



The Exploris School

Board Meeting

Date and Time

Tuesday March 26, 2019 at 4:30 PM EDT

Location

The Exploris School - Middle Campus

Agenda

	Purpose	Presenter	Time
I. Opening Items			4:30 PM
A. Record Attendance and Guests		Tom Miller	1 m
B. Call the Meeting to Order		Tom Miller	1 m
C. Approve Minutes	Approve Minutes	Keely Byars-Nichols	3 m
Approve minutes for Board Meeting on February 26, 2019			
D. Public Comment Opportunity		Tom Miller	15 m
The Exploris Board desires to hear from their stakeholders. Members of the general public are provided three (3) minutes of time to state a concern or bring ...			

II. Presentation on Academic Results 4:50 PM

A. Academic Update	Discuss	Michelle Parkerson	30 m
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Michelle Parkerson and Amanda Northrup (Associate Directors) will present an academic update to the Board on student performance, growth, and the use of data to measure results in the elementary and middle grades.

III. ED Report 5:20 PM

A. Academic/ Personnel / Operations	Vote	Ellie Schollmeyer	10 m
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Personnel: Board approval is requested for the following positions:

- Michael Gilbert-Singletary is being recommended for the Elementary Administrative Assistant / Power School Coordinator position.
- Accept the resignations of part-time Elementary Art Teacher, Marie Arondeau and part-time Elementary Global Arts Teacher, Renee Anderson

effective at the end of the 18-19 school year. Marie is accepting a full-time art position, and Renee is starting a new business.

- Brittney Hartshorn (long-term EC sub) approved at last meeting has accepted a full-time permanent position with Wake County and will not extend her EC sub role beyond the maternity leave replacement.

Board approval is requested for the updated land lease at the elementary campus.

An update on the lottery process, enrollment, emergency drills, NC ACCESS grant, and strategic plan status are included in the ED report included in the Board packet.

Center for Innovation Update

Sonja McKay will present the Center for Innovation Business Plan to the School Foundation Board on February 20, 2019. The Business plan is included in the Board packet for your review.

B. Finance	Vote	Ellie Schollmeyer	10 m
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Board approval is requested to utilize the services Thomas, Judy, & Tucker for the 2019 audit for The Exploris School and School Foundation.

The engagement letter was included in Board packet.

After reviewing the year to date expenditures and projecting future impacts, we are projecting an end of year surplus of **\$84,961**. The balance sheet and income statement along with the YTD budget are attached for your review

IV. Facility Updates 5:40 PM

A. Building Updates	FYI	Bob Kingery	15 m
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The board will receive updates based upon meetings over the last 30 days.

V. Committee Updates 5:55 PM

A. Development Committee	FYI	Kim Von Weihe	5 m
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The Development committee will share their structure for the upcoming fiscal year.

B. Governance Committee	Discuss	Camesha Jones	5 m
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Provide updates to the board in regards to board openings, officers and recruitment for the 2019 year. The governance committee is working on a survey to gauge parent/guardian opinion on volunteer background checks and willingness to cover cost of background checks.

C. Educational Excellence Committee	FYI	Keely Byars-Nichols	5 m
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VI. Closing Items 6:10 PM

A. Closing and Commitments	Discuss	Tom Miller	5 m
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The next Board meeting will be held on April 30, 2019 - 4:30 pm at the Middle School.

B. Adjourn Meeting	Vote		
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Cover Sheet

Approve Minutes

Section: I. Opening Items
Item: C. Approve Minutes
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Board Meeting on February 26, 2019

DRAFT



The Exploris School

Minutes

Board Meeting

Date and Time

Tuesday February 26, 2019 at 4:30 PM

Location

The Exploris School - Middle Campus

Directors Present

C. Hutchens, C. Jones, E. Schollmeyer, G. Burnette (remote), J. Frawley, K. Furr, K. Harris, K. Johnson, K. Von Weihe, M. Mitchell-Neal, T. Kingsberry, T. Miller

Directors Absent

B. Kingery, K. Byars-Nichols, L. Perry Lawless

Directors Arrived Late

M. Mitchell-Neal

Directors Left Early

K. Von Weihe

Guests Present

M. Gargan

I. Opening Items

A. Record Attendance and Guests

B. Call the Meeting to Order

T. Miller called a meeting of the board of directors of The Exploris School to order on Tuesday Feb 26, 2019 @ 4:32 PM at The Exploris School - Middle Campus.

C. Approve Minutes

C. Jones made a motion to approve minutes from the Annual Board Retreat on 01-29-19.

T. Kingsberry seconded the motion.

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

D. Public Comment Opportunity

No comment.

II. Facility Updates

A. Building Updates

Ellie provided an update on the building. They are now discussing an April closing.

Ellie has been in discussions about the lease for the elementary school.

M. Mitchell-Neal arrived late.

The Board discussed ideas for moving forward under the circumstances of the groundbreaking continually being pushed back and determined that we need to touch base with others for more information.

III. Strategic Plan Updates

A. Strategic Planning Process Update

Ellie gave an update on the strategic planning committee work after our Board work. Staff and students and steering committee have all met to give input and work on goals. We discussed mission, vision and values and the Board gave Ellie feedback. We then broke out into separate groups to work on goals related to different indicators.

IV. Board Review

A. Review of the Board Evaluation and Skills Report

We looked at our goals and vision along with the needs resulting from our board evaluation skills assessment. For recruitment we need to focus on finance (CFO type experience, someone with financial policy development experience, strategic financing, how to grow, find other funding resources, grant experience), development (connections, formerly raised money in a capital campaign for a school or the Y etc.) and facilities (facility budget, infrastructure, tech and support, attention to detail, forethought and long-range planning/project management experience) for the next three years. We discussed having a member of the board that educates people on diversity and culture. We looked at the Board assessment overall.

V. ED Report

A. Academic/ Personnel / Operations

Ellie updated us on personnel changes.

T. Miller made a motion to approve the two new employees that Ellie recommends.

J. Frawley seconded the motion.

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

B. Finance

Ellie updated us on the ACCESS grant. We were approved to apply and is in the works.

K. Von Weihe left early.

Ellie is starting to work on budget for 2019-20 and updated us on teacher salaries and the state guide and supplements.

K. Furr made a motion to Approve Ellie using the 18-19 state salary guidelines and Exploris supplement to come up with the budget for next year.

T. Kingsberry seconded the motion.

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

Ellie asked for input on allocating reserves at the end of the year and the board gave ideas and we will revisit in April and May.

VI. New section

A. Annual CEO Evaluation and Contract

Tom lead a discussion of Ellie's self evaluation. Tom asked for volunteers to be on the CEO evaluation committee. The Board discussed the best way to solicit honest feedback from staff.

VII. Committee Updates

A. Development Committee

No update given.

B. Governance Committee

Governance committee needs to discuss officers, who is continuing, and recruitment.

C. Educational Excellence Committee

No update given.

VIII. Closing Items

A. Closing and Commitments

B. Adjourn Meeting

T. Kingsberry made a motion to adjourn the meeting.

K. Furr seconded the motion.

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

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 7:05 PM.

Respectfully Submitted,

K. Furr

Cover Sheet

Academic/ Personnel / Operations

Section: III. ED Report
Item: A. Academic/ Personnel / Operations
Purpose: Vote
Submitted by:
Related Material: Business Plan.final.pdf
ED Report.pdf
Exploris Strategic Plan Draft 5.pdf
Third Amendment to Lease (executed).pdf



EEx Collaboratory

BUSINESS PLAN - 2019

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1. EXECUTIVE SUMMARY

According to the Brookings Institute, increasingly complex global challenges require schools to rethink education (Winthrop, 2017). Mastery of basic academic skills in math, reading and writing are no longer sufficient to prepare students for the world they are inheriting. Young people increasingly need to be creative problem solvers and critical thinkers. They need to be collaborators who are flexible, adaptable, and who can empathize with others. Most importantly, they need school experiences that help them build these abilities in a culture that is both challenging and supportive.

As schools around the country look for models to learn from, The Exploris School is well-positioned to lead the way. From its inception in 1997, the school has been committed to relevant, inquiry-based learning and global education. The school has grown to become a model of innovative education where teaching and learning extend far beyond the walls of the classroom, and where students grow skills to be creative problem solvers through investigating the world, recognizing perspectives, and taking action as caring citizens.

This business plan outlines a new chapter in the growth of The Exploris School, the launch of the EDEX Collaboratory. The EDEX Collaboratory will help schools address the critical need to transform teaching and learning to prepare students for a rapidly changing world. We will do this by providing professional learning and coaching to create a network of educators ready to transform their classrooms and schools.

collaboratory (noun) 1. a center without walls 2. a network of diverse innovators generating solutions

Education + Exploris + Collaboratory
EDucation + **EX**ploris + Collaboratory
EDEX Collaboratory

A. MISSION

The EDEX Collaboratory is designed to empower innovative educators to stay on the forefront of transformative teaching practices through building an active educator network, leading professional development and coaching, open sharing, and peer support. Educators in the EDEX Collaboratory network will empower children to engage in solving problems to improve today's global society.

The EDEX Collaboratory will further the mission of The Exploris School and maintain a symbiotic relationship with the school. Like The Exploris School, the EDEX Collaboratory is designed to:

- Empower students
- Foster relationship-based education
- Deliver experiential and project-based learning
- Ensure student success in a changing world
- Offer a supportive community of learners
- Provide a platform for global learning

B. BENEFITS

The EDEX Collaboratory will have the following main benefits:

- Further the mission of Exploris
- Serve as an example in the community and beyond
- Demonstrate best practices
- Generate energy among faculty/staff
- Provide a platform for faculty/staff to experiment and take on new challenges
- Develop Exploris teacher-leaders
- Attract and retain top talent at Exploris
- Provide additional grant opportunities for the school
- Collaborate with innovative partners and educators
- Keep educators at the forefront of education
- Promote engagement and change in education
- Extend support to students beyond Exploris

C. COMPETITIVE POSITIONING

The EDEX Collaboratory will....

- Be moderate in cost for accessibility to more educators
- Provide high-quality content with engaging, hands-on teaching practices
- Provide a great overall experience where educators feel valued
- Build an educator network focused on collaboration and support opportunities
- Connect participants to the work of current practitioners, including Exploris's teacher-leaders

- Develop Exploris teacher-leaders and provide opportunities for Exploris staff to lead and co-lead professional development
- Support educators who are excited to implement best practices that are central to the Exploris model
- Support educators with their chosen problem of practice
- Support educators of educationally disadvantaged students
- Have a strong focus on sustained professional learning including ongoing networking and support, as opposed to stand alone, short-term workshops

A key differentiator of the EDEX Collaboratory, among this competitive market, is that the EDEX Collaboratory will focus on supporting educators beyond the onsite experience. This will be achieved through virtual coaching and a private online group. Studies consistently show that ongoing support in professional development (PD) is the most effective way for educators to learn and grow. Most competitors in the professional development space follow a workshop or conference format with little to no ongoing support. Competitors are discussed in more detail under External Environment and Appendix A.

D. KEYS TO SUCCESS

Keys to the success of the EDEX Collaboratory are the following:

- Provide a life-changing, quality professional learning experience where teachers are valued, energized, and inspired
- Foster a collaborative and active educator community
- Provide ongoing professional learning and support
- Develop and support practicing teachers to become teacher-leaders
- Connect attendees to classrooms, staff, and student ambassadors
- Focus programming on topics that align with the values of the school
- Foster relationships with partners including external organizations and innovators in education
- Communicate the benefits of the EDEX Collaboratory with parents and school stakeholders
- Maintain open communication and a symbiotic relationship between the EDEX Collaboratory and The Exploris School
- Hire a director with a deep understanding of global education and The Exploris School as well as possess business acumen, the ability to create new, quality programs, and collaborate with Exploris teachers

E. FINANCIAL SUMMARY

Like other schools offering professional development, the EDEX Collaboratory will need the support of external funding. Securing external funding will be imperative for reaching the goals and vision outlined here. There is an immediate need of approximately \$31,000 to break even in Year 1, the 2019-2020 school year. Funding needs increase in 2020 due to the hiring of

extra staff to increase outreach and develop new initiatives. If the EDEX Collaboratory is unable to secure enough outside funding the offerings outlined will need to be adjusted, or in the worst case scenario, the EdEx Collaboratory will need to dissolve. Conversely, if the EDEX Collaboratory is able to secure funding exceeding projected operating expenses, the funds will be used to reduce costs for educators participating in programming and hire additional staff to increase outreach and offerings.

For the 2019-2020 year the the EDEX Collaboratory will hire one full-time position and will offer stipend-based contracts to a small number of interested guest presenters and social media ambassadors. We project these contracts going primarily to teachers at The Exploris School.

The EDEX Collaboratory will expand the reach of The Exploris School. During the first year the EDEX Collaboratory will reach over 300 educators with a goal of reaching over 1,500 educators in the first three years.

Additionally, it is projected that in the third year of operation the EDEX Collaboratory will make a small profit just over \$10,000. Detailed financial projections and assumptions can be found in Appendix B and linked [HERE](#).

Financial Overview

	Year 1	Year 2	Year 3
Total Revenue	\$ 108,770	\$ 157,155	\$ 236,180
Total COGS	\$ 25,370	\$ 33,370	\$ 42,440
Total Gross Margin	\$ 83,400	\$ 123,785	\$ 193,740
Total Operating Expenses	\$ 114,500	\$ 159,233	\$ 183,287
Operating Profit	\$ (31,100)	\$ (35,448)	\$ 10,453
	-29%	-23%	4%

2. ENVIRONMENTAL SCAN

A. INTRO

There are more schooling options today than ever available to parents: public, private, charter, homeschool, STEM-based, Waldorf, Montessori, religious-oriented, language focused, arts integration to name a few. There are also a myriad of professional development options from online resources to workshops and district-level consulting. The EDEX Collaboratory will address how to most effectively support innovative educators in various settings to help their students thrive in today's world.

B. INTERNAL ENVIRONMENT

Culture/Values

Exploris is a school with a strong collaborative culture that lives its core values daily. Teachers that are a good fit for the project-based learning model are drawn to Exploris due to the autonomy and creativity Exploris allows in teaching that empowers them to have ownership over their job and impact their students and the community. The innovative nature of Exploris teachers and the drive to make meaningful change in the world is ingrained in the culture of the school. Also embedded in the culture is having the courage to experiment and take on risks and challenges.

There have been a lot of changes going on at Exploris recently including: plans for a new building, switching from multi-grade to single grade and the move to co-teaching in all grades K-8. Even with the myriad of change, Exploris teachers and staff are accustomed to and thrive in a fast-paced environment that allows them to adapt and grow.

Credibility and Notoriety

Exploris has received many accolades between the school's accomplishments, teacher awards and student achievements. In 2014, The Exploris School earned the designation of the first model STEM school in the state of North Carolina by the NC State Board of Education and the U.S. Department of Education Green Ribbon Award. On staff the school has 2 Burroughs Wellcome Fund Career Awards for Science and Mathematics Teachers, 2 Presidential Awards for Excellence in Mathematics and Science Teaching, 3 Kenan Fellows, and 5 Educators of Excellence, to name a few. The school's commitment to project-based learning and getting students outside the classroom to solve global problems can be seen in projects such as Drum Majors for Justice, The Food Heros, Trash Talking 101, and numerous Walnut Creek Wetland Park projects.

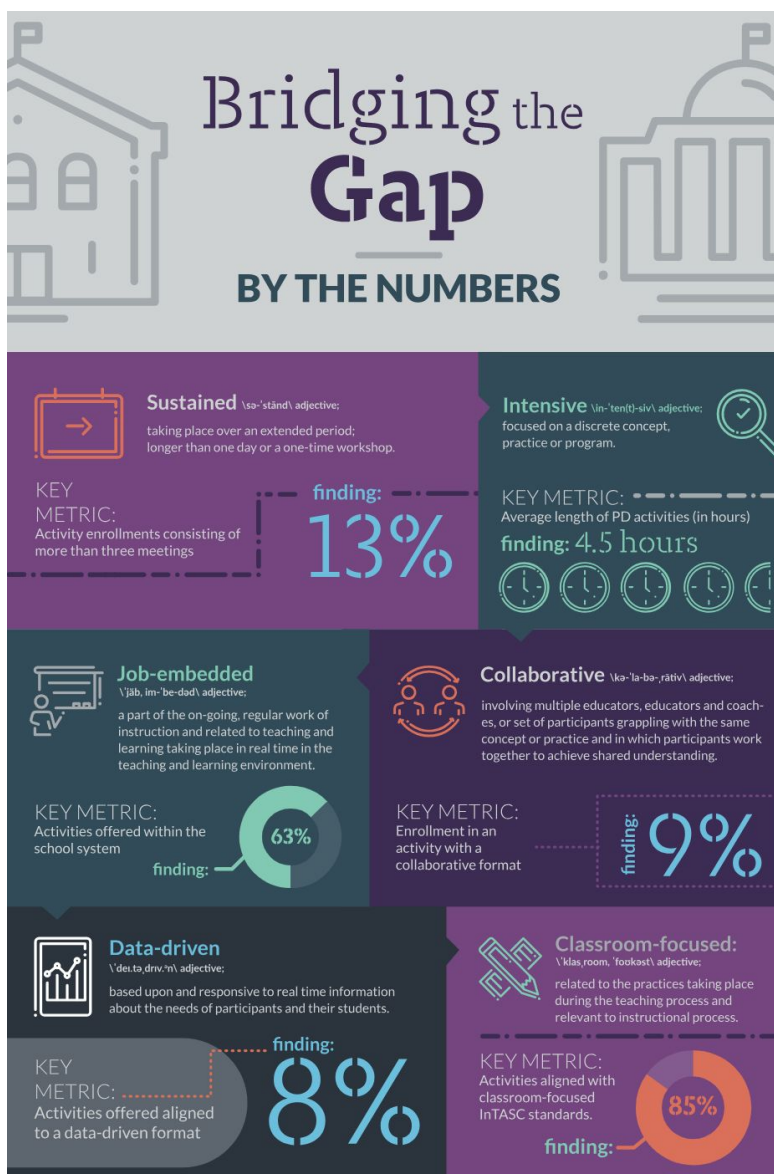
Charter Responsibilities

By increasing collaboration with educators in local school districts and beyond, Exploris can openly share its instructional strategies in a meaningful, pragmatic and supportive way that will complement the teachings of other schools, regardless of school structure.

As a public NC charter school, The Exploris School is intended to encourage progressive teaching methods and share best practices with other schools. Exploris's commitment to sharing its findings and philosophy is also part of its vision: "Empowering learners to make the world better." The school's commitment to sharing is also demonstrated through free tours and school visits. Annually hundreds of educators and administrators from across the state, country, and internationally come to The Exploris School to observe its teaching practices.

C. EXTERNAL ENVIRONMENT

A report titled “*Bridging the Gap: Paving the Pathway from Current Practice to Exemplary Professional Learning*” collected data about professional development offerings from over 200 school districts and it emphasizes that only “20% of professional learning opportunities offered today meet with the new federal criteria for quality” (Combs, 2016). New federal guidelines define quality professional learning as meeting six criteria: sustained, intensive, collaborative, job-embedded, data-driven, and classroom-focused.



<https://www.frontlineinstitute.com/reports/essa-report/>

The EDEX Collaboratory can differentiate itself from the highly competitive marketplace by offering cohort programs with teacher support and networking that meet federal guidelines. Studies suggest that “the traditional workshop form of professional development struggles to produce meaningful change in teacher practice because workshops are often too general in content or do not offer active learning opportunities” (Quintero, 2019).

When considering professional development programs and organizations that are trying to create change in the culture and method of education, there are four main groups to consider:

- 1) For-profit and nonprofit organizations impacting education on a larger/district level scale
- 2) Online resources
- 3) Schools leading professional development/tours
- 4) Districts and state agencies

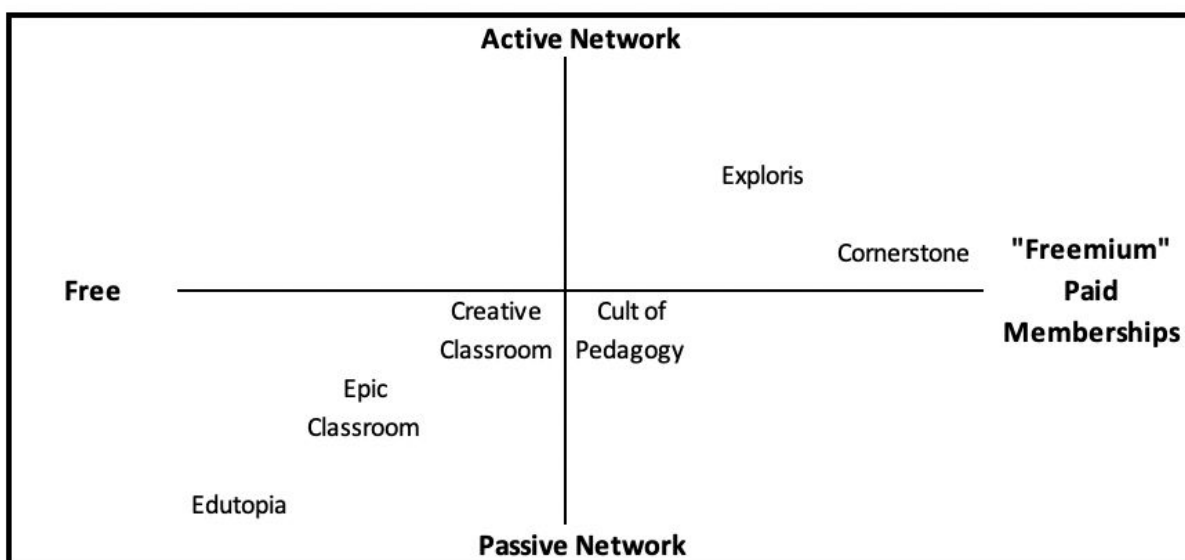
1) Organizations impacting education on a larger/district level scale

The independent institutes tend to focus on change at a larger level and their target market includes whole schools or district. This is more expensive than our target customer can afford.

2) Online resources

There are numerous online resources teachers turn to for professional development or classroom/curriculum resources. While some of these are high quality and have benefits such as being free or low cost and learning from the convenience of your home, some have major drawbacks such as inconsistent quality, lack of depth, no accountability of implementation or peer support. The gap analysis chart below analyzes five influential educator bloggers/podcasters with large followings and high quality content. The chart also shows where Exploris’s EDEX Collaboratory would fall within the current landscape. A more detailed analysis of each blogger/podcaster is included in Appendix A.

