

				new phone system as a capital purchase: Nancy/Lakisha)
		Property Update		
6:40		5. Parking Lot/Leasing Update	Lori Roy/ Kathy Coke	Kathy gave update on parking lot project. There have been some delays with final approval due to adding additional property. Motion to not exercise option to remove school interest in 3 rd property: Lakisha/Nancy <i>Closed session (Motion: Steven/Tiffany)</i> Motion to approve providing residents of 703 shipyard up to 30 days housing at agreed hotel and 30 days of a storage unit at the agreed storage facility: Charles/Nancy
		Finance		
6:55		6. July Budget and Dashboard 7. Audit Update	Kathy Coke	Update given on how state budget affects school budget. Update given out audit. Presentation will be at future board meeting. Information was given on Title 4 grant which provided additional funding. Current funding will used to enhance middle grades science curriculum.
		Committee Updates: Please see all committee minutes and come with any questions		
7:10	3	8. Committees: <ul style="list-style-type: none"> • Partnership • Technology • Lifelong Learning • Development/Finance 	Committee Chairs	Partnership gave out several grants to teacher groups. Additional info was provided.
		Policy Procedure Review Committee (PPRC)		

7:20	4/5 6	9. Policy 420 Changes: Comprehensive Discipline Policy (action) 10. Threat Assessment Flowchart (information)	Alan McNaughton	Policy 420 was updated and several other policies are not part of it, all related to student behaviors.
		Executive Committee		
7:45		11. Board Retreat Updates	Ashley Cooksley	Motion to add additional agenda item to executive committee for executive committee voting: Charles/Steven Voting for executive committee treasurer and co-chair. Results were Lakisha- Co-chair, Nancy- Treasurer
		Announcements:		
8:00		<i>Other Announcements and/or Upcoming events:</i> - <i>Next Board Meeting: September 17, 2019</i> - <i>Partnership Meeting: September 24, 2019</i>	Ashley Cooksley	Motion to adjourn: Nancy/Lakisha
8:02		<i>Adjournment</i>	Ashley Cooksley	Action

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Cape Fear Center for Inquiry
Board of Directors Minutes
July 16, 2019- 6:00pm

Nurturing a Sense of Wonder. Cape Fear Center for Inquiry is committed to promoting students' abilities to think and create in personally meaningful ways through an inquiry-based, integrated curriculum in a nurturing and empowering environment.

Roll Call: Ashley Cooksley, Sarah McCorcle, Jennifer LaFleur, Stephen Hill, David Boucher, Charles Jurich, Nancy Johnsen, Tiffany Erichsen, Lakeasha Glaspie, Brandt Hart, Shannon Shanks, Wes Rose, Lori Roy

Time	Packet Pg. #	Subject	Chair/Presenter	Note: Information, Discussion, and/or Action
		Opening Items:		
6:00pm		Call to Order	Ashley Cooksley	Call to order: Boucher, 2 nd : Glaspie
6:01		1. Approval of Minutes: June 18, 2019;	Ashley Cooksley	Motion to Approve: Boucher 2 nd : Erichsen
6:02		Visiting Faculty*	TBD	None present
6:07		Visiting Parent or Community Members*	TBD	None present
		Property Update		
6:10		Parking lot project	George Johnson	Reviewed previous steps. Third property under contract. Reviewed revised plan to incorporate additional property under contract. Parking spaces will increase by 4 (85+4 compact total). Discussion about number of sidewalks for parking lot. Discussion about grading the playground to cover stumps. City will not allow filling in to grade because it will kill trees. Updates given on Campbell/Covil property. Updates given for Alatorre and Godbey properties. Discussion about extending closing dates. Updated on contract budgets. Motion to approve presented site plan: Johnson 2 nd : Glaspie. Motion to approve closing on Godbey and Alatorre: Boucher 2 nd : Jurich.

				Motion to approve supplemental contracts: Boucher 2nd: Johnsen
		Director's Report		
6:40		<ul style="list-style-type: none"> 2. Strategic Planning Update & Summer Work Update 3. Attrition Rates Report 2018-2019 4. Indicator 11 Report 20182019 5. 3rd Grade Teacher Recommendation 6. 7th Grade ELA/SS Teacher Recommendation 7. Update: TA Postings 8. Grounds Update 	Lori Roy	<p>Plans were discussed at shared leadership for a plan to implement strategic plan.</p> <p>Diversity Committee also met to define goals based on SP and creating mini-community training. Also discussed professional development and curriculum.</p> <p>Attrition rate update: 12 total students left for various reasons.</p> <p>Indicator 11 update: 100% compliant</p> <p>3rd /7th grade teacher recommendations: Julie Naylor (3rd) Johnsen/Boucher, Ali Moore (7th). Glaspie/Jurich</p> <p>TA interview updates: July 25th interviews</p> <p>Grounds update: Floor waxing is progressing. Playgrounds are being cleaned.</p>
		Finance		
7:10		9. June Budget and Dashboard- Presentation for new (and returning) members	Kathy Coke	<p>Update on notifying tenant in purchased property to vacate.</p> <p>Motion to serve notice to tenant of Godbey and Alatorre property: Glaspie 2nd: Johnsen</p> <p>State has not approved budget. Will still have limited access to funds. Updated budget basic calculations.</p>
		Committee Updates: Please see all committee minutes and come with any questions		

