

**Cape Fear Center for Inquiry
Board of Directors Agenda
April 9, 2019- 6:00pm**

***Nurturing a Sense of Wonder.** Cape Fear Center for Inquiry is committed to promoting students' abilities to think and create in personally meaningful ways through an inquiry-based, integrated curriculum in a nurturing and empowering environment.*

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

Time	Packet Pg. #	Subject	Chair/Presenter	Note: Information, Discussion, and/or Action
		Opening Items:		
6:00pm		<i>Call to Order</i>	Ashley Cooksley	Action
6:01	1	<i>Approval of Minutes: March 19, 2019- closed session in confidential folder</i>	Ashley Cooksley	Action
6:02		<i>Visiting Faculty*</i>	TBD	Information
6:07		<i>Visiting Parent or Community Members*</i>	TBD	Information
		Property Update		
6:10	2	1. Contract discussion 2. Parking lot project	Kathy Coke	Information/ Discussion/ Action <i>Closed session</i>
		Finance		
6:40	3	3. 2019-2020 Budget Proposal	Kathy Coke	Information/ Discussion/ Action
		Director's Report		
7:00	4 Link	1. Great Art 2. Intervention Support-continuation request 3. SRO (2018) /Mental Health Grant 4. Cape Fear Crossing information/update 5. Strategic Planning- The nitty gritty and next steps!	Lori Roy Alan McNaughton Lori Roy & Tom Miller	Information/ Discussion/ Action
		Committee Updates: Please see all committee minutes and come with any questions		
7:30	5	6. Committees: • Partnership,	Committee Chairs	Information/Discussion

	Meets 4/8 Meets 4/9 6 and 7	<ul style="list-style-type: none"> • Technology and • L3, • Budget reports and • Dashboard and minutes were all included in packet 		
		PPRC		
7:35	8 9	<u>First Read for:</u> <ul style="list-style-type: none"> • Policy 430 – Exceptional Children’s Program • Policy 435- Student Support Information • Policy 445- Referral Process for Special Education Needs • Policy 290- Application, Lottery and Enrollment 	Alan McNaughton/ Lori Roy	
		Executive Committee		
7:45		7. Membership 2019-2020	Ashley Cooksley	Information/ Discussion/ Action
		Announcements:		
8:00		<i>Other Announcements and/or Upcoming events:</i> <ul style="list-style-type: none"> - Executive- 5.8.19 - Partnership Meeting- unveiling Strategic Plan: May 7, 2019 - Great Art- May 11, 2019 - Next Board Meeting- 5.14.19 - Board Retreat- 3-6pm 6.18.19 (prior to June Board Meeting) 	Ashley Cooksley	Information
8:02		<i>Adjournment</i>	Ashley Cooksley	Action

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

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

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

Absent: Stephen Hill, Kendy Gullette

Time	Page	Subject	Chair/Presenter	Note: Information, Discussion, and/or Action
		Opening Items:		
6:00		<i>Call to Order</i>	Ashley Cooksley	Dave Boucher moved to call meeting to order. Kristin Hudson seconded. Motion passed.
6:01	1	<i>Approval of Minutes: March 19, 2019- closed session in confidential folder</i>	Ashley Cooksley	Kristin Hudson moved to approve March 19 minutes as amended, and closed meeting notes from 3-19-19. Dave Boucher seconded. Motion passed.
6:02		<i>Visiting Faculty*</i>		None
6:07		<i>Visiting Parent or Community Members*</i>		None
		Property Update		
6:10	2	1. Contract discussion 2. Parking lot project	Kathy Coke	<p>Lisa Buchanan moved to go into closed session. Kristin Hudson seconded. Motion passed.</p> <p>Lisa Buchanan moved to come out of closed session. Kristin Hudson seconded. Motion passed.</p> <p>Dave Boucher moved to authorize George of Hillmont Consulting to exercise the first closing extension and to negotiate the fourth closing extension with property owners. Kristin Hudson seconded. Motion passed.</p> <p>Lisa Buchanan moved to authorize Hillmont</p>

				Consulting to continue property discussions as agreed upon in closed session. Dave Boucher seconded. Motion passed.
		Finance		
7:05	3	3. 2019-2020 Budget Proposal	Kathy Coke	In budgeting this year, we have added in an expected average 5% teacher raise and an increase for debt service. All expenses for the new property for the parking lot are coming out of the fund balance. We are hoping that the second counselor position will be continued through grant money for the coming year. Funding for the part-time testing coordinator and interventionist position is not included in this budget. ChromeBook purchases for next year will come out of the 2018-2019 budget. Kathy asked that the board send her questions about budget items so that we can approve the budget in May.
		Director's Report		
7:20	4 Link	<ol style="list-style-type: none"> 1. Great Art 2. Intervention Support-continuation request 3. SRO (2018) /Mental Health Grant 4. Cape Fear Crossing information /update 5. Strategic Planning- The nitty gritty and next steps! 	Lori Roy Alan McNaughton Lori Roy & Tom Miller	<p>Great Art is coming up on May 11!</p> <p>We are hoping to continue the Interventionist position at 25-29 hours, paid for out of our fund balance. 11% of our students are receiving Tier III support. This is double the percentage recommended by SDPI.</p> <p>Lori Roy recommends that the board approve paying for this position out of our fund balance for the 2019-2020 school year.</p> <p>Lisa Buchanan made a motion to approve paying for the Interventionist with money from our fund balance. Dave Boucher seconded. Motion passed.</p> <p>We will table the SRO discussion for the May meeting.</p> <p>We are monitoring the mental health grant and hope that it will be extended so we can continue our second counselor position.</p>

				<p>The Cape Fear Crossing has released the two possible routes for the new bridge. CFCI's property lies in the access roads of the northern route. The southern route is the preferred route currently, and would pass through River Road. If the northern route were chosen, the state could exercise eminent domain and purchase the school.</p> <p>Lori showed the board the web link to the Strategic Plan which will allow our community to look at the objectives, product/evidences, action steps, and the timeline of the plan. It will be a living document, and all will be able to see the work toward fulfilling the goals and objectives.</p> <p>On May 7, CFCI will present the five themes of the Strategic Plan in a Celebration at the Partnership Meeting.</p> <p>The results of the technology survey are posted now on the www.cfc.net/technology site.</p>
		Committee Updates: Please see all committee minutes and come with any questions		
7:30	5 Mee ts 4/8 Mee ts 4/9 6 and 7	6. Committees : <ul style="list-style-type: none"> • Partnership • Technology and • L3, • Budget reports and • Dashboard and minutes were all included in 	Committee Chairs	Most committees didn't meet due to the earlier date of the board meeting.

		packet		
		PPRC		
7:35	8	<u>First Read for:</u> <ul style="list-style-type: none"> • Policy 430 – Exceptional Children’s Program • Policy 435- Student Support Information • Policy 445- Referral Process for Special Education Needs • Policy 290- Application , Lottery and Enrollment 	Alan McNaughton/ Lori Roy	Policy 290 was presented for a first read. Policies 430, 435 and 445 were incorrectly copied in the board packet, and will be distributed via e-mail and considered a first read. Board members should read the updated policies and be ready to discuss and vote at the May meeting.
	9			
		Executive Committee		
7:45		Membership 2019-2020	Kristin Hudson	
		Announcements:		
8:00		<i>Other Announcements and/or Upcoming events:</i> <ul style="list-style-type: none"> - Executive- 5.8.19 - Partnership Meeting- unveiling Strategic Plan: May 7, 2019 - Great Art- May 11, 2019 - Next Board Meeting- 5.14.19 	Kristin Hudson	<ul style="list-style-type: none"> - Executive- 5.8.19 - Partnership Meeting- unveiling Strategic Plan: May 7, 2019 - Great Art- May 11, 2019 - Next Board Meeting- 5.14.19 Board Retreat- 3-6pm 6.18.19 (prior to June Board Meeting)

		<i>May 11, 2019</i> - <i>Next Board Meeting- 5.14.19</i> - <i>Board Retreat- 3- 6pm 6.18.19 (prior to June Board Meeting)</i>		
8:02		<i>Adjournment</i>	Ashley Cooksley	DB Motioned to adjourn. BC Seconded. Motion passed.

