

**Cape Fear Center for Inquiry  
Board of Directors Agenda  
October 18, 2016- 6:00pm**

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

**Roll Call** Lori Roy, Lisa Sharpe, Cathey Luna, Kelly Dodd, Missy Ritchie, Todd Fischer, Lauren Lombardi, Ashley Cooksley, Beth Carter, Lisa Buchanan, Kristin Hudson, Cathi Mintz, Jackie Anderson, Angela Carson

<b>Time</b>	<b>Subject</b>	<b>Chair/Presenter</b>	<b>Activity</b>
6:00 PM	<b><i>Call to Order</i></b>	<b>Cathey Luna</b>	Action
6:02	<b><i>Approval of Minutes: 9/20/16</i></b> Changes were made to the PPR CIPA Compliance notes Motion to approve: Lauren Lombardi Second: Kristin Hudson All approved	<b>Cathey Luna</b>	Action
6:02	<b><i>Visiting Faculty* none</i></b>	<b>TBD</b>	Information
6:02	<b><i>Visiting Parent or Community Members*</i></b>	<b>TBD</b>	Information
6:03	<b><i>Partnership</i></b> <ul style="list-style-type: none"> <li>We are happy to provide support for the Cyberbullying workshop to be held on January 11, 2017</li> <li>Fund the Wonder has launched</li> <li>Middle School dance Nov 4 from 6-8</li> <li>Next partnership meeting is Nov 3 along with book fair, and selling t-shirts</li> <li>Next Exec partnership meeting is Nov 2 to discuss Winter Festival</li> </ul>	<b>Angela Carson</b>	Information
6:05	<b><i>Life Long Learning</i></b> <ul style="list-style-type: none"> <li>No Committee Report</li> </ul>	<b>Jennifer Paetzold</b>	Information
6:05	<b><i>Director's Report</i></b> <ul style="list-style-type: none"> <li>Network Administrator Update- <i>closed session- personnel. Moved to end of Board meeting.</i></li> <li>Family Inquiry Night: 10/27</li> <li>Turkey Trot: 11/21</li> <li>Winter Festival: – 12/3</li> <li>8<sup>th</sup> graders organized a last-minute hurricane relief effort. HUGE success!</li> <li>Middle school retreat: Oct 19</li> </ul>	<b>Lori Roy</b>	Information/ Discussion/ Action
	<b><i>Standing Committee Reports:</i></b>		
6:06	<b><i>Finance</i></b> <ul style="list-style-type: none"> <li>Budget Report/Dashboard</li> <li>Beth commented how great a job Kathy is doing to have a \$1M surplus. Can we put this in a money making account? Yes, we should do this but need to look at the development plan first to see if it's needed.</li> </ul>	<b>Kathy Rettig</b>	Information

	<p>Cathey asked: do banks offer sweep accounts? Kathy: Sweep may not be available due to insurance</p> <ul style="list-style-type: none"> <li>• No Committee Report</li> </ul>		
6:08	<p><b><i>Executive Committee</i></b></p> <ul style="list-style-type: none"> <li>• Yearbook: <ul style="list-style-type: none"> <li>○ Cathey met with the yearbook contact.</li> <li>○ Deadline for the cover: before Thanksgiving. Missy is going to do this with her classes as an optional project.</li> <li>○ The book is due March 1.</li> <li>○ Delivery mid-May.</li> <li>○ Cathey will create Dropbox folders for the classes to drop photos in during the school year.</li> <li>○ Kathy Rettig will review the contract with Strawbridge and return to Cathey.</li> </ul> </li> <li>• Vote to move December Board Meeting. Suggested to move to December 3 at 11-11:30. Motion to approve: Ashley Cooksley. Second: Kristin Hudson. All approved</li> <li>• December Social – w/c Tuesday, December 13, 6pm, location TBD</li> <li>• Cyberbullying Workshop Update <ul style="list-style-type: none"> <li>○ Ashley to provide a “Save the Date” graphic for the next newsletter.</li> <li>○ Ashley to send details to Joanne Cress, and to introduce Joanne to Susan to discuss the content of the workshops. See if she’s available to join us for lunch to discuss curriculum.</li> <li>○ Discuss further promotion in the next newsletter.</li> </ul> </li> </ul>	<b>Cathey Luna</b>	Information / Discussion/ Action
6:27	<p><b><i>Policy and Procedure Review</i></b></p> <ul style="list-style-type: none"> <li>• Committee Report</li> <li>• Return to Learn and all documents it impacts- 1<sup>st</sup> Read. <ul style="list-style-type: none"> <li>○ State Board requires that schools have Return to Learn after concussion.</li> <li>○ North Carolina State Board of Education provided an implementation guide that provides details about how to write the policy.</li> <li>○ The only item is that we have changed #2 on page 6. We have</li> </ul> </li> </ul>	<p><b>Jennifer Solomon</b></p> <p><b>Kathy Rettig</b></p>	Information/ Discussion/ Action

	<p>decided that the contact person will be the Director.</p> <ul style="list-style-type: none"> <li>○ Policy point #4 – refers to “school based problem solving team” which will be our MTSS team.</li> <li>○ Section (D) on page 12 refers to ““Has your student experienced a head injury of any kind (e.g., concussion) in the past year?” We have added this to our enrollment forms – Returning students and new students - “Has your child experienced a head injury of any kind (e.g., concussion) in the past year?””</li> <li>○ Todd Fischer asked if we need to get this information ahead of sending out next year’s enrollment forms, or is it ok for it to start recording this information from next year’s enrollment? Cathey further asked if we are we under any obligation right now to identify children right now? Lori has suggested that we send home a notice to parents. We need to revisit what we do to cover us until March when the next enrollment forms come out.</li> <li>○ It’s recommended that once the policy comes out that the parents get formal communication.</li> <li>• Procurement Policy 760 – requirement from Federal audit only pertaining to the use of Federal funds. <ul style="list-style-type: none"> <li>○ Under Point 2, Change “goos” to “goods”.</li> <li>○ Todd asked if receipts kept in paper form are a State requirement? Kathy: Yes.</li> <li>○ Motion to approve: Beth Carter. Second: Todd Fischer All approved</li> </ul> </li> </ul>		
6:46	<p><b><i>Development Committee (Formerly Fundraising &amp; Strategic)</i></b></p> <ul style="list-style-type: none"> <li>• No report</li> </ul>	<b>Todd Fischer/ Lori Roy</b>	Information
6:47	<p><b><i>Technology Committee</i></b></p> <ul style="list-style-type: none"> <li>• Discussed the goals for this year.</li> <li>• Each loop member is working on keeping social media updated.</li> <li>• Going to train someone from the committee on how to keep the website updated.</li> <li>• Purchase of new devices: iPads vs Chrome Books. Apple and Google scheduled to come</li> </ul>	<b>Lori Roy</b>	

	<p>in to discuss their products on October 25 and October 26. All staff and Board members are encouraged to join.</p> <ul style="list-style-type: none"> <li>• Technology plan being discussed</li> </ul>		
6:52	<p><b><i>Other Announcements and/or Upcoming events:</i></b></p> <ul style="list-style-type: none"> <li>• Next Executive Committee Meeting: November 7<sup>th</sup> - 2pm- Lori's office</li> <li>• Next Board Meeting: November 15, 2016 at 6:00pm in the CFCI Museum Room</li> <li>• Todd Fischer– did the culvert get cleaned? Kathy: Yes, and official request has been made to the City.</li> <li>• Todd Fischer asked about an update on the outdoor classroom? We're running into a big problem with pervious vs. impervious right now. Floating dock should be installed any day! Beth Carter asked if any parent communication been sent out? Missy would also like to see a communication go out. Lori: This will be a standalone email.</li> <li>• Todd Fischer asked if there is any interest so far in the property? Cathey: Two viewings so far.</li> </ul>	<b>Cathey Luna</b>	<p>Information</p> <p>Action</p>
6:56	<p><b><i>Closed Session for meeting critique (NC statute 143-318.11)</i></b></p> <p><i>Motion to come out of closed session: Beth Carter</i>  <i>Second: Kirstin Hudson</i>  <i>All approved</i></p> <p><i>Motion to approve 4% pay rise for Paul Allen to be effective from December 1, 2016: Kristin Hudson</i>  <i>Second: Beth Carter</i>  <i>All approved</i></p>	<b>Cathey Luna</b>	Discussion
7:09	<p><b><i>Adjournment</i></b></p> <p><i>Motion to adjourn: Beth Carter</i>  <i>Second: Todd Fischer</i>  <i>All Approved</i></p>	<b>Cathey Luna</b>	Action

**Board Agenda Requests:** If you would like to request that an item be added to the Board agenda, please e-mail the Board Secretary, Ashley Cooksley at [acooksley@cfc.net](mailto:acooksley@cfc.net) with "CFCI Board Agenda" in the subject line, or place the request in 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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6:00 PM	<i><b>Call to Order</b></i>	<b>Cathey Luna</b>	Action
6:01	<i><b>Approval of Minutes: 9/20/16</b></i>	<b>Cathey Luna</b>	Action
6:02	<i><b>Visiting Faculty*</b></i>	<b>TBD</b>	Information
6:07	<i><b>Visiting Parent or Community Members*</b></i>	<b>TBD</b>	Information
6:15	<i><b>Partnership</b></i> <ul style="list-style-type: none"> <li>Committee Report</li> </ul>	<b>Angela Carson</b>	Information
6:25	<i><b>Life Long Learning</b></i> <ul style="list-style-type: none"> <li>No Committee Report</li> </ul>	<b>Jennifer Paetzold</b>	Information
6:35	<i><b>Director's Report</b></i> <ul style="list-style-type: none"> <li>Network Administrator Update- <i>closed session- personnel</i></li> <li>Family Inquiry Night!- 10/27</li> <li>Turkey Trot!- 11/21</li> <li>Winter Festival! – 12/3</li> </ul>	<b>Lori Roy</b>	Information/ Discussion/ Action
	<i><b>Standing Committee Reports:</b></i>		
7:00	<i><b>Finance</b></i> <ul style="list-style-type: none"> <li>Budget Report/Dashboard</li> <li>No Committee Report</li> </ul>	<b>Kathy Rettig</b>	Information
7:10	<i><b>Executive Committee</b></i> <ul style="list-style-type: none"> <li>Vote to move December Board Meeting</li> <li>December Social</li> <li>Cyberbullying Workshop Update</li> </ul>	<b>Cathey Luna</b>	Information / Discussion/ Action
7:15	<i><b>Policy and Procedure Review</b></i> <ul style="list-style-type: none"> <li>Committee Report</li> <li>Return to Learn and all documents it impacts- 1<sup>st</sup> Read</li> <li>Procurement Policy- vote</li> </ul>	<b>Jennifer Solomon</b>  <b>Kathy Rettig</b>	Information/ Discussion/ Action
7:40	<i><b>Development Committee (Formerly Fundraising</b></i>	<b>Todd Fischer/ Lori</b>	Information



## Partnership Board Meeting 10/5/2016

Angela shared from the CFCI Board of Directors, an interest in having a Social Media Expert come and do a presentation for the students. The Partnership could share the cost of this guest speaker.

