

**Cape Fear Center for Inquiry  
Board of Directors Agenda  
November 20, 2018- 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

**Absent:** Lori Roy, Kendy Gullette

Time	Subject	Chair/Presenter	Note: Information, Discussion, and/or Action
	<b>Opening Items:</b>		
6:00pm	<i>Call to Order</i>	<b>Ashley Cooksley</b>	Kristin Hudson made a motion to call the meeting to order. Lisa Buchanan seconded. The motion passed.
6:01	<i>Approval of Minutes: 10/16/18</i>	<b>Ashley Cooksley</b>	Kristin Hudson made a motion to approve the minutes from the 10-16-18 meeting. Lisa Buchanan seconded. The motion passed.
6:02	<i>Visiting Faculty*</i>	<b>TBD</b>	None
6:07	<i>Visiting Parent or Community Members*</i>	<b>TBD</b>	None
6:15	<b>Parking Lot Project</b> 1. Closed session	<b>Kathy Coke Hillmont Consulting</b>	<p>Kumar Lakhavani made a motion to go into closed session. Lisa Buchanan seconded. The motion passed.</p> <p>Lisa Buchanan made a motion to come out of closed session. Stephen Hill seconded. The motion passed.</p> <p>Kumar Lakhavani made a motion to authorize topographic and tree surveys plus engineering analysis for the parking lot project as recommended by Hillmont Consulting, to a cost agreed upon in closed session. Kristin Hudson seconded. The motion passed.</p> <p>Kristin Hudson made a motion to approve title search work on the properties based on an estimate approved in closed session. Dave Boucher seconded. The motion passed.</p> <p>Stephen Hill made a motion to authorize Kathy coke to extend the examination period on the properties for another 60 days. Dave Boucher seconded. The motion passed.</p>

			Dave Boucher motioned to authorize Kathy Coke and Lori Roy to execute contracts within an authorized budgeted amount for Phase I which was agreed upon in closed session. Stephen Hill seconded. The motion passed.
	<b>Director's Report:</b>		
6:45	<p>2. Update: Responsive Classroom and Math Initiatives</p> <p>3. Great ArtSpectations</p>	<p><b>Lori Roy</b> <b>Kim McCormick</b></p>	<p>Kim McCormick presented information about the Eureka math curriculum that CFCI has adopted. See the handout that was provided. Teachers are finding that Eureka is rigorous and due to teachers' difficulties in preparing for lessons, CFCI purchased the workbooks to go along with the curriculum. Note the Areas that Need Improvement. There is an abundance of worksheets needed. Levels of difficulty are inconsistent. There's not enough time for math. The faculty is talking about how it will work going forward. Shannon Shanks says it has been a huge shift in K-1 and requires a lot of teacher preparation time. Cathi Mintz says it hasn't been as big a shift for 4-5. Jennifer LaFleur thinks that once we are comfortable with Eureka, that our students will be able to go deeper with math projects. Eureka gives our students a common math language K-8.</p> <p>All classroom teachers have been trained in Responsive Classroom now. In the future, it is the goal for all teachers to be trained in RC.</p> <p>CFCI is developing an identification process to identify gifted students. Criteria will include grade level testing, use of EOG results, teacher/parent recommendations, and other markers of giftedness. See handout. The goal is to have an identification process in place by the end of this year so that it can be streamlined and teachers can get training in differentiation. Kim is currently working with 8<sup>th</sup> grade students with an enrichment program called Renzulli to see if it will help teachers in working with gifted learners. Thus far the team is looking at what state and charter school requirements are in providing services for giftedness. When that is determined, classroom teachers will be brought in to give input and help develop the process and services that are offered. There was discussion as to when in this process to involve parents.</p> <p>Turkey Trot happened yesterday. CFCI donated quite a bit of food to the Food Bank, and we had a</p>

			<p>great turnout. Trolley Stop had hot dogs, and we donated 35 coats to students in Pender County Schools in hurricane-damaged areas.</p> <p>Great ArtSpectations will be May 2<sup>nd</sup>. Katherine Cross, a local artist who works with fibers will be working with our students on project featuring indigo.</p> <p>CFCI was approved by the State for its Beginning Teacher evaluation plan.</p>
	<b>Committee Updates:</b> Please see all committee minutes and come with any questions		
7:00	4. Partnership, Technology and L3 and minutes were all included in packet	<b>Committee Chairs</b>	No questions on the reports that were provided in the board packet.
	<b>Policy Update</b>		
7:15	5. Volunteer Program – <i>1<sup>st</sup> Read</i>	<b>Michael Zentmeyer</b>	<p>Student safety is the #1 priority at CFCI. Michael Zentmeyer is recommending that we look at adding policies concerning parent field trip drivers and background checks on parent volunteers who work with students unsupervised. This is the first reading of suggested Policy 283, the Volunteer Use policy. There are four levels of volunteers: 1) Visitors, 2) Volunteer 1: a person coming to assist teachers, and always under supervision of the teacher (fill out the volunteer application and expectations sheet to sign), Volunteer 2: a person coming in to work with students outside of the teacher's direct supervision and/or attend a field trip, Volunteer 3: Chaperones on field trips. These volunteers would need to pay for a criminal background check. It is around \$25.00. This would be a one-time requirement.</p> <p>Michael Zentmeyer also provided the board Policy 255 concerning Prohibition of Discrimination, Harassment and Bullying, with suggestions to add the terminology "abuse or molestation" to the current policy. This change is due to a requirement by the state.</p> <p>These two policies will come back to the board for a second reading, discussion, and vote in January.</p>

	<b>Strategic Planning</b>		
7:25	6. Strategic Planning next steps- (possibly attending- not confirmed	<b>Tom Miller-</b> <i>Leaders Building Leaders</i>	Tom updated the board as to where we are with the strategic planning process. The Board reviewed the steps that Tom shared via a series of slides, and asked that we re-think the parent survey a bit in terms of timing and content of questions. Lisa Buchanan and Stephen Hill are going to look at the format and types of questions asked in the survey. Dave Boucher is going to work with Ashley Cooksley to determine a “marketing plan” as to how and when to “save the date” in early January to really energize the parent community to fill out the surveys that will allow them to give feedback for the strategic plan.
	<b>Finance</b>		
7:45	7. Audit- First Read- prepare questions in January		Kathy Coke shared with the board that the audit is prepared and we should be ready to have questions in the January meeting. The yearly budget has also been prepared, as the state has finally released our funding which was determined upon student attendance for our first 20 days (big delay from hurricane Florence.)
	<b>Executive Committee</b>		
7:55	8. Board Discussion: Key Focus Areas 9. Board Training Discussion: Roles and Responsibilities 10. December Board social: December 18 <sup>th</sup> 6pm	<b>Ashley Cooksley</b>	Ashley asked the board to read the Notes from the Executive meeting from Nov 13, 2018. We will discuss items 8 and (see left) at the January 2019, due to the length of this meeting.  Reminders for the December 18 <sup>th</sup> Board social will be sent out via e-mail.
	<b>Announcements:</b>		
8:15	<b><i>Other Announcements and/or Upcoming events:</i></b> - <i>Executive- none for December</i> - <i>December Board Meeting date: December 1<sup>st</sup> 11am- Art Room (Winter Festival)</i>	<b>Ashley Cooksley</b>	December board meeting: December 1, 11 a.m. in the Art Room at CFCI during Holiday Festival.
8:20	<b><i>Adjournment</i></b>	<b>Ashley Cooksley</b>	Kristin Hudson made a motion to adjourn. Stephen Hill seconded. The motion passed.

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6:07	<i>Visiting Parent or Community Members*</i>	<b>TBD</b>	Information
	<b>Director's Report:</b>		
6:10	1. Update: Responsive Classroom and Math Initiatives 2. BT Plan- approval required 3. PCN Update 4. Great ArtSpectations	<b>Alan McNaughton Kim McCormick</b>	Information/ Discussion/ Action
	<b>Committee Updates: Please see all committee minutes and come with any questions</b>		
6:30	5. Partnership, Technology and L3 and minutes were all included in packet	<b>Committee Chairs</b>	
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7:10	8. Audit- First Read- prepare questions in January		
	<b>Executive Committee</b>		
7:15	9. Board Training Discussion: Roles and Responsibilities	<b>Ashley Cooksley</b>	

	10. December Board social: December 18 <sup>th</sup> 6pm		
	<b>Parking Lot Project</b>		
7:30	11. Update ( <i>closed session</i> )	<b>Kathy Coke Hillmont Consulting</b>	
	<b>Announcements:</b>		
8:00	<b><i>Other Announcements and/or Upcoming events:</i></b> <ul style="list-style-type: none"> <li>- <i>Executive- none for December</i></li> <li>- <i>December Board Meeting date: December 1<sup>st</sup> 11am- Art Room (Winter Festival)</i></li> </ul>	<b>Ashley Cooksley</b>	Information
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## **MATHEMATICS:**

Teachers continue to use the Eureka Math curriculum in grades K-8.

