

**Cape Fear Center for Inquiry
Board of Directors Agenda
February 19, 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, Lisa Sharpe, Jennifer LaFleur, Stephen Hill, David Boucher, Kumar Lakhavani, Beth Carter, Lisa Buchanan, Kristin Hudson, Cathi Mintz, Shannon Shanks, Wes Rose, Lori Roy, Kendy Gullette

Time	Subject	Chair/Presenter	Note: Information, Discussion, and/or Action
	Opening Items:		
6:00pm	<i>Call to Order</i>	Ashley Cooksley	Action
6:01	<i>Approval of Minutes: January 15, 2019</i>	Ashley Cooksley	Action
6:02	<i>Visiting Faculty*</i>	TBD	Information
6:07	<i>Visiting Parent or Community Members*</i>	TBD	Information
	Director's Report:		
6:10	<ol style="list-style-type: none"> 1. 2nd Grade Teacher Recommendation 2. Lottery Update 3. Great ArtSpectations 4. Volunteer Program Update 5. Safety Update- <i>closed session</i> 	Lori Roy	Information/ Discussion/ Action
	Committee Updates: Please see all committee minutes and come with any questions		
6:30	<ol style="list-style-type: none"> 1. Partnership, Technology and L3 and minutes were all included in packet 	Committee Chairs	
	Policy Update		
6:35	<ol style="list-style-type: none"> 2. Time and Effort Policy- wording adjustment per State of NC 	Alan McNaughton	Information/ Discussion/ Action
	Parking Lot Project		
6:40	<ol style="list-style-type: none"> 3. Financing discussion- <i>closed session</i> 	Kathy Coke	Information/ Discussion/ Action
	Strategic Planning		
6:55	<ol style="list-style-type: none"> 4. Strategic Planning next steps- (possibly attending- not confirmed) 	Tom Miller- Leaders Building Leaders	Information/ Discussion/ Action
	Executive Committee		

7:30	5. Board Training Discussion: Roles and Responsibilities	Ashley Cooksley	
	Announcements:		
8:00	<i>Other Announcements and/or Upcoming events:</i> <ul style="list-style-type: none"> - Executive- 3.13.19 2pm - Bingo Night: February 22nd! - Next Board Meeting- 3.19.19 - Board Retreat- 3-6pm 6.18.19 (prior to June Board Meeting) 	Ashley Cooksley	Information
8:02	<i>Adjournment</i>	Ashley Cooksley	Action

Board Agenda Requests: If you would like to request that an item be added to the Board agenda, please e-mail the Board Secretary, Beth Carter at bcarter@cfc.net with “CFCI Board Agenda” in the subject line, or place the request in his box in the main school office. The agenda request must include the subject, a brief synopsis of what you would like to present, the amount of time requested, any handouts you would like to distribute, and whether your request is informational, discussion, and/or requests board action.

All requests and materials need to be submitted by noon on the first Friday of the month. Items not received by this time will not be considered for the following month’s Board meeting. The Board Executive Committee reserves the right to determine whether the item is added to the agenda, to ask for additional information, or to redirect the request to an appropriate committee or person.

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Roll Call Ashley Cooksley, Lisa Sharpe, Jennifer LaFleur, Stephen Hill, David Boucher, Kumar Lakhavani, Beth Carter, Lisa Buchanan, Kristin Hudson, Cathi Mintz, Shannon Shanks, Wes Rose, Lori Roy, Kendy Gullette

Absent: Kumar Lakhavani, Wes Rose, Jennifer LaFleur

Time	Subject	Chair/Presenter	Note: Information, Discussion, and/or Action
	Opening Items:		
6:00pm	<i>Call to Order</i>	Ashley Cooksley	Dave Boucher made a motion to call the meeting to order. Stephen Hill seconded. The motion passed.
6:01	<i>Approval of Minutes: January 15, 2019</i>	Ashley Cooksley	Kristin Hudson made a motion to approve the minutes as distributed from the January 15, 2019. Dave Boucher seconded. The motion passed.
6:02	<i>Visiting Faculty*</i>		Joanne Brinkley requested that CFCI send out a reminder to the CFCI community that we should all be careful in our use of social media to make accurate and non-inflammatory comments.
6:07	<i>Visiting Parent or Community Members*</i>		Tiffany Walker requested that CFCI hold a Town Hall Q & A type meeting so that parents can get real-time responses to their questions. Also, she would like for the board to respond in some way so that when parents speak at the beginning of the meeting, they are given the board's reaction/response to the questions asked or information provided.
	Director's Report:		
6:10	<ol style="list-style-type: none"> 1. 2nd Grade Teacher Recommendation 2. Lottery Update 3. Great ArtSpectations 4. Volunteer Program Update 5. Safety Update 6. Student behavior (closed session) 7. Finance Discussion (closed session) 	Lori Roy	<p>Dave Boucher made a motion to change the agenda for tonight by: moving the Finance report to directly after the Director's report, extending the closed session to discuss both student behavior and a finance item, and adding a board member's resignation letter to the Executive report,</p> <p>Lori Roy recommended that the board hire Emily St. Denis for the second grade position that was open. Lisa Sharpe spoke very favorably about her experiences with Ms. St. Denis as they have begun teaching together as loop partners.</p> <p>Dave Boucher made a motion that CFCI hire Emily St. Denis for this second grade position for the remainder of</p>

			<p>the year. Stephen Hill seconded. The motion passed.</p> <p>Lisa Cole needs some help with her work with interventions for students with academic needs. Lori Roy is recommending that we increase Kristine Borne's hours from 10 to 25 hours per week, with 15 hours of these designated for working with students as an intervention specialist.</p> <p>Stephen Hill motioned to increase the hours of Kristine Borne from 10 to 25 hours to help Lisa Cole with interventions. Dave Boucher seconded. The motion passed.</p> <p>Lori passed out packets for potential corporate sponsors for Great ArtSpectations, CFCI's fund-raiser that will be held on May 11, 2019. Children's Learning Center and Mike Rheel's Coldwell Banker office are already onboard. Please contact Lori if you have any contacts for sponsorship.</p> <p>Our new Volunteer policy is now in operation. We have 7 approved Volunteers at Level 1. We have 42 approved and 26 in process to be Level 2 volunteers. Board members who are interested in being volunteers need to fill out the application form and pay for a background check.</p> <p>The lottery is taking place tomorrow morning. Our applications are somewhat down from 450 to 380. It will be better randomized and a smoother, more transparent lottery through use of technology.</p> <p>The City Council did approve the Healing Place to build on Medical Center Drive. We will continue to work to keep our good relationship with Coastal Horizons. It is the Board's responsibility to continue to look at safety options as plans develop for construction there.</p> <p>We have speed bumps that have been installed in the carpool drop off and pick up lines areas.</p> <p>Mac, Kathy and Michael Z were given a shout-out for making them happen. They already seem to be effective in slowing down drivers. Thanks all!</p> <p>Lori met with a member of the Wilmington Fire Department today about doing Emergency Response</p>
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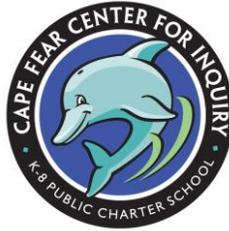
			<p>Team work. The Fire Dept. needs to be familiar with our building and safety needs. Lori hopes to form a response team from medical, law enforcement, and fire communities. The Fire Department will soon be conducting a fire drill, and staying to observe as the students leave the building. Firefighters will talk with younger students about their fire-fighting equipment and talk about fire safety.</p> <p>Kristin Hudson made a motion to go into closed session. Stephen Hill seconded. The motion passed.</p> <p>Stephen Hill made a motion to come out of closed session. Kristin Hudson seconded. The motion passed.</p>
	Committee Updates: Please see all committee minutes and come with any questions		
6:30	1. Partnership, Technology and L3 and minutes were all included in packet	Committee Chairs	<p>Beth Carter noted that the technology report had a great deal of information and requested that this report will be available for all to read when minutes are posted. This will be the case.</p> <p>Kendy Gullette had some updates to the Partnership report. Fund the Wonder raised \$7000.00. , which was amazing given the hurricane in fall and its impact on families. Good job Partnership and generous parents! grants. Pot Luck Bingo is on Thursday, Feb. 21. For teacher appreciation, Partnership will provide a lunch. The Partnership approved and will fund three grants: Breakout Boxes for 5/6 gifted students, books for kindergarten classes, and paying for Mrs. Brinkley to attend the NC Reading Conference.</p>
	Policy Update		
6:35	2. Time and Effort Policy- wording adjustment per State of NC	Alan McNaughton	<p>We need to change our Time and Effort Policy to add data collection dates to be set for June 30 and December 31. Dave Boucher made a motion to approve this addition, and Stephen Hill seconded. The motion passed.</p>
	Parking Lot Project		<p>Kathy Coke presented a schematic of the parking lot project. We had to add two handicapped parking spaces. We were able to take out one of the sidewalks. There will be a 10 foot buffer and a fence. We will not have to go through a rezoning hearing with the City of Wilmington. Two of our spots are compact spots. If board members have questions or comments send them to Kathy Coke by e-mail before Friday, February 22nd.</p>

