

**Cape Fear Center for Inquiry
Board of Directors Agenda
January 15, 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: 12/1/18; 1/7/19</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	1. Audit Presentation 2. 2019-2020 Calendar 3. Giftedness Update 4. Teacher Resignation	Lori Roy Jay Sharpe	Information/ Discussion/ Action
	Committee Updates: Please see all committee minutes and come with any questions		
6:30	5. Partnership, Technology and L3 and minutes were all included in packet	Committee Chairs	Information/Discussion
	Policy Update		
6:35	6. Volunteer Program – <i>2nd Read</i>	Michael Zentmeyer	Information/ Discussion/ Action
	Strategic Planning		
6:50	7. Strategic Planning next steps- (possibly attending- not confirmed)	Tom Miller- Leaders Building Leaders	Information/ Discussion/ Action
	Finance		
7:10	8. Form 990 Approval 9. <i>Audit approval in Director's Report</i>	Kathy Coke	Information/ Discussion/ Action

	Development: Parking Lot Project		
7:30	10. Update	Kathy Coke	
	Executive Committee		
7:15	11. Board Training Discussion: Roles and Responsibilities – <i>moved to February meeting</i> 12. School Safety discussion		
	Announcements:		
8:00	<i>Other Announcements and/or Upcoming events:</i> - <i>Executive- February 2/13/19</i>	Ashley Cooksley	Information
7:50	<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.

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**Cape Fear Center for Inquiry
Board of Directors Agenda
December 1, 2018- 11am**

***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, David Boucher, Beth Carter, Kristin Hudson, Cathi Mintz, Shannon Shanks, Wes Rose, Lori Roy, Kendy Gullette

Absent: Kumar Lakhavani, Lisa Buchanan, Stephen Hhill

Time	Subject	Chair/Presenter	Note: Information, Discussion, and/or Action
	Opening Items:		
11:00am	<i>Call to Order</i>	Ashley Cooksley	Kristin Hudson made a motion to call the meeting to order. Dave Boucher seconded. The motion passed.
11:01am	<i>Approval of Minutes: 11/20/18</i>	Ashley Cooksley	Dave Boucher made a motion to approve the minutes from the 11-20-18 board meeting as amended during discussion. Kristin Hudson seconded. The motion passed.
11:02am	<i>Visiting Faculty*</i>	TBD	None
11:07am	<i>Visiting Parent or Community Members*</i>	TBD	None
	Director's Report:		
11:10am	1. BT Plan- approval required	Lori Roy	Kristin Hudson made a motion to approve the CFCI Beginning Teacher Support Program/Beginning Teacher Program Plan (BTSP). Ashley Cooksley seconded. The motion passed.
	Strategic Planning		
11:20am	2. Strategic Planning – update: Parent survey communication plan and survey itself 3. Faculty input- Shared Leadership 9/29 in preparation for	Lori Roy/ Ashley Cooksley/other board	Lori Roy shared that the faculty will be having a discussion at the 12/5 faculty meeting as to clearly defining inquiry, with more discussion to come on Jan. 9, 2019. We'll be gathering some alumni information through social media and e-mails. The hope is that through this process, we can do a better job of tracking our alumni. Lori mentioned that another group of people we could reach out to are alumni parents. The admin team (with input from Dave Boucher)

	faculty conversation 12/5		developed a marketing flyer to encourage parents to watch for the parent survey to be released in January. We'll send out a mass text when the survey is available to be distributed/accessed. The survey will be available for several weeks. We will track visually the %age of parents who have responded. We are hoping to release the survey Dec. 10-12, and keep the survey live until January 14.
	Announcements:		
11:35am	<i>Other Announcements and/or Upcoming events:</i>	Ashley Cooksley	<p>The Board Holiday Social will be held on Dec. 18 from 6-8 p.m.</p> <p>The January Executive meeting will be held on 1-8-19 at 2 pm.</p> <p>The January Board meeting will be 1-15-19 at 6 p.m.</p>
11:40am	<i>Adjournment</i>	Ashley Cooksley	Dave Boucher made the motion to adjourn. Ashley Cooksley seconded. The motion passed.

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**Cape Fear Center for Inquiry
Board of Directors Agenda
January 7, 2019**

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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: Wes Rose, Kumar Lakhavani, Kendy Gullette, Stephen Hill, Lisa Sharpe

Time	Subject	Chair/Presenter	Note: Information, Discussion, and/or Action
	Opening Items:		
6:00pm	<i>Call to Order</i>	Ashley Cooksley	Kristin Hudson motioned to call the meeting to order. Dave Boucher seconded. The motion passed.
	Director's Report:		
6:01pm	1. New Site Plan Discussion- <i>closed session (contracts)</i>	Lori Roy/Kathy Coke/ Consultant	<p>Kristin Hudson made a motion to go into closed session. Dave Boucher seconded. The motion passed.</p> <p>Lisa Buchanan made a motion to come out of closed session. Kristin Hudson seconded. The motion passed.</p> <p>Dave Boucher made a motion to approve Plan A (saves several specimen trees) for the parking lot. Lisa Buchanan seconded. The motion passed.</p> <p>Dave Boucher made a motion to authorize our consultant to meet with an arborist and pay up to \$1000 to get an opinion on some of the specimen trees on the two pieces of property CFCI has made offers on. Kristin Hudson seconded. The motion passed.</p> <p>Specifics of the board discussion concerning the parking lot are included in the closed meeting minutes.</p>
	Treatment Facility: 1000 Medical Center Dr.		
7:15pm	2. Discuss information regarding treatment facility project nearby	Lori Roy/ Ashley Cooksley	Lori presented information about the projected plan for Trillium to build a new drug rehabilitation facility on Medical

	and determine board response		Center Drive 4/10 of a mile of CFCI. The board had a discussion as to whether to make a statement opposing the construction of this facility, or asking for more time to learn about the project. Admin and the board will communicate tomorrow via e-mail as to the talking points, and a board member will speak at the City Council Meeting on Jan. 8 at 6:30 p.m. Kristin made a motion to go on record as a board and speak in opposition to the drug rehab center. Dave Boucher seconded. The motion passed.
	Announcements:		
7:45pm	<i>Other Announcements and/or Upcoming events:</i>	Ashley Cooksley	January Executive meeting is 1-9-19 at 2 p.m. The January board meeting is 1-15-19 at 6:00 p.m.
7:47pm	<i>Adjournment</i>	Ashley Cooksley	Lisa Buchanan motioned to adjourn. Dave Boucher seconded. The motion passed.