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**CAPE FEAR CENTER FOR INQUIRY
BUDGET REPORT - PROJECTED
2019 - 2020**

ADM	408	\$5,620.00
EC	48	\$4,464.16

REVENUES

State Revenue

Rev - Charter Schools - 036
Rev - Summer Reading - 016
Rev - Behavior Support - 029
Total State Revenue

\$2,507,239.68
\$0.00
\$51,192.00
\$2,558,431.68

**PROJECTED
BUDGET**

NOTES / COMMENTS

Local Revenue

Rev - Brunswick County Schools
Rev - New Hanover County Schools
Rev - Pender County Schools
Rev - F&F - Brunswick County
Rev - F&F - New Hanover County
Rev - F&F - Pender County
Rev - Interest Income
Rev - Sales Tax
Rev - Contributions and Donations
Rev - Tech Donations
Rev - Fundraising - 653
Rev - Riptide Runners
Rev - Field Trips
Rev - Capital Campaign
Rev - Various
Rev - Fees/Supplies
Rev - Social Dues
Rev - Arts
Rev - Garden Grant
Rev - CFCL Partnership
Rev - GE Grant
Total Local Revenue

\$161,602.56
\$975,720.00
\$10,914.00
\$2,700.00
\$24,000.00
\$100.00
\$2,000.00
\$2,500.00
\$3,000.00
\$5,000.00
\$4,000.00
\$60,000.00
\$20,000.00
\$5,000.00
\$2,000.00
\$200.00
\$1,000.00
\$0.00
\$0.00
\$1,284,736.56

Includes Title IV

Federal Revenue

Rev - Title I Basic - 050
Rev - IDEA VI-B Handicap - 060
Rev - Improving Teacher Quality - 103
Rev - IDEA VI-B Spec Needs- 118
Total Federal Revenue

\$7,900.00
\$48,000.00
\$5,800.00
\$800.00
\$62,500.00

TOTAL REVENUES

\$3,905,768.24

EXPENSES

Salaries & Wages

Teacher

\$1,391,237.40

PROJECTED	
BUDGET	NOTES / COMMENTS
Teacher - 016	\$0.00
Teacher Assistant	\$93,165.40
Substitute	\$15,000.00
EC Teacher	\$148,222.24
EC Teacher - 029	\$51,143.40
EC Teacher - 060	\$45,360.00
EC Teacher Assistant	\$41,892.83
EC Teacher Assistant - 029	\$0.00
Psychologist	\$30,219.00
EC Substitute	\$3,500.00
Remediation Teacher - 050	\$0.00
Principal	\$90,472.20
Assistant Principal	\$34,141.84
Office Staff	\$49,751.18
Guidance	\$41,787.90
Information Technology	\$54,869.85
Custodian	\$27,825.00
Finance Officer	\$96,458.25
Bonus Pay	\$0.00
Total Salaries & Wages	\$2,215,046.49

Benefits	
Social Security & Medicare	\$169,451.06
State Retirement	\$443,009.30
Health Insurance	\$226,542.05
State Unemployment	\$10,300.00
Total Benefits	\$849,302.40

Books & Supplies	
Instructional Supplies	\$15,000.00
Instructional Supplies - 016	\$0.00
EC Supplies	\$3,000.00
EC Supplies - 118	\$0.00
Office Supplies	\$4,000.00
Social Dues	\$200.00
Fundraising Supplies	\$0.00
Fundraising Supplies - Rip Tide Runner	\$4,000.00
Garden Grant Expenses	\$0.00
Health Supplies	\$2,500.00
Security Supplies	\$3,000.00
Board Supplies	\$0.00
Membership Dues & Fees	\$1,500.00
Postage & Shipping	\$1,000.00
Sales Tax Expense	\$2,500.00
Unbudgeted Federal Expense - 050	\$0.00
Total Books & Supplies	\$36,700.00

Contracted Student Services	
Instructional Services	\$0.00
EC Services	\$10,000.00
Psychological Services	\$0.00
Speech Services	\$26,000.00
Security Services	\$0.00
Field Trips	\$52,000.00

	PROJECTED BUDGET	NOTES / COMMENTS
Total Contracted Student Services	\$88,000.00	
Staff Development		
Workshop Expenses	\$7,500.00	
Workshop Expenses - 103	\$0.00	
EC Workshops	\$5,000.00	
EC Workshop Expenses - 118	\$0.00	
Total Staff Development	\$12,500.00	
Administrative Services		
Advertising	\$1,000.00	
Audit Fees	\$9,100.00	
Bank Fees	\$1,000.00	
Community Services	\$0.00	
Contracted Office	\$0.00	
Financial Services	\$43,656.00	Acadia Financial Services
General Administration	\$8,000.00	BAAS 1% Includes Front Office Subs
Human Resources	\$2,000.00	
Legal Services	\$5,000.00	
Student Information Services	\$16,320.00	Acadia PS Services
Technology Services	\$0.00	
Other Tax Payments	\$2,700.00	
Bank Transfers	\$0.00	
Total Administrative Services	\$88,776.00	
Insurances		
Workers Compensation	\$7,900.00	
General Liability	\$32,500.00	
Other Insurance & Judgements	\$0.00	
Total Insurances	\$40,400.00	
Rents & Debt Service		
Debt Service - Principal - NewBridge	\$205,262.70	
Debt Service - Interest - NewBridge	\$98,637.67	
Debt Service - Principal - New Project	\$54,000.00	
Debt Service - Interest - New Project	\$0.00	
Building Rent - 621 LLC	\$1,425.00	
Total Rents & Debt Service	\$359,325.37	

**PROJECTED
BUDGET**

NOTES / COMMENTS

Facilities

Building Services
Building Supplies & Materials
Custodial Services
Custodial Supplies & Materials
General Contract
Miscellaneous Contracts
Security Monitoring
Total Facilities

\$31,342.11
\$7,000.00
\$62,475.87
\$9,000.00
\$0.00
\$5,000.00
\$114,817.98

Utilities

Electric
Natural Gas
Water & Sewer
Waste Management
Telephone
Mobile Communication
Internet
Total Utilities

\$42,000.00
\$0.00
\$8,000.00
\$3,700.00
\$8,000.00
\$0.00
\$0.00
\$61,700.00

Transportation & Travel

Travel Reimbursements
Total Transportation & Travel

\$0.00
\$0.00

Technology

Software - Instructional
Software - EC
Software - Office
Tech Equipment - Nutrition
Tech Equipment - Instructional
Tech Equipment - EC
Tech Equipment - Office
Cap Tech Equipment - Instructional
Cap Tech Equipment - Office
Tech Supplies & Materials
Total Technology

\$5,000.00
\$0.00
\$4,500.00
\$0.00
\$3,000.00
\$900.00
\$1,000.00
\$0.00
\$0.00
\$3,000.00
\$17,400.00

Link Software - 3180

Non-Cap Equipment & Leases

Equipment - Instructional
Equipment - EC
Equipment - Office
Copiers & Reproduction
Total Non-Cap Equipment & Leases

\$1,000.00
\$600.00
\$0.00
\$8,500.00
\$10,100.00

Nutrition & Food

Nutrition Services
Unprepared Food Purchases
Supplies & Materials
Other Food - Office
Other Food - Board
Total Nutrition & Food

\$0.00
\$10,000.00
\$250.00
\$200.00
\$0.00
\$10,450.00

Capital Campaign

Supplies & Materials

\$150.00

Building Rentals/Leases
Total Capital Campaign

TOTAL EXPENSES

NET SURPLUS/(DEFICIT)

PROJECTED
BUDGET
NOTES / COMMENTS

\$1,100.00

\$1,250.00

\$3,906,768.24

(\$0.00)

Quick Facts re MTSS tiered support

- 80 unique students in Tier 2 Reading/Writing/Math (in the classroom)
- 44 unique students in Tier 3 Reading/Writing/Math --> 11% of school population
(statistics say this "should" be 5%)
- **124 unique students receiving specific academic support**

--> approx. 30% of school population
- **30 Tier 3 academic groups** (Between 2 and 5 days a week support per group)

Academic Groups' schedule:

<https://docs.google.com/spreadsheets/d/1ombI5c8V6kWPDtBhtkII5mOozVCgJ3lnfboV3SGdV3Q/edit#gid=410415279>

Responsibilities that must be completed in addition to operating tiered groups:

- Managing TA/Teacher support for groups (currently 2 TA's and 1 Teacher)
- Maintaining Intensive paperwork and data collection (2 x month) for ALL Tier 3 groups
- Managing school-wide Assessment Systems (NWEA, easyCBM, mClass) - rostering, training, updates, pulling reports, etc.
- Maintaining schoolwide data, keeping Student Data Spreadsheet up-to-date for all areas
- Preparing & maintaining Progress Monitoring systems for Tier 2 & Tier 3
- Training teachers/TA on assessment systems (mClass, NWEA, CogAT, easyCBM, NC ENSIs)
- Research and decision-making of assessment tools to meet teachers' instructional needs

Responsibilities not included in schedule:

- Coaching teachers on improving tiered support in classroom (approx. 6 hrs/teacher)
- Coordinating school-wide MTSS process (coordinator)
- Creating, training, and implementing Standard treatment protocol for all academic areas

Minutes

Partnership Board Meeting - 4/3/19 6:30 Starbucks

Attendees: Ben Rose, Tanya Inabnit, Seffie Ovacz, Kendy Gullette, Angela Carson

Grant requests - Hayes paid, \$300 to be paid for 8th grade dance, Carr ordered video equipment

Future board members - recruiting options, Some reticence, touch base with Shannon, Joann, Sam, and Lakisha about parents who might be a good fit

Box Tops New mobile kit for final count to be counted by grade coming out soon

Teacher appreciation- waiting for word from Stephanie Ayers about what's going to be organized, will look a lot like last year and include breakfast for teachers one day, lunch on another day

Treasurer: Order new squares for card payments at events

Ask Emily for afternoon tshirt sale, possible after spring break. We usually sell a lot of t-shirts on a pretty afternoon.

