



The Exploris School

The Exploris Board Meeting | August 2022

Open to the Exploris Community

Date and Time

Thursday August 25, 2022 at 4:30 PM EDT

Location

The Exploris School: Elementary Campus

5th Grade Classroom

17 S Swain St, Raleigh, NC 27601

Topic: The Exploris School Board Month Meeting June 2022

Time: Thursday, Aug. 25th 4:30 pm Eastern Time (US and Canada)

In -person at Exploris Elementary School, 17 S. Swain St. Raleigh, NC

Agenda

	Purpose	Presenter	Time
I. Opening Items			4:30 PM
A. Record Attendance		Eric Grunden	1 m
B. Call the Meeting to Order		Steven Darroch	1 m
C. Approve Minutes	Approve Minutes	Eric Grunden	2 m
Approve minutes for The Exploris School Board Meeting for July 28, 2022 on July 28, 2022			
D. Public Comment		Steven Darroch	15 m

PUBLIC COMMENT

Fifteen minutes will be allocated on the agenda for public input at each meeting. Additional time may be added at the discretion of the Chair.

Public comment may be oral, in person, or in written form to be read by the Chair.

Public comment is limited to no more than 3 minutes per person. It is recommended that public comment be written out and provided to the board following the three minutes to ensure the entire message is heard by the board.

Each speaker will clearly state their full name and county of residence.

All public comment should be factual and should not include personally identifiable information of students or personnel in order to maintain confidentiality. Speakers should avoid using names of students or staff and maintain confidentiality and privacy standards.

All public comments will be taken under advisement by the Board, but will not elicit an immediate written or spoken response. The names of persons providing public comment and a brief summary of topics or input will be included in the meeting minutes published.

A response will be provided to the stakeholder within seven (7) days.

Purpose	Presenter	Time
Specific issues about a particular student or teacher should be addressed to the elementary or middle school director, rather than the Board of Directors.		

II. Meeting Items

4:49 PM

A. Directors Report	FYI	Ethan Burton	15 m
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- Monthly Report & Updates
- Vote: personnel resignations & new hires
- Vote: Contract Approvals
 - Board on Track annual contract
 - Cleaning contract

B. Finance Report	Vote	Koren Morgan	10 m
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- Monthly Financial Reports

C. Board Business	Discuss	Steven Darroch	10 m
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1. New Committee: Director Evaluation and Support
2. General Discussions

III. Committee Reports

5:24 PM

A. Governance	Discuss	Deborah Brown	10 m
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- **Vote:** accept the Governance Committee's recommendations school handbooks
 - Staff and Personnel Handbook 2022-2023
 - Family & Student Handbook 2022-2023
 - Crisis Preparedness Manual 2022-2023

B. Educational Excellence	Purpose FYI	Presenter Ethan Burton	Time 5 m
<ul style="list-style-type: none"> • Report and updates 			
C. Director Evaluation & Support	Discuss	Steven Darroch	10 m
D. Equity & Diversity	Discuss	Steven Darroch	5 m
IV. Closed Session			5:54 PM
A. Facilities & Legal Items	Discuss	Theo Kingsberry	15 m
<ul style="list-style-type: none"> • Updates on Facilities 			
V. Closing Items			6:09 PM
A. Adjourn Meeting	Vote		

Coversheet

Approve Minutes

Section: I. Opening Items
Item: C. Approve Minutes
Purpose: Approve Minutes

Submitted by:

Related Material:

Minutes for The Exploris School Board Meeting for July 28, 2022 on July 28, 2022

APPROVED



The Exploris School

Minutes

The Exploris School Board Meeting for July 28, 2022

Date and Time

Thursday July 28, 2022 at 4:30 PM

Location

Virtual Google Meet Meeting

The Exploris School Board Meeting

Thursday, July 28 · 16:30 – 18:00

Google Meet joining info

Video call link: <https://meet.google.com/bgb-guhp-apd>

Or dial: (US) +1 954-266-8406 PIN: 198 120 836#

The Exploris School Board Monthly meeting will be held virtually only. Please use the information below to join the Zoom call. Participants are asked to use their full names on their screen when signing in.

Topic: The Exploris School Board Month Meeting June 2022

Time: June 23, 2022 3:00 PM Eastern Time (US and Canada)

<https://meet.google.com/bgb-guhp-apd>

Virtual Google Meet Meeting

The Exploris School Board Meeting

Thursday, July 28 · 16:30 – 18:00

Google Meet joining info

Video call link: <https://meet.google.com/bgb-guhp-apd>

Or dial: (US) +1 954-266-8406 PIN: 198 120 836#

Directors Present

A. Rodriguez, D. Deaton, E. Buchan, E. Grunden, J. Hwang, L. Friedman, R. Boyce, S. Darroch, T. Kingsberry

Directors Absent

M. Townley

Ex Officio Members Present

C. Greer-Banks, D. Brown, E. Burton, J. Corbat

Non Voting Members Present

C. Greer-Banks, D. Brown, E. Burton, J. Corbat

Guests Present

Stacey Carothers

I. Opening Items

A. Record Attendance

B. Call the Meeting to Order

S. Darroch called a meeting of the board of directors of The Exploris School to order on Thursday Jul 28, 2022 at 4:36 PM.

C. Approve Minutes

J. Hwang made a motion to approve the minutes from The Exploris School Board Regular Monthly Meeting on 06-23-22.

T. Kingsberry seconded the motion.

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

D.

Public Comment

S. Darroch opened the session to public comment.

Karen Barlow from Wake County provided a comment on the school's management structure and personnel decisions.

II. Meeting Items

A. Directors Report

D. Brown and E. Burton presented the Leadership Team Report. Key discussion items included:

- An overview of enrollment figures by grade with a total of 443 enrolled
- The elimination of Board approval for masking policies per the NC Office of Charter Schools
- An overview of summer work relative to parent engagement and Title 1 review, MTSS review and scheduling recommendations, a reorganization of the student services team, and a new school lunch provider
- A recap of summer learning initiatives including ES Read to Achieve Summer Camp, Kindergarten Readiness Camp, and 6th grade readiness camp
- An overview of summer leadership team work inclusive of grant applications and maintenance, administrative needs, professional development, and community engagement work
- Personnel changes
- New Hires: Denise Ziemak, Jacquie Wainwright, Zandrea Fleton

T. Kingsberry made a motion to approve all new hires.

J. Hwang seconded the motion.

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

A. Rodriguez made a motion to remove the masking policy vote from the agenda until further notice.

J. Hwang seconded the motion.

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

R. Boyce made a motion to accept the management report as provided.

T. Kingsberry seconded the motion.

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

B. Finance Report

K. Morgan provided an overview of the school's financial statements.

C. Board Business

S. Darroch welcomed Stacey Carothers to the Board.

The Board also discussed the size and composition of the Board and whether new members would be needed in light of recent resignations.

A. Rodriguez made a motion to accept the resignations of Andrew Cioffi and Melissa West from the Board of Directors and not fill the remaining vacant Board seat.

T. Kingsberry seconded the motion.

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

R. Boyce made a motion to approve the Board meeting calendar.

T. Kingsberry seconded the motion.

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

The Board held a discussion on officer positions and nominated the following individuals:

- Steven Darroch - Chair
- Leah Friedman - Vice Chair
- Alannah Rodriguez - Treasurer
- Eric Grunden - Secretary

R. Boyce made a motion to accept nominations for Board officers.

J. Hwang seconded the motion.

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

The group discussed the creation of a Director Feedback and Support Committee to provide more coaching, guidance, and development for the leadership team.

T. Kingsberry made a motion to create the Director Feedback and Support Committee.

A. Rodriguez seconded the motion.

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

The Board also discussed tentative dates for an upcoming Board retreat.

III. Committee Reports

A. Governance

D. Brown provided details around updates to the school's policy manual and handbook. These updates should be available for Board review by the next meeting.

B. Educational Excellence

E. Burton provided a recap of changes to the School Improvement Plan.

A. Rodriguez made a motion to approve the School Improvement Plan.

D. Deaton seconded the motion.

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

T. Kingsberry made a motion to move into closed session.

R. Boyce seconded the motion.

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

IV. Closed Session

Coversheet

Directors Report

Section:	II. Meeting Items
Item:	A. Directors Report
Purpose:	FYI
Submitted by:	
Related Material:	August 2022 Exploris Leadership Team Board Report.pdf Commercial Contract Award _The Exploris Schools.pdf BoardOnTrack_Renewal_Contract.pdf Nut-Free Campus (1).pdf Schedule for Participants New Staff Orientation 2022-2023 (1).pdf FINAL 2022-2023 Work Week.pdf 22-23 Exploris Staff & Community Event Calendar .pdf



The Exploris School

Directors Report

To: Board Members
From: Ethan, Josh, & Deb
Re: Monthly Board Report

Date: August 25, 2022

The following information is provided to the Board of Directors:

Enrollment

Grade Level	Active Enrollment	Class Sizes	Withdrawals Since XX/XX
Kindergarten	31	15/16	
1 st Grade	36	18	
2 nd Grade	38	19	
3 rd Grade	38	19	
4 th Grade	38	19	
5 th Grade	39	19/20	
6 th Grade	75	18/19	
7 th Grade	76	19	
8 th Grade	76	19	
Total	447		

Student Support

Month	In School Suspension # students / # days	Out of School Suspension # students / # days	Behavior Referrals Major/minor
August	ES: 0/0 MS: 0/0	ES: 0/0 MS: 0/0	ES: 2/0 MS: 0/0
September	ES: -/- MS: -/-	ES: -/- MS: -/-	ES: -/- MS: -/-
October	ES: -/- MS: -/-	ES: -/- MS: -/-	ES: -/- MS: -/-
November	ES: -/- MS: -/-	ES: -/- MS: -/-	ES: -/- MS: -/-
Total	0/0	0/0	2/0

Updates on Goals/Issues for Discussion

1. Summer Learning Experiences

- Elementary had 25 scholars attend Summer Reading Camp. In total, 38 rising 2nd, 3rd and 4th graders with below-grade level composite scores on the End-of-Year mCLASS reading assessment were invited to attend based on [Read to Achieve legislation](#).

- b. For the 2nd year in a row, The Exploris School provided a Kindergarten Readiness camp through funding from the ACCESS grant. The camp is held the 1st week of August and provides an opportunity for new kindergarten students to get to know their 3 teachers and the consistent routines of the school. Eight students participated in the 4 day camp and preference is given to students with Individualized Education Plans and limited Pre-K experience.
- c. Middle school held its first 6th Grade Readiness Camp through funding from the Access Grant. Our rising 6th graders had a chance to attend 1 of 3 sessions that helped them get to know the school and its routines. Activities included icebreakers, sessions on how to make friends and avoid middle school drama led by middle school counselor Ryan Boney, practice in table-talk and other 6th grade protocols, tours of the school, “walking the city” routines and a sample project-based learning activity. While the scholars were meeting with teachers, family members were invited to a Q&A with Deb and a tour of the building (and got to practice the carpool route!)