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Member:
American Institute of
Certified Public Accountants

Member:
North Carolina Association of
Certified Public Accountants

www.rivescpa.com

October 1, 2018

To the Board of Directors and Management of
Cape Fear Center for Inquiry
Wilmington, North Carolina

We have audited the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Cape Fear Center for Inquiry for the year ended June 30, 2018. Professional standards require that we provide you with information about our responsibilities under generally accepted auditing standards *Government Auditing Standards* and the Uniform Guidance, as well as certain information related to the planned scope and timing of our audit. We have communicated such information in our letter to you dated March 21, 2018. Professional standards also require that we communicate to you the following information related to our audit.

Significant Audit Findings

Qualitative Aspects of Accounting Practices

Management is responsible for the selection and use of appropriate accounting policies. The significant accounting policies used by the Cape Fear Center for Inquiry are described in Note I to the financial statements. The School implemented Governmental Accounting Standards Board (GASB) statement 75, Accounting and Financial Reporting for Postemployment Benefits Other Than Pensions, in the fiscal year ending June 30, 2018. The implementation of the statement required the School to record beginning net OPEB liability and Net OPEB asset and the effects on net position from contributions made by the School during the measurement period (fiscal year end June 30, 2017). We noted no transactions entered into by the governmental unit during the year for which there is a lack of authoritative guidance or consensus. All significant transactions have been recognized in the financial statements in the proper period.

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ significantly from those expected.

The most sensitive estimates affecting the School's financial statements were:

Management's estimate of depreciation is based on an analysis of estimated useful lives of individual assets. We evaluated the key factors and assumptions used to develop the useful lives in determining that it is reasonable in relation to the financial statements taken as a whole.

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Raleigh, NC 27609
Phone: 919-832-6848
Fax: 919-832-7288

212 West Center Street
P.O. Box 1991
Lexington, NC 27293
Phone: 336-248-8281
Fax: 336-248-2335

1023 W. Morehead Street, Suite 100
Charlotte, NC 28208
Phone: 704-372-0960
Fax: 704-372-1458

Difficulties Encountered in Performing the Audit

We encountered no significant difficulties in dealing with management in performing and completing our audit.

Corrected and Uncorrected Misstatements

Professional standards require us to accumulate all known and likely misstatements identified during the audit, other than those that are trivial, and communicate them to the appropriate level of management. Management has corrected all such misstatements.

Disagreements with Management

For purposes of this letter, professional standards define a disagreement with management as a financial accounting, reporting, or auditing matter, whether or not resolved to our satisfaction, that could be significant to the financial statements or the auditor's report. We are pleased to report that no such disagreements arose during the course of our audit.

Management Representations

We have requested certain representations from management that are included in the management representation letter dated October 1, 2018.

Management Consultations with Other Independent Accountants

In some cases, management may decide to consult with other accountants about auditing and accounting matters, similar to obtaining a "second opinion" on certain situations. If a consultation involves application of an accounting principle to the governmental unit's financial statements or a determination of the type of auditor's opinion that may be expressed on those statements, our professional standards require the consulting accountant to check with us to determine that the consultant has all the relevant facts. To our knowledge, there were no such consultations with other accountants.

Other Audit Findings or Issues

We generally discuss a variety of matters, including the application of accounting principles and auditing standards, with management each year prior to retention as the governmental unit's auditors. However, these discussions occurred in the normal course of our professional relationship and our responses were not a condition to our retention.

This information is intended solely for the use of management and board members of Cape Fear Center for Inquiry and is not intended to be and should not be used by anyone other than these specified parties.

Other Matters

With respect to the supplementary information accompanying the financial statements, we made certain inquiries of management and evaluated the form, content, and methods of preparing the information to determine that the information complies with U.S. generally accepted accounting principles, the method of preparing it has not changed from the prior period, and the information is appropriate and complete in relation to our audit of the financial statements. We compared and reconciled the supplementary information to the underlying accounting records used to prepare the financial statements or to the financial statements themselves.

This information is intended solely for the use of management and the board of directors of Cape Fear Center for Inquiry and is not intended to be, and should not be, used by anyone other than these specified parties

Very truly yours,

Rivers & Associates LLP

Raleigh, North Carolina

2019-2020 Cape Fear Center for Inquiry School Calendar

DRAFT DRAFT DRAFT DRAFT DRAFT DRAFT DRAFT DRAFT DRAFT DRAFT DRAFT

July 2019						
Su	M	Tu	W	Th	F	Sa
	1	2	3	H	C	6
7	8	9	10	11	C	13
14	15	16	17	18	C	20
21	22	23	24	25	C	27
28	29	30	31			
0 student days						

August 2019						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	O	O	8	9	10
11	12	PDW	W	W	PDW	17
18	W	★	21	22	23	24
25	26	27	28	29	30	31
9 student days						

September 2019						
Su	M	Tu	W	Th	F	Sa
1	H	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	PDE	W	28
29	30					
18.5 student days						

October 2019						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	PDE		
22.5 student days						

November 2019						
Su	M	Tu	W	Th	F	Sa
					W	2
3	4	5	6	7	8	9
10	H	12	13	14	15	16
17	18	19	20	21	22	23
24	TT	26	W	H	H	30
16 student days						

December 2019						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	WF
8	9	10	11	12	13	14
15	16	17	E	V	V	21
22	H	H	H	V	V	28
29	V	V				
12.5 student						

January 2020						
Su	M	Tu	W	Th	F	Sa
			H	V	W	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	H	W	22	23	24	25
26	27	28	29	30	31	
18 student days						

