THE WORLD IS OUR FAMILY

CAROLINA INTERNATIONAL SCHOOL

A NORTH CAROLINA PUBLIC CHARTER SCHOOL

2026 – 2027

Student and Parent Handbook

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INTRODUCTION TO CAROLINA INTERNATIONAL SCHOOL

Welcome to CIS! We are honored that you have chosen to attend our growing school and look forward to a successful year. We have many exciting things happening at Carolina International and hope you will become involved with the various activities and field experiences.

Certainly, one of the elements of a successful school is communication. The purpose of the Student-Parent Handbook is to establish clear policies, procedures, and channels of communication for parents, students, and teachers. In the most successful school communities, every member shares a common mission and vision. It is hoped that this handbook will contribute to achieving that mutual understanding and support.

We ask that families read, discuss, and sign the Handbook's signature form (page 41), and return it to your homeroom teacher. Outlined in this Handbook are the structures, policies and expectations that govern our school, so please make sure to read it thoroughly.

An additional form, that is the Acceptable Use Agreement related to the use of CIS Technology equipment and systems, will be provided. This should also be reviewed, discussed, signed and returned to your classroom / first period teacher / Technology Manager

Have a wonderful year!

MISSION AND VISION OF CAROLINA INTERNATIONAL SCHOOL

The mission of Carolina International School is to nurture students' natural curiosity and joy of learning while they achieve academic excellence through a challenging, interdisciplinary, international curriculum. Our students, parents, teachers, and staff help to create a stimulating learning community that develops:

- Critical and compassionate thinkers
- Confident and open-minded communicators
- Resourceful and responsible citizens and leaders of our local and global communities.

Four Core Values

We strive to develop caring and compassionate students and citizens who embrace those character traits most respected in every culture. Hence, character development at CIS is immersed in every interaction and learning experience as a continual school-wide process. The program includes a service-learning component and actively involves parents and community leaders.

Respect		• We will respect others and their property at all times. • We will listen to each other, knowing that we have individual differences that make us unique and valuable.
Responsibility		• We will accept responsibility for our words and actions. • We will treat others as we would like to be treated.
Solutions		• We will create a positive environment where problems are met with creative • solutions: "Don't agonize, organize."
Service		• We will actively seek ways to help others in our school, our community and our world.

Our School's Educational Philosophy and Practice

Carolina International School's educational program integrates the primary elements of educational experience – student development, curriculum, instruction, and the learning environment – in a consistent philosophy: *the power of making connections.*

We draw upon the best practices from educational systems around the world in order to enrich the North Carolina Standard Course of Study and to encourage global stewardship.

Student Development

Students have a virtually inexhaustible capacity to learn. We believe that every student has a vast inherent potential for learning that is best actualized through a coherent, comprehensive program to achieve academic excellence while addressing the needs of the whole child. Students are unique. A variety of approaches are necessary to meet the needs of a diverse student population. By accommodating multiple strengths of intelligence and learning styles, CIS helps students to better understand themselves in order to develop their unique talents and interests. CIS faculty works to create a school culture that fosters a sense of *safety, acceptance,* and *harmonious relationships* among all sectors of the school community. The CIS faculty is committed to nurturing students' emotional development through *individual goal setting, positive classroom management, modeling cooperation,* and *communication skills.*

The CIS Core Connections Model

Carolina International School's Philosophy and Focus translate into an applied FRAMEWORK or lens - for teachers and students to view and engage with the N.C. Standard Course of Study and subsequent essential standards.

International

Exploring the standards, while comparing and contrasting them against international perspectives, effectively creates rigor and deepens our thinking about traditions, standards and norms across cultures and history. It expands our understanding of what it is to be "global thinkers" and citizens in that vast community. CIS pairs each grade level with a "Sister City" to deepen and share experiences on a personal, developmentally appropriate level.

Sister Cities/Countries for the 2026-27 School Year:

Kindergarten: Kampala, Uganda	**Grade 7:** Kumasi, Ghana
Grade 1: New Delhi, India	**Grade 8:** Wroclaw, Poland
Grade 2: Krefeld, Germany	**Grade 9:** San Jose, Costa Rica
Grade 3: Arequipa, Peru	**Grade 10:** Killarney, Ireland
Grade 4: Baoding, China	**Grade 11:** Istanbul, Turkey
Grade 5: Mexico City, Mexico	**Grade 12:** Port au Prince, Haiti
Grade 6: Limoges, France	

Global Stewards

The idea of Global Stewardship is our overarching principle. It effectively links our international and environmental emphasis and conveys all four of our core values: respect, responsibility, solutions, and service

Environmental

Our connection to the environment offers our community the opportunity to create relationships with the practical application of NCSSS concepts in all disciplines. Our campus is positioned on eighty-three (83) acres of underdeveloped, natural habitat and offers space for in-depth exploration. Many learners connect to concepts when applied within the natural environment. They can also develop a real-life connection with diverse ecosystems. CIS is committed to creating learning environments that address learning needs and that promote the highest values of health – both for the human inhabitants and the environment as a whole.

Zero Waste Lunch

CIS wants all students to eat a healthy lunch that they will enjoy. We want to educate our future generations about the importance of reducing waste. Incorporating some simple zero waste practices into the packing of the healthy lunch will help you save money and help CIS save the environment. Zero waste is every Wednesday.

What does “Building a Zero Waste Lunch” mean? Simply put, it means to make a lunch that generates no (or very little) trash. In a zero-waste lunch everything can be eaten, reused, or recycled. Here are some tips to help get you started:

- Use a reusable insulated bag or lunch box instead of a brown paper bag to hold your child’s lunch every day. A reusable ice pack can be used to keep perishable food items cold.
- Use reusable plastic containers that can be washed and used over and over instead of using disposable plastic sandwich bags for sandwiches and snacks.
- Use a thermos or reusable jug instead of a bottle of soda or a juice box.
- Use metal silverware or plastic utensils and reuse them instead of plastic utensils that are used once and thrown away.
- Buy in bulk and pack individual servings in reusable containers.
- Use cloth napkins that can be washed and reused instead of using paper napkins or paper towels.

Integration

Integration of curriculum assists students in making connections across disciplines. Teacher teams will meet weekly to identify these connections to increase relevance and rigor across content areas. This planning also relates to the interdisciplinary nature of field experiences, extra-curricular activities, and community celebrations.

Inquiry/Project Based

Question-driven instruction, student-centered instruction, and project-based instruction are derived from inquiry. Therefore, as our school grows, CIS plans around inquiry-based instruction. The proper furniture for the classroom, the design of the classroom, the instructional materials purchased, staff development and many other school dynamics are impacted by this method of teaching.

State Testing Calendar

Please refer to the Parent Info tab on the school website for the most recent testing information.

Student Assemblies

CIS administrators and teachers will schedule assemblies to recognize students meeting personal, academic, and perfect attendance goals.

Spirit Day

Upon the approval and announcement by the School Principal, Dress Down Fridays will be held each Friday of the school year unless otherwise communicated. Students may wear non-uniform, school-appropriate clothing on these days for $2.00 as expressed within the school code. Students should adhere to the clothing restrictions within the dress code. Proceeds will go to support CIS student activities and programs throughout the school year.

Annual Calendar Events

Please see the school’s website for important dates (www.ciscomets.com).

Birthday Parties

Parents must seek permission from their student’s teacher(s) to have class-wide birthday celebrations at least 24-48 hours in advance. Student birthdays are a welcome opportunity to recognize and celebrate individual students. All food items MUST be purchased from a store and ingredients checked prior to being brought into the classroom due to food allergies. Individual invitations should not be distributed at school unless the entire class has been invited.

Deliveries to Students at School

CIS does not allow students to receive delivery of items at school, including flowers, balloons, gifts, etc. These items will not be given to the student, and the parent will be kindly asked to retrieve the items from the front office at the end of the day.

Food Deliveries

Due to concerns surrounding students and campus security, we will no longer be permitting students to have food delivered to the school for lunches. However, we have collaborated with Mama’s Pizza, to provide hot lunch options each day. Ordering and payment must be completed online no later than Sunday by midnight prior to the upcoming week for all food options. More information about how to order can be found on our website (www.ciscomets.com).

Lost and Found

Students are responsible for their own belongings. To minimize lost items, please use indelible ink to label your children's belongings/uniforms with their full name. All members of the CIS community will make every effort to return labeled items to their appropriate owner. Once a month, all lost and found items will be removed and donated to Goodwill or similar community organizations. Parents will receive a final notice to claim any item belonging to their scholar in lost and found at least one week prior to removal.

SCHOOL GOVERNANCE AND ADMINISTRATION

The Board of Directors

The CIS Board of Directors is responsible for upholding and fulfill the mission, philosophy, and goals of the school. The Board establishes policies for governance that uphold the national, state, and local laws governing public charter schools in North Carolina. For additional information, such as board membership and meeting dates and please visit the school's website at www.ciscomets.com

The Role of the Head of School is to ensure that the policies of the Board are faithfully implemented, and the day-to-day operation of the school is successful. Responsibilities of the Head of School include, but are not limited to, the following:

- Maintain compliance with all national, state, and local requirements.
- Manage fiscal standards for the operation of the school.
- Student admissions.
- Public relations.
- Conducting evaluations of direct report staff
- Management of overall operation of the school facility.

The Role of the K-12 Principal is to support the day-to-day functions of the school. Responsibilities of the Principal include, but are not limited to, the following:

- Development and coordination of instructional planning aligned with CIS Focus.
- Coordinate curriculum development and resource management.
- Implementation of the CIS School Discipline Policy.
- Development and coordination of professional development for CIS Staff.
- Conducting teacher and Assistant Principal evaluations.
- Oversight of all school drills.

The Role of the Assistant Principal is to support day-to-day functions of the school. Responsibilities of the Assistant Principal include, but are not limited to, the following:

- Assists in the development and administration of policies dealing with discipline, conduct, and attendance.
- Works with and assists faculty in the development of effective classroom discipline and organization.
- Maintains an effective and safe school environment. Assists with fire, storm and tornado drills on a regular basis and implement emergency evacuations and lockdowns effectively.
- Assists in curriculum development to meet the needs of all students.
- Assists in supervision of special events.
- Coordination of testing.

Administrative Team - see school website (www.ciscomets.com)

Staff Directory - see school website (www.ciscomets.com)

Channel of Communication

If a parent/guardian or student has a question concerning school academic programs, policies, or procedures, he/she should initially communicate with the classroom teacher. If the question or concern is not resolved, the parent or student can speak with the school Assistant Principal. If for any reason the question or concern is unresolved, the parent/guardian or student may contact the principal, followed by the Head of School. Please be advised that all school staff may take from 24- 48 hours to respond.

Grievance Policy

If a person has a grievance, *the person should first speak with whom he/she has a grievance.* If the grievance is not resolved, the parent *should speak with the Principal or Assistant Principal*, who will work to resolve the concern. If for any reason the grievance is not resolved, the person should then *speak with the Head of School*. If for any reason the grievance is still not resolved, the person may submit a written summary to the Grievance Committee via the Head of School. A review will be scheduled after the initial contact and a hearing may follow. The Grievance Committee members consist of a board member, a parent, an administrator, and two teacher representatives

The Role of Parents/Guardians

Parent/guardian involvement in the school is essential. Your creativity, intelligence, and caring attention enriches school life, brings valuable resources for practical needs, and builds unity of purpose between the mission/vision of the school and our goals. It is suggested the parents/guardians please contact your child's homeroom teacher for volunteer opportunities.

Custody Policy

Except in the most extreme circumstances, custody of a student will not be relinquished to any person without the prior approval of the parent or guardian who has physical custody. If the parents are divorced or separated, the student may be released to either parent, unless the school has been provided with a copy of a court order or agreement that specifies otherwise.

Parent/Guardian Communication

Students' progress most rapidly when parents/guardians and the schoolwork together toward a common commitment, understanding, and educational approach. We encourage frequent communication between the school and parents via classroom folders, mid-term progress reports, report cards, newsletters, and information on the school's and the teachers' websites. Sign-in information for teacher websites will be distributed during the first weeks of school. Parents/guardians should check NCSIS and teacher-created websites on a regular basis for student grades and achievement.