2. Summer Planning and Pre-Opening Work

- a. **The counseling team** met multiple times and worked with leadership to plan school-wide goals with specific action steps aligned to the School Improvement Plan. Sample work items include:
 - Establish food pantry procedures and procure donations
 - Set up new school lunch program with MyHot Lunch Box
 - Collaborated with PTO to establish the roles and responsibilities of the Advocacy chair
 - Create a year long plan for counseling team that includes; family, student and teacher support
 - Standardized Calming corners by grade bands - what’s in them, reflection sheet, posters up.
 - Planned training for the following; universal expectations, attendance procedures, Section 504 compliance
 - Planned SEL classroom lessons, updated roles and responsibilities for student services
 - Worked on implementation plan for new pilot program: 8th graders mentoring 5th grade
- b. Deb & Ethan met with School Improvement Coach, Michelle Parkerson, **to plan the goals and meeting cadence for professional development** for the year, based on the three main aspects of the SIP and in alignment with Responsive Classroom training.
- c. Michelle Parkerson, Michelle Duncan, Josh, Ethan and Deb met to **plan and create a master calendar of all school and community events**. This is a live and forward- facing document [linked here](#). *(included in the packet.)*
- d. The leadership team met with Michelle Parkerson to plan **new staff onboarding** and the **staff back-to-school workweek** with activities centered around our SIP goals and Responsive Classroom techniques. (Agendas for both events are included in the packet.

3. School Opening

- a. Ten new staff members participated in onboarding and orientation activities for two days *(agenda is in the packet)*
- b. The staff workweek provided sessions that allowed teams time to plan together, to physically set up their teaching spaces, to have team building time and activities, to have worksessions on universal expectations following Responsive Classroom approaches, explore best practices for Expedition planning, learn key elements of operations and procedures, complete work towards the mandatory Policy Assurances *(included in the packet)* and review all IEP and 504 plans so student needs can be accommodated and in compliance from the first day of school.
- c. Meet-the-teacher nights at both campuses had excellent attendance.
- d. Opening day on both campuses was smooth.

4. Facilities

- a. The Facilities Committee has established monthly meetings to be held all year on the second Thursday of each month at 4:00 p.m. at the Elementary campus.
- b. The settlement property is being reevaluated for possible construction.
- c. Performance Charter School Development continues to evaluate possible sites and buildings in and surrounding downtown Raleigh.
- d. Both campuses were deep cleaned prior to school opening.
- e. We have made the important decision to hire a new cleaning crew. Elites Cleaning will now partner with us on both campuses (contract in packet for Board approval). The prior cleaning contract was just over \$40,000/year; Elites new contract is ~\$5,000/year savings for the school. We expect much better service and communication, as Elites is a locally owned and operated small business.

Human Resource Update

Resignations presented to the Board		
Name	Position	Notes
Jacque Wainwright	MS EC	Resigned without notice 48 hours before school opened, noting stress from moving to NC a few weeks before from another state
Julius Debnam	MS Wellness, effective 9/14/22	Julius is leaving for a school where he can coach sports as well as teach

New Hire Profiles for Approval		
Name	Position	Licensure

Current Vacancies	
Middle School Exceptional Children's Teacher (2 positions) Note: Offer pending for one of these positions	

Fiscal Operations Update : *Provided during the Finance Committee Report*

Important Dates (Board Attendance Requested)

- Popsicles in the Park Playground: Sunday, August 28th, 4:30 - 6:30 p.m. at the Elementary Campus.
- Saturday, September 10th Board retreat. Full agenda and schedule coming soon.
- Elementary School Family Curriculum Night: September 8th
- Middle School Family Curriculum Night: September 15th
- Please schedule a tour of both the middle and elementary school campuses if you've never had a chance to visit!

Elites Cleaning and Removal Services

Contract Award: #:55-04-822

Janitorial Services for: “The Exploris Elementary & Middle Schools.”

Date of Award: August 16, 2022 @ 6:00 PM ET

Direct all inquiries concerning this Contract to: Veda Brown /Owner

Email: Veda_Brown2006@Yahoo.com, Phone: 919-395-9100

Elites Cleaning and Removal Request for Proposal # 55-04-822

OBJECTIVES /TASK: To perform scheduled janitorial services as detailed in this scope of work, Monday – Friday during the hours between 5:30pm -11pm, as arranged with Josh Corbat @ “The Exploris Schools” and Veda Brown of Elites Cleaning and Removal Services.

TASKS: This Commercial Cleaning Services Agreement between Elites Cleaning and Removal Services and “The Exploris Schools” are as follows: Elites Cleaning and Removal Services shall provide all brooms, mops, dusting tools, cleansers, vacuum, buffer and any other equipment needed to perform janitorial services as detailed in this section below. The Exploris Schools will provide all stocking supplies.

Bathrooms

Daily cleaning will consist of · Clean and disinfect all toilets, sinks and mirrors, garbage emptied, sweep and mop floors.

Monthly cleaning will consist of: Dusting wall hangings, exposed high low vents; within reach, and baseboards, Doors and light switches washed free of fingerprints

Kitchen / Break Room

Daily Cleaning will consist of: All counters to be disinfected, outside of microwaves disinfected, garbage/recycling emptied, floors swept and mopped.

Monthly Cleaning will consist of: Dusting of any wall hanging, dust high low vents within vents, Doors and light switches washed free of fingerprints.

Office Area, Conference rooms, Hallways and Classrooms

Daily Cleaning will consist of: Empty all garbage and Recycling, sweep, mop and vacuum, client facing glass to be cleaned. Please ask staff to put chairs on top of the tables, pick up books and “what nots” off the floor.

Monthly Cleaning: Dust horizontal surfaces, all glass to be shined, wall items to be dusted and kept free of debris, Doors and light switches washed free of fingerprints· Dust window sills

CONTRACT TERM: Offer accepted and Contract awarded on this 16th day of August 2022. **However, services are to begin on August 17, 2022.** The contract will be on a 60 (sixty) day trial period, which at that time services will be evaluated to confirm or deny cleaning services for the remaining of the school year between Elites Cleaning and Removal Services and “The Exploris Schools”. “The Exploris Schools” and Elites Cleaning and Removal Services shall have the option to reevaluate and renew the Contract 60 (sixty) day prior to the ending of this contract.

As agreed upon by “The Exploris Schools” and Elites Cleaning and Removal Services; \$35,000 per year, equaling to \$3181.82 per month, is the cost to perform janitorial services at 401 Hillsborough St, Raleigh, NC 27603 and 17 S Swain St, Raleigh, NC 27601; 5 (five) nights a week.

PAYMENTS: Services are billed on a monthly basis. Payments may be made by check, (You may either mail your check or leave it for us at your next cleaning), or Cashier’s Check should be made out to “Elites Cleaning and Removal Services”. Payments are expected to be received by the 15th day of each following month after services are performed.

- Future changes to the frequency in cleanings will result in additional charges, as more time will be needed to complete the job.

ADDITIONAL EXPENSES AND OR TASKS: Any additional tasks that you wish to have done (unless it is a 10-minute project) will need to be prescheduled. We will be happy to accommodate you. In the event of additional projects, there will be an hourly fee is \$7.00 per labor hour.

CANCELLATION POLICY: If your cleaning occurs on a scheduled basis, a two-week cancellation notice is required (unless it is an emergency) or you will be billed as normal.

- However, clients are allowed to skip a cleaning twice a year without a two-week notice at no cost.
- Cancellations outside of the two-week notice period will result in a \$15.00 rescheduling fee. It is our recommendation that in lieu of cancellations, you decide on special cleaning projects to make sure you are getting what you pay for.

INVOICES: Invoices will be submitted to “The Exploris Schools” from Elites Cleaning and Removal Services, within four (4) calendar days following the end of each month in which work was performed.

FINANCIAL STABILITY: Elites Cleaning and Removal Services shall certify it is financially stable by providing a copy of valid insurance. The State is requiring this

certification to minimize potential issues from Contracting with a Vendor that is financially unstable. Elites will immediately report any evidence of forced entry, vandalism, or other unusual situations upon arrival at “The Exploris Schools” before services are started.

MANAGEMENT REVIEW MEETINGS

Elites Cleaning and Removal Services, at your request, shall meet periodically with your company for Project Review meetings. The purpose of these meetings will be to review project Progress reports, discuss Elites Cleaning and “The Exploris Schools” performance, address outstanding issues, review problem resolution, provide direction, evaluate continuous improvement and cost saving ideas, and discuss any other pertinent topics.

CONTRACT CHANGES

Contract changes, if any, over the life of the contract shall be implemented by contract amendments agreed to in writing by “The Exploris Schools” and Elites Cleaning and Removal Services.

This Contract shall not be amended orally or by performance but only through a written amendment executed by the Parties.

WITHDRAWAL OF CONTRACT: This Contract may be withdrawn only in writing and actually agreed by “The Exploris Schools” and Elites Cleaning and Removal Services. There must be a two weeks’ notice of withdrawal by “The Exploris Schools” or charges will be billed as normal.

Client Signature: _____

Date: _____

Vendor Signature: Veda Brown (Owner of Elites Cleaning and Removal Services)

Date: 17 August 2022



Renewal Membership Agreement: 2022-2023

Term and Fee

The agreement below outlines the term and fee associated with your BoardOnTrack membership renewal. Your membership fee is due 30 days prior to the Renewal Membership Start Date below.

After you electronically sign this contract, we will send an invoice to the invoice email address listed below. Please let us know if any billing information is incorrect. It is okay to sign the contract and then let us know via email of any changes to billing information.

Member Billing Information

Member	The Exploris School
Billing Address	401 Hillsborough Street Raleigh, NC 27603
Billing Contact Name	Koren Morgan
Billing Contact Role	Business Manager
Billing Contact Email Address	koren@exploris.org
Billing Contact Phone Number	(919) 715-3690

Invoice Will Be Sent To:	billing@exploris.org
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
Membership Terms

Renewal Membership Start Date	11/1/2022
Membership Package	Acceleration
Membership Term	1 year
Membership Fee	\$ 8,000

By signing this agreement, The Exploris School
agrees to the terms described above.

Authorized Signature

Accepted By (Member) _____

DocuSigned by:

484C99A15D74484...