February 2020						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	PDE	W	29
18.5 student						

March 2020						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	PDE	W	21
22	23	24	25	26	27	28
29	30	31				
20.5 student days						

April 2020						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	V	V	V	V	H	11
12	W	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		
16 student days						

May 2020						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	H	26	27	28	29	30
31						
20 student days						

June 2020						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	★	W	W	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				
9 student days						

H/V	School Closed- Holiday (H)/ Vacation
W	Teacher Workday (no school for students)
PDW	Professional Development Workday
○	End of Trimester
PDE	Professional Dev. Early Release (11:30)

△	Student Led Conferences
C	Office closed (summer hours)
★	First and Last Day of School
O	New staff orientation

BF	Bookfair
PM	Partnership (PTO) Meeting
WF	Winter Festival
TT	Turkey Trot

CALENDAR DETAILS

180.5 student days
1025 Required Hours per state
5.83 academic hours per day in our current schedule
1049 hours
24 additional hours (4 days) for make up
Trimester 1- 49 days
Trimester 2- 65 days
Trimester 3- 65.5 days
***SLCs are plugged in between 1st and 2nd and 2nd and 3rd trimesters.

**Cape Fear Center for Inquiry
Child Find Process for Identifying Giftedness
DRAFT (1/2/19)**

Cape Fear Center for Inquiry (CFCI) has developed these steps for the identification of gifted (academically or intellectually) students within our charter school. This is based on the NC AIG Program Standards (adopted by SBE, 2009, 2012, 2015) which serves as a framework for statewide implementation of comprehensive programs for giftedness. The NC AIG Program Standards encompass six principle standards with accompanying practices. This document will focus on **Standard 1: Identification**. The LEA's student identification procedures will be put in place so that extension plans are clear, equitable, and comprehensive and lead towards appropriate educational services.

State Definition of AIG Students, Article 9B (N.C.G.S. § 115C-150.5)

Academically or intellectually gifted students perform or show the potential to perform at substantially high levels of accomplishment when compared with others of their age, experience, or environment. Academically or intellectually gifted students exhibit high performance capability in intellectual areas, specific academic fields, or in both the intellectual areas and specific academic fields. Academically or intellectually gifted students require differentiated educational services beyond those ordinarily provided by the regular educational program. Outstanding abilities are present in students from all cultural groups, across all economic strata, and in all areas of human endeavor.

Process Outline:

- a) Articulates and disseminates the procedures for gifted student identification, including screening, referral, and identification processes for all grade levels to school personnel, parents/families, students, and the community-at-large.

CFCI's response:

-FAQ document on website

-Parent information sessions

-Translation of documents based on the needs of the community

-Extension Plan meetings with AIG families to go over MTSS Tier 2 and/or Tier 3 Extension plans

- b) Employs multiple criteria for gifted student identification, including measures that reveal student aptitude, student achievement, or potential to achieve in order to develop a comprehensive profile for each student. These measures include both non-traditional and traditional standardized measures that are based on current theory and research.

CFCI'S response:

-CFCI employs three criteria for gifted Identification: aptitude, achievement, and artifacts to screen, refer, and identify students for gifted identification and potential services in grades K-8.

- *Aptitude:* A student with advanced aptitude has a high ability to think critically and verbally and/or nonverbally reason and problem solve. This will be documented and measured by a nationally-normed aptitude assessment, such as the Cognitive Abilities Test (CogAT).
- *Achievement:* A student with advanced achievement has demonstrated an advanced level of content knowledge in either reading and/or math. This is documented and measured by the North Carolina End of Grade/Course and/or NWEA Measurement of Academic Progress (MAP) assessment score of 95th percentile or above.
- *Artifacts:* Artifacts are documented by a body of evidence that may include: observation checklists (student, parent, teacher); Student surveys or interviews; Benchmark assessments; Student support data; advanced student work samples; Inquiry Work samples; rating scales, or other Observable Behaviors Checklist.

Potential classifications under Giftedness:

- **Intellectually Gifted (IG) (for the 2018-19 4th grade only):** one must demonstrate a Total Composite score of 90th percentile or above along with Accompanying Artifacts OR a Total Composite Score of 97th percentile or above on an aptitude test.
- **Academically Gifted (AG):** one must demonstrate a 95th percentile or above on Reading and/or Math EOG and/or MAP Growth universal screener along with two or more Accompanying Artifacts.
- **Academically and Intellectually Gifted (AIG):** qualifying data in both IG and AG criteria.

Screening procedures:

All students will be screened for aptitude (CogAT) in the fall of fourth grade. Students who did not fall within the above guidelines (either due to age or situational factors) may be nominated by teachers, parents, staff members, students themselves (beginning 2019-20) for additional aptitude screening on an individual basis. Nominations must be accompanied by Artifacts supporting an IG, AG, or AIG identification. Nominations are accepted at any time but are specifically solicited for

fourth grade nominations and to coincide with school-wide testing windows. Students must be enrolled at CFCI in order to start the nomination process.

Gifted Extension Team:

CFCI's Gifted Extension Team will be composed of the following: Classroom teacher, a member of MTSS lead team, and the school director or designee. This team will review all available data to determine if gifted identification criteria has been met and begin developing extension plans to meet the student's educational needs (beginning 2019-20.)

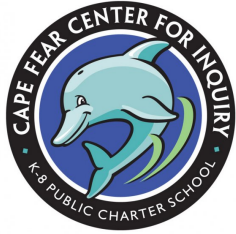
c) Ensures giftedness screening, referral, and identification procedures respond to traditionally under-represented populations of the gifted and are responsive to LEA demographics. These populations include students who are culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional.

Since all fourth graders are screened, CFCI Giftedness program is able to collect aptitude data on all students including underrepresented populations of students who might not traditionally be nominated for Giftedness identification.

d) Ensures consistency in implementation of screening, referral, and identification processes within the LEA.

