

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



**Cape Fear Center for Inquiry  
Board of Directors Agenda  
March 21, 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** Jennifer Paetzold, Lori Benazzi, Lisa Sharpe, Cathey Luna, Kelly Rooney, Lauren Lombardi, Ashley Cooksley, Beth Carter, Lisa Buchanan, Kristin Hudson, Angela Carson

<b>Time</b>	<b>Subject</b>	<b>Chair/Presenter</b>	<b>Activity</b>
6:05 PM	<i><b>Call to Order</b></i>	<b>Cathey Luna</b>	Action
6:05	<i><b>Approval of Minutes: 02/21/17</b></i> Motion to approve: Ashley Cooksley Second: Kristin Hudson	<b>Cathey Luna</b>	Action
6:05	<i><b>Visiting Faculty*</b></i>	<b>TBD</b>	Information
6:06	<i><b>Visiting Parent or Community Members*</b></i>  <i><b>Amy Pearce:</b></i> I'm asking the Board to please consider the official formation of the Safety Committee. We feel this would provide the most efficient means of communication between parents and administration regarding safety issues. We're specifically asking for the following changes – fencing play areas, front door lock system, and re-evaluated pickup system. Parents can help raise funds and shoulder some of the burden. We are looking for even a temporary committee.  <i><b>Tiffany Walker:</b></i> I want to make CFCI the safest it can be. I'm worried about the dismissal process, access to the front door, and the recent incident during 4 <sup>th</sup> grade recess. We want to know the plan is in place, it's being enforced, and that we're being informed. Since our last meeting, no changes have been made. This is a concern.  <i><b>Sarah Raper:</b></i> I'm here to support the parents, and to agree with what has been proposed. We are looking for a voice and a chance to work in cooperation with the school, and to ensure we're being heard. We don't want this to be an us vs them situation, we just want to	<b>TBD</b>	Information

	<p>participate in the process. We'd like to open the communication more, and we can help to facilitate that, to be a support system, and be used as a resource.</p> <p><b>Sandy Hibler:</b> I encourage you to vote 'yes' for a Safety Committee. I'm concerned with the surrounding areas, and would like the chance to make a change. I wish there wasn't so much of a push back on it, and we want to work cooperatively with the school. I want to stay here, but I need to know that my kids are safe.</p>		
6:15	<p><b>Partnership</b></p> <ul style="list-style-type: none"> <li>Teacher stipends: we've asked them to give us their receipts, and the deadline was this past Friday. Teachers should get their checks soon along with the additional 7%.</li> <li>We're looking for parent volunteers for next year.</li> </ul>	Angela Carson	Information
6:17	<p><b>Director's Report</b></p> <ul style="list-style-type: none"> <li>Great ArtSpectations- Board Donation. Each Board member to donate 1 bottle of champagne for the Artist's Opening Reception. Also looking for Board sponsors.</li> <li>2017-18 Calendar (Vote). Big difference this year is that the children will be in school for Halloween because it falls in the middle of the week. Three extra days as always.</li> </ul> <p>Motion to approve: Kristin Hudson Second: Beth Carter</p>	Jennifer Paetzold/ Lori Benazzi	Action/Information
	<b>Standing Committee Reports:</b>		
6:20	<p><b>Development Committee (Formerly Fundraising &amp; Strategic)</b></p> <ul style="list-style-type: none"> <li>No Committee Report</li> </ul>	Todd Fischer	
6:20	<p><b>Life Long Learning</b></p> <ul style="list-style-type: none"> <li>Looking for PD for next school year.</li> <li>We're in a our second round of curricular conversations with Brad Walker, and are going very well</li> </ul>	Jennifer Paetzold	Information

	<ul style="list-style-type: none"> <li>Joanne Brinkley – getting as many teachers as possible for the Responsive Classroom training.</li> </ul>		
6:22	<p><b><i>Technology Committee</i></b></p> <ul style="list-style-type: none"> <li>We're in an exciting place because we have funds to spend this year along with some of our money from Great Art to give our kids more devices. The committee members spent a lot of time working with Loops, and it was decided to do a hybrid model (iPads for younger models, and Chromebooks for older students).</li> <li>Our goal is to put a device in every Middle Schoolers' hand. We'll start with 8<sup>th</sup> grade and work down to 7<sup>th</sup>, then 6<sup>th</sup>.</li> <li>We're going to take all iPads and push to lower grades. All laptops to the upper grades. So even if we don't have new devices, more students will have devices than ever.</li> </ul>	<p><b>Jennifer Paetzold/ Todd Fischer</b></p>	Information
6:26	<p><b><i>Finance</i></b></p> <ul style="list-style-type: none"> <li>The state will no longer pay for teacher license renewals. We did research, and New Hanover isn't paying for them either. Finance would like to recommend that we absorb that cost for our teachers. Motion: Beth Carter Second: Lisa Buchanan</li> <li>Responsive Classroom was brought to finance to send one teacher from each loop level for training (except K/1). Finance recommends spending up to \$3400 to send these three teachers (2/3, 4/5, 6-8). Motion: Kristin Hudson Second: Ashley Cooksley</li> <li>We've had discussions around regular ground maintenance. Renee is talking to landscaping companies to see what the cost would be, and I'll bring an update.</li> <li>Beth Carter: question about facilities #11. I'm surprised we have so much</li> </ul>	<p><b>Kathy Rettig</b></p>	Information/ Discussion

	left in our budget. Kathy answered that we wait until the end of the year to ensure we have the budget to work on major summer projects.		
6:32	<p><b><i>Policy and Procedure Review</i></b></p> <ul style="list-style-type: none"> <li>PPRC was asked to look at 3 policies and we're in the early stages. We'll take our drafts to the staff, and then come to the Board with an update.</li> </ul> <ol style="list-style-type: none"> <li><b>Early Kindergarten Entry</b> (children who don't turn 5 by August 1). Much of this is dictated already by the State, but want to have this information readily available for the school</li> <li><b>Enrolling children who have been homeschooled</b> (testing requirements).</li> <li><b>Early dismissal</b> (checkouts within the last 30 minutes of the day which can cause disruption – unless it's an emergency). Perhaps look at creating a limit on the amount you can have.</li> </ol>	Jennifer Solomon	Information
6:50	<p><b><i>Executive Committee</i></b></p> <ul style="list-style-type: none"> <li>Safety Update <ol style="list-style-type: none"> <li><b><i>Fencing on 4-8 playground:</i></b> We're going to put up the fencing soon. There have been concerns from faculty about a privacy fence. We're looking at different options.</li> <li><b><i>Front door:</i></b> We are also discussing what to do with the front door. Looking at putting a safety door up at the front office that would be a locked door with the ability to visibly see the person who wants to enter.</li> <li>Did the procedures for how to handle a similar situation to what happened on 4-8 playground discussed with the faculty? Yes. That happened immediately.</li> </ol> </li> <li>Discussion around formation of</li> </ul>	Cathey Luna	Information / Discussion/Action