Strategic Planning			
6:55	3. Strategic Planning next steps-	Tom Miller- <i>Leaders Building Leaders</i>	<p>Tom Miller presented the latest draft of the strategic Themes and Goals to the board. Beth Carter suggested adding some wording about teacher evaluations to Theme 2. She also suggested to the board that CFCI could improve its evaluation process by working toward a 360 degree evaluation system wherein teachers would evaluate some of their peers each year, as well as those who supervise them, and those whom they supervise. Tom explained that doing that would be considered an Action Step. When the board approves the Themes and Goals, the administration will be charged with determining what Action Steps will be needed to achieve those goals. The board needs to decide how to disseminate the strategic plan when it is finalized, such as hold a Town Hall Meeting or another method.</p> <p>Tom and Lori spoke favorably about the outcomes of developing our strategic plan. The faculty and sub-committees have done thoughtful work in making progress on drawing up this plan.</p>
Executive Committee			
7:30	4. Board Training Discussion: Roles and Responsibilities	Ashley Cooksley	<p>Ashley Cooksley presented several suggested changes to the roles and responsibilities of board members. Next meeting we will discuss the possibility of reducing the number of board meetings to 8 (required by law), in hopes that board members will have more time to serve on standing committees. We will also look at the bylaws and double check about whether there is a way to remove a board member for cause.</p> <p>Ashley is recommending that we revisit the Board Roles and Responsibilities at each year's board retreat.</p> <p>Stephen Hill made a motion to approve the changes that Ashley recommended (they are included in the meeting notes and will be posted). Dave Boucher seconded. The motion passed.</p> <p>Ashley announced that Kumahr Lakhavani has submitted his resignation. He and his family have been really affected by the hurricane, and his responsibilities at work have increased.</p> <p>Dave moved that we accept Kumar Lakhavani's resignation from the board. Stephen Hill seconded. The motion passed. The board appreciates his service to</p>

			CFCI. The board will not fill this position for the remainder of this year.
	Announcements:		
8:00	<i>Other Announcements and/or Upcoming events:</i> -	Ashley Cooksley	<ul style="list-style-type: none"> - Executive- 3.13.19 2pm - Bingo Night: February 22nd! - Next Board Meeting- 3.19.19 - Board Retreat- 3-6pm 6.18.19 (prior to June Board Meeting)
8:02	<i>Adjournment</i>	Ashley Cooksley	Stephen Hill made a motion to adjourn. Kristin Hudson seconded. The motion passed.

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2525 Wonder Way
Wilmington, NC 28401
mzentmeyer@cfc.net

Michael Zentmeyer
Human Resources Coord.
910-343-6443

To: CFCI Board of Directors
From: Michael Zentmeyer
Re: Recommendation for Second Grade Teacher
Date: 2-12-19

On January 29, 2019, a panel was convened to interview candidates for a second grade teacher vacancy created by the resignation of Mr. Adams. The panel consisted of three teachers, three support staff and two administrators. Five candidates were interviewed.

The panel reached a consensus on a recommendation of **Mrs. Emily St. Denis.**

Mrs. St. Denis has two years teaching experience in Arizona in third grade. She has a master's in Elementary Education from Mary Lou Fulton Teacher College, Arizona State University. She earned her undergraduate degree in Environmental Humanities.



CAPE FEAR CENTER FOR INQUIRY PRESENTS

Great Art Spectations

Saturday, May 11, 2019

7:00-9:00 p.m. @ Coastline Convention Center

This Year's Goals:

\$2000 to benefit CFCI's *ART* program and \$18,0000 to build our *INQUIRY* resources for students K-8!

Let's *GROW* Together!





CAPE FEAR CENTER FOR INQUIRY PRESENTS

Great Art Spectations

Cape Fear Center for Inquiry (CFCI) invites you to join us for our 8th annual benefit art auction, Great ArtSpectations, to be held on May 11th at the Coastline Convention Center at Wilmington's riverfront.

This year's goal is to raise \$20,000.00 - \$2,000.00 for our art program and outdoor installations, and an additional \$18,000.00 which will be used to build our K-8 INQUIRY resources!



Great ArtSpectations' 2019 Artists:

*Catherine Cross, Jeremy Millard, Renato Abbate, Tom Ward,
September Krueger & Michelle Scibetta*

6:00 p.m. – Champagne reception for artists and sponsors

7:00 p.m. – Catered dinner, beer and wine; silent auction and live auction of our five featured artists' work.

We invite you to consider one of these levels of sponsorship:

Michelangelo - \$5,000.00

Picasso - \$2,500.00

Minnie Evans - \$1,000.00

Georgia O'Keefe - \$500.00

Ansel Adams - \$100.00

Michelangelo, Picasso, Minnie Evans and Georgia O'Keefe level sponsors' logos will be included in all publicity planned for the event, including printed tickets, posters, and press releases.

These sponsors will also be invited to the artists' reception to be held prior to the event.

All sponsors will be given tickets to the evening event; the number of tickets depends on the level of sponsorship.

Contact: Lori Roy (lori.roy@cfc.net), Kathy Coke, (kcoke@cfc.net)



CAPE FEAR CENTER FOR INQUIRY PRESENTS

Great Art Spectations

Sponsorship Levels

	<i>Michelangelo</i> \$5,000	<i>Picasso</i> \$2,500	<i>Minnie Evans</i> \$1,000	<i>Georgia O'Keefe</i> \$500	<i>Ansel Adams</i> \$100
Event Tickets & entry into the artist reception	8 Reserved Table	8 Reserved Table	8 Reserved Table	4	2
Company advertisement in program	Back Page Ad (Color and gloss)	Full Page Ad within program (Black & white)	½ Page ad within program (Black & white)	Small logo on program cover	
Canvas Print from Ms. Ritchie's Picks	*	*			
Facebook advertising from CFCI	*	*	*		
Logo on the poster and shown during event slideshow	*	*	*	*	
Name in the program	*	*	*	*	*



“Spec Sheet”

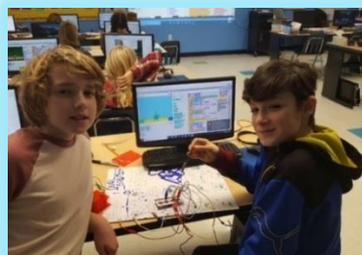
- This is a benefit for Cape Fear Center for Inquiry (CFCI), a public K-8 charter school with 408 students. CFCI is a 501(c)(3) federally-designated tax-exempt institution. CFCI serves students from three counties. There is no tuition, and admission is by lottery.

What makes “Great ArtSpectations” unique?

Our **featured artists** – *Catherine Cross, Jeremy Millard, Renato Abbate, Tom Ward, September Krueger & Michelle Scibetta* **are working with our students** to produce individual and collaborative pieces of art and donating their own art for our live auction.

In eight years, Great ArtSpectations has raised over **\$115,000.00** which has been applied toward improving the K-3 playground, the 4th-8th grade play space, designing and installing the first fitness stations, segments of the Perimeter Fitness Path, and tablet stations for all classrooms, the purchase of over 70 iPads for our classrooms, installation of a floating observation dock, an outdoor classroom and multiple art installations on campus including the dolphins on the front of our building and the weather gauge by the bridge.

