holes.
- Skirts, shorts, skorts and dresses must reach the finger-tips with arms and hands fully extended.
- All clothing must fully cover the underclothes, the shoulders, the areas around the waist, the back below four fingers from the base of the neck and the chest below four fingers from the collar bone; no visible cleavage.
- If clothing material (sheer, mesh, lace, etc.) reveals what is underneath, clothing must be worn underneath that meets the coverage guidelines above.
- Leggings and clothing similar to leggings may be worn only under shorts, skorts, skirts and dresses that meet length requirements. For lower school, leggings must be solid white, navy or black.
- Athletic shorts and pants (warm-ups, sweat pants, yoga pants, joggers, etc.) may be worn only for a specific purpose designated by the school. This also applies to sleepwear and similar types of casual clothing.
- All clothing must be free of words, sayings, slogans or graphics (symbols, images, etc.) with the exception of official MICS spirit wear.



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.

Food

Lunch

K-5 lunch will be staggered and begin between 10:50-11:15. Students with packed lunch will be eat in the 400 building cafeteria. Students purchasing hot lunch will eat in the cafeteria. MICS will provide an optional hot lunch service. Students not wishing to participate are to bring a nutritious lunch from home including a drink (**soda is not permitted**). Please remember to recycle and reuse lunch bags and containers.

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.

General Information

Check Writing

When you provide a check as payment to MICS, you authorize us 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/Teacher (Homerom).

Funds due to MICS

In the event funds you owe to MICS become delinquent due to non-payment or issuing of a non-negotiable check, all future payments to the school will be credited towards the existing debt. Payments including athletic participation fees, field trips and field study payments will be credited to the student's account (beginning with the oldest debt) until this balance is paid in full. This may prohibit students from participating in paid activities sponsored by or otherwise facilitated by the school.

Fundraising

Students are not permitted to implement non-school sponsored fundraisers for personal gain.

Library Books

To encourage responsibility and ensure every student is able to enjoy the books on our shelves, students with an overdue book will have their book borrowing privileges revoked until they return or pay for their book(s).

- If a student has a book more than two weeks past due, parents will be notified. After 30 days past due, students must **pay a fine of \$7.50** and return the book (No fees will be incurred until the 30th day).
- After 60 days past due, the book is presumed lost and the cost to replace the book, as well as the **fine of \$15.00** will be invoiced to the parent/guardian of the student. If the student's *Financial Obligation* is not paid, the student risks losing privileges, such as participation in athletics, field trips, after school care and field study programs.
- If books are lost or damaged beyond repair, students will have to pay the replacement cost of the book as determined by the school.
- All fines, repairs, and replacement costs collected are not refundable and will be used to contribute to the purchase of new books for the media center.

Personal Items

The school will not accept responsibility for the personal items of students. More specifically, electronic games, toys, iPods, CD/DVD players, laptops, CDs and DVDs are not allowed in school unless special permission has been granted. Any other personal items that staff members judge to be unsafe or inappropriate for school will be confiscated and held in the office or remain in the possession of the staff member until the parent can retrieve them.



Parent Involvement

Mountain Island Charter School is a strong advocate of parent support and involvement.

Parents and guardians are encouraged to volunteer, participate in their child's classes, serve as a grade parent, attend and participate in parent workshops, and extracurricular activities.

Parent Teacher Fellowship (PTF)

All MICS parent, teachers, and staff members are automatically members of the MICS PTF and membership is free.

The MICS PTF 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 the parent committees. It is a fellowship to help introduce and educate families on all the MICS Parent Committees so that we may all support our children's educational experience in a collaborative effort.

Parent Committees

The focus of the various Parent Committees is to develop a strong community between parents, faculty, and students. The parent committees facilitate and mobilize community efforts toward building our school, supporting staff needs as well as our student's education.

Parent Committees and Contact Information:

Art Guild: artguild@micharter.org

Booster Club: booster@micharter.org

Give, Build, Soar: micsgivebuildsoar@micharter.org

Parent Teacher Fellowship: ptf@micharter.org

Teacher/Staff Support: teachersupport@micharter.org

Room Parents: roomparents@micharter.org

The Steering Committee

The Steering committee consists of all the chairpersons of each Parent Committees (or designated representatives) and meets monthly during the Parent Teacher Fellowship to communicate activities, updates, and volunteer needs.