	<p>Parent Action Committee (PAC) by Board members.</p> <ol style="list-style-type: none"> <li>This does provide a broad voice to parents that can focus on items in addition to Safety</li> <li>How does one get onto the committee? Lori will create parameters.</li> </ol> <ul style="list-style-type: none"> <li>Board Vacancies 2017-18: We will have 1 or 2 parent positions available (voting members), one community position (voting members), and one teacher position. Please encourage people to apply.</li> </ul>		
7:00	<p><b><i>Other Announcements and/or Upcoming events:</i></b></p> <ul style="list-style-type: none"> <li>Next Executive Committee Meeting: April 4th - 2pm at CFCI- Lori Roy's office</li> <li>Next Board Meeting- 4/18/17 at 6:00pm in the CFCI Museum Room</li> </ul>	<b>Cathey Luna</b>	Information
7:05	<p><b><i>Closed Session for meeting critique (NC statute 143-318.11)</i></b></p> <ul style="list-style-type: none"> <li>Motion to go into Closed Session: Ashley Cooksley. Second: Kristin Hudson.</li> <li>Motion to come out of Closed Session: Ashley Cooksley. Second: Kristin Hudson</li> </ul>	<b>Cathey Luna</b>	Discussion/Action
7:15	<p><b><i>Adjournment</i></b>  <b><i>Motion to adjourn: Ashley</i></b>  <b><i>Second: Beth Carter</i></b></p>	<b>Cathey Luna</b>	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](mailto:acooksley@cfc.net) with "CFCI Board Agenda" in the subject line, or place the request in her 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.

# DRAFT

## 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:**



# DRAFT

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 <b>N/A</b> <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"><li><input checked="" type="checkbox"/> Each beginning teacher is observed at least once annually by a teacher.</li><li><input checked="" type="checkbox"/> Each beginning teacher is evaluated at least once annually by a qualified school administrator.</li><li><input checked="" type="checkbox"/> Each observation lasts for at least one continuous period of instructional time (forty-five minutes of an entire class period).</li><li><input checked="" type="checkbox"/> Each administrative observation is followed by a post-conference within ten days.</li><li><input checked="" type="checkbox"/> All persons who observe teachers are appropriately trained.</li><li><input checked="" type="checkbox"/> The required observations are appropriately spaced throughout the school year.</li><li><input checked="" type="checkbox"/> The Beginning Teacher Support Program Plan specifies the role of the beginning teacher's assigned mentor in the observations.</li></ul>		
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#### 4.80 **Beginning Teacher Support Program Timetable**

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

<b>Developing</b>	<b>Proficient</b>	<b>Accomplished</b>	<b>Distinguished</b>
<input checked="" type="checkbox"/> Beginning Teacher Support Program Timeline requirements are considered in planning support of beginning teachers.	... and <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.	... and <input checked="" type="checkbox"/> Additional support is provided to beginning teachers at the LEA/Charter level that impacts beginning teacher retention.	... and <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 – 21<sup>st</sup> 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

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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%
<b>TOTAL STATE REVENUE</b>	<b>\$2,363,462.03</b>	<b>\$268,502.72</b>	<b>\$1,994,282.84</b>	<b>\$369,179.19</b>	<b>15.62%</b>

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%
<b>TOTAL LOCAL REVENUE</b>	<b>\$1,202,152.73</b>	<b>\$100,488.41</b>	<b>\$874,867.41</b>	<b>\$327,285.32</b>	<b>27.22%</b>

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%
<b>TOTAL FEDERAL REVENUE</b>	<b>\$55,791.62</b>	<b>\$6,418.62</b>	<b>\$50,858.74</b>	<b>\$4,932.88</b>	<b>8.84%</b>

TOTAL REVENUE

<b>\$3,621,406.38</b>	<b>\$375,409.75</b>	<b>\$2,920,008.99</b>	<b>\$701,397.39</b>	<b>19.37%</b>
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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
<b>EXPENSES</b>						
<b>1. Salaries &amp; Bonuses</b>						
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%	
<b>Total 1. Salaries &amp; Bonuses</b>	<b>\$1,899,169.01</b>	<b>\$167,333.60</b>	<b>\$1,417,126.58</b>	<b>\$482,042.43</b>	<b>25.38%</b>	
<b>2. Benefits</b>						
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%	
<b>Total 2. Benefits</b>	<b>\$631,551.10</b>	<b>\$51,868.16</b>	<b>\$445,274.55</b>	<b>\$186,276.55</b>	<b>29.50%</b>	
<b>3. Books &amp; Supplies</b>						
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%	
<b>Total 3. Books &amp; Supplies</b>	<b>\$66,410.32</b>	<b>\$10,413.23</b>	<b>\$48,031.72</b>	<b>\$18,378.60</b>	<b>27.67%</b>	
<b>4. Technology</b>						
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%	
<b>Total 4. Technology</b>	<b>\$47,167.86</b>	<b>\$9,931.88</b>	<b>\$33,826.42</b>	<b>\$13,341.44</b>	<b>28.29%</b>	
<b>5. Non-Cap Equipment &amp; Leases</b>						
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%	
<b>Total 5. Non-Cap Equipment &amp; Leases</b>	<b>\$32,234.44</b>	<b>\$941.05</b>	<b>\$17,842.52</b>	<b>\$14,391.92</b>	<b>44.65%</b>	
<b>6. Contracted Student Services</b>						
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%	
<b>Total 6. Contracted Student Services</b>	<b>\$71,900.00</b>	<b>\$16,487.18</b>	<b>\$58,871.49</b>	<b>\$13,028.51</b>	<b>18.12%</b>	
<b>7. Staff Development</b>						
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%	
<b>Total 7. Staff Development</b>	<b>\$19,000.00</b>	<b>\$1,926.07</b>	<b>\$10,561.54</b>	<b>\$8,438.46</b>	<b>44.41%</b>	
<b>8. Administrative Services</b>						



