



The Exploris School

Board Meeting

Date and Time

Tuesday July 24, 2018 at 4:30 PM EDT

Location

The Exploris School - Middle School

Agenda

	Purpose	Presenter	Time
I. Opening Items			4:30 PM
A. Record Attendance and Guests		Tom Miller	2 m
B. Call the Meeting to Order		Tom Miller	1 m
Welcome to new board members:			
Theo Kingsberry Katie Johnson George Burnette Tammy Guyer (for Kimberly Harris): PTO Rep Teacher Rep?			
C. Approve Minutes	Approve Minutes	Tom Miller	5 m
Approve minutes for Board Meeting on June 19, 2018			
II. Governance Development			4:38 PM
A. Why are we here?	FYI	Tom Miller	15 m
The board will go around the room, introduce themselves and share why they are here on the board and what they would like to see one year from today (60 seconds each).			
B. Board Culture Discussion	FYI	Tom Miller	20 m
The Exploris School lives by its values. As leaders in the organization it is our responsibility to know them, understand them and live them as representatives of The Exploris School. It is important to understand which each Core Value looks like, sounds like and feels like during our meetings.			
Let's take a time to understand each other more, why we are here and how we behave.			

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 thinking and the thinking of others cannot be underestimated. Exploris values the creation of time to slow down, to reflect, and to build connections.

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.

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.

III. Board Committees

5:13 PM

A. Purpose, Goals and Schedule	FYI	Tom Miller	10 m
---------------------------------------	-----	------------	------

Each board committee will provide a short synopsis of the charge of their committee for the 2018-2019 year, announce their schedule and recruit members.

- Camesha Jones: Governance
- Keely Byars-Nichols: Educational Excellence
- Christine Hutchins: Finance
- Kim Von Weihe: Development
- Bob Kingery: Facilities
- Jessica Frawley: Grievance

B. Board on Track Training	FYI	Keely Byars-Nichols	5 m
-----------------------------------	-----	---------------------	-----

Board on Track training is REQUIRED of all committee chairs and is optional, but encouraged, for all board members (as we are all expected to be ready to chair committees if needed). Keely will facilitate training. Details TBA.

IV. Executive Director Report

5:28 PM

A. Academic/ Personnel / Operations	Vote	Ellie Schollmeyer	15 m
--	------	-------------------	------

Academic:

EOG Comparative Summary and preliminary results for 2018 were provided for Board review. The data will be discussed with staff at the opening of school so that improvement goals can be developed.

Personnel:

Board approval requested for the following Personnel and Staffing changes:

Recommend that the Board accept the resignation of Instructional Technology Specialist, Chris Blacker, effective 6/19/18.

Recommend that the Board accept the resignation of Marg Rush elementary Music Teacher.

Recommend that the Board approve the use of Joyner Consulting for IT Services to ensure continuity of IT Services and evaluate the cost / benefits of utilizing an IT consultant in lieu of hiring an IT employee.

Recommend that the Board approves the following new hires

- Michele Butterworth – EC Teaching Partner – Elementary
- Ashley Moser – 1st Grade Teacher

Teacher Working Conditions Survey attached for review. The survey results will be reviewed with all staff at the opening of school so that team goals for improvement can be created.

Operations

Board Approval is requested for the 2018-2019 Personnel Handbook and Parent / Student Handbook

Renovations, security, and enrollment update provided for Board reference.

V. Finance

5:43 PM

A. Finance Update	FYI	Ellie Schollmeyer	5 m
-------------------	-----	-------------------	-----

2017-2018

The Finance committee has worked with Charter Success to analyze our monthly budget variance reports and project the latest for end of year activity. There are June bills that have come in during July and still need to be finalized in the end of year accounting. At this time, the 2017-2018 end of year surplus is estimated to be \$56,669.70.

The balance sheet and income statement along with the YTD budget are attached for your review.

2018-2019 Budget impact

The Wake County 2018-2019 per pupil state rate is **\$5,233.73** which is a **3.23% increase** over the 17-18 rate. Revenue projections were flat in the 18-19 budget and did not include this increase.

Capital Campaign/ Foundation

Input from the Board is needed to recommend a replacement for The School Foundation Chair position since Cal Cunningham completed his tenure in June.

Final statistics revealed that 83 % of all Exploris families have contributed to the capital campaign.

Foundation Account Balance as of 6/30/18: **\$477,226.63**

VI. Governance

5:48 PM

A. Policy Updates (Conflict of Interest and Nepotism)	FYI	Camesha Jones	5 m
---	-----	---------------	-----

The current Nepotism Policy and Conflict of Interest do not meet the state policies. The governance committee will bring recommendations for adoption of a new policy at the August board meeting.

VII. Educational Excellence

5:53 PM

A. Revised Priority Lottery Proposal	Vote	Keely Byars-Nichols	10 m
--------------------------------------	------	---------------------	------

DPI has provided four places where we needed to revise our proposal. They are relatively minor, but require board approval. See attachment for recommendations and revised proposal (on same doc).

VIII. Closing Items

6:03 PM

A. Adjourn Meeting

Vote

Cover Sheet

Approve Minutes

Section: I. Opening Items
Item: C. Approve Minutes
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Board Meeting on June 19, 2018



The Exploris School

Minutes

Board Meeting

Date and Time

Tuesday June 19, 2018 at 4:30 PM

Location

17 S. Swain Street

Directors Present

B. Kingery, C. Hutchens, C. Jones, J. Gerdts, K. Byars-Nichols, K. Furr, K. Von Weihe, M. Mitchell-Neal

Directors Absent

A. Hennen, C. Gray, J. Frawley, L. Perry Lawless, T. Miller

Directors Arrived Late

C. Hutchens

Ex-Officio Members Present

E. Schollmeyer

Non Voting Members Present

E. Schollmeyer

Guests Present

F. McKay, K. Johnson, Tammy Guyer, Tiffany Vines

I. Opening Items

A. Record Attendance and Guests

B. Call the Meeting to Order

K. Furr called a meeting of the board of directors of The Exploris School to order on Tuesday Jun 19, 2018 @ 4:33 PM at 17 S. Swain Street.

C. Approve Agenda

K. Byars-Nichols made a motion to approve agenda.

J. Gerdts seconded the motion.

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

D. Approve Previous Board Meeting Minutes

J. Gerdts made a motion to approve minutes from the Board Meeting on 05-22-18.

K. Von Weihe seconded the motion.

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

Keely will revise minutes to note that Christine Hutchins will again serve as Treasurer.

E. Public Comment

Keely introduced public in attendance as EEC subcommittee on Equity and Diversity (Tiffany Vines, Frank McKay and Katie Johnson) and new PTO Vice President (Tammy Guyer).

C. Hutchens arrived late.

II. 2018-2019 Budget Discussion

A. 2017-2018 Budget Review

Ellie presented attached budget for current school year ending next month. Bob had a question about if there were significant differences between current budget at next year's. Ellie noted that surplus is lower and legal expenses are higher. Last year it was used for bonuses. Ellie suggested using half of this year's for surpluses and putting the rest in reserves.

B. 2018-2019 Budget Presentation

Ellie presented attached budget for upcoming school year. Bob asked for clarification on where legal services line was. Ellie clarified and added that 401K matching was an additional cushion because many do not take advantage.

K. Von Weihe made a motion to approve 2018-2019 operating budget.

B. Kingery seconded the motion.

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

J. Gerdts made a motion to allocate current school year surplus to give half to full-time staff as a bonus, and the other half to be placed in reserve.

C. Hutchens seconded the motion.

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

III. EEC Diversity -Weighted Lottery

A. Presentation Of Recommendations

Keely presented the proposal we will be sending to Office of Charter Schools. She moved to approve the proposal. Motion passed unanimously.

IV. ED Report

A. ED Report

C. Jones made a motion to approve staff members as stated in agenda.
J. Gerdts seconded the motion.
The board **VOTED** unanimously to approve the motion.
She also updated us on ES construction project and capital campaign.

B. Closed Session

Keely moved to go into closed session to discuss confidential legal issues. James seconded. Motion passed unanimously.
Christine moved to come out of closed session, Bob seconded. Motion passed unanimously.

V. Governanace Committee Update

A. CEO Evaluation Completed, Employee Contract & 2017-2018 Executive Director Contract Stipend

C. Hutchens made a motion to approve Ellie's bonus in the amount of \$5,000.
C. Jones seconded the motion.
The board **VOTED** unanimously to approve the motion.

B. Appointment of Officers for 2018-2019 year.

C. Jones made a motion to approve Tom and Keely's second three-year term.
J. Gerdts seconded the motion.
The board **VOTED** unanimously to approve the motion.
K. Byars-Nichols made a motion to approve the board member code of conduct.
K. Von Weihe seconded the motion.
The board **VOTED** unanimously to approve the motion.
K. Von Weihe made a motion to approve Tom Miller (Chair), Camesha Jones (Vice Chair), Christine Hutchens (Treasurer), Keely Byars-Nichols (Secretary).
B. Kingery seconded the motion.
The board **VOTED** unanimously to approve the motion.

C. Board Members Vote

B. Kingery made a motion to approve three new board members: Theo Kingberry, Katie Johnson, George Burnette. We also voted to approve committee recommendations for some of the other people interviewed.
J. Gerdts seconded the motion.
The board **VOTED** unanimously to approve the motion.

VI. 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 6:18 PM.

Respectfully Submitted,
K. Byars-Nichols

Cover Sheet

Academic/ Personnel / Operations

Section: IV. Executive Director Report
Item: A. Academic/ Personnel / Operations
Purpose: Vote
Submitted by:
Related Material: Exploris Personnel Handbook 2018-2019 - 7 17 18 Draft.pdf
Exploris Student Parent Handbook 2018-2019 Draft 7 18 18.pdf
July 2018 ED Report.pdf
TWC Exploris Comparison.pdf
TWC Summary Comparison with State.pdf



The Explor*is* School

Personnel Handbook

2018-2019

Exploris Personnel Handbook

Table of Contents

1 Introduction to Exploris	5
1.2 Core Values	5
2 Basic Work Standards	7
1.1 Our Mission	5
2.1 Staff Hours	7
2.2 Field Experiences	7
2.3 Use of Automobiles	7
2.4 Travel and Business Expenses	7
2.5 Outside Employment	8
2.6 Gifts and Gratuities	8
2.7 Inclement Weather	8
2.8 Smoking	8
2.9 Firearms	8
2.10 Media	8
2.11 Safety	8
2.12 Political Campaigning	8
3 Salary plans	9
3.1 Salaries	9
3.2 Salary Review	9
3.3 Pay Schedule	9
3.4 Direct Deposit	9
4 Benefits	9
4.1 Eligibility	9
4.2 Insurance	10
Health Insurance	10
Dental Insurance	10
Vision Insurance	10
Life Insurance	10
Short -Term/Long-Term Disability	10
4.3 Retirement and Training	10
401-k Retirement Plan	10
Career Development and Training Assistance	11
4.4 Child Care	11
5 Leave benefits	11
5.1 Holidays and School Vacations	11
5.2 Paid Time Off, Teaching Staff (10 month)	11
5.3 Substitute Procedures	12
5.4 Paid Time off, 12 Month Employees	12

5.5 Annual Leave	13
5.6 Donated Sick Leave	13
5.7 Family and Medical Leave	13
5.8 Maternity and Paternity Leave	13
5.9 Military Leave	13
5.10 Jury Duty	13
5.11 Volunteer Service Leave	13
5.12 Leave Without Pay	13
5.13 Advancement of Leave	13
6 Family and Medical Leave Policy	14
6.1 Eligibility	14
6.2 Reasons for Taking Leave	14
6.3 Advance Notice, Medical Certification and Other Reports	14
6.4 Medical Insurance Coverage	15
6.5 Reinstatement	16
6.6 Vacation Benefits	16
6.7 Workers' Compensation and Disability Leave	16
6.8 Application for FMLA Leave	16
6.9 Designating the Leave	16
7 Employment policies and practices	16
7.1 Equal Employment Opportunity	16
7.2 Employee Classification	17
7.3 Recruitment and Selection	17
7.4 Orientation of New Employees	17
7.5 Work plan, Training and Staff Development	17
7.6 Personnel Records	18
7.7 References and Employment Inquiries	18
7.8 Disciplinary Action	18
7.9 Death in Service	18
7.10 Background Check	18
7.11 Unlawful Harassment Policy	19
7.12 Grievance Policy	19
8 Crisis Management Plan for the Prevention of Child Abuse	22
8.1 Purpose	22
8.2 Scope	22
8.3 Responsibility	22
8.4 Policy and Procedure	23
Introduction	23
Safeguards Against Abuse	23
Preventative Measures	23
Responding to Reports of Abuse	23
Responding to the Alleged Victim	24
Responding to the Alleged Perpetrator	24
9 Substance Abuse Policy	25
9.1 Purpose	25

9.2 Prohibited Conduct	25
9.3 Testing Policy	25
9.4 Confirmation Tests	25
9.5 Confidentiality	26
9.6 Rehabilitation	26
10 No Contract	27

1 INTRODUCTION TO EXPLORIS

1.1 Our 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.

Exploris opened as one of the first charter schools in North Carolina in 1997. The school was attached to the Exploris Museum, an interactive museum with an international focus, and enrolled 53 sixth grade students from Wake and Johnston counties in its first year. As a Global Education school, its early mission was to help people of all ages learn to respect differences and appreciate similarities. Exploris was heralded as an adolescent-centered, self-directed learning environment that engaged students actively, taking an integrated approach to learning using major themes and projects. From its inception, the school sought to provide a nurturing and respectful atmosphere with high expectations for all learners.

Keeping Exploris' mission at the forefront, Exploris fosters a collaborative, real-world approach to curriculum design and implementation. Using national and state standards as a jumping off point, teachers work together to create a compelling lens that drives the acquisition of content and skills. Teachers seek out university, governmental, and industry partnerships that add to the content-knowledge delivered to students. From these experts, teachers also learn of current, complex issues that help to contextualize student learning and make it relevant for students. By tackling current issues and working with experts to brainstorm solutions, students feel like they have something to offer the world. The work of Exploris students matters today.

Gone are the ringing bells, rows of desks, and fill-in-the blank worksheets. For most of the day, students and teachers are engaged in challenging learning experiences that explore a topic or theme in depth. Their studies call for intellectual inquiry, physical exploration, and community service. On a given day, these explorations may take them outside the school building to do environmental research, conduct interviews in local businesses, or carry out other fieldwork assignments. Students work individually, in small groups, and as a member of their "crew" or class. Together they learn to draw on the strengths of a whole class.

1.2 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 [sic], democratic, convivial, participatory, and change-oriented."

Exploris' 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.

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.

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.

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.

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.

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.

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.

Our goal is to have the internal operations of the organization reflect the school's mission, vision, and values. Because you are a part of the The Exploris School family, we ask your partnership in

ensuring that the professional experience is positive and rewarding for you and the entire Exploris community.

This handbook sets forth the policies and practices that apply to the staff of The Exploris School. You are encouraged to consult the administrative staff for additional information regarding the policies, practices, and benefits described in this manual.

This manual does not constitute a contract between The Exploris School and its employees.

2 BASIC WORK STANDARDS

2.1 Staff Hours

While Exploris is committed to providing a flexible work schedule that meets the requirements of the position and the employee, the mission of the school is founded upon the engagement of students. The school day for teaching staff begins at 7:55 AM and typically ends at 3:45 PM, although after school meetings and events, such as faculty meetings, IEPs, curriculum and showcase nights, school dances, etc., may necessitate a need to stay beyond the 3:45 PM time. **Weekly faculty meetings are scheduled on Wednesdays till 5 pm.** Staff should plan to work when students are in session, and submit a leave request for time off to attend any off-campus appointments. Office staff hours at both campuses will be 8 am-4 pm.

2.2 Field Experiences

The teacher/staff member in charge of an event or **field experiences** is responsible for ensuring that students are adequately supervised and safe. Teachers/staff members should allow at least two weeks in advance when planning for a field experience. Teacher/staff members are responsible for recruiting adult chaperones to provide assistance. Communication among chaperones is very important and is the responsibility of the teacher/staff member in charge of the event or trip. The teacher/staff member must ensure that all chaperones are familiar with safety procedures in the event of an emergency. Teacher/staff member should bring all emergency contact information, **first aid kit**, and any required student medication. The teacher/staff member in charge of the **field experience** should inform the Data and Operations Manager prior to leaving school and provide an estimated time for return along with the roster of attendees. The teacher/staff member should inform the Data and Operations Manager when they return to school.

2.3 Use of Automobiles

When an employee uses his/her privately owned automobile for Exploris business, he/she shall be reimbursed at the annual federal mileage reimbursement rate for privately owned vehicles with prior approval. The employee is responsible for complying with motor vehicle laws and for obtaining adequate insurance coverage of their automobile.

2.4 Travel And Business Expenses

Reasonable expenses incurred by an employee while on business for Exploris such as copying, transportation, parking, meals, and lodging will be reimbursed in accordance with procedures and standards as set forth in The Exploris School's financial policies.. All expenses must be pre-approved using an Expense Reimbursement Authorization Form signed by the Associate Director and Executive Director. If a pre-approval is not completed, then the school may not

reimburse the employee for their travel and business expenses. In addition, all reimbursement requests must be accompanied by receipts.

2.5 Outside Employment

Employees shall accept no outside employment that presents a conflict of interest with responsibilities at Exploris. The Exploris School's employees must obtain permission from the Executive Director to assume outside employment that is related to their position at Exploris. **Employees shall not use sick or personal leave for outside employment.** Payments and other conditions of outside employment shall be approved in writing by the Executive Director.

2.6 Gifts and Gratuities

Employees who are offered, receive or anticipate that they may receive a gift of any value or favor in conjunction with activities should immediately notify the Executive Director. This shall not apply to or restrict the acceptance of gifts or tokens of minimal value offered and accepted openly from students, parents, or other persons in recognition or appreciation of service. Employees may not use their position at Exploris for personal gain or advantage. Employees shall accept no gift or gratuity that presents a conflict of interest with their responsibilities at The Exploris School.

2.7 Inclement Weather

The Exploris School will follow the Wake County Public School System for inclement weather. For any delayed openings or school closures that arise out of situations not related to inclement weather, the school will operate independently. Please check the school website for updates.

2.8 Smoking

Exploris is a smoke-free and tobacco-free environment. **Smoking, use of electronic cigarettes, or vaping is prohibited.**

2.9 Firearms

No firearms of any type are allowed on The Exploris School property or at any Exploris School function.

2.10 Media

All inquiries from the media shall be referred to the Executive Director. Teachers should feel free to contact appropriate news outlets in order to promote school happenings; however, this should be done in coordination with the Executive Director.

2.11 Safety

The Exploris School is committed to a safe work environment and adheres to all federal and state safety regulations.

2.12 Political Campaigning

While The Exploris School encourages all employees to be involved in the community, political campaigning by any employee on the school's time and using the school's resources is strictly prohibited. Further, employees may not make statements purporting to represent the views of The

Exploris School with regard to political campaigns. Violation of this policy could jeopardize The Exploris School’s tax-exempt status.

3 SALARY PLANS

3.1 Salaries

Employee salaries will be determined at the time of employment and, evaluated approximately annually thereafter. The initial salary will be stated in the Employment Confirmation Letter.

Teacher salaries are calculated using the 17-18 state salary scale and adding an Exploris supplement based on years of service. See supplement scale below.

Years @ Exploris	Supplement
No License	10%
0-9 years	14%
10-17 years	16%
18-24 years	18%
25+ years	20%

* 5 Years may be transferred in

3.2 Salary Review

Salary adjustments will be made as appropriate and may be based on one or more of the following criteria: job performance, length of service, and/or position reclassification.

3.3 Pay Schedule

Each employee will be paid on a monthly basis on the last day of each month. If these dates fall on a weekend or a holiday, the payday will be the preceding workday. Employee salaries are paid over a 12 month period.

3.4 Direct Deposit

All employees are required to use direct deposit for the depositing of their paychecks.

4 BENEFITS

4.1 Eligibility

The Exploris School provides group medical, dental, and vision insurance to employees. All employees regularly scheduled to work 30 hours or more per week are eligible to enroll on the first day of employment with The Exploris School. The Exploris School contributes to the group medical and dental for all eligible employees

Regular full-time employees who work a normal schedule of 30 hours per week or more are eligible for medical benefits. The Exploris School will pay 100% of medical premium and 25% of the dental premium for the employee.

The employee portion of the medical, dental, and vision monthly premium is handled through monthly payroll deductions. Employee will be provided with the medical, dental and vision costs during open enrollment each year.

Employees that work less than 30 hours and temporary employees, such as substitute teachers, are not eligible for any benefits.

4.2 Insurance Plans

Health Insurance

Please refer to the employee insurance booklet, which can be obtained from the Data and Operations Manager, for a complete description of benefits.

- Exploris pays 100% of the premium for employee only medical coverage for employees that work 30 or more hours per week (100% employed).
- Exploris does not offer medical coverage to an employee that works less than 30 hours a week (less than 75% employed).

Dental Insurance

Please refer to the employee insurance booklet, which can be obtained from the Data and Operations Manager, for a complete description of benefits.

- Exploris pays 25% of the premium for employee only dental coverage for employees that work 30 or more hours per week (75% or more employed).
- Exploris does not offer dental coverage to an employee that works less than 30 hours a week (less than 75% employed).

Vision Insurance

Employees that work 30 hours or more a week (75% or more employed) would be eligible for Vision insurance. Exploris does not contribute to the vision premium thus the employee pays 100% of the premium.

Life Insurance

Please refer to the employee insurance booklet, which can be obtained from the Data and Operations Manager, for a complete description of benefits. The Exploris School offers Life Insurance coverage at no cost to employees that work 30 hours or more per week.

Short -Term/Long-Term Disability

Please refer to the employee insurance booklet, which can be obtained from the Data and Operations Manager, for a complete description of benefits. The Exploris School offers Short-term disability and Long-term disability coverage at no cost to employees that work 30 hours or more per week.

4.3 Retirement and Training

401-K Retirement Plan

Employees can contribute up to the United States Federal limits of pre-tax income from payroll deductions into a 401- K retirement plan. Employees may enroll, decrease, increase, or discontinue their contributions on a quarterly basis. The Exploris School will match employee contributions, as organizational resources allow, at a rate determined annually by the Board of Directors. The

maximum amount may increase annually. Please refer to The Exploris School's 401K provider for updated information and details on vesting of The Exploris School's contribution.

Exploris matches 50% of employee contributions up to 6% for employees that work 40 or more hours per week (100% employed). Exploris matching contributions maximum is 3% if an employee makes contributions of 6%. Exploris does not offer a match for retirement for employees that are not 100% employed.

Career Development and Training Assistance

As part of an employee's annual progress review (see Section 3), the employee and the Executive Director will review his/her career development needs and the needs of the school. Employees may be eligible for reimbursement of workshop/conference registration, materials, or other incidental fees up to a maximum amount that is predetermined by the Executive Director. Areas of professional learning, training, study, or presentations must be related to an employee's work at The Exploris School as well as the continuous improvement needs of the school. All assistance and leave must be approved in advance by the Executive Director. Reimbursement is contingent upon availability of organizational resources. Documentation of satisfactory completion must be received in order to be considered for reimbursement.

4.4 Child Care

Before and After School Child Care is provided to employees free of charge for the care of their children while they are at school conducting school business. Registration is required. The Data and Operations Manager can provide the registration form to the employee.

5 LEAVE BENEFITS

All leave except leave for holidays is subject to prior written approval by the Associate Director and Executive Director. A Leave Form (appendix) must be completed for any time that the employee is not fulfilling their primary job responsibilities.

5.1 Holidays and School Vacations

The Exploris School's holidays are: New Year's Day, Martin Luther King's Birthday, Memorial Day, Independence Day, Labor Day, Thanksgiving, and Christmas. **School will be closed on all holidays and school vacations denoted on the annual school calendar**

5.2 Paid Time Off, Teaching Staff (10 month)

Beginning July 1, 2015, full-time employees that work 40 hours a week will earn up to 1 paid time off day per month over a 10-month term to be utilized for sick days and personal business. Up to 3 of these days per school year may be used for personal business. Teachers should not request paid time off days the day before or after school vacations or during testing periods.

Employees that work 30-39 hours a week will earn .5 days of paid time off per month, 2 days of which may be converted to personal leave days. Employees that work less than 30 hours a week will earn .3 days of paid time off per month, 1 day of which may be converted to personal leave.

For the purpose of this policy, “sick days” are defined as those days that an employee is unable to work due to a personal illness or the illness of an immediate family member. An immediate family member is defined as a child, parent, domestic partner or spouse. A day is defined as one half of a day or more away from the job site.

For the purpose of this policy “personal days” are defined as a day that an employee does not work, that is not otherwise defined in this policy. ***The employee must request the personal day two weeks prior to the date to be taken off, and the Executive Director must approve or disapprove the request no later than five (5) days before the day to be taken off.***

For any Exploris employee returning for a following school year, up to 5 paid time off days will be carried over into the subsequent 10-month school term for a maximum of 15 paid time off days per year. The employee may still only use up to 3 paid time off days for personal leave.

Exploris employees employed prior to July 1, 2015 with accrued sick leave may roll over all sick leave days earned prior to July 1, 2015, and will continue to receive short- term and long-term disability. Once an employee’s leave bank gets down to 15 paid time off days, their days will be capped at a maximum of 15 paid time off days per year, only 3 of which may be used for personal leave.

The Executive Director must approve any exceptions to this policy.