- *“My students always enjoy going outside to use the outdoor learning space. I often use it for silent reading time, journaling/sketching, science experiments and sometimes we use it for lunch and quiet time. Having the outdoor space has allowed my students to learn to be more observant in nature, practice using field guides, and simply enjoy the outdoors. We all appreciate having this space on our campus!” - Ms. La Fleur, Grades 4/5*
 - *“The addition of the floating dock has been a benefit to both myself and the students. Knowing that I have the ability at any time to take classes out to the pond to collect water samples, search for protists, or simply observe the interactions in the local ecosystem have helped to bring authenticity to our science lessons.” - Mr. Hart, 7/8 Science*
 - *“iPads open up a whole new world beyond my classroom walls. They give my children an opportunity to learn, play, read about and explore much more than I, as 1 person could ever do alone. They are a vital part of a 21st century classroom.” - Ms. Sharpe, Grades 2/3*
 - The **goal for this year** is to raise \$20,000.00 for the CFCI art program and to build our K-8 inquiry resources, kits and tools for teachers to use with students!
- Date for the 2019 event: **May 11, 2019 at the Coastline Conference and Event Center**
 - The event includes:
 - 6:00 p.m. - Private champagne reception with hors d’oeuvres for contributing artists and sponsors**
 - 7:00 p.m. – 9:00 p.m. - An evening event for adults** with dinner by Milner’s café and catering, beer and wine; a **silent auction** of over 60 pieces of local and student artwork; then a **live auction offering the work of our featured artists.**





Great ArtSpectations' 2019 goal!

Inquiry at CFCI is a rigorous discovery process driven by curriculum and curiosity that requires students to explore, analyze and problem-solve.

Our goal for this year is to raise **\$20,000** for the CFCI Art Program and continued funding of our inquiry-based learning spaces.

- **Art supplies** for featured artists to use with the students
- **An art installation**
 - *The art installation will include signage which will mirror the mission of the school and create more cohesive and welcoming spaces.*
- **Inquiry-based learning kits and equipment**
 - *There is no magic formula to follow in incorporating inquiry into classrooms and schools. Success requires creativity and sensitivity to a focused set of goals...It also requires instructional materials, kits, and equipment. Teachers will purchase materials to further integrate inquiry into the learning environment.*
- **Interactive tools and structures**
 - *Creating spaces for student's creativity to flourish...that is the goal of our interactive tools and structures. Ideas include building interactive walls and spaces where student's curiosity and sense of wonder can soar. These multi-sensory spaces visual and tactile stimulation while helping with fine and gross motor skills and encouraging ideas and play.*
- **Makerspace**
 - *The maker movement is about teaching and learning that is focused on student centered inquiry. It is a place where students have an opportunity to explore their own interests; learn to use tools and materials, both physical and virtual; and develop creative projects. CFCI is focused on providing our students with makerspaces that present readily-available materials that can act as a provocation for inquiry, as well as modern technology and items to invent with.*

Your support of **Great ArtSpectations** will help us to attain our goal! Thank you!





Technology Committee Meeting Minutes Monday, January 14, 2019

In Attendance:

Paul
Lori
Kim
Joanne
Ruben

Discussion:

TECH Survey	25 minutes	<p>Let's take a deep dive into the survey that the PCN discussed and make some decisions about what are our next steps.</p> <p>Link to full survey results: https://docs.google.com/spreadsheets/d/1KOHMh-jLze_lojOrAEHy63BFhC7ISJml9NJ3MggT1SU/edit?usp=sharing</p> <p><i>Summary from PCN: 48 responses (33 gave written feedback, others just categorized where they would be interested in learning more)</i></p> <ul style="list-style-type: none">• 11/33 were concerns about screen time use• 14 are about usage/instruction (lots of Google Classroom themes)• 3 about web site safety• 2 Yay for Tech! <p><i>Ideas brainstormed in PCN to consider:</i></p> <ol style="list-style-type: none">1. Tech Night or even "This is our classroom at CFCI Night" early in the year where parents are exposed to the specific technology used in the classroom, philosophy/approach to screentime is shared/ programs/ could be a great time to share inquiry approach in general and Responsive Classroom.<ol style="list-style-type: none">a. Making a purposeful technology introduction in the specific classrooms during parent night.
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Technology Committee Meeting Minutes Monday, January 14, 2019

		<p>2. <i>Website Resources/ FAQ: Videos and Screen Shot "how tos" for Powerschool, Google Classroom, etc. (specific to lower elem/ upper elem/middle). Answer other general questions from survey and get them posted. Have outlet for additional questions as they come up.</i></p> <p>a. <i>Possibly put this up on the website and have a technology section as a page.</i></p> <p>3. <i>Workshop or book study on staying engaged in students social media and technology interactions. (Lori went to session at Fresh Take conference on this...literally "can't keep up," it's about learning how to get them talking about it and really diving into teaching safe use. (ideas discussed for classroom there were a specials course and advisory time to educate teachers and students in addition to parents)</i></p> <p>a. <i>Possibly creating real life scenarios of how to handle social media as a 6th grader, 7th grader, 8th grader, etc.</i></p> <p>4. <i>Ties to New Parent Orientation</i></p> <p><u><i>*EMF in schools:</i></u></p> <p><i>We need to come up with a plan to continue researching EMF's, do we want to look at the amount of EMF at CFCI?</i></p> <ul style="list-style-type: none">- <i>Paul Shared: Heat Map- \$3500 (Just to do a heat map of this building)---Heat map shares where the signal is located</i>- <i>Would also want more than one quote should we choose to go that route</i>- <i>Continue connecting with other network admins on their research</i>- <i>Welcome additional research from others</i>- <i>Not sure what action we will take at this point other than to see what quotes for</i>
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Technology Committee Meeting Minutes Monday, January 14, 2019

		<p><i>tests like this would be and gather more information.</i></p> <p><i>Action: Collect data on chunks of time and how much we are actually using the chromebook. Logging time.</i></p> <p><i>Action: What is our unified perception on screen time? Send out a form for teachers to fill out or a loop level discussion</i></p> <p><i>Action: Mac will connect with Paul and do some research on how other schools/systems are working through this. He will reach out to contacts for quotes. (Amy mentioned \$300-\$400 from one contact). Quotes and further information from other school systems is all we are considering at this point.</i></p>
<p>Screentime</p>	<p>10 minutes</p>	<p>Discuss how we use technology in the classroom. Amount of time in a day. Quality of use. <i>What does research show?</i> <i>Idea: One day a week of tech free a week</i></p> <p><i>**Most of this conversation took place in PCN update above**</i></p>
<p>Chromebook Checkup</p>	<p>10 minutes</p>	<p>Plan to check condition of chromebooks at the end of trimester. (Class by class) Plan for repairs, etc.</p> <p>Subcommittee needed to revisit Chromebook Agreement (maybe two teachers?)- Needs more meat, but also big issues coming up with parents paying \$65 donation each year with nothing to show for it, especially if</p> <ul style="list-style-type: none"> - 7-8 Advisory weekly inspection with forms Substitute plans once detailed structure set after the assembly on Friday - Over the summer: clean them up, - Red sticker (index card to indicate type of condition)



Technology Committee Meeting Minutes Monday, January 14, 2019

		<ul style="list-style-type: none"> - Where will they be stored over the summer? - Could Jeff do Joanne's floors over spring break? - Develop a Standard Protocol for the inspection - Insurance doesn't cover everything---- share protocol on how we send out for repairs and the cost. - 7-8 Assembly in MPR: Here is what Chromebook usage looks like in Math-Science-ELA- SS; United front, no he said/she said. - Parent Communication: Chromebook Inspections- One homeroom per day starting next week - Check in Day: Bring in Chromebook, case and charger <ul style="list-style-type: none"> • EOGs coming up • Schedule • Insurance reminder • If Chromebooks are broken, will be sent off to be repaired • No loaners guaranteed • Follow up coming soon • Agreement reminders • Reporting reminders: report to the teacher; report to Mr. Allen---reporting chromebook damage link online <p>Form:</p> <ul style="list-style-type: none"> • Name • Date • Chromebook model • Serial number • Description of the damage • Issue Description • Accident: give description • Report By: • *****Create a received by form
<p>Updates</p>	<p>15 minutes</p>	<ul style="list-style-type: none"> • Typing Program- where are we? • We talked about trainings in December, can we get on schedule/make plan? Tech Bytes? Morning? PM? (Examples- Youtube, Websites, etc.)



