

**Cape Fear Center for Inquiry
Board of Directors Agenda
April 18, 2017- 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 Lori Roy, Lisa Sharpe, Cathey Luna, Kelly Dodd, Missy Ritchie, Todd Fischer, Lauren Lombardi, Ashley Cooksley, Beth Carter, Lisa Buchanan, Kristin Hudson, Cathi Mintz, Jackie Anderson, Angela Carson

Time	Subject	Chair/Presenter	Activity
6:00pm	<i>Call to Order</i>	Cathey Luna	Action
6:01	<i>Approval of Minutes: 3/21/17</i>	Cathey Luna	Action
6:02	<i>Visiting Faculty*</i>	TBD	Information
6:07	<i>Visiting Parent or Community Members*</i>	TBD	Information
6:15	<i>Partnership</i> <ul style="list-style-type: none"> Committee Report 	Angela Carson	Information
6:25	<i>Director's Report</i> <ul style="list-style-type: none"> Great ArtSpectations Presentation New Teacher Board Member BTSP Monitoring Report Safety Update Parent Advisory Committee 	Lori Roy Missy Ritchie	Information/ Discussion/ Action
	<i>Standing Committee Reports:</i>		
7:00	<i>Life Long Learning</i> <ul style="list-style-type: none"> No Committee Report 	Jennifer Paetzold	Information
7:00	<i>Technology Committee</i> <ul style="list-style-type: none"> No Committee Report 	Jennifer Paetzold/ Todd Fischer	
7:00	<i>Finance</i> <ul style="list-style-type: none"> Budget/ No Committee Report Cleaning Contract- <i>moved to May since no April meeting</i> Audit Contract 	Kathy Rettig	Information
7:20	<i>Policy and Procedure Review</i> <p>No Committee Report: Working on drafts for:</p> <ul style="list-style-type: none"> Early Kindergarten Entry Enrolling children who have been homeschooled Early dismissal <p>Will have drafts prepared to share in May/June after working with</p>	Jennifer Solomon	Information/ Discussion/ Action

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Roll Call Lori Roy, Lisa Sharpe, Cathey Luna, Kelly Dodd, Missy Ritchie, Beth Carter, Lisa Buchanan, Kristin Hudson, Cathi Mintz, Jackie Anderson, Angela Carson

Time	Subject	Chair/Presenter	Activity
6:01pm	Call to Order	Cathey Luna	Action
6:01	Approval of Minutes: 3/21/17 Motion to approve – Beth C. Second – Kristin H.	Cathey Luna	Action
6:02	Visiting Faculty* N/A	TBD	Information
6:02	Visiting Parent or Community Members* N/A	TBD	Information
6:03	Partnership <ul style="list-style-type: none"> Box top totals thus far \$1,407.90 May 1st-5th teacher appreciation week May 2, 2017 next executive board meeting Port City Java (beside Perry's) May 10, 2017 partnership meeting 	Angela Carson	Information
6:04	Director's Report <ul style="list-style-type: none"> Great ArtSpectations Presentation – Missy Ritchie shared various activities that have been going on in art with students and visiting artists, paintings from 6th grade students, silk screen image, art work from 3rd grade students, lots of art work from students will be available at Great Art this year. New Teacher Board Member – Jennifer LaFleur BTSP Monitoring Report (handout – overall good – plan to strengthen mentors next year) Safety Update – Lori has contacted the head of ERT and has a meeting scheduled. ERT will come to CFCI and have an unannounced lock down drill, ERT will review results, they will also review parent concerns that have also been identified. Front entrance – with regard to the buzzer system – this was discussed at the last board meeting. Would like 	Lori Roy Missy Ritchie	Information/ Discussion/ Action

	<p>to discuss this with the experts and seek their feedback.</p> <ul style="list-style-type: none"> • SRO's were requested by some parents. Will seek feedback from experts on this as well as other stakeholders. Strategic plan is in development now. Seeking feedback from multiple sources. • Parent Collaborative Network – Lori shared draft of policy/procedure. Discussion about the group, differences between partnership and this group, some topics such as personnel would be off limits, would need to apply to be a part of the PCN, would meet as needed. 		
	<i>Standing Committee Reports:</i>		
6:37	<i>Life Long Learning</i> <ul style="list-style-type: none"> • No Committee Report 	Jennifer Paetzold	Information
6:37	<i>Technology Committee</i> <ul style="list-style-type: none"> • No Committee Report 	Jennifer Paetzold/ Todd Fischer	
6:37	<i>Finance</i> <ul style="list-style-type: none"> • Budget/ No Committee Report • Cleaning Contract- <i>moved to May since no April meeting contact Kathy Rettig with any questions</i> • Audit Contract – same company as last 15 years. Would be one year contract. Other options were sought as well. Motion to approve – Beth. Second – Lisa. All in favor. 	Lori Roy for Kathy Rettig	Information
6:40	<i>Policy and Procedure Review</i> No Committee Report: Working on drafts for: <ul style="list-style-type: none"> • Early Kindergarten Entry • Enrolling children who have been homeschooled • Early dismissal Will have drafts prepared to share in May/June after working with committee/faculty.	Jennifer Solomon	Information/ Discussion/ Action
6:40	<i>Development Committee</i> <ul style="list-style-type: none"> • April meeting to be scheduled • Awarded downtown sundown concert – look for date for volunteers • Made it to 2nd round for 3D printer grant • STEAM grant – did not receive funding – but awaiting other opportunities (lego robotics grant) 	Todd Fischer/ Lori Roy	Information

6:42	Executive Committee <ul style="list-style-type: none"> • Shipyard Rental Property- <i>closed session- contracts</i> • <i>Motion to approve lease – Kristin, Second – Beth. All in favor.</i> • New Board Membership- <i>applications will not be ready for review until the May Board Meeting.</i> 	Cathey Luna	Information / Discussion/ Action
6:45	Other Announcements and/or Upcoming events: <ul style="list-style-type: none"> • Next Executive Committee Meeting: <i>May 9, 2017- 2pm</i> • Next Board Meeting- 5-16-17- in the CFCI Museum Room at 6pm 	Cathey Luna	Information Action
6:46	Closed Session for meeting critique (NC statute 143-318.11)	Cathey Luna	Discussion
6:52	Adjournment	Cathey Luna	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, Ashley Cooksley at acooksley@cfc.net with “CFCI Board Agenda” in the subject line, or place the request in his box in the main school office. The agenda request must include the subject, a brief synopsis of what you would like to present, the amount of time requested, any handouts you would like to distribute, and whether your request is informational, discussion, and/or requests board action.

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

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121 Parent Advisory Council

The Cape Fear Center for Inquiry Board of Directors, pursuant to [N.C. General Statutes §115C-55](#), establishes and assigns the following rules and regulations for a CFCI Parent Advisory Council.

ELIGIBILITY –

Each member shall be a person of intelligence and good moral character who is known to be in favor of public education and supports the mission and vision of the Cape Fear Center for Inquiry. Members must be parents or legal guardians of students attending CFCI. Moving from CFCI automatically terminates membership on the council.

Employees that are parents of students may not serve as Parent Advisory Council members.

APPOINTMENT, NUMBER OF MEMBERS, TERMS, AND VACANCIES –

The Board of Directors will adhere to the following procedure in appointing advisory members.

The Director shall reach out to parents and collaborate with teachers to determine possible members for the council. The Director will consult with the board regarding the selection of advisory members in May before the members are contacted. However, the final appointment is the prerogative and responsibility of the CFCI Board of Director's.