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
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%	
<b>Total 8. Administrative Services</b>	<b>\$92,430.89</b>	<b>\$6,483.70</b>	<b>\$67,194.06</b>	<b>\$25,236.83</b>	<b>27.30%</b>	
<b>9. Insurances</b>						
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%	
<b>Total 9. Insurances</b>	<b>\$44,322.00</b>	<b>\$0.00</b>	<b>\$19,541.00</b>	<b>\$24,781.00</b>	<b>55.91%</b>	
<b>10. Rents &amp; Debt Service</b>						
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%	
<b>Total 10. Rents &amp; Debt Service</b>	<b>\$309,425.37</b>	<b>\$27,025.03</b>	<b>\$232,375.27</b>	<b>\$77,050.10</b>	<b>24.90%</b>	
<b>11. Facilities</b>						
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%	
<b>Total 11. Facilities</b>	<b>\$136,831.00</b>	<b>\$8,787.90</b>	<b>\$67,553.91</b>	<b>\$69,277.09</b>	<b>50.63%</b>	
<b>12. Utilities</b>						
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%	
<b>Total 12. Utilities</b>	<b>\$56,450.00</b>	<b>\$7,781.97</b>	<b>\$40,624.09</b>	<b>\$15,825.91</b>	<b>28.04%</b>	
<b>13. Nutrition &amp; Food</b>						
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	<b>\$8,650.00</b>	<b>\$1,200.27</b>	<b>\$4,367.78</b>	<b>\$4,282.22</b>	<b>49.51%</b>	
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	<b>\$19,597.70</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$19,597.70</b>	<b>100.00%</b>	
15. New Site Development						
Bank Service Fee	\$50,000.00	\$0.00	\$0.00	\$50,000.00	100.00%	
Total 15. New Site Development	<b>\$50,000.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$50,000.00</b>	<b>100.00%</b>	
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	<b>\$20,000.00</b>	<b>\$640.00</b>	<b>\$15,828.28</b>	<b>\$4,171.72</b>	<b>20.86%</b>	
17. Transportation and Travel						
Travel	\$120.00	\$0.00	\$111.20	\$8.80	7.33%	
Total 17. Transportation and Travel	<b>\$120.00</b>	<b>\$0.00</b>	<b>\$111.20</b>	<b>\$8.80</b>	<b>7.33%</b>	
TOTAL EXPENSES	<b>\$3,505,259.69</b>	<b>\$310,820.04</b>	<b>\$2,479,130.41</b>	<b>\$1,026,129.28</b>	<b>29.27%</b>	
NET SURPLUS/(DEFICIT)	<b>\$116,146.69</b>	<b>\$64,589.71</b>	<b>\$440,878.58</b>			

**CONTRACT TO AUDIT ACCOUNTS**

Of Cape Fear Center for Inquiry  
Primary Governmental Unit  
N/A

Discretely Presented Component Unit (DPCU) if applicable

On this 3rd day of April, 2017,

Auditor: Rives & Associates, LLP Auditor Mailing Address: \_\_\_\_\_

4515 Falls of Neuse Road, Suite 450 Raleigh, NC 27609

Hereinafter referred to as The Auditor

and Board of Directors (Governing Board(s)) of Cape Fear Center for Inquiry  
(Primary Government)

and N/A : hereinafter referred to as the Governmental Unit(s), agree as follows:  
(Discretely Presented Component Unit)

1. The Auditor shall audit all statements and disclosures required by generally accepted accounting principles (GAAP) and additional required legal statements and disclosures of all funds and/or divisions of the Governmental Unit (s) for the period beginning July 1, 2016, and ending June 30, 2017. The non-major combining, and individual fund statements and schedules shall be subjected to the auditing procedures applied in the audit of the basic financial statements and an opinion will be rendered in relation to (as applicable) the governmental activities, the business-type activities, the aggregate DPCUs, each major governmental and enterprise fund, and the aggregate remaining fund information (non-major government and enterprise funds, the internal service fund type, and the fiduciary fund types).
2. At a minimum, the Auditor shall conduct his/her audit and render his/her report in accordance with generally accepted auditing standards. The Auditor shall perform the audit in accordance with *Government Auditing Standards* if required by the State Single Audit Implementation Act, as codified in G.S. 159-34. If required by OMB *Uniform Administration Requirements, Cost Principles, and Audit Requirements for Federal Awards*, (Uniform Guidance) and the State Single Audit Implementation Act, the Auditor shall perform a Single Audit. This audit and all associated audit documentation may be subject to review by Federal and State agencies in accordance with Federal and State laws, including the staffs of the Office of State Auditor (OSA) and the Local Government Commission (LGC). If the audit and auditor communication are found in this review to be substandard, the results of the review may be forwarded to the North Carolina State Board of CPA Examiners (NC CPA Board).

County and Multi-County Health Departments: The Office of State Auditor will designate certain programs that have eligibility requirements to be considered major programs in accordance with OMB Uniform Guidance for the State of North Carolina. The LGC will notify the auditor and the County and Multi-Health Department of these programs. A County or a Multi-County Health Department may be selected to audit any of these programs as major.