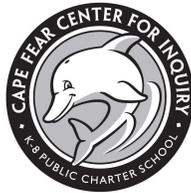
Technology Committee Meeting Minutes Monday, January 14, 2019

		<ul style="list-style-type: none">• What is our timeline for Tech Plan for CFCI? <i>Can we commit to summer work? Is it too early to look at summer schedules?</i> https://cfci.net/wp-content/uploads/2013/08/5-Technology-Plan-2014-2016-Final-PDF.pdf• FAQ sheet <i>(previous item- need a plan for development/who's putting it together?)</i>
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FUTURE DISCUSSION ITEMS:

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-

Next Meeting Date: MAR 11, 2019



Lifelong Learning Committee 2018-2019

Date: 2.12.19

Present: Nancy, Gina, Lisa S, Seffie, Megan, Joann B, Lisa C, Kim, Lori, Mac

Next meeting: 2.12.19

Topic: PD for the remainder of this year

Discussion:

Curricular Conversations

K/1 - Feb 21st (still a go?) Address Science/Social studies standards

2/3 - March or April Address a specific unit plan (force and motion unit) collaboration

4/5 - May (unpacking a unit in Eureka or perhaps RC)

6/8 - May (one integrative unit)

Specials?

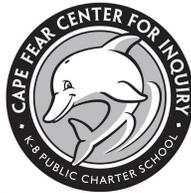
EC?

PD for the REMAINDER of the YEAR

Would a survey submitted by grade or loop level be helpful to assess the PD (or lack of PD) for 2018-19 including: Math, technology and RC

STAFF MEETINGS - mini-lessons in PD. Have we done this since our meeting in January. Seffie set it up/what has the response been?

Action or Request (if any)



Topic: PD for next year

Discussion: What information have loops given us that will help us drive Professional Development Schoolwide; loop level; elementary/middle; specials
Is writing PD something we believe we should consider across the curriculum?
K/1 2 PD's and 2 faculty meetings (having the option to differentiate PD) Schoolwide - math is still brand new - keep it potentially writing and what everyone is doing schoolwide curricular conversations - yes
4/5 what is the balance that we need to be able to have real dialogues - there is no real way to satisfy everyone and fit it into the schedule ongoing - RC and inquiry (maybe not 2x per month but should be on every years calendar)

- *structure needs to be differentiated to address multiple needs
 - *menu options
 - *who can we get to come in? and for what topics
 - *literacy pd would be important - put it on paper - SHOULD THIS BE THE FOCUS IN PD AS A CURRICULAR CONVERSATION (PD)
 - *math (continuation)
 - *differentiation
 - *technology - Techbytes, forms for google, chromebooks, ipads, type to learn, google classroom
 - *trips to other schools
- Training needed at beginning of year:

MTSS: IEPS/504s/Writing Plans
CPI/Discipline/Responsive Classroom
Assessments: MAP, SCHOOLNET, mClass, CBM's
Curriculum Planning
2019-20 = 2 Full Days (including the opening day business) 4 half days

Discussion:

Action or Request (if any)

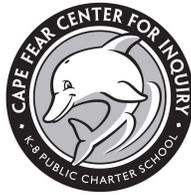
Requirements for licensed educators whose license expire on or after June 30, 2019:

Teachers of grades kindergarten through five must complete 8 renewal credits during each five-year renewal cycle that meet the following requirements:

- 3.0 CEUS in academic subject area(s)
- 3.0 CEUS addressing literacy
- 2.0 CEUS addressing the Digital Learning Competencies

Teachers of grades B-K, six through twelve and Instructional/Student Support Personnel and Central Services Administrators (includes media, counselors, psychologists, social workers, resource teachers, specialists, etc.) must complete 8 renewal credits during each five-year renewal cycle that meet the following requirements:

- 3.0 CEUS in academic subject area(s)
- 2.0 CEUS addressing the Digital Learning Competencies
- 3.0 CEUS in general education



School Administrators:

- 3.0 CEUS focused on the standards for school executives in Instructional and Managerial Leadership
- 2.0 CEUS addressing the Digital Learning Competencies
- 3.0 CEUS in general education

What are the best practices?

What is working at CFCI/What is not?

What are the holes?

Time and Effort/Personal Services Policy

Compensation is based on records that accurately reflect the time and effort work that is performed. Salaried employees are paid monthly based on their job descriptions and/or daily schedules and attendance records. Non-salaried employee payroll is processed using timesheets. Timesheets must be completed after-the-fact and signed by the employee and the immediate supervisor.

Each full-time employee must have a current job description on file. The Human Resources Coordinator is responsible for developing a complete and accurate job description for each employee under his or her supervision. Job descriptions must be updated as new assignments are made. The Human Resources Coordinator must review the job description with the employee upon hiring and as the job description is updated. The employee must sign and date that he or she has read and understands the job description and the programs under which he or she is working.

All charges to payroll for personnel who work on one or more Federal programs or cost objectives must be based on one of the following, depending on the circumstances:

- Semiannual certification (for employees who work 100% of the time on a single program and/or cost objective in which case a signed and dated job description must be in the employee's personnel file; also see exception for schoolwide programs below)
- PARs - for employees working on more than one program and/or more than one cost objective

Semi-Annual Certification

Where employees are expected to work solely on a single Federal award or cost objective, charges for their salaries and wages will be supported by periodic certifications that the employees worked solely on that program for the period covered by the certification. The Business Operations Coordinator and/or EC Coordinator is responsible for collecting and maintaining certifications. The Business Operations Coordinator and/or EC Coordinator is responsible for determining the type of time and effort reporting required for each employee. Certifications will be signed by the employee or supervisory official having firsthand knowledge of the work performed by the employee. Certifications will be maintained by CFCI for five years.

Semi-annual certification applies to employees who do one of the following:

- Work 100% of their time on a single grant program and/or single cost objective
- Work 100% of their time in administering programs that are part of consolidated administrative funds (such as a Federal Programs Director who administers only these programs)
- Work 100% of their time under a single cost objective funded from eligible multiple funding sources. A Title I, Part A, schoolwide program is a single cost objective.

These employees are not required to maintain time-and-effort records. However, each employee must certify in writing, at least semiannually, that he/she worked solely on the program or single cost objective for the period covered by the certification. The certification must be signed by the employee or by the supervisor having firsthand knowledge of the work performed. Charges to the grant must be supported by these semiannual certifications and the semiannual certifications are to be maintained by Cape Fear Center for Inquiry in the Business Office.

The semiannual certification must

- be executed after the work has been completed, and not before
- state that the employee worked solely (i.e., 100% of the time) on activities related to one particular grant program or single cost objective
- identify the grant program or cost objective
- specify the 6-month reporting period
- be signed and dated by the employee or a supervisor with firsthand knowledge of the work performed
- be collected on June 30 and December 31 of each year

Personnel Activity Report (PAR)

Where employees work on multiple activities or cost objectives, a distribution of their salaries or wages will be supported by personnel activity reports. The Business Operations Coordinator and/or EC Coordinator] is responsible for collecting and maintaining PARs. Business Operations Coordinator and/or EC Coordinator is responsible for determining the type of time and effort reporting required for each employee. PARs must be signed by the employee and the supervisory official having firsthand knowledge of the work performed by the employee. PARs are to be maintained by CFCI in the Business Office.

PARs will be required where employees work on:

- (a) More than one Federal award,
- (b) A Federal award and a non-Federal award,
- (c) An indirect cost activity and a direct cost activity,
- (d) Two or more indirect activities which are allocated using different allocation bases, or
- (e) An unallowable activity and a direct or indirect cost activity.

Personnel activity reports or equivalent documentation must meet the following standards:

- (a) The reports must reflect an after-the-fact determination of the actual activity of each employee.
- (b) Each report must account for the total activity for which employees are compensated and which is required in fulfillment of their obligations to the organization.
- (c) The reports must be prepared at least monthly and must coincide with one or more pay periods.
- (d) The reports must be signed by the employee.

Supporting Documentation

PAR employees are required to maintain time-and-effort records. Employees must prepare time-and-effort summary reports at least monthly (or every other week, as applicable) to coincide with pay periods. Such reports must reflect an after the fact distribution of 100% of the actual time spent on each activity and must be signed by the employee. For example, a daily calendar completed by the employee as activity is performed that details how much of the employee's activity was spent on each program from which the employee is compensated.