General Guidelines for Parent Volunteers

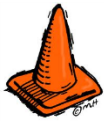
Thank you for your support, volunteerism, and adherence to the following guidelines during classroom visits. You are the key to making our volunteer efforts truly beneficial for our teachers and students at Mountain Island Charter School. Mountain Island Charter School offers an array of activities for parental involvement. These activities include, but are not limited to, student-teacher conferences, classroom activities, and parent seminars and trainings.

- All MICS volunteers must complete volunteer training and renew this training each year.
- All MICS volunteers are subject to criminal background checks.
- Volunteers must sign in at the office when entering the building and wear a name badge while volunteering.

Visitors

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

- All guests must sign in at the Front Office upon arrival to the campus.
- All guests must wear a name badge. For security purposes, any guest on campus without a name badge will be asked to return 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 Front Office.



Safety at MICS

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 criminal background checks also, or not be allowed to be placed in such roles (i.e. coaches, tutors, chaperones).
3. The coordinated dress policy will allow those who are not a part of the MICS student body to easily stand out.
4. Access to the campus and to our facilities is monitored.
5. All teachers/staff will wear ID badges.
6. All visitors are required to check in at the office at the beginning and end of each visit.
7. Any medications will be kept in a locked location.
8. Emergency backpacks, including a first aid kit and other emergency needs, will be kept in each classroom and taken with during all drills.
9. Access will be granted to local health and fire department officials for inspection of the premises or operation of the school.

Immunization of Students:

MICS will comply with all state and federal immunization requirements. All students will be required to produce a record of current immunizations within thirty days of enrollment. Failure to provide this record will result in suspension until such immunization record is submitted. MICS will provide parents with immunization information as specifically required by the NC Health Department.

Medications

Prescription or over-the-counter medications cannot be dispensed by the school or brought to school without a written medical authorization form signed by a doctor. These forms are available in the school office. Medications must be brought to school in their original container. Students may not have medicine of any form, except inhalers or Epi-pens (provided the authorization for student self-medication form is on file in the office), in their possession or in their lockers on campus. Students must turn in their medications at the main office and a designated staff member will administer medications provided all requirements are met. School leadership of non-prescription medications at school is discouraged.

Fire and Safety Regulations:

MICS will be in full compliance with all federal, state and local fire and safety regulations. Fire drills will be conducted once per month, tornado drills once per year, and lockdown drills twice per year. Evacuation plans will be posted in each classroom. All exits and stairways will be kept clear at all times to facilitate evacuation. All combustible materials such as cleaning supplies will be properly stored and maintained. Due to our proximity to the McGuire nuclear power plant, proper nuclear emergency procedures will be put into place and communicated clearly.

Tobacco Policy

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



School Governance

The governance of Mountain Island Charter School involves 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.

Principal of Lower School

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



Special Events

Birthdays

In an effort to acknowledge and celebrate students' birthdays and maintain continuity within each school day, MICS has created the following policy: Student birthdays that fall during a given week will be celebrated on Friday of that week, during the student's lunch period. Birthdays that fall during summer or other school holidays may also be celebrated on a Friday during the lunch period (with the particular Friday being agreed upon between the teacher and the family). Parents who wish to bring a treat to share on these special days are encouraged to select nutritious items. **To ensure the safety of all students, parents who bring a food item are required to bring store-bought items with the contents labeled for all school celebrations.** 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.

Classroom Parties

Classes may have a small party during the last week before the winter and spring breaks.

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 Mountain Island Charter School. Every facet of the Student Code of Conduct 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 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.

Field Studies

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 the Field Studies 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.



Student Code of Conduct

Mountain Island Charter School Lower School Discipline Plan

(Updated 6-18-15)

Discipline Philosophy

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

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

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

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

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

MICS Core Values

Positive Character

Academic Excellence

Service and Leadership

Core Expectations for Students

I am respectful.