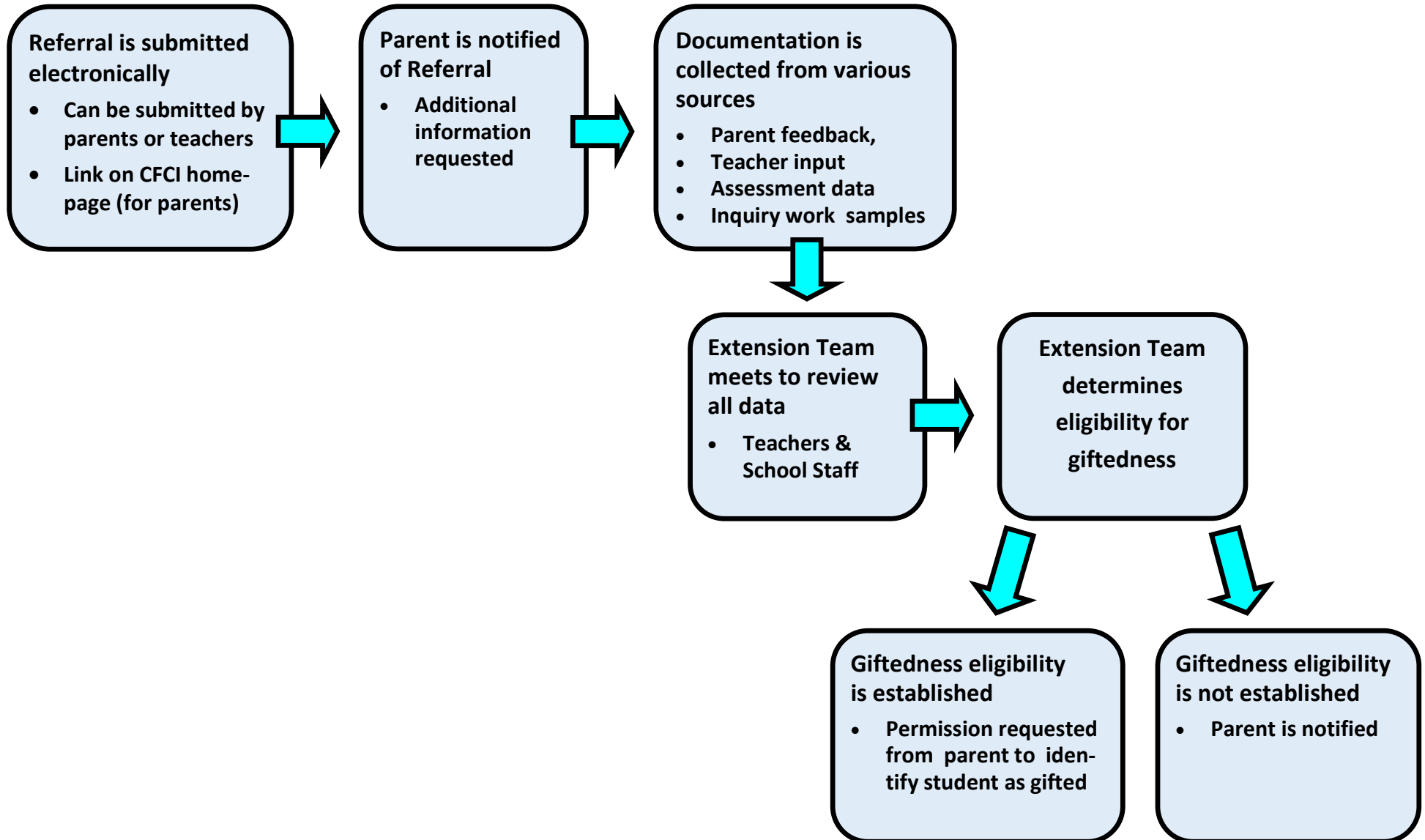
e) Establishes written policies that safeguard the rights of AIG students and their parents/families, including informed consent regarding identification and placement, reassessment procedures, transfers from other LEAs, and procedures for resolving disagreements.

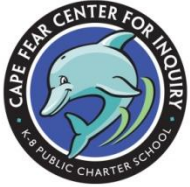
f) Maintains documentation that explains the identification process and service options for individual AIG students, which is reviewed annually with parents/families.



CFCI Giftedness Identification

Process





CFCI Giftedness Identification Criteria

Academically & Intellectually Gifted (AIG)

≥ 90% Composite Score on an Aptitude Test (ie. CogAT)
+ Artifacts

AND

≥ 90% on nationally-normed Achievement Test (ie. MAP)
OR
≥ 95% on NC Achievement Test (EOG/EOCs)

Intellectually Gifted (IG)

≥ 97% Composite Score on an Aptitude Test

OR

≥ 90% Composite Score on an Aptitude Test
+ Artifacts

Academically Gifted (AG) -Reading/Math-

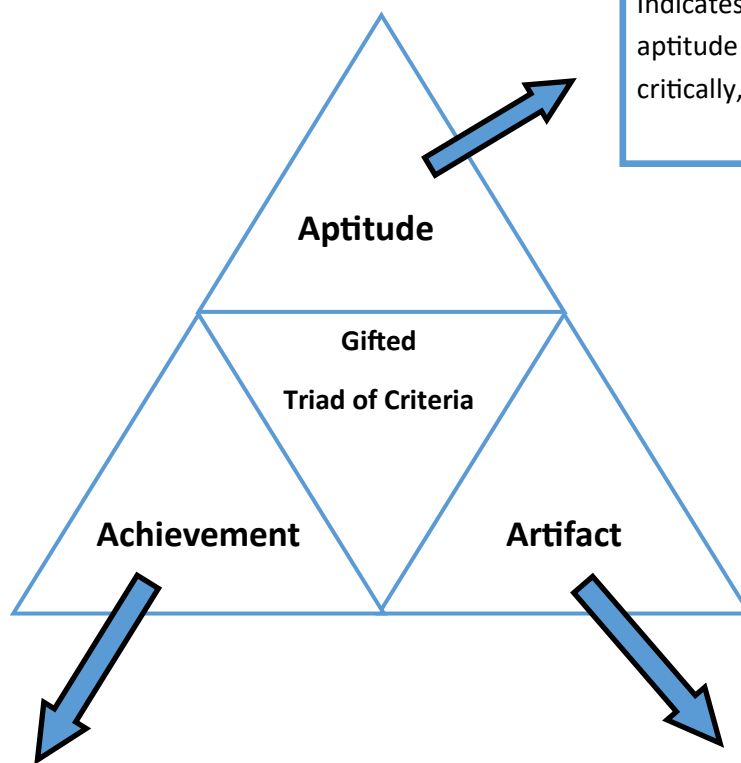
≥ 90% on nationally-normed Achievement Test OR
≥ 95% on NC Achievement Test (EOG/EOCs)
+ Artifacts