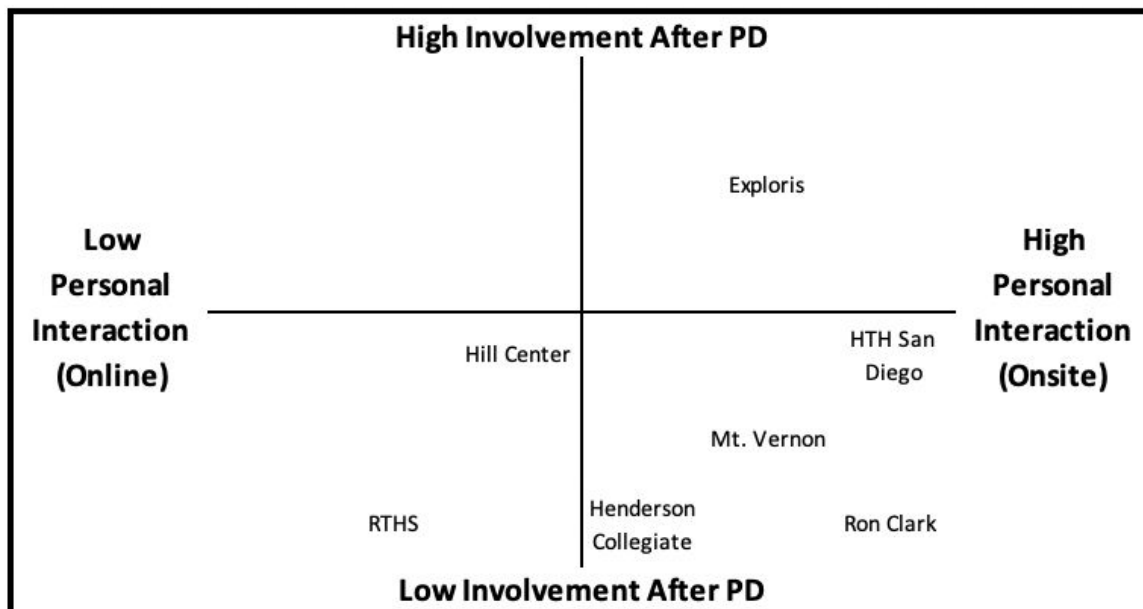
Gap Analysis



3) Schools leading professional development/tours

While there are many schools across the country offering professional development programs for K-12 teachers, they vary in degrees of cost, content quality, and overall experience provided. The gap analysis chart below analyzes six professional learning programs/organizations partnered with a school. The chart also shows where Exploris’s EDEX Collaboratory would fall within the current landscape. The schools and their corresponding programs were selected because they represent various geographic locations, school types (private and charter) and methods of teaching (online courses, in-person workshops, customized programs, etc.) All receive outside funding in the forms of grants and/or corporate sponsors. A more detailed analysis of each school is included in Appendix A.

Gap Analysis



D. SWOT ANALYSIS

This section provides an overview of the Strength, Weaknesses, Opportunities and Threats associated with the EDEX Collaboratory and The Exploris School.

Strengths

- Twenty year track record of implementing innovative educational practices
- History of strong student outcomes
- Recognition for quality educational offerings as the NC’s first Model STEM School and a national Green Ribbon School
- Commitment to making the local community stronger through student engagement and service-learning
- Agile and reflective school environment

- Culture that encourages prototyping new ideas
- High caliber teachers
- Exploris teachers are regarded as leaders and innovators
- Faculty interest and support in expanding professional development offerings

Weaknesses

- Short time-frame to execute and secure funding may provide cash flow difficulties in Yr 1
- Lack of diversity in student body may make it more difficult to win grants (Equity and Diversity Committee's plan and weighted lottery will help but may take a few years)
- Labor and commitment involved in starting the EDEX Collaboratory during an already busy time at Exploris
- Lack of designated on-site space for an elevated experience until we move into the new building
- Current goals for the work are large, job may be too big for one person
- Potential challenges when finding the right balance between increasing classroom observations, access to teachers, and access to ambassadors without impacting instruction

Opportunities

- Popularity of project-based learning, experiential learning and other methodologies used by Exploris are on the rise
- Addressing relevant topics in education as opposed to specializing in just one area (such as Mount Vernon Institute For Innovation focusing on Design Thinking) keeps programming from "fads" or having to re-invent itself
- Messaging that the curriculum will be actionable in various educational settings
- Developing Study Visits that are informative and useful
- Developing meaningful partnerships with innovative educational thinkers in the state and nation
- Shifting possible negative perceptions of charter schools by making a positive impact on the community.
- Supporting innovative teachers who are looking to challenge the status quo
- Organizing a small group of teachers to serve as teacher-leaders to work with the Director and help drive direction of the EDEX Collaboratory

Threats

- Need for and reliance on substantial outside funding from outside sources (grants, corporate sponsors, donations)
- Financially sustainable professional learning experiences are expensive for schools and teachers

- Tight profit margins, especially without supplemental funding
- School funding for professional development is low
- Competition both in North Carolina and across the country
- Teachers from traditional public schools may have the perception that Exploris can do things as a charter school that they can't implement at their school
- Potential negative and/or political perception of charter schools among stakeholders (donors, grantors, educators, etc.)

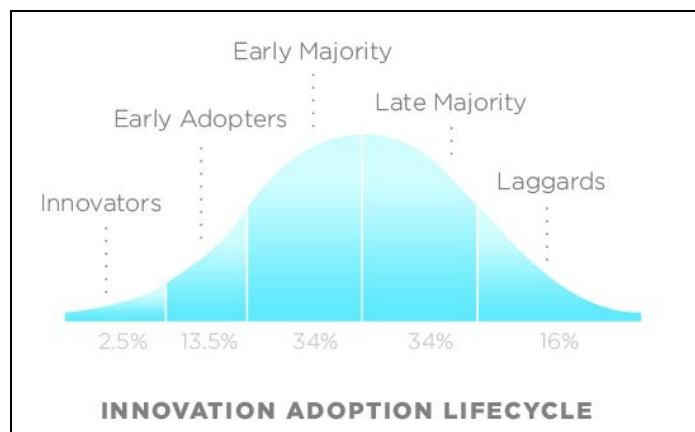
3. MARKETING

A. TARGET MARKET

In 2019-2020, we will reach educators in North Carolina, including an emphasis building relationships with educators working directly with educationally disadvantaged students. The key target market for the EDEX Collaboratory includes innovative educators, Restart schools, and school leaders.

Customer Persona: Innovators

Our ideal target customers are K-12 educators and the leaders who support them. They are innovative educators who are early adopters and the early majority on the Innovation Adoption Life Cycle. They want to gain support from a network of like-minded teachers and hone their craft to provide the best learning experiences for their students. There will be teachers who are satisfied with the status quo and are not compelled to grow and innovate – these are not our customers. Although they may attend a workshop or conference they will not be motivated to engage in the ongoing professional networking and learning.



https://en.wikipedia.org/wiki/Technology_adoption_life_cycle

Research shows that increased teacher autonomy leads to a greater sense of empowerment and professionalism and teachers are less likely to be satisfied with their jobs when they don't have the freedom to make their own lesson plans (Tampio, 2019). The EDEX Collaboratory will support innovative teachers in becoming more autonomous in the classroom and the satisfaction of being a professional who has control over their career.

Characteristics of our Customer	Challenges of our Customer
Innovative collaborators - thought leaders who think outside the box, question the status quo, and desire to grow alongside others	Frustrated - when innovators cannot make change they can become frustrated
Growth motivated - they naturally feel the need to grow and challenge themselves	Exhausted and have limited time (long hours of teaching)
Desire to feel valued - they want to better the world	Possible low morale from feeling undervalued
Status in knowledge - early adopters who want to share with their friends and colleagues	Limited budget - their pay does not reflect their effort, level of schooling, or importance of position
Believes all students can learn and grow and are highly motivated to help students succeed	Has many students with high needs but lacks resources, support, and time for each student

Restart Schools

Another target market for the EDEX Collaboratory to consider is Restart Schools, low-performing schools that are given new opportunities to turn themselves around - some given “charter-like” flexibilities to make change. Cost will be a consideration with Restart Schools as many are in low socioeconomic neighborhoods and they are not given additional funding for professional development - rather, they are given more flexibility in how they use the funding they already have. Grants and other sources to subsidize funding should be considered. However, many Restart Schools are also Title I schools. Title I schools do receive additional funding that can be used for professional development.

Over 100 NC public schools are participating in the state’s Restart program. The Innovation Project (TIP) is focusing one of their main initiatives on supporting restart schools by helping them redesign learning environments, providing coaching and facilitating opportunities for participants to network. A possible opportunity for the EDEX Collaboratory is partnering with TIP on their visits to innovative North Carolina district and charter schools. The purpose of these visits is to support schools in TIP districts that are in the redesign process by providing examples of schools using charter and charter-like flexibilities to reshape their approaches to teaching and learning.

School Leaders

It will be important to remember that the EDEX Collaboratory should appeal to school leaders as well. Systemic change will happen only when school decision makers and teachers are united. Also, school leaders such as curriculum coaches, science specialists, etc. typically attend professional development and share with staff upon return. Additionally, school leaders approve school-level professional development spending and have the discretion to support professional development opportunities for staff.

B. MARKET ANALYSIS

According to 2017-2018 employment data released by the NC Department of Public Instruction there are over 83,000 teachers within a 3 hour drive of Exploris's campuses in downtown Raleigh. Additionally, there are an estimated 2,000 plus public charter school teachers. If 13.5% of these 85,000 educators are early adopters, our in state target market includes approximately 11,500 teachers. Even if one percent of this number participates in paid professional development through EDEX Collaboratory there would be over one hundred educators participating.

In general, professional development funding typically comes from the following three sources:

- The school pays
- The teacher pays out of pocket
- Scholarships, donations, and/or grant funding

Often funding comes from a combination of the above. For example, a teacher may pay out of pocket for all travel expenses, receive a scholarship or grant to attend, and the school may pay sub fees. It is important to know that teachers will and often do pay out of pocket for professional development. Teachers are responsible for attending professional learning opportunities as they work on accruing Continuing Education Units (CEUs) for license renewal.

In 2008, state funding for professional development dropped from \$12.8 million dollars to \$0 and has remained a \$0 dollar line item ever since. Although, Governor Cooper's recently released budget proposal restores professional development funds by including \$5.3 million for more professional development opportunities, it is not a guarantee that his budget spending plan will pass.

To fill the funding gap left by removal of state money, schools have shifted funds for professional development from other budget areas. Also, opportunities for professional development grants have increased including the new Governor's Educator Discovery Award Application which will award up to twelve \$1,000 professional development scholarships per year. Other grants can be found through state and local organizations, school's PTO/PTA organizations, and by posting professional development opportunities on the popular philanthropic education site Donors Choose.

It will be helpful for the EDEX Collaboratory to stay abreast of possible funding sources and to connect educators to potential funds for professional development.

C. PROGRAM OFFERINGS

Education Service Offerings: 2019-2020

The following offerings are suggested for 2019-2020 school year with a full-time director position. The EDEX Collaboratory will start by offering programs in high demand, generate revenue, and play to our strengths. These core offerings will be further developed in future years.

Program	Description	Cost
School Tours	<ul style="list-style-type: none"> 8 tours per year - 4 per campus 2 hours per tour 30 people per tour 	Free
School Visits	<ul style="list-style-type: none"> 2 visits days per year - 1 on each campus 5 - 6 hours (9:15 - 2:45) 30 ppl/visit (2 leaders if >20 ppl) Overview of school and seeing core Exploris teaching practices in action 	\$150 per person, or \$125 (if registering with a group of 4 or more)
Study Visits	<ul style="list-style-type: none"> 4 offered per year - campus TBD 2-3 consecutive days per Study Visit Focused on a deeper dive into a specific topic (possible examples: PBL, Standards-based grading/Assessment/Portfolio, Change Management for Schools, Citizen Science, STEM, Global Education, Service-learning, etc) Networking opportunities 20 ppl/visit (2 leaders if >15 ppl) <p>After the face-to-face experience:</p> <ul style="list-style-type: none"> Virtual follow-up and/or coaching (see Ongoing Support below) Invitation to online community Invitation to network meet-up 	Approx \$775 per person
Guest Expert PD	<ul style="list-style-type: none"> Multiple potential offerings (Cohort, multi-day, one-day, etc.) Topics based on faculty interests and specialty areas Guest presenter(s) submits an application Possible topics: Citizen Science, Big History, Mindfulness, and more... 	TBD

Inspiration Project	<ul style="list-style-type: none"> ● Custom PD for schools to support work on a problem of practice ● 10-12 hours of face-to-face PD over two non-consecutive days ● Virtual follow-up and/or coaching (see Ongoing Support below) ● 1 per year, or as requested ● 35 person max (2 facilitators) 	Approx. \$800 per person or \$10,500 + travel per school
Ongoing Support (“Office hours”)	<ul style="list-style-type: none"> ● Host a variety of virtual one:one follow-up and group follow-ups via video conferencing ● 3.5 hours of follow-up coaching offered to any participant who is in the network, (Network participants are those who attend a Study Visit or other time intensive PD experience). ● Within the same year of attending EDEX Collaboratory PD, network members may sign up for: <ul style="list-style-type: none"> ○ Up to 3 one-hour small group coaching sessions ○ Up to 1 thirty minute 1:1 coaching session ● “Office Hours” includes three hours of virtual facilitated coaching time each week <ul style="list-style-type: none"> ○ Small group coaching: Network participants sign up online and connect virtually for coached facilitation addressing a problem of practice, up to 5 participants per session ○ 1:1 coaching: Network participants may sign up online for 30 minute 1:1 coaching offered for one hour per week ● Additionally, lead and participate in Twitter chats and the private network Facebook group 	Included in the price of Study Visits and Inspiration Project
Annual Network Meetup	<ul style="list-style-type: none"> ● Network benefit ● Gathering and celebration for educators, guests, and leaders who participated in PD ● Student work showcase ● Keynote speaker 	\$25 per person
In-network visits	<ul style="list-style-type: none"> ● Free tours for international guests will continue to be scheduled as requested. ● Educators serving as part of the EDEX Collaboratory Advisory Group receive a credit for 3 people to attend a school visit, or \$450 towards a study visit 	N/A

Educational Service Offerings: 2020-2021

In 2020-2021 the EDEX Collaboratory will continue to offer the core programs and begin offering professional learning opportunities that expand the work into new territory, maximizing reach and increasing potential profits. Potential offerings include further developing the “freemium” business model. This would include free blog and podcast offerings that encourage enrollment in a network with blended 6-8 week paid online courses. This may also include subscription services including themed teacher boxes connected to professional development offerings and professional growth. Additionally, we plan to increase the network through paid access to regularly created and curated content including blogs and podcasts. Creating online content will be introduced gradually to ensure consistent high quality that exceeds customer expectations. High quality content is critical to attracting and retaining customers and positioning our brand. These new online offerings will require an investment of research, creativity, tech development, and resources. Also, the capstone celebratory Network Meetup event will transition into a 1-day conference and showcase, further enhancing the value EdEx Collaboratory provides.

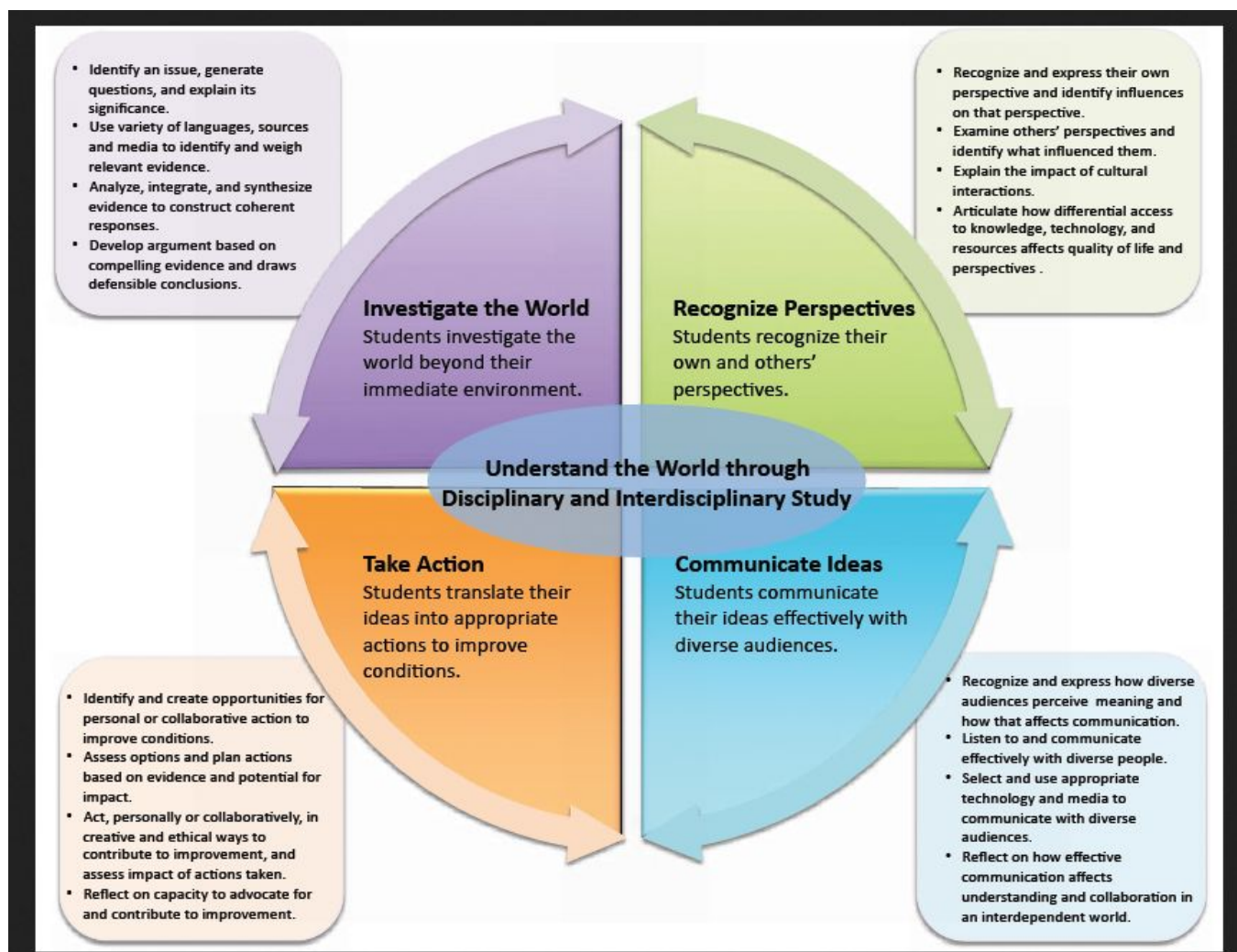
Potential new revenue streams may include:

- Amazon Services LLC Associates Program: Posting an “On Our Shelf” webpage with direct links to purchase titles through Amazon. As part of the Amazon Services LLC Associates Program, an affiliate advertising program, EDEX Collaboratory earns 5-7% of purchase amounts when readers purchase items linked from our website to Amazon.com and affiliated sites.
- Podcast sponsorships: Each free podcast will have one or two 45-second sponsorships carefully selected from companies and organizations that align with the mission and vision of EDEX Collaboratory. Each sponsorship will be read by the podcaster at the start of an episode.
- Teachers Pay Teachers: Creating complementary digital products and listing them for sale under Teachers Pay Teachers.
- Online courses: Creating 6-8 week online courses
- Subscription services: Digital and/or physical content delivered at regular intervals to paid subscribers

Subject Areas for Professional Development

Professional development offerings will not be limited to specific subject areas as the EDEX Collaboratory will evolve and feature in-demand relevant programs. Subjects for professional development will align with the values of Exploris since the EDEX Collaboratory and The Exploris School essentially share a brand and one entity can influence external perception of the other. This includes topics emphasizing global education which has been central to the work of The Exploris School since its inception in 1997.

Core Competencies of Global Education



<https://asiasociety.org/files/book-globalcompetence.pdf>

With global education at the core of its model, The Exploris School is also equipped to provide expert guidance and support in:

- Project-based Learning (PBL)
- STEM
- Service-learning
- Design Thinking
- Standards-based grading and the assessment/reflection cycle (including student-led portfolio conferences)
- Social-emotional learning
- Co-teaching
- Interdisciplinary Curriculum Design
- Citizen Science
- Big History

EDEX Collaboratory will also serve as an incubator and testing ground for new teachings at the School. Additionally, school-level innovations will lead to new EDEX Collaboratory program offerings. This collaborative relationship will continue to keep Exploris at the forefront of education, benefitting not only Exploris students and teachers but those in the community and larger population as well.

Method of Teaching

The EDEX Collaboratory will use a hands-on experiential approach, as opposed to lecturing or slideshows, as that is the Exploris way of teaching and will be more engaging for the audience. With hands-on learning experiences, the audience will be better equipped to take what they learned and implement the findings into their classroom. Study Visits will be delivered in a way that the teachings are actionable and pragmatic, providing real-world value to the participants. Additionally, time will be spent in classrooms followed by debriefing observations as well as opportunities to speak directly with teachers and staff. Access to current practitioners gives the EDEX Collaboratory a unique advantage over external educational consultants who are out of the classroom environment and hired to lead professional development.

Online Supplemental Support

The EDEX Collaboratory will also offer online supplemental coaching for network members to support implementation and achieve goals, and develop a cohort model where the educator feels part of a supportive group. "When implementing an educational approach, providing ongoing support to teachers through coaching, workshops, and supervision has been shown to have a substantial impact on student outcomes... Professional learning communities are an important part of teachers' continuous development..." (Vaughan and Albers 2017).

As teachers (especially innovative teachers) can often feel isolated and exhausted, providing additional support and contact beyond the in-person learning is paramount to the experience of The EDEX Collaboratory. "Decades of low pay and overcrowded classrooms have affected teacher health and job satisfaction: A new study found that 93 percent of elementary school teachers experience high levels of stress. Beyond long hours and heavy workload, teachers report feeling "emotional exhaustion" (Terada, 2018). The online supplemental coaching is an important part of developing the network to maximize teacher growth and satisfaction.