5.3 Substitute Procedures

Teachers are responsible for notifying the Executive Director, Associate Director, Data and Operations Manager, and team members as soon as an absence is anticipated. As much notice as possible is appreciated so that accommodations can be made. Administrators should be notified no later than 6:00 am on the date of the absence. Teachers are responsible for providing lesson plans and making the necessary arrangements for a substitute to cover for them in their absence. The Data and Operations Managers will provide all staff with a list of pre-approved substitutes to contact in the event coverage is needed. If an external sub from the pre-approved substitute list is not able to be recruited the teacher must make arrangements with an internal colleague.

5.4 Paid Time Off – 12 month employees

Full-time employees that work throughout the year will earn 1 Paid Time Off day per month worked for a total of 12 Paid Time Off Days to use at their discretion. The Paid Time Off days will count toward the employee work days agreed upon in employee offer letter and position profile. Only 5 days may be carried over into the following school year.

Employees that work 30-39 hours a week will earn .5 Paid Time Off Day per month worked to be used at their discretion. Employees that work less than 30 hours per week are eligible to earn .3 Paid Time Off days per month. Only 3 days may be carried over into the following school year.

There will be black out times designated by the Executive Director at the beginning and end of school to allow for collaboration. This will ensure the successful planning, organization, and implementation of school procedures and policies are completed for the opening and closing of the school year.

5.5 Annual Leave

Exploris employees do not accrue annual leave and are not paid for unused sick or paid time off days if they leave Exploris. Exploris employees employed prior to July 1, 2014, were paid out for their annual leave balance available at that time and paid at their daily rate for the 2013-2014 school year.

5.6 Donated Sick Leave

At any time, employees may donate up to five paid time off days or up to 5 accrued sick leave days per year to a pool, which may be donated to another employee with at least 12 months of service at Exploris. The donated sick leave pool is funded through employee donations, therefore, there is no guarantee of hours. An employee may only access the donated sick leave pool in the event of a catastrophic medical situation that will require the employee to be out for at least 4 weeks to care for themselves or an immediate family member. The requesting employee must submit a certification of catastrophic illness or injury from the member or immediate family member's health care provider. Unused days contributed to the pool would not carry over to the next calendar year. Any employee wishing to use this pool must have exhausted their sick leave and personal leave and must apply to the Executive Director for approval.

Employees receiving other payments such as worker's compensation, short-term disability, long-term disability, or a paid parental leave are not eligible to receive donations. Donated time can only be approved for employees with prenatal medical issues that require that the employee be on bedrest or hospitalization for more than four weeks prior to the birth of a child. Donated time would not be able to be used for a normal postpartum recovery time, including birth by cesarean section.

5.7 Family and Medical Leave

See accompanying policy statement.

5.8 Maternity and Paternity Leave

For employees not eligible for Family and Medical Leave, The Exploris School provides a maternity/paternity leave benefit, which allows employees to combine sick leave and short-term disability leave. Spouses may take up to five days for paternity leave. Prior position and salary may not remain the same. This applies to all full-time employees and any part-time employees, who have worked at The Exploris School for more than twelve months and work more than twenty hours a week.

5.9 Military Leave

The Exploris School will provide military leave as required by law.

All employees will be protected against loss of income as a result of participation in annual encampment or training duty in the United States Military Reserves or National Guard. In these circumstances, The Exploris School will pay the difference between what the employee earns from the government for military service and what the employee would have earned normally on the job at The Exploris School. This difference will be paid for up to two weeks per calendar year. The Employee must inform his or her supervisor in writing as early as possible.

5.10 Jury Duty

Necessary time off without loss of pay shall be granted to employees called for jury duty. The employee may retain the fee earned from jury duty.

5.11 Volunteer Service Leave

Employees may take up to eight hours per year to volunteer in a school or a service organization of their choice. The Associate Director must be notified in writing at least one week in advance. The employee must provide written documentation from the school or service organization.

5.12 Leave Without Pay

The Exploris School's teachers are considered twelve-month employees for group insurance purposes but are paid for ten months **work** over a twelve month period. In addition, Exploris grants time-off to all employees on the days and breaks designated by the academic calendar for the particular school year.

5.13 Advancement of Leave

An advance on a future year's leave is not permitted.

6 Family and Medical Leave Policy

6.1 Eligibility

The Exploris School ("the Employer"), in accordance with the Family and Medical Leave Act of 1993, permits eligible employees to take up to twelve weeks of unpaid leave in a twelve month period for the birth or placement of a child, or a serious health condition. The eligible employee may request an additional twelve weeks of unpaid leave under this policy. This policy sets forth employee eligibility and obligations associated with taking a qualifying FMLA leave.

Employees who have worked for the employer for at least twelve months and at least 1,250 hours during the twelve month period immediately prior to the date leave will commence may take up to twenty-four weeks of unpaid leave during any twelve month period.

Employees are entitled to take up to twelve weeks of unpaid FMLA leave and an additional twelve weeks of unpaid leave in any twelve month period. For purposes of this policy, the twelve-month period on which eligibility for leave shall be based is a period measured backward from the date an employee last used FMLA leave. Therefore, if an employee takes four weeks of FMLA leave on February 1; four weeks of FMLA leave on April 1; and four weeks of FMLA leave on August 1, the employee will not be entitled to any additional FMLA leave until the following February 1. At that time, he or she will be entitled to four weeks of leave. On April 1 he or she will be entitled to another four weeks, and so forth.

Spouses who are both employed by The Exploris School and are otherwise eligible for FMLA leave, are limited to a combined total of twelve weeks of FMLA leave and an additional twelve weeks of unpaid leave in a twelve-month period if the leave is taken for: 1) the birth of a child or to care for the child after birth; 2) the placement of a child with the employee for adoption or foster care, or to care for the child after placement; or 3) to care for the employee's parent with a serious health condition.

6.2 Reasons For Taking Leave

FMLA protected leave may be taken for any of the following occurrences:

- Birth and/or care of the employee's newborn child.
- Placement of a child for adoption or foster care.
- Care of the employee's spouse, child, or parent who has a serious health condition.
- A serious health condition that makes the employee unable to perform any one of the essential functions of his/her job or requires the employee to be absent from work to obtain medical treatment from a qualifying health care provider.

6.3 Advance Notice, Medical Certification And Other Reports

The employee seeking FMLA leave must provide at least thirty days advance written notice when the need for leave is foreseeable. If an employee fails to provide thirty days notice, leave may be denied until thirty days after the date notice is given. If leave must begin in less than thirty days from the date notice is given, the employee must give as much notice as is practicable (one or two business days after learning of the necessity for leave). In cases where the need for leave is unforeseeable, employees must give as much notice as possible under the circumstances. Requests for leave should be submitted to the Executive Director.

Leave taken because of the birth of a child or to care for a newborn child or child placed in the employee's home by adoption or foster care must be taken within the twelve-month period immediately following the child's birth or placement.

Employees who have accrued paid leave time (sick, vacation, personal) are **not** required to substitute such accrued paid leave to cover any period of otherwise unpaid FMLA leave. If, however, an employee elects to do so, once an employee has exhausted his/her bank of accrued paid leave, the duration of the FMLA leave will be unpaid.

The employee must provide a medical certification form completed and signed by the employee's health care provider when the request for leave is due to the employee's own serious health condition or to care for a seriously ill spouse, child or parent. Failure to provide certification of a serious health condition within the appropriate time frame may result in leave being delayed or denied.

The employee must notify the employer every thirty days of his/her status and intent to return to work. Employees on leave longer than thirty days may be required to re-certify their serious health condition or the serious health condition of a family member by submitting documentation to verify health status. In such circumstances, failure to provide documentation within fifteen calendar days after each thirty day anniversary date will result in the leave losing its FMLA protection.

The employee must provide a medical certification (fitness for duty report from physician) to resume work before returning from leave due to the employee's own serious health condition. Otherwise, the employee may not be permitted to return to work until he or she submits the required certification. Failure to provide a fitness for duty report after the end of the FMLA leave

may result in the employee being terminated from employment. The fitness for duty report must list any limitations upon the employee's ability to return to work, as well as the anticipated duration of such limitations.

6.4 Medical Insurance Coverage

If the employee is covered under the employer's group health insurance plan during unpaid leave, the employer will continue to pay its portion of the health insurance premium, and the employee must continue to pay his/her share of the premium to the employer. Failure of the employee to pay his/her share of a premium will result in loss of coverage if the premium is more than thirty days late.

If the employee does not return to work after the expiration of the leave, the employee may be required to reimburse the employer for payment of health insurance premiums paid during the period of unpaid leave, unless the employee does not return to work due to:

- the continuation or onset of a serious health condition either affecting the employee or the employee's family member which would otherwise entitle the employee to leave under the FMLA.
- certain circumstances beyond the employee's control.

6.5 Reinstatement

Upon return from FMLA leave, the employee will be reinstated to the same or equivalent job, with the same pay and benefits, unless the employee has received a written notice that special circumstances apply.

6.6 Vacation Benefits

During unpaid leave, the employee will not accrue vacation or sick leave benefits and will not receive holiday pay.

6.7 Workers' Compensation And Disability Leave

Any employee who takes FMLA leave for a condition which also qualifies for workers' compensation or disability leave will not be entitled to substitute accrued paid leave for the period covered by workers' compensation or disability benefits, but such time will be counted against the employee's twelve week FMLA entitlement. If an employee is certified to return to a light duty position, but chooses not to do so, and instead chooses to remain on FMLA leave, or if such employee's workers' compensation or disability benefits cease for any reason, such employee will then be required to substitute accrued paid leave for the duration of the FMLA leave. If the employee exhausts his accrued paid leave, the remainder of the leave will be unpaid.

6.8 Application For FMLA Leave

Each employee seeking FMLA leave will be provided an application. Applications for leave must be submitted in writing to the Executive Director. Applications must be submitted at least thirty days prior to the leave when the need for leave is foreseeable, or as soon as possible if thirty days notice is not practicable under the circumstances.

6.9 Designating The Leave

An employee will normally be advised whether his or her leave will be counted as FMLA within two business days after making a request for leave. If the employer does not designate the leave as FMLA leave and the employee wants the leave to be counted as FMLA leave because the leave was due to an FMLA-qualifying reason, the **employee** must, within two days after returning to work, notify the employer of his/her desire to have the leave counted as FMLA leave. Failure to notify the employer within two business days after returning to work that leave was taken for an FMLA-qualifying reason will result in such leave losing its FMLA protection. Any such request must be **in writing**, and submitted to the Executive Director.

7 Employment Policies and Practices

7.1 Equal Employment Opportunity

Exploris is an equal opportunity employer and does not discriminate on the basis of race, color, religion, gender, national origin, sexual orientation, gender identity or expression, disability, or age. There will be no retaliation or reprisal against any employee for making such a report or for filing any discrimination charge with any federal or local agency.

7.2 Employee Classification

Regular Full-Time:	40 hours/week
Regular Part-Time:	30-39 hours/week
	20-29 hours/week
	1-19 hours/week
Temporary:	Will last no longer than six months. May be reviewed for possible extension

Note: The Exploris School will determine employee work schedules. Employees shall be required to work as needed.

Each employee will also be classified as either “Non-Exempt” or “Exempt”. Classification will be noted in the employee’s job description.

Classifications:

Non-Exempt: An employee who is covered under the federal Fair Labor Standards Act must be paid in accordance with the minimum wage rate provisions of the law. Overtime or compensatory time will be paid to non-exempt staff for time worked in excess of 40 hours/wk.

On a daily basis, all non-exempt employees must document their hours worked in a manner required by The Exploris School.

Exempt: An employee exempt from the minimum wage and overtime provisions of the federal Fair Labor Standards Act.

7.3 Recruitment And Selection

The Exploris School typically advertises positions in-house, on the web site, and through ads in major publications and electronic sources. An applicant must submit a formal cover letter and

resume to be considered for any position. Any false or erroneous information intentionally reported to The Exploris School, regardless of when discovered, may be grounds for dismissal.

7.4 Orientation Of New Employees

Each new employee will meet with the administrative staff to review the requirements and responsibilities of the position. Each employee will receive an Employment Confirmation Letter within the 30 days of the start date, which will include the start date, benefits and other pertinent information. Each employee will also receive a position profile, which will include general and specific expectations and responsibilities. Each employee shall fill out the necessary personnel paperwork prior to beginning employment with The Exploris School. **Each new employee is required to attend the orientation for new staff at the beginning of the school year.**

7.5 Work Plan, Training, And Staff Development

The Exploris School is committed to the career development and training of all employees. To the extent that organizational resources allow, The Exploris School may provide reimbursement for professional learning received in connection with employment at The Exploris School and that furthers the Exploris mission. All reimbursement requests must be pre-approved by the Executive Director.

7.6 Personnel Records

All personnel records are confidential and are kept under lock and key by the Executive Director. Only the Executive Director, Data and Operations Manager, or the employee him or herself may have access to that employee's personnel records. Personnel files contain records of performance reviews, promotions, disciplinary actions, leave records, grievances, and training offered or completed by the employee. Each employee may request a review of his or her personnel file at any time. All employee reviews of personnel files will take place in the office of the Executive Director.

Medical and dental records are kept separate from personnel records and are also confidential.

7.7 References And Employment Inquiries

References may be given upon request from the employee or employee's prospective employer. Information will be limited to job specific information (dates of employment, job title, job performance, job responsibilities, and salary). No employee will be given a general letter of reference. All letters of reference must be addressed to a specific employer and a copy of that letter must be placed in the employee's personnel file.

7.8 Disciplinary Action

Grounds for disciplinary action include but are not limited to the following: violation of The Exploris School personnel policy, failure to complete assigned responsibilities on a consistent basis, insubordination, theft of monies, illegal acts committed during work time, acts which reflect adversely on The Exploris School's reputation in the community, and inappropriate behavior with students or visitors to The Exploris School.

The Executive Director shall take actions regarding termination, suspension, demotion or classification.

If the Executive Director believes there are grounds for disciplinary action, he/she may impose an immediate suspension with pay for an employee of up to 48 hours while an investigation is conducted.

7.9 Death In Service

In the event of the death of a staff member, the salary earned as of the last day of work, and any other benefits to which the employee was entitled will be paid to the deceased employee's estate, spouse, or named beneficiary.

7.10 Background Check

Because The Exploris School is dedicated to children and to the public interest, all Exploris employees are subject to a criminal background check. Each prospective employee as part of the application process will provide The Exploris School with his or her addresses for the past 10 years. Any falsification of information for this check will result in disciplinary action, including termination.

7.11 Unlawful Harassment Policy

The Exploris School will not tolerate any unlawful harassment of employees. Types of unlawful harassment covered by this policy include harassment of an individual because of that person's sex, race, religion, color, national origin, age, disability, or any other classification protected by law. Any employee who engages in any form of unlawful harassment will be disciplined. Discipline may include, but is not limited, to transfer, demotion, suspension, or discharge. The Exploris School also forbids retaliation of any type against an employee for reporting any type of unlawful harassment.

The Exploris School also strictly prohibits sexual harassment in any form. The definition of sexual harassment is as follows:

Unwelcome sexual advances, requests for sexual favors, and other verbal, graphic or physical conduct of a sexual nature, when (1) submission to such conduct is made either explicitly or implicitly a term or a condition of an individual's employment; (2) submission to or a rejection of such conduct by an individual is used as a basis for employment decisions affecting such individual; or (3) such conduct has a purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment.

If an employee feels that he or she has been unlawfully harassed at work, or feels that a fellow employee is being unlawfully harassed, The Exploris School encourages the employee to immediately notify the Executive Director. If possible, such notice should be in writing (signed and dated), stating the date, place, time, nature of harassment, and the name(s) and position(s) of the offending party and any witnesses to the alleged harassment. If the Executive Director is involved in the harassment in any way, or for some other reason the Executive Director cannot be approached, then The Exploris School Board of Directors should be notified.

The Exploris School encourages reports of any such acts when they happen. All reports of unlawful harassment will be investigated promptly. In all cases, the employee who reports unlawful harassment will be advised of the results of the investigation. To the greatest extent possible, The

Exploris School will attempt to maintain the confidentiality of any harassment investigation. The disclosure of any information relating to a charge of unlawful harassment will be made only on a need-to-know basis.

The Exploris School requires all employees to fully comply with this policy.

7.12 The Exploris School Grievance Policy

Introduction and Values

The Exploris School seeks to promote harmony among its employees, faculty, students, and parents and to encourage equitable solutions to problems arising among them. The School believes that most concerns and differences are best addressed through open and honest communication conducted in an informal, respectful, and civil manner and that effective resolution depends on direct, prompt and constructive dialogue.

The following procedures are adopted to meet these goals.

Grievance Committee Structure and Rules

Composition of the Grievance Committee – The Grievance Committee shall consist of no fewer than three members of the Board of Directors, appointed by the Chairperson of the Board of Directors and confirmed by a vote of the full Board. One member of the Grievance Committee shall be designated by the Chairperson of the Board of Directors to serve as the Chairperson of the Committee.

Parent Liaison – One member of the Board of Directors shall be appointed by the Chairperson of the Board of Directors and confirmed by a vote of the full Board to serve as Parent Liaison. This individual shall not sit on the Grievance Committee. His or her primary role will be to help parents understand the grievance procedures and to provide process guidance to aggrieved parents. Parents who approach other members of the Board of Directors with grievances will be referred to the Parent Liaison. The Board Parent Liaison for 2017 -2018 is Jessica Frawley.

Training – On an annual basis, all members of the Grievance Committee and the Parent Liaison will receive training provided by an attorney or other qualified individual with regard to confidentiality, impartiality, and other topics relevant to effective execution of their duties.

Timelines – Failure of a parent or employee to comply with the procedural timelines listed below may result in denial of a grievance request. Extensions in timelines may be granted if the relevant decisionmaker determines there is a reasonable need for such extension. Similarly, the timelines for actions to be taken by school personnel or board members may be extended, with notice to the aggrieved party, when there is a reasonable need for extension or extension is in the best interest of an effective process.

Forms – The Executive Director or Board may develop one or more grievance forms to facilitate and document the various steps of the grievance process.

Parent Grievance Procedures

The Board recognizes that effective school governance requires that the primary responsibility for issues involving student discipline, curriculum, assessment and promotion and other day-to-day decisions regarding school management lies with the faculty, staff and Executive Director of the School and these individuals are best suited to resolve conflicts that arise with respect to these issues. The Board has the authority to appoint, employ, and remove the Executive Director, but primary responsibility and authority over faculty, staff and volunteer organizations of the School are vested in the Executive Director. The Board, therefore, will exercise any authority in this policy conservatively and narrowly so as not to usurp the authority granted to the Executive Director.

Informal Procedures: A parent should first attempt to resolve any grievance through discussion with the relevant teacher(s) or other involved persons. If the parent's concern is not adequately addressed through an informal discussion with the teacher and/or staff involved, the parent should next attempt to resolve the grievance with the appropriate supervisor, if applicable. If a grievance cannot be resolved in an informal manner, the parent may initiate a formal grievance procedure.

Formal Grievance Procedure: In instances where informal means are ineffective or otherwise not feasible, the School offers these more formal grievance procedures. Grievance proceedings and information shall be kept confidential at all levels to the extent possible and permitted by law. A parent grievance is a formal written claim by a parent or group of parents identifying the concern, identifying the individual or group's resolution attempts, and identifying any law, policy, or practice that is implicated by the concern. No one shall retaliate against a parent who files a grievance under this policy (or against a student whose parent files a grievance) in good faith.

Level One – Supervisor Request and Conference. A parent may, by written request, seek a formal conference with the relevant supervisor to address an unresolved grievance.

The request shall succinctly describe the specific grievance(s) and related details, and shall identify any specific policy, rule, regulation or law believed to have been violated, and shall provide other relevant information to help the supervisor adequately understand the nature of the grievance.

The request shall be filed within fifteen (15) business days of the most recent incident(s) or last informal attempt to resolve the grievance, provided that such attempt was made within ten (10) business days of the last incident.

Following receipt of the written request, the supervisor shall, whenever possible, conduct a conference with the aggrieved parent(s) within ten (10) days. Within five (5) business days following the conference, the supervisor will state in writing his or her decision with regard to the grievance and a copy will be given to the parent.

Level Two - Appeal to the Executive Director. If the grievance is not resolved, the parent(s) may appeal the supervisor's decision in writing to the Executive Director if the Executive Director was not involved in the Level One Conference.

The appeal must be made within five (5) business days following receipt of the supervisor's written Level One response to the grievant. The Executive Director will review the grievance and conduct

an informal investigation as necessary.

The Executive Director shall issue a written response to the parent and the Level One supervisor/staff within ten (10) business days following receipt of the written appeal.

Decisions of the Executive Director are final and not subject to further appeal, except in the following instances:

- Decisions involving an alleged violation of a contractual right;
- Decisions involving an alleged violation by the School of state or federal law; or
- Decisions based on allegations of conduct by the Executive Director in violation of law or school policy.

The Board of Directors, through its Grievance Committee, retains discretion to determine whether an alleged violation involves a “final” or “appealable” decision by the Executive Director. The Grievance Committee may consider all available evidence in the record established at the time of the decision and any other evidence it deems necessary for consideration. In addition, the Grievance Committee has the authority to grant a discretionary appeal in exceptional circumstances.

Level Three - Appeal to the Board Grievance Committee: Appeal of Rights and Discretionary Appeals. If a parent is not satisfied with the disposition of the grievance at Level Two, the parent may, within five (5) business days of receiving notice of the decision of the Executive Director, submit a written request to the Grievance Committee Chairperson to appeal the Executive Director’s decision and to request a formal hearing.

Within five (5) business days of receiving the written request for appeal, the Grievance Committee Chairperson shall issue a written notice to the parent and the Executive Director indicating whether the Executive Director’s determination is “final” in nature or whether the Board, in its discretion or by right of appeal, shall grant a hearing. The notice shall also specify, if a hearing is granted, the time it will occur and guidelines by which it will be conducted

When a hearing is granted, a panel of the Grievance Committee consisting of at least three people shall hear the grievance within ten (10) business days of the date the Chairperson’s notice is issued to the parent.

The Grievance Committee panel may affirm, reverse, or modify the decision of the Executive Director. Following the hearing, the parent and Executive Director shall be informed in writing of the panel’s decision within five (5) business days after the hearing, whenever feasible.

The decision of the Grievance Committee panel is final OR the decision of the Grievance Committee panel may be appealed to the full Board of Directors.

8 CRISIS MANAGEMENT PLAN FOR THE PREVENTION OF CHILD ABUSE

8.1 Purpose

To establish guidelines for prevention of child abuse and for responding to allegations of child abuse by an employee or volunteer of The Exploris School. Child abuse consists of any behavior that is inappropriate between employees or volunteers and students, including intentional infliction of physical or emotional injury or improper touching, language, or display of pictures.

8.2 Scope

This policy is applicable to all paid and volunteer staff of The Exploris School.

8.3 Responsibility

The Executive Director of The Exploris School is responsible for enforcement of this policy, as well as for training and education of staff and volunteers.

8.4 Policy And Procedure

Introduction

The Exploris School is committed to maintaining an environment free from child abuse. Child abuse is not only unacceptable to The Exploris School, but is also a potential source of liability. The Exploris School offers a safe educational environment for students under its supervision, both on and off its premises.

The following outline provides information on safeguards against abuse and the initial steps to respond to allegations of abuse.

Safeguards Against Abuse

A Crisis Management Plan for the Prevention of Child Abuse has been incorporated into the policies of The Exploris School.

Preventive Measures

- All applicants for employment and volunteer positions will be required to report any prior accusations of or convictions for child abuse.
- Criminal background checks will be conducted on all new employees and volunteers prior to their commencement of work.
- Staff and volunteers will make sure that they are never alone with a child.

Responding to Reports of Abuse

The Exploris School will immediately report any incident of suspected child abuse to the proper authorities as required by law. The State of North Carolina Child Abuse Reporting Law requires

that incidents be reported to the Department of Social Services Child Protection Services (638-3175). If there is no answer, call 911.

The Executive Director of The Exploris School will be solely responsible for responding to all media inquiries.

In-depth investigations should be left to individuals who are familiar with the specific procedures of The Exploris School, under the guidance of legal authorities where appropriate and relevant professional assistance. In conducting investigations, staff will follow all the directives of the legal authorities. Unless legal authorities provide different directives, the following procedural steps will apply:

- The safety of the reported victim will be secured as soon as the incident has been reported.
- Any incident must be immediately reported to the Executive Director of The Exploris School, who will report it to the proper authorities as required by law. No staff member may try to handle or resolve the incident without first reporting the incident and receiving directives from the Executive Director of The Exploris School, legal authorities, and appropriate professional assistance.
- There will be immediate documentation of all efforts taken to report and investigate the incident, including a list of witnesses and their statements.
- The parents or family of the alleged victim will be notified, and the notification will be documented.
- After the safety of the alleged victim has been secured, any actions taken will be documented, and the alleged perpetrator will be notified of the allegation.
- Within 48 hours of being notified of the incident, the Executive Director of The Exploris School will meet with the person making the accusation in the absence of the alleged perpetrator. The person making the accusation has the right to have a witness present. The Exploris School's Abuse Policy will be reviewed, and recommendations for help will be offered.
- Within 48 hours of being notified of the incident, the Executive Director of The Exploris School and another staff person assigned by the Executive Director will meet with the alleged perpetrator in the absence of the alleged victim and his or her family. The alleged perpetrator has the right to have a witness present. The Exploris School's Abuse Policy will be reviewed, and recommendations for help will be offered.
- Once professionals have completed the investigation and the alleged perpetrator has been cleared or charged, the Executive Director of The Exploris School will make a decision regarding the specific action to be taken. The Executive Director of The Exploris School will inform the Chairman of the Board of the circumstances and the action taken.