Daily Class Schedules

Daily class schedules for classroom teachers and instructional aides may be used in lieu of time-and-effort summary reports for these personnel. Daily class schedules may qualify as a suitable because they provide a "quantifiable measure of employee effort."

Reconciliation and Closeout Procedures

CFCI will periodically, at least quarterly, reconcile budgeted distributions to the actual time and effort reflected in the employees' time-and-effort records. If the quarterly (or more frequent) reconciled difference between the actual and budgeted amounts is 10% or greater, two things will occur:

- CFCI will adjust its accounting records to reflect the costs based on the actual time and effort reported.
- To minimize future differences, CFCI will revise the budget estimates for the following quarter to reflect the actual distribution, if necessary.

If the reconciled difference is less than 10%, CFCI will adjust the accounting records annually.

Prior to the end of the fiscal year the Business Operations Coordinator reviews all certifications and PARs for accuracy and appropriate signatures and dates.

In order to accomplish the objectives of the reconciliation CFCI will review budget reports and employee schedules.

Employee Exits

Before an employee separates from duty at CFCI, in addition to turning in checked-out keys, supplies and equipment, they must complete an exit interview including requirements to complete final timesheets and PARs/certifications.

Mission: 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.

Vision: CFCI will foster academic and social inquiry based learning by enriching the state curriculum. We will facilitate research, communication and action through: community partnerships; environmental education; global connection; technology and wellness.

Values:

CFCI Strategic Goal Themes

Theme #1: Model School for Inquiry (Sam, Sarah, Nancy)

Drafted Goal idea: Inquiry will be included, refined, and integrated into all aspects of the CFCI experience.

Drafted Goal idea #2: CFCI will cultivate the inquiry process in all aspects in order to encourage collaboration with all stakeholders within the next 5 years.

Drafted Goal Idea #3: CFCI will extend, deepen, and sustain a strong and dynamic program of inquiry that places students at the center of their learning over the course of each academic year.

FINAL: CFCI will cultivate, deepen and sustain a foundation of inquiry integrated into all aspects of our school and community.

1. Define and articulate core and specialized instruction for K-8.
2. Create units and learning experiences that relate subject areas and emphasize inquiry, investigation, research, and the effective, appropriate and intentional use of technology.
3. Personalize learning for all students by engaging in teaching approaches in order to meet students where they are and support growth and challenge for all.
4. Create and generate a message about the power, impact, and difference of a CFCI education in a way that increases both the visibility and understanding of the school and its mission.
5. Create the structures and mechanisms for CFCI to participate beyond the school walls and a play a role in modeling to others the impact of an education based on inquiry.

Measured by: CFCI faculty leading professional development (on and off site), UNCW/PDS partners, visitor logs, unit plans, curriculum maps, field experiences, MTSS process, Inquiry conference hosted at CFCI (Isn't there a fidelity rubric for measuring school based inquiry? Tom)

Action Steps: Goal-CFCI will be a model school of Inquiry in the next 5 years!

Defining CFCI's- create common understanding of how we teach inquiry. (create graphic...paint it on the wall!)

Thematic Units, Curriculum Map (carve out summer unit planning time again)

Teaching other teachers what we do here and even inviting some others to present and participate. **Idea: one day workshop at CFCI: Celebrating 20 Years of Inquiry Learning!** Inquiry continuum

Could this Goal be where we talk about program and resource cultivation---using programs outside of CFCI (ie: UNCW: starlab, STEM rooms, fields/green spaces, local parks/ state park collaborations, etc.)

Theme #2: High Quality Talent (Lori, Kim, Lisa)

Drafted Goals:

FINAL: CFCI will attract, hire, develop and retain high quality professionals committed to the CFCI mission and beliefs.

1. TO ATTRACT AND HIRE: CFCI will enhance efforts to recruit high quality professionals.

Possible measure (Number of high quality applicants; job fairs and job recruitment boards, partnerships with UNCW - internships;)

2. TO CONTINUALLY DEVELOP HIGH QUALITY PROFESSIONALS: CFCI will train, mentor, coach, nurture & provide relevant PD

Possible measure (schoolwide professional development planning, BT plans; PIPs; L3; coaching cycle documentation; teacher observation tool; surveys; improvement plans;)

3. TO RETAIN HIGH QUALITY PROFESSIONALS: CFCI will provide a safe and supportive environment that fosters risk-taking and innovation.

Possible measure (NC teacher working condition survey; annual staff climate survey;)

Get them

- Wait till hiring pool is full and qualified
- Spend time in school and classroom
- All loops represented on panel
- Review interview ?s
- Recruit the best! Job fair?

Keep them

- Coaching/support systems/mentors
- Training outside school
- At risk staff members a fully aware of their status and are given support to be successful
- All staff members fully supported and given frequent feedback
- A safe environment where staff can seek help

Reevaluate fit of teach style

Action Steps: Significantly enhance partnerships with Colleges of Education across the state.
Theme #3: Academic Program Excellence: (Lori, Kim, Lisa)

FINAL Goal: CFCI will provide the highest levels of inquiry learning, educational experiences, academic support and guidance to ensure students mastery through each transition including high school, college and career readiness.

1. TO ENSURE EFFECTIVE INSTRUCTION:

Teachers will implement classroom structures and standards based curriculum that promotes inquiry and develops independent learners.

Measured by: (Unit design; Checklist for observation; pre/post conferences; pre/post assessments; CFCI teacher observation tool)

2. TO ENSURE ADEQUATE GROWTH AND ACHIEVEMENT:

Teachers will utilize data from multiple sources to guide instruction and facilitate student learning.

Measured by: (EOG's; MAP; mClass, classroom assessments, progress monitoring +IEP , enrichment data/intervention plans) classroom performance/engagement. Should we think about portfolios?

Ensure effective instruction

1. PD
2. Time-core instruction, specialists
3. Unit planning, collaboration (include support staff
4. Resources for instructions

Adequate growth and achievement

1. New reading monitoring tool for MG
2. Continue to reflect and assess the assessments we use
3. What is adequate growth for students? Discuss it.

Theme #4: Culture of Community (Morgan, Michal)

FINAL Goal #3 CFCI will foster a global awareness by guiding a culture of community by engaging staff, students, families and the greater community.

TO PROMOTE A STRONGER, MORE INTERCONNECTED:

- 1. FACULTY AND STAFF: Strengthen ties between faculty and staff through various joint endeavors**
- 2. STUDENT BODY: Strengthen ties amongst the student body, across grade levels, in order to create a unified student population**
- 3. RELATIONSHIP BETWEEN FAMILIES AND STAFF: Create opportunities to build close relationships through school and extracurricular activities**
- 4. WORLD: Invite the community — e.g. artists, activists, thought leaders, authors, academics — into CFCI to interact with students and the school community in authentic and real world ways.**

Drafted Goal: CFCI will build a culture of community, engaging families, partners and the greater community to meet the needs of all students.

Drafted Goal #2: Build a culture of community within CFCI through engaging staff, students, families/partners and the greater community in order to meet the needs of all stakeholders.

1. TO CREATE OPPORTUNITIES FOR STUDENTS TO MAKE A POSITIVE IMPACT ON COMMUNITY:

CFCI will develop a service learning model to engage students in the development of an intrinsic desire to take action and improve the world they live in.

Measured by: development of plan, number of service learning opportunities, climate survey, lesson plans (Responsive language, open door policy, service learning, global and local awareness; citizenship)

2. TO PROMOTE A STRONGER, MORE INTERCONNECTED WORLD: Invite the community — e.g. artists, activists, thought leaders, authors, academics — into CFCI to interact with students and the school community in authentic and real world ways.

Measured by: Number of volunteers (frequency/variety), parent survey/climate survey, visitors to the school, field experiences and service learning beyond the school.

Action steps: Having open door policy, making access available, etc. ,make it welcoming, organized volunteer opportunities, Partnership/PCN/Board....

Can we look at this through a different lens?

Building a community within school first->teachers/staff->students->families->community

*Monthly assembly? Monthly theme.

*Teambuilding with staff

*House affiliations schoolwide

Making/creating a community everyone wants to be part of.