Benefits of an Online Community

- Drastically lowers barriers to teachers participating in professional development (cost, time off school, sub fees, travel, etc)
- Provide convenience and flexibility to not have to commit to a specific event date
- Eliminates the burden/cost of taking Exploris teachers out of the classroom
- Allows the impact of the event to go beyond the workshop which is necessary for lasting effectiveness

- The combination of on-site followed by online interaction allows personal relationships to grow, as opposed to solely online communities with no face-to-face
- Strengthens the network of EDEX Collaboratory participants

Execution of Online Support

The key to executing ongoing learning support will be providing value for the customer while making sure it isn't overly burdensome or time-consuming for EDEX Collaboratory staff, including paid Exploris teachers, to be involved. In addition to being active on social media, online support will include a variety of virtual one-on-one follow-up and group follow-ups via video conferencing. Three and a half hours of follow-up coaching will be offered to any participant who is in the network. Within the same year of attending EDEX Collaboratory professional development, network members may sign up for:

- Up to 3 one-hour small group coaching sessions
- Up to 1 thirty minute 1:1 coaching session

D. BRAND

The name, look and feel of the EDEX Collaboratory should be tied to The Exploris School so that it is clear these organizations are affiliated.

Some reasons for this are:

- Transparency for funding
- Transparency that the EDEX Collaboratory is governed by and founded by Exploris members
- Exploris already has strong name recognition and brand value
- Exploris has a positive reputation and notoriety in the community for being at the forefront of education

E. PROMOTIONAL STRATEGIES

As consumers move away from paying attention to outbound marketing tactics, including paid ads or any messages that interrupt or are not opt-in, the EDEX Collaboratory should use a more grassroots, organic strategy to spread the word.

Strategies	Description	Cost
Blog	<ul style="list-style-type: none"> ● Draws educators in with relevant, curated and engaging information ● Gives a glimpse into what Exploris is about and entices audience to attend a paid program 	Free (only labor involved)

	<ul style="list-style-type: none"> ● Highlights Exploris Expeditions and student experiences 	
Search Engine Optimization	<ul style="list-style-type: none"> ● Make sure the site is optimized so the right people can find us 	Free (only labor involved)
Public Relations	<ul style="list-style-type: none"> ● Personalized outreach to targeted media outlets and educational listservs ● Piggy-back on breaking ground of new building ● Determine multiple angles of stories for various outlets ● Press releases 	Free (only labor involved)
Social media	<ul style="list-style-type: none"> ● Lead and participate in social media discussions on Facebook and Twitter ● Garner attention, gain new followers (potential customers) and increase credibility as influencers in education 	Free (only labor involved)
Newsletter banner	<ul style="list-style-type: none"> ● Place ads/space in newsletter read by our target audience 	Need to get pricing
Email Marketing	<ul style="list-style-type: none"> ● Create homegrown list of attendees of free tours, email sign-ups on website ● Offer promotions to share with friend/colleague 	Potential small subscription fee for email marketing system
Exhibit or sponsor conferences/local forums	<ul style="list-style-type: none"> ● Attend and present at conferences ● Encourage other Exploris educators to present at conferences ● Share upcoming PD opportunities during conference presentations 	Cost of conference registration fees and travel
Partnerships	<ul style="list-style-type: none"> ● Organically spread the word to new audiences that fit our target market ● Boost credibility by collaborating with other high caliber organizations ● Do joint PR articles and have partners link to our website for increased visibility and to help with SEO 	Free (only labor involved)

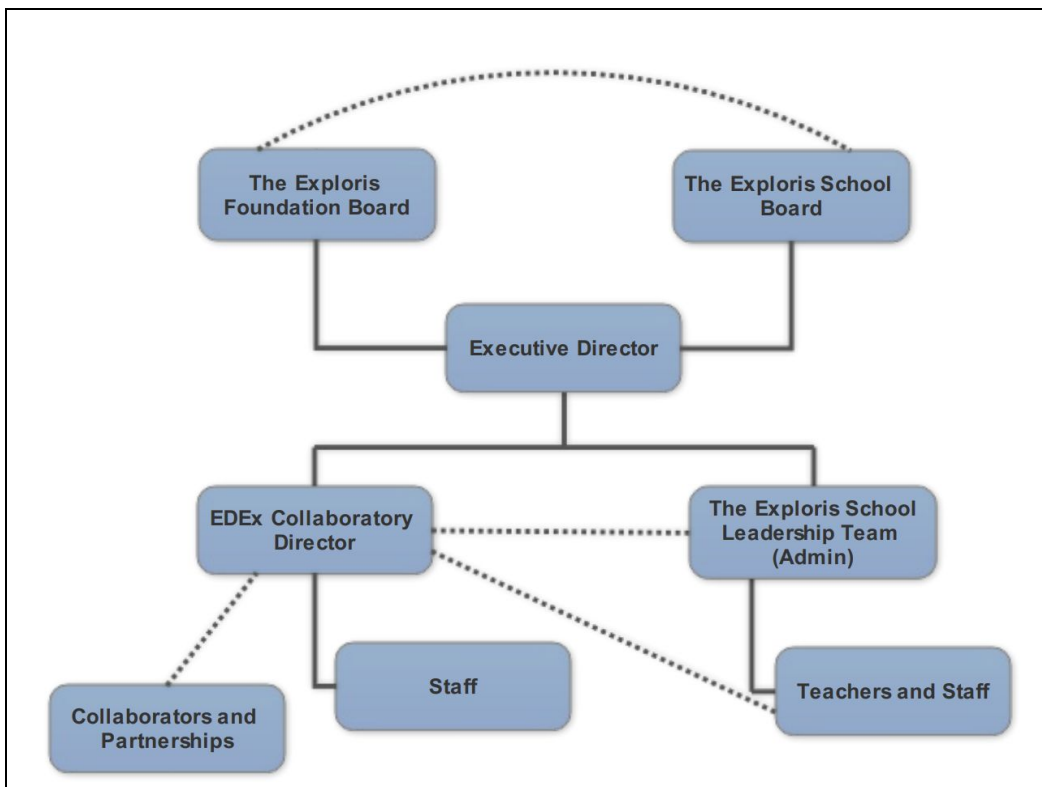
4. STAKEHOLDERS

A. THE TEAM

There will be a combination of employee(s) working for the EDEX Collaboratory including a director and additional part time EDEX Collaboratory staff in Year 2. Additionally, Exploris staff, and possibly guest instructors will lead professional learning and play an active role as part of the paid EDEX Collaboratory team.

Organizational Structure

The EDEX Collaboratory director would report to the executive director of The Exploris School to ensure alignment of mission and vision between the two organizations.



Director of the EDEX Collaboratory

Beginning in 2019-2020 the EDEX Collaboratory will need the minimum equivalent of 1 full-time employee. This could be a full-time director who drives all program offerings, manages the relationship with Exploris administration and teachers, external stakeholders, funding/grant writing, and is responsible for profits/losses. The ambitious nature of the project would benefit from more than one salaried employee, however, the reality of funding makes it most likely that the EDEX Collaboratory director will be the only salaried employee during the upcoming school year.

Consider structuring this/these roles as salaried positions using a billable hours model with the expectation that one full-time employee would bill 40 hours per week (not counting lunch, breaks, etc). A billable hours model will help track both funding and time. Tracking billable hours will make grant monitoring and reporting easier and more accurate, especially when managing funding from a variety of sources. Also, due to the need to actively secure funding, manage marketing and operations, and create and deliver programming, billable hours will provide helpful data for tracking progress and deliverables as well as help the employee(s) strive for work-life balance.

Full-time Director Responsibilities	Estimated Percentage of Time
<p>Development:</p> <ul style="list-style-type: none"> ● Securing funding (grant writing, meeting with potential sponsors/donors) ● Marketing (including blogging, social media, email marketing, speaking opportunities, etc.) ● Developing partnerships with influencers and like-minded organizations 	30%
<p>Admin:</p> <ul style="list-style-type: none"> ● Fiscal responsibilities (budgeting, profit/loss, billing, grant reporting) ● Payroll ● Oversight of contracted Exploris teachers ● Managing event sign ups, communication with attendees, payments ● School related meetings, duties, and/or coverage ● Serve on the Exploris Foundation Board 	30%
<p>Professional Development:</p> <ul style="list-style-type: none"> ● Creating, planning, prepping, and leading professional development ● Leading on-going support and hosting office hours and virtual follow up ● Coordinating spaces and vendors for PD ● Training and co-developing PD with guest presenters and sub-contractors, including Exploris staff ● Organize and lead the EDEX Collaboratory Advisory Group 	40%

Guest Instructors

Guest instructors will submit an application and detailed proposal for the professional development they would like to offer. Applications will be accepted on a rolling basis. Guest instructors will be offered a contract for supplemental pay and hired at one of two levels:

collaborator and leader. Contracts will outline an add-on job title and stipend/other perks for their efforts taking place outside of the normal work day. The payments will be stipend-based instead of billable hours and will be set according to level (collaborator, leader) and approximate hours leading professional development. Also, built into each accepted application will be time that the director spends preparing and coaching guest instructors to guarantee that teaching styles and philosophies are aligned with EDEX Collaboratory vision and standard of quality programming. Contracts will be paid in installments. Additionally, guest instructors will receive a title and be featured on the EDEX Collaboratory webpage.

Exploris teachers will have the opportunity to share their teaching methods and feel the satisfaction that their work is meaningful in making a difference in education. This will boost moral for those involved and provide a goal and motivation for those seeking to lead workshops in the future. Also, having a EDEX Collaboratory within the school will provide a mindset shift for the faculty, staff, students and parents that what they're doing has a bigger purpose. Care will be taken to ensure that involvement of Exploris teachers will not detract from their instructional time with students.

Social Media Ambassadors

As the network grows, there will be a need for social media ambassadors to help with replying to comments on social media accounts, organizing and running Twitter chats, and being active participants in the private Facebook group. Interested Exploris staff will submit an application. Applications will be accepted on a rolling basis. Ambassadors will be offered a contract for supplemental pay and contracts will outline an add-on job title and stipend/other perks for their efforts outside of their normal work hours. The payments will be stipend-based instead of billable hours.

2020 and Beyond

Expansion plans starting in 2020-2021 will require additional staff to grow and expand to produce the ambitious work outlined in the business plan. Again, a combination of fulltime and part time roles may fulfill these duties. Additional options may include offering paid internships that target local college students and/or recent graduates.

Time Allocation for Program Planning

It is important to understand that leading quality professional development takes many hours of preparation and follow-up, especially when the offering is new. To help with budgeting for program development and service delivery, the following formulas are suggested:

Type of Professional Development	Time Allocation (ratio)
<ul style="list-style-type: none"> Coaching (Face-to-face or virtual) 	2 hours of prep/follow-up: 1 hour of delivery
<ul style="list-style-type: none"> NEW or Custom professional learning 	4 hours prep/follow-up: 1 hour of delivery
<ul style="list-style-type: none"> Professional learning (repeated/not new) 	2.5 hours prep/follow-up: 1 hour of delivery

Although some tasks will get faster and more automated over time, shortcuts can't be made for many of the tasks necessary to lead professional learning. The employees of the EDEX Collaboratory will need to strive for efficiency, yet be realistic about the time it takes to prepare for leading high quality professional learning experiences that motivates our customers to thrive.

School Staff

The entire staff of The Exploris School is part of the EDEX Collaboratory network. The EDEX Collaboratory will highlight the incredible work of the Exploris staff. This will take the excitement and buy-in of all staff members. It will be important to maintain open communication and a symbiotic relationship between the EDEX Collaboratory and The Exploris School. Teachers at Exploris are regarded as leaders and innovators in their field and there is room for everyone at the table.

The EDEX Collaboratory will be a schoolwide endeavour. Even if teachers aren't paid to work additional hours for the EDEX Collaboratory, there will be guests touring through rooms, staff may be asked to meet with attendees during planning, or as part of a teacher panel. Also, teachers and staff will be invited to networking events and attendees will be eager to hear staff perspectives.

B. ADVISORY GROUP

There will be a formation of an EDEX Collaboratory Educator Advisory Group. We will seek out our state's and staff's futurist thinkers and educational innovators to meet regularly and brainstorm action items for the EDEX Collaboratory and beyond. Interested participants will apply and applicants will be considered twice per year. Individuals serve a two-year commitment, but may apply to remain part of the educator advisory group beyond the initial two years. This group will be our core influencers. Influencers are important to any new organization looking to garner attention and engage a new audience. They offer credibility and the catalytic energy to make a change in an industry. Our advisory group members will not be paid. However, educators serving as part of the EDEX Collaboratory Advisory Group receive a credit for 3 people to attend a school visit, or \$450 towards a study visit.

C. POTENTIAL PARTNERSHIPS

The Exploris School way is to develop meaningful partnerships as a project begins. The EDEX Collaboratory is in its early planning stages and partnerships have not yet been actively pursued. However, it will remain an important goal to strengthen partnerships and collaborate with other leaders in education. We suggest the EDEX Collaboratory staff start by joining and/or actively participating in the [Triangle Learning Network](#) and the [Go Open NC](#) campaign.

Additionally, leadership should consider exploring new partnerships with the following organizations: The Big History Project, The Innovation Project (TIP), North Carolina Colleges of Education, Natural Learning Initiative, Leadership + Design, and EDNC.

The following are current professional learning partnerships that exist either through the school or through key influencers on staff.

Partnerships	Benefit
<p>NC Museum of Natural Sciences (NCMNS) & PBL Fellows</p>	<p>A Memorandum of Understanding exists between Exploris and the NCMNS establishing the two institutions as partners (2008).</p> <p>PBL Fellows is an established professional learning program currently in its third year and housed at the NCMNS led in partnership with Exploris teachers. PBL Fellows models the type of effective PD the EDEX Collaboratory will offer.</p> <p>The NCMNS is an established institution and the education staff is open to partnering in any capacity that supports the mission and vision of both institutions.</p>
<p>Design for Change (DFC)</p>	<p>Exploris has formally participated in Design for Change projects since 2015. Exploris students have earned top honors in the nation for three years in a row and were selected to attend the international DFC conference in 2016. There is a strong connection between DFC and the values and work of The Exploris School.</p> <p>Currently, Exploris staff are leading a DFC cohort in its first year. This cohort is a hybrid virtual and in-person model.</p>

	<p>Two Exploris staff currently hold the title of North Carolina's Champions for Change.</p> <p>Design for Change is looking to expand its reach in the United States.</p>
<p>Citizen Science and North Carolina State University (NCSU)</p>	<p>Exploris teachers and students collaborate with local scientists from NCSU, NCMNS, and the Museum of Life and Sciences to involve 100% of Exploris students in Citizen Science projects each year.</p> <p>An Exploris staff member and three students (grades 2, 7, and 8) presented at the national citizen science conference, CitSci, in March 2019.</p>
<p>University of North Carolina Wilmington (UNCW) Masters of Arts in Teaching (MAT) Program</p>	<p>Exploris staff provided PBL unit mentoring for current UNCW MAT students.</p> <p>Exploris staff led PD session for UNCW MAT students and hosted a site visit.</p>
<p>Peaceful Schools NC</p>	<p>Peaceful Schools NC establishes relationships with partner schools who receive ongoing professional development in creating and sustaining healthy learning environments. Based out of the Carolina Friends School in Durham, NC, Peaceful Schools NC is run by teachers, for teachers.</p> <p>The Exploris School plans to partner with Peaceful Schools NC for the 2019-2020 school year. Although still under development, the plan is that some contract hours will be reserved for the EDEX Collaboratory for the purpose of guidance with the business side of the EDEX Collaboratory.</p>

6. FINANCIALS

A. OPERATING BUDGET

Like other schools offering professional development, the EDEX Collaboratory will need the support of external funding to be financially sustainable and, when possible, offset professional development costs for educators. Securing external funding will be imperative for reaching the goals and vision outlined in this business plan.

The projected operating budget for 2019-2020 includes a total revenue of \$108,770, total costs amount of goods and services of \$25,370, total gross margin of \$83,400, and total operating expenses including salaries and benefits of \$114,500. Prior to any fundraising, the overall operating loss of 2019-2020 is -\$31,100. Detailed financial projections and assumptions can be found in Appendix B and linked [HERE](#).

For year three, 2021-2022, and beyond it is the intent of the EDEX Collaboratory to break even, which includes building a small emergency reserve.

The following questions have not yet been answered. Decisions may change the financial projections. There is full confidence that with more time win-win decisions will be made that leverage the partnership and success of the EDEX Collaboratory and The Exploris School.

Remaining Questions

- Where will the EDEX Collaboratory be physically housed prior to moving into the new building?
 - At this time there is lack of physical space at The Exploris School. Also, it is cheaper to rent and belong to a co-working space like HQ Raleigh than it is to rent space from the school. Should this be considered? Are there other perks or disadvantages of belonging to a coworking space in the first two years?
- Will the EDEX Collaboratory be able to afford the more expensive rental costs in the new building?
- Will the EDEX Collaboratory rent the Center for Innovation space for days that the school is in session? Or, will use of this space be free and available as needed?
- How will the EDEX Collaboratory and The Exploris School both benefit from grants and funding received?
 - Will a portion of grants and donations received go to the school as overhead and/or admin costs? How will grant awards be shared to promote collaborative fundraising efforts and avoid competition?

B. FUNDRAISING

Grants and Foundations

When looking at fundraising options and the foundations that have funded similar initiatives, an important factor to many grant funders is supporting a cause that delivers equitable education to all children regardless of economic status. Exploris's new weighted lottery system and our continued plan to increase the number of educationally disadvantaged

students should be highlighted. Additionally, the fact that we are not focusing on a single subject area in our programs should aid in being considered by a broader range of foundations. We will look at both local and national grant opportunities and also foundations that have funded similar initiatives. However, the grant cycle takes significant amount of time. Other funding options will need to be considered to support the work of the EDEX Collaboratory for the 2019-2020 school year.

The Exploris School and its staff have received grants, in-kind donations, and awards from The Burroughs Wellcome Fund, The Fletcher Academy, Communities In Schools, and The Morgan Creek Foundation. In addition to previous and current donors, new relationships will need to be developed.

Corporate Sponsors

The EDEX Collaboratory should be careful in selecting corporate sponsors to make sure their values align with the EDEX Collaboratory and School. Corporations may also be tied to certain political views. As Exploris's brand and mission has grown organically through grassroots and Exploris has a reputation for doing a lot with little, any corporate sponsors should be fitting with the Exploris culture. The Ron Clark Academy, which receives large donations from corporations such as Oprah, Coca Cola and Verizon, spends twice per student than traditional public schools in the same area. Impacts of accepting money from certain corporations should be considered because it can affect the perception of the EDEX Collaboratory and School.

Donations

There will need to be significant fundraising through donations in order to get the EDEX Collaboratory up and running in August 2019. Securing funding will become the primary initiative for the next three months.

8. TIMELINE

Date	Milestone
3/20/19	Review by Foundation board
3/25/19	Lead School Tour
4/1/19	Business plan complete
4/1/19	Executive summary / "one sheet" complete
4/10/19	Lead School Tour
4/15/19	Begin fundraising/applying to grants
5/1/19	Name and Mission Statement
5/1/19	Register name
5/7/19	Site Visit
5/15/19	Purchase domain and website
5/15/19	Post job and accept applications
6/15/19	Interview and make an offer to EDEX Collaboratory director
8/15/19	<ul style="list-style-type: none"> ● Create content ● Website fully functional ● Marketing materials designed & purchased ● Select dates for PD offerings ● Registration begins ● Marketing begins
9/1/19	Interview and select guest instructors and social media ambassadors
9/2019	First program of 2019-2020 is offered

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APPENDIX

A. OVERVIEW OF SELECTED COMPETITION

Comparison of Online Professional Learning Resources

Online Resources	Details	Offerings
<p>Edutopia</p> <p>The George Lucas Foundation</p> <p>https://www.edutopia.org/</p>	<p>Website featuring “what works in education” through blog entries and videos highlighting innovation and best practices</p> <p>Staff and guest bloggers write blogs</p> <p>Guest bloggers are paid a stipend per published blog entry</p> <p>Over 1.3 million facebook fans</p> <p>Over 1 million twitter followers</p> <p>Over 2 million website visitors per month</p>	<p>Blogs and videos about many topics including:</p> <ul style="list-style-type: none"> - Assessment - Integrated studies - PBL - Social emotional learning - Teacher development - Technology integration <p>All content is free</p>

Online Resources	Details	Offerings
<p>The Epic Classroom</p> <p>Trevor Muir</p> <p>http://www.trevormuir.com/</p>	<p>Trevor Muir’s work emphasizes creative thinking, real-world PBL, and motivational support on how to make teaching and learning “epic”</p> <p>Motivational YouTube Channel has several videos with the most viewed video having 47,000 views</p> <p>3,500 Twitter followers</p>	<p>1-day PBL workshops (paid)</p> <p>Free videos and blogs with podcasts (weekly)</p> <ul style="list-style-type: none"> - YouTube Channel <p>One published books on Amazon</p> <p>Speaking engagements including conferences and keynotes and school-based PD</p>

Online Resources	Details	Offerings
<p>The Creative Classroom</p> <p>John Spencer</p> <p>http://www.spencerauthor.com/</p>	<p>John Spencer’s work emphasizes creative thinking, design thinking, making/ makerspaces, PBL, and motivational support</p> <p>Spencer’s online courses are hosted through the website, Blend</p> <p>14,000+ Twitter followers</p>	<p>Online courses:</p> <ul style="list-style-type: none"> - 7 courses: 5 paid, 2 free <p>Free videos and blogs with podcasts (weekly)</p> <p>Two published books on Amazon</p> <p>Free online tools and booklets:</p> <ul style="list-style-type: none"> - LAUNCH Design Thinking - Empower - PBL - Flow Theory <p>Speaking engagements including conferences and keynotes and school-based PD</p>

Online Resources	Details	Offerings
<p>Cult of Pedagogy</p> <p>Jennifer Gonzalez</p> <p>https://www.cultofpedagogy.com/</p>	<p>Jennifer Gonzalez’s work emphasizes technology integration strategies as well as effective ELA teaching strategies and motivational support</p> <p>According to Gonzalez’s website, her work receives over:</p> <ul style="list-style-type: none"> - 100,000 unique downloads per month - 23,000 downloads per month per podcast episode <p>Gonzalez’s online courses are hosted through the website, Blend</p> <p>86,000 Twitter followers</p>	<p>Paid online courses:</p> <ul style="list-style-type: none"> - Jumpstart: Technology - Twitter for Teachers <p>Free videos and blogs with podcasts:</p> <ul style="list-style-type: none"> - The Craft, Go Deep, and Teacher Soul (2 per month) <p>Two books published:</p> <ul style="list-style-type: none"> - 1 through Amazon and 1 published online <p>Paid printables through Teachers Pay Teachers</p> <p>Online store for “swag”, courses, recommended books, and materials</p>

		Speaking engagements including conferences and keynotes and school-based PD
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Online Resources	Details	Offerings
<p>The Cornerstone for Teachers</p> <p>Angela Watson</p> <p>https://thecornerstoneforteachers.com/</p>	<p>Angela Watson emphasizes strategies to help teaching being effective, efficient, and enjoyable</p> <p>Her work is a blend of motivational principles and practical tips</p> <p>According to Watson’s website, her work receives over:</p> <ul style="list-style-type: none"> - 50,000 downloads of podcast per month - 8 million individual web page views in 2018 - 135,000 followers on Facebook - 45,000 followers on Pinterest <p>Over 18,500 Twitter followers</p> <p>Online courses are hosted through Watson’ website</p>	<p>Paid online courses:</p> <ul style="list-style-type: none"> - 40 Hour Teacher Workweek Club - Finally Free - Proactive Behavior Management Course <p>Free blogs with podcasts:</p> <ul style="list-style-type: none"> - Truth for Teachers (weekly) <p>Five published books on Amazon:</p> <ul style="list-style-type: none"> - Two active online Book Club Communities <p>Paid printables through Teachers Pay Teachers</p> <p>Speaking engagements including conferences and keynotes and school-based PD</p>

Comparison of Schools Leading Professional Development

High Tech High (HTH) - network of 14 charter schools in San Diego, CA

Funding: HTH is heavily funded through grants, plus receives revenue from its professional development programs, tours and Graduate School of Education. In 2010, HTH received \$25,000 from the Hewlett Foundation, \$100,000 in 2012 from the Bill and Melinda Gates Foundation and \$10.3 million from the Bill and Melinda Gates Foundation over 5 years starting in 2018.