Printed Name Josh Corbat

Date of Member Acceptance 8/5/2022

I read, understand and accept the BoardOnTrack Terms and Conditions available [here](#). I certify that I am authorized to sign and enter into an agreement for the organization purchasing the BoardOnTrack Membership.

Note: You can find BoardOnTrack's W-9 form [here](#).



Nut-Free Campus Policy

Exploris wants all members of our community to feel welcome, and we want to provide a safe learning environment for all. To support this, we are designating the middle school campus as “nut-free.” This policy aims to increase our community awareness in order to minimize the risk for children with documented allergies to nut products. Our school has developed and will maintain a whole-school action and implementation plan when dealing with students who have critically life-threatening allergies.

We know this is inconvenient for families, and we also want to stress the serious impact it could have on our children if not followed. Anaphylaxis is a severe form of allergic reaction which is potentially life-threatening. It can be fatal within minutes; either through swelling that shuts off airways or through a dramatic drop in blood pressure. There are many causative agents for anaphylaxis, with nuts often being the precipitating factor. Anaphylaxis is preventable, and avoidance of specific triggers is by far the best option. Management is via immediate injection of epinephrine and emergency transport to the hospital, and our staff are trained in the use of epi pens and in crisis response, but of course it would be far better to prevent such reactions than to treat them.

Trace amounts of peanuts and/or tree nuts like cashews, almonds, hazelnuts, brazil nuts, pistachios, etc can cause an allergic reaction. Even casual contact becomes a concern if the area that comes into contact with peanuts then comes into contact with the eyes, nose or mouth (for example, a child with peanut allergy gets peanut butter on her fingers, and then rubs her eyes, or a child that just ate a peanut butter sandwich passes a paper to an allergic student).

What does this mean for us? Our campus will be a “peanut/nut-free zone.”

- Please do not send in any food items to campus that contain peanuts, nuts, peanut butter, nut butters, or peanut products.
- This includes almonds, filberts, Brazil nuts, cashews, hazelnuts, macadamia nuts, pecans, pine nuts, pistachios, and walnuts or items that contain those nuts.
- Exploris students who are discovered with lunch or snacks with peanuts or tree nuts will be either asked to replace those items with lunch items the school will provide or if outside and we discover students with those items, the students will be asked, to eat in a separate area and to wash and sanitize hands afterwards.
- Please contact the school if your child has food sensitivity and you need support finding alternatives to foods that are peanut or nut based.

Resources:

- [Nut-free lunch and snack ideas](#)
- [70+ Allergy Friendly Brands](#)
- [Peanut-Free snacks for school](#)

Parent and Student Responsibilities:

For a nut-free campus, do NOT send any kind of nuts to school, including the following:

- Peanut butter or any other nut butter including Nutella
- Crackers with peanut butter or other nut butter filling



- Any granola bar, cookie, or other product that list nuts as an ingredient
- Trail mixes with nuts, granola bars with nuts, or dried fruit with nuts
- Cereal with nuts (EG: Honey Nut Cheerios)
- Nuts in salads
- Candy containing nuts
- Anything cooked in peanut oil or other nut oil that has been cold pressed, expelled or extruded
- Food labels that say: — “May contain peanut or tree nuts” are **NOT OK** to bring to school.

Please also beware of personal care products such as lotions, oils, or perfumes that may contain nut-based products, such as a hand cream with almonds, for example, and do not wear or bring those products to our school setting.

Parents of students with allergies may submit to the school specific protocols designed to avoid exposure to certain foods.

- Parents of students with life-threatening allergies must provide The Exploris School with emergency medications and a written medical treatment protocol for their student for addressing allergy-related events. The school front desk manager will maintain the medication and information and the school will create an individualized health plan and communicate the student’s needs to staff.
- Parents are responsible to educate their child about managing his/her allergy at school.

School Responsibility:

- The school will communicate with families and educate about allergens and potential triggers
- Staff will reasonably monitor during times food is being consumed to help prevent exposure
- The school will require all staff to complete an annual training on life-threatening allergic reactions and the use of medications and procedures, including administering epi pens.
- The Exploris School cannot guarantee that a student will never experience an allergy-related event while at school. Exploris is committed to student safety, and has created this policy to reduce the risk that children with allergies will have an allergy-related event.



Welcome New Staff!!

Tasha <i>7th Grade</i>	Denise <i>4th Grade</i>	Noah <i>6th Grade</i>	Melissa <i>Kindergarten TP</i>	Jacque <i>MS EC</i>
Zee <i>ES EC TP</i>	TBD <i>MS EC</i>	TBD ES Front Desk and Data Assistant	TBD Behavior Coach	INVITE: <i>Mid year hires</i>

Day 1 August 8th @ Elementary Campus- 17 S. Swain St. (Mary Margaret will send door code)

Time	Topic	Who
8:00-8:45	Welcome/Meet & Greet/Breakfast Snacks <u>Welcome to Exploris! Video Introduction</u> <i>Get your Temporary Photo Taken for Website</i>	All
8:45-9:30	Sample PBL: Mystery Bones activity	Deb
9:30-9:45	Break	
9:45-10:00	What It Means to Be a Charter School and a Charter School Teacher	Deb
10:00-11:00	Who We Are - Protocol <u>Text Rendering</u>	Michelle P. & Ethan
11:00-11:30	Field Experience Info: School Safety protocols <u>Emergency Bags</u> Practice the protocols as we head for lunch: headcount for your group, notify school of your location and return time, bring your bags!	Deb All
11:30-1:15	Campus Tours with GoosechaseLunch @ <u>Transfer Co. Food Hall</u> Upstairs Loft <i>(Bring your lunch or plan to buy something yummy from the vendors!)</i>	All
1:30-3:00	What Does This Look Like in Action? <ul style="list-style-type: none"> • Pack Your Parachute- A Quick Look at Assessment • Jumprope email from Devon/Loren & Future Training <ul style="list-style-type: none"> ◦ <u>Understanding Achievement Reports</u> • What does it mean to be Exploris-y? <u>Glossary</u> • What is an Expedition? 	
3:00-3:30	Closing Reflection/Walkthrough ES Buildings	Michelle P.

Day 2 Tuesday August 9th @ ES

Time	Topic	Who
9:00-10:00	Meet Support Staff & Administrivia Risk Protocols & Mandatory Reporting	Deb Michelle D.
10:00-10:15	Break	
10:15-11:15	PBL at Exploris Planning Tools: <ul style="list-style-type: none"> • Design Plan Template • PBL Planning To Do List • PBL Reflection 	Ethan/Deb
11:15-11:30	Break	
11:30-12:00	Insights from a Newbie	K Team
12:00-12:30	Walkthrough MS Building (Parking is limited so carpool is your friend)	Cori
Use the rest of the day to work on your own/complete asynchronous tasks. Have lunch with each other, your team, or maybe you need some alone time after all our togetherness ;)		

Important Contact Information

<p>Exploris Elementary Campus 17 S. Swain Street Raleigh, NC 27601 Phone: 919-715-0333 Fax: 919-715-0916</p> <p>Elementary School Director: Ethan Burton Ethan's Cell- 919-539-3528 ES Teacher Leader: Daniel Hencher Office Contact:</p>	<p>Exploris Middle Campus 401 Hillsborough Street Raleigh, NC 27603 Phone: 919-715-3690 Fax: 919-715-2042</p> <p>Middle School Director: Deborah Brown Deb's Cell 919-465-4401 MS Teacher Leader: Cori Greer-Banks Office Contact: Mary Margaret Moffitt</p>
<p>Josh Corbat, Resources Director (567-482-0582) Michelle Parkerson, Instructional Coach (919-696-2703)</p>	

Asynchronous Work/Important Links will be shared at the event



Work Week Schedule 2022-2023

Welcome Back!

Goals for the Week:

- Staff will be excited and fresh to begin the year.
- Staff will begin with a sense of shared purpose and connections.
- Staff will be equipped for meeting students on Day 1.
- Staff will have a shared foundation for curriculum and classroom relationships.

Driving Question: How will we build community through Responsive Classroom practices during the first 6 weeks of school?

Date & Focus	Time	Activity	Location	Notes/Led by
Wed. 8/ 10 Prep Day	8:00	Beverage Bar	Campus Specific	Grab-and-go coffee, juices, etc from our PTO
	8:30	Morning meeting	ES: Multi-Purpose Room MS: 8N	Modeling RC best practices as we meet & greet one another ES: Shawna, Rachel and Ethan MS: Cori & Deb
	9:00-3:30	Work in Classrooms and Teams	Specific	Suggested activities <ul style="list-style-type: none"> • Set up your physical space • Team building: set your team norms for communication, get to know one

				<p>another's working styles, review Myers Briggs types Exploris Teaming</p> <ul style="list-style-type: none"> • Work on Expedition for first trimester (Remember, time is set aside for Expedition Planning on Friday) • Have lunch as a team! • Call your crew to check in and remind them about open house & first day of school; contact leadership asap if you can't reach someone or hear news of non-returns
Thurs. 8/11 Kick Off, Universal Themes and NTKs (Need-to-Knows)	8:00-8:45	Breakfast sponsored by our PTO	ES	Meet & Greet one another– staff, leadership, Board members
	8:45-9:15	Introducing New Staff & Themes for the Year	ES	Facilitators: Deb and Team
	9:15-10:00	Focus Activity	ES	We will create a piece of shared art for both campuses Facilitators: Deb and Cori
	10:00-12:00	Universal Expectations Work Session	ES	Facilitators: Ethan and Michelle D.
	12:00-1:00	Lunch (On your own)		
	1:00-3:30	Team Ops Trainings and Policies	ES Stations	Facilitators: Josh and Team Ops
Friday, 8/12 Expedition & MTSS Day (EC, 504s, & Intervention)	8:30-10:30	<p>Presentation/discussion on best practices for Expedition planning We use the following to anchor our work:</p> <ul style="list-style-type: none"> • NC Standard Course of Study • ISTE Standards (Technology) • CASEL Framework (SEL) <p>Subscribe to NCDPI Updates to get the latest news about your content & so much else!</p>	ES 4th grade	<p>Goal: Prep a large post it/chart paper for your Expedition Snapshot which will be a gallery walk on Aug 24th</p> <p>Facilitators: Annah and Leah R.</p>