3. If an entity is determined to be a component of another government as defined by the group audit standards - the entity's auditor will make a good faith effort to comply in a timely manner with the requests of the group auditor in accordance with AU-6 §600.41 - §600.42.
4. This contract contemplates an unqualified opinion being rendered. The audit shall include such tests of the accounting records and such other auditing procedures as are considered by the Auditor to be necessary in the circumstances. Any limitations or restrictions in scope which would lead to a qualification should be fully explained in an attachment to this contract.
5. If this audit engagement is subject to the standards for audit as defined in *Government Auditing Standards*, 2011 revisions, issued by the Comptroller General of the United States, then by accepting this engagement, the Auditor warrants that he has met the requirements for a peer review and continuing education as specified in *Government*

Primary Governmental Unit

N/A

Discretely Presented Component Units (DPCU) if applicable

*Auditing Standards.* The Auditor agrees to provide a copy of their most recent peer review report regardless of the date of the prior peer review report to the Governmental Unit and the Secretary of the LGC prior to the execution of the audit contract (See Item 22). **If the audit firm received a peer review rating other than pass**, the Auditor shall not contract with the Governmental Unit without first contacting the Secretary of the LGC for a peer review analysis that may result in additional contractual requirements.

If the audit engagement is not subject to Government Accounting Standards or if financial statements are not prepared in accordance with GAAP and fail to include all disclosures required by GAAP, the Auditor shall provide an explanation as to why in an attachment..

6. It is agreed that time is of the essence in this contract. All audits are to be performed and the report of audit submitted to the State and Local Government Finance Division (SLGFD) within four months of fiscal year end. Audit report is due on: October 31, 2017. If it becomes necessary to amend this due date or the audit fee, an amended contract along with a written explanation of the delay must be submitted to the secretary of the LGC for approval.
7. It is agreed that generally accepted auditing standards include a review of the Governmental Unit's systems of internal control and accounting as same relate to accountability of funds and adherence to budget and law requirements applicable thereto; that the Auditor will make a written report, which may or may not be a part of the written report of audit, to the Governing Board setting forth his findings, together with his recommendations for improvement. That written report must include all matters defined as "significant deficiencies and material weaknesses" in AU-C 265 of the *AICPA Professional Standards (Clarified)*. The Auditor shall file a copy of that report with the Secretary of the LGC.
8. All local government and public authority contracts for audit or audit-related work require the approval of the Secretary of the LGC. This includes annual or special audits, agreed upon procedures related to internal controls, bookkeeping or other assistance necessary to prepare the Governmental Unit's records for audit, financial statement preparation, any finance-related investigations, or any other audit-related work in the State of North Carolina. **Invoices for services rendered under these contracts shall not be paid by the Governmental Unit until the invoice has been approved by the Secretary of the LGC.** (This also includes any progress billings.) [G.S. 159-34 and 115C-447] All invoices for Audit work must be submitted by email in PDF format to the Secretary of the LGC for approval. The invoices must be sent via upload through the current portal address: <http://nctreasurer.slgfd.leapfile.net> Subject line should read "Invoice – [Unit Name]. The PDF invoice marked 'approved' with approval date will be returned by email to the Auditor to present to the Governmental Unit for payment. Approval is not required on contracts and invoices for system improvements and similar services of a non-auditing nature.
9. In consideration of the satisfactory performance of the provisions of this contract, the Primary Governmental Unit shall pay to the Auditor, upon approval by the Secretary of the LGC, the fee, which includes any cost the Auditor may incur from work paper or peer reviews or any other quality assurance program required by third parties (Federal and State grantor and oversight agencies or other organizations) as required under the Federal and State Single Audit Acts. (Note: **Fees listed on signature pages.**)
10. If the Governmental Unit has outstanding revenue bonds, the Auditor shall include documentation either in the notes to the audited financial statements or as a separate report submitted to the SLGFD along with the audit report, a calculation demonstrating compliance with the revenue bond rate covenant. Additionally, the Auditor should be aware that any other bond compliance statements or additional reports required in the authorizing bond documents need to be submitted to the SLGFD simultaneously with the Governmental Unit's audited financial statements unless otherwise specified in the bond documents.

Primary Governmental Unit

N/A

Discretely Presented Component Units (DPCU) if applicable

11. After completing the audit, the Auditor shall submit to the Governing Board a written report of audit. This report shall include, but not be limited to, the following information: (a) Management's Discussion and Analysis, (b) the financial statements and notes of the Governmental Unit and all of its component units prepared in accordance with GAAP, (c) supplementary information requested by the client or required for full disclosure under the law, and (d) the Auditor's opinion on the material presented. The Auditor shall furnish the required number of copies of the report of audit to the Governing Board as soon as practical after the close of the accounting period.
12. If the audit firm is required by the NC CPA Board or the Secretary of the LGC to have a pre-issuance review of their audit work, there must be a statement added to the engagement letter specifying the pre-issuance review including a statement that the Governmental Unit will not be billed for the pre-issuance review. The pre-issuance review must be performed **prior** to the completed audit being submitted to the LGC. The pre-issuance report must accompany the audit report upon submission to the LGC.
13. The Auditor shall electronically submit the report of audit to the LGC as a text-based PDF file when (or prior to) submitting the invoice for services rendered. The report of audit, as filed with the Secretary of the LGC, becomes a matter of public record for inspection, review and copy in the offices of the SLGFD by any interested parties. Any subsequent revisions to these reports must be sent to the Secretary of the LGC. These audited financial statements, excluding the Auditors' opinion, may be used in the preparation of official statements for debt offerings, by municipal bond rating services to fulfill secondary market disclosure requirements of the Securities and Exchange Commission and other lawful purposes of the Governmental Unit without subsequent consent of the Auditor. If it is determined by the LGC that corrections need to be made to the Governmental Unit's financial statements, they should be provided within three days of notification unless another time frame is agreed to by the LGC.

If the OSA designates certain programs to be audited as major programs, as discussed in item #2, a turnaround document and a representation letter addressed to the OSA shall be submitted to the LGC.