Will need 3 cash boxes for Spring Celebration on May 7: t-shirts, bake sale, and hotdog/bbq sandwich sale

Spring celebration, 5/7 5-7. T-shirt's & magnet sale, bbq sandwiches, hot dogs

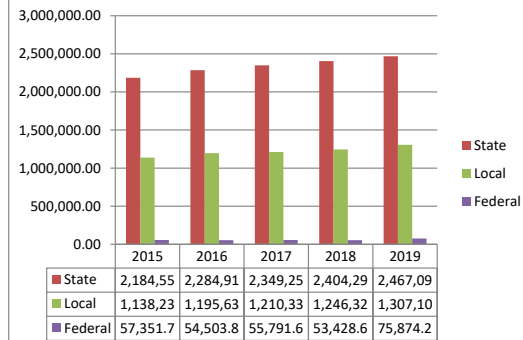
4th grade will have bake sale to save for next year's 5th grade trip. Sign up genius for baked goods and for a few parents to commit to be there. Finger food desserts. (Seffie to make sign up). \$2

Bouncy houses, chalk drawing contest - themed around 20th anniversary, bubbles, parachute, kindergarten supply mat (need someone to staff it)

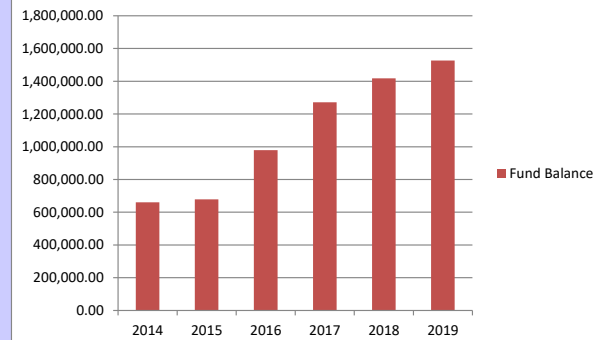
Lori will do program on new strategic plan. Will be treated to a couple of numbers from Annie. Sound system will supply music.

CFCI FINANCIAL DASHBOARD

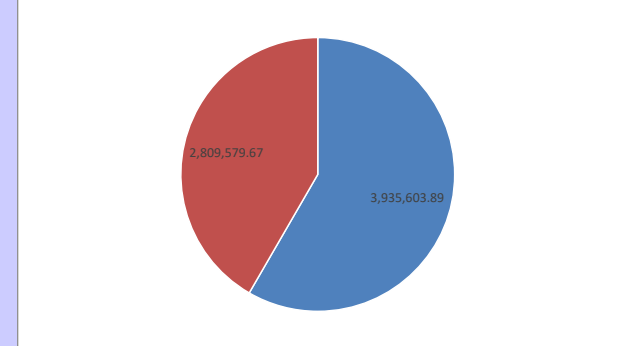
Revenue



Fund Balance



YTD Expense



As of March 31st, 2019 we have completed 75% of the fiscal year and spent 71% of our budgeted funds.

CAPE FEAR CENTER FOR INQUIRY
BUDGET REPORT (DETAIL)
3/1/2019 ~ 3/31/2019
All Accounts

	CURRENT BUDGET	MTD ACTIVITY	YTD ACTIVITY	BUDGET BALANCE	PERCENT REMAINING	NOTES
REVENUES						
State Revenue						
Rev - Charter Schools - 036	\$2,408,892.00	\$381,563.54	\$2,295,668.81	\$113,223.19	4.70%	
Rev - Summer Reading Program	\$3,510.59	\$0.00	\$3,510.59	\$0.00	0.00%	
Rev - Behavior Support - 029	\$51,192.00	\$4,725.23	\$49,000.00	\$2,192.00	4.28%	
Rev - Charter Schools - 046	\$3,500.00	\$0.00	\$3,499.70	\$0.30	0.01%	
Total State Revenue	\$2,467,094.59	\$386,288.77	\$2,351,679.10	\$115,415.49	4.68%	
Local Revenue						
Rev - Brunswick County Schools	\$161,602.94	\$13,466.91	\$107,735.30	\$53,867.64	33.33%	
Rev - New Hanover County	\$973,896.00	\$81,158.00	\$649,264.00	\$324,632.00	33.33%	
Rev - Pender County Schools	\$11,674.74	\$1,061.34	\$7,429.38	\$4,245.36	36.36%	
F & F - Brunswick County-4609	\$2,700.00	\$0.00	\$702.90	\$1,997.10	73.97%	
F & F - New Hanover County	\$20,000.00	\$1,886.00	\$15,144.00	\$4,856.00	24.28%	
F & F - Pender County Schools	\$100.00	\$15.96	\$87.15	\$12.85	12.85%	
Rev - Interest Income-MM-1908	\$3,800.00	\$0.00	\$2,614.05	\$1,185.95	31.21%	
Rev - Interest Income-SV-4483	\$1.00	\$0.00	\$0.14	\$0.86	86.00%	
Rev - Interest Income-SV-4595	\$1.00	\$0.00	\$0.00	\$1.00	100.00%	
Rev - Sales Tax	\$5,000.00	\$0.00	\$0.00	\$5,000.00	100.00%	
Rev - Contributions and Donati	\$1,500.00	\$300.00	\$931.27	\$568.73	37.92%	
Rev - Tech Donations	\$5,957.00	\$0.00	\$5,957.00	\$0.00	0.00%	
Rev - Hurricane Florence	\$3,402.08	\$0.00	\$3,402.08	\$0.00	0.00%	
Rev - Fundraising - 653	\$5,000.00	\$152.85	\$3,295.71	\$1,704.29	34.09%	
Rev - Riptide Runners	\$4,000.00	\$1,675.00	\$3,422.00	\$578.00	14.45%	
Rev - Field Trip	\$50,000.00	\$3,003.00	\$17,295.24	\$32,704.76	65.41%	
Rev - Capital Campaign - 660	\$30,000.00	\$850.00	\$1,100.00	\$28,900.00	96.33%	
Rev - Various	\$19,100.00	\$12,454.32	\$17,480.48	\$1,619.52	8.48%	
Rev - Fees / Supplies - 4609	\$2,000.00	\$0.00	\$585.97	\$1,414.03	70.70%	
Rev - Social Dues	\$200.00	\$0.00	\$0.00	\$200.00	100.00%	
Rev - Arts	\$2,338.12	\$0.00	\$2,338.12	\$0.00	0.00%	
Rev - CFCI Partnership	\$4,500.00	\$142.73	\$4,085.27	\$414.73	9.22%	
Rev - GE Grant	\$335.51	\$0.00	\$335.51	\$0.00	0.00%	
Total Local Revenue	\$1,307,108.39	\$116,166.11	\$843,205.57	\$463,902.82	35.49%	
Federal Revenue						
Rev - Title I Basic -050	\$7,923.00	\$0.00	\$0.00	\$7,923.00	100.00%	
Rev - IDEA VI-B Handicap - 060	\$49,494.00	\$0.00	\$35,728.98	\$13,765.02	27.81%	
Rev - Improving Tchr Qual-103	\$5,873.00	\$0.00	\$0.00	\$5,873.00	100.00%	
Rev - Student Support - 108	\$10,000.00	\$0.00	\$0.00	\$10,000.00	100.00%	

Rev - IDEA VI-B Spec Needs-118

Total Federal Revenue

TOTAL REVENUES

CURRENT BUDGET	MTD ACTIVITY	YTD ACTIVITY	BUDGET BALANCE	PERCENT REMAINING	NOTES
\$2,584.20	\$245.81	\$1,573.09	\$1,011.11	39.13%	
\$75,874.20	\$245.81	\$37,302.07	\$38,572.13	50.84%	
\$3,850,077.18	\$502,700.69	\$3,232,186.74	\$617,890.44	16.05%	