		Drafty Draft of Yearlong Calendar First 6 Weeks Reflection		
	10:30-11:30	MTSS Service Providers Slidedeck	ES 4th grade	Facilitators: Carol, Jill and Michelle Duncan
	11:30-3:30	Team & Classroom Prep Time and concurrent EC & 504 Round ups: Cascading by grades Round Up Agenda		Each team will have an opportunity to meet with the case managers and counselors to review IEPs and 504 plans and gain insights for student cases. Teams will attend two sessions: one for their incoming students, and one for the next team who will be teaching their students from last year. When you are not in the EC/504 Round-up meeting, teams have unscheduled time for classroom prep. GA teachers are invited to attend any/all round ups and are responsible for knowing IEP and 504 accommodations for their students.
	11:30-12:15	6th grade EC round up (w 5th attending for comments)	ES 5th grade room	Tom, Leah R, Loren, Devon, Emily, Noah, Carol, Chris D. Ryan, Michele B, Jacquie
	11:45-12:15	K Team	ES K room	Jaquetta, Jenn, Kris, Jill, Melissa
	1:30-2:00	1st grade (w K team attending for comments)	ES 1st grade room	Jaquetta, Jenn, Melissa, Kris, Jill, Daniel, Martha, Lyndsey
	1:30-2:00	5th grade (w 4th attending for comments)	ES 5th grade	Tom, Leah R, Annah, Denise, Chris D.
	2:00-2:30	2nd grade (w 1st attending for comments)	ES 2nd grade	Rachel, Shawna, Brittany, Daniel, Martha, Lyndsey, Kris
	2:30-3:00	3rd grade (w 2nd attending for comments)	ES 3rd grade	Ashley, Maggie, Dorsey, Shawna, Rachel, Brittany, Kris
	3:00-3:30	4th grade (w 3rd attending for comments)	ES 4th grade	Annah, Denise, Ashley, Maggie, Dorsey, Chris D., Kris
	1:30-2:30	8th grade (w 7th attending for comments)	8S	Carol, Adrian, Cori, Jessie, Alexandra, Sara, Paula, Mary, Paradise, Tasha, Amanda
	2:30-3:30	7th grade (w 6th attending for comments)	7N	Carol, Mary, Paradise, Tasha, Amanda, Emily, Loren, Devon
	4:00-6:00	Optional Staff Social	Mordecai Beverage	Join us to celebrate our first Friday!

Monday, Aug. 15th Prep Day and Family Connections	8:00-4:00 pm Flexible Prep	Flexible time to prepare	Campus Specific	
	12:00-12:30	Meet-the-Teacher Night Staff Huddle	Campus Specific	Check in for setup and procedures for the open house.
	4:00-6:00 pm	Meet-the-Teacher Night	Campus Specific	Families can drop by during these two hours to meet their crew teachers, visit classrooms, etc. GA & EC teams can join a classroom or host an information table
Tuesday, Aug 16th	8:00-10:00 Flexible Prep Time		Campus Specific	
	10:00-Noon	Campus Specific Meetings	Campus Specific ES: 5th grade MS: 8N	Facilitators: ES: Ethan MS: Deb
	Noon	Potluck Salad Bar	ES: MP room MS: Front Room	Sign up to bring something to add to a communal salad bar and come join your colleagues for lunch!
	1:00-3:30pm	Flexible Prep	Campus specific	Put the finishing touches on whatever is needed to have a wonderful first day tomorrow!

New Ways to Connect This Year! Look for:

- First Friday socials
- Topic-specific chat/spaces groups
- Exploris Book Club

Tools to Help You Connect:

- [Exploris Staff Visual Directory](#)
- [Myers-Briggs Personality Profiles](#) (Still in progress!)

- [Exploris Organizational Chart](#) (Still in progress!)



Exploris Staff School Calendar 2022-2023

The dates included in this document are for planning purposes only and are subject to change!

Trimester 1	
August 8 & 9	New Staff Orientation
August 15	Open House 4:00 - 6:00 "Meet the Teacher Night"
August 10-16	All Staff Workdays
August 17	First Day of School!
August 21	Popsicles in the Park- Family Event (sponsored by PTO)
August 25	Board Meeting
August 30	BOG3 Reading Test
August 31-September 23	Fall Benchmark Window (MAP Growth, NCENSI, mClass)
August 17-Sept 14	WIDA Screener Window (K & 1)
Sept 9-30	Session 1 ES Explorations (4 Sessions)
September 5	Labor Day
September 8	Family Curriculum Night - Elementary
September 10	Board Retreat
September 15	Family Curriculum Night - Middle
September 12- Dec 3	Girls on the Run Season
September 16 or 23	MS Electives begin
September 19-22	Start With Hello Week
September 19- 30	SEL Screener Administration K-8th grade
September 22	Board Meeting
September 26	Rosh Hashanah - no overnights or major assessments
September 27	Flex Day Responsive Classroom PD: Improving Teacher and Student Language
October 1	Bullying Prevention Month
October 3-7	Fall Break!
October 10	All Staff/ Workday Responsive Classroom PD: Improving Teacher and Student Language
October 11	MS Family Connection Session: High School Information Night



Exploris Staff School Calendar 2022-2023

The dates included in this document are for planning purposes only and are subject to change!

October 11-13	Picture Days (exact days and times TBD)
October 14	All Staff Collaborative Showcase @ Envision Science Academy
October 14-23	Training for Signs of Suicide- Students in Grades 6-8
Oct 17-21	School Wide Bullying Prevention Week Activities
October 18	Family Connection Session K-8: TBD (responsive classroom at home)
October 21	The National Theatre for Children Performs @ Elementary (1:30 & 2:15 PM)
October 24	Instructional Rounds
October 28	All Staff Workday for Student/Family Conferences/PTO Fall Festival 5-8 PM (Elementary)
November 4	Flex Day Responsive Classroom PD: Responding to Misbehavior
November 11	Veteran's Day Holiday
November 16	Prospective Family Information Session (Virtual)
November 18	End of Trimester 1
Trimester 2	
November 18-Dec 16	Session 2 ES Explorations (4 Sessions)
November 21 & 22	Staff Workdays (NOT TP) Achievement Report Writing
November - January	Prospective Family Tours
November 23-25	Thanksgiving Holiday
December	Achievement Reports due
December	Achievement Reports sent home
December 7	Prospective Family Information Session (Virtual)
December 8	UDHR Event @ State Capitol
December 9	PTO Outdoor Movie Night 6-8 PM (Elementary)
December 16	Middle School Expressions Day
December 18-19	Angel Tree & Food Basket Delivery
December 19-January 2	Winter Break
January 3	All Staff Workday



Exploris Staff School Calendar 2022-2023

The dates included in this document are for planning purposes only and are subject to change!

January 6-February 10	Session 3 ES Explorations (5 Sessions)
Jan-March	ACCESS testing for ELL
January 11	Prospective Family Tours w/ Student Ambassadors
January 16	MLK Holiday Explois Day of Service Event & National Day of Service
January 17- February 9	Winter Benchmark Window (MAP Growth, NCENSI, mClass)
January 27	Flex Day Responsive Classroom PD: Responding to Misbehavior
Jan 31, 2022	Family Connection Session: TBD
February 17	All Staff Workday for Student/Family Conference
February - March	Electives (MS)
February 20	President's Day Holiday
February 4-March 24	Session 4 ES Explorations (5 Sessions)
March 3	Exploris Student Lottery
March 3	End of Trimester 2
March 6 & 7	Staff Workdays (NOT TP) Achievement Report Writing
Trimester 3	
March 6th	1st Day of MS Spring Electives (also 3/13, 3/20, 3/27, 4/3)
March 11-20	Exploris Students Visit Shinonome Japan
March	Achievement Reports Due
March	Achievement Report Sent Home
March 20-31	Spring SEL Screener K-8
March 31	Flex Day
May 12th	Middle School Dance 7-9 PM (TBD)
April	International Exchange Night
April 3-7	Spring Break!
April 10	All Staff Workday
April 14-May 16	Session 5 ES Explorations (5 Sessions)
April 5-13	Passover - no overnights or major assessments



Exploris Staff School Calendar 2022-2023

The dates included in this document are for planning purposes only and are subject to change!

April 24th-28th	Outward Bound
April 24-28	National Youth Violence Prevention Week (SAVE Week)
?	Instructional Rounds
April 23	Family Connection Session: TBD
March 22-April 21	Ramadan - Be mindful of physically active or food-oriented activities
April 21	Eid al-Fitr
May 18	Flex Day
May 19	All Staff Workday for Student/Family Conferences
May 15-19	8th Grade Passage Portfolios
April 24- May 25	Spring Benchmark Window (MAP Growth, NCENSI, mClass)
April 27	Volunteer Appreciation Event
May 10-16	National Mental Health Awareness Week
May 22	Elementary Expressions Day
May 29	Memorial Day
May 26	Middle School Expressions Day
May 25-June 8	EOG/EOC Testing Window
June 8	Moving Up Day & 5th Grade Celebration
June 9	Last Day of School, 8th Grade Graduation, Early Dismissal for staff and students, End of 3rd Trimester
June 16	Achievement Reports Due
June 12 & 13	All Staff Workdays

Coversheet

Finance Report

Section:	II. Meeting Items
Item:	B. Finance Report
Purpose:	Vote
Submitted by:	
Related Material:	06. Balance Sheet - 2022.07 - Exploris.pdf 7-31-22 Bank Account Balances.pdf 05. Income Statement - 2022.07 - Exploris.pdf 03. Board Report - 2022.07 Exploris.pdf

THE EXPLORIS SCHOOL

Balance Sheet

Fiscal Year: 2023 | Fiscal Month: July
Include Funds: All

Assets

1.1010.000.000.000.000.00	Cash OP FCIT 6528	(269,807.48)
2.1010.000.000.000.000.00	Cash OP FCIT 6528	434,736.14
2.1011.000.000.000.000.00	Cash - Reserve	939,032.43
2.1180.000.000.000.000.00	Accounts Receivable - Employee	49.68
2.1611.000.000.000.000.00	Security Deposit	15,658.00
3.1010.000.000.000.000.00	Cash OP FCIT 6528	(30,320.77)
5.1010.000.000.000.000.00	Cash OP FCIT 6528	383,991.63

TOTAL Assets: 1,473,339.63

Liabilities

2.2282.000.000.000.000.00	EEs' Flex Spending Deductions	(353.01)
---------------------------	-------------------------------	----------

TOTAL Liabilities: (353.01)

Reserves and Equity

2.2960.000.000.000.000.00	Fund Equity	1,427,481.55
5.2960.000.000.000.000.00	Fund Equity	383,991.63

TOTAL Reserves and Equity: 1,811,473.18

NET GAIN (LOSS): (337,780.54)

TOTAL LIABILITIES / RESERVES / INCOME: 1,473,339.63

7/31/2022 Account Balances	
Bank Account	Balance
The Exploris School Checking	\$627,893.94
The Exploris School Reserves	\$939,032.43
The Exploris School Foundation-Annual Fund	\$105,708.01
The Exploris School Foundation-Capital Campaign	\$542,096.70