- Board will discuss it further after Fund The Wonder and we have reviewed the budget.

Middle Grades Dance is scheduled for Nov. 4 from 6:00-8:00.

Fund the Wonder- committee met and has everything organized. Fund The Wonder will run from October 17-28.

- Amy will post info on Facebook and Partnership Webpage
- Link to Go Fund Me account has been added to the CFCI webpage

Winter Festival- December 3 from 10am-2pm

Taxes- Mary has contacted the tax preparer. Waiting for a response.

Next Partnership meeting is November 3 @ 5:00.

- Book fair
- T-Shirt sales

Next Partnership Board meeting will be Wednesday November 2 @6:30

**CAPE FEAR  
SURPLUS & CASH  
SEPTEMBER 30, 2016**

BOOK BALANCE AS OF 9/30/2016		
OP NEW 8818	\$	1,011,892.07
OP BBT 4609	\$	-
MM SECU 1908	\$	260,144.13
SV SECU 4483	\$	26.88
SV BBT 4595	\$	-
PETTY CASH	\$	420.00
<b>TOTAL</b>	<b>\$</b>	<b>1,272,483.08</b>

<b>FY16 Fund Balance</b>	1,271,474.82
LESS: Fund Balance Added to FY17 Budget	-
<b>*TRUE REMAINING FUND BALANCE</b>	<b>\$ 1,271,474.82</b>

<b>FY17</b>	
YEAR-TO-DATE NET SURPLUS/(DEFICIT)	\$0.00
<b>*TRUE REMAINING FUND BALANCE</b>	<b>\$ 1,271,474.82</b>
<b>ANTICIPATED POSITION 06/30/17</b>	<b>\$1,271,474.82 **</b>

\*\* Anticipated position is based on the assumption that school's current budget is monitored/updated according to actual expenditures.



Date: 10/04/2016  
Time: 3:54 pm

CAPE FEAR CENTER FOR INQUIRY  
FEDERAL PROGRAMS  
From 9/1/2016 to 9/30/2016

Page 1 of 1

		CURRENT BUDGET	MTD ACTIVITY	YTD ACTIVITY	BUDGET BALANCE	PERCENT REMAINING
<b>PRC - 060</b>						
3-3600-060-000	Rev - IDEA VI-B Handicap - 060	\$50,000.00	\$0.00	\$0.00	\$50,000.00	100.00%
<b>Total PRC - 060</b>		<b>\$(50,000.00)</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$(50,000.00)</b>	<b>100.00%</b>
<b>PRC - 118</b>						
3-3600-118-000	Rev - IDEA VI-B Spec Needs-118	\$569.22	\$569.22	\$569.22	\$0.00	0.00%
3-5210-118-411	EC Supplies and Materials -118	\$569.22	\$569.22	\$569.22	\$0.00	0.00%
<b>Total PRC - 118</b>		<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>0.00%</b>
<b>TOTAL FEDERAL NET SURPLUS/(DEFICIT)</b>		<b>\$(50,000.00)</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$(50,000.00)</b>	<b>100.00%</b>

Date: 10/04/2016

Time: 3:51 pm

CAPE FEAR CENTER FOR INQUIRY

BUDGET REPORT (CONDENSED)

From 9/1/2016 to 9/30/2016

Page 1 of 2

	CURRENT BUDGET	MTD ACTIVITY	YTD ACTIVITY	BUDGET BALANCE	PERCENT REMAINING	NOTES
<b>REVENUE</b>						
<b>STATE REVENUE</b>						
Rev - Summer Reading Program	\$19,787.00	\$2,899.99	\$2,899.99	\$16,887.01	85.34%	
Rev - Behavior Support - 029	\$50,000.00	\$0.00	\$0.00	\$50,000.00	100.00%	
Rev - Charter Schools - 036	\$2,216,824.24	\$276,923.06	\$689,669.07	\$1,527,155.17	68.89%	
<b>TOTAL STATE REVENUE</b>	<b>\$2,286,611.24</b>	<b>\$279,823.05</b>	<b>\$692,569.06</b>	<b>\$1,594,042.18</b>	<b>69.71%</b>	
<b>LOCAL REVENUE</b>						
Rev - Sales Tax	\$3,000.00	\$0.00	\$0.00	\$3,000.00	100.00%	
Rev - Field Trip	\$35,000.00	\$750.00	\$750.00	\$34,250.00	97.86%	
Rev - Contributions and Donati	\$1,500.00	\$0.00	\$26.55	\$1,473.45	98.23%	
Rev - Interest Income-MM-1908	\$2,000.00	\$0.00	\$433.20	\$1,566.80	78.34%	
Rev - Interest Income-SV-4483	\$1.00	\$0.00	\$0.04	\$0.96	96.00%	
Rev - Interest Income-SV-4595	\$125.00	\$0.00	\$0.00	\$125.00	100.00%	
Rev - Various	\$5,000.00	\$0.00	\$0.00	\$5,000.00	100.00%	
Rev - ERATE	\$25,000.00	\$0.00	\$0.00	\$25,000.00	100.00%	
Rev - Brunswick County Schools	\$78,969.60	\$7,545.41	\$7,545.41	\$71,424.19	90.45%	
F & F - Brunswick County-4609	\$500.00	\$54.81	\$54.81	\$445.19	89.04%	
Rev - Duplin County Schools	\$966.00	\$0.00	\$0.00	\$966.00	100.00%	
Rev - New Hanover County	\$949,608.00	\$80,002.00	\$80,002.00	\$869,606.00	91.58%	
F & F - New Hanover County	\$15,000.00	\$0.00	\$0.00	\$15,000.00	100.00%	
Rev - Pender County Schools	\$17,364.96	\$0.00	\$0.00	\$17,364.96	100.00%	
F & F - Pender County Schools	\$300.00	\$0.00	\$0.00	\$300.00	100.00%	
Rev - Fundraising - 653	\$2,000.00	\$0.00	\$0.00	\$2,000.00	100.00%	
Rev - Riptide Runners	\$4,300.00	\$0.00	\$0.00	\$4,300.00	100.00%	
Rev - Capital Campaign - 660	\$0.00	\$12.00	\$12.00	\$(12.00)	0.00%	
Rev - Fees / Supplies - 4609	\$1,500.00	\$602.50	\$602.50	\$897.50	59.83%	
Rev - Social Dues	\$500.00	\$200.00	\$200.00	\$300.00	60.00%	
<b>TOTAL LOCAL REVENUE</b>	<b>\$1,142,634.56</b>	<b>\$89,166.72</b>	<b>\$89,626.51</b>	<b>\$1,053,008.05</b>	<b>92.16%</b>	
<b>FEDERAL REVENUE</b>						
Rev - IDEA VI-B Handicap - 060	\$50,000.00	\$0.00	\$0.00	\$50,000.00	100.00%	
Rev - IDEA VI-B Spec Needs-118	\$569.22	\$569.22	\$569.22	\$0.00	0.00%	
<b>TOTAL FEDERAL REVENUE</b>	<b>\$50,569.22</b>	<b>\$569.22</b>	<b>\$569.22</b>	<b>\$50,000.00</b>	<b>98.87%</b>	
<b>TOTAL REVENUE</b>	<b>\$3,479,815.02</b>	<b>\$369,558.99</b>	<b>\$782,764.79</b>	<b>\$2,697,050.23</b>	<b>77.51%</b>	

Date: 10/04/2016

Time: 3:51 pm

CAPE FEAR CENTER FOR INQUIRY

BUDGET REPORT (CONDENSED)

From 9/1/2016 to 9/30/2016

Page 2 of 2

	CURRENT BUDGET	MTD ACTIVITY	YTD ACTIVITY	BUDGET BALANCE	PERCENT REMAINING	NOTES
EXPENSES						
1. Salaries & Bonuses	\$1,868,459.48	\$162,267.84	\$432,427.42	\$1,436,032.06	76.86%	
2. Benefits	\$628,053.48	\$50,739.64	\$135,560.36	\$492,493.12	78.42%	
3. Books & Supplies	\$73,578.69	\$11,670.60	\$18,402.23	\$55,176.46	74.99%	
4. Technology	\$34,000.00	\$14,027.73	\$18,632.00	\$15,368.00	45.20%	
5. Non-Cap Equipment & Leases	\$22,000.00	\$6,646.26	\$13,072.36	\$8,927.64	40.58%	
6. Contracted Student Services	\$75,200.00	\$1,917.00	\$1,942.00	\$73,258.00	97.42%	
7. Staff Development	\$19,000.00	\$730.20	\$2,713.60	\$16,286.40	85.72%	
8. Administrative Services	\$84,876.00	\$7,635.78	\$21,324.43	\$63,551.57	74.88%	
9. Insurances	\$44,322.00	\$798.50	\$16,347.00	\$27,975.00	63.12%	
10. Rents & Debt Service	\$309,425.37	\$26,600.03	\$77,875.09	\$231,550.28	74.83%	
11. Facilities	\$143,800.00	\$18,394.38	\$24,571.92	\$119,228.08	82.91%	
12. Utilities	\$56,450.00	\$4,602.84	\$11,405.22	\$45,044.78	79.80%	
13. Nutrition & Food	\$8,650.00	\$363.76	\$363.76	\$8,286.24	95.79%	
14. Capital Purchases	\$42,000.00	\$0.00	\$0.00	\$42,000.00	100.00%	
15. New Site Development	\$50,000.00	\$0.00	\$0.00	\$50,000.00	100.00%	
16. Capital Campaign - 660	\$20,000.00	\$500.00	\$7,119.14	\$12,880.86	64.40%	
TOTAL EXPENSES	\$3,479,815.02	\$306,894.56	\$781,756.53	\$2,698,058.49	77.53%	
NET SURPLUS/(DEFICIT)	\$0.00	\$62,664.43	\$1,008.26			