Pacing is rigorous and teachers have had to realign delivery due to Hurricane Florence at the beginning of the year.

The decision was made to purchase workbooks that eliminated the need for printing (physical resource and human resource).

Teachers have monthly time through a once a month faculty meeting and a once a month collaborative meeting to work together on PD for Eureka. In addition, we have had one full day and one half day of PD (not including the 5 teachers who attended Eureka Training this summer) in Eureka Math.

### **According to teachers the pros of the Eureka Curriculum tool are:**

- Well planned out (scaffolds and suggestions)
- Assessments (formative and summative)
- Using the Embarc website has been critical in helping educators have the material in front of them for use with students)
- Lessons are consistent and have structure (maybe too much and not quite the right kind)
- Problem solving focus requires higher level thinking and application
- Parent resources (parent letters and access to videos/website)
- Critical thinking focus to align with College and Career Readiness
- Strong conceptual approach
- Congruent curriculum from K-8

### **Areas that need improvement:**

- Condense the material - there is a LOTt!
- Materials are not necessarily student friendly - need more space to work in workbooks
- Assessments do not actually mirror the content or concepts in all grades
- Levels of difficulty are inconsistent
- There is not enough time for math
- Curriculum is difficult for readers who struggle (fluency and comprehension pose problems)
- Inquiry based teaching is difficult - need to learn the material this year/next (loop) and feel comfortable
- This is a process NOT a quick fix

***“A strong curriculum brings clarity to a school’s endeavor; it has practical, intellectual, and philosophical benefits - and leaves teachers room for professional judgment and creativity.”***

## **RESPONSIVE CLASSROOM:**

Responsive Classroom - is our approach to teaching and learning that focuses on academics as well as social emotional learning in grades K-8. The approach’s four key domains are:

engaging academics

positive community

effective management

developmental awareness.

CFCI utilizes the **First Weeks of School** which includes tips for the whole school and specific classrooms. It explains the importance of establishing routines during the first three weeks of class when students are on their best behavior.

So far this year:

All CFCI faculty have been trained in RC.

School and classroom rules have been established, including a Constitution Convention and Celebration.

PD has been established for once a month as a faculty and once a month as a loop and/or grade level.

This year our goals include:

Consistent Use of Morning Meeting/Advisory

Consistent Use of Schoolwide Signals and Rules

Consistent Positive Teacher Language

Consistent and Frequent Use of Brain Breaks/Energizers and Interactive Modeling

- Morning Meeting and Advisory: This is a daily routine that builds community, creates a positive climate for learning, and reinforces academic and social skills. Students and teachers greet each other by name, take turns "sharing" anecdotes, discuss a topic of interest and/or play a game.
- Rules and Logical Consequences: A clear and consistent approach to discipline that fosters responsibility and self-control.
- Guided Discovery: A format for introducing materials that encourages inquiry, heightens interest, and teaches responsibility for the school environment.
- Academic Choice: An approach to giving children choices in their learning that helps them become invested, self-motivated learners.
- Classroom Organization: This involves strategies for arranging materials, furniture, and displays to encourage independence, promote caring, and maximize learning.
- Family Communication Strategies: Ideas for involving families as true partners in their children's education.

***“We are what we repeatedly do. Excellence, is not an act, but a habit.” Aristotle***

### **GIFTEDNESS:**

Creating CFCI's Gifted plan has been a process that follows the NC framework for program standards.

Key components include:

- Student Identification
- Differentiated Curriculum and Instruction - Differentiated opportunities for learning commensurate with the gifted or talented student's particular abilities and talents
- Personnel & Professional Development - Creating meaningful PD for educators to ensure differentiation that meets the needs of gifted and talented students
- Opportunities Outside of School - Alternative learning environments in which gifted or talented students can acquire skills and understanding at advanced ideological and creative levels commensurate with their potential
- Partnerships
- Accountability

Currently, CFCI is working on developing an identification process which will include grade level testing, use of EOG test results, teacher and/or parent recommendation and other markers of giftedness.

In addition, the school, which is inherently adept at differentiating instruction through the framework of inquiry is committed to creating and pursuing professional development opportunities in differentiation and instruction that give teachers tools to enhance the learning environment and address the needs of all students.

***“When we long for life without difficulties, remind us that oaks grow strong in contrary winds and diamonds are made under pressure.” – Peter Marshall***

Date: 11/14/2018

Time: 11:35 am

CAPE FEAR CENTER FOR INQUIRY

BUDGET REPORT (CONDENSED)

From 10/1/2018 to 10/31/2018

Page 1 of 2

	CURRENT BUDGET	MTD ACTIVITY	YTD ACTIVITY	BUDGET BALANCE	PERCENT REMAINING	NOTES
<b>REVENUE</b>						
<b>STATE REVENUE</b>						
Rev - Summer Reading Program	\$5,222.00	\$1,922.01	\$3,510.59	\$1,711.41	32.77%	
Rev - Behavior Support - 029	\$49,000.00	\$21,723.20	\$21,723.20	\$27,276.80	55.67%	
Rev - Charter Schools - 036	\$2,405,527.00	\$172,575.14	\$864,137.00	\$1,541,390.00	64.08%	
<b>TOTAL STATE REVENUE</b>	<b>\$2,459,749.00</b>	<b>\$196,220.35</b>	<b>\$889,370.79</b>	<b>\$1,570,378.21</b>	<b>63.84%</b>	
<b>LOCAL REVENUE</b>						
Rev - Sales Tax	\$5,000.00	\$0.00	\$0.00	\$5,000.00	100.00%	
Rev - Field Trip	\$50,000.00	\$157.00	\$511.84	\$49,488.16	98.98%	
Rev - Contributions and Donati	\$1,500.00	\$428.44	\$462.73	\$1,037.27	69.15%	
Rev - Interest Income-MM-1908	\$2,000.00	\$0.00	\$836.33	\$1,163.67	58.18%	
Rev - Interest Income-SV-4483	\$1.00	\$0.00	\$0.05	\$0.95	95.00%	
Rev - Interest Income-SV-4595	\$1.00	\$0.00	\$0.00	\$1.00	100.00%	
Rev - Various	\$5,000.00	\$552.07	\$3,439.62	\$1,560.38	31.21%	
Rev - Arts	\$0.00	\$0.00	\$2,338.12	\$(2,338.12)	0.00%	
Rev - Brunswick County Schools	\$122,148.00	\$20,358.24	\$30,537.36	\$91,610.64	75.00%	
F & F - Brunswick County-4609	\$1,200.00	\$0.00	\$75.73	\$1,124.27	93.69%	
Rev - New Hanover County	\$1,002,400.00	\$78,960.00	\$236,880.00	\$765,520.00	76.37%	
F & F - New Hanover County	\$20,000.00	\$2,848.00	\$4,977.00	\$15,023.00	75.12%	
Rev - Pender County Schools	\$7,517.40	\$0.00	\$0.00	\$7,517.40	100.00%	
F & F - Pender County Schools	\$100.00	\$0.00	\$0.00	\$100.00	100.00%	
Rev -Garden Grant - 555	\$5,000.00	\$0.00	\$0.00	\$5,000.00	100.00%	
REV - CFCI Partnership	\$2,000.00	\$3,692.54	\$3,692.54	\$(1,692.54)	-84.63%	
Rev - GE Grant	\$335.51	\$0.00	\$335.51	\$0.00	0.00%	
Rev - Fundraising - 653	\$5,000.00	\$456.82	\$456.82	\$4,543.18	90.86%	
Rev - Riptide Runners	\$4,000.00	\$0.00	\$0.00	\$4,000.00	100.00%	
Rev - Capital Campaign - 660	\$30,000.00	\$0.00	\$0.00	\$30,000.00	100.00%	
Rev - Fees / Supplies - 4609	\$2,000.00	\$11.00	\$585.97	\$1,414.03	70.70%	
Rev - Tech Donations	\$18,460.00	\$2,934.50	\$4,299.50	\$14,160.50	76.71%	
Rev - Technology Fees	\$0.00	\$0.00	\$1,477.50	\$(1,477.50)	0.00%	
Rev - Social Dues	\$200.00	\$0.00	\$0.00	\$200.00	100.00%	
<b>TOTAL LOCAL REVENUE</b>	<b>\$1,283,862.91</b>	<b>\$110,398.61</b>	<b>\$290,906.62</b>	<b>\$992,956.29</b>	<b>77.34%</b>	
<b>FEDERAL REVENUE</b>						
Rev - Title I Basic -050	\$7,923.00	\$0.00	\$0.00	\$7,923.00	100.00%	
Rev - IDEA VI-B Handicap - 060	\$49,635.00	\$0.00	\$0.00	\$49,635.00	100.00%	
Rev - Improving Tchr Qual-103	\$5,873.00	\$0.00	\$0.00	\$5,873.00	100.00%	
Rev - IDEA VI-B Spec Needs-118	\$1,684.20	\$782.09	\$782.09	\$902.11	53.56%	
<b>TOTAL FEDERAL REVENUE</b>	<b>\$65,115.20</b>	<b>\$782.09</b>	<b>\$782.09</b>	<b>\$64,333.11</b>	<b>98.80%</b>	