EXPENSES

Salaries & Wages

Teacher	\$1,360,510.00	\$113,620.19	\$1,005,308.55	\$355,201.45	26.11%
Teacher - 016	\$1,343.66	\$0.00	\$1,343.66	\$0.00	0.00%
Teacher Assistant	\$102,899.70	\$10,971.74	\$78,477.13	\$24,422.57	23.73%
Substitute	\$25,000.00	\$2,760.00	\$17,720.00	\$7,280.00	29.12%
EC Teacher	\$155,924.04	\$15,363.67	\$111,111.02	\$44,813.02	28.74%
EC Teacher - 029	\$35,919.00	\$4,059.00	\$35,919.00	\$0.00	0.00%
EC Teacher - 060	\$41,228.96	\$0.00	\$28,943.08	\$12,285.88	29.80%
EC Teacher Assistant	\$38,657.25	\$3,519.46	\$25,543.21	\$13,114.04	33.92%
Psychologist	\$28,780.00	\$2,398.34	\$19,186.72	\$9,593.28	33.33%
EC Substitute	\$3,500.00	\$1,120.00	\$4,080.00	(\$580.00)	-16.57%
Remediation Teacher - 050	\$7,889.64	\$0.00	\$0.00	\$7,889.64	100.00%
Principal	\$86,164.00	\$7,180.34	\$64,623.06	\$21,540.94	25.00%
Assistant Principal	\$32,516.00	\$2,709.67	\$21,677.36	\$10,838.64	33.33%
Office Staff	\$49,243.00	(\$12,598.82)	\$36,856.12	\$12,386.88	25.15%
Guidance	\$39,798.00	\$6,001.43	\$35,404.52	\$4,393.48	11.04%
Information Technology	\$52,257.00	\$4,354.75	\$39,192.75	\$13,064.25	25.00%
Custodian	\$26,500.00	\$2,208.34	\$17,705.24	\$8,794.76	33.19%
Finance Officer	\$91,865.00	\$24,350.42	\$65,559.78	\$26,305.22	28.63%
Bonus Pay - 046	\$3,251.00	\$0.00	\$3,251.00	\$0.00	0.00%
Total Salaries & Wages	\$2,183,246.25	\$188,018.53	\$1,611,902.20	\$571,344.05	26.17%

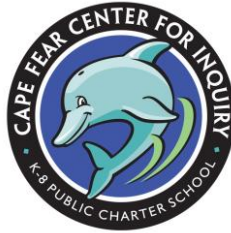
Benefits

Social Security & Medicare	\$159,606.07	\$13,655.16	\$114,581.74	\$45,024.33	28.21%
Social Security & Medicare - 016	\$102.81	\$0.00	\$102.81	\$0.00	0.00%
Social Security & Medicare - 029	\$2,655.90	\$299.26	\$2,655.90	\$0.00	0.00%
Social Security & Medicare - 046	\$249.00	\$0.00	\$248.70	\$0.30	0.12%
Social Security & Medicare - 060	\$2,375.00	\$0.00	\$2,145.70	\$229.30	9.65%
State Retirement	\$360,541.24	\$27,533.91	\$251,330.08	\$109,211.16	30.29%
State Retirement - 016	\$253.42	\$0.00	\$253.42	\$0.00	0.00%
State Retirement - 029	\$6,016.45	\$7.64	\$6,016.45	\$0.00	0.00%
State Retirement - 060	\$590.88	\$0.00	\$590.88	\$0.00	0.00%
Health Insurance	\$190,523.19	\$14,681.23	\$126,567.83	\$63,955.36	33.57%
Health Insurance - 029	\$4,408.65	\$359.33	\$4,408.65	\$0.00	0.00%
Health Insurance - 060	\$5,299.16	\$0.00	\$4,049.32	\$1,249.84	23.59%
State Unemployment	\$9,900.00	\$0.00	\$161.82	\$9,738.18	98.37%
Total Benefits	\$742,521.77	\$56,536.53	\$513,113.30	\$229,408.47	30.90%

	CURRENT BUDGET	MTD ACTIVITY	YTD ACTIVITY	BUDGET BALANCE	PERCENT REMAINING	NOTES
Books & Supplies						
Instructional Supplies	\$39,000.00	\$2,827.55	\$37,766.89	\$1,233.11	3.16%	
Instructional Supplies - 016	\$1,810.70	\$0.00	\$1,810.70	\$0.00	0.00%	
EC Supplies	\$2,815.80	\$370.60	\$2,632.79	\$183.01	6.50%	
EC Supplies - 118	\$1,520.71	\$245.81	\$1,409.60	\$111.11	7.31%	
Office Supplies	\$5,000.00	\$405.65	\$3,258.63	\$1,741.37	34.83%	
Social Dues	\$265.00	\$0.00	\$200.44	\$64.56	24.36%	
Fundraising Supplies	\$690.05	\$0.00	\$690.05	\$0.00	0.00%	
Fundraising Supplies - Riptide Runner	\$4,000.00	\$0.00	\$0.00	\$4,000.00	100.00%	
Health Supplies	\$3,200.00	\$53.19	\$2,131.72	\$1,068.28	33.38%	
Security Supplies	\$4,100.00	\$1,515.80	\$3,899.82	\$200.18	4.88%	
Postage & Shipping	\$2,000.00	\$64.24	\$331.17	\$1,668.83	83.44%	
Sales Tax Expense	\$5,000.00	\$260.11	\$3,697.80	\$1,302.20	26.04%	
Unbudgeted Federal Expense - 050	\$33.36	\$0.00	\$0.00	\$33.36	100.00%	
Total Books & Supplies	\$69,435.62	\$5,742.95	\$57,829.61	\$11,606.01	16.71%	
Contracted Student Services						
EC Services	\$10,000.00	\$0.00	\$6,712.50	\$3,287.50	32.88%	
Speech Services	\$26,000.00	\$4,832.10	\$24,722.10	\$1,277.90	4.92%	
Field Trips	\$42,000.00	\$833.31	\$9,656.85	\$32,343.15	77.01%	
Field Trips - 108	\$10,000.00	\$0.00	\$0.00	\$10,000.00	100.00%	
Total Contracted Student Services	\$88,000.00	\$5,665.41	\$41,091.45	\$46,908.55	53.31%	
Staff Development						
Workshop Expenses	\$35,000.00	\$422.13	\$29,677.58	\$5,322.42	15.21%	
Workshop Expenses - 103	\$5,873.00	\$0.00	\$0.00	\$5,873.00	100.00%	
EC Workshops	\$6,000.00	\$247.04	\$3,021.31	\$2,978.69	49.64%	
EC Workshop Expenses - 029	\$2,192.00	\$0.00	\$0.00	\$2,192.00	100.00%	
EC Workshop Expenses - 118	\$1,063.49	\$0.00	\$163.49	\$900.00	84.63%	
Total Staff Development	\$50,128.49	\$669.17	\$32,862.38	\$17,266.11	34.44%	
Administrative Services						
Advertising	\$1,000.00	\$0.00	\$680.00	\$320.00	32.00%	
Audit Fees	\$9,100.00	\$0.00	\$9,100.00	\$0.00	0.00%	
Bank Fees	\$26,000.00	\$199.23	\$603.39	\$25,396.61	97.68%	
Community Services	\$3,460.00	\$0.00	\$3,460.00	\$0.00	0.00%	
Financial Services	\$43,656.00	\$3,574.31	\$32,398.09	\$11,257.91	25.79%	
General Administration	\$8,000.00	\$269.00	\$2,467.20	\$5,532.80	69.16%	
Human Resources	\$2,000.00	\$297.80	\$631.30	\$1,368.70	68.44%	
Legal Services	\$35,000.00	\$15,138.45	\$25,553.45	\$9,446.55	26.99%	
Student Information Services	\$16,320.00	\$1,336.19	\$12,111.41	\$4,208.59	25.79%	
Other Tax Payments	\$2,700.00	\$0.00	\$2,600.50	\$99.50	3.69%	
Total Administrative Services	\$147,236.00	\$20,814.98	\$89,605.34	\$57,630.66	39.14%	