Date: 10/04/2016

Time: 3:50 pm

CAPE FEAR CENTER FOR INQUIRY

Page 1 of 5

BUDGET REPORT

From 9/1/2016 to 9/30/2016

REVENUE

STATE REVENUE

Rev - Summer Reading Program	\$19,787.00	\$2,899.99	\$2,899.99	\$16,887.01	85.34%
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LOCAL REVENUE

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FEDERAL REVENUE

Rev - IDEA VI-B Handicap - 060	\$50,000.00	\$0.00	\$0.00	\$50,000.00	100.00%
Rev - IDEA VI-B Spec Needs-118	\$569.22	\$569.22	\$569.22	\$0.00	0.00%
<b>TOTAL FEDERAL REVENUE</b>	<b>\$50,569.22</b>	<b>\$569.22</b>	<b>\$569.22</b>	<b>\$50,000.00</b>	<b>98.87%</b>

TOTAL REVENUE

<b>\$3,479,815.02</b>	<b>\$369,558.99</b>	<b>\$782,764.79</b>	<b>\$2,697,050.23</b>	<b>77.51%</b>
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Date: 10/04/2016  
Time: 3:50 pm

**CAPE FEAR CENTER FOR INQUIRY**  
**BUDGET REPORT**  
From 9/1/2016 to 9/30/2016

Page 2 of 5

	CURRENT BUDGET	MTD ACTIVITY	YTD ACTIVITY	BUDGET BALANCE	PERCENT REMAINING	NOTES
<b>EXPENSES</b>						
<b>1. Salaries &amp; Bonuses</b>						
Salary - Teacher	\$1,135,703.00	\$90,474.79	\$259,655.15	\$876,047.85	77.14%	
Salary - Teacher - 016	\$1,666.49	\$1,666.49	\$1,666.49	\$0.00	0.00%	
Salary - Teacher Assistant	\$80,026.20	\$10,610.67	\$13,382.37	\$66,643.83	83.28%	
Salary - Additional Responsibility - 016	\$612.84	\$612.84	\$612.84	\$0.00	0.00%	
Salary - Substitute	\$40,000.00	\$1,480.00	\$1,480.00	\$38,520.00	96.30%	
Salary - EC Teacher	\$210,565.00	\$20,070.43	\$56,357.70	\$154,207.30	73.24%	
Salary - EC Assistant	\$12,181.95	\$1,210.30	\$1,438.78	\$10,743.17	88.19%	
Salary - EC Substitute	\$2,000.00	\$80.00	\$80.00	\$1,920.00	96.00%	
Salary - Behavioral - 029	\$36,225.00	\$0.00	\$0.00	\$36,225.00	100.00%	
Salary - Guidance	\$34,452.00	\$7,073.59	\$17,018.18	\$17,433.82	50.60%	
Salary - Psychologist	\$22,000.00	\$3,123.75	\$5,660.38	\$16,339.62	74.27%	
Salary - Principal	\$74,590.00	\$6,526.67	\$19,580.18	\$55,009.82	73.75%	
Salary - Assistant Principal	\$56,871.00	\$4,976.25	\$14,691.75	\$42,179.25	74.17%	
Salary - Office	\$42,498.00	\$3,974.39	\$9,640.91	\$32,857.09	77.31%	
Salary - Business Manager	\$75,840.00	\$6,636.00	\$19,908.01	\$55,931.99	73.75%	
Salary - Technology	\$43,228.00	\$3,751.67	\$11,254.68	\$31,973.32	73.96%	
<b>Total 1. Salaries &amp; Bonuses</b>	<b>\$1,868,459.48</b>	<b>\$162,267.84</b>	<b>\$432,427.42</b>	<b>\$1,436,032.06</b>	<b>76.86%</b>	
<b>2. Benefits</b>						
Social Security Cost	\$139,991.60	\$11,981.49	\$32,229.12	\$107,762.48	76.98%	
Social Security Cost - 016	\$173.70	\$173.70	\$173.70	\$0.00	0.00%	
Social Security Cost - 029	\$2,771.18	\$0.00	\$0.00	\$2,771.18	100.00%	
State Retirement Cost	\$280,090.26	\$22,682.57	\$63,144.30	\$216,945.96	77.46%	
State Retirement Cost - 016	\$136.76	\$136.76	\$136.76	\$0.00	0.00%	
State Retirement Cost - 029	\$5,808.54	\$0.00	\$0.00	\$5,808.54	100.00%	
Hospitalization Cost	\$183,986.16	\$15,743.72	\$39,855.08	\$144,131.08	78.34%	
Hospitalization Cost - 016	\$0.00	\$21.40	\$21.40	\$(21.40)	0.00%	
Hospitalization Cost - 029	\$5,195.28	\$0.00	\$0.00	\$5,195.28	100.00%	
Unemployment Cost	\$9,900.00	\$0.00	\$0.00	\$9,900.00	100.00%	
<b>Total 2. Benefits</b>	<b>\$628,053.48</b>	<b>\$50,739.64</b>	<b>\$135,560.36</b>	<b>\$492,493.12</b>	<b>78.42%</b>	
<b>3. Books &amp; Supplies</b>						
Riptide Runners	\$4,300.00	\$0.00	\$0.00	\$4,300.00	100.00%	
Instructional Supplies	\$27,112.26	\$7,445.96	\$10,729.47	\$16,382.79	60.43%	
Instructional Supplies - 016	\$12,197.21	\$288.80	\$288.80	\$11,908.41	97.63%	
EC Instructional Supplies	\$10,000.00	\$247.88	\$247.88	\$9,752.12	97.52%	
Health Supplies	\$200.00	\$15.92	\$15.92	\$184.08	92.04%	
Safety Supplies	\$1,200.00	\$0.00	\$546.90	\$653.10	54.43%	
Student Activity Supplies	\$1,500.00	\$0.00	\$1,500.00	\$0.00	0.00%	
Office Supplies	\$8,000.00	\$672.22	\$952.12	\$7,047.88	88.10%	
Board of Directors Supplies	\$200.00	\$0.00	\$0.00	\$200.00	100.00%	

Date: 10/04/2016

Time: 3:50 pm

## CAPE FEAR CENTER FOR INQUIRY

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## BUDGET REPORT

From 9/1/2016 to 9/30/2016

	CURRENT BUDGET	MTD ACTIVITY	YTD ACTIVITY	BUDGET BALANCE	PERCENT REMAINING	NOTES
Postage	\$2,300.00	\$115.00	\$115.00	\$2,185.00	95.00%	
Memberships	\$2,500.00	\$0.00	\$0.00	\$2,500.00	100.00%	
Social Dues	\$500.00	\$7.49	\$7.49	\$492.51	98.50%	
Sales Tax Expense	\$3,000.00	\$2,212.34	\$3,333.66	\$(333.66)	-11.12%	
Unidentified Purchases	\$0.00	\$95.77	\$95.77	\$(95.77)	0.00%	
EC Supplies - 118	\$569.22	\$569.22	\$569.22	\$0.00	0.00%	
<b>Total 3. Books &amp; Supplies</b>	<b>\$73,578.69</b>	<b>\$11,670.60</b>	<b>\$18,402.23</b>	<b>\$55,176.46</b>	<b>74.99%</b>	
<b>4. Technology</b>						
Instructional Software	\$15,500.00	\$39.99	\$1,675.44	\$13,824.56	89.19%	
EC Software	\$2,000.00	\$0.00	\$0.00	\$2,000.00	100.00%	
Non-Capitalized Hardware	\$2,000.00	\$0.00	\$0.00	\$2,000.00	100.00%	
Office Software	\$2,500.00	\$208.33	\$624.99	\$1,875.01	75.00%	
Non-Capitalized Office Hardware	\$1,000.00	\$0.00	\$0.00	\$1,000.00	100.00%	
Supplies and Materials	\$3,000.00	\$13,779.41	\$14,970.37	\$(11,970.37)	-399.01%	
Technology Computer Equipment	\$8,000.00	\$0.00	\$1,361.20	\$6,638.80	82.99%	
<b>Total 4. Technology</b>	<b>\$34,000.00</b>	<b>\$14,027.73</b>	<b>\$18,632.00</b>	<b>\$15,368.00</b>	<b>45.20%</b>	
<b>5. Non-Cap Equipment &amp; Leases</b>						
Instructional Equipment	\$7,000.00	\$0.00	\$5,783.15	\$1,216.85	17.38%	
EC Equipment	\$3,000.00	\$0.00	\$0.00	\$3,000.00	100.00%	
Reproduction Costs	\$12,000.00	\$5,366.28	\$5,934.23	\$6,065.77	50.55%	
Office Equipment	\$0.00	\$1,279.98	\$1,354.98	\$(1,354.98)	0.00%	
<b>Total 5. Non-Cap Equipment &amp; Leases</b>	<b>\$22,000.00</b>	<b>\$6,646.26</b>	<b>\$13,072.36</b>	<b>\$8,927.64</b>	<b>40.58%</b>	
<b>6. Contracted Student Services</b>						
Instructional Services	\$200.00	\$0.00	\$0.00	\$200.00	100.00%	
EC Services	\$15,000.00	\$0.00	\$0.00	\$15,000.00	100.00%	
Speech Services	\$23,000.00	\$0.00	\$0.00	\$23,000.00	100.00%	
Field Trips	\$37,000.00	\$1,917.00	\$1,942.00	\$35,058.00	94.75%	
<b>Total 6. Contracted Student Services</b>	<b>\$75,200.00</b>	<b>\$1,917.00</b>	<b>\$1,942.00</b>	<b>\$73,258.00</b>	<b>97.42%</b>	
<b>7. Staff Development</b>						
Workshop Expenses	\$16,000.00	\$48.00	\$1,688.40	\$14,311.60	89.45%	
EC Workshop Expenses	\$3,000.00	\$682.20	\$1,025.20	\$1,974.80	65.83%	
<b>Total 7. Staff Development</b>	<b>\$19,000.00</b>	<b>\$730.20</b>	<b>\$2,713.60</b>	<b>\$16,286.40</b>	<b>85.72%</b>	
<b>8. Administrative Services</b>						
Advertising	\$2,000.00	\$0.00	\$0.00	\$2,000.00	100.00%	
Audit Services	\$8,500.00	\$0.00	\$0.00	\$8,500.00	100.00%	
Bank Fees	\$3,000.00	\$43.20	\$65.35	\$2,934.65	97.82%	
Financial Services	\$43,656.00	\$3,638.00	\$10,914.00	\$32,742.00	75.00%	
General Administration	\$4,000.00	\$133.00	\$265.00	\$3,735.00	93.38%	