OR

≥ 90% R/M Subtest on an Aptitude Test
+ Artifacts

Extension Team Guidelines for Gathering and Reviewing Data

The purpose of the Extension team is to determine if a student needs the differentiated services provided through the gifted program. An Extension team is established and will consists of teachers, administrators, and other school staff. There is a record created for each student which could include nominations: review of data, or the Extension team's decision. The Extension team gathers information about nominated students. The information gathers should be drawn from multiple indicators of potential need for differentiated services and may include the following:



Indicates the student has advanced aptitude for reasoning, thinking critically, and problem solving.

Indicator the student has achieved an advanced level of content knowledge

Demonstrates the student's potential to perform at substantially high levels of accomplishment when compared with others of their age, experience, or environment

Minutes from the Partnership Executive Board Meeting

Wednesday, Dec. 5, 2018 6:30 at Starbucks on Oleander Dr.

In attendance: Angela Carson, Kendy Gullette, and Ben Rose

Minutes by Angela Carson

Our former meeting place, Port City Java on Shipyard now closes at 7, so we will now meet at the Starbucks on Oleander Dr.

Winter Festival went very well. Great job, Nicole and committee! Total WF income is \$5110. Expenses so far total \$907.67 so a net of \$4202.33. More importantly all the kids had a great time. Nicole Long is going to be the Winter Festival chairperson again next year!

Jan 17th Partnership Meeting ideas. Angela discussed an idea that came up in the PCN meeting Wednesday morning. It would be nice for parents to have a quick course on google classroom and what teachers want parents to know about computers in the classroom.

We discussed having, a "Tacos and Technology" night but right now tacos are looking expensive. We may stick with pizza. To keep the kids occupied we discussed having No Sleeves Magic do a show, but waiting on a price. Still getting details. Stay tuned.

Fund the Wonder will run two weeks; Jan. 30th through Feb. 13th.

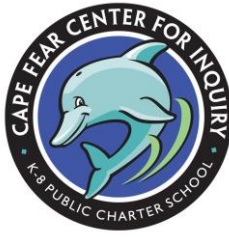
Pot Luck Bingo is Thursday, Feb. 21st.

We discussed recruiting new officers for next year. Ben Rose and Angela Carson will both be stepping away from the co-chair positions. Emily Luther would like to stay on the committee and has expressed an interest in the member at large position. Kendy Gullette is considering being our treasurer. (She would be great!)

Ben brought us up to date on the new school website.

We briefly discussed ideas for the last Partnership meeting on Tuesday, May 7th but did not make a decision.

Meeting adjourned.



VOLUNTEER APPLICATION

Thank you for your interest in volunteering at CFCI. We appreciate volunteers and the role they play in continually improving our school. We have a responsibility to our parents and students to know those who work in our schools. If you have any questions about this process, please contact the Volunteer Coordinator in the front office. **Information you provide in this application and any criminal background check is considered confidential.**

There are three levels of volunteers at CFCI.

LEVEL 1: Volunteers who assist teachers and other staff in activities at school that involve students **while under the direct supervision of CFCI staff members.** This includes, but is not limited to, helping with classroom instructional activities, monitoring students, preparing materials and assisting students.

Forms to be completed: Volunteer Application and Volunteer Agreement.

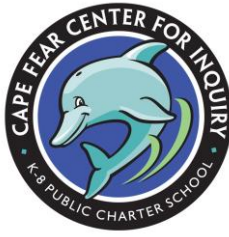
LEVEL 2: Volunteers who work with individual students, small groups or supervise the whole class **outside of the direct supervision of the teacher or CFCI staff members.** This includes, but is not limited to: individual or small group instruction, whole class monitoring, field trip chaperons, tutors, or volunteers who drive on field trips but only drive their own child.

Forms to be completed: Volunteer Application, Volunteer Agreement, Permission to complete a criminal background check. For directions on how to complete the criminal background check, please see the link on CFCI website called **Secure Volunteer**. For information about the criminal background check, please see CFCI Policy 283.

LEVEL 3: Volunteers who drive groups of children on CFCI fieldtrips, in addition to the activities listed for Level 2 volunteers

Forms to be completed: Volunteer Application, Volunteer Agreement, Permission to complete a criminal background check.(link on CFCI website called **Secure Volunteer**.) For information about the criminal background check, please see CFCI Policy 283. In addition, level 3 volunteers must submit a copy of their current driver's license and proof of current insurance.

Which level are you applying for? LEVEL 1 _____ LEVEL 2 _____ LEVEL 3 _____



VOLUNTEER APPLICATION

PLEASE PRINT THE FOLLOWING INFORMATION

NAME _____

ADDRESS _____

BEST PHONE NUMBER _____

EMAIL ADDRESS _____

NAME OF CHILD AT CFCI _____

TEACHER _____

WHAT IS YOUR RELATION TO THIS CHILD? _____

NAME OF CHILD AT CFCI _____

TEACHER _____

WHAT IS YOUR RELATION TO THIS CHILD? _____

NAME OF CHILD AT CFCI _____

TEACHER _____

WHAT IS YOUR RELATION TO THIS CHILD? _____

If you are not related to a student at CFCI, please explain your role as a volunteer.

