



The Exploris School

Annual Retreat

Date and Time

Tuesday February 27, 2018 at 4:00 PM EST

Location

Google Fiber Conference Room, West Jones Street

This is the Board's Annual "Retreat" Meeting where we look strategically at the upcoming 1-5 years.

Location: Google Fiber Conference Room, West Jones Street. Seating will be limited.

Agenda

	Purpose	Presenter	Time
I. Opening Items			4:00 PM
Opening Items			
A. Record Attendance and Guests		Keely Byars-Nichols	1 m
B. Call the Meeting to Order		Tom Miller	1 m
The Chair will call the meeting to order and introduce our guest facilitator Lisa Poovey Berwyn, Director of Advancement & Donor Engagement for Communities In Schools of Wake County			
C. Approve Agenda	Vote	Tom Miller	2 m
D. Approve last meeting minutes	Approve Minutes	Tom Miller	5 m
Approve minutes for Board Meeting on January 23, 2018			
E. Approve Special Meeting Minutes: November	Approve Minutes	Keely Byars-Nichols	5 m
We voted to approved last meeting, but they were not correctly linked to agenda so we have to do it here again to approve them in BoT system.			
Approve minutes for Special Meeting on November 9, 2017			
II. Executive Director/School Business			4:14 PM
Education Excellence			
A. Personnel Action	Vote	Ellie Schollmeyer	5 m
Board approval requested for Carolee McLinnahan to assume the responsibilities of the Elementary Administrative Assistant effective 2/12/18.			

Board approval is requested for the service agreement with Tarboro Pediatric for conducting ADOS and CARS testing for two students undergoing re-evaluation. These tests are autistic screening diagnostics.
 Board approval is requested to approve contract with Integrity Protection Services for temporary security patrols at the

B. Operations and Finance Update Vote 5 m
 Board approval requested for 2018-2019 School Calendar
 Board approval requested for revised Lottery Policy

C. Emergency Procedures FYI 5 m
 Board review of Emergency Procedures manual draft to be adopted at next meeting

III. Board Discussion on Key Challenges 4:29 PM

A. Why are we here? FYI Tom Miller 5 m
 The purpose of this retreat is to focus on 5 key areas the board needs to ensure there are key indicators of success noted and a sustained committee for oversight.

The commitments from this meeting will support the Executive Director and the staff at Exploris begin to design the strategic goals and plan to carry the organization through the next three to five years.

This meeting is not to discuss the past, it is to look ahead to the future for our current key stakeholders and the stakeholders of the next 30 years.

B. Facility Update Discuss Tom Miller 30 m
 The Board will hear from the Russ Partin, the project manager on the construction side of the team,
 He will address questions on timelines and challenges with the facility projects.

C. Fundraising and Development Discuss Kim Von Weihe 30 m
 Board will hear from the development committee and have a clearer understanding of each member's responsibility in the fundraising process (Short and Long Term).
 This discussion may include new board member recruitment.

D. Fiscal Vitality Discuss Christine Hutchens 30 m
 The board will take a look at the 5 year fiscal projections, identify the gaps and set forth a plan to address these gaps.
 Resources: 5 Year Projections

E. Board Health, Structure and Development FYI Kelly Furr 30 m
 The Board will identify the areas for growth and skill sets needed to carry the goals for the next three years.
 Documents: Board Bylaws and BOT Assessment.

F. Student and Staff Diversity FYI Ellie Schollmeyer 30 m
 The board will discuss the school's overall vision for diversity, staff and student, and discuss the current plan to get there.

IV. Closing Items 7:04 PM

A. Commitments and Actions Recap FYI Tom Miller 10 m
B. Adjourn Meeting Vote

Cover Sheet

Approve last meeting minutes

Section: I. Opening Items
Item: D. Approve last meeting minutes
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Board Meeting on January 23, 2018

APPROVED



The Exploris School

Minutes

Board Meeting

Date and Time

Tuesday January 23, 2018 at 4:30 PM

Location

The Exploris Elementary School

Directors Present

B. Kingery, C. Gray, C. Hutchens, C. Jones (remote), J. Frawley, J. Gerds, K. Byars-Nichols, K. Furr, M. Mitchell-Neal, T. Miller

Directors Absent

K. Von Weihe, S. Burroughs

Directors Arrived Late

B. Kingery, J. Gerds

Ex-Officio Members Present

E. Schollmeyer

Non Voting Members Present

E. Schollmeyer

Guests Present

A. Reidel, C. Greer-Banks, F. McKay, L. Perry Lawless, L. Ruto, M. Gargan, S. McKay

I. Opening Items

A. Record Attendance and Guests

B. Call the Meeting to Order

T. Miller called a meeting of the board of directors of The Exploris School to order on Tuesday Jan 23, 2018 @ 4:30 PM at The Exploris Elementary School.

C. Approve Board Meeting Minutes 11/28

K. Byars-Nichols made a motion to approve minutes from the Board Meeting on 11-28-17.

C. Hutchens seconded the motion.

The board **VOTED** unanimously to approve the motion.

D. Approve Minutes from Special Meeting 11/9

B. Kingery arrived late.

E. Public Comment

None.

J. Gerdts arrived late.

II. Education Excellence

A. Review of Diversity Work by EEC

Keely introduced a student presentation on diversity at Exploris and in Wake county schools. Frank and Cori then presented information on committee and faculty work in this area. Keely ended by inviting questions to the board as we prepare to bring a formal proposal for lottery mechanisms and supports needed in April.

III. ED Report

A. Personnel

M. Mitchell-Neal made a motion to increase the EC Director position by \$3,000.

B. Kingery seconded the motion.

The board **VOTED** unanimously to approve the motion.

Ellie updated the board that Koren has assumed the position of 4/5 Teacher. They are interviewing for the Administrative Assistant position left by Mae's departure. Building Transition Study Team has proposed changes to grade groupings and classroom sizes and spaces (effective 2018-2019 school year).

B. Kingery made a motion to approve the proposal as presented, including preliminary numbers, with the understanding that more concrete numbers will be reviewed next month.

J. Frawley seconded the motion.

The board **VOTED** unanimously to approve the motion.

B. Closed Session: ED Report

Tom moved that the board go into closed session to discuss legal matters that prevent the disclosure of information that is privileged or confidential pursuant to the law of North Carolina. Motion was seconded and unanimously approved.

At the conclusion of the discussion, Keely moved to come out of closed session. Motion was seconded and unanimously approved.

C. Organization Update (Academics, Operations and Finances)

Christine updated the board on recent financial reports and plans to meet with auditor for help with the Foundation's finances. She also discussed plans for the committee to develop policies around "allowances" than the ED could work within

without requesting board approval. The school is operating within its budget for the year.

Board moved to approve a tentative start date for the 2018-2019 school year.

D. Facility and Development

Ellie updated the board on fundraising progress so far, and plans to publicize the matching donation from our partners in the new building.

Ellie and Bob updated the group that some of the financing process for the new building partners has started.

IV. Governance Committee

A. Recommendations of policy changes (Promotion Policy)

K. Furr made a motion to approve changes to the grade promotion policy as revised.

C. Gray seconded the motion.

The board **VOTED** unanimously to approve the motion.

B. Present metrics of HOS Goals as Requested

No comments, questions or suggestions

C. Grievance Committee Update

Jess expressed concern over the fact that currently she serves as both Chair and Liaison, since it presents a conflict. Tom asked the committee to determine roles within the committee, and report back to the group next month.

V. Closing Items

A. Update on the February Retreat Plans

Center for Innovation

Growing Staff

Finances: 18-36 months

Development and Steering Committee Role

Growing the Board

B. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 6:43 PM.

Respectfully Submitted,

K. Byars-Nichols

Cover Sheet

Approve Special Meeting Minutes: November

Section: I. Opening Items
Item: E. Approve Special Meeting Minutes: November
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Special Meeting on November 9, 2017

APPROVED



The Exploris School

Minutes

Special Meeting

Date and Time

Thursday November 9, 2017 at 7:00 PM

Location

919-374-1891

Directors Present

B. Kingery, C. Hutchens, C. Jones, J. Frawley, J. Gerdts, K. Byars-Nichols, M. Mitchell-Neal, T. Miller

Directors Absent

C. Gray, K. Furr, K. Von Weihe

Ex-Officio Members Present

E. Schollmeyer

Non Voting Members Present

E. Schollmeyer

Guests Present

L. Perry Lawless

I. Opening Items

A. Record Attendance and Guests

B. Call the Meeting to Order

T. Miller called a meeting of the board of directors of The Exploris School to order on Thursday Nov 9, 2017 @ 7:00 PM at 919-374-1891.

II. Facility

A. Information presented regarding the facility negotiations (Closed Session)

B. Kingery made a motion to go to closed session to discuss confidential details of lease agreement for new facility.

J. Gerdtz seconded the motion.

The board **VOTED** unanimously to approve the motion.

Bob presented details of draft lease.

K. Byars-Nichols made a motion to strike one specific line as noted in confidential notes from meeting, and as noted by Board Chair and Facilities Committee Chair.

C. Jones seconded the motion.

The board **VOTED** unanimously to approve the motion.

B. Kingery made a motion to move out of closed session, our detailed lease agreement discussions having concluded.

K. Byars-Nichols seconded the motion.

The board **VOTED** unanimously to approve the motion.

B. Board Next Steps

Tom noted that agenda for next board meeting is being built, and all committee members should send agenda items to him soon.

III. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 8:00 PM.

Respectfully Submitted,
K. Byars-Nichols

Cover Sheet

Personnel Action

Section: II. Executive Director/School Business
Item: A. Personnel Action
Purpose: Vote
Submitted by:
Related Material: ED Report 2 27 18.pdf

ED Report- February 27, 2018 Board Retreat

Personnel:

Board approval requested for Carolee McLinnahan to assume the responsibilities of the Elementary Administrative Assistant effective 2/12/18.

Board approval is requested for the service agreement with Tarboro Pediatric for conducting ADOS and CARS testing for two students undergoing re-evaluation. These tests are autistic screening diagnostics.

Board approval is requested to approve contract with Integrity Protection Services for temporary security patrols at the elementary campus at \$12 per hour. Hours 8-10 pm and 6-8am until lighting is repaired.

Lottery Policy:

Lottery – 1,182 family applications for 108 openings
Growing ADM from 420 – 460

Request Board approval for the revised Lottery Policy to incorporate the revised timing for acceptance.

- From date of posting lottery results until June 1: 1 week to accept or decline a seat for the next school year
- From June 2 - to the first day of the new school year: 48 hours to accept or decline a seat for the upcoming school year
- After the first day of a current school year: 48 hours to accept or decline a seat for the current school year

Operations-

Board approval is requested for the 2018-2019 school calendar.

Elementary Fire Drill – 1/31/18

Middle Fire Drill – 1/31/18

Safety Awareness Week 2/19/18- 2/23/18

Shelter In Place Drills held at both campuses on 2/20/18

Lockdown Drills held at both campuses on 2/22/18

Parent Letter sent on 2/15/18

Emergency Preparedness Manual draft attached for Board review to be further discussed at the next Board meeting. The team is researching additional security needs and requirements to

protect students and staff including door locks, cameras, intercom, additional external keypad at Middle School. Requesting Board consideration for funding to meet security needs.

Parent University to be held 2/26/18 at 6 pm at elementary campus to discuss recommended elementary structure.

PMR 5

Grade	
Standard KI	29
Standard 01	31
Standard 02	31
Standard 03	30
Standard 04	42
Standard 05	42
Standard 06	73
Standard 07	74
Standard 08	68
STANDARD	
TOTAL	420

Finance

Final allotment for federal funds was \$9,475 below budgeted amount of \$72,543. End of year projection is now -\$7,375.23. Attached are balance sheets, income statement and updated budget.

Capital Campaign Update:

Pledged	\$248,414.19
Total Collected	\$118,665.42
Rollover "Savings"	\$304,705.68
Total Amount	\$553,119.87

Discussion Topics:

Immediate Needs:

- Security costs; short term, immediate need; PTO funds?/Reserves
 - Intercom, door locks, keypads for back of MS, cameras, motion sensors, lighting
Project costs under development
- Negotiate New Land Lease (expires in August)

Next Year

- Administrative Needs; Data Manager, Contracted/Outsourced Operations
- 3 Elementary Teachers (1 -4/5 replacement, 2 new for 2 new crews)
- 1 additional EC teacher (possibly split between Elem and Middle)
- 1 additional global arts (1 or ½ per campus)
- 1 additional teaching partner if feasible

Enrollment Projection 460 – (Elem-232, MS -228) - (current 420 – Elem – 205, MS – 215)

Enrollment expansion will cover costs (including \$18,092 to retrofit)

Updated PPT on building transition shows Financial Impact - Surplus - \$4,813

New Building Expansion and Needs over the next 5 years

- Add Director of Operations and Finance
- Add social worker
- 36 crew teachers total
- 8 general ed teaching partners total (1 per classroom in K and 1, and 1 per grade in 2-5)
- 6 EC teachers total (current 3)
- EC Director (current EC Director has full caseload)
- 5-6 EC teaching partners total (current 4)
- 6-8 global arts total (current 4.5)
- 2 IT total (current 1)
- 2 Interventionists (current 1)
- 2 Instructional coaches total (current ½)
- 2 Guidance Counselors (current 1)

- Modspace Exit costs – approximately \$80,000

- Center for Innovation, how do we make it real, how do we fund, can it be a revenue source
 - Associate Director
 - Development/Corporate/Grant Writing
- Timeline and backup plan for facilities (Land Lease expires for Elementary in August)
- Campaign -> Annual Fund -> Grants...Others ways to fund needs
- Cost of grievances; legal, focus, impact
- Funding the PTO vs PTO fundraising

Japan

Michelle Parkerson will address administrative concerns while I am in Japan with Exploris students attending school at Shinonome in Hiroshima.

Tom will be needed to sign checks in my absence.

Special Meeting Request:

Recommend that Board schedules a special meeting to address escalating legal filings and costs as well as security plans.

State Board of Education:

As part of its budget discussion, state board members ranked their strategic goals in order of priority to help guide the request to the Governor's office and the General Assembly for additional funding. Board members agreed on these priorities:

1. Excellent educators
2. Postsecondary preparedness
3. Educational equity for all students
4. Health, safety and responsibility of students
5. Personalized education
6. Financial and technological support for districts

Cover Sheet

Operations and Finance Update

Section: II. Executive Director/School Business
Item: B. Operations and Finance Update
Purpose: Vote
Submitted by:
Related Material: 2018-2019 Calendar Draft for Board 2 27 18.pdf
3010 Lottery.June2015.docx.pdf
Exploris 2017-2018 Budget - Board Report January 2018.pdf
January Balance Sheet Updated Foundation TransferAJE.pdf
January Income Statement.pdf



2018 – 2019 Calendar

Hours: Elementary 8:30 – 3:15 | Middle 8:15 – 3:15

JULY 2018						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

4 Independence Day

JANUARY 2019						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

1-3 Winter Break
4 Teacher Workday
21 M.L. King Day

Student Days – 18
 Teacher Days – 19

AUGUST 2018						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	★	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

6-7 New Teacher Induction
13 Open House
8 – 14 Teacher Work Days
15 1st Day for Students

Student Days - 13
 Teacher Days 18 – New Teachers - 20

FEBRUARY 2019						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

18 Teacher Workday
15 Early Dismissal for Conferences

Student Days – 18.5
 Teacher Days – 19.5

SEPTEMBER 2018						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

3 Labor Day Holiday

Student Days - 19
 Teacher Days - 19

MARCH 2019						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

8 End of 2nd Trimester
8- 11 Teacher Workdays

Student Days – 19
 Teacher Days – 21

OCTOBER 2018						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

1-5 Fall Break
1-2 Teacher Work Days
19 Early Dismissal For Conferences

Student Days – 17.5
 Teacher Days – 19.5

APRIL 2019						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

15-19 Spring Break
22 Teacher Workday

Student Days – 16
 Teacher Days - 17

NOVEMBER 2018						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

12 Veterans Day Holiday
16 End of 1st Trimester
 Teacher Workday
19-23 Thanksgiving Break
26 Teacher Workday

Student Days – 14
 Teacher Days – 16

MAY 2019						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

24 Conferences/Teacher Workday
27 Memorial's Day Holiday

Student Days – 21
 Teacher Days – 22

DECEMBER 2018						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

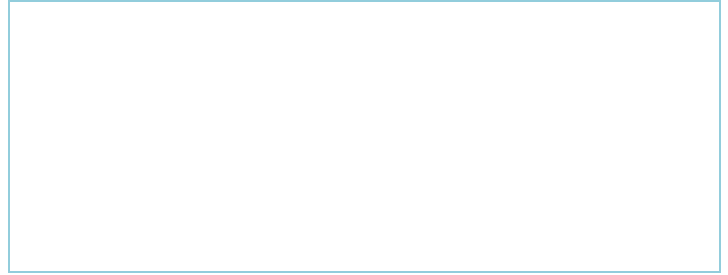
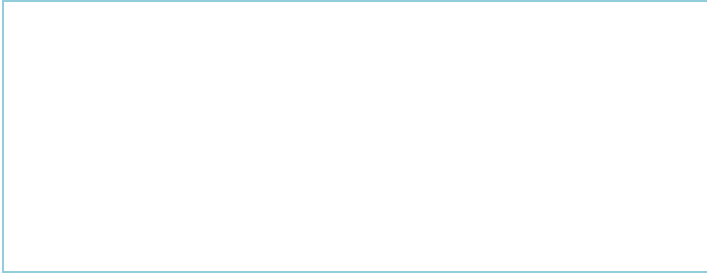
21 Early Dismissal 12:00 pm
24 -31 Winter Break

Student Days – 14.5
 Teacher Days – 14.5

JUNE 2019						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	★	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

7 End of 3rd Trimester- Last Day Early Dismissal
10-11 Teacher Workdays

Student Days 4.5
 Teacher Days 6.5



Total Student Days 175 *6.25 instructional hours per day = 1093.75 Total Hours – 1025 = 68.75 extra hours = 11 days extra
Total Teacher Days 192, New Teachers 194

Last Year Student School Days- 177.5,- 1109 hours of instruction, Teacher Days 190.5, new teachers 192.5

The Exploris School

STUDENTS

3010

Lottery Selection

As required by G.S. 115C-29F(g)(6): During each period of enrollment, the charter school shall enroll an eligible student who submits a timely application, unless the number of applications exceeds the capacity of a program, class, grade level, or building. If there are more applications than spaces, the available spaces will be awarded by public lottery. Once enrolled, students are not required to reapply in subsequent enrollment periods; however, students who are placed on the waiting list must reapply for the lottery in subsequent school years.

Notwithstanding any law to the contrary, a charter school may refuse admission to any student who has been expelled or suspended from a public school under G.S. 115C-390.5 through G.S. 115C-390.11 until the period of suspension or expulsion has expired.

Enrollment Application Time Period

Requested applications for the upcoming school are available on the school's website, and can be mailed or electronically sent upon request, beginning in November through the time the lottery enrollment closes the first Friday of February of the proceeding school year. Any applications received after the close of business on the first Friday in February will be placed on the waiting list in order of receipt.

Lottery Process

Applications for enrollment will be made available from November through February. All applications must be received by the first Friday in February in order to be considered for the school's lottery. The Lottery is conducted on the first Friday of March. The date and location are made public so that anyone may attend. The lottery is conducted by the organization's Director and certified by an outside, unbiased volunteer. Following the lottery, parents are notified of their acceptance. Upon filling all the available positions, the lottery continues through the entire pool of applicants to establish a waiting list.

Any student receiving a seat either through the initial lottery or through the wait list will have a limited time to accept or decline the seat and, if offered the seat prior to the first day of school, must be present beginning the first day of school. Should a parent decline a spot, the open position will be offered to the next chronological applicant on the waiting list and these guidelines will apply. Outlined below are the time limitations to accept or decline a seat:

- From date of posting lottery results until June 1: 1 week to accept or decline a seat for the next school year
- From June 2 - to the first day of the new school year: 48 hours to accept or decline a seat for the upcoming school year
- After the first day of a current school year: 48 hours to accept or decline a seat for the

current school year

Lottery Preference

The charter school shall not discriminate against any student on the basis of race, ethnicity, religion, sexual identity, gender, gender identity or expression, or disability. Except as otherwise provided by law or the mission of the school as set out in the charter, the school shall not limit admission to students on the basis of intellectual ability, measures of achievement or aptitude, or athletic ability.

Siblings of already enrolled students, children of all full-time employees, and children of the school's Board of Directors will receive priority enrollment in the following manner:

Lottery Priorities

Children of current staff and siblings are given priority over children of board members. Should a full-time staff member be hired after the annual lottery has occurred, space will be made available for said staff member's children for the upcoming school year. Children of Board members are given lowest preference. If there are fewer available spots than the number of priority applicants, then a separate lottery is held for applicants with priority status in the following order:

1. Children of current eligible staff
 2. Siblings of currently enrolled students
 3. Children of current Board members
- **Siblings:** It is the intent of Exploris to support whole families and create school community. All families with siblings of currently enrolled students must submit an application. Siblings of enrolled students will receive priority for admission during the lottery process if their applications are received by the designated deadline.
 - ⊖ If siblings apply for admission to a charter school for the upcoming school year and a lottery is needed under G.S. 115C-238.29F(g)(6), the charter school will enter one surname into the lottery to represent all of the siblings applying at the same time. If the surname of the siblings is selected, then all of the siblings shall be admitted to the extent that space is available and does not exceed the grade level capacity. Should the sibling's requested grade level be full, the sibling's name will receive priority status on the waiting list.
 - If multiple birth siblings apply for admission to a charter school and a lottery is needed under G.S. 115C-238.29F(g)(6), the charter school shall may enter one surname into the lottery to represent all of the multiple birth siblings. If the surname of the multiple birth siblings is selected, then all of the multiple birth siblings shall be admitted.

- **Employees and Board of Directors:** Exploris will limit to no more than 15% of the school's total enrollment priority admission to children of full-time employees and the charter school's Board of Directors

Transportation

Parents or guardians of a student accepted under this enrollment policy will be responsible for transporting their child(ren) or ward(s).

