

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

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

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

<b>Time</b>	<b>Subject</b>	<b>Chair/Presenter</b>	<b>Note: Information, Discussion, and/or Action</b>
	<b>Opening Items:</b>		
11:00am	<i>Call to Order</i>	<b>Ashley Cooksley</b>	Action
11:01am	<i>Approval of Minutes: 11/20/18</i>	<b>Ashley Cooksley</b>	Action
11:02am	<i>Visiting Faculty*</i>	<b>TBD</b>	Information
11:07am	<i>Visiting Parent or Community Members*</i>	<b>TBD</b>	Information
	<b>Director's Report:</b>		
11:10am	1. BT Plan- approval required	<b>Lori Roy</b>	Information/ Discussion/ Action
	<b>Strategic Planning</b>		
11:20am	2. Strategic Planning – update: Parent survey communication plan and survey itself 3. Faculty input- Shared Leadership 9/29 in preparation for faculty conversation 12/5	<b>Lori Roy/ Ashley Cooksley/other board</b>	Information/ Discussion/ Action
	<b>Announcements:</b>		
11:35am	<b><i>Other Announcements and/or Upcoming events:</i></b> - <i>January Executive- 1.9.19 2pm</i> - <i>January Board Meeting- 1.15.19 6pm</i>	<b>Ashley Cooksley</b>	Information
11:40am	<b><i>Adjournment</i></b>	<b>Ashley Cooksley</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, Beth Carter at [bcarter@cfc.net](mailto:bcarter@cfc.net) with “CFCI Board Agenda” in the subject line, or place the request in his box in the main school office. The agenda request must include the subject, a brief synopsis of what you would like to present, the amount of time requested, any handouts you would like to distribute, and whether your request is informational, discussion, and/or requests board action.

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**Cape Fear Center for Inquiry  
Board of Directors Agenda  
November 20, 2018- 6:00pm**

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

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

**Absent:** Lori Roy, Kendy Gullette

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

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

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

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

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# PUBLIC SCHOOLS OF NORTH CAROLINA

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

WWW.NCPUBLICSCHOOLS.ORG

**TO** Kim McCormick  
Cape Fear Center For Inquiry

**FROM** Kathy Cozort Oliver  
Regional Education Facilitator

**DATE** November 13th, 2018

## **BEGINNING TEACHER SUPPORT PROGRAM PLAN APPROVAL STATUS**

On behalf of the State Board of Education, thank you for your submission of your Beginning Teacher Support Program Plan. The document has been reviewed in accordance with current North Carolina State Board Policy. Based on the information provided in your submission, the result of the plan review is as follows:

**Your Beginning Teacher Support Program Plan is approved.** A copy of the approved plan has been placed on file with the Regional Education Facilitator in Educator Support Services at the North Carolina Department of Public Instruction and is available to the Licensure Division upon request. Please retain a copy of the plan in your files.

**Your Beginning Teacher Support Program Plan is not approved due to the following reason(s):**

Once these items have been addressed, resubmit the revised Beginning Teacher Support Program Plan to your Regional Education Facilitator for another review and opportunity for approval.

Until an approved plan is on file with the North Carolina Department of Public Instruction, your LEA/Charter School will be ineligible to make recommendations for your teachers to transition from an Initial License to a Continuing License.

Please notify me if you have any questions.

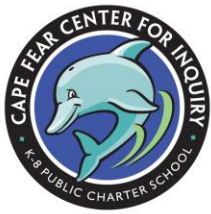
### **REGIONAL EDUCATION FACILITATORS**

**Northeast: Sonya Rinehart | Southeast: Kathy Oliver | North Central: Rhonda Holmes**

**Sandhills: Tina Starr | Central: DeAnna Foust-Platt**

**Southwest: Dr. Karol McNeil-Horton | Northwest: Dr. Monica Shepherd | West: Amy Laughter**





The Cape Fear Center for Inquiry  
2525 Wonder Way  
Wilmington, NC 28401  
910-362-0000



# ATTENTION PARENTS:

## CFCI Students, Board of Directors, Faculty and Staff, need YOU!

### Why:

- Your opinion, feedback, ideas, thoughts, & recommendations
- We are developing a 5-year roadmap and integrated strategic plan.
- We are capturing feedback from **ALL** (students, teachers, admin, board, alumni, parents, community)
- This plan will be incomplete without our **PARENTS...we need you!**

### How:

- A survey will be coming your way soon to fill out before January 14<sup>th</sup>, 2019!

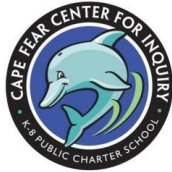
### Some Things to Ponder:

- Why do you choose CFCI?
- What is important to you about your child's education?
- Where do you see CFCI 5 years from now?

*Thank you in advance for your participation in this critical feedback that will enable CFCI to flourish into the future.*

**LIVE. LEARN. SHARE.**

Alumni Survey Coming Soon!!! Let your CFCI Alumni friends and family know!