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CAPE FEAR CENTER FOR INQUIRY  
BUDGET REPORT (CONDENSED)  
From 10/1/2018 to 10/31/2018

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	CURRENT BUDGET	MTD ACTIVITY	YTD ACTIVITY	BUDGET BALANCE	PERCENT REMAINING	NOTES
<b>TOTAL REVENUE</b>	<b>\$3,808,727.11</b>	<b>\$307,401.05</b>	<b>\$1,181,059.50</b>	<b>\$2,627,667.61</b>	<b>68.99%</b>	
<b>EXPENSES</b>						
1. Salaries & Bonuses	\$2,220,914.25	\$187,989.19	\$671,835.67	\$1,549,078.58	69.75%	
2. Benefits	\$763,618.81	\$59,114.60	\$221,319.30	\$542,299.51	71.02%	
3. Books & Supplies	\$58,922.11	\$18,192.46	\$22,589.90	\$36,332.21	61.66%	
4. Technology	\$36,403.05	\$11,204.57	\$18,947.11	\$17,455.94	47.95%	
5. Non-Cap Equipment & Leases	\$12,100.00	\$2,722.42	\$5,394.08	\$6,705.92	55.42%	
6. Contracted Student Services	\$88,900.00	\$4,179.80	\$10,878.79	\$78,021.21	87.76%	
7. Staff Development	\$47,873.00	\$759.82	\$28,146.71	\$19,726.29	41.21%	
8. Administrative Services	\$98,676.00	\$16,954.33	\$32,800.07	\$65,875.93	66.76%	
9. Insurances	\$44,322.00	\$11,764.46	\$18,509.92	\$25,812.08	58.24%	
10. Rents & Debt Service	\$309,600.37	\$25,325.03	\$103,200.12	\$206,400.25	66.67%	
11. Facilities	\$192,475.87	\$24,560.23	\$48,430.88	\$144,044.99	74.84%	
12. Utilities	\$61,450.00	\$7,379.04	\$18,061.60	\$43,388.40	70.61%	
13. Nutrition & Food	\$11,000.00	\$1,186.25	\$1,208.43	\$9,791.57	89.01%	
14. Capital Purchases	\$13,500.00	\$0.00	\$0.00	\$13,500.00	100.00%	
15. New Site Development	\$25,000.00	\$13.63	\$9,113.63	\$15,886.37	63.55%	
17. Transportation and Travel	\$183.36	\$45.78	\$70.31	\$113.05	61.65%	
<b>TOTAL EXPENSES</b>	<b>\$3,984,938.82</b>	<b>\$371,391.61</b>	<b>\$1,210,506.52</b>	<b>\$2,774,432.30</b>	<b>69.62%</b>	
<b>NET SURPLUS/(DEFICIT)</b>	<b>\$(176,211.71)</b>	<b>\$(63,990.56)</b>	<b>\$(29,447.02)</b>			



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CAPE FEAR CENTER FOR INQUIRY  
BUDGET REPORT  
From 10/1/2018 to 10/31/2018

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REVENUE

STATE REVENUE

Rev - Summer Reading Program	\$5,222.00	\$1,922.01	\$3,510.59	\$1,711.41	32.77%
Rev - Behavior Support - 029	\$49,000.00	\$21,723.20	\$21,723.20	\$27,276.80	55.67%
Rev - Charter Schools - 036	\$2,405,527.00	\$172,575.14	\$864,137.00	\$1,541,390.00	64.08%
<b>TOTAL STATE REVENUE</b>	<b>\$2,459,749.00</b>	<b>\$196,220.35</b>	<b>\$889,370.79</b>	<b>\$1,570,378.21</b>	<b>63.84%</b>

LOCAL REVENUE

Rev - Sales Tax	\$5,000.00	\$0.00	\$0.00	\$5,000.00	100.00%
Rev - Field Trip	\$50,000.00	\$157.00	\$511.84	\$49,488.16	98.98%
Rev - Contributions and Donati	\$1,500.00	\$428.44	\$462.73	\$1,037.27	69.15%
Rev - Interest Income-MM-1908	\$2,000.00	\$0.00	\$836.33	\$1,163.67	58.18%
Rev - Interest Income-SV-4483	\$1.00	\$0.00	\$0.05	\$0.95	95.00%
Rev - Interest Income-SV-4595	\$1.00	\$0.00	\$0.00	\$1.00	100.00%
Rev - Various	\$5,000.00	\$552.07	\$3,439.62	\$1,560.38	31.21%
Rev - Arts	\$0.00	\$0.00	\$2,338.12	\$(2,338.12)	0.00%
Rev - Brunswick County Schools	\$122,148.00	\$20,358.24	\$30,537.36	\$91,610.64	75.00%
F & F - Brunswick County-4609	\$1,200.00	\$0.00	\$75.73	\$1,124.27	93.69%
Rev - New Hanover County	\$1,002,400.00	\$78,960.00	\$236,880.00	\$765,520.00	76.37%
F & F - New Hanover County	\$20,000.00	\$2,848.00	\$4,977.00	\$15,023.00	75.12%
Rev - Pender County Schools	\$7,517.40	\$0.00	\$0.00	\$7,517.40	100.00%
F & F - Pender County Schools	\$100.00	\$0.00	\$0.00	\$100.00	100.00%
Rev -Garden Grant - 555	\$5,000.00	\$0.00	\$0.00	\$5,000.00	100.00%
REV - CFCl Partnership	\$2,000.00	\$3,692.54	\$3,692.54	\$(1,692.54)	-84.63%
Rev - GE Grant	\$335.51	\$0.00	\$335.51	\$0.00	0.00%
Rev - Fundraising - 653	\$5,000.00	\$456.82	\$456.82	\$4,543.18	90.86%
Rev - Riptide Runners	\$4,000.00	\$0.00	\$0.00	\$4,000.00	100.00%
Rev - Capital Campaign - 660	\$30,000.00	\$0.00	\$0.00	\$30,000.00	100.00%
Rev - Fees / Supplies - 4609	\$2,000.00	\$11.00	\$585.97	\$1,414.03	70.70%
Rev - Tech Donations	\$18,460.00	\$2,934.50	\$4,299.50	\$14,160.50	76.71%
Rev - Technology Fees	\$0.00	\$0.00	\$1,477.50	\$(1,477.50)	0.00%
Rev - Social Dues	\$200.00	\$0.00	\$0.00	\$200.00	100.00%
<b>TOTAL LOCAL REVENUE</b>	<b>\$1,283,862.91</b>	<b>\$110,398.61</b>	<b>\$290,906.62</b>	<b>\$992,956.29</b>	<b>77.34%</b>