Legal Reference: Article 14A of Chapter 115C, **G.S. 115C-218**

Adopted: 11/19/13

Revised: 6/23/15

Category		Approved Budget	EOY Projection	MTD Activity	YTD Activity	Approved Budget vs. YTD Activity	% Remaining vs. Approved Budget	% Remaining vs. EOY Projection
Revenue								
	State revenue							
	Rev - Summer Reading- 016		\$16,004.00	\$0.00	\$16,004.00	-\$16,004	#DIV/0!	0.00%
	Rev - Charter Schools - 036	\$2,362,078.57	\$2,334,683.00	\$230,368.11	\$1,600,326.44	\$761,752	32.25%	31.45%
	Rev- State Bonus		\$6,943.00	\$6,943.00	\$6,943.00	-\$6,943	#DIV/0!	0.00%
	Total State Revenue	\$2,362,078.57	\$2,357,630.00	\$237,311.11	\$1,623,273.44	\$738,805.13	31.28%	31.15%
	Local Revenue							
	Rev - Sales Tax	\$6,000.00	\$6,000.00	\$0.00	\$0.00	\$6,000	100.00%	100.00%
	Rev - German Exch	\$0.00	\$18.09	\$0.00	\$18.09	-\$18	#DIV/0!	0.00%
	Rev - Field Trips - Japan Exch	\$0.00	\$16,397.00	\$0.00	\$16,397.00	-\$16,397	#DIV/0!	0.00%
	Rev - Field Trips - Elementary School	\$0.00	\$16,046.44	\$2,477.00	\$10,899.00	-\$10,899	#DIV/0!	32.08%
	Rev - Field Trips - 6th Collected	\$0.00	\$10,681.70	\$20.50	\$6,971.00	-\$6,971	#DIV/0!	34.74%
	Rev - Field Trips - 7th Collected	\$1,585.00	\$717.14	\$0.00	\$170.03	\$1,415	89.27%	76.29%
	Rev - Field Trips - 7th Fundraising	\$0.00	\$0.00	\$0.00	\$0.00	\$0	#DIV/0!	#DIV/0!
	Rev - Field Trips - 8th Collected	\$0.00	\$35,567.00	\$2,771.00	\$35,567.00	-\$35,567	#DIV/0!	0.00%
	Rev - Field Trips - 8th Fundraising	\$0.00	\$5,384.00	\$0.00	\$5,384.00	-\$5,384	#DIV/0!	0.00%
	Rev - Contributions	\$0.00	\$0.00	\$18,368.33	\$22,801.69	-\$22,802	#DIV/0!	#DIV/0!
	Rev - Annual Fund PayPal	\$0.00	\$5,887.63	\$0.00	\$5,887.63	-\$5,888	#DIV/0!	0.00%
	Rev - Student Supply Fee	\$0.00	\$608.00	\$100.00	\$608.00	-\$608	#DIV/0!	0.00%
	Rev - Athletics	\$0.00	\$0.00	-\$2,400.00	-\$2,400.00	\$2,400	#DIV/0!	#DIV/0!
	Rev - Clubs	\$0.00	\$5,451.00	\$2,570.00	\$5,451.00	-\$5,451	#DIV/0!	0.00%
	Fund Balance Roll Forward		\$304,705.68	\$0.00	\$0.00			
	Rev - Durham County Schools	\$12,353.00	\$10,116.72	\$843.54	\$5,061.24	\$7,292	59.03%	49.97%
	Rev - Johnston County Schools	\$27,229.00	\$27,342.12	\$0.00	\$10,397.55	\$16,831	61.81%	61.97%
	Rev - Chatham County Schools	\$0.00	\$0.00	\$0.00	\$0.00	\$0	#DIV/0!	#DIV/0!
	Rev - Wake County Schools	\$935,000.00	\$1,000,704.00	\$83,712.76	\$500,820.36	\$434,180	46.44%	49.95%
	Rev - Harnett County Schools	\$3,000.00	\$3,000.00	\$0.00	\$339.66	\$2,660	88.68%	88.68%
	Rev - CASMT Grant	\$30,000.00	\$30,000.00	\$0.00	\$15,000.00	\$15,000	50.00%	50.00%
	Rev - Foundation Reimbursement		\$16,842.83	\$0.00	\$0.00	\$0	#DIV/0!	100.00%
	Interest Income Reserve	\$0.00	\$97.35	\$0.00	\$97.35	-\$97.35	#DIV/0!	0.00%
	Total Local Revenue	\$1,015,167.00	\$1,495,566.70	\$108,463.13	\$639,470.60	\$375,696.40	37.01%	57.24%

Category	Approved Budget	EOY Projection	MTD Activity	YTD Activity	Approved Budget vs. YTD Activity	% Remaining vs. Approved Budget	% Remaining vs. EOY Projection
Federal Revenue							
Rev - IDEA VI-B - 060	\$72,543.00	\$63,068.00	\$0.00	\$0.00	\$72,543	100.00%	100.00%
Total Federal Revenue	\$72,543.00	\$63,068.00	\$0.00	\$0.00	\$72,543	100.00%	100.00%
Fund 5 Revenue							
Revenue - Before and After School	\$76,705.00	\$76,705.00	\$4,030.00	\$48,495.00	\$28,210	36.78%	36.78%
Total Fund 5 Revenue	\$76,705.00	\$76,705.00	\$4,030.00	\$48,495.00	\$28,210	36.78%	36.78%
Total Revenue	\$3,526,493.57	\$3,992,969.70	\$349,804.24	\$2,311,239.04	\$1,215,255	34.46%	42.12%
Expenses							
Total 1. Salaries and Bonuses	\$2,248,782.35	\$2,252,013.70	\$193,612.86	\$1,299,341.79	\$949,440.56	42.22%	42.30%
Total 2. Benefits	\$528,619.33	\$530,667.56	\$11,417.94	\$285,519.24	\$243,100	45.99%	46.20%
Total 3. Books and Supplies	\$53,000.00	\$70,000.00	\$2,025.55	\$42,271.15	\$10,729	20.24%	39.61%
Total 4. Technology	\$28,808.16	\$28,808.16	\$40.47	\$16,728.51	\$12,079.65	41.93%	41.93%
Total 5. Non- Cap Equipment and Leases	\$19,500.00	\$19,500.00	\$1,892.05	\$6,268.52	\$13,231	67.85%	67.85%
Total 6. Contracted Student Services	\$28,000.00	\$28,000.00	\$3,283.00	\$8,479.49	\$19,520.51	69.72%	69.72%
Total 7. Field Trips	\$2,000.00	\$84,811.37	\$7,305.67	\$52,682.97	-\$50,683	-2534.15%	37.88%
Total 8. Staff Development	\$13,000.00	\$15,500.00	\$160.00	\$2,139.93	\$10,860.07	83.54%	86.19%
Total 9. Administrative Services	\$79,680.00	\$419,305.15	\$3,676.40	\$371,040.86	-\$291,360.86	-365.66%	11.51%
Total 10. Insurances	\$25,605.00	\$29,117.24	\$4,669.53	\$28,617.24	-\$795	-3.10%	1.72%
Total 11. Facilities	\$427,177.40	\$433,177.40	\$35,674.55	\$273,139.99	\$154,037	36.06%	36.95%
Total 12. Capital Purchases	\$0.00	\$0.00	\$0.00	\$0.00	\$0	#DIV/0!	#DIV/0!
Total 13. Scholarships	\$4,200.00	\$4,979.92	\$0.00	\$0.00	\$4,200	100.00%	100.00%
Total 14. After School	\$16,467.50	\$16,467.50	\$680.78	\$8,429.81	\$8,038	48.81%	48.81%
Total 21. Clubs	\$0.00	\$1,773.71	\$721.71	\$1,773.71	-\$1,773.71	#DIV/0!	0.00%
Total 61. Various Grants - CASMT	\$30,000.01	\$50,791.32	\$0.00	\$34,730.77	-\$4,730.76	-15.77%	31.62%
Total 62. Various Grants - BWF	\$15,431.90	\$15,431.90	\$0.00	\$0.00	\$15,432	100.00%	100.00%

Category	Approved Budget	EOY Projection	MTD Activity	YTD Activity	Approved Budget vs. YTD Activity	% Remaining vs. Approved Budget	% Remaining vs. EOY Projection
Total Expenses	\$3,520,271.65	\$4,000,344.93	\$265,160.51	\$2,431,163.98	\$1,091,324.97	#DIV/0!	#DIV/0!
Net Surplus / (Deficit)	\$6,221.92	-\$7,375.23	\$84,643.73	-\$119,924.94			

Date: 02/22/2018

Time: 10:50 am

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THE EXPLORIS SCHOOL
LINQ Financial System: Balance Sheet
Month: January - Fiscal Year: 2018

Acct. Code	Title	Current Balance
Asset		
1.1010.000.000.000.000.00	Cash OP FCIT 6528	-2,215.54
2.1010.000.000.000.000.00	Cash OP FCIT 6528	380,067.69
2.1011.000.000.000.000.00	Cash - Reserve	306,809.19
2.1020.000.000.000.000.00	Cash CK FCIT 4317	11,734.55
2.1160.000.000.000.000.00	Accounts Receivable - Non-Gove	-2,963.51
2.1611.000.000.000.000.00	Security Deposit	15,658.00
3.1010.000.000.000.000.00	Cash OP FCIT 6528	-27,454.17
5.1010.000.000.000.000.00	Cash OP FCIT 6528	250,254.07
	Total Asset:	931,890.28
Liability		
1.2274.000.000.000.000.00	EEs' Dental Ins. Deductions	-3.63
1.2278.000.000.000.000.00	EEs' Other Ins. Deductions	-758.80
1.2282.000.000.000.000.00	EEs' Flex Spending Deductions	-11.88
1.2321.000.000.000.000.00	EEs' 403(b) Deductions	-2.17
2.2010.000.000.000.000.00	Accounts Payable	851.00
3.2278.000.000.000.000.00	EEs' Other Ins. Deductions	11.00
3.2282.000.000.000.000.00	EEs' Flex Spending Deductions	0.97
3.2321.000.000.000.000.00	EEs' 403(b) Deductions	1.73
5.2274.000.000.000.000.00	EEs' Dental Ins. Deductions	3.63
5.2282.000.000.000.000.00	EEs' Flex Spending Deductions	13.91
5.2321.000.000.000.000.00	EEs' 403(b) Deductions	0.44
	Total Liability:	106.20
Reserve / Trust		
2.2960.000.000.000.000.00	Fund Equity	-555,248.79
5.2960.000.000.000.000.00	Fund Equity	-210,325.25
	Total Reserve / Trust:	-765,574.04
	Net Revenue / Expense:	-166,422.44
	Total Liability / Reserve / Trust / Income:	-931,890.28

Date: 02/06/2018

Time: 6:41 pm

THE EXPLORIS SCHOOL
LINQ Financial System: Income Statement
Month: January - Fiscal Year: 2018

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Acct. Code	Title	Beg. Balance	This Period	End. Balance
FUND: 1				
Revenue				
1.3100.016.000.000.000.00	Rev - Summer Reading - 016	16,004.00	0.00	16,004.00
1.3100.036.000.000.000.00	Rev - Charter Schools	1,369,958.33	230,368.11	1,600,326.44
1.3100.048.000.000.000.00	Rev- State Bonus	0.00	6,943.00	6,943.00
Total Revenue for FUND - 1:		1,385,962.33	237,311.11	1,623,273.44
Expense				
1.5110.036.121.000.000.00	Salary - Teacher	677,385.22	116,492.88	793,878.10
1.5110.036.142.000.000.00	Salary - Teacher Assistant	29,539.44	3,783.60	33,323.04
1.5110.036.162.000.000.00	Substitute Pay	13,698.50	255.00	13,953.50
1.5110.036.183.000.000.00	Salary - Bonus	3,768.00	0.00	3,768.00
1.5110.036.211.000.000.00	ER's Social Security Cost	56,181.70	8,550.29	64,731.99
1.5110.036.229.000.000.00	ER's Other Retirement Cost	9,822.10	1,587.92	11,410.02
1.5110.036.231.000.000.00	ER's Hospitalization Insurance	102,710.73	15,155.46	117,866.19
1.5110.036.232.000.000.00	ER's Workers' Comp. Insurance	1,639.00	0.00	1,639.00
1.5110.036.233.000.000.00	ER's Unemployment Insurance Co	12.90	0.00	12.90
1.5110.036.234.000.000.00	ER's Dental Ins. Cost	1,438.90	227.19	1,666.09
1.5110.036.235.000.000.00	ER's Life Ins. Cost	155.76	0.00	155.76
1.5110.036.239.000.000.00	Other Ins. Cost	1,505.60	0.00	1,505.60
1.5110.048.180.000.000.00	Testing Bonus	0.00	6,450.00	6,450.00
1.5110.048.211.000.000.00	ER's Social Security Cost	0.00	493.44	493.44
1.5210.036.121.000.000.00	Salary - EC Teacher	82,867.04	14,064.97	96,932.01
1.5210.036.142.000.000.00	Salary - EC Teacher Assistant	40,984.45	7,148.45	48,132.90
1.5210.036.211.000.000.00	ER's Social Security Cost	6,160.80	1,534.31	7,695.11
1.5210.036.229.000.000.00	ER's Other Retirement Cost	677.19	113.33	790.52
1.5210.036.231.000.000.00	ER's Hospitalization Insurance	13,954.61	2,766.71	16,721.32
1.5210.036.234.000.000.00	ER's Dental Ins. Cost	153.44	23.92	177.36
1.5210.036.311.000.000.00	Contracted Services - EC	728.12	539.75	1,267.87
1.5240.036.318.000.000.00	Contracted Services - Speech	3,205.00	703.00	3,908.00
1.5330.036.121.000.000.00	Intervention Teacher	15,205.62	9,674.57	24,880.19
1.5330.036.211.000.000.00	Intervention SS	4,032.04	699.22	4,731.26
1.5330.036.229.000.000.00	Intervention Other Retirement	802.09	193.49	995.58
1.5330.036.231.000.000.00	Intervention Hospitalization	6,094.47	1,106.72	7,201.19
1.5330.036.234.000.000.00	ER' Dental	59.80	11.96	71.76
1.5350.016.121.000.000.00	Teacher - Summer Reading Camp	4,200.00	0.00	4,200.00
1.5350.016.211.000.000.00	ER SS - Summer Reading Camp	321.30	0.00	321.30
1.5350.016.411.000.000.00	Supplies and Materials - 016	14,826.51	0.00	14,826.51
1.5350.036.229.000.000.00	Other Retirement	0.00	0.44	0.44
1.5350.036.231.000.000.00	ER'S Hospitalization	13.71	0.20	13.91
1.5350.036.234.000.000.00	ER's Dental	3.63	0.00	3.63
1.5400.036.151.000.000.00	Salary - Office Personnel	68,880.48	9,974.75	78,855.23
1.5400.036.211.000.000.00	ER's Social Security Cost	5,763.16	754.94	6,518.10
1.5400.036.229.000.000.00	ER's Other Retirement Cost	610.06	141.16	751.22
1.5400.036.229.001.000.00	ER's Other Retirement Cost	166.67	0.00	166.67
1.5400.036.231.000.000.00	ER's Hospitalization Insurance	6,655.34	1,106.72	7,762.06
1.5400.036.231.001.000.00	ER's Hospitalization Insurance	560.87	0.00	560.87
1.5400.036.234.000.000.00	ER's Dental Ins. Cost	82.36	11.96	94.32
1.5410.036.114.000.000.00	Salary - Principal/Headmaster	49,999.98	8,333.33	58,333.31
1.5410.036.211.000.000.00	ER's SS	3,132.50	626.50	3,759.00

Date: 02/06/2018
 Time: 6:41 pm

THE EXPLORIS SCHOOL
LINQ Financial System: Income Statement
Month: January - Fiscal Year: 2018

Acct. Code	Title	Beg. Balance	This Period	End. Balance
1.5410.036.229.000.000.00	ER's Other Retirement	833.35	166.67	1,000.02
1.5410.036.231.000.000.00	ER's Hospitalization	2,766.80	553.36	3,320.16
1.5410.036.234.000.000.00	ER's Dental	59.80	11.96	71.76
1.5420.036.116.000.000.00	Salary - Assistant Principal	71,170.20	5,397.90	76,568.10
1.5420.036.211.000.000.00	ER's SS	409.58	409.58	819.16
1.5420.036.229.000.000.00	ER's Other Retirement	107.96	107.96	215.92
1.5420.036.231.000.000.00	ER's Hospitalization	553.36	553.36	1,106.72
1.5420.036.234.000.000.00	ER's Dental	11.96	11.96	23.92
1.5830.036.131.000.000.00	Guidance Counselor	9,178.77	4,969.09	14,147.86
1.5830.036.211.000.000.00	ER SS	2,117.52	368.66	2,486.18
1.5830.036.231.000.000.00	ER's Hospitalization	2,766.80	553.36	3,320.16
1.5830.036.234.000.000.00	ER's Dental Insurance Cost	11.96	0.00	11.96
1.6110.036.113.000.000.00	Curriculum Support & Dev	14,583.31	0.00	14,583.31
1.6400.036.131.000.000.00	IT Specialist	24,000.00	5,333.33	29,333.33
1.6400.036.211.000.000.00	ER's SS	1,487.05	404.56	1,891.61
1.6400.036.231.000.000.00	ER's Hospitalization	1,877.17	553.36	2,430.53
1.6530.036.321.000.000.00	Utilities - Electrical Service	1,144.85	0.00	1,144.85
1.6610.036.311.000.000.00	Contracted Services - Business	11,295.00	0.00	11,295.00
1.6610.036.371.000.000.00	Liability Insurance	4,669.49	0.00	4,669.49
1.6610.036.378.000.000.00	Scholastic Accident Insurance	2,717.30	0.00	2,717.30
1.6620.036.311.000.000.00	Contracted Services - HR	107.60	40.00	147.60
1.6920.036.311.000.000.00	Contracted Legal Services	3,488.00	202.40	3,690.40
1.6930.036.311.000.000.00	Contracted Audit Services	10,000.00	0.00	10,000.00
Total Expense for FUND - 1:		1,393,356.92	232,163.69	1,625,520.61
Net Income for FUND - 1:		-7,394.59	5,147.42	-2,247.17

FUND: 2

Revenue

2.4110.435.000.000.000.00	Rev - Durham County Schools	4,217.70	843.54	5,061.24
2.4110.447.000.000.000.00	Rev - Harnett County Schools	339.66	0.00	339.66
2.4110.456.000.000.000.00	Rev - Johnston County Schools	10,397.55	0.00	10,397.55
2.4110.502.000.000.000.00	Rev - Wake County Schools	417,107.60	83,712.76	500,820.36
2.4211.036.000.000.000.00	Rev - Field Trips	13.50	0.00	13.50
2.4211.036.000.901.000.00	Rev - Field Trips - KI-01	0.00	345.00	345.00
2.4211.036.000.903.000.00	Rev - Field Trips - 02-03	961.00	332.00	1,293.00
2.4211.036.000.905.000.00	Rev - Field Trips - 04-05	7,461.00	1,800.00	9,261.00
2.4211.036.000.906.000.00	Rev - Field Trips - 06	6,950.50	20.50	6,971.00
2.4211.036.000.907.000.00	Rev - Field Trips - 07	170.03	0.00	170.03
2.4211.036.000.908.000.00	Rev - Field Trips - 08	32,796.00	2,771.00	35,567.00
2.4211.036.000.930.000.00	Rev - Field Trips - Japan	13,397.00	0.00	13,397.00
2.4211.036.000.931.000.00	Rev - Field Trips - Germany	18.09	0.00	18.09
2.4430.036.000.000.000.00	Rev - Contributions	4,433.36	18,368.33	22,801.69
2.4430.036.000.000.000.20	Rev - Annual Fund PayPal	5,887.63	0.00	5,887.63
2.4450.036.000.001.000.00	Interest Income Reserve	97.35	0.00	97.35
2.4490.036.000.000.000.00	Rev - Various	0.00	100.00	100.00
2.4490.036.000.001.000.00	Rev - Student Supply Fee	494.50	0.00	494.50
2.4490.036.000.002.000.00	Rev - Elective	1,200.00	0.00	1,200.00
2.4490.653.000.000.000.00	Rev - Fundraising - 653	5,384.00	0.00	5,384.00
2.4491.036.000.000.000.00	Rev - Athletics	0.00	-2,400.00	-2,400.00

Date: 02/06/2018

Time: 6:41 pm

THE EXPLORIS SCHOOL
LINQ Financial System: Income Statement
Month: January - Fiscal Year: 2018