Date: 10/04/2016

Time: 3:50 pm

## CAPE FEAR CENTER FOR INQUIRY

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## BUDGET REPORT

From 9/1/2016 to 9/30/2016

	CURRENT BUDGET	MTD ACTIVITY	YTD ACTIVITY	BUDGET BALANCE	PERCENT REMAINING	NOTES
Legal Services	\$3,000.00	\$0.00	\$0.00	\$3,000.00	100.00%	
PowerSchool Services	\$16,320.00	\$1,360.00	\$4,080.00	\$12,240.00	75.00%	
Technology Support Services	\$500.00	\$359.03	\$3,839.03	\$(3,339.03)	-667.81%	
Human Resources	\$1,400.00	\$127.50	\$186.00	\$1,214.00	86.71%	
Other Tax Payments	\$2,500.00	\$1,975.05	\$1,975.05	\$524.95	21.00%	
<b>Total 8. Administrative Services</b>	<b>\$84,876.00</b>	<b>\$7,635.78</b>	<b>\$21,324.43</b>	<b>\$63,551.57</b>	<b>74.88%</b>	
<b>9. Insurances</b>						
Workers Compensation	\$8,165.00	\$798.50	\$1,597.00	\$6,568.00	80.44%	
General Liability	\$32,500.00	\$0.00	\$14,750.00	\$17,750.00	54.62%	
Other Insurance & Judgments	\$3,657.00	\$0.00	\$0.00	\$3,657.00	100.00%	
<b>Total 9. Insurances</b>	<b>\$44,322.00</b>	<b>\$798.50</b>	<b>\$16,347.00</b>	<b>\$27,975.00</b>	<b>63.12%</b>	
<b>10. Rents &amp; Debt Service</b>						
Debt Service - Principal	\$205,262.70	\$16,265.67	\$48,963.54	\$156,299.16	76.15%	
Debt Service - Interest	\$98,637.67	\$9,059.36	\$27,011.55	\$71,626.12	72.62%	
Building Rent	\$5,525.00	\$1,275.00	\$1,900.00	\$3,625.00	65.61%	
<b>Total 10. Rents &amp; Debt Service</b>	<b>\$309,425.37</b>	<b>\$26,600.03</b>	<b>\$77,875.09</b>	<b>\$231,550.28</b>	<b>74.83%</b>	
<b>11. Facilities</b>						
Building Repairs & Maintenance	\$40,000.00	\$4,639.41	\$5,019.41	\$34,980.59	87.45%	
Building Supplies & Materials	\$15,000.00	\$974.47	\$1,017.22	\$13,982.78	93.22%	
Contracted Custodial Services	\$70,000.00	\$11,020.00	\$15,873.29	\$54,126.71	77.32%	
Custodial Supplies & Materials	\$12,000.00	\$1,326.50	\$1,326.50	\$10,673.50	88.95%	
General Contract	\$1,000.00	\$0.00	\$0.00	\$1,000.00	100.00%	
Security Monitoring	\$5,800.00	\$434.00	\$1,335.50	\$4,464.50	76.97%	
<b>Total 11. Facilities</b>	<b>\$143,800.00</b>	<b>\$18,394.38</b>	<b>\$24,571.92</b>	<b>\$119,228.08</b>	<b>82.91%</b>	
<b>12. Utilities</b>						
Electricity	\$38,000.00	\$3,742.00	\$8,185.69	\$29,814.31	78.46%	
Water & Sewer	\$7,000.00	\$0.00	\$443.80	\$6,556.20	93.66%	
Waste Management	\$2,450.00	\$204.84	\$612.73	\$1,837.27	74.99%	
Telephone	\$9,000.00	\$656.00	\$2,163.00	\$6,837.00	75.97%	
<b>Total 12. Utilities</b>	<b>\$56,450.00</b>	<b>\$4,602.84</b>	<b>\$11,405.22</b>	<b>\$45,044.78</b>	<b>79.80%</b>	
<b>13. Nutrition &amp; Food</b>						
Food Supplies & Materials	\$150.00	\$0.00	\$0.00	\$150.00	100.00%	
Food Purchases	\$8,000.00	\$176.39	\$176.39	\$7,823.61	97.80%	
Other Food - Office	\$500.00	\$187.37	\$187.37	\$312.63	62.53%	
<b>Total 13. Nutrition &amp; Food</b>	<b>\$8,650.00</b>	<b>\$363.76</b>	<b>\$363.76</b>	<b>\$8,286.24</b>	<b>95.79%</b>	
<b>14. Capital Purchases</b>						
Cap Instructional Computers	\$15,000.00	\$0.00	\$0.00	\$15,000.00	100.00%	

Date: 10/04/2016

Time: 3:50 pm

CAPE FEAR CENTER FOR INQUIRY

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BUDGET REPORT

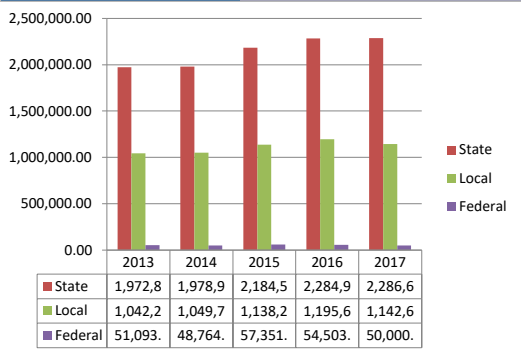
From 9/1/2016 to 9/30/2016

	CURRENT BUDGET	MTD ACTIVITY	YTD ACTIVITY	BUDGET BALANCE	PERCENT REMAINING	NOTES
Cap Office Computers	\$2,000.00	\$0.00	\$0.00	\$2,000.00	100.00%	
Cap Instructional Equipment	\$25,000.00	\$0.00	\$0.00	\$25,000.00	100.00%	
Total 14. Capital Purchases	<b>\$42,000.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$42,000.00</b>	<b>100.00%</b>	
15. New Site Development						
Bank Service Fee	\$50,000.00	\$0.00	\$0.00	\$50,000.00	100.00%	
Total 15. New Site Development	<b>\$50,000.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$50,000.00</b>	<b>100.00%</b>	
16. Capital Campaign - 660						
Capital Campaign Expenses - 660	\$20,000.00	\$500.00	\$7,119.14	\$12,880.86	64.40%	
Total 16. Capital Campaign - 660	<b>\$20,000.00</b>	<b>\$500.00</b>	<b>\$7,119.14</b>	<b>\$12,880.86</b>	<b>64.40%</b>	
TOTAL EXPENSES	<b>\$3,479,815.02</b>	<b>\$306,894.56</b>	<b>\$781,756.53</b>	<b>\$2,698,058.49</b>	<b>77.53%</b>	
NET SURPLUS/(DEFICIT)	<b>\$0.00</b>	<b>\$62,664.43</b>	<b>\$1,008.26</b>			

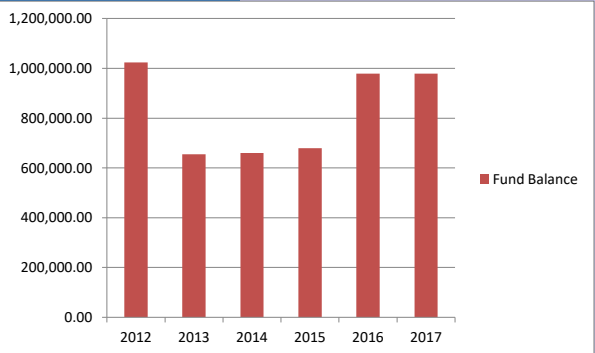


CFCI FINANCIAL DASHBOARD

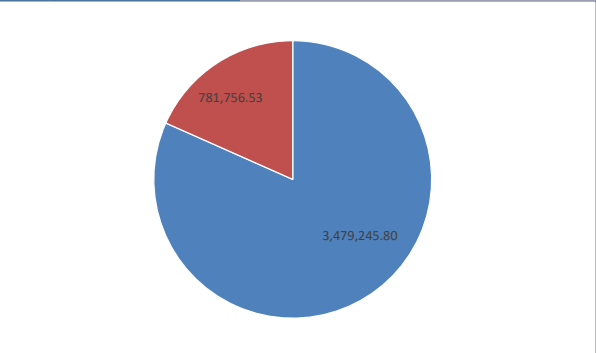
Revenue



Fund Balance



YTD Expense



As of September 30th we have completed 25% of the fiscal year and spent 22% of our budgeted funds.