June: The CFCI Board of Director's will approve nominations.

The Parent Advisory Council shall have one member from each of CFCI's 9 grade levels as well as the school's current Partnership liaison to the CFCI Board of Directors. The Partnership may designate another officer to this role should the liaison be unable to fill this duty.

The term of appointment will be for one year with members eligible for two additional one-year terms.

The attendance of each member will be recorded in the minutes of each advisory council meeting. A member must attend two regular school advisory council meetings a year to be eligible for reappointment unless there are extenuating circumstances that prevented attendance.

ORGANIZATION AND MEETINGS:

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The Parent Advisory Council shall have Co-Chairmen, one representing grades K-3 and one representing grades 4-8. These officers will be elected annually on or near September 1 of each year for the following school term. The Director shall notify the Board of Directors of elected officers and of any changes in officers or membership.

The CFCI Parent Advisory Council shall establish and publicly post its meeting times and places. The Chairman and Director shall prepare the agenda for each meeting.

The Council may decide it is most effective for some meetings to be all grade levels and for some meetings to be divided upper/lower grades. This will be determined over time. The CFCI Board of Directors will revisit the policy to make adjustments.

The Director should meet with the council and serve as secretary, keeping accurate minutes of its activities and providing copies of minutes to each member and updating the Board of Directors at the board meeting following each council meeting

DUTIES AND RESPONSIBILITIES-

It shall be the duty and responsibility of the Parent Advisory Council to work with the school Director, faculty, and Partnership by providing advice, support, and guidance in matters relating to the general welfare of the school.

It also shall be the responsibility of the Council to: (1) improve communication and understanding of education at CFCI; (2) recommend policy and policy amendments; (3) assist in needs assessments and encourage volunteer participation in all activities and events; (4) be informed of the school's financial status; and (5) perform other duties as prescribed by the CFCI Board of Directors; and (6) support and strengthen CFCI Social Curriculum.

Legal Reference: [G.S. 115C-36, -55, -208](#)

Adopted:

Additional Information:

§ 115C-55. Advisory councils. A board of education may appoint an advisory council for any school or schools within the local school administrative unit. The purpose and function of an advisory council shall be to serve in an advisory capacity to the board on matters affecting the school or schools for which it is appointed. The organization, terms, composition and regulations for the operation of such advisory council shall be determined by the board. (1955, c. 1372, art. 7, s. 2; 1957, c. 686, s. 2; 1965, c. 584, s. 8; 1981, c. 423, s. 1; 1985 (Reg. Sess., 1986), c. 975, s. 1.)

Possible Selection Procedures

- Teachers send recommendations to qualified parents
- Email to all parents for opportunity to apply
- Director meets with loops with all possible applicants to discuss candidates
- Director makes final recommendation to go to the board
- Director submits recommendations to the board with all other applications considered
- Board votes
- Director makes contact with candidates
- Letter sent to all thanking for applying
- Community email with contact information for representatives, purpose of committee, meeting schedule, etc.

Committee/Policy Possible Names

- parent advisory council
- parent collaborative network
- parent leadership committee
- parent advisory panel
- parent advisory board
- parent advisory representatives



PUBLIC SCHOOLS OF NORTH CAROLINA

DEPARTMENT OF PUBLIC INSTRUCTION | Mark Johnson, *Superintendent of Public Instruction*

WWW.NCPUBLICSCHOOLS.ORG

April 4, 2017

Dear Lori Roy:

The North Carolina Department of Public Instruction conducted an on-site compliance review for Cape Fear Center for Inquiry on March 27, 2017. Attached is the monitoring report for your Beginning Teacher Support Program (BTSP). The monitoring visit consisted of an examination of program files, interviews with school staff, and survey results from beginning teachers and mentors.

We appreciate the cooperation extended by your school. As a result of your efforts, all aspects of the review were completed within the scheduled time frame. The supplied documentation facilitated an efficient review of the program components as well as the compliance requirements. Your dedication to the operations of these programs in your school is quite evident.

The school must respond to boxes not checked in the Developing or Proficient columns by completing the attached Areas of Concern Workplan. Please complete this form, stating specific actions that will be taken to improve or correct the status of those items. Please send the completed Workplan via email attachment within 90 days to monicashepherd28@yahoo.com.

If, at any time, members of this division can be of assistance to you, please contact us.

Sincerely,

Dr. Monica Shepherd
Regional Education Facilitator

cc: Jennifer Paetzold
Cindi Rigsbee, Regional Education Facilitator
Dr. Yvette Stewart-Mackey, Assistant Director of Educator Effectiveness

EDUCATOR EFFECTIVENESS DIVISION

6330 Mail Service Center, Raleigh, North Carolina 27699-6330 | (919) 807-3355 | Fax (919) 807-3362

AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

Beginning Teacher Support Program Monitoring Instrument

LEA/Charter: Cape Fear Center for Inquiry

Date: March 27, 2017

State Board Policy TCP-A-004, in compliance with TCP-C-004 and GS 115C-333

Number of Beginning Teachers (Year 1, 2, 3)	Number of BT Files to provide access for Monitoring Team	Percentage of BT Files to be reviewed	Number of BT Files to be reviewed
(to be provided by LEA/Charter)	All	30%*	(to be calculated by REF)
5			3
*The expectation is that 100% of the Beginning Teacher files will be in compliance with policy.			

4.00 Induction Requirements – *All teachers who hold initial (Standard Professional 1) licenses are required to participate in a three year induction period with a formal orientation, mentor support, observations and evaluation prior to the recommendation for continuing (Standard Professional 2) licensure.*

Developing	Proficient	Accomplished	Distinguished
<input checked="" type="checkbox"/> The LEA/Charter considers allocating resources and funds with priority given to supporting elements of a formal orientation, mentor support, observations, and evaluations. <input checked="" type="checkbox"/> The LEA/Charter provides support for first year teachers.	... and <input checked="" type="checkbox"/> The LEA/Charter provides an induction period for all beginning teachers that is at least three years in duration. <input checked="" type="checkbox"/> The LEA/Charter provides a formal orientation for all beginning teachers. <input checked="" type="checkbox"/> The LEA/Charter provides mentor support for all beginning teachers. <input checked="" type="checkbox"/> The LEA/Charter conducts observations for all beginning teachers. <input checked="" type="checkbox"/> The LEA/Charter conducts evaluations for all beginning teachers.	... and <input checked="" type="checkbox"/> The LEA/Charter works to modify organizational procedures and/or policies to improve the three year induction program. <input checked="" type="checkbox"/> The LEA/Charter practices data collection and program accountability.	... and <input type="checkbox"/> The LEA/Charter provides funds allocated to the program's growth and development. <input checked="" type="checkbox"/> The LEA/Charter uses formative and summative assessment data for program growth and development.

4.10 Assignment/Experience Requirements – *It is expected that beginning teachers be assigned in their area of licensure. Three years of teaching experience, of at least six months each, are required in the Beginning Teacher Support Program.*

Developing	Proficient	Accomplished	Distinguished
<input checked="" type="checkbox"/> There are procedures in place during the hiring process that the LEA/Charter uses to ensure that teachers are assigned to a classroom in their area of licensure.	<p>... and</p> <input checked="" type="checkbox"/> Teachers are assigned in their area of licensure with no exceptions. <input checked="" type="checkbox"/> Beginning teachers teach 6 consecutive months to meet annual experience for three years for licensure requirements.	<p>... and</p> <input checked="" type="checkbox"/> The LEA/Charter recruits teachers for licensure areas of need.	<p>... and</p> <input type="checkbox"/> The LEA/Charter has processes in place for assessing early vacancy needs and offers early notification of hire.