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Acct. Code	Title	Beg. Balance	This Period	End. Balance
2.4493.036.000.000.00.00	Rev - Clubs	1,681.00	2,570.00	4,251.00
2.4890.559.000.000.00.00	Rev - CASMT Grant	15,000.00	0.00	15,000.00
Total Revenue for FUND - 2:		528,007.47	108,463.13	636,470.60
Expense				
2.5110.036.121.000.000.00	Salary - Teacher	0.00	1,734.99	1,734.99
2.5110.036.183.000.000.00	Salary - Bonus	181.25	0.00	181.25
2.5110.036.211.000.000.00	ER's Social Security Cost	30,151.11	-30,114.44	36.67
2.5110.036.231.000.000.00	ER's Hospitalization Insurance	3,735.29	0.00	3,735.29
2.5110.036.232.000.000.00	ER's Workers' Comp. Insurance	3,099.00	0.00	3,099.00
2.5110.036.233.000.000.00	ER's Unemployment Insurance Co	983.58	864.76	1,848.34
2.5110.036.234.000.000.00	ER's Dental Ins. Cost	-99.92	0.00	-99.92
2.5110.036.235.000.000.00	ER's Life Ins. Cost	488.67	117.39	606.06
2.5110.036.239.000.000.00	Other Ins. Cost	3,985.10	1,192.19	5,177.29
2.5110.036.312.000.000.00	Workshop Expenses	1,979.93	160.00	2,139.93
2.5110.036.315.000.000.00	Reproduction Costs	4,231.71	1,892.05	6,123.76
2.5110.036.333.903.000.00	Field Trips - 02-03	1,167.92	1,501.89	2,669.81
2.5110.036.333.905.000.00	Field Trips - 04-05	8,872.85	4,503.78	13,376.63
2.5110.036.333.906.000.00	Field Trips - 06	10,456.70	225.00	10,681.70
2.5110.036.333.907.000.00	Field Trips - 07	717.14	0.00	717.14
2.5110.036.333.908.000.00	Field Trips - 08	22,882.50	0.00	22,882.50
2.5110.036.333.930.000.00	Field Trips - Japan	-1,719.81	1,075.00	-644.81
2.5110.036.361.000.000.00	Membership Dues and Fees	0.00	158.00	158.00
2.5110.036.411.000.000.00	Supplies and Materials	7,696.86	754.76	8,451.62
2.5110.036.411.002.000.00	Supplies & Materials-Elective	335.06	56.35	391.41
2.5110.036.418.000.000.00	Computer Software and Supplies	14,495.00	0.00	14,495.00
2.5110.036.461.000.000.00	Non-Cap Inst. Equipment	49.99	0.00	49.99
2.5110.036.462.000.000.00	Non-Cap Computer Hardware	1,031.32	0.00	1,031.32
2.5110.559.181.000.000.00	Salary - Stipend - CASMT	23,029.56	0.00	23,029.56
2.5110.559.211.000.000.00	ER's Social Security - CASMT	1,761.76	0.00	1,761.76
2.5110.559.312.000.000.00	Workshop Expense - CASMT	3,500.00	0.00	3,500.00
2.5110.559.411.000.000.00	Supplies & Materials - CASMT	5,803.48	0.00	5,803.48
2.5110.559.461.000.000.00	Non-Cap Inst. Equipment-CASMT	635.97	0.00	635.97
2.5210.036.233.000.000.00	ER's Unemployment Insurance Co	190.46	278.42	468.88
2.5210.036.311.000.000.00	Contracted Services - EC	612.37	574.00	1,186.37
2.5210.036.317.000.000.00	Contracted Psychological Servi	0.00	1,466.25	1,466.25
2.5210.036.411.000.000.00	Supplies and Materials	206.74	0.00	206.74
2.5240.036.318.000.000.00	Contracted Services - Speech	761.00	0.00	761.00
2.5350.036.233.000.000.00	ER's Unemployment	29.74	4.91	34.65
2.5400.036.233.000.000.00	ER's Unemployment Insurance Co	198.21	0.00	198.21
2.5400.036.343.000.000.00	Telecommunications Services	152.10	0.00	152.10
2.5400.036.361.000.000.00	Membership Dues and Fees	100.00	0.00	100.00
2.5400.036.411.000.000.00	Supplies and Materials - Offic	4,159.25	632.98	4,792.23
2.5400.036.418.000.000.00	Computer Software and Supplies	937.50	0.00	937.50
2.5400.036.459.000.000.00	Food Purchase - Office	670.75	118.20	788.95
2.5400.036.461.000.000.00	Non-Cap Furniture and Equipmen	94.77	0.00	94.77
2.5400.036.462.000.000.00	Non-Cap Computer Hardware	72.12	40.47	112.59
2.5400.435.471.000.000.00	S/T - Durham County	582.79	3.43	586.22
2.5400.502.471.000.000.00	S/T - Wake County	1,166.03	192.85	1,358.88
2.5410.036.233.000.000.00	ER's Unemployment	70.76	0.00	70.76

Date: 02/06/2018
 Time: 6:41 pm

THE EXPLORIS SCHOOL
LINQ Financial System: Income Statement
Month: January - Fiscal Year: 2018

Acct. Code	Title	Beg. Balance	This Period	End. Balance
2.5503.036.361.000.000.00	Membership Dues & Fees - Clubs	0.00	300.00	300.00
2.5503.036.411.000.000.00	Supplies and Materials - Clubs	1,052.00	421.71	1,473.71
2.5830.036.233.000.000.00	ER's Unemployment	94.95	162.41	257.36
2.5840.036.411.000.000.00	Supplies and Materials	78.12	0.00	78.12
2.5850.036.345.000.000.00	Security Monitoring	2,189.12	762.00	2,951.12
2.5890.813.411.000.000.00	Supplies and Materials - PTO	14,180.00	0.00	14,180.00
2.6400.036.233.000.000.00	ER's Unemployment	75.93	109.34	185.27
2.6510.036.341.000.000.00	Telephone	946.31	102.38	1,048.69
2.6510.036.342.000.000.00	Postage	428.49	108.98	537.47
2.6530.036.321.000.000.00	Utilities - Electrical Service	6,521.83	2,702.37	9,224.20
2.6530.036.323.000.000.00	Utilities -Water and Sewer	2,127.73	316.67	2,444.40
2.6540.036.311.000.000.00	Contracted Services - Custodi	13,100.00	2,100.00	15,200.00
2.6540.036.411.000.000.00	Supplies and Materials	4,376.93	730.16	5,107.09
2.6570.690.526.000.000.00	Foundation - Architect Fees	4,550.00	0.00	4,550.00
2.6580.036.325.000.000.00	Contracted Repairs and Mainten	4,322.02	445.02	4,767.04
2.6580.036.325.001.000.00	Contracted Landscaping	1,300.00	300.00	1,600.00
2.6580.036.325.002.000.00	Contracted Pest Control	485.52	80.00	565.52
2.6580.036.325.003.000.00	Contracted Maint- Fire Inspect	1,015.25	112.00	1,127.25
2.6580.036.422.000.000.00	Repair Parts and Materials	753.50	43.58	797.08
2.6610.036.311.000.000.00	Contracted Services - Business	6,062.60	2,625.00	8,687.60
2.6610.036.362.000.000.00	Bank Service Fees	523.49	67.00	590.49
2.6610.036.362.000.000.20	Bank Service Fees 4317	18.00	0.00	18.00
2.6610.036.362.001.000.00	Bank Service Charges - 3637	1.00	0.00	1.00
2.6610.036.371.000.000.00	Liability Insurance	11,822.92	4,669.53	16,492.45
2.6620.036.311.000.000.00	Contracted Services - Personne	374.40	0.00	374.40
2.6910.036.411.000.000.00	Supplies and Materials - Board	9,995.00	0.00	9,995.00
2.6920.036.311.000.000.00	Contracted Legal Services	4,342.80	600.60	4,943.40
2.6940.036.311.001.000.00	Philanthropy	6.00	0.00	6.00
2.6940.036.327.000.000.00	Building Rentals & Leases	110,394.83	15,841.97	126,236.80
2.6940.036.327.001.000.00	Land Lease New Bern	34,500.00	5,000.00	39,500.00
2.6940.036.327.002.000.00	Modular Lease	50,752.80	7,250.40	58,003.20
2.6950.690.313.000.000.00	Foundation Mktg- Advertising	8,554.64	29.40	8,584.04
2.6950.690.418.000.000.00	Foundation Computer Software	2,690.00	0.00	2,690.00
2.7100.036.311.000.000.00	Contracted Community Services	-110.00	0.00	-110.00
2.8100.036.715.001.000.00	Transfer Reserve Account	304,705.68	0.00	304,705.68

Total Expense for FUND - 2: 761,688.47 32,313.75 794,002.22

Net Income for FUND - 2: -233,681.00 76,149.38 -157,531.62

FUND: 3

Expense

3.5210.060.121.000.000.00	Salary - EC Teacher	86.67	0.00	86.67
3.5210.060.211.000.000.00	ER's Social Security Cost	6.28	0.00	6.28

Total Expense for FUND - 3: 92.95 0.00 92.95

Net Income for FUND - 3: -92.95 0.00 -92.95

FUND: 5

Revenue

5.4210.701.000.000.000.00	Rev - Before & After School	44,465.00	4,030.00	48,495.00
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Date: 02/06/2018

Time: 6:41 pm

THE EXPLORIS SCHOOL
LINQ Financial System: Income Statement
Month: January - Fiscal Year: 2018

Page 5 of 5

Acct. Code	Title	Beg. Balance	This Period	End. Balance
Total Revenue for FUND - 5:		44,465.00	4,030.00	48,495.00
Expense				
5.5350.701.178.000.000.00	Salary - B & A Care	7,203.50	632.60	7,836.10
5.5350.701.211.000.000.00	ER's Soc Sec Cost - B & A Care	545.53	48.18	593.71
5.5350.701.231.000.000.00	ER's Hospitalization	116.10	2.24	118.34
5.5350.701.234.000.000.00	Dental	0.00	0.05	0.05
Total Expense for FUND - 5:		7,865.13	683.07	8,548.20
Net Income for FUND - 5:		36,599.87	3,346.93	39,946.80

Cover Sheet

Emergency Procedures

Section: II. Executive Director/School Business
Item: C. Emergency Procedures
Purpose: FYI
Submitted by:
Related Material: Emergency Preparedness-2 15 18.pdf



The Exploris™ School
Empowering Learners to Change the World

Emergency Preparedness & Crisis Intervention

**The Exploris School
Elementary Campus**

**17 S. Swain Street
Raleigh, NC 27601**

**(919) 715-0333
(919) 715-0916 (fax)**

**The Exploris School
Middle Campus**

**401 Hillsborough Street
Raleigh, NC 27603**

**(919) 715-3690
(919) 715-2042 (fax)**

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Emergency Numbers		
Police, Fire or Medical Emergencies		Call 911
Raleigh Police Department		919-831-6311
Sonitrol Security		Day Number: 919-848-3611 Night Number: 888-507-34611
Other Key Numbers		
Exploris Executive Director: Ellie Schollmeyer		973-452-5405
Elementary School Building Owner: Modspace		Main Number: 800-523-7918 Exploris Contract Number: 1202648
Middle School Building Owner- Hedgehog		Main Number: 919-755-2250 Cell Phone: 919-656-3008
Medical Numbers		
Duke Raleigh Hospital		919-373-3898
UNC Rex Hospital		919-784-3100
Wake Med Raleigh Campus		919-350-8000
Poison Control Center		800-222-1222
Child Protective Services		
Utilities		
City of Raleigh Utilities		919-996-3245
Duke Energy		800-452-2777
PSNC Energy		877-776-2427
Exploris School Crisis Team		
Executive Director:	Ellie Schollmeyer	973-452-5405
ES Associate Director:	Amanda Northrup	828-279-6555
MS Associate Director:	Michelle Parkerson	919-696-2703
K-8 School Counselor:	Michelle Duncan	317-508-0791
Intervention Specialist- Jill Hemingway	Jill Hemingway	860-921-1240
Data & Operations Manager	Mary Margaret Moffitt	919-449-6216
ES Administrative Assistant:	Carolee Mclinnahan	??
EC Director:	Sharon Cuffe	919-414-6202
Instructional Technology Specialist:	Chris Blacker	919-923-1173
Instructional Coach	Karen Rectanus	919-539-6790
CPI Trained Staff at ES:	Lauren Connolly	610-908-6234

Introduction

How to use this guide

A labeled copy of this manual will be in a three-ring binder in each of the main offices. In addition, each classroom teachers will have a copy of this guide in their emergency bag. The manual will be reviewed during staff training at the beginning of each year.

This manual does not replace common sense, sound judgment, and prudent actions in the response to emergency situations. Law enforcement reminds all that in the event of an actual emergency the best response is **RUN, HIDE, FIGHT**. **Please remember that we do not “RUN” during a practice drill.**

General staff responsibilities for all emergencies

Administrator On-site

- Call 911, if necessary
- Seal off high-risk areas
- Notify Executive Director
- Call a lockdown if needed and evacuate students and staff, if necessary
- Keep detailed notes and fill out appropriate forms in certain emergencies
- Notify community agencies, if necessary (those not responding to 911 call)
- Executive Director implement post-incident procedures, as necessary
- Executive Director will be responsible for notifying Board
- Notify students and staff
Note: depending on the emergency, students may be notified by teachers
- Refer media to Executive Director

Teachers

- Turn on Walkie-Talkie daily and tune to Channel 16 MS, Channel 15 ES
- Lock classroom doors unless evacuation orders are issued
- Seal off high-risk areas
- Notify/warn students, if advised
- Stay with students at all times
- Take emergency bag anytime you leave the building and ensure the class roster is up to date
- Account for all students and have them turn off cell phones

Definition of a crisis

An event that is extraordinary and therefore cannot be predicted; an event that can throw the building out of balance and disrupt the daily operations with potential to expose staff and student population to serious injury.

Human reactions to crisis are consistent and predictable. Being aware of, and understanding beforehand, how people react in a critical situation makes it possible to implement a plan that defuses those reactions and prevents them from precipitating a secondary crisis.

The challenge is how to provide help that not only helps students and faculty weather the storm, but also does so in a manner that restores:

- Emotional Balance
- Order & Direction
- Positive Action & Growth

What constitutes a crisis?

- Tornado/severe weather
- An explosion or bomb threat
- Terrorist acts
- A shooting/firearm
- Stalking
- A stabbing/knife
- Student unrest
- Violence/violent acts/threats of violence
- Fire
- Chemical accidents
- Disturbance in school
- Disturbance outside of school
- Serious injury
- Intruder in the Building

Individualized crises and what to report

- Divorce- notify counselor if needed
- Separations- notify counselor if needed
- Family issues (neglect, fights, drugs/alcohol)- must report to admin and counselor
- Abuse- mandatory reporting laws apply- must report to administrator and counselor
- Neighborhood issues- notify counselor and admin if needed
- Fighting- notify admin on site asap
- Death of family members- notify admin and counselor
- Anticipatory death- notify counselor
- Suicidal ideation - notify counselor and do not leave student alone
- Illness (only for serious medical issues)- notify counselor
- Death of a student- notify admin and counselor asap
- Death of a staff member- notify admin and counselor asap

Communication of a critical incident

The Administrator on-site is responsible for communication of critical incidents to:

- The Executive Director- if not the administrator on-site
- Other campus
- Executive Director will notify School Board of situation and communicate situation.
- Specifically, the notification to other administrators of a bomb threat, lockdown, or evacuation will be part of the administrator on-site duties when it occurs in their building
- When a building administrator is absent, they shall assign contact duties to a designated staff member.
- Executive Director will notify parents of critical incident as soon as possible after the crisis is handled and student safety is assured.

Communication with media

- If approached by the media, direct them to the Executive Director. The Executive Director is the key spokesperson for the school in a time of crisis
- Executive Director may ask designated personnel to prepare media release(s).
- The Family Education Rights and Privacy Act precludes school staff from disclosing a student's name, grade, or other personal identifying information

Crisis Intervention Team (CIT)

The Crisis Intervention Team (CIT) emphasizes a school-wide approach to dealing with crises through prevention, intervention and debriefing activities.

The Crisis Team will be the Executive Director, Associate Directors, and support staff including; Counselors, Intervention Teacher, Instructional Technology Specialist, Data and Operations Manager, Administrative Assistant, and Instructional Coach. The Executive Director will serve as spokesperson for the CIT.

Crisis Intervention Team Roles and Responsibilities- Appendix A pg 27

Building Crisis Management Checklist- Appendix B pg 30

Crisis Response Team Evaluation Form- Appendix C pg 32

Emergency Responses and Codes

Emergency Alert System

Staff will be alerted to an emergency using the walkie talkies (**tune to Channel 16 MS, Channel 15 ES**) and The One Call Emergency Alert System via text and email.

Parents will be notified as soon as student safety is assured using The One Call Emergency Alert System via email, phone call, and text:

Four types of Alerts will be utilized:

1. **LOCKDOWN**
2. **SHELTER IN PLACE**
3. **CODE MEDICAL**
4. **EVACUATION**

Summarized below are the procedures for each alert

1. Lockdown Procedure

What is Lockdown?

Lockdown is a procedure used when there is an immediate threat to the school such as in the case of a school intruder. The purpose of a Lockdown is to provide protection to Faculty, Staff, Students and Visitors at The Exploris School. Lockdown minimizes access to the school and secures staff and students in rooms. As part of this procedure, everyone must remain in the room until the situation has been declared safe by an authorized person and an “all clear” has been given.

Lockdown procedures

1. Administrator on-site or designee will order a **“LOCKDOWN”**
2. Notification: Administrator will immediately:
 - Utilize the walkie-talkies (channel 16 MS/ channel 15 ES) and the one-call alert system to repeatedly announce in a clear and concise manner:
 - **“ATTENTION LOCKDOWN, LOCKDOWN, LOCKDOWN.”**
 - Note: If the location of the intruder is known, use the one-call alert system to state his/her last known location.
 - Immediately notify 911
3. When the “LOCKDOWN” is announced
 - Remain calm and stay with your students.
 - Teachers close and lock all classroom doors, keep students in the classroom, seated on the floor, quiet and away from the windows and door. If there are no locks move classroom furniture to barricade doors from inside the classroom.
 - Students in the hall or restroom must proceed immediately to the nearest classroom. (It is the responsibility of the teacher of that classroom to assist those students into their class).
 - If students are in the multi-purpose room, they must be taken to the nearest classroom that has a lock and kept there. (It is the responsibility of the teacher of that classroom to assist those students to a secure classroom)
 - If students are outside on the playground or field experience, the teacher must be made aware of the lockdown. These students will be walked to the relocation area used during an evacuation.

- Teachers will not allow students to leave the classroom until a police officer evacuates them or instructions are given over the walkie-talkies or One Call System. Do not leave if Fire Alarm is pulled during a lockdown unless directed.
 - Administrators/Data and Operations Managers will follow lockdown procedures.
 - The Executive Director will be responsible for notifying the board and parents/guardians.
4. The “LOCKDOWN” will be ended via One Call System and walkie talkie- Using the following message - “ **THE LOCKDOWN IS OVER. THIS IS (ADMIN NAME) AND TODAY IS (DATE).**”

Lockdown Drill

- Teachers and students must be aware of what to do if a “**Lock Down**” is announced.
- The **Lock Down drill** will be practiced at least once each trimester.

2. Shelter-In-Place

What is the purpose of shelter-in-place?

Sheltering provides safety for students, staff and others in an emergency. Shelter-in-place action is implemented as a response to an imminent hazard to protect students, staff and all other personnel in and around the school, from potential consequences of a pending threat, or to maintain open hallways during a medical emergency with a student or staff member. Please note that “safe areas” may change depending upon the type and location of the emergency.

Shelter-in-place procedures

1. Administrator on-site or designee will order a “**SHELTER-IN-PLACE**”
2. Notification: Administrator will immediately:
 - Utilize the walkie-talkies(channel 16 MS/ channel 15 ES) and the one-call alert system to repeatedly announce in a clear and concise manner:
 - “**ATTENTION “SHELTER-IN-PLACE, SHELTER IN PLACE, SHELTER IN PLACE”**
 - Teacher will take attendance and account for all students on your roster
 - Students outside will need to be notified and return to the school and report to a secure location.
 - Instruction may continue but students and staff are not allowed to leave the designated classroom and/or safe area.
 - Once the Shelter in Place is over an announcement will be made and students and staff may resume normal activity
3. The **SHELTER IN PLACE** will be ended via One Call System and walkie talkie with the following message- “**THE SHELTER IN PLACE IS OVER, THIS IS (ADMIN NAME), AND TODAY IS (DATE).**”

3. Code-Medical

What is Code-Medical?

In the event there is a medical emergency inside or outside the school a **Code-Medical** will be used. The Code-Medical will follow the **same procedures as a Shelter In Place**. The difference will be that all CPR certified staff will report to the designated area reported on when the code medical is called.

In the event of a medical emergency, the following staff members are certified in CPR and can be called to scene to support the Crisis Team until paramedics arrive.

2018-2019 CPR Certified Staff

Lisa Ferrando

Mary McWay (previous EMT certified)

Amanda Northrup

Eugene Wheeler

4. EVACUATION

- Designated Administrator call 911, if necessary.
- Administrator On-Site determines evacuation procedures after consulting with Executive Director.
- Executive Director determines if students and staff should be evacuated outside of school buildings(s), or to relocation centers.
- Notification: Administrator will immediately:
 - Utilize the walkie-talkies(channel 16 MS/ channel 15 ES) and the one-call alert system to repeatedly announce in a clear and concise manner:
 - **“ATTENTION “EVACUATION, EVACUATION, EVACUATION”**
 - Teacher will take attendance and account for all students on your roster
 - Students outside will need to be notified and return to the school and report to a secure location.
- Administrator On-Site notifies relocation center

**Elementary School relocation center is
Treasuring Christ Church
554 E. Hargett St., Raleigh, NC 27601**

**Middle School relocation center is
Church of the Good Shepherd
121 Hillsborough Street, Raleigh, NC 27603**

- Direct students and staff to follow fire drill procedures and route. If normal route is too dangerous, follow alternate route.

Teachers

- Direct students to follow normal fire drill procedures unless Administrator On-Site alters route or normal route is too dangerous.
- Take class roster and Emergency Backpack
- Close classroom doors and turn out lights
- When outside building:
 - Account for all students.
 - Inform Administrator On-Site immediately if students are missing.
 - Stay with your class at all times
 - Take roll again when you arrive at the relocation center.
 - Do NOT release students until directed by Administrator On-Site.

Relocation Centers

Each school should have a primary center close by, and a secondary relocation center further away in the event of a community-wide emergency.

Primary Relocation Centers:

**Elementary School relocation center is
Treasuring Christ Church
554 E. Hargett St., Raleigh, NC 27601**

**Middle School relocation center is
Church of the Good Shepherd
121 Hillsborough Street, Raleigh, NC 27603**

Crisis Scenarios

Assault/Fight

- First, ensure the safety of students and staff by clearing area.
- Call 911, if necessary.
- Notify the Administrator On-Site.
- Administrator On-Site notifies the Executive Director.
- Seal off the area where the assault took place.
- De-escalate and defuse the situation, if possible.
- Administrator On-Site notifies police if a weapon was used in the assault, if a victim has a physical injury causing substantial pain or impairment of physical condition, or if the assault involved sexual contact.
- Executive Director notifies parents of students involved in the assault. Executive Director notifies the Board.
- Document all actions. Ask victim(s) and/or witness(es) for their account of the incident.
- Implement post-incident procedures to include referral to outside counseling services, if needed.

Bio-Nuclear Threat Response

The Exploris School will respond according to police and National Security dictates. Staff, students and parents will be notified through the emergency alert system or safest means necessary.

- The Data/Operations Managers in each building will monitor the phones
- Students will be released only to responsible parents; students will not be permitted to leave without an adult.
- If we do release, the teachers will be released when their students are gone.
- At the end of 30 minutes, the Administrators will decide what to do with the remaining students. It is possible students will need to be released to neighbors and friends due to the time constraints. Staff and students must clear the premises as quickly as possible.