I am responsible.

I am proactive.

I am a problem solver.

I am a learner.

Response at the Teacher Level

Options for Celebrating Positive Behaviors

Praise (Both classroom and school wide)

Raptor Recognition-Core Value Shout Out

Stickers

Leadership Celebration

Visual acknowledgements

Compliment /acknowledgement book

(Standing ovations & bulletin boards)

Note, phone call, e-mail or post card home

Privileges (Lunch buddy-students or other adults, extra computer time, eating outside, Discovery Ed video during lunch, outside activity, special job, choosing a class book or activity, sitting in teacher chair or teacher desk, -for exploratory team-exploratory free choice day, student suggested privileges...)

Steps for Addressing Other Behaviors

The following levels are used within the course of a single school day when students are not complying with the rules:

Step 1-- Teachers use the following intervention/consequence to help the student appropriately modify their behavior:

Verbal Warning

Step 2--Teacher to use one of the following when the level 1 intervention/ consequence has been ineffective or a new inappropriate behavior has been exhibited:

In class time out, note of apology, journal or email reflection, loss of privilege for a portion of the school day, or other appropriate logical consequence

Step 3-- Teacher to use one of the following when the level 2 intervention/consequence has been ineffective or a new inappropriate behavior has been exhibited.

Time out in buddy classroom, loss of privilege that extends for the duration of the school day (K-2) or up to two school days (3-5). *Parent Contact is required*

Step 4-- used when previous levels of intervention/consequence have been ineffective in modifying student behavior OR for infractions not addressed by classroom rules (See next page).

Office referral

Response Plan for Infractions at the School Leadership Level

| Category One Infractions | Recommended Response <i>Consequences for tardiness reset each quarter.</i> | | |
|---|--|--|--|
| Tardiness | Level I | Level II | Level III |
| 1a. Classroom Tardy <i>Middle and High School only</i> | 1 st /2 nd /3 rd (Parent Contact) | 4 th /5 th /6 th (One Detention) | 7 th /8 th /9 th (Two Detentions) 10 th and above (One Day OSS) |
| Category Two Infractions | Recommended Response | | |
| <p>2a. Continual Teacher-Level Infractions, including, but not limited to, not bringing classroom materials, not participating in classroom activities, not completing work in a reasonable time frame, talking without permission, sleeping or having head down, drinking or eating (including candy and gum) without permission, not following all classroom procedures, etc. For lower school, this includes not following dress code.</p> <p>2b. Irresponsible Behavior leading to things such as loss of property, unintentional damage of property, incidental physical contact or unintentional offense, concern or embarrassment of a student, if to a degree necessary to involve school leadership.</p> <p>2c. NA</p> <p>2d. Dress Code Violation (Applies only to middle and high school students).</p> <p>2e. Failure to Serve Detention (Applies only to middle and high school students).</p> <p>2f. Campus Procedures Violation, including, but not limited to, being in an unauthorized area, being somewhere without permission, taking unauthorized routes, acting in a manner that is risky or unsafe for oneself and others, transitioning with technology, playing music or videos without head phones or earbuds, etc. This does not include related infractions in higher categories.</p> <p>2g. Misuse of Technology, including, but not limited to, taking and/or taking and uploading unauthorized pictures or videos during school activities, not including any disrespectful, sexual or aggressive content or messages.</p> <p>2h. Inappropriate Display of Affection, not including related infractions in higher categories (Brief hugs and hand holding are permitted in middle and high school.).</p> <p>2i. Possession or use of Non-Prescription Medicine without Permission, not including related infractions in higher categories.</p> | <p>Level I (One-Three Infractions)</p> <ol style="list-style-type: none"> 1. Parent Contact 2. Parent Conference with AP 3. Parent Conference with Principal | | |
| | <p>Level II (Four Infractions)</p> <p>One Day OSS</p> | | |
| | <p>Level III (Five or more Infractions)</p> <p>Two Days OSS</p> | | |
| | | | |
| Category Three Infractions | Recommended Response | | |
| <p>3a. Continual Teacher-Level Infractions, including, but not limited to, causing distractions/disruptions or being disrespectful to staff or students in minor ways.</p> <p>3b. Disrespect towards 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, tampering with or damaging personal property, if to a degree that seems necessary to involve school leadership.</p> <p>3c. Irresponsible Behavior leading to the unintentional, minor injury of someone, if to a degree that seems necessary to involve school leadership.</p> <p>3d. Leaving Class without Permission, not including related infractions in higher categories, such as insubordination or disrespect to an adult.</p> <p>3e. Throwing an Object at someone in a way that is disrespectful but not aggressive, if to a degree that seems necessary to involve school leadership.</p> <p>3f. Possession or use of One's Own Prescription Medicine without Permission, not including related infractions in higher categories</p> <p>3g. 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 applies to audio and video content but does not include related infractions in higher categories.</p> <p>3h. Possession of Vulgar or Pornographic Images in any medium, also including such images that may have been drawn or created. This does not include related infractions in higher categories.</p> <p>3i. Supporting or glorifying offensive, disturbing, unethical or criminal activity through comments, conversations, images, signals, drawings, media, attire, etc. This does not include related infractions in higher categories.</p> | <p>Level I (One-Two Infractions)</p> <p>Parent Contact Parent Conference</p> | | |
| | <p>Level II (Three-Four Infractions)</p> <p>One Day OSS Two Days OSS</p> | | |
| | <p>Level III (Five or more Infractions)</p> <p>Three Days OSS</p> | | |
| | | | |