4.20 Beginning Teacher Professional Development Plan - *Each beginning teacher is required to develop a Professional Development Plan in collaboration with his/her principal (or the principal's designee) and mentor teacher. The plan is to be based on the North Carolina Professional Teaching Standards, and must include goals, strategies, and assessment of the beginning teacher's progress in improving professional skills. In developing the plan, the beginning teacher, principal (or designee), and mentor teacher should begin with an assessment of the beginning teacher's knowledge, dispositions, and performances. Throughout the year, formative assessment conferences should be held to reflect on the progress of the beginning teacher in meeting the goals established for professional growth. The plan should be updated on an annual basis, each year of the Beginning Teacher Support Program.*

Developing	Proficient	Accomplished	Distinguished
<input checked="" type="checkbox"/> Beginning Teachers develop a Professional Development Plan.	<p>... and</p> <input checked="" type="checkbox"/> Beginning Teachers collaborate with the principal (or the principal's designee) and mentor to develop a Professional Development Plan. <input checked="" type="checkbox"/> The PDP is based on the North Carolina Professional Teaching Standards <input checked="" type="checkbox"/> The PDP is developed based on results of the Self Assessment tool. <input checked="" type="checkbox"/> Beginning teachers have a complete PDP that includes beginning teacher, mentor, and principal signatures at the beginning, middle, and end of the year.	<p>... and</p> <input checked="" type="checkbox"/> Beginning Teachers utilize data to reflect and update the Professional Development Plan throughout the year. <input checked="" type="checkbox"/> Beginning Teachers use each formative assessment Professional Development Plan conference to make additions and provide updates to current Professional Development Plans.	<p>... and</p> <input checked="" type="checkbox"/> Beginning Teachers utilize observation data and snapshots as a driving force to continuously reflect and update the Professional Development Plan.

4.30 Optimum Working Conditions for Beginning Teachers - To ensure that beginning teachers have the opportunity to develop into capable teachers, the following working conditions are **strongly recommended**:

- *assignment in the area of licensure;*
- *mentor assigned early, in the licensure area, and in close proximity;*
- *orientation that includes state, district, and school expectations;*
- *limited preparations;*
- *limited non-instructional duties;*
- *limited number of exceptional or difficult students; and*
- *no extracurricular assignments unless requested in writing by the beginning teacher.*

The term “non-instructional duties” refers to those that are not directly involved with the instructional program or the implementation of the standard course of study, but that all teachers are expected to do. Examples would be bus duty, lunch duty, and hall duty. The term “extracurricular activities” refers to those activities performed by a teacher involving students that are outside the regular school day and not directly related to the instructional program.

Documentation Section

(This component is strongly recommended by policy. Because it is not required, it will not be rated.)

The monitor will document any processes and procedures that are in place to demonstrate compliance with this section of policy.

The following optimum working conditions were noted:

- *assignment in the area of licensure;*
- *mentor assigned early, in the licensure area, and in close proximity;*
- *orientation that includes state, district, and school expectations;*
- *limited preparations;*
- *limited non-instructional duties;*
- *limited number of exceptional or difficult students; and*
- *no extracurricular assignments unless requested in writing by the beginning teacher.*

4.40 Orientation - *Each beginning teacher must be provided an orientation. This orientation should be conducted prior to the arrival of students. If the teacher is employed during the school year, the orientation should be conducted within the first ten days of employment. At a minimum, the orientation should provide the beginning teacher with an overview of the school's/system's goals, policies, and procedures; a description of available services and training opportunities; the Beginning Teacher Support Program and the process for achieving a Standard Professional 2 (continuing) license; the North Carolina Teacher Evaluation Process; the NC Standard Course of Study; local curriculum guides; the safe and appropriate use of seclusion and restraint of students; the State's ABC's Program; and the State Board of Education's Mission and Goals.*

Developing	Proficient	Accomplished	Distinguished
<input checked="" type="checkbox"/> The LEA/Charter provides an orientation.	<p>... and</p> <input checked="" type="checkbox"/> The orientation is conducted prior to the arrival of students OR If hired during the school year, the orientation occurs within the first ten days of employment -meets the following minimum requirements by providing <input checked="" type="checkbox"/> an overview of the school's / system's goals, policies, and procedures <input checked="" type="checkbox"/> description of available services and training opportunities <input checked="" type="checkbox"/> the Beginning Teacher Support Program and the process for achieving a Standard Professional 2 (continuing) license <input checked="" type="checkbox"/> the North Carolina Teacher Evaluation Process <input checked="" type="checkbox"/> the NC Standard Course of Study <input checked="" type="checkbox"/> local curriculum guides <input type="checkbox"/> safe and appropriate use of seclusion and restraint of students <input type="checkbox"/> State's ABC's Program N/A <input type="checkbox"/> State Board of Education's Mission and Goals	<p>... and</p> <input checked="" type="checkbox"/> provides opportunities for Beginning Teachers to collaborate with mentors during the orientation process. <input checked="" type="checkbox"/> provides opportunities for Beginning Teachers to have planning time at their assigned schools.	<p>... and</p> <input checked="" type="checkbox"/> provides Beginning Teachers the opportunity to reflect on the orientation process. <input type="checkbox"/> Allows Beginning Teachers to see "model" classrooms and "master" teachers in action.

4.50 Mentor Assignment/Guidelines for Mentor Teacher Selection - *The Mentor Assignment/Guidelines shall follow the Standards for Beginning Teacher Support Programs: Standard 2: Mentor Selection, Development and Support.*

2a. Mentor Selection

- *Selection criteria include input from a variety of stakeholder groups.*
- *Mentor selection criteria are clearly articulated by program leadership.*
- *Process for mentor application and selection is transparent and uniformly applied.*

2b. Mentor Role

- *Mentors support beginning teacher orientation and provide logistical and emotional support.*
- *Mentors focus their primary support on improving instruction and learning.*
- *Mentors provide ongoing support and encouragement for the beginning teacher.*

2c. Mentor Professional Development

- *Mentors receive initial training regarding their role as mentors and their responsibilities in the induction program.*
- *Mentors receive ongoing training to advance their knowledge and skills.*
- *Mentors have opportunities to participate in professional learning communities of mentoring practice.*

Developing	Proficient	Accomplished	Distinguished
<input checked="" type="checkbox"/> Mentors are selected by the principal or designee. <input checked="" type="checkbox"/> Process for selection is communicated as needed and is based upon criteria that are communicated to interested candidates. <input checked="" type="checkbox"/> Mentors serve largely as a resource and "buddy"-type support provider. <input checked="" type="checkbox"/> Mentors are oriented to their role and the induction program. <input checked="" type="checkbox"/> Mentors receive preliminary professional development to prepare them for their role.	. . . and <input checked="" type="checkbox"/> Mentor selection includes input from a variety of stakeholder groups. <input checked="" type="checkbox"/> Mentor selection criteria are clearly articulated by program leadership. <input checked="" type="checkbox"/> Process for application and selection is transparent and uniformly applied. <input checked="" type="checkbox"/> Mentors support beginning teacher orientation and provide logistical and emotional support. <input checked="" type="checkbox"/> Mentors focus their primary support on	. . . and <input checked="" type="checkbox"/> Selection criteria include a range of characteristics, experiences and dispositions that indicate mentoring potential. <input checked="" type="checkbox"/> Application and selection process is communicated broadly. <input checked="" type="checkbox"/> Mentors' role is multi-dimensional and includes opportunities to observe and give feedback on classroom practice. <input checked="" type="checkbox"/> Mentors and beginning teachers collaborate on lesson planning and problem-solving.	. . . and <input checked="" type="checkbox"/> Mentors are selected using a rigorous process that involves a variety of evidences and multiple stakeholders. <input type="checkbox"/> Criteria are aligned with widely-accepted and research-based understandings of effective mentoring practices and characteristics. <input checked="" type="checkbox"/> Mentors differentiate support to the needs of the beginning teacher based on the use of the North