The LGC's process for submitting contracts, audit reports and invoices is subject to change. Auditors should use the submission process in effect at the time of submission. The most current instructions will be found on our website: <https://www.nctreasurer.com/sl原因/Pages/Audit-Forms-and-Resources.aspx>

14. Should circumstances disclosed by the audit call for a more detailed investigation by the Auditor than necessary under ordinary circumstances, the Auditor shall inform the Governing Board in writing of the need for such additional investigation and the additional compensation required therefore. Upon approval by the Secretary of the LGC, this contract may be varied or changed to include the increased time and/or compensation as may be agreed upon by the Governing Board and the Auditor
15. If an approved contract needs to be varied or changed for any reason, the change must be made in writing, on the Amended LGC-205 contract form and pre-audited if the change includes a change in audit fee. This amended contract needs to be completed in full, including a written explanation of the change, signed and dated by all original parties to the contract, and then must be submitted through the audit contract portal to the Secretary of the LGC for approval. The portal address to upload your amended contract is <http://nctreasurer.sl原因.leapfile.net>. No change shall be effective unless approved by the Secretary of the LGC, the Governing Board, and the Auditor.
16. A copy of the engagement letter, issued by the Auditor and signed by both the Auditor and the Governmental Unit should be attached to the contract, and by reference here becomes part of the contract. In case of conflict between the terms of the engagement letter and the terms of this contract, the terms of this contract will control. Engagement letter terms that conflict with the contract are deemed to be void unless the conflicting terms of this contract are specifically deleted in Item #25 of this contract. Engagement letters containing indemnification clauses will not be approved by the LGC.

Primary Governmental Unit

N/A

Discretely presented component units if applicable

17. Special provisions should be limited. Please list any special provisions in an attachment.
18. A separate contract should not be made for each division to be audited or report to be submitted. If a DPCU is subject to the audit requirements detailed in the Local Government Budget and Fiscal Control Act and a separate audit report is issued, a separate audit contract is required. If a separate report is not to be issued and the DPCU is included in the primary government audit, the DPCU must be named along with the parent government on this audit contract. Signatures from the DPCU Board chairman and finance officer also must be included on this contract.
19. The contract must be executed, pre-audited, physically signed by all parties including Governmental Unit and Auditor signatures and submitted in PDF format to the Secretary of the LGC. The current portal address to upload your contractual documents is <http://nctreasurer.slgfd.leapfile.net> Electronic signatures are not accepted at this time. Included with this contract are instructions to submit contracts and invoices for approval as of November 2016. These instructions are subject to change. Please check the NC Treasurer's web site at <https://www.nctreasurer.com/slg/Pages/Audit-Forms-and-Resources.aspx> for the most recent instructions.
20. The contract is not valid until it is approved by the LGC Secretary. The staff of the LGC shall notify the Governmental Unit and Auditor of contract approval by email. **The audit should not be started before the contract is approved.**
21. There are no other agreements between the parties hereto and no other agreements relative hereto that shall be enforceable unless entered into in accordance with the procedure set out herein and approved by the Secretary of the LGC.
22. **E-Verify.** Auditor **shall comply** with the requirements of NCGS Chapter 64 Article 2. Further, if Auditor utilizes any subcontractor(s), Auditor **shall require** such subcontractor(s) to comply with the requirements of NCGS Chapter 64, Article 2.
23. Contractor hereby certifies that Contractor, and all subcontractors, are not on the Iran Final Divestment List ("List") created by the North Carolina State Treasurer pursuant to N.C.G.S. 147-86.58. Contractor shall not utilize any subcontractor that is identified on the List.
25. All of the above paragraphs are understood and shall apply to this contract, except the following numbered paragraphs shall be deleted: (See Item 16 for clarification).

***SIGNATURE PAGES FOLLOW***

Contract to Audit Accounts (cont.) Cape Fear Center for Inquiry  
Primary Governmental Unit N/A  
Discretely Presented Component Units (DPCU) if applicable

Cape Fear Center for Inquiry - FEES  
Year-end bookkeeping assistance – [For audits subject to Government Auditing Standards, this is limited to bookkeeping services permitted by revised Independence Standards] N/A

Audit \$ 6,649

Preparation of the annual financial Statements \$ 1,000.00

Prior to submission of the completed audited financial report, applicable compliance reports and amended contract (if required) the Auditor may submit invoices for approval for services rendered, not to exceed 75% of the total of the stated fees above. If the current contracted fee is not fixed in total, invoices for services rendered may be approved for up to 75% of the prior year audit fee.

The 75% cap for interim invoice approval for this audit contract is \$ 5,736.75  
\*\* NA if there is to be no interim billing

Communication regarding audit contract requests for modification or official approvals will be sent to the email addresses provided in the spaces below.

Audit Firm Signature:  
Rives & Associates, LLP

Name of Audit Firm

By Jay E. Sharpe, CPA, CFE

Authorized Audit firm representative name: Type or print

Signature of authorized audit firm representative

Date April 3, 2017

jsharpe@rivescpa.com

Email Address of Audit Firm

Governmental Unit Signatures:

Name of Primary Government

By

Mayor / Chairperson: Type or print name and title

Signature of Mayor/Chairperson of governing board

Date

By

Chair of Audit Committee - Type or print name

\*\*

Signature of Audit Committee Chairperson

Date

\*\* If Governmental Unit has no audit committee, mark this section "N/A"

PRE-AUDIT CERTIFICATE: Required by G.S. 159-28 (a)

This instrument has been pre-audited in the manner required by The Local Government Budget and Fiscal Control Act or by the School Budget and Fiscal Control Act. Additionally, the following date is the date this audit contract was approved by the governing body.

By

Primary Governmental Unit Finance Officer:

Type or print name

Primary Government Finance Officer Signature

Date

(Pre-audit Certificate must be dated.)

Email Address of Finance Officer

Date Primary Government Governing Body  
Approved Audit Contract - G.S. 159-34(a )

A

April 3, 2017

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

We are pleased to confirm our understanding of the services we are to provide Cape Fear Center for Inquiry (the "School") for the year ended June 30, 2017. We will audit the financial statements of the governmental activities, the business-type activities, each major fund, and the aggregate remaining fund information, including the related notes to the financial statements, which collectively comprise the basic financial statements, of the School as of and for the year ended June 30, 2017. Accounting standards generally accepted in the United States of America provide for certain required supplementary information (RSI), such as management's discussion and analysis (MD&A), to supplement the School's basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. As part of our engagement, we will apply certain limited procedures to the School's RSI in accordance with auditing standards generally accepted in the United States of America. These limited procedures will consist of inquiries of management regarding the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We will not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance. The following RSI is required by generally accepted accounting principles and will be subjected to certain limited procedures, but will not be audited:

1) Management's Discussion and Analysis

We have also been engaged to report on supplementary information other than RSI that accompanies the School's financial statements. We will subject the following supplementary information to the auditing procedures applied in our audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America, and we will provide an opinion on it in relation to the financial statements as a whole, in a report combined with our auditor's report on the financial statements:

- 1) Schedule of expenditures of federal and State awards
- 2) Schedule of Revenues, Expenditures, and Changes in Fund Balance – Budget and Actual
- 3) Schedules of School Contributions and School's Proportionate Share of the Net Pension Liability



## Audit Objectives

The objective of our audit is the expression of opinions as to whether your financial statements are fairly presented, in all material respects, in conformity with U.S. generally accepted accounting principles and to report on the fairness of the supplementary information referred to in the second paragraph when considered in relation to the financial statements as a whole. Our audit will be conducted in accordance with auditing standards generally accepted in the United States of America and the standards for financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, and will include tests of the accounting records of The School and other procedures we consider necessary to enable us to express such opinions. We will issue a written report upon completion of our audit of The School's financial statements. Our report will be addressed to Board of Commissioners of the School. We cannot provide assurance that unmodified opinions will be expressed. Circumstances may arise in which it is necessary for us to modify our opinions or add emphasis-of-matter or other-matter paragraphs. If our opinions are other than unmodified, we will discuss the reasons with you in advance. If, for any reason, we are unable to complete the audit or are unable to form or have not formed opinions, we may decline to express opinions or issue reports, or may withdraw from this engagement.

We will also provide a report (that does not include an opinion) on internal control related to the financial statements and compliance with the provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a material effect on the financial statements as required by *Government Auditing Standards*. The report on internal control and on compliance and other matters will include a paragraph that states (1) that the purpose of the report is solely to describe the scope of testing of internal control and compliance, and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control on compliance, and (2) that the report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. The paragraph will also state that the report is not suitable for any other purpose. If during our audit we become aware that the School is subject to an audit requirement that is not encompassed in the terms of this engagement, we will communicate to management and those charged with governance that an audit in accordance with U.S. generally accepted auditing standards and the standards for financial audits contained in *Government Auditing Standards* may not satisfy the relevant legal, regulatory, or contractual requirements.

## Audit Procedures—General

An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements; therefore, our audit will involve judgment about the number of transactions to be examined and the areas to be tested. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements. We will plan and perform the audit to obtain reasonable rather than absolute assurance about whether the financial statements are free of material misstatement, whether from (1) errors, (2) fraudulent financial reporting, (3) misappropriation of assets, or (4) violations of laws or governmental regulations that are attributable to the government or to acts by management or employees acting on behalf of the government. Because the determination of abuse is subjective, *Government Auditing Standards* do not expect auditors to provide reasonable assurance of detecting abuse.

Because of the inherent limitations of an audit, combined with the inherent limitations of internal control, and because we will not perform a detailed examination of all transactions, there is a risk that material misstatements or noncompliance may exist and not be detected by us, even though the audit is properly planned and performed in accordance with U.S. generally accepted auditing standards and *Government Auditing Standards*. In addition, an audit is not designed to detect immaterial misstatements or violations of laws or governmental regulations that do not have a direct and material effect on the financial statements or major programs. However, we will inform the appropriate level of management of any material errors, any fraudulent financial reporting, or misappropriation of assets that come to our attention. We will also inform the appropriate level of management of any violations of laws or governmental regulations that come to our attention, unless clearly inconsequential, and of any material abuse that comes to our attention. We will include such matters in the reports required for a Single Audit. Our responsibility as auditors is limited to the period covered by our audit and does not extend to any later periods for which we are not engaged as auditors.

Our procedures will include tests of documentary evidence supporting the transactions recorded in the accounts, and may include tests of the physical existence of inventories, and direct confirmation of receivables and certain other assets and liabilities by correspondence with selected individuals, funding sources, creditors, and financial institutions. We will request written representations from your attorneys as part of the engagement, and they may bill you for responding to this inquiry. At the conclusion of our audit, we will require certain written representations from you about your responsibilities for the financial statements; schedule of expenditures of federal awards; federal award programs; compliance with laws, regulations, contracts, and grant agreements; and other responsibilities required by generally accepted auditing standards.

### **Audit Procedures—Internal Control**

Our audit will include obtaining an understanding of the government and its environment, including internal control, sufficient to assess the risks of material misstatement of the financial statements and to design the nature, timing, and extent of further audit procedures. Tests of controls may be performed to test the effectiveness of certain controls that we consider relevant to preventing and detecting errors and fraud that are material to the financial statements and to preventing and detecting misstatements resulting from illegal acts and other noncompliance matters that have a direct and material effect on the financial statements. Our tests, if performed, will be less in scope than would be necessary to render an opinion on internal control and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to *Government Auditing Standards*.

An audit is not designed to provide assurance on internal control or to identify significant deficiencies or material weaknesses. However, during the audit, we will communicate to management and those charged with governance internal control related matters that are required to be communicated under AICPA professional standards and *Government Auditing Standards*.

### **Audit Procedures—Compliance**

As part of obtaining reasonable assurance about whether the financial statements are free of material misstatement, we will perform tests of The School's compliance with provisions of applicable laws, regulations, contracts, and agreements, including grant agreements. However, the objective of those procedures will not be to provide an opinion on overall compliance and we will not express such an opinion in our report on compliance issued pursuant to *Government Auditing Standards*.

### **Other Services**

We will also assist in preparing the financial statements and related notes of the School in conformity with U.S. generally accepted accounting principles based on information provided by you. These nonaudit services do not constitute an audit under *Government Auditing Standards* and such services will not be conducted in accordance with *Government Auditing Standards*. We will perform the services in accordance with applicable professional standards. The other services are limited to the financial statement services previously defined. We, in our sole professional judgment, reserve the right to refuse to perform any procedure or take any action that could be construed as assuming management responsibilities.