Who should we contact in case of emergency? _____

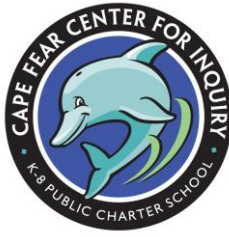
Telephone _____ Relationship _____

Have you ever been convicted, pled *nolo contendere*, or received a deferred prosecution or judgment in response to a felony, misdemeanor, or criminal charge (excluding minor traffic offenses such as speeding)? YES NO

Are there any past or present incidents which would provide the basis for alleging that you engaged in immoral conduct which affects the health, safety or welfare of children? YES NO

If your answer is **YES** to any of the above questions, please provide complete details on a separate sheet stating date, charge, place, and action taken. Be advised that an affirmative answer does not automatically disqualify an applicant. .

Please bring this completed application, Volunteer Agreement and (if applying for level 3) copy of your driver license and proof of insurance to CFCI front office. Once your criminal background check is complete (if applying for Level 2 or 3) you will be notified of your Volunteer status.



VOLUNTEER APPLICATION

283 Use of Volunteers

CFCI values the presence of volunteers who support its educational programs and activities. Therefore, the Board of Directors authorizes the use of volunteers when they perform duties on behalf of the CFCI as authorized by the director.

- 1. Application of the Policy.** The requirements of this policy shall apply to individuals who wish to volunteer at CFCI. This policy shall not apply to staff members, incidental school visitors, and other individuals who are visitors to CFCI and have no ongoing individualized interaction with a student or students. This includes, but is not limited to: individuals who help with classroom or graduation parties, or similar activities; individuals who have been invited to speak at a class or assembly, to judge academic competitions, to give a musical or other artistic performance, or participate in a specific school program for a day provided there is direct supervision of the event by regular CFCI employees.

Student visitors requesting to come to CFCI will be screened by the director or designated staff member prior to visiting. These students will not be required to complete a volunteer application.

- 2 Volunteer Requirements.** All prospective volunteers (other than those listed above, to whom this Policy does not apply) shall complete a Volunteer Application and sign the Volunteer Agreement.

LEVEL 2 Volunteers work with individual students, small groups or supervise the whole class outside of the direct supervision of the teacher or CFCI staff members. In addition to the Volunteer Application and Volunteer Agreement, LEVEL 2 Volunteers must have a criminal background check completed and on file. Directions for completing the criminal background check are detailed on the Volunteer Application.

LEVEL 3 Volunteers drive groups of students on CFCI fieldtrips, in addition to activities listed for Level 2 Volunteers. LEVEL 3 Volunteers must have a Volunteer Application, Volunteer Agreement criminal background check AND a copy of current driver's license and proof of insurance.

3. Background checks.

No background information is an automatic bar to volunteer work for CFCI unless otherwise provided by statute or regulation. Instead, the information obtained will be considered in view of all relevant circumstances and a determination made whether volunteering would be inconsistent with the safe and efficient operation of CFCI, recognizing the need to protect children.

Criminal background checks will be reported to the Human Resource Coordinator who will review the results. Results will be kept strictly confidential and only shared with the Director when it is decided to disqualify a volunteer.

Even if no statute or regulation provides that particular background information uncovered is an automatic bar to volunteer work in a particular circumstance, a volunteer may be disqualified where:

- The potential volunteer fails to provide necessary information, or provides false information, in connection with CFCI's screening requirement.
- CFCI considers the information relevant, and disqualifies the volunteer after consideration of circumstances which may include, but not be limited to:
 - Time, nature, and number of matters disclosed
 - Facts surrounding each such matter
 - The relationship of the matter to the service to be provided by the applicant
 - Length of time between matters disclosed and application
 - Volunteering/employment history before and after the matter
 - Efforts and success at rehabilitation as well as the likelihood or unlikelihood that such matter may occur again
 - The likelihood or unlikelihood that the matter would prevent the applicant from performing the position in an acceptable, appropriate manner consistent with the safety and welfare of children.

4. Volunteer activities. All volunteer activities shall be conducted under supervision of CFCI staff who will determine the schedule, work location and duties of volunteers. Based on the results of the criminal background check, a volunteer may be approved for some activities but not others. If such is the case, the relevant staff members will be informed on a need to know basis.

5. Access to Student Information/Confidentiality. CFCI may provide volunteers student information necessary for accomplishment of their duties to the extent authorized by law. CFCI shall use all available methods to ensure that volunteers have access only to such student information and records in which they have a legitimate educational interest because the information is necessary to effective performance of their duties as a volunteer.

As a condition of such provision of information, CFCI shall ensure that prior parental permission has been secured for the release, or the volunteer is considered a “school official” because:

- The volunteer performs an institutional service or function for which the institution or agency would otherwise use employees
- The volunteer is under the direct control of the agency or institution, and,
- The volunteer has signed the CFCI Volunteer Agreement.

6. Denial/ Exclusion/ Revocation of Status. At their discretion, employees who supervise volunteers may ask any volunteer who violates school rules to leave campus.

The Director or designee has the right to deny or revoke any person’s volunteer status at any time.

The Director or designee shall be responsible for investigating and resolving complaints regarding volunteers.

7. Procedures. CFCI shall develop and implement procedures for registering the presence of volunteers in the building, and utilizing the services of volunteers. Volunteer Applications and Agreements will be kept on file.

255 Prohibition Of Discrimination, Harassment, Bullying, Abuse or Molestation

The CFCI Board of Directors acknowledges the dignity and worth of all students and employees and strives to create a safe, orderly, caring and inviting school environment to facilitate student learning and achievement. The board will not tolerate any form of unlawful discrimination, harassment, bullying, abuse or molestation in any of its educational or employment activities.

A. PROHIBITED BEHAVIORS AND CONSEQUENCES

1. Discrimination, Harassment, Bullying, Abuse or Molestation

Students, school system employees, volunteers and visitors are expected to behave in a civil and respectful manner. The board expressly prohibits unlawful discrimination, harassment and bullying, abuse or molestation

Students are expected to comply with the behavior standards established by board policy and the student code of conduct. Employees are expected to comply with board policy and school regulations. Volunteers and visitors on school property also are expected to comply with board policy and established school rules and procedures.