- Should charges involve the Executive Director of The Exploris School, then the Chairman of the Board will be notified immediately.

Responding to the Alleged Victim

An appropriate response toward the victim and the victim's family is a critical step in the healing process. Nothing should be done to blame the victim nor to minimize or deny the reported behavior. Every effort must be taken to assure that the victim and the victim's family understand that The Exploris School takes the allegations seriously.

The care and safety of the victim is the first priority. Investigators must avoid taking an adversarial posture.

Responding to the Alleged Perpetrator

A single individual should not try to determine whether the accused is telling the truth. Rather, professional investigators will assist in the investigation and determination of the facts.

Until the investigation has been completed, the alleged perpetrator will be removed from any position from which there could be a possibility of behavior similar to the alleged actions.

The Exploris School will treat the alleged perpetrator with dignity. The Executive Director of The Exploris School and the Chairman of the Board will negotiate the future status of the employee or volunteer. A finding that child abuse has occurred will result in the immediate dismissal of the perpetrator.

9 SUBSTANCE ABUSE POLICY

9.1 Purpose

The purposes of this Substance Abuse Policy ("Policy") are as follows:

- to encourage employees with alcohol and drug problems to seek assistance in overcoming those problems;
- to provide assistance to employees with dependency problems;
- to reduce the risk of injury to person or property; and
- to reduce absenteeism, tardiness, and unacceptable job performance.

9.2 Prohibited Conduct

The following conduct, as well as any other conduct that is at variance with specific requirements of this policy, will result in immediate discipline up to and including discharge:

- Employees shall not consume alcoholic beverages either upon the premises of The Exploris School or in vehicles being used in service to The Exploris School.
- Employees shall not illegally use or possess prescription drugs not prescribed for him or her.

- Employees shall not refuse to submit to an alcohol or drug test when requested by the Executive Director.
- Employees shall not alter or attempt to alter a sample submitted for testing under this policy, nor may employees submit a sample that is not the employee's sample.
- Employees shall immediately notify the Executive Director if they have been either arrested for, or convicted of, any drug or alcohol-related crime.

9.3 Testing Policy

"Cause Testing". Each employee, regardless of his or her job duties, as a condition of continued employment, shall submit to a drug or alcohol test if there is cause to believe that the employee is engaging in prohibited conduct, as that term is defined in this Policy.

- Definition of "Cause". "Cause" includes, but is not limited to, being involved in any occurrence which requires further investigation in The Exploris School's discretion; involvement in an accident; engaging in conduct in violation of company policy; violence; conduct exhibiting less than total consciousness or self-control; difficulty in performing normal physical tasks; exhibiting the odor of alcohol or marijuana; or any unusual appearance or behavior.
- Transportation for "Cause" testing. When an employee is tested based on cause, The Exploris School will transport the employee to the site for the collection of a sample for testing purposes.

9.4 Confirmation Tests

As a part of this Policy, all positive test results will be confirmed by a second test on the same sample before any employment action is taken based on a test result. The following specific procedures apply to testing pursuant to this Policy:

- Drug confirmation tests. An initial drug test will be conducted on all samples. If the initial test is positive, the confirmation test will be conducted using a process called gas chromatography with mass spectrometry ("GC/MS") or an equivalent scientifically accepted method. All such tests will be conducted by laboratories certified by the National Institute of Drug Abuse or "NIDA".
- Alcohol confirmation tests. Initial test will be conducted using a process that identifies the presence of alcohol in saliva. If this test is positive, and the employee appears capable of making a decision, then the employee will be given the option of submitting immediately to either a urine or a blood alcohol confirmation test. Testing a urine sample for alcohol is not as accurate as testing a blood sample; however, The Exploris School will not require employees to submit to the withdrawal of blood. Therefore, an employee who initially tests positive for alcohol will be given the option of submitting either to a blood or a urine confirmation test. The employee will be bound by the confirmation test procedure he or she selects.
- Medical Review Officer. The Exploris School's insurance carrier will provide the services of a Medical Review Officer ("MRO") to review all positive confirmation test results and explore with the employee the possibility of a false positive test result. Positive confirmation tests will not be reported to The Exploris School until the employee in question has been given the opportunity to consult with the MRO.
- Incapacitated employees. If the employee does not appear to be capable of making an immediate decision concerning the option of submitting to either a urine or a blood

alcohol confirmation test, the initial test result will be final and the employee will be suspended pending a determination of employment status.

- Refusal to submit to a test. Any employee who refuses to submit to an initial alcohol or drug test or who refuses to submit to a confirmation alcohol or drug test will be subject to immediate discipline, up to and including termination.

9.5 Confidentiality

The results of all drug and alcohol tests will be treated as confidential. Unless an employee gives his or her written consent, The Exploris School will not release the employee's drug or alcohol test records to a subsequent employer.

9.6 Rehabilitation

- **Self-identification.** The Exploris School encourages any employee who has a substance abuse problem to come forward and identify themselves as having a problem. Such an employee will not be immediately terminated, but instead may be required to complete a 30-day unpaid rehabilitation leave of absence. An employee may use sick and vacation leave or short term disability if available for these 30 days. However, an employee will not be eligible for a 30-day rehabilitation period if he requests the opportunity for rehabilitation in response to being asked to submit to a substance abuse test, if the employee has tested positive under this Policy, or if the employee has otherwise violated this Policy.
- **Participation in treatment during rehabilitation.** During the rehabilitation period, the employee will be required to provide The Exploris School with proof of participation in treatment, which will include, at least, regular attendance by the employee at Narcotics Anonymous or Alcoholics Anonymous meetings.
- **Probation following rehabilitation.** If the employee successfully completes the rehabilitation period, he or she will be placed on probation for the balance of his or her employment. The terms of the probation will include submission by the employee to drug or alcohol testing at the request of The Exploris School. Employees who test positive for drugs or alcohol while on probation will be terminated immediately.

10 NO CONTRACT

This policy does not constitute a contract for employment of a specific duration. All employees of The Exploris School are employed at will, and the employment relationship may be terminated by The Exploris School or by the employee at any time or for any reason. The Exploris School reserves the discretion to rescind or modify this policy, in whole or in part, with or without notice. Other employment policies and procedures remain applicable to employees to the extent that these policies and procedures do not conflict with the substance abuse policy.

Revised August 13, 2012
Revised August 12, 2015
Revised August 18, 2016
Revised August 1, 2017
Revised June 27, 2018



The Exploris™ School

Empowering Learners to Change the World

2018-2019

PARENT & STUDENT HANDBOOK

**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)**

Table of Contents

Section 1: Introduction to Exploris	3	Section 6:Code of Student Conduct	20
Our Mission	3	Expected Behaviors	20
Core Values	3	Three Levels of Intervention	21
		Levels of Consequences	21
		Definitions of Problem Behavior & Consequences	22
		Student Rights & Responsibilities	24
			31
Section 2: Curriculum & Design	5	Appedicies	39
Project Based Learning	5	The Exploris School Grievance Policy	39
Exploris Hallmarks	5	Acceptable Use Policy for School Technology	41
Field Experiences & Service Learning	5	Handbook/Technology Use	43
Overnight Trips	6	Signature Page	
Academic Accountability	6		
Parent Communication	7		
Section 3: Other Differences You'll See	7		
Section 4: School Logistics	9		
School Hours	9		
Food & Snacks	9		
Transportation	10		
Parking	10		
Drop Off/Pick Up Safety	10		
Field Experiences/Field Trip	13		
Enrollment/Lottery Policy	13		
Class Request	14		
Protocol for Requesting a Crew Change in Mid-Year	14		
Section 5: Student Health & Safety	15		
Building Security	15		
Emergency Contacts	15		
Inclement Weather	15		
Medications	15		
Health Forms	16		
Illness	16		
Concussion	16		
Lice	17		
Student Safety, Emotional Health, and Well-being	17		
Student Supervision	17		
Extended Care	18		
Background Checks for Employees	18		
Volunteer Expectations and Confidentiality	19		
Background Checks for Volunteers	19		
Field Experience Chaperones	19		

Section 1: Introduction to Exploris School

Our 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.

Exploris opened as one of the first charter schools in North Carolina in 1997. The school was attached to the Exploris Museum, an interactive museum with an international focus, and enrolled 53 sixth grade students from Wake and Johnston counties in its first year and grew to a sixth through eighth grade middle school. As a Global Education school, its early mission was to help people of all ages learn to respect differences and appreciate similarities. Exploris was heralded as an adolescent-centered, self-directed learning environment that engaged students actively, taking an integrated approach to learning using major themes and projects. From its inception, the school sought to provide a nurturing and respectful atmosphere with high expectations for all learners. Keeping Exploris's mission at the forefront, the school expanded to include elementary students in grades K - 5.

Exploris fosters a collaborative, real-world approach to curriculum design and implementation. Using national and state standards as a jumping off point, teachers work together to create a compelling lens that drives the acquisition of content and skills. Teachers seek out university, governmental, and industry partnerships that add to the content-knowledge delivered to students. From these experts, teachers also learn of current, complex issues that help to contextualize student learning and make it relevant for students. By tackling current issues and working with experts to brainstorm solutions, students understand that they have something to offer the world. The work of Exploris students matters today.

Gone are the ringing bells, rows of desks, and fill-in-the blank worksheets. For most of the day, students and teachers are engaged in challenging learning experiences that explore a topic or theme in depth. Their studies call for intellectual inquiry, physical exploration, and community service. On any given day, these explorations may take them outside the school-building to do environmental research, conduct interviews in local businesses, or carry out other fieldwork assignments. Students work individually, in small groups, and as a member of their "crew" or class. Together they learn to draw on the strengths of a whole class.

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-centered [*sic*], democratic, convivial, participatory, and change-oriented."

Exploris's articulation of its core values ground the school in this global approach.

Those values are:

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.

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.

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.

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.

CURIOSITY -

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

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.

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.

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.

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.

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.

Section 2: Curriculum & Design

Project-based Learning

The Exploris curriculum is integrated around projects. The world is not compartmentalized into neat little boxes, but instead intertwines various content matter and skills. Science, language and communication, math, and social studies work together to paint a fuller picture of our world and are thus embedded in grade level trimester-long projects, called Expeditions. Expeditions are designed to engage students in grade level standards, community outreach and involvement, extensive collaboration, and a public culminating activity.

Exploris Hallmarks

- Deep learning of state and national standards through the context of current, complex issues or community needs
- Integrated use of computers and other technology to develop research and critical thinking skills
- Field Experiences allowing students to learn about and provide service to their community
- Adventure and environmental education to challenge students, foster teamwork, and nurture students' understanding of nature; including a culminating Outward Bound experience in the 8th Grade Year
- Global Arts (including Art, Connected World/World Cultures, Health & Wellness/Movement, and Music (ES only) to further develop critical thinking, global awareness, empathy, and craftsmanship
- Self-reflection through goal setting, student self-assessment, and student-led portfolio conferences
- International exchanges of middle school students and staff with students in Hiroshima, Japan and Gefrees, Germany
- Dedication to the environment by limiting the amount of student waste and energy produced

Field Experiences and Service Learning

Field Experiences and Service Learning are essential components of our curriculum design, and students may be off campus frequently throughout the year. We ask that parents sign one blanket field trip form (Medical Release Form) that covers permission for all trips. Walking field experiences are part of our routine learning environment. Parents will be notified through their class newsletter or website whenever field experiences that require transportation are planned. Your child must have this form on file to attend. Please return this form and any medication forms by the end of the first week of school. Students arriving late (after class has left campus) or without a Medical Release Form will be placed in the care of another adult (either in another classroom or in the Associate Director's office).

Overnight Field Experiences

Each year, most grades will take an overnight trip. It will last 1-5 days, depending on the grade level.

These field experiences are a big part of who we are as a school. They allow our crews to develop positive cultures, stretch students beyond their comfort level, and create opportunities for leadership and adventure. Students who are comfortable taking risks out of the classroom often gain the confidence to take bigger risks in the classroom, building confidence as leaders and collaborators. **Student attendance is NOT optional because the field experiences are part of our education curriculum.** Therefore you must be willing to let your child participate in these overnight educational experiences. Costs of overnight trips will be communicated to families as early as possible in the planning processes. Scholarships are available for students who qualify. Scholarship applications are available in the front office.

Academic Accountability

Exploris strives to create an environment of academic rigor that will prepare students to excel in high school and in the world beyond schooling. Because Exploris utilizes standards-based and portfolio assessments as the primary means of evaluating student performance, it is imperative that all students complete classwork and homework in a timely manner. A comprehensive collection of completed work will be necessary to ensure that students are prepared to compile a portfolio that demonstrates their academic ability.

Portfolio Assessment and Student-Led Conferences

At Exploris, student portfolios are the place where students house evidence of intellectual achievement, academic growth, and responsibility for learning. Students use these portfolios to present their learning at student-led conferences throughout the year. These conferences not only tell you how your child is doing in school, but they help your child take responsibility for her/his own learning. Conferences provide an occasion for students to reflect on their progress, set goals for future work, and make a public presentation to the most important people in their lives. Students prepare for these conferences by choosing their best work, revising work, writing reflections on their learning, and practicing presentation skills. We expect parents to come with their children for every teacher/parent/student conference in the school year. Teachers analyze the portfolios and other classroom assessments to determine progress toward academic targets which they share in Achievement Reports. Portfolios and student-led conferences are crucial tools for revealing student growth. They help teachers and students notice missing links in a child's learning and also acknowledge and celebrate a child's accomplishments. In the 8th grade students present a cumulative passage portfolio to school staff, family, and community members. This culminating event helps determine a student's readiness for high school.

Achievement Reports

Teachers will provide formal, written Achievement Reports documenting student progress in the major areas of learning and development at the end of each trimester. Instead of evaluating students using letter grades (A, B, C, D, and F), or using a number scale (1, 2, 3, or 4), we assess our students' work in terms of individual progress towards achieving a standard. You will see words such as "Beginning", "Developing", or "Accomplished". We make these evaluations using rubrics, models, and exemplars based on state standards. Standards for high quality work are discussed, and sometimes created with students, before their work begins and throughout the process.

Standardized Testing

As a public school, Exploris is required to administer all standardized tests mandated by the NC Department of Public Instruction including EOG's for grade 3-8, EOC for Math I, and NC Final Exam for Math II. Exploris considers data gleaned from these tests as one barometer of student learning but does not consider the results of this testing as the primary factor in assessing student growth or achievement. In an effort for students to do their "personal best" on these tests, there will be some specific test review, with an emphasis on activities meant to relieve student test anxiety. There will

not be a great emphasis placed on “teaching to the test” prior to administration. In addition to state assessments Exploris administers the MAP, Measure of Academic Progress, three times per year. This is a computerized adaptive test which helps teachers, parents, and administrators improve learning for all students and make informed decisions to promote a child’s academic success. The mClass test is administered to assess the development of reading skills.

Parent Communication

Parents are integral partners and should feel comfortable contacting teachers with questions or concerns about their student’s learning. Exploris teachers are with students for most of the day and planning instruction for the rest, therefore please allow 48 hours for teachers to reply to emails or phone calls.

Section 3: Other Differences You’ll See

A great deal of thought, research, and practice has gone into designing our school’s structure. We haven’t always made the same decisions that were made by the schools in our childhoods. Some of what you see at Exploris may look unfamiliar. You may be surprised that certain school pieces are missing. You may notice some unexpected new things. This section should explain some of these surprises.

Our Classroom Space Is Used Flexibly

In an Exploris classroom, work areas are arranged to help students collaborate in both small and large groups. This requires group tables, breakout spaces, and workstations as opposed to rows of individual desks. **Students may also use hallways and other spaces outside the classroom for learning.**

Our Classrooms Have Ongoing Conversations and Are Full of Movement

Student conversation is the center of much of our learning here. We believe that deep learning takes place when children challenge one another, ask questions, share ideas, and build on one another’s knowledge verbally. Throughout the day, students will be getting out of their seats to gather materials, consult with those around them, and gather resources around the room.

Field Experiences are Central To Our Curriculum

Learning extends beyond Exploris’s walls; it connects to the world. Students work in the “field” sometimes once or twice a week. The field may be a wetland, a museum, a community garden, a science lab, a courtroom, a national forest, etc. Field experiences are deeply woven into each teacher’s curriculum. Attendance is required on all field experiences as much as it is in the classroom.

We Use Primary Sources As Much As Possible

We believe children can learn authentically by using authentic resources. Although they have access to some textbooks, students more often gather information from community experts, industry leaders, nonfiction and fiction trade books, publications, and the Internet. By exploring primary sources, children gain information-gathering skills that they use to independently problem-solve and conduct research in the real world.

Students are Responsible for Their Own Learning

We expect our students to be responsible for their own learning. Our teachers do not pour knowledge into passive students. Rather, they interact, question, prompt, and set up physical and intellectual environments for students. Within this context, we expect students to explore, wonder, hypothesize, create, and discuss their ideas about the world. This is hard work. We want to hear parents’ perceptions about their children and their experiences at Exploris. We expect parents to check in with their children’s teachers and to be interested in their learning, but we do not expect parents to complete work for students or to manage their child’s learning. We want parent feedback about our projects and our culture. We expect every member of the team to actively participate in the learning

experience.

Revising Work Is a Habit Here

Students at Exploris normally aren't finished with a piece of work until they do multiple drafts of it. This expectation reaches across grades and disciplines. Improving on work again and again is common practice here. Teachers guide students from draft to draft. Students collaborate to assess the work of their peers. Rubrics set high standards for finished pieces and guide students as they strive to get their work to meet these high standards.

Learning Is Public and Collaborative

Our students' work is often assessed by their peers. Students read their writing out loud, solicit comments, and present project drafts for formal peer critiques. We do public work just like in the real world. Having an authentic audience keeps us on our toes, supporting quality work with high standards.

Service and Character Development Are Part of Our Curriculum

We focus on character and service as well as academics. Quality academic work is mirrored by the quality of the ways in which we treat one another, our community, and our environment. Students are encouraged to be compassionate, disciplined, courageous, and responsible. For example, your child's crew may take time during the day to discuss why a crewmember has been mistreated. They may take twenty minutes to pick up litter at a neighborhood park. They may spend an hour a week visiting an aging community member. These types of activities are critical to our mission of engaging students to build a connected, just, and sustainable world.

Students Share Responsibility for our Community Spaces

As part of our desire to create a stronger school culture, students share responsibility for keeping our school clean and presentable. Student crews will be assigned duties during the week to clean tables, chairs, floors, windows, and to take garbage and compost out at the end of their lunch period to get the room ready for the next group of students.

We Are Strict About Safety

Your child's safety is our top priority. Exploris follows safety measures conscientiously and always errs on the conservative side. Every precaution is taken to ensure your child's safety at all times. All of our teachers and staff are experienced and vigilant about high safety standards. Exploris has routine emergency drills, and has established an Emergency Procedures Manual and Crisis Intervention team so that we can effectively address any crisis that may arise.

Students and Teachers Often Dress Casually

Because we are a hands-on school, teachers and students need to dress appropriately for whatever activities are called for on a given day. We are often up to our elbows in goopy materials and the natural world. Appropriate dress for a visit to a museum, for science experiments and messy art projects, and for venturing to the river will vary. Parents are asked to be knowledgeable about activities on a given day by reading the weekly grade-level letters to assure that their children are dressed appropriately for the day.

Our Staff Go By Their First Names

We introduce ourselves to our students with our first names. This is part of our culture, which fosters respect within relationships and not necessarily by titles. Some of our students prefer to put a Ms. or Mr. in front of our first names. We respect their desire to do so.

Section 4: School Logistics

School Hours

- Elementary 8:30 – 3:15

Students can be dropped off beginning at 8:10 AM. For students needing supervision prior to that window, a Before School Care Program is available. More information and a fee schedule can be found on the school's website. **Students who arrive after 8:30 will be marked tardy and must report to the front office to sign in and be accompanied by an adult. Students that are tardy are subject to consequences as outlined within the Code of Student Conduct.**

- **Middle 8:15 – 3:15**

Students can be dropped off beginning at 7:55. For students needing supervision prior to that window, a Before School Care Program is available. More information and a fee schedule can be found on the school's website. **Students who arrive after 8:15 will be marked tardy must report to the front office to sign in and are subject to consequences as outlined within the Code of Student Conduct.**

- **Before/After Care**

Elementary Before Care: 7:15-8:10; Elementary Aftercare: 3:40-6:00

Middle Before Care: 7:00-7:55; Middle After Care: 3:30-6:00

See the school website for additional details.

- **Please keep in mind that children cannot wait alone outside the school since they will not be supervised. Please register your child for before school if they need to be dropped off early or after school care if they need to stay past dismissal.**

Food and Snacks

Exploris strives to promote a dining experience that includes an aesthetic conducive to enjoying both one's food and the company of others. Because Exploris has no formal lunch program, parents must provide lunch for their children on a daily basis. **The PTO coordinates with a third party lunch vendor to provide families with a nutritious well-balanced option if they desire to order lunch for their child. The school will work with families to provide lunch for those students that qualify for the Free and Reduced Lunch Program and have met the requirements on the economically Disadvantaged Student Form.**

Exploris emphasizes the use of fruits, vegetables, or whole grains as the primary snack and water as the primary beverage. Microwaves are not available for student lunches. Please be sure to send a reusable water bottle with your child each day. Nutritious foods fuel your child's work and play; however, sweets do not. Please limit the amount of sweets that you send to the school. Carbonated beverages, gum, and candy are not to be brought onto the school's campuses. Additionally, we ask parents not to bring in or send cupcakes, donuts, or other such treats for student birthdays. This is especially important for the safety of students with food allergies.

Waste-Free Lunch

At Exploris, all food and snack waste that is "packed in" will also be "packed out." As a U.S. Department of Education Green Ribbon Award Winner, Exploris is committed to environmental stewardship. As such, we strive to make waste reduction a priority.

One of the best places to start is with lunch and snack waste. A waste-free lunch program is a process of educating students, parents, and school staff about where our trash ends up and how we, as individuals, can reduce the amount of trash we generate. Waste-free lunch programs favor the use of reusable food containers, drink containers, utensils, and napkins. They discourage the use of disposable packaging, such as prepackaged foods, plastic bags, juice boxes and pouches, paper napkins, and disposable utensils.

A Waste-Free lunch not only helps to reduce waste at the school, it helps parents to be aware of their

child's eating habits while at school. Please make sure to check your child's lunch box each day and talk with your child about his/her food choices.

In general, Exploris has no formal lunch program that is provided by the school. Most of our students bring lunches and snacks from home on a daily basis. Our parents, through our active PTO, has worked to create a solution for parents wishing an alternative to packing daily meals.

Transportation

At Exploris, we have chosen to focus our resources on teacher quality and a safe facility, rather than providing transportation for students on school buses. All parents who can provide transportation to and from school are asked to do so.

Due to the school's limited parking and queuing lanes, **public transportation and carpooling are strongly encouraged**. Exploris staff and the PTO will gladly help families form carpool groups. Watch for emails and communication on the PTO Blog beginning the week before school starts.

Parking

ELEMENTARY CAMPUS:

It is important that families keep in mind that the elementary campus is temporarily located in a residential area that was not intended for heavy traffic. Please be respectful of our neighbors and help us to remain a welcome addition to the neighborhood. Please **DO NOT** block driveways, park facing the wrong direction, or park in a way that prevents the smooth flow of traffic. Please park in the following areas:

- Marked parking spaces in the elementary school's parking lot. Do not park along the queuing or driving lanes
- **ONLY** along the Northbound traveling (or eastern side facing NEW BERN) on S. Swain St
- In the parking lot of **Treasuring Christ Church** on Hargett St. The church staff has been nice enough to offer their lot to parents of Exploris Students.

MIDDLE SCHOOL CAMPUS:

There is **NO on-site parking** available for parents. Exploris's parking lots are reserved for staff parking **ONLY**. **This includes those picking up for After School Care**. Please be mindful that faculty and staff must be able to enter and leave the parking lots whenever necessary.

- Parents must park in the appropriately labeled spaces on the street or in public parking lots.

Drop Off/Pick Up Safety

Exploris is an urban school in a busy neighborhood with limited parking. To keep everyone safe, to get students into their classrooms on time, and to keep traffic flowing freely, we need to work together.

- Please use the Drop Off/Pick Up directions (below) for dropping off and picking up students. **Do not pull over on the side of the street to pick up or drop off your child.**
- In order to have a smooth drop off and pick up procedure, **drivers/passengers may not get out of your car** if you are in the queuing lanes. If you need to get out of your car for any reason, please park in designated areas.
- **DO NOT USE CELL PHONES** at any time in the pick-up or drop-off lines. Cell phones distract drivers and lead to accidents. In the interest of safety, please refrain from using your phone.
- **DRIVE SLOWLY:** Watch for children walking and biking — be extra careful anywhere near the school.
- **ONLY TURN RIGHT out of school lots:** This is a city requirement! As part of the school's approved transportation plan, the city required that only right-hand turns be allowed into and out of the parking lots during peak hours.
- **USE CROSSWALKS:** Please **DO NOT** walk through the car lines! Exploris discourages jaywalking as it is extremely unsafe.

- **BUCKLE UP:** Before pulling away, make sure your children are either safely on the sidewalk or buckled in their seat.
- **NO EARLY DISMISSAL after 2:45.** After 2:45, your child will not be dismissed until the published dismissal times. During that time, all students should be dismissed via the walk-up or carpool lines.

