



“The World Is Our Family”  
A North Carolina Public Charter School

**CAROLINA**  
International School

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## BOARD OF DIRECTORS MEETING MINUTES

**Date:** Thursday, September 15, 2022

**Meeting Purpose:** Regular Scheduled Meeting

**Time:** 6:30 pm (Zoom Call)

**Prepared by:** Bob Gorham (Interim Secretary for Board)

**Board Members in Attendance:** Tom Anderson, Sharon Smith, Dr. Camela Ford, Bob Gorham, Erika Lawrence

**Board Members Not in Attendance:** Bill Jackson

**Others:** Dr. Paul Bryant, (Head of Schools), Phyllis Rahilly (Finance/HR Manager), Sarah Grafton (Principal), Michael Harris (Facilities), Mica Smith (Teacher Rep), Euneca (PTSO) Kevin Fauth (New potential Board Member)

(21 attendees per Zoom roster)

**Call to Order 6:30 pm** – Kasi Eagle

**CIS Mission and Values** –Read by Mica Smith

**Grade Level Service Project Report** – Omitted

**Secretary Report** - Bob Gorham- Minutes of August Board meeting submitted to Board prior to meeting for review. No changes noted by members. Bob Gorham motioned to dispense reading of minutes, 2<sup>nd</sup> by Tom Anderson. Minutes accepted by Board. To be posted on CIS Website as directed to Ms. Rahilly.

### **Facilities Committee Report – (Presented by Tom Anderson, Chair)**

- Committee Met
- Soccer Field near completion.
- Dry Pond Inspection.
- Landscaping Contract up for renewal and review.
- Cleaning Contract out for bid. (more discussion to come in closed session).
- Bidding landscaping contract.
- Discussion to saved for New Business regarding weekly updates on projects to BOD and Facilities Committee

### **Finance Committee Report - (Presented by Tom Anderson, Chair)**

- Committee met on September 14<sup>th</sup>
- Will need to vote on Budget adjustments due to enrollment drop

- Little wiggle room in finances. Will need review monthly.
- RDC Review of bonds. Bonds are up for refinancing. Should be able to see reduction in interest on bonds. Could give \$ for current spending.

**Academic Achievement/Curriculum Committee Report – (Presented by Dr. Camela Ford)**

- No Report - Meeting to be scheduled with Dr. Bryant and staff in September

**Head of School Report –Dr. Paul Bryant (Report submitted to BOD- reference for details)**

- Welcomed new Elementary Assistant Principal La-Kisha Donaldson.
- Training upcoming for instructional delivery.
- Reported on Enrollment and ADM -726 students
- COVID Update – 4 active cases.
- Community Partnership Update – Save The Children Kannapolis, Little Diversified Architectural Co, Performing Arts production partnership with Children’s Theatre of Charlotte
- Facilities Maintenance Update.
  - o Drainage Project Completed
  - o Soccer Field Irrigation and Seeding
  - o Landscape services bids
  - o Maintenance contracts and day porter consideration
  - o Electrical systems being reviewed.
- New Signs at school erected.
- New CIS website is up and running.
- Teacher Workday on September 19<sup>th</sup>.
- Data Collection for Title 1 coming in October.
- Beginning Grade testing for 3<sup>rd</sup> graders.
- **Referred to Ms. Rahilly regarding Finance and Personnel reporting.**
- Workers Comp Audit in Process
- \$7.8 Million budget
- Seven Current staff Vacancies to fill.

**Principal’s Report – Sarah Grafton (Report submitted as part of HOS Report to BOD)**

- Introduction of Regina King joining CIS
- Reported on testing and scores as highlighted in HOS Report
- .

**Teachers Rep Report – Mica Smith**

Recognized many teachers and activities at CIS.

- 8<sup>th</sup> Grade – Learning about Periodic Table
- HS ESL – New student bonding recognized.
- HS Art – Water Color techniques – Set Design for Peace Day.
- K-5 – Music introductions – moving & dancing with international themes.

- 4<sup>th</sup> Grade – Students writing about selves. Upcoming NC regions to be studied.
- 1<sup>st</sup> grade – learning about community helpers.
- High School – Crop walk coming – Looking to collect over 900 lbs. of canned goods.
- Kindergarten – Daily routines, learning letters & numbers, listening books from other countries.
- HS English – Students are working on exploring, composing and analyzing literature.
- HS Math – Math 3 working on graphing absolute values. Meteorology video on coordinates for storm tracking.

### **PTSO Report – Euneca**

- Just getting started for new year.
- Looking for Treasurer and Secretary.
- On-line Fundraiser.
- PTSO has Facebook page.
- Meeting planned with Dr. Bryant.

### **Old Business –**

**Review of Updated School Policy Manual from August Meeting-** Motion by Bob Gorham that the BOD of CIS adopt the following new policies to be included in the Board Policy Manual per recommendation of consultant Katy Ridnour.

Exceptional Children Policies

Employment Policies

Enrollment Policies

Health Policies

School Operations Policies

Changes to the existing language in the Board policy manual (attachment).

Policy 202, section A Permitted Purposes (update language)

Policy 601 (remove language and replace with new Health Policy)

2<sup>nd</sup> by Tom Anderson. Accepted unanimously by BOD. (Text of policies to be included as addendum to these BOD Minutes)

**Goals for Head of School (Dr. Paul Bryant) for new 2022-2023 School Year.** Motion by Tom Anderson, 2<sup>nd</sup> by Bob Gorham. Approved unanimously by BOD.