Any violation of this policy is serious, and school officials shall promptly take appropriate action. Students will be disciplined in accordance with the school's student behavior management plan (see policy 410 and 420). Based on the nature and severity of the offense and the circumstances surrounding the incident, the student will be subject to appropriate consequences and remedial actions ranging from positive behavioral interventions up to, and including, expulsion.

Employees who violate this policy will be subject to disciplinary action, up to, and including, dismissal. Volunteers and visitors who violate this policy will be directed to leave school property and/or reported to law enforcement, as appropriate.

When considering if a response beyond the individual level is appropriate, school administrators should consider the nature and severity of the misconduct to determine whether a classroom or school-wide response is necessary. Such classroom or school-wide responses may include staff training, harassment and bullying prevention programs and other measures deemed appropriate by the director to address the behavior.

2. Retaliation

The board prohibits reprisal or retaliation against any person for reporting or intending to report violations of this policy, supporting someone for reporting or intending to report a violation of this policy or participating in the investigation of reported violations of this policy.

After consideration of the nature and circumstances of the reprisal or retaliation and in accordance with applicable federal, state or local laws, policies and regulations, the director shall determine the consequences and remedial action for a person found to have engaged in reprisal or retaliation.

B. APPLICATION OF POLICY

This policy prohibits unlawful discrimination, harassment, bullying abuse or molestation by students, employees, volunteers, and visitors. “Visitors” includes persons, agencies, vendors, contractors and organizations doing business with or performing services for the school. This policy applies to behavior that takes place:

1. in any school building or on any school premises before, during or after school hours;
2. on any vehicle as part of any school activity;
3. during any school-sponsored activity or extracurricular activity;
4. at any time or place when the individual is subject to the authority of school personnel;
- and
6. at any time or place when the behavior has a direct and immediate effect on maintaining order and discipline in the schools.

C. DEFINITIONS

For purposes of this policy, the following definitions apply:

1. Discrimination

Discrimination means any act or failure to act that unreasonably and unfavorably differentiates treatment of others based solely on their membership in a socially distinct group or category, such as race, ethnicity, sex, pregnancy, religion, age, marital status, sexual orientation, political affiliation, ideology, physical characteristics or disability. Discrimination may be intentional or unintentional.

2. Harassment and Bullying

a. Harassment or bullying behavior is any pattern of gestures or written, electronic or verbal communications, or any physical act or any threatening communication that:

- (1) places a student or school employee in actual and reasonable fear of harm to his or her person or damage to his or her property; or
- (2) creates or is certain to create a hostile environment by substantially interfering with or impairing a student’s educational performance, opportunities or benefits.

“Hostile environment” means that the victim subjectively views the conduct as harassment or bullying and that the conduct is objectively severe or pervasive enough that a reasonable person would agree that it is harassment or bullying. A hostile environment may be created through pervasive or persistent misbehavior or a single incident, if sufficiently severe.

Harassment and bullying include, but are not limited to, behavior described above that is reasonably perceived as being motivated by any actual or perceived differentiating characteristic or motivated by an individual’s association with a person who has or is perceived to have a differentiating characteristic, such as race, color, religion, ancestry, national origin, gender, socioeconomic status, academic status, gender identity, physical appearance, sexual orientation, or mental, physical, developmental or sensory disability. Examples of behavior that may constitute bullying or harassment include, but are not limited to, verbal taunts, name-calling and put-downs, epithets, derogatory comments or slurs, lewd propositions, exclusion from peer groups, extortion of money or possessions, implied or stated threats, assault, impeding or blocking movement, offensive touching or any physical interference with normal work or movement, and visual insults, such as

derogatory posters or cartoons. Legitimate age-appropriate pedagogical techniques are not considered harassment or bullying. It is possible for harassment, including sexual or gender-based harassment, to occur in various situations. For example, harassment may occur between fellow students or co-workers, between supervisors and subordinates, between employees and students, or between non-employees, including visitors, and employees or students. Harassment may occur between members of the opposite sex or the same sex.

b. Sexual harassment is one type of harassment. Unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature constitute sexual harassment when:

(1) submission to the conduct is made, either explicitly or implicitly, a term or condition of an individual's employment, academic progress or completion of a school-related activity;

(2) submission to or rejection of such conduct is used as the basis for employment decisions affecting the individual, or in the case of a student, submission to or rejection of such conduct is used in evaluating the student's performance within a course of study or other school-related activity; or

(3) such conduct is sufficiently severe, persistent or pervasive that it has the purpose or effect of unreasonably interfering with an employee's work or performance or a student's educational performance, limiting a student's ability to participate in or benefit from an educational program or environment, or creating an abusive, intimidating, hostile or offensive work or educational environment.

Sexually harassing conduct includes, but is not limited to, deliberate, unwelcome touching that has sexual connotations or is of a sexual nature, suggestions or demands for sexual involvement accompanied by implied or overt promises of preferential treatment or threats, pressure for sexual activity, continued or repeated offensive sexual flirtations, advances or propositions, continued or repeated verbal remarks about an individual's body, sexually degrading words used toward an individual or to describe an individual, or the display of sexually suggestive drawings, objects, pictures or written materials. Acts of verbal, nonverbal or physical aggression, intimidation or hostility based on sex, but not involving sexual activity or language, may be combined with incidents of sexually harassing conduct to determine if the incidents of sexually harassing conduct are sufficiently serious to create a sexually hostile environment.

c. Gender-based harassment is also a type of harassment. Gender-based harassment may include acts of verbal, nonverbal or physical aggression, intimidation or hostility based on sex or sex-stereotyping but not involving conduct of a sexual nature.

3. Abuse

Abuse is defined as any action that intentionally harms or injures another person.