08/09/2022 01:07
PM

THE EXPLORIS SCHOOL

Page 1 of 1

Income Statement

Fiscal Year: 2023 Month: July

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

Fund	Beg. Balance	MTD Actual	YTD Actual
Fund 1			
Revenue Total:	0.00	0.00	0.00
Expense Total:	0.00	269,807.48	269,807.48
Change in Fund 1 Balance:	0.00	(269,807.48)	(269,807.48)
Fund 2			
Revenue Total:	0.00	159.49	159.49
Expense Total:	0.00	37,811.78	37,811.78
Change in Fund 2 Balance:	0.00	(37,652.29)	(37,652.29)
Fund 3			
Revenue Total:	0.00	0.00	0.00
Expense Total:	0.00	30,320.77	30,320.77
Change in Fund 3 Balance:	0.00	(30,320.77)	(30,320.77)
Fund 5			
Revenue Total:	0.00	0.00	0.00
Expense Total:	0.00	0.00	0.00
Change in Fund 5 Balance:	0.00	0.00	0.00



THE EXPLORIS SCHOOL

Budget Analysis Report

Fiscal Year: 2023 | 7/01/2022 - 7/31/2022

Account	Budget	Period Activity	YTD Activity	Remaining Budget	% Used	EOY Projection
Revenues						
STATE REVENUE	3,021,190.81	0.00	0.00	3,021,190.81	0.00	3,021,190.81
LOCAL REVENUE	1,434,500.00	159.49	159.49	1,434,340.51	0.01	1,434,659.49
NCACCESS GRANT REVENUE	150,000.00	0.00	0.00	150,000.00	0.00	150,000.00
FEDERAL REVENUE	269,173.26	0.00	0.00	269,173.26	0.00	269,173.26
FOUNDATION REVENUE	30,000.00	0.00	0.00	30,000.00	0.00	30,000.00
B&A CARE REVENUE	90,000.00	0.00	0.00	90,000.00	0.00	90,000.00
Revenues	4,994,864.07	159.49	159.49	4,994,704.58	0.00	4,995,023.56
Expenses						
Account	Budget	Period Activity	YTD Activity	Remaining Budget	% Used	EOY Projection
SALARIES AND BONUSES	3,056,991.90	204,957.26	204,957.26	2,852,034.64	6.70	3,059,420.82
BENEFITS	659,609.90	44,075.24	44,075.24	615,534.66	6.68	659,609.90
BOOKS AND SUPPLIES	79,057.00	4,647.13	4,647.13	74,409.87	5.88	79,057.00
TECHNOLOGY	84,787.00	4,930.06	4,930.06	79,856.94	5.81	84,787.00
NON-CAP EQUIPMENT & LEASES	17,000.00	0.00	0.00	17,000.00	0.00	17,000.00
CONTRACTED STUDENT SERVICES	92,000.00	0.00	0.00	92,000.00	0.00	92,000.00
FIELD TRIPS	11,000.00	0.00	0.00	11,000.00	0.00	11,000.00
STAFF DEVELOPMENT	8,000.00	190.00	190.00	7,810.00	2.38	8,000.00
ADMIN SERVICES	188,837.50	3,553.63	3,553.63	185,283.87	1.88	188,837.50
INSURANCES	40,150.00	1,355.00	1,355.00	38,795.00	3.37	40,150.00
FACILITIES	467,784.00	56,665.35	56,665.35	411,118.65	12.11	467,784.00
B&A CARE	55,901.50	0.00	0.00	55,901.50	0.00	55,901.50
CORONAVIRUS RELIEF FUND EXPENSES	0.00	10,846.40	10,846.40	(10,846.40)		10,846.40
VARIOUS GRANTS - NCACCESS	150,000.00	6,720.00	6,720.00	143,280.00	4.48	150,000.00
Expenses	4,911,118.80	337,940.07	337,940.07	4,573,178.73	6.88	4,924,394.12
SURPLUS/(DEFICIT)	83,745.27	(337,780.58)	(337,780.58)			70,629.44

Coversheet

Governance

Section: III. Committee Reports

Item: A. Governance

Purpose: Discuss

Submitted by:

Related Material:

2022-2023 Overview of Handbook Revisions_Additions_Amendments .pdf

DRAFT 2022-2023 Exploris Staff Handbook (1).pdf

Copy of 2022-2023 DRAFT Exploris Student Family Handbook .pdf

2021-2022 Running List of Items to Review/Add/Amend for Handbooks for 2022-2023

Staff	Family	Board (in progress)
Covid related absences <ul style="list-style-type: none"> Clarify policy No additional days of Covid related PTO for 22-23 	Clarification of student due process rights in a disciplinary situation	Amend the bylaws to: <ul style="list-style-type: none"> reflect the 3 director structure. Ex: how many/which one of the directors serves as a board member (ex officio, non-voting?)
Clarification of FMLA Policies	Clarification on policies when a student is injured by another student's actions or when property is damaged by another student's actions <ul style="list-style-type: none"> Completely accidental Unintentional but impactful (roughhousing, "playing") Negligent (threw something intending for trashcan but hits another kid, for example) 	Amend the bylaws to allow for virtual meetings vs in person
Add bereavement leave? (unpaid) Clarify & Modify policy around donated leave <ul style="list-style-type: none"> Personal leave must be exhausted Clarity around directed donations Clarity around access to donated leave 	Difference between a "True Threat" and an excited utterance, self-expression	Create a Board handbook <ul style="list-style-type: none"> Duties and expectations Conflict of interest Open meeting laws Relevant charter school laws Exploris background and history Exploris schedules Exploris metrics of success
Explicit policies on use of personal cars to transport students: never alone with a	Clarify anti-bullying policies: Hate speech at MS triggers an automatic	Clarify grievance policy dates– business days or calendar days? Does the count

child; always another adult or multiple children “rule of three”	<p>consequences</p> <ul style="list-style-type: none"> • “Verbal bullet” directed at another person • Based on race, religion, sexuality, ability, or appearance 	start the day the notice is received or the first business day following?
<p>Field experiences</p> <ul style="list-style-type: none"> • outside the city of Raleigh limits need admin. permission and at least 48 hours notice. • Anticipate scholarship needs ahead of time when planning trips and consult with leadership to make sure we can support all students participating BEFORE communicating plans to families • Field experiences are a key part of our educational experience. Students who will be excluded from a field experience because of a disciplinary issue should be allowed administrative review before the final decision is made to deny that opportunity. 	Automatic search if student is on campus and there is suspicion of harm to self or others.	Clarify expectations about committee work, attendance at retreat/s
Contracts of any kind over \$5000 need Board approval, so plan ahead when planning longer field experiences so we have time to bring them before the Board	Clarify closure policies re: WCPSS and weather/ remote learning days. Add language that allows Exploris to be responsive to specific weather situations and our split campus.	Clarify boundaries of role: when contact with families staff is/isn't appropriate on policy related issues, use of social media for school related items, how to keep boundaries between roles as parents and roles as board members, etc.
Overnight field trips need admin approval	Policies for filming events at school (whether positive like a presentation or negative like a student fight) and	

	posting/sharing on social media.	
WFH policies DRAFT	Students with significant behavioral or disciplinary records may be offered a different educational experience from a field experience, subject to administrative review.	
Clarify policy on posting images of Exploris students on personal social media	Add specific language about Sexting/distributing sexual images while at school, over school networks, and/or of school students or personnel	
Clarify that posting negative comments about the school, your colleagues, etc on personal social media goes against our staff code of conduct	Change all mentions of “parent/parents” to “family/families”	
Clarify Policies around injured students/accidents and reporting: paper report and admin contact for any situation	Updated language to reflect the 3 director structure and eliminate terms “Executive” or “Associate” director.	
Policies about planning any school wide events (clubs, spirit weeks etc)-- all need to go through admin first		
Explicit language that any correspondence/work done on school accounts, school equipment, during the school day and/or over the school network is subject to Freedom of Information Act.		
Clarify grievance policy dates– business		

days or calendar days? Does the count start the day the notice is received or the first business day following?		
Time Off After Notice Given: Employees who have given their notice to leave or retire from Exploris will no longer be able to use any vacation or PTO days. If an emergency should arise and the employee must be out, the employee's final day of employment will be the last day worked.		
Ways to handle employee leave balances		
<p>Salary letters: update that quitting/resigning without sufficient notice may jeopardize your license and any requested recommendations/referrals. Add requested two week notice to ensure safe student supervision and maintain quality of the instructional program.</p> <p>WCPSS language : RESIGNATION Unless specified otherwise in a written contract, certified instructional personnel desiring to resign from employment with the school system must give not less than a 30-calendar day written notice to the Human Resources Department. If an earlier release is desired by the person resigning, and if his/her release on an earlier date would not result in undue inconvenience or hardship to the school system, the Superintendent or designee may authorize such earlier release. The</p>		

Superintendent may request revocation of an employee's North Carolina teaching license if 30 calendar days written notice is not provided or an earlier release is not granted. Non-certified and support personnel desiring to terminate employment must give the Human Resources Department no less than 14 calendar days written notice. Failure to give at least 14 calendar days written notice will be documented in the employee's personnel file and may affect the employee's eligibility for rehire. The notice requirement may be shortened or waived by the employee's immediate supervisor with the prior approval of the Superintendent or designee.		
Clarify language around parental leave: unclear/muddy wording		
Standardized Max/Min temps for weather conditions and outside activities		
Staff working hours. Currently, staff is required to arrive exactly as students arrive. We want to make sure staff is ready to receive students each day with as little friction as possible.		



The Exploris[™] School

Empowering Learners To Improve Our World

The Exploris School Personnel Handbook 2022-2023

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1 - INTRODUCTION TO EXPLORIS

1.1 Our Mission

The Exploris School is a diverse learning community that engages students in a challenging, relevant, relationship-based education. Through experiential, project-based learning we empower students to foster a just and sustainable world.

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

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

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

1.2 Our Vision

Empowering learners to improve our world.

1.3 Core Values

Exploris has been serving students in the downtown Raleigh community for over 20 years and is committed to growing our school in size and diversity to expand support and opportunity for all students. Our educational program is built around four core pillars: Global Education, Project Based Learning, Co-Teaching, and Responsive Classroom. The articulation of our core values ground the school in our educational approach and community partnerships.

INNOVATION - In a constantly changing world, the ability to approach challenges in a new way is vital. Exploris teachers and students approach the learning process through 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 and the lives of others. 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 development 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.

Our goal is to have the internal operations of the organization reflect the school's mission, vision, and values. Because you are a part of the The Exploris School family, we ask for your partnership in ensuring that the professional experience is positive and rewarding for you and the entire Exploris community.