### **New Business**

**Approve adjusted Budget for new school year due to changes in ADM** -Motioned by Tom Anderson, 2<sup>nd</sup> by Bob Gorham. Passed unanimously by BOD.

**Approve updated COVID Protocols as presented by Dr. Bryant for 2022-2023 school year.** Motion by Bob Gorham, 2<sup>nd</sup> by Dr. Camela Ford. Accepted unanimously by Board.

**Approval of Dr. Bryant on work agreements –** Moved to accept by Tom Anderson, 2<sup>nd</sup> by Erika Lawrence. Accepted unanimously by Board.

**Acceptance of New Board Member Kevin Fauth** – Motion by Sharon Smith, 2<sup>nd</sup> by Dr. Ford. Accepted unanimously by Board.

**Board requirement of weekly update report to be provided every Friday by Dr. Bryant to Facilities Committee Members to track projects and work contracts.** – Motion by Tom Anderson, 2<sup>nd</sup> by Sharon Smith. Accepted unanimously by Board.

**Open Comments - 3 minutes per person – No Comments presented during meeting**

**No Motion for Closed Session discussions.**

**Motion to adjourn** by Dr. Ford, 2<sup>nd</sup> by Bob Gorham. No objections.

**Meeting adjourned @ 7:40 pm**

**(Policy updates attached to Minutes)**

## **ADDENDUM TO MINUTES**

### **CIS Board of Directors Meeting of September 15<sup>th</sup>, 2022**

New Policies adopted for Carolina International School – Effective September, 2022

#### **Category: EXCEPTIONAL CHILDREN POLICIES**

##### **1. Discipline**

If discipline which would constitute a change in placement is contemplated for any student with an IEP, the following steps shall be taken:

- not later than the date on which the decision to take such action is made, the parents of the student with a disability shall be notified by the school of that decision and provided the procedural safeguards notice described in 34 CFR §300.504; and
- the IEP team shall meet and review the relationship between the child's disability and the behavior subject to the disciplinary action.

If, upon review, it is determined that the child's behavior was not a manifestation of his or her disability, then the child may be disciplined in the same manner as a child without a disability, except as provided in 34 CFR §300.530(d), which relates to the provision of services to students with disabilities during periods of removal.

If, upon review, if it is determined that the child's behavior was a manifestation of his or her disability, then the child may not be disciplined further in connection with that incident. A functional behavioral assessment shall be conducted if needed and a behavioral intervention plan either created or, if one already exists, revised. The school will then implement this plan. Parents may request a hearing to challenge the manifestation determination. The child will remain in his or her current educational placement pending the determination of the hearing.

If a parent requests a hearing or an appeal to challenge the interim alternative educational setting or the manifestation determination resulting from a disciplinary action relating to weapons or drugs, the child shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration

of the period provided for in the disciplinary action, whichever occurs first, unless the parent and school agree otherwise.

## 2. Confidentiality

Per NC 1501-4.3 Confidentiality of Personally Identifiable Information, Carolina International School will protect the confidentiality of any personally identifiable information collected, used, or maintained. (Authority: 20 U.S.C. 1412(a)(8); 1417(c); 34 CFR 300.123)

## 3. Accountability

Carolina International School will participate in North Carolina's Annual Statewide Testing Program and will implement all procedures governing this program as described in the State Board of Education Policy GCS-A-001. Carolina International School's Board of Directors will be responsible for ensuring compliance with state requirements.

The Student Testing and Accountability policy will apply to all eligible students enrolled at Carolina International School, and to all Carolina International School faculty, staff, and volunteers involved with implementation of the testing program.

The following describes the method of implementation for Carolina International School's policy on Student Testing and Accountability. The below reflect state requirements and/or best practices at the time of initial policy approval. Student Testing and Accountability Procedures will also be included in the school's Operations Manual. Procedural updates and/or changes will be reflected in the Operations Manual.

The following assessments will be administered on an annual basis and in accordance with the state testing calendar, as directed by the state:

- Benchmark reading assessments (Grades K – 3) given three times yearly: Beginning of Year (BOY), Middle of Year (MOY), and End of Year (EOY); additionally, Progress Monitoring assessments shall be given between each benchmark according to the state progress monitoring schedule.
- Beginning of Grade Reading Assessment (Grade 3).
- End of Grade assessments (Grades 3 - 5) in ELA/Reading and Mathematics, and Science (Grade 5).

- Alternate assessments as required for students with Limited English Proficiency/ and students with disabilities.

All school personnel shall comply with the North Carolina Testing Code of Ethics. Anyone who has knowledge of a violation of the Testing Code of Ethics must report the violation to the Testing Coordinator and/or the Head of School immediately.

The Testing Coordinator is responsible for ensuring compliance with all protocol and procedures for test security, as set forth by the State Board of Education and Department of Public Instruction in the Testing Security Protocol and Procedures.

Test security measures include but are not limited to:

- Storing all test materials in a secure, locked location. This shall be a closet, room, or cabinet that cannot be removed.
- Access to testing material is limited to school personnel with a legitimate need, generally only the Head of School and the Testing Coordinator. Any further access shall be pre-approved, in writing, by the Head of School.
- Access is defined as handling materials, but not reviewing tests or analyzing test items. Test booklets or questions are not to be copied or paraphrased in any way for any reason without permission of the test publisher.
- Test materials must be carefully counted and distributed according to the instructions provided with the test.
- Any breach in security, loss of materials, failure to account for materials or any other deviation from required security procedures is to be reported immediately to the Head of School or the Testing Coordinator.
- School personnel responsible for editing and scoring tests must strictly follow directions provided by the test publisher and the Testing Coordinator. No alterations to student responses may be made in the editing process.