Theme #5: Facility Development and Safe Learning Environment (Mac, Kelly, Kathy, Lori)

FINAL Goals: CFCI will improve, refine and invest in facility and resource development to support a safe and healthy learning environment. And increase productivity

1. Develop a plan to maintain and enhance the current facility and learning spaces to promote inquiry.

Measured by: climate survey, wish lists

2. Use data from multiple sources to monitor and make improvements to our campus security.

Measured by: incident reports, climate survey, meeting minutes (board, PCN, Partnership, etc.) ERT feedback

3. Provide a learning environment for students that supports social and emotional growth.

Measured by: climate survey, incident reports, classroom/office behavior reports, school counselor data, behavior intervention data, meeting minutes (board, PCN, Partnership, etc.), NCTWCS, Responsive classroom feedback

Action Steps:

1-Consult with ERT, Reevaluate Threat Assessment Protocol, Mac/Kathy attending training on state law changes

2-Community/teacher/student (needs) wish list of desired resources

3. More land perhaps?

4. An actual expansion plan

-How long will these conversations realistically take? Start soon?

5. Needs for safety:

-SRO?

-Mental health focus (clinical)

-Training for teachers

-"watchdogs" Parents program?

-"Hiring" process...not random

6. Year long character education

-Things RC doesn't cover

Strategic Plan Accountability Matrix

Committee #1

Task/Objective	Product	Timeline

Committee #2

Task/Objective	Product	Timeline

<i>Committee #3</i>		
Task/Objective	Product	Timeline

<i>Committee #4</i>		
Task/Objective	Product	Timeline

Committee #5

Task/Objective	Product	Timeline



Cape Fear Center for Inquiry Policy and Procedure Manual

Series 100 Board of Directors Governance and Operations

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110 Board Members-Roles and Responsibilities

Role of a Board Director

The primary role of a Board Director is to jointly support, promote, and initiate effective and efficient governance of the Corporation for Inquiry, Inc.

[A Board Director will be elected to a 3-year term.](#)

Responsibilities of a Board Director

It is the responsibility of a Board Director:

1. ~~1. to be present at scheduled and called meetings~~[To participate in at least 80% of Board meetings annually in person \(Attendance will be reviewed quarterly\).](#)
2. [To prepare for these meetings by reading materials and participating in standing committees](#)
 2. to uphold the mission statement and vision of CFCI
 3. to represent CFCI, faculty, and fellow Board members positively
 4. to perform duties timely, effectively, and responsibly
 5. to hold confidential all meeting/school/student related discussions
 6. to foster team effort among Board members, liaisons, and committee volunteers
 7. to promote open communication in all levels of operation
1. [To serve on at least one Standing Board committee or task force each year](#)
2. [To distinguish between personal convictions and professional duties, and will not allow personal beliefs to interfere with fair representation of the goals and objectives of the School and will respect and support the majority decisions of the Board](#)
3. [To approach all board issues with an open mind, prepared to make the best decisions for the community as a whole](#)
4. [To participate in short and long-range strategic planning activities](#)
5. [To work to develop new leadership and recommend potential board members to the nominating committee](#)
6. [To participate at school-wide events](#)

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Role of Board President

The primary role of the Board President is to facilitate the effective and efficient governance of Board functions/operations of the Corporation for Inquiry, Inc. [The Board President will be elected annually in accordance with the bylaws.](#)

Responsibilities of Board President

It is the responsibility of the Board President:

1. to facilitate the successful management of the Board
2. to call to order and preside over meetings in accordance to by-laws and parliamentary procedure
3. to regularly meet as executive committee with Vice President and Secretary
4. to charge Board committees with specific tasks and/or responsibilities
5. to provide guidance to promote unity and partnership
6. to partner with the Director to establish, evaluate, and adjust Director's position description with specific responsibilities
7. to oversee the documentation and initial set up process of establishing CFCI's Board of Directors and essential elements of CFCI's operation
8. to foster team effort amongst Board members, liaisons, and committee volunteers
9. to promote open communication in all levels of operation
10. to be present at scheduled and called meetings
11. to uphold the mission statement and vision of CFCI
12. to represent CFCI, faculty, and fellow Board members positively
13. to perform duties timely, effectively, and responsibly
14. to hold confidential all meeting/school/student related discussions

Role of Board Vice President

The primary role of the Board Vice President is to assist the President of the Board in matters concerning the effective and efficient governance of Board functions/operations.

Responsibilities of Board Vice President

It is the responsibility of the Board Vice President:

1. to assist the Board President in all matters pertaining to the successful management of the Board
2. to call to order and chair meetings in the absence of the Board President
3. to prepare/distribute meeting agenda one week prior to any scheduled/called meeting
4. to regularly meet as executive committee with President and Secretary
5. to foster team effort amongst Board members, liaisons, and committee volunteers
6. to promote open communication in all levels of operation
7. to be present at scheduled and called meetings
8. to uphold the mission statement and vision of CFCI
9. to represent CFCI, faculty, and fellow Board members positively
10. to perform duties timely, effectively, and responsibly
11. to hold confidential all meeting/school/student related discussions

Role of Board Secretary

The primary role of the Board Secretary is to maintain accurate and timely documentation of Board functions/operations of the Corporation for Inquiry, Inc.

Responsibilities of Board Secretary

It is the responsibility of the Board Secretary:

1. to record and document Board meeting discussions and decisions accurately and timely
2. to provide above said minutes one week prior to monthly scheduled meeting to all board members for review (it is the responsibility of individual board members to retrieve meeting information from designated member mailbox at main site)
3. to regularly meet as executive committee with President and Vice President
4. to assist with the overseeing documentation and initial set up process of establishing CFCI's Board of Directors and essential elements of CFCI's operation
5. to foster team effort amongst Board members, liaisons, and committee volunteers
6. to promote open communication in all levels of operation
7. to see that all notices are duly given in accordance with provisions of Bylaws or as required by law
8. shall certify and keep at the principal office of the corporation the original, or a copy, of Bylaws as amended or otherwise altered to date
9. to be present at scheduled and called meetings
10. to uphold the mission statement and vision of CFCI
11. to represent CFCI, faculty, and fellow Board members positively
12. to perform duties timely, effectively, and responsibly
13. to hold confidential all meeting/school/student related discussions

Role of Board Treasurer

The primary role of the Board Treasurer is to have charge and custody of, and be responsible for, all funds and securities of the Corporation for Inquiry, Inc.

Responsibilities of Board Treasurer

It is the responsibility of the Board Treasurer:

1. to maintain accurately and timely charge of all funds and securities to deposit all such funds in the name of the corporation in such banks, trust companies, or other depositories as shall be selected by the Board of Directors
2. to receive, and give receipt for, monies due and payable to the corporation from any source
3. to disburse, or cause to be disbursed, the funds of the corporation as may be directed by the Board of Directors, taking proper vouchers for such disbursements

4. to keep and maintain adequate and correct accounts of the corporation's properties and business transactions, including accounts of its assets, liabilities, receipts, disbursements, gains and losses
5. to exhibit at all reasonable times the books of account and financial records to any director of the corporation, or to his or her agent or attorney, on request therefore
6. to render to the President and Directors, whenever requested, an account of any or all of his or her transactions as Treasurer and of the financial condition of the corporation
7. to prepare, or cause to be prepared, and certified, or cause to be certified, the financial statements to be included in any required reports, including the reporting for tax-exempt purposes
8. to perform all duties incident to the office of the Treasurer
9. to foster team effort amongst Board members, liaisons, and committee volunteers
10. to promote open communication in all levels of operation
11. to be present at scheduled and called meetings
12. to uphold the mission statement and vision of CFCI
13. to represent CFCI, faculty, and fellow Board members positively
14. to perform duties timely, effectively, and responsibly
15. to hold confidential all meeting/school/student related discussions

Role of Parliamentarian

It is the primary role of the Parliamentarian is to ensure board policies and procedures are in accordance with established parliamentary guidelines.