	<p>improving instruction and learning.</p> <p><input checked="" type="checkbox"/> Mentors provide ongoing support and encouragement for the beginning teacher.</p> <p><input type="checkbox"/> Mentors receive initial training regarding their role as mentors and their responsibilities in the induction program.</p> <p><input type="checkbox"/> Mentors receive ongoing training to advance their knowledge and skills.</p> <p><input checked="" type="checkbox"/> Mentors have opportunities to participate in professional learning communities of mentoring practice.</p>	<p><input checked="" type="checkbox"/> Mentors receive updates specific to mentoring role.</p> <p><input type="checkbox"/> Mentors are involved in a facilitated community of mentoring practice that meets regularly to support mentor learning and problem-solving.</p>	<p>Carolina Professional Teaching Standards, the North Carolina Teacher Evaluation Process and other formative assessments.</p> <p><input checked="" type="checkbox"/> Mentors' role involves instructive, collaborative, and facilitative approaches to mentoring.</p> <p><input checked="" type="checkbox"/> Mentors have opportunities to observe and coach colleagues.</p> <p><input type="checkbox"/> Mentors design and facilitate mentor professional development.</p> <p><input type="checkbox"/> Mentors engage in inquiry into their practice.</p>
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4.55 Mentor Training - *Local school systems are responsible for providing training and support for mentor teachers. Systems may choose to use programs developed by the Department of Public Instruction, use other programs (e.g., Teacher Academy), or develop programs of their own. Mentors need the knowledge, skills, and attitudes to be effective instructional coaches, emotional supports, and organizational guides to those entering the profession. Standards for Mentor Training are attached to this policy.*

Developing	Proficient	Accomplished	Distinguished
<input type="checkbox"/> Mentor Training is available for mentors.	<p>...and</p> <input type="checkbox"/> Mentor training is aligned with NC Mentor Standards. <input checked="" type="checkbox"/> Mentors have knowledge, skills, and attitudes needed to be an effective instructional coach. <input checked="" type="checkbox"/> Mentors have knowledge, skills, and attitudes needed to be an effective emotional support for those entering the profession. <input checked="" type="checkbox"/> Mentors have knowledge, skills, and attitudes needed to be an organizational guide for those entering the profession.	<p>... and includes an overview of</p> <input type="checkbox"/> Charter/LEA requirements <input type="checkbox"/> Beginning Teacher Support Program Standards <input type="checkbox"/> State Board Policies TCP-A-004, TCP-C-004, and TCP-C-014 <input type="checkbox"/> NC Mentor Continuum <input type="checkbox"/> Provides time during mentor training for mentors to self-reflect using the NC Mentor Continuum	<p>... and</p> <input type="checkbox"/> Evaluates mentors annually using the NC Mentor Continuum or a district-approved evaluation instrument that is aligned with the NC Mentor Standards

4.60 Observations/Evaluation - *In compliance with the Excellent Schools Act and subsequently GS 115C-333, each beginning teacher shall be observed at least three times annually by a qualified school administrator or a designee and at least once annually by a teacher, and shall be evaluated at least once annually by a qualified school administrator. Each observation must last for at least one continuous period of instructional time and must be followed by a post-conference. All persons who observe teachers must be appropriately trained. The required observations must be appropriately spaced throughout the school year. The Beginning Teacher Support Program Plan must specify the role of the beginning teacher's assigned mentor in the observations.*

Developing	Proficient	Accomplished	Distinguished
<input checked="" type="checkbox"/> Each beginning teacher is observed by the school administrator/designee.	<p>... and</p> <input checked="" type="checkbox"/> Within the first two weeks of a teacher's first day of work in any school year, the teacher will receive a copy, or directions for obtaining a copy of, the rubric for evaluating North Carolina teachers, the evaluation policy, and the schedule for completing all components of the evaluation process. <input checked="" type="checkbox"/> Each beginning teacher completes a self-assessment. <input checked="" type="checkbox"/> Each beginning teacher is provided, prior to the first observation, a pre-conference with the principal. <input checked="" type="checkbox"/> Each beginning teacher is observed at least three times annually by a qualified school administrator or a designee.	<p>... and</p> <input checked="" type="checkbox"/> The assigned mentor and/or administrator/designee conduct additional observations/walkthroughs/post conferences in an effort to support beginning teachers. <input type="checkbox"/> An observation system is in place that includes peer/colleague observations across the school which may include PLC members observing beginning teachers and/or beginning teachers observing colleagues in addition to their mentors.	<p>... and</p> <input checked="" type="checkbox"/> Beginning teachers have the opportunity to observe their assigned mentors and/or have the opportunity to co-teach with district level mentors.



	<ul style="list-style-type: none"><input checked="" type="checkbox"/> Each beginning teacher is observed at least once annually by a teacher.<input checked="" type="checkbox"/> Each beginning teacher is evaluated at least once annually by a qualified school administrator.<input checked="" type="checkbox"/> Each observation lasts for at least one continuous period of instructional time (forty-five minutes of an entire class period).<input checked="" type="checkbox"/> Each administrative observation is followed by a post-conference within ten days.<input checked="" type="checkbox"/> All persons who observe teachers are appropriately trained.<input checked="" type="checkbox"/> The required observations are appropriately spaced throughout the school year.<input checked="" type="checkbox"/> The Beginning Teacher Support Program Plan specifies the role of the beginning teacher's assigned mentor in the observations.		
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4.80 **Beginning Teacher Support Program Timetable**

Year 1	<p><i>The beginning teacher:</i></p> <ul style="list-style-type: none"> ▪ <i>is assigned a mentor</i> ▪ <i>is provided an orientation</i> ▪ <i>develops a Professional Development Plan</i> ▪ <i>completes any professional development required/prescribed by the LEA</i> ▪ <i>is observed at least four times culminating with a summative evaluation</i>
Year 2	<p><i>The beginning teacher:</i></p> <ul style="list-style-type: none"> ▪ <i>continues to have a mentor teacher</i> ▪ <i>updates the Professional Development Plan</i> ▪ <i>completes any professional development required/prescribed by the LEA</i> ▪ <i>is observed at least four times culminating with a summative evaluation</i>
Year 3	<p><i>The beginning teacher:</i></p> <ul style="list-style-type: none"> ▪ <i>continues to have a mentor teacher</i> ▪ <i>updates Professional Development Plan</i> ▪ <i>completes any professional development required/prescribed by the LEA</i> ▪ <i>is observed at least four times culminating with a summative evaluation</i>

Developing	Proficient	Accomplished	Distinguished
<input checked="" type="checkbox"/> Beginning Teacher Support Program Timeline requirements are considered in planning support of beginning teachers.	<p>... and</p> <input checked="" type="checkbox"/> All timeline requirements for Year 1 are met. <input checked="" type="checkbox"/> All timeline requirements for Year 2 are met. <input checked="" type="checkbox"/> All timeline requirements for Year 3 are met.	<p>... and</p> <input checked="" type="checkbox"/> Additional support is provided to beginning teachers at the LEA/Charter level that impacts beginning teacher retention.	<p>... and</p> <input checked="" type="checkbox"/> There is a process in place for beginning teachers to request and receive individual support during the first three years.