The Head of School, in collaboration with the Testing Coordinator, will determine accommodations and/or alternate assessments for students with disabilities and students with Limited English Proficiency, in accordance with State policy and regulations governing such testing and accountability.

The Testing Coordinator will oversee provision of the accommodations/alternate assessments.

Carolina International School recognizes the value of testing within the framework of a balanced model of assessment. The school will at all times strive to create a climate in which tests are recognized as important, but which minimizes the stress often associated with such tests. Therefore, these guidelines are established to allow a common sense approach, and appropriate time allocation, for preparation and taking of standardized tests.

- No more than two days of instructional time per year is to be devoted to taking of practice tests that do not have the primary purpose of assessing current student learning.
- All annual assessments of student achievement adopted by the State Board of Education will be administered within the final ten instructional days of the school. Exceptions will be permitted to accommodate a student's Individualized Education Program and Section 504 plans.

#### Roles/Responsibilities:

- Board of Directors: Responsible for ensuring compliance with state testing and reporting requirements.
- Head of School: Responsible for implementation of the Carolina International School Student Testing and Accountability policy and procedures.
- Testing Coordinator: Responsible for coordination and management of annual statewide testing program, including:
  - Organizes and monitors the administration of formalized tests and testing accommodations.
  - Consults with data processing on computer hardware and software issues and concerns.
  - Attend training sessions provided by the Department of Public Instruction on the subject of proper test administration, scanning and scoring answer sheets, and required processing of test materials.



- Coordinates and implements training and professional development for staff of school-wide and state assessments, ensuring adherence to established policies, procedures, and standards; resolves problems as non-routine situations arise.
- Orders test materials for the school; verifies shipments; repacks and ships materials while ensuring the security of test forms and related materials; properly secures all test materials at the school.
- Maintains and logs distribution of all test materials.
- Collaborates with other Carolina International School personnel to ensure timely compliance with reporting and accountability requirements.
- Understands and complies with state policy regarding testing code of ethics (Policy ID GCS-A-010).
- The roles and responsibilities of other personnel and/or volunteers involved with the testing program will be identified in the Student Testing and Accountability Procedures document maintained in the Carolina International School Operations Manual.

#### 4. Maintenance of Effort

Per NC 1502-4 Maintenance of Effort, for purposes of establishing the LEA's eligibility for an award for a fiscal year, the SEA must determine that the LEA budgets, for the education of children with disabilities, at least the same amount, from at least one of the following sources, as the LEA spent to that purpose from the same source for the most recent fiscal year for which information is available:

- (i) Local funds only;
- (ii) The combination of State and local funds;
- (iii) Local funds only on a per capita basis; or
- (iv) The combination of State and local funds on a per capita basis.

When determining the amount of funds that the LEA must budget to meet the requirement in paragraph (a)(1) of this section, the LEA may take into consideration, to the extent the information is available, the exceptions and adjustment provided in NC 1502-5 and NC 1502-6 that the LEA:

- Took in the intervening year or years between the most recent fiscal year for which information is available and the fiscal year for which the LEA is budgeting; and
- Reasonably expects to take in the fiscal year for which the LEA is budgeting.
- Expenditures made from funds provided by the Federal government for which the SEA is required to account to the Federal government or for which the LEA is required to account to the Federal government directly or through the SEA may not be considered in determining whether an LEA meets the standard in paragraph (a)(1) of this section.

## 5. Child Find

In accordance with NC 1501-2.9 Child Find, the LEA will have in effect policies and procedures that ensure that:

- All children with disabilities three through 21 residing in the LEA, including children who are homeless children or are wards of the State, regardless of the severity of their disability, and who are in need of special education and related services, are identified, located, and evaluated; and
- A practical method is developed and implemented to determine which children are currently receiving needed special education and related services.

## 6. Homebound Services

To be eligible for Homebound Services,

- The student must be enrolled in Carolina International School.
- A documented medical condition must prevent the student from attending school.
- A written recommendation for homebound services from the student's treating physician may be submitted. The recommendation should include the following elements:
  - A diagnosis of the medical condition;
  - An explanation detailing the reasons why the treating physician is of the opinion that the medical condition prevents the student from physically attending school;

- If applicable, a statement regarding any medical barriers that the student may face with completing assignments at home; and

- An opinion as to the estimated amount of time the student will be unable to physically attend school.

Carolina International School reserves the right to obtain updated medical statement when necessary. This information may be needed to determine whether homebound services need to be extended beyond the initially approved length of time.

The determination as to whether homebound services are warranted is a decision that is made by the students Section 504 Team. In making this determination, full consideration will be given to any written recommendation received from the treating physician. However, a recommendation for homebound services by a treating physician does not guarantee homebound placement.

In the event that Carolina International School staff determines additional information is needed from the treating physician in order to make a decision regarding the request for homebound services, school team members may ask for parental consent for release of confidential information to permit them to contact the treating physician to obtain more information regarding the medical statement and the physician's recommendations, as well as possible strategies that may be utilized to successfully maintain the student in a school environment. Carolina International School staff may also wish to contact the treating physician to request recommendations or strategies that will facilitate the student's reentry to school.