7:25		<p>Board Committees:</p> <ul style="list-style-type: none"> Partnership Update L3- no report Technology- no report Development- see Strategic Update (Director report) and Parking Lot Update Executive- see below PPRC- see below Finance- see above 	Committee Chairs	No updates.
		Policy Procedure Review Committee (PPRC)		
7:30		<p>10. Policy 407- Remote Learning Policy (new policy)- 2nd read</p> <p>11. Policy 540- Work Schedule- 2nd read (connected to Policy 407 changes)</p>	Alan McNaughton/ Michael Z.	Update on changes to policies as 2 nd read. Motion to approve policy 407: Boucher/Johnsen. Motion to approve 540: Boucher/Johnsen
		Executive Committee		
7:45		August Board Meeting and Board Retreat Reschedule	Ashley Cooksley	Need to move August board meeting. Currently scheduled on first day of school. Tuesday August 27 th is proposed date. Proposed date of Board Retreat date is August 27 th from 3:30 to 5:30. Motion to approve both dates: Glaspie/Erichsen
		Announcements:		
7:55		<p>Other Announcements and/or Upcoming events:</p> <ul style="list-style-type: none"> Executive- August TBD Next Board Meeting 8.27.19 Board Retreat Date 8.27.19 	Ashley Cooksley	Discussion of Board Member code of conduct and Ethical consideration.
8:00		Adjournment	Ashley Cooksley	Motion to adjourn: Erichsen/Boucher

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CFCI Partnership Executive Board
Meeting Minutes

July 2, 2019

Members Present:

Tanya Inabnit – Chairperson

Beth DeLuca – Treasurer

Emily Luther – Member at Large

The meeting was called to order at 6:20 PM

Welcome New Board Members:

The following board members took office for the 2019-20 school year:

Tanya Inabnit – Chairperson

Beth DeLuca – Treasurer

Emily Luther – left the treasurer position and will be our new Member at Large.

New Business

Emily Luther passed treasurer materials to Beth for the treasurer transition. The board will meet on July 15 to change account access with the bank. We were able to gain access to the Facebook pages so Tanya can assist with posting.

Fall Partnership dates were discussed. These dates were approved by Tanya and Lori Roy prior to the board meeting.

Our first big events are the teachers luncheon, open house, and the first partnership general meeting in September.

- Beth will research food trucks that frequent her office as an alternative to catering for the teachers luncheon. We are concerned this won't be cost effective, and plan to use a local restaurant as back up.
- We will advertise the Partnership at Open House and have sign-ups for new volunteers. We will also order more T-shirt's and CFCI silicone bracelets to sell/giveaway. The partnership is also responsible for Open House snack. We will do cookies and water/lemonade. Angela purchased new drink dispensers before leaving office.
- We will brainstorm ideas for our first general meeting. This will be a back-to-school family fun night. Ideas considered for entertainment are Mr. Mark with the Broccoli Brothers, Mr. Scooter, etc. this is a Tuesday night meeting. Taco Tuesday was considered as the theme. We will also sell t-shirts and rent bouncy houses.

We discussed hosting another t-shirt contest. Tanya will announce this on social media accounts and we will officially launch contest at open house. The voting will be held at the October general meeting that coincides with Book Fair. The theme is 20 years of CFCI.

The board scheduled and approved the first few board meetings for the fall, with or next meeting being July 30. Plans were discussed to hold an introductory meeting in August to welcome new members and volunteers. Tanya will look into renting her neighborhood clubhouse for this event.

Closing: We are excited for the new school year and have lots of ideas to make this one of the best!

August 19, 2019 Partnership Executive Board Minutes

- Approved Heather Hill as new secretary
- We still need a chairperson for box tops
- Discussed having volunteer mixer
 - After 1st partnership meeting
 - Before fund the wonder

- square readers take 2.76%of total sales. We are looking into merchant sales for online donations and payments
 - EX T-shirt sales \$375 and we deposited 364.67**
- Adding a fund the wonder button to homepage

- Partnership Family Fun Night
 - Taco Tuesday
 - Beef, Chicken, beans, and cake
 - Everything is \$1

- Entertainment
 - Traveling planetarium or
 - Mr. Scooter
 - Space theme
- 1500/ meeting
- 300 - 400 for entertainment

Grant Proposal #1

Requested by Kim McMormick

Discovery Education Experience

It's a simple to use K-12 platform that combines dynamic curated curriculum resources with on demand teaching strategies personalized for each educator.

With technology rich classrooms, Discovery Ed will give the teacher standards aligned with digital curriculum resources and easy to use technology.

Discovery Ed provides

- solutions
- Stem

- Professional development
- DEN Community

The cost for the site wide license is \$2600 for the 2019-2020 school year.
It will be about \$6/ student

Approved

Grant Proposal #2

Requested by Julie Naylor

Sensory Pack

These seating options will help students develop core strength while allowing them to focus with the challenges of academic rigor.