Responsibilities of Parliamentarian

It is the responsibility of the Parliamentarian:

1. to ensure Board meetings and actions conform to parliamentary procedure and Board By-laws
2. to address current policies that may be in conflict with by-laws.
3. to review proposed policy for conflict with by-laws.
4. to ensure compliance with the open meeting laws of North Carolina General Statutes.
5. to foster team effort amongst Board members, liaisons, and committee volunteers
6. to promote open communication in all levels of operation
7. to be present at scheduled and called meetings
8. to uphold the mission statement and vision of CFCI
9. to represent CFCI, faculty, and fellow Board members positively
10. to perform duties timely, effectively, and responsibly
11. to hold confidential all meeting/school/student related discussions
12. to regularly meet as executive committee with President and Vice President

112 Voting Positions on CFCI Board of Directors

In order to insure diversity and balance on the board, there will be 5-7 voting members and the composition of the board will be as follows:

- Two (2) Directors will be Community Members. A community member is a person who has no direct relationship to CFCI. This is defined as NOT being related to any employee or student or as being an employee of CFCI.

- Three (3) Directors will be Parent Members. A parent member is a person who is the parent, guardian or relative of any current student at CFCI. An employee who is also a parent of a CFCI student is NOT eligible for a parent member position.

- Two (2) Directors will be a Parent/Community Member. A parent/community member is a person who meets either of the above criteria.

Election of board members will be by the categories listed above (Community, Parent, Parent/Community). If there are no candidates for a vacant position in a particular category, that position will remain vacant until a qualified candidate can be elected.

Commented [DH1]: Should we add the term length here like we have for non-voting members?

Approved 6/16/15

113 Nonvoting Positions on CFCI Board of Directors

As allowed in the CFCI Bylaws, Article 10, section 1, the CFCI Board of Directors creates the following non-voting positions. The individuals who fill these positions will start their term the month following their election using the processes detailed below. All applicants for these non-voting positions must complete a Board of Directors application prior to their election, with the exception of the Director.

The Founder's Seat is established to include a member who has been closely involved with Cape Fear Center for Inquiry for a minimum of seven years. A person voted to occupy the Founder's Seat would ideally be a founding teacher, parent, or board member of CFCI. The Founder's Seat is a non-voting position, is a 3-year term, and is voted upon by the CFCI Board during the May meeting wherein new Board members are elected. This member will attend the subsequent June CFCI Board meeting as a seated member.

The **Partnership Seat** is established to include one member of the CFCI Partnership Board to represent the Partnership's interests on the CFCI Board. The Partnership Seat is a non-voting position, is a 1-year term, and is voted upon by the CFCI Partnership Board in April or May of the year when this member is elected. The Partnership representative will attend the subsequent June CFCI Board meeting as a seated member.

Faculty/Staff Seats are established to include four members of the CFCI faculty/staff. The CFCI faculty will vote for candidates for these positions in April of each academic year when a vacancy for these seats exists. At least one of these positions must be held

by a classroom teacher, which will be defined as a regular classroom teacher, a full-time specialist teacher, or an Exceptional Children's teacher. These seats are non-voting positions and are for 3-year terms.

The Director Seat is established to include the current Director of CFCI. The Director Seat is a non-voting position.

Approved 6/16/15

120 Standing Committees of The Board of Directors

There are five Standing Committees of the CFCI Board of Directors. They are:

1. Executive Committee
2. Life Long Learning Committee
3. Finance Committee
4. Development Committee
5. Policy and Procedure Review Committee

Committee Guidelines

- All committees must include a Board member. This Board member needs to also be available to meet at the monthly Executive Committee Meeting.
- The chair of each committee will report to the Executive Committee each month before the regularly scheduled Board meeting. This is so that the Executive Committee can appropriately set the agenda to allot each committee the appropriate amount of time for presentation and discussion to the entire Board. Written minutes of each committee meeting will be provided to the Executive Committee.

A Table of Standing Committees will be maintained and updated that specifies the Purpose, Description, Membership, Chairperson, Selection and Term of Members, Charge and Meeting Schedule for each of the six committees listed above. This table will be provided to the CFCI Board of Directors annually.

Revised 7/28/15

140 Conflict of Interest

Article I Purpose

The purpose of the conflict of interest policy is to protect CFCI's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director or Board Member of the CFCI or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

Article II Definitions

1. Interested Person

Any director, principal officer or Board Member who has a direct or indirect financial interest, as defined below, is an interested person.

2. Financial Interest

A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

- a. An ownership or investment interest, other than de minimis (**too trivial or minor to merit consideration**), in any entity with which **CFCI** has a transaction or arrangement,
- b. A compensation arrangement with **CFCI** or with any entity or individual with which **CFCI** has a transaction or arrangement,
- c. A potential ownership or investment interest, other than de minimis, in, or compensation arrangement with, any entity or individual with which **CFCI** is negotiating a transaction or arrangement. Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial,
- d. If they are a teacher or employee of **CFCI** and there is any Board vote related to Series 500 Personnel Policies,
- e. If they are a teacher or employee of **CFCI** and there is any Board vote related to leave requests,
- f. If they are a teacher or employee of **CFCI** and there is any Board vote related to recommendations to hire or offer contract to hire,
- g. If they are a teacher or employee of **CFCI** and there is any Board closed sessions for the purpose of discussion or action regarding an individual employee's performance, evaluation and/or employment action such as corrective action, action plan, suspension termination, hiring or contract renewal,
- h. If they are a teacher or employee of **CFCI** and there is any Board vote related to salary and wage changes to employees.
- i. **The Director of CFCI is exempt from items a through h unless the matters are directly related to his/her compensation, evaluation, performance, evaluation and/or employment action such as corrective action, action plan, suspension termination, hiring or contract renewal.**

Article III Procedures

1. Duty to Disclose

In connection with any actual or possible conflict of interest, an interested person must disclose the existence of a financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.

2. Determining Whether a Conflict of Interest Exists

A financial interest is not necessarily a conflict of interest. A person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists. After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall **move to the public seating area** while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

3. Procedures for Addressing a Conflict of Interest

- a.** An interested person may make a presentation at the governing board, but after the presentation, he/she shall **move to the public seating area** during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
- b.** The chairperson of the governing board shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
- c.** After exercising due diligence, the governing board shall determine whether **CFCI** can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
- d.** If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in **CFCI**'s best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

4. Violations of the Conflicts of Interest Policy

- a.** If the governing board has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.
- b.** If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Article IV Records of Proceedings

The minutes of the governing board shall contain:

- a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing board's decision as to whether a conflict of interest in fact existed.
- b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

Article V Compensation

- a. A voting member of the governing board who receives compensation, directly or indirectly, from **CFCI** for services is precluded from voting on matters pertaining to that member's compensation.
- b. A voting member of the governing board whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from **CFCI**, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

Article VI Annual Statements

Each director and principal officer shall annually sign a statement which affirms such person:

- a. Has received a copy of the conflicts of interest policy,
- b. Has read and understands the policy,
- c. Has agreed to comply with the policy, and
- d. Understands CFCI is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Article VII Periodic Reviews

To ensure **CFCI** operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

- a. Whether compensation arrangements and benefits are reasonable, based on competent survey information and the result of arm's length bargaining.
- b. Whether partnerships, joint ventures, and arrangements with management organizations conform to **CFCI's** written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement (**to be less affected by something unpleasant**), impermissible private benefit or in an excess benefit transaction.

Article VIII Use of Outside Experts

When conducting the periodic reviews as provided for in Article VII, **CFCI** may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing board of its responsibility for ensuring periodic reviews are conducted.

Approved 1/20/15

150 Nepotism

The Board of Directors recognizes the need to avoid nepotism relative to the hiring, placement, duties and evaluation of all employees of Cape Fear Center for Inquiry.

Assignment of Personnel

It is the policy of the Board to recruit and employ the most qualified individuals for all positions.

Apparent nepotism or the assignment of immediate family members to either supervise or evaluate the performance of another immediate family member is prohibited. This restriction on the assignment of family members serves to discourage favoritism and to prevent a conflict of interest in the completion of evaluations, disciplinary actions, extra-duty assignments and possible promotions.

Definition of Immediate Family

For the purpose of this Policy, members of the immediate family include spouses, domestic partners, children, stepchildren, wards, grandchildren, parents, grandparents, brothers, sisters, in-laws, uncles, and aunts. Nothing in this Policy shall prevent the employment by CFCI of members of the same family, provided their job assignments are made in accordance with this policy.