For students with a Section 504 Plan, staff may initiate consideration of homebound placement for a student or a parent may request that his/her child be considered for homebound placement by his or her Section 504 Team by contacting the school Head of School or Section 504 Coordinator and submitting the written recommendation for homebound placement from the student's treating physician.

Upon receipt of information suggesting that homebound services are warranted, including any written recommendation from the student's treating physician, the Section 504

Coordinator shall schedule the Section 504 Team meeting.

Once a mutually agreed upon date to meet has been identified by the Section 504 coordinator, the Section 504 coordinator will send the Parent Notification of a Section 504 Team Meeting to the parent.

The Section 504 Team meets to review information including medical documentation regarding the need for the student to be served in the homebound setting. Based on the information, the Section 504 Team must determine whether the homebound setting is the appropriate placement and the student's least restrictive environment.. The team completes the Documentation of Section 504 Eligibility form with its decision and supporting statement. At the meeting the parent must be presented with a copy of the Parent-Student Rights & Procedure Safeguards (8201) and the Section 504 coordinator must document that the parent has received these safeguards.

If the Section 504 Team's decision is that the student is eligible for homebound placement:

- The team reviews any existing Section 504 plan to determine which may be implemented at home. The Section 504 Team determines the amount of services to be provided to the student based on the best available data.
- Section 504 Team develops a new or revised Section 504 plan, using the Accommodation-Intervention Plan Section 504. Include in the plan:
  - Amount of time and number of sessions needed to meet the student's needs
  - Arrangements for testing
  - Time frame to complete assignments
  - How communication will be established between home and school/Homebound teacher
  - Related services provisions, if appropriate
  - What courses/subjects will be taught
  - The Section 504 Team signs the revised plan in the appropriate section.

Upon completion of the Accommodation-Intervention Plan Section 504, the parents are provided with a copy of all paperwork.

After a copy is made for the Homebound Program, the original packet is returned to the student's folder.

Within two school days of the Section 504 Team's decision, the Section 504 Coordinator will inform the Head of School of the Section 504 Team's decision and

the need for the school to identify a school staff member and who will provide the homebound services.

The homebound teacher's name and contact information, if known at the time, will be indicated on the student's Accommodation-Intervention Plan Section 504 in the "Other" section. The homebound teacher that serves the student, along with related services personnel as needed, shall be responsible for implementing the Section 504 Plan, and assisting with any reevaluation procedures that come due while the student is on homebound.

A meeting of the Section 504 Team may be called at any time to review the student's progress on homebound and to reassess the student's placement. However, the homebound placement shall be reviewed, at a minimum, at the end of every grading period by the Section 504 Team to determine its continued appropriateness. A Homebound Services Review Form will be used to document the review of the student's placement. The decision as to when the student is ready to reenter school shall be made by the student's Section 504 Team through a Section 504 meeting.

If the Section 504 Team is considering changing the student's placement to a less restrictive setting in advance of the recommendations of the treating physician, the team may request an additional written statement documenting that the student has medical clearance to return to school.

If the Section 504 Team is considering maintaining the student on medical homebound beyond the initial determination of the Section 504 Team, the team may request a subsequent written recommendation from the treating physician that provides updated information regarding the physician's recommendations and timeframe for homebound services. Any additional documentation from the student's treating physician must be included in the student's Section 504 file.

If the Section 504 Team's decision is that the student is not eligible for homebound placement:

- The Section 504 Team documents its decision on the Documentation of Section 504 Eligibility form and provides a parent with a copy of Parent-Student Rights & Procedural Safeguards.
- Regular school attendance rules apply.
- Any existing Section 504 Plan for the student may be revised by the team to accommodate the student in the school setting.

Homebound Services will be structured as follows:

- The school is notified when homebound services begin and end.
- Books and assignments are provided by the school.
- Work is returned to the school for grading and credit.
- A designated adult must be present with the homebound teacher in the home during instructional sessions, regardless of the student's age.

For pregnant students, under state law, pregnant students may receive homebound services to the extent necessary. If a student has an at-risk pregnancy, she is eligible for homebound services for four or more weeks prior to the estimated delivery date and two additional weeks after a normal vaginal delivery. If the student's delivery is complicated, she receives the amount of homebound services that the physician prescribes. If the student has an uneventful pregnancy and then delivers by C-Section, the student receives four or more weeks of homebound services after delivery as verified by the physician.

The School Section 504 Coordinator and Section 504 Team will:

- Convene a Section 504 Team meeting.
- Review or obtain medical information, including any doctor's statement and contact the student's physician if additional information is needed.
- Determine if the student is eligible for Homebound Services.
- Submit homebound eligibility paperwork (i.e., Doctor's statement, eligibility form, name and contact of teacher and/or service provider(s), and copy of Section 504 Plan) to the Executive Director or designee.
- Sends instructional log(s) to the teacher and service provider(s).
- Reviews instructional logs submitted by the Homebound Services teacher.
- Processes timesheets for Extended Employment from the Homebound Services teachers.
- Processes the mileage reports from the Homebound Services teachers.

- Locates teacher(s) and/or service provider(s) from the central Homebound Services pool if a school staff member from the child's school is not available.