PPRC Agenda October 4, 2016

Members Present: Lori Roy, Jennifer Solomon

Visitors: Kathy Rettig

- I. Topic: Return to Learn After Concussion
  - A. Discussion: Review Guidelines for Implementation/Identify changes needed
  - B. Action: We will use the draft of Return to Learn After Concussion Implementation Guide that Jennifer Solomon shared with committee, making minor changes. We will also draft a short policy statement under the 400 Series referencing the Return to Learn After Concussion: Implementation Guide. We will take these documents to the Board for a first read in October.
- II. Topic: Procurement Policy
  - A. Discussion: Review Draft
  - B. Action: The committee reviewed a draft policy shared by Kathy Rettig and made a few adjustments as well as wrote some clarifying questions. After meeting with Kathy, we will send a draft to the committee to review prior to its read at the October board meeting.
- III. Topic: Board Election Procedures
  - A. Discussion: Fine tune procedures
  - B. Action: Lori Roy will continue searching for original draft or will draft a new set of procedures based on our bylaws prior to her maternity leave.

Bylaws:

March- determine number of positions available

May- Vote



# Return-to-Learn After Concussion

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*Guidelines for Implementation*

## **Acknowledgements**

The following individuals are gratefully acknowledged for their contributions to the development of this Implementation Guide:

**Ellen Essick**, NC Department of Public Instruction

**Cynthia Floyd**, NC Department of Public Instruction

**Brendan Hendrick**, University of North Carolina-Chapel Hill

**Stephen Hooper**, University of North Carolina – Chapel Hill

**Burt Jenkins**, NC Department of Public Instruction

**Lynn Makor**, NC Department of Public Instruction/Carolina Institute for Developmental Disabilities

**Dreama McCoy**, NC Department of Public Instruction

**Elizabeth Newlin**, Wake County Public Health

**Ann Nichols**, NC Department of Health and Human Services, Division of Public Health

**Ashlee Taylor**, Wake County Public School System

*In addition,*

The following groups are acknowledged for their contributions to this work:

***Children & Youth Committee of the North Carolina Brain Injury Advisory Council (NCBIAC)***

***NC Department of Public Instruction School-Based Practice Advisory Council for TBI***

The following school districts are acknowledged for the available resources that have supported this work:

***Cabarrus County Schools***

***Charlotte Mecklenburg Schools***

***Wake County Public School System***

**NORTH CAROLINA STATE BOARD OF EDUCATION**

**“Return-to-Learn after Concussion”**

**ID Number: [HRS-E-001](#)**

**Approved: October 1, 2015**

**Effective: 2016-2017 School Year**

**Implementation Guide/Resource Document**

**Introduction**

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A concussion is a mild form of traumatic brain injury (mTBI) that changes the way a person’s brain normally works. A concussion is caused by a bump, blow, and/or a jolt to the head that may not involve physical contact. Concussions can occur with or without loss of consciousness. Signs and symptoms of a concussion can show up right after an injury or may not appear or be noticed until hours or days after the injury. The physical symptoms that are common following a concussion may include headaches, double vision, light sensitivity, dizziness, fatigue and/or sensitivity to noise. Learning difficulties that may be present include those associated with light and noise sensitivity, cognitive fatigue, slippages in attention, problems with memory, and/or slower processing speed. Any of these symptoms may negatively impact a student’s learning, emotion regulation, or behavioral functioning in the school setting. These symptoms usually resolve in 1-2 weeks in the majority of cases, but in many cases they can linger for months. Consequently, there is a need for guidelines to support all students in their return to the educational environment after sustaining a concussion.

In 2011 the North Carolina General Assembly passed the Gfeller Waller Concussion Awareness Act (GWCA), that addresses concussion management for injuries experienced in the context of participation in public school sports. This law provided clear guidelines and procedures for managing the concussion symptoms of middle and high school students, including return-to-play guidelines, but did not address non-sports related injuries, injuries that occurred outside the school setting, injuries to younger children, or the needs of students as they returned to the learning environment. The current policy provides “return-to-learn” guidelines that should assist school districts in addressing the learning, emotional, and behavioral needs of all students, including those under the GWCA, following a concussion.

In support of the Return to Learn policy, this Implementation Guide:

- 1) Provides guidelines for the identification of students who have sustained a concussion;
- 2) Guides staff in the evaluation of a student with a concussion and provides guidelines for parent notification;
- 3) Provides parents and staff with concussion education;
- 4) Provides guidance for staff as they develop educational and health-related accommodations for students who have sustained a concussion;
- 5) Provides guidance to staff as they provide educational supports for students with prolonged symptoms related to concussion. (Persisting problems following concussion in children are more common in those with previous head injury, as well as those who have experienced preexisting learning difficulties, neurological, or psychiatric difficulties.)

Each of the following sections of this guide will explain a particular policy statement, offer examples of implementation, and provide resources that each LEA and charter school may use to develop local guidelines in meeting the needs of students who have experienced concussions.

**(a) Each Local Education Agency (LEA) and charter school must develop a plan for addressing the needs of students, preschool through twelfth grade, suffering concussions. The plan must include:**

**1) Guidelines for removal of a student from physical and mental activity when there is suspicion of concussion;**

<b>Explanation:</b>	Any teacher, coach, school administrator, school counselor, school psychologist, school drug counselor, school nurse, attendance officer, or other school professional who suspects that any student has suffered a concussion or other head injury shall immediately remove the student from any activities that may result in a further risk of head injury (e.g., physical education, recess, athletic competition, etc.)
<b>Examples of Implementation:</b>	<p><i>Any school employee who suspects that a student has suffered a concussion, or otherwise seriously injured their head, neck or back, will immediately remove the student from the physical activity in order to reduce the risk of further injury.</i></p> <p><i>In some instances, the student should not be moved. Signs and symptoms of a possible head, neck, and/or back injuries are listed below. If you observe a student experiencing even one of these symptoms, the student MUST immediately be removed from all participation.</i></p> <p><i>If the Certified Athletic Trainer (ATC)/First Responder is available, contact him/her immediately so an evaluation can be performed. If the ATC/First Responder is not accessible, provide the following care. Please note that if the student is unconscious or has an altered level of consciousness, 911 should be called immediately.</i></p> <p><i>Signs of Head, Neck, and Back Injuries include:</i></p> <ul style="list-style-type: none"> <li>● <i>Change in consciousness</i></li> <li>● <i>Severe pain or pressure in the head, neck, or back</i></li> <li>● <i>Tingling or loss of sensation in the hands, fingers, feet, or toes</i></li> <li>● <i>Partial or complete loss of movement of any body part</i></li> <li>● <i>Unusual bumps or depressions on the head or over the spine</i></li> <li>● <i>Blood or other fluids in the ears or nose</i></li> <li>● <i>Heavy external bleeding of the head, neck, or back</i></li> <li>● <i>Seizures</i></li> <li>● <i>Impaired breathing as a result of injury</i></li> <li>● <i>Impaired vision (e.g., double vision) as a result of the injury</i></li> <li>● <i>Nausea or vomiting</i></li> <li>● <i>Persistent headache</i></li> <li>● <i>Loss of balance</i></li> <li>● <i>Bruising of the head, especially around the eyes or behind the ears</i></li> </ul>

<b>Resources:</b>	<p><u>Websites:</u></p> <p>Center for Disease Control - Heads-up Program - <a href="http://www.cdc.gov/headsup/pdfs/schools/tbi_schools_checklist_508-a.pdf">http://www.cdc.gov/headsup/pdfs/schools/tbi_schools_checklist_508-a.pdf</a></p> <p>North Carolina Emergency Guidelines for Schools - <a href="https://www2.ncdhhs.gov/dhsr/EMS/pdf/kids/guidelines.pdf">https://www2.ncdhhs.gov/dhsr/EMS/pdf/kids/guidelines.pdf</a></p> <p>BrainSteps Recommended Protocol - <a href="http://brainsteps.net/orbs/about/2_BrainSTEPS_Protocol.pdf">http://brainsteps.net/orbs/about/2_BrainSTEPS_Protocol.pdf</a></p> <p><u>Resources from other school districts:</u></p> <p>Cabarrus County Schools: <a href="http://www.cabarrus.k12.nc.us/Page/1044">http://www.cabarrus.k12.nc.us/Page/1044</a></p> <p>Charlotte-Mecklenburg Schools: <a href="#">Management of the Student Post-Concussion</a></p> <p>Wake County Public School System: WCPSS Management of Suspected Severe Injuries <a href="https://drive.google.com/open?id=0B4ilaeAe6nJ-RmtXcGRYRTRkR2c">https://drive.google.com/open?id=0B4ilaeAe6nJ-RmtXcGRYRTRkR2c</a></p>
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**2) Notification procedure to education staff regarding removal from learn(ing) or play;**