Bomb Threat

A bomb threat may come at any time and could be received by anyone who answers the telephone. Procedures should be reviewed in detail with all personnel including temporary replacements/substitutes, regarding specific duties in this type of emergency situation. The central problem in managing a bomb threat is to make a judgment between two inherently contradictory decisions:

- A. Should I evacuate the school, guaranteeing the immediate safety of students and staff?
- B. Should I keep school in regular session, avoiding disruption, at the price of endangering everyone in the building?

This can be the most difficult decision a school administrator ever has to make. The purpose of this section is to provide assistance in making that decision and outline the steps that should be taken.

The person receiving the call should:

- ___ Keep the caller on the line as long as possible.
- ___ Calmly ask questions that will lengthen the call.
- ___ Try to obtain as much information as possible:

- Where was the bomb placed?
 - Why was it placed?
 - When is it set to go off
 - What does it look like?
 - What type of explosive?
 - Listen to the voice (male, female, accent, calm, angry).
 - Listen for background noises (trains, music, voices).
- ___ Note Caller ID phone number if available
- ___ Contact the administrator on-site immediately.

Administrator on-site or building designee should:

- ___ Collect all the facts from the person who took the phone call
 - ___ Evaluate the facts and decide to remain in the building or evacuate.
1. Decision to remain in the building and keep school in session:
 - Call 911 and repeat information given by the caller
 - If preliminary search is conducted, it will be done by police and an administrator.
 - Students should not be aware of preliminary search
 2. Decision to evacuate:
 - Call 911 and repeat information given by the caller
 - Follow the **Emergency Evacuation Routes and Procedures Plan**

Bomb Threat Checklist (Appendix D- 35)

Whoever receives the call MUST complete this checklist and retain.

Contagious Conditions

Any time you learn that a student or staff member in your building has contracted a serious, contagious disease; you are to do the following:

- Contact the Administrator on-site who will contact the Executive Director
- The Executive Director will notify the school board and the State Board of Health for direction of procedure.
- In the event of a major health crisis, the Exploris School will follow the directives of the CDC, Homeland Security, or County Health Department.

EXAMPLES OF SERIOUS CONTAGIOUS DISEASES (including but not limited to):

- T. B.
- MENINGITIS
- HEPATITIS
- BIRD FLU
- H1N1 (SWINE FLU)

Disturbance in School

If a disturbance in the school is reported (fight, some sort of demonstration, strike, unwanted people in the school causing problems), the following procedures should be followed:

- Dial 911 and explain to the dispatcher what is taking place. Stay on the phone with the dispatcher, if possible, until the dispatcher directs you to hang up.
- Notify the Administrator on-site immediately
- Administrator on-site or designee will order a “**LOCKDOWN**”
- Utilize the walkie-talkies and the one-call alert system to repeatedly announce in a clear and concise manner:
 - “**ATTENTION** Exploris school is under a **LOCKDOWN**. Proceed to the nearest secure location and lock and secure the doors.”
- Complete the the steps for a lockdown.

Disturbance Outside of School

If a disturbance outside of the school is reported (large fight, police traffic stops where there is a fight or shots fired, a house being searched by SWAT etc.) the following procedures should be followed:

- Call 911
- Explain to the dispatcher what is going on and where the disturbance is taking place.
- Stay on the phone with the dispatcher, if possible, until the dispatcher directs you to hang up.
- Notify the director on-site immediately
- Administrator on-site or designee will order a “**LOCKDOWN**” or “**SHELTER-IN-PLACE**” depending upon the situation.

Earthquake

Stay as safe as possible during an earthquake. Be aware that some earthquakes are actually foreshocks and a larger earthquake might occur. Minimize your movements to a few steps to a nearby safe place and stay indoors until the shaking has stopped and you are sure exiting is safe.

Indoor Safety

- **DROP** to the ground; take **COVER** by getting under a sturdy table or other piece of furniture - it can provide you with air space if the building collapses, and if you get under a table and it moves, try to move with it; and **HOLD ON** until the shaking stops. If there isn't a table or desk near you, cover your face and head with your arms and crouch in an inside corner of the building. Stay away from glass, windows, outside doors and walls, and anything that could fall, such as lighting fixtures or furniture.
- Use a doorway for shelter only if it is in close proximity to you and if you know it is a strongly supported, load bearing doorway. Inner walls or door frames are the least likely to collapse and may also shield against falling objects. If other cover is not available, go to an inner corner or doorway, away from windows or glass panels.
- Grab something to shield your head and face from falling debris and broken glass, large textbooks or binders work well.
- If the lights go out, use a battery-operated flashlight. Don't use candles, matches, or lighters during or after the earthquake. If there is a gas leak, an explosion could result.
- Stay inside until shaking stops and it is safe to go outside. Research has shown that most injuries occur when people inside buildings attempt to move to a different location inside the building or try to leave.
- Be aware that the electricity may go out or the sprinkler systems or fire alarms may turn on.
- **DO NOT** use the elevators.

Crowded Indoor Public Places, multi-purpose room, etc.

- If you are in a crowded public place, do not rush for the doorways. Move away from display shelves containing objects that may fall. If you can, take cover and grab something to shield your head and face from falling debris and glass.

Outdoor Safety

- Stay there.
- Move away from buildings, streetlights, and utility wires.
- Once in the open, stay there until the shaking stops. The greatest danger exists directly outside buildings, at exits, and alongside exterior walls.

Automobiles

- If you are in a moving vehicle, bus, or activity vehicle, stop as quickly and safely as possible and move over to the shoulder or curb, away from utility poles, overhead wires, and under- or overpasses. Stay in the vehicle, set the parking brake, and turn on the radio for emergency broadcast information. The vehicle may jiggle violently on its springs, but it is a good place to stay until the shaking stops. If you are in a life-threatening situation, you may be able to reach someone with either a cellular or an emergency roadside assistance phone.
- Proceed cautiously once the earthquake has stopped. Avoid roads, bridges, or ramps that might have been damaged by the earthquake.

If Trapped Under Debris

- Do not light a match.
- Do not move about or kick up dust.
- Cover your mouth with a handkerchief or clothing.
- Tap on a pipe or wall so rescuers can locate you. Use a whistle if one is available. Shout only as a last resort. Shouting can cause you to inhale dangerous amounts of dust.

Fire Procedures

- All fire extinguishers should be inspected during the summer.
- Each building should conduct a fire drill during the first full week of school and on a monthly basis.
- All buildings shall have fire drill instructions for each classroom. Administrator on-site will designate selected staff members to assist with confirming that buildings are cleared and assist with re-entry.

If a fire is discovered

- Remove anyone from immediate danger.
- Pull the nearest fire alarm.
- Dial 911. If possible, describe the location of the fire, if anyone is trapped by the fire and if anyone is injured. (Stay on the phone with the dispatcher if it is safe, until the dispatcher directs you to hang up.
- If possible, close all doors and windows in involved area.
- Evacuate students and staff to a safe distance outside of the building. Take walkie-talkies and turn on to Channel 16 MS, Channel 15 ES.
- Evacuate the building in an orderly fashion. Keep at a minimum of 300 feet away from the building as not to interfere with emergency personnel. Remain calm. (Teachers must take emergency bag with class list/roster with them).
- Pay special attention to children with special needs. Check restrooms and elevators while exiting the building. Elevator should be empty and locked to prevent use.
- If the fire was minor and extinguished before the above steps, call 911 to inform them of the situation and request an inspection by the fire department.

Firearms in School

If a firearm of any type is reported in the school, use the following procedures. Remember, the safety of **everyone**, including staff and students is the **most important** aspect.

Report of a firearm in a backpack:

- Report the information to the administrator on-site immediately.
- The Administrator on-site will call the police, the Executive Director, and report the information available and request an officer come to the school.
- Have the **administrator on-site/designee, or another staff member go and get the backpack. The backpack will be searched by the administrator on-site in the presence of the police officer. Any evidence will be submitted to the police officer.** (Search the entire backpack for the weapon, including bags and clothes).
- Do not alert the student or any student that the backpack is being searched.

If a weapon is found the police officer will take and secure the weapon.

- The officers and the administrator on-site will go to the student's class.
- Only the administrator on-site should enter the classroom and ask the student to come out to the hallway and proceed to the nearest office.
- Out of sight of the other students, the officer must search the student for any other weapons.

If no weapon is found the administrator on-site and police officer should go to the student's class.

- Only the administrator on-site should enter the classroom and ask the student to come out to the hallway and proceed to the nearest office.
- Out of sight of other students, the principal must search the student for any weapons.
 - Search the student's backpack for the next several days.

Report of a student carrying a firearm

- **DO NOT** approach the student. Remain calm. Notify the Administrator On-Site and the Data and Operations Managers immediately
- Tell Administrator On-Site the name of the individual suspected of bringing the weapon; where the weapon is located; if the suspect has threatened anyone; and any other details that may prevent the suspect from hurting someone or themselves.
- Administrator On-Site will call 911 **immediately** and provide the following information:
 - Explain there is a report of a student with a firearm, but the student has not been approached.
 - Ask that officers meet in the office at the school
- If the teacher suspects that a weapon is in the classroom, a neighboring teacher should be confidentially notified. The teacher should not leave the classroom.
- When officers arrive, the Administrator on-site and officers should go to the class the student is in. (Only the Administrator on-site should enter the classroom and ask the student to come out to the hallway and proceed to the nearest office).
- Out of sight of other students, the officer must search the student for any weapons.
- Search the student's backpack, including personal belongings.

Gas Leak

Notify the front office if you smell gas.

An Administrator will investigate and determine if an evacuation is necessary

Follow the Evacuation procedures if necessary

Contact Gas Company at - 877-776-2427

Hostage Situation

- Notify the information to the administrator on-site immediately if possible to call 911
- If unable to get in touch with Administrator on-site call 911
- Stay on the phone, if possible, with the dispatcher until directed to hang up.
- Notify the Administrator on-site immediately
- Administrator on-site or designee will order a “**LOCKDOWN**”
- Teachers will not allow students to leave the classroom until a police officer evacuates them or instructions are given via the One Call system and Walkie Talkies.

Evacuation

- Teachers and students must follow the instructions of the police officers.
- Teachers must stay with their students during and after evacuation.
- Follow the **Emergency Evacuation Routes and Procedure Plan**
- Parents and media will be directed to the designated location to keep them away from the school. (There will be police and school personnel at the designated area to assist).

Police

- Once the police arrive, they are completely in charge of the situation.
- Police will need to meet with the Executive Director and/or Administrator on-site.
- Police will attempt to contain the hostage taker in one area and begin evacuation of the building.
- Swat Teams and Hostage Negotiators will arrive to begin securing the release of any hostages and neutralizing the situation.

Teachers and Students

- Try to stay calm to avoid panic.
- If confronted by the hostage taker, cooperate to the best of your ability.
- **Do not try to be a hero.** You may be placing yourself and others in danger.
- Follow the instructions of the administrators and police.
- Do not give information concerning the code phrase or the presence of the police to the hostage taker.

Intruder in the Building

“An unauthorized person who enters school property”

- Notify the administrator on-site immediately; description, location and any other descriptive information.

Administrator on-site

- Ask another staff member to accompany you before approaching the intruder; In the event you do not feel comfortable wait for the Administrator on-site to arrive.
- Politely greet intruder and identify yourself.
- Ask the intruder the purpose of his/her visit.
- Inform intruder that all visitors must register at the main office if the reason is legitimate.
- If purpose is not legitimate, ask intruder to leave.

- Accompany the intruder to the exit.

If the intruder refuses to leave use the following steps:

- Call a “**Lockdown**” and ensure all students are safe.
- Notify teachers who are outside the building that a “**Lockdown**” has been ordered and no one is to enter the building.
- Remind the intruder of the consequences for staying on school property. Inform intruder that police are being called.
- Call 911 immediately and give them a full description of the incident and the intruder.
- Walk away from intruder if he/she indicates potential for violence (be aware of actions, location, weapons, or packages, etc.)
- Notify the Executive Director.

Knives or Other Sharp Objects in the Building

Many people do not consider a knife as dangerous as a gun, but it is. Extreme caution should be used in dealing with anyone who may possess a knife. Remember, the safety of everyone, including staff and students, is the most important aspect

Report of a knife or others sharp object in a backpack

- Have Administrator on-site and another staff member go to the students backpack or cubby and search. (Search for the knife, including bags and clothes).
- Do not alert the student or any student that the backpack/cubby is being searched.
- If a knife is found, take the knife, secure it and call the student out of class to the office.
- If no knife is found, do not tell anyone the backpack/cubby was searched.
- Administrator on-site will then go to class and ask the student to come out to the hallway and escort them to the nearest office.
- Administrator on-site and another staff member as a witness will search the student by hand. (Females must search females. Males must search males).
- If the Administrator on-site and staff member are not comfortable getting and search the student, call the police. Wait for the police to arrive before confronting the student.
- Administrator on-site should go into the class and ask the student to come out to the hallway and proceed to the nearest office.
- Out of sight of other students, the Administrator on-site will search the student for any weapons.
- Search the student’s backpack for the next several days.
- If the knife found is an automatic opening knife (switchblade), the police must be called, as this is an illegal knife according to law. (Turn the knife over to the police).
- If the knife found is not an automatic opening knife and is not illegal to carry according to law, but illegal by school policy, the police do not have to be called.
 - An incident report must be filled out.
 - The incident should be handled internally.
 - Keep control of the knife in case of expulsion hearing.

Report of a student carrying a knife or other sharp object

- Report the information regarding student, student location and details to the Administrator on-site immediately.

Administrator on-site responsibilities

- It will be the Administrator on-site’s discretion regarding calling the police to approach the student.
- If you approach the student, use extreme caution.

- The Administrator on-site and another staff member should go to the class that the student is in and ask the student to come out to the hallway and then proceed to the nearest office.
- Administrator on-site and another staff member as a witness will search the student by hand. (Females must search females. Males must search males).
- If the Administrator on-site and staff member are not comfortable getting and searching the student, call the police. Wait for the police to arrive before confronting the student.
- Administrator on-site should go into the class and ask the student to come out to the hallway and escort to the nearest office..
- Out of sight of other students, the Administrator on-site will search the student for any weapons.
- Search the student’s backpack for the next several days.
- If the knife found is an automatic opening knife (switchblade), the police must be called, as this is an illegal knife according to law. (Turn the knife over to the police).
- If the knife found is not an automatic opening knife and is not illegal to carry according to law, but illegal by school policy, the police do not have to be called.
 - An incident report must be filled out.
 - The incident should be handled internally.
 - Keep control of the knife in case of expulsion hearing.

Missing Children

This section will require some restraint and in-house handling of the initial phase. There will be three scenarios to contend with:

- Student not arriving at school
- Student known to be in attendance
- Student on the way home from school.

Student not arriving at school

Attendance manager will verify if student is at home. The student not arriving at school should involve an initial ground check not exceeding 5 minutes from notification. The Administrator on-site will contact the Police with the search continuing until completion or notification by the Police Department to end search. The Administrator on-site will also notify the Executive Director.

Student known to be in attendance

This should involve the same process and include the student folder being available to identify custodial person and all necessary phone numbers.

Student on the way home from school

This takes a different stance – immediately notify the Administrator on-site who will handle police notification followed by the above steps.

- These searches should be conducted by at least two people and if possible, someone who is familiar with the student. The Administrator on-site and the Data-Operations Manager/ Administrative Assistant should be notified of the start of the search from time of verification. If a student is missing after arriving at school, the Administrator on-site will be notified and will begin the search with an additional designated staff member for the child.
- If child is not found after initial check, then notify the teachers, parent/guardian, and the police in that order. Try to provide a description of the child and what they were wearing.

Power Outage Procedures

Brown Out

In the event of a minor or major power failure occurring during regular school hours (8:15 a.m. through 3:15 p.m.), Administrator on-site will immediately notify the Executive Director.

- In the event of a brown out a **“Shelter-in-Place”** may be called.

If a blackout occurs without warning:

- Stay calm. Reassure students. Open blinds to let outside light in or use flashlights.
- Turn off all light switches. The voltage may fluctuate and damage any lights that are on.
- Set all equipment and appliance switches to the OFF position. This is to protect against kicking out the circuit breakers, blowing fuses, or damaging equipment when the full surge or current hits as the power comes back on.
- Take measures to protect your equipment or experiments. Remember that air operated controls and water pressure may be affected.
- Increase ventilation by opening windows. If the failure lasts more than a few minutes, it will be necessary to evacuate persons from darkened areas (restroom, stairwells, or other areas with no windows or natural lighting).
- To prevent the office from being overwhelmed with calls, only the Administrator on-site should report power outages. If the failure is to be lengthy, administrators will decide on continued operations in their building.

Report all persons trapped in elevators to the Administrator on-site immediately.

- If it becomes necessary to evacuate the premises during a blackout, be sure to protect all valuables and make sure that all equipment is safe when the power comes back on.

During periods of very heavy power usage, the area utility company may have to reduce voltage. This is commonly called a **“BROWNOUT”** and may occur during periods of high air conditioner usage. In the event of a brownout, the following steps should be taken.

- In the event of a brown out a **“Shelter-in-Place”** may be called.
- Turn off all lights and equipment not necessary for safe operation.
- Central air conditioning may have to be shut down. However, general ventilation will be maintained in centrally air-conditioned buildings at diminished levels.
- Identify equipment which may be sensitive to low voltage, and take positive steps to prevent its damage.
- Full cooperation during a brownout is extremely important. Such cooperation may possibly prevent the loss of all electrical power.

If an emergency exists, Administration will notify all affected personnel.

- All building evacuations or localized evacuations will occur when an alarm sounds continuously and/or when an emergency occurs.
- Take personal valuables, and lock office doors upon leaving. Walk, do not run to the nearest stairway exit.
- When there is a power failure, do not use the elevator. It will be inoperative.

- Assist disabled persons in exiting the building. If these persons are unable to use the stairs, assist them to a stairwell where they will remain. Notify the Administrator on-site on the location of these persons.
- Evacuate to a distance of at least 500 feet from the building and out of the way of emergency personnel. Do not return to the building until instructed to do so by the Administrator on-site. Staff will be notified whether to report to the evacuation sites.
- The Administrator on-site will respond with the appropriate authorities to evaluate the situation and to supervise an evacuation or appropriate action.
- The Administrator will initiate the proper notification procedure for contacting appropriate personnel when a power failure occurs.
- At present, building lighting may not provide sufficient illumination in corridors and stairs for safe exiting. You should use a flashlight or lantern for emergency evacuations.

Serious Injury or Death in School

If it is reported that someone is injured seriously (result of a gunshot stabbing, self-inflicted wound, fall, etc.), the following procedures should be followed:

- Call 911- Provide as much information as possible to the dispatcher. Notify the Administrator on-site immediately. The Administrator on-site will notify the Executive Director

The Administrator on-site will call a **“Lockdown”** or a **“Shelter in Place, Code-Medical”** depending upon the situation

- Administrator on site will utilize the walkie-talkies and the one-call alert system to repeatedly announce in a clear and concise manner:
- If it is possible to get to the victim, First Aid should be administered.

If the suspect hands over the weapon

- Take the suspect to the officer immediately.
- Take control of the weapon, touching it as little as possible.
- Keep everyone away from the actual scene until police and paramedics arrive.
- Keep any witnesses away from other people and separate them from each other.

If the suspect flees

- Extreme caution should be used until the suspect is located.
- Keep everyone away from the actual scene until police and paramedics arrive.
- Keep any witnesses away from other people and separate them from each other.
- If the suspect is located, do not approach the suspect.

In the event of the death of a student that occurs outside of the school day, the following procedures will be followed

- Administrator on-site will be notified immediately to verify the information and the Executive Director will be notified.
- Once administration is contacted, the crisis team will be alerted of the situation and schedule a meeting.
- The Executive Director will notify the board and will send out an email to Exploris staff making them aware of the situation

Crisis Team Expectations

- Creating a list of high risk students (friends, family members, etc.)
- Assessing need for police involvement for possible media presence

- Placement of staff outside buildings before and after school
- Central locations established for counseling in each building:
 - Elementary Campus 4/5 building:
 - Elementary Campus K/3 building:
 - Middle School Campus:
- Determine who will be involved in the counseling at each building
- Determine what counseling will look like in each building
- Communication with family of deceased student
- Letter to pass out to parents with counseling information
- Procedures for emptying student's locker
- Food for students and counselors
- Assessing need for cancellation of after school events
- Providing staff with ways to address questions from students in crisis
- Creating a check in system throughout the day to address concerns or needs at the different buildings
- Following the crisis team meeting, the Administrator's on-site will meet with the staff of the building affected by the loss
- Crisis Team will debrief (at the end of the day):
 - Discuss concerns/issues with handling of crisis throughout the day
 - Follow up with thank you email to staff for support
 - Send email message at end of day to parents to update
 - Plan for continued counseling services
 - Communication of funeral services and staff or student attendance at services

Expectations for Teachers

- Teachers are expected to assist students in expressing their feelings in a supportive environment and provide comfort
- Counselor will provide support/explanation at the beginning of the day if needed
- Teachers will keep a list of who is sent to the office so we know where students are
- Teachers should NOT talk to media
- Teachers should not tell students that "We can't talk about it" but should avoid discussing details of the student's death
- Teachers will be provided with resources to assist students throughout the day

Expectations for Data-Operations Managers

- Do not share information on the phone regarding situation
- Do not count students absent if sent home grieving
- Students who are called off for grieving will be excused

Severe Weather

Whenever the U.S. Weather Service issues a tornado watch or severe thunderstorm warning, the Executive Director will decide if schools should remain in session.

Tornado Warning

- The Administrator on-site will alert staff of the severe weather using the Walkie Talkies and One Call Emergency Alert System
- Students on the playground and on field experiences need to be notified immediately
- Students and staff will remain in their building; taking shelter at all designated areas
- Close blinds, drapes, and stay away from windows, glass, and unsecured objects
- Have students sit on the floor along interior walls as far away from any windows and assume the “duck and cover” position
- Take student roster and walkie-talkie (tune to Channel 16 MS, Channel 15 ES) and account for all students in your class
- Wait for further instructions from emergency responders or administration before leaving designated safe areas
- Be ready to move quickly if flooding occurs

Winter Storm

- If school is in session and a winter storm strikes, it will be the decision of the Executive Director whether to close schools.
- If school closes parents or legal guardians may pick their children up from school.

Release of Students

- Parents, legal guardians, or predetermined persons may pick up children from The Exploris School during any severe weather warning. We do ask that parents refrain from calling the school. It is extremely important that our school telephone lines remain open during severe weather watches and warnings.