ART CAMP DEPOSITS

MOVED TO DONATIONS IN NOV

FEDERAL REVENUE

Rev - Title I Basic -050	\$7,923.00	\$0.00	\$0.00	\$7,923.00	100.00%
Rev - IDEA VI-B Handicap - 060	\$49,635.00	\$0.00	\$0.00	\$49,635.00	100.00%
Rev - Improving Tchr Qual-103	\$5,873.00	\$0.00	\$0.00	\$5,873.00	100.00%
Rev - IDEA VI-B Spec Needs-118	\$1,684.20	\$782.09	\$782.09	\$902.11	53.56%
<b>TOTAL FEDERAL REVENUE</b>	<b>\$65,115.20</b>	<b>\$782.09</b>	<b>\$782.09</b>	<b>\$64,333.11</b>	<b>98.80%</b>

**Date:** 11/14/2018  
**Time:** 11:46 am

**CAPE FEAR CENTER FOR INQUIRY**  
**BUDGET REPORT**  
**From 10/1/2018 to 10/31/2018**

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	<b>CURRENT BUDGET</b>	<b>MTD ACTIVITY</b>	<b>YTD ACTIVITY</b>	<b>BUDGET BALANCE</b>	<b>PERCENT REMAINING</b>	<b>NOTES</b>
<b>TOTAL REVENUE</b>	<b>\$3,808,727.11</b>	<b>\$307,401.05</b>	<b>\$1,181,059.50</b>	<b>\$2,627,667.61</b>	<b>68.99%</b>	

Date: 11/14/2018  
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**CAPE FEAR CENTER FOR INQUIRY**  
**BUDGET REPORT**  
**From 10/1/2018 to 10/31/2018**

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**EXPENSES**

**1. Salaries & Bonuses**

Salary - Teacher	\$1,360,510.00	\$112,947.48	\$435,470.13	\$925,039.87	67.99%
Salary - Teacher - 016	\$1,343.66	\$0.00	\$1,343.66	\$0.00	0.00%
Salary - Teacher - 050	\$7,889.64	\$0.00	\$0.00	\$7,889.64	100.00%
Salary - Teacher Assistant	\$102,899.70	\$13,849.71	\$27,227.09	\$75,672.61	73.54%
Salary - Substitute	\$25,000.00	\$1,880.00	\$2,200.00	\$22,800.00	91.20%
Salary - EC Teacher	\$199,072.04	\$3,798.67	\$63,053.75	\$136,018.29	68.33%
Salary - EC Teacher - 060	\$39,999.96	\$0.00	\$0.00	\$39,999.96	100.00%
Salary - EC Assistant	\$38,657.25	\$4,346.52	\$8,196.48	\$30,460.77	78.80%
Salary - EC Substitute	\$2,500.00	\$200.00	\$200.00	\$2,300.00	92.00%
Salary - Behavioral - 029	\$35,919.00	\$15,624.00	\$15,624.00	\$20,295.00	56.50%
Salary - Guidance	\$39,798.00	\$4,014.87	\$7,331.37	\$32,466.63	81.58%
Salary - Psychologist	\$28,780.00	\$2,398.34	\$7,195.02	\$21,584.98	75.00%
Salary - Principal	\$86,164.00	\$7,180.34	\$28,721.36	\$57,442.64	66.67%
Salary - Assistant Principal	\$32,516.00	\$2,709.67	\$8,129.01	\$24,386.99	75.00%
Salary - Office	\$49,243.00	\$8,160.08	\$25,834.10	\$23,408.90	47.54%
Salary - Business Manager	\$91,865.00	\$4,316.42	\$17,265.68	\$74,599.32	81.21%
Salary - Custodian	\$26,500.00	\$2,208.34	\$6,625.02	\$19,874.98	75.00%
Salary - Technology	\$52,257.00	\$4,354.75	\$17,419.00	\$34,838.00	66.67%

<b>Total 1. Salaries &amp; Bonuses</b>	<b>\$2,220,914.25</b>	<b>\$187,989.19</b>	<b>\$671,835.67</b>	<b>\$1,549,078.58</b>	<b>69.75%</b>
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**2. Benefits**

Social Security Cost	\$163,959.61	\$12,808.67	\$48,660.90	\$115,298.71	70.32%
Social Security Cost - 016	\$102.81	\$0.00	\$102.81	\$0.00	0.00%
Social Security Cost - 029	\$2,663.54	\$1,157.79	\$1,157.79	\$1,505.75	56.53%
Social Security Cost - 060	\$3,060.00	\$0.00	\$0.00	\$3,060.00	100.00%
State Retirement Cost	\$367,140.93	\$27,052.81	\$110,073.88	\$257,067.05	70.02%
State Retirement Cost - 016	\$253.42	\$111.31	\$253.42	\$0.00	0.00%
State Retirement Cost - 029	\$6,008.81	\$2,946.69	\$2,946.69	\$3,062.12	50.96%
State Retirement Cost - 060	\$590.88	\$0.00	\$0.00	\$590.88	100.00%
Hospitalization Cost	\$199,546.00	\$12,965.68	\$56,052.16	\$143,493.84	71.91%
Hospitalization Cost - 029	\$4,408.65	\$1,994.72	\$1,994.72	\$2,413.93	54.75%
Hospitalization Cost - 060	\$5,984.16	\$0.00	\$0.00	\$5,984.16	100.00%
Unemployment Cost	\$9,900.00	\$76.93	\$76.93	\$9,823.07	99.22%

<b>Total 2. Benefits</b>	<b>\$763,618.81</b>	<b>\$59,114.60</b>	<b>\$221,319.30</b>	<b>\$542,299.51</b>	<b>71.02%</b>
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**3. Books & Supplies**

Riptide Runners	\$4,000.00	\$0.00	\$0.00	\$4,000.00	100.00%
Instructional Supplies	\$22,000.00	\$11,975.91	\$14,218.88	\$7,781.12	35.37%
Instructional Supplies - 016	\$3,522.11	\$1,810.70	\$1,810.70	\$1,711.41	48.59%
EC Instructional Supplies	\$2,815.80	\$784.69	\$1,190.55	\$1,625.25	57.72%
Health Supplies	\$200.00	\$0.00	\$0.00	\$200.00	100.00%

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**CAPE FEAR CENTER FOR INQUIRY**  
**BUDGET REPORT**  
From 10/1/2018 to 10/31/2018