The Homebound Teacher / Related Service Provider(s) will:

- Contact the student's parent/guardian to establish a schedule to meet with the student.
- Request assignments and materials from the student's teacher(s).
- Provide the student with instruction/services.
- Return completed assignments to student's teacher(s) for grading.
- Submit instructional logs to the 504 Services Coordinator.
- Submit mileage reports electronically to Homebound Services Coordinator.

## 7. Related Services

Per NC 1500-2.31, the school will provide related services, which includes transportation and such developmental, corrective, and other supportive services as are required to assist a child with a disability to benefit from special education. Related services include, but are not limited to, speech-language pathology and audiology services, interpreting services, psychological services, physical and occupational therapy, recreation, including therapeutic recreation, early identification and assessment of disabilities in children, counseling services, including rehabilitation counseling, orientation and mobility services, and medical services for diagnostic or evaluation purposes. Related services also include school health services and school nurse services, social work services in schools and parent counseling and training.

## 8. Retention of Student Records Policy

The School shall adhere to North Carolina's Protective Provisions and Maintenance of Student Records (G.S. 115-C402).

## **Category: EMPLOYMENT POLICIES**

### 1. Criminal Background Checks for Staff Policy

All prospective employees, including substitutes, must successfully pass a criminal records checks. Applicants shall answer completely and accurately all questions on their employment application with regard to previous criminal history. Failure to do

so may preclude the applicant from being hired and subject a current employee to dismissal. Applicants shall consent in writing to a preliminary criminal record check and post-employment criminal record check and to provide fingerprints and other identifying information required to complete such checks. Failure to consent or to provide relevant information may result in rejection of an applicant or dismissal of current employee

The following state rules shall apply with respect to criminal record checks:

- Federal and state record checks will be performed for all applicants or conditional employees, in all states where the applicant or conditional employee has resided and worked.
- The applicant or conditional employee will not be permanently employed if the criminal record check and supporting records, upon confirmation, reveal a “criminal history,” defined as the conviction of a crime, whether a misdemeanor or felony, that indicates the employee (1) poses a threat to the physical safety of students or personnel, or (2) has demonstrated that he or she does not have the integrity or honesty to fulfill his or her duties as a School employee.
- Conviction of a crime, as used in this policy, includes the entry of (1) a plea of guilty, no contest, or the equivalent, (2) a verdict or finding of guilt in a court of law or military tribunal or (3) a prayer for judgment.
- The School shall consult with legal counsel or obtain a certified copy of an applicant’s or conditional employee’s conviction notice prior to making any final employment decision based on the criminal history.
- If the School considers criminal history in rejecting an applicant or dismissing a conditional employee, the Head of School or his designee shall prepare written findings with regard to how such information was used.
- The Head of School or his designee shall provide to the State Board of Education information on where to obtain the record of conviction, including the person’s name, criminal case number, and the county of conviction for a person who is certified or licensed by the State Board of Education.
- If a criminal record check reveals that an applicant or conditional employee was charged with but not convicted of a crime, whether misdemeanor or felony, and such charge indicates that the employee may not meet the Board’s employment standards, the Head of School may conduct further investigations into the person’s conduct and the circumstances surrounding the charge.



- Applicants and current employees shall notify the School if they are charged with or convicted of a criminal offense (including entering a plea of guilt or no contest) except for minor traffic violations.
- Information obtained as a result of a criminal record check shall be kept confidential as required by state law and regulations. The School shall retain only hard copy records from a criminal history check conducted through the North Carolina Department of Justice. These records shall be kept in a locked, secure place, separate from the individual's personnel file.
- If the School conducts criminal record checks that are subject to the Fair Credit Reporting Act, it shall provide employees or applicants with all required notices and disclosures before conducting the record check or taking adverse employment action against the employee or applicant.

State law requires the School to adhere to the criminal record check policy adopted by the LEA in which the school is located. At the time this policy was adopted, the Cabarrus County Schools' criminal background check policy was as follows, as adapted for the School:

A criminal history check and a check of sex offender registries will be conducted of all final candidates for employment, volunteering or contracting with the school system. Such positions include substitute teachers, driver training teachers, bus drivers, clerical staff, custodians, teachers, teacher assistants, assistant principals, principals, volunteers, non- faculty coaches, advisors, one-on-one assistants, and others who may have unsupervised contact with students.

Criminal history checks will be updated on a regular basis and will be conducted in accordance with state law and any procedures established by the superintendent. School officials shall not require candidates to disclose expunged arrests, charges, or convictions and shall not ask candidates to voluntarily disclose such information without first advising that disclosure is not required. Refusal to consent to a criminal history check is grounds for not hiring or dismissal.

Applicants must notify the Director of Human Resources immediately if they are arrested, charged with or convicted of a criminal offense (including entering a plea of guilty, prayer for judgment, or nolo contendere) other than a minor traffic violation (i.e., speeding, parking, or a lesser violation). Notice must be in writing, must include all pertinent facts and must be delivered to the Director of Human Resources no later than the next scheduled business day following the arrest, charge or conviction, unless the applicant is hospitalized or incarcerated, in which case the applicant must report the alleged violation within 24 hours after his or her release. Upon judicial action in

the matter, the applicant must report the disposition and pertinent facts in writing to the Director of Human Resources no later than the next business day following adjudication.