Threat to Harm Self or Others

If a student threatens to harm themselves or another person, whether it be another student or staff member, it must be immediately reported to the Administrator on-site who will report it to the Executive Director.

- Suicide Intervention Process, any time a staff member encounters a situation in which a student appears to be contemplating suicide, the following process should be followed carefully:
- Stabilize the situation and notify the Administrator on-site and counselor immediately **but do not leave the student alone:**
- Under NO circumstance should the student be left alone or sent to another location alone
- Converse with the student immediately to determine if he or she has any dangerous instrumentalities (weapons, substance, or other material capable of inflicting a mortal wound) on or nearby his or her person
- If the student will allow, immediately remove any dangerous instrumentalities from the student and the student's environment
- If the student will agree, accompany him or her to a prearranged, non-threatening place away from other students and other people but where this is another adult and a telephone close by
- Once the Administrator on-site or crisis team member has stepped in to help, he or she will follow the next steps for a risk assessment.
- You will be required to assist in completing the documentation form detailing the incident.
- Fill out the **Reporting form for Threat of Suicide (Appendix E)**
- If child abuse and neglect are suspected follow procedures below

Child Abuse and Neglect

In the event abuse or neglect are suspected all staff members have a duty to report the information. If a staff member receives information deemed to be abuse or neglect notify the administrator on-site and the counselor asap. If the student contacts you after school hours or you are unable to get in touch with the administrator on-site or counselor you must report the incident to Child Protective Services asap.

For more information regarding reporting laws: [North Carolina Child Reporting Laws](#)

Fill out the CPS Reporting form

Bullying and Harassment Reporting

In the event a student, staff or parent reports bullying of a staff member or student the administrator on-site and counselor need to be notified immediately.

- In this instance documentation needs to be kept and an incident report form or

Appendix A

Crisis Intervention Team Roles and Responsibilities

Administrator On-Site

- Establish chain of command. During crisis, the Administrator on-site delegates responsibilities. However, during his/her absence, a chain of command is to be established in advance.
- Within the first 60 days of the school year, the following should be completed, and documentation submitted to Executive Director:
 - Building Crisis Management Annual checklist and preparation from the list
 - In-service with staff
 - Establish Building Crisis Team
- Designate area to be used as command post during crisis situation
- Designate two or more outside assembly locations.
- Call 911 or other emergency numbers if situation warrants.
- Convene Building Crisis Team, brief them on facts, and discuss procedures.
- Assign a team member to identify students involved in crisis, siblings, and family members.
- Contact family members. Serve as a school representative to the family.
- Convene faculty and staff. Share facts regarding the crisis. Warn against rumors. Provide a paper copy of the facts to all staff.
- In the event of student death, remove personal items for parents to pick up
- Plan teacher and staff in-service reviewing emergency management.
- Inform staff of school-wide codes to alert staff to emergency.
- Develop an emergency response program. Teachers are to use their class roster for attendance.
- Assign a team member to account for all students and adults in the building.
- If possible, a short memo with the facts of the situation is prepared and communicated to parents.
- Provide local police and fire departments a floor plan and shut-off valves for the building.

Crisis Team Coordinator

- Implement Building Crisis Plan.
- Serve as liaison between faculty and Crisis Team.
- Direct other significant roles as appropriate. (e.g., First Aid, building security, communications in the building, transportation).
- Serve as information source for faculty and staff.
- Monitor Crisis Team's stress level.
- Organize debriefing for Crisis Team. Plans are made for working with students and staff during post-crisis as needed.
- Compile evaluation data on Crisis Team's effectiveness.
- Develop a plan of identification for safe, injured, or deceased individuals.
- Immediately following a crisis, some students may request permission to leave the building. How, when, and to whom students may be released should be determined.

Counselor

- Coordinate counseling services.
- Provide working space as needed for counselors and psychologists.
- Meet with resource personnel. Brief them on all the facts.
- Organize and supervise designated counseling areas.
- Counsel students as needed.

- Assist administration with implementation of crisis plan.
- Provide support to family, students and staff.
- In the event of death of student, remove the student's name from the attendance roster.

Team member in charge of security

- Monitor situation as to security issues.
- Secure additional help if needed.
- Place designated staff member at each entrance/exit at all necessary building locations.
- Direct media representatives to designated area as needed.

Health Coordinator

- Handle medical needs (other than those requiring 911) of students and staff, as necessary. May need to move "meds" and log book to crisis center.
- Develop and coordinate a First-Aid Team.
- Coordinate annual CPR and First-Aid training.
- Provide a list of CPR trained individuals to crisis team coordinator.
- Ensure First-Aid Kit is available and properly stocked.
- Provide a list of medically fragile students to crisis team coordinator.

Team member in charge of communications

- Establish communication plan in advance of crisis.
- Convene Data and Operations Managers to answer incoming phone calls if needed.
- Brief Data and Operations Manager and Elementary Administrative Assistant not to share details with the public. Caution against the spreading of rumors.
- Avoid any large group announcements. Only make announcements over the walkie-talkies using predetermined codes.
- Avoid glamorizing of suicide, including school memorial services, flying flag at half-mast, student assemblies.
- Ensure that a visitors' screening procedure is in place and require all visitors (does not include emergency personnel) to sign in at the office so there is a record of everyone who is in the building.

Follow these steps when dealing with media

- Notify the Executive Director immediately. The team may prepare a written statement for the media and must be approved by the Executive Director. **All media inquiries should be directed to the Executive Director.**
- Designate an area for the media away from the incident area. Place a sign-in sheet by the door and require signatures.
- Designate and staff a waiting area for visitors away from the incident area.
- Escort media and visitors to **separate** designated locations.
- Ask media inquiring by phone to leave a name, phone number, and deadline so that the Executive director can return the call and provide accurate information.
- Advise students and staff of how information will be given to the media. Let them know if reporters ask them questions they should be encouraged to make no comment. They should be cautioned that any comments they make should be sensitive to the persons involved.
- Advise reporters that they may not interrupt classes/school programs/school business.

Debriefing a crisis

No one involved in the aftermath of a school crisis will remain untouched emotionally. Teachers and staff are no exception and a debriefing for them is imperative. Teachers and counselors may feel tremendous guilt and anger resulting from a sense of responsibility in the crisis. They must have an opportunity to discuss these emotions.

The debriefing should be conducted with small groups of people and, preferably, by a trained individual including counselor or outside professional who was not involved in the crisis. Specific information given about normal reactions and how to handle them is usually helpful. Staff may tend to dwell on preventing future crises from occurring. This is not helpful. What the staff members need most is to focus on their own emotional reaction. Preventive measures can be dealt with later.

Appendix B Building Crisis Management Checklist Annual Checklist

School _____ Year _____

Assigns team and responsibilities _____

Executive Director or Designee

Counselor

Alternate

Alternate

_____ In-service and planning times for crisis team: _____

_____ In-service completed for staff: _____

_____ Update One Call List (include cellular phone access)

_____ School-Wide Universal Codes reviewed (LOCKDOWN, SHELTER IN PLACE, CODE MEDICAL):

- _____ Physical assistance needed in office
- _____ Physical assistance needed in designated location
- _____ Hostage situation
- _____ Bomb Threat
- _____ Emergency (keep students in rooms)
- _____ Emergency in office (Establish alternate command post)

_____ Student medications/First Aid Kit are in a portable container

_____ Prepare Command Center and Alternate Command Center:

- _____ Copy of crisis manual
- _____ Blueprints for building
- _____ First Aid Kit
- _____ First Aid Manual
- _____ Medical emergency list including names of students with medical needs

- _____ Bull horn
- _____ Emergency battery
- _____ Legal pads
- _____ Pens
- _____ Permanent markers
- _____ List of local telephone numbers for law enforcement, emergency medical services, fire department, and other agencies
- _____ List of email addresses and fax lines at each building
- _____ Current staff directory with cell phone numbers
- _____ Floor plans that show exits, telephones, computer locations
- _____ Local Street and zone maps
- _____ Location of master keys
- _____ List of CPR trained staff

Appendix C Crisis Response Team Evaluation Form

Please return this form within two weeks to the Crisis Team Coordinator.

School: _____ Date _____

Presenting Problem:

We would appreciate your cooperation in completing this evaluation of the recent services provided for your school by the Crisis Team (CT). Please return to Crisis Team coordinator when completed.

	Very	Somewhat	Not at All	N. A.
1) Was the service delivery of the CT timely? Comments:				
2) Did the services of the CT meet your school's individual needs? Comments:				
3) Did faculty consultation meet your faculty's individual needs? Comments:				
4) Was individual/group counseling provided to students a valuable aspect of the CT services? Comments:				
5) Were materials provided on site useful? Comments:				
6) Was consultation with the administration effective? Comments:				

7) What else could have been done to increase the CT's effectiveness and helpfulness? _____

Appendix D Bomb Threat Checklist

Complete this checklist and retain.
For the Individual Receiving Phone Call

Exact Time of the call _____

Exact Words of the Caller _____

QUESTIONS TO ASK:

When is the bomb going to explode? _____

Where is the bomb? _____

What does it look like? _____

What kind of bomb is it? _____

What will cause it to explode? _____

Did you place the bomb? _____

Why? _____

Where are you calling from? _____

What is your address? _____

What is your name? _____

CALLER'S VOICE (circle)

Calm	Disguised	Nasal	Angry	Broken
Stutter	Slow	Sincere	Lisp	Rapid
Giggling	Deep	Crying	Squeaky	Excited
Stressed	Accent	Loud	Slurred	Normal
Male	Female	Adult	Child	

If voice is familiar, whom did it sound like? _____

Were there any background noises? _____

Remarks:

Person receiving call: _____

Telephone number call received at: _____

Note caller id phone number if available _____

Date: _____

Appendix E

The Exploris School

Reporting Form for Threat of Suicide

Student's name _____ Date _____

Name of person making initial report _____

Name and position of staff member handling case

Summary and information that led to this referral

Name of parent or guardian contacted _____

Contact information _____

Name of staff who contacted parent or guardian _____

Parent contact witnessed by _____

Other people/organizations contacted _____

Next steps _____

Next Step Procedures

If student is released to adult for a risk assessment, the following procedures need to take place before the student returns:

- Contact ONLY the student's immediate grade level teachers (only teachers that give direct instruction with the student daily) and inform them of the facts and actions being taken. Remind them of the school's confidentiality requirements.
- If parent has not contacted anyone at the school within 24 hours, follow up to find out if arrangements were made for short term support services or long-term services and what the student will need when he or she returns to school and when he or she will return to school.
- A student/administrator/counselor meeting will take place the day the student returns to school.

Adults present _____

Date meeting held _____

— School counselor will provide follow up check ins with student daily for the first five days after return.

— Dates school counselor met with student following return to school:

Date meeting held _____

Date meeting held _____

Date meeting held _____

Date meeting held _____

Date meeting held _____

Date meeting held _____

School counselor will continue to meet regularly with student following his or her initial return once a week.

Appendix F School Drill Feedback Form

Following our drills please provide feedback on what went well and what things we need to work on.

Date: _____ Type of Drill: _____

Teacher: _____ Room: _____

Does door lock properly? _____

List any students not present during drill that were in attendance at school or additional students in your classroom that were not on your roster:

Plus	Delta

Cover Sheet

Why are we here?

Section: III. Board Discussion on Key Challenges
Item: A. Why are we here?
Purpose: FYI
Submitted by:
Related Material: Exploris Strategic Plan ESC Final Report - 7-3-13.pdf
Staff Comments and Questions.pdf



PROFESSIONAL, AFFORDABLE CONSULTING FOR NONPROFITS

July 3, 2013

Liz Baird, Board Chair
 Summer Clayton, Director
 Exploris Middle School
 401 Hillsborough St.
 Raleigh, NC 27603

Dear Liz and Summer,

Thank you very much for giving ESC the opportunity to work with the Exploris Middle School (EMS) on your strategic plan. All of us enjoyed working with you and your planning team. The completed strategic plan (copy attached) is the key deliverable of our joint work. This report briefly reviews the process that we worked on together.

On January 23, 2013, EMS contracted with the Executive Service Corps of the Greater Triangle to conduct a strategic planning process.

EMS established a Strategic Planning Committee (SPC) consisting of:

Liz Baird	Board Chair, SPC Chair
Summer Clayton	Director, SPC Co-Chair
Sean Gargan	Board Chair (designate)
Shannon Hardy	EMS Teacher
Susan Johnston	Board Member
Karen Rectanus	EMS Teacher
David Wisz	EMS Parent
Barry Koster	EMS Board Member

The Members of the ESC Consulting Team are:

Edward Haugh	Lead Consultant
Doug Hurley	Consultant

7/5/2013

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Janet McCauslin Consultant

Starting with a preliminary meeting on February 6, 2013, the SPC has held nine meetings, generally lasting about two hours. The EMS planning team also held several internal meetings to review and revise the plan, and the team consulted extensively with EMS teachers and other stakeholders:

1. Planning and mission statement review
2. Internal and external issues facing EMS (SWOT analysis)
3. EMS values
4. Strengths, weaknesses, opportunities and threat analysis
5. Critical issues
6. Goals
7. Strategies
8. Revising the strategies and implementation
9. Final meeting – Plan implementation process

ESC provided a report summarizing each meeting to the planning committee. The planning project was completed ahead of schedule with the last meeting held on June 19, 2013. ESC was pleased to note that your team took strong ownership for development of the plan, working on refining the plan between the scheduled meetings. Your team spent considerable time developing a new EMS values statement. A copy of the completed plan is attached.

During the last meeting, the ESC team suggested that you use a committee structure to implement the plan. We also provided you with a suggested format for monitoring the progress of the goals and strategies, as well as a scheduling format. (These formats were sent to EMS with the Meeting 9 Summary. Copies are available if required).

We were pleased to note that your board approved the plan and that you are already making good progress on the detailed planning of your expansion project.

We at ESC appreciate the opportunity to work with EMS, and we hope that we can work together again in the future. If you need any assistance in planning your expansion project or in board development, please do not hesitate to contact us. We wish you all the best in the important endeavor of expanding EMS into a full-fledged K–8 school.

Sincerely,

Ed Haugh
Doug Hurley
Janet McCauslin

7/5/2013

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EXPLORIS STRATEGIC PLAN 2013-2018

MISSION

Exploris is a learning community that engages students in a rigorous, relevant, relationship-based education. This is done through experiential, project-based learning that empowers students to build a connected, just and sustainable world.

VISION

Exploris will be a catalyst for solving present and future problems across the street and around the world.

CORE VALUES

Exploris is a school founded on the principles of Global Education. According to David Selby and Graham Pike, international leaders in this approach, Global education is based upon “the interconnectedness of communities, lands, and peoples, the interrelatedness of all social, cultural and natural phenomena, links between past, present and future, and the complementary nature of the cognitive, affective, physical and spiritual dimensions of the human being. It addresses issues of development, equity, peace, social and environmental justice, and environmental sustainability. It encompasses the personal, the local, the national and the planetary. Along with these principles, its approach to teaching and learning is experiential, interactive, children-centred, democratic, convivial, participatory, and change-oriented.”

Exploris’s articulation of its core values ground the school in this global approach. Those values are:

CURIOSITY - True knowledge does not occur without curiosity. Students are empowered to ask questions about the world around them and to explore possible answers.

REFLECTION - In an ever-changing world of new ideas, the importance of reflecting on one’s own thinking and the thinking of others cannot be underestimated. Exploris values the creation of time to slow down, to reflect, and to build connections.

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CRAFTSMANSHIP - Producing an exemplary product is challenging. It takes attention to detail, grit, perseverance, revision, and tenacity. It takes a growth mindset and a dedication to competing with one's own personal best.

ENGAGEMENT- People learn best when they are exposed to meaningful, complex issues that are applicable to their own lives. Teachers engage students in current, relevant issues by solving authentic problems that are being addressed beyond the four walls of the school building. Student work is tangibly connected not only to the local community, but also to other regions of the world and to past and future events.

COLLABORATION - Learning is a democratic process that is enhanced through the sharing of different perspectives and life experiences. Collaboration results in a tapestry of learners who know they can depend on each other and work together in almost any situation. With collaboration, the end product is deeper, and Exploris students experience a collective sense of accomplishment and ownership.

RELATIONSHIPS - A nurturing school environment is one where students are encouraged to build and maintain positive relationships with their teachers, parents, peers, and community. With a keen understanding of the unique development of the age group that they teach, teachers are intentional about the structures and relationship-building activities that they design.

CONNECTIONS TO NATURE - When students witness the power and elements of the natural world through adventure and stewardship, they begin to view themselves as just one species within a larger system.

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SOCIAL EMPOWERMENT - Students realize that they have the power to change how their world works. They know how to navigate public systems, lobby public officials, and present their research and opinions as responsible citizens.

INNOVATION - In a constantly changing world, the ability to approach challenges in a new way is vital. Exploris teachers and students design projects that encourage divergent thinking, creativity, ideation, and risk-taking.

BALANCE - To be fully human, students must be healthy in mind, in body, and in spirit. Emphasis on students' physical and emotional health prepare them for the mental challenges necessary in achieving total success in school.

SWOT Analysis

March 21, 2013

Strengths	Opportunities
<ul style="list-style-type: none"> • Strong brand/reputation in Raleigh • Global learning module • Exchange programs with Japan, Germany • Partnership with NC Museum • Strong community partnerships (university, museums, businesses, municipal agencies) • Strong curriculum/pedagogy (project based, integrated to 21st century, service learning, Outward Bound, issue oriented) • Only 68 students per grade level • 6 grade level classes – 34 students/class • <i>Location in heart of downtown Raleigh</i> • Current partnerships w/ businesses • Highly qualified staff • Low student/teacher ratio • Financially responsible/credit worthy • Flexible schedules capitalize on events • Safe, secure, open environment a 	<ul style="list-style-type: none"> • Unmet demand for student places at EMS (waiting list) • Charter School friendly legislature • Strong growth in Triangle • Urban renewal in Raleigh • No other downtown elementary school • Global demand for new exchange partnerships • New community partnerships • Becoming a charter school leader/model • <i>Being a middle school; limited grade span</i> • Exploris Middle School Board of Directors • <i>Location in heart of downtown Raleigh</i> • New partnerships with businesses • Networking ability • Properties available (own vs. rent)

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school <ul style="list-style-type: none"> • Strong parental support • EC Program 	
<p style="text-align: center;">Weaknesses</p> <ul style="list-style-type: none"> • Lack of financial sustainability (depleting reserves) • <i>Being a middle school; limited grade span</i> • Building facility prohibits further growth, limited parking/no evening use/limited classroom space/limited outdoor space • Limited IT resources infrastructure • Lease runs through 2024 (??) • <i>Dependence on state/federal budgets/lack of funds from other sources</i> • Employees compensation/benefits vs. public schools • Student demographics (too little diversity) • Low visibility in the community; need to promote awareness • Exceptional children programing • Lack of support staff 	<p style="text-align: center;">Threats</p> <ul style="list-style-type: none"> • Cost of special education • Reliance on government funding • State/Federal budget cuts • Charter School friendly legislature may produce competitors • New charter schools in planning stage • <i>Dependence on state/federal budgets/lack of funds from other sources</i> • Rising cost of downtown real estate • New demands on teacher/staff training, paperwork • Potential teacher turnover • Lawsuits (EC)

Note: items in italics appear in two or more boxes

CRITICAL ISSUES

Core Problem: EMS has developed a sound middle school education program that is recognized for its teaching excellence, innovation, focus on STEM, and strong student outcomes. However, EMS’s impact on the community is limited because inadequate physical facilities, low student enrollment capacity, and insufficient revenues are working in a vicious cycle to prevent EMS from capitalizing on its opportunities. Unless addressed, these interrelated problems threaten the long-term viability of the school.

Five-Year Strategic Vision: Exploris Middle School will be transformed into a leading K-8 charter school in the Triangle Area with facilities located on a spacious, modern campus in downtown Raleigh, serving a population of approximately 500-600 students. Exploris students will benefit from a global education methodology aligned to national curriculum standards and instructional best practices. The Exploris instructional approach will be supported by an extensive information technology platform, allowing Exploris students to broaden their connectivity to the world.

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GOALS TO ADDRESS CRITICAL ISSUES

Based on the SWOT exercise, the Strategic Planning Committee identified six critical issues that must be addressed in order to achieve the 5-year vision. What follows are the strategic goals that overcome each of the six issues:

STRATEGIC GOAL 1: ENROLLMENT

Exploris will increase student access by expanding enrollment to a K-8 population of approximately 500-600 students.

Strategy 1.1: Develop a sustainable Enrollment Plan for Exploris as a K-8.

Strategy 1.2: Commit to a demographic that reflects the local community

Strategy 1.3: Gain Office of Charter School approval for a K-8.

Strategy 1.4: Recruit and assign committees to develop and carry out action steps for Strategic Plan Goals 2-6.

STRATEGIC GOAL 2: FINANCE

Exploris will develop adequate financial resources to ensure its long-term financial sustainability.

Strategy 2.1: Develop a sustainable budget for daily operating costs as a K-8.

Strategy 2.2: Develop a fund development plan, based on requirements from the facilities and infrastructure deliverables for transition to K-8.

STRATEGIC GOAL 3: FACILITIES AND INFRASTRUCTURE

Exploris will acquire a facility that supports its educational program and is financially sustainable, while enabling the long-range strategic vision.

Strategy 3.1: Articulate a set of facility and technology requirements to accommodate enrollment expansion, curriculum needs, and core values.

Strategy 3.2: Identify and acquire new space based on cost-benefit analysis.

Strategy 3.3: Develop a facility and technology migration plan.

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STRATEGIC GOAL 4: STUDENT ACHIEVEMENT

Exploris will provide students with demonstrable skills and knowledge designed to equip them for solving problems across the street and around the world.

Strategy 4.1: Create a curriculum map, with scope and sequence, for grades K-8

Strategy 4.2: Articulate essential skills and social competencies that embody success at Exploris

Strategy 4.3: Implement an assessment model for measuring outcomes related to the Exploris mission

Strategy 4.4: Strengthen programming to maximize resources while ensuring a free and appropriate education for ALL students.

STRATEGIC GOAL 5: SCHOOL LEADERSHIP and HUMAN RESOURCE DEVELOPMENT

Exploris will attract, develop and retain cutting edge school leadership, instruction and ancillary supports to meet the needs of an expanding student population.