4.90 Conversion Process - Each May, through an automated process, the Licensure Section converts from initial (Standard Professional 1) to continuing (Standard Professional 2) the licenses of those teachers who are employed in LEAs and who may be eligible for conversion. The official designated by the LEA in its approved Beginning Teacher Support Program plan is responsible for approving the acceptance of the continuing license issued through this process. If a teacher has not taught three years, or if the designated official has knowledge of any reason related to conduct or character to deny the individual teacher a continuing license, then the automatic conversion license cannot be accepted. Forms indicating the denial of a continuing license must be returned to the Licensure Section immediately. When teachers employed in charter schools or non-public institutions with approved Beginning Teacher Support Programs, or teachers employed in LEAs and completing alternative routes to licensure (e.g., lateral entry, provisional licensure, etc.) successfully fulfill the Beginning Teacher Support Program requirements, the employer must submit a recommendation for a Standard Professional 2 license for it to be granted. A principal must rate a probationary teacher “as proficient” on all five NC Professional Teaching Standards on the most recent Teacher Summary Rating Form before recommending a teacher for a Standard Professional 2 license.

Developing	Proficient	Accomplished	Distinguished
<input checked="" type="checkbox"/> Licensure conversion requirements are consulted when moving Beginning Teachers from SPI to SPII.	<p>... and</p> <input checked="" type="checkbox"/> There is an official designated by the LEA/Charter who is named in the approved Beginning Teacher Support Program plan and who is responsible for approving the acceptance of the continuing license issued through this process. <input checked="" type="checkbox"/> Forms indicating the denial of a continuing license are returned to the Licensure Section immediately. <input checked="" type="checkbox"/> Upon completion of the BT program (including lateral entry requirements if applicable), there is a process in place for the LEA/Charter to submit the recommendation for the SPII license.	<p>... and</p> <input checked="" type="checkbox"/> Communication is provided to beginning teachers who have been rated “Developing” on any of the five standards during the first three years. <input checked="" type="checkbox"/> Additional support is provided to teachers who have been rated “Developing” on any of the five standards during the first three years.	<p>... and</p> <input checked="" type="checkbox"/> Communication is provided to all beginning teachers during the first three years in reference to each individual’s licensure conversion status.



	<input checked="" type="checkbox"/> There is a process in place to ensure that all teachers recommended for SP11 licenses have been rated proficient or higher on Professional Teaching Standards 1-5 as documented in the NCEES Summary Rating Form.		
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4.100 Due Process - *Licensing is a state decision and cannot be appealed at the local level. Any teacher not recommended for conversion from an initial (Standard Professional 1) license to a continuing (Standard Professional 2) license may have that action reviewed by filing a contested case petition in accordance with Article 3 of Chapter 150B of the General Statutes. Except when the denial is based on reasons of conduct or character, as an alternative, the teacher may affiliate with an IHE with an approved teacher education program and complete a program of study as prescribed by the IHE to address identified deficiencies. After the prescribed program is successfully completed, the IHE must recommend the person for another initial (Standard Professional 1) license. The teacher is then required to complete another Beginning Teacher Support Program when employed. Local boards of education are responsible for explaining appeal rights to teachers not qualifying for continuing licensure when employed.*

Developing	Proficient	Accomplished	Distinguished
<input checked="" type="checkbox"/> LEA/Charter is aware of due process for a teacher who does not meet requirements for conversion from an SPI to an SPII license.	...and <input checked="" type="checkbox"/> LEA/Charter is aware that a plan explaining appeal rights to teachers not qualifying for continuing licensure must be in place in the event a teacher does not meet requirements for conversion from an SPI to an SPII license.	... and <input checked="" type="checkbox"/> LEA/Charter has a plan in place that assists the teacher in contacting the IHE in an effort to address deficiencies.	... and <input type="checkbox"/> LEA/Charter has a plan in place for collaboration with the IHE in assisting the beginning teacher in addressing deficiencies.

4.120 Beginning Teacher Support Program Plans - Each LEA must develop an annual plan and provide a comprehensive program for beginning teachers. This plan must meet the Beginning Teacher Support Program Standards. Plans must demonstrate that the Beginning Teacher Support Program is proficient on each standard and element. The Beginning Teacher Support Program is aligned to the standards and assessed according to the continuum.

This plan must be approved by the local board of education. Charter schools and non-public institutions that have a state-approved plan to administer the licensure renewal program shall submit a Beginning Teacher Support Program Plan to the SBE for approval. The plan must be on file for review at the LEA, charter school, or non-public institution.

The plans must:

- (1) describe adequate provisions for efficient management of the program.
- (2) designate, at the local level, an official to verify eligibility of beginning teachers for a continuing license.
- (3) provide for a formal orientation for beginning teachers which includes a description of available services, training opportunities, the teacher evaluation process, and the process for achieving a continuing license.
- (4) address compliance with the optimum working conditions for beginning teachers identified by the SBE.
- (5) address compliance with the mentor selection, assignment, and training guidelines identified by the SBE.
- (6) provide for the involvement of the principal or the principal's designee in supporting the beginning teacher.
- (7) provide for a minimum of 4 observations per year in accordance GS 115C-333, using the instruments adopted by the SBE for such purposes. The plan must address the appropriate spacing of observations throughout the year, and specify a date by which the annual summative evaluation is to be completed.
- (8) provide for the preparation of a Professional Development Plan (PDP) by each beginning teacher in collaboration with the principal or the principal's designee, and the mentor teacher.
- (9) provide for a formal means of identifying and delivering services and technical assistance needed by beginning teachers.
- (10) provide for the maintenance of a cumulative beginning teacher file that contains the PDP and evaluation report(s).
- (11) provide for the timely transfer of the cumulative beginning teacher file to successive employing LEAs, charter schools, or non-public institutions within the state upon the authorization of the beginning teacher.
- (12) describe a plan for the systematic evaluation of the Beginning Teacher Support Program to assure program quality, effectiveness, and efficient management.
- (13) document that the local board of education has adopted the LEA plan, or that the charter school or non-public institution plan has been approved by the SBE.

Developing	Proficient	Accomplished	Distinguished
<input checked="" type="checkbox"/> The LEA/Charter has worked towards development of a BTSP Plan.	... and <input checked="" type="checkbox"/> The LEA/Charter has submitted a complete and approved BTSP Plan to the Regional Education Facilitator.	... and <input checked="" type="checkbox"/> The LEA/Charter uses the BTSP Plan to drive decision making in reference to Beginning Teacher support. <input checked="" type="checkbox"/> LEA/Charter revises the BTSP Plan as needed after submission and approval.	... and <input type="checkbox"/> The LEA/Charter collaborates with IHEs and LEA peers to continually revise the BTSP Plan to meet changing needs.

4.130 Beginning Teacher Support Program Annual Reports Annual Peer Review and Process and Five Year Formal Review Reports

Each LEA, charter school, or non-public institution with an approved Beginning Teacher Support Program plan must submit an annual report on its Beginning Teacher Support Program to the Department of Public Instruction by October 1 that includes evidence of demonstrated proficiency on the Beginning Teacher Support Program Standards and of mentor success in meeting Mentor Standards. The format of the report follows.