5 wobble stools

- children who can't sit still
- ADD/ ADHD
- Corrects posture
- Good for ages 7-12

1 pack for kick bands (10 in the pack)

- fidgety feet
- ADHD

1 blue stability disk (pack of 2)

2 pack SueSport Air inflated wobble cushion, balance disc, twist massage, 14 inch
Blue

This has been approved and purchased.

<https://curry.virginia.edu/uploads/resourceLibrary/3-30-2005-nasp-guidelines-for-responding-to-student-threats-of-violence.pdf>

COMPREHENSIVE STUDENT DISCIPLINE POLICY 420

~~**(Revised Policy combines: 420-Comprehensive Student Discipline, 422-Weapons, Violence and School Safety, 424-Drug, Tobacco and Alcohol Use by Students, 426-Corporal Punishment)**~~

~~*****Additional Policies and Procedures needed: MDR; LTS; Expulsion; Bullying/Harassment; Threat Assessment – here is VA example**~~

I. INTRODUCTION

Consistent, fair and respectful discipline is essential to the educational process. Discipline must be taught just as any other content matter. Instructors are expected to be fair, consistent, and respectful in their handling of discipline related matters. Most discipline issues should be handled in the classroom. Good planning, active and engaging learning, and good classroom management are the keys to prevent student discipline problems. All staff members are expected to adhere to the Guiding Behaviors Document and utilize Responsive Classroom as a ~~school-wide adopted~~ classroom management model.

II. DEFINING INTERVENTIONS/CONSEQUENCES

Adherence to the school-wide rules is expected. Failure by students to behave as required will result in specific logical consequences, further consequences and interventions. Interventions are proactive strategies to address behavior(s) that are impeding learning of the student or others. Different students need different interventions. ~~for unacceptable actions(s)~~-Behavior related to a child's disability will be managed in a manner consistent with applicable laws and regulations.

III. CORPORAL PUNISHMENT (per § 115C 390.4)

The CFCI Board of Directors prohibits the use of corporal punishment in any form. For the purpose of this policy, corporal punishment shall be defined as any kind of physical punishment inflicted upon the body of the student. Any employee shall be responsible for notifying the Director of any observed or suspected incidence of corporal punishment. Notwithstanding the prohibition on the use of corporal punishment, school personnel may use physical restraint in accordance with federal law and G.S. 115C-391.1 and reasonable force pursuant to G.S. 115C-390.3.

IV. ACTIONS SUBJECT TO DISCIPLINARY ACTION DISRUPTION OF THE EDUCATIONAL PROCESS

Students may not disrupt the educational process, and disruption of the educational process is an infraction and is subject to disciplinary action. Below is a list of actions that disrupt the educational process. This list is not all-inclusive; acts of misconduct not specified herein shall also be subject to discretionary action by appropriate school personnel. The criterion used for

defining unacceptable behavior is whether or not it has the potential to disrupt the educational process. These guidelines follow state guidelines.

a. SUBSTANCE ABUSE AND TOBACCO POLICY

The exchange, possession, or use of illegal drugs, alcohol, or any other illegal substance including tobacco is prohibited while participating in or attending school events held at or away from school. This prohibition applies to fake substances or facsimiles thereof.

~~The Substance Abuse and Tobacco Policy is in effect twenty-four hours a day, seven days a week, at all times/locations from the first day of school to the end of the school year. Violation of the substance abuse and tobacco policy can be the subject of disciplinary action.~~

CLOSED CAMPUS

~~Students may not leave campus during the school day (this includes lunch time) without documented (written or verbal) permission from parents or guardians. Violation of the closed campus policy may be considered an infraction and subject to disciplinary action.~~

e.b. PUBLIC DISPLAYS OF AFFECTION

Hand holding is permissible. Physical conduct beyond that is considered an infraction and may constitute Sexual Harassment.

INTERVENTIONS/CONSEQUENCES

~~Adherence to the school-wide rules is expected. Failure by students to behave as required will result in specific Interventions/Consequences for unacceptable actions(s). Behavior related to a child's disability will be managed in a manner consistent with applicable laws and regulations.~~

h.c. ZERO TOLERANCE

CFCl follows a zero-tolerance policy on behaviors and actions that have the potential to inflict bodily injury or create an unsafe environment. Automatic suspensions will be given for these types of infractions. Administration will take all factors into consideration including age and the developmental level of students, when making determination as to the type and intensity of the consequences.

i.d. MULTIPLE REFERRALS

CFCl is committed to creating a safe learning environment free of disruption and distraction. When behavioral concerns continue to occur after logical consequences and interventions, it may have the potential to be progressively more serious and/or problematic, warranting a higher level of intervention. Students will receive increasing severe consequences for repeated infractions even if they are of a less severe nature. *Note: A specific conduct violation may require administrative intervention regardless of the number of times it has occurred.*

j.e. THREATS

A threat is an expression of intent to harm someone—another person or themselves. This can include self-harm. Threats may be spoken, written, or gestured. Threats may be direct

or indirect, and need not be communicated directly to the intended victim or victims. Once a threat is reported to a staff member, ~~it triggers~~ an investigation will be conducted by school administration to determine as quickly as possible if the threat is transient or substantive. Possession of a weapon on school grounds is will be presumed to be a threat. As part of the investigative process, a threat assessment could be conducted using a research-based tool. Based on the outcome of the threat assessment, law enforcement could be notified. Once the investigation is complete, a plan of action will be created by the threat assessment team, which consists of the Director, Assistant Director, Counselor and one or more classroom teacher(s).