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

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

2 - BASIC WORK STANDARDS

2.1 Staff Hours

While Exploris is committed to providing a flexible work schedule that meets the requirements of the position and the employee, the mission of the school is founded upon the engagement of students. The school day for staff working at the middle school begins at 7:55 AM and typically ends at 3:45 PM, and for staff working at the elementary school begins at 8:10 and ends at 4:00 pm, although after school meetings and events, such as faculty meetings, IEPs, curriculum and showcase nights, school dances, etc., may necessitate a need to stay beyond the defined time or arrive before the defined time. Staff should plan to arrive at school in time to be prepared to receive students for the day and to avoid conflict with family carpool arrivals. Staff should plan to work when students are in session, and submit a leave request for time off to attend any off-campus appointments. Office and support staff hours at both campuses will be 8:00 AM - 4:00 PM..

2.2 Field Experiences

The teacher/staff member in charge of an event or field experiences is responsible for ensuring that students are adequately supervised and safe. Teachers/staff members should allow at least two weeks in advance when planning for a field experience. Teachers/staff members are responsible for recruiting adult chaperones to provide assistance. Field experiences that will travel outside the city of Raleigh limits should be discussed in advance with the campus director so we can better support and communicate with families.

Communication among chaperones is very important and is the responsibility of the teacher/staff member in charge of the event or trip. Volunteers who will be alone with students, for example, while driving a car, must submit a copy of their driver's license prior to the beginning of the trip. The teacher/staff member must ensure that all chaperones are familiar with safety procedures in the event of an emergency. Teachers/staff members should bring all emergency contact information, first aid kit, and any required student medication. The teacher/staff member in charge of the field experience should inform the front office prior to leaving school and provide an estimated time for return along with the roster of attendees and cell phone numbers where they can be reached. The teacher/staff member should inform the front office when they return to school.

When planning field experiences, staff members should anticipate scholarship needs ahead of time and consult with leadership to make sure we can support all students participating BEFORE communicating plans to families.

Field experiences are a key part of our educational experience. Students who will be excluded from a field experience because of a disciplinary issue should be allowed administrative review before the final decision is made to deny that opportunity.

Contracts of any kind over \$5,000 need Board approval, so staff should notify the Directors when planning longer field experiences so we have time to bring them before the Board for approval prior to communicating to students and families.

2.3 Use of Automobiles

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

If staff members will transport students in the staff member's personal vehicle, they should follow the "rule of three" and make sure they are never alone in a car with a child and that they are always with another adult or multiple children in the vehicle.

2.4 Travel and Business Expenses

Reasonable expenses incurred by an employee while on business for Exploris such as copying, transportation, parking, meals, and lodging will be reimbursed in accordance with procedures and standards as set forth in The Exploris School's financial policies. All expenses must be pre-approved using an Expense Reimbursement Authorization Form signed by one of the Directors. If a pre-approval is not completed, then the employee may not be reimbursed by the school for their travel and business expenses. In addition, all reimbursement requests must be accompanied by receipts.

2.5 Outside Employment

Employees shall accept no outside employment that presents a conflict of interest with responsibilities at Exploris. Employees shall not use paid time off for outside employment. Educational materials created while teaching at Exploris should be used to further support The Exploris School mission and vision and not be utilized for personal gain or sold commercially.

2.6 Gifts and Gratuities

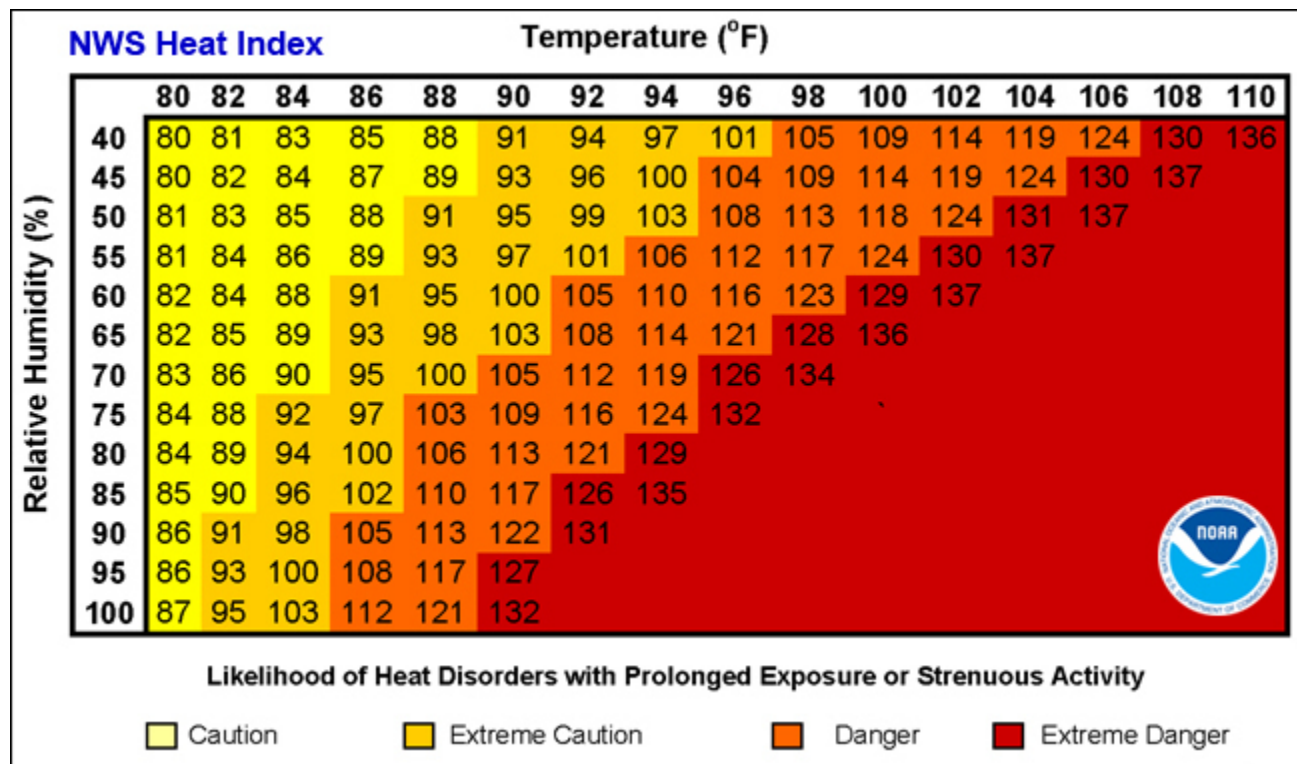
Employees who are offered, receive or anticipate that they may receive a gift of any value or favor in conjunction with their roles at the school should immediately notify their campus Director. This shall not apply to or restrict the acceptance of gifts or tokens of minimal value offered and accepted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

2.7 Inclement Weather: Closures and Delays

The Exploris School will follow the Wake County Public School System for inclement weather closures and reserves the right to make an independent decision to close for weather related issues if the safety of staff and students might be affected. If Wake County Public School System has extended closures due to road conditions (for example, waiting to clear secondary roads) Exploris may decide conditions are clear enough around our campus to warrant a return to learning on the Exploris campus. For any WCPSS delayed openings or school closures that arise out of situations not related to inclement weather, the Exploris School will operate independently. Employees should check their school email and phone messaging for updates. Notifications will also be posted on Exploris social media and through assorted news outlets. If conditions allow, the school may designate a remote learning day if physical campuses are closed. On remote learning days, staff is providing instruction and students are completing work.

2.75 Weather Conditions and Student Safety

2.75 A: Warm Weather Conditions: When temperatures are predicted to be 95 degrees or higher, student activity outside after 1 pm should be avoided or limited to 15-20 minutes at a time. When a day is designated as a Code Orange day, student activity outside will be limited to 15 minutes. When a day is designated as a Code Red day, student activities should take place indoors only.



<u>PRECAUTION</u>	<u>PROCEDURE</u>	<u>PRECAUTION</u>	<u>PROCEDURE</u>
LIGHT YELLOW CAUTION	Observe students or staff members susceptible to heat illness (e.g., individuals who are obese or suffer from asthma, etc.). Water should be readily accessible to everyone.	ORANGE DANGER	All students and staff going outdoors should be under constant and careful supervision. Breaks from physical activity should be every 20-30 minutes with water readily accessible to everyone. Fluid replacement is vital!
YELLOW EXTREME CAUTION	Observe students or staff members susceptible to heat illness (e.g., individuals who are obese or suffer from asthma, etc.). Water should be readily accessible to everyone.	RED EXTREME DANGER	Postponing outdoor physical activities or moving physical activity to air-conditioned indoor settings is recommended for all students and staff. If outdoor activity is required, constant supervision is needed. Water must be readily available! Fluid replacement is vital!

References: State Climate Office of North Carolina http://www.nc-climate.ncsu.edu/climate/heat_index_climatology.php

2.75 B Cold Weather Conditions

Increased caution is necessary when temperatures are below 32 degrees. Temperature plus wind velocity, or wind chill, is a prominent factor in determining cold weather safety. As the speed of the wind increases, it carries heat away from the body more quickly. Staff should limit student outdoor time to under 30 minutes if the temperature is near or below freezing.

2.75 C Severe Weather: Lightning

In cases where thunderstorms are bringing lightning into the area, staff should follow the 30-30 rule, which means waiting 30 minutes after the last lightning flash is seen or the last roll of thunder is heard to resume outdoor activity. It may seem safe to return to activity after the storm has passed, but lightning can and does strike at least 10 miles away from the storm even after the clouds have moved on. This phenomenon is known as a “bolt out of the blue.” Every time lightning is seen or thunder is heard, the 30 minute clock should be reset

2.75 D Dressed Appropriately for Weather

Exploris staff should note if students are dressed appropriately for weather conditions. Exploris staff may limit a student’s time outdoors if the student is not dressed appropriately for the weather, or may have the student complete an indoor activity instead. Families, administration and counseling staff should be notified if staff members notice a student who is consistently not dressed appropriately for weather conditions.

2.8 Smoking

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

2.9 Firearms & Weapons

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

2.10 Media

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

Staff should take care with personal social media and be aware that even with privacy settings, personal pictures and posts can often be discovered by colleagues, students, families, and the media. Staff members are representatives of the school and should avoid comments and postings that are negative about the school, colleagues, families, or students or that could create a disruption to the school environment. Staff should avoid posting pictures of, or comments about, current Exploris students on their private social accounts.

2.11 Safety

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

2.11a Staff Members Injured at School: Staff members injured at school should notify their direct supervisor as soon as possible.