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	CURRENT BUDGET	MTD ACTIVITY	YTD ACTIVITY	BUDGET BALANCE	PERCENT REMAINING	NOTES
Safety Supplies	\$3,500.00	\$496.01	\$1,592.00	\$1,908.00	54.51%	
Office Supplies	\$7,000.00	\$926.54	\$992.41	\$6,007.59	85.82%	
Board of Directors Supplies	\$500.00	\$0.00	\$0.00	\$500.00	100.00%	
Postage	\$2,000.00	\$33.00	\$83.53	\$1,916.47	95.82%	
Memberships	\$1,500.00	\$0.00	\$0.00	\$1,500.00	100.00%	
Social Dues	\$200.00	\$18.40	\$18.40	\$181.60	90.80%	
Sales Tax Expense	\$5,000.00	\$946.18	\$1,421.42	\$3,578.58	71.57%	
Unidentified Purchases	\$0.00	\$418.94	\$479.92	\$(479.92)	0.00%	
EC Supplies - 118	\$1,684.20	\$782.09	\$782.09	\$902.11	53.56%	
Garden Grant - 555	\$5,000.00	\$0.00	\$0.00	\$5,000.00	100.00%	
<b>Total 3. Books &amp; Supplies</b>	<b>\$58,922.11</b>	<b>\$18,192.46</b>	<b>\$22,589.90</b>	<b>\$36,332.21</b>	<b>61.66%</b>	
<b>4. Technology</b>						
Instructional Software	\$10,000.00	\$2,223.95	\$6,914.44	\$3,085.56	30.86%	
Non-Capitalized Hardware	\$7,490.04	\$5,548.01	\$5,548.01	\$1,942.03	25.93%	
Non-Capitalized EC Hardware	\$900.00	\$321.49	\$321.49	\$578.51	64.28%	
Office Software	\$3,200.00	\$1,732.34	\$2,527.34	\$672.66	21.02%	
Non-Capitalized Office Hardware	\$3,813.01	\$1,055.96	\$3,313.01	\$500.00	13.11%	
Supplies and Materials	\$4,000.00	\$244.84	\$244.84	\$3,755.16	93.88%	
Technology Computer Equipment	\$7,000.00	\$77.98	\$77.98	\$6,922.02	98.89%	
<b>Total 4. Technology</b>	<b>\$36,403.05</b>	<b>\$11,204.57</b>	<b>\$18,947.11</b>	<b>\$17,455.94</b>	<b>47.95%</b>	
<b>5. Non-Cap Equipment &amp; Leases</b>						
Instructional Equipment	\$3,000.00	\$1,210.44	\$3,029.20	\$(29.20)	-0.97%	Increase budget
EC Equipment	\$600.00	\$312.96	\$312.96	\$287.04	47.84%	
Reproduction Costs	\$8,000.00	\$886.37	\$1,739.27	\$6,260.73	78.26%	
Office Equipment	\$500.00	\$312.65	\$312.65	\$187.35	37.47%	
<b>Total 5. Non-Cap Equipment &amp; Leases</b>	<b>\$12,100.00</b>	<b>\$2,722.42</b>	<b>\$5,394.08</b>	<b>\$6,705.92</b>	<b>55.42%</b>	
<b>6. Contracted Student Services</b>						
Instructional Services	\$900.00	\$0.00	\$0.00	\$900.00	100.00%	
EC Services	\$10,000.00	\$0.00	\$2,006.25	\$7,993.75	79.94%	
Speech Services	\$26,000.00	\$3,179.80	\$4,089.80	\$21,910.20	84.27%	
Field Trips	\$52,000.00	\$1,000.00	\$4,782.74	\$47,217.26	90.80%	
<b>Total 6. Contracted Student Services</b>	<b>\$88,900.00</b>	<b>\$4,179.80</b>	<b>\$10,878.79</b>	<b>\$78,021.21</b>	<b>87.76%</b>	
<b>7. Staff Development</b>						
Workshop Expenses	\$35,000.00	\$34.82	\$27,302.11	\$7,697.89	21.99%	
EC Workshop Expenses	\$7,000.00	\$725.00	\$844.60	\$6,155.40	87.93%	
Workshop Expenses - 103	\$5,873.00	\$0.00	\$0.00	\$5,873.00	100.00%	
<b>Total 7. Staff Development</b>	<b>\$47,873.00</b>	<b>\$759.82</b>	<b>\$28,146.71</b>	<b>\$19,726.29</b>	<b>41.21%</b>	
<b>8. Administrative Services</b>						

Date: 11/14/2018

Time: 11:46 am

## CAPE FEAR CENTER FOR INQUIRY

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## BUDGET REPORT

From 10/1/2018 to 10/31/2018

	CURRENT BUDGET	MTD ACTIVITY	YTD ACTIVITY	BUDGET BALANCE	PERCENT REMAINING	NOTES
Advertising	\$1,000.00	\$0.00	\$0.00	\$1,000.00	100.00%	
Audit Services	\$9,000.00	\$5,925.00	\$5,925.00	\$3,075.00	34.17%	
Bank Fees	\$1,000.00	\$41.63	\$(23.37)	\$1,023.37	102.34%	
Financial Services	\$43,656.00	\$3,620.17	\$14,480.68	\$29,175.32	66.83%	
General Administration	\$8,000.00	\$109.20	\$317.20	\$7,682.80	96.04%	
Legal Services	\$15,000.00	\$5,767.50	\$5,767.50	\$9,232.50	61.55%	
PowerSchool Services	\$16,320.00	\$1,353.33	\$5,413.32	\$10,906.68	66.83%	
Human Resources	\$2,000.00	\$137.50	\$196.50	\$1,803.50	90.18%	
Other Tax Payments	\$2,700.00	\$0.00	\$723.24	\$1,976.76	73.21%	
<b>Total 8. Administrative Services</b>	<b>\$98,676.00</b>	<b>\$16,954.33</b>	<b>\$32,800.07</b>	<b>\$65,875.93</b>	<b>66.76%</b>	
<b>9. Insurances</b>						
Workers Compensation	\$8,165.00	\$1,784.46	\$3,527.92	\$4,637.08	56.79%	
General Liability	\$32,500.00	\$9,980.00	\$14,982.00	\$17,518.00	53.90%	
Other Insurance & Judgments	\$3,657.00	\$0.00	\$0.00	\$3,657.00	100.00%	
<b>Total 9. Insurances</b>	<b>\$44,322.00</b>	<b>\$11,764.46</b>	<b>\$18,509.92</b>	<b>\$25,812.08</b>	<b>58.24%</b>	
<b>10. Rents &amp; Debt Service</b>						
Debt Service - Principal	\$205,262.70	\$17,631.85	\$69,753.14	\$135,509.56	66.02%	
Debt Service - Interest	\$98,637.67	\$7,693.18	\$31,546.98	\$67,090.69	68.02%	
Building Rent	\$5,700.00	\$0.00	\$1,900.00	\$3,800.00	66.67%	
<b>Total 10. Rents &amp; Debt Service</b>	<b>\$309,600.37</b>	<b>\$25,325.03</b>	<b>\$103,200.12</b>	<b>\$206,400.25</b>	<b>66.67%</b>	
<b>11. Facilities</b>						
Building Repairs & Maintenance	\$35,000.00	\$11,608.00	\$27,916.31	\$7,083.69	20.24%	
Building Supplies & Materials	\$7,000.00	\$252.80	\$252.80	\$6,747.20	96.39%	
Contracted Custodial Services	\$62,475.87	\$11,047.83	\$16,887.83	\$45,588.04	72.97%	
Custodial Supplies & Materials	\$8,000.00	\$1,217.60	\$2,505.94	\$5,494.06	68.68%	
Improvement to Existing Site	\$75,000.00	\$0.00	\$0.00	\$75,000.00	100.00%	
Security Monitoring	\$5,000.00	\$434.00	\$868.00	\$4,132.00	82.64%	
<b>Total 11. Facilities</b>	<b>\$192,475.87</b>	<b>\$24,560.23</b>	<b>\$48,430.88</b>	<b>\$144,044.99</b>	<b>74.84%</b>	
<b>12. Utilities</b>						
Electricity	\$42,000.00	\$3,188.95	\$11,687.79	\$30,312.21	72.17%	
Water & Sewer	\$8,000.00	\$2,498.71	\$2,498.71	\$5,501.29	68.77%	
Waste Management	\$3,450.00	\$849.21	\$1,348.59	\$2,101.41	60.91%	
Telephone	\$8,000.00	\$842.17	\$2,526.51	\$5,473.49	68.42%	
<b>Total 12. Utilities</b>	<b>\$61,450.00</b>	<b>\$7,379.04</b>	<b>\$18,061.60</b>	<b>\$43,388.40</b>	<b>70.61%</b>	
<b>13. Nutrition &amp; Food</b>						
Food Supplies & Materials	\$250.00	\$0.00	\$0.00	\$250.00	100.00%	
Food Purchases	\$10,000.00	\$1,046.13	\$1,046.13	\$8,953.87	89.54%	
Other Food - Office	\$750.00	\$140.12	\$162.30	\$587.70	78.36%	