4. Molestation

Molestation is defined as sexual acts with children up to the age of 18, including touching of private parts, exposure of genitalia, taking of pornographic pictures, rape, inducement of sexual acts with the molester or with other children and variations of these acts

D. REPORTING AND INVESTIGATING COMPLAINTS OF DISCRIMINATION, HARASSMENT, BULLYING, ABUSE OR MOLESTATION

Employees are required to report any actual or suspected violations of this policy. Students, parents, volunteers, visitors or others are also strongly encouraged to report any actual or suspected incidents of discrimination, harassment or bullying.

All reports should be made in accordance with policy 257 Discrimination, Harassment and Bullying Complaint Procedure, and reported to one of the school officials identified in that policy. Reports may be made anonymously, and all reports shall be investigated in accordance with that policy.

E. TRAINING AND PROGRAMS

The board directs the Director to establish training and other programs that are designed to help eliminate unlawful discrimination, harassment and bullying and to foster an environment of understanding and respect for all members of the school community. Information about this policy and the related complaint procedure must be included in the training plan.

As funds are available, the board will provide additional training for students, employees and volunteers who have significant contact with students regarding the board's efforts to address discrimination, harassment and bullying and will create programs to address these issues. The training or programs should (1) provide examples of behavior that constitutes discrimination, harassment or bullying; (2) teach employees to identify groups that may be the target of discrimination, harassment or bullying; and (3) train school employees to be alert to locations where such behavior may occur, including locations within school buildings, on field trips, and on cell phones and the Internet.

F. NOTICE

The Director is responsible for providing effective notice to students, parents and employees of the procedures for reporting and investigating complaints of discrimination, harassment, bullying, abuse or molestation . This policy must be posted on the school website, and copies of the policy must be readily available in the director's office. Notice of this policy must appear in all student and employee handbooks and in any school system publication that sets forth the comprehensive rules, procedures and standards of conduct for students and employees.

G. REFERENCE

This policy is in response to NC General Statute 115C-407.16 and is model after a sample policy provided by NC School Boards Association.

Approved 4-20-2010
Revised 11-13-2018

- 1) Physical safety upgrades, etc. Revamped Crisis Management plan and retrained staff 2017-2018
- 2) Twitter notifications and frequent communication with NHCSO and WPD
- 3) Review and improve our protocols re: outdoor incidents
 - new monitoring plan protocol for teachers- *plan put in place at start of 2017-2018 school year. Revisited with faculty in October and January.*
 - teachers having cell phones/whistles during recess and calling both office and 911- *We have walkie talkies in addition to cell phones and whistles*
 - immediate parent notification- *CFCI does the best that we can do to keep parents up to date with communications. Recently sent email while dealing with early dismissal due to church funeral informing parents that a shelter in place had been lifted, but it did not send until later because it was sent from Mrs. Roy's cell phone which she had outside. The signal was not very strong so the email was delayed. Communication via phone/text has not been an issue, but this was a good thing to be aware of when emailing parent updates "in the moment." This is also another example of why sometimes notifications may be delayed by an hour or two, but we hope that parents do know we are working to update everyone as quickly as we possibly can given the chaos of any given situation.*
 - continual staff training- *October and January follow ups; Conducting full staff ongoing training in February/March/April as well*
 - student drills- *monthly firedrills, random lockdown practices, drills during unusual times*

Response from parent perspective was positive. Things seemed to go very well.

The ice day also went very well.

Response time great.

- 4) Lockdowns: Barracuda classroom door devices- *This was communicated with the committee who presented the option as something that if they fundraised for, we would be happy to put into place. The Emergency Response Team said while not necessary, that deterrents like this are not discouraged either. I believe he said there might be cheaper options the group might want to investigate. He had not heard of this specific device.*

Random drills

- 5) Playground Fencing on lower grades playground-

We have approval from the City to "replace" the retaining wall and fence. No permit required. We have met with two fencing companies (to work with the company replacing the wall). I am including shoring up the barrier around the play structure in the scope of work. Waiting for quotes.

FENCE WILL BE INSTALLED OVER SPRING BREAK!

Amy Pierce shared concerns over there not being a fence all the way around the playground and sidewalk.

- 6) Regular police monitoring- *Contact WPD frequently to up 30 day rotations, have direct communication with head of SROs for NHC Schools and he also frequents our school and sends his officers here. He came by yesterday (2.5.18)*
- 7) Direct way for Coastal Horizons to reach school in an emergency- *We have direct cell phone numbers for regular employees as well as office numbers for multiple buildings. We also get alerts via Twitter that identify their location.*
- 8) Background/Driving Record checks for fieldtrip drivers- *This is still something that we are not doing at this time. We require up to date insurance and a valid driver's license.*
- 9) Personal safety (i.e. teaching students to watch out for each other and report bullying or predatory activity-employ program Coastal Horizons teaches? Show upper classes the video that Kristin Hudson recommended?)- *Brought in Coach Michal Bowen to talk with 6-8 students last week, setting up District Attorney, spoke with Sherriff's Dept. yesterday about K-8 program options...unfortunately they are a bit short staffed, but may be able to pull together some things specifically for our 6-8 students and share some ideas for us to pull from K-8.*

Social/Emotional Safety

- 1) Full time school psychologist on staff; part time school counselor
- 2) Responsive Classroom training- whole staff all year; whole staff- focus on unkind/ bullying behaviors and identifying gateway behaviors
- 3) 6-8 Student and Parent Climate Survey- led to some tough conversations over the last few weeks, meeting with students and parents, shifting some students around to create new mixes of kids,
 - a. MARC Curriculum- Grades 3-8
 - b. Middle Grades advisories (goal to connect like-minded students with like-minded adults/ building relationships)
- 4) MTSS- Behavior support framework – Universal screener for teachers to complete that tracks behavior issues as well as social/emotional concerns. This data is used to determine students who need supplemental or intensive support in these areas.
- 5) Revisiting school policies: Discipline and Bullying
- 6) Bringing in guest speakers (Coach Michal Bowen (January), Ben David (April), reaching out to others)
- 7) Currently seeking/researching parent education opportunities, articles, websites, etc.