	CURRENT BUDGET	MTD ACTIVITY	YTD ACTIVITY	BUDGET BALANCE	PERCENT REMAINING	NOTES
Insurances						
Workers Compensation	\$8,165.00	\$0.00	\$5,271.40	\$2,893.60	35.44%	
General Liability	\$32,500.00	\$0.00	\$17,447.00	\$15,053.00	46.32%	
Other Insurance & Judgements	\$3,657.00	\$0.00	\$0.00	\$3,657.00	100.00%	
Total Insurances	\$44,322.00	\$0.00	\$22,718.40	\$21,603.60	48.74%	
Rents & Debt Service						
Debt Service - Principal - NewBridge	\$205,262.70	\$18,355.89	\$158,334.82	\$46,927.88	22.86%	
Debt Service - Interest - NewBridge	\$98,637.67	\$6,969.14	\$69,590.45	\$29,047.22	29.45%	
Building Rent - 621 LLC	\$5,700.00	\$475.00	\$4,275.00	\$1,425.00	25.00%	
Total Rents & Debt Service	\$309,600.37	\$25,800.03	\$232,200.27	\$77,400.10	25.00%	
Facilities						
Building Services	\$35,000.00	\$476.00	\$32,694.31	\$2,305.69	6.59%	
Building Supplies & Materials	\$7,000.00	\$375.03	\$1,020.63	\$5,979.37	85.42%	
Custodial Services	\$52,475.87	\$4,235.00	\$32,031.36	\$20,444.51	38.96%	
Custodial Supplies & Materials	\$8,000.00	\$697.01	\$6,706.66	\$1,293.34	16.17%	
Miscellaneous Contracts	\$51,500.00	\$8,064.00	\$41,819.04	\$9,680.96	18.80%	
Security Monitoring	\$5,000.00	\$127.50	\$1,514.50	\$3,485.50	69.71%	
Total Facilities	\$158,975.87	\$13,974.54	\$115,786.50	\$43,189.37	27.17%	
Utilities						
Electric	\$42,000.00	\$0.00	\$25,442.29	\$16,557.71	39.42%	
Water & Sewer	\$8,000.00	\$0.00	\$5,452.02	\$2,547.98	31.85%	
Waste Management	\$3,450.00	\$0.00	\$2,380.84	\$1,069.16	30.99%	
Telephone	\$8,000.00	\$872.48	\$6,773.37	\$1,226.63	15.33%	
Total Utilities	\$61,450.00	\$872.48	\$40,048.52	\$21,401.48	34.83%	
Transportation & Travel						
Travel Reimbursements	\$150.00	\$30.16	\$172.97	(\$22.97)	-15.31%	
Total Transportation & Travel	\$150.00	\$30.16	\$172.97	(\$22.97)	-15.31%	
Technology						
Software - Instructional	\$11,500.00	\$0.00	\$11,000.87	\$499.13	4.34%	
Software - Office	\$3,900.00	\$265.00	\$3,852.34	\$47.66	1.22%	
Tech Equipment - Instructional	\$15,490.04	\$299.99	\$14,852.89	\$637.15	4.11%	
Tech Equipment - EC	\$900.00	\$0.00	\$621.48	\$278.52	30.95%	
Tech Equipment - Office	\$5,813.01	\$0.00	\$3,402.98	\$2,410.03	41.46%	
Cap Tech Equipment - Instructional	\$12,000.00	\$0.00	\$0.00	\$12,000.00	100.00%	
Cap Tech Equipment - Office	\$1,500.00	\$0.00	\$0.00	\$1,500.00	100.00%	
Tech Supplies & Materials	\$4,000.00	\$0.00	\$2,993.41	\$1,006.59	25.16%	
Total Technology	\$55,103.05	\$564.99	\$36,723.97	\$18,379.08	33.35%	
Non-Cap Equipment & Leases						

	CURRENT BUDGET	MTD ACTIVITY	YTD ACTIVITY	BUDGET BALANCE	PERCENT REMAINING	NOTES
Equipment - Instructional	\$3,784.47	\$495.98	\$3,784.47	\$0.00	0.00%	
Equipment - EC	\$600.00	\$0.00	\$312.96	\$287.04	47.84%	
Equipment - Office	\$500.00	\$0.00	\$312.65	\$187.35	37.47%	
Copiers & Reproduction	\$8,000.00	\$610.95	\$3,792.67	\$4,207.33	52.59%	
Total Non-Cap Equipment & Leases	\$12,884.47	\$1,106.93	\$8,202.75	\$4,681.72	36.34%	
Nutrition & Food						
Nutrition Supplies & Materials	\$250.00	\$16.40	\$70.07	\$179.93	71.97%	
Unprepared Food Purchases	\$10,000.00	\$1,699.43	\$5,417.82	\$4,582.18	45.82%	
Other Food - Office	\$750.00	\$340.34	\$716.90	\$33.10	4.41%	
Total Nutrition & Food	\$11,000.00	\$2,056.17	\$6,204.79	\$4,795.21	43.59%	
Capital Campaign 660						
Supplies & Materials	\$450.00	\$0.00	\$163.18	\$286.82	63.74%	
Building Rentals/Leases	\$1,100.00	\$0.00	\$550.00	\$550.00	50.00%	
Total Capital Campaign 660	\$1,550.00	\$0.00	\$713.18	\$836.82	53.99%	
Pending Documentation						
Pending Expense Documentation	\$0.00	\$80.00	\$404.04	(\$404.04)	0.00%	
Total Pending Documentation	\$0.00	\$80.00	\$404.04	(\$404.04)	0.00%	
TOTAL EXPENSES	\$3,935,603.89	\$321,932.87	\$2,809,579.67	\$1,126,024.22	28.61%	
NET SURPLUS/(DEFICIT)	(\$85,526.71)	\$180,767.82	\$422,607.07			



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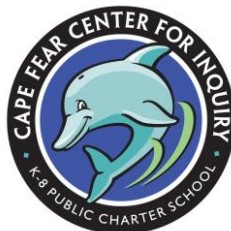
To: PPRC
From: Michael Zentmeyer
Re: Current Policies 430, 435, and 445
Date: 3-21-19

430 Exceptional Children's Program

The Exceptional Children's Program at CFCI is served by certified Exceptional Children's staff. The EC Coordinator acts as the liaison between the Department of Public Instruction and the school to maintain compliance with all NC EC Policies and Procedures. Additional responsibilities include the supervision of all student EC services, contract personnel, academic and behavioral supports, maintenance of student records and files and staff development/training. EC teachers are scheduled by the EC Coordinator to meet the needs of students K-8. All work to provide the needed instruction and supports outlined in each student's IEP. Support services are contracted on a regular basis. They include a School Psychologist, Speech/Language Pathologist, Occupational Therapist, and a Physical Therapist. A collaborative team approach is utilized to service and meet each student's individual needs. The EC department provides direct services to each exceptional child and also works closely with the regular education teachers to support the success of the students through effective instructional practices, assessment and accommodations to ensure each student's access to the N.C. Standard Course of Study.

The EC program is driven by the students' Individual Education Plans as well as the team recommendations as to what is best for each particular child. As a school model, CFCI includes the children into the regular classrooms setting to the greatest extent possible. The practice of maintaining students in the least restrictive environment appropriate for each child's needs is followed. Information to address student progress toward mastery or non-mastery of goals, as outlined in the student's Individualized Education Plan (IEP), is provided at the same time students general education classroom progress reports are sent.

Revised 9-19-2013



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435 Student Support Information

RESPONSE TO INTERVENTION (RTI) – The use of a process based on a child’s response to scientific research-based interventions. Following the reauthorization of the Individuals with Disabilities Education Act (IDEA) in 2004, states were given the option to determine eligibility categories (limited to Specific Learning Disabilities in the state of NC) through a process that would determine a student’s response to appropriately selected scientific research-based interventions as a part of the comprehensive evaluation process.

In addition, research supports that when all children receive the interventions they need in order to learn at their own optimal level early in their education, that the referral rate for special education services later on is significantly reduced. Cape Fear Center for Inquiry has built into their system of student supports a tiered method of tracking student’s responses to interventions in the general education setting.

Tier I – Documented meeting between regular education teacher(s) and parents; follow up actions may include one or more of the following:

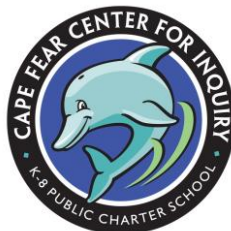
- a. Hearing/Vision screening
- b. Determined and implemented research-based interventions
- c. Progress monitoring data collected
- d. Documentation of the effectiveness of parent and teacher interventions
- e. Summary of parent conference(s); documentation of attempts to conference with the parent(s); **and**
- f. Review of existing data to include the decision to remain at Tier I or move the process to Tier II

NC 1503-2.3 Screening for instructional purposes is not evaluation

The screening of a student by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation shall not be considered to be an evaluation for eligibility for special education and related services. (Authority: 20 U.S.C. 1414(a)(1)(E); 34 CFR 300.302)

Tier II – Documented meeting between regular education teacher(s), other building specialists (ie., EC Coordinator, School Counselor, Speech/Language Pathologist, etc. as needed), Curriculum Coordinator and the parents; known as the problem solving team/child study team

- a. Analysis of Tier I scientific research-based intervention(s)



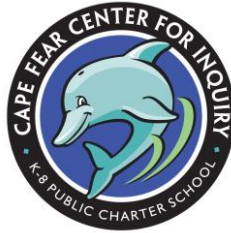
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- b. Documented modifications or discontinuation of these intervention(s) or the implementation of other scientific research-based intervention(s)
- c. Progress monitoring data reviewed
- d. Documented parent, staff and problem-solving team assessment of the effectiveness of the intervention(s)
- e. Summary of the conference(s) with the parent(s), school staff, and the problem-solving team
- f. Speech language screening
- g. Social developmental history completed by the parent; and
- h. Observations by independent observers (this may be by a team mate; counselor; EC teacher etc.) for the purpose of determining intervention(s) and to inform instruction

Tier III - Documented meeting between regular education teacher(s), Curriculum Coordinator, EC Coordinator and other building specialists (ie: Speech/Language Pathologist, Occupational Therapist, Reading Specialist, Behavioral Specialist as needed) and the parents where the decision to move to Tier III has been/is determined; known as the problem-solving team/child study team

- a. Analysis of Tier II scientific research-based intervention(s)
- b. Documented modifications or discontinuation of the intervention(s) or the implementation of other scientific research-based intervention(s)
- c. Summary of conference(s) with parents, school staff and the problem-solving team
- d. Meeting Determination –
 - Option 1 – Move to Tier III with a higher level of interventions (frequency, intensity, duration, or content) recommended without making a formal special education referral and implement the modifications; or
 - Option 2 – If the team feels this is possibly a “crisis” situation, move to Tier III and determine to make a formal referral for special education consideration. If Option 2 is chosen, receipt of the completed written referral for special education (DEC 1) by school personnel begins the 90 day timeline and requires that informed parent consent for evaluation be obtained; Handbook outlining Parental Rights must also be given to the parents