Strategy 5.1: Develop a human resource needs assessment to identify current position requirements and identify staffing gaps for future hiring decisions.

Strategy 5.2: Create a recruitment plan for filling new vacancies, including recruitment incentives, online application databases, and early employment contracts in order to attract the best and brightest while retaining a cutting edge staff.

Strategy 5.3: Initiate a professional development plan, focused on continuous learning and improvement for returning staff and an orientation and training program for new personnel.

Strategy 5.4: Develop a mentorship program for grooming new internal leaders.

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STRATEGIC GOAL 6: BRANDING, MARKETING and ADVOCACY

Exploris will establish itself as an educational leader in NC - widely recognized for its educational excellence, student success, leadership, and public advocacy

Strategy 6.1: Develop the Exploris brand as a center for educational innovation and achievement.

Strategy 6.2: Develop a marketing and communication plan to address both internal as well as external communications

Strategy 6.3: Extend Exploris's network of public and private partnerships regionally, nationally, and internationally.

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STRATEGIC GOALS TIMELINE			
GOAL 1: ENROLLMENT	<i>Increase student access by expanding enrollment to a K-8 population of approximately 500-600 students.</i>		
	STRATEGY	TARGET DATE	RESULTS
	1.1: Develop a sustainable enrollment plan for Exploris as a K-8 school.	June/July 2013	
	1.2: Gain Office of Charter School approval for a K-8.	Fall 2013	
	1.3: Recruit and assign committees to develop and carry out action steps for strategic plan goals 2-6.	July 2013	
GOAL 2: FINANCE	<i>Develop adequate financial resources to ensure its long-term financial sustainability.</i>		
	STRATEGY	TARGET DATE	RESULTS
	2.1: Develop a sustainable budget for daily operating costs as a K-8.	Fall 2013	
	2.2: Develop a fund development plan, based on requirements from the facilities and infrastructure deliverables for transition to K-8.	Fall 2013	
GOAL 3: FACILITIES AND INFRA- STRUCTURE	<i>Acquire a facility that supports our educational program and is financially sustainable while enabling our long range strategic vision.</i>		
	STRATEGY	TARGET DATE	RESULTS
	3.1: Articulate a set of facility requirements to accommodate enrollment and technology expansion, curriculum needs, and core values.	Fall 2013	
	3.2: Identify and acquire new space based on cost-benefit analysis .	Winter 2013/2014	
	3.3: Develop a facility and technology migration plan.	Spring 2014	
GOAL 4: STUDENT ACHIEVEMENT	<i>Provide students with demonstrable skills and knowledge designed to equip them for solving problems across the street and around the world.</i>		
	STRATEGY	TARGET DATE	RESULTS
	4.1: Create a curriculum map, with scope and sequence, for grades K-8	TBD upon approval from OCS	
	4.2: Articulate essential skills and social competencies that embody success at Exploris.	Spring 2014	
	4.3: Implement an assessment model for measuring outcomes related to the Exploris mission.	Spring 2014	
	4.4: Strengthen programming to maximize	On-going	

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	resources while ensuring a free and appropriate education for ALL students.		
GOAL 5: SCHOOL LEADERSHIP and HUMAN RESOURCE DEVELOPMENT	<i>Attract, develop and retain cutting edge school leadership, instruction and ancillary supports to meet the needs of an expanding student population.</i>		
	STRATEGY	TARGET DATE	RESULTS
	5.1: Develop a human resource needs assessment to identify current position requirements and identify staffing gaps for future hiring decisions.	TBD upon approval from OCS	
	5.2: Create a recruitment plan for filling new vacancies, including recruitment incentives, online application databases, and early employment contracts in order to attract the best and brightest while retaining a cutting edge staff.	TBD upon approval from OCS	
	5.3: Initiate a professional development plan, focused on continuous learning and improvement for returning staff and an orientation and training program for new personnel.	Spring 2014	
	5.4: Develop a mentorship program for grooming new internal leaders.	Spring 2015	
GOAL 6: BRANDING, MARKETING and ADVOCACY	<i>Establish Exploris as an educational leader in NC - widely recognized for its educational excellence, student success, leadership, and public advocacy.</i>		
	STRATEGY	TARGET DATE	RESULTS
	6.1: Develop the Exploris brand as a center for educational innovation and achievement.	Summer 2013	
	6.2: Develop a marketing and communications plan to address both internal as well as external communications.	Fall 2013	
	6.3: Extend Exploris's network of public and private partnerships regionally, nationally and internationally.	On-going	

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Survey Responses from Staff (February 26, 2018)

Of the five areas below, check on the three which you believe are the most critical for the Exploris' long term success.

Diverse and well equipped personnel
Facility, Diverse and well equipped personnel, Fiscal vitality
Diverse and well equipped personnel, Fiscal vitality, Strong Board
Diverse and well equipped personnel, Fiscal vitality
Diverse and well equipped personnel, Fiscal vitality, Strong Board
Diverse and well equipped personnel, Fiscal vitality, Strong Board
Facility, Diverse and well equipped personnel, Fiscal vitality
Diverse and well equipped personnel
Diverse and well equipped personnel, Fiscal vitality, Engaged and supportive community of students and parents, staff longevity
Diverse and well equipped personnel, Fiscal vitality, Living up to our mission and vision
Facility, Diverse and well equipped personnel, Fiscal vitality
Facility, Diverse and well equipped personnel, Fiscal vitality
Diverse and well equipped personnel, adequate staffing
Facility, Diverse and well equipped personnel, Fiscal vitality
Facility, Diverse and well equipped personnel, Fiscal vitality
Diverse and well equipped personnel

What questions, comments or concerns do you have regarding the future facility on Kindley Street?

Space & flexibility to change the spaces as we need ?
Outdoor space for play or outdoor time?

What is a realistic time frame for relocating?

Meeting building deadlines, more realistic picture of what we can expect the first year in the building (physical space, resources, furniture)

Meeting deadlines, realistic renderings of what the building and the property will look like the first year we are there; When will the groundbreaking happen?

When will ground breaking be? Meeting deadlines.
What will the first year look like? Will the building be ready for us?

none

Green space for play. ALL grade levels need safe spaces for physical activity, meeting, etc. Being in nature is a core value and it's proven to be great for learning, relieving anxiety, and happiness! Gardening, nature journaling, and studying nature have always been a part of Exploris. This may seem silly, but functional furniture that reflects our core value of collaborative learning while also allowing for independent learning. Also a Scale-Up model <http://scaleup.ncsu.edu/> provides for students to work in collaborative groups with access to multiple screens and whiteboards for brainstorming, planning, etc. There's no more "front" of the room. Technology is also a key element of this. In the 21st century, this generation must be proficient in using tech to learn. It goes far beyond pointing and clicking.

Originally, I heard that groundbreaking was supposed to happen April 2017, then Nov 2017, then by the end of Jan 2018 (all from administration). Now it's late Feb. Stop giving exact dates unless there is surety that it will happen. We are losing credibility.

Are we going to move in as projected? or will it be delayed?

I have design concerns.

I believe our co-teaching model depends on having a number of small break out spaces. Engagement relies on controlling student energy. I feel like the new design lacks these "nooks."

Our original building and our current middle school have 6 small work spaces for 5-20 students. They are not small walled spaces, but nooks with 2-3 walls.

I'd really like for the faculty to again dig into how we designate space and its use.

I feel that we are not in a place to take on such a challenge. Our school is lacking staffing, technology, parent support, and consistency. In the past several years, Exploris has been surviving, and not thriving. There is not an employee that does not love Exploris, but we are all doing way more than our job description, and it is wearing on all of us.

I want to ensure the space is developed to be flexible. While it might make sense for classes to hold 40 students now, will that always be the case? I have been through two school building developments. One created a great space that will work for decades, the other did not.

As we all know, construction can sometimes be delayed. What is the plan for a possible delay in construction? I know it is still on schedule but it would be helpful to have a Plan B so the middle school doesn't have to spend a week finding alternative learning spaces like we did when the elementary school was delayed.

Space. I hope we will have space that can be utilized for some of our special needs students. Having a quiet place where a small group can work and not be distracted is essential. right now- space is limited and there are times where an open and free flowing area can be overwhelming for students. Flexible space..with the ability to have some privacy is important.

What questions, comments or concerns do you have regarding the organization's fundraising needs over the next three to five years?

Can we be more connected to fund raising and how teachers can help?
Information sessions about pamphlets and marketing materials we can use to promote to parents - is this available for us to use?

Please don't focus on the building to the detriment of our teachers and students. Our teachers are paid less than Wake County, and we have been told in the past that we couldn't ask for parent donations, Gofundme, etc., because that would take away from the building fund.

I am concerned about our reach. We have supportive families, but what other entities can we rely on?

Concerned that parents feel pressured to give a certain amount of money to the fundraising

Who else can we reach out to for fund raising?

I'm concerned that it is the central focus vs funding current school needs

How does a focus on the bottom line impact the original ideas Exploris was founded upon of small class sizes and our core values? How do we address parent concerns of feeling like they are constantly being asked for money for field trips, supplemental resources, etc and to fund tech, building, whatever...

If all money is going to the Capital Campaign, how do we insure that other needs get funded, too? E.g., scholarship money for field experiences?

Budget always a concern and a challenge for every school year. Will there be enough money to provide all necessary equipment and furniture for the new building?

I believe that EVERY single family should be required to attend a fiscal workshop.

- Do not receive Facility Funding.
- Cost of land outside of downtown and downtown.
- Cost of building per square foot compared to WCPSS.

They have some impression that this is a fancy, unnecessary expense. We need to dig in with them and fully educate them on the incredible DEAL we are getting. This was sound fiscal decision making.

Our faculty is FULL OF MASTER TEACHERS yet we do not use them to run parent education. I think teachers can develop some interesting, thoughtful engaging workshops for parents!

My concern stems from a perception that the school needs a lot of donors due to the amount people are giving. How can we get some consistent, large scale donors?

It would be nice to have an update about our Capital Campaign success thus far and what the next steps will be.

What questions, comments or concerns do you have in regards to the school staffing plan/needs (current and future)?

We are extremely lean in terms of staffing. Everyone is doing more than just their own job. Everyone feels appreciated, but very overworked. We continue to add to crew sizes and expect the same types of learning and results as when Crew sizes were at 15-16.

Are we looking for more math & science qualified teachers?

We are going to lose (through attrition) two qualified math & science teachers in middle school in the next 2-3 years - are we looking at hiring teachers with these qualifications?

Male teachers would be a definite benefit for middle school.

Do we need to add more EC and special services (counselors, intervention staff, support staff) to meet the needs of our students?

As a "global school" should we offer an actual language class? Does the Global Cultures and Languages need to be tweaked? Is it enough to market ourselves as being able to solve problems around the world? Should it be brought down to the Elementary level?

We need to at least match Wake County Schools pay and benefits.

When will we know? We need time to organize materials and think about who we are partnering with.

There needs to be one TA for each classroom K-2; concerned that we won't have enough time to prepare for next school year with our new co-teacher and with what grade level we'll be teaching, and WHERE we'll be teaching.

Will teachers be on the interview teams. Will we be given time to meet with this team mate before the school year starts? I think we will need ample time to meet this new team mate, plan with the team mate...

They continue to add students and we need more support staff

With our increased EC population and the plan to increase socio-economic diversity which sometimes also is coupled with a need for student learning support, how will we meet these staffing demands and how will it change the structure and culture of our school? 6th grade has at least 1/3 identified with needs for support through 504s and IEPs. As with most students, one-size does NOT fit all and the diverse needs of the EC population must be met with fidelity. On the flip-side, another 1/3 have needs to be challenged above grade-level. All of these things take time for deep quality planning with all key players. It is ineffective and inefficient for EC teachers to be providing services to students during a team planning time because then they are unprepared to provide support services during regular classtime or in small pullout groups during regular classtime. They do not have the opportunity to dig deeply into the content and provide feedback on modifications for the multitude of diverse students that are required to meet the requirements of IEPs and 504s. General education teachers can do this too, but it is most effective when done in partnership with our experts in EC. Pull-out time is necessary outside of core classes, so you can't take that away, but equally important is planning with the team for core instruction. Asking us to stay to plan outside of our regular working hours is also not sustainable. How can Exploris be innovative with time, money, resources, ideas, scheduling to solve this growing need and be a leader for others?

How do we bring on so many new staff, year after year, in an efficient, productive manner that maintains our Exploris values and quality? (I.e., how do we grow so quickly and not lose our bearings?)

As our school grows, we seem to have a greater EC student population and right now we don't have enough staff for all the needs of those students. This population could keep increasing and we need to

be prepared for that. One counselor for the whole elementary and middle school is not enough.
Diversity is utmost priority! Diversity in faculty. Diversity in student body.
We need support staff. We need another counselor, an instructional coach, an additional math teacher at the middle school, an EC Director, and another EC teacher. As I have said, everyone is doing much more than their job description. Staff is willing to pitch in, and we do love our jobs, and love this school; however there are aspects that are suffering (discipline, differentiation within classes, core instruction, relationships with parents, and general student support).
None
Our EC population continues to rise and additional staff members are needed. Will we be able to hire additional EC staff in the coming year? Will staff members be able to receive professional development to help classroom teachers meet the needs of EC students? There also is no planning time for EC teachers and grade level teachers to plan together which creates complications.
Exceptional Children Our staffing, facilities and structure are not equipped to handle the level of need we have in our students. Some of the needs of our students require intense programing in very specific areas.

What questions, comments or concerns do you have in regards to the governing board structure and member recruitment?
It is my fault for not being more in touch with the board and it's nuances. I need to attend board meetings.
N/A
N/A
are we planning to add to our board staff?
How do we recruit? How do we make sure that our board reflects diversity in multiple ways but still is committed to the Exploris vision and mission?
How do we recruit a board with fewer parents on it? Is that truly preferable? Or is that just what Board on Track suggests, and we don't really buy into it?
Member recruitment should lead to recruiting individuals that know very well how our school functions, our mission and values.
Faculty inclusive. Multiple faculty members should be in EVERY CONVERSATION about vision/strategy.
None

What questions, comments or concerns do you have in regards to our student demographics?
I would like to see a more diverse population and that pulls from our nearby neighborhoods.
I believe that our student population should be more diverse in all ways, and that we need to understand that it takes time to accomplish our student population to be as diverse as Wake County, so this is a process that will take time and effort.
I would like to see us become a more diverse school. I would be happy to be on this team if one is formed. I am still new to Exploris so I am not sure what has been done in the past.
My biggest concern is in meeting the needs of all students. I have seen the classes gain more students, and the number of teachers stays the same. The burden on the teachers to have a crew of 19 kids, manage planning and differentiate content to accomodate various abilities/disabilities is a great undertaking if we expect them to have balance in all areas of life. The classrooms need to be equipped with technology that is functioning well. Otherwise a chunk of time is dedicated just to getting signed in.
Greatest concern is addressed above with EC/504, diverse learning needs.
How will we provide meals for students who qualify for free and reduced lunch? How will we help fund overnight field experiences for students who are socioeconomically disadvantaged? Will we provide transportation options?
We have been talking about the lottery and socioeconomic disadvantaged students, but we need to be more focus on the population we have currently, including a high percent of EC students, and on meeting their needs, to continue being a successful school.
We must reflect demographics of Wake County!
We need to have the necessary resources, space, and teacher training to adapt to our changing demographics.
I think it is important to increase diversity at our school, however training our staff and preparing for this..will be very important.

Over the next five years the school will expand in many ways, specifically in its fiscal planning. What questions, comments or concerns do you have in regards to the school's short and long term fiscal needs?
Do we have everything in place so that our education and staff matches the splendor of the new building? It would be the ultimate shame to me if the physical school is world-class, but it is filled with underpaid teachers who don't have the resources to get the materials they need.
Open mindset and willingness of the staff to see the bigger picture and endure the bumps along the way!
N/A
NA
Are we a school or a business?

Will the yearly budget be enough to meet all our needs? Teacher salary increase equivalent to Wake Co.?

We are too administrative/support staff heavy.
We need to look closely at models where % of all faculty with students.

Our original design had ALL but 2 members with students at least 4/5 of day. It concerns me that we keep hiring new positions, yet these positions do not have specific, dedicated time with children.

We are ALL busy. We can ALL busy ourselves on computers. We must push ourselves to hire and design positions that put most of our faculty in classrooms and in contact with children.

Class sizes have continued to increase almost each year. Will this continue to happen?

What other topics or areas should the board and leadership be addressing?

Are we a business or a school?

With so much growth and new staff (which are not bad things) over the last few years and into the next, what structures do we have in place to maintain the integrity of the things that make us Exploris? (core values, relationships etc)

How are we going to support the growing Spec. population? The importance of supporting teachers with PD and other necessary tools to support the staff as we grow and change alongside our great school!

We need a robust policy regarding discipline and consequences for students that is enforced and supported on all grade levels.

Work-Personal Life balance of staff -staff longevity is important to the success of Exploris. When I first heard about Exploris, I wanted to be a teacher here, but there were NEVER any openings. People rarely left. I thank Andrea all the time for deciding to stay home with her babies, and Laura for recommending me to 6th grade, otherwise I wouldn't be with my wonderful team. Some of what has made Exploris so successful and the learning experiences so powerful is the teamwork that went into the planning, refining, reflecting, and relationships with community and experts that were built over years and years of working together. There is a collective history that builds over time and hones and improves our practice. We are not teachers who pull the 'ol lessons out of the filing cabinet, we constantly reflect and modify and push each other to make it better and to meet the needs of the group we have that year. We need to keep "our people" (sometimes people aren't Exploris); we need to keep them happy, healthy, and satisfied to make this thing work in the long run, otherwise you'll just have a fancy building with a name that meant something a long time ago. I hope that we don't forget our past as we move into this exciting new future.

Teacher Benefits.

We are no longer competitive with Wake County. We attract teachers that want children to go to Exploris, or teachers that can "afford" to walk away from state retirement.

Cover Sheet

Fiscal Vitality

Section: III. Board Discussion on Key Challenges
Item: D. Fiscal Vitality
Purpose: Discuss
Submitted by:
Related Material: Fiscal Vitality.pdf

Fiscal Vitality

Immediate Needs:

- Security costs; short term, immediate need; PTO funds?/Reserves
 - Intercom, door locks, keypads for back of MS, cameras, motion sensors, lighting
- Project costs under development
- Negotiate New Land Lease (expires in August)

Next Year

- Administrative Needs; Data Manager, Contracted/Outsourced Operations
- 3 Elementary Teachers (1 -4/5 replacement, 2 new for 2 new crews)
- 1 additional EC teacher (possibly split between Elem and Middle)
- 1 additional global arts (1 or ½ per campus)
- 1 additional teaching partner if feasible

Enrollment Projection 460 – (Elem-232, MS -228) - (current 420 – Elem – 205, MS – 215)

Enrollment expansion will cover costs (including \$18,092 to retrofit)

Updated PPT on building transition shows Financial Impact - Surplus - \$4,813

New Building Expansion and Needs over the next 5 years

- Add Director of Operations and Finance
- Add social worker
- 36 crew teachers total
- 8 general ed teaching partners total (1 per classroom in K and 1, and 1 per grade in 2-5)
- 6 EC teachers total (current 3)
- EC Director (current EC Director has full caseload)
- 5-6 EC teaching partners total (current 4)
- 6-8 global arts total (current 4.5)
- 2 IT total (current 1)
- 2 Interventionists (current 1)
- 2 Instructional coaches total (current ½)
- 2 Guidance Counselors (current 1)

- Modspace Exit costs – approximately \$80,000

- Center for Innovation, how do we make it real, how do we fund, can it be a revenue source
 - Associate Director
 - Development/Corporate/Grant Writing
- Timeline and backup plan for facilities (Land Lease expires for Elementary in August)
- Campaign -> Annual Fund -> Grants...Others ways to fund needs
- Cost of grievances; legal, focus, impact
- Funding the PTO vs PTO fundraising

Cover Sheet

Board Health, Structure and Development

Section: III. Board Discussion on Key Challenges
Item: E. Board Health, Structure and Development
Purpose: FYI
Submitted by:
Related Material: Board Evaluation Assessment Report.pdf
EMS Bylaws Revised 2016.pdf
Members Report - The Exploris School - February 2018.pdf

Board Assessment February 2018














Board Assessment Report

OPENED 2/4/2018

CEO

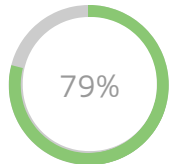
 Ellie Schollmeyer

BOARD MEMBERS

 Bob Kingery  Camesha Jones  Carrie Gray  Christine Hutchens
 James Gerdts  Jessica Frawley  Keely Byars-Nichols  Kelly Furr
 Kim Von Weihe  Leah Perry Lawless  Melissa Mitchell-Neal
 Shann Burroughs  Tom Miller

Overall Score

Completed



LEVEL

3

Intermediate

- Data-driven governance
- Board value-add becomes evident and essential

BOARD

LEGEND

Average for all participating board members

CEO

One CEO



One individual board member



Insufficient Data

Summary

	Board	CEO
Board Meetings	LEVEL 3	LEVEL 4
Board Structure	LEVEL 4	LEVEL 4
Board Composition	LEVEL 1	LEVEL 1
Board Recruitment	LEVEL 1	LEVEL 3
Board Goals and Accountability	LEVEL 1	LEVEL 2
Finance	LEVEL 2	LEVEL 5
Development	LEVEL 1	LEVEL 2
Academic Oversight	LEVEL 4	LEVEL 5
CEO Support & Evaluation	LEVEL 5	LEVEL 5
Board Savvy CEO	LEVEL 4	LEVEL 5

Detail

LEVEL
1

LEVEL
2

LEVEL
3

LEVEL
4

LEVEL
5

Board Meetings			BOARD	CEO	
Board Structure				BOARD CEO	
Board Composition	BOARD CEO				
Board Recruitment	BOARD		CEO		
Board Goals and Accountability	BOARD	CEO			
Finance		BOARD			CEO
Development	BOARD	CEO			
Academic Oversight				BOARD	CEO
CEO Support & Evaluation					BOARD CEO
Board Savvy CEO			BOARD		CEO

Board Meetings

LEVEL
1

LEVEL
2

LEVEL
3

LEVEL
4

LEVEL
5

Yearly Meeting Plan				BOARD	CEO
Board Meeting Agenda					BOARD CEO
Board Meeting Materials					BOARD CEO
Board Meeting Content		CEO		BOARD	
Board Meeting Facilitation					BOARD CEO
Board Meeting Minutes		CEO	BOARD		
Board Meeting Evaluation	BOARD				CEO
Open Meeting Law Compliance	BOARD CEO				

Board Structure

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Bylaws				BOARD	CEO
Job Descriptions	BOARD CEO				
Officers				BOARD CEO	
Committees				BOARD CEO	

Board Composition

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Board Size					BOARD CEO
Previous Governance Experience	BOARD CEO				
Skills and Expertise	BOARD				CEO
Diversity	BOARD CEO				
Level of Objectivity	BOARD CEO				

Board Recruitment

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Recruitment Plan	BOARD CEO				
Recruitment Process		BOARD			CEO
Board Recruitment Pipeline		BOARD			CEO
Role of the CEO in Board Recruitment	CEO	BOARD			
Orientation	BOARD CEO				

Board Goals and Accountability

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Board Goals		BOARD			CEO
Accountability	BOARD CEO				

Finance

LEVEL
1

LEVEL
2

LEVEL
3

LEVEL
4

LEVEL
5

Financial Oversight					BOARD CEO
Financial Policies and Procedures	BOARD CEO				
Financial Controls	BOARD				CEO
Financial Reports				BOARD	CEO
Developing Realistic Budgets		CEO			BOARD
Board Education	BOARD CEO				
Annual Audit/990	BOARD				CEO
Financial Compliance	BOARD				CEO
Support of the CEO	BOARD				CEO

Development

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Philosophical Alignment		BOARD		CEO	
Strategic Fund Development Plan	BOARD	CEO			
Accountability	BOARD CEO				
Board Training	BOARD				CEO

Academic Oversight

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Clarity of Vision					BOARD CEO
Roadmap					BOARD CEO
Charter Obligations		BOARD			CEO
Standardized Testing					BOARD CEO
Comparative Data				BOARD CEO	
Board Education				BOARD	CEO

CEO Support & Evaluation

LEVEL
1

LEVEL
2

LEVEL
3

LEVEL
4

LEVEL
5

Governance/Management				BOARD	CEO
Partnership with CEO					BOARD CEO
CEO Evaluation				BOARD	CEO
CEO Support			BOARD		CEO

Board Savvy CEO

LEVEL
1

LEVEL
2

LEVEL
3

LEVEL
4

LEVEL
5

Governance Knowledge			BOARD		CEO
Governance Prioritized			BOARD		CEO
Board Education				BOARD	CEO
Setting Strategic Direction					BOARD CEO
Communication					BOARD CEO
Succession Planning	BOARD CEO				

Generated on Feb 27, 2018 at 1:27 PM EST by Tom Miller

**BYLAWS OF THE
EXPLORIS SCHOOL
As Adopted by the Board of Directors on June 28, 2016**

**ARTICLE 1
OFFICES**

SECTION 1. PRINCIPAL OFFICE, REGISTERED OFFICE, OTHER OFFICES

The principal office and the registered office of The Exploris School (the “Corporation”) are located at 401 Hillsborough Street 27603 in Wake County, State of North Carolina.