HEALTH AND SAFETY

Healthy and safe schools are essential to creating a learning environment where students can succeed. Staff and students share in the responsibility to take reasonable precautions and safety measures to create and maintain safe schools. We encourage all members of the school community to practice “safety first.”

Reporting Illnesses and Keeping Students at Home

- Parents need to alert the school if their child has a special medical condition (i.e., peanut allergy, diabetes and use of an epi pen, asthma, etc.).
- Parents are asked to keep children at home if they have symptoms of any contagious illness. Children should be free of fever, nausea, diarrhea, and/or vomiting for 24 hours before coming back to school.
- If a child becomes sick at school or if there is any doubt an injury might require a doctor’s attention, parents will be asked to pick up the child. It is urgent that we have updated telephone numbers in case of illness, injury, and emergencies.

I NEED TO STAY HOME IF…

I HAVE A FEVER	I AM VOMITING	I HAVE DIARRHEA	I HAVE A RASH	I HAVE HEAD LICE	I HAVE AN EYE INFECTION	I HAVE BEEN IN THE HOSPITAL
						
Temperature of 100 degrees F or higher	Within the past 24 hours	Within the past 24 hours	Body rash with itching or fever	Itchy head, active head lice	Redness, itching, and/or pus draining from eye	Hospital stay and/or emergency room visit

I AM READY TO GO BACK TO SCHOOL WHEN I AM…

Fever free without the assistance of medication for 24 hours (i.e., Tylenol, Motrin, Advil)	Free from vomiting for 24 hours.	Free from diarrhea for 24 hours.	Free from rash, itching or fever. I have been evaluated by my doctor if needed.	Treated with appropriate lice treatment at home.	Free from drainage and/or have been evaluated by my doctor if needed.	Released by my medical provider to return to school.

If your child has strep throat or another bacterial infection, he/she should stay home until the antibiotic has been given for at least 24 hours and your health care provider has given permission for your child to return to school. We encourage you to seek medical attention when your child is sick and to follow your health care provider’s recommendations about returning to school and other activities.

First Aid

If a student becomes ill at school, he/she should obtain a hall pass and report to the main office. Staff members will assess the student and determine a course of action. In the event a student is too ill to remain in school, the parent/guardian will be notified to arrange for early pick-up. CIS has a First Responders team that has been trained in CPR and First Aid under the direction of the school nurse.

Medication

CIS has a written policy to ensure the safe administration of medications to students during school hours. It states that a physician must certify the necessity of administering the medications during the school day and the parent/guardian has requested in writing that school employees administer the medication, including written instructions. If a student has possession of their own medication and wishes to self-medicate, the school is relieved of any responsibility for the benefits or consequences of medication that is parent- prescribed or self-administered, and the school has no responsibility to ensure that the medication is taken.

This policy is acknowledged by parent/guardian signature on the "Letter to Parents Regarding Administration of Medication in School," which will be located on the school website under forms. Students should be cautioned that if they choose to self- medicate and are caught giving out either prescribed or over-the-counter medications to other students, they will be in violation of the school drug policy and will be subject to disciplinary action.

Communicable Disease Prevention and Control

Students are excluded from school in cases of communicable diseases. When a student is suspected of having a communicable disease, it is the responsibility of the parent/guardian to take the student to the local health department or family physician for verification of treatment before that student can return to school.

Center for Disease Control and Prevention Guidelines

- Encourage sick students to stay home and seek medical attention for severe illnesses.
- Facilitating hand hygiene by supplying soap and paper towels and teaching good hand hygiene practices.
- Being vigilant about cleaning and disinfecting classroom materials and surfaces.
- Adopting healthy practices such as safe handling of food and use of standard precautions when handling body fluids and excretions.
- Encouraging students and staff to get annual influenza vaccinations.

Lice and Nits Policy

Spot checks will be completed during the school year. If a student is found to have lice (hatched) or nits (eggs) the parents will be asked to take the student home for immediate treatment. Information will be sent home concerning treatment. All nits should be removed before the student will be allowed to return to school.

- If nits are found on a student while at home, notification should be given to the school so the source of the problem can be found. All names will be held in the strictest of confidence.
- Please Note: The maximum number of excused days will be two. Your child should be back in school by the third day. Please remember to send in the doctor's note so that your child's absences (2-day limit) are excused.

Ticks

Sometimes when screening for lice, we will find a tick on your child. If we find a tick on your child and it is not embedded in their skin, we will remove it. If the tick is embedded in your child's skin/head, we will not remove it. We will notify the parents immediately and have them either remove it themselves or take the child home.

Immunization of Students

NC law places the responsibility on parents/guardians to provide immunization records for their children within thirty (30) days after they enroll in a NC charter school. If the parent/guardian fails to offer written proof within the time limit, the child must be suspended from CIS and reported to the Cabarrus County Health Department.

Notice:

- Kindergarteners need DTP/DTaP booster, Polio, MMR, Hepatitis-B, VAR, HIB
- 7th graders need DTP/DTap booster, Polio, MMR, Hepatitis-B, VAR, HIB, MCV4,

Student Accident Insurance Program

CIS provides membership in a student accident insurance program, free of charge to parents.

Harassment, Bullying and Cyberbullying

No form of harassment will knowingly be accepted at Carolina International School. Bullying is described as a form of harassment started by an individual(s) who possesses a more physical and/or social power and dominance over the person who is being abused, or is subject to becoming a target (e.g., a parent bullying a teacher over an issue in the classroom). The various manifestations of someone who is being harassed can be verbal, physical and/or emotional. Bullies hurt people verbally and physically (e.g., a parent calling a teacher or staff member and verbally abusing them on the phone).

Cyberbullying is a form of harassment. "Bullying is defined as the repeated intimidation of others by the real or threatened infliction of physical, verbal, written, electronically transmitted or emotional abuse including attacks on the property of a person or group" (e.g., a parent emailing a teacher or staff member and verbally abusing them through written comments). Bullying may include, but is not limited to, incidents of repeated verbal taunts, name-calling, and extortion of money or possessions, implied or stated threats, and engagement that is disruptive to the learning environment. CIS Administration

and staff request parents/guardians to partner together in reporting cyberbullying or harassment outside of school. When such harassment is reported, CIS will make a good faith effort to investigate all such reports. Disciplinary action in such cases depends upon the said offense, findings of the investigation, and recommendation of the school administration and/or school board.

Safety and School Jurisdiction

Students are under the jurisdiction of Carolina International School at any time they are on the school campus. This means that the students are subject to school policies, rules, and guidelines. Also included under the school's jurisdiction are all school-sponsored activities, whether on- or off-campus, such as field trips, student clubs, and school-sponsored social and recreational events.

Abuse

A variety of resources are available to students who need assistance either as victims of abuse or in reporting concerns about other students experiencing abuse. The Principal, Assistant Principal, School Counselor, and teachers can provide confidential support and direction. In consideration of the best interest and well-being of our students and in compliance with governmental regulations, the school will communicate to the proper authorities, such as Law Enforcement and the Department of Social Services, any suspected case of child abuse, molestation, or neglect. Please know that ALL CIS employees are mandated reporters per North Carolina state law. Therefore, they are required to report all suspicions of child abuse or neglect to local Law Enforcement and the Department of Social Services.

Fire Drills

CIS will have practice drills once a month. This is to prepare students in case of a real fire. All fire alarms pulled will result in OSS and a fine of up to $500.00.

When the first alarm sounds, students will:

a) Assume there is a fire.
b) Know the exit and alternative exit for the room where you are located.
c) Move quickly and quietly out of the building with your teacher and class.
d) Form lines on the hillside across the parking lot and wait until you are instructed to return.

Severe Storms and Tornados

As part of their professional development, the CIS staff members are trained in the storm-safe areas designated for each classroom and office. Per the School safety plan, these are located along structural walls away from windows. CIS has a system in place to connect with a radio station for weather updates in the office to alert staff to potentially threatening weather.

Lock Down

The ability to lock down the school in the event of an emergency which threatens the safety of students, staff, and visitors and/or school operations is of paramount importance. As part of their professional development, the CIS staff members are trained in lock down procedures.

Emergency Closings

The Head of School will assess the potential danger of inclement weather or any other unforeseen occurrence that presents a threat to the safety of students, staff, or property. In the case of school closing due to weather, the school will notify radio and television stations. CIS school closing information will be available on TV Channel 3 (WBTV), Channel 6 (NBC) and their sister radio stations: 99.7 and 102.9. If possible, the status of CIS classes will be announced by 6am, through a text blast, email, and phone call.

Should weather conditions deteriorate during a school day to the extent that it is necessary to close the school, the same media will be alerted as to the school's closure. The school will also start a text blast, email, and phone call to inform parents. Children whose parents miss the notification will be held safely at school or an alternative location until the normal pick-up time.

Telephones

Students who wish to call home or to place any other calls are expected to have a pass from their teacher to use the main office phone designated for student use. The school office phones are for official school business and emergency use only.

Messages for Students

CIS recommends that parents call the MAIN OFFICE to leave a message for their child. That message will be given to the teacher and repeated to your child. Only in emergency situations will the office manager interrupt the student's class to deliver a message immediately. Please be certain to relate important messages to your child (ren) before they arrive at school. Please follow our cell phone policy and **refrain from calling your student's cell phone during normal school hours.**

Visitors at School

CIS encourages the community and parents to be involved in and support the school and the educational program. Parents, grandparents, and other pre-approved (by administration) guests are welcome to visit class by 1) prior arrangement or 2) by invitation. This will ensure that your visit is most productive and allows the teacher to maximize instructional time and maintain the students' attention. In order to ensure confidentiality and safety for all members of our community, we ask that parents/visitors are only on campus by prior arrangement, invitation or to sign in/out their child. Any visitor under the age of 18 needs to be accompanied by an adult at all times while on campus. While visitors are welcome, the paramount concern of the school is to provide a safe, orderly, and inviting learning environment for our students in which disruptions to instruction are minimized. All school visitors must report to the main office.

Student Records - (FERPA) Family Educational Rights and Privacy Act/ Confidentiality

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days of the day the school receives a request for access. Parents or eligible students should submit to the principal a written request that identifies the record(s) they wish to inspect. The Head of School or principal will make arrangements for access and notify the parents or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. Parents or eligible students who wish to ask the school to amend a record should write to the principal, clearly identify the part of the record they want changed and specify why it should be changed.

3. If the school decides not to amend the record as requested by the parent or eligible student, The school will notify the parent or eligible student of the decision and advise them of their right to a hearing under the grievance procedures.

4. The right to provide written consent before the school discloses personally identifiable information from the student's education records except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests.

- A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the school Board; a person or company with whom the school has outsourced services or functions it would otherwise use its employees to perform (such as an attorney, auditor, medical consultant, or therapist); and who is under the direct control of the school concerning the use and maintenance of education records; or a parent, student, or other volunteer assisting another school official in performing his or her tasks.

- A school official has a legitimate educational interest if the official needs to review an education record to fulfill his or her professional responsibility. Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer.

5. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are Student Privacy Policy Office (SPPO), U.S. Department of Education 400 Maryland Avenue, SW Washington, DC 20202.

Annual Notice Regarding Directory Information

Under FERPA the school may disclose appropriately designated “directory information” without written consent, unless the parent/guardian has advised the school in writing to the contrary. Directory information is information that is generally not considered harmful or an invasion of privacy if released. The primary purpose of directory information is to allow the school to include information from your child’s education records in certain school publications. Examples include a playbill; the annual yearbook; honor roll or other recognition lists; graduation programs; and sports activity sheets, showing the weight and height of team members.

Outside Organizations- Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent’s prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks.

Military Recruiters- Two federal laws require school systems receiving assistance under the Elementary and Secondary Education Act of 1965, to provide military recruiters, upon request, with the following information – names, addresses, and telephone listings –unless parents have advised the school system that they do not want their student’s information disclosed without their prior written consent.