### **Management Responsibilities**

Management is responsible for (1) establishing and maintaining effective internal controls, including internal controls over compliance, and for evaluating and monitoring ongoing activities, to help ensure that appropriate goals and objectives are met; (2) following laws and regulations; (3) ensuring that there is reasonable assurance that government programs are administered in compliance with compliance requirements; and (4) ensuring that management and financial information is reliable and properly reported. Management is also responsible for implementing systems designed to achieve compliance with applicable laws, regulations, contracts, and grant agreements. You are also responsible for the selection and application of accounting principles; for the preparation and fair presentation of the financial statements, schedule of expenditures of federal awards, and all accompanying information in conformity with U.S. generally accepted accounting principles; and for compliance with applicable laws and regulations and the provisions of contracts and grant agreements.

Management is also responsible for making all financial records and related information available to us and for the accuracy and completeness of that information. You are also responsible for providing us with (1) access to all information of which you are aware that is relevant to the preparation and fair presentation of the financial statements,

(2) additional information that we may request for the purpose of the audit, and (3) unrestricted access to persons within the government from whom we determine it necessary to obtain audit evidence.

Your responsibilities also include identifying significant vendor relationships in which the vendor has responsibility for program compliance and for the accuracy and completeness of that information. Your responsibilities include adjusting the financial statements to correct material misstatements and confirming to us in the management representation letter that the effects of any uncorrected misstatements aggregated by us during the current engagement and pertaining to the latest period presented are immaterial, both individually and in the aggregate, to the financial statements taken as a whole.

You are responsible for the design and implementation of programs and controls to prevent and detect fraud, and for informing us about all known or suspected fraud affecting the government involving (1) management, (2) employees who have significant roles in internal control, and (3) others where the fraud could have a material effect on the financial statements. Your responsibilities include informing us of your knowledge of any allegations of fraud or suspected fraud affecting the government received in communications from employees, former employees, grantors, regulators, or others. In addition, you are responsible for identifying and ensuring that the government complies with applicable laws, regulations, contracts, agreements, and grants. Management is also responsible for taking timely and appropriate steps to remedy fraud and noncompliance with provisions of laws, regulations, contracts, and grant agreements, or abuse that we report.

You are also responsible for the preparation of the other supplementary information, which we have been engaged to report on, in conformity with U.S. generally accepted accounting principles. You agree to include our report on the supplementary information in any document that contains and indicates that we have reported on the supplementary information. You also agree to include the audited financial statements with any presentation of the supplementary information that includes our report thereon OR make the audited financial statements readily available to users of the supplementary information no later than the date the supplementary information is issued with our report thereon. Your responsibilities include acknowledging to us in the written representation letter that (1) you are responsible for presentation of the supplementary information in accordance with GAAP; (2) you believe the supplementary information, including its form and content, is fairly presented in accordance with GAAP; (3) the methods of measurement or presentation have not changed from those used in the prior period (or, if they have changed, the reasons for such changes); and (4) you have disclosed to us any significant assumptions or interpretations underlying the measurement or presentation of the supplementary information.

Management is responsible for establishing and maintaining a process for tracking the status of audit findings and recommendations. Management is also responsible for identifying and providing report copies of previous financial audits, attestation engagements, performance audits, or other studies related to the objectives discussed in the Audit Objectives section of this letter. This responsibility includes relaying to us corrective actions taken to address significant findings and recommendations resulting from those audits, attestation engagements, performance audits, or studies. You are also responsible for providing management's views on our current findings, conclusions, and recommendations, as well as your planned corrective actions, for the report, and for the timing and format for providing that information.

You agree to assume all management responsibilities relating to the financial statements, schedule of expenditures of federal awards, related notes, and any other nonaudit services we provide. You will be required to acknowledge in the management representation letter our assistance with preparation of the financial statements, schedule of expenditures of federal awards, and related notes and that you have reviewed and approved the financial statements, schedule of expenditures of federal awards, and related notes prior to their issuance and have accepted responsibility for them. Further, you agree to oversee the nonaudit services by designating an individual, preferably from senior management, with suitable skill, knowledge, or experience; evaluate the adequacy and results of those services; and accept responsibility for them.

You may request that we perform additional services not addressed in this engagement letter. If this occurs, we will communicate with you regarding the scope of the additional services and the estimated fees. We also may issue a separate engagement letter covering the additional services. In the absence of any other written communication from us documenting such additional services, our services will continue to be governed by the terms of this engagement letter.

## Engagement Administration, Fees, and Other

We may from time to time, and depending on the circumstances, use third-party service providers in serving your account. We may share confidential information about you with these service providers, but remain committed to maintaining the confidentiality and security of your information. Accordingly, we maintain internal policies, procedures, and safeguards to protect the confidentiality of your personal information. In addition, we will secure confidentiality agreements with all service providers to maintain the confidentiality of your information and we will take reasonable precautions to determine that they have appropriate procedures in place to prevent the unauthorized release of your confidential information to others. In the event that we are unable to secure an appropriate confidentiality agreement, you will be asked to provide your consent prior to the sharing of your confidential information with the third-party service provider. Furthermore, we will remain responsible for the work provided by any such third-party service providers.

We understand that your employees will prepare all cash, accounts receivable, or other confirmations we request and will locate any documents selected by us for testing.

We will provide copies of our reports to the School; however, management is responsible for distribution of the reports and the financial statements. Unless restricted by law or regulation, or containing privileged and confidential information, copies of our reports are to be made available for public inspection.

The audit documentation for this engagement is the property of Rives & Associates, LLP and constitutes confidential information. However, subject to applicable laws and regulations, audit documentation and appropriate individuals will be made available upon request and in a timely manner to an oversight agency or its designee, a federal agency providing direct or indirect funding, or the U.S. Government Accountability Office for purposes of a quality review of the audit, to resolve audit findings, or to carry out oversight responsibilities. We will notify you of any such request. If requested, access to such audit documentation will be provided under the supervision of Rives & Associates, LLP personnel. Furthermore, upon request, we may provide copies of selected audit documentation to the aforementioned parties. These parties may intend, or decide, to distribute the copies or information contained therein to others, including other governmental agencies.

The audit documentation for this engagement will be retained for a minimum of five years after the report release date or for any additional period requested by the Oversight Agency or pass-through entity. If we are aware that a federal awarding agency, pass-through entity, or auditee is contesting an audit finding, we will contact the party(ies) contesting the audit finding for guidance prior to destroying the audit documentation.