Key Takeaways from HTH:

HTH is operating on a much larger scale than Exploris, but much of what they're doing is relevant and similar to the mission of the EDEX Collaboratory. Characteristics include: PBL-focus, student-led tours, classroom observation, teacher and faculty-led interactive workshops, actionable plans, immersion in the school setting, mentoring by teachers, and opportunities to engage with students and staff.

Professional Development Programs	Additional Information	Cost
Student led tour		Free
Extended Visits	<ul style="list-style-type: none"> ● Student guided ● Meet w/ HTH leadership ● Lunch panel w/ teachers or students ● Classroom observations 	\$250 pp
Customer Residencies	<ul style="list-style-type: none"> ● Help participants implement equitable learning experiences in their context ● PBL learning focused ● Immersed in K-12 setting for deeper learning 	\$350 pp
GSE PD Events	<ul style="list-style-type: none"> ● 3-day, in-depth experience led by K-12 teachers, students and faculty ● Interactive sections with workshops and classroom visits 	\$800 pp
Deeper Learning Conference	<ul style="list-style-type: none"> ● Premier international event for educators who want to implement deeper learning in classroom ● Includes materials, meals, dinner reception, morning activities, access to MakerStudio 	\$750 PP

Mt. Vernon Presbyterian School - Mount Vernon Institute for Innovation (MVIFI) - Atlanta, GA

MVPS is an independent (tuition-based) K-12 school that promotes real-life learning with the motto, “we blur the lines between school and the real world.”

MVIFI has 8 leaders that also have various roles as MVPS educators, such as the Executive Director of MVIFI also serving as the Chief Learning and Innovation Officer at MVPS and the Upper School Head of Learning at MVPS also serving on the MVIFI “nucleus team”.

Funding: MVIFI is heavily funded through grants, such as \$13,200 grant in 2016 from the Arthur M. Blank Family Foundation, \$100,000 in 2017 from the Christian Education Charitable Trust (MacLellan Foundation), and \$100,000 in 2018 from the Edward E. Ford Foundation to enhance the school’s design and maker community through a partnership with the Georgia Institute of Technology Design Bloc.

Key Takeaways from MVIFI: MVPS uses MVIFI as a contributor and accelerator for the school and they feel a strong responsibility to strengthen the efforts others are making to enhance people's learning experiences. Their prices are moderately low and they also provide a large amount of valuable free content. This shows they are generous with their sharing of information and committed to being a catalyst for innovation in education on a larger scale.

Professional Development Programs	Additional Information	Cost
School Visits	<ul style="list-style-type: none"> ● Experiential workshop, guided tours and instruction ● Networking opportunities 	\$100 pp
FlashLab	<ul style="list-style-type: none"> ● 8-11:30am ● Take a “full lap” in design thinking ● Hands-on, fun, collaborative 	\$300 pp
FUSE conference	<ul style="list-style-type: none"> ● Explores possibilities of design thinking, the maker movement, entrepreneurship and innovation ● For leaders in education and corporations 	\$895 pp (\$795 early bird)
Fuse Talks	<ul style="list-style-type: none"> ● Similar to TedTalks ● 4 hours ● Series of nationally-renowned speakers 	\$200 pp (\$175 early bird)

The Hill Center - Durham, NC

The Hill Center offers professional development “Empowering Educators to Support Struggling Learners”. Hill draws on its own faculty and in-house trainers, North Carolina Department of Public Instruction trainers, and leading experts to deliver professional development in Hill methodologies, literacy and math instruction, and other instructional strategies to support their students.

Professional Development Programs	Additional Information	Cost
One-day workshops	<ul style="list-style-type: none"> ● 8:30am - 3:30pm ● Includes materials, lunch and documentation for CEUs, free parking 	\$350 pp
Online courses	<ul style="list-style-type: none"> ● 5, self-paced online courses ● Anytime access to course materials, including downloadable resources for up to a year 	\$100 each
Education series	<ul style="list-style-type: none"> ● Offered 6-8 times/yr ● Open to the public and feature various speakers 	Free

Funding: The North Carolina GlaxoSmithKline Foundation has been instrumental in Hill’s growth over the years and supported the initial development of their teacher training program in 1990, as well as several other foundations, such as the FM Kirby Foundation, Barnhill Family Foundation and the Oak Foundation.

Key Takeaways from The Hill Center: While The Hill Center’s target market is different from the EDEX Collaboratory, the general mission of the professional development and offerings are similar. The Hill Center’s pricing is moderate, particularly for the length of their workshops and the online courses provide a convenient and low cost option for teachers to learn at their own pace.

Ron Clark Academy - Atlanta, GA

The Ron Clark Academy (RCA) is a tuition-free public charter middle school located in Southeast Atlanta. Over 40,000 educators have attended their professional development over 10 years. The campus includes a 44,000 sq ft facility with 14 classrooms, a media center, 2-story slide, a dragon staircase, dance studio and gymnasium.

Professional Development Programs	Additional Information	Cost
One-day training	<ul style="list-style-type: none"> ● Observe master teachers in action ● Attend workshops ● Experience school culture and student engagement 8:30am-4:30pm ● Subjects include strategies for effective discipline, teaching creatively while achieving high standardized tests 	\$495 pp
Two-day training	<ul style="list-style-type: none"> ● More in-depth, additional observation, strategies, time for reflection 	\$925 pp

Funding: RCA has many large corporate sponsors including Coca Cola, Verizon, Delta, Panasonic and BB&T. Also, Oprah Winfrey donated \$5 million that will go towards the creation of the Ryan Marshall Performing Arts Center, a 32,000 sq. ft. multi-purpose facility that will help the school train 150,000 teachers over the next 10 years. RCA spends \$18,000 per student, compared to the per student average in Georgia of \$8900.

Key Takeaways from RCA: RCA is the high cost option with all the bells and whistles and the brand of their school fits that model with an over-the-top campus and spokesperson and spending more than twice per student than average in Atlanta. This is very different from Exploris’s brand and track record of doing a lot with a little. While their professional development seems top notch both from an experience and learning perspective, their brand is extremely different from Exploris.

Research Triangle High School (RTHS) - Research Triangle Park, NC

RTHS is a 9-12 STEM charter school that is “committed to incubating, proving and scaling innovative methods of teaching and learning, for the express purpose of sharing transformative innovations with the rest of our state.” They have specifically chosen to focus on digital assets as an outreach tool and also address teachers as learners within the community.

Professional Development Programs	Additional Information	Cost
Educator’s showcase	<ul style="list-style-type: none"> ● Highlight 3 lesson plans and provide curriculum, including online videos, assignments and tests 	Free

Moodle access	<ul style="list-style-type: none"> • Online repository of lesson plans from each teacher 	Free
Educator visits	<ul style="list-style-type: none"> • Hosts 200 teachers and school leaders to learn about their model of Personalized Learning • See an entire PL school, observe classrooms and talk to teachers/school leaders 	Free

Funding: Their programs are free to attendees and funding is provided by the NCDPI Digital Learning Initiative Grant and The Friday Institute at NC State University. Stipends are available to subs and travel costs.

Key Takeaways from RTHS: RTHS holds strong to its commitment to share innovative teaching methods by offering free support for educators although their offerings are not very rich or deep. The online instructional materials posted are inconsistent in quality between teachers. Also, the school offers no follow-up coaching to support implementation of learning.

B. FINANCIAL PROJECTIONS

Link to the financial projections can be found [HERE](#).

The financial projections link includes six sheets:

- Overview
- Profit & Loss Year
- Profit & Loss Quarter
- Sales Projections
- Costs of Goods Sold
- Staffing Plan
- Expenses

Screenshots of Profit & Loss Year are included here.

P & L by Year									
		Source	Year 1		Year 2		Year 3		
Revenue									
	School Tours	P&L By Qtr	\$ -	0%	\$ -	0%	\$ -	0%	
	School Visits	P&L By Qtr	\$ 6,000	6%	\$ 9,000	6%	\$ 9,000	4%	
	Study Visits	P&L By Qtr	\$ 38,750	36%	\$ 54,250	35%	\$ 62,000	26%	
	Guest Expert PD	P&L By Qtr	\$ 46,500	43%	\$ 62,000	39%	\$ 62,000	26%	
	Inspiration Project	P&L By Qtr	\$ 16,000	15%	\$ 16,000	10%	\$ 32,000	14%	
	Network Celebration	P&L By Qtr	\$ 1,500	1%	\$ 2,000	1%	\$ -	0%	
	Network Conference	P&L By Qtr	\$ -	0%	\$ -	0%	\$ 15,000	6%	
	Office Hours	P&L By Qtr	\$ -	0%	\$ -	0%	\$ -	0%	
	Online Network	P&L By Qtr	\$ -	0%	\$ 7,500	5%	\$ 37,500	16%	
	Podcast Sponsors	P&L By Qtr	\$ -	0%	\$ 6,000	4%	\$ 18,000	8%	
	Amazon Affiliate	P&L By Qtr	\$ 20	0%	\$ 125	0%	\$ 280	0%	
	Teachers Pay Teachers	P&L By Qtr	\$ -	0%	\$ 280	0%	\$ 400	0%	
	Total Revenue		\$ 108,770	100%	\$ 157,155	100%	\$ 236,180	100%	

P & L by Year									
		Source	Year 1		Year 2		Year 3		
COGS									
	School Tours	P&L By Qtr	\$ -	0%	\$ -	0%	\$ -	0%	
	School Visits	P&L By Qtr	\$ 860	3%	\$ 1,290	4%	\$ 1,290	3%	
	Study Visits	P&L By Qtr	\$ 9,000	35%	\$ 12,600	38%	\$ 14,400	34%	
	Guest Expert PD	P&L By Qtr	\$ 10,800	43%	\$ 14,400	43%	\$ 14,400	34%	
	Inspiration Project	P&L By Qtr	\$ 3,600	14%	\$ 3,600	11%	\$ 7,200	17%	
	Network Celebration	P&L By Qtr	\$ 1,110	4%	\$ 1,480	4%	\$ -	0%	
	Network Conference	P&L By Qtr	\$ -	0%	\$ -	0%	\$ 5,150	12%	
	Office Hours	P&L By Qtr	\$ -	0%	\$ -	0%	\$ -	0%	
	Online Network	P&L By Qtr	\$ -	0%	\$ -	0%	\$ -	0%	
			\$ 25,370	23%	\$ 33,370	21%	\$ 42,440	18%	

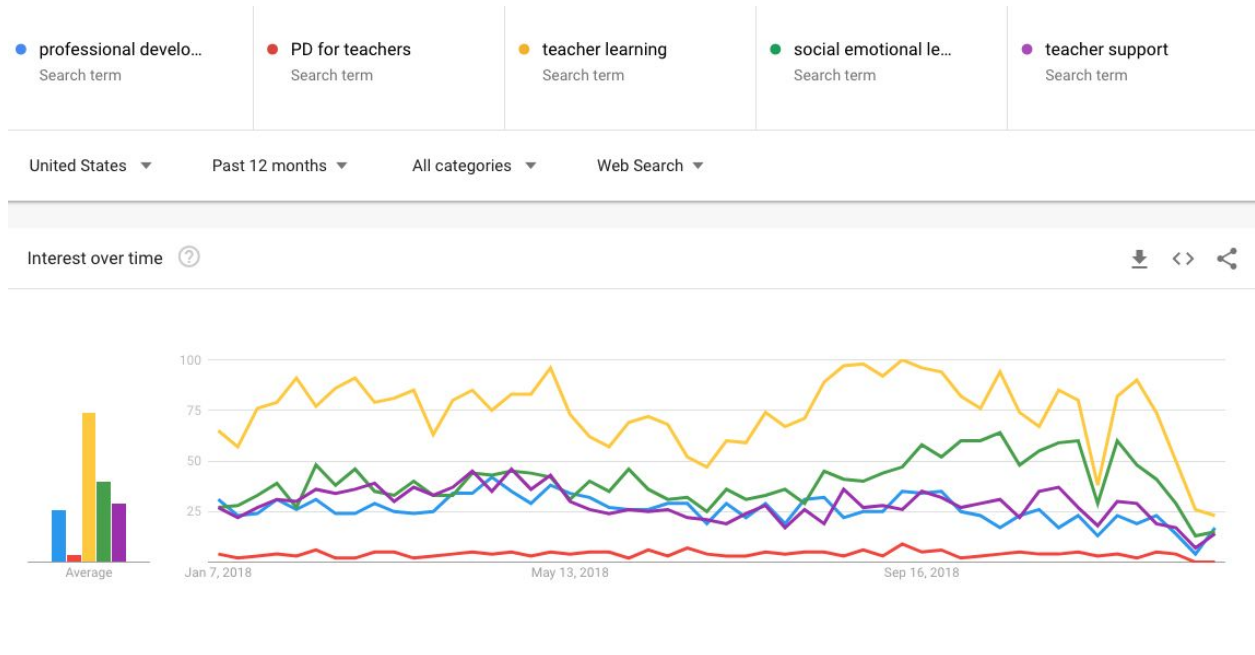
P & L by Year								
		Source	Year 1		Year 2		Year 3	
Gross Margin								
	School Tours	P&L By Qtr	\$ -	0%	\$ -	0%	\$ -	0%
	School Visits	P&L By Qtr	\$ 5,140	6%	\$ 7,710	6%	\$ 7,710	4%
	Study Visits	P&L By Qtr	\$ 29,750	36%	\$ 41,650	34%	\$ 47,600	25%
	Guest Expert PD	P&L By Qtr	\$ 35,700	43%	\$ 47,600	38%	\$ 47,600	25%
	Inspiration Project	P&L By Qtr	\$ 12,400	15%	\$ 12,400	10%	\$ 24,800	13%
	Network Celebration	P&L By Qtr	\$ 390	0%	\$ 520	0%	\$ -	0%
	Network Conference	P&L By Qtr	\$ -	0%	\$ -	0%	\$ 9,850	5%
	Office Hours	P&L By Qtr	\$ -	0%	\$ -	0%	\$ -	0%
	Online Network	P&L By Qtr	\$ -	0%	\$ 7,500	6%	\$ 37,500	19%
	Podcast Sponsors	P&L By Qtr	\$ -	0%	\$ 6,000	5%	\$ 18,000	9%
	Amazon Affiliate	P&L By Qtr	\$ 20	0%	\$ 125	0%	\$ 280	0%
	Teachers Pay Teachers	P&L By Qtr	\$ -	0%	\$ 280	0%	\$ 400	0%
	Total GM		\$ 83,400	77%	\$ 123,785	79%	\$ 193,740	82%

P & L by Year								
		Source	Year 1		Year 2		Year 3	
Expenses								
	Employees	P&L By Qtr	\$ 78,000	68%	\$ 111,681	70%	\$ 119,625	65%
	Facilities	P&L By Qtr	\$ 9,360	8%	\$ 9,360	6%	\$ 18,000	10%
	Professional Services	P&L By Qtr	\$ 7,161	6%	\$ 7,161	4%	\$ 7,161	4%
	Operations	P&L By Qtr	\$ 13,979	12%	\$ 25,031	16%	\$ 32,501	18%
	Marketing	P&L By Qtr	\$ 6,000	5%	\$ 6,000	4%	\$ 6,000	3%
	Operating Exp.		\$ 114,500	105%	\$ 159,233	101%	\$ 183,287	78%

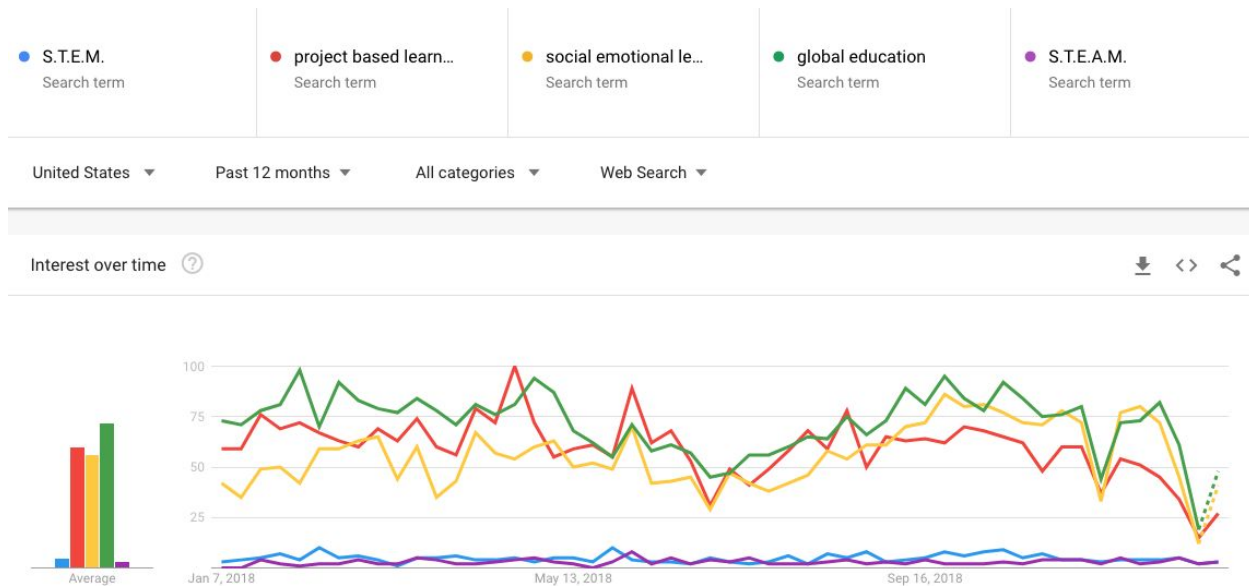
P & L by Year									
			Year 1		Year 2		Year 3		
Operating Profit			\$ (31,100)	-29%	\$ (35,448)	-23%	\$ 10,453	4%	

C. SUPPORTING DATA AND TRENDS ANALYSIS

1. Google Trends analysis showing 12 month search volume of the following phrases: “professional development for teachers”, “PD for teachers”, “teacher learning”, “social emotional learning” and “teacher support”.

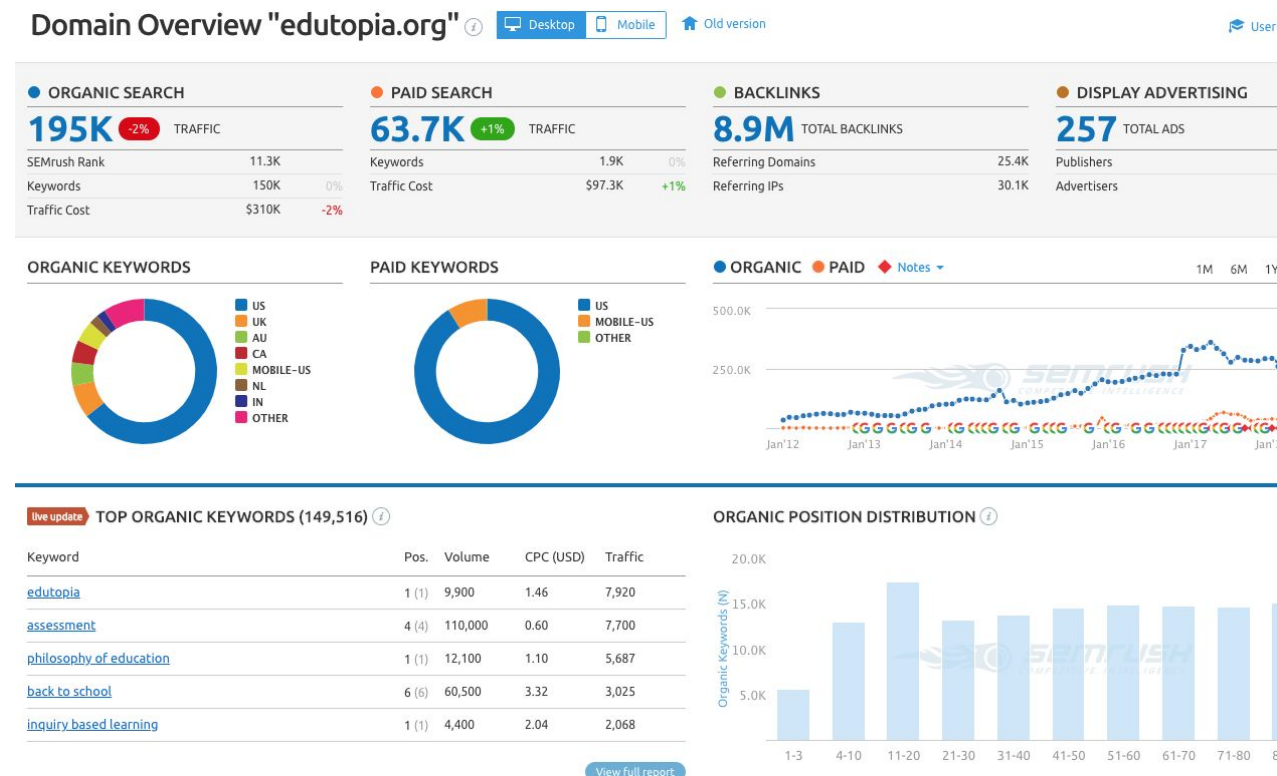


2. Google Trends analysis over 12 month period comparing search volume for phrases: “S.T.E.M.”, “project based learning”, “social emotional learning”, “global education” and “S.T.E.A.M.”