*Cape Fear Center for Inquiry*  
*2525 Wonder Way*  
*Wilmington, NC 28401*  
*910-362-0000*

*Beginning Teacher Program Plan (BTSP)*  
*North Carolina Beginning Teacher Induction Program*  
*Submitted for revision November 8th, 2018*

### ***Management of the Program***

The Beginning Teacher Support Program/Beginning Teacher Program Plan (BTSP) is a formalized support program and an assessment of novice teachers as required for professional licensure per NC State Board Policy TCP-A-004. At the end of this initial licensure period, the beginning teacher is granted or denied a professional/continuing license based on performance. If continuing license is granted, it is issued with a five year dating cycle. The fundamental purpose of the BTSP is to offer support for individual's professional growth during the first three years of employment at CFCI.

Teachers with fewer than three years of experience (normally) considered to be public school experience) are issued an initial licensure and must participate in the BTSP. Teachers from states not included in North Carolina reciprocity agreements must participate in an BTSP regardless of their length of experience.

Each BT (Beginning Teacher) at CFCI is evaluated through four (4) formal observations. Three observations are completed by a building director/administrator and the fourth is completed by a teacher who has been trained to use the tool (typically a mentor, but not their own). Each observation is to include pre-observation conference, data collection, and post-observation conference. (Sample Forms attached)

### ***Eligibility***

Each BT is supported by CFCI for a term of three years. Teachers who are in full-time service less than a year but serve for a period of 6 consecutive calendar months in the same LEA will have full credit for a year of service. Provisional licensed persons who are employed under a temporary contract for less than 6 consecutive calendar months in a single year will not be enrolled in the BTSP and that year does not count towards BTSP licensure status. Upon successful completion of the BTSP requirements the locally designated official (CFCI Director) shall recommend the BT to have their licensure certificate converted to continuing certificate and BT Coordinator shall recommend and carry that forward to the state.

CFCI's BT emphasizes professional growth, support, and direct links to support in inquiry teaching as well as licensure. The BT Coordinator (Curriculum Coordinator) Director and qualified

mentor/designee will review performance records and professional evidence of meeting the three year requirements to identify those BTs who have met the program and licensure standards. These records include the 4 observations, evidence of professional development, and evidence of mentor support from a qualified mentor (mentor certificates should be kept on file). The BT Coordinator will make licensure recommendations to the DPI. The primary evaluators for BTs are responsible for summative performance evaluations from which the recommendations for continuing licensure are begun.

In addition, our process insures verification that BT's follow NCSBE requirements for all required licensure tests. Licensure and employment are legally and clearly separated. Licensure is a NC State Board of Education responsibility and employment is the responsibility of CFCI and the CFCI board of Directors.

NOTE: Student services personnel, administrators, and curriculum-instructional specialists not required to participate in the BTSP Process.

In addition please NOTE: Once continuing license is earned in one area, additional teaching areas do not require a BTSP experience.

### ***Formal Orientation***

Each beginning teacher will be provided a CFCI orientation. This orientation will 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/mission, 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 teacher evaluation process; the NC Standard Course of Study; local curriculum guides; the safe and appropriate use of seclusion and restraint of students; and the State Board of Education's Strategic Priorities, and Goals. CFCI's new teacher orientation will have an emphasis and direct support for inquiry based instruction.

### ***Compliance with Optimal Working Conditions for BTs***

To ensure that beginning teachers have the opportunity to develop into capable teachers, the following working conditions are strongly required/recommended:

- assignment in the area of licensure;
- mentor assigned early, in the licensure area, and in close proximity when possible;
- 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.

As used in these guidelines, 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.

### ***Beginning Teacher Support Program Standards***

Focus on the BTSP standards during and surrounding BT mentorship to include:

- Standard 1: Systematic Support for High Quality Induction Programs – This standard is designed to promote the commitment of all stakeholders in seeing mentoring and induction programs succeed. Key program elements include the creation of an institutional plan, demonstrating institutional commitment, and support and principal engagement.
- Standard 2: Mentor Selection, Development, and Support – This standard articulates the process and criteria for mentor selection, discusses mentor roles and responsibilities, and delineates foundational mentor training. Key program elements include mentor selection, defining the role of mentors, and mentor professional development.
- Standard 3: Mentoring for Instructional Excellence – Mentors are given protected time to provide beginning teachers with support to achieve success in the areas set forth by the North Carolina Professional Teaching Standards. Key program elements include providing time for mentors and beginning teachers, ensuring mentoring is focused on instruction, and addressing issues of diversity.
- Standard 4: Beginning Teacher Professional Development: Professional development is provided to beginning teachers that orients them to their new career and supports their efforts to meet the North Carolina Professional Teaching Standards. Key program elements include structured orientation to the school site, as well as professional development designed to meet the unique needs of beginning teachers that is aligned with the North Carolina Professional Teaching Standards, and the North Carolina Teacher Evaluation System.
- Standard 5: Formative Assessment of Candidates and Programs – New teachers and mentoring programs are monitored and supported using a formative assessment system to guide their work. Key program elements include formative assessment systems and program evaluation

### ***Mentor Selection Criteria***

The selection of well-qualified mentors is essential to creating mentoring and induction programs that support beginning teacher development, teacher retention and improved student learning. Selection criteria are developed through interaction and collaboration with a variety of stakeholder groups. Selection criteria are well-defined, explicit and clearly communicated to all stakeholders by program leadership. The application, interview and selection processes are transparent and uniformly implemented.