Date: 11/14/2018  
Time: 11:46 am

CAPE FEAR CENTER FOR INQUIRY  
BUDGET REPORT  
From 10/1/2018 to 10/31/2018

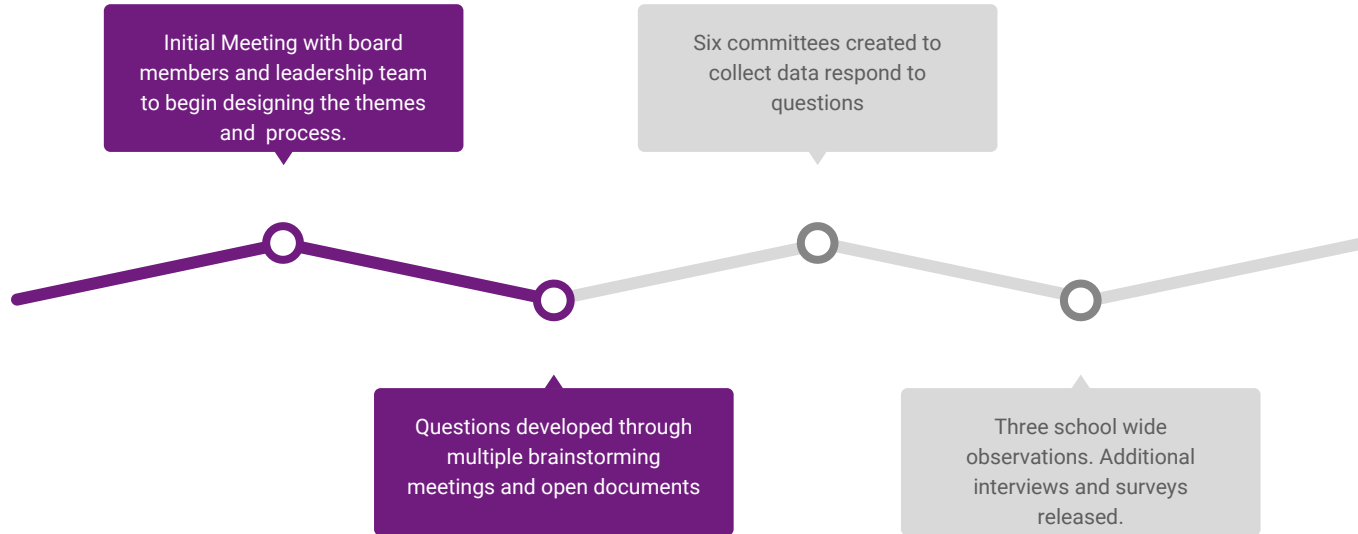
Page 6 of 6

	CURRENT BUDGET	MTD ACTIVITY	YTD ACTIVITY	BUDGET BALANCE	PERCENT REMAINING	NOTES
Total 13. Nutrition & Food	\$11,000.00	\$1,186.25	\$1,208.43	\$9,791.57	89.01%	
14. Capital Purchases						
Cap Instructional Computers	\$12,000.00	\$0.00	\$0.00	\$12,000.00	100.00%	
Cap Office Computers	\$1,500.00	\$0.00	\$0.00	\$1,500.00	100.00%	
Total 14. Capital Purchases	\$13,500.00	\$0.00	\$0.00	\$13,500.00	100.00%	
15. New Site Development						
Miscellaneous Contracts	\$0.00	\$13.63	\$9,113.63	\$(9,113.63)	0.00%	
Bank Service Fee	\$25,000.00	\$0.00	\$0.00	\$25,000.00	100.00%	
Total 15. New Site Development	\$25,000.00	\$13.63	\$9,113.63	\$15,886.37	63.55%	
17. Transportation and Travel						
Travel	\$150.00	\$45.78	\$70.31	\$79.69	53.13%	
Unbudgeted Federal Program - 050	\$33.36	\$0.00	\$0.00	\$33.36	100.00%	
Unbudgeted Federal Programs	\$33.36	\$0.00	\$0.00	\$33.36	100.00%	
Total 17. Transportation and Travel	\$183.36	\$45.78	\$70.31	\$113.05	61.65%	
TOTAL EXPENSES	\$3,984,938.82	\$371,391.61	\$1,210,506.52	\$2,774,432.30	69.62%	
NET SURPLUS/(DEFICIT)	\$(176,211.71)	\$(63,990.56)	\$(29,447.02)			

# CFCI Strategic Planning

December 2018 Update

# Strategic Planning Process (Phase I)





# The Overall Design (What will it look like?)

**Fits on one/two page**

**Easy to read**

**Communicates a clear picture**

**Measurable Goals that Identify people responsible and review dates**

**Clear and actionable steps (Need to be flexible)**

**Easy to Understand**

**Visible**

# Who Should be Involved?

**Teachers**

**Parents from all grade levels**

**Administrative Team (Shared  
Leadership)**

**Board Members**

**School Support Staff**

**Students**

**Community Leaders**

**Community Funders**

**Local Officials**

**Business Leaders**

**Experts in Development Areas**

**Former Students**

**Teachers/Principals/Counselors of  
local H.S.**

## Key Objectives to the Process

School wide common language

Professional Clarity

Focus on the key aspects of the school's success

Road map for all decision making

Product that drives all decisions

Long term significance for the community!

# Identified Twelve Themes & Questions

Communication (4)	Professional Capital (5)
Community Partnership (5)	School Diversity (3)
Curriculum (8)	School Safety (1)
Long Term Facility (0)	Student Achievement (5)
Fiscal Vitality (5)	Technology (5)
Marketing/Branding (6)	Organizational Health (22)

# Data Collection Processes


**Interviews with random teachers, UNCW professor and administration.**

**Surveys to students and all staff.**

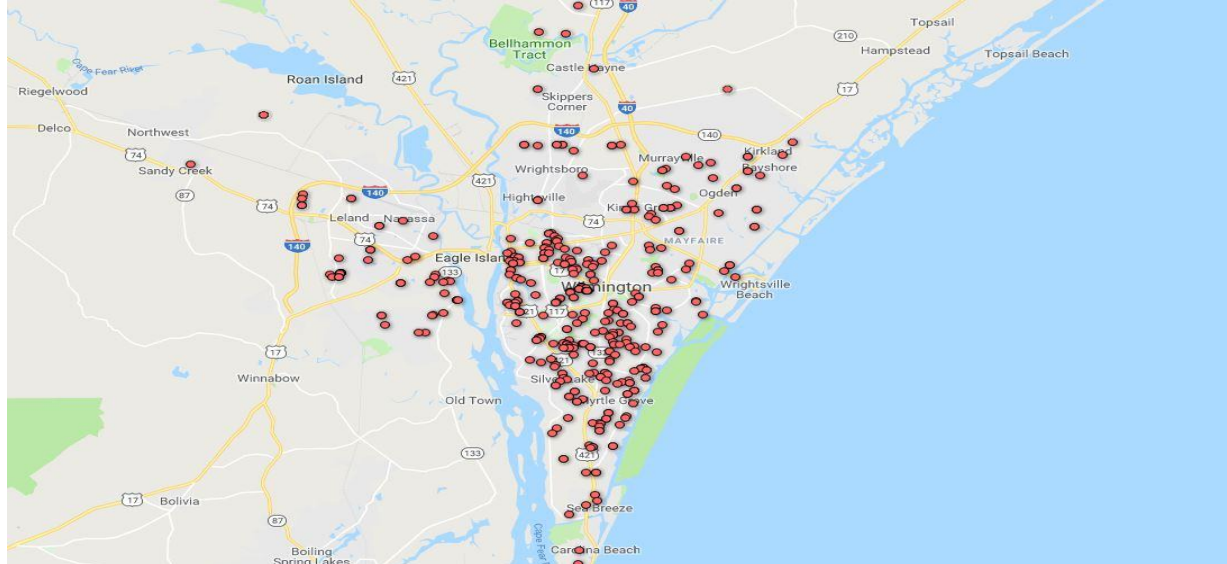
**Designated groups (staff and board) to research and report on questions.**



# Key Themes for Improvement Identified

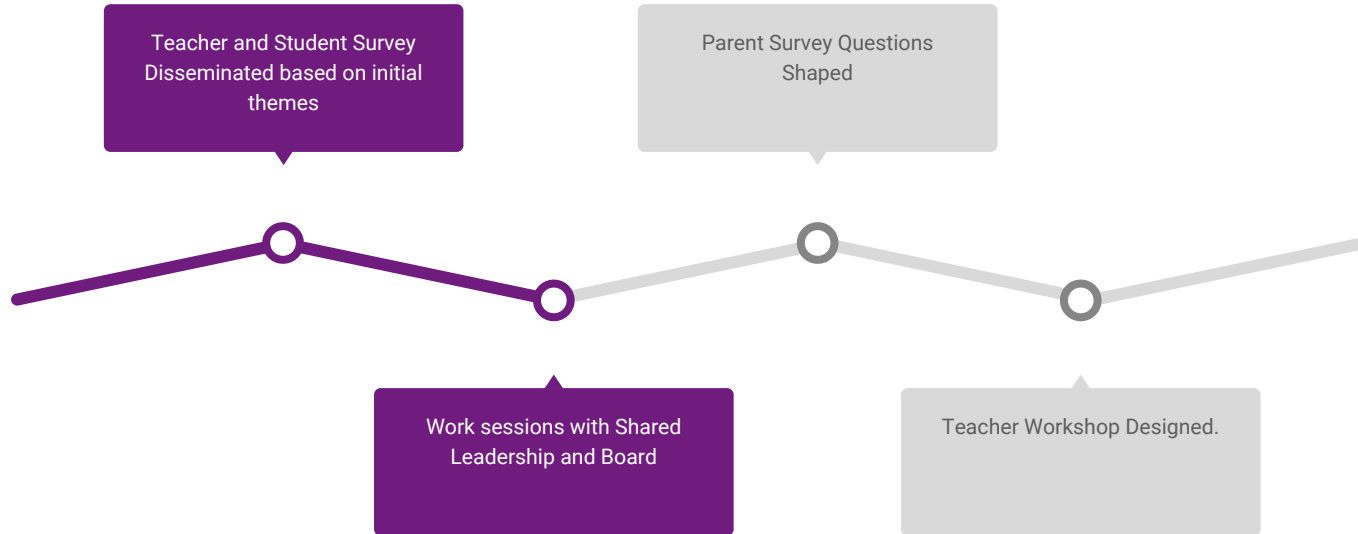
- Communication Agreement (Are we all following?)
  - Decision Making (Communication)
  - Community Partnerships (What/Who gives us the best return?)
  - Messaging, Marketing and Branding (20 years here - who knows?)
  - Training for new teachers
  - School-wide clarity for inquiry and education plan
  - Gaps in student achievement (high level learners and math)
  - Time Management (teacher collaboration time)
  - School Growth Plan (what direction are we going?)
- 