Elementary Drop-Off and Pick-up

Rules for Car Line

Please make sure that all drivers who will be dropping off/picking up your child are aware of these requirements:

- The Elementary School driveway is **one-way**. Please follow the signs indicating where to enter and exit the lot.
- **NEVER turn left** when either entering or leaving the school's property. All vehicles dropping students off in the morning should approach the school from Hargett St, turning right onto S. Swain St., right into the school driveway, and driving around to the school's administrative building entrance. Adults will be in place to greet your students in the morning.
- Whenever possible, we ask for students sitting in the back to exit from the **driver's side**. We know this is very different from what other schools do.
- If entering or exiting from the passenger's side, students should always walk in front of the vehicle that they are exiting or will be entering.
- Do not store backpacks or other belongings in the trunk. Students should not walk behind your vehicle to retrieve items. This is unsafe as other cars are pulling in behind you.
- Vehicles should then exit the school's drive by turning right onto S. Swain St. toward New Bern Ave and then turn right on New Bern Ave.

In an effort to relieve congestion in the elementary carpool line the following dismissal guidelines will be followed. Please carefully review the instructions below:

- Siblings of Middle School Students will not be released until 3:35. **If you have an elementary child who has an Exploris middle school sibling, ignore what is below and coordinate your pick-up to arrive at the elementary at 3:35.**
- All other students will be dismissed as outlined below. **Siblings should report with the youngest child.**
 - **3:15** – Kindergarteners and First Graders (k/1) and any older siblings or carpool riders
 - **3:25** – Second and Third graders (2/3) and any older siblings or carpool riders
 - **3:35** – Fourth and Fifth graders (4/5), any older siblings or carpool riders, and all siblings of middle school students
- It would be helpful to display a paper with the names of the children you are picking up (first and last) typed in a font size that allows the text to take up most of the paper. A staff member will be standing in the lot with a walkie-talkie and will call your child's name to ensure your child is ready for loading.
- If you have a special circumstance and need to pick up a child or children earlier than the above posted times, please contact the elementary's front office.

***All elementary school students not picked up by 3:40 will be taken to After School Care in the school's multipurpose room and a fee will apply.**

Middle School Drop-Off and Pick-Up

Rules for Car Line Drop Off

- Drop off - All vehicles dropping students off in the morning should turn south onto Harrington

St. from Hillsborough St., turn right into the rear parking lot of the school (next to Ugly Monkey) and pull in as far as possible before letting students out.

- Please **DO NOT** drop students off along Hillsborough St.. or in the lot by the main entrance. All cars should exit the back of the parking lot by turning right onto W. Morgan St.
- Do not allow students to store backpacks or other belongings in the trunk. Students should not walk behind your vehicle to retrieve items. This is unsafe as other cars are pulling in behind you.
- Students should be prepared to get out of cars in the parking lot quickly and enter the building. No vehicles should be left unattended in the parking lot.

Middle School Dismissal

Group Riders (Carpool & Middle School Siblings)

- Pick-up all students between 3:15 and 3:30 PM in the Harrington Street (Ugly Monkey) lot.
- Vehicles for Carpool Riders should turn south onto Harrington Street and turn right into the Harrington lot. Because of the amount of traffic on Hillsborough Street, please **DO NOT approach from Hillsborough traveling east**. We strongly recommend that families traveling east take Peace Street to N. West to N. Harrington. Families traveling from the North, South, or West should travel to W. Edenton and then turn left on N. Harrington Street.
- Pull into the lot as far as possible in order to get between 3 and 4 cars into the lot at one time.
- All vehicles exiting the Harrington lot should turn right onto W. Morgan Street.

Single Riders

- Pick-up all students between 3:15 and 3:30 PM along Hillsborough St. in front of State of Beer.
- Please approach Hillsborough by traveling east on Hillsborough. It would be helpful to display a paper with your child's name typed in a font size that allows the text to take up most of the paper.
- Teachers will be on Hillsborough to help, but it is the responsibility of students to pay attention and be ready to enter cars quickly and safely.
- When exiting carpool it is essential that drivers select the route that will keep traffic moving. Depending on traffic flow at the intersection, this may require drivers to continue straight on Hillsborough or turn right onto Harrington at the light. Drivers must never block the intersection or obstruct the flow of traffic.

***All middle school students not picked up by 3:30 will be taken to After School Care. and a fee will apply.**

Field Experience/Field Trip Transportation

We need parents' help both in transporting children on field trips and in chaperoning trips, but student safety has to remain our primary concern. Parents who agree to drive on field experiences **are required to** complete the **Vehicle Insurance Declaration and the Volunteer Transportation Assurance Form**, **which was mailed in the enrollment packet** and can be found on our website under "forms." Submit these forms **annually to the front office** along with a copy of your valid N.C. driver's license and insurance card. We ask that parents' cars are in good repair (with a current state inspection) and that parents have a cell phone to communicate with the school in the event of an emergency. You are encouraged to contact your insurance agent and inquire about obtaining additional coverage for transporting children other than your own.

All students must be properly restrained in cars. North Carolina Law states that a properly used car seat or booster seat is required for children less than age 8 and less than 80 pounds.

- The law does not specify which type of car seat can be used at any age or weight, only that the seat is used properly in accordance with the manufacturer's instructions and meets all Federal Safety Standards in place when the seat was manufactured.
- When a child reaches age 8 (regardless of weight) or 80 pounds (regardless of age), a properly fitted seat belt can be used in place of a car seat or booster seat.
- Booster seats can only be used with lap and shoulder seat belts. They can NEVER be used with a lap belt only. A child who weighs at least 40 pounds can legally be restrained using only a properly fitted lap belt if there is no lap and shoulder belt available for use with a booster seat, however this is not considered to be the safest option.
- The recommendation according to NC law is that all children less than 12-13 years of age should sit in the back of the vehicle.

Drivers are expected to know and follow laws and recommendations for proper restraint of children, use all cautionary measures when driving students to and from field experience, and **refrain from using a cell phone while driving.**

Prior to departure, all drivers will be given clear and concise directions. These directions will include:

- Step-by-step directions from the point of departure to the point of arrival
- Same directions in reverse
- Map to the point of arrival (if available)
- Contact phone number of the destination point if applicable
- Contact phone number for the Exploris leader in charge. Likewise, the chaperone should leave his/her cell phone number with the class leader.

We ask that volunteer drivers follow the route provided by the teacher and **DO NOT** make impromptu stops at fast-food restaurants or other such detours.

Enrollment/Lottery Policy

All students entering K-8th grade and who are residents of North Carolina are invited to apply for enrollment. Kindergarten students must have reached the age of 5 on or before August 31 of the year of enrollment. **It is important to keep in mind that all students who are not currently enrolled must apply for admissions, including siblings of currently enrolled students.**

More information on the school's lottery policy, procedures, and preference status can be found on our website under the Admissions tab.

Class Requests

Every year we get many questions about class requests for the following year as students move from one crew to another. Our primary consideration in developing class lists is balance. We look at the students that are moving into or leaving each crew, and attempt to balance it with regard to grade level, gender, ethnicity, economic diversity, academic and behavioral needs, student relationships, etc. This is a collaborative process involving teachers and administrative staff. Often there are many unknowns, especially the new students who will be joining us in August.

In past years our efforts to honor a request have made achieving the right balance more difficult. Multiple requests in a given classroom make the task even more complicated. Families are not aware of all issues as to placement and can't be told for reasons of confidentiality.

Requesting a classroom has several other consequences as well, including:

- When one family's request is honored, it affects other families at that grade level. To

accommodate one request, many students may have to be moved. This is unfair to parents who do not make requests.

- Though class requests are confidential, inevitably teachers may learn of them, which can contribute to poor morale.
- Often a group of parents request one classroom due to student friendships. This is impossible to accommodate and may lead to negative feelings among families and toward office staff who develop the class lists. Exploris is fortunate to have incredibly talented and qualified teachers. While one teacher or classroom may seem to better “fit” a student, all of our teachers are fully capable of working with all students. Every year, classroom environments will change. One year a crew may seem ideal; and the next it may not. We all need to work together to encourage and support strong classrooms.

For the reasons given above, we strongly discourage classroom requests. Most requests will not be granted. If you feel strongly about requesting a classroom, you must submit a letter in the spring before the end of the school year. Please be sure to include your reasoning. Prior to finalizing class lists, we will consider all requests and will inform you by mail if your request will be granted. For reasons of confidentiality, reasons for decisions will not be provided. You may be placed in the class of your choice for reasons not related to your request.

Protocol for Requesting a Crew Change in Mid-Year

Occasionally, a parent/guardian may want to request a change of crews for his/her child. Such changes are strongly discouraged by Exploris unless there are strong and compelling reasons to do so. In most circumstances there is no room in the other crew to accommodate such a change. If such a change is to be requested, the following protocol must be followed.

First, the parent/guardian must meet with the child’s crew teacher to discuss concerns as to how and why the child’s needs are not being met. Intervention strategies should be discussed and implemented.

After 30 days there will be a follow-up meeting between the parent/guardian and crew teacher to check in on progress. At that time there will be a decision to continue with the interventions, modify the interventions, or begin a more formal process of requesting a change of crew.

If a change of crew is still being requested, the parent, crew teacher and Associate Director will discuss issues and develop a further plan of action to resolve the situation within the current crew assignment. The new plan of action will be closely monitored for a month. If the situation is resolved, no further action will be taken. If the parent is still interested in a change of crew, there will be a meeting with the parent, crew teacher, the prospective crew teacher, and the Associate Director. This meeting would be to discuss the pros and cons of such a move. If this group decides there are enough compelling reasons to move the student, a change of placement will occur.

Section 5: Student Health & Safety

The overall health and safety of our students and staff is our first concern at Exploris. Supervision of students is a primary responsibility of our faculty, and we ask that parents support our efforts to establish and implement safety guidelines. Please report all unsafe conditions immediately to your child’s Crew teacher or to the Associate Director.

Building Security

In conjunction with safety goals, Exploris will enforce our security measures during the school day. All exterior doors will be locked, and remain so throughout the day. Exterior doors should never be propped open during the school day, and **parents and visitors must** enter the building and sign in at

the main front office. Students may not use staff codes to enter the building. All visitors must ring the bell and enter through the main office. Students are not permitted to open the doors for parents and visitors as this is a safety concern.

Emergency Contacts and Notification

During the course of normal activities for school, emergencies or accidents may occur. In the event of an accident or emergency, the school will contact you and/or your emergency contacts directly or through our One Call Now alert system via phone call, text, and/or email.

How can families assist the school in ensuring each child's safety and well-being?

- Make sure that the office has your current contact information as well as additional emergency contacts.
- Please make sure to let your contacts know that you have done this, because it is imperative that we are able to reach a responsible adult at all times when a student is involved in school activities.
- Please notify your child's teachers AND the office if any contact numbers change throughout the year.

Inclement Weather / School Closings

When there is inclement weather, Exploris will open late or close in line with the Wake County Public School System (WCPSS). Parents are asked to tune in to any of the local network TV stations for the latest school closure information. School closure information will also be available on The Exploris School website and through the school's One Call Now Alert System.

If WCPSS closes for any reason other than inclement weather, Exploris may not follow suit, so parents should always defer to communication provided from The Exploris School.

Medications

Students who need to receive medication (prescription or over-the-counter) during the school day or during a field experiences must have a "Medical Release" form turned in to the office. Prescription medications must be in their original containers with dosage procedures clearly indicated.

Medications should be turned in to the front office and may not be kept with the child. The front office has a locked storage location for medication and distribution of medication is tracked on a daily log. The only exception allowed will be for students approved by their doctor to carry their asthma inhalers or epi-pens.

Health Forms

Before the first day of school, all students must submit a North Carolina Health Assessment Form, signed by a physician, that identifies any health issues important for the schools to know about and certifies that your child has all required immunizations. North Carolina state law requires that documentation of immunization be provided to the school within 30 days of a student's first day of school. Parents who do not wish to have their child immunized based on religious beliefs, or advice from the doctor that immunizations poses a risk to their student's health, must submit their request for a waiver in writing, including their physician's statement. Parents also must complete the Medical and Emergency Release form for each child each year.

Illness

If your child contracts a communicable illness, please inform Exploris staff immediately so that we may inform other parents of their child's possible exposure and help parents make informed decisions about their child(ren)'s health.

If your child has a fever, nausea, diarrhea or other adverse symptoms, please keep your child at home to recover for at least 24 hours. We ask that they be free of such symptoms without the aid of medication or fever reducer before they return to school. If such symptoms develop at school, you will be asked to pick up your child. Before sending your child to school, be sure he or she feels well enough to have a positive, productive day in a manner considerate of the health of others

Concussion

The Exploris School involves a multidisciplinary team approach to support students suffering with concussion issues. The team at the school level includes appropriate Exploris staff, parents, student, and health care providers- all focusing on student well-being during and after the injury. Clear guidelines and procedures, based on the Gfeller Waller Concussion Awareness Act (GWCA), are outlined in The Exploris School Health and Wellness Management Plan.

Lice

If live lice are discovered on a student, the child's parent/legal guardian will be notified that day by telephone. The family is asked to pick up the child as soon as possible, treat the child's hair/scalp for lice, and remove as many nits (eggs) as possible. After treatment, the child may return to school the following day. An Exploris staff member will assist families by rechecking a child's head after proper treatment.

Exploris does not have a "no nit" policy. The American Academy of Pediatrics states that no-nit policies in schools are detrimental, causing lost time in the classroom, inappropriate allocation of the health service team's time for lice screening, and a response to infestations that is out of proportion to the medical significance. Children should not be allowed to miss valuable school time because of head lice.

Head lice should never be associated with poor hygiene, dirty hair, or lack of parental care. Washing hair does not kill head lice, as they can survive underwater for several hours. Anyone, whether their hair is long or short, clean or dirty, can get head lice.

Removing the nits and live lice with a special fine-tooth comb, though time-consuming, is the most effective way to get rid of lice. You can remove any remaining lice and nits manually with your fingernails. They do not wash out.

Student Safety, Emotional Health, and Well-being

At The Exploris School we are committed to working with families, community organizations, and law enforcement agencies to ensure student safety and well-being. In cases where a child's welfare is in question (e.g. suspected physical abuse, self-harm, substance abuse, sexual assault, suicidal ideation etc.) staff will immediately inform a school administrator. In all cases, the priority will be the child's immediate safety and taking actions in alignment with mandatory reporting laws. Once the immediate situation is diffused the school will work with families and local agencies to create an on-going support plan.

Student Supervision

Our faculty provides supervision of students when they are on campus during the normal school day or when they are participating in a school-related field experience. Many of the faculty are trained in basic first-aid techniques and CPR. In addition, teachers are required to carry cell phones to any off-site activity so that they can consult with the appropriate resources needed in the event of emergency.

In emergency situations, our goal is to provide immediate and appropriate care for the student by:

- Preventing further harm to the student or other students (which may include moving the student).
- Providing comfort care and urgent care in situations involving breathing or bleeding.
- Referring immediately to the parent and/or medical professionals. When an accident happens at school that results in serious injury, the school staff will use information from the Medical Release Form to contact parents or the person(s) they have designated. If needed, we will call 911 while we are still trying to reach a parent. We will make every attempt to call parents as soon as possible to involve them in the decision-making process, unless time and urgency are issues. If the injury is minor, the classroom teacher will exercise his/her judgment in making a decision to call the parent. In most cases, parents will be alerted so they will have the option of viewing the injury themselves.

Extended Care

The only supervision before or after the school's official times are through the fee-based Extended Care Programs. Any students arriving to school earlier than twenty minutes before the start time will be escorted to the Before School Care rooms and parents will be billed accordingly (Please see our website for more details). Any students remaining at school after the end of dismissal will be sent to After School Care and parents will be billed accordingly. We understand that occasionally circumstances arise that make it difficult to arrive at school on time to pick up your children. On these occasions, please notify the office in advance as soon as is possible.

Background Checks for Employees

It is the policy of The Exploris School not to employ or to continue the employment of classified, professional, or administrative personnel who may be deemed unsuited for service by reason of arrest and/or criminal conviction. While an arrest or conviction of a crime, in and of itself, may not be an automatic bar to employment, if an arrest or conviction relates to suitability of the individual to perform duties in a particular position, such person may be denied employment or in the case of current employees, may face disciplinary action, up to and including termination.

Accordingly, a criminal records check will be conducted of applicants and/or newly hired employees, including substitutes. If an applicant is hired prior to the completion of the criminal records check, the employment shall be considered conditional pending a review of the results of the check.

Volunteer Expectations and Confidentiality

Exploris is a cooperative enterprise: our families, teachers, Board, and administrative staff share the responsibilities and rewards of operating our school. Our families experience firsthand the school environment, become advocates for their children, and enrich the school community with their ideas, interests, talents, and resources. There are significant opportunities for involvement: volunteering in our K-5 Explorations classes, middle school electives, helping with off-site fieldwork trips, serving on our PTO Board, supporting the office, chaperoning overnight trips, etc. The Exploris School asks that each family volunteers eight hours each month with ample opportunity to participate. Enrollment at Exploris carries with it an obligation for family involvement in your child's education in order to ensure success.

Parents are always welcome to visit the school and join their child's class, but we ask you to plan your visit with your child's teacher. Planned, organized visits support instruction and help ensure the safety of all students and staff. Please keep in mind that visitors can sometimes distract students and inadvertently disrupt the learning environment. It is difficult for teachers to stop and instruct/prepare for volunteers while they are teaching, and advance notification is required to make the most of your contribution. All parents and volunteers should sign in at the front office before proceeding to the classroom.

The Executive Director may place limits on the frequency or conditions of school visits or

communication by parents or other visitors to avoid disruption and to ensure that a positive, safe, and constructive educational environment is maintained for all.

Remember that the teacher's first responsibility during class hours is to teach students; therefore, we ask that you refrain from engaging in conversation about your child's progress when assisting in the classroom or during field experiences. If you would like to discuss your child's individual progress, teachers are happy to set up an appointment to meet with you outside of the normal school day. When you volunteer in school-related events, you will be exposed to sensitive issues involving students and families other than your own, including academic and social/disciplinary challenges. Just as you would like for adults who interact with your child to be sensitive to issues of confidentiality, we ask that you treat information about all students with care.

If you have particular concerns about children that stem from your observations during school activities, please consult that student's classroom teacher. Always refrain from inappropriate interactions with students and other parents that breach these confidentiality guidelines.

As parent volunteers, we ask that you respect the direction and/or guidelines established by the sponsoring teacher in a given activity or the school's Executive Director. Although employees are open to the ideas and feedback of parents who are involved in an activity or outing, it is the school employee who must make a final decision in the event of an emergency or difficult situation.

Please note that we are a drug, alcohol, and tobacco-free campus. This policy applies to staff and parents volunteering or attending any school-sponsored event or trip in which students are present and is essential to our continued participation in federal grant programs.

Background Checks for Volunteers

Exploris supports and encourages volunteers in our schools. Volunteers work in cooperation with the school to help in meeting the needs of children and the school staff. The school's Executive Director holds the sole responsibility for the recruitment, monitoring, and/or dismissal of community and parent volunteers.

Any parent or volunteer that participates in school-related activities and may have an opportunity to be alone with a student as part of that activity **will** be asked to complete a Federal and State Background Check. If two or more non-related adults work together with students, or if Exploris staff continually and directly supervises the volunteer, the Executive Director may determine a Background Check unnecessary.

Field Experience Chaperones

Opportunities do exist for parents/guardians to accompany on field experiences, and in fact, we depend on your help for safe transportation and supervision. If you have signed up to participate as a class chaperone, you will be agreeing to stay with the group, monitor children, and make decisions in the best interest and safety of the children. While we encourage your involvement, parents must keep in mind that the purpose of fieldwork is educational, not recreational, and class trips should not be a substitute for a family outing. Chaperones will be expected to remain with the class at all times and should not remove their child from the group for side trips or to leave early. Chaperones are expected to support teachers' disciplinary and behavior guidelines, to uphold grade level rules, and to treat all children with fair and equal consideration. Siblings or family pets will not be permitted on trips, so that chaperones can be fully attentive to the needs of the students and provide the safety needed. If a trip should lend itself to involvement of siblings, this will be communicated to parents.

All chaperones must follow school rules. On overnight trips, and at all times, chaperones must abstain from using tobacco and alcohol products. Teachers reserve the right to designate an appropriate number of chaperones for their group and to establish rules specific to the activities of the fieldwork. These rules, along with directions and emergency contact numbers, will be communicated to parents in writing in advance of the trip. Failure to adhere to these guidelines may result in a parent not being allowed to chaperone on future field-work experiences. As is the case with any classroom activity, teachers will make final decisions on chaperones and trip organization.

Student Sleeping Accommodations for Overnights

In order to assure appropriate privacy during an overnight excursion, The Exploris School will take the following precautions:

1. Sleeping arrangements will be made that clearly separate male and female students. Exceptions may be made for children who are brother and sister and have an adult family member staying with them. Exceptions may also be made depending upon the programming of partner organizations (i.e. Heifer International groups students co-educationally)
2. No sleeping arrangement can be made that would place only one adult with one or more children unless all are members of the same family.
3. No sleeping arrangement can be made that would place an adult with children of the opposite sex unless they are members of the same family.

It is expected that all overnight field experiences participants agree to act courteously and responsibly, will comply with all regular Exploris rules and policies, and comply with any additional rules set forth by the grade level team applicable to the overnight trip. Violations of these rules and policies will result in immediate dismissal from the excursion. In the event of a dismissal, parents/guardians are responsible for making transportation arrangements to pick up their child in the field.

6: The Code of Student Conduct

Our Exploris Philosophy

We use a responsive classroom approach that focuses on the strong relationship between academic success and social emotional learning. To be successful in and out of school, students need to learn a set of social and emotional competencies such as relationships, collaboration, responsibility, empathy, and reflection They also need to learn a set of academic competencies such as academic mindset, perseverance, learning strategies, and academic behaviors.

The purpose of the code of student conduct is four-fold:

1. To illustrate expected student behaviors
2. To describe violations of the Student Code of Conduct and associated interventions and consequences that may be enforced
3. To outline student rights, privileges and responsibilities
4. To provide information about how to get help from school personnel

Equally important to sharing what is expected of students is that Exploris policies and practices support social emotional learning and positive behavior choices. Developing positive and effective student behaviors requires collaborative efforts from school, home, and community organizations

and agencies.

Expected Student Behavior

We believe everyone deserves a safe, supportive, and orderly learning environment. We encourage appropriate behaviors by teaching, guiding, directing, and providing opportunities for new learning to occur. We create opportunities for students to practice and succeed in making responsible and effective choices in order to reach their social, emotional, and academic potential and contribute to the school community. Our mission is to empower learners to change the world.

The Code of Student Conduct shall apply to all students at all times on all school grounds, public spaces, vehicles, and field experiences.