Opt-Out- If you do not want the school to disclose any or all of the types of information designated below as directory information from your child’s education records without your prior written consent, you must notify, in writing, the principal of the school where the records are kept within 15 days of the opening day of school in the fall semester. The objections must state which information the parent or student does not want to be classified as directory information. If the school does not receive notice by that date, it will assume there is no objection to the release of such information. The school believes that it is in the students' best interest to have such information released in school and community newspapers because of the recognition it gives the students. CIS makes every reasonable effort to protect student privacy. For example, it is our policy not to release information to businesses for commercial purposes, and the school does not release information to individuals without good reason. Therefore, most parents do not restrict the release of directory information.

Directory Information- The School has designated the following information as directory information for all elementary and secondary grade students:

● Student’s name

● Grade level

● Dates of attendance

● Photograph; and

● Pictures or videos taken on buses, school grounds, in school buildings, and at school activities, unless the picture or video may reveal confidential or embarrassing information about a student.

In addition, **for all secondary grade students**, the school has also designated the following information as directory information:

● Address

● Date of birth

● Participation in officially recognized activities and sports

● Weight and height of members of athletic teams

● Diplomas (including endorsements earned)

● Certifications and awards received; and

● Most recent previous school attended.

THE ACADEMIC PROGRAM

CIS Core Connections Model

This philosophy translates into the five core features of curriculum and instruction.

1. Individualization: Connecting with each student
2. Inquiry: Connection of learning with motivation
3. Integration: Connection between subject areas
4. International: Connection with other cultures
5. Environment: Connection with nature

Curricular Themes

1. Creating Global Citizens
2. Making Connections around the World
3. Exploring Systems in the World
4. Caring for the Planet and Its People

Assessment and Grading

The purpose of grading at Carolina International School is to provide students and parents with an accurate assessment of student progress in academics and to recognize and reward excellence. CIS reports student progress to the family through on-going communication: NCSISI, classroom folders, notes from teachers, class websites, mid-term Progress Reports, Report Cards, and parent-teacher conferences. If there is an academic concern, a read receipts acknowledgement will be required to send an email.

Make-Up Work for Absences

It is the student's responsibility to make up all missed assignments due to absences. The student is responsible for obtaining their assignments, including quizzes, daily work, homework, tests, projects, and so on. The student will work out a timeline with their teacher(s) to arrange for the completion of the work within a reasonable timeframe (i.e. 3 to 7 days).

Academic Grading Scale and Grade Promotion Standards

New 10 Point Grading Scale Applies for grades K - 12	
A	90-100
B	80-89
C	70-79
D	60-69
F	BELOW 60

Formal Grades vs. Informal Grades

Grades will be broken down and weighted in the following categories:

Formal grades will count for 40% of your scholar's total grade. These include tests, quizzes, projects, or any other culminating assignment that your scholar's teacher feels is a summative assessment of their knowledge throughout the course of the school year. Informal grades will count 55%. Informal grades include classwork, projects, exit tickets, notes, or any other work that your scholar may complete while attempting to master content. 5% or less of their grade will account for homework. Homework should include pre-teaching of content and curriculum using a flipped classroom (technology assisted lesson) approach, independent reading, or completion of tasks that have been previously covered either in past years of school or previously in the same school year. Homework should not include new, unfamiliar content.

Student Performance Levels

The purpose of Student Performance Levels is to improve consistency in the grading process from class to class and grade to grade based on the state standards listed for the N. C. Standard Course of Study and subsequent essential standards. Next to each student's grade on the report card, a performance level will be given to inform students and parents about a student's performance on the grade level standards. Grades are a summary of assessments and evidence collected throughout the grading period.

The report card helps administrators and teachers at schools to improve assessment practices, guide instruction of the state standards, and provide more deliberate development of enrichment activities. The student performance levels of 1, 2, 3, or 4 indicate the degree to which students have met the expectations set by the state for the NC Standard Course of Study and whether the student has the necessary skills and concepts to be successful in the next quarter or next grade. Examples of work at each performance level are readily available through student work samples and system-wide rubrics so learners know the expectations for each level. Rigorous opportunities for students to demonstrate understanding and skills beyond the state's expectations are offered regularly in the general education setting. This provides chances for all children to show their talents and to stretch their learning.

Student Performance Levels (Grades K-8)
Level 4 - Extends targeted grade level standards: represents the student exceeding grade level expectations set by the state and that a student will be successful in the next grade or quarter and whose curriculum may be enriched.
Level 3 - Demonstrates proficiency of targeted grade level standards: represents the student meeting the grade level expectations set by the state and indicates that a student has the necessary skills and concepts to be successful in the next grade or quarter.
Level 2 - Inconsistent and needs support to meet targeted grade level standards: indicates that the student has not yet met grade level expectations set by the state and that a student does not have the necessary skills and concepts to be successful in the next grade or quarter. The student still needs teacher support to be successful with the concept or skill; the student is not yet independent. This should alert parents that close communication is needed for further student support.
Level 1 - Insufficient performance of targeted grade level standards with support: indicates that the student has not yet met grade level expectations set by the state and that a student does not have the necessary skills and concepts to be successful in the next grade or quarter. This should alert parents that close communication is needed for further student support.

Middle School – Advanced Math Courses (Grades 6-8)

NC Math 1 is the first course in North Carolina's high school mathematics sequence. It follows the full NC Math 1 curriculum and is typically taken in high school. However, advanced middle school students may be considered for NC Math 1 in grades 6, 7, or 8 through an administrative review process that includes academic readiness data, teacher recommendation, student performance history, and parental consent.

To support appropriate acceleration, identified students may be offered a specialized preparatory course or support pathway, such as Bridge to NC Math 1, designed to strengthen foundational skills and readiness for high school-level mathematics.

Assessment Requirements:

• Students in grades 6 or 7 who are enrolled in NC Math 1 must take both the appropriate grade-level Math EOG and the NC Math 1 EOC. The grade-level EOG is used for the student's current grade-level accountability measure, and the NC Math 1 EOC is administered because the student is enrolled in NC Math 1. Under NCDPI accountability rules, the NC Math 1 EOC score is banked and used for grade 8 mathematics accountability when the student reaches grade 8.

• Students in grade 8 who are enrolled in NC Math 1 are required to take the NC Math 1 EOC and do not take the Grade 8 Mathematics EOG.

• Students enrolled in NC Math 1 must participate in the NC Math 1 EOC at the completion of the course, consistent with state testing requirements.

Course Completion and Progression:

• Students who successfully complete NC Math 1 in middle school and earn high school credit are generally expected to progress to the next appropriate mathematics course and may not repeat NC Math 1 for additional credit unless permitted under applicable state and local policy and approved through the school's academic review process.

• Students must successfully complete NC Math 1, participate in the required NC Math 1 EOC, and meet CIS readiness criteria to be eligible for placement in the next accelerated mathematics course.

• Students who complete NC Math 1 in grade 8 or earlier are expected to continue through the accelerated mathematics pathway and enroll in NC Math 3 by the end of grade 11.

• Students enrolled in an EOC course may drop the course only within the state-approved drop period: within the first 10 days of a semester block schedule or within the first 20 days of a yearlong traditional schedule. After that period, students enrolled for credit are generally required to remain in the course and participate in the required EOC assessment, unless an approved exception applies under state testing policy.

Progress Monitoring

The purpose of Progress Monitoring is to monitor K-12 student progress throughout the school year. Progress monitoring varies upon grade levels.

Running Records Levels Approximation (for grades K – 2)	
K	1-4 level
1	5-17 level
2	18-30 level

Homework Policy

There are typically four (4) types of homework assigned to students:

- Practice homework, the most common, is assigned to reinforce material presented in the classroom and to help master skills.
- Preparation homework is assigned to introduce students to material the teacher will present in the future.
- Extension homework asks students to apply previously learned skills to different contexts.
- Pre-teaching homework could also include introductory material to new content using a flipped learning approach (technology assisted

Homework in early elementary grades (K-2) will emphasize reading and being read to along with interactive assignments to be shared with parents and/or siblings. This will encourage communication within the family and will model interest in knowledge and learning. Students are expected to complete all assignments and homework on time. Failure to do so may result in partial or total loss of credit for the assigned task. Dates will be communicated at the beginning of each quarter via the principal's newsletter.

Please mark these dates on your calendar and communicate with your scholar's teachers about late and missing work throughout the quarter to avoid penalties associated with late or missing work.

Homework Policy – Grades K-12

In the early elementary grades (K–2), homework will primarily focus on fostering a love for reading through activities such as independent reading, being read to, and engaging in interactive assignments designed to be shared with parents and/or siblings. Students are expected to complete all assignments and homework by the due date. Incomplete or missing work may result in partial or no credit for the assignment.

Late Work Policy

· Absences: Students who are absent will have seven (7) school days from the day they return to submit any missed assignments without penalty.

· Late Submissions (Non-Absence): Full credit will be given for late work submitted within five (5) days of the original due date. After the fifth day, points will be deducted as follows:

- Day 6: 10 points deducted
- Day 7: 20 points deducted
- Day 8: 30 points deducted
- Day 9: 40 points deducted
- Day 10: 50 points deducted

· Assignments not submitted within ten (10) days of the due date will receive zero.

These grades are non-negotiable as we must finalize grades and send them to the state for verification

Make-Up Work for Absences

It is the student's responsibility to make up all missed assignments due to absences. The student is responsible for obtaining their assignments, including quizzes, daily work, homework, tests, projects, and so on. The student will work out a timeline with their teacher(s) to arrange for the completion of the work within a reasonable timeframe (i.e. 3 to 7 days).

HIGH SCHOOL SPECIFIC – ACADEMIC PROCEDURES

High School Schedule

CIS follows a modified block schedule in which students have 8 courses each year. Courses with state required end of grade assessments are yearlong. Some courses like Advanced Placement courses may be yearlong. All other courses are semester/block scheduled.

Promotion Standards

High School courses earn students one (1) credit upon successful completion. The North Carolina Department of Public Instruction requires students to complete the Future-Ready Course of Study in order to earn a high school diploma. Carolina International School may require additional credits beyond the state minimum to ensure students are prepared for college, career, military service, and other post-secondary opportunities. (NC DPI)

Required Area	Credits	Required Courses / Expectations
English	4 credits	English I, English II, English III, English IV
Mathematics	4 credits	NC Math 1, NC Math 2, NC Math 3, and a fourth mathematics course aligned with the student's post-secondary plans, such as NC Math 4, Precalculus, Discrete Mathematics, AP mathematics, CCP mathematics, or another approved fourth math option
Science	3 credits	Earth/Environmental Science, Biology, and a Physical Science course, such as Physical Science, Chemistry, or Physics
Social Studies	4 credits	World History; Founding Principles of the United States of America and North Carolina: Civic Literacy; American History; Economics and Personal Finance
Health and Physical Education	1 credit	Health/Physical Education, including required CPR instruction
Computer Science	1 credit	Beginning with students entering Grade 9 in 2026-2027, students must successfully complete one approved Computer Science credit. This course cannot count as an English, mathematics, science, or social studies credit.
Electives	11 credits	Electives may include World Language, Career and Technical Education, Arts Education, STEM, Band, Music, Writing, additional academic courses, Advanced Placement, Career and College Promise, or other approved courses. Students planning to attend a four-year college or university are strongly encouraged to complete two consecutive credits of the same World Language.
Arts Education Requirement	Included within electives, if applicable	Beginning with students who entered Grade 6 in 2022-2023 and later, students must complete at least one Arts Education course in grades 6-12, unless the requirement has already been satisfied or an approved exemption applies.

Promotion standards:

- Promotion to 10th Grade requires 6 credits.
- Promotion to 11th Grade requires 13 credits.
- Promotion to 12th Grade requires 19 credits.
- Graduation requires 28 credits and completion of all state and local graduation requirements.