Google Trends analysis over a 12 month period

3. Edutopia.org attracts roughly 2.1M visitors to their site per month. Under “Top Organic Keywords” on the bottom left, you can see the top search terms and volume that visitors are searching for: “edutopia” (this is typical to have the top word be the brand name), “assessment”, “philosophy of education”, “back to school” and “inquiry based learning”. This is a good way to see what educators are searching for/interested in.



4. Top searches on Teachhub.com. This is another way to view what educators are searching for and interested in.

Organic Search Positions 1 - 100 (670) ⁴ teachhub.com Manage columns 14/14 Expo

	<input type="checkbox"/>	Keyword	Pos. ↕	Diff. ↕	Traffic ↕	Volume ↕	KD% ↕	CPC (USD) ↕	URL	Costs (USD) ↕	Com. ↕	Results ↕	Volume Trend	SERP	Last Update
>	<input type="checkbox"/>	vocabulary strategies	1 → 1	0	611	1,300	72.54	2.16	http://www.tea...lary	1.3K	0.02	103M			Dec 28, 2018
>	<input type="checkbox"/>	smart boards in the classroom	1 → 1	0	470	1,000	74.21	1.84	http://www.tea...ards	864	1.00	48.1M			Dec 27, 2018
>	<input type="checkbox"/>	professional goals examples for teachers	1 → 1	0	338	720	56.65	2.18	http://www.tea...oals	737	0.12	85.5M			Dec 27, 2018
>	<input type="checkbox"/>	hands on activities	1 → 1	0	338	720	73.01	1.10	http://www.tea...ties	372	0.08	832M			Dec 28, 2018
>	<input type="checkbox"/>	facts about teachers	1 → 1	0	338	720	64.59	1.84	http://www.tea...acts	622	0.05	609M			Dec 28, 2018
>	<input type="checkbox"/>	professional goals for teachers	1 → 1	0	338	720	61.38	1.55	http://www.tea...oals	524	0.16	229M			Dec 27, 2018
>	<input type="checkbox"/>	list of professional goals for teachers	1 → 1	0	225	480	59.88	1.83	http://www.tea...oals	412	0.16	105M			Dec 27, 2018
>	<input type="checkbox"/>	teaching skills	3 → 3	0	171	1,900	64.57	3.23	http://www.tea...ster	552	0.03	578M			Dec 28, 2018
>	<input type="checkbox"/>	21st century teacher valentine day	1 → 1	0	150	320	63.49	1.24	http://www.tea...ooks	186	0.12	90.5M			Dec 28, 2018
>	<input type="checkbox"/>	activities for high school students	1 → 1	0	150	320	69.65	0.00	http://www.tea...ties	0	0.07	68.6M			Dec 28, 2018
>	<input type="checkbox"/>	literacy night	1 → 1	0	150	320	72.46	0.00	http://www.tea...ight	0	0.04	87.9M			Dec 28, 2018
>	<input type="checkbox"/>	fun review games	1 → 1	0	122	260	56.06	0.91	http://www.tea...now	111	0.02	1.4B			Dec 28, 2018
>	<input type="checkbox"/>	professional development skills	1 → 1	0	122	260	79.17	0.00	http://www.tea...hers	0	0.06	1.4B			Dec 28, 2018
>	<input type="checkbox"/>	morning	4 → 4	0	112	1,600	72.86	0.83	http://www.tea...tina	92	0.06	1B			Dec 28, 2018

ED Report – March 2019

Academic Update:

- Michelle and Amanda will be sharing a presentation updating the Board on mid-year academic results at the 3/26/19 Board meeting.

Personnel and Staffing

Board approval is requested for the following personnel changes:

- Michael Gilbert-Singleton is being recommended for the Elementary Administrative Assistant / Power School Coordinator position.
- Accept the resignations of part-time Elementary Art Teacher, Marie Arondeau and part-time Elementary Global Arts Teacher, Renee Anderson effective at the end of the 18-19 school year. Marie is accepting a full-time art position, and Renee is starting a new business.
- Brittney Hartshorn (long-term EC sub) approved at last meeting has accepted a full-time permanent position with Wake County and will not extend her EC sub role beyond the maternity leave replacement.

Operations:

2019-2020 Financial Audit:

The proposed engagement letter from Thomas, Judy, & Tucker is attached for your review. The total cost for The Exploris School and School Foundation is \$15,900, an increase of \$700 over the prior year.

Board approval is requested to utilize the services Thomas, Judy, & Tucker for the 2019 audit for The Exploris School and School Foundation.

Lease Update:

Board approval is requested for the updated land lease at the elementary campus.

As discussed in previous Board meetings we were working to align the end dates of our lease agreements. Gordon Smith has worked with us to ensure that the elementary campus land lease meets the timing of our planned move to the new building. The land lease was renegotiated to align with the December 2020 lease for the modular units and will eligible for a month to month extension or renegotiation if the new facility is not available. The new lease is attached for Board review and approval.

Fire Drills:

ES – 2/28/19

MS- 2/26/19

Tornado Drill: Exploris participated in the statewide tornado drill held on 3/6/19 at both campuses to practice procedures and prepare for severe weather emergencies.

Application and Lottery Update:

- Lottery Process went well. 91 initial offers of acceptance went out on the day of the lottery.
- Registration was due one week after the offer of acceptance and we had 81 acceptances.
- A total of 86 FRL applications were received. 13 offers extended, 9 accepted

Enrollment Data for 2018 - 2019:

<u>Total Enrollment</u>										
	K	1	2	3	4	5	6	7	8	
<i>Total</i>	37	37	38	37	37	37	72	76	74	445*

*Changes since March -2 total (-1) in 2nd (-1) in 5th grade- move to private school

Breakdown by County

Wake – 424
 Johnson – 15
 Durham – 4
 Pitt- 1
 Franklin – 1
 Total – 445

NC ACCESS Grant

The Exploris School team will submit the full grant application by the end of March. The CSAB and SBE will notify awardees in June. Attached for your information is a recommendation letter written by Dr. June Atkinson on our behalf.

Thank you to the grant writing and review team for all their effort to complete the grant process.

- Michelle Duncan
- Katie Johnson
- Frank McKay
- Koren Morgan
- Amanda Northrup
- Michelle Parkerson
- Ellie Schollmeyer
- Charles and Sarah Yelton

Strategic Plan:

Draft 5 of the Strategic Plan is attached for your review

Timeline:

- Parent / Student Surveys – December / January – Complete
- School Board Focus Group for Strategic Plan – January 29, 2019 – Complete
- All Staff Focus Group – January 30, 2019 – Complete
- Strategic Planning Steering Committee –
- 2 meetings – February 9 (9am – 1pm) and February 21 (4pm – 6pm) Complete
- Extra meeting held on March 4 (4pm – 6 pm)
 - Admin Reps - Ellie, Amanda Northrup
 - 2 Elementary Staff Representatives – Leah Ruto, Michelle Duncan, Maggie
 - 2 Middle School Staff Representatives – Cori Greer Banks and Shannon Hardy
 - 3 Board Member Representatives- Tom, Camesha, Theo
 - 1 Parent Representative – Kimberly Harris

- Staff Review of Draft 5 and Feedback Session on 3/13/19

- The final Mission, Vision, Values and Goals will presented to the Board at the April meeting

Finance:

The Finance committee met to review the year to date expenditures and project future impacts. Based on YTD activity, we are projecting an end of year surplus of **\$84,960.80**. The Board should begin discussions about how to allocate the EOY surplus. The balance sheet and income statement along with the YTD budget report are attached for your review. The budget report has been reformatted to improve readability.

2019-2020 Budget

The 2019- 2020 Budget draft is in process and the first review will be held during the April Board meeting. Cory Draughan will be attending to review the budget proposal with the Board. Staff salary projections will be calculated using the 2018-2019 state salary guide plus the Exploris School supplement outlined below. The average of teacher salaries is \$ 56,398, with an 8% average increase based on the 18-19 state salary guide. Teaching assistants are projected to receive a 5-6% increase based on the 18-19 state salary guide. Admin and support staff are projected to receive a 3% increase.

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	

Capital Campaign/ Foundation / Center for Innovation

Foundation Account Balance as of 3/16/19 - **\$523,196.81**

Total Gifts Received - \$239,864.15
 School Rollover Contribution - \$304,705.58
 Total Pledges Outstanding - \$86,911.59

We are asking all Board members and Staff members to contribute to the Capital Campaign so that we reach 100% participation. Donations can be made directly on our website linked [here](#) for your convenience. Percent participation ranges as of 1/17/19 are shown below:

Board – 79%
 Staff – 77%
 Families – 68%

Center For Innovation –

Sonja McKay will present the Center for Innovation Business Plan to the School Foundation Board on February 20, 2019. The Business plan is included in the Board packet for your review.

Sonja and Ellie will attend the Deeper Learning Conference held at High Tech High from 3/26 - 3/29 to evaluate competitive teacher professional learning opportunities to help Exploris fine tune our marketing plan and PD offerings. Travel and conference expenses are funded by Sonja’s CASM grant.

Governance Committee:

The governance committee will be fielding a survey to gauge parent opinion on conducting background checks for volunteers and

April Board Meeting-

The next School Board meeting will be held on 4/30/19 at 4:30 PM at MS.

Exploris Strategic Plan

Draft 5

3/10/19

MISSION:

Exploris is a diverse learning community that engages students in a challenging, relevant relationship-based education. We do this through experiential, project-based learning that empowers students to foster a just and sustainable world.

VISION:

Empowering learners to make the world better.

CORE VALUES

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

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

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.

SOCIAL EMPOWERMENT - Students 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. 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. Student work is tangibly connected not only to the local community, but 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 and collaborate with their teachers, parents, peers, and community. With a keen understanding of the unique developmental of the age group which they teach, teachers are intentional about the structures and relationship-building activities that they design. Positive relationships and collaboration results in a tapestry of learners who know they can depend on each other and work together in almost any situation. The end-product is deeper, and Exploris students experience a collective sense of accomplishment and ownership.

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.

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

RESPONSIBILITY - Students will take ownership of their learning and accountability for their actions and behavior. Students will recognize the importance of character, integrity, and honesty.

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.

STRATEGIC GOAL 1: FAMILY AND COMMUNITY ENGAGEMENT

Increase partnerships with community organizations and parents to support students' academic, social, and emotional needs.

Objective 1.1: Explore grant/research opportunities to support school vision.

Objective 1.2: Partner with local universities to increase education offerings.

Objective 1.3: Partner with community organizations to provide resources for family engagement and wraparound support for their families.

Objective 1.4: Support the development of an innovation center to assist in the transformation of education.

STRATEGIC GOAL 2: FACILITIES

Transition successfully to a new K-8 facility that aligns with our core values and expansion needs.

Objective 2.1: Begin construction in spring 2019.

Objective 2.2: Complete and occupy new building by fall 2021.

Objective 2.3: Develop alternate plan if construction does not begin by September 2019.

Objective 2.4: Develop interior design that meets needs of students and staff learning.

Objective 2.5: Ensure technology and infrastructure support instructional strategies.

STRATEGIC GOAL 3: FACULTY AND STAFF

Attract and retain innovative and collaborative educators who are involved in shared decision making about issues having an impact on the success of Exploris.

Objective 3.1: Pay salaries competitive with Wake County Schools pay scale.

Objective 3.2: Provide teachers with opportunities for professional development to remain innovative in education.

Objective 3.3: Implement a 360-evaluation process for faculty and staff.

STRATEGIC GOAL 4: STUDENT SUCCESS

Strengthen K-8 curriculum and instruction to embrace diversity and differentiation for achieving academic, social, emotional, and cultural growth.

Objective 4.1: Increase academic support across all subgroups.

Objective 4.2: Create a curriculum matrix that guides K-8 instruction.

Objective 4.3: Align essential K-8 social and emotional competencies for successful development.

Objective 4.4: Build capacity to provide students with differentiated instruction.

Objective 4.5: Decrease disruptive student behaviors.

Objective 4.6: Strengthen project-based experiences to be more relevant, community driven, and hands-on.

STRATEGIC GOAL 5: DIVERSITY

Increase the racial and socio-economic diversity of Exploris educators and students to reflect that of Wake County.

Objective 5.1: Develop recruitment plan to increase the racial and socio-economic diversity of students and staff.

Objective 5.2: Secure funding to support needs of diverse school community.

Objective 5.3: Increase support staff and resources to meet diverse population needs.

Objective 5.4: Develop strategies for helping students and families to feel welcomed, valued and supported.

Objective 5.5: Increase outreach programs and community partnerships to include online, phone, and translation media.

STRATEGIC GOAL 6: FINANCE

Acquire adequate financial resources to ensure long-term financial sustainability of Exploris.

Objective 6.1: Develop sustainable budget to support strategic goals.

Objective 6.2: Have no substantive audit exceptions.

THIRD AMENDMENT TO LEASE

THIS THIRD AMENDMENT TO LEASE (the “**Third Amendment**”) is made and entered into as of the 6th day of March, 2019, by and between **The Wood Pile, LLC**, a North Carolina limited liability company (“**Landlord**”) and **Exploris Middle School**, a North Carolina non-profit corporation (“**Tenant**”).

WITNESSETH:

WHEREAS, Landlord and Tenant entered into that certain Lease dated July 16, 2014 (the “**Original Lease**”) whereby Landlord leased to Tenant the premises consisting of approximately 1.377 acres of land commonly known as 17 S. Swain Street, Raleigh, North Carolina, as more particularly described in the Lease (the “**Premises**”);

WHEREAS, Tenant exercised its option to extend the Lease Term through an including June 30, 2017, pursuant to Section 1.4 of the Lease and, in order to memorialize such exercised extension, Landlord and Tenant entered into that certain Addendum to Lease dated January 6, 2016 (the “**Addendum**”);

WHEREAS, Landlord and Tenant entered into a First Amendment to Lease dated January 11, 2017 (the “**First Amendment**”) a Second Amendment to Lease dated May 17, 2018 (the “**Second Amendment**”) whereby, without limitation, the Lease Term was extended through and including August 31, 2019 (the Original Lease, the Addendum, the First Amendment and the Second Amendment are hereinafter collectively referred to herein as the “**Lease**”);

WHEREAS, Landlord and Tenant desire to further amend the terms of the Lease to further extend the Lease Term until December 31, 2020 on the terms and provisions set forth in this Third Amendment;

NOW, THEREFORE, in consideration of the promises, mutual covenants and agreements contained herein, and other good and valuable consideration, the receipt and legal sufficiency of which is hereby acknowledged, the Lease is hereby amended as follows:

1. **DEFINITIONS.** The foregoing recitals are incorporated herein by reference. Capitalized and defined terms used in this Third Amendment shall have the meanings ascribed to them in the Lease, unless the context clearly requires otherwise. In the event that the terms of this Third Amendment conflict with the terms of the Lease, the terms of this Third Amendment shall control.

2. **TERM.** The term of the Lease shall be extended from September 1, 2019 through December 31, 2020 (the “**Fourth Extension Period**”), provided, however, that such extension shall be contingent on the following: (i) upon expiration of the Third Extension Period, Tenant has no outstanding Default; (ii) no event has occurred that upon

notice or the passage of time, or both, would constitute a Default; (iii) Tenant has not been in Default under the Lease on more than two (2) occasions during the 12-month period preceding the Fourth Extension Period; and (iv) Tenant is occupying the Premises.

3. RENT. Effective September 1, 2019 and continuing through August 31, 2020, Tenant shall pay to Landlord monthly Rent in the amount of **\$5,305.00** for use and occupancy of the Premises; and effective as of September 1, 2020 and continuing through the remainder of the Fourth Extension Period, Tenant shall pay to Landlord monthly Rent in the amount of **\$5,465.00**. The Rent is due and payable on or before the first (1st) day of each calendar month, in advance, delivered to the address designated in Section 2.1 of the Lease, or at such other place as may be designated from time to time by Landlord.

4. The Lease is in full force and effect, binding and enforceable against Tenant and Landlord in accordance with its terms, and there are no other agreements other than this Third Amendment, whether oral written, or understandings of any nature between Landlord and Tenant which modify or amend the Lease, in any respect whatsoever. The Lease, including this Third Amendment, constitutes the sole and complete agreement of Tenant and Landlord with respect to the use or occupancy of the Premises, and Tenant acknowledges that it has no right to use the Premises other than pursuant to the Lease and this Third Amendment. Landlord has fully performed all obligations of the landlord under the Lease. As of execution of this Third Amendment, Tenant has no claim of default, offset, setoff, abatement, reduction, defense or counterclaim to the payment of Rent or other charges payable by Tenant pursuant to the Lease or with respect to Tenant's other obligations under the terms of the Lease, and Tenant has no defenses to enforcement of the Lease in accordance with its terms. To the best knowledge and belief of Tenant, Landlord is not in default in the performance or observance of any landlord obligations under the Lease, and no event has occurred and no condition exists that, with the giving of notice or the passage of time, or both, would constitute any such default under any of the terms or provisions of the Lease.

5. Except as hereinbefore set forth, all terms, provisions and conditions contained in the Lease shall remain in full force and effect, and this Third Amendment shall remain in full force and effect.

6. Each party hereby acknowledges and agrees that no court construing this Third Amendment shall construe it more stringently against one party than the other.

7. This Third Amendment shall be construed in accordance with and governed by the laws of the State of North Carolina.

8. The provisions of this Third Amendment are intended to be severable. If any term or provision hereof is held to be illegal or invalid for any reason whatsoever, such illegality or invalidity shall not affect the validity or enforceability of the remainder of this Third Amendment.

9. No indebtedness of any kind incurred or created by Tenant shall constitute an indebtedness of the State of North Carolina (the "State") or its political subdivisions and no indebtedness of Tenant shall involve or be secured by the faith, credit, or taxing of the State or its political subdivisions.

[signatures on following page.]

IN WITNESS WHEREOF, Landlord and Tenant have caused this Third Amendment to be duly executed, under seal, as of the day and year first above written.

LANDLORD:

The Wood Pile, LLC, a North Carolina limited liability company

By: Gordon Smith III (SEAL)
Gordon Smith, III, Its Manager

STATE OF NORTH CAROLINA
COUNTY OF Wake

The foregoing instrument was acknowledged before me this 31st day of January, 2019 by Gordon Smith, III, Manager of The Wood Pile, LLC, on behalf of the limited liability company.

Susan Pittman (SEAL)
Notary Public for North Carolina

My commission expires: 12-23-2023



TENANT:

Exploris Middle School, a North Carolina non-profit corporation

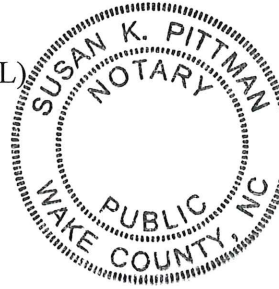
By: Ellie Schollmeyer (SEAL)
Ellie Schollmeyer, Its Executive Director

STATE OF NORTH CAROLINA
COUNTY OF Wake

The foregoing instrument was acknowledged before me this 6th day of March, 2019 by Ellie Schollmeyer, Executive Director of Exploris Middle School, on behalf of the corporation.

Susan Pittman (SEAL)
Notary Public for North Carolina

My commission expires: 12-23-2023



Cover Sheet

Finance

Section: III. ED Report
Item: B. Finance
Purpose: Vote
Submitted by:
Related Material: 03. Board Report 2019.02 Exploris.pdf
05. Income Statement 2019.02 Exploris.pdf
06. Balance Sheet 2019.02 Exploris.pdf
Audit Contract 2019-2020.pdf

Exploris							
Budget Analysis Report							
Fiscal Year: 2019 2/01/2019 - 2/28/2019							
Account	Budget	Period Activity	YTD Activity	Remaining Budget	% Used	EOY Projection	
Revenues							
STATE REVENUE	2,655,506.96	253,115.14	2,097,789.43	557,717.53	79.00	2,690,301.68	
LOCAL REVENUE	1,236,666.65	102,117.56	810,844.49	425,822.16	65.57	1,348,723.61	
FEDERAL REVENUE	68,164.00	5,522.20	43,446.30	24,717.70	63.74	71,288.00	
FOUNDATION REVENUE	20,580.00	0.00	172.30	20,407.70	0.84	12,201.45	
B&A CARE REVENUE	90,000.00	12,000.00	65,528.61	24,471.39	72.81	90,000.00	
FIELD TRIP REVENUE	0.08	5,933.55	121,353.20	(121,353.12)	151691500.00	121,353.20	
Revenues	4,070,917.69	378,688.45	3,139,134.33	0.00	77.11	4,333,867.94	
Expenses							
Account	Budget	Period Activity	YTD Activity	Remaining Budget	% Used	EOY Projection	
SALARIES AND BONUSES	2,516,923.33	215,210.14	1,639,572.68	877,350.65	65.14	2,531,840.44	
BENEFITS	594,663.26	45,195.89	346,050.70	248,612.56	58.19	588,102.16	
BOOKS AND SUPPLIES	65,810.00	1,668.34	37,505.76	28,304.24	56.99	66,044.82	
TECHNOLOGY	103,544.94	3,666.98	77,689.20	25,855.74	75.03	104,544.94	
NON-CAP EQUIPMENT & LEASES	19,500.00	4,192.22	14,076.37	5,423.63	72.19	19,500.00	
CONTRACTED STUDENT SERVICES	36,500.00	3,843.86	17,001.98	19,498.02	46.58	36,500.00	
FIELD TRIPS	4,000.12	3,098.71	77,212.49	(73,212.37)	1930.25	128,553.20	
STAFF DEVELOPMENT	11,000.00	2,659.23	8,035.94	2,964.06	73.05	12,454.84	
ADMIN SERVICES	105,580.00	38,803.36	123,589.07	(18,009.07)	117.06	157,672.43	
INSURANCES	33,111.00	5,034.97	30,731.40	2,379.60	92.81	37,597.40	
FACILITIES	462,264.52	37,504.38	327,429.08	134,835.44	70.83	479,573.16	
B&A CARE	39,581.51	5,822.17	25,586.47	13,995.04	64.64	40,331.87	
CLUBS	0.00	380.00	4,656.24	(4,656.24)		5,615.00	
VARIOUS GRANTS-CASMT	40,576.88	1,778.24	32,146.58	8,430.30	79.22	40,576.88	
Expenses	4,033,055.56	368,858.49	2,761,283.96	0.00	68.47	4,248,907.14	
SURPLUS/(DEFICIT)	37,862.13	9,829.96	377,850.37			84,960.80	

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Income Statement**Fiscal Year: 2019 Month: February****Include Fund(s): 1, 2, 3, 5**