Every fifth year the Department of Public Instruction will formally review Beginning Teacher Support Programs to review evidence and verify that program proficiency is demonstrated on all Beginning Teacher Support Program Standards. The monitoring team should report any standards and key elements where programs are not deemed at least proficient to the Department of Public Instruction. Programs that are rated developing on the standards continuum should be put on an improvement plan and reviewed more frequently to ensure that all beginning teachers are supported.

In order to assist LEAs in progressing along the Beginning Teacher Support Program continuum to provide the highest quality support to beginning teachers, LEAs will participate in implementing a regionally-based annual peer review and support system

Developing	Proficient	Accomplished	Distinguished
<input checked="" type="checkbox"/> The LEA/Charter has collaborated to develop a BTSP Plan.	... and <input checked="" type="checkbox"/> The LEA/Charter completes an annual BTSP Plan Self Assessment. <input checked="" type="checkbox"/> LEA/Charter participates annually in the BTSP Peer Review process.	... and <input checked="" type="checkbox"/> The LEA/Charter uses Self Assessment and Peer Review feedback to drive decision making in reference to Beginning Teacher Support.	... and <input type="checkbox"/> The LEA/Charter provides evidence to show growth in supporting Beginning Teachers throughout the Five Year process.

Areas of Concern:

4.40 Orientation meets requirements by including:

- safe and appropriate use of seclusion and restraint of students
- State Board of Education's Mission and Goals

4.50 Mentor Assignment/Guidelines for Mentor Teacher Selection

- Mentors receive initial training regarding their role as mentors and their responsibilities in the induction program.
- Mentors receive ongoing training to advance their knowledge and skills

4.55 Mentor Training

- Mentor Training is available for mentors.
- Mentor training is aligned with NC Mentor Standards.

Resources needed to address these areas:

- [State Board Goals](#)
- [Seclusion and Restraint Training](#)
- [TCP-C-004](#)
- NCEES
- Regional Education Facilitator – face-to-face mentor training
- Home Base – online mentor training – 21st Century Mentoring

Recommended Opportunities for Improvement:

None at this time

Commendations:

Cape Fear Center for Inquiry is to be commended for continually gathering data in an effort to improve beginning teacher support at the school. Beginning teachers are asked what they need in a variety of ways, and support is provided in a timely manner, including assistance with teaching specific standards. Cape Fear Center for Inquiry is also to be commended for establishing processes that ensure beginning teacher growth. Record keeping practices are optimal (BT/Mentor Meeting Sheets, Communication Logs, etc.) and provide for regular and substantial contact between mentors and beginning teachers at the school.

The information in the BTSP Monitoring Report was shared with the following LEA/Charter Representatives during the Exit Conference:

Jennifer Paetzold, BT Coordinator

Regional Education Facilitator Cindi Rigsbee Date 3-27-17

Date: 04/05/2017

Time: 1:14 pm

CAPE FEAR CENTER FOR INQUIRY

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BUDGET REPORT

From 3/1/2017 to 3/31/2017

REVENUE

STATE REVENUE

Rev - Summer Reading Program	\$21,732.03	\$0.00	\$5,350.03	\$16,382.00	75.38%
Rev - Behavior Support - 029	\$50,000.00	\$12,315.94	\$40,489.44	\$9,510.56	19.02%
Rev - Charter Schools - 036	\$2,291,730.00	\$256,186.78	\$1,948,443.37	\$343,286.63	14.98%
TOTAL STATE REVENUE	\$2,363,462.03	\$268,502.72	\$1,994,282.84	\$369,179.19	15.62%

LOCAL REVENUE

Rev - Sales Tax	\$5,000.00	\$0.00	\$0.00	\$5,000.00	100.00%
Rev - Field Trip	\$35,000.00	\$6,409.98	\$39,731.58	\$(4,731.58)	-13.52%
Rev - Contributions and Donati	\$1,500.00	\$400.71	\$1,510.93	\$(10.93)	-0.73%
Rev - Interest Income-MM-1908	\$2,000.00	\$0.00	\$1,745.20	\$254.80	12.74%
Rev - Interest Income-SV-4483	\$1.00	\$0.00	\$0.14	\$0.86	86.00%
Rev - Interest Income-SV-4595	\$125.00	\$0.00	\$0.00	\$125.00	100.00%
Rev - Various	\$5,000.00	\$22.00	\$3,289.61	\$1,710.39	34.21%
Rev - Clubs	\$90.00	\$0.00	\$90.00	\$0.00	0.00%
Rev - Brunswick County Schools	\$120,231.95	\$10,019.33	\$80,154.63	\$40,077.32	33.33%
F & F - Brunswick County-4609	\$900.00	\$75.69	\$891.73	\$8.27	0.92%
Rev - Duplin County Schools	\$1,008.32	\$0.00	\$1,008.32	\$0.00	0.00%
Rev - New Hanover County	\$949,608.00	\$78,366.00	\$705,294.00	\$244,314.00	25.73%
F & F - New Hanover County	\$27,000.00	\$2,197.00	\$22,198.00	\$4,802.00	17.79%
Rev - Pender County Schools	\$17,364.96	\$754.74	\$6,792.66	\$10,572.30	60.88%
F & F - Pender County Schools	\$300.00	\$12.96	\$91.11	\$208.89	69.63%
Rev - Fundraising - 653	\$5,031.00	\$0.00	\$3,031.00	\$2,000.00	39.75%
Rev - Riptide Runners	\$4,300.00	\$130.00	\$4,230.00	\$70.00	1.63%
Rev - Capital Campaign - 660	\$25,000.00	\$2,100.00	\$2,164.00	\$22,836.00	91.34%
Rev - Fees / Supplies - 4609	\$2,192.50	\$0.00	\$2,192.50	\$0.00	0.00%
Rev - Social Dues	\$500.00	\$0.00	\$452.00	\$48.00	9.60%
TOTAL LOCAL REVENUE	\$1,202,152.73	\$100,488.41	\$874,867.41	\$327,285.32	27.22%

FEDERAL REVENUE

Rev - IDEA VI-B Handicap - 060	\$54,322.40	\$5,518.62	\$49,389.52	\$4,932.88	9.08%
Rev - IDEA VI-B Spec Needs-118	\$1,469.22	\$900.00	\$1,469.22	\$0.00	0.00%
TOTAL FEDERAL REVENUE	\$55,791.62	\$6,418.62	\$50,858.74	\$4,932.88	8.84%

TOTAL REVENUE

\$3,621,406.38	\$375,409.75	\$2,920,008.99	\$701,397.39	19.37%
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Date: 04/05/2017