<b>Explanation:</b>	<p>If a student has a diagnosed concussion, then <u>all</u> stakeholders in the student's education must be notified (e.g., teachers, coaches, administrators, etc.).</p> <p>This procedure should be in written form and accessible by all staff.</p>
<b>Examples of Implementation:</b>	<p><i>It is recommended that each school designate a professional to be the <b>concussion contact</b> for the school. This person facilitates the return to learn procedures. <u>This can be any professional in the school setting and they should be clearly identified by the school administration.</u></i></p> <p><i>Depending on the size of the school, a <b>case manager</b> may also be another useful role to designate. Potential duties of a case manager may be as follows:</i></p> <ul style="list-style-type: none"> <li><i>Follow up with parent as needed to ensure student's needs are being addressed</i></li> <li><i>Coordinate the development and follow-up of an Educational Plan of Care</i></li> </ul> <p><i>Whomever receives the initial notification of a student's diagnosed concussion should inform the designated concussion contact (e.g., parent provides initial documentation to school receptionist, who then immediately alerts the designated concussion contact at the school)</i></p> <p><i>Upon notification of a diagnosed concussion, the concussion contact immediately notifies the parent(s), teacher(s), and school nurse. Others should be notified (i.e., psychologist, coach, etc.) as needed. This written notification serves the following purposes:</i></p> <ul style="list-style-type: none"> <li><i>Assignment of case manager</i></li> <li><i>Informs others of concussion</i></li> <li><i>Includes symptoms for parent(s) and teachers to watch for</i></li> <li><i>Asks teachers to note needed accommodations/modifications</i></li> <li><i>Lists recommendations from physician (if available)</i></li> <li><i>Gives directions to contact concussion contact with questions/concerns</i></li> </ul>
<b>Resources:</b>	<p><u>Websites:</u></p> <p><u>BrainSteps Recommended Protocol</u>  <a href="http://brainsteps.net/orbs/about/2_BrainSTEPS_Protocol.pdf">http://brainsteps.net/orbs/about/2_BrainSTEPS_Protocol.pdf</a></p> <p><u>BrainSteps Notification Flow Chart</u></p> <p><u>Resources from other school districts:</u></p> <p>Cabarrus County Schools:  <a href="http://www.cabarrus.k12.nc.us/Page/1044FlowChart">http://www.cabarrus.k12.nc.us/Page/1044FlowChart</a></p> <p>Wake County Public School System:  <a href="#">WCPSS Assisting Students with a Concussion</a></p>



**3) Expectations regarding annual medical care update from parents, medical care plan/school accommodations in the event of concussion;**

<p><b>Explanation:</b></p>	<p><b>Annual medical care update:</b> this is explained more fully in component (d) below.</p> <p><b>Medical Care Plan/ Educational Care Plan -</b> The Return-to-School plan may represent different levels and duration of care including, but not limited to:</p> <ul style="list-style-type: none"> <li>• monitoring of learning, emotional functioning and behavior across all school settings</li> <li>• targeted strategies to support learning and behavior - including reasonable periods of cognitive rest and physical restrictions (as guided by the medical professional involved)</li> <li>• a Medical Care Plan, or</li> <li>• other interventions, as deemed necessary for the student by the designated school-based team</li> </ul>
<p><b>Examples of Implementation:</b></p>	<p><i>If the student is experiencing difficulties due to the concussion, development of an Educational and/or Medical Care Plan would occur. It is recommended that this occur via a face-to-face meeting.</i></p> <ul style="list-style-type: none"> <li>- <i>Initiation and coordination of this meeting would involve the concussion contact and (if applicable) the case manager.</i></li> <li>- <i>Suggested participants (if not already included as concussion contact and case manager) include: teacher(s), parent(s), school counselor, school nurse.</i></li> <li>- <i>Others could include the student, school psychologist, coach, etc., as needed and appropriate.</i></li> </ul> <p><b>Medical Care Plan:</b> <i>A document outlining the accommodations and modifications a student may need to address medical symptoms while recovering from a concussion. This plan is reviewed as often as necessary, (recommended - weekly).</i></p> <ul style="list-style-type: none"> <li>- <i>The Medical Care Plan is led by the school-based health care professional.</i></li> <li>- <i>The Medical Care Plan may also be referred to as the Individual Health Care Plan.</i></li> </ul> <p><b>Educational Care Plan:</b> <i>A document outlining the supports that a student may need to address academic, emotional, and behavioral difficulties while recovering from a concussion. This plan is reviewed as often as necessary (recommended as frequently as the Medical Care Plan).</i></p> <ul style="list-style-type: none"> <li>- <i>The Educational Care Plan is led by the designated school professional (may be the concussion contact or case manager designated at the school).</i></li> </ul>

<b>Resources:</b>	<p><u><i>Resources from other school districts:</i></u></p> <p>Cabarrus County Schools:  <a href="#">CCS Return to Learn: Academic Accommodation Plan Following Concussion</a>  <a href="#">CCS Modifications Form</a></p> <p>Charlotte Mecklenburg Schools:  <a href="#">Management of the Student Post-Concussion-CMS</a></p> <p>Wake County Public School System:  <a href="#">WCPSS Assisting Students with a Concussion</a>  <a href="#">WCPSS Academic Plans of Care</a>  <a href="#">WCHS Medical Care Plan</a></p>
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#### 4) Delineation of requirements for safe return-to-learn or play following concussion.

<b>Explanation:</b>	<p>If a concussion is diagnosed by a medical care provider, then appropriate steps should be taken to address that student's learning, emotional, and behavioral needs throughout the course of recovery. The continuum of support provided could include appropriate monitoring of recovery, academic and/or functional accommodations, or temporary removal from the formal classroom environment.</p> <p>Prolonged symptoms must be addressed in a manner that matches the student's needs to the level of intervention. If the Return-to-Learn Plan (Medical Care Plan, Educational Care Plan) is found to be insufficient in meeting the needs of a student <u>at any point</u> during the monitoring process, the <i>school-based problem solving team</i> should become involved in order to identify appropriate targeted interventions for the student.</p> <ul style="list-style-type: none"> <li>- When possible, a School Psychologist who is certified as an approved provider for assessment of TBI, should be part of this decision-making process.</li> </ul> <p><i>Please see Appendix A for a review of the current literature that guides return to learn timelines and decision making.</i></p>
<b>Examples of Implementation:</b>	<ul style="list-style-type: none"> <li>• <i>The Educational Care Plan is reviewed as often as necessary, (recommended as often as the Medical Care Plan).</i></li> <li>• <i>As a student progresses in recovery, decrease the intensity of the accommodations and modifications until the student has been symptom free without accommodations/modifications for two or more weeks. The plan can then be discontinued.</i></li> <li>• <i>If an Educational Care Plan has been in place and proven insufficient in improving the educational (academic and/or functional) performance of the student, then the student should be referred to the school-based problem solving team for direct support specific to academic and/or functional needs.</i></li> </ul>

	<ul style="list-style-type: none"> <li>For students with existing 504 plans/IEPs, these plans are not amended unless a student demonstrates a significant need in direct relation to their concussion.</li> <li>If state testing accommodations are needed, the use of the transitory impairment procedure may be appropriate.</li> </ul>
<b>Resources:</b>	<p><u>Resources from other states:</u>  <a href="#">BrainSteps flowchart</a></p> <p>Oregon  <a href="http://cbirt.org/ocamp/resources/">http://cbirt.org/ocamp/resources/</a>  Return to Academics  <a href="http://media.cbirt.org/uploads/files/return_to_academics.pdf">http://media.cbirt.org/uploads/files/return_to_academics.pdf</a>  Plan of Accommodations  <a href="http://media.cbirt.org/uploads/files/504_plan_ocamp.pdf">http://media.cbirt.org/uploads/files/504_plan_ocamp.pdf</a></p> <p><u>Resources from other school districts:</u>  Cabarrus County Schools:  <a href="http://www.cabarrus.k12.nc.us/Page/1044">http://www.cabarrus.k12.nc.us/Page/1044</a>  <a href="#">CCS Return To Learn</a>  <a href="#">CCS Modifications Form</a></p> <p>Charlotte Mecklenburg Schools:  <a href="#">Management of the Student Post-Concussion-CMS</a></p> <p>Wake County Public School System:  <a href="#">WCPSS Assisting Students with a Concussion</a>  <a href="#">WCPSS Academic Plans of Care</a>  <a href="#">WCPSS Academic Plan of Care How To PPT</a></p>

**(b) In accordance with the LEA or charter school plan, each school must appoint a team of people responsible for identifying the return-to-learn or play needs of a student who has suffered a concussion. This team may include the student, student's parent, the principal, school nurse, school counselor, school psychologist, or other appropriate designated professional.**

<b>Explanation:</b>	If an Educational or Medical Care Plan is deemed necessary, this should be developed by a designated team of school-based professionals, the student's parent(s)/guardian(s) and medical care providers in order to address the needs of that student as they progress through recovery.
<b>Examples of Implementation:</b>	<ul style="list-style-type: none"> <li>The parent/guardian and designated Concussion Contact (or other designated school professional) are present in the development of the plan of care.</li> <li>The student should be invited at the team's discretion.</li> </ul>

	<ul style="list-style-type: none"> <li>• <i>If the student's teacher(s) cannot be present when the plan is developed, input should be gathered prior to development.</i></li> <li>• <i>Individuals that may also be consulted, but are not required members of the team, may include the school nurse, school counselor, school psychologist and/or a coach/athletic director.</i></li> </ul>
<b>Resources:</b>	<p><u>Resources from other states:</u> Oregon <a href="#">Concussion Management Team</a></p> <p><u>Resources from other school districts:</u> Cabarrus County Schools: <a href="#">Concussion Protocol</a></p> <p>Wake County Public School System: <a href="#">WCPSS Assisting Students with a Concussion</a> <a href="#">WCPSS Concussion FAQ</a> <a href="#">WCPSS Academic How To Plan of Care PPT</a> <a href="#">WCPSS Academic Plan of Care</a></p>

**(c) Each LEA and charter school must provide information and staff development on an annual basis to all teachers and other school personnel in order to support and assist students who have sustained a concussion in accordance with their learning and behavioral needs. This annual training should include information on concussion and other brain injuries, with a particular focus on return-to-learn issues and concerns.**

<b>Explanation:</b>	<p>This annual updating will remind all school personnel of concussions and their impact on students' school functioning, the concussion policy, and the specific procedures developed by the school to implement the state concussion policy. This also will permit discussion of any needed changes to the district level procedures for assisting students who have sustained a concussion.</p>
<b>Examples of Implementation:</b>	<ul style="list-style-type: none"> <li>• <i>Presentation contains information regarding:</i> <ul style="list-style-type: none"> <li>○ <i>What a concussion is and how it might manifest within the classroom</i></li> <li>○ <i>Roles and responsibilities of designated staff members</i></li> <li>○ <i>School procedures for return-to-learn</i></li> </ul> </li> <li>• <i>Presentation may be provided by student services at the beginning of each school year</i></li> <li>• <i>Presentation might be delivered as schools are doing annual diabetes education or other annual education</i></li> <li>• <i>Presentation may be delivered as an on-line tutorial for staff to watch at their convenience</i></li> <li>• <i>Presentation of information as per the GWCA might also be included</i></li> </ul>