Fund		Beg. Balance	MTD Actual	MTD Budget	YTD Actual	YTD Budget
Fund 1						
	Revenue					
	1.3100.016.000.000.000.00 Rev - Summer Reading - 016	1,097.68	0.00	477.08	1,097.68	3,816.67
	1.3100.036.000.000.000.00 Rev - Charter Schools	1,838,193.62	253,115.14	220,815.16	2,091,308.76	1,766,521.31
	1.3100.048.000.000.000.00 Rev- State Bonus	5,382.99	0.00	0.00	5,382.99	0.00
	Revenue Total:	1,844,674.29	253,115.14	221,292.24	2,097,789.43	1,770,337.98
	Expense					
	1.5110.036.121.000.000.00 Salary - Teacher	872,854.31	127,745.81	127,060.53	1,000,600.12	1,016,484.27
	1.5110.036.142.000.000.00 Salary - Teacher Assistant	59,007.54	9,842.92	6,539.17	68,850.46	52,313.33
	1.5110.036.162.000.000.00 Substitute Pay	11,642.50	7,647.50	2,083.33	19,290.00	16,666.67
	1.5110.036.183.000.000.00 Salary - Bonus	0.00	0.00	416.67	0.00	3,333.33
	1.5110.036.211.000.000.00 ER's Social Security Cost	66,903.98	10,428.06	15,525.70	77,332.04	124,205.63
	1.5110.036.229.000.000.00 ER's Other Retirement Cost	16,622.71	2,460.28	3,965.66	19,082.99	31,725.26
	1.5110.036.229.100.000.00 ER's Other Retirement Cost- CONTINGENCY	0.00	0.00	2,135.35	0.00	17,082.83
	1.5110.036.231.000.000.00 ER's Hospitalization Insurance	102,745.87	15,862.42	25,291.60	118,608.29	202,332.80
	1.5110.036.232.000.000.00 ER's Workers' Comp. Insurance	590.00	(590.00)	812.83	0.00	6,502.67
	1.5110.036.233.000.000.00 ER's Unemployment Insurance Co	0.00	0.00	953.87	0.00	7,630.93
	1.5110.036.234.000.000.00 ER's Dental Ins. Cost	1,612.55	259.35	518.84	1,871.90	4,150.72
	1.5110.036.235.000.000.00 ER's Life Ins. Cost	136.35	0.00	133.08	136.35	1,064.67
	1.5110.036.239.000.000.00 Other Ins. Cost	1,043.01	(347.57)	687.25	695.44	5,498.00
	1.5110.036.299.000.000.00 Long Term Disability	0.00	347.57	343.92	347.57	2,751.33
	1.5110.036.315.000.000.00 Reproduction Costs	630.00	0.00	0.00	630.00	0.00
	1.5110.036.411.000.000.00 Supplies and Materials	2,247.86	0.00	0.00	2,247.86	0.00
	1.5110.036.418.000.000.00 Computer Software and Supplies	3,320.00	0.00	0.00	3,320.00	0.00
	1.5110.048.180.000.000.00 Testing Bonus	4,000.00	0.00	0.00	4,000.00	0.00
	1.5110.048.211.000.000.00 ER's Social Security Cost	305.99	0.00	0.00	305.99	0.00
	1.5210.036.121.000.000.00 Salary - EC Teacher	80,486.51	12,085.53	16,000.10	92,572.04	128,000.80
	1.5210.036.142.000.000.00 Salary - EC Teacher Assistant	58,700.07	8,900.01	8,666.67	67,600.08	69,333.33
	1.5210.036.211.000.000.00 ER's Social Security Cost	9,852.28	1,441.97	0.00	11,294.25	0.00
	1.5210.036.229.000.000.00 ER's Other Retirement Cost	795.75	159.25	0.00	955.00	0.00
	1.5210.036.231.000.000.00 ER's Hospitalization Insurance	23,665.44	3,509.45	0.00	27,174.89	0.00
	1.5210.036.234.000.000.00 ER's Dental Ins. Cost	296.08	45.95	0.00	342.03	0.00

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THE EXPLORIS SCHOOL**Income Statement****Fiscal Year: 2019 Month: February****Include Fund(s): 1, 2, 3, 5**

Fund		Beg. Balance	MTD Actual	MTD Budget	YTD Actual	YTD Budget
1.5210.036.311.000.000.00	Contracted Services - EC	1,399.12	496.62	500.00	1,895.74	4,000.00
1.5210.036.312.000.000.00	Workshop Expenses	0.00	0.00	83.33	0.00	666.67
1.5210.036.317.000.000.00	Contracted Psychological Servi	0.00	0.00	833.33	0.00	6,666.67
1.5240.036.318.000.000.00	Contracted Services - Speech	4,726.25	1,640.00	1,416.67	6,366.25	11,333.33
1.5330.036.121.000.000.00	Intervention Teacher	30,850.19	4,407.17	0.00	35,257.36	0.00
1.5330.036.211.000.000.00	Intervention SS	2,148.65	308.47	0.00	2,457.12	0.00
1.5330.036.229.000.000.00	Intervention Other Retirement	925.54	132.22	0.00	1,057.76	0.00
1.5330.036.231.000.000.00	Intervention Hospitalization	3,655.40	522.20	0.00	4,177.60	0.00
1.5330.036.234.000.000.00	ER' Dental	86.45	12.35	0.00	98.80	0.00
1.5350.016.121.000.000.00	Teacher - Summer Reading Camp	818.54	0.00	0.00	818.54	0.00
1.5350.016.211.000.000.00	ER SS - Summer Reading Camp	279.14	0.00	0.00	279.14	0.00
1.5350.016.411.000.000.00	Supplies and Materials - 016	0.00	0.00	477.08	0.00	3,816.67
1.5400.036.151.000.000.00	Salary - Office Personnel	62,718.65	7,947.50	0.00	70,666.15	0.00
1.5400.036.211.000.000.00	ER's Social Security Cost	4,623.55	583.35	0.00	5,206.90	0.00
1.5400.036.229.000.000.00	ER's Other Retirement Cost	1,256.49	238.43	0.00	1,494.92	0.00
1.5400.036.231.000.000.00	ER's Hospitalization Insurance	8,355.20	1,044.40	0.00	9,399.60	0.00
1.5400.036.234.000.000.00	ER's Dental Ins. Cost	185.64	24.70	0.00	210.34	0.00
1.5400.036.411.000.000.00	Supplies and Materials - Offic	1,046.37	0.00	0.00	1,046.37	0.00
1.5410.036.114.000.000.00	Salary - Principal/Headmaster	64,166.69	9,166.67	0.00	73,333.36	0.00
1.5410.036.211.000.000.00	ER's SS	4,830.47	690.13	0.00	5,520.60	0.00
1.5410.036.229.000.000.00	ER's Other Retirement	1,925.00	275.00	0.00	2,200.00	0.00
1.5410.036.231.000.000.00	ER's Hospitalization	3,655.40	522.20	0.00	4,177.60	0.00
1.5410.036.234.000.000.00	ER's Dental	86.45	12.35	0.00	98.80	0.00
1.5410.048.180.000.000.00	Bonus - 048	1,000.00	0.00	0.00	1,000.00	0.00
1.5410.048.211.000.000.00	ER's Social Security Cost	77.00	0.00	0.00	77.00	0.00
1.5420.036.116.000.000.00	Salary - Assistant Principal	79,367.75	11,338.25	48,977.14	90,706.00	391,817.15
1.5420.036.211.000.000.00	ER's SS	5,926.93	845.56	0.00	6,772.49	0.00
1.5420.036.229.000.000.00	ER's Other Retirement	2,129.50	312.20	0.00	2,441.70	0.00
1.5420.036.231.000.000.00	ER's Hospitalization	7,310.80	1,044.40	0.00	8,355.20	0.00
1.5420.036.234.000.000.00	ER's Dental	86.45	12.35	0.00	98.80	0.00
1.5830.036.131.000.000.00	Guidance Counselor	53,331.54	4,825.14	0.00	58,156.68	0.00
1.5830.036.131.001.000.00	Salary - Guidance Counselor Grant	0.00	4,888.89	0.00	4,888.89	0.00
1.5830.036.211.000.000.00	ER SS	3,978.43	354.18	0.00	4,332.61	0.00

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THE EXPLORIS SCHOOL

Income Statement Fiscal Year: 2019 Month: February Include Fund(s): 1, 2, 3, 5

Fund		Beg. Balance	MTD Actual	MTD Budget	YTD Actual	YTD Budget
1.5830.036.211.001.000.00	ER SS	0.00	374.00	0.00	374.00	0.00
1.5830.036.231.000.000.00	ER's Hospitalization	3,655.40	522.20	0.00	4,177.60	0.00
1.5830.036.234.000.000.00	ER's Dental Insurance Cost	86.45	12.35	0.00	98.80	0.00
1.6110.036.113.000.000.00	Curriculum Support & Dev	15,020.81	2,145.83	0.00	17,166.64	0.00
1.6110.036.211.000.000.00	ER's SS	1,149.08	164.15	0.00	1,313.23	0.00
1.6400.036.311.000.000.00	Contracted Services - Technolo	6,000.00	0.00	3,000.00	6,000.00	24,000.00
1.6510.036.341.000.000.00	Telephone	127.98	0.00	0.00	127.98	0.00
1.6530.036.321.000.000.00	Utilities - Electrical Service	2,563.12	0.00	0.00	2,563.12	0.00
1.6530.036.323.000.000.00	Utilities -Water and Sewer	480.00	0.00	0.00	480.00	0.00
1.6540.036.311.000.000.00	Contracted Services - Custodi	9,600.00	0.00	2,250.00	9,600.00	18,000.00
1.6540.036.411.000.000.00	Supplies and Materials	2,426.41	0.00	0.00	2,426.41	0.00
1.6580.036.325.001.000.00	Contracted Landscaping	0.00	0.00	300.00	0.00	2,400.00
1.6580.036.422.000.000.00	Repair Parts and Materials	27.87	0.00	0.00	27.87	0.00
1.6610.036.311.000.000.00	Contracted Services - Business	8,741.45	7.45	3,033.33	8,748.90	24,266.67
1.6610.036.371.000.000.00	Liability Insurance	9,866.02	0.00	1,678.33	9,866.02	13,426.67
1.6610.036.378.000.000.00	Scholastic Accident Insurance	0.00	0.00	226.42	0.00	1,811.33
1.6620.036.311.000.000.00	Contracted Services - HR	141.05	91.16	41.67	232.21	333.33
1.6920.036.311.000.000.00	Contracted Legal Services	591.32	0.00	2,916.67	591.32	23,333.33
1.6930.036.311.000.000.00	Contracted Audit Services	2,750.00	0.00	875.00	2,750.00	7,000.00
1.6940.036.327.000.000.00	Building Rentals & Leases	81,237.58	26.27	17,805.38	81,263.85	142,443.01
1.6940.036.327.001.000.00	Land Lease New Bern	30,750.00	0.00	5,150.00	30,750.00	41,200.00
1.6940.036.327.002.000.00	Modular Lease	7,934.40	0.00	8,333.33	7,934.40	66,666.67
1.6950.036.313.000.000.00	Advertising Cost	0.00	0.00	333.33	0.00	2,666.67
Expense Total:		1,851,555.33	254,786.64	309,365.58	2,106,341.97	2,474,924.74
Change in Fund 1 Balance:		(6,881.04)	(1,671.50)	(88,073.34)	(8,552.54)	(704,586.76)

Fund 2

Revenue

2.3250.036.000.000.000.00	Rev - Sales Tax	0.00	0.00	547.50	0.00	4,380.00
2.4110.435.000.000.000.00	Rev - Durham County Schools	8,195.04	1,170.72	915.56	9,365.76	7,324.51
2.4110.439.000.000.000.00	Rev - Franklin County Schools	543.18	0.00	0.00	543.18	0.00
2.4110.447.000.000.000.00	Rev - Harnett County Schools	0.00	0.00	271.50	0.00	2,172.00
2.4110.456.000.000.000.00	Rev - Johnston County Schools	10,832.49	2,181.60	2,474.46	13,014.09	19,795.69

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Income Statement**Fiscal Year: 2019 Month: February****Include Fund(s): 1, 2, 3, 5**

Fund		Beg. Balance	MTD Actual	MTD Budget	YTD Actual	YTD Budget
2.4110.482.000.000.000.00	Rev - Pitt County Schools	820.15	164.03	0.00	984.18	0.00
2.4110.502.000.000.000.00	Rev - Wake County Schools	590,244.21	97,720.63	90,790.12	687,964.84	726,320.97
2.4211.036.000.901.000.00	Rev - Field Trips - KI-01	410.00	0.00	0.00	410.00	0.01
2.4211.036.000.903.000.00	Rev - Field Trips - 02-03	130.00	0.00	0.00	130.00	0.00
2.4211.036.000.905.000.00	Rev - Field Trips - 04-05	3,716.33	1,008.85	0.00	4,725.18	0.00
2.4211.036.000.906.000.00	Rev - Field Trips - 06	4,814.20	1,110.00	0.00	5,924.20	0.01
2.4211.036.000.907.000.00	Rev - Field Trips - 07	21,946.32	1,650.00	0.00	23,596.32	0.01
2.4211.036.000.907.100.00	Rev - F/T - 7th Fundraising	0.00	0.00	0.00	0.00	0.01
2.4211.036.000.908.000.00	Rev - Field Trips - 08	53,564.80	1,264.70	0.00	54,829.50	0.01
2.4211.036.000.908.100.00	Rev - F/T - 8th Fundraising	0.00	0.00	0.00	0.00	0.01
2.4211.036.000.930.000.00	Rev - Field Trips - Japan	17,275.00	900.00	0.00	18,175.00	0.01
2.4211.036.000.931.000.00	Rev - Field Trips - Germany	13,563.00	0.00	0.00	13,563.00	0.01
2.4430.036.000.000.000.00	Rev - Contributions	12,675.81	189.52	0.00	12,865.33	0.00
2.4430.036.004.000.000.00	Rev - PTO Donations	(1,301.00)	0.00	0.00	(1,301.00)	0.00
2.4430.690.000.000.000.00	REV- CAPITAL CAMPAIGN FOUNDATI	172.30	0.00	333.33	172.30	2,666.67
2.4450.036.000.001.000.00	Interest Income Reserve	151.05	26.06	8.33	177.11	66.67
2.4490.036.000.000.000.00	Rev - Various	616.00	0.00	0.00	616.00	0.00
2.4490.352.000.000.000.00	Rev - Foundation/PTO	0.00	0.00	1,181.67	0.00	9,453.33
2.4490.352.000.100.000.00	Rev - Foundation Financial Reporting Contrib	0.00	0.00	200.00	0.00	1,600.00
2.4493.036.000.000.000.00	Rev - Clubs	4,950.00	665.00	0.00	5,615.00	0.00
2.4890.559.000.000.000.00	Rev - CASMT Grant	25,000.00	0.00	2,242.71	25,000.00	17,941.67
2.4910.036.000.000.000.00	Fund Balance Appropriated - Legal	20,000.00	0.00	1,666.67	20,000.00	13,333.33
2.4910.036.000.002.000.00	Fund Balance Appropriated - Tech	36,000.00	0.00	3,000.00	36,000.00	24,000.00
2.4910.036.000.003.000.00	Fund Balance Appropriated - Capital Improvement	0.00	0.00	0.00	0.00	0.01
2.4910.559.000.000.000.00	Fund Balance Appropriated CASMT	0.00	0.00	1,138.70	0.00	9,109.59
Revenue Total:		824,318.88	108,051.11	104,770.55	932,369.99	838,164.52
Expense						
2.5110.036.121.000.000.00	Salary - Teacher	25.00	0.00	0.00	25.00	0.00
2.5110.036.121.001.000.00	Salary - Teacher Homebound	175.00	0.00	0.00	175.00	0.00
2.5110.036.211.000.000.00	ER's Social Security Cost	1.47	0.00	0.00	1.47	0.00
2.5110.036.211.001.000.00	ER's Social Security	11.58	0.00	0.00	11.58	0.00

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THE EXPLORIS SCHOOL**Income Statement****Fiscal Year: 2019 Month: February****Include Fund(s): 1, 2, 3, 5**

Fund		Beg. Balance	MTD Actual	MTD Budget	YTD Actual	YTD Budget
2.5110.036.229.000.000.00	ER's Other Retirement Cost	(124.12)	0.00	0.00	(124.12)	0.00
2.5110.036.231.000.000.00	ER's Hospitalization Insurance	4,729.77	0.00	0.00	4,729.77	0.00
2.5110.036.232.000.000.00	ER's Workers' Comp. Insurance	7,489.00	0.00	0.00	7,489.00	0.00
2.5110.036.233.000.000.00	ER's Unemployment Insurance Co	1,503.87	0.00	0.00	1,503.87	0.00
2.5110.036.235.000.000.00	ER's Life Ins. Cost	810.62	179.54	0.00	990.16	0.00
2.5110.036.239.000.000.00	Other Ins. Cost	6,224.29	(1,693.51)	0.00	4,530.78	0.00
2.5110.036.299.000.000.00	Long Term Disability	0.00	2,817.92	0.00	2,817.92	0.00
2.5110.036.311.901.000.00	Scholarships - KI-01	0.00	0.00	0.00	0.00	0.01
2.5110.036.311.903.000.00	Scholarships - 02-03	0.00	0.00	0.00	0.00	0.01
2.5110.036.311.905.000.00	Scholarships - 04-05	0.00	0.00	0.00	0.00	0.01
2.5110.036.311.906.000.00	Scholarships - 06	0.00	0.00	0.00	0.00	0.01
2.5110.036.311.907.000.00	Scholarships - 07	0.00	0.00	0.00	0.00	0.01
2.5110.036.311.908.000.00	Scholarships - 08	0.00	0.00	0.00	0.00	0.01
2.5110.036.312.000.000.00	Workshop Expenses	3,575.00	2,431.00	833.33	6,006.00	6,666.67
2.5110.036.315.000.000.00	Reproduction Costs	6,874.24	4,192.22	1,100.00	11,066.46	8,800.00
2.5110.036.326.000.000.00	Contracted Repairs - Equipment	0.00	0.00	25.00	0.00	200.00
2.5110.036.333.901.000.00	Field Trips - KI-01	447.99	0.00	0.00	447.99	0.01
2.5110.036.333.903.000.00	Field Trips - 02-03	320.00	0.00	0.00	320.00	0.00
2.5110.036.333.905.000.00	Field Trips - 04-05	603.78	0.00	0.00	603.78	0.00
2.5110.036.333.906.000.00	Field Trips - 06	495.91	390.00	0.00	885.91	0.01
2.5110.036.333.907.000.00	Field Trips - 07	12,038.34	0.00	0.00	12,038.34	0.01
2.5110.036.333.908.000.00	Field Trips - 08	25,424.13	0.00	0.00	25,424.13	0.01
2.5110.036.333.930.000.00	Field Trips - Japan	17,457.69	2,708.71	166.67	20,166.40	1,333.33
2.5110.036.333.930.100.00	Field Trips - Japan Scholarships	0.00	0.00	0.00	0.00	0.01
2.5110.036.333.931.000.00	Field Trips - Germany	17,325.94	0.00	166.67	17,325.94	1,333.33
2.5110.036.333.931.100.00	Field Trips - Germany Scholarships	0.00	0.00	0.00	0.00	0.01
2.5110.036.361.000.000.00	Membership Dues and Fees	50.00	0.00	45.63	50.00	365.00
2.5110.036.411.000.000.00	Supplies and Materials	13,283.92	169.65	2,007.50	13,453.57	16,060.00
2.5110.036.418.000.000.00	Computer Software and Supplies	15,301.95	148.00	1,825.00	15,449.95	14,600.00
2.5110.036.461.000.000.00	Non-Cap Inst. Equipment	2,379.91	0.00	416.67	2,379.91	3,333.33
2.5110.036.462.000.000.00	Non-Cap Computer Hardware	36,610.86	467.72	3,182.50	37,078.58	25,460.00
2.5110.559.181.000.000.00	Salary - Stipend - CASMT	25,000.00	0.00	2,083.33	25,000.00	16,666.67
2.5110.559.211.000.000.00	ER's Social Security - CASMT	1,912.50	0.00	159.38	1,912.50	1,275.00

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Income Statement**Fiscal Year: 2019 Month: February****Include Fund(s): 1, 2, 3, 5**

Fund		Beg. Balance	MTD Actual	MTD Budget	YTD Actual	YTD Budget
2.5110.559.312.000.000.00	Workshop Expense - CASMT	3,455.84	1,778.24	1,138.70	5,234.08	9,109.59
2.5210.036.311.000.000.00	Contracted Services - EC	0.00	239.74	0.00	239.74	0.00
2.5210.036.312.000.000.00	Workshop Expenses	334.37	228.23	0.00	562.60	0.00
2.5210.036.317.000.000.00	Contracted Psychological Servi	2,040.00	0.00	0.00	2,040.00	0.00
2.5210.036.411.000.000.00	Supplies and Materials	(1,376.24)	101.36	136.88	(1,274.88)	1,095.00
2.5240.036.318.000.000.00	Contracted Services - Speech	4,992.75	1,317.50	0.00	6,310.25	0.00
2.5400.036.231.000.000.00	ER's Hospitalization Insurance	0.00	477.20	0.00	477.20	0.00
2.5400.036.332.000.000.00	Travel Reimbursement	12.50	0.00	0.00	12.50	0.00
2.5400.036.343.000.000.00	Telecommunications Services	307.56	51.26	165.00	358.82	1,319.96
2.5400.036.361.000.000.00	Membership Dues and Fees	209.29	0.00	0.00	209.29	0.00
2.5400.036.411.000.000.00	Supplies and Materials - Offic	2,739.71	448.83	821.25	3,188.54	6,570.00
2.5400.036.418.000.000.00	Computer Software and Supplies	259.75	0.00	365.00	259.75	2,920.00
2.5400.036.459.000.000.00	Food Purchase - Office	626.83	137.75	136.88	764.58	1,095.00
2.5400.036.461.000.000.00	Non-Cap Furniture and Equipmen	0.00	0.00	83.33	0.00	666.67
2.5400.036.462.000.000.00	Non-Cap Computer Hardware	213.15	0.00	91.25	213.15	730.00
2.5400.435.471.000.000.00	S/T - Durham County	2,791.84	0.00	0.00	2,791.84	0.00
2.5400.502.471.000.000.00	S/T - Wake County	1,494.35	196.51	547.50	1,690.86	4,380.00
2.5502.036.411.000.000.00	Supplies and Materials - Arts	191.74	0.00	0.00	191.74	0.00
2.5503.036.311.000.000.00	Contracted Services - Clubs	2,400.00	0.00	0.00	2,400.00	0.00
2.5503.036.333.000.000.00	Field Trips - Clubs	716.65	0.00	0.00	716.65	0.00
2.5503.036.361.000.000.00	Membership Dues & Fees - Clubs	0.00	330.00	0.00	330.00	0.00
2.5503.036.411.000.000.00	Supplies and Materials - Clubs	1,159.59	50.00	0.00	1,209.59	0.00
2.5503.352.327.000.000.00	Rentals/Leases - PTO	0.00	0.00	1,181.67	0.00	9,453.33
2.5503.352.411.000.000.00	Supplies and Materials - PTO	10,770.00	0.00	0.00	10,770.00	0.00
2.5840.036.411.000.000.00	Supplies and Materials	698.00	84.32	45.63	782.32	365.00
2.5850.036.345.000.000.00	Security Monitoring	3,786.68	0.00	833.33	3,786.68	6,666.67
2.6400.036.311.000.000.00	Contracted Services - Technolo	12,008.95	3,000.00	0.00	15,008.95	0.00
2.6510.036.341.000.000.00	Telephone	127.98	0.00	166.67	127.98	1,333.33
2.6510.036.342.000.000.00	Postage	329.96	14.61	182.50	344.57	1,460.00
2.6530.036.321.000.000.00	Utilities - Electrical Service	8,909.32	2,661.88	1,750.00	11,571.20	14,000.00
2.6530.036.323.000.000.00	Utilities -Water and Sewer	2,399.98	663.82	416.67	3,063.80	3,333.33
2.6540.036.311.000.000.00	Contracted Services - Custodi	9,075.00	2,100.00	0.00	11,175.00	0.00
2.6540.036.411.000.000.00	Supplies and Materials	3,260.76	1,006.32	833.33	4,267.08	6,666.67