DISCIPLINARY CONSIDERATIONS ~~FOR SPECIAL EDUCATION~~ STUDENTS WITH DISABILITIES

~~Special education~~ students with disabilities are not immune from the district's disciplinary process once placement procedures are properly followed. Since the exclusion of a student with a disability from his/her education program for more than a total of ten (10) days during a school year may constitute a change in placement, the following considerations must be addressed:

- When considering a total number of suspension days that exceeds 10 school days, an Individualized Education Program (IEP) Team, or 504 team as appropriate, must first determine whether the behavior of concern is a manifestation of the student's disability. ~~(Board Policy #)~~
- If the ~~IEP outcome of manifestation determination team~~ determines ~~both~~ that the behavior is *not* a manifestation of the student's disability, disciplinary actions may be taken in accordance with the procedures in this policy. ~~handbook.~~
- ~~Should the disciplinary procedures include long term suspension or expulsion, the district must continue to provide the educational services defined in the IEP.~~
- If the IEP Team determines either that the behavior is related to the student's disability, and then the student may not be suspended and IEP-a team meeting must be convened to discuss changes to the student's plan IEP.
- Any suspension that excludes a student from his/her IEP special education services must be counted when calculating the total number of suspension days.
- The decision to remove a student from his/her IEP services ~~must~~ will be made on an individual basis.
- Procedural safeguards outlined by the US Department of Education ~~federal~~ will be followed. ~~mandates ensure that parental due process rights are afforded.~~
- All federal guidelines regarding the provision of education continuation services for suspended special education students will be adhered to.

Manifestation Determination Process

- When a student with a disability, suspected or documented, receives the 11th day of suspension within a school year, a parent/teacher meeting must be conducted to determine if the behavior that lead to the 11th day of suspension has a direct or substantial relationship to the disability. A meeting is necessary prior to the 11th day of suspension regardless if it is a suspension for a single incident or an accumulation of several short-term suspensions for several incidents.
- All manifestation determination meetings will follow state and federal requirements.

- [In the event that a parent does not agree with the outcome of the Manifestation determination meeting, he or she may appeal, in writing, to the director of the school for a review of the relevant information. The director may request that the meeting be reconvened or uphold the original outcome.](#)
- [If the parent does not agree with the outcome of the manifestation determination appeal, he or she may follow state guidelines for a due process request.](#)

STUDENT REFERRALS/INCIDENT REPORTS. From time to time, an incident may occur that, ~~while it is critical to note in a student's discipline file,~~ does not necessarily lead to an office referral. ~~punishment/ consequence.~~ In these instances, a classroom referral Google-form will be completed for documentation. Consequences appropriate for incidents will be assigned by the classroom teacher.

~~For incidents that cannot be handled in the classroom~~ When an office referral is needed, the teacher will complete an office referral form. The following consequences may be assigned for office referrals:

- **SUSPENSION OF EXTRA-CURRICULAR PRIVILEGES.** Students may be removed, at the discretion of the principal, from any part or all of extra-curricular privileges for time periods up to one (1) full calendar year. Participation in extra-curricular activities is a privilege offered to and earned by students. Because participants are serving as representatives of their school and community, their conduct is expected to exemplify high standards at all times. Participants are expected to adhere to higher standards of academics and conduct than established for the general school population in order to maintain their extra-curricular privileges.
- **IN-SCHOOL SUSPENSION** (removal from setting and/or loss of privileges to an alternative supervised area). Students are responsible for keeping their class work current. Student will be allowed to make-up class work, homework, quizzes, etc. Students may or may not be allowed to participate in extracurricular/co-curricular activities/athletics during days of in-school suspension, at the discretion of the administrative authority. Parent/administrator contact and disciplinary notice issued.
- **SHORT-TERM SUSPENSION.** (removal from the entire school setting for a period of time not to exceed 10 school days). Short-term suspension will be at the discretion of the Director or designee and will address behaviors that disrupt the educational process. Administrators may impose Interventions/Consequences beyond the minimum mandatory in order to maintain the safety and security of the school population. In the event a short-term suspension is assigned, the director or designee will provide written notification to each of the student's teachers and to the student's parents/legal guardians within one (1) school day of imposing any form of suspension. The school administration must keep on file a copy of the notification for any suspension occurring during a school year.
- **LONG-TERM SUSPENSION** (removal of a student from instruction and all school-related activities for more than ten (10) days and up to the balance of the semester). Similar to a short-term suspension, the director or designee will provide written notification to each of the student's teachers and to the student's parents/legal guardians within one (1) school day. If the student/parent would like to contest the long-term suspension, the student will be given the opportunity for a due process hearing prior to the 11th day of suspension. The student may, at his/her own expense, choose to be represented by an attorney at the hearing.