I will maintain a positive Relationship with myself by:

- Attending school regularly and being on time
- Following rules and directions of adults
- Doing my schoolwork and homework with craftsmanship
- Practicing positive behavior choices
- Remaining within my designated school area/classroom unless I have permission to leave my assigned area
- Learning from consequences of my behavior
- Choosing not to bring tobacco, alcohol, other drugs or weapons to school
- Dressing in a way that is appropriate for the learning environment

I will maintain a positive Relationship with others by:

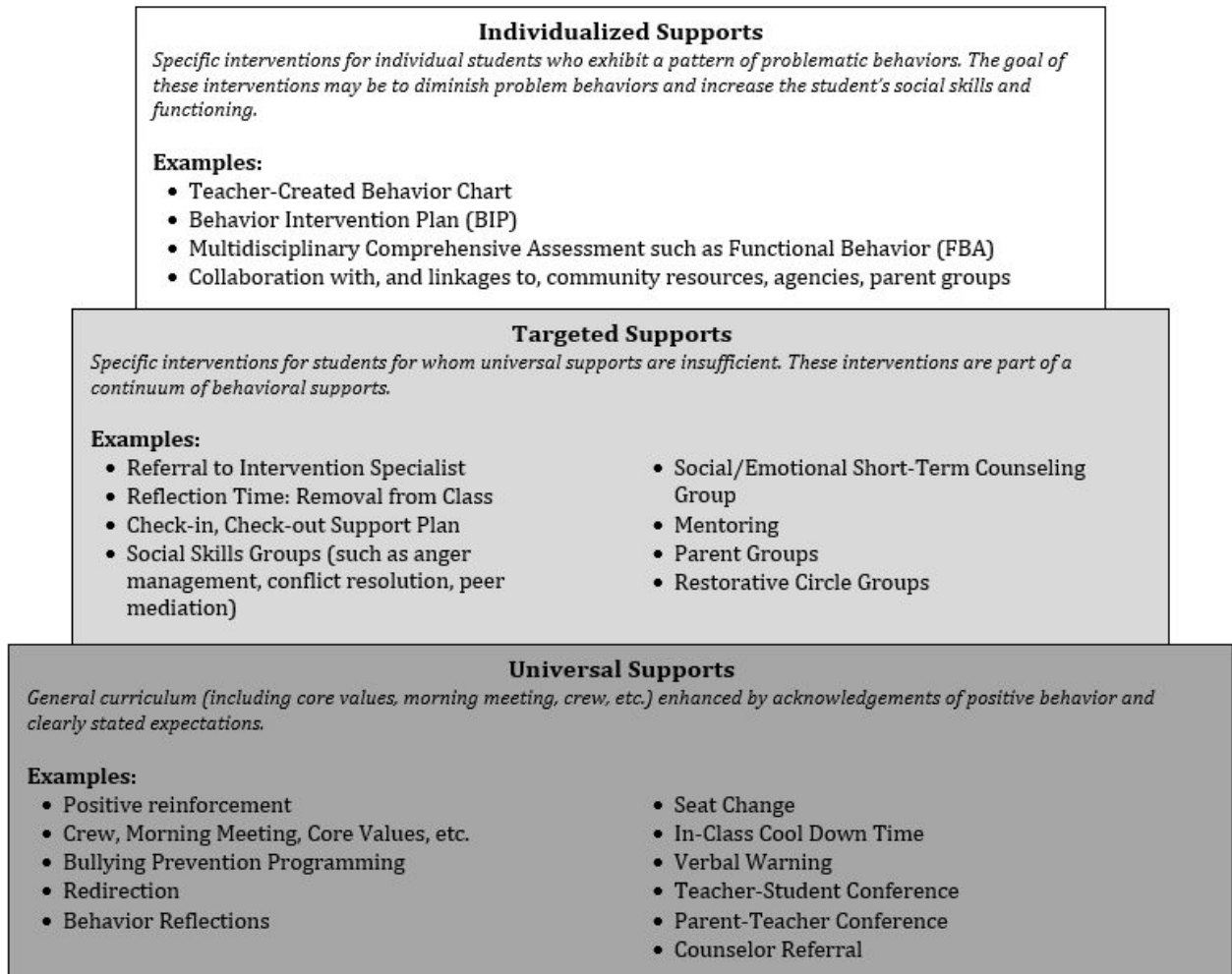
- Being understanding of others feelings
- Using positive words with others (no put downs)
- Treating others like I want to be treated
- Being an upstander for others and not bullying or threatening
- Being honest by telling the truth, and taking responsibility
- Working with others in a positive and inclusive way
- Keeping my hands and body to myself
- Use appropriate language at school
- Working with others to manage negative behaviors and emotions
- Using respectful, positive, and considerate tone of voice and body language when I am speaking to others
- Listening when others are speaking

I maintain a positive Relationships with my school environment by:

- Taking care of things in my school and on school grounds
- Not bringing dangerous or distracting things, such as matches, lighters, toys, fireworks, alcohol/tobacco/other drugs, medicine not prescribed for me, etc.
- Using school materials or classmate's materials for their intended purpose
- Using computers as directed by adults (see AUP)
- Conduct myself in a safe and considerate way that reflects a positive image
- Leaving spaces as they were or better: clean up and participate positively in cleaning tasks no defacing, removing, digging, destroying or disturbing the features of private and public spaces

The Three Levels of Supports

Supports may include (but are not limited to) the examples below



Levels of Interventions and Consequences for Violations of the Code of Student Conduct

As with any incident of student behavior, school administrators must exercise informed judgment as to whether a student's actions constitute a violation of the school policies and/or the Code of Student Conduct. The levels, shown on the following page, guide administrators to use *progressive interventions* to impact student behaviors. The administrator will use their discretion and apply interventions and consequences appropriate to the situation. Restitution for loss or damage will be required in addition to any other prescribed consequences.

The following chart is intended as a guide to determine appropriate consequences. **Repeated chronic or cumulative offenses may require higher levels of intervention/consequences.** For serious violations, interventions/consequences may begin at a higher level and/or be reported to local law enforcement agencies. Incidents involving suspected harm of a child may be reported to Child

Protective Services.

The Exploris School: Levels of Consequences

Level	Disciplinary Options													
1	Managed by Teachers	<p><i>Teachers will use the following interventions to help the students change behavior in the classroom.</i></p>												
		<table border="0"> <tr> <td>Warning</td> <td>In-class time-out (take a break)</td> </tr> <tr> <td>Letter of apology</td> <td>Time out in another classroom setting</td> </tr> <tr> <td>Loss of privileges</td> <td>Reinforcement of appropriate behaviors</td> </tr> <tr> <td>Use of Student reflection/problem-solving worksheet</td> <td>Student email to parent</td> </tr> <tr> <td>Seat change</td> <td>Confiscation of item by teacher</td> </tr> <tr> <td>Teacher conference with student</td> <td>Redirection and reteaching expected behaviors</td> </tr> <tr> <td>Mentoring</td> <td></td> </tr> </table>	Warning	In-class time-out (take a break)	Letter of apology	Time out in another classroom setting	Loss of privileges	Reinforcement of appropriate behaviors	Use of Student reflection/problem-solving worksheet	Student email to parent	Seat change	Confiscation of item by teacher	Teacher conference with student	Redirection and reteaching expected behaviors
Warning	In-class time-out (take a break)													
Letter of apology	Time out in another classroom setting													
Loss of privileges	Reinforcement of appropriate behaviors													
Use of Student reflection/problem-solving worksheet	Student email to parent													
Seat change	Confiscation of item by teacher													
Teacher conference with student	Redirection and reteaching expected behaviors													
Mentoring														
2	Teachers / Team	<p>Appropriate when Level 1 has been ineffective <i>In some cases, teachers may confer with a school administrator and/or support staff.</i></p>												
		<table border="0"> <tr> <td>Parent/guardian involvement required</td> <td>Parent contract</td> </tr> <tr> <td>Confiscation of item (pick up in office)</td> <td>Parent or guardian accompany student to school, classes or on field experience</td> </tr> <tr> <td>Supervised time-out outside of classroom</td> <td>Conflict resolution</td> </tr> <tr> <td>Conference with parent/guardian</td> <td>Peer mediation</td> </tr> <tr> <td>Behavior Contract</td> <td>Working Lunch/Lunch Detention</td> </tr> <tr> <td>Teacher and/or administrator conference with student and/or parent</td> <td>Required help hall (before or after school)</td> </tr> <tr> <td>Monitored/Limited transitions</td> <td>Community service assignment, as a form or restitution</td> </tr> </table>	Parent/guardian involvement required	Parent contract	Confiscation of item (pick up in office)	Parent or guardian accompany student to school, classes or on field experience	Supervised time-out outside of classroom	Conflict resolution	Conference with parent/guardian	Peer mediation	Behavior Contract	Working Lunch/Lunch Detention	Teacher and/or administrator conference with student and/or parent	Required help hall (before or after school)
Parent/guardian involvement required	Parent contract													
Confiscation of item (pick up in office)	Parent or guardian accompany student to school, classes or on field experience													
Supervised time-out outside of classroom	Conflict resolution													
Conference with parent/guardian	Peer mediation													
Behavior Contract	Working Lunch/Lunch Detention													
Teacher and/or administrator conference with student and/or parent	Required help hall (before or after school)													
Monitored/Limited transitions	Community service assignment, as a form or restitution													
3	Managed by	<p>Appropriate when Level 2 intervention/consequence has been ineffective</p>												
		<table border="0"> <tr> <td>Parent/guardian notification required</td> <td>In-School Suspension (half day or full day)</td> </tr> <tr> <td>Suspension (1-5 days)</td> <td>Community service assignment, as a form or restitution</td> </tr> <tr> <td>Reteaching expected behaviors</td> <td>Confiscation of item (pick up from administrator)</td> </tr> <tr> <td>Alternative school-based program</td> <td>Class or schedule change</td> </tr> <tr> <td>Restricted Activity or Use of Technology</td> <td></td> </tr> <tr> <td>Detention (before/after school or lunch)</td> <td></td> </tr> </table>	Parent/guardian notification required	In-School Suspension (half day or full day)	Suspension (1-5 days)	Community service assignment, as a form or restitution	Reteaching expected behaviors	Confiscation of item (pick up from administrator)	Alternative school-based program	Class or schedule change	Restricted Activity or Use of Technology		Detention (before/after school or lunch)	
Parent/guardian notification required	In-School Suspension (half day or full day)													
Suspension (1-5 days)	Community service assignment, as a form or restitution													
Reteaching expected behaviors	Confiscation of item (pick up from administrator)													
Alternative school-based program	Class or schedule change													
Restricted Activity or Use of Technology														
Detention (before/after school or lunch)														
4	Admin	<p>Appropriate when Level 3 intervention/consequence has been ineffective</p>												
		<table border="0"> <tr> <td>Parent/guardian notification required</td> <td>Restricted activity</td> </tr> <tr> <td>Suspension (5-10 days)</td> <td>Modified school day</td> </tr> <tr> <td>Restricted use of technology</td> <td></td> </tr> </table>	Parent/guardian notification required	Restricted activity	Suspension (5-10 days)	Modified school day	Restricted use of technology							
Parent/guardian notification required	Restricted activity													
Suspension (5-10 days)	Modified school day													
Restricted use of technology														

5	i s t r a t o r s	Appropriate when Level 4 intervention/consequence has been ineffective
		<p>Parent/guardian notification required Extended Suspension (10+ days)</p>
6	i s t r a t o r s	Appropriate when Level 5 intervention/consequence has been ineffective
		<p>Parent/guardian notification required Expulsion (to be considered only in the most extreme cases). More serious offenses may result in recommendation for expulsion following due-process procedures. Please note that under charter school law, other North Carolina public schools, including Wake County Public Schools, will not accept students suspended or expelled from The Exploris School for the duration of their suspension or Expulsion.</p>

Definitions for Problem Behavior and Consequences for Students

Level of Consequence						
Offense/Violation	1	2	3	4	5	6
<p>Alcohol, Tobacco, and Other Drugs <i>Definition</i> Alcoholic substances, tobacco, inhalants or other intoxicants, and controlled dangerous substances, including prescription drugs, over the counter medications, look-alikes, and substances represented as controlled substances, and drug paraphernalia. <i>Possession</i> The student has on his/her person, or within the student's personal property, or has under the student's actual or constructive control, any of the substances listed in this offense. <i>Consumption/Use</i> The student has consumed, ingested, assimilated, inhaled, or injected any of the substances listed in this offense. <i>Distribution/Sale</i> A student has disseminated or transferred any of the substances listed in this offense with or without compensation. <i>Possession with Intent to Distribute</i> The student has in his/her possession, as previously defined, any of the substances listed in this offense in a quantity or packaging to indicate intent to distribute or transfer to another person/people with or without compensation.</p>			?	?	?	?
Level of Consequence						
Offense/Violation	1	2	3	4	5	6

<p>Arson/Fire Definition: <i>Attempting to, aiding in, or setting any fire on school property. This includes unauthorized possession of a flammable liquid or materials with the intent to set fire</i></p>			2	2	2	2
<p>Attack on Students, Staff, or Others Category I <i>A physical attack causing serious physical injury</i> Category II <i>A physical attack causing minor physical injury</i> Category III <i>A physical attack without injury but may include other aggressive physical action against another</i> Category IV (Threats) <i>Intentionally frightening another person with the threat of immediate offensive physical contact or physical harm</i></p>				2	2	2
<p>Bias Behavior 1st Offense: Up to 5 days suspension Second Offense: up to 10 days suspension Third Offense: Request for extended suspension Definition: <i>An offense, verbal, written, or symbolic in nature, committed against a person or property which is motivated by the offender's bias, a negative opinion or attitude toward a group of persons based on their race, religion, gender, disability, sexual orientation, or ethnicity/national origin.</i> Types of bias: Disability: <i>A person's physical or mental impairments/challenges, temporary or permanent, congenital or hereditary acquired, accident, injury, advanced age, or illness.</i> Ethnicity/National Origin: <i>A grouping of persons based on a shared national or cultural tradition.</i> Gender: <i>A person's range of characteristics pertaining to, and differentiating between, masculinity and femininity. Depending on the context, these characteristics may include biological sex, sex-based social structures, and/or gender identity.</i> Racial: <i>A grouping of persons with similar physical characteristics; i.e., color of skin, eyes, hair, facial features, genetically transmitted by heredity.</i> Religious: <i>A person's religious beliefs including the origin and purpose of the universe and the existence or nonexistence of a supreme being.</i> Sexual-Orientation: <i>A person's sexual attraction toward and responsiveness to members of the opposite or same sex.</i></p>			2	2	2	
Level of Consequence						
<p>Offense/Violation</p>	1	2	3	4	5	6
<p>Bomb Threat Definition: <i>The making of threats or providing false information concerning the presence of explosive material or devices on school property without cause in writing, in person, or by phone.</i></p>				2	2	2
<p>Bullying Definition:</p>			2	2	2	

<p><i>Repeated, conscious, willful and deliberate intent, direct or indirect, to physically or psychologically intimidate or distress someone else; physical, social, or verbal actions or intimidation toward another person with negative intent.</i></p> <p>Cyber-Bullying <i>The use of information and communication technologies—email, cell phones, pagers, text messages, instant messaging, defamatory personal Web sites, or a combination of these—to support deliberate, repeated, and hostile behavior by an individual or group with the intention of physically or psychologically intimidating others.</i></p>						
<p>Cell Phone Misuse Definition: <i>Use of a cell phone (including camera/video) during the school day, before/after care, or on a field experience unless directed to use them by an adult.</i></p>	?	?	?	?		
<p>Cheating (Academic Dishonesty) Definition: <i>Deliberately presenting the ideas, works, or statements of another as one's own, without acknowledgement of the source. Giving or receiving assistance/answers without teacher permission.</i></p>	?	?	?	?		
<p>Computer Misuse: Definition: <i>Any unauthorized or inappropriate use of computers.</i></p> <p>Criminal Behavior <i>Using school system computers to commit a criminal act, such as hacking into servers or altering grades without a teacher's permission.</i></p> <p>Malicious Modification <i>Purposely damaging school system computer resources, such as forcible removal of the battery or other components</i></p> <p>Mischievous Modification <i>Unauthorized modifications of school system computers that do not permanently damage system resources, such as loading unlicensed software on a school computer.</i></p> <p>Mischievous Use <i>Violations of the Acceptable Use Policy (below) that does not fall under the above categories</i></p>					?	?
Level of Consequence						
Offense/Violation	1	2	3	4	5	6
<p>Contamination Definition: <i>Putting any substances in another person's food or drink or on their body, which poisons or contaminates that food, drink, or person's body.</i></p>			?	?	?	?
<p>Destruction of Property/ Vandalism Definition: <i>Damage, destruction, or defacement of property belonging to the school or others.</i></p>	?	?	?	?		
<p>Disrespect Toward Others Definition: <i>Inappropriate comments or physical gestures to others.</i></p>	?	?	?	?		
<p>Disruption to Classroom/School</p>	?	?	?	?		

<p>Definition: <i>Behavior (including possession of toys) that interferes with instruction, learning, and a safe and orderly environment, which includes, but is not limited to: chronic talking, throwing objects, horseplay, teasing, refusal to remain in seat, selling items without permission, rude noises, etc.</i></p>						
<p>Dress Code Violation Definition: <i>See dress code information (below)</i></p>	?	?	?			
Level of Consequence						
Offense/Violation	1	2	3	4	5	6
<p>False Fire Alarm Definition: <i>Pulling a fire alarm or reporting a fire or other dangerous situation without valid cause.</i></p>			?	?	?	
<p>False Information/Accusations Definition: <i>Willfully or maliciously giving false information, record or accusation against school personnel or other students.</i></p>	?	?	?			
<p>Fighting Definition: <i>Engaging in violent combat where both "sides" use violent methods to attempt to defeat one another.</i></p>			?	?	?	?
<p>Fireworks/Explosives Definition: <i>Combustible or explosive substances or combination of substances or articles, including firecrackers, smoke bombs, and flares.</i></p>			?	?	?	?
<p>Gambling Definition: <i>Wagering money or property</i></p>		?	?	?		
<p>Harassment/Intimidation (also see Bias Behavior and Bullying) Definition: <i>A pattern of behavior continuing over a period of time that makes a person feel uncomfortable or unsafe.</i></p>			?	?	?	
<p>Hazing Definition: <i>An act that subjects a student to potential harm and is affiliated with initiation into a student organization or team. Hazing may involve an act committed against a student or a situation in which a student is coerced into committing an act.</i></p>			?	?	?	
Level of Consequence						
Offense/Violation	1	2	3	4	5	6

<p>Inappropriate Language Definition: <i>Using vulgar or abusive spoken or written language or gestures, such as cursing and sexual innuendo.</i></p>	?	?	?	?	?	
<p>Inciting or Participating in a School Disturbance Definition: <i>Intentionally participating in or recruiting others to cause a disruption to the school atmosphere</i></p>			?	?	?	
<p>Insubordination (Uncooperative Behavior) Definition: <i>Refusing to follow a reasonable request to a specific direction/instruction of an adult through disobedience, defiance, unruliness, or noncompliance which includes, but is not limited to, walking away when an adult is talking to you, talking back to an adult, refusal to work in class, or refusal to report to the office.</i></p>	?	?	?	?	?	
<p>Leaving an Area and/or Leaving Class Definition: <i>Leaving the classroom or other assigned area without permission from the adult in charge.</i></p>	?	?	?	?		
<p>School Grounds without Permission Definition: <i>Leaving the school grounds during regular school hours without permission from the adult in charge.</i></p>			?	?	?	
<p>Matches/Lighter(s) Definition <i>Possession of matches or lighter(s) without attempting to use them. Using them falls under fire/arson.</i></p>		?	?			
<p>Non-Compliance Definition: <i>Student engages in a low or high intensity of failure to comply to adult request. Individualized consequences may be stated in a behavior contract.</i></p>	?	?	?			
<p>Plagiarism Student will be required to re-do the assignment. Definition: <i>Deliberately presenting the ideas, works, or statements of another as one's own, without acknowledgement of the source. Academic dishonesty.</i></p>	?	?	?	?	?	
Level of Consequence						
Offense/Violation	1	2	3	4	5	6
<p>Sexual Activity Definition: <i>Inappropriate behavior of a sexual nature, including, but not limited to, indecent exposure, consensual sex, or possession of sexually explicit material.</i></p>			?	?	?	?
<p>Sexual Assault Definition:</p>					?	?

<i>Physical sexual attack on school system staff, or another student.</i>						
Sexual Harassment <i>Definition:</i> <i>Unwelcome sexual advances, requests for sexual favors, and/or other inappropriate verbal, written, or physical conduct of a sexual nature, directed toward others.</i>			?	?	?	?
Stealing/Theft <i>Definition:</i> <i>Taking, obtaining, or attempting to take property of another person or institution without permission or knowledge of the owner.</i>	?	?	?	?	?	
Tardiness <i>Definition:</i> <i>Arriving late to school or class without permission from a teacher</i>	?	?	?			
Trespassing <i>Definition:</i> <i>Being on school property without permission, including while suspended or expelled; includes breaking and entering.</i>			?	?	?	
Unsafe Actions <i>Definition:</i> <i>Any action that has the potential to cause danger or physical harm to self or others; including but not limited to reckless behavior in a vehicle or on a field experience</i>	?	?	?	?	?	?
Level of Consequence						
Offense/Violation	1	2	3	4	5	6
Weapons (including look-a-like guns) <i>Definition:</i> <i>A weapon is, by way of illustration and without limitation, one of the following:</i> Possession and/or use of: Firearms <i>A firearm as defined in 18 U.S.C. 921 of the federal code. Examples include handguns, rifles, shotguns, and bombs. Refer to the federal code for the complete definition.</i> Knife <i>This shall include, but is not limited to, switchblade knife, hunting knife, star knife, razors (including straight or retractable razor)</i> Gun (including look-a-like gun) <i>Any gun of any kind, loaded or unloaded, operable or inoperable, including any object other than a firearm which is a look-a-like of a gun. This shall include, but is not limited to, pellet gun, paintball gun, stun gun, taser, BB gun, flare gun, nail gun, and airsoft gun.</i> Other Weapons <i>Any implement which could cause, or is intended to cause bodily harm, other than a firearm, gun or knife. Including but not limited to brass knuckles, box cutters, nunchaku, spiked glove, spiked wristband, any mace derivative, tear gas device, or pepper spray product.</i>						?
				?	?	?
			?	?	?	?
			?	?	?	?

Student Rights and Responsibilities

Exploris aims to help students become independent learners, critical thinkers and caring and active citizens in a global society. Our environment at Exploris is designed to support the development of these characteristics. As our young people grow and develop over their years with Exploris, we ask for students', parents' and staff's full involvement and cooperation in supporting an environment conducive to joyful learning and engaging study.

Acceptable Use Policy for School Technology

Students will have the opportunity to use The Exploris School's computer resources, which includes access to the Internet. Student use of technology develops skills in defining, accessing, managing, integrating, evaluating, creating, and communicating information. For computers that are accessed by minors, and in accordance with the Children's Internet Protection Act (federal law enacted December 2000), The Exploris School implemented technology protection measures to block or filter Internet access to pictures and sites that: (a) are obscene, (b) are child pornography, or (c) are harmful to minors. We are committed to providing safe and quality instructional opportunities for all students. The student is responsible for appropriate behavior while using computer resources, including the internet. Teachers monitor student activities while online for appropriateness and instructional relevance.

Students shall:

- Use the provided school network account in an ethical, responsible, and legal manner for school-related tasks only.
- Communicate with others using appropriate language in a courteous and respectful manner.
- Maintain the privacy of their personal information, such as name, address, phone number, account passwords, social security numbers, and respect the same privacy of others.
- Use only user accounts and passwords provided by the school.
- Comply with copyright laws and intellectual property rights of others.
- Keep their screen easily visible to adults at all times

Students shall not:

- Seek to override or bypass computer or network security provisions.
- Use any network account for non-school related activities or to create accounts for personal use on websites.
- Conduct unauthorized copying of licensed software; download or copy files without permission; or install personal software on computers.
- Plagiarize online content.
- Read, send, or forward personal email, chat messages, or instant messages.
- Use or import offensive, obscene, libelous, disruptive, or inflammatory language, pictures, or other material on any school computer or network.
- Remove or damage computer components.
- Knowingly access unauthorized computer workstations or software to tamper with or destroy data.
- Use electronic resources for commercial, personal purchasing, or illegal purposes.
- Use electronic resources for personal social media including blogging, social network sites, or to conduct cyber bullying.
- Share user account information or passwords with others.

Directed Internet use

- Requires appropriate adult supervision (i.e., staff members or their adult designees are present to the extent that active monitoring of student access to the Internet occurs).
- Internet use is permitted at all levels and in compliance with above stated conditions.
- Internet searches will be conducted using The Exploris School approved search engines and sites.

Penalties for Misuse of Technology

Consequences for violations of the Acceptable Use Policy for School Technology are addressed in the Code of Student Conduct (Computer Misuse).

Attendance & Tardies

All students are expected to attend school all days of the established school calendar as approved annually by the Exploris Board of Directors and in compliance with the North Carolina school attendance laws. The entire process of education requires a regular continuity of instruction, classroom participation, learning experiences, and study in order to reach the goal of maximum educational benefits for each individual child. It is particularly true in a project-based environment that regular attendance is vital to achieving high academic outcomes given the rich educational discussions, fieldwork, and visiting experts that are a part of the day-to-day experience. Since many classroom activities are collaborative experiences, when one student is absent, the whole group is affected. Students who are frequently absent find it difficult to keep up. Missing a day of school means missing a crew activity that cannot be replicated at home.

If a student is absent from school, parents **must contact** the office by calling or **emailing** attendance@exploris.org and crew teacher stating the child's full name and the reason for the absence, and the presumed return date to school. All absences from school are considered unexcused until a written excuse is received from the parent/guardian.

In accordance with North Carolina's compulsory attendance law, G.S. 115C-378 parents will be notified after a student has accumulated 3 unexcused absences. Parents will be notified in writing when a student has accumulated 6 unexcused absences. If a student accumulates 10 unexcused absences, parents will be called to attend a Truancy Hearing.

Likewise, tardiness and early dismissals disrupt the learning process, for both the tardy student and his/her classmates. Please do all that you can to make sure your child is in class to the greatest extent possible. Please schedule family trips, appointments, etc. after school hours or during breaks as identified on the school calendar. Students arriving after the start time are considered tardy and must sign in at the school office. Disciplinary consequences may apply if tardiness is excessive.

If an emergency arises, and a parent needs to check a student out, it is important that (s)he communicate with the child's crew teacher in case an off-campus trip is scheduled for that day. If someone other than a parent or legal guardian is to pick up a child during the school day, the parent/guardian must provide information to the Exploris teachers in writing or on an emergency contact about whom, when, and why that person will be picking up the child. **Except for emergency situations, the office will NOT send messages to students about pick-up, nor are students allowed to have cell phones on during the school day. Please make arrangements ahead of time.**

There will be NO EARLY DISMISSAL after 2:45. After 2:45, your child will not be dismissed until the published dismissal times. During that time, all students should be dismissed via the walk-up or carpool lines.

For more information on the Board's Absentee and Tardy policy, please go to the "Board" page on our school website.

Bullying Policy & Procedure

State Law regarding bullying

Bullying is unwanted, aggressive behavior among school-aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. In order to be considered bullying, the behavior must be aggressive and include:

- An Imbalance of Power: Kids who bully use their power—such as physical strength, access

to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.

- Repetition: Bullying behaviors happen more than once or have the potential to happen more than once.

Some specific examples of behavior that could be considered bullying include, but are not limited to; teasing, bullying slurs, innuendo, derogatory remarks, name calling, spreading rumors, and circulating written materials or pictures that are either derogatory or insulting to an individual or group.

Reporting Harassing and Bullying Behavior

1. Any student who believes that he or she has been harassed or bullied in violation of this policy should report such behavior immediately to a teacher, counselor, or administrator.
2. A school employee who has witnessed or has reliable information that a student has been subject to any act of harassing or bullying behavior shall report the incident.
3. Any person may report an act of harassment or bullying anonymously. However, disciplinary action may not be taken solely on the basis of an anonymous report.