| Category Four Infractions | Recommended Response |
|---|---|
| <p>4a. Disrespect towards an Adult, including, but not limited to, being slow to comply, arguing/disputing, raising the voice, expressing anger or frustration towards an adult, using sarcasm, mocking, slandering, etc.</p> <p>4b. Disrespect towards 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, tampering with or damaging personal property. Must also include things like profanity, vulgarity, vulgar images or gestures, or discriminatory language used in a way that is connected to or directed towards a person or shown to a person in a way that is unwelcome or disrespectful. This does not include related infractions in higher categories.</p> <p>4c. Disrespect towards a Student, including posturing, challenging or provoking. This may include some level of physical contact.</p> <p>4d. Lying to an Adult or Failing to Provide Necessary Information, including intentionally withholding information, giving misleading information, impeding an investigation, etc.</p> <p>4e. Cutting Class, not including skipping school or leaving campus without permission.</p> <p>4f. Cheating & Plagiarism (See student handbook for definition.)</p> <p>4g. Disruptive Behavior that significantly interrupts regular school activity.</p> <p>4h. Congregating around a fight or disruptive activity, organizing a disruptive or disorderly gathering, identifying or acting with a group to cause disruption, etc. This does not include related infractions in higher categories.</p> <p>4i. Instigating and/or encouraging others to use aggressive actions.</p> <p>4j. Interfering with a Safety Drill in any way, including but not limited to acting irresponsibly, failing to follow directions, or causing a disruption.</p> <p>4k. Tampering with School Property, not causing damage</p> <p>4m. Falsifying Documents</p> <p>4n. Gambling for money or personal property.</p> | <p>Level I (One Infraction)</p> <p>Parent Conference</p> |
| | <p>Level II (Two-Four Infractions)</p> <p>One Day OSS Two Days OSS Three Days OSS</p> |
| | <p>Level III (Five or more Infractions)</p> <p>Four Days OSS</p> |
| | |
| Category Five Infractions | Recommended Response |
| <p>5a. Disrespect towards an Adult, including, but not limited to, blatant defiance and/or walking away without permission when being addressed by an adult. This may also include using profanity, vulgarity or discriminatory speech during any interaction with an adult. This does not include related infractions in higher categories.</p> <p>5b. Verbal Aggression towards a Student, including any type of intimidating or threatening speech not serious enough to be included in Category Nine.</p> <p>5c. Physical Aggression towards a Student, including a physical act of anger, retaliation or intimidation such as grabbing or shoving that is not serious enough to be considered a higher-category infraction.</p> <p>5d. Leaving Campus without Permission or Skipping School</p> <p>5e. 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 cause has been established.</p> <p>5f. Possession of a Potentially Dangerous Device not considered a weapon.</p> <p>5g. Lighting a Fire in any manner but not such that it is considered arson.</p> <p>5j. Theft of item(s) valued at \$50 or less.</p> <p>5k. Vandalism causing damages that total \$50 or less.</p> | <p>Level I (One Infraction)</p> <p>Parent Conference</p> |
| | <p>Level II (Two-Four Infractions)</p> <p>Two Days OSS Three Days OSS Four Days OSS</p> |
| | <p>Level III (Five or more Infractions)</p> <p>At least Five Days OSS and/or Disciplinary Reassignment</p> |
| | |