# Where your students travel from



[Fusion Table \(Family Number Aligns to Family Contact List\)](#)

# Strategic Planning Process (Phase II)





# Employee Survey Questions Developed

**School Success:** If you were to identify one to two qualities or characteristics of CFCI that ensure our success, what would they be?

**Reputation:** Why do people (staff and families) choose CFCI?

**Professional Capital:** How do we need to better prepare and develop our employees for the future of the organization?

**Communication:** In what ways can the communication improve?

**Communication:** How can we as an organization improve decision making processes and communication?

**School Community:** On a scale of 1-5, how important is it for our school's demographics to reflect our surrounding community?

**Safety:** What are your thoughts on the school's updated safety protocols, what areas for improvement do you see?

**Vision:** What would you like to see at CFCI five years from today?

**Curriculum:** What are the components of our school vision and mission that we want all CFCI students to possess intrinsically when they leave the school?

**Curriculum:** Do we have the tools and resources we need to provide an outstanding education for our students- not in a vacuum but as part of a continuum.

**Technology:** What is your current comfort level in implementing the classroom use of technology? (1-5)

**Follow Up:** What support, training or resources would move your score to at least a 4 out of 5?

What is your top concern for the organization over the next 6 to 12 months?

[Read the Raw Data Responses](#)

# Overall Themes Identified from Employee Survey

([30 Responses](#))

Trust, community and strong academics were themes.

Time to “do it all” was identified as a challenge.

A need to clarify “inquiry” and better training for new employees.

Clarity on where the school is heading (size, education plan, deliverables).

Majority feel the safety improvements were warranted and working well.

Almost 50% do not feel fully resourced to provide the best education.

# Student Themes Identified

Upper Grade students have a strong understanding of the school's focus on inquiry and community.

A place to play outside would enhance their experience.

Students feel safe but bullying was one of the key issues they would like addressed.

Student transition (5th to middle/8th to high school) anxiety.

[Access to student surveys](#)

# Board Retreat (Governance Strengthening)

Identify School Measures of Organization Success

Core Values (Define from all stakeholder levels)

Identify Board Norms and Member Expectations (How Well vs. How Will

Ensure Transparent Communication (Internally and Externally)

Clarify Communication Channels

Succession Planning, Board Recruitment and Orientation

# Strategic Workshops Held

Shared Leadership (November 2)

Board (November 3)

Each team read through over 100 pages of data regarding: [Click Here](#)



- School Climate
- Student Enrollment Locations and Demographics
- Student Achievement
- Teacher/Student Feedback and Surveys
- State Driven Surveys

# Key Strategic Themes Identified

Preparing Students for College and Career

Talent Development: High Quality Employee Development & Recruitment

Model School for Inquiry

Organizational Health and Growth

[Download Full Themes and Objectives](#)

# CFCI Operating at its Optimum Level (Slide 1)

Finances: 3-6 month operational reserve

Organizational Health: Culture of Trust and Transparency

Enrollment: 100% enrolled with a minimum 25% waitlist in all grade levels

Class size to focus on the whole child

Diverse and Talented Staff: Specialty teachers and experts

Employee Recruitment: Talent coming to CFCI

Teacher Development: Teacher training program focused on values and education plan non-negotiables

Education Plan: Reaching all students through inquiry model

# CFCI Operating at its Optimum Level (Slide 2)

Common Employee Language around inquiry and other key programs

Model School of Inquiry

Deeply connected relationships with parents and community

Budget to travel to visit highly effective schools

Engaging and spacious outdoor play areas

Bully Free Learning Environment

Teacher Time (Think, Grow and Improve)

Parents and community are an integral part of the school's operation plans





# Next Steps (Phase III)

Finalize the questions for employees, parents and alumni (next slides)

Disseminate parent survey by 11/30.

Identify high school counselors to reach out to (interview/survey).


Share current results with staff. Set the employee workshop date.

Analyze ALL data.

Strategic Goal Team to analyze and finalize strategic goals and objectives).


Share results with employees and stakeholders for final feedback.

# Next Questions for Employees

- What is your definition of inquiry?
    - How do you integrate inquiry in your classroom?
    - How much time do you spend leading Inquiry Based Lessons per day?
  - What administrative tasks are taking you away from your teacher duties?
    - *If paperwork that is required---how address?*
  - What should each student master when they graduate from CFCI?
  - What does organization expansion look like to you?
  - What would increasing the school's diversity look like to you?
  - If CFCI were operating at its optimum level, what would it look like?
- 

Goal is to address most of these questions during a teacher staff meeting or workshop setting in the coming weeks.

# Questions to Alumni/Local HS Counselors

- How did we prepare you for high school and beyond?
  - Where did CFCI fall short in preparing you?
  - What programs or activities were most beneficial to your success?
- 

# Questions for Parents

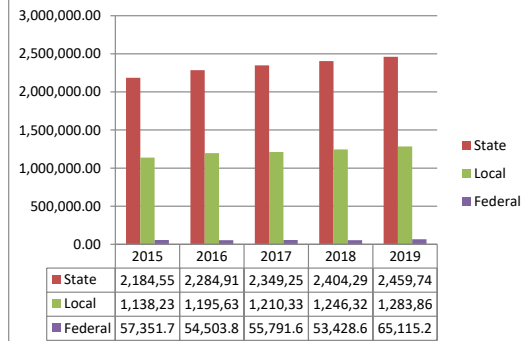
- For what reasons did you choose CFCI for your child?
- For what reasons do you stay enrolled?
- What's most important to you for your child's education?
- As an organization, what are we doing well?
  - *Where can we improve (be specific)*
- Would you like to see CFCI expand in the future?
  - If yes, what would that look like? (high school, more classes per grade level, more play space and equipment, more diversity in student population)
- How well does the school overall communicate to you as a parent?

Likert Ranking: Excellent Communication, I am satisfied, Needs Improvement

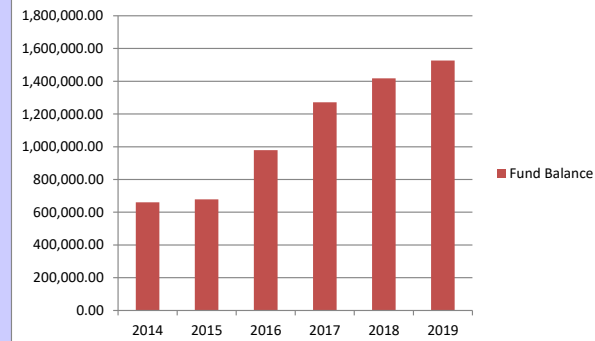
  - Please provide a short explanation of your score.
  - *What additional safety protocols, if any, would you like to see at CFCI?*
  - In what ways do you feel connected to CFCI?

## CFCI FINANCIAL DASHBOARD

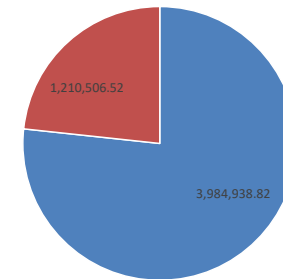
### Revenue



### Fund Balance



### YTD Expense



As of October 31st, 2018 we have completed 33% of the fiscal year and spent 30% of our budgeted funds.