- **EXPULSION** occurs as a result of a recommendation by a hearing officer at a Disciplinary Due Process Hearing. Expulsion is the removal of a student from all school-related activities for a period of 365 calendar days. A student must be given a due process hearing prior to expulsion. The student may, at his/her own expense, choose to be represented by an attorney at the hearing.
- **REIMBURSEMENTS/RESTITUTION.** Restitution will be sought from anyone for damage or theft of personal or school property. This includes damage to the school facilities (i.e. bathrooms, Chromebooks, desks, etc.), damage to personal property of school employees or students or school neighborhood residents. Such matters may be referred to the police or other legal authority for further action.
- **REFERRAL FOR LEGAL ACTION.** Evidence of any illegal act or action by a student will be forwarded to the appropriate authority or law enforcement agency.

ACTIONS WHICH MAY RESULT IN SUSPENSION AND COULD RESULT IN EXPULSION

- WEAPONS-** Use of or threatening with a firearm, knife, explosive, or other object, even if manufactured for a nonviolent purpose, that has a potentially violent use, or any look-alike” object that resembles an object that has a potentially violent use, with intent to cause bodily harm. This specifically includes “look-alike” guns and knives, such as toys or the sale or furnishing of weapons (gun, sharp object, club, or an object that could inflict serious bodily injury).
- ARSON** – Category II Starting a fire resulting in damage to property over \$100.00 to property or starting a fire resulting in injury to a person.
- ~~e) DRUG DEALING OR DISTRIBUTION Possession with intent to distribute alcohol or drugs, other illegal substances or look-alikes or the use and/or possession of drugs, alcohol, or any intoxicant.~~
- ~~d)c) SEXUAL OFFENSES~~ Committed or attempted to commit sexual assault or sexual battery (see aggravated assault) or repeated sexual harassment including but not limited to unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature that can be deemed as a threat.
- ~~e)d) ACTS OF VIOLENCE~~ Cause or attempt to cause physical injury to a staff member including:
 - Bomb threats
 - Repeated fighting
 - Causing physical harm to another person
 - Rioting or gang fighting
- ~~f)e) FIREARMS-~~ The possession, selling or otherwise furnishing a firearm or firearm look-alike or any explosive device as defined in general statutes.
- ~~g)f) SALE/DISTRIBUTION/USE/POSSESSION OF CONTROLLED/ILLEGAL SUBSTANCES, ALCOHOL, AND TOBACCO PRODUCTS (including vaping)-~~ Possession with intent to distribute alcohol or drugs, other illegal substances or look-alikes or the use and/or possession of drugs, alcohol, or any intoxicant (including vaping).
 - First Offense – Out of school suspension and loss of privilege to participate in extracurricular activities for a time period to be determined by administration.
 - Second Offense – Suspension pending referral to Disciplinary Hearing
 - All Offenses - Possible Legal Action, Long-term Suspension and/or Expulsion.

h)g) CONTRACT VIOLATION The student's refusal to comply with expectations, policies, and procedures as set forth in a ~~Student Success Contract~~ student contract and agreed upon by student, parent, and school representative.

h)h) BULLYING/HARASSMENT- Bullying is a series of deliberate and hurtful actions inflicted by one or more students who are perceived to be or are actually stronger, more confident, and/or more aggressive than the person(s) being bullied. Bullying can be: physical, verbal, social/relational and /or sexual harassment. This includes cyberbullying. Reporting bullying is a CFCI and State Board requirement. See Policy 257 for details.

DISCIPLINARY HEARING

- In the event a parent or guardian wishes to contest a long-term suspension or expulsion, he or she must submit, in writing, a request for a hearing within 3 days of written notification of the suspension. A hearing will be convened before a hearing panel, within a timely manner. A hearing panel will consist of three board members, including one community board member. Provided the parent makes the request within the 3-day window, the student long-term suspension will be pending the outcome of the hearing.
- The Hearing Panel must determine the relevant facts and credibility of witnesses based on the evidence presented at the hearing and choose to implement one of the following outcomes:
 - Uphold the school's recommendation for a long-term suspension
 - Modify the long-term suspension
 - Reject the long-term suspension recommendation
- The following procedures shall apply to Hearing Panel hearings:
 - a. The right of the student to be represented at the hearing by counsel or a non-attorney advocate;
 - b. The right of the student to be present at the hearing, accompanied by his or her Parents;
 - c. The right of the student, Parent, and the student's representative to review before the hearing any audio or video recordings of the incident and, consistent with federal and State student records laws and regulations, the information supporting the suspension that may be presented as evidence at the hearing, including statements made by witnesses related to the charges except when the release of names or other information could create a safety risk for a witness;
 - d. The right of the student, Parent, or the student's representative to question witnesses appearing at the hearing;
 - e. The right of the student to present evidence on his or her own behalf, which may include written statements or oral testimony, relating to the incident leading to the suspension, as well as the student's discipline and academic history, the potential benefits to the student of alternatives to suspension, and other mitigating factors;
 - f. The right of the student to have a record made of the hearing;
 - g. The right of the student to make his or her own audio recording of the hearing; and
 - h. The right of the student to a written decision, based on Substantial Evidence presented at the hearing, either upholding, modifying, or rejecting the recommendation of the long-term suspension and containing at least the following information:

- i. [The basis for the decision, including a reference to any policy or rule that the student is determined to have violated.](#)
- ii. [Notice of what information will be included in the student's official record pursuant to N.C.G.S. §115C-402.](#)

ACTIONS TO BE REPORTED TO LAW ENFORCEMENT (*per § 115C-288*)

To Report Certain Acts to Law Enforcement and the Board Chair. - When the Director has personal knowledge or actual notice from school personnel that an act has occurred on school property involving: assault resulting in serious personal injury, sexual assault, sexual offense, rape, kidnapping, indecent liberties with a minor, assault involving the use of a weapon, possession of a firearm in violation of the law, possession of a weapon in violation of the law, or possession of a controlled substance in violation of the law, the principal shall immediately report the act to the appropriate local law enforcement agency.