Restrictions

No immediate family member may have direct supervision over the progress, performance, pay, or welfare of another and together they may not be involved with the financial controls or physical inventories of CFCI properties.

Whenever two (2) employees at CFCI are in a supervisory-subordinate relationship and either get married or become domestic partners, one of the employees shall resign immediately. If an employee is promoted, assigned or transferred to a supervisory position over a member of his or her immediate family, the subordinate employee shall resign immediately.

No voting members of the governing board shall be an employee of a for profit company that provides substantial services to the charter school for a fee.

No employee of the charter school shall be immediate family (as defined in G.S. 115C-12.2) to any member of the Nonprofit board of directors.

No employee of the charter school, whether hired by the board of directors or a management company, shall be a voting member of the board of directors.

No teacher or staff member that is immediate family of the chief administrator shall be hired without the board of directors evaluating their credentials, establishing a structure to prevent conflicts of interest, and notifying the Department, with evidence, that this process has occurred.”

Assignment of Students

It is the policy of CFCI to establish and maintain a classroom environment of fairness and equity for all students. The assignment of a student to a class taught by a member of the student's immediate family creates the appearance of favoritism and places undue pressure on both the student and the teacher. As a general rule no student should be assigned to or placed in a class taught by a member of the student's immediate family as defined above. Teachers shall not be placed in a position of having to evaluate or grade the academic performance of a member of their immediate family.

Exceptions

The Director of CFCI may decide to implement an exception to either the assignment of personnel or students for up to three years for core classroom teachers in order to meet an identified school need or special circumstance. The Director shall provide the specific name(s) and reason(s) for the exception to the Board at the August board meeting. Teachers of specialized instruction (for example art, music, PE, technology, Spanish, middle school electives, Exceptional Children and related services) are excluded from the Assignment of Students section.

Revised 7/30/15

20 _____ **Commitment Letter** _____
Charter School Board of Directors

Overview

As trustees of public funds, The Board of Directors is responsible for ensuring the school's long-term financial stability and integrity of the charter. The board sets the strategic plan and ensures that the school fulfills its mission. Directors recognize that in order to fulfill these obligations, they pledge to personally contribute needed resources and talents to maintain the school's success.

Responsibilities

- Ensure that the Charter is fulfilled.
- Support the Mission Statement.
- Abide by and uphold all governing documents (federal and state laws/regulations, charter, articles of incorporation, by-laws, school policies etc.).
- Read and understand the financial statements and otherwise assist the board in fulfilling its fiduciary responsibility.
- Read and fully understand all prospective resolutions in order to make an informed vote.
- Attend board meetings and actively participate in decision-making.
- Share expertise with the board and staff.
- Be an advocate for the school; promote it in ways appropriate to your profession and contacts.
- Make a personal contribution appropriate to your circumstances.
- Obtain various means of support for the organization's fundraisers, or otherwise assist in providing resources to further the school's mission.
- Fulfill the duties of care, obedience and loyalty to the school.
- Participate in short and long-range strategic planning activities.
- Ensure the school meets all legal and corporate requirements.
- Serve on at least one committee or task force each year.
- Work to develop new leadership and recommend potential board members to the nominating committee.
- Avoid any conflict of interest or even the appearance of conflict of interest.
- Participate in school-wide events.

Desired Skills and Experience

Sincere love of children and commitment to quality of education. Knowledge of history, mission and goals of the school. Working knowledge of bylaws and policies. Ability to handle school business with tact, professionalism, enthusiasm, and commitment. Ability to communicate effectively. Ability to take responsibility and follow through on assignments and responsibilities. Ability to work well with people individually and in a group.

Term of Service

Members of the Board of Directors are elected for ____-year terms or appointed for one-year terms.

Members may be re-elected according to the bylaws.

Compensation

Board members will not receive any compensation for their services as Board members.

Time Commitment

Member of the Board attend each board meeting, serve or assist on committees and be available to members, other leaders and staff, estimated to require approximately ___ hours per month. Absence from ___ consecutively scheduled or ___ meetings in one calendar year of the Board of Directors (except for emergencies beyond the control of the board member,) will constitute automatic resignation from the Board of Directors.

Benefits of Leadership Service

Leadership is viewed as an opportunity to make a difference in the lives of children, and in education in our community. Opportunity to identify needs, support and achieve school goals. Gain or enhance experience in building and working with teams. Increase Promote and develop leadership in others. Help to shape the school’s direction and future.

Conflicts of Interest

Board members are expected to avoid potential or actual conflicts of interest. To the extent they may be known, please disclose any potential or actual conflicts you might have. In the future, when discussion or votes may arise that would put you in a conflict, you are charged with full disclosure on record and abstention from any discussion or vote.

Personal	Business

Personal Commitment

I (*print name*) _____, am willing to make every effort to fulfill _____ ‘s Board of Directors responsibilities as outlined above. I further agree that if, at any time, I am unable to fulfill the commitments of a member of the Board of Directors of _____, I will give appropriate notice of resignation to the Chairman of the Board.

Signature Date

Please list your top 3 committees of interest in order with 1 being your first choice:

1. _____
2. _____
3. _____

The Integrity Charter School Member Code of Conduct

As The Integrity Charter Academy Board members, we recognize the importance of our actions and decisions as they reflect directly upon each of us, each teacher, each staff person, each student, and the community as a whole. In our leadership roles we are charged with the ethical principles that guide our work to uphold the highest standards of education for the students at The Integrity Charter Academy.

Ethical dilemmas occur when values are in conflict. The Integrity Charter Academy Board member Code of Ethics states the values to which we are committed and embodies the ethical responsibilities charged to each member in the ever-changing atmosphere of the school environment.

By our governance, we significantly influence or control the finances, studies, and direction of the school. We are grounded in an educational system aimed directly at furthering the educational experiences for children which is not offered in the traditional school system. To this end, we are obligated to ensure that we are held to the highest ethical standards in order to preserve the reputation and education experiences of The Integrity Charter Academy for future generations.

The principles of this Code are expressed in broad statements to guide ethical decision making.

These statements provide a framework; they cannot and do not dictate conduct to cover particular situations.

As a member of this board, I will:

1. believe in and be an ambassador for the mission and vision of The Integrity Charter Academy.
2. work with fellow board members to fulfill the obligations of Board membership as stated.
3. support Board decisions once they are made.
4. regularly attend and participate in at least 80% of Board meetings annually in person (Attendance will be reviewed quarterly). Prepare for these meetings by reading materials, participating in standing committees and being prepared with materials to each meeting.
5. provide the highest level of service to all stakeholders through appropriate and usefully organized resources; equitable service policies; equitable access; and accurate, unbiased, and courteous responses to all requests.
6. represent the interest of all people served by this organization and will not advance private interests at the expense of the school or any stakeholders.
7. not use my service on this Board for my own personal advantage or for the advantage of friends or associates.
8. recognize and respect the need to protect confidential information in all levels of the organization. All information gained concerning staff and or students shall remain confidential in perpetuity.
9. distinguish between my personal convictions and professional duties and will not allow my personal beliefs to interfere with fair representation of the goals and objectives of the School and will respect and support the majority decisions of the Board.
10. approach all board issues with an open mind, prepared to make the best decisions for the community as a whole

11. vow not to violate the trust of those who elected or appointed me to the Board or of those I serve.
12. strive to focus my efforts on the mission/vision of the School and not on my personal goals or the goals of any single stakeholder.
13. never exercise individual authority as a Board Member except when acting in an official meeting with the full Board or as I am delegated by the Board or by invitation of the Director.
14. strive for excellence in my role as a Board member by maintaining and enhancing my own knowledge and skills and by fostering the aspirations of potential members of the Board.
15. consider myself a “trustee” of the organization and will do my best to ensure that it is well-maintained, financially secure, growing, and always operating in the best interests of those we serve.
16. remember that we are a governing board and not a managerial one. I, therefore, refrain from engaging in conversations with any staff or family member that would be considered managerial in nature.
17. never exercise individual authority as a Board Member except when
 - a. acting in an official meeting with the full Board
 - b. or as I am delegated by the Board
 - c. or by invitation of the Director
18. understand that violation of this policy could result in disciplinary action, up to and including removal from the Board following the board’s bylaws.

Board member signature

Date

Adopted -