Investigation of Bullying

Reports of bullying activity will be investigated by staff and the Associate Director. Parents of the participants and victims will be notified. If warranted, formal disciplinary action will be taken by the Associate Director as outlined in the level of consequences.

Corporal Punishment / Physical Restraint

Corporal punishment is defined as action taken by school employees to spank or otherwise physically handle a student in any way to purposely inflict punishment. No corporal punishment will be administered to students by anyone in the school. Physical restraint is reasonable and appropriate physical intervention or force by trained staff may be employed as necessary for the following purposes:

- To quell a disturbance threatening physical injury to others
- To obtain possession of weapons or other dangerous objects upon a student or within the control of a student
- For the purpose of self-defense
- For the protection of persons or property
- Any such acts are not in conflict with the legal definition of child abuse and will not be construed to constitute corporal punishment within the meaning and intention of this policy.

Dress Code Policy and Procedures

Throughout our world, cultures set standards and norms for dress. Context is one factor that determines the appropriateness of clothing choices. The standard for what's acceptable when attending a sporting event is typically different from what's acceptable in a workplace. What's acceptable at a shopping mall is typically different from what's acceptable at a wedding or in a place of worship. In addition to being a place of learning and work, Exploris serves as a demonstration site for educators from around the world. As such, Exploris's expectations for student dress reflects that context. Students should wear clothing that is well-suited to the school environment.

Learning at Exploris often happens off campus and may involve long walks or experiences in natural environments. As such, shoes and clothing should be chosen carefully so that students are prepared to engage in these experiences. The appropriateness and safety of footwear and clothing for a particular activity will be determined by the child's supervising teacher. If it is determine that a student is not appropriately dressed for the activity, the parent will be contacted for a change of clothing/shoes. If alternate clothing/shoes are not available, the student may miss out on the activity.

Clothing should cover the torso, midriff, and backside. It should have straps or sleeves. Clothing, imagery, and accessories that display or promote negative messages are not permitted. These could include drug, weapon, alcohol, or tobacco-related information, obscenities, put-downs, innuendo, or offensive graphics/words. If a teacher questions the appropriateness of a student's dress, the student will be referred to an administrator. If the administrator determines that the student is inappropriately dressed, the student will be given the opportunity to call a parent and have other clothing delivered.

If a staff member determines that a student is in violation of dress code standards for the school environment, the student will be given the opportunity to call a parent and have other clothing delivered. If the parent/guardian cannot be reached the school will provide clothing for the student when possible. Habitual violations will be considered willful disrespect on the part of the student and formal disciplinary action will be taken:

- **1st offense:** Teacher conference with student
- **2nd offense:** Associate Director conference with student
- **3rd offense:** Associate Director meets with student and parent to discuss behavior

Drugs and Alcohol

The possession and use of illicit substances is illegal and harmful. The Exploris School and Board of Directors prohibits the unlawful possession, use, or distribution of illicit substances on school premises or as part of any school activities. Compliance with drug and alcohol laws is mandatory for all parents, students, and staff. Information on drug and alcohol counseling is available to all students upon request from the school counselor. Students who are caught with drugs, alcohol, and vapors are subject to drug testing to ensure the safety of the student. The Exploris School will provide the cost, location and procedures necessary to the parent/guardian for the student to return to school and ensure safety of the student.

Extended Suspension for Students with Disabilities

When the school system seeks to suspend students with disabilities for more than ten days, the Individual Education Program (IEP)/504 team must meet within ten days of the student's removal from school. The purpose of this meeting is to determine whether or not the behavior was a manifestation of the student's disability.

- If the IEP/504 team determines that the behavior is related to the student's disability, the student is returned to school immediately.

For students with IEPs:

- Regardless of whether the conduct is related to the disability, if the incident for which the student is being disciplined involves a dangerous weapon, a controlled dangerous substance, or serious bodily injury, the school system can unilaterally place a special education student in an alternative education setting for up to 45 days.
- If the IEP team determines that the conduct is not related to the disability, the student is subject to the regular discipline procedures explained herein. The school system is required to continue to provide the student with a free, appropriate, public education.

Getting Help With a Problem

School Problems

If a student has a problem related to discipline, security, personal safety or welfare, or vandalism, the student should:

1. Tell the nearest teacher, adult, or staff member
2. Talk with the Associate Director or Counselor right away
3. Express feelings. It is natural to feel worried and upset. Talk to someone who will listen and understand perhaps your crew teacher and/or counselor. It is important to talk with a trusted

adult

4. Ask to talk with the school counselor, who can help students learn ways to deal with problems so that they may feel safer and more comfortable when faced with a similar problem in the future.
5. In addition to alerting school personnel, a student should tell his/her parent/guardian about the problem.

Personal Problems

For help with personal problems which may affect a student's school life or activities:

1. If possible, discuss the problem with parents/guardians
2. If a student and his/her parents/guardians cannot solve the problem. The student may speak with a teacher whom he/she feels comfortable
3. The school counselor is trained to offer help with personal problems. The counselor can also lead students/families to other resources that he/she may not be aware of.
4. The associate director will also be able to discuss the problem with the student and attempt to work on a solution. If they are unable to do so, they will seek additional assistance and notify the executive Director.

Student Conflict/Peer Mediation

Students are encouraged to work with one another, teachers, the counselor, and administrators to resolve conflicts and prevent hostility. Peer mediation is a student-based, voluntary process for resolving conflict among students, grade kindergarten through 8th grade. The school counselor or Associate Directors can assist with this process. Peer mediation supports safe teaching and learning environments by increasing student responsibility for behavior and decreasing time spent on discipline. In some cases, students may be given the option to meet with mediators provided through Campbell University's Restorative Justice Clinic. The mediators are trained and meet with individual or groups of students in pairs. The goal is to repair relationships and reduce negative peer interactions that interfere with the learning environment.

Items from Home

Students should only bring appropriate academic-related items to school. Any items **(including cell phones)** that disrupt the learning environment in any way or present a safety hazard will be confiscated according to the following guidelines:

- **1st offense:** Teacher will collect and return to the student at the end of the school day on the first occasion (Warning)
- **2nd offense:** Item will be held in the office until a parent/guardian can pick them up on the second occasion and their after. (Parent Involvement)
- **3rd offense:** Item will be held in the office. Associate Director meets with student and parent to discuss the behavior. (Office Referral)
- **Additional offenses:** Item will be held in the office and additional consequences will be applied as outlined in code of student conduct.

Unrelated magazines, toys, trading cards, etc. should remain at home.

Cell phones must be turned off when school is in session and during before/aftercare. Cell phones are not to be used during the school day except when requested by their teacher for educational purposes. Teachers may require students to place cell phones in grade level designated areas.

Non-Discrimination / Non-Harassment of Students and Staff

Exploris does not discriminate and affirms the rights of all students on the basis of race, ethnicity, religion, sex, gender identity, sexual orientation, national origin, or disability in its education

programs/activities. The school also extends all programs and activity possibilities to students based upon their individual interests and potential without discrimination according to handicapping conditions. All students are to be treated with respect and to be protected from intimidation, discrimination, physical harm, and/or harassment.

Notice of Nondiscrimination on the Basis of Handicap or Disability: No person at Exploris will, on the basis of handicap/disability, be excluded from participation, be denied the benefits of, or be subjected to discrimination under any educational programs or activities. The Board of Cooperative Educational Services, by virtue of this policy, agrees to comply with the Section 504 regulations issued May 4, 1977, which will cause no discrimination on the basis of handicap in educational programs or activities which the school operates. Any student or employee will have a ready means of resolving any claim of discrimination on the basis of handicap in the educational programs or activities of the school.

To this end, the following policies are in effect:

- Designation of Responsible Employee: Associate Director(s) and/or school counselor are designated as the school's Section 504 compliance officer, the employee responsible for coordinating school compliance with Section 504 of the Rehabilitation Act and its administrative regulations and with the Americans with Disabilities Act.
- Grievance Procedure: In the event that a student or employee believes that there has been a violation of Section 504 of its administrative regulations, he/she will mail or deliver to the compliance officer a written statement setting out the alleged violations in specific terms, describing the incident or activity involved, the individual involved, and the dates, times and locations involved. If requested, the individual filing the written statement will have the opportunity to discuss the matter personally with the Associate Director at the school. The Associate Director will make such additional investigation as is necessary to determine the complete facts involved and will report to the Executive Director and/or The Exploris School Board his/her findings and recommendations regarding the resolution of the matter.

Responsibility for Personal Property

All personal property, including personal computers, brought to school is brought at the owner's risk. The Exploris School cannot assume responsibility for any property belonging to students. Distracting or inappropriate objects will be taken from a student and returned at the end of the day. Repeated violations will require a parent conference. Students should not bring large sums of money to school. If it is necessary to bring a large sum of money, that money should be taken to the office.

Right to Confidentiality of Access to Student Records

The Family Educational Rights and Privacy Act (FERPA) guarantees to parents/guardians of students under 18 and the eligible student (18 and older) the right to:

- Inspect and review the educational records of the student within 45 days after the day The Exploris School receives a request for access
- Request the school to disclose information in the educational records to persons/agencies outside the school.
- Request the amendment of the educational records to ensure that the records are not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student.
- File with the US Department of education a complaint concerning alleged failures by the school to comply with the requirements of FERPA.

Parents/Guardians or eligible students who wish to inspect education records should submit to the Executive Director written request that identifies the records they wish to inspect. The Executive Director will make arrangements for access and notify the parent/guardian or eligible student of the

time and place where the records may be inspected.

Parents/Guardians or eligible students who wish to amend the education record should write the Executive Director, clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent/guardian or eligible student, the school will notify the parent/guardian or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent/guardian or eligible student when notified of the right to a hearing.

The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official includes a person employed by the school as an administrator, educator, or support staff member, or a person serving on the school board. A school official also may include a volunteer, contractor, or consultant who, while not employed by the school, performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist. A school official typically has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the school discloses education records without consent to officials of another school or school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer. The Exploris School will forward such records on request.

The right to file a complaint with the U.S. Department of Education concerning alleged failures by the Exploris School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Search and Seizure

To maintain order and discipline in the school and to protect the health, safety and welfare of all students and school personnel, there are times that searches may be deemed necessary. School authorities may search a student's person and/or personal property, cell phone, desk area, storage area, backpack, or parent/guardian automobile whenever a school authority has reasonable suspicion to believe that a student is in possession of illegal or unauthorized materials.

Anything found in the course of a search can be used as evidence against the student. The evidence may be:

1. Seized and admitted as evidence in any suspension or recommendation for expulsion proceeding
2. Returned to the parent or guardian of the student
3. Destroyed, if it is of no significant value
4. Given to a law enforcement officer if applicable

School Counselor

The Exploris **school** counselor serves as a resource to students, staff, and community. The school counselor's duties range from counseling individual students, to working with parents and outside agencies to secure and promote the social and emotional health of our students. Additionally, the school counselor works closely with teachers, instructional support staff, and administrators to help identify and support students that may have unique learning needs.

Confidentiality in Counseling:

When a student indicates that he or she is thinking about hurting himself or herself or other students, school personnel are required to take action to ensure the safety of the student or other students. This action may include sharing of information with the school principal, parents, and other outside agencies.

No statement, oral or written, made by a student seeking counseling for any form of drug abuse may be used as admissible evidence against him/her in any proceedings.

Appendix I

The Exploris School Grievance Policy

Introduction and Values

The Exploris School seeks to promote harmony among its employees, faculty, students, and parents and to encourage equitable solutions to problems arising among them. The School believes that most concerns and differences are best addressed through open and honest communication conducted in an informal, respectful, and civil manner and that effective resolution depends on direct, prompt and constructive dialogue.

The following procedures are adopted to meet these goals.

Grievance Committee Structure and Rules

Composition of the Grievance Committee – The Grievance Committee shall consist of no fewer than three members of the Board of Directors, appointed by the Chairperson of the Board of Directors and confirmed by a vote of the full Board. One member of the Grievance Committee shall be designated by the Chairperson of the Board of Directors to serve as the Chairperson of the Committee.

Parent Liaison – One member of the Board of Directors shall be appointed by the Chairperson of the Board of Directors and confirmed by a vote of the full Board to serve as Parent Liaison. This individual shall not sit on the Grievance Committee. His or her primary role will be to help parents understand the grievance procedures and to provide process guidance to aggrieved parents. Parents who approach other members of the Board of Directors with grievances will be referred to the Parent Liaison.

Training – On an annual basis, all members of the Grievance Committee and the Parent Liaison will receive training provided by an attorney or other qualified individual with regard to confidentiality, impartiality, and other topics relevant to effective execution of their duties.

Timelines – Failure of a parent or employee to comply with the procedural timelines listed below may result in denial of a grievance request. Extensions in timelines may be granted if the relevant decision maker determines there is a reasonable need for such extension. Similarly, the timelines for actions to be taken by school personnel or board members may be extended, with notice to the aggrieved party, when there is a reasonable need for extension or extension is in the best interest of an effective process.

Forms – The Executive Director or Board may develop one or more grievance forms to facilitate and document the various steps of the grievance process.

Parent Grievance Procedures

The Board recognizes that effective school governance requires that the primary responsibility for issues involving student discipline, curriculum, assessment and promotion and other day-to-day decisions regarding school management lies with the faculty, staff and Executive Director of the School and these individuals are best suited to resolve conflicts that arise with respect to these issues. The Board has the authority to appoint, employ, and remove the Executive Director, but primary responsibility and authority over faculty, staff and volunteer organizations of the School are vested in the Executive Director. The Board, therefore, will exercise any authority in this policy conservatively and narrowly so as not to usurp the authority granted to the Executive Director.

Informal Procedures: A parent should first attempt to resolve any grievance through discussion with the relevant teacher(s) or other involved persons. If the parent's concern is not adequately addressed through an informal discussion with the teacher and/or staff involved, the parent should next attempt to resolve the grievance with the appropriate supervisor, if applicable. If a grievance cannot be resolved in an informal manner, the parent may initiate a formal grievance procedure.

Formal Grievance Procedure: In instances where informal means are ineffective or otherwise not feasible, the School offers these more formal grievance procedures. Grievance proceedings and information shall be kept confidential at all levels to the extent possible and permitted by law. A parent grievance is a formal written claim by a parent or group of parents identifying the concern, identifying the individual or group's resolution attempts, and identifying any law, policy, or practice that is implicated by the concern. No one shall retaliate against a parent who files a grievance under this policy (or against a student whose parent files a grievance) in good faith.

Level One – Supervisor Request and Conference. A parent may, by written request, seek a formal conference with the relevant supervisor to address an unresolved grievance.

The request shall succinctly describe the specific grievance(s) and related details, and shall identify any specific policy, rule, regulation or law believed to have been violated, and shall provide other relevant information to help the supervisor adequately understand the nature of the grievance.

The request shall be filed within fifteen (15) business days of the most recent incident(s) or last informal attempt to resolve the grievance, provided that such attempt was made within ten (10) business days of the last incident.

Following receipt of the written request, the supervisor shall, whenever possible, conduct a conference with the aggrieved parent(s) within ten (10) days. Within five (5) business days following the conference, the supervisor will state in writing his or her decision with regard to the grievance and a copy will be given to the parent.

Level Two - Appeal to the Executive Director. If the grievance is not resolved, the parent(s) may appeal the supervisor's decision in writing to the Executive Director if the Executive Director was not involved in the Level One Conference.

The appeal must be made within five (5) business days following receipt of the supervisor's written Level One response to the grievant. The Executive Director will review the grievance and conduct an informal investigation as necessary.

The Executive Director shall issue a written response to the parent and the Level One supervisor/staff within ten (10) business days following receipt of the written appeal.

Decisions of the Executive Director are final and not subject to further appeal, except in the following instances:

- Decisions involving an alleged violation of a contractual right;
- Decisions involving an alleged violation by the School of state or federal law; or
- Decisions based on allegations of conduct by the Executive Director in violation of law or school policy.

The Board of Directors, through its Grievance Committee, retains discretion to determine whether an alleged violation involves a “final” or “appealable” decision by the Executive Director. The Grievance Committee may consider all available evidence in the record established at the time of the decision and any other evidence it deems necessary for consideration. In addition, the Grievance Committee has the authority to grant a discretionary appeal in exceptional circumstances.

Level Three - Appeal to the Board Grievance Committee: Appeal of Rights and Discretionary Appeals. If a parent is not satisfied with the disposition of the grievance at Level Two, the parent may, within five (5) business days of receiving notice of the decision of the Executive Director, submit a written request to the Grievance Committee Chairperson to appeal the Executive Director’s decision and to request a formal hearing.

Within five (5) business days of receiving the written request for appeal, the Grievance Committee Chairperson shall issue a written notice to the parent and the Executive Director indicating whether the Executive Director’s determination is “final” in nature or whether the Board, in its discretion or by right of appeal, shall grant a hearing. The notice shall also specify, if a hearing is granted, the time it will occur and guidelines by which it will be conducted

When a hearing is granted, a panel of the Grievance Committee consisting of at least three people shall hear the grievance within ten (10) business days of the date the Chairperson’s notice is issued to the parent.

The Grievance Committee panel may affirm, reverse, or modify the decision of the Executive Director. Following the hearing, the parent and Executive Director shall be informed in writing of the panel's decision within five (5) business days after the hearing, whenever feasible.

The decision of the Grievance Committee panel is final OR the decision of the Grievance Committee panel may be appealed to the full Board of Directors.

Appendix II

Acceptable Use Policy for School Technology

We expect students to use all electronic resources (laptops and other handheld devices brought from home, including phones) **for educational purposes only**, as approved by the teachers while on the school’s campus. Access is a privilege, not a right. As a technology user, students are expected to act in a considerate and responsible manner. Misuse of the network resources or Internet will result in consequences for the inappropriate behavior, and access may be restricted.

Students (if able) should read the following rules of network etiquette and then sign the last page of this handbook to show that you understand your responsibilities. **Parents** should read this section aloud to students who are unable to read it themselves.

While using the Exploris network resources, technology, and the Internet on school properties,

- I will communicate politely. I will treat others with respect. I will not harass or attack others, or use expressions of bigotry, racism, sexism, or other types of hurtful language, pictures, or expressions. I will not send, display, or use profanity, obscenities, sexually explicit, or offensive materials.
- I will use my school email account for school work and educational purposes only. I will not use that email address to set up other accounts unless given explicit direction from a teacher to do so.
- I will protect privacy and safety by not disclosing private or personal information about myself and/or others on the Internet. I will never falsify my identity.
- I will keep my password private and will not attempt to use another person's password.
- I will use the network/Internet and other school-given electronic resources for school-related, educational activities as assigned by my teachers. This also means that I will not attempt to use the computer to buy or sell any products, for illegal activity, or for political purposes.
- I will not tamper with or change a computer file that isn't mine, copy or download files, or programs, or modify the computer's settings without permission from my teachers.
- I will recognize and respect the intellectual property of others by not plagiarizing or using copyrighted materials from the Internet without permission of the author. I will cite the source when appropriate.
- I will respect the integrity of the Exploris network system. I will enter authorized systems only. I will never try to circumvent security measures on either Exploris's network or computers at any remote site. I will not tamper with or alter the system in such a way that would disrupt the network.
- I will use equipment responsibly. I will not attempt to damage or vandalize the computer hardware, electronic systems, software, or networks.
- I will not make, or attempt to make, any malicious attempt to harm or destroy data of another user, including the uploading, downloading, or creation of computer viruses.

Consequences for Unacceptable Use of the School Technology

If I violate any part of this policy, the Associate Director or School Administrator will evaluate the severity and level of the violation and determine the appropriate level of consequence warranted.

Appendix III

Handbook/ Acceptable Use Policy for School Technology

Sign this page and return to school as soon as possible. **Students may not have technology access until this agreement is on file.**

While using the Exploris network resources, technology, and the Internet on school properties,

- I will communicate politely. I will treat others with respect. I will not harass or attack others, or use expressions of bigotry, racism, sexism, or other types of hurtful language, pictures, or expressions. I will not send, display, or use profanity, obscenities, sexually explicit, or offensive materials.
- I will use my school email account for school work and educational purposes only. I will not use that email address to set up other accounts unless given explicit direction from a teacher to do so.
- I will protect privacy and safety by not disclosing private or personal information about myself and/or others on the Internet. I will never falsify my identity.
- I will keep my password private and will not attempt to use another person's password.
- I will use the network/Internet and other school-given electronic resources for school-related, educational activities as assigned by my teachers. This also means that I will not attempt to use the computer to buy or sell any products, for illegal activity, or for political purposes.
- I will not tamper with or change a computer file that isn't mine, copy or download files, or programs, or modify the computer's settings without permission from my teachers.
- I will recognize and respect the intellectual property of others by not plagiarizing or using copyrighted materials from the Internet without permission of the author. I will cite the source when appropriate.
- I will respect the integrity of the Exploris network system. I will enter authorized systems only. I will never try to circumvent security measures on either Exploris's network or computers at any remote site. I will not tamper with or alter the system in such a way that would disrupt the network.
- I will use equipment responsibly. I will not attempt to damage or vandalize the computer hardware, electronic systems, software, or networks.
- I will not make, or attempt to make, any malicious attempt to harm or destroy data of another user, including the uploading, downloading, or creation of computer viruses.

Student's Agreement: (read aloud by parent if necessary) I understand the Exploris Parent/ Student handbook, including the Acceptable Use Policy for School Technology, as written above, and agree to follow the procedures and rules it contains.

Student's Printed Name

Date

Signature

Parent or Guardian's Agreement

As the parent or guardian of the above-named student, I have read the Exploris Parent/ Student Handbook, including the Acceptable Use Policy for School Technology.

I agree to follow the school's expectations and procedures and support the school in enforcing these expectations with the child named above.

Further, I understand that access to network resources/Internet for students at The Exploris School is provided for educational purposes only. I will abide by the acceptable use policy and stress that my child do the same.

I understand that employees of the school will make every reasonable effort to restrict access to all controversial material on the Internet, but I will not hold them responsible for materials my son or daughter acquires or sees as a result of the use of the Internet from school facilities. I give my permission to The Exploris School to allow my child, named above, to use the network resources/ Internet on computers or devices at the school.

I understand that my child will be assigned an Exploris email account, and a username and password which will be used when accessing the school's network of computers and the Internet.

Parent/Guardian Printed Name

Parent/Guardian Signature

Date

ED Report – July 2018

Academic Update:

EOG Data Comparison (Preliminary 17-18)

EOG Comparative Summary and preliminary results for 2018 are below for review. The data will be discussed with staff at the opening of school so that improvement goals can be developed.

	2014-2015	2015-2016	2016-2017	2017-2018
3rd Grade				
• Reading	83.3	73	86.21	86.67
• Math	76.6	76	72.41	90.0 started as K at Exploris
4 th Grade				
• Reading	77.2	78.5	82.05	85.71
• Math	68.1	80.9	82.05	80.95
5 th Grade				
• Reading	70.4	88.6	83.72	78.05
• Math	65.9	88.6	76.74	82.93
• Science	72	95.4	83.33	90.24
6 th Grade				
• Reading	92.5	93	83.56	84.72
• Math	85	86	72.60	69.44 - new students
7 th Grade				
• Reading	87.1	93	86.3	86.49
• Math	82.8	93	80.82	75.68
8 th Grade				
• Reading	89.3	88	83.58	80.88
• Math	87.8	85	86.57	62.96 *Math 1 Students Exempted
• Science	96.9	97	95.52	94.12
EOC Math I		>95	>95	97.06
NCFE Math 2				100 First Year

Personnel and Staffing

Board approval requested for the following Personnel and Staffing changes:

Recommend that the Board accept the resignation of Instructional Technology Specialist, Chris Blacker, effective 6/19/18.

Recommend that the Board accept the resignation of Marg Rush elementary Music Teacher.

Recommend that the Board approve the use of Joyner Consulting for IT Services to ensure continuity of IT Services and evaluate the cost / benefits of utilizing an IT consultant in lieu of hiring an IT employee.

Recommend that the Board approves the following new hires

- Michele Butterworth – EC Teaching Partner – Elementary
- Ashley Moser – 1st Grade Teacher

Teacher Working Conditions Survey attached for review. The survey results will be reviewed with all staff at the opening of school so that team goals for improvement can be created.

Operations

Board Approval is requested for the 2018-2019 Personnel Handbook and Parent / Student Handbook:

The 2018 – 2019 Personnel Handbook and Parent Student Handbook are attached for review and approval. Modifications are highlighted in yellow.

Renovations:

Renovations at the elementary campus were completed by the beginning of July. The new classroom and all wall modifications have been completed. The doors Modspace attempted to install did not meet our expected standards for safety. They will finalize the door changes by the beginning of August.

Security Update:

Sonitrol security equipment approved at prior board meeting was installed over the summer. There are 8 cameras at each campus protecting the exterior and interior of both schools. The front door key pad and access system was also upgraded at the middle school. All staff have new access codes that allow entry to both buildings. Evaluating an additional camera for the elementary front office area and door contacts for the middle campus.

Locks approved at prior board meeting for all doors were installed on 6/14/18 at the Middle School and during the week of 6/18 at the elementary campus.

New Exterior lighting was installed during June. We anticipate receiving a \$2,000 rebate from Duke Energy for the improvement.

There was a security incident involving the school playhouse at the beginning of July. The Raleigh PD investigated and recommended removal. The playhouse will be removed as soon as possible.