Note: The computer science requirement applies to students entering Grade 9 in 2026-2027, and NCDPI indicates that electives are reduced from six to five within the state's 22-credit framework to accommodate the requirement. CIS may still require additional electives if maintaining a 28-credit local graduation requirement. (NC DPI)

Three-Year Pathway Option

We are thrilled to announce an exciting opportunity at Carolina International School - the Three-Year Graduation Pathway. This unique program allows motivated students to accelerate their high school experience and graduate in three years, instead of the traditional four-year timeline.

Designed in accordance with General Statute 115C-83-31, our accelerated pathway offers a carefully planned curriculum that not only meets minimum graduation requirements but also provides a stimulating educational experience. Students opting for this pathway will engage in a rigorous academic schedule starting in the ninth grade.

The course sequence includes a diverse range of subjects, such as English, math, science, history, physical education, and elective courses, culminating in a well-rounded educational experience. Students and parents will need to agree to this plan before the ninth grade, demonstrating a commitment to academic excellence and personal growth.

At Carolina International School, we understand the importance of intentional planning and collaboration between the school, students, and parents. This program is a testament to our dedication to providing innovative and challenging educational opportunities for our students.

We encourage you to consider this unique pathway and explore the possibilities it offers for academic advancement and personal development.

Carolina International
High School 3-Year Pathway Course Sequence

Grade 9	Grade 10	Grade 11
English 1, English II	English III	English IV
Math 1, Math 2	Math 3	Math – 4th Course
Earth /Environmental Science	Biology	Chemistry or Physical Science
World History Health/PE	American History	Economics and Personal Finance
One Elective Course	Founding Principles of USA and NC History /Civics Literacy	
	Two Electives	Three Elective Courses

Honor Credit

High school students who are in the top 25% of the class after the freshman year may apply to take honors courses through their teacher and administration. If a student does not do honors work, they will not receive honors credit.

Schedule Changes

Schedule changes (generally offered within the first 5-10 days of each new term) should be limited to errors only (i.e. student failed a prerequisite, student failed a required course, student did not complete summer school, insufficient credits, etc.). Students who believe that they meet the criteria to make a change should contact their administration, who will review the request.

Changes can be made at the beginning of the term for core classes if a teacher believes the student has not been placed at the appropriate level. Students should speak to their college counselor about the procedure and then will be required to gain permission from their current instructor, the desired new instructor, the parent, and the school counselor prior to a change being approved. Students must attend their scheduled class until all parties have approved the change. Electives courses may not be changed after the end of the drop/add period unless they are affected by a core course change.

Academic Honor Code

Academic integrity is a fundamental value for any educational institution, and at CIS students are expected to honor and uphold this value by acting honestly in every aspect of their academic life, whether in school or studying at home. Violations of academic integrity – such as cheating on tests or copying another student's homework – are a serious matter and are dealt with according to the CIS discipline policies.

Plagiarism

Deliberately using someone else's idea, words, phrases (even in paraphrased form) and/or designs without giving credit is plagiarism. If students are uncertain about a source and how to credit it, they should ask their teacher before submitting assignments. Completing assignments by oneself and always crediting sources will develop qualities of self-sufficiency and responsibility. Plagiarism may result in failure of the assignment. Second offenses will incur an office referral with a possible grade consequence on the assignment.

Use of ChatGPT or other AI programs to complete assignments is also forbidden unless otherwise specified by your scholar's teacher. It is the expectation of all CIS staff that students utilize their own intellect to complete assignments and demonstrate academic integrity at all times.

Early Dismissal Policy and Procedures

Any student requiring early dismissal must be signed out by a parent or guardian as listed in NCSIS. High school students who drive themselves to school must bring a note signed by the parent, including a contact number for the parent, to the office before school begins. A dismissal slip will be issued to the student after the parent has been contacted, and the early dismissal has been verified. To preserve the integrity of the classroom environment, early dismissals will end at 2:15 pm at the high school. Please schedule appointments accordingly and be mindful that students will not be dismissed after this time.

Parking Pass Privileges

Parking at CIS is not a right but rather a privilege and choice. To protect the health and safety of all our students and staff, student vehicles parked on school property are subject to search by any authorized school personnel or for any reason.

- At semester end, student drivers are required to be passing all their classes and have at least a 2.0 semester G.P.A.
- Any out-of-school suspensions, multiple violations of the CIS Honor Code, outstanding financial obligations, or failure to perform required community service may result in immediate loss of driving privileges for the remainder of the semester.
- Driving to school/parking pass privileges may be revoked for more than a semester if deemed necessary by the CIS administration.
- Student drivers are required to bring a copy of their most recent report card to the office when requesting/renewing a parking pass.
- Student drivers are required to provide a copy of proof of insurance for the car or cars they will use while parking on campus.
- Student drivers are required to have a valid driver's license at the time the pass is issued.
- Student drivers are required to purchase a $250 per semester parking pass. Parking pass fees are non-refundable and non-transferable. There is a $10 charge to replace a lost pass.
- Parking passes will not be given to any student who has an outstanding financial obligation.
- If a student participates in a carpool, all students who are driving must meet the eligibility requirements and be registered with the high school office with proper documentation.

Students who park on school grounds without a valid parking permit will face disciplinary consequences:

- **1st offense:** 1 day after school detention assigned and $5 daily parking fee
- **2nd offense:** 2 days after school detention assigned and $5 daily parking fee
- **3rd offense:** suspension until a parent conference is held

Students who fail to park in their assigned parking space, drive inappropriately and/or do not follow CIS Student Code of Conduct will face disciplinary consequences:

- **1st offense:** 1 week of suspension of parking privileges
- **2nd offense:** loss of parking pass for the remainder of the semester (no refund)
- **3rd offense:** permanent loss of parking pass and other school related disciplinary consequences Each spring a lottery will be held, if necessary, to assign parking spaces for the following school year.

Students must have all required documentation and a valid driver's license when the pass is issued at the beginning of the school year. Students who do not meet all requirements at the time passes are issued will be placed at the bottom of the waitlist.

Student Retention

It is the expectation at CIS that all scholars demonstrate mastery of the core content in each grade level prior to moving onto the next grade. Grades should reflect how students are actually performing as it relates to state standards, and not class participation. Therefore, if your scholar fails 2 or more core classes during a single calendar year, they may be a candidate for academic retention. Teachers will partner heavily with parents of struggling scholars throughout the year to ensure that scholars have every opportunity to succeed. However, collaboration towards student success is imperative. It is the expectation that all Teachers will contact the parents of failing scholars to discuss and provide a pathway for improvement prior to the end of the quarter to facilitate this collaboration.

Punctuality and Attendance

Students must be in school to make academic progress. Parents must directly support the school's policies of providing a coherent and continuous education program for all students. Parents or legal guardians are responsible for ensuring students attend and remain at school each day. The state of North Carolina requires that every child in the State between the ages of seven (or younger if enrolled) and 16 years attend school. According to NC law, students are required to be in attendance 90% of each school year (i.e. a limit of 18 absences per year) to be eligible to be promoted to the next grade. Poor attendance may lead to retention, ***Department of Social Services*** (DSS) referral or both.

- 5 unexcused tardies will convert automatically to 1 unexcused absence.
- 5 unexcused early dismissals will also convert to 1 unexcused absence.

Tardy Policies and Procedures

If a student arrives at school after 8:15 a.m., he/she must sign-in in the main office prior to going to class (students in grades K-5 must sign-in with a parent). The student will receive an "Admit to Class" slip. It is suggested that teachers keep the "Admit to Class" slips in a folder until the end of the school year in order to further document student tardiness to class.

All late arrivals are unexcused until verified with the "Student Sign-In" computer located in the main office.

Excused Absences, Tardies, and Early Dismissals

Absences are considered unexcused until the homeroom teacher receives documentation from the parent or ***guardian within three days of the student's return***, certifying the reason for the student's absence. Notes must include:

- Student's name,
- Date(s) absent,
- Reason for absence, and
- Parent/guardian signature

A physician must certify ***absences of three or more consecutive days.*** Failure to submit appropriate documentation will result in a standing, unexcused absence. If a retention hearing due to absences is required, documentation excusing the absences must be provided at the hearing.

Excused Absences, tardies, and dismissals include the following:

- Illness or injury
- Quarantine
- Death in the immediate family
- Medical or dental appointment
- Court or administrative proceedings
- Religious observance
- Educational experience
- Absence related to deployment activities.
- Childcare
- Tardy or Early Dismissal related to family emergency, death, or documented medical appointment

Promotion/Retentions

Throughout the school year parents/guardians are notified if their child is performing below level, i.e. progress reports, personalized education plans (PEP), report cards, and parent-teacher conferences. Potential retention letters will be sent

home in February. If a student is being considered for possible grade retention, a final hearing will be held at the end of the school year prior to promotion. Parents will be notified and included in the retention hearing.

Retention Hearing for Excessive Absences

Excessive tardies and early dismissals negatively impact students. While your scholars are in the building, they are receiving necessary instruction throughout the entire school day. It is our hope that this policy will encourage better attendance overall as a school community, and by default an increase in academic performance.

Any student with 18 or more absences in a school year is subject to failure of the grade level and retention. Written notification will be provided to the family listing the absences. Threshold notices will be sent to parents/guardians following 6, 10, 15, and 18 days of absences. CIS is required by law to conduct a formal hearing with the family and school officials during the end of the school year to determine the consequences from the excessive absences.

Participants will include the Principal, Assistant Principal, Classroom teachers, School Counselor, and other personnel who can comment on the student's academic performance during the year. At the hearing the parent/guardian should submit documentation that describes the reason for missing school and efforts by the student to make compensation-completion of assignments, tutoring and other evidence of satisfactory academic performance.

Students who obtain 5 unexcused tardies will have these tardies converted into 1 unexcused absence upon their 5th tardy. Students who are picked up early 5 times without an excuse will also have these early dismissals converted to 1 unexcused absence upon the 5th unexcused early dismissal. This has been done to preserve your scholar's instructional time and secure their academic success.

*For high school students, this policy does not apply as high schoolers are already required by the state to obtain specific hours in each class to reach graduation requirements already.

Student Services:

Academically or Intellectually Gifted (AIG)

Academically or intellectually gifted (AIG) students perform or show the potential to perform at substantially high levels of accomplishment when compared with others of their age, experiences or environment. Academically or intellectually gifted students exhibit high performance capability in intellectual areas, specific academic fields, or in both the intellectual areas and specific academic fields. Academically or intellectually gifted students require differentiated educational services beyond those ordinarily provided by the regular educational program. Outstanding abilities are present in students from all cultural groups, across all economic strata, and in all areas of human endeavor, Article 9B (N.C.G.S. § 115C-150.5). Carolina International School differentiates each student in all grades and offers AIG services for identified students.

Exceptional Children (EC)

Carolina International School holds that all students have the right to a quality education appropriate to their needs and abilities. It is the goal of the Exceptional Children program at CIS to develop and implement instructional and socialization strategies for students with identified special needs, either within the regular classroom push-in or through one-on-one or small group remediation. Every student identified with a disability will be provided with an Individual Education Program (IEP) specifying goals, level of service and ancillary services, and the least restrictive placement. Parents will be fully informed of their rights, procedures, and responsibilities under special education law.

Multi-Language Learners (MLs)

- Social language involves everyday topics including greetings, personal experiences, current events, community events, information about family and friends, health and safety, social events, and personal opinions.
- Instructional Language involves everyday classroom and academics topics including classroom materials/supplies, information gathering, school or classroom rules, instructions, directions, class discussion/discourse, school events, and requests for information.
- There are three components and four strands interwoven throughout the Multi-Language Learners (MLL) Standards. The extent to which each component is exhibited within the communication of an English learner reflects the level of that student's English language proficiency, as evidenced in the Performance Definitions. Linguistic complexity, vocabulary usage, and language control increase incrementally as student progresses from one ELP level into the next. The four strands designate the four domains of language at each proficiency level.