If a final candidate for employment, employee, volunteer, or independent contractor is found to have a criminal history, other than for minor traffic offenses, the superintendent or designee must determine whether the individual poses a threat to the physical safety of students or personnel or has demonstrated that he or she does not have the integrity or honesty to fulfill the duties of the position. If the superintendent recommends such a candidate to the board for employment, the board must be notified of the criminal history and the basis for the superintendent's determination. The board has determined that every position with the school system, regardless of whether the position is located in a school or elsewhere, potentially entails contact with students, either on a regular, occasional, or emergency basis. For that reason, no individual who is a registered sex offender will be hired for any position with the school system.

In addition, each contract executed by the Board with an independent contractor or for services of independent contractors must require the contractor to check sex offender registries.

## 2. Criminal Background Checks for Volunteers Policy

Volunteers are required to have a full background check completed for those instances when they are directly coming in contact with students, including the following types of activities:

- Sponsoring, advising, or coaching a student club, activity, academic team, or sports team,
- Working with or supervising students without a staff member present,
- Chaperoning any field trips or overnight travel with students.
- Other visitors and volunteers will be checked through the office's current system each time they interact with the students.

## 3. Staff Evaluation Policy

Performance evaluation of all employees is a mandated duty and responsibility of administration. All teaching and licensed support staff shall be evaluated by the established procedures defined in this policy. Additional formal performance evaluations are encouraged to provide both supervisors and employees the opportunity

to discuss job tasks, identify and correct weaknesses, encourage and recognize strengths, and discuss positive, purposeful approaches for meeting goals.

All teaching and other licensed support staff with less than 3 years of continuous, full time employment in a teaching capacity shall be observed at least three times annually by the Head of School or the Head of School's designee and at least once annually by a teacher. In addition, all experienced teachers and other licensed staff new to Carolina International School shall be observed at least three times annually by the Head of School or the Head of School's designee and at least once annually by a teacher during their first year.

Experienced teachers and other licensed support staff with more than 3 years of continuous, full time employment in a teaching capacity, shall be observed at least once annually by the Head of School or Head of School's designee.

Experienced teachers and other licensed support staff with more than 3 years of continuous, full time employment in their license renewal year or every five years for non-licensed teaching staff shall be observed at least three times annually by the Head of School or the Head of School's designee.

All teaching and other licensed support staff shall complete a Professional Growth Plan and receive a formal summative evaluation annually.

Schoolwide performance evaluations for non-teaching positions shall be scheduled annually and completed by the Head of School or designee.

Carolina International School may award merit-based adjustments in an effort to recognize truly superior employee performance. The decision to award such an adjustment is dependent upon numerous factors, including the information documented by this formal performance evaluation process and the Company's financial standing.

## **Category: ENROLLMENT POLICIES**

### **1. Adherence to the 10/20 Day Rule Policy**

Exceptions to the 10/20 day rule are allowed in individual cases where circumstances are in the best interest of the student to be removed from a course requiring an EOC assessment. These cases should be evaluated individually, and consideration should be given to make certain the accountability of the school is not being compromised. Some examples of acceptable individual student withdrawals after the 10/20 days of enrollment include the following:

Transfer student inappropriately placed in an EOC course. If a student transfers into a school and his or her records do not arrive until after the 10/20 days respectively to inform a proper placement decision, the school has the latitude to withdraw the student if the student was inappropriately placed in an EOC course.

The student is withdrawn from a course to enroll in a higher-level course. Occasionally, a student may be better served to withdraw from an EOC course and enroll in a higher-level course. In such cases, the student takes the appropriate test for the higher-level course; the school remains accountable through the higher-level course. Students must not be withdrawn from an EOC course and enrolled in a higher-level course within the last six weeks of the course.

There is a valid medical reason for removing a student from an EOC course. In rare cases, an individual student may be deemed medically fragile because of a significant medical emergency or condition, such as an accident, that incapacitates the student for an extended period of time. In such instances, it may be in the student's best interest to be withdrawn from a course.

### **Category: HEALTH POLICIES**

#### **1. Health Notification Policies**

Per NC GS 115C-218.75, Carolina International School will provide parents and legal guardians with the following:

- Information about meningococcal meningitis and influenza and their vaccines at the beginning of every school year. This information shall include the causes, symptoms, and how meningococcal meningitis and influenza are spread and the places where parents and guardians may obtain additional information and vaccinations for their children.
- Information about cervical cancer, cervical dysplasia, human papillomavirus, and the vaccines available to prevent these diseases. This information shall be provided at the beginning of the school year to parents of children entering grades five through 12. This information shall include the causes and symptoms of these diseases, how they are transmitted, how they may be prevented by vaccination, including the benefits and possible side effects of vaccination, and the places where parents and guardians may obtain additional information and vaccinations for their children.
- Students in grades seven through 12 with information annually on the preventable risks for preterm birth in subsequent pregnancies, including induced abortion, smoking, alcohol consumption, the use of illicit drugs, and inadequate prenatal care.

- Students in grades nine through 12 with information annually on the manner in which a parent may lawfully abandon a newborn baby with a responsible person, in accordance with G.S. 7B-500.