Projected Enrollment Data for 2018 - 2019:

<u>Total Enrollment</u>										
	K	1	2	3	4	5	6	7	8	
Pre-Enrollment (new)	38	11	9	10	11	0	37	4	6	126
Re-Enrollment (returning)	1	27	29	29	27	38	39	72	70	332
Total	39	38	38	39	38	38	76	76	76	458

Finance:

2017-2018

The Finance committee has worked with Charter Success to analyze our monthly budget variance reports and project the latest for end of year activity. There are June bills that have come in during July and still need to be finalized in the end of year accounting. At this time, the 2017-2018 end of year surplus is estimated to be \$56,669.70.

The balance sheet and income statement along with the YTD budget are attached for your review.

2018-2019 Budget impact

The Wake County 2018-2019 per pupil state rate is **\$5,233.73**, which is a **3.23% increase** over the 17-18 rate. Revenue projections were flat in the 18-19 budget and did not include this increase. This data will be utilized when we update the End of Year projections for State Revenue on our first July 2018 Budget report delivered in August.

Capital Campaign/ Foundation

Input from the Board is needed to recommend a replacement for The School Foundation Chair position since Cal Cunningham completed his tenure in June.

Final statistics revealed that 83 % of all Exploris families have contributed to the capital campaign.

Foundation Account Balance as of 6/30/18: **\$477,226.63**

School Summary Comparison Report NC TWC 2018

The Exploris School (NC TWC 2018) 94.44% responded
 The Exploris School (NC TWC 2016) 100.00% responded
 The Exploris School (NC TWC 2014) 72.22% responded

% Agree		
The Exploris School NC TWC 2018	The Exploris School NC TWC 2016	The Exploris School NC TWC 2014

Time

Q2.1 Please rate how strongly you agree or disagree with the following statements about the use of time in your school.

a. Class sizes are reasonable such that teachers have the time available to meet the needs of all students.	73.5%	84.6%	100.0%
b. Teachers have time available to collaborate with colleagues.	79.4%	100.0%	100.0%
c. Teachers are allowed to focus on educating students with minimal interruptions.	79.4%	96.2%	100.0%
d. The non-instructional time provided for teachers in my school is sufficient.	58.8%	76.9%	92.3%
e. Efforts are made to minimize the amount of routine paperwork teachers are required to do.	97.1%	100.0%	92.3%
f. Teachers have sufficient instructional time to meet the needs of all students.	84.8%	88.5%	100.0%
g. Teachers are protected from duties that interfere with their essential role of educating students.	75.8%	88.5%	92.3%

The Exploris School (NC TWC 2018) 94.44% responded
 The Exploris School (NC TWC 2016) 100.00% responded
 The Exploris School (NC TWC 2014) 72.22% responded

% Agree		
The Exploris School NC TWC 2018	The Exploris School NC TWC 2016	The Exploris School NC TWC 2014

Facilities and Resources

Q3.1 Please rate how strongly you agree or disagree with the following statements about your school facilities and resources.

a. Teachers have sufficient access to appropriate instructional materials.	85.3%	73.1%	84.6%
b. Teachers have sufficient access to digital content and resources.	67.6%	69.2%	N/A
c. Teachers have sufficient access to instructional technology, including computers, devices, printers, software and internet access.	58.8%	76.9%	84.6%
d. Teachers have access to reliable communication technology, including phones, faxes and email.	91.2%	96.2%	92.3%
e. Teachers have sufficient access to office equipment and supplies such as copy machines, paper, pens, etc.	94.1%	92.0%	100.0%
f. Teachers have sufficient access to a broad range of professional support personnel.	67.6%	30.8%	53.8%
g. The school environment is clean and well maintained.	82.4%	80.8%	92.3%
h. Teachers have adequate space to work productively.	70.6%	84.6%	100.0%
i. The physical environment of classrooms in this school supports teaching and learning.	66.7%	88.5%	100.0%
j. The reliability and speed of Internet connections in this school are sufficient to support instructional practices.	87.9%	84.6%	69.2%

The Exploris School (NC TWC 2018) 94.44% responded
 The Exploris School (NC TWC 2016) 100.00% responded
 The Exploris School (NC TWC 2014) 72.22% responded

% Agree		
The Exploris School NC TWC 2018	The Exploris School NC TWC 2016	The Exploris School NC TWC 2014

Community Support and Involvement

Q4.1 Please rate how strongly you agree or disagree with the following statements about community support and involvement in your school.

a. Parents/guardians are influential decision makers in this school.	91.2%	100.0%	92.3%
b. This school maintains clear, two-way communication with the community.	97.1%	100.0%	100.0%
c. This school does a good job of encouraging parent/guardian involvement.	97.0%	100.0%	100.0%
d. Teachers provide parents/guardians with useful information about student learning.	97.1%	100.0%	100.0%
e. Parents/guardians know what is going on in this school.	94.1%	100.0%	100.0%
f. Parents/guardians support teachers, contributing to their success with students.	94.1%	96.2%	91.7%
g. Community members support teachers, contributing to their success with students.	100.0%	96.2%	100.0%
h. The community we serve is supportive of this school.	100.0%	100.0%	100.0%

The Exploris School (NC TWC 2018) 94.44% responded
 The Exploris School (NC TWC 2016) 100.00% responded
 The Exploris School (NC TWC 2014) 72.22% responded

% Agree		
The Exploris School NC TWC 2018	The Exploris School NC TWC 2016	The Exploris School NC TWC 2014

Managing Student Conduct

Q5.1 Please rate how strongly you agree or disagree with the following statements about managing student conduct in your school.

a. Students at this school understand expectations for their conduct.	73.5%	100.0%	92.3%
b. Students at this school follow rules of conduct.	64.7%	100.0%	84.6%
c. Policies and procedures about student conduct are clearly understood by the faculty.	50.0%	65.4%	91.7%
d. School administrators consistently enforce rules for student conduct.	61.8%	92.3%	92.3%
e. School administrators support teachers' efforts to maintain discipline in the classroom.	82.4%	96.2%	100.0%
f. Teachers consistently enforce rules for student conduct.	76.5%	92.3%	91.7%
g. The faculty work in a school environment that is safe.	94.1%	100.0%	100.0%

The Exploris School (NC TWC 2018) 94.44% responded
 The Exploris School (NC TWC 2016) 100.00% responded
 The Exploris School (NC TWC 2014) 72.22% responded

% Agree		
The Exploris School NC TWC 2018	The Exploris School NC TWC 2016	The Exploris School NC TWC 2014

Teacher Leadership

Q6.1 Please rate how strongly you agree or disagree with the following statements about teacher leadership in your school.

a. Teachers are recognized as educational experts.	100.0%	92.3%	100.0%
b. Teachers are trusted to make sound professional decisions about instruction.	100.0%	96.2%	100.0%
c. Teachers are relied upon to make decisions about educational issues.	100.0%	96.2%	100.0%
d. Teachers are encouraged to participate in school leadership roles.	100.0%	96.0%	100.0%
e. The faculty has an effective process for making group decisions to solve problems.	88.2%	73.1%	92.3%
f. In this school we take steps to solve problems.	97.0%	96.2%	100.0%
g. Teachers are effective leaders in this school.	94.1%	100.0%	100.0%
Q6.5 Teachers have an appropriate level of influence on decision making in this school.	85.3%	84.6%	84.6%

The Exploris School (NC TWC 2018) 94.44% responded
 The Exploris School (NC TWC 2016) 100.00% responded
 The Exploris School (NC TWC 2014) 72.22% responded

% Agree		
The Exploris School NC TWC 2018	The Exploris School NC TWC 2016	The Exploris School NC TWC 2014

School Leadership

Q7.1 Please rate how strongly you agree or disagree with statements about leadership in your school.

a. There is an atmosphere of trust and mutual respect in this school.	94.1%	80.8%	100.0%
b. Teachers feel comfortable raising issues and concerns that are important to them.	97.1%	76.9%	100.0%
c. The school leadership consistently supports teachers.	91.2%	88.5%	100.0%
d. Teachers are held to high professional standards for delivering instruction.	97.1%	92.3%	100.0%
e. The school leadership facilitates using data to improve student learning.	90.6%	88.0%	100.0%
f. Teacher performance is assessed objectively.	93.3%	77.8%	81.8%
g. Teachers receive feedback that can help them improve teaching.	69.7%	41.7%	91.7%
i. The procedures for teacher evaluation are consistent.	69.2%	35.0%	77.8%
j. The school improvement team provides effective leadership at this school.	83.9%	68.4%	100.0%
k. The faculty are recognized for accomplishments.	97.1%	88.5%	92.3%

Q7.3 The school leadership makes a sustained effort to address teacher concerns about:

a. Leadership issues	97.0%	86.4%	100.0%
b. Facilities and resources	97.1%	92.0%	100.0%
c. The use of time in my school	91.2%	83.3%	92.3%
d. Professional development	88.2%	78.3%	91.7%
e. Teacher leadership	94.1%	90.9%	100.0%
f. Community support and involvement	97.1%	95.8%	100.0%
g. Managing student conduct	82.4%	95.7%	100.0%
h. Instructional practices and support	97.1%	82.6%	100.0%
i. New teacher support	84.4%	72.7%	92.3%

The Exploris School (NC TWC 2018) 94.44% responded
 The Exploris School (NC TWC 2016) 100.00% responded
 The Exploris School (NC TWC 2014) 72.22% responded

% Agree		
The Exploris School NC TWC 2018	The Exploris School NC TWC 2016	The Exploris School NC TWC 2014

Professional Development

Q8.1 Please rate how strongly you agree or disagree with statements about professional development in your school.

a. Sufficient resources are available for professional development in my school.	57.6%	34.6%	69.2%
b. An appropriate amount of time is provided for professional development.	66.7%	52.0%	69.2%
c. Professional development offerings are data driven.	29.6%	45.0%	75.0%
d. Professional learning opportunities are aligned with the school's improvement plan.	69.2%	90.5%	90.9%
e. Professional development is differentiated to meet the individual needs of teachers.	71.9%	26.1%	90.9%
f. Professional development deepens teachers' content knowledge.	81.8%	64.0%	100.0%
g. Teachers have sufficient training to fully utilize instructional technology.	40.6%	58.3%	69.2%
h. Teachers are encouraged to reflect on their own practice.	90.9%	100.0%	100.0%
i. In this school, follow up is provided from professional development.	58.1%	68.0%	100.0%
j. Professional development provides ongoing opportunities for teachers to work with colleagues to refine teaching practices.	78.1%	84.6%	100.0%
k. Professional development is evaluated and results are communicated to teachers.	29.0%	21.7%	72.7%
l. Professional development enhances teachers' ability to implement instructional strategies that meet diverse student learning needs.	78.1%	69.2%	92.3%
m. Professional development enhances teachers' abilities to improve student learning.	81.2%	92.3%	92.3%

The Exploris School (NC TWC 2018) 94.44% responded

The Exploris School (NC TWC 2016) 100.00% responded

The Exploris School (NC TWC 2014) 72.22% responded

% Agree		
The Exploris School NC TWC 2018	The Exploris School NC TWC 2016	The Exploris School NC TWC 2014

Instructional Practices and Support

Q9.1 Please rate how strongly you agree or disagree with the following statements about instructional practices and support in your school.

a. Local assessment data are available in time to impact instructional practices.	90.3%	100.0%	100.0%
b. The curriculum taught in this school is aligned with the North Carolina Standard Course of Study.	94.1%	N/A	100.0%
c. Teachers work in professional learning communities to develop and align instructional practices.	93.9%	N/A	100.0%
d. Provided supports (i.e. instructional coaching, professional learning communities, etc.) translate to improvements in instructional practices by teachers.	84.8%	N/A	100.0%
e. Teachers are encouraged to try new things to improve instruction.	100.0%	N/A	100.0%
g. Teachers are assigned classes that maximize their likelihood of success with students.	80.6%	N/A	100.0%
h. Teachers have autonomy to make decisions about instructional delivery (i.e. pacing, materials and pedagogy).	100.0%	N/A	100.0%
i. Teachers believe almost every student has the potential to do well on assignments.	97.1%	100.0%	92.3%
j. Teachers believe what is taught will make a difference in students' lives.	100.0%	100.0%	100.0%
k. Teachers require students to work hard.	100.0%	100.0%	100.0%
l. Teachers collaborate to achieve consistency on how student work is assessed.	94.1%	96.2%	91.7%
m. Teachers know what students learn in each of their classes.	91.2%	92.3%	100.0%
n. Teachers have knowledge of the content covered and instructional methods used by other teachers at this school.	82.4%	92.3%	92.3%
o. Teachers use digital content and resources in their instruction.	84.8%	88.5%	N/A

The Exploris School (NC TWC 2018) 94.44% responded
 The Exploris School (NC TWC 2016) 100.00% responded
 The Exploris School (NC TWC 2014) 72.22% responded

% Agree		
The Exploris School NC TWC 2018	The Exploris School NC TWC 2016	The Exploris School NC TWC 2014

Overall

Q10.6 Overall, my school is a good place to work and learn.	100.0%	100.0%	92.3%
Q10.7 At this school, we utilize the results from the 2016 North Carolina Teacher Working Conditions Survey as a tool for school improvement.	86.4%	87.5%	100.0%

School Summary Report NC TWC 2018

North Carolina 90.55% responded

Charter Schools 73.10% responded

North Carolina Middle Schools 89.75% responded

The Exploris School 94.44% responded

% Agree			
North Carolina	Charter Schools	North Carolina Middle Schools	The Exploris School

Time

Q2.1 Please rate how strongly you agree or disagree with the following statements about the use of time in your school.

a. Class sizes are reasonable such that teachers have the time available to meet the needs of all students.	59.8%	75.5%	57.3%	73.5%
b. Teachers have time available to collaborate with colleagues.	75.1%	76.0%	78.3%	79.4%
c. Teachers are allowed to focus on educating students with minimal interruptions.	69.0%	78.6%	68.2%	79.4%
d. The non-instructional time provided for teachers in my school is sufficient.	65.3%	66.8%	68.5%	58.8%
e. Efforts are made to minimize the amount of routine paperwork teachers are required to do.	66.8%	80.4%	70.5%	97.1%
f. Teachers have sufficient instructional time to meet the needs of all students.	71.2%	80.6%	71.3%	84.8%
g. Teachers are protected from duties that interfere with their essential role of educating students.	73.1%	76.0%	71.5%	75.8%

North Carolina 90.55% responded
 Charter Schools 73.10% responded
 North Carolina Middle Schools 89.75% responded
 The Exploris School 94.44% responded

% Agree			
North Carolina	Charter Schools	North Carolina Middle Schools	The Exploris School

Facilities and Resources

Q3.1 Please rate how strongly you agree or disagree with the following statements about your school facilities and resources.

a. Teachers have sufficient access to appropriate instructional materials.	75.5%	76.6%	75.6%	85.3%
b. Teachers have sufficient access to digital content and resources.	84.5%	80.5%	85.1%	67.6%
c. Teachers have sufficient access to instructional technology, including computers, devices, printers, software and internet access.	80.3%	78.8%	82.0%	58.8%
d. Teachers have access to reliable communication technology, including phones, faxes and email.	92.5%	93.1%	93.1%	91.2%
e. Teachers have sufficient access to office equipment and supplies such as copy machines, paper, pens, etc.	81.4%	85.4%	82.4%	94.1%
f. Teachers have sufficient access to a broad range of professional support personnel.	80.9%	72.3%	81.7%	67.6%
g. The school environment is clean and well maintained.	81.3%	87.0%	81.9%	82.4%
h. Teachers have adequate space to work productively.	88.7%	80.8%	90.0%	70.6%
i. The physical environment of classrooms in this school supports teaching and learning.	87.6%	85.9%	86.9%	66.7%
j. The reliability and speed of Internet connections in this school are sufficient to support instructional practices.	84.2%	81.4%	84.5%	87.9%

North Carolina 90.55% responded
 Charter Schools 73.10% responded
 North Carolina Middle Schools 89.75% responded
 The Exploris School 94.44% responded

% Agree			
North Carolina	Charter Schools	North Carolina Middle Schools	The Exploris School

Community Support and Involvement

Q4.1 Please rate how strongly you agree or disagree with the following statements about community support and involvement in your school.

a. Parents/guardians are influential decision makers in this school.	70.1%	85.1%	69.2%	91.2%
b. This school maintains clear, two-way communication with the community.	89.1%	88.9%	88.1%	97.1%
c. This school does a good job of encouraging parent/guardian involvement.	89.5%	92.7%	88.2%	97.0%
d. Teachers provide parents/guardians with useful information about student learning.	95.3%	96.5%	94.7%	97.1%
e. Parents/guardians know what is going on in this school.	85.9%	91.6%	84.4%	94.1%
f. Parents/guardians support teachers, contributing to their success with students.	71.7%	86.3%	69.8%	94.1%
g. Community members support teachers, contributing to their success with students.	83.7%	85.8%	80.6%	100.0%
h. The community we serve is supportive of this school.	85.3%	88.0%	82.1%	100.0%

North Carolina 90.55% responded
 Charter Schools 73.10% responded
 North Carolina Middle Schools 89.75% responded
 The Exploris School 94.44% responded

% Agree			
North Carolina	Charter Schools	North Carolina Middle Schools	The Exploris School

Managing Student Conduct

Q5.1 Please rate how strongly you agree or disagree with the following statements about managing student conduct in your school.

a. Students at this school understand expectations for their conduct.	81.5%	85.6%	79.6%	73.5%
b. Students at this school follow rules of conduct.	65.1%	75.9%	60.7%	64.7%
c. Policies and procedures about student conduct are clearly understood by the faculty.	80.8%	79.1%	78.8%	50.0%
d. School administrators consistently enforce rules for student conduct.	68.8%	70.8%	65.9%	61.8%
e. School administrators support teachers' efforts to maintain discipline in the classroom.	78.8%	83.3%	77.0%	82.4%
f. Teachers consistently enforce rules for student conduct.	77.3%	81.6%	75.1%	76.5%
g. The faculty work in a school environment that is safe.	89.4%	94.6%	88.2%	94.1%

North Carolina 90.55% responded
 Charter Schools 73.10% responded
 North Carolina Middle Schools 89.75% responded
 The Exploris School 94.44% responded

% Agree			
North Carolina	Charter Schools	North Carolina Middle Schools	The Exploris School

Teacher Leadership

Q6.1 Please rate how strongly you agree or disagree with the following statements about teacher leadership in your school.

a. Teachers are recognized as educational experts.	84.3%	89.4%	84.3%	100.0%
b. Teachers are trusted to make sound professional decisions about instruction.	84.7%	90.4%	85.4%	100.0%
c. Teachers are relied upon to make decisions about educational issues.	83.1%	87.6%	83.4%	100.0%
d. Teachers are encouraged to participate in school leadership roles.	92.0%	89.6%	91.3%	100.0%
e. The faculty has an effective process for making group decisions to solve problems.	77.3%	73.4%	75.9%	88.2%
f. In this school we take steps to solve problems.	83.2%	85.3%	82.0%	97.0%
g. Teachers are effective leaders in this school.	87.5%	88.0%	86.3%	94.1%
Q6.5 Teachers have an appropriate level of influence on decision making in this school.	70.4%	68.3%	69.6%	85.3%

North Carolina 90.55% responded
 Charter Schools 73.10% responded
 North Carolina Middle Schools 89.75% responded
 The Exploris School 94.44% responded

% Agree			
North Carolina	Charter Schools	North Carolina Middle Schools	The Exploris School

School Leadership

Q7.1 Please rate how strongly you agree or disagree with statements about leadership in your school.

a. There is an atmosphere of trust and mutual respect in this school.	74.3%	78.0%	73.0%	94.1%
b. Teachers feel comfortable raising issues and concerns that are important to them.	73.2%	75.0%	72.8%	97.1%
c. The school leadership consistently supports teachers.	79.2%	81.8%	78.0%	91.2%
d. Teachers are held to high professional standards for delivering instruction.	93.1%	92.6%	92.9%	97.1%
e. The school leadership facilitates using data to improve student learning.	94.2%	92.0%	94.2%	90.6%
f. Teacher performance is assessed objectively.	88.4%	88.6%	88.3%	93.3%
g. Teachers receive feedback that can help them improve teaching.	86.3%	84.7%	86.5%	69.7%
h. The faculty and staff have a shared vision.	84.3%	84.0%	82.5%	100.0%
i. The procedures for teacher evaluation are consistent.	87.4%	85.0%	87.4%	69.2%
j. The school improvement team provides effective leadership at this school.	84.1%	77.9%	82.8%	83.9%
k. The faculty are recognized for accomplishments.	86.0%	83.9%	86.4%	97.1%

Q7.3 The school leadership makes a sustained effort to address teacher concerns about:

a. Leadership issues	79.6%	76.0%	78.6%	97.0%
b. Facilities and resources	86.1%	84.7%	85.8%	97.1%
c. The use of time in my school	79.7%	80.7%	79.3%	91.2%
d. Professional development	83.5%	81.6%	83.0%	88.2%
e. Teacher leadership	86.5%	84.4%	85.6%	94.1%
f. Community support and involvement	88.4%	88.9%	86.9%	97.1%
g. Managing student conduct	77.0%	79.4%	74.9%	82.4%
h. Instructional practices and support	88.4%	88.4%	88.5%	97.1%

i. New teacher support

83.2%

80.6%

82.2%

84.4%

North Carolina 90.55% responded

Charter Schools 73.10% responded

North Carolina Middle Schools 89.75% responded

The Exploris School 94.44% responded

% Agree			
North Carolina	Charter Schools	North Carolina Middle Schools	The Exploris School

Professional Development

Q8.1 Please rate how strongly you agree or disagree with statements about professional development in your school.

a. Sufficient resources are available for professional development in my school.	80.2%	73.7%	79.7%	57.6%
b. An appropriate amount of time is provided for professional development.	79.3%	75.3%	78.8%	66.7%
c. Professional development offerings are data driven.	83.5%	75.0%	83.1%	29.6%
d. Professional learning opportunities are aligned with the school's improvement plan.	90.4%	84.6%	89.7%	69.2%
e. Professional development is differentiated to meet the individual needs of teachers.	66.6%	65.0%	66.2%	71.9%
f. Professional development deepens teachers' content knowledge.	76.9%	76.4%	74.9%	81.8%
g. Teachers have sufficient training to fully utilize instructional technology.	74.8%	69.8%	75.8%	40.6%
h. Teachers are encouraged to reflect on their own practice.	93.8%	92.1%	93.4%	90.9%
i. In this school, follow up is provided from professional development.	74.4%	68.7%	73.6%	58.1%
j. Professional development provides ongoing opportunities for teachers to work with colleagues to refine teaching practices.	79.9%	75.7%	79.8%	78.1%
k. Professional development is evaluated and results are communicated to teachers.	65.5%	60.8%	64.8%	29.0%
l. Professional development enhances teachers' ability to implement instructional strategies that meet diverse student learning needs.	84.0%	80.9%	83.5%	78.1%
m. Professional development enhances teachers' abilities to improve student learning.	86.9%	85.0%	86.5%	81.2%

North Carolina 90.55% responded

Charter Schools 73.10% responded

North Carolina Middle Schools 89.75% responded

The Exploris School 94.44% responded

% Agree			
North Carolina	Charter Schools	North Carolina Middle Schools	The Exploris School

Instructional Practices and Support

Q9.1 Please rate how strongly you agree or disagree with the following statements about instructional practices and support in your school.

a. Local assessment data are available in time to impact instructional practices.	85.2%	86.9%	86.4%	90.3%
b. The curriculum taught in this school is aligned with the North Carolina Standard Course of Study.	97.6%	95.7%	97.9%	94.1%
c. Teachers work in professional learning communities to develop and align instructional practices.	91.9%	82.6%	92.2%	93.9%
d. Provided supports (i.e. instructional coaching, professional learning communities, etc.) translate to improvements in instructional practices by teachers.	86.6%	82.5%	86.8%	84.8%
e. Teachers are encouraged to try new things to improve instruction.	93.2%	92.9%	93.6%	100.0%
f. Teachers are encouraged to observe other teachers within their school/district.	77.9%	80.3%	78.9%	75.0%
g. Teachers are assigned classes that maximize their likelihood of success with students.	71.0%	77.8%	70.0%	80.6%
h. Teachers have autonomy to make decisions about instructional delivery (i.e. pacing, materials and pedagogy).	82.6%	90.5%	84.2%	100.0%
i. Teachers believe almost every student has the potential to do well on assignments.	91.0%	93.9%	90.4%	97.1%
j. Teachers believe what is taught will make a difference in students' lives.	94.0%	97.0%	93.4%	100.0%
k. Teachers require students to work hard.	93.7%	95.9%	93.4%	100.0%
l. Teachers collaborate to achieve consistency on how student work is assessed.	88.1%	85.2%	87.3%	94.1%
m. Teachers know what students learn in each of their classes.	84.3%	85.1%	80.5%	91.2%
n. Teachers have knowledge of the content covered and instructional methods used by other teachers at this school.	83.0%	82.4%	81.4%	82.4%
o. Teachers use digital content and resources in their instruction.	95.8%	93.1%	96.6%	84.8%

p. Teachers use assessment data to inform their instruction.

95.6%	94.1%	95.5%	91.2%
-------	-------	-------	-------

q. Teachers regularly assign homework that requires access to the internet to complete.

55.1%	66.3%	59.9%	80.6%
-------	-------	-------	-------

r. Teachers regularly (several times a month) assign homework that requires access to a digital device to complete.