The Corporation may also have offices at such other places, within or without its state of incorporation, where it is qualified to do business, as its business and activities may require, and as the Board of Directors may, from time to time, designate.

SECTION 2. CHANGE OF ADDRESS

The designation of the county of the Corporation’s principal office may be changed by amendment of these Bylaws. The board of directors may change the principal office from one location to another within the state by noting the changed address and effective date, and such changes of address shall not be deemed, or require, an amendment of these Bylaws.

**ARTICLE 2
MEMBERSHIP**

The Corporation shall have no members.

**ARTICLE 3
LIMITATIONS ON ACTIVITIES**

No substantial part of the activities of this Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation (except as otherwise provided by Section 501(h) of the Internal Revenue Code), and this Corporation shall not participate in, or intervene in (including the publishing or distribution of statements), any political campaign on behalf of, or in opposition to, any candidate for public office.

Notwithstanding any other provisions of these Bylaws, this Corporation shall not carry on any activities not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code.

Notwithstanding any other provisions of these Bylaws, at any time during which it is deemed a “private foundation” as that term is defined by Section 509 of the Code, or the corresponding provisions of any subsequent federal tax laws, the Corporation shall not engage in any act of self-dealing as defined in Section 4941(d) of the Code, or the corresponding provisions of any subsequent federal tax laws; the Corporation shall distribute its income for each taxable year at such time and in such manner as not to become subject to the tax on undistributed income imposed by Section 4942 of the Code, or the corresponding provisions of any subsequent federal tax laws; the Corporation shall not retain any excess business holdings as defined in Section 4943(c) of the Code, or the corresponding provisions of any subsequent federal tax laws; the Corporation shall not make any investments in such manner as to subject the Corporation to the tax under Section 4944 of the Code, or the corresponding provisions of any subsequent federal tax laws; and the Corporation shall not make any taxable expenditures as defined in Section 4945(d) of the Code, or the corresponding provisions of any subsequent federal tax laws.

ARTICLE 4
PAYMENTS AND DISSOLUTION PROVISIONS

SECTION 1. PAYMENTS

No part of the net earnings of this Corporation shall inure to the benefit of, or be distributable to, its directors, officers, or other private persons, except that this Corporation shall be authorized and empowered to pay reasonable compensations for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article 9.

SECTION 2. DISSOLUTION

Upon the dissolution of the Corporation, the Board of Directors shall, after paying or making provision for the payment of all of the liabilities of the Corporation, dispose of all of the assets of the Corporation to the local education authority, Wake County Public Schools.

ARTICLE 5
NONPROFIT PURPOSES

SECTION 1. CODE SECTION 501(c)(3) PURPOSES

This Corporation is organized exclusively for one or more purposes as specified in Section 501(c)(3) of the Code, including for such purposes, distributions to organizations that qualify as exempt organizations under Section 501(c)(3) of the Code.

SECTION 2. STATEMENT OF PURPOSE

The organizational purpose of the Corporation is to be a public charity which will operate and support The Exploris School, a North Carolina charter school pursuant to N.C. Gen. Stat. Section 115C-238.29A et seq.

In furtherance, but not in limitation, of the foregoing charitable purposes, the Corporation shall:

(a) Accept, hold, invest, reinvest, and administer any gifts, grants, bequests, devises, benefits of trusts, and property of any sort, without limitation as to value or amount, and apply the income and principal thereof, as the Corporation's board of directors may from time to time determine; and

(b) Alone or in cooperation with other persons, organizations, or institutions, conduct any and all other activities and do any and all acts and things which may be necessary, useful, suitable, or proper in connection with or for the furtherance, accomplishment, or attainment of such purposes as are lawful for a corporation formed under the North Carolina Nonprofit Corporation Act and for a corporation which qualifies for tax-exempt status under Sections 501(c)(3) and 501(a) of the Code.

SECTION 3. SPECIFIC OBJECTIVES

The specific objectives of the Corporation shall be:

(a) To operate and support one charter school (the "School") pursuant to N.C. Gen. Stat. Chapter 115C Article 16 Part 6A, commonly known as the Charter Schools Act of 1996;

(b) To work in mutual cooperation with any other nonprofit corporations, North Carolina state organizations such as museums, and associations of individuals in furtherance of the purposes of this Corporation; and

(c) To expand and re-define our charitable educational programs from time to time as necessary to meet the continuing challenge of our purposes.

ARTICLE 6 DIRECTORS

Pursuant to the Articles of Incorporation and Section 55A-8-01 of the North Carolina Nonprofit Corporation Act (the "Act"), all corporate powers shall be exercised by a board of directors.

SECTION 1. NUMBER OF DIRECTORS

The Corporation shall have at least seven (7) and no more than fourteen (14) directors and collectively they shall be known as the Board of Directors. The number of directors shall be determined from time to time by resolution of the Board of Directors as to the specific need for directors to accomplish the purposes of the Corporation.

SECTION 2. POWERS OF DIRECTORS

Subject to the provisions of the Act and any limitations in these Bylaws, all corporate powers shall be exercised by or under the authority of, and the business and affairs of the Corporation and the School shall be managed under the direction of, the Corporation's Board of Directors.

SECTION 3. COMPENSATION OF DIRECTORS

Directors, as such, shall serve on the board without compensation. The Board of Directors may provide for the payment of all expenses incurred by directors in attending meetings of the Board and reimbursement of expenses incurred on behalf of the Corporation.

SECTION 4. QUALIFICATIONS OF DIRECTORS

The Board of Directors shall be composed of the following persons:

(a) The director of the School shall serve as an ex-officio, nonvoting member of the Board of Directors.

(b) The chair or a designated co-chair of the Parent Teacher Student Association ("PTSA") shall serve as an ex-officio, voting member of the Board of Directors.

(c) One member of the academic faculty of the School selected by the faculty shall serve as an ex-officio, nonvoting member of the Board of Directors.

(d) All other Directors shall be selected by the incumbent members of the Board of Directors as provided in Section 5 of this Article 6.

Directors shall be at least twenty-one (21) years of age, shall be a current resident of North Carolina, and shall hold at least a high school diploma or its equivalent. Any such qualified person seeking election to the Board of Directors, except for the ex-officio members described in this Section 4, must submit to a reasonable screening process by the current Board of Directors, which may include the provision of a written statement of personal education philosophy. Board members shall comply with all local conflict of interest policies, NC laws and State Board of Education policies.

SECTION 5. ELECTIONS OF DIRECTORS AND TERM OF OFFICE

Those Directors who are to be elected by the Board of Directors shall be so elected at the annual meeting of the Board of Directors to serve staggered three-year terms, with terms expiring on June 30 of each year and with at least one (1) but not more than three (3) Board seats expiring in any given year. The Board may elect members outside of the annual meeting by following the Board's process and elected by two-thirds (2/3) vote. The initial Board members shall determine who shall serve for one, two or three more years in order to establish the staggered terms. Each Director shall hold office until his or her successor is elected and qualified, or until his or her earlier resignation, removal from office or death. Directors may serve a maximum of two successive terms.

SECTION 6. REMOVAL OR RESIGNATION

Any Director may, by written notice to the Board, resign at any time. A Director may be removed from the Board, without cause and at any time, upon three-fourths (3/4) vote of the other Directors; provided that the Director to be removed be provided at least ten (10) days written notice prior to such action.

SECTION 7. DUTIES OF DIRECTORS

It shall be the duty of the Directors to:

(a) Register their addresses, email addresses and phone numbers with the Secretary of the Corporation, and notices of meetings mailed or telephoned or emailed to them at such mailing addresses, email addresses or telephone numbers shall be valid notices;

(b) Meet at such times and places as required by these Bylaws;

(c) Perform any and all duties imposed on them collectively or individually by law, or by these Bylaws.

SECTION 8. NONLIABILITY OF DIRECTORS

The directors shall not be personally liable for the debts, liabilities, or other obligations of the Corporation.

SECTION 9. REGULAR MEETINGS

Regular meetings of the Directors shall be held at least eight (8) times per year on days and times determined by resolution of the Board of Directors. Meetings shall be held at the principal office of the Corporation unless otherwise provided by the Board, or at such other place as may be designated from time to time by resolution of the Board of Directors. The Board of Directors shall designate one such regular meeting as its annual meeting of the Board of Directors. In addition, the Board of Directors may provide, by resolution, the time and place for the holding of additional regular meetings.

SECTION 10. SPECIAL MEETINGS

Special meetings of the Board of Directors may be called by the Chair (as defined below). Such meetings shall be held at the principal office of the Corporation or, if different, at the place designated by the Chair. Calls for special meetings shall specify the time and purpose. No business other than that specified shall be considered.

SECTION 11. NOTICE OF MEETINGS

Notice to the public and to Directors of all meetings shall be made in accordance with the North Carolina Open Meetings Law, N.C. Gen. Stat. § 143-318.9 et seq. The Board of Directors may adopt special notice procedures, as it deems necessary, subject to the requirements of the North Carolina Open Meetings Law.

SECTION 12. WAIVER OF NOTICE

Any Director may waive notice of any meeting before or after the date and time stated in the notice. The waiver shall be in writing, signed by the director entitled to the notice and filed with the minutes or corporate records. A director's attendance at or participation in a meeting waives any required notice to him or her unless the Director at the beginning of the meeting, or promptly upon arrival, objects to holding the meeting or to transacting business at the meeting and does not thereafter vote for or assent to action taken at the meeting.

SECTION 13. QUORUM FOR MEETINGS

A quorum for the transaction of business at any meeting of the Board of Directors shall consist of a simple majority of the voting directors of the Board of Directors in office immediately before the meeting begins. Ex-officio members do not count towards the definition of a quorum. No business shall be considered by the Board at any meeting at which a quorum is not present, and the only motion which the Chair shall entertain at such meeting is a motion to adjourn.

SECTION 14. MAJORITY ACTION AS BOARD ACTION

The affirmative vote of a majority of the directors present at a meeting duly held at which a quorum is present shall be the act of the Board of Directors, unless the Act, the Articles of Incorporation, or these Bylaws require a greater percentage or different voting rules for approval of a matter by the Board.

If one or more directors present at a meeting abstain from voting on a particular motion before the Board, due to personal conflict of interest with the subject of the motion, then the remainder of the directors shall still constitute a quorum for that particular vote and a two-thirds majority of those voting shall be required to approve the motion.

SECTION 15. CONDUCT OF MEETINGS

Meeting of the Board of Directors shall be presided over by the Chairperson of the Board (the “Chair”), who shall be the President of the Corporation unless another officer has been so designated. In the absence of that officer, the Vice Chair, if there is one, or a Chairperson chosen by a majority of the directors present at the meeting, shall preside over the meeting. The Secretary of the Corporation shall act as secretary of all meeting of the board, except that, in his or her absence, the presiding officer shall appoint another person to act as Secretary of the meeting.

All meetings of the Board of Directors and all committee meetings shall be conducted in accordance with the North Carolina Open Meetings Law, including the provisions thereof for closed sessions pursuant to N.C. Gen. Stat. § 143-318.11.

Board members may not vote on issues in which they have a conflict of interest, The Board’s Conflict of Interest policy shall be reviewed and signed annually by all members. The Board’s policy shall comply with the State Government Ethics Act, as amended from time to time”

SECTION 16. VACANCIES OF DIRECTORS

Any vacancy occurring in the Board of Directors, including, without limitation, a vacancy resulting from the death, resignation or removal of any director, or from an increase in the number of directors, may be filled by the Board of Directors.

If the number of directors in office when a vacancy occurs is less than a quorum, a vacancy on the Board may be filled by approval of a two-thirds majority of the directors then in office or by a sole remaining director.

A person elected to fill a vacancy on the board shall hold office until the next election of the Board of Directors or until his or her death, resignation or removal from office or until his or her successor is appointed or elected.

ARTICLE 7 OFFICERS

SECTION 1. NUMBER OF OFFICERS

The officers of the Corporation shall be a President and Chair, a Vice Chair, a Secretary, and a Treasurer, and such other officers as may be appointed in accordance with the provision of Section 3 of this Article 7. The same individual may simultaneously hold

more than one office in the Corporation, but no individual may act in more than one capacity where action of two or more officers is required.

SECTION 2. ELECTION, TERM OF OFFICE AND QUALIFICATIONS

Each officer, except such officers as may be appointed in accordance with the provisions of Section 3 of this Article 7, shall be elected by the Board at its annual meeting and shall hold office until the annual meeting of the Board held next after his election or until his death or until he shall resign or shall have been disqualified or shall have been removed from office. No person may be elected as President and Chair, Vice Chair, Secretary or Treasurer unless he or she is also a Director. A person may be elected to successive terms as President Chair, Vice Chair, Secretary or Treasurer, provided that such person's term as Director will not expire prior to the expiration of the term of the office to which he or she is elected.

SECTION 3. SUBORDINATE OFFICERS AND AGENTS

The Board of Directors from time to time may appoint other officers or agents, each of whom shall hold office for such period, have such authority, and perform such duties as the Board from time to time may determine. The Board may delegate to any officer or agent the power to appoint any subordinate officer or agent and to prescribe his respective authority and duties. A person may be appointed as an officer or agent under this Section 3 of this Article 7 regardless of whether such person is also a Director.

SECTION 4. DUTIES

An officer with discretionary authority shall discharge his duties under that authority in good faith, with the care an ordinarily prudent person in a like position would exercise under similar circumstances, and in a manner he reasonably believes to be in the best interests of the Corporation.

In case of the absence of any officer of the Corporation or for any other reason that the Board may deem sufficient, the Board may delegate the powers or duties of such officer to any other officer or to any Director provided a majority of the entire Board concurs therein.

The officers of the Board shall have the following duties:

(a) President Chair. The President and Chair shall preside at all meetings of the Board and perform such other duties as may be directed by the Board.

(b) Vice Chair. At the request of the Chair, or in his absence or disability, the Vice Chair shall perform all the duties of the Chair and when so acting shall have all the powers of and be subject to all the restrictions upon the Chair. The Vice Chair shall perform such other duties and have such authority as from time to time may be assigned to him by the Board.

(c) Secretary. The Secretary shall keep the minutes of the meetings of the

Board and shall see that all notices are duly given in accordance with the provisions of these Bylaws or as required by law. He shall maintain and authenticate the records of the Corporation and shall be custodian of the records, books, reports, statements, certificates and other documents of the Corporation and the seal of the Corporation, and see that the seal is affixed to all documents requiring such seal. In general, he shall perform all duties and possess all authority incident to the office of Secretary, and he shall perform such other duties and have such other authority as from time to time may be assigned to him by the Board.

(d) Treasurer. The Treasurer shall have supervision over the funds, securities, receipts, and disbursements of the Corporation. He shall in general perform all duties and have all authority incident to the office of the Treasurer and shall perform such other duties and have such other authority as from time to time may be assigned or granted to him by the Board.

SECTION 5. BONDS

The Board of Directors may by resolution require any officer, agent, or employee of the Corporation to give bond to the Corporation, with sufficient sureties, conditioned on the faithful performance of the duties of his or her respective office or position, and to comply with such other conditions as may from time to time be required by the Board of Directors.

SECTION 6. REMOVAL

The officers specifically designated in Section 1 of this Article 7 may be removed, either with or without cause, by the Board. The officers appointed in accordance with the provisions of Section 3 of this Article 7 may be removed, either with or without cause, by the Board or by any officer or agent upon whom such power of removal may be conferred by the Board. The removal of any person from office shall be without prejudice to the contract rights, if any, of the person so removed. The appointment of an officer does not itself create contract rights.

SECTION 7. RESIGNATIONS

Any officer may resign at any time by giving written notice to the Board or to the Chair or the Secretary of the Corporation, or, if he was appointed by an officer or agent in accordance with Section 3 of this Article 7, by giving written notice to the officer or agent who appointed him. Any such resignation shall take effect upon its being accepted by the Board or by the officer or agent appointing the person so resigning, unless it specifies in writing a later effective date. If a resignation is made effective at a later date and the Corporation accepts the future effective date, the Board may fill the pending vacancy before the effective date if the Board provides that the successor does not take office until the effective date.

SECTION 8. VACANCIES

A vacancy in any office because of death, resignation, removal, or disqualification, or any other cause, shall be filled for the unexpired portion of the term in the manner prescribed by these Bylaws for regular appointments or elections to such offices.

ARTICLE 8 COMMITTEES

SECTION 1. COMMITTEES

The Board of Directors may create an executive committee and other committees of the board and appoint Directors to serve on them. The creation of a committee of the Board and appointment of Directors to it must be approved by the greater of (a) a majority of the number of Directors in office when the action is taken or (b) the number of Directors required to take action pursuant to Section 6 of Article 13. Each committee of the Board may have up to three Directors as members, and to the extent authorized by law and specified by the Board of Directors, shall have and may exercise all of the authority of the Board of Directors in the management of the Corporation, except that a committee may not: (a) authorize distributions; (b) recommend or approve dissolution or merger or the sale, pledge or transfer of all or substantially all of the Corporation's assets; (c) fill vacancies on any committee of the Board of Directors; or (d) adopt, amend, or repeal the Articles of Incorporation or Bylaws. Each committee member shall serve at the pleasure of the Board of Directors. The provisions of Sections 11 and 14 of Article 6, which govern meetings of the Board of Directors, shall likewise apply to meetings of any committee of the Board of Directors. All committee meetings shall be conducted in accordance with the North Carolina Open Meetings Law.

SECTION 2. ADVISORY COMMITTEES

The Corporations may have advisory committees as may from time to time be designated by resolution of the Board. These committees may consist of persons who are not directors of the Board. These committees shall act in an advisory capacity to the Board, with no powers to act of behalf of the Corporation. All advisory committee meetings shall be conducted in accordance with the North Carolina Open Meetings Law.

ARTICLE 9

INDEMNIFICATION AND INSURANCE

SECTION 1. INDEMNIFICATION BY CORPORATION

Any person who at any time serves or has served as a Director or Officer of the Corporation, or at the request of the Corporation is or was serving as an officer, director, agent, partner, trustee, administrator, or employee of any other foreign or domestic corporation, partnership, joint venture, trust, employee benefit plan, or other enterprise, shall be indemnified by the Corporation to the fullest extent permitted by law in the event he or she is made, or is threatened to be made, a party to any threatened, pending or completed civil, criminal, administrative, investigative or arbitrative action, suit or proceeding and any appeal therein (and any inquiry or investigation that could lead to such action, suit or proceeding), whether or not brought by or on behalf of the Corporation, seeking to hold him or her liable by reason of the fact that he or she is or was acting in such capacity. The Corporation shall not, however, indemnify any person against liability or expenses the person may incur on account of his or her activities which were, at the time taken, known or believed by the person to be clearly in conflict with the best interests of the Corporation, or if the person received an improper personal benefit. In addition, the Corporation shall not indemnify any person against liability or expenses the person may incur on account of his or her activities if such indemnification would (i) be a taxable expenditure under Section 4945 of the Code (or the corresponding provision of any subsequent United States tax laws), (ii) constitute an act of self-dealing under Section 4941 of the Code (or the corresponding provision of any subsequent United States tax laws) or (iii) jeopardize the Corporation's exemption from taxation under Section 501(a) of the Code as an organization described in Section 501(c)(3) of the Code (or the corresponding provisions of any subsequent United States tax laws). The Board of Directors may provide such lawful indemnification for the employees and agents of the Corporation as it deems appropriate and as are consistent with the restrictions expressed in this Section 1.