Any of the above reportable offenses may result in suspension, long term suspension or expulsion.

~~*Revised Policy 420 combined former policies:*~~
~~*420- Comprehensive Student Discipline,*~~
~~*422- Weapons, Violence and School Safety,*~~
~~*424- Drug, Tobacco and Alcohol Use by Students,*~~
~~*426- Corporal Punishment*~~

Supplemental Documents/Procedures/Policies
Manifestation Determinization Notification
Long Term Suspension Notification
Expulsion Notification
Threat Assessment Protocol
255 and 257: Bullying and Harassment

COMPREHENSIVE STUDENT DISCIPLINE POLICY 420

I. INTRODUCTION

Consistent, fair and respectful discipline is essential to the educational process. Discipline must be taught just as any other content matter. Instructors are expected to be fair, consistent, and respectful in their handling of discipline related matters. Most discipline issues should be handled in the classroom. Good planning, active and engaging learning, and good classroom management are the keys to prevent student discipline problems. All staff members are expected to adhere to the Guiding Behaviors Document and utilize Responsive Classroom as a classroom management model.

II. DEFINING INTERVENTIONS/CONSEQUENCES

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b. PUBLIC DISPLAYS OF AFFECTION

Hand holding is permissible. Physical conduct beyond that is considered an infraction and may constitute Sexual Harassment.

c. ZERO TOLERANCE

CFCI follows a zero-tolerance policy on behaviors and actions that have the potential to inflict bodily injury or create an unsafe environment. Automatic suspensions will be given for these types of infractions. Administration will take all factors into consideration including age and the developmental level of students, when making determination as to the type and intensity of the consequences.

d. MULTIPLE REFERRALS

CFCI is committed to creating a safe learning environment free of disruption and distraction. When behavioral concerns continue to occur after logical consequences and interventions, it may have the potential to be progressively more serious and/or problematic, warranting a higher level of intervention. Students will receive increasing severe consequences for repeated infractions even if they are of a less severe nature. *Note: A specific conduct violation may require administrative intervention regardless of the number of times it has occurred.*

e. THREATS

A threat is an expression of intent to harm another person or themselves. Threats may be spoken, written, or gestured. Threats may be direct or indirect, and need not be communicated directly to the intended victim or victims. Once a threat is reported to a staff member, an investigation will be conducted by school administration to determine as quickly as possible if the threat is transient or substantive. Possession of a weapon on school grounds is will be presumed to be a threat. As part of the investigative process, a threat assessment could be conducted using a research-based tool. Based on the outcome of the threat assessment, law enforcement could be notified. Once the investigation is complete, a plan of action will be created by the threat assessment team, which consists of the Director, Assistant Director, Counselor and one or more classroom teacher(s).

DISCIPLINARY CONSIDERATIONS STUDENTS WITH DISABILITIES

Students with disabilities are not immune from the district's disciplinary process once placement procedures are properly followed. Since the exclusion of a student with a disability from his/her education program for more than a total of ten (10) days during a school year may constitute a change in placement, the following considerations must be addressed:

- When considering a total number of suspension days that exceeds 10 school days, an Individualized Education Program (IEP) Team, or 504 team as appropriate, must first determine whether the behavior of concern is a manifestation of the student's disability.
- If the outcome of manifestation determination determines that the behavior is *not* a manifestation of the student's disability, disciplinary actions may be taken in accordance with the procedures in this policy.
- If the IEP Team determines either that the behavior is related to the student's disability, then the student may not be suspended and a team meeting must be convened to discuss changes to the student's plan .
- Any suspension that excludes a student from his/her special education services must be counted when calculating the total number of suspension days.

- The decision to remove a student from his/her services will be made on an individual basis.
- Procedural safeguards outlined by the US Department of Education will be followed.
- All federal guidelines regarding the provision of education continuation services for suspended special education students will be adhered to.

Manifestation Determination Process

- When a student with a disability, suspected or documented, receives the 11th day of suspension within a school year, a parent/teacher meeting must be conducted to determine if the behavior that led to the 11th day of suspension has a direct or substantial relationship to the disability. A meeting is necessary prior to the 11th day of suspension regardless if it is a suspension for a single incident or an accumulation of several short-term suspensions for several incidents.
- All manifestation determination meetings will follow state and federal requirements.
- In the event that a parent does not agree with the outcome of the Manifestation determination meeting, he or she may appeal, in writing, to the director of the school for a review of the relevant information. The director may request that the meeting be reconvened or uphold the original outcome.
- If the parent does not agree with the outcome of the manifestation determination appeal, he or she may follow state guidelines for a due process request.