For Categories 6-10, please see Middle/High School Handbook

MICS Bus Discipline Plan

Updated 6/16/15

| 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 | | | | | |


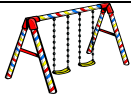





-The category numbers above correspond with the MICS Discipline Plan.
 -Wording in that plan that refers to *teacher* or *classroom* also applies to *bus driver* and *school bus*.
 -As with the MICS Discipline Plan, the consequences above are recommended consequences, and they may be adjusted after considering the student and the situation (the age of the student, the severity of the offense, the frequency of the offense, and/or the student's discipline history).

Bullying

Includes, but is not limited to, any pattern of actions or communication (in any form) that is reasonably perceived as being motivated by any actual or perceived differentiating characteristic, while also placing someone in actual and reasonable fear of harm to his or her person or property. The behavior creates or is certain to create a hostile environment for the targeted person by substantially interfering with or impairing his or her educational performance, opportunities, or benefits (From N.C.G.S. § 115C-407.15).

If an allegation of bullying is made, the school will complete a Bullying Checklist within 5 school days or less to ascertain whether or not an act of bullying has occurred.

MICS Lower School Rules for...

|  |  Playground |  Restroom |  Hallways & Walkways |  Carpool area |  Assembly |  Cafeteria |
|--|---|---|--|--|---|--|
| <p>I am Respectful of myself and others.</p> | <ul style="list-style-type: none"> *Play fairly *Be a team player *Decide upon and follow the rules of the game *Include everyone | <ul style="list-style-type: none"> *Take turns *Enter and exit quietly | <ul style="list-style-type: none"> *When in line walk without talking *Otherwise talk quietly *Respect hallway displays | <ul style="list-style-type: none"> *Talk quietly to other students in my area | <ul style="list-style-type: none"> *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 | <ul style="list-style-type: none"> *Be polite and practice good table manners with quiet voices *Have conversations that are appropriate |
| <p>I am Responsible for myself and my community.</p> | <ul style="list-style-type: none"> *Play safely *Stay in assigned area *Properly maintain recess equipment | <ul style="list-style-type: none"> *Wash hands with soap and water *Keep the restroom clean | <ul style="list-style-type: none"> *Keep hands and feet to self *Remain single file *Walk on the right side | <ul style="list-style-type: none"> *Stay in assigned area *Walk to assigned area | <ul style="list-style-type: none"> *Remain seated unless asked to sit up or stand *Keep hands and feet to self. | <ul style="list-style-type: none"> *Get all utensils, milk and condiments before sitting down *Raise your hand if you need help *Help keep the cafeteria clean |
| <p>I am (a) Proactive member of our community.</p> | <ul style="list-style-type: none"> *Actively participate | <ul style="list-style-type: none"> *Allow for privacy *Keep hands, feet and objects to yourself | <ul style="list-style-type: none"> *Eyes forward *Keep hands, feet and objects to yourself | <ul style="list-style-type: none"> *Listen carefully for my car rider number and other directions | <ul style="list-style-type: none"> *Follow adult & presenter directions | <ul style="list-style-type: none"> *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 |
| <p>I am a Problem Solver working for a positive solution.</p> | <ul style="list-style-type: none"> *Let my teacher or other adult know if I have a problem I can't solve on my own | <ul style="list-style-type: none"> *Let my teacher or other adult know if something is not working | <ul style="list-style-type: none"> *Keep a safe distance between yourself and the person in front of you | <ul style="list-style-type: none"> *Keep food, toys, and other items in backpack | <ul style="list-style-type: none"> *Let my teacher or other adult know if I have a problem I can't solve on my own | <ul style="list-style-type: none"> *Let an adult know if I have a problem I can't solve on my own |
| <p>I am a Learner dedicated to doing my best.</p> | <ul style="list-style-type: none"> *Actively participate *Try new games *Line up quickly | <ul style="list-style-type: none"> *Be as quick as you can so you can get back to class | <ul style="list-style-type: none"> *Be observant *Follow rules without reminders | <ul style="list-style-type: none"> *Know the adults responsible for my area | <ul style="list-style-type: none"> *Listen carefully and make connections to your learning | <ul style="list-style-type: none"> *Be observant *Follow rules without reminders |