Time: 1:14 pm

CAPE FEAR CENTER FOR INQUIRY

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BUDGET REPORT

From 3/1/2017 to 3/31/2017

	CURRENT BUDGET	MTD ACTIVITY	YTD ACTIVITY	BUDGET BALANCE	PERCENT REMAINING	NOTES
EXPENSES						
1. Salaries & Bonuses						
Salary - Teacher	\$1,135,703.00	\$96,269.87	\$846,440.95	\$289,262.05	25.47%	
Salary - Teacher - 016	\$1,666.49	\$0.00	\$1,666.49	\$0.00	0.00%	
Salary - Teacher Assistant	\$80,026.20	\$4,485.84	\$71,055.05	\$8,971.15	11.21%	
Salary - Additional Responsibility - 016	\$612.84	\$0.00	\$612.84	\$0.00	0.00%	
Salary - Substitute	\$40,000.00	\$3,560.00	\$16,065.00	\$23,935.00	59.84%	
Salary - EC Teacher	\$160,000.00	\$5,794.59	\$103,582.56	\$56,417.44	35.26%	
Salary - EC Teacher - 060	\$50,462.05	\$5,140.84	\$45,997.72	\$4,464.33	8.85%	
Salary - EC Assistant	\$19,573.43	\$9,392.19	\$16,762.06	\$2,811.37	14.36%	
Salary - EC Substitute	\$2,960.00	\$720.00	\$2,560.00	\$400.00	13.51%	
Salary - Behavioral - 029	\$36,225.00	\$9,765.00	\$29,290.00	\$6,935.00	19.14%	
Salary - Guidance	\$36,175.00	\$3,014.59	\$26,987.72	\$9,187.28	25.40%	
Salary - Psychologist	\$26,000.00	\$2,489.81	\$22,942.06	\$3,057.94	11.76%	
Salary - Principal	\$78,320.00	\$6,526.67	\$58,740.20	\$19,579.80	25.00%	
Salary - Assistant Principal	\$61,815.00	\$5,676.25	\$47,349.25	\$14,465.75	23.40%	
Salary - Office	\$42,498.00	\$3,903.62	\$32,759.33	\$9,738.67	22.92%	
Salary - Business Manager	\$79,632.00	\$6,636.00	\$59,724.01	\$19,907.99	25.00%	
Salary - Technology	\$47,500.00	\$3,958.33	\$34,591.34	\$12,908.66	27.18%	
Total 1. Salaries & Bonuses	\$1,899,169.01	\$167,333.60	\$1,417,126.58	\$482,042.43	25.38%	
2. Benefits						
Social Security Cost	\$139,607.47	\$11,465.87	\$99,657.00	\$39,950.47	28.62%	
Social Security Cost - 016	\$173.70	\$0.00	\$173.70	\$0.00	0.00%	
Social Security Cost - 029	\$2,771.18	\$497.86	\$2,199.89	\$571.29	20.62%	
Social Security Cost - 060	\$3,860.35	\$377.78	\$3,391.80	\$468.55	12.14%	
State Retirement Cost	\$280,090.26	\$22,609.69	\$198,120.42	\$81,969.84	29.27%	
State Retirement Cost - 016	\$136.76	\$0.00	\$136.76	\$0.00	0.00%	
State Retirement Cost - 029	\$5,808.54	\$1,094.12	\$4,763.23	\$1,045.31	18.00%	
Hospitalization Cost	\$183,986.16	\$14,863.88	\$129,951.68	\$54,034.48	29.37%	
Hospitalization Cost - 016	\$21.40	\$0.00	\$21.40	\$0.00	0.00%	
Hospitalization Cost - 029	\$5,195.28	\$958.96	\$4,236.32	\$958.96	18.46%	
Unemployment Cost	\$9,900.00	\$0.00	\$2,622.35	\$7,277.65	73.51%	
Total 2. Benefits	\$631,551.10	\$51,868.16	\$445,274.55	\$186,276.55	29.50%	
3. Books & Supplies						
Riptide Runners	\$4,300.00	\$2,650.00	\$2,650.00	\$1,650.00	38.37%	
Instructional Supplies	\$27,112.26	\$4,513.50	\$22,324.25	\$4,788.01	17.66%	
Instructional Supplies - 016	\$2,738.84	\$0.00	\$2,738.84	\$0.00	0.00%	
EC Instructional Supplies	\$9,040.00	\$91.05	\$2,520.47	\$6,519.53	72.12%	
Health Supplies	\$200.00	\$42.43	\$58.35	\$141.65	70.83%	
Safety Supplies	\$1,200.00	\$0.00	\$546.90	\$653.10	54.43%	
Arts Supplies	\$0.00	\$(75.00)	\$0.00	\$0.00	0.00%	

Date: 04/05/2017

Time: 1:14 pm

CAPE FEAR CENTER FOR INQUIRY

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BUDGET REPORT

From 3/1/2017 to 3/31/2017

	CURRENT BUDGET	MTD ACTIVITY	YTD ACTIVITY	BUDGET BALANCE	PERCENT REMAINING	NOTES
Clubs Supplies	\$350.00	\$0.00	\$322.20	\$27.80	7.94%	
Student Activity Supplies	\$1,500.00	\$0.00	\$1,500.00	\$0.00	0.00%	
Office Supplies	\$8,000.00	\$905.30	\$3,938.35	\$4,061.65	50.77%	
Board of Directors Supplies	\$200.00	\$0.00	\$0.00	\$200.00	100.00%	
Postage	\$2,300.00	\$78.40	\$286.90	\$2,013.10	87.53%	
Memberships	\$2,500.00	\$0.00	\$371.30	\$2,128.70	85.15%	
Social Dues	\$500.00	\$0.00	\$111.14	\$388.86	77.77%	
Sales Tax Expense	\$5,000.00	\$896.03	\$5,208.67	\$(208.67)	-4.17%	
Unidentified Purchases	\$0.00	\$501.34	\$3,985.13	\$(3,985.13)	0.00%	
EC Supplies - 118	\$1,469.22	\$900.00	\$1,469.22	\$0.00	0.00%	
Garden Grant - 555	\$0.00	\$(89.82)	\$0.00	\$0.00	0.00%	
Total 3. Books & Supplies	\$66,410.32	\$10,413.23	\$48,031.72	\$18,378.60	27.67%	
4. Technology						
Instructional Software	\$15,500.00	\$8,875.00	\$13,729.44	\$1,770.56	11.42%	
EC Software	\$2,000.00	\$0.00	\$0.00	\$2,000.00	100.00%	
Non-Capitalized Hardware	\$2,000.00	\$0.00	\$0.00	\$2,000.00	100.00%	
Office Software	\$2,500.00	\$208.34	\$1,875.01	\$624.99	25.00%	
Non-Capitalized Office Hardware	\$1,000.00	\$0.00	\$0.00	\$1,000.00	100.00%	
Supplies and Materials	\$16,167.86	\$221.37	\$15,449.60	\$718.26	4.44%	
Technology Computer Equipment	\$8,000.00	\$627.17	\$2,772.37	\$5,227.63	65.35%	
Total 4. Technology	\$47,167.86	\$9,931.88	\$33,826.42	\$13,341.44	28.29%	
5. Non-Cap Equipment & Leases						
Instructional Equipment	\$15,879.46	\$0.00	\$5,879.46	\$10,000.00	62.97%	
EC Equipment	\$3,000.00	\$0.00	\$0.00	\$3,000.00	100.00%	
Reproduction Costs	\$12,000.00	\$853.36	\$10,520.39	\$1,479.61	12.33%	
Office Equipment	\$1,354.98	\$87.69	\$1,442.67	\$(87.69)	-6.47%	
Total 5. Non-Cap Equipment & Leases	\$32,234.44	\$941.05	\$17,842.52	\$14,391.92	44.65%	
6. Contracted Student Services						
Instructional Services	\$900.00	\$40.00	\$855.76	\$44.24	4.92%	
EC Services	\$11,000.00	\$2,175.00	\$4,668.75	\$6,331.25	57.56%	
Speech Services	\$23,000.00	\$2,929.00	\$18,531.00	\$4,469.00	19.43%	
Field Trips	\$37,000.00	\$11,343.18	\$34,815.98	\$2,184.02	5.90%	
Total 6. Contracted Student Services	\$71,900.00	\$16,487.18	\$58,871.49	\$13,028.51	18.12%	
7. Staff Development						
Workshop Expenses	\$16,000.00	\$1,588.47	\$7,976.95	\$8,023.05	50.14%	
EC Workshop Expenses	\$3,000.00	\$337.60	\$2,584.59	\$415.41	13.85%	
Total 7. Staff Development	\$19,000.00	\$1,926.07	\$10,561.54	\$8,438.46	44.41%	
8. Administrative Services						