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THE EXPLORIS SCHOOL

Income Statement

Fiscal Year: 2019 Month: February

Include Fund(s): 1, 2, 3, 5

Fund		Beg. Balance	MTD Actual	MTD Budget	YTD Actual	YTD Budget
2.6570.690.526.000.000.00	Foundation - Architect Fees	2,500.00	0.00	0.00	2,500.00	0.00
2.6580.036.325.000.000.00	Contracted Repairs and Mainten	830.29	0.00	416.67	830.29	3,333.33
2.6580.036.325.002.000.00	Contracted Pest Control	480.00	80.00	100.00	560.00	800.00
2.6580.036.325.003.000.00	Contracted Maint- Fire Inspect	2,155.90	0.00	250.00	2,155.90	2,000.00
2.6580.036.422.000.000.00	Repair Parts and Materials	270.57	427.79	166.67	698.36	1,333.33
2.6610.036.311.000.000.00	Contracted Services - Business	12,129.98	2,625.00	0.00	14,754.98	0.00
2.6610.036.362.000.000.00	Bank Service Fees	916.84	95.50	166.67	1,012.34	1,333.33
2.6610.036.362.000.000.20	Bank Service Fees 4317	35.00	0.00	0.00	35.00	0.00
2.6610.036.371.000.000.00	Liability Insurance	7,751.41	5,034.97	0.00	12,786.38	0.00
2.6610.036.376.000.000.00	International Travel Insurance	0.00	590.00	41.67	590.00	333.33
2.6620.036.311.000.000.00	Contracted Services - Personne	340.57	28.20	0.00	368.77	0.00
2.6910.036.411.000.000.00	Supplies and Materials - Board	11,245.00	515.31	1,083.33	11,760.31	8,666.67
2.6920.036.311.000.000.00	Contracted Legal Services	27,790.60	33,043.60	0.00	60,834.20	0.00
2.6930.036.311.000.000.00	Contracted Audit Services	9,134.00	0.00	0.00	9,134.00	0.00
2.6940.036.327.000.000.00	Building Rentals & Leases	49,449.77	16,998.90	0.00	66,448.67	0.00
2.6940.036.327.001.000.00	Land Lease New Bern	10,150.00	5,150.00	0.00	15,300.00	0.00
2.6940.036.327.002.000.00	Modular Lease	64,302.24	7,934.40	0.00	72,236.64	0.00
2.6940.036.332.000.000.00	Travel - Parking	1,734.75	455.00	0.00	2,189.75	0.00
2.6950.690.311.001.000.00	Foundation - The Center for Innovation Services	2,823.75	2,912.45	0.00	5,736.20	0.00
2.6950.690.411.000.000.00	Foundation - Supplies & Materials	1,373.25	0.00	0.00	1,373.25	0.00
2.6950.690.418.000.000.00	Foundation Computer Software	2,592.00	0.00	0.00	2,592.00	0.00
2.7100.036.311.000.000.00	Contracted Community Services	0.00	150.00	291.67	150.00	2,333.33
2.7200.036.459.000.000.00	Other Food Purchases - F&R Lunch	181.25	0.00	0.00	181.25	0.00
2.8100.036.715.000.000.00	Transfer FCIT 6528	(56,000.00)	(32,000.00)	0.00	(88,000.00)	0.00
2.8100.036.715.001.000.00	Transfer Reserve Account	56,000.00	32,000.00	0.00	88,000.00	0.00
	Expense Total:	482,072.12	102,739.94	23,423.95	584,812.06	187,391.32
	Change in Fund 2 Balance:	342,246.76	5,311.17	81,346.60	347,557.93	650,773.20

Fund 3

Revenue

3.3600.060.000.000.000.00	Rev - IDEA VI-B - 060	36,076.72	5,522.20	5,680.33	41,598.92	45,442.67
3.3600.118.000.000.000.00	Rev - IDEA VIB Targeted Assist	1,847.38	0.00	0.00	1,847.38	0.00

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Income Statement**Fiscal Year: 2019 Month: February****Include Fund(s): 1, 2, 3, 5**

Fund		Beg. Balance	MTD Actual	MTD Budget	YTD Actual	YTD Budget
	Revenue Total:	37,924.10	5,522.20	5,680.33	43,446.30	45,442.67
	Expense					
	3.5210.060.121.000.000.00 Salary - EC Teacher	29,882.44	4,268.92	0.00	34,151.36	0.00
	3.5210.060.211.000.000.00 ER's Social Security Cost	2,164.59	308.97	0.00	2,473.56	0.00
	3.5210.060.229.000.000.00 ER's Retirement	896.49	128.07	0.00	1,024.56	0.00
	3.5210.060.231.000.000.00 ER's Hospitalization	3,655.40	522.20	0.00	4,177.60	0.00
	3.5210.118.163.000.000.00 Salary - Sub Staff Dev Pay PRC 118	315.00	0.00	0.00	315.00	0.00
	3.5210.118.312.000.000.00 Workshop Expenses - PRC 118	1,454.84	0.00	0.00	1,454.84	0.00
	3.5210.118.411.000.000.00 Supplies - PRC 118	77.54	0.00	0.00	77.54	0.00
	Expense Total:	38,446.30	5,228.16	0.00	43,674.46	0.00
	Change in Fund 3 Balance:	(522.20)	294.04	5,680.33	(228.16)	45,442.67
Fund 5						
	Revenue					
	5.4210.701.000.000.000.00 Rev - Before & After School	53,528.61	12,000.00	7,500.00	65,528.61	60,000.00
	Revenue Total:	53,528.61	12,000.00	7,500.00	65,528.61	60,000.00
	Expense					
	5.5350.701.178.000.000.00 Salary - B & A Care	18,125.90	5,453.70	3,193.75	23,579.60	25,550.00
	5.5350.701.211.000.000.00 ER's Soc Sec Cost - B & A Care	1,207.37	368.47	104.71	1,575.84	837.67
	5.5350.701.231.000.000.00 ER's Hospitalization	581.02	278.13	0.00	859.15	0.00
	5.5350.701.234.000.000.00 Dental	6.40	3.45	0.00	9.85	0.00
	5.5350.701.459.000.000.00 Other Food Purchases - B & A	431.03	0.00	0.00	431.03	0.00
	Expense Total:	20,351.72	6,103.75	3,298.46	26,455.47	26,387.67
	Change in Fund 5 Balance:	33,176.89	5,896.25	4,201.54	39,073.14	33,612.33

THE EXPLORIS SCHOOL

Balance Sheet

Fiscal Year: 2019 | Fiscal Month: February
Include Funds: All

Assets		
1.1010.000.000.000.000.00	Cash OP FCIT 6528	(6,010.73)
2.1010.000.000.000.000.00	Cash OP FCIT 6528	602,660.71
2.1011.000.000.000.000.00	Cash - Reserve	199,047.92
2.1020.000.000.000.000.00	Cash CK FCIT 4317	11,674.55
2.1160.000.000.000.000.00	Accounts Receivable - Non-Gove	(534.51)
2.1180.000.000.000.000.00	Accounts Receivable - Employee	1,787.84
2.1611.000.000.000.000.00	Security Deposit	15,658.00
3.1010.000.000.000.000.00	Cash OP FCIT 6528	(228.16)
5.1010.000.000.000.000.00	Cash OP FCIT 6528	319,620.36
	TOTAL Assets:	1,143,675.98
Liabilities		
1.2274.000.000.000.000.00	EEs' Dental Ins. Deductions	2,352.74
1.2278.000.000.000.000.00	EEs' Other Ins. Deductions	779.07
2.2010.000.000.000.000.00	Accounts Payable	(851.00)
5.2274.000.000.000.000.00	EEs' Dental Ins. Deductions	13.81
5.2278.000.000.000.000.00	EEs' Other Ins. Deductions	2.31
	TOTAL Liabilities:	2,296.93
Reserves and Equity		
2.2960.000.000.000.000.00	Fund Equity	482,997.58
5.2960.000.000.000.000.00	Fund Equity	280,531.10
	TOTAL Reserves and Equity:	763,528.68
	NET GAIN (LOSS):	377,850.37
	TOTAL LIABILITIES / RESERVES / INCOME:	1,143,675.98

Caroline P. Abbott
Jeffrey A. Brovet
Thomas R. Crawford
Amanda P. Habich
Kristen T. Hoyle

T|J|T
Thomas, Judy & Tucker, P.A.
Certified Public Accountants

David A. Johnson
Chris P. Judy
Geri H. Lail
James K. Tiller
David W. Tucker

March 5, 2019

To Board of Directors
The Exploris School

We are pleased to confirm our understanding of the services we are to provide The Exploris School for the year ended June 30, 2019. We will audit the financial statements of the governmental activities, the business-type activities, the aggregate discretely presented component units, each major fund, and the aggregate remaining fund information, including the related notes to the financial statements, which collectively comprise the basic financial statements, of The Exploris School as of and for the year ended June 30, 2019. Accounting standards generally accepted in the United States of America provide for certain required supplementary information (RSI), such as management's discussion and analysis (MD&A), to supplement The Exploris School's basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. As part of our engagement, we will apply certain limited procedures to The Exploris School's RSI in accordance with auditing standards generally accepted in the United States of America. These limited procedures will consist of inquiries of management regarding the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We will not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance. The following RSI is required by U.S. generally accepted accounting principles and will be subjected to certain limited procedures, but will not be audited:

1) Management's Discussion and Analysis.

We have also been engaged to report on supplementary information other than RSI that accompanies The Exploris School's financial statements. We will subject the following supplementary information to the auditing procedures applied in our audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America, and we will provide an opinion on it in relation to the financial statements as a whole, in a report combined with our auditor's report on the financial statements:

- 1) Schedule of expenditures of federal and State awards.
- 2) Budgetary Schedules

Audit Objectives

The objective of our audit is the expression of opinions as to whether your financial statements are fairly presented, in all material respects, in conformity with U.S. generally accepted accounting principles and to report on the fairness of the supplementary information referred to in the second paragraph when considered in relation to the financial statements as a whole. The objective also includes reporting on—

- Internal control over financial reporting and compliance with provisions of laws, regulations, contracts, and award agreements, noncompliance with which could have a material effect on the financial statements in accordance with *Government Auditing Standards*.

The Exploris School
 March 5, 2019
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- Internal control over compliance related to major programs and an opinion (or disclaimer of opinion) on compliance with federal statutes, regulations, and the terms and conditions of federal awards that could have a direct and material effect on each major program in accordance with the Single Audit Act Amendments of 1996 and Title 2 U.S. *Code of Federal Regulations* (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance).

The *Government Auditing Standards* report on internal control over financial reporting and on compliance and other matters will include a paragraph that states that (1) the purpose of the report is solely to describe the scope of testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance, and (2) the report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. The Uniform Guidance report on internal control over compliance will include a paragraph that states that the purpose of the report on internal control over compliance is solely to describe the scope of testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Both reports will state that the report is not suitable for any other purpose.

Our audit will be conducted in accordance with auditing standards generally accepted in the United States of America; the standards for financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; the Single Audit Act Amendments of 1996; and the provisions of the Uniform Guidance, and will include tests of accounting records, a determination of major program(s) in accordance with the Uniform Guidance, and other procedures we consider necessary to enable us to express such opinions. We will issue written reports upon completion of our Single Audit. Our reports will be addressed to the Board of Directors of The Exploris School. We cannot provide assurance that unmodified opinions will be expressed. Circumstances may arise in which it is necessary for us to modify our opinions or add emphasis-of-matter or other-matter paragraphs. If our opinions are other than unmodified, we will discuss the reasons with you in advance. If, for any reason, we are unable to complete the audit or are unable to form or have not formed opinions, we may decline to express opinions or issue reports, or we may withdraw from this engagement.

Audit Procedures—General

An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements; therefore, our audit will involve judgment about the number of transactions to be examined and the areas to be tested. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements. We will plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement, whether from (1) errors, (2) fraudulent financial reporting, (3) misappropriation of assets, or (4) violations of laws or governmental regulations that are attributable to the government or to acts by management or employees acting on behalf of the government. Because the determination of abuse is subjective, *Government Auditing Standards* do not expect auditors to provide reasonable assurance of detecting abuse.

Because of the inherent limitations of an audit, combined with the inherent limitations of internal control, and because we will not perform a detailed examination of all transactions, there is a risk that material misstatements or noncompliance may exist and not be detected by us, even though the audit is properly planned and performed in accordance with U.S. generally accepted auditing standards and *Government Auditing Standards*. In addition, an audit is not designed to detect immaterial misstatements or violations of laws or governmental regulations that do not have a direct and material effect on the financial statements or on major programs. However, we will inform the appropriate level of management of any material errors, any fraudulent financial reporting, or misappropriation of assets that come to our attention. We will also inform the appropriate level of management of any violations of laws or governmental regulations that come to our attention, unless clearly inconsequential, and of any material abuse that comes to our attention. We will include such matters in the reports required for a Single Audit. Our responsibility as auditors is limited to the period covered by our audit and does not extend to any later periods for which we are not engaged as auditors.

Our procedures will include tests of documentary evidence supporting the transactions recorded in the accounts, and may include tests of the physical existence of inventories, and direct confirmation of receivables and certain other assets and liabilities by correspondence with selected individuals, funding sources, creditors, and financial institutions. We will request written representations from your attorneys as part of the engagement, and they may bill you for responding to this inquiry. At the conclusion of our audit, we will require certain written representations from you about your responsibilities for the financial statements; schedule of expenditures of federal awards; federal

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award programs; compliance with laws, regulations, contracts, and grant agreements; and other responsibilities required by generally accepted auditing standards.

Audit Procedures—Internal Control

Our audit will include obtaining an understanding of the government and its environment, including internal control, sufficient to assess the risks of material misstatement of the financial statements and to design the nature, timing, and extent of further audit procedures. Tests of controls may be performed to test the effectiveness of certain controls that we consider relevant to preventing and detecting errors and fraud that are material to the financial statements and to preventing and detecting misstatements resulting from illegal acts and other noncompliance matters that have a direct and material effect on the financial statements. Our tests, if performed, will be less in scope than would be necessary to render an opinion on internal control and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to *Government Auditing Standards*.

As required by the Uniform Guidance, we will perform tests of controls over compliance to evaluate the effectiveness of the design and operation of controls that we consider relevant to preventing or detecting material noncompliance with compliance requirements applicable to each major federal award program. However, our tests will be less in scope than would be necessary to render an opinion on those controls and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to the Uniform Guidance.

An audit is not designed to provide assurance on internal control or to identify significant deficiencies or material weaknesses. Accordingly, we will express no such opinion. However, during the audit, we will communicate to management and those charged with governance internal control related matters that are required to be communicated under AICPA professional standards, *Government Auditing Standards*, and the Uniform Guidance.

Audit Procedures—Compliance

As part of obtaining reasonable assurance about whether the financial statements are free of material misstatement, we will perform tests of The Exploris School's compliance with provisions of applicable laws, regulations, contracts, and agreements, including grant agreements. However, the objective of those procedures will not be to provide an opinion on overall compliance and we will not express such an opinion in our report on compliance issued pursuant to *Government Auditing Standards*.

The Uniform Guidance requires that we also plan and perform the audit to obtain reasonable assurance about whether the auditee has complied with federal statutes, regulations, and the terms and conditions of federal awards applicable to major programs. Our procedures will consist of tests of transactions and other applicable procedures described in the *OMB Compliance Supplement* for the types of compliance requirements that could have a direct and material effect on each of The Exploris School's major programs. The purpose of these procedures will be to express an opinion on The Exploris School's compliance with requirements applicable to each of its major programs in our report on compliance issued pursuant to the Uniform Guidance.

Other Services

We will prepare the Organization's federal information return for the year ended June 30, 2019 based on information provided by you. We will also assist in preparing the financial statements, schedule of expenditures of federal awards, and related notes of The Exploris School in conformity with U.S. generally accepted accounting principles and the Uniform Guidance, as described in the *Audit Manual for Governmental Auditors in North Carolina*, and the State Single Audit Implementation Act based on information provided by you. These nonaudit services do not constitute an audit under *Government Auditing Standards* and such services will not be conducted in accordance with *Government Auditing Standards*.

We will perform the services in accordance with applicable professional standards, including the Statements on Standards for Tax Services issued by the American Institute of Certified Public Accountants. The other services are limited to the financial statements, schedule of expenditures of federal awards, related notes and tax services previously defined. We, in our sole professional judgment, reserve the right to refuse to perform any procedure or take any action that could be construed as assuming management responsibilities. We will advise management with regard to tax positions taken in the preparation of the tax return, but management must make all decisions with regard to those matters.

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Management Responsibilities

Management is responsible for (1) designing, implementing, establishing, and maintaining effective internal controls relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error, including internal controls over federal awards, and for evaluating and monitoring ongoing activities to help ensure that appropriate goals and objectives are met; (2) following laws and regulations; (3) ensuring that there is reasonable assurance that government programs are administered in compliance with compliance requirements; and (4) ensuring that management and financial information is reliable and properly reported. Management is also responsible for implementing systems designed to achieve compliance with applicable laws, regulations, contracts, and grant agreements. You are also responsible for the selection and application of accounting principles; for the preparation and fair presentation of the financial statements, schedule of expenditures of federal awards, and all accompanying information in conformity with U.S. generally accepted accounting principles; and for compliance with applicable laws and regulations (including federal statutes) and the provisions of contracts and grant agreements (including award agreements). Your responsibilities also include identifying significant contractor relationships in which the contractor has responsibility for program compliance and for the accuracy and completeness of that information.

Management is also responsible for making all financial records and related information available to us and for the accuracy and completeness of that information. You are also responsible for providing us with (1) access to all information of which you are aware that is relevant to the preparation and fair presentation of the financial statements, (2) access to personnel, accounts, books, records, supporting documentation, and other information as needed to perform an audit under the Uniform Guidance, (3) additional information that we may request for the purpose of the audit, and (4) unrestricted access to persons within the government from whom we determine it necessary to obtain audit evidence.

Your responsibilities include adjusting the financial statements to correct material misstatements and confirming to us in the management representation letter that the effects of any uncorrected misstatements aggregated by us during the current engagement and pertaining to the latest period presented are immaterial, both individually and in the aggregate, to the financial statements as a whole.

You are responsible for the design and implementation of programs and controls to prevent and detect fraud, and for informing us about all known or suspected fraud affecting the government involving (1) management, (2) employees who have significant roles in internal control, and (3) others where the fraud could have a material effect on the financial statements. Your responsibilities include informing us of your knowledge of any allegations of fraud or suspected fraud affecting the government received in communications from employees, former employees, grantors, regulators, or others. In addition, you are responsible for identifying and ensuring that the government complies with applicable laws, regulations, contracts, agreements, and grants. Management is also responsible for taking timely and appropriate steps to remedy fraud and noncompliance with provisions of laws, regulations, contracts, and grant agreements, or abuse that we report. Additionally, as required by the Uniform Guidance, it is management's responsibility to evaluate and monitor noncompliance with federal statutes, regulations, and the terms and conditions of federal awards; take prompt action when instances of noncompliance are identified including noncompliance identified in audit findings; promptly follow up and take corrective action on reported audit findings; and prepare a summary schedule of prior audit findings and a separate corrective action plan.

You are responsible for identifying all federal awards received and understanding and complying with the compliance requirements and for the preparation of the schedule of expenditures of federal awards (including notes and noncash assistance received) in conformity with the Uniform Guidance. You agree to include our report on the schedule of expenditures of federal awards in any document that contains and indicates that we have reported on the schedule of expenditures of federal awards. You also agree to [include the audited financial statements with any presentation of the schedule of expenditures of federal awards that includes our report thereon OR make the audited financial statements readily available to intended users of the schedule of expenditures of federal awards no later than the date the schedule of expenditures of federal awards is issued with our report thereon]. Your responsibilities include acknowledging to us in the written representation letter that (1) you are responsible for presentation of the schedule of expenditures of federal awards in accordance with the Uniform Guidance; (2) you believe the schedule of expenditures of federal awards, including its form and content, is stated fairly in accordance with the Uniform Guidance; (3) the methods of measurement or presentation have not changed from those used in the prior period (or, if they have changed, the reasons for such changes); and (4) you have disclosed to us any significant assumptions or interpretations underlying the measurement or presentation of the schedule of expenditures of federal awards.

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 March 5, 2019
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You are also responsible for the preparation of the other supplementary information, which we have been engaged to report on, in conformity with U.S. generally accepted accounting principles. You agree to include our report on the supplementary information in any document that contains, and indicates that we have reported on, the supplementary information. You also agree to [include the audited financial statements with any presentation of the supplementary information that includes our report thereon OR make the audited financial statements readily available to users of the supplementary information no later than the date the supplementary information is issued with our report thereon]. Your responsibilities include acknowledging to us in the written representation letter that (1) you are responsible for presentation of the supplementary information in accordance with GAAP; (2) you believe the supplementary information, including its form and content, is fairly presented in accordance with GAAP; (3) the methods of measurement or presentation have not changed from those used in the prior period (or, if they have changed, the reasons for such changes); and (4) you have disclosed to us any significant assumptions or interpretations underlying the measurement or presentation of the supplementary information.