2.11b Students injured at school. Staff members should notify their direct supervisor as soon as possible following any injury of a student on campus or during a school-sponsored activity. Staff members will be responsible for completing all required forms and reports in a timely manner and staying abreast of policies such as concussion awareness.

2.11c Student Medical Conditions and Medication: Staff members are responsible for complying with all medical directives of students in their care and for safe management and storage of student medications, inhalers, epipens, etc. Staff members must ensure that when leaving campus with students, all appropriate emergency medications are with them.

2.12 Political Campaigning

While The Exploris School encourages all employees to be involved in the community, political campaigning by any employee on the school's time and using the school's resources is strictly prohibited. Further, employees may not make statements purporting to represent the views of The Exploris School with regard to political campaigns. Violation of this policy could jeopardize The Exploris School's tax-exempt status.

2.13 Use of School Networks and Equipment

Staff should be aware that activities that are conducted by staff on school devices, over school networks, and/or during the school day should not detract from professional duties and are subject to the Freedom of Information Act.

2.14 Remote Learning

Should the school need to utilize a remote learning plan, for example, in the case of extended building closures for illness, construction, or weather, staff should follow the Digital Teaching & Learning guidelines set by the school for expectations for teaching day and for providing remote instruction or services.

3 - SALARY PLANS

3.1 Salaries

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

Teacher salaries are calculated using the State salary scale and adding an Exploris supplement based on years of service. The following chart outlines the Exploris teacher supplement rates.

Years at 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.

The Teaching Partner Salary Scale, based on years of experience at Exploris, is outlined below.

Years	Gross salary
0	\$27,360.00
1	\$27,770.40
2	\$28,186.96
3	\$28,609.76
4	\$29,038.91
5	\$29,474.49
6	\$29,916.61
7	\$30,365.36
8	\$30,820.84
9	\$31,283.15
10	\$31,752.40

11	\$32,228.68
12	\$32,712.11
13	\$33,202.79
14	\$33,700.84
15	\$34,206.35
16	\$34,719.44
17	\$35,240.24
18	\$35,768.84
19	\$36,305.37
20	\$36,849.95
21	\$37,402.70
22	\$37,963.74
23	\$38,533.20

24	\$39,111.20
25	\$39,697.86
26	\$40,293.33
27	\$40,897.73
28	\$41,511.20
29	\$42,133.87
30	\$42,765.87
31	\$43,407.36
32+	\$44,058.47

NOTE: Up to 5 years of comparable K-12 classroom teaching experience can be transferred in.

3.2 Salary Review

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

3.3 Pay Schedule

Each employee will be paid on a monthly basis on the last day of each month. If these dates fall on a weekend or a holiday, the payday will be the preceding workday. Employee salaries are paid over a 12 month period from July 1 - June 30. Returning ten month employees are paid in advance of their contracted start date (August) for the new school year. Advance payments of salary are to be returned to Exploris if an employee fails to return at the start of the new school year. Employees starting in August during their first year will be paid over an 11-month pay schedule in year 1 of employment and over a 12-month pay schedule in subsequent years of employment. Employees who leave their position mid year will have payment prorated based on the date of the termination of their employment. Since Exploris teachers are paid in advance, the employee who is terminating their position may need to return any advance payment of salary.

3.4 Direct Deposit

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

4 - BENEFITS

4.1 Eligibility

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

Regular full-time employees who work a normal schedule of 30 hours per week or more are eligible for medical benefits. The Exploris School will pay 100% of the medical premium and 25% of the dental premium for the employee. The employee portion of the medical, dental, and vision monthly premium is handled through monthly payroll deductions. Employees will be provided with the medical, dental and vision costs during open enrollment each year.

Employees who are eligible for benefits can also elect coverages for their dependents at additional costs, which are outlined each year in the employee insurance booklet, which can be obtained from the HR and Operations Manager and which contains a complete description of available benefits and assorted costs.

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

4.2 Insurance

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

- Exploris pays 100% of the premium for employee only medical coverage for employees who work 30 or more hours per week (100% employed).
- Exploris does not offer medical coverage to an employee who works less than 30 hours a week (less than 75% employed).
- Exploris also offers a Health Savings Account if the employee is enrolled in the HSA qualified health insurance plan. Exploris will contribute \$45 per month to the employee's HSA account. Employees may also contribute to their HSA account up to the contribution limit defined by law.

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

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

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

Life Insurance: Please refer to the employee insurance booklet for a complete description of benefits. The Exploris School offers Life Insurance coverage at no cost to employees that work 30 hours or more per week.

Short -Term/Long-Term Disability Please refer to the employee insurance booklet for a complete description of benefits. The Exploris School offers Short-term disability and Long-term disability coverage at no cost to employees that work 30 hours or more per week.

4.3 Retirement and Training

401-K Retirement Plan: Employees can contribute up to the United States Federal limits of pre-tax income from payroll deductions into a 401- K retirement plan. Employees may enroll, decrease, increase, or discontinue their contributions on a quarterly basis. The Exploris School will match employee contributions, as organizational resources allow, at a rate determined annually by the Board of Directors. The maximum amount may increase annually. Please refer to The Exploris School's 401K provider for updated information and details on vesting of The Exploris School's contribution.

Exploris matches 50% of employee contributions up to 8%. Exploris matching contributions maximum is 4% for all employees if an employee makes contributions of 8%.

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

4.4 Child Care

When the Before and After Care program is in operation, child care is provided free of charge for children of employees that attend Exploris, for the care of their children while the employee is at school conducting school business. Registration is required.

4.5 Lottery Priority

Staff members who are employed at least 80% at Exploris can receive priority admissions in our lottery under the lottery provision for children of eligible staff members. For Exploris employees, "children" is defined as biological children, foster children, stepchildren, children under the legal guardianship of the employee, or children domiciled with the employee.

5 - LEAVE BENEFITS

All leave except leave for holidays is subject to prior written approval by the employee's campus Director. The Electronic Leave Request Form must be completed for any time that the employee is not fulfilling their primary job responsibilities. One form should be completed for each day of leave requested.

5.1 Holidays and School Vacations

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

5.2 Paid Time Off, Teaching Staff (10 month)

Beginning July 1, 2015, full-time employees who work 40 hours a week will earn up to 1 paid time off day per month over a 10-month term to be utilized for sick days and personal business. Staff members who are 11 month employees will earn up to 11 days of paid time off, and staff members who are twelve month employees will earn up to twelve days of paid time off. Staff should not request paid time off days the day before or after school vacations or during testing periods. Staff members' primary responsibility while school is in session is fulfilling their contracted responsibilities to the school and to students; time off should not be requested in order to schedule personal vacations. Leave requests of more than two days in a row must be approved by the Elementary School Director or The Middle School Director.

5.2a Floating Holiday - Employees may take up to eight hours per year to volunteer in a school or a service organization of their choice. The Elementary or Middle School Director must approve the leave request and be notified in writing at least one week in advance. The employee must provide written documentation from the school or service organization. In addition, each employee is eligible for up to eight hours of paid time off for religious or personal observances not already built into the school calendar. Floating holidays or partial hours from a floating holiday may not be carried over as a paid time off balance.

5.2b Partial Days Leave may be taken in half day or full day increments. Employees who expect to be away from their duties for more than an hour should request a half day of paid time off.

5.2c Paid Time Off for Part Time Employees - Employees who work fewer than 40 hours per week will earn leave in proportion to their percentage of employment, for example, .5 days of paid time off per month for 50% employment or .8 days per month for 80% employment.

5.2d Leave Carryover - For any full time Exploris employee returning for the following school year, up to 5 paid time off days will be carried over into the subsequent 10-month school term for a maximum of 15 paid time off days per year.

Staff employed by the school at 80% of full time work will earn .8 Paid Time Off Days per month worked and four days may be carried over into the following school year. Staff employed at 50% of full time work will earn .5 Paid Time Off days per month and 3 days may be carried over into the following school year.

Exploris employees employed by the school prior to July 1, 2015 with accrued sick leave may roll over all sick leave days earned prior to July 1, 2015, and will continue to receive short-term and long-term disability. Once an employee's bank of accrued sick leave gets down to 15 paid time off days, their days will be capped at a maximum of 15 paid time off days per year. The Leadership Team must approve any exceptions to this policy.

If an Exploris employee should terminate employment before the end of the school year and was paid in advance of their accrual of paid time off days, the final paycheck will be adjusted to reflect paid time off days actually earned during their time of employment.

5.3 Substitute Procedures

Staff are responsible for notifying their Director and team members as soon as an absence is anticipated. As much notice as possible is appreciated so that accommodations can be made. Administrators should be notified no later than 6:00 am on the date of the absence. Teachers are responsible for providing lesson plans and maintaining a folder of class lists, schedules, and back up lesson plans. Once a campus director has been notified of the absence, the Director will use the Remind system to secure a substitute teacher for the day. Staff members may also make arrangements for a substitute to cover for them in their absence, and should notify the Director of the name of the substitute teacher who has agreed to provide coverage. All staff will be provided with a list of pre-approved substitutes. If an external sub from the pre-approved substitute list is not able to be recruited, the teacher or campus Director must make arrangements with an internal colleague. Staff members are responsible for notifying their director if illness or a personal issue should cause them to need to leave school before the school day has ended, or will cause them to arrive late.

If the employee is teaching classes in a remote learning environment and will be absent, they should notify their Director and team members as soon as possible and follow the procedures outlined in the Digital Teaching and Learning Guide.

5.4 Paid Time Off, 11 & 12 Month Employees

Full-time employees who work throughout the year will earn 1 Paid Time Off day per month worked to use at their discretion. The Paid Time Off days will count toward the employee work days agreed upon in the employee offer letter and position profile. Only 5 days may be carried over into the following school year. If an Exploris employee should terminate employment before the end of the school year and was paid in advance of their accrual of paid time off days, the final paycheck will be adjusted to reflect paid time off days actually earned during their time of employment.

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

5.5 Annual Leave and PTO

Exploris employees do not accrue annual leave and are not paid for unused paid time off days if they leave Exploris.

5.6 Donated Paid Time Off Leave

At any time, employees may donate up to five paid time off days per year to a pool of shared paid time off. This “leave bank” can be accessed by Exploris employees through the policies described here. The donated Paid Time Off leave pool is funded through employee donations, therefore, there is no guarantee of hours that might be available. An employee may access the donated Paid Time Off leave pool in the event of an extraordinary personal event or medical situation that will require the employee to be out for an extended period of time to care for themselves or an immediate family member. Any employee who wished to access the donated leave in the leave bank must first have exhausted their own available paid time off. The Donated Paid Time Off Leave bank can also be requested in extraordinary situations, if the employee’s Paid Time Off leave has been depleted. The requesting employee must submit a certification of illness or injury from the member’s or immediate family member’s health care provider. Unused days contributed to the pool would not carry over to the next calendar year. Any employee wishing to use this pool must have exhausted their paid time off and must apply to the Leadership Team for approval.