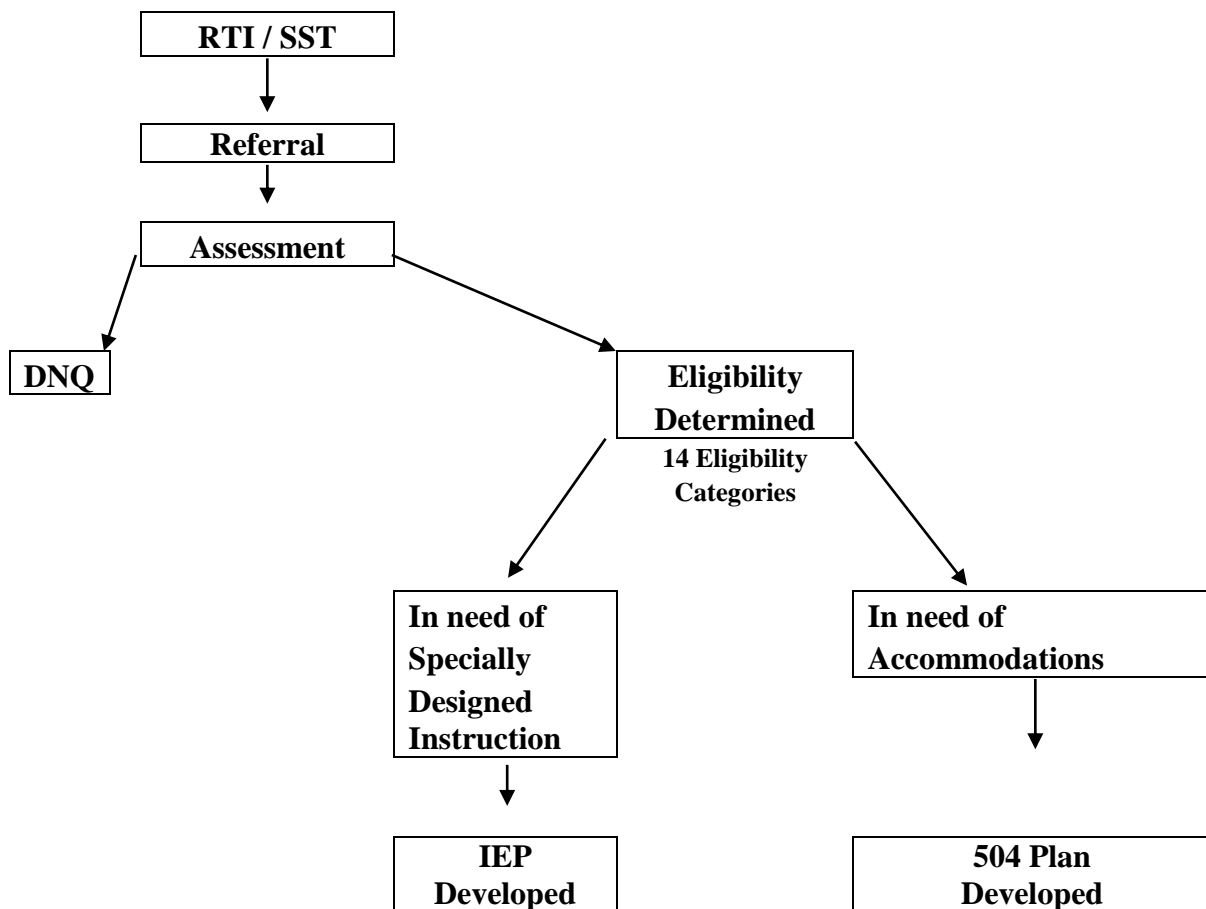


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445 Referral Process For Special Education Needs

Referral Process When Considering a Student's Need for Special Education

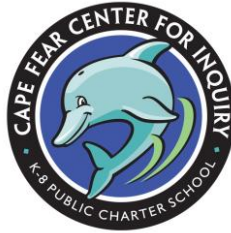


RTI = Responsiveness to Instruction - interventions are implemented and progress monitoring determines and measures effectiveness

SST = Student Support Team - multidisciplinary team (including the parent) determines the need for referral for special education

Assessment - 90 Day timeline put in place to gather all necessary information in order to make a determination of student need

DNQ - Does Not Qualify - Student determined by the multi-disciplinary team not



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to meet the eligibility requirements for services

Eligibility Determined - Student determined by the multi-disciplinary team
to meet the eligibility criteria in one of the 14 disability areas

Specially Designed Instruction - Instruction needed to support targeted goals
of academic/skill specific/affective weakness

Accommodations - Considerations enabling students to access the curriculum

IEP - Individualized Education Plan

504 Plan - Plan written to accommodate a major life activity

290 Application, Lottery and Enrollment

Open Enrollment & Application Period

CFCI's enrollment period will be open for a minimum of 30 days. Applications will be available online or for pick up in the school front office beginning at least 30 days prior to the end of January.

During the month of January, CFCI will conduct Parent Education meetings which give parents the opportunity to tour the school, meet the faculty, and learn about our school. Applications for the upcoming school year are distributed at the close of each meeting.

Lottery numbers are assigned to each application, starting with "1" (siblings receive the same number). The deadline for application submission is the last school day in January. If mailed, the application must be postmarked no later than January 31. All applications, once received, are reviewed by the front office staff for necessary information. ~~The applications are placed alphabetically, by grade, into 3 ring binders and held in the front office. Our lottery is generally held the third week of February, allowing teachers to have time to assess home-schooled applicants to determine proper grade placement for the lottery.~~

Lottery

If there are more applicants than space available in any grade level(s), then there will be a random drawing of lottery numbers to establish enrollment and waiting lists. Maximum class size limits are 20 students in each K and 1st grade class, 22 in each 2nd and 3rd grade class, and 24 in each 4th – 8th grade class. A waiting list will be established using the lottery system whenever capacity is exceeded and the students on the list will be contacted if and when openings occur in the current school year only. The waiting list does not roll over to the following school year. A new application must be completed and turned in to the main school office each school year to be included in the lottery.

~~After the lottery, applications are rearranged by status in the binders.~~ After the lottery process is complete, parents of all applicants will be contacted via e-mail or phone and notified if their child (ren) is eligible for admission and enrollment, or what number they are on the wait list(s).

Families who are eligible for admission will have 48 hours for a verbal confirmation of their spot before moving to the next person on the waitlist.

The following priorities to the lottery and admissions process are established in accordance with the 1997 amendments to G.S. 115C-238.29 and House Bill 250 (2013).

PRIORITY #1, Currently enrolled students.

PRIORITY #2, Children of fulltime CFCI faculty/staff members. Fulltime faculty/staff that are hired after the lottery may have their children added to the top of the waiting list or administratively enrolled, up to the 20th day of school.

PRIORITY #3, Siblings of currently enrolled students. Siblings are defined as brother or sister, half-brother, half-sister, stepbrother, stepsister or foster child who resides in the same household as the currently enrolled student.

PRIORITY #4, Siblings of students who have completed the highest-grade level offered by CFCI and who were enrolled in at least four grade levels offered by CFCI.

PRIORITY #5, Students who were enrolled in CFCI within the two previous school years but left the school to participate in an academic study abroad program or a competitive admission residential program or because of the vocational opportunities of the student's parent.

Enrollment

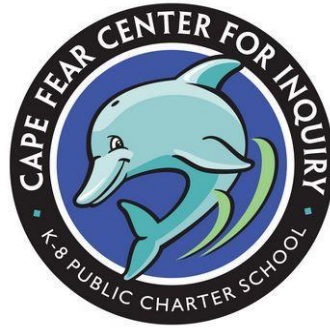
Once a student has been admitted to the Cape Fear Center for Inquiry, formal enrollment is required to reserve the student's space in the school. Enrollment will take place during the month of March. The enrollment procedure will ensure that the school has information necessary to acquire student records which are needed to meet State Board of Education records requirements for charter schools. This information includes birth certificate, immunization record, and transfer records from previous schools (public, private or home schools) including test scores, IEP/504 records and behavioral records. These records are not needed during the enrollment period, but we must receive the enrollment form to reserve the space. All kindergarten enrollment forms must have a copy of the birth certificate attached.

A student who has been admitted but who is not enrolled by March 31st will be removed from the list. Waiting lists will be maintained from the time of the lottery through the 20th day of school of the upcoming year. If and when an opening in any grade should occur, the next child on the wait list will be called. After March 31st, parents have 48 hours in which to enroll from the time the offer is extended. If enrollment does not take place within this time frame, the application will be withdrawn. No new students will be admitted after the 20th day of school.