Multi-Tiered Systems of Support

(MTSS) integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce behavior problems. When a student is referred to MTSS, it is determined if the student is at risk academically, behaviorally, or is having social/emotional difficulties. The team then monitors the student over a period of time, utilizes evidence-based interventions and adjusts the intensity and nature of those interventions depending upon a student's responsiveness. The student's response to the interventions enables the team to determine if he/she needs additional assessments. MTSS services are part of a complete general education program and do not include special education services. Therefore, interventions, while they will be communicated with families, do not require parent consent for participation. The team consists of: MTSS coordinator, administration, counselor, teachers, and parents.

Section 504

504 is part of the Rehabilitation Act of 1973. It is a civil rights law that prohibits discrimination of students on the bases of a handicapping condition. Section 504 is different from the Exceptional Children's Program in that the Individuals with Disabilities Act (IDEA) has a defined list of disabilities that may qualify under IDEA. Section 504 is much broader in that it has no list. Each potentially qualifying disability much be assessed individually. A student qualifying to be served by Section 504 is one who has:

- a physical or mental impairment which substantially limits one or more major life activities,
- a record of such impairment, or
- is regarded as having such an impairment.

Field Trips

Carolina International School encourages academic experience trips supporting the CIS Core Curriculum Model and North Carolina Standard Course of Study. In order to participate in field trips a permission form must be completed by a parent/guardian and returned to the classroom teacher by the designated date. If the signed field trip permission form is not returned prior to the due date, the student will not be permitted to participate in the field experience. Completed forms will be taken by a teacher on each trip.

CIS Administration reserves the right to deny access to field trips if a student has:

1. Excessive absences from school (90% or less attendance record). More than 30% of coursework outstanding.
2. More than two referrals for behavior in a quarter.

If a child reports to school after the field experience departure time, assignments will be provided by the classroom teacher. Students will be assigned to a classroom setting.

If a scholar needs additional behavioral or emotional support, presenting safety issues, on field trips, a parent may be required to attend with their scholar.

If the date of a field experience is changed, new field experience permission forms must be completed, given to the students, and returned to the teacher before the students can attend the field trip. Possible “rain dates” are acceptable on the permission form on the field experience permission form.

To enhance classroom learning experiences, CIS supports and encourages academic field experiences. The purpose of the field experience is to demonstrate the practical applications of what students are learning, to connect knowledge and everyday life, and to engage students’ interest and motivation.

- NO siblings, including siblings who attend CIS, will be permitted to attend field trip experiences. Their attendance would pose supervision problems for teachers and chaperones, affect the shared experience of the participating class, and cause the siblings to miss valuable class time of their own.
- By agreeing to be a chaperone, our parents/guardians understand the responsibilities of being a chaperone and will abide by decisions made in the best interest and safety of the students at CIS under the teacher’s direction according to school policy and/or the policy of the field experiences destination. We thank you for your understanding and supporting our school’s policies.
- Parents chaperoning other students in the class must have a background check or they can only chaperone their own child.
- Parents may not participate on a field trip unless they are designated chaperones for a particular field experience.
- Parents may be asked by the teacher/administrator to chaperone their child because of behavioral issues, medical or dietary needs, or other special circumstances.

Service Project of the Month

CIS students are encouraged to conduct service-learning projects for not only building character through our Four Core Values but for the experience of changing a life or environment and making it better. Individual grade levels are able to choose subjects and projects that students have a particular interest in such as: cleaning up local parks, writing letters to soldiers, working in soup kitchens, giving to clothing closets, helping homeless shelters, visiting elderly homes, or incorporating school projects with the grade level sister country. Outreach the students provide to their service project will easily be demonstrated in their behavior, character traits, and overall educational goals.

Beginning in October, two grade levels each month will pick a service project to conduct and help others in our local community or world.

The criterion for the service project:

- Grade level must have a goal in mind for the project.
- Students must conduct the project with the help of adult supervision.
- Students should not collect money but find other means of volunteering and helping others.
- Students must have evidence from the project (i.e. pictures, letters, power point, and video).
- Grade level representatives must attend the BOD meeting and be able to present the project to the BOD.

The grade level’s service project will be presented to and recognized by the CIS Board of Directors at the monthly board meeting. Service project pictures will be taken and presented electronically via the TVs in the atrium.

SCHOOL POLICIES

Student Arrival and Dismissal

School Hours: 8:15 a.m. to 3:10 p.m.

Students will be allowed to enter at the front and side of the school starting at 7:45 a.m. ***Families must adhere to the following arrival and dismissal procedures:***

- In order to ensure the safety of our community, parents are to remain in their vehicles at all times unless they park in the parking lot and sign in at the main office.
- Students must exit the car from the passenger's side only.
- If a parent or guardian does not follow the directions of a trained staff member during morning or afternoon carpool, carpool privileges may be suspended for an extended period of time, (Administrative decision).
- The silent dismissal process will be utilized. Numbers will be assigned and distributed during Open Houses.
- When loading and unloading students, please place your vehicle in park.
- If you have a child who needs help getting buckled into a car seat, please make sure the car seat is located behind the driver. Place your car in park and quickly assist your child in their seat.
- Car numbers must always be displayed. Parents without a visible placard will be required to go into the school, present proper identification and receive your child.
- Student drivers must complete an annual application to drive to and from school and park on campus. Applications can be found on the school website and should be completed and returned to the front office.
- Reserved parking places for students will be assigned by Administration on a first-come, first-served basis.
- All parents/guardians and visitors to our campus should park in the lot or visitor designated areas

Students will exit the building at the front, back and side of the school starting at 3:10 p.m.

- ***No students will be released for EARLY DISMISSAL after 2:15 p.m.*** When arriving to pick up a student for early dismissal, all parents/guardians must park in the parking lot/visitor parking and sign the student out of school in the main office.
- If a student is being picked up by anyone other than parent/guardian, communication with the classroom teacher is required.
- Notify the Office Manager if you will be later than 3:45 pm, or 11: 45 am on half days.
- Scholars who are not enrolled in after-school care MUST be picked up no later than 3:45 pm. Repetitive failure to pick up scholars may result in school staff leaving your scholar unattended and contacting the authorities to monitor your child until your arrival.

No Cell Phones

Drivers are NOT to use their cellular phones once they enter campus, unless their car is parked and stationary (i.e. NOT part of a moving line), and only BEFORE 8:00 am for arrival or BEFORE 3:00 pm for dismissal whether the line is stationary or not.

- First offense - the driver will be given a warning.
- Second offense - the driver may be suspended from driving on campus for a determined period of time.

Carpooling

CIS supports and encourages organized carpooling. Carpooling arrangements are voluntary and at the discretion of the parents. The school does not assume responsibility for carpool arrangements. We do encourage families to arrange meetings and exchange relevant information required for any vehicle use for the children.

Carpool World is a website that will help you make connections with other CIS families. CIS continues to make Carpool World available as a voluntary resources for families. https://www.carpoolworld.com/carpooling.html?c=comets You can also post an inquiry in the PTSO Facebook Page (www.facebook.com/groups/cisptso).

As a reminder NC State law requires:

- A valid driver's license
- Current and valid insurance
- Current and valid inspection
- Current and valid registration
- Children must be in a seatbelt when being transported
- A properly used child restraint device (CRD) is required if the child is less than 8 years old AND weighs less than 80 pounds. Most parents and other care givers will be able to comply by using belt-positioning booster seats for children between 40 and 80 pounds. The child must be within the weight range for the child restraint/booster seat, and it must meet Federal standards in effect at time of manufacture.
- Children safety seats must be in the rear seat if the vehicle has a rear seat and an active front passenger airbag.

School-Related Activities

If a student is participating in a school-related activity, he/she will not be considered absent. Examples of school-related absences include field experience, athletic and/or academic competitions, and school-scheduled activities.

Family Travel Requests for Educational Opportunities

CIS recommends planning extended family vacations during school breaks (Winter Break, Spring Break, and Summer Break). Families choosing to plan extended trips may request an “Educational Opportunity Request” form. Upon Principal review, these absences may be excused.

- Requests must be made at least two weeks prior to departure.
- No excused absences for educational opportunities will be granted during the first month of school.
- No excused absences for educational opportunities will be granted during the last month of school due to state-mandated testing.

Educational Opportunity Request forms can be obtained on the website under Parent Info.

K-12 Guidelines for Lunch

- Composting and recycling in proper trash cans.
- Depositing all litter in proper trash cans.
- Leaving the tables, desks, and floor clean for others to use.
- Not taking food or drinks out of the classrooms, unless authorized by a teacher.
- Theft of food is subject to the disciplinary code and will require restitution.
- Respectful behavior toward teachers and to one another is required and will fall under the above guidelines.
- Be respectful of the vending machine. Wait your turn in line.

Lunch Delivery Program

CIS does not have a cafeteria. Thus, normally students bring their own lunches from home and eat either in their classroom or outside on picnic tables when the weather permits. As an alternative, there are vendors who deliver meals to the school. Please see the school’s website for more information. CIS also provides nut-free rooms for those students with allergies.

School Uniform Policy

Every student must be in full uniform whether he or she is in school, on campus, or under the school’s jurisdiction, including all school- sponsored activities, whether on- or off-campus, such as field experiences, academic competitions, and school-sponsored social and recreational events. The wearing of a uniform will not prohibit students from wearing particular attire that is part of their religious practice. Visit our website to order uniforms. See the MATRIX for uniform details.

TOPS

- Must have CIS Logo (POLOS Only - long or short sleeve) must be solid red, white, navy, black
  - Non-CIS logos are unacceptable
  - Hooded Tops are unacceptable
- BLOUSES AND OXFORD (button down and long sleeve): solid white, navy, or blue
- SWEATERS (pull-over, turtleneck, or cardigan): solid red, white, or navy blue
- OUTERWEAR (coats, non-hooded sweatshirts or fleece, sweaters or lightweight jackets): solid red, white, or navy blue; may have CIS or small logo
- HEADWEAR may not be worn inside the school building (except **for** religious purposes)

BOTTOMS

- DRESSES, SKIRTS, SKORTS (no shorter than 3 inches above the knee): solid khaki/navy or plaid of khaki/navy or black.
- PANTS (cargo or dress): uniform style only in khaki, black, **or** navy (no jeggings, leggings, or sweats)
- SHORTS (no shorter than 3 inches above the knee - cargo, or dress): khaki, black, or navy
- HOSIERY, TIGHTS, OR LEGGINGS (must be worn under clothing such as skirts or jumpers): solid black, navy, brown, white, or red (no neon)
- SOCKS: solid black, navy brown, white, or red (no neon)

SHOES

- DRESS: must be closed-toe and closed-heel
- ATHLETIC: Standard athletic shoes
- BOOTS (should be covered by pants leg): must be no higher than mid-calf if worn with a dress, jumper, skirt, or skort

PE

- PE SHIRT: solid gold, blue, or another CIS t-shirt
- ATHLETIC SHORTS (no shorter than 3 inches above the knee): solid gold or navy

UNACCEPTABLE ATTIRE

- TOPS: mesh, crop tops, spaghetti straps, tank tops, racer back; advertising alcohol/drugs or offensive messages, hooded tops
- BOTTOMS: leggings, jeggings, skinny, overalls, pajamas, cuts/ slits, or shredded
- HEADWEAR: non-religious
- SHOES: crocs, slides, furry boots, clogs, flip flops, heelys, high heels, sandals, wedges, yeezys
- JEWELRY/ACCESSORIES: large hoop earrings, spiked or sharp, chains, chain wallets, bandanas, sunglasses

DRESS DOWN DAYS

- Throughout the year students may be allowed to "dress down." However, unacceptable items and inappropriate attire still appl**y as listed above**
- In general, students must present a clean and neat appearance. In all cases, school administration reserves the right to determine whether a student is complying with the CIS dress code.

If a student is found to be wearing inappropriate clothes, students will receive consequences in the following order:

First Offense: Parent notification, call home and required change at school using school provided uniform option. Parents may also bring a required change of clothing to school if this is preferable.

Second Offense: Parent notification, behavioral referral, required change of clothes, office referral

Third Offense: Parent notification, required change of clothes, behavioral referral

Fourth Offense: Parent notification required change of clothes, and office referral. Disciplinary action possibly including but not limited to an act of service, detention, silent lunch, reverse suspension, or presentation to students and staff on our school dress code policy and expectations.