Management is responsible for establishing and maintaining a process for tracking the status of audit findings and recommendations. Management is also responsible for identifying and providing report copies of previous financial audits, attestation engagements, performance audits, or other studies related to the objectives discussed in the Audit Objectives section of this letter. This responsibility includes relaying to us corrective actions taken to address significant findings and recommendations resulting from those audits, attestation engagements, performance audits, or studies. You are also responsible for providing management's views on our current findings, conclusions, and recommendations, as well as your planned corrective actions, for the report, and for the timing and format for providing that information.

You agree to assume all management responsibilities relating to the financial statements, schedule of expenditures of federal awards, and related notes, and any other nonaudit services we provide. You will be required to acknowledge in the management representation letter our assistance with preparation of the financial statements, schedule of expenditures of federal awards, and related notes and that you have reviewed and approved the financial statements, schedule of expenditures of federal awards, and related notes prior to their issuance and have accepted responsibility for them. Further, you agree to oversee the nonaudit services by designating an individual, preferably from senior management, with suitable skill, knowledge, or experience; evaluate the adequacy and results of those services; and accept responsibility for them.

Engagement Administration, Fees, and Other

We understand that your employees will prepare all cash, accounts receivable, or other confirmations we request and will locate any documents selected by us for testing.

At the conclusion of the engagement, we will complete the data input form and all other Local Government Commission of the State of North Carolina (LGC) required documents. It is management's responsibility to electronically submit the reporting package (including financial statements, schedule of expenditures of federal awards, summary schedule of prior audit findings, auditor's reports, and corrective action plan) along with the Data Input Form and other required documents to the LGC. We will coordinate with you the electronic submission of the reporting package and required documents. The reporting package and required documents must be submitted by October 31, 2019.

We will provide copies of our reports to the School; however, management is responsible for distribution of the reports and the financial statements. Unless restricted by law or regulation, or containing privileged and confidential information, copies of our reports are to be made available for public inspection.

The audit documentation for this engagement is the property of Thomas, Judy & Tucker, P.A. and constitutes confidential information. However, subject to applicable laws and regulations, audit documentation and appropriate individuals will be made available upon request and in a timely manner to North Carolina Department of Public Instruction or its designee, a federal and State agency providing direct or indirect funding, or the U.S. Government Accountability Office for purposes of a quality review of the audit, to resolve audit findings, or to carry out oversight responsibilities. We will notify you of any such request. If requested, access to such audit documentation will be provided under the supervision of Thomas, Judy & Tucker, P.A. personnel. Furthermore, upon request, we may provide copies of selected audit documentation to the aforementioned parties. These parties may intend, or decide, to distribute the copies or information contained therein to others, including other governmental agencies.

The audit documentation for this engagement will be retained for a minimum of five years after the report release date or for any additional period requested by the LGC or North Carolina Department of Public Instruction. If we are

The Exploris School
March 5, 2019
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aware that a federal awarding agency, pass-through entity, or auditee is contesting an audit finding, we will contact the party(ies) contesting the audit finding for guidance prior to destroying the audit documentation.

We expect to begin our audit on approximately August 12, 2019 and to issue our reports no later than October 31, 2019. Amanda P. Habich, CPA is the engagement partner and is responsible for supervising the engagement and signing the reports or authorizing another individual to sign them.

Our estimated fees for the audit and financial statement preparation will be \$13,000 (as disclosed in the audit contract mandated by the State) and for the tax return will be \$1,600. The fee estimate is based on anticipated cooperation from your personnel and the assumption that unexpected circumstances will not be encountered during the engagement. If significant additional time is necessary, we will discuss it with you and arrive at a new fee estimate before we incur the additional costs. Our invoices for these fees will be rendered each month as work progresses and are payable on presentation. In accordance with our firm policies, work may be suspended if your account becomes 60 days or more overdue and may not be resumed until your account is paid in full. If we elect to terminate our services for nonpayment, our engagement will be deemed to have been completed upon written notification of termination, even if we have not completed our report(s).

No indebtedness of any kind, incurred or created, by The Exploris School shall constitute an indebtedness of the State or its political subdivisions and no indebtedness of The Exploris School shall involve or be secured by the faith, credit or taxing power of the State or its political subdivisions.

We appreciate the opportunity to be of service to The Exploris School and believe this letter accurately summarizes the significant terms of our engagement. If you have any questions, please let us know. If you agree with the terms of our engagement as described in this letter, please sign the enclosed copy and return it to us.

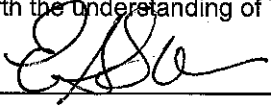
Very truly yours,

Amanda P. Habich, CPA

Thomas, Judy & Tucker, P.A.


RESPONSE:

This letter correctly sets forth the understanding of The Exploris School.

Management signature: 

Title: Executive Director

Date: 3/6/19

Governance signature: 

Title: BOARD CHAIR

Date: 3/7/19

The Exploris School - fee breakdown

	<u>2019</u>	<u>2018</u>	<u>Increase</u>
Audit - school	10,400	10,000	400
Audit - foundation	2,600	2,500	100
Total audit	<u>13,000</u>	<u>12,500</u>	<u>500</u>
Tax return - school	1,600	1,500	100
Tax return - foundation	1,300	1,200	100
Total tax returns	<u>2,900</u>	<u>2,700</u>	<u>200</u>
Total fees	<u><u>15,900</u></u>	<u><u>15,200</u></u>	<u><u>700</u></u>

LGC-205

CONTRACT TO AUDIT ACCOUNTS

Rev. 10/2018

The of and	Governing Board Board of Directors
	Primary Government Unit The Exploris School
	Discretely Presented Component Unit (DPCU) (if applicable)

Primary Government Unit, together with DPCU (if applicable), hereinafter referred to as Governmental Unit(s)

and	Auditor Name Thomas, Judy & Tucker, P.A.
	Auditor Address 4700 Falls of Neuse Road, Raleigh, North Carolina 27609

Hereinafter referred to as Auditor

for	Fiscal Year Ending 06/30/19	Audit Report Due Date 10/31/19
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Must be within four months of FYE

hereby agree as follows:

1. The Auditor shall audit all statements and disclosures required by U.S. generally accepted auditing standards (GAAS) and additional required legal statements and disclosures of all funds and/or divisions of the Governmental Unit(s). The non-major combining, and individual fund statements and schedules shall be subjected to the auditing procedures applied in the audit of the basic financial statements and an opinion shall be rendered in relation to (as applicable) the governmental activities, the business- type activities, the aggregate DPCUs, each major governmental and enterprise fund, and the aggregate remaining fund information (non-major government and enterprise funds, the internal service fund type, and the fiduciary fund types).

2. At a minimum, the Auditor shall conduct his/her audit and render his/her report in accordance with GAAS. The Auditor shall perform the audit in accordance with *Government Auditing Standards* if required by the State Single Audit Implementation Act, as codified in G.S. 159-34. If required by *OMB Uniform Administration Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance) and the State Single Audit Implementation Act, the Auditor shall perform a Single Audit. This audit and all associated audit documentation may be subject to review by Federal and State agencies in accordance with Federal and State laws, including the staffs of the Office of State Auditor (OSA) and the Local Government Commission (LGC). If the audit requires a federal single audit performed under the requirements found in Subpart F of the Uniform Guidance (§200.501), it is recommended that the Auditor and Governmental Unit(s) jointly agree, in advance of the execution of this contract, which party is responsible for submission of the audit and the accompanying data collection form to the Federal Audit Clearinghouse as required under the Uniform Guidance (§200.512).

If the audit and Auditor communication are found in this review to be substandard, the results of the review may be forwarded to the North Carolina State Board of CPA Examiners (NC State Board).

County and Multi-County Health Departments: The Office of State Auditor will require Auditors of these Governmental Units to perform agreed upon procedures (AUPs) on eligibility determination on certain programs. Both Auditor and Governmental Unit agree that Auditor shall complete and report on these AUPs on

eligibility determination as required by OSA and in accordance with the instructions and timeline provided by OSA.

3. If an entity is determined to be a component of another government as defined by the group audit standards, the entity's auditor shall make a good faith effort to comply in a timely manner with the requests of the group auditor in accordance with AU-6 §600.41 - §600.42.

4. This contract contemplates an unmodified opinion being rendered. If during the process of conducting the audit, the Auditor determines that it will not be possible to render an unmodified opinion on the financial statements of the unit, the Auditor shall contact the LGC staff to discuss the circumstances leading to that conclusion as soon as is practical and before the final report is issued. The audit shall include such tests of the accounting records and such other auditing procedures as are considered by the Auditor to be necessary in the circumstances. Any limitations or restrictions in scope which would lead to a qualification should be fully explained in an attachment to this contract.

5. If this audit engagement is subject to the standards for audit as defined in *Government Auditing Standards*, 2011 revisions, issued by the Comptroller General of the United States, then by accepting this engagement, the Auditor warrants that he/she has met the requirements for a peer review and continuing education as specified in *Government Auditing Standards*. The Auditor agrees to provide a copy of the most recent peer review report to the Governmental Unit(s) and the Secretary of the LGC prior to the execution of an audit contract. Subsequent submissions of the report are required only upon report expiration or upon auditor's receipt of an updated peer review report. If the audit firm received a peer review rating other than pass, the Auditor shall not contract with the Governmental Unit(s) without first contacting the Secretary of the LGC for a peer review analysis that may result in additional contractual requirements.

If the audit engagement is not subject to *Government Accounting Standards* or if financial statements are not prepared in accordance with U.S. generally accepted accounting principles (GAAP) and fail to include all disclosures required by GAAP, the Auditor shall provide an explanation as to why in an attachment to this contract or in an amendment.

6. It is agreed that time is of the essence in this contract. All audits are to be performed and the report of audit submitted to LGC staff within four months of fiscal year end. If it becomes necessary to amend this due date or the audit fee, an amended contract along with a written explanation of the delay shall be submitted to the Secretary of the LGC for approval.

7. It is agreed that GAAS include a review of the Governmental Unit's (Units') systems of internal control and accounting as same relate to accountability of funds and adherence to budget and law requirements applicable thereto; that the Auditor shall make a written report, which may or may not be a part of the written report of audit, to the Governing Board setting forth his/her findings, together with his recommendations for improvement. That written report shall include all matters defined as "significant deficiencies and material weaknesses" in AU-C 265 of the *AICPA Professional Standards (Clarified)*. The Auditor shall file a copy of that report with the Secretary of the LGC.

8. All local government and public authority contracts for audit or audit-related work require the approval of the Secretary of the LGC. This includes annual or special audits, agreed upon procedures related to internal controls, bookkeeping or other assistance necessary to prepare the Governmental Unit's (Units') records for audit, financial statement preparation, any finance-related investigations, or any other audit-related work in the State of North Carolina. Invoices for services rendered under these contracts shall not be paid by the Governmental Unit(s) until the invoice has been approved by the Secretary of the LGC. (This also includes any progress billings.) [G.S. 159-34 and 115C-447] All invoices for Audit work shall be submitted in PDF format to the Secretary of the LGC for approval. The invoice marked 'approved' with approval date shall be returned to

the Auditor to present to the Governmental Unit(s) for payment. Approval is not required on contracts and invoices for system improvements and similar services of a non-auditing nature.

9. In consideration of the satisfactory performance of the provisions of this contract, the Governmental Unit(s) shall pay to the Auditor, upon approval by the Secretary of the LGC, the fee, which includes any costs the Auditor may incur from work paper or peer reviews or any other quality assurance program required by third parties (federal and state grantor and oversight agencies or other organizations) as required under the Federal and State Single Audit Acts. This does not include fees for any pre-issuance reviews that may be required by the NC Association of CPAs (NCACPA) Peer Review Committee or NC State Board of CPA Examiners (see Item 12).

10. If the Governmental Unit(s) has/have outstanding revenue bonds, the Auditor shall submit to LGC staff, either in the notes to the audited financial statements or as a separate report, a calculation demonstrating compliance with the revenue bond rate covenant. Additionally, the Auditor shall submit to LGC staff simultaneously with the Governmental Unit's (Units') audited financial statements any other bond compliance statements or additional reports required by the authorizing bond documents, unless otherwise specified in the bond documents.

11. After completing the audit, the Auditor shall submit to the Governing Board a written report of audit. This report shall include, but not be limited to, the following information: (a) Management's Discussion and Analysis, (b) the financial statements and notes of the Governmental Unit(s) and all of its component units prepared in accordance with GAAP, (c) supplementary information requested by the Governmental Unit(s) or required for full disclosure under the law, and (d) the Auditor's opinion on the material presented. The Auditor shall furnish the required number of copies of the report of audit to the Governing Board upon completion.

12. If the audit firm is required by the NC State Board, the NCACPA Peer Review Committee, or the Secretary of the LGC to have a pre-issuance review of its audit work, there shall be a statement in the engagement letter indicating the pre-issuance review requirement. There also shall be a statement that the Governmental Unit(s) shall not be billed for the pre-issuance review. The pre-issuance review shall be performed prior to the completed audit being submitted to LGC Staff. The pre-issuance review report shall accompany the audit report upon submission to LGC Staff.

13. The Auditor shall submit the report of audit in PDF format to LGC Staff when (or prior to) submitting the final invoice for services rendered. The report of audit, as filed with the Secretary of the LGC, becomes a matter of public record for inspection, review and copy in the offices of the LGC by any interested parties. Any subsequent revisions to these reports shall be sent to the Secretary of the LGC along with an Audit Report Reissued Form (available on the Department of State Treasurer website). These audited financial statements, excluding the Auditors' opinion, may be used in the preparation of official statements for debt offerings by municipal bond rating services to fulfill secondary market disclosure requirements of the Securities and Exchange Commission and for other lawful purposes of the Governmental Unit(s) without requiring consent of the Auditor. If the LGC Staff determines that corrections need to be made to the Governmental Unit's (Units') financial statements, those corrections shall be provided within three business days of notification unless another deadline is agreed to by LGC staff.

If the OSA designates certain programs to be audited as major programs, as discussed in Item 2, a turnaround document and a representation letter addressed to the OSA shall be submitted to LGC Staff.

14. Should circumstances disclosed by the audit call for a more detailed investigation by the Auditor than necessary under ordinary circumstances, the Auditor shall inform the Governing Board in writing of the need for such additional investigation and the additional compensation required therefore. Upon approval by the

Secretary of the LGC, this contract may be modified or amended to include the increased time, compensation, or both as may be agreed upon by the Governing Board and the Auditor.

15. If an approved contract needs to be modified or amended for any reason, the change shall be made in writing, on the Amended LGC-205 contract form and pre-audited if the change includes a change in audit fee (pre-audit requirement does not apply to charter schools). This amended contract shall be completed in full, including a written explanation of the change, signed and dated by all original parties to the contract. It shall then be submitted to the Secretary of the LGC for approval. No change to the audit contract shall be effective unless approved by the Secretary of the LGC, the Governing Board, and the Auditor.

16. A copy of the engagement letter, issued by the Auditor and signed by both the Auditor and the Governmental Unit(s), shall be attached to this contract, and shall be incorporated by reference as if fully set forth herein as part of this contract. In case of conflict between the terms of the engagement letter and the terms of this contract, the terms of this contract shall take precedence. Engagement letter terms that conflict with the contract are deemed to be void unless the conflicting terms of this contract are specifically deleted in Item 26 of this contract. Engagement letters containing indemnification clauses shall not be accepted by LGC Staff.

17. Special provisions should be limited. Please list any special provisions in an attachment.

18. A separate contract should not be made for each division to be audited or report to be submitted. If a DPCU is subject to the audit requirements detailed in the Local Government Budget and Fiscal Control Act and a separate audit report is issued, a separate audit contract is required. If a separate report is not to be issued and the DPCU is included in the primary government audit, the DPCU shall be named along with the parent government on this audit contract. DPCU Board approval date, signatures from the DPCU Board chairman and finance officer also shall be included on this contract.

19. The contract shall be executed, pre-audited (pre-audit requirement does not apply to charter schools), and physically signed by all parties including Governmental Unit(s) and the Auditor, then submitted in PDF format to the Secretary of the LGC.

20. The contract is not valid until it is approved by the Secretary of the LGC. The staff of the LGC shall notify the Governmental Unit and Auditor of contract approval by email. The audit should not be started before the contract is approved.

21. Retention of Client Records: Auditors are subject to the NC State Board of CPA Examiners' Retention of Client Records Rule 21 NCAC 08N .0305 as it relates to the provision of audit and other attest services, as well as non-attest services. Clients and former clients should be familiar with the requirements of this rule prior to requesting the return of records.

22. This contract may be terminated at any time by mutual consent and agreement of the Governmental Unit(s) and the Auditor, provided that (a) the consent to terminate is in writing and signed by both parties, (b) the parties have agreed on the fee amount which shall be paid to the Auditor (if applicable), and (c) no termination shall be effective until approved in writing by the Secretary of the LGC.

23. The Governmental Unit's (Units') failure or forbearance to enforce, or waiver of, any right or an event of breach or default on one occasion or instance shall not constitute the waiver of such right, breach or default on any subsequent occasion or instance.

24. There are no other agreements between the parties hereto and no other agreements relative hereto that shall be enforceable unless entered into in accordance with the procedure set out herein and approved by the Secretary of the LGC.

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25. E-Verify. Auditor shall comply with the requirements of NCGS Chapter 64 Article 2. Further, if Auditor utilizes any subcontractor(s), Auditor shall require such subcontractor(s) to comply with the requirements of NCGS Chapter 64, Article 2.

26. All of the above paragraphs are understood and shall apply to this contract, except the following numbered paragraphs shall be deleted (See Item 16 for clarification).

27. The process for submitting contracts, audit reports and invoices is subject to change. Auditors and units should use the submission process and instructions in effect at the time of submission. Refer to the N.C. Department of State Treasurer website at <https://www.nctreasurer.com/slg/Pages/Audit-Forms-and-Resources.aspx>.

28. All communications regarding audit contract requests for modification or official approvals will be sent to the email addresses provided on the signature pages that follow.

FEES FOR AUDIT SERVICES

For all non-attest services, the Auditor shall adhere to the independence rules of the AICPA Professional Code of Conduct and *Governmental Auditing Standards* (as applicable). Bookkeeping and other non-attest services necessary to perform the audit shall be included under this contract. However, bookkeeping assistance shall be limited to the extent that the Auditor is not auditing his or her own work or making management decisions. The Governmental Unit shall designate an individual with the suitable skills, knowledge, and/or experience necessary to oversee the services and accept responsibility for the results of the services. Financial statement preparation assistance shall be deemed a "significant threat" requiring the Auditor to apply safeguards sufficient to reduce the threat to an acceptable level. The Auditor shall maintain written documentation of his or her compliance with these standards in the audit work papers.

Fees may not be included in this contract for work performed on Annual Financial Information Reports (AFIRs), Form 990s, or other services not associated with audit fees and costs. Such fees may be included in the engagement letter, but may not be included in this contract or in any invoices requiring approval of the LGC. See Items 8, 9, and 12 for details on other allowable and excluded fees.

Prior to submission of the completed audited financial report, applicable compliance reports and amended contract (if required) the Auditor may submit invoices for approval for services rendered, not to exceed 75% of the total of the stated fees below. If the current contracted fee is not fixed in total, invoices for services rendered may be approved for up to 75% of the prior year audit fee. Should the 75% cap provided below conflict with the cap calculated by LGC staff based on the prior year audit fee on file with the LGC, the LGC calculation prevails.

20 NCAC 03 .0505: All invoices for services rendered in an audit engagement as defined in 20 NCAC 3 .0503 shall be submitted to the Commission for approval before any payment is made. Payment before approval is a violation of law.

PRIMARY GOVERNMENT FEES

Primary Government Unit	The Exploris School
Audit	\$ 6,500
Writing Financial Statements	\$ 6,500
All Other Non-Attest Services	\$
75% Cap for Interim Invoice Approval	\$ 9,750.00

DPCU FEES (if applicable)

Discretely Presented Component Unit	
Audit	\$
Writing Financial Statements	\$
All Other Non-Attest Services	\$
75% Cap for Interim Invoice Approval	\$

SIGNATURE PAGE

AUDIT FIRM

Audit Firm Thomas, Judy & Tucker, P.A.	
Authorized Firm Representative (typed or printed) Amanda P. Habich, CPA	Signature <i>Amanda P. Habich</i>
Date 03/05/19	Email Address amanda.habich@tjtpa.com

GOVERNMENTAL UNIT

Governmental Unit The Exploris School	
Date Primary Government Unit Governing Board Approved Audit Contract (Ref. G.S. 159-34(a) or G.S. 115C-447(a))	
Mayor/Chairperson (typed or printed) THOMAS MELLER	Signature <i>[Signature]</i>
Date MARCH 7, 2019	Email Address tmeller@exploris.org

Chair of Audit Committee (typed or printed, or "NA") NA	Signature
Date	Email Address

GOVERNMENTAL UNIT – PRE-AUDIT CERTIFICATE

(Pre-audit certificate not required for charter schools)

Required by G.S. 159-28(a1) or G.S. 115C-441(a1)

This instrument has been pre-audited in the manner required by The Local Government Budget and Fiscal Control Act or by the School Budget and Fiscal Control Act.

Primary Governmental Unit Finance Officer (typed or printed) NA	Signature
Date of Pre-Audit Certificate	Email Address

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**SIGNATURE PAGE – DPCU
(complete only if applicable)**

DISCRETELY PRESENTED COMPONENT UNIT

DPCU	
Date DPCU Governing Board Approved Audit Contract (Ref: G.S. 159-34(a) or G.S. 115C-447(a))	
DPCU Chairperson (typed or printed)	Signature
Date	Email Address

Chair of Audit Committee (typed or printed, or "NA")	Signature
Date	Email Address

DPCU – PRE-AUDIT CERTIFICATE
(Pre-audit certificate not required for charter schools)

Required by G.S. 159-28(a1) or G.S. 115C-441(a1)

This instrument has been pre-audited in the manner required by The Local Government Budget and Fiscal Control Act or by the School Budget and Fiscal Control Act.

DPCU Finance Officer (typed or printed)	Signature
Date of Pre-Audit Certificate	Email Address

Remember to print this form, and obtain all required signatures prior to submission.

PRINT