Attendance and Removal from Enrollment

It is important that students who have been enrolled be present the first day of school. If a student is not present the first day, school personnel will make every effort to contact the parent(s) through phone call, email or home visit. If there is no contact with the parent within 72 hours of the start of school, the student will be withdrawn from enrollment.

Changes Pending 4-9-2019 Board Approval



WORKING DRAFT

WORKING DRAFT

Mission: Cape Fear Center for Inquiry is committed to promoting students' abilities to think and create in personally meaningful ways through an inquiry-based, integrated curriculum in a nurturing and empowering environment.

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

Core Beliefs: At CFCI, we believe that the whole child is more important than any single factor. We recognize physical, intellectual, emotional and social development as integral parts of each child's growth and learning process therefore WE:

- focus on student inquiry because we believe that all children have an innate sense of wonder.
- believe children learn best when they are actively engaged in making personally meaningful connections.
- are committed to a small student-teacher ratio because this is the best way to create communities of learners.
- nurture our students to be independent, lifelong learners by increasing responsibility for their learning,
- appreciate diversity among learners because we value the uniqueness of each child.
- believe problem solving is a natural part of everyday life.
- believe children learn best in a safe and caring environment where every child is respected and valued.
- believe communication and family involvement are vital to ensuring student growth.
- agree that nurturing and educating children are monumental tasks that require the collaborative efforts
- believe learning is a continuous process, enhanced by experience. We will always be "becoming."
- believe learning is joyous.
- we are a unified group of diverse thinkers.
- we are creative as problem solvers and teachers.
- we promote care and respect of others

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2019-2023 Strategic Themes and Goals

Theme #1: Model School for Inquiry

Strategic Goal 1: CFCI will cultivate, deepen and sustain a foundation of inquiry integrated into all aspects of our school and community.

Oversight Committee: Shared Leadership; Lifelong Learning (L3)

Objective	Product/Evidences	Action Steps	Timeline
1.1 FOUNDATION OF INQUIRY: Define, articulate and communicate core and specialized instruction for K-8 to all stakeholders.	<ul style="list-style-type: none"> Curriculum map including thematic units and interdisciplinary units (living document) Define CFCI's approach to inquiry as a graphic on the wall Inquiry Continuum Website - Shared with Community Inquiry video artifacts on website 	<ul style="list-style-type: none"> Create Curriculum Map Paint graphic on wall - get kids involved too Revisit and reflect on Inquiry Continuum Continue to build school presence through website and social media Video tape conversations with kids about inquiry. 	<ul style="list-style-type: none"> Summer work Graphic done at the beginning of the year Conversation at beginning of year and throughout re: Inquiry
1.2 INTEGRATE INTO ALL: Create units and learning experiences that relate subject areas and emphasize inquiry, investigation, research, and the effective, appropriate and intentional use of technology.	<ul style="list-style-type: none"> Resources and units that are in shared documents. Inquiry Continuum based template or rubric for lesson planning Use backward design planning with inquiry as the focus Program and Resource cultivation - using community resources outside of CFCI: (STEM rooms, fields/green spaces, UNCW Makerspace, local parks/state parks collaborations, etc 	<ul style="list-style-type: none"> Review and build inquiry units in collaborative teams Create templates and rubric that are in line with the revised Inquiry Continuum Create a list of community resources 	<ul style="list-style-type: none"> Summer work Collaborative planning Faculty shares Curricular Conversations

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<p>1.3 DEEPEN: Personalize learning for all students by engaging in teaching approaches in order to meet students where they are and support growth and challenge for all.</p>	<ul style="list-style-type: none"> ● Professional Development for Teachers about Inquiry and Teaching through Inquiry ● Videotapes of and/or documentation of and shared lessons that depict quality inquiry in action. ● Ensure differentiation for all students ● Programs that encourage students to think outside the box (Science Olympiad, Destination Imagination, Chess club, Robotics, Math Counts, etc) 	<ul style="list-style-type: none"> ● Use L3 to research and provide access to quality inquiry focused PD ● Provide resources, including time and coverage, for teachers to create products that demonstrate inquiry in action ● Provide PD and co-planning time to address student needs ● Seek opportunities and funding for enrichment programs 	<ul style="list-style-type: none"> ● Throughout the year ● Through loops ● Collaborative meetings
<p>1.4 CULTIVATE: Create and share a message about the power, impact, and difference of a CFCI education in a way that increases both the visibility and understanding of the school and its mission.</p>	<ul style="list-style-type: none"> ● Marketing the school to the broader community ● Community and university partnerships ● Working with outside organizations (field experiences, bringing people into the school, etc, Involving the public, opening the doors to the public) ● Create opportunities for media attention 	<ul style="list-style-type: none"> ● 	<ul style="list-style-type: none"> ● Look ahead and create draft calendar for opportunities for our students to engage - SHARE the opportunities and successes.
<p>1.5 SUSTAIN: Create the structures and mechanisms for playing a role in modeling to others the impact of an education based on inquiry.</p>	<ul style="list-style-type: none"> ● CFCI faculty leading PD on and off site ● Inquiry conference - One day workshop to celebrate 20th - CFCI : Celebrating 20 Years of Inquiry Learning (Invite others to present as well) ● Teachers hosting at state conferences ● CFCI hosting inquiry conference/workshops 	<ul style="list-style-type: none"> ● 	

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	<ul style="list-style-type: none"> Rubric to measure school inquiry? 		
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Theme #2: High Quality Talent

Strategic Goal 2: CFCI will attract, hire, equip and retain high quality professionals committed to the CFCI mission and beliefs.

Oversight Committee: Lifelong Learning

Objective	Product/Evidences	Action Steps	Timeline
2.1: ATTRACT AND HIRE: Build strategic partnerships with teacher development programs and organizations aligned to CFCI's mission and philosophy of educating students and developing educators.	<ul style="list-style-type: none"> Participating in job fairs/ job recruitment; Number of high quality applicants; PDS with UNCW - number of field experience and intern placements; Rigorous interview process to include teaching; Actively recruiting potential candidates; 	<ul style="list-style-type: none"> Potential candidates teach a lesson during the hiring process and spend time in the building with staff and students to see their ability to relate to CFCI community Use real recruitment sites/ methods to advertise 	<ul style="list-style-type: none">
2.2: EQUIP: Equip, mentor, coach, nurture & provide mission aligned professional development to all employees on a monthly basis.	<ul style="list-style-type: none"> Schoolwide/individualized professional development planning; BT plans/on-boarding support; Personal Inquiry Projects (can't think of the right word) Documented Coaching Cycles; 	<ul style="list-style-type: none"> Teach situational protocols Coverage system for peer observations/help in other classrooms. Strong BT training and mentorship program 	

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	<ul style="list-style-type: none"> • Teacher Observation Tool; • surveys; • Improvement Plans; 	<ul style="list-style-type: none"> • Responsive Classroom observation/a veteran coming in with your class and teaching morning meeting or closing circle. • Continue weekly shares in faculty meetings about RC, inquiry, etc. 	
2.3: RETAIN QUALITY PROFESSIONALS: Provide a safe and supportive environment that fosters transparent communication, collaboration, risk-taking and innovation.	<ul style="list-style-type: none"> • Revamp of evaluation process and teacher evaluation tool; • NC teacher working condition survey; • Annual staff climate survey; • Scheduled communication opportunities; • Streamlined decision-making structures; 	<ul style="list-style-type: none"> • NC teacher working condition survey; • Annual staff climate survey; • Loop level coverages for collaborative times. 	
2.4 RETAIN QUALITY PROFESSIONALS: Ensure that support staff positions are allocated and equipped to adequately support the social, emotional and academic needs of students and coworkers.	<ul style="list-style-type: none"> • NC teacher working condition survey; • annual staff climate survey; • Scheduled time to support growth; • Professional development opportunities; 	<ul style="list-style-type: none"> • Revisit methods of EC support schoolwide • Firm up the MTSS Behavior Tier 2 and 3 support protocol 	
2.5 RETAIN QUALITY PROFESSIONALS: Work to ensure the reduction of “non-student focused” paperwork and duties for teachers.	<ul style="list-style-type: none"> • NC teacher working condition survey; • annual staff climate survey; • Technology tools; • Elimination of redundant processes; 	<ul style="list-style-type: none"> • Sufficient teacher assistant time for these type of duties 	

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Theme #3: Academic Program Excellence

Strategic Goal 3: CFCI will provide the highest levels of inquiry learning, educational experiences, academic support and guidance to ensure students' mastery through each future transition.