Carolina International School will also:

- Ensure that the guidelines for individual diabetes care plans adopted by the State Board of Education under G.S. 115C-12(31) are implemented in charter schools in which students with diabetes are enrolled, and that charter schools otherwise comply with G.S. 115C-375.3.
- To provide the school with a supply of emergency epinephrine auto-injectors necessary to meet the requirements of G.S. 115C-375.2A.
- Adopt a policy against bullying or harassing behavior, including cyberbullying, that is consistent with the provisions of Article 29C of this Chapter and will, at the beginning of each school year, provide the policy to staff, students, and parents as defined in G.S. 115C-390.1(b)(8).
- Develop and operate an anonymous tip line in accordance with G.S. 115C-105.51.
- Implement the rule addressing student awareness of child abuse and neglect, including sexual abuse, adopted by the State Board of Education under G.S. 115C-12(47).
- Adopt and implement a child sexual abuse and sex trafficking training program in accordance with G.S. 115C-375.20.
- Adopt a school-based mental health plan, including a mental health training program and suicide risk referral protocol, in accordance with G.S. 115C-376.5.
- Implement the requirements of State Board of Education Policy SHLT-003, which includes the following:
  - A document with information on child abuse and neglect, including age-appropriate information on sexual abuse, must be provided by PSUs to students in grades six through 12 at the beginning of each school year;
  - A display to be posted in visible, high-traffic areas throughout each public secondary school;
  - The document and display shall include, at a minimum, the following information:

- Likely warning signs indicating that a child may be a victim of abuse or neglect, including age-appropriate information on sexual abuse.
- The telephone number used for reporting abuse and neglect to the department of social services in the county in which the school is located.
- A statement that information reported pursuant to sub-subdivision b. shall be held in the strictest confidence, to the extent permitted by law,
- Available resources developed pursuant to G.S. 115C-105.51, including the anonymous safety tip line application.

## **Category: SCHOOL OPERATIONS POLICIES**

### **1. FERPA Annual Notification Policy**

At the beginning of each school year, Carolina International School shall make available to each student's parent or guardian a listing of the rights under the FERPA on the school's web page.

The notice must include a statement that the parent/guardian or eligible student has a right to:

- Inspect and review the student's education records;
- A specification of the intent of Carolina International School to limit the disclosure of student education records or personally identifiable information contained in a student's education record except:
  - by prior written consent of the student's parent(s)/guardian(s) or the eligible student;
  - as directory information, provided the Act has also given notice to the types of personally identifiable information is has designated as directory information and the Carolina International School has given the parent(s)/guardian(s) or eligible students an opportunity to refuse to let the Carolina International School designate any or all of those types of information about the student as directory information;
  - to another school district in which a student seeks or intends to enroll, upon request by such school district and in accordance with law;

- to individuals employed by Carolina International School either as an administrator, advisor, instructor, or supporting staff member including health or medical staff and law enforcement unit personnel, school board members when acting as a corporate entity in the discharge of statutory duties and responsibilities, and individuals with whom the Carolina International School has contracted to perform a special task (i.e., the school attorney, auditor, medical consultant or therapist) who have a legitimate educational need for access to such records as set forth in the Carolina International School policy in accordance with law;

- as otherwise expressly permitted by law.

- Challenge the contents of the student's education records and ask for their amendment to ensure that they are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights; notice of any decision by the School not to amend a student's education records as requested by the parent(s)/guardian(s) or eligible student and of the right of the parent(s)/guardian(s) or eligible student to a hearing regarding the denial of such a request for amendment;

- File a complaint with the U.S. Department of Education alleging failure of Carolina International School to comply with FERPA and its regulations; and

- Obtain copies of this policy and its accompanying regulation, as well as the locations where copies may be obtained.

- When student records are inspected by parent(s)/guardian(s) or eligible students, appropriate school personnel must be present where necessary to prevent any misinterpretation or misunderstanding of records. Employees may inspect the records of their children under the supervision of an appropriate member of the professional staff; however, such staff member should not be under the direct evaluation of the parent employee who is viewing his/her child's records.

- Under no circumstances may student records be removed from school premises.

- The School shall arrange to provide translation of this notice to non-English speaking parent(s)/guardian(s) and eligible students in their native language.

## 2. Services Policies

School policies for lunch are adopted and align with the SBE-approved plan and are adopted and meet the requirements under NC GS 115C-218.75(a)

## 3. Return to Learn Policy

The purpose of this policy is to protect Carolina International School students and athletes while participating in any and all physical activities sponsored by and through the school, including but not limited to recess, P.E. class, field day, games or other extra-curricular activities. Carolina International School seeks to provide a safe return to activity for all students following any injury, but particularly after a concussion. In order to effectively and consistently manage these injuries, procedures have been developed to aid in insuring that concussed students are identified, treated and referred appropriately, receive appropriate follow-up medical care during the school day and are fully recovered prior to returning to activity.

All appropriate staff shall attend a yearly in-service meeting in which procedures for managing physical activity-related concussions are discussed.

A concussion is type of traumatic brain injury that interferes with normal function of the brain. It occurs when the brain is rocked back and forth or twisted inside the skull as a result of a blow to the head or body. What may appear to be only a mild jolt or blow to the head or body can result in a concussion. A concussion can occur even if a player or student in an activity is not knocked out or loses consciousness.

The following are common signs and symptoms of physical activity-related concussion:

1. Student appears dazed or stunned.
2. Confusion.
3. Forgets plays.
4. Unsure about game, score, opponent.
5. Moves clumsily (altered coordination).
6. Balance problems.
7. Personality change.
8. Responds slowly to questions.
9. Forgets events prior to hit.
10. Forgets events after the hit.
11. Loss of consciousness (any duration)

Symptoms can include:

1. Headache.
2. Fatigue.
3. Nausea or vomiting.
4. Double vision, blurry vision.
5. Sensitive to light or noise.
6. Feels sluggish.
7. Feels "foggy."
8. Problems concentrating.
9. Problems remembering.