STUDENT BEHAVIOR EXPECTATIONS AND POLICIES

Carolina International School is based upon four core values: Respect, Responsibility, Solutions, and Service. Poor choices are viewed as opportunities for learning. Students will be given the opportunity to reflect on behaviors that do not align with CIS's Core Values. If the choice is a minor problem, the teacher will give the student an appropriate consequence. If it is a recurring and/or a major problem, the teacher will refer the student to the administration by completing a Discipline Referral Form. In each case, the administrator will research the situation prior to applying final disciplinary consequences. Parents will be notified to sign the referral or behavior improvement contract and asked to come in for a conference if there are recurring or major problems.

Student Behavior Expectations

Carolina International School believes that discipline issues diminish if:

- the teacher and students establish positive relationships
- the teacher establishes clear classroom policies and procedures, and consistently enforces them and curriculum content and instructional methods are relevant and student-centered
- the teacher and staff have high expectations for student behavior

To maintain our core values, students must receive an age-appropriate and behavior specific consequence. Our purpose is not to punish, but to change behavior and restore the students back to the classroom environment.

Everyone is expected to accept responsibility for their own actions, whether intentional or unintentional. Often, harm caused to other persons, or their possessions is unintentional or the result of careless behavior. This, however, does not excuse or diminish the personal responsibility of the student and/or the parent/guardian) to make appropriate restitution. When known and verified by an administrator, any harm caused to another will be reported to parents. Neither CIS, its employees, nor the Board of Directors assumes any liability for the intentional or unintentional harm caused by any student to another individual or their possessions.

It is the school's goal to help every student fulfill their intellectual, social, physical, and emotional potential. Everything in and about the school has been designed to create an orderly and distraction-free environment in which all students can learn effectively and pleasantly. To foster this kind of learning environment, the CIS administrators and teachers will not allow inappropriate, distractive, or disorderly behaviors to occur during school, on school property, or at any school-sponsored activities. Students who continuously disregard the code of conduct may be recommended to the Board of Directors for expulsion.

Our primary goal is to develop a sense of responsibility and self-discipline within students. "Firm but fair" is the basis for this system wide discipline program. Guidelines are provided to foster mutual respect and cooperation within the school setting. CIS takes its responsibility seriously to educate its students in a safe and drug-free school where they are free from fear of harm or intimidation. Weapons, drugs, and gang activity will not be tolerated. Students who violate CIS rules or state laws related to these serious offenses will be suspended or expelled from school. Violators will also be reported to the SRO/police and may be arrested. These rules apply to all students at school or school-sponsored activities, including field trips and on buses, athletic fields, stadiums, parking lots, official school bus stops, and other sites used for school-sponsored activities.

Discipline Procedures

CIS will use a consistent procedure for handling discipline. Teachers will document and address all minor infractions in the classroom. Teachers will refer all major infractions to the office by completing an online discipline referral. If a student receives an online discipline referral, parents will be contacted by the school to notify them of the incident and what actions will be taken. The principal or their designee will make the final determination of consequences.

All classroom teachers will implement an age-appropriate positive behavioral system within their classrooms. Both teachers and school administrators will use their professional discretion to ensure age-appropriate consequences.

Discipline Cycle

Although there is not a required order to assign consequences, the following is considered a recommended model should a student receive a discipline referral for exhibiting misbehavior which would not be considered as severe or extreme. For serious misbehaviors, some of these steps may be bypassed.

- First Discipline Referral: Classroom warning and a conference with the student.

- Second Discipline Referral: Classroom warning and contact with a parent
- Third Discipline Referral: One (1) day of out-of-school suspension
- Fourth Discipline Referral: Three (3) days of out-of-school suspension
- Fifth Discipline Referral: Five (5) days of out-of-school suspension
- Sixth Discipline Referral: Option to withdraw or ten (10) days of out-of-school suspension pending a tribunal hearing with a recommendation for expulsion.

Each major discipline referral (OSS referrals) will be noted on a student's permanent discipline transcript. Parents will be notified in writing when a discipline referral is assigned, the resultant consequence, and advised as to their student's current status within the discipline cycle.

In an effort to keep students in class and protect their instructional time as well as support their social-emotional development as a whole, however, CIS school administration reserves the right to provide creative and natural consequences for behavior in collaboration with CIS families. For example, if a scholar is caught throwing food during lunch, a natural consequence could be assisting the janitorial staff with cleaning the affected area later in the school day. Other consequences may include the following:

Description of Discipline Options

- Withholding of Privileges: The student may be denied an opportunity to partake in school-related activities and/or events as deemed appropriate by an administrator. These privileges include, but are not limited to clubs, teams, field trips, assemblies, lock-ins, camps, dances, and/or competitions.
- Structured Recess: Student may be instructed to participate in a structured recess activity rather than free play as a consequence. Time is provided to think about the behavior that occurred and how it can be prevented in the future. This consequence will not be assigned for high school students; high school has no recess periods. (NC Policy prevents this)
- Silent Lunch Detention: The student may be assigned to eat their lunch silently under the supervision of the assigned teacher or administrator. The student loses the privilege of eating with their classmates. Time is provided to think about the behavior that occurred and how it can be prevented in the future. Students may be asked to write a reflective essay about the event.
- Reverse suspensions- Parent is required to attend school with their scholar and monitor their behavior.
- Presentations- Student is required to independently research and create a presentation about the impact of their specific behavior and present it to similar-age peers.
- Students participate in school service hours before, during, or after school.
- Students and potentially parents as well participate in a restorative circle where school staff mediate a conversation about the misbehavior, its impact on those around them, and how the student moves to correct the harm done to those affected.
- Out-of-School Suspension: Out-of-School Suspension is a formal disciplinary action that can only be assigned by a CIS administrator and requires correspondence with the parents. Out-of-school suspension days may increase on successive occasions where it becomes necessary for the same student to be suspended from school. A meeting between a parent and an administrator may be required prior to the return to school of any student serving an out-of-school suspension. All students under out-of-school suspension are prohibited from participating in after school activities and therefore are not allowed to come to the school campus. Students who receive an out-of-school suspension will not be able to participate in any overnight field trips for the rest of the school year and any fees or deposits paid earlier are non-refundable. Students who are assigned out-of-school suspension are responsible for communicating with their teachers and remaining caught up on their assignments while they are out of the building.
- Option to Withdraw: A student may withdraw without a penalty from a charter school at any time and enroll in another local school in the school district in which the student resides. A student who is suspended or expelled from a charter school as a result of a disciplinary action taken by a charter school shall be entitled to enroll in a local school if, under the disciplinary policy of the local school, such student would not have been subject to suspension or expulsion. In such instances, the local school shall not be required to independently verify the nature of the occurrence of the applicable conduct, or any evidence relating thereto. Students who withdraw due to discipline issues may not be readmitted during the following academic year.
- Expulsion: Expulsion is a formal disciplinary action that can only be approved by the CIS Board of Directors or designee after receiving a recommendation by the CIS administrative team due to the student's involvement in a serious disciplinary offense or the student's involvement in repetitive discipline offenses. A written correspondence to the student's parents, containing the date and time of the Board of Directors' hearing, will be mailed to the parents within ten days of the suspension. If a student has previously been expelled from the school, the Head of School may deny the student from re-enrolling in the future if he/she feels that the student will not be able to return to the school and adhere to its policies and Code of Conduct.

Student Expulsion and Exclusion Policy

A student generally will not be suspended from school or recommended for expulsion unless the school determines that the student has:

- Caused or attempted to cause or threatened to cause physical injury to another person.
- Possessed, sold or otherwise furnished any firearm, knife, explosive, or other dangerous objects, unless, in the case of possession of any such object, the student has obtained written permission to possess the item from a certified school employee, which is concurred by the principal or the designee of the principal.
- Unlawfully possessed, used, sold or furnished, or been under the influence of any controlled substance, alcoholic beverage, intoxicant of any kind, or drug paraphernalia.
- Unlawfully offered, arranged or negotiated to sell any controlled substance or an intoxicant of any kind, and then either sold, delivered or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or materials as a controlled substance, alcoholic beverage or intoxicant.
- Committed robbery or extortion.
- Caused or attempted to cause damage to school property or private property.
- Stolen or attempted to steal school property or private property or knowingly received stolen property.
- Possessed or used tobacco, or any products containing tobacco or nicotine cigarettes, smokeless tobacco, or chew packets or betel.
- Possessed or used vapes or e-cigarettes.
- Committed an obscene act or engaged in habitual profanity or vulgarity.
- Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials or other personnel engaged in the performance of their duties.

Disciplinary Consequences for Behavior Violation of the Student Code of Conduct

Students and parents will understand that disciplinary actions could be implemented for acts enumerated in this section and related to school activities which occur at any time, including (but not limited to) any of the following:

- While on school grounds.
- While going to or coming from school.
- During or while going to or coming from a school-sponsored activity.
- If necessary, we reserve the right to carry a suspension or expulsion into the following school year.

Violation Levels of Code of Conduct

CIS will maintain a level system for handling infractions of behavioral expectations. Outlined below is the level system along with a guide for handling such behaviors.

Level 1 Behaviors Include: Typically, Level 1 behaviors will be handled by the teachers at the classroom level. Repeated instances of these behaviors may be escalated to school administration for review as level 2 and 3 behaviors.

Running in classrooms, hallways, or sidewalks	Cell phone/electronics in class
Defiant or disrespectful behavior	Passing notes in class
Repeatedly breaking classroom rules	Computer violation/restricted website
Violation of uniform/dress code	Horseplay
Talking out of turn/excessive talking	Interference with classroom activity
Excessive tardiness	Peer conflict
Being in the hallway without a pass	
Name calling/taunting/teasing	

Level 2 Behaviors Include:

Level 2 behaviors may result in an office referral. Teachers will complete a discipline referral and submit it to the Assistant Principal. If the student is unable to stay in the classroom, the teacher will submit the referral into our online referral system indicating that they need assistance. A school administrator will then move to remove the student from the classroom. Parents will be contacted regarding the incident on the same day that it occurs.

Obscene language, materials, gestures or behavior	Failure to identify/giving false ID
Profanity, vulgarity, offensive language	Selling items without permission
Insubordination	Verbal abuse
Excessive horseplay	Acts of bigotry or prejudice
Disruption of education in the classroom	Unauthorized audio or video recording
Out of assigned area/in restricted area	Major dress code violations, such as excessively revealing clothing
Dishonesty	Misuse of school computers
Leaving class/area without permission	

Level 3 Behaviors Include:

Level 3 behaviors should be referred to the office immediately. Teachers should call for an available administrator to come and remove the student from the classroom immediately. The teacher will complete an online referral outlining the events that took place. Consequences for students who engage in level 3 behaviors will be determined by an administrator. An administrator will notify parents of the action taken. The consequences of such actions may result in immediate short or long-term out-of-school suspension with a pending Board of Directors hearing for expulsion. Referrals will be made to law enforcement agencies when necessary.

Hitting/contact another student/provoking to fight	Repeated verbal abuse
Academic dishonesty	Verbal/written threats, assault/battery student
Attendance problems/ditching (on or off campus)	Verbal/written threats, assault/battery on teachers
Public display of affection	Possession of any weapon/mace/pepper spray
Destruction of school property	Unauthorized possession of a dangerous instrument
Disrespect to staff members or other adults	Willful or dangerous act
Theft of personal property	Bullying or hazing
Horseplay/disruption during safety drill	Forgery of passes, excuses, or other forms
Sexual misconduct	Arson
Truancy from school	Extortion
Failure to report to assigned area and/or class; leaving campus without notice	Trespassing
False alarm	Issuance of a bomb threat
Technology tampering	Smoking/Vaping

Individual or group actions that impact the safety or integrity of the instructional environment will be removed from the instructional environment. Such actions include, but are not limited to the following:

- Verbal disrespect/profanity to peers/teacher
- Verbal/physical intimidation of peers/teacher
- Assault
- Fighting
- Possession/use of a weapon

- Bullying/Cyber Bullying
- Possession/use of alcohol, drugs
- Insubordination/Non-compliance
- Vandalism/destruction of property
- Stealing, cheating, or using technology without permission

Students will be allowed to make up work after returning to school from suspension. Students cannot make up missed work during regular class time. Missed work must be made up after school and/or at home.