<b>Resources:</b>	<p><u>Websites:</u></p> <p>Gfeller-Waller Concussion Awareness Act  <a href="http://gfellerwallerlaw.unc.edu/GfellerWallerLaw/gwlaw.html">http://gfellerwallerlaw.unc.edu/GfellerWallerLaw/gwlaw.html</a></p> <p>Center for Disease Control - Heads-up Program:  <a href="http://www.cdc.gov/headsup/schools/index.html">http://www.cdc.gov/headsup/schools/index.html</a></p> <p>Dr. Mike Evans - Concussion management and return to learn:  <a href="https://www.youtube.com/watch?v=_55YmbIG9YM">https://www.youtube.com/watch?v=_55YmbIG9YM</a></p> <p>American Academy of Neurology  <a href="https://www.aan.com/concussion">https://www.aan.com/concussion</a></p> <p><u>Resources from other states:</u></p> <p>Oregon  <a href="http://cbirt.org/ocamp/resources/">http://cbirt.org/ocamp/resources/</a></p> <p>Nebraska  <a href="http://biane.org/audience/concussion/concussiontraining/concussion-management-training.html">http://biane.org/audience/concussion/concussiontraining/concussion-management-training.html</a></p> <p>Colorado  <a href="https://www.colorado.gov/pacific/cssrc/concussion-traumatic-brain-injury">https://www.colorado.gov/pacific/cssrc/concussion-traumatic-brain-injury</a>  <a href="http://www.cde.state.co.us/sites/default/files/documents/healthandwellness/download/brain%20injury/finalconcussionguidelines8.22.12.pdf">http://www.cde.state.co.us/sites/default/files/documents/healthandwellness/download/brain injury/finalconcussionguidelines8.22.12.pdf</a></p> <p>BrainSteps  <a href="http://brainsteps.net/#resources">http://brainsteps.net/#resources</a></p> <p><u>Resources from other school districts:</u></p> <p>Wake County Public School System:  <a href="#">Concussion Presentation</a>  <a href="#">Signs and Symptoms</a>  <a href="#">Concussion FAQs</a></p>
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**(d) Each LEA and charter school will include in its annual student health history and emergency medical information update a question related to any head injury/concussion a student may have incurred during the past year.**

<b>Explanation:</b>	A system of collecting information annually must be installed by all LEAs and charter schools. Each LEA and charter school must determine how this information should be gathered and housed. If the update indicates a previously unknown head injury, this should initiate the notification process of return-to-learn procedures.
<b>Examples of Implementation:</b>	<ul style="list-style-type: none"> <li>• <i>Most schools have a student information card/document completed annually by the parent/guardian that provided updated contact and emergency information.</i> <ul style="list-style-type: none"> <li>○ <i>On the annual student information card/document, a question regarding current medical needs or past history of concussion could be included. For example, "Has your student experienced a head injury of any kind (e.g., concussion) in the past year?"</i></li> </ul> </li> <li>• <i>The medical information page in PowerSchool may also be used for documentation.</i></li> </ul>
<b>Resources:</b>	<p><u>Resources from other states:</u></p> <p>Health History Form W/ Concussion Included  <a href="http://www.rockbridge.k12.va.us/documents/health/student_health_history_form.pdf">http://www.rockbridge.k12.va.us/documents/health/student_health_history_form.pdf</a></p> <p><a href="http://www.manhassettschools.org/site/handlers/filedownload.ashx?moduleinstanceid=285&amp;dataid=282&amp;FileName=Health%20Appraisal%20Health%20History%20Code%20of%20Conduct%207-15.pdf">http://www.manhassettschools.org/site/handlers/filedownload.ashx?moduleinstanceid=285&amp;dataid=282&amp;FileName=Health Appraisal Health History Code of Conduct 7-15.pdf</a></p>

**APPENDIX A:****When to Consider Special Education Services for Children Who Sustain mTBI**

It is undeniable that the needs of students who have suffered a mild traumatic brain injury (mTBI) are not yet fully addressed in the public school system. (Gioia, Glang, & Hooper, 2015; Halstead et al., 2013; Yeates et al., 2009). Research about the trajectories of students experiencing mTBI should steer state-wide concussion management policy development. These outcomes remain somewhat controversial due to the variability in longitudinal clinical and epidemiological evidence (McKinlay, 2010; Yeates, 2010). As of yet, there is “strikingly little evidence to guide overall management of mTBI in children” (Gioia et al., 2015, p. 3). Furthermore, Carroll et al. (2004) suggested that further study is necessary to determine the optimal educational models for recovery.

Although TBI is an eligibility category under IDEA legislation, its utilization remains strikingly low considering the high levels of clinical reports of TBIs in children. According to some estimates, 90% of TBI cases are mild and one in five children experience mTBI before age 16 (McKinlay, 2010). By contrast, in 2013 only .04% of IDEA children were determined eligible under the TBI category ([www.disabilitycompendium.org/statistics/special-education](http://www.disabilitycompendium.org/statistics/special-education)). In the general population the rate of long term disability varies with the severity of the TBI (Whiteneck, Cuthbert, Corrigan, & Bogner, 2014). The rate of long term disability after TBI that does NOT require hospitalization is as of yet unknown. However, evidence from across multiple studies suggests that up to 36% of people who have sustained mTBI continue to report symptoms beyond three months, post-injury (Jantz, 2015). These symptoms fall into cognitive, behavioral, and physiological deficits, but symptoms reported have a tendency to be “vague” (Jantz, 2015, p. 238). Importantly, there is no research specific to the school age population with regard to these symptoms or the rate of children whose educational impact is such to require special education services (Jantz, 2015).

This may be partially explained by the complexity of recovery in mTBI (Gioia et al., 2015). It is widely agreed upon that most symptoms are transient in nature and resolve within 3 months of injury (Carroll et al., 2004; Jantz, 2015; McKinlay, 2010; Yeates et al., 2009). Gioia, Gland, and Hooper (2015) point out that most students will need academic supports for three or fewer weeks. By contrast, there exists evidence documenting instances where symptoms do not resolve, such that this may even constitute a coherent syndrome, post-concussive syndrome (PCS) (Yeates, 2010). Research on the prevalence of post-concussive symptomology in children is limited at the current time and more longitudinal research is needed (McKinlay, 2010).

The question remains, how many students who have experienced an mTBI have subsequently been found eligible for special education? No research could be found during this brief review that fully answered this question. Some guidance documents mention timelines for referral for IEP, however. Broad consensus indicates that an IEP is reserved for issues that are considered chronic, long term, and persistent (Halstead et al., 2013; Jantz, 2015). In the context of mTBI, specifically, this would constitute symptoms that persist for 6 months. After this amount of time the initiation of Child Find obligations is necessary (Halstead et al., 2013; Jantz, 2015). Other documents were found that recommend shorter periods, however. The BrainSteps program of Pennsylvania recommends a BrainSteps team referral after 8 weeks, which may result in the recommendation of a full evaluation for an IEP. Guidance published by Georgia Department of Public Health ([choa.org/concussion](http://choa.org/concussion)) recommends an IEP evaluation after 28 days (p. 23).

Due to a lack of research, it is unclear how many children who sustain mTBI are subsequently referred for IDEA eligibility. Guidance documents appear to recommend variable timelines for referral ranging from 28 days to six months. The consensus based on this limited review of the literature, that symptoms that persist longer than 6 months should be considered for IDEA eligibility. This may help to address what may be a significant under-identification of IDEA eligible people with TBI. The continued implementation of effective monitoring and school based infrastructure may potentially help our understanding and will contribute to more accurate surveillance of this critical situation in the future.

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**Cape Fear Center for Inquiry**  
**New Student Enrollment Form 2016/17**

**FAX #: 910-362-0048**

**Please attach copies of birth certificate, proof of residency, and immunization records**

**Student Information**

Student Name: \_\_\_\_\_  
Last First Middle Nickname/Preferred

Date of Birth: \_\_\_\_\_ **Grade entering:** \_\_\_\_\_

Address: (No P.O. Box numbers!) **\*\*Please provide proof of residency (copy of driver's license, utility bill, lease agreement, etc.)**

\_\_\_\_\_  
Street City State Zip Code

Mailing address (if different from above): \_\_\_\_\_

Home Phone: ( ) \_\_\_\_\_ Gender: ( ) Male ( ) Female

Race: (circle one or more) White Black American Indian Hawaiian/Pacific Islander Asian

Ethnicity: (circle one) Hispanic Non-Hispanic

First language (if other than English) \_\_\_\_\_

**Parent Information**

Mother's Name: \_\_\_\_\_  
Ms./Mrs./Dr. Last First Middle

Address: \_\_\_\_\_  
Street City State Zip Code

\* E-mail: \_\_\_\_\_

Home Phone: ( ) \_\_\_\_\_ Work Phone: ( ) \_\_\_\_\_ Cell: ( ) \_\_\_\_\_

Business Name/Address: \_\_\_\_\_ Occupation: \_\_\_\_\_

Father's Name: \_\_\_\_\_  
Mr./Dr. Last First Middle

Address: \_\_\_\_\_  
Street City State Zip Code

\* E-mail: \_\_\_\_\_

Home Phone: ( ) \_\_\_\_\_ Work Phone: ( ) \_\_\_\_\_ Cell: ( ) \_\_\_\_\_

Business Name/Address: \_\_\_\_\_ Occupation: \_\_\_\_\_

**Student resides with:**

Both mother and father..... % of time

Mother ..... % of time

Father ..... % of time

Guardian..... % of time

**For student safety, relevant custody papers and/or court orders must be on file with the school. If custody papers and/or any court orders exist pertaining to your child(ren), please provide a copy to the school office with enrollment records.**

## Medical Information

Does your child have any **allergies or medical conditions** the school staff should be aware of?