Oversight Committee: MTSS Lead Team

Objective	Product/Evidences	Action Steps	Timeline
3.1 HIGHEST LEVELS OF INQUIRY LEARNING: Prioritize inquiry-focused professional development, planning, collaborative opportunities, coaching and feedback for all teachers.	<ul style="list-style-type: none"> • Dedicated unit planning time • Integrated unit plans • Professional development specifically designed for inquiry teaching & learning • Established partnerships with other schools of inquiry or inquiry teachers • Formal administrative observations • Research-based curriculum materials & resources 	<ul style="list-style-type: none"> • Schedule loop level unit planning for Summer '19, 20, 21 • Gather all finalized unit plans into Team Drive • Establish new partnerships and plan opportunities for visits/connections • Schedule inquiry PD such that we are discussing and/or learning monthly • Ensure schedule allows for ample time to plan, prepare and connect about inquiry lessons and units (collaborative opp + classroom schedule opening) • Research grade/loop specific inquiry PD options; "out of house" • 	<ul style="list-style-type: none"> • By May 2019 • Ongoing • By BOY '19-20 • By last L3 or tentative by June 2019 • By EOY 18-19 • Now through finalization of PD calendar (BOY 19-20)
3.2 EDUCATIONAL EXPERIENCES: Develop a service learning model to engage students to take action in the world they live in.	<ul style="list-style-type: none"> • K-8 Service learning model • Service learning Special for middle grades • Community & university partnerships 	<ul style="list-style-type: none"> • Bring together a committee of interested staff focused on SL • Develop plan/model for SL in phases 	<ul style="list-style-type: none"> • by BOY 19-20 • Throughout 19-20 year • By October '19

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	<ul style="list-style-type: none"> • Student passion surveys 	<ul style="list-style-type: none"> • Create and disseminate student interest survey to gather SL project ideas • Committee will reach out to appropriate partners for support of SL plan 	<ul style="list-style-type: none"> • After plan developed, by EOY 19-20
3.3 ACADEMIC SUPPORT: Teachers will implement classroom structures and standards based curriculum that promotes inquiry and develops independent learners.	<ul style="list-style-type: none"> • Responsive Classroom self-evaluations and reflections • Formal administrative observations • Integrated unit plans & daily planning • Research-based curriculum materials & resources 	<ul style="list-style-type: none"> • Social CC to create plan for regular reflection and discussion • Ensure schedule allows for ample time to plan, prepare and connect about inquiry lessons and units (collaborative opp + classroom schedule opening) 	
3.4 ENSURE STUDENTS' MASTERY: Teachers will utilize data from multiple sources to guide instruction and increase student mastery.	<ul style="list-style-type: none"> • Universal Screening in reading & math to identify students at risk • Diagnostic assessments for drilling down to skills or concept-level • Curriculum-based measures for monitoring progress • Formative assessments • Class observations (incl. engagement) • Student work samples • Support & Extension MTSS plans 		
3.5 ENSURE STUDENTS' MASTERY: Continue to outperform both regional and comparable districts within the state on state accountability measures.	<ul style="list-style-type: none"> • Standardized test scores • NC School Report Card • Student acceptance into specialised high school programs 		

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Theme #4: Culture of Community

Strategic Goal 4: CFCI will foster a culture of community through developing connections between students, staff, families and the greater community.

Oversight Committee: Social Curriculum Committee

Objective	Product/Evidences	Action Steps	Timeline
4.1 FOSTER A CULTURE OF COMMUNITY:	<ul style="list-style-type: none"> Students, teachers and parents taking care of each other, the school building, materials, etc. Increase in trust among teachers/faculty 	<ul style="list-style-type: none"> Just do it!! :) Modeling it yourself Building a community within school first- >teachers/staff- >students->families- >community Team building with staff 	
4.2 DEVELOP CONNECTIONS: Develop programs, experiences and opportunities for employees and students to promote care and well-being for all members of the community and beyond.	<ul style="list-style-type: none"> Students care for the community that they live in. Students becoming more globally aware. 	<ul style="list-style-type: none"> Organized volunteer opportunities for students to go out into the community. Sister Program with a School of Inquiry in another country. 	
4.3 OPPORTUNITIES FOR STUDENTS: Create opportunities for people to connect with one another.	<ul style="list-style-type: none"> Students connecting with those outside of their classroom as well as those within our community. 	<ul style="list-style-type: none"> Frequent all-school assemblies (attended by all and run/organized/planned by different grade levels each month), More assemblies/acknowledge 	

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		<p>ment for special days like Dr. Seuss' birthday, Pi Day,</p> <ul style="list-style-type: none"> • Schoolwide "days" (week of kindness, peace, happiness, start with hello) • House affiliations ??? (Hogwarts) • Rachel's challenge • Buddies 	
4.4. CONNECTIONS FOR FAMILIES AND STAFF: Ensure transparency in actions through timely, increased communication and overall stakeholder education.	<ul style="list-style-type: none"> • Increase in trust among students, teachers, parents, admin, etc. • Increase in understanding of what we do here and why • Increase in compassion 	<ul style="list-style-type: none"> • Newsletters • PCN, Partnership, Board Minutes available to parents? • Workshops to learn about Eureka, Responsive Classroom, Technology, Science Saturdays (UNCW has kits for family events), etc. • Ensure that all parents and staff have equal opportunities to share their voice, and equal importance 	
4.5 CONNECTIONS FOR FAMILIES AND STAFF: Seek ongoing feedback (formal and informal) through forums, surveys, and community events to further enhance the experience for all stakeholders.	<ul style="list-style-type: none"> • Increase in trust and understanding among families and staff. • Increase in collaboration • Increase in compassion for one another 	<ul style="list-style-type: none"> • Climate surveys for parents • Climate surveys for Staff • Procedure change surveys 	

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4.6 CONNECTIONS FOR FAMILIES AND COMMUNITY: Host parent and community-centered information meetings on each of the strategic themes addressed at least twice a year to share, educate, gather input, and celebrate our learning community.	<ul style="list-style-type: none">• Parents and community members feel informed and knowledgeable about progress	<ul style="list-style-type: none">• Q/A for each goal at start of the year	
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Theme #5: Mission Based Learning Environment

Strategic Goal 5: CFCI will improve, refine, and invest in facility and resource development to support a safe and healthy learning environment and increase productivity.

Oversight Committee: Development; Executive & Administrative Team

Objective	Product/Evidences	Action Steps	Timeline
5.1 IMPROVE, REFINE AND INVEST: Develop a plan to maintain and enhance the current facility and learning spaces to promote inquiry.	<ul style="list-style-type: none"> • Grounds are clean • Students, faculty and community have vested interest and pride in campus interior/exterior appearance • Priorities available for strategic budgeting and grant writing (available online) 	<ul style="list-style-type: none"> • Hire and retain a landscaper for routine maintenance (BOC-done) • Develop a routine schedule for campus clean ups (Green Team) • Use needs assessment described in 5.2 to determine enhancement priorities 	<ul style="list-style-type: none"> • Spring 2019 • Plan in place by June 2019 • See 5.2 below
5.2 IMPROVE, REFINE AND INVEST: Conduct a spatial needs assessment based on the current and future student development programs and experiences.	<ul style="list-style-type: none"> • Results from Needs Assessment (once completed) 	<ul style="list-style-type: none"> • Develop a spatial needs assessment tool for indoors and outdoors • Simple Fundraisers for recess equipment/gear • Conduct needs assessment 	<ul style="list-style-type: none"> • Summer 2019-December 2019 • January 2020 (pending) • March 2020 • March-June 2020

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		<ul style="list-style-type: none"> • Determine priorities based on needs assessment • Use priorities to create action, budget, and support grant writing 	
<p>5.3 SAFE AND HEALTHY LEARNING ENVIRONMENT: Use data from multiple sources to monitor and make improvements to our campus safety and security.</p>	<ul style="list-style-type: none"> • Newly designed Crisis Management Team and plan • Policies for Crisis Management 	<ul style="list-style-type: none"> • Restructure internal Crisis Management Team and plan and Develop an external team including ERT, WFD, neighbors, parents of law enforcement, etc. • Revisit CFCI Threat Assessment protocol and develop policies geared around systems in place. • Explore staffing an SRO 	<ul style="list-style-type: none"> • Summer 2019 • Summer 2019
<p>5.4 IMPROVE SOCIAL/EMOTIONAL GROWTH: Provide all students with a learning environment for students that supports social and emotional growth.</p>	<ul style="list-style-type: none"> • CFCI Character Education Program • Grants to fund personnel, curriculum, and resources 	<ul style="list-style-type: none"> • Develop a CFCI Character Education Program that supports Responsive Classroom <ul style="list-style-type: none"> ◦ Includes: Mindfulness practices, Building resiliency, empathy, etc. (social curriculum committee) • Seek grant opportunities for personnel, curriculum, 	<ul style="list-style-type: none"> • Spring 2019-Fall 2019 (pilot after winter break?) • Immediate need

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

Action Steps:

- 1-Consult with ERT, Reevaluate Threat Assessment Protocol, Mac/Kathy attending training on state law changes
- 2-Community/teacher/student (needs) wish list of desired resources
3. More land perhaps?
4. An actual expansion plan
 - How long will these conversations realistically take? Start soon?
5. Needs for safety:
 - SRO? Explore how we could make this happen
 - Mental health focus (clinical)
 - Training for teachers
 - "watchdogs" Parents program?
 - "Hiring" process...not random
6. Year long character education
 - Things RC doesn't cover