The wide range of roles and responsibilities of mentors are clearly defined and broadly communicated to all staff. The initial role of mentors is to assist in the orientation of beginning teachers to the induction program and to their school. At this time mentors often provide logistical and emotional support. Throughout the year mentors work with beginning teachers during and after school to promote

growth along the indicators defined in the North Carolina Professional Teaching Standards, the North Carolina Teacher Evaluation System and to ensure quality student learning.

Mentors are provided a formal orientation to the induction program and foundational training in mentoring before they work with beginning teachers. Following formal training, mentors will participate in ongoing professional development and in facilitated professional learning communities of mentoring practice to refine mentoring skills, advance induction practices and improve student learning.

### ***2a. Mentor Selection***

Key Features:

- 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.

Requirements:

- Rated at least “proficient” level on NCEES or CFCI equivalent evaluation (Ratings of proficient or higher on all five standards on the most recent summative evaluation, or on Standards 1 and 4 on an abbreviated evaluation)
- Retired teachers are eligible to serve as mentors.
- The director shall determine which mentor teacher best meets the needs of each new teacher and shall assign the most appropriate mentor teacher to the new teacher, with priority consideration for mentors rated as “distinguished” or “accomplished.”
- If a principal determines that a teacher rated as “proficient” or a retired teacher is the most appropriate mentor for a new teacher, the principal shall maintain records of the reasons for that determination.
- Teachers without evaluation data for two or more consecutive years shall not be eligible to serve as mentor teachers, unless the mentor is a retired teacher.
- Any teacher who is assigned to be a mentor to a BT must meet eligibility requirements in the year of the assignment. No mentor whose evaluation falls below the “proficient” level may continue to serve as a mentor to a BT, regardless of existing mentor/mentee relationships.
  - A teacher may be a mentor at a different school building from which the mentor is assigned if the principals of each school and the mentor teacher approve the assignment, the mentor is rated at least “accomplished” (received ratings of accomplished or higher on three of five standards including Standard 4 on the most recent summative, or on Standard 4 on an abbreviated evaluation), and the BT’s principal maintains a record of the reasons for selecting the mentor from a different school building.
  - Mentor Assignment Guidelines shall follow Beginning Teacher Support Program Standard 2.

### ***2a. Mentor Selection***

Key Features:

- 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***

Key Features:

- 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***

Key Features:

- 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.

## ***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 (CFCI Director) or a designee and at least once annually by a curriculum coordinator/designee (but not by the direct mentor of the teacher being observed), and shall be evaluated at least once annually by a qualified school administrator (summative). Each observation must be for at least one continuous period of instructional time that is at least 45 minutes in length and must be followed by a post-conference within 10 days of the observations. ***All persons who observe teachers must be appropriately trained.*** The required observations must be appropriately spaced throughout the school year with one per school quarter/nine week's period. All observations and other formative assessments tools (including conferences and observations) must be signed and dated by BT, mentor, and principal. All summative evaluations must be completed, signed and dated by June 1<sup>st</sup>.

## ***PDP***

An individual Professional Development Plan (PDP), as mandated by the state of North Carolina, must be prepared for each BT. The purpose of the PDP is to show on-going, yearlong growth and needs from the BT. The PDP will be developed and monitored cooperatively between the individual teacher mentor/the BT/and the Curriculum Coordinator. The PDP will be generated to identify teacher strengths and areas needing improvement. The PDP, in conjunction with the summative documentation will serve as the self reflection and Personal Inquiry Project completed by CFCI teachers with a continuing license.

## ***Beginning Teacher Files***

The PDP will be kept in the BTs Licensure File. The BTs working file should be housed and maintained by the BT Coordinator (Curriculum Coordinator). The BT Coordinator shall transfer the file as appropriate to other LEA's upon change in employment, charter schools, and non-public institutions upon authorization of the teacher.

***Services and Technical Assistance***

The curriculum coordinator will be responsible for providing and creating services and assistance for the BT. Those services and assistance can include: Specified training programs and professional development for new teachers, access to university coursework, workshops, classroom visitation, classroom/inquiry resources and professional development, instructional materials.

***Plan Evaluation***

CFCI will plan for participation and demonstrate proficiency in BTSP Monitoring for compliance with State Board Policy including participation in the annual BTSP Peer Review Process. Cooperation exists between the local IHE (UNCW) and CFCI in the implementation of the NC Licensure program. CFCI may call on UNCW to periodically review the program with CFCI and also calls on UNCW for assistance in implementation of the plan components.

Approved Revision by the CFCI Board of Directors:

Date \_\_\_\_\_

CFCI Board President

CFCI Board Member at Large

\_\_\_\_\_

\_\_\_\_\_