Transportation

MOUNTAIN ISLAND CHARTER SCHOOL ARRIVAL & DISMISSAL 2015-2016

(Updated August 11, 2015)

Safety Guidelines

- Pay close attention at all times, and **follow all instructions** carefully throughout the process, especially when loading and unloading.
- Place all **car seats** so that all students in the vehicle can safely enter and exit on the right side.
- Students must **enter and exit** the car at the **right side only**.
- **Drivers** and other passengers must **remain in the car** at all times. **Staff will assist students as needed.**
- At dismissal, students must **visually identify their car**, not relying on an announcement.
- Once all children are loaded, turn on your **left turn signal** to indicate you are ready to depart.

Drop-Off Times and Late Arrivals

- *All students must remain in vehicles until 7:05.*
- *Please allow at least two minutes for your child to be able to walk to class on time.*
- *Middle and High School students who are tardy will report directly to class.*
- *Lower School students arriving after 8:10 must be accompanied by a parent and signed in at the front office.*
- *Lower School Students arriving before 7:55 will report directly to the auxiliary gym where they will be monitored by teaching assistant staff.*

Pick-Up Times and Late Pick-Up

- *No one may line up for dismissal prior to 2:00.*
- *Middle and High School pick-up time: 2:30-2:45*
- *Lower School pick-up time: 3:10-3:30*
- *Lower and Middle School Students remaining at car line after dismissal ends will be escorted to after-school care. Parents will be responsible for costs incurred for unsupervised students after the conclusion of the school day.*

Instructions for Arrival

Move into the right lane, pass the office, and take a right, proceeding around the circle, up the hill and back around the office. Proceed around the parking lot, passing the outdoor basketball court. Turn left, and then right to circle the North Campus horseshoe to the drop-off area. Continue moving until traffic stops. When traffic stops, *students may exit the vehicle. All students must exit the right (passenger) side of the vehicle. Once the vehicle is unloaded, continue moving forward and proceed through the round-about at the rear of the campus. Follow the traffic pattern back toward the North Campus horseshoe and proceed to the campus exit.

***Lower school students** should remain in cars until staff members are in sight at the drop-off area.

Instructions for Dismissal

Move into the right lane, pass the office, and take a right, proceeding around the circle and up the hill. Upon passing the office, expand into two lanes where the road widens. Remain in two lanes and proceed around the parking lot, passing the outdoor basketball court. Turn left, and then right to circle the North Campus horseshoe. At the designated area, merge into one lane, alternating with drivers in the other lane and proceed to the *pick-up area. All students must enter the right (passenger) side of the vehicle. Once the vehicle is loaded, continue forward and proceed through the round-about at the rear of the campus. Follow the traffic pattern back toward the North Campus horseshoe and proceed to the campus exit.

***Lower school students** should remain with the youngest member of their carpool at all times until their car arrives.

Alternate Dismissal Plan (Inclement Weather)

Students remain in classrooms, while dismissal leader walks the carline, radioing names of students to front office from carline placard. Front office relays names of students via PA to classrooms. Students are escorted from building to car with assistance of school staff. Procedure continues until carline is complete. Vehicles with both younger and older students may need to navigate both carlines in order to pick up from both sides of the school campus. The school may use the auxiliary gym when applicable as a central location for student pick up.