CIS students are expected to observe all NC Laws, as well as the following standards of behavior: Additional prohibited conduct includes, but is not limited to the following:

- Possession of any object that can be reasonably considered a weapon
- Possession of inhalants or associated paraphernalia
- Selling of alcohol, drugs, or tobacco or associated paraphernalia
- Display of affection on campus, hugging, kissing, hand holding, etc.
- Trespassing on school property outside of school hours
- Plagiarizing signatures or others' work (see policy on "plagiarizing"). This includes the use of other's passwords
- Taping, videoing on school property without permission of the teacher, staff, or administration
- Deleting and/or adding files or programs from school-owned computers or other technologies

Harassment Policy

CIS does not tolerate any type of harassment on the school premises or at school functions. If a student feels that he/she is being harassed by another student or school employee, school officials should be notified immediately, and descriptions of said offenses should be specific. Some examples of harassment include, but are not limited to:

- any "unwelcome" contact with one's body
- any suggestive comments, propositions, or gestures
- any sexually provocative commentaries about the body
- any "unwelcome" suggestive writings, artworks, emails, e-chats, social media, or notes
- any "unwelcome" slurs or innuendos

Bullying/Cyber bullying is a form of harassment. Bullying is defined as the repeated intimidation of others by the real or threatened infliction of physical, verbal, written, electronically transmitted or emotional abuse including attacks on the property of a person or peer group. Bullying may include, but is not limited to, verbal taunts, name-calling and put-downs, extortion of money or possessions, implied or stated threats, and exclusion from peer groups. *Refer to CIPA under the technology section in this Handbook for further details.* When such harassment is reported, CIS will make a good faith effort to investigate all such reports. Disciplinary action in such cases depends upon the said offense, findings of the investigation, and recommendation of the school administration and/or Board of Directors.

Optional School Interventions

All interventions should be age-appropriate and behavior specific, such as (but not limited to) the following:

- Behavior Improvement Contract (BIC): Students who have repeated classroom management referrals will be placed on a Behavior Improvement Contract. This contract is an agreement between the student and the school and is written to improve a student's behavior at school. Students who are placed on a Behavior Improvement Contract and violate the agreement will not be permitted to participate in any extracurricular activities (i.e., sports teams, field experiences, dances, athletic events, school sponsored clubs, etc.). Further violations of the BIC will result in additional ISS, OSS, meetings with an administrator, or any combination of these consequences. Students who continue to break their BIC agreement may be subject to Long Term Suspension or asked to leave Carolina International School.
- Mediation: Referral to conflict mediation coordinated by the school counselor.
- Referral: Multi-Tiered Systems of Support, MTSS Coordinator, Administration, School Counselor, Teacher, Exceptional Children Coordinator, or other specialists or diagnosticians.
- Restricted Activity: The denial of participation in school activities and extracurricular events or the use of common areas or other parts of the school (i.e., athletics, dances, field day, etc.).

By law the principal or his designee has the right to suspend a student for up to 10 school days. Students who repeatedly and willfully violate school policy may be suspended for the remainder of the year. These students may be ineligible to attend CIS and asked to return to their neighborhood school.

CIS BEFORE AND AFTER SCHOOL PROGRAM (BASP)

BASP is an all-inclusive environment that welcomes CIS students needing care and supervision outside of school hours. BASP Staff work to engage students with age-appropriate activities that nurture social, physical, cognitive, and creative abilities. At least one staff member certified in First Aid and CPR is present at all times.

- BASP seeks to work in tandem with your student and their teacher to ensure that homework is supported. Therefore, unless otherwise directed by a parent/guardian, homework takes priority while attending BASP. Students without homework will be supervised in enrichment and recreational activities. Weather permitting, outside activity is encouraged.
- BASP students are expected to adhere to CIS core values and behavior standards. All students are expected to respect each other, cooperate with teachers, and accept responsibility for their actions while creating their own solutions. The behavior management policy for BASP mirrors the expectations of the CIS Handbook. A BASP Handbook will be provided to families when they register.
- BASP students are expected to adhere to CIS core values and behavior standards. All students are expected to respect each other.

Hours of Operation

- Morning 7:00am-8:00am Afternoon 3:30pm-6:30pm

When dropping your child off for morning care, you must escort your students and sign them in. When picking up your children you must sign them out.

Program Structure

- The BASP staff consists of the director and assistants. There will be direct staff supervision at all times. Though by law we need to only maintain a 1:25 teacher/student ratio (http://ncchildcare.nc.gov/pdf_Forms/summary_ncchildcare_laws_rules.pdf), we strive to maintain a 1:15 teacher / student ratio. Students will have study time, snacks, and supervised activities.
- The behavior standards will be the same as for CIS classes: All students are expected to respect each other, cooperate with staff, and accept responsibility for their own actions.

2026-27 Program Fees (rates subject to change) Registration Fee

Student registration will be held during Open House and is also available throughout the school year. Registration forms must be submitted for students along with a registration fee of $35 for one student and $50 for families. Note: You must submit an active email that will be used for correspondence.

Weekly Rate = 4 or more days used in the week (e.g. 4 mornings & 3 afternoons used in a week = weekly rate for the morning and daily rate for the afternoon, and vice versa):

- AM only: $25 siblings: $20 each PM only: $55 siblings: $50 each
- Both AM & PM (each must be at least 4 days in the week): $75 siblings: $70 each

Daily Rate = 3 or fewer days used in the week

- AM: $7 no sibling discount
- PM: $15 no sibling discount

Drop-In Rate (i.e. for those NOT registered)

In the event you are in need of BASP on an "as needed" basis or in case of an emergency, you may do so. You will still be required to submit a registration form as this gives emergency contact information and any medical information.

- AM: $10 no sibling discount
- PM: $20 no sibling discount

Half Days

- On early dismissal days, BASP and CIS families may send their student/students to the program after dismissal for a fee of $25 per child.
- BASP will also operate on most Teacher Workdays for a fee of $40 per child.
- Children must be supervised at all times on campus. If faculty members wish to have their children remain in the after-school program on half days while attending meetings, notify the BASP director the week before the half day. A fee of $5 will be charged to faculty members. The BASP students have preference for the half day program. Available openings will be filled on a first-come first-served basis.

Late Pick-up

Parents/Guardians who do not pick up BASP students by 6:30pm will be charged $15 for the first 15 minutes and $1 for each additional minute.

Payment Information

- You may submit your payment via Cash, Check, or Money Order. If paying by check, please include student name, address, phone number, as well as the dates of service being paid through in the memo section.
- In the event that multiple parties are responsible for the student's account, all parties must ensure that the account is paid in full to avoid late fees and loss of services. Any parent/guardian who has custodial rights may be granted access to student records such as attendance and payments made or due.

Payment Schedule

- Invoices will be distributed each Monday, except when a holiday falls on that day. Payments are due each Wednesday to the BASP director during drop off or pickup, except when the prior Monday is a holiday, in which case payment is due on Thursday.
- Late fees will be applied: there is a charge of $10 for each day, the payment is late, for a maximum of ten school days. Payment is expected even if the student is absent. Past due accounts will result in a loss of service until balances are paid. In other words, **All late fees must be paid before the child can return to BASP**

Snacks

- BASP will provide afternoon snacks and beverages. Students need to bring a water bottle to BASP every day. Students with food allergies need to provide their own snacks.

Leadership Opportunity for older BASP students may include assisting with morning and afternoon flag duty incentives will be provided.

STUDENT ACTIVITIES

Student Council

Carolina International School offers Student Council for grades 5-12. Student Council members will be elected by their peers and teachers. This collective group will work together to promote school spirit, provide feedback on programming to administration, and plan special events and projects for the school community.

Participants

Any student meeting the below criteria may run for Student Council offices or representatives. The Student Council will consist of a President, Vice President, Secretary, Treasurer, Historian and Classroom Representatives, with specifics to be decided during the first Student Council Planning Session(s).

Criteria for Student Council

The SC will undertake a program of activities that will support students, parents and staff. In planning its activities, the SC will consult with the Principal and Assistant Principals, Teachers, and Parents' Association.

All class officers MUST:

- Maintain an overall weighted GPA of 2.75, grades of "C" or higher in core subject areas,
- Follow the four Core Values of CIS: respect, responsibility, service, and solutions oriented; be a role model for Carolina International School.
- Serve as a POSITIVE role model in and out of school.
- Gather ideas from classmates to share at council meetings and report back to classmates on all council meetings.
- Be able to share and exchange ideas with peers and adults.
- Attend and actively participate in ALL meetings and required SC events (spirit days and dances). Attendance will be kept by advisors and the SC Secretary. SC members will be permitted to miss no more than 3 meetings during the school year unless involved in a school related event. All SC members must have a signed note from the teacher in charge of the after- school event.
- SC members serve at the interest of students in grades K-12 and support CIS policies and procedures. (Removal /Dismissal from the Council will occur if SC members do not meet the expectations listed above)

National Honor Society

Selection Process for CIS National Honor Society

The purpose of National Honor Society is to create enthusiasm for scholarships, to stimulate a desire to render service, to promote leadership and to develop character in the students of secondary schools.

1. Any senior with a grade point average of 3.50 or above is eligible to attend an informational meeting after first semester grades are reported to the Advisor, students will receive the goals of National Honor Society and the Student Activity Information Form to be filled out by the candidate before a time specified by the NHS sponsor.
2. After the Activity Form (which is supplied by National Honor Society) is submitted to the National Honor Society sponsor, the names of the candidates are submitted to the faculty on the Teacher Evaluation Form. Teachers are to evaluate only candidates they know well enough to make an informed judgment about.
3. Candidates are evaluated on the other three areas NHS considers important for members to possess. These areas are character, service and leadership.
   - Examples of character are exemplifying desirable qualities, uphold principles of ethics and morality, demonstrates the highest standards of honesty and reliability
   - Examples of service are does committee and staff work without complaint, participate in some activity outside of school, cheerfully renders any requested service to the school
   - Examples of leadership are: demonstrates initiative in promoting school activities, exercises positive influence on peers in upholding school ideals, successfully holds school offices or positions of responsibility, conducts business effectively, demonstrates reliability and dependability, and is willing to uphold scholarship and maintain a loyal school attitude.

4. After the faculty fills out the Faculty Evaluation Form, the points are tallied. Then, the Faculty Council reviews the Student Activity Form and the Teacher Evaluation Form. The teacher evaluation forms are used as input to help the Faculty Council in the decision-making process. Any teacher ranking a student below three is required to include a comment on the form indicating the reason for the less than satisfactory ranking. All Faculty Evaluation Forms are used in confidence during the selection process. In addition, the Faculty Council is allowed access to all administrative disciplinary files during deliberations.
5. The Faculty Council votes on the candidates and extends invitations for membership. The candidate is selected by majority vote.
6. Candidates are formally installed at the CIS Honors Convocation.

National Honor Society Official Site

Provides information on membership, scholarship, awards and local chapters for these organizations devoted to recognizing academic and leadership achievement www.nhs.us

Tri-M

- The Tri-M® Music Honor Society is a program of the National Association for Music Education (NAFME), which focuses on creating future leaders in music education and music advocacy.
- Tri-M is the only music honor society for high school students in the country.
- Tri-M recognizes students who have gone above and beyond both academically and musically.
- Tri-M also provides students with leadership opportunities to make a difference in their community through music-based service projects.

Membership Criteria

Eligibility - Candidates must be a member of those classes designated as eligible by the local chapter. Candidates must have been in attendance at the school for the equivalent of one semester.

Membership Requirements

Tri-M student members must be enrolled in at least one music class each year, have a 3.0 in their music class(es), and be of strong character. Students receive consideration after the Fall semester of their senior year. Read more about the requirements on the Tri-M Membership Requirements page. Tri-M member consideration should not be limited to any one segment of a music program (such as band, chorus, etc.).