STUDENT REFERRALS/INCIDENT REPORTS. From time to time, an incident may occur that, does not necessarily lead to an office referral. In these instances, a classroom referral form will be completed for documentation. Consequences appropriate for incidents will be assigned by the classroom teacher.

When an office referral is needed, the teacher will complete an office referral form. The following consequences may be assigned for office referrals:

- **SUSPENSION OF EXTRA-CURRICULAR PRIVILEGES.** Students may be removed, at the discretion of the principal, from any part or all of extra-curricular privileges for time periods up to one (1) full calendar year. Participation in extra-curricular activities is a privilege offered to and earned by students. Because participants are serving as representatives of their school and community, their conduct is expected to exemplify high standards at all times. Participants are expected to adhere to higher standards of academics and conduct than established for the general school population in order to maintain their extra-curricular privileges.
- **IN-SCHOOL SUSPENSION** (removal from setting and/or loss of privileges to an alternative supervised area). Students are responsible for keeping their class work current. Student will be allowed to make-up class work, homework, quizzes, etc. Students may or may not be allowed to participate in extracurricular/co-curricular activities/athletics during days of in-school suspension, at the discretion of the administrative authority. Parent/administrator contact and disciplinary notice issued.
- **SHORT-TERM SUSPENSION.** (removal from the entire school setting for a period of time not to exceed 10 school days). Short-term suspension will be at the discretion of the Director or designee and will address behaviors that disrupt the educational process. Administrators may impose Interventions/Consequences beyond the minimum mandatory in order to maintain the

safety and security of the school population. In the event a short-term suspension is assigned, the director or designee will provide written notification to each of the student's teachers and to the student's parents/legal guardians within one (1) school day of imposing any form of suspension. The school administration must keep on file a copy of the notification for any suspension occurring during a school year.

- **LONG-TERM SUSPENSION** (removal of a student from instruction and all school-related activities for more than ten (10) days and up to the balance of the semester). Similar to a short-term suspension, the director or designee will provide written notification to each of the student's teachers and to the student's parents/legal guardians within one (1) school day. If the student/parent would like to contest the long-term suspension, the student will be given the opportunity for a due process hearing prior to the 11th day of suspension. The student may, at his/her own expense, choose to be represented by an attorney at the hearing.
- **EXPULSION** occurs as a result of a recommendation by a hearing officer at a Disciplinary Due Process Hearing. Expulsion is the removal of a student from all school-related activities for a period of 365 calendar days. A student must be given a due process hearing prior to expulsion. The student may, at his/her own expense, choose to be represented by an attorney at the hearing.
- **REIMBURSEMENTS/RESTITUTION.** Restitution will be sought from anyone for damage or theft of personal or school property. This includes damage to the school facilities (i.e. bathrooms, Chromebooks, desks, etc.), damage to personal property of school employees or students or school neighborhood residents. Such matters may be referred to the police or other legal authority for further action.
- **REFERRAL FOR LEGAL ACTION.** Evidence of any illegal act or action by a student will be forwarded to the appropriate authority or law enforcement agency.

ACTIONS WHICH MAY RESULT IN SUSPENSION AND COULD RESULT IN EXPULSION

- a) **WEAPONS-** Use of or threatening with a firearm, knife, explosive, or other object, even if manufactured for a nonviolent purpose, that has a potentially violent use, or any look-alike" object that resembles an object that has a potentially violent use, with intent to cause bodily harm. This specifically includes "look-alike" guns and knives, such as toys or the sale or furnishing of weapons (gun, sharp object, club, or an object that could inflict serious bodily injury).
- b) **ARSON** – Category II Starting a fire resulting in damage to property over \$100.00 to property or starting a fire resulting in injury to a person.
- c) **SEXUAL OFFENSES** Committed or attempted to commit sexual assault or sexual battery (see aggravated assault) or repeated sexual harassment including but not limited to unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature that can be deemed as a threat.
- d) **ACTS OF VIOLENCE** Cause or attempt to cause physical injury to a staff member including:
 - a. Bomb threats
 - b. Repeated fighting
 - c. Causing physical harm to another person
 - d. Rioting or gang fighting

- e) **FIREARMS-** The possession, selling or otherwise furnishing a firearm or firearm look-alike or any explosive device as defined in general statutes.
- f) **SALE/DISTRIBUTION/USE/POSSESSION OF CONTROLLED/ILLEGAL SUBSTANCES, ALCOHOL, AND TOBACCO PRODUCTS (including vaping)-** Possession with intent to distribute alcohol or drugs, other illegal substances or look-alikes or the use and/or possession of drugs, alcohol, or any intoxicant **(including vaping).**
 - a. First Offense – Out of school suspension and loss of privilege to participate in extracurricular activities for a time period to be determined by administration.
 - b. Second Offense – Suspension pending referral to Disciplinary Hearing
 - c. All Offenses - Possible Legal Action, Long-term Suspension and/or Expulsion.
- g) **CONTRACT VIOLATION** The student's refusal to comply with expectations, policies, and procedures as set forth in a ~~Student Success Contract~~ student contract and agreed upon by student, parent, and school representative.
- h) **BULLYING/HARASSMENT-** Bullying is a series of deliberate and hurtful actions inflicted by one or more students who are perceived to be or are actually stronger, more confident, and/or more aggressive than the person(s) being bullied. Bullying can be: physical, verbal, social/relational and /or sexual harassment. This includes cyberbullying. Reporting bullying is a CFCI and State Board requirement. See Policy 257 for details.