The rights of those receiving indemnification hereunder shall, to the fullest extent from time to time permitted by law, cover (a) reasonable expenses, including without limitation all attorneys' fees actually and necessarily incurred by him or her in connection with any such action, suit or proceeding, (b) all reasonable payments made by him or her in satisfaction of any judgment, money decree, fine (including an excise tax assessed with respect to an employee benefit plan), penalty, or settlement for which he or she may have become liable in such action, suit or proceeding; and (c) all reasonable expenses incurred in enforcing the indemnification rights provided herein.

Expenses incurred by anyone entitled to receive indemnification under this Section 1 in defending a proceeding may be paid by the Corporation in advance of the final disposition of such proceeding as authorized by the Board of Directors in the specific case or as authorized or required under any provisions in these Bylaws or by any applicable resolution or contract upon receipt of an undertaking by or on behalf of such person to repay such

amount unless it shall ultimately be determined that he or she is entitled to be indemnified by the Corporation against such expenses.

The Board of Directors shall take all such action as may be necessary and appropriate to authorize the Corporation to pay the indemnification authorized by this Section 1, including, without limitation, making a determination that indemnification is permissible in the circumstances and a good faith evaluation of the manner in which the claimant for indemnification acted and of the reasonable amount of indemnity due. The Board of Directors may appoint a committee or special counsel to assist in making such determination and evaluation.

SECTION 2. INSURANCE FOR CORPORATE AGENTS

Except as may be otherwise provided under provisions of law, the Board of Directors may adopt a resolution to authorize the purchase and maintenance of insurance on behalf of any agent of the Corporation (including directors, officers, employees or other agents of the Corporation) against liabilities asserted against or incurred by the agent in such capacity or arising out of the agent's status as such, whether or not the Corporation would have the power to indemnify the agent against the liability under the Bylaws or provisions of law.

ARTICLE 10 CONTRACTS, LOANS, CHECKS AND DEPOSITS

SECTION 1. CONTRACTS

The Board of Directors may authorize any officer or officers, agent or agents, to enter into any contract or to execute and deliver any instrument in the name of and on behalf of the Corporation, and such authority may be general or confined to specific instances.

SECTION 2. LOANS

No loans shall be contracted on behalf of the Corporation and no evidences of indebtedness shall be issued in its name unless authorized by the Board of Directors. Such authority may be general or confined to specific instances.

SECTION 3. CHECKS AND DRAFTS

All checks, drafts or other orders for payment of money, issued in the name of the Corporation, shall be signed by such officer or officers, agent or agents of the Corporation and in such manner as shall from time to time be determined by resolution of the Board of Directors.

SECTION 4. DEPOSITS

All funds of the Corporation not otherwise employed shall be deposited from time to time to the credit of the Corporation in such depositories as may be selected by or under the authority of the Board of Directors.

ARTICLE 11 CORPORATE RECORDS AND REPORTS

SECTION 1. MAINTENANCE OF CORPORATE RECORDS

All of the Corporation's records shall be maintained in written form or in another form capable of conversion into written form within a reasonable time.

The Corporation shall keep as permanent records minutes of all meetings of the Board of Directors, a record of all actions taken by the Board of Directors without a meeting, and a record of all actions taken on behalf of the Corporation by a committee of the board of directors in place of the Board of Directors. The Corporation shall maintain appropriate accounting records.

The Corporation shall keep a copy of the following records at its principal office: (a) the Articles of Incorporation and all amendments to them currently in effect; (b) these Bylaws and all amendments to them currently in effect; (c) the annual financial statements described below, prepared during the past three years; and (d) a list of the names and business addresses of its current directors and officers.

The Corporation shall prepare, or cause to be prepared, and maintain at least three (3) years annual financial statements for the Corporation that include a balance sheet as of the end of the fiscal year and statement of operations for that year. The financial statements may be prepared for the Corporation on the basis of generally accepted accounting principles or on such other basis as the Treasurer may deem reasonable.

SECTION 2. DIRECTORS' INSPECTION RIGHTS

Every director shall have the absolute right at any reasonable time to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the Corporation and shall have such other rights to inspect the books, records and properties of this Corporation as may be required under the Articles of Incorporation, other provisions of these Bylaws, and provisions of law.

Any inspection under the provisions of this Article may be made in person or by agent or attorney and the right to inspection shall include the right to copy and make extracts.

SECTION 3. PERIODIC REPORT

The Board shall cause any annual or periodic report required under law to be prepared and delivered within the time limits set by law.

SECTION 4. PUBLIC RECORDS

Records made or received by the Corporation pursuant to transaction of the public business of governing operation of a public charter school shall be public records, subject to inspection and copying under Chapter 132 of the North Carolina General Statutes. Such public records shall be kept at the principal office of the Corporation, or at the offices of the public charter school, or in such buildings in which they are ordinarily used.

The custodian of the public records shall permit their inspection at reasonable times and under reasonable supervision, and shall furnish copies thereof upon payment of minimal fees for the actual cost of reproducing the public information.

Nothing contained herein shall be construed to require or authorize disclosure of information which is defined as confidential or otherwise exempted under Chapter 132 of the North Carolina General Statutes.

ARTICLE 12 AMENDMENT AND CONSTRUCTION OF BYLAWS

SECTION 1. AMENDMENT

These bylaws can be amended at any regular meeting of the Board of Directors by two-thirds vote, provided that the amendment has been submitted in writing at the previous meeting.

SECTION 2. CONSTRUCTION AND TERMS

All references in these Bylaws to the Articles of Incorporation shall be to the Articles of Incorporation, the founding document of this Corporation filed with an office of this state and used to establish the legal existence of this Corporation.

All references in these Bylaws to the “Code” mean the federal Internal Revenue Code of 1986 as it may be amended from time to time. References to Sections of the Code include references to corresponding provisions of any subsequent United States tax laws.





If there is any conflict between the provisions of these Bylaws and the Articles of Incorporation, the provisions of the Articles of Incorporation shall govern.





























Should any of the provisions or portions of these Bylaws be held unenforceable or invalid for any reason, the remaining provisions and portions of these Bylaws shall be unaffected by such holding.

The Board of Directors will have and shall exercise administrative responsibility for the organizational format of these Bylaws, and for correction of typographical errors and oversights in grammar, punctuation and spelling wherever they appear in these Bylaws or any amendment thereof. Such corrections may be made by consensus of the Board without the need for a formal resolution.

Bylaws Amended Date: June 28, 2016

Skills Summary

-  Sufficient Expertise
-  Insufficient Expertise
-  Minimal Expertise
-  Insufficient Data

	FY17-18	FY18-19	FY19-20	FY20-21
Academic Excellence				
Development				
Facilities				
Finance				
Governance				
Human Resources				
Key Qualities				

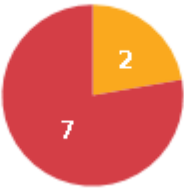
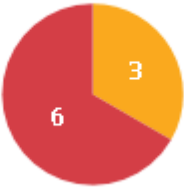
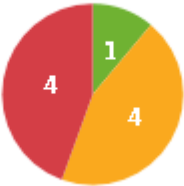
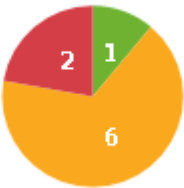
Academic Excellence

■ Very Experienced
 ■ Some Experience
 ■ No Experience

People with experience									
Understanding of how data is used to close the achievement gap	<table border="1"> <caption>Data for Understanding of how data is used to close the achievement gap</caption> <thead> <tr> <th>Experience Level</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>Very Experienced</td> <td>1</td> </tr> <tr> <td>Some Experience</td> <td>3</td> </tr> <tr> <td>No Experience</td> <td>5</td> </tr> </tbody> </table>	Experience Level	Count	Very Experienced	1	Some Experience	3	No Experience	5
Experience Level	Count								
Very Experienced	1								
Some Experience	3								
No Experience	5								
Strong analytical skills	<table border="1"> <caption>Data for Strong analytical skills</caption> <thead> <tr> <th>Experience Level</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>Very Experienced</td> <td>5</td> </tr> <tr> <td>Some Experience</td> <td>3</td> </tr> <tr> <td>No Experience</td> <td>1</td> </tr> </tbody> </table>	Experience Level	Count	Very Experienced	5	Some Experience	3	No Experience	1
Experience Level	Count								
Very Experienced	5								
Some Experience	3								
No Experience	1								
Life experience using data to solve problems in education or other fields	<table border="1"> <caption>Data for Life experience using data to solve problems in education or other fields</caption> <thead> <tr> <th>Experience Level</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>Very Experienced</td> <td>4</td> </tr> <tr> <td>Some Experience</td> <td>5</td> </tr> <tr> <td>No Experience</td> <td>0</td> </tr> </tbody> </table>	Experience Level	Count	Very Experienced	4	Some Experience	5	No Experience	0
Experience Level	Count								
Very Experienced	4								
Some Experience	5								
No Experience	0								
Familiarity with state and national assessments	<table border="1"> <caption>Data for Familiarity with state and national assessments</caption> <thead> <tr> <th>Experience Level</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>Very Experienced</td> <td>1</td> </tr> <tr> <td>Some Experience</td> <td>4</td> </tr> <tr> <td>No Experience</td> <td>4</td> </tr> </tbody> </table>	Experience Level	Count	Very Experienced	1	Some Experience	4	No Experience	4
Experience Level	Count								
Very Experienced	1								
Some Experience	4								
No Experience	4								

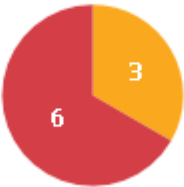

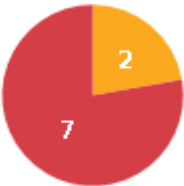
Development

Very Experienced Some Experience No Experience

People with experience									
Experience building/scaling a sustainable nonprofit fundraising program	 <table border="1"><tr><th>Experience Level</th><th>Count</th></tr><tr><td>No Experience</td><td>7</td></tr><tr><td>Some Experience</td><td>2</td></tr></table>	Experience Level	Count	No Experience	7	Some Experience	2		
Experience Level	Count								
No Experience	7								
Some Experience	2								
Experience cultivating/soliciting high net worth individuals	 <table border="1"><tr><th>Experience Level</th><th>Count</th></tr><tr><td>No Experience</td><td>6</td></tr><tr><td>Some Experience</td><td>3</td></tr></table>	Experience Level	Count	No Experience	6	Some Experience	3		
Experience Level	Count								
No Experience	6								
Some Experience	3								
Event planning	 <table border="1"><tr><th>Experience Level</th><th>Count</th></tr><tr><td>No Experience</td><td>4</td></tr><tr><td>Some Experience</td><td>4</td></tr><tr><td>Very Experienced</td><td>1</td></tr></table>	Experience Level	Count	No Experience	4	Some Experience	4	Very Experienced	1
Experience Level	Count								
No Experience	4								
Some Experience	4								
Very Experienced	1								
PR & marketing	 <table border="1"><tr><th>Experience Level</th><th>Count</th></tr><tr><td>No Experience</td><td>2</td></tr><tr><td>Some Experience</td><td>6</td></tr><tr><td>Very Experienced</td><td>1</td></tr></table>	Experience Level	Count	No Experience	2	Some Experience	6	Very Experienced	1
Experience Level	Count								
No Experience	2								
Some Experience	6								
Very Experienced	1								

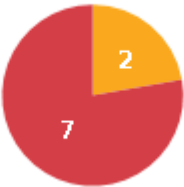
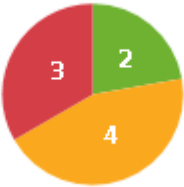
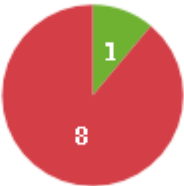
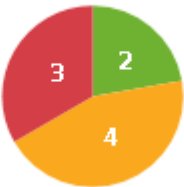

Facilities

Very Experienced Some Experience No Experience

People with experience									
Facility financing	 <table border="1"><tr><th>Experience Level</th><th>Count</th></tr><tr><td>Very Experienced</td><td>0</td></tr><tr><td>Some Experience</td><td>3</td></tr><tr><td>No Experience</td><td>6</td></tr></table>	Experience Level	Count	Very Experienced	0	Some Experience	3	No Experience	6
Experience Level	Count								
Very Experienced	0								
Some Experience	3								
No Experience	6								
Supervising complex facilities projects	 <table border="1"><tr><th>Experience Level</th><th>Count</th></tr><tr><td>Very Experienced</td><td>2</td></tr><tr><td>Some Experience</td><td>1</td></tr><tr><td>No Experience</td><td>6</td></tr></table>	Experience Level	Count	Very Experienced	2	Some Experience	1	No Experience	6
Experience Level	Count								
Very Experienced	2								
Some Experience	1								
No Experience	6								
Real estate law	 <table border="1"><tr><th>Experience Level</th><th>Count</th></tr><tr><td>Very Experienced</td><td>0</td></tr><tr><td>Some Experience</td><td>2</td></tr><tr><td>No Experience</td><td>7</td></tr></table>	Experience Level	Count	Very Experienced	0	Some Experience	2	No Experience	7
Experience Level	Count								
Very Experienced	0								
Some Experience	2								
No Experience	7								

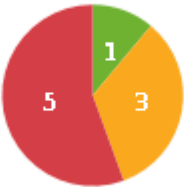

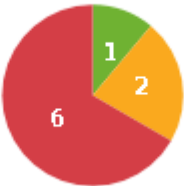
Finance

Very Experienced Some Experience No Experience

People with experience									
CFO	 <table border="1"><tr><th>Experience Level</th><th>Count</th></tr><tr><td>Very Experienced</td><td>0</td></tr><tr><td>Some Experience</td><td>2</td></tr><tr><td>No Experience</td><td>7</td></tr></table>	Experience Level	Count	Very Experienced	0	Some Experience	2	No Experience	7
Experience Level	Count								
Very Experienced	0								
Some Experience	2								
No Experience	7								
Accounting/Bookkeeping	 <table border="1"><tr><th>Experience Level</th><th>Count</th></tr><tr><td>Very Experienced</td><td>2</td></tr><tr><td>Some Experience</td><td>4</td></tr><tr><td>No Experience</td><td>3</td></tr></table>	Experience Level	Count	Very Experienced	2	Some Experience	4	No Experience	3
Experience Level	Count								
Very Experienced	2								
Some Experience	4								
No Experience	3								
CPA	 <table border="1"><tr><th>Experience Level</th><th>Count</th></tr><tr><td>Very Experienced</td><td>1</td></tr><tr><td>Some Experience</td><td>0</td></tr><tr><td>No Experience</td><td>8</td></tr></table>	Experience Level	Count	Very Experienced	1	Some Experience	0	No Experience	8
Experience Level	Count								
Very Experienced	1								
Some Experience	0								
No Experience	8								
Financial policies and controls	 <table border="1"><tr><th>Experience Level</th><th>Count</th></tr><tr><td>Very Experienced</td><td>2</td></tr><tr><td>Some Experience</td><td>4</td></tr><tr><td>No Experience</td><td>3</td></tr></table>	Experience Level	Count	Very Experienced	2	Some Experience	4	No Experience	3
Experience Level	Count								
Very Experienced	2								
Some Experience	4								
No Experience	3								
Long-range budget planning/forecasting	 <table border="1"><tr><th>Experience Level</th><th>Count</th></tr><tr><td>Very Experienced</td><td>3</td></tr><tr><td>Some Experience</td><td>1</td></tr><tr><td>No Experience</td><td>5</td></tr></table>	Experience Level	Count	Very Experienced	3	Some Experience	1	No Experience	5
Experience Level	Count								
Very Experienced	3								
Some Experience	1								
No Experience	5								

Governance

Very Experienced Some Experience No Experience

People with experience									
Previous experience with creating board development processes	 <table border="1"><tr><th>Experience Level</th><th>Count</th></tr><tr><td>Very Experienced</td><td>1</td></tr><tr><td>Some Experience</td><td>3</td></tr><tr><td>No Experience</td><td>5</td></tr></table>	Experience Level	Count	Very Experienced	1	Some Experience	3	No Experience	5
Experience Level	Count								
Very Experienced	1								
Some Experience	3								
No Experience	5								
Previous nonprofit governance experience	 <table border="1"><tr><th>Experience Level</th><th>Count</th></tr><tr><td>Very Experienced</td><td>2</td></tr><tr><td>Some Experience</td><td>2</td></tr><tr><td>No Experience</td><td>5</td></tr></table>	Experience Level	Count	Very Experienced	2	Some Experience	2	No Experience	5
Experience Level	Count								
Very Experienced	2								
Some Experience	2								
No Experience	5								
Experience finding and recruiting trustees	 <table border="1"><tr><th>Experience Level</th><th>Count</th></tr><tr><td>Very Experienced</td><td>1</td></tr><tr><td>Some Experience</td><td>2</td></tr><tr><td>No Experience</td><td>6</td></tr></table>	Experience Level	Count	Very Experienced	1	Some Experience	2	No Experience	6
Experience Level	Count								
Very Experienced	1								
Some Experience	2								
No Experience	6								

Human Resources

Very Experienced Some Experience No Experience

People with experience									
Employee policies and procedures	 <table border="1"><tr><th>Experience Level</th><th>Count</th></tr><tr><td>Very Experienced</td><td>2</td></tr><tr><td>Some Experience</td><td>6</td></tr><tr><td>No Experience</td><td>1</td></tr></table>	Experience Level	Count	Very Experienced	2	Some Experience	6	No Experience	1
Experience Level	Count								
Very Experienced	2								
Some Experience	6								
No Experience	1								
CEO annual reviews	 <table border="1"><tr><th>Experience Level</th><th>Count</th></tr><tr><td>Very Experienced</td><td>1</td></tr><tr><td>Some Experience</td><td>3</td></tr><tr><td>No Experience</td><td>5</td></tr></table>	Experience Level	Count	Very Experienced	1	Some Experience	3	No Experience	5
Experience Level	Count								
Very Experienced	1								
Some Experience	3								
No Experience	5								
Employee benefits	 <table border="1"><tr><th>Experience Level</th><th>Count</th></tr><tr><td>Very Experienced</td><td>3</td></tr><tr><td>Some Experience</td><td>1</td></tr><tr><td>No Experience</td><td>5</td></tr></table>	Experience Level	Count	Very Experienced	3	Some Experience	1	No Experience	5
Experience Level	Count								
Very Experienced	3								
Some Experience	1								
No Experience	5								
Performance management	 <table border="1"><tr><th>Experience Level</th><th>Count</th></tr><tr><td>Very Experienced</td><td>2</td></tr><tr><td>Some Experience</td><td>5</td></tr><tr><td>No Experience</td><td>2</td></tr></table>	Experience Level	Count	Very Experienced	2	Some Experience	5	No Experience	2
Experience Level	Count								
Very Experienced	2								
Some Experience	5								
No Experience	2								
Recruiting	 <table border="1"><tr><th>Experience Level</th><th>Count</th></tr><tr><td>Very Experienced</td><td>1</td></tr><tr><td>Some Experience</td><td>6</td></tr><tr><td>No Experience</td><td>2</td></tr></table>	Experience Level	Count	Very Experienced	1	Some Experience	6	No Experience	2
Experience Level	Count								
Very Experienced	1								
Some Experience	6								
No Experience	2								

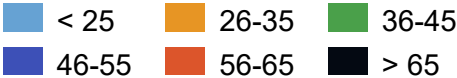
Key Qualities

■ Very Experienced
 ■ Some Experience
 ■ No Experience

People with experience									
Excel at group process and facilitation	<table border="1" style="margin: 10px auto;"> <caption>Data for 'Excel at group process and facilitation'</caption> <tr><th>Experience Level</th><th>Count</th></tr> <tr><td>Very Experienced</td><td>5</td></tr> <tr><td>Some Experience</td><td>3</td></tr> <tr><td>No Experience</td><td>1</td></tr> </table>	Experience Level	Count	Very Experienced	5	Some Experience	3	No Experience	1
Experience Level	Count								
Very Experienced	5								
Some Experience	3								
No Experience	1								
Startup Temperament	<table border="1" style="margin: 10px auto;"> <caption>Data for 'Startup Temperament'</caption> <tr><th>Experience Level</th><th>Count</th></tr> <tr><td>Very Experienced</td><td>3</td></tr> <tr><td>Some Experience</td><td>3</td></tr> <tr><td>No Experience</td><td>3</td></tr> </table>	Experience Level	Count	Very Experienced	3	Some Experience	3	No Experience	3
Experience Level	Count								
Very Experienced	3								
Some Experience	3								
No Experience	3								
Problem solving skills	<table border="1" style="margin: 10px auto;"> <caption>Data for 'Problem solving skills'</caption> <tr><th>Experience Level</th><th>Count</th></tr> <tr><td>Very Experienced</td><td>8</td></tr> <tr><td>Some Experience</td><td>1</td></tr> </table>	Experience Level	Count	Very Experienced	8	Some Experience	1		
Experience Level	Count								
Very Experienced	8								
Some Experience	1								

DEMOGRAPHICS

Age



FY17-18	FY18-19	FY19-20	FY20-21
			Insufficient data


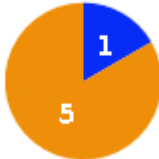

Gender



FY17-18	FY18-19	FY19-20	FY20-21
			Insufficient data

- African American
- Asian American
- Caucasian
- Hispanic
- Native American
- Other

Ethnicity

FY17-18	FY18-19	FY19-20	FY20-21
			Insufficient data

MEMBERS

Members	Terms	Demographics Completed	Skills Completed
Bob Kingery	2: 07/26/2016 - 06/25/2019		
Camesha Jones	1: 09/01/2017 - 06/30/2020		
Carrie Gray	1: 11/15/2016 - 06/25/2019		
Christine Hutchens	1: 07/26/2016 - 06/25/2019		
James Gerdts	1: 07/28/2015 - 06/26/2018		
Jessica Frawley	1: 11/15/2016 - 06/25/2019		
Keely Byars-Nichols	1: 07/28/2015 - 06/26/2018		
Kelly Furr	1: 11/15/2016 - 06/25/2019		
Kim Von Weihe	1: 10/02/2017 - 06/30/2020		
Melissa Mitchell-Neal	1: 11/15/2016 - 06/25/2019		
Tom Miller	1: 07/28/2015 - 06/26/2018		