Member:  
American Institute of  
Certified Public Accountants

Member:  
North Carolina Association of  
Certified Public Accountants

[www.rivescpa.com](http://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.

4515 Falls of Neuse Road, Suite 450  
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

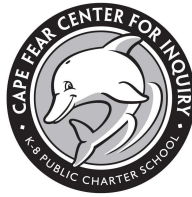
With respect to the supplementary information accompanying the financial statements, we made certain inquiries of management and evaluated the form, content, and methods of preparing the information to determine that the information complies with U.S. generally accepted accounting principles, the method 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



## Lifelong Learning Committee 2018-2019

Date: 11.13.18

Present:

Kim McCormick

~~Joanne Brinkley~~ alternate Shannon Shanks

~~Lisa Sharpe~~

Nancy Kachadurian

Seffie Ovacz

~~Wes Rose~~

Gina Farragher

Lisa Cole

Next meeting: December 11, 2018

### Topic: 1. Review of Collaborative Meetings

**Discussion:** Collaborative Meetings (RC, Math, Data and Curriculum) need to be used as opportunities for PD and collegial conversations. Suggestion made to send out weekly reminders with talking points (Data - Lisac C., Math - Kim M., Responsive Classroom - teacher driven and Michal, Curriculum Planning - teacher driven with focus on creating interdisciplinary units or scope/sequence.

In addition, conversation regarding whether or not the 6th block - collaborative is working or not, especially with K-5. Seffie described the difficulty of so many parent meetings taking over the collaborative meeting time during the last block. Discussion about bringing to shared leadership and faculty the idea of what is best for each grade/loop level...not focusing on what others have but on what you need. (IE: time with TA's, planning time, etc)

### Action or Request (if any)

### Topic: 2. Review of Math PD

**Discussion:** Zearn should be brought up as a training during the next faculty meeting. There are training videos with Zearn. Discussion about IXL as well and is it working. Discussion regarding Math Vocabulary and how we as a team can make it more visible for our students/families and teachers. Bring to Math Faculty meeting the idea of creating a word wall outside of the classroom throughout the hallways. In addition, pacing needs to be looked at to ensure all modules are covered by the end of the year - that might mean working backwards with the last modules.

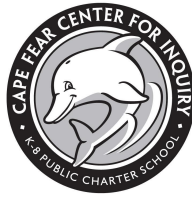
### Action or Request (if any)

Zearn/IXL training in December

Vocabulary walls built in the hallways

Grade levels will look at pacing and create a plan to address loss of time in the classroom.





**Topic: 3. Opportunity for Digital Literacy and Literacy CEU's**

**Discussion:** The committee talked about teachers creating personal plans for learning so that whether you are a middle school social studies teacher or a specialist or ec or general education - you had a path for getting CEU's

**Action or Request (if any)**

**Topic: 4. Plan for curricular conversations**

**Discussion:** Tabled until next month. Suggestion that we focus on RC and/or Differentiation. Clarification regarding Curriculum planning embedded in monthly collaboration meetings and conversations such as what took place last year. Suggestion that we maintain the two conversations instead of three due to the storm and loss of days.

**Action or Request (if any)**

Lifelong Learning members will discuss with loop levels to determine direction for Curricular Conversations for the year and focus.

**Topic: 5. Addressing the needs of all**

**Discussion:**

**Action or Request (if any)**

**Topic: 6. Teacher PDO Proposal**

**Discussion:**

**Action or Request (if any)**

**Topic: 7. 2019-20 Calendar1. Review of Collaborative Meetings**

**Discussion:**

**Action or Request (if any)**

## Notes from Executive meeting on November 13, 2018

The Exec team and Lori Roy reflected on the year to date, and the focus for the rest of the year.

### Director job performance positives/strengths year to date:

- Leadership on solving parking issue / feasibility study
- Leadership, good decisions, compassionate response during/post Hurricane Florence
- School is on firm financial footing, no-findings audits
- CFCI is one of the most respected, stable charter schools in the state with a great track record in testing, finances, successful EC program, innovative practices
- Strong work ethic
- Initiated the process for the strategic vision and 5-year plan
- Security / safety issues, rapid response

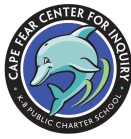
### Ongoing Director review

The Exec team will continue to provide feedback and hear updates on the Director's three key areas identified during the Director evaluation:

1. Improving math scores
2. Strategic planning
3. Feasibility planning

### Additionally, the Executive team would like to propose the following 3 key areas for review:

1. Communication
  - a. Parents
  - b. Faculty/Staff
  - c. Admin
  - d. Board
2. Evaluation process
  - a. Explore a 360-review model
  - b. Monthly Matrix updates for Exec, and mid-year updates for Board
  - c. Ensure sufficient time to provide feedback on annual review
  - d. Teacher evaluations
3. Board role and responsibilities (Board's responsibility)
  - a. Focus on How Well vs How Will to support the Director
  - b. Review current information under Policy and Procedures Series 100
  - c. Review information from Tom Miller
  - d. Agree annual retreat date for outgoing board and new board members. Proposed date: Saturday immediately following last day of school



## Technology Committee Meeting Minutes Monday, November 12, 2018

**In Attendance:**

**ANNOUNCEMENTS:**

**Discussion:**

Updates	L. Roy	<p>Peruse for fun: <a href="https://cfci.net/wp-content/uploads/2013/08/5-Technology-Plan-2014-2016-Final-PDF.pdf">https://cfci.net/wp-content/uploads/2013/08/5-Technology-Plan-2014-2016-Final-PDF.pdf</a></p> <p>Can we possibly link and/or build classroom websites to our faculty page on the school website?</p> <p>Will need committee members to help with website once the new website is developed.</p>
Parent Tech Night - safety	KM	<p>PCN interested in another Technology Safety night. PCN putting together a survey to our parents to see what type of workshop they would like to have. Also, looking to what apps or programs we are using regularly that parents need to know how to use.</p>
Board Update	Cathi, Paul, Joanne  20 min	<p>Working on strategic plan and part of that process involves identifying key areas of our school. Technology is one of those areas. Need to look at questions and help identify answers.</p> <ul style="list-style-type: none"><li>• <b>Are we effectively embracing technology as students, teachers and parents?</b></li><li>• <b>What systems are in place to ensure we stay in the forefront in school based technology?</b></li><li>• <b>What are the current results from our current technology plan?</b></li><li>• <b>K-2 Technology Needs:</b><ul style="list-style-type: none"><li>○ Loop Level color printer?</li></ul></li></ul>



## Technology Committee Meeting Minutes Monday, November 12, 2018

		<ul style="list-style-type: none"><li>○ Wipe Ipads to help make them function better?</li><li>○ Ipad charger replacements</li></ul>
Type to Learn	KM	<p>How can we make learning to type more effective and efficient?</p> <p>Looking into options available that would be cost effective, but also allow us to implement as Standards require.</p> <ul style="list-style-type: none"><li>● Track progress</li><li>● Short/quick lessons</li></ul>

### FUTURE DISCUSSION ITEMS:

- 
- Follow up regarding Typing

**Next Meeting Date: December 10th**

## 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.

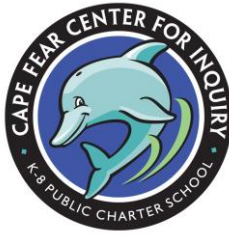
## **F. NOTICE**

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



# 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.

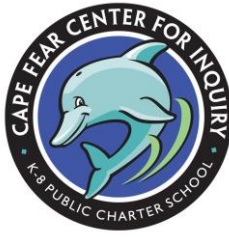
**LEVEL 2:** Volunteers who work with individual students, small groups or supervise the whole class **outside of the direct supervision of the teacher or CFCI staff members.** This includes, but is not limited to: individual or small group instruction, whole class monitoring, field trip chaperons, tutors, 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? \_\_\_\_\_

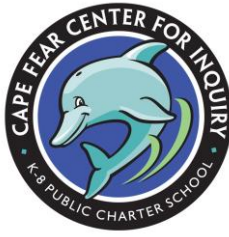
Telephone \_\_\_\_\_ Relationship \_\_\_\_\_

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