DISCIPLINARY HEARING

- In the event a parent or guardian wishes to contest a long-term suspension or expulsion, he or she must submit, in writing, a request for a hearing within 3 days of written notification of the suspension. A hearing will be convened before a hearing panel, within a timely manner. A hearing panel will consist of three board members, including one community board member. Provided the parent makes the request within the 3-day window, the student long-term suspension will be pending the outcome of the hearing.
- The Hearing Panel must determine the relevant facts and credibility of witnesses based on the evidence presented at the hearing and choose to implement one of the following outcomes:
 - Uphold the school's recommendation for a long-term suspension
 - Modify the long-term suspension
 - Reject the long-term suspension recommendation
- The following procedures shall apply to Hearing Panel hearings:
 - a. The right of the student to be represented at the hearing by counsel or a non-attorney advocate;
 - b. The right of the student to be present at the hearing, accompanied by his or her Parents;
 - c. The right of the student, Parent, and the student's representative to review before the hearing any audio or video recordings of the incident and, consistent with federal and State student records laws and regulations, the information supporting the suspension that may be presented as evidence at the hearing, including statements made by witnesses related to the charges except when the release of names or other information could create a safety risk for a witness;
 - d. The right of the student, Parent, or the student's representative to question witnesses appearing at the hearing;

- e. The right of the student to present evidence on his or her own behalf, which may include written statements or oral testimony, relating to the incident leading to the suspension, as well as the student's discipline and academic history, the potential benefits to the student of alternatives to suspension, and other mitigating factors;
- f. The right of the student to have a record made of the hearing;
- g. The right of the student to make his or her own audio recording of the hearing; and
- h. The right of the student to a written decision, based on Substantial Evidence presented at the hearing, either upholding, modifying, or rejecting the recommendation of the long-term suspension and containing at least the following information:
 - i. The basis for the decision, including a reference to any policy or rule that the student is determined to have violated.
 - ii. Notice of what information will be included in the student's official record pursuant to N.C.G.S. §115C-402.

ACTIONS TO BE REPORTED TO LAW ENFORCEMENT (*per § 115C-288*)

To Report Certain Acts to Law Enforcement and the Board Chair. - When the Director has personal knowledge or actual notice from school personnel that an act has occurred on school property involving: assault resulting in serious personal injury, sexual assault, sexual offense, rape, kidnapping, indecent liberties with a minor, assault involving the use of a weapon, possession of a firearm in violation of the law, possession of a weapon in violation of the law, or possession of a controlled substance in violation of the law, the principal shall immediately report the act to the appropriate local law enforcement agency.

Any of the above reportable offenses may result in suspension, long term suspension or expulsion.

Revised Policy 420 combined former policies:

420- Comprehensive Student Discipline,

422- Weapons, Violence and School Safety,

424- Drug, Tobacco and Alcohol Use by Students,

426- Corporal Punishment

Supplemental Documents/Procedures/Policies

Manifestation Determinization Notification

Long Term Suspension Notification

Expulsion Notification

Threat Assessment Protocol

255 and 257: Bullying and Harassment

Cape Fear Center for Inquiry Threat Assessment Protocol

Threat is reported to school staff

Step 1: Evaluate the threat.

- Obtain a specific account of the threat by interviewing the student who made threat, the recipient of threat and other witnesses.
- Write down the exact content of the threat and statements made by each party.
- Consider the circumstances in which the threat was made and the student's intentions.

Step 2: Decide whether threat is clearly transient or substantive.

- Consider criteria for transient versus substantive threats.
- Consider student's age, credibility, and previous discipline history

Threat is clearly transient.

Threat is substantive or threat meaning not clear.

Step 3: Respond to transient threat.

Use appropriate measures as outlined by school discipline policy (ie: reprimand, parent contact, or other disciplinary action). May also include making amends and mediation or counseling.

Step 4: Decide whether the substantive threat is serious or very serious.

A *serious* threat might involve a threat to assault someone while a *very serious* threat involves use of a weapon or is a threat to kill, rape, or inflict severe injury.

Threat is serious.

Threat is very serious.

Step 5: Respond to serious threat..

- Take immediate precautions to protect potential victims, including notifying intended victims and victim's parents.
- Notify student's parents
- Consider contacting law enforcement.
- Refer student for counseling, dispute mediation, or other appropriate intervention.
- Discipline students as appropriate to severity and chronicity of situation.

Step 6: Respond to serious threat..

- Take immediate precautions to protect potential victims, including notifying the victim and victim's parents.
- Consult with law enforcement.
- Notify student's parents.
- Begin a mental health evaluation of the student.
- Discipline student as appropriate.

Step 7: Implement Safety Plan.

- Complete a written plan
- Maintain contact with the student
- Revise plan as needed.