Date: 04/05/2017
Time: 1:14 pm

CAPE FEAR CENTER FOR INQUIRY
BUDGET REPORT
From 3/1/2017 to 3/31/2017

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	CURRENT BUDGET	MTD ACTIVITY	YTD ACTIVITY	BUDGET BALANCE	PERCENT REMAINING	NOTES
Advertising	\$2,000.00	\$0.00	\$690.00	\$1,310.00	65.50%	
Audit Services	\$8,626.00	\$0.00	\$8,626.00	\$0.00	0.00%	
Bank Fees	\$3,000.00	\$258.55	\$837.62	\$2,162.38	72.08%	
Financial Services	\$43,656.00	\$3,638.00	\$32,742.00	\$10,914.00	25.00%	
General Administration	\$11,280.00	\$1,101.00	\$3,500.92	\$7,779.08	68.96%	
Legal Services	\$3,000.00	\$0.00	\$1,000.00	\$2,000.00	66.67%	
PowerSchool Services	\$16,320.00	\$1,360.00	\$12,240.00	\$4,080.00	25.00%	
Technology Support Services	\$500.00	\$48.15	\$4,040.13	\$(3,540.13)	-708.03%	
Human Resources	\$1,400.00	\$78.00	\$868.50	\$531.50	37.96%	
Other Tax Payments	\$2,648.89	\$0.00	\$2,648.89	\$0.00	0.00%	
Total 8. Administrative Services	\$92,430.89	\$6,483.70	\$67,194.06	\$25,236.83	27.30%	
9. Insurances						
Workers Compensation	\$8,165.00	\$0.00	\$4,791.00	\$3,374.00	41.32%	
General Liability	\$32,500.00	\$0.00	\$14,750.00	\$17,750.00	54.62%	
Other Insurance & Judgments	\$3,657.00	\$0.00	\$0.00	\$3,657.00	100.00%	
Total 9. Insurances	\$44,322.00	\$0.00	\$19,541.00	\$24,781.00	55.91%	
10. Rents & Debt Service						
Debt Service - Principal	\$205,262.70	\$17,376.80	\$148,889.65	\$56,373.05	27.46%	
Debt Service - Interest	\$98,637.67	\$7,948.23	\$79,035.62	\$19,602.05	19.87%	
Building Rent	\$5,525.00	\$1,700.00	\$4,450.00	\$1,075.00	19.46%	
Total 10. Rents & Debt Service	\$309,425.37	\$27,025.03	\$232,375.27	\$77,050.10	24.90%	
11. Facilities						
Building Repairs & Maintenance	\$33,031.00	\$915.00	\$9,761.31	\$23,269.69	70.45%	
Building Supplies & Materials	\$15,000.00	\$1,997.10	\$3,614.09	\$11,385.91	75.91%	
Contracted Custodial Services	\$70,000.00	\$4,780.00	\$44,944.10	\$25,055.90	35.79%	
Custodial Supplies & Materials	\$12,000.00	\$1,095.80	\$7,379.91	\$4,620.09	38.50%	
General Contract	\$1,000.00	\$0.00	\$0.00	\$1,000.00	100.00%	
Security Monitoring	\$5,800.00	\$0.00	\$1,854.50	\$3,945.50	68.03%	
Total 11. Facilities	\$136,831.00	\$8,787.90	\$67,553.91	\$69,277.09	50.63%	
12. Utilities						
Electricity	\$38,000.00	\$6,215.85	\$27,704.87	\$10,295.13	27.09%	
Water & Sewer	\$7,000.00	\$0.00	\$4,737.37	\$2,262.63	32.32%	
Waste Management	\$2,450.00	\$209.44	\$1,853.35	\$596.65	24.35%	
Telephone	\$9,000.00	\$1,356.68	\$6,328.50	\$2,671.50	29.68%	
Total 12. Utilities	\$56,450.00	\$7,781.97	\$40,624.09	\$15,825.91	28.04%	
13. Nutrition & Food						
Food Supplies & Materials	\$150.00	\$0.00	\$13.49	\$136.51	91.01%	
Food Purchases	\$8,000.00	\$1,073.34	\$3,889.41	\$4,110.59	51.38%	

Date: 04/05/2017

Time: 1:14 pm

CAPE FEAR CENTER FOR INQUIRY

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BUDGET REPORT

From 3/1/2017 to 3/31/2017

	CURRENT BUDGET	MTD ACTIVITY	YTD ACTIVITY	BUDGET BALANCE	PERCENT REMAINING	NOTES
Other Food - Office	\$500.00	\$126.93	\$464.88	\$35.12	7.02%	
Total 13. Nutrition & Food	\$8,650.00	\$1,200.27	\$4,367.78	\$4,282.22	49.51%	
14. Capital Purchases						
Cap Instructional Computers	\$15,000.00	\$0.00	\$0.00	\$15,000.00	100.00%	
Cap Office Computers	\$2,000.00	\$0.00	\$0.00	\$2,000.00	100.00%	
Cap Instructional Equipment	\$2,597.70	\$0.00	\$0.00	\$2,597.70	100.00%	
Total 14. Capital Purchases	\$19,597.70	\$0.00	\$0.00	\$19,597.70	100.00%	
15. New Site Development						
Bank Service Fee	\$50,000.00	\$0.00	\$0.00	\$50,000.00	100.00%	
Total 15. New Site Development	\$50,000.00	\$0.00	\$0.00	\$50,000.00	100.00%	
16. Capital Campaign - 660						
Capital Campaign Expenses - 660	\$20,000.00	\$640.00	\$15,828.28	\$4,171.72	20.86%	
Total 16. Capital Campaign - 660	\$20,000.00	\$640.00	\$15,828.28	\$4,171.72	20.86%	
17. Transportation and Travel						
Travel	\$120.00	\$0.00	\$111.20	\$8.80	7.33%	
Total 17. Transportation and Travel	\$120.00	\$0.00	\$111.20	\$8.80	7.33%	
TOTAL EXPENSES	\$3,505,259.69	\$310,820.04	\$2,479,130.41	\$1,026,129.28	29.27%	
NET SURPLUS/(DEFICIT)	\$116,146.69	\$64,589.71	\$440,878.58			

112 Voting Positions on CFCI Board of Directors

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

- **Two (2) Directors will be Community Members.**
- **Three (3) Directors will be Parent Members.**
- **Two (2) Directors will be a Parent/Community Member.** A parent/community member is a person who meets either of the above criteria

Current Community Membership:

Beth Carter
Lisa Buchanan

Current Parent Membership

Cathey Luna
Ashley Cooksley
Lauren Lombardi- coming off this year
Todd Fischer
Kristen Hudson

The (3) Parent Seats and (2) Community Seats are full. **Lauren's transition leaves us with one open Parent/Community seat.**

Faculty Seat

The Faculty and Staff at CFCI voted **Jennifer LaFleur** on as the new Faculty Representative for the CFCI Board of Directors. Jennifer will take Missy Ritchie's position as she rolls off the board this year.