The following criteria may be included at the discretion of the Chapter Advisor:

- Music Participation
- Academic Achievement
- Leadership
- Service
- Character

Order of the Comet

The purpose of the Order of the Comet is to honor students/faculty not only for scholastics but more importantly to honor them for their overall excellence in other areas around school. Students should uphold the four core values at all times: respect, responsibility, solutions and service. Any faculty and staff member can make nominations, and a core group will consider and evaluate the nominees before offering membership into the organization. Once a student has been offered membership, he/she must perform 20 random acts of kindness around the school. There will then be an induction ceremony for these students. Seniors will also be able to wear a special cord at graduation, showing their membership in this honor organization.

ATHLETICS

CIS offers interscholastic athletics for middle and high school students in accordance with NC G.S. 115C-47(4). However, contrary to the NC statute, our Middle School Conference bylaws allow 6th graders to participate as our MS conference is composed of a mix of charter and private schools. Our high school athletic teams (here forward referred to as Varsity or Junior Varsity-JV) will compete as an independent member of the North Carolina High School Athletic Association (NCHSAA) and as a member of the Metro 8 conference and will be subject to all rules and regulations set forth by the associations. For additional information, please refer to www.nchsaa.org

Our middle school athletic teams (here forward referred to as Middle) compete in compliance with the NCDPI Middle School Athletics Manual and NCHSAA.

The following sports will be offered at Carolina International School: (additional sports may be added or removed before each season, depending on student interest and cost).

***Student athletes who miss more than 4 hours of an instructional day (on the day of a game or practice) will not be allowed to participate for that day.*

Fall	Winter	Spring
Women's Volleyball (Varsity/Middle)	Men's Basketball (Varsity/JV/Middle)	Co-ed Golf (Middle)
Men's Soccer (Varsity)	Women's Basketball (Varsity/Middle)	Co-ed Tennis (Middle)
Co-ed Soccer (Middle)	Cheerleading (Varsity/Middle)	Boys Golf (Varsity)
Co-ed Cross Country (Varsity/Middle)	Swimming (Varsity/Middle)	Boys Baseball (Varsity/Middle)
		Girls Softball (Varsity/Middle)
		Co-ed Track and Field (Varsity/Middle

For details about Athletics please see the Handbook on the CIS website.

TECHNOLOGY

CIS integrates the use of technology through a 1:1 initiative in grades K-12. All students will be provided with a tablet or laptop for use within the classroom. Only grades 6 through 12 will be permitted technology for at home use, unless otherwise determined by the classroom teacher and school principal or designee. This expands our strategies of differentiation, research, analysis, and integration for students. Computers are a part of our society and are here to stay. Students will pay a $35.00 technology fee. In addition, students will sign the AUP agreement. These laptops and similar devices remain the property of CIS.

CHILDREN'S INTERNET PROTECTION ACT (CIPA) POLICIES AND PROCEDURES

A. INTRODUCTION

Regarding school technology systems, it is the board's policy to: (a) prevent system users access 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 disclosures, including use or dissemination of personal identification information of minors; and (e) comply with the Children's Internet Protection Act (CIPA).

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
   a) The term "harmful to minors" means any picture, image, graphic image file or other visual depiction or content that meets this three-pronged test:
   b) taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex or excretion; and
   c) 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

d) 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, the school will use technology protection measures to block or filter access (“blocking”) to inappropriate information on the Internet. Specifically, blocking will be applied to audio and visual depictions deemed obscene, 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 do not serve a legitimate pedagogical purpose are inappropriate for minors. The Head of School shall make a determination regarding what other matters or materials are educationally inappropriate for or harmful to minors. School personnel may not restrict Internet access to ideas, perspectives, or viewpoints if the restriction is motivated, for example, solely by one’s social, political moral or religious values, rather than a professional determination of what is educationally appropriate or otherwise harmful (as defined above) to students.

A student or employee must immediately notify the appropriate school official if the student or employee believes that a website or web content that is available to students through the school system's Internet access is obscene, constitutes child pornography, is "harmful to minors" as defined by CIPA, or is otherwise inappropriate for students. Students must notify a teacher or the school principal; employees must notify the Head of School or designee.

Due to the dynamic nature of the Internet, sometimes Internet websites and web material that should not be restricted are inadvertently blocked by an Internet filter. A student or employee who believes that a website or web content has been improperly blocked by the school system's filter should bring the website to the attention of the Head of School. The Head of School shall confer with the technology director to determine whether the site or content should be unblocked. The Head of School shall notify the student or teacher promptly of the decision. The decision may be appealed through the school system's grievance procedure. Subject to staff supervision, technology protection measures may be disabled during use by an adult for bona fide research or other lawful purposes.

D. INAPPROPRIATE NETWORK USAGE

All users of school technological resources are expected to comply with the requirements established in the policies governing responsible use. In particular, users are prohibited from: (a) attempting to gain unauthorized access, including "hacking" and engaging in other similar unlawful activities; (b) engaging in the unauthorized disclosure, use, or dissemination of personal identifying information regarding minors; (c) or using the system in any other way that is illegal, harmful to minors, or violating school policies.

E. EDUCATION, SUPERVISION AND MONITORING

To the extent practical, steps will be taken to promote the safety and security of users of the school’s online computer network. It is the responsibility of all school instructional personnel to reasonably educate, supervise, and monitor usage of the online computer network and access to the Internet in accordance with this policy.

Procedures for disabling or otherwise modifying any technology protection measures are the responsibility of the technology director or designated representatives.

The technology director or designated staff shall provide age-appropriate training for students who use the school's Internet services. The training provided will be designed to promote the school's commitment to educating students in digital literacy and citizenship, including

1. the standards and acceptable use of Internet services as set forth in policies governing responsible use;
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.
3. compliance with the E-rate requirements of the Children's Internet Protection Act; and
4. the school's right to and practice monitoring student use of technology systems, and that students have no expectation of privacy in such use.

Following receipt of this training, the student must acknowledge that he or she received the training, understood it, and will follow the provisions of policies governing responsible use.

The Head of School shall develop any regulations or procedures needed to implement this policy and shall submit any certifications necessary to demonstrate compliance with this policy.

WIRELESS COMMUNICATION POLICY (ELECTRONIC DEVICES)

I. Introduction:

In compliance with North Carolina House Bill 959, Carolina International School (CIS) is updating its policy on wireless communication devices to ensure an effective, clear, and structured approach. This policy applies to all students and staff within CIS.

II. Definition of Wireless Communication Devices:

Wireless communication devices include but are not limited to cell phones, tablets, laptops, and gaming devices. These are portable devices capable of voice, messaging, or data communication.

III. General Policy:

1. Device Restrictions: All wireless communication devices must be turned off and stored in students' book bags during the instructional day, including before school and lunch periods, unless authorized for exceptions listed below.

Exceptions:

- Devices may be used for educational purposes when authorized by a teacher or administrator.
- Devices required for emergencies or as specified in a student's 504 or IEP plan are permitted.

IV. Enforcement Procedures:

1. First Violation: If students are found using devices without authorization, the device will be confiscated, and parents must retrieve it from the school.

2. Second Violation: The student is required to submit the device to the assistant principal or designated staff each morning and can retrieve it at the end of the school day for a period specified by the assistant principal.

V. Confiscation:

The school reserves the right to confiscate a student's phone at any time (when such use is in violation of this policy). Such action will be documented, and parents will be notified of such significant occurrences as well as when to retrieve the phone from the principal or designated authority (i.e. end of the school day).

VI. Liability and Support:

Carolina International School is not responsible for lost, stolen, or damaged personal devices. CIS will not provide technical support for personal devices.

VII. Communication with Parents:

Parents will be promptly informed of any violations and subsequent consequences involving their child's device usage at school.

VIII. Policy Dissemination:

This policy will be communicated through emails, handbook publications, school meetings, and the CIS website to ensure all students, parents, and staff understand and comply with these regulations.

IX. Policy Review:

The policy will be reviewed annually or as needed to ensure compliance with state laws and effectiveness within the school environment.

Acceptable Use of Internet Safety Policy

It is the policy of Carolina International School to (a) prevent user access over its computer network to, or transmission of, inappropriate material via internet, electronic mail, or other forms of direct electronic communications; (b) prevent unauthorized access and other unlawful online activity; (c) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and (d) comply with the Children's Internet Protection Act {Pub L. No. 106-554 and 47 USC 254(h)} .

Disclaimer

Carolina International School makes no warranties of any kind, whether expressed or implied, for the service it provides. The school will not be responsible for any damage you suffer. Such damage includes, but are not limited to, loss of data, resulting from delays, non-deliveries, or service interruptions caused by the school's system or the user's own negligence, errors, or omissions. Use of any information obtained via the Internet is at the risk of the user. The school specifically disclaims any responsibility for the accuracy or quality of information obtained through its Internet services.

SUPPORTING CAROLINA INTERNATIONAL SCHOOL

We encourage every member of our community to become involved in the Parent-Teacher-Student Organization (PTSO) at CIS. This independent organization meets every other month to provide information and organize events and fundraisers for the school community. Much of the work of the PTSO is done by its Service Teams; “service” reflects their purpose and a CIS core value, and “team” describes the way they work together to meet goals, (Please go to our website for more information about the service teams). All volunteers are required to have a background check, be 21 years of age and sign in and out of the school main office each day they volunteer. In addition, all volunteers must always wear a name tag while on campus. Each family is strongly encouraged to dedicate a minimum of 10 volunteer hours per school year. Classroom volunteer duties are arranged by the classroom teacher and can include assisting individual students, working with small group activities, general clerical tasks, field trip supervision and other activities as assigned.

General volunteers can work on a set schedule or on an as needed basis. General volunteers are arranged by the faculty to assist with special projects, fund-raisers, events, activities, proctoring, teacher appreciation, Junior Achievement, career sharing or family workdays.

How “You” can help make a difference!

Here are a few ways that you can make a difference for Carolina International School:

- Capital Campaign
- Flag Sponsorship
- Corporate Partnership

We are honored to have academic excellence, a challenging curriculum that focuses on international studies and global awareness, diverse co-curricular activities, excellent facilities, supportive families, and an outstanding faculty. This rich and rewarding legacy ensures a bright and promising future for every Carolina International School student. As a K-12 public charter school we rely on tax-deductible charitable contributions over and above local, state, and federal dollars we receive to sustain and enhance our programs and facilities.

Carolina International School’s board, administrators, employees, and students recognize the many ways donors contribute to the success of the school. We are grateful to you, our loyal supporters, for recognizing the value of charter school education in the lives of our children. Thank you in advance for your support. Please contact our Head of School at (704) 455-3847 or visit the Support CIS tab on www.ciscomets.com for more information on supporting our school.

Important Notice:

Carolina International School reserves the right to amend these policies during the school year as needed to maintain an orderly and safe school environment and to progress toward our educational goals. Any added amendments will be posted in the online handbook under Parent Info.

Carolina International School is an equal opportunity employer. Carolina International School will not discriminate in hiring, promotion, discharge, pay, fringe benefits, and other aspects of employment on the basis of race, religion, color, national origin, sex, sexual orientation, age, or disability, except where specific bases constitute bona fide occupational qualification necessary for the proper and efficient administration of Carolina International School.

Parent/Guardian & Student Signature Page

By signing below, I acknowledge I have accessed the school handbook, and I acknowledge that my child is responsible for adhering to these policies and may face consequences for failing to comply.

Student's Name (Print): _____

ID Number: _____

Parent/Guardian Name: _____

Address: _____

Apt. # _____ Zip Code: _____

Home Phone Number: _____

Work Number: _____ Cell Phone: _____

Emergency Contact Name: _____ Phone Number: _____

Relationship: (i.e. grandparents, uncle, friend, etc.) _____

Indicate if emergency contact can pick up student: Yes _____ No _____

Parent Email Address: _____

Parent/Guardian Signature: _____ Date: _____

Student Signature: _____ Date: _____