These signs and symptoms following a witnessed or suspected blow to the head or body are indicative of probable concussion. Any student who exhibits signs, symptoms, or behaviors consistent with a concussion (such as loss of consciousness, headache, dizziness, confusion, or balance problems) shall be immediately removed from the contest, game, or practice and shall not return to play until cleared by a written statement from a licensed medical provider.

The following situations indicate a medical emergency and require activation of the Emergency Medical System:

1. Any student with a witnessed loss of consciousness (LOC) of any duration should be spine boarded and transported immediately to nearest emergency department via emergency vehicle.
2. Any student who has symptoms of a concussion, and who is not stable (i.e., condition is worsening), is to be transported immediately to the nearest emergency department via emergency vehicle.
3. A student who exhibits any of the following symptoms should be transported immediately to the nearest emergency department, via emergency vehicle.
4. Deterioration of neurological function.
5. Decreasing level of consciousness.
6. Decrease or irregularity in respirations.
7. Any signs or symptoms of associated injuries, spine or skull fracture, or bleeding.
8. Mental status changes: lethargy, difficulty maintaining arousal, confusion or agitation.
9. Seizure activity.

A student who is symptomatic but stable, may be transported by his or her parents. The parents should be advised to contact the student's primary care provider, or seek care at the nearest emergency department, on the day of the injury.

Guidelines and procedures for coaches and teachers supervising contests and games include the following:

- Recognize concussion

- All educators and agents of Carolina International School should become familiar with the signs and symptoms of concussion that are described above.
- Carolina International School staff shall have appropriate training about recognizing and responding to traumatic head injuries, consistent with the employees' responsibilities for supervising students and athletes.

- Remove from activity

- Any student who exhibits signs, symptoms, or behaviors consistent with a concussion (such as loss of consciousness, headache, dizziness, confusion, or balance problems) shall be immediately removed from the sporting event and shall not return to play until cleared by a written statement from a licensed medical provider.
- When in doubt, sit 'em out.

- Refer the athlete/student for medical evaluation

- Carolina International School is responsible for notifying the student's parent(s) of the injury.

- Contact the parent(s) to inform a parent of the injury. Depending on the injury, either an emergency vehicle will transport or parent(s) will pick the student up at the event for transport.

- A medical evaluation is required before returning to play.

- In the event that a student's parent(s) cannot be reached, and the student is able to be sent home (rather than directly to MD),

- Carolina International School staff should insure that the student will be with a responsible individual, who is capable of monitoring the student and understanding the home care instructions, before allowing the student to go home.

- Carolina International School staff should continue efforts to reach a parent.

- If there is any question about the status of the student, or if the student cannot be monitored appropriately, the student should be referred to an Emergency Department for evaluation. A Carolina International School staff member should accompany the student and remain with the student until a parent arrives.

- Carolina International School administration shall provide for supervision of other students for whom he or she is responsible when accompanying the injured student.

- Carolina International School should seek assistance from coaches, teachers, administration, or other appropriate individual, if available, at a host school or other site during an away contest if the injury occurs during a formal athletic contest.

Return to learn and play is a medical decision. The student must meet all of the following criteria in order to progress to activity:

- a. Asymptomatic at rest and with exertion (including mental exertion in school)  
AND

- b. have written clearance from the student's primary care provider or concussion specialist (student must be cleared for progression to activity by a physician other than an Emergency Room physician, if diagnosed with a concussion).

Once the above criteria are met, the student will be progressed back to full activity following the step-wise process detailed below. (This progression must be closely supervised by the student's teacher as well as administrative staff, who must have a very specific plan to follow as directed by the student's physician.)

Progression is individualized, and will be determined on a case-by-case basis. Factors that may affect the rate of progression include: previous history of concussion, duration and type of symptoms, age of the student, and sport/activity in which the

student participates. An athlete/student with a prior history of concussion, one who has had an extended duration of symptoms, or one who is participating in a collision or contact sport may be progressed more slowly.

Stepwise progression as described below:

1. Complete cognitive rest. This may include staying home from school or limiting school hours (and studying) for several days. Activities requiring concentration and attention may worsen symptoms and delay recovery.
2. Return to school full-time.
3. Light exercise. This step cannot begin until the student is no longer having concussion symptoms and is cleared by a physician for further activity. At this point the student may begin walking or riding an exercise bike. No weight lifting.
4. Running in the gym or on the field. No helmet or other equipment.
5. Non-contact training drills in full equipment. Weight training can begin.
6. Full contact practice or training. Participation in regular P.E. and recess activities.
7. Play in game (intramural students). Must be cleared by physician before returning to play.
8. The student should spend 1 to 2 days at each step before advancing to the next. If post-concussion symptoms occur at any step, student must stop the activity and the treating physician must be contacted. Depending upon the specific type and severity of the symptoms, the student may be told to rest for 24 hours and then resume activity at a level one step below where he or she was at when the symptoms occurred. This resumption of activity could be considerably simplified for a student injured during recess compared to a student injured at a game or formal practice.

Parents or Legal Guardians of Carolina International School students ARE REQUIRED to complete a Concussion & Head Injury Information Release Form and turn it into the school prior to the student participating in any intramural sports activity.