\_\_\_\_\_ YES \_\_\_\_\_ NO If yes, briefly explain: \_\_\_\_\_

**If your child will require medication during school hours, prescription and/or non-prescription (ie. Tylenol, cough syrup, Benydryl, etc.) please provide a Physician's Authorization form signed by you and your child's doctor indicating the type of medication, dosage, and dispensing instructions.**

Has your child experienced a head injury of any kind (e.g., concussion) in the past year?

\_\_\_\_\_ YES \_\_\_\_\_ NO

## Educational Information

2015/16 grade(current): \_\_\_\_\_ \*New students: If child was in 5<sup>th</sup> grade this year, list the middle school he/she would have been assigned to: \_\_\_\_\_

Name of Current or previous school: \_\_\_\_\_

Address: \_\_\_\_\_  
Street City County State Zip Code

Please check if home schooled ☐

## Exceptional Children Program Information

**If your child has been identified for special services please complete this section. If not, please skip this section.**

Does the applicant currently have an Individual Education Plan (IEP), 504 Plan or any other special needs (physical, medical, etc.)? Check one: \_\_\_\_\_ **Yes** \_\_\_\_\_ **No**

*If yes, briefly describe what modifications are required. Please attach a copy of the IEP, 504 Plan, or any other relevant documentation.*

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**As the parent/guardian of this student, I attest that all information provided on this form is true and complete to the best of my knowledge. Willful misrepresentation of any information may result in denial of enrollment.**

\_\_\_\_\_  
Parent/guardian signature

---

## **Disclosure of Personal Information**

At times it may be appropriate to release information regarding your child, such as name, address, or phone number. These incidences may include, but are not limited to: school directory, class rosters, car pool lists, etc. The information **will only be released within the CFCI community** as deemed appropriate by the CFCI Board of Directors or faculty members.

Check **one** of the following and sign below:

\_\_\_\_\_ I **authorize** information regarding my child to be disclosed within the CFCI community as deemed appropriate by the CFCI Board of Directors or faculty members.

\_\_\_\_\_ I **do not** authorize any information to be disclosed regarding my child for any purpose other than educational needs.

---

Parent/Guardian signature

---

Date

---

**CFCI Partnership Email List- Please check one of the following:**

\_\_\_\_\_ Please include my email address in CFCI's Partnership Email list (Parent, Teacher, Student, Community Organization)

\_\_\_\_\_ Please do **not** include my email address in CFCI's Partnership Email list

---

## **Use of Photos/video**

CFCI maintains its own website and occasionally likes to update photos of school events on the site. From time to time, photographs of CFCI students may appear on the website. Also photos of students may appear in the newspaper or on television. We would like to be able to use pictures of students in action (**we would not list their name or any other information about them without consent**) Also, on occasion, classroom events or field trips may be videotaped. Please let us know if it would be okay to allow pictures/videos including your child to be posted on our web site, in the newspaper, school newsletter, yearbook, or on television.

Check **one** of the following and sign below:

\_\_\_\_\_ I **authorize** CFCI to use photos/videos including my child as indicated above.

\_\_\_\_\_ I do **not** authorize CFCI to use photos/videos including my child as indicated above.

---

Parent/Guardian Signature

---

Date

---

## **Transportation & Meals**

The founders of CFCI had to set priorities in how resources would be utilized. In our charter with the state, we choose to emphasize quality teachers and safe facility. As a result. . .

### **Transportation**

CFCI does not offer transportation for students. Parents are responsible for providing transportation to and from school. We encourage neighborhood car pools and we are on a city bus line.

### **Meals**

CFCI does not offer school lunch. Parents are responsible for providing a nutritious lunch and snack from home to be sent in with their child each morning. On the first day of school, all families will receive a form for free lunch. You must complete and return the form to the school. Once it has been processed and your qualification has been determined, your child will be provided a lunch by the school if you request it. All issues will be kept confidential.

I, the undersigned, have read the above information and understand the need to provide both transportation and lunch for my child(ren)

---

Parent/Guardian signature

---

Date

*This institution is an equal opportunity provider.*

# **Cape Fear Center for Inquiry**

## **Enrollment Form 2016/17 for returning students**

**FAX #: 910-362-0048**

**\*\*Due on or before April 8, 2016\*\***

**\*\*My child will be returning to Cape Fear Center for Inquiry for the 2016/17 school year:**

**Check one:** ☐ **Yes** ☐ **No** **Grade:** \_\_\_\_\_

**If your child is not returning, please just write student's name below and sign on the reverse side. This will confirm that your child's spot can be released to be filled by a new student.**

### **Student Information**

Student Name: \_\_\_\_\_  
Last First Middle Nickname/Preferred

Date of Birth: \_\_\_\_\_

Address: (No P.O. Box numbers!)

\_\_\_\_\_  
Street City State Zip Code

Mailing address (if different from above): \_\_\_\_\_

Home Phone: ( ) \_\_\_\_\_ Gender: ( ) Male ( ) Female  
Race: (circle one or more) White Black American Indian Hawaiian/Pacific Islander Asian  
Ethnicity: (circle one) Hispanic Non-Hispanic  
First language (if other than English) \_\_\_\_\_

### **Parent Information**

Mother's Name: \_\_\_\_\_  
Ms./Mrs./Dr. Last First Middle

Address: \_\_\_\_\_  
Street City State Zip Code

\* E-mail: \_\_\_\_\_

Home Phone: ( ) \_\_\_\_\_ Work Phone: ( ) \_\_\_\_\_ Cell: ( ) \_\_\_\_\_

Business Name/Address: \_\_\_\_\_ Occupation: \_\_\_\_\_

Father's Name: \_\_\_\_\_  
Mr./Dr. Last First Middle

Address: \_\_\_\_\_  
Street City State Zip Code

\* E-mail: \_\_\_\_\_

Home Phone: ( ) \_\_\_\_\_ Work Phone: ( ) \_\_\_\_\_ Cell: ( ) \_\_\_\_\_

Business Name/Address: \_\_\_\_\_ Occupation: \_\_\_\_\_

### **Student resides with:**

Both mother and father..... % of time  
Mother ..... % of time  
Father ..... % of time  
Guardian..... % of time

**For student safety, relevant custody papers and/or court orders must be on file with the school. If custody papers and/or any court orders exist pertaining to your child(ren), please provide a copy to the school office with enrollment records.**

## Medical Information

Does your child have any **allergies or medical conditions** the school staff should be aware of?

\_\_\_\_\_ YES      \_\_\_\_\_ NO      If yes, briefly explain: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**If your child will require medication during school hours, prescription and/or non-prescription (ie. Tylenol, cough syrup, Benydryl, etc.) please provide a Physician's Authorization form signed by your child's doctor indicating the type of medication, dosage, and dispensing instructions.**

Has your child experienced a head injury of any kind (e.g., concussion) in the past year?

\_\_\_\_\_ YES      \_\_\_\_\_ NO

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\_\_\_\_\_ I **do not** authorize any information to be disclosed regarding my child for any purpose other than educational needs.

\_\_\_\_\_  
Parent/Guardian signature      Date

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Check one of the following and sign below:

\_\_\_\_\_ I authorize CFCI to use photos/videos including my child as indicated above.

\_\_\_\_\_ I do **not** authorize CFCI to use photos/videos including my child as indicated above.

\_\_\_\_\_  
Parent/Guardian Signature      Date

**As the parent/guardian of this student, I attest that all information provided on this form is true and complete to the best of my knowledge.**

\_\_\_\_\_  
Signature

*This institution is an equal opportunity provider.*

## **760 Federal Methods of Procurement Policy**

Federal funds include instructional supplies and consumables. The Business Operations Coordinator will obtain pricing of goods from a minimum of three sources. State contracts will be compared when available. For identical goods, the lowest price will be selected.

1. For purchases under \$500; receipts are kept in paper form and electronically for 7 years. After the purchase is made Federal reimbursement funds are requested.
2. For purchases over \$500, the person requesting the goods will provide a written description of the items required. The Business Operations Coordinator will generate a purchase order. The PO will include a description of the goods to be purchased and delivery instructions. A quote from the selected vendor will be attached. PO's are kept in both written and electronic format for 7 years.

### **Equipment purchased with Federal Funds**

This category is limited to e-rate equipment. All e-rate purchases are made utilizing State contracts.

**All budget decisions are subject to board approval.**



# CFCI Meeting Agenda

## **Technology Committee Meeting**

Date: 9.29.16

*Present: Jennifer Paetzold, Paul Allen, Joanne Cress, Wes Rose, April Radabaugh, Seffie Ovacz, Kathy Rettig, Julie Sartorius, Patrick Donley*

*Visitors:*

*Next meeting: October 25, 2016*

### **I. Topic: Monthly Meeting day for the year; JP**

#### **Discussion**

4<sup>th</sup> Tuesday of the month will be our regular meeting day

#### **Action or Request (if any)**

### **II. Topic: Technology Committee Goals/Format 2016-2017; ALL**

#### **Discussion**

Curricular focus and IT Focus at each meeting

Social Media...who will oversee and post...LR...all agreements signed

Each loop rep. will post for their loop one time per week.

#### **Action or Request (if any)**

Committee members will discuss getting pics to them to post (one person from loop each week)

### **III. Topic: Purchase of new devices; ALL**

#### **Discussion**

iPads vs. Chrome books...having reps come to CFCI to discuss so we can make an educated decision on which direction to go; Paul

Arrangements for state folks to come in and talk to us, overview.  
Advantages/disadvantages of both iPads and Chrome books

#### **Action or Request (if any)**

KR....\$ for devices next meeting

All tech members will gather questions from their loop levels Chromebooks vs. iPa  
Paul arrange information talk



# CFCI Meeting Agenda

## **IV. Topic: Technology Plan for the next three years; JP**

### **Discussion**

Look at last plan

Goals for 2017-2019: IT, Curricular

Joanne Cress, Seffie Ovacz, Jennifer Paetzold, Kathy Rettig, Paul Allen, Wes Rose

### **Action or Request (if any)**

JP touch base with Debbie re: format

JP will set up future mtgs with tech plan grp.