We expect to begin our audit approximately during May 2017 and to issue our reports no later than October 31, 2017. Jay E. Sharpe, CPA, CFE is the engagement partner and is responsible for supervising the engagement and signing the reports or authorizing another individual to sign them.

Our fee for these services will be at our standard hourly rates plus out-of-pocket costs (such as report reproduction, word processing, postage, travel, copies, telephone, etc.) except that we agree that our gross fee, including expenses, will not exceed **\$8,849.00 (\$7,649.00 for the Audits and \$1,200.00 for the 990 tax return)**. Our standard hourly rates vary according to the degree of responsibility involved and the experience level of the personnel assigned to your audit. Our invoices for these fees will be rendered each month as work progresses and are payable on presentation. If we elect to terminate our services for nonpayment, our engagement will be deemed to have been completed upon written notification of termination, even if we have not completed our reports. You will be obligated to compensate us for all time expended and to reimburse us for all out-of-pocket costs through the date of termination. ***The above fee is based on anticipated cooperation from your personnel and the assumption that unexpected circumstances will not be encountered during the audit. If significant additional time is necessary, we will discuss it with you and arrive at a new fee estimate before we incur the additional costs.***

In connection with this engagement, we may communicate with you or others via email transmission. As emails can be intercepted and read, disclosed, or otherwise used or communicated by an unintended third party, or may not be delivered to each of the parties to whom they are directed and only to such parties, we cannot guarantee or warrant that emails from us will be properly delivered and read only by these addressees. Therefore, we specifically disclaim and waive any liability or responsibility whatsoever for interception or unintentional disclosure of emails transmitted by use in connection with the performance of this engagement. In that regard, you agree that we shall have no liability for any loss or damage to any person or entity resulting from the use of email transmissions, including any

consequential, incidental, direct, indirect, or special damages, such as loss of revenues, or anticipated profits, or disclosure or communication of confidential or proprietary information.

In the event we are required to respond to a court order or other legal process for the production of documents or/or testimony relative to information we obtained and/or prepared during the course of this engaging, you agree to compensate us at our hourly rates, as set forth above, for the time we expend in connection with such response, and to reimburse us for all of our out-of-pocket costs incurred in that regard.

This engagement letter is contractual in nature, and includes all of the relevant terms that will govern the engagement for which it has been prepared, the terms of this letter supersede any prior oral or written representations or commitments by or between the parties. Any material changes or additions to the terms set forth in this letter will only become effective if evidenced by a written amendment to this letter, signed by all of the parties.

We appreciate the opportunity to be of service to the School and believe this letter accurately summarizes the significant terms of our engagement. If you have any questions, please let us know. If you agree with the terms of our engagement as described in this letter, please sign the enclosed copy and return it to us.

Very truly yours,

*Rives & Associates LLP*

#### **RESPONSE:**

This letter correctly sets forth the understanding of Cape Fear Center for Inquiry.

Management signature: \_\_\_\_\_

Title: \_\_\_\_\_

Date: \_\_\_\_\_

Governance signature: \_\_\_\_\_

Title: \_\_\_\_\_

Date: \_\_\_\_\_

No indebtedness of any kind incurred or created by the charter school shall constitute an indebtedness of the State or its political subdivisions, and no indebtedness of the charter school shall involve or be secured by the faith, credit, or taxing power of the State or its political subdivisions.

## **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.

**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, Beth Carter, Lisa Buchanan, Kristin Hudson, Cathi Mintz, Jackie Anderson, Angela Carson

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



	<p>to discuss this with the experts and seek their feedback.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>		
	<b><i>Standing Committee Reports:</i></b>		
6:37	<b><i>Life Long Learning</i></b> <ul style="list-style-type: none"> <li>• No Committee Report</li> </ul>	<b>Jennifer Paetzold</b>	Information
6:37	<b><i>Technology Committee</i></b> <ul style="list-style-type: none"> <li>• No Committee Report</li> </ul>	<b>Jennifer Paetzold/ Todd Fischer</b>	
6:37	<b><i>Finance</i></b> <ul style="list-style-type: none"> <li>• Budget/ No Committee Report</li> <li>• Cleaning Contract- <i>moved to May since no April meeting contact Kathy Rettig with any questions</i></li> <li>• 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.</li> </ul>	<b>Lori Roy for Kathy Rettig</b>	Information
6:40	<b><i>Policy and Procedure Review</i></b> No Committee Report: Working on drafts for: <ul style="list-style-type: none"> <li>• <b>Early Kindergarten Entry</b></li> <li>• <b>Enrolling children who have been homeschooled</b></li> <li>• <b>Early dismissal</b></li> </ul> Will have drafts prepared to share in May/June after working with committee/faculty.	<b>Jennifer Solomon</b>	Information/ Discussion/ Action
6:40	<b><i>Development Committee</i></b> <ul style="list-style-type: none"> <li>• April meeting to be scheduled</li> <li>• Awarded downtown sundown concert – look for date for volunteers</li> <li>• Made it to 2<sup>nd</sup> round for 3D printer grant</li> <li>• STEAM grant – did not receive funding – but awaiting other opportunities (lego robotics grant)</li> </ul>	<b>Todd Fischer/ Lori Roy</b>	Information



6:42	<b>Executive Committee</b> <ul style="list-style-type: none"> <li>• Shipyard Rental Property- <i>closed session- contracts</i></li> <li>• <i>Motion to approve lease – Kristin, Second – Beth. All in favor.</i></li> <li>• New Board Membership- <i>applications will not be ready for review until the May Board Meeting.</i></li> </ul>	<b>Cathey Luna</b>	Information / Discussion/ Action
6:45	<b>Other Announcements and/or Upcoming events:</b> <ul style="list-style-type: none"> <li>• Next Executive Committee Meeting: <i>May 9, 2017- 2pm</i></li> <li>• Next Board Meeting- 5-16-17- in the CFCI Museum Room at 6pm</li> </ul>	<b>Cathey Luna</b>	Information  Action
6:46	<b>Closed Session for meeting critique (NC statute 143-318.11)</b>	<b>Cathey Luna</b>	Discussion
6:52	<b>Adjournment</b>	<b>Cathey Luna</b>	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](mailto: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.