57.0%	67.3%	63.9%	84.4%
-------	-------	-------	-------

North Carolina 90.55% responded
 Charter Schools 73.10% responded
 North Carolina Middle Schools 89.75% responded
 The Exploris School 94.44% responded

% Agree			
North Carolina	Charter Schools	North Carolina Middle Schools	The Exploris School

Overall

Q10.6 Overall, my school is a good place to work and learn.

87.1%	88.6%	86.1%	100.0%
-------	-------	-------	--------

Q10.7 At this school, we utilize the results from the 2016 North Carolina Teacher Working Conditions Survey as a tool for school improvement.

84.0%	80.5%	82.9%	86.4%
-------	-------	-------	-------

Cover Sheet

Finance Update

Section: V. Finance
Item: A. Finance Update
Purpose: FYI

Submitted by:

Related Material:

June 2018 Balance Sheet.pdf

Updated Exploris 2017-2018 Budget - Board Report June 2018.pdf

updated exploris income statement june 2018.pdf

Exploris Middle School

Balance Sheet

Fiscal Year: 2018 | Fiscal Month: June

Include Funds: All

Assets

2.1010.000.000.000.000.00	Cash OP FCIT 6528	132,039.92
2.1011.000.000.000.000.00	Cash - Reserve	286,859.02
2.1020.000.000.000.000.00	Cash CK FCIT 4317	11,714.55
2.1160.000.000.000.000.00	Accounts Receivable - Non-Gove	(2,963.51)
2.1180.000.000.000.000.00	Accounts Receivable - Employee	191.74
2.1610.000.000.000.000.00	Prepaid Expenses	23,768.97
2.1611.000.000.000.000.00	Security Deposit	15,658.00
5.1010.000.000.000.000.00	Cash OP FCIT 6528	273,503.05

TOTAL Assets: 740,771.74

Liabilities

2.2010.000.000.000.000.00	Accounts Payable	851.00
---------------------------	------------------	--------

TOTAL Liabilities: 851.00

Reserves and Equity

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 Reserves and Equity: (765,574.04)

NET GAIN (LOSS): **1,505,494.78**

TOTAL LIABILITIES / RESERVES / INCOME: 740,771.74

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		\$20,447.05	\$1,099.24	\$20,447.05	-\$20,447	#DIV/0!	0.00%
	Rev - Charter Schools - 036	\$2,362,078.57	\$2,338,233.00	\$5,757.91	\$2,338,233.00	\$23,846	1.01%	0.00%
	Rev- State Bonus		\$10,711.00	\$0.00	\$10,711.00	-\$10,711	#DIV/0!	0.00%
	Total State Revenue	\$2,362,078.57	\$2,369,391.05	\$6,857.15	\$2,369,391.05	-\$7,312.48	-0.31%	0.00%
	Local Revenue							
	Rev - Sales Tax	\$6,000.00	\$0.00	\$0.00	\$0.00	\$6,000	100.00%	#DIV/0!
	Rev - German Exch	\$0.00	\$18.09	\$0.00	\$18.09	-\$18	#DIV/0!	0.00%
	Rev - Field Trips - Japan Exch	\$0.00	\$23,399.60	\$0.00	\$23,399.60	-\$23,400	#DIV/0!	0.00%
	Rev - Field Trips - Elementary School	\$0.00	\$15,796.00	\$0.00	\$15,796.00	-\$15,796	#DIV/0!	0.00%
	Rev - Field Trips - 6th Collected	\$0.00	\$7,545.80	\$526.80	\$7,545.80	-\$7,546	#DIV/0!	0.00%
	Rev - Field Trips - 7th Collected	\$1,585.00	\$4,361.78	\$0.00	\$4,361.78	-\$2,777	-175.19%	0.00%
	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	\$57,041.33	\$38.00	\$57,041.33	-\$57,041	#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	\$4,905.39	\$0.00	\$4,905.39	-\$4,905	#DIV/0!	0.00%
	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	\$804.50	\$0.00	\$804.50	-\$805	#DIV/0!	0.00%
	Rev - Athletics	\$0.00	\$0.00	\$0.00	-\$2,400.00	\$2,400	#DIV/0!	#DIV/0!
	Rev - Clubs	\$0.00	\$5,966.00	\$0.00	\$5,966.00	-\$5,966	#DIV/0!	0.00%
	REV- CAPITAL CAMPAIGN FOUNDATI		\$16,842.83	\$0.00	\$16,842.83	-\$16,843	#DIV/0!	0.00%
	Fund Balance Roll Forward		\$304,705.68	\$0.00	\$304,705.68	-\$304,706	#DIV/0!	0.00%
	Rev - Durham County Schools	\$12,353.00	\$10,122.48	\$843.54	\$10,122.48	\$2,231	18.06%	0.00%
	Rev - Johnston County Schools	\$27,229.00	\$22,885.80	59.25	24,974.70	\$2,254	8.28%	-9.13%
	Rev - Chatham County Schools	\$0.00	\$0.00	\$0.00	\$0.00	\$0	#DIV/0!	#DIV/0!
					\$1,745.21			
	Rev - Wake County Schools	\$935,000.00	\$1,011,237.36	\$83,756.00	\$1,011,237.36	-\$76,237	-8.15%	0.00%
	Rev - Harnett County Schools	\$3,000.00	\$339.66	\$0.00	\$339.66	\$2,660	88.68%	0.00%
	Rev - CASMT Grant	\$30,000.00	\$15,000.00	\$0.00	\$15,000.00	\$15,000	50.00%	0.00%
	Interest Income Reserve	\$0.00	\$160.21	\$0.00	\$160.21	-\$160.21	#DIV/0!	0.00%

Category	Approved Budget	EOY Projection	MTD Activity	YTD Activity	Approved Budget vs. YTD Activity	% Remaining vs. Approved Budget	% Remaining vs. EOY Projection
Total Local Revenue	\$1,015,167.00	\$1,512,404.14	\$85,223.59	\$1,513,838.25	-\$496,926.04	-48.95%	-0.09%
Federal Revenue							
Rev - IDEA VI-B - 060	\$72,543.00	\$66,573.61	\$7,011.22	\$66,573.61	\$5,969	8.23%	0.00%
Total Federal Revenue	\$72,543.00	\$66,573.61	\$7,011.22	\$66,573.61	\$5,969	8.23%	0.00%
Fund 5 Revenue							
Revenue - Before and After School	\$76,705.00	\$83,689.60	\$920.00	\$87,465.70	-\$10,761	-14.03%	-4.51%
Total Fund 5 Revenue	\$76,705.00	\$83,689.60	\$920.00	\$87,465.70	-\$10,761	-14.03%	-4.51%
Total Revenue	\$3,526,493.57	\$4,032,058.40	\$100,011.96	\$4,037,268.61	-\$509,030	-14.43%	-0.13%
Expenses							
Total 1. Salaries and Bonuses	\$2,248,782.35	\$2,256,365.60	\$209,248.30	\$2,256,365.60	-\$7,583.25	-0.34%	0.00%
Total 2. Benefits	\$528,619.33	\$492,644.55	\$40,862.91	\$492,644.55	\$35,975	6.81%	0.00%
Total 3. Books and Supplies	\$53,000.00	\$55,452.93	\$3,498.91	\$55,452.93	-\$2,453	-4.63%	0.00%
Total 4. Technology	\$28,808.16	\$21,400.74	\$4,349.96	\$21,400.74	\$7,407.42	25.71%	0.00%
Total 5. Non- Cap Equipment and Leases	\$19,500.00	\$13,022.23	\$2,686.56	\$13,022.23	\$6,478	33.22%	0.00%
Total 6. Contracted Student Services	\$28,000.00	\$32,174.97	\$16,062.24	\$32,064.97	-\$4,064.97	-14.52%	0.34%
Total 7. Field Trips	\$2,000.00	\$114,114.02	\$1,260.02	\$114,114.02	-\$112,114	-5605.70%	0.00%
Total 8. Staff Development	\$13,000.00	\$3,379.90	\$31.40	\$3,379.90	\$9,620.10	74.00%	0.00%
Total 9. Administrative Services	\$79,680.00	\$426,218.89	\$30,267.74	\$426,218.89	-\$346,538.89	-434.91%	0.00%
Total 10. Insurances	\$25,605.00	\$31,197.89	\$459.99	\$31,197.89	-\$3,376	-13.18%	0.00%
Total 11. Facilities	\$427,177.40	\$456,975.39	\$36,479.31	\$451,800.39	-\$24,623	-5.76%	1.13%
Total 12. Capital Purchases	\$0.00	\$0.00	\$0.00	\$0.00	\$0	#DIV/0!	#DIV/0!
Total 13. Scholarships	\$4,200.00	\$0.00	\$0.00	-\$250.00	\$4,450	105.95%	#DIV/0!

Category	Approved Budget	EOY Projection	MTD Activity	YTD Activity	Approved Budget vs. YTD Activity	% Remaining vs. Approved Budget	% Remaining vs. EOY Projection
Total 14. After School	\$16,467.50	\$20,261.77	\$2,303.40	\$20,261.77	-\$3,794	-23.04%	0.00%
Total 21. Clubs	\$0.00	\$24.99	\$0.00	\$24.99	-\$24.99	#DIV/0!	0.00%
Total 61. Various Grants - CASMT	\$30,000.01	\$51,165.82	\$13,747.55	\$51,165.82	-\$21,165.81	-70.55%	0.00%
Total 62. Various Grants - BWF	\$15,431.90	\$989.01	\$261.47	\$989.01	\$14,443	93.59%	0.00%
Total Expenses	\$3,520,271.65	\$3,975,388.70	\$361,519.76	\$3,969,853.70	-\$447,364.75	-12.71%	0.14%
Net Surplus / (Deficit)	\$6,221.92	\$56,669.70	-\$261,507.80	\$67,414.91			

07/12/2018
03:24 PM**Exploris Middle School**

Page 1 of 1

Income Statement**Fiscal Year: 2018 Month: June****Include Fund(s): 1, 2, 3, 5**

Fund		MTD Actual	MTD Budget	YTD Actual	YTD Budget
Fund 1					
	Revenue Total:	6,857.15	(190,773.31)	2,369,391.05	(2,289,279.75)
	Expense Total:	(2,619.82)	270,880.88	2,369,391.05	3,250,570.63
	Change in Fund 1 Balance:	9,476.97	(461,654.19)	0.00	(5,539,850.38)
Fund 2					
	Revenue Total:	89,057.70	(84,164.17)	1,513,838.25	(1,009,970.00)
	Expense Total:	357,622.71	25,288.76	1,516,269.19	303,465.00
	Change in Fund 2 Balance:	(268,565.01)	(109,452.93)	(2,430.94)	(1,313,435.00)
Fund 3					
	Revenue Total:	3,505.61	5,227.75	63,068.00	62,733.00
	Expense Total:	3,505.61	5,227.75	63,068.00	62,733.00
	Change in Fund 3 Balance:	0.00	0.00	0.00	0.00
Fund 5					
	Revenue Total:	7,588.05	(5,416.67)	90,357.65	(65,000.00)
	Expense Total:	2,397.60	1,372.34	20,511.80	16,468.00
	Change in Fund 5 Balance:	5,190.45	(6,789.01)	69,845.85	(81,468.00)

Cover Sheet

Policy Updates (Conflict of Interest and Nepotism)

Section: VI. Governance
Item: A. Policy Updates (Conflict of Interest and Nepotism)
Purpose: FYI
Submitted by:
Related Material: Exemplar Conflict of Interest Policy.docx
Exemplar Nepotism Policy.docx

The Exploris School

CONFLICT OF INTEREST POLICY

A person shall not be disqualified from serving as a member of The Exploris School's board of directors because of the existence of a conflict of interest, so long as the person's actions comply with the school's conflict of interest policy as provided in G.S. 115C-218.15(b)(3) and applicable law. Reference § 115C-218.15.

No voting member of the governing board shall be an employee of a for-profit company that provides substantial services to the charter school for a fee.

SECTION 1. GENERAL PROVISIONS.

Directors shall avoid improper conduct arising from conflicts of interest and shall abide by all legal requirements governing conflicts of interests, including G.S. 55A-8-31. If any Director has or may have a conflict of interest in a matter pending before the Board, such member shall fully disclose to the Board the nature of the conflict or potential conflict. No transaction may be approved if it would constitute self-dealing.

SECTION 2. STATUTORY REQUIREMENTS.

Board practice regarding conflicts of interest shall be governed ultimately by G.S. 55A-8-31, as amended or replaced at any time subsequent to the adoption of this policy. Specific statutory requirements include the following.

(a) A conflict of interest transaction is a transaction with The Exploris School in which a Director of the The Exploris School has a direct or indirect interest. A conflict of interest transaction is not voidable by The Exploris School solely because of the Director's interest in the transaction if any one of the following is true:

- (1) The material facts of the transaction and the Director's interest were disclosed or known to the Board of Directors or a committee of the Board and the Board or committee authorized, approved, or ratified the transaction;
- (2) The material facts of the transaction and the Director's interest were disclosed or known to the members entitled to vote and they authorized, approved, or ratified the transaction; or
- (3) The transaction was fair to The Exploris School.

(b) A Director of The Exploris School has an indirect interest in a transaction if:

- (1) Another entity in which he or she has a material financial interest or in which he or she is a general partner is a party to the transaction; or
- (2) Another entity of which he or she is a Director, officer, or trustee is a party to the transaction and the transaction is or should be considered by the Board of Directors of The Exploris School.

(c) For purposes of subdivision (a)(1) of this section, a conflict of interest transaction is authorized, approved, or ratified if it receives the affirmative vote of a majority of the Directors on the Board of Directors (or on the committee) who have no direct or indirect interest in the transaction, but a

transaction shall not be authorized, approved, or ratified under this section by a single Director. If a majority of the Directors who have no direct or indirect interest in the transaction vote to authorize, approve, or ratify the transaction, a quorum is present for the purpose of taking action under this section. The presence of, or a vote cast by, a Director with a direct or indirect interest in the transaction does not affect the validity of any action taken under subdivision (a)(1) of this section if the transaction is otherwise authorized, approved, or ratified as provided in that subdivision.

(d) For purposes of subdivision (a)(2) of this section, a conflict of interest transaction is authorized, approved, or ratified by the members if it receives a majority of the votes entitled to be counted under this subsection. Votes cast by or voted under the control of a Director who has a direct or indirect interest in the transaction, and votes cast by or voted under the control of an entity described in subdivision (b)(1) of this section, shall not be counted in a vote of members to determine whether to authorize, approve, or ratify a conflict of interest transaction under subdivision (a)(2) of this section. The vote of these members, however, is counted in determining whether the transaction is approved under other sections of this Chapter. A majority of the votes, whether or not present, that are entitled to be cast in a vote on the transaction under this subsection constitutes a quorum for the purpose of taking action under this section.

(e) The Articles of Incorporation, Bylaws, or a resolution of the Board may impose additional requirements on conflict of interest transactions.

SECTION 3. DEFINITIONS.

(a) **Interested Person.** Any Director, principal officer, or member of a committee with Board-delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

(b) **Financial Interest.** A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

- (1) An ownership or investment interest in any entity with which The Exploris School has a transaction or arrangement,
- (2) A compensation arrangement with The Exploris School or with any entity or individual with which The Exploris School has a transaction or arrangement, or
- (3) A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which The Exploris School is negotiating a transaction or arrangement. Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

SECTION 4. PROCEDURES.

(a) **Duty to Disclose.** In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the Directors and members of committees with board-delegated powers considering the proposed transaction or arrangement.

(b) **Determining Whether a Conflict of Interest Exists.** After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the Board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining Board or committee members shall decide if a conflict of interest exists.

(c) Procedures for Addressing the Conflict of Interest.

- (1) An interested person may make a presentation to the Board of Directors or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
- (2) The Chair of the Board of Directors, or the chair of the committee if a committee meeting is appropriate, shall appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
- (3) After exercising due diligence, the Board or committee shall determine whether The Exploris School can obtain, with reasonable efforts, a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
- (4) If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the Board or committee shall determine by a majority vote of the disinterested members whether the transaction or arrangement is in The Exploris School's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

(d) Violations of the Conflicts of Interest Policy.

- (1) If the Board of Directors or one of its committees has reasonable cause to believe a member has failed to disclose actual or a foreseeable conflict of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.
- (2) If, after hearing the member's response and after making further investigation as warranted by the circumstances, the Board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary or corrective action including, without limitation, dismissal from the Board.

SECTION 4. RECORDS OF PROCEEDINGS.

The minutes of the Board of Directors and all committees with Board-delegated powers shall contain:

- (a) The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the decision of the Board or committee as to whether a conflict of interest in fact existed.
- (b) The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

SECTION 6. COMPENSATION.

- (a) Board members shall receive no compensation for serving on the board and may not receive compensation from The Exploris School for any services provided to The Exploris School.
- (b) Board members may be reimbursed for travel, accommodations, and meals when traveling on behalf of the school.

SECTION 7. ANNUAL STATEMENTS.

Each Director, principal officer and member of a committee with Board-delegated powers shall annually sign a statement that affirms such person

- (a) has received a copy of the conflicts of interest policy,
- (b) has read and understands the policy,
- (c) has agreed to comply with the policy, and

(d) understands The Exploris School is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

SECTION 8. PERIODIC REVIEWS.

To ensure that The Exploris School operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

(a) Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining.

(b) Whether partnerships, joint ventures, and arrangements with management organizations conform to The Exploris School's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

SECTION 9. USE OF OUTSIDE EXPERTS.

When conducting the periodic reviews as provided for in this Article, The Exploris School may choose to employ outside experts. If outside experts are used, their use shall not relieve the Board of Directors of its responsibility for ensuring that periodic reviews are conducted.

References: Section 4.3 Charter Agreement, NCGS Section 115C-218.15, NCGS Section 55A-8-31

Adopted: _____, 2018

The Exploris School

NEPOTISM POLICY

Purpose

The purpose of this nepotism policy is to protect the interests of The Exploris School when it is contemplating entering into an arrangement with an immediate family member of a member of the Board of Directors (the “**Board**”) or an employee of The Exploris School. This policy is intended to supplement but not replace any applicable state laws governing nepotism applicable to nonprofit and charitable corporations.

Policy

The Policy shall be as follows:

1. Before any immediate family, as defined below, of any member of the Board or a charter school employee with supervisory authority shall be employed or engaged as an employee, independent contractor, or otherwise by the Board in any capacity, such proposed employment or engagement shall be:

- (i) disclosed to the Board and
- (ii) approved by the Board in a duly called open-session meeting.

The burden of disclosure of such a conflict of interest shall be on the applicable Board member or employee with supervisory authority. If the requirements of this subsection are complied with, The Exploris School may employ the immediate family of any member of the Board or an Exploris School employee with supervisory authority.

2. No teacher or staff member that is immediate family of the chief administrator shall be hired without the Board evaluating their credentials, establishing a structure to prevent conflicts of interest, and notifying the Department, with evidence, that this process has occurred.

The term “immediate family member” means a spouse, parent, child, domestic partner, brother, sister, grandparent, grandchild, guardian or ward. The term includes the step, half, and in-law relationships.

References

North Carolina G.S. 115C-12.2, G.S. 115C-218.15; Section 4.3 Charter Agreement

Adopted: _____, 2018

Cover Sheet

Revised Priority Lottery Proposal

Section: VII. Educational Excellence
Item: A. Revised Priority Lottery Proposal
Purpose: Vote
Submitted by:
Related Material: Exploris Lottery Proposal to OCS Rev 7_16_2018.docx



July 25, 2018

*Dave Machado, Director
Office of Charter Schools
6303 Mail Service Center
Raleigh NC 27699-6303
919-807-3491 p
919-807-3496 f*

Dear Mr. Machado,

Enclosed please find requisite materials for our proposal to amend our charter and lottery policy to institute a priority lottery to improve socioeconomic diversity at The Exploris School. With over 20 years of experience and history, we feel confident that Exploris's legacy, strong financial footing, award-winning curricula and educators, and clear mission and vision will enable us to integrate this new approach effectively.

Research demonstrates that charter schools can contribute to school segregation if they do not take active steps to address diversity and reduce barriers to access for students of all backgrounds. A diverse student body positively impacts all students, increasing their cognitive, social, and emotional skills while preparing them to be engaged citizens in our increasingly diverse society. Local and statewide comparison data reveal that (while we do manifest religious and cultural diversity to an extent) Exploris has significant gaps in both socioeconomic and racial diversity relative to traditional and charter schools across the state and in Wake. Beginning in 2014, the Exploris Board's Educational Excellence Committee has worked in partnership with Exploris staff and administration to study and address the lack of diversity at the school. While some progress has been made, the data reveal that that there is still critical work to be done to achieve the goal of making Exploris a more diverse school. A priority lottery will enable us to more intentionally do this work.

We are including in this proposal to you:

1. *Revision to Charter language*
2. *Proposed revision to lottery policy*
3. *Copy of the board minutes recording the board's adoption of the new policy and charter revision (6/19/18) – in draft form because they will not be formally approved until our July Board meeting.*

Sincerely,

Ellie Schollmeyer, Executive Director

Tom Miller, Board Chair

FEEDBACK FROM DPI 7/13

- G.S. 115C-29F(g)(6) has new coding and is now G.S. 115C-218.45(h)
- Regarding the statement, “if offered the seat prior to the first day of school, must be present beginning the first day of school” – does the school make reasonable effort (phone, email, etc) to contact a student that does not attend the first day? Please clarify what happens if a student that is offered a seat doesn’t attend on day one.
- You may consider adding a section “Lottery Procedure” – this provides a little more transparency for stakeholders and may prevent questions down the road for you. I’m not sure how you conduct the lottery - a lot of schools use the RAND function in Excel and just explain that process and how spots are filled.
- In terms of asking for FRL eligibility on the application, upon consultation with the legal team here at DPI, we have the following guidance: FRL eligibility should not be on the enrollment application itself. Instead, you should have a supplemental form that is completely optional, for families to fill out during the application process. This supplemental form must specifically give consent to verify status as FRL eligible AND to use this information for priority lottery purposes. You would put the disclosure “No specific information from the FRL application will be obtained beyond eligibility status, and the information will not be retained” on that supplemental form. The information regarding current FRL qualifications could be on this form also. Then, families would need to go through the FRL eligibility verification process.

REVISION TO CHARTER Enrollment section HIGHLIGHTED (page 4):

7. Enrollment

7.1 Admission and enrollment of students shall be as prescribed by the Charter School Act. Failure to adhere to the lottery requirements set forth in G.S. 115C-218.45 is grounds for termination of this Charter. ^[1]_[SEP]

7.1 A - Lottery policy shall follow the Priority Lottery Guidelines as outlined on our website under ENROLLMENT and LOTTERY POLICY. ~~in Parent and Student Handbook policies.~~ Lottery priorities will include priority for children of full time employees, siblings of current students, board members, and economically disadvantaged students (in this order).

The Exploris School
Student and Parent Handbook Lottery Policy
Priority Lottery Revisions HIGHLIGHTED.
(Policy Code: STUDENTS 3010)

Lottery Selection

As required by G.S. 115C-29F(g)(6): G.S. 115C-218.45(h): 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.** **The lottery is conducted by an impartial third party firm in accordance with state standards and school priorities.** 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. The school will make reasonable efforts to contact students' families who do not attend on day one via phone and email. If after the third school day the family does not respond or attend, then the seat may be offered to the next student on the waitlist.

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, children of the school's Board of Directors, and applicants who are Economically Disadvantaged will receive priority enrollment in the following manner:

Lottery Priorities

Children of current staff and siblings are given priority over children of board members and students who are considered Economically Disadvantaged. 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 the next preference followed by students whose families qualify for Free and Reduced Lunch. If there more applicants than spaces, the available spaces will be awarded by public lottery with priority in the following order:

1. *Children of current eligible staff*
2. *Siblings of currently enrolled students*
3. *Children of current Board members*
4. *Children whose families are considered Economically Disadvantaged*
5. *All other applicants.*

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.

Economically Disadvantaged Students: Exploris will institute a priority lottery for remaining available seats in order to achieve 25% of our students meeting the "Economically Disadvantaged" (ED) criteria, defined by meeting national Free and Reduced Lunch (FRL) criteria, by the school year 2023-2024.

- *We will achieve this by meeting the following interim goals:*

<u>ACADEMIC YEAR</u>	<u>Target ED %</u>
2018-2019	0%
2019-2020	up to 10%
2020-2021	up to 15%
2022-2023	up to 25%
2023-2024	up to 25%

- *With each lottery, the Executive Director will work to identify number of FRL seats to make available per grade level in order to balance students admitted across grade levels, total seats available, school resources, and planned annual target.*
- *Student families will be asked to self identify as FRL eligible at the top of their lottery application. There will be a note on the lottery application stating that applicant will consent to verify status as FRL eligible by Exploris staff. No specific information from FRL application will be obtained beyond eligibility status, and the information will not be retained. Applicants will be provided with information on current federal FRL qualifications based on family size and income, and if they can then opt to complete a financial statement to verify FRL eligibility (which is a separate process and page from the lottery application page).*
- *Families will have the opportunity to complete an optional form, separate from their lottery application, where they can offer family income information in order to determine if they are FRL eligible for the purposes of the lottery. This supplemental form will ask applicant to consent to verify status as FRL by Exploris staff, and will state that no specific information will be obtained beyond eligibility status and the information will not be retained.*

Transportation

Board and school administration will work annually to identify transportation opportunities for children.

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

Adopted: 11/19/13

Revised: 6/23/15