Employees receiving other payments such as worker's compensation, short-term disability, long-term disability, or a paid parental leave are not eligible to receive donations.

5.7 Family and Medical Leave

The Exploris School follows the federal guidelines for Family and Medical Leave. See Section 6.

5.8 Maternity and Paternity Leave

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

5.9 Military Leave

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

5.10 Jury Duty

Necessary time off without loss of pay shall be granted to employees called for jury duty. The employee may retain the fee earned from jury duty. The Employee must inform their supervisor in writing as early as possible when assigned for jury duty

5.11 Leave Without Pay

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

5.12 Advancement of Leave

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

5.13 Infectious Diseases

In the case of local infectious disease outbreaks, employees shall follow the guidelines and recommendations set by the school and local authorities in regards to screening, cleaning, prevention, reporting, and quarantine protocols and may be eligible for additional leave as per CARES Act or other state or federal legislation that is passed after the publication of this handbook.

6 - Family and Medical Leave Policy

6.1 Eligibility

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

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

An eligible employee may also take up to 26 workweeks of leave during a single 12-month period to care for a covered service member with a serious injury or illness when the employee is the spouse, son, daughter, parent, or next of kin of the service member. An eligible employee is limited to a combined total of 26 workweeks of leave for any FMLA-qualifying reasons during the single 12-month period.

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

Eligible spouses who work for Exploris are limited to a combined total of 12 workweeks of leave in a 12-month period to share for the following FMLA-qualifying reasons:

- The birth of a son or daughter and bonding with the newborn child,
- The placement of a son or daughter with the employee for adoption or foster care, and bonding with the newly-placed child, and
- The care of a parent or other legal dependent with a serious health condition.

Eligible spouses who work for the same employer are also limited to a combined total of 26 workweeks in a single 12-month period to care for a covered servicemember with a serious injury or illness if each spouse is a parent, spouse, son or daughter, or next of kin of the servicemember (commonly referred to as “military caregiver leave”). This limitation also applies to a combination of military caregiver leave and leave for the other qualifying reasons listed above.

6.2 Reasons For Taking Leave

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

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

6.3 Advance Notice, Medical Certification, and Other Reports

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

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

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

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

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

The employee must provide a medical certification (fitness for duty report from physician) to resume work before returning from leave due to the employee's own serious health condition. Otherwise, the employee may not be permitted to return to work until he or she submits the required certification. Failure to provide a fitness for duty report after the end of the FMLA leave may result in the employee being terminated from employment. The fitness for duty report must list any limitations upon the employee's ability to return to work, as well as the anticipated duration of such limitations.

6.4 Medical Insurance Coverage

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

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

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

6.5 Reinstatement

Upon return from FMLA leave, the employee will be reinstated to the same or equivalent job, with the same pay and benefits, unless the employee has received a written notice that special circumstances apply. The Exploris school reserves the right to reassign the employee to an equivalent role at a different grade level or subject area if needed.

6.6 Paid Time Off Benefits

During unpaid leave, the employee will not accrue paid time off benefits and will not receive holiday pay.

6.7 Workers' Compensation and Disability Leave

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

6.8 Application for FMLA Leave

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

6.9 Designating the Leave

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

7 - Employment Policies and Practices

7.1 Equal Employment Opportunity

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

7.2 Employee Classification

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

Note: The Exploris School will determine employee work schedules. Employees shall be required to work as needed, including regular school schedules and other school events deemed necessary, such as attendance at faculty meetings, training, open houses, parent conferences, etc.

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

Non-Exempt: An employee who is covered under the federal Fair Labor Standards Act must be paid in accordance with the minimum wage rate provisions of the law. Overtime or compensatory time will be paid to non-exempt staff for time worked in excess of 40 hours/wk. On a daily basis, all non-exempt employees must document their hours worked in a manner required by The Exploris School.

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

7.3 Recruitment And Selection

The Exploris School typically advertises positions in-house, on the web site, and through ads in major publications and electronic sources. An applicant must submit a formal cover letter and resume to be considered for any position. Any false or erroneous information intentionally reported to The Exploris School, regardless of when discovered, may be grounds for dismissal.

7.4 Orientation Of New Employees

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

7.5 Work Plan, Training, and Staff Development

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

7.6 Personnel Records

All personnel records are confidential and are kept under lock and key by the Directors. Only the Directors, HR and Operations Manager, Members of the Exploris School Board, or the employee themselves may have access to that employee’s personnel records. Personnel files contain records of performance reviews, promotions, disciplinary actions, leave records, grievances, and training offered or completed by the employee. Each employee

may request a review of their personnel file at any time. All employee reviews of personnel files will take place in the office where the records are stored and under the supervision of an Exploris Director or HR and Operations Manager.

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

7.7 References And Employment Inquiries

References may be given upon request from the employee or employee's prospective employer. Information will be limited to job specific information (dates of employment, job title, job performance, job responsibilities, and salary). No employee will be given a general letter of reference. All letters of reference must be addressed to a specific employer and a copy of that letter must be placed in the employee's personnel file. A period of two weeks notice is requested in the event an employee intends to terminate their employment with The Exploris School so the school can provide for continuity of instruction and safe supervision of students.

7.8 Disciplinary Action

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

The Director of Resources, Director of Elementary School, or Director of Middle School shall take actions regarding termination, suspension, demotion or classification. If the Leadership Team believes there are grounds for disciplinary action, they may impose an immediate suspension with pay for an employee while an investigation is conducted.

7.9 Death In Service

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

7.10 Background Check

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

7.11 Discrimination and Harassment Policy

It is the policy of The Exploris School to maintain a safe and supportive school environment for all students and staff, free from harassment, intimidation, and/or bullying and free from discrimination due to actual or perceived race, color, creed, ethnicity, national origin, citizenship/immigration status, religion, gender, gender identity, gender expression, sexual orientation, disability, or weight.

Discrimination means any act or failure to act that unreasonably and unfavorably differentiates treatment of others based solely on their membership in a socially distinct group or category, such as race, color, national origin, sex, disability, age, or gender identity or by association with a person who has or is perceived to have one or more of these characteristics. Discrimination may be intentional or unintentional.

Harassment, including sexual or gender-based harassment, is not limited to specific situations or relationships. Types of unlawful harassment covered by this policy include harassment of an individual because of that person's sex, gender identity, sexual orientation, race, religion, color, national origin, age, disability, or any other classification protected by law. It may occur between fellow students or co-workers, between supervisors and subordinates, between employees and students, or between non-employees, including visitors and volunteers, and employees or students. Harassment may occur between members of different genders or the same gender. The Exploris School also strictly prohibits sexual harassment in any form. The definition of sexual harassment is as follows:

Unwelcome sexual advances, requests for sexual favors, and other verbal, graphic or physical conduct of a sexual nature, when

1. Submission to such conduct is made either explicitly or implicitly a term or a condition of an individual's employment;
2. Submission to or a rejection of such conduct by an individual is used as a basis for employment decisions affecting such individual; or
3. Such conduct has a purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment.

The Exploris School will not tolerate any unlawful harassment or discrimination of employees. Any employee who engages in any form of unlawful harassment will be disciplined. Discipline may include, but is not limited, to transfer, demotion, suspension, or discharge. The Exploris School also forbids retaliation of any type against an employee for reporting any type of unlawful harassment. Complaints alleging discrimination or harassment based on a person's biological or gender identity must be handled in accordance with procedures outlined in our harassment policy.

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

The Exploris School encourages reports of any such acts when they happen. All reports of unlawful harassment and/or discrimination will be investigated promptly. In all cases, the employee who reports unlawful harassment will be advised of the results of the investigation. To the greatest extent possible, The Exploris School will attempt to maintain the confidentiality of any harassment and/or discrimination investigation. The disclosure of any information relating to a charge of unlawful harassment and/or discrimination will be made only on a need-to-know basis.

7.12 Supporting Transgender or Transitioning Staff Members

It is the school's policy that transgender and transitioning employees are treated with dignity, respect, and sensitivity in the workplace.

Information contained in personnel records about an employee's transgender status (such as the sex they were assigned at birth) is confidential and should not be disclosed except with the employee's consent or to supervisory or HR staff with a legitimate job-related reason to access such records.

Employees who intend to transition on the job should meet with their supervisor and an HR representative to create a plan for their workplace transition. The employee is welcome to involve a chosen support person in any such meeting or discussion. Workplace transition planning should include topics such as the date the transition

will formally occur at work; what updates will be made to workplace records and electronic accounts; how and when coworkers will be informed; and, if the employee works with students, what information will be shared with students and their parents. It is ultimately the employee's decision when to formally transition at work and what information to disclose to coworkers prior to a formal transition.

Staff Records

Employees are entitled to have their preferred name appear on all unofficial records (for example: staff ID, email address). Official records, such as payroll and benefits, may require documentation of a legal name and gender change. Staff requests should be submitted to the Human Resource Officer or their designee.

In addition, Educators play an essential role in creating a supportive school culture and advocating for the well being of all students. It is important for school staff, students and parents to be aware that transgender, non-binary, and gender non-conforming students may be at a higher risk for peer ostracism, victimization, and bullying because of bias and/or the possibility of misunderstanding and lack of knowledge about their lives. Employees must be proactive in creating a school culture that respects and values all students and fosters understanding of gender identity and expression within the school community and utilizes the guidelines and support provided.

[Gender Support Guidelines](#) are intended to help our school promote the educational and social integration of transgender, non-binary and gender non-conforming students and staff and ensure a safe learning and working environment free from discrimination and harassment. The Exploris School requires all employees to fully comply with this policy.

7.13 The Exploris School Grievance Policy

Includes Grievance Procedure for Section 504 and Special Education (*Individuals with Disability Education Act*):

Article I Introduction and Values

The Exploris School seeks to promote harmony among its employees, faculty, students, and parents and to encourage equitable solutions to problems arising among them. The School believes that most concerns and differences are best addressed through open and honest communication conducted in an informal, respectful, and civil manner and that effective resolution depends on direct, prompt and constructive dialogue. The following procedures are adopted to meet these goals. NOTE: See Parent Handbook: Discrimination, Harassment and Bullying.

Definition of a Grievance: A grievance is a formal complaint regarding specific decisions made by school personnel that alleges that such decisions have adversely affected the person making the complaint or the dependent of the person making the complaint. A grievance includes circumstances when a student or parent believes that school and board policy or law has been misapplied, misinterpreted, or violated. The term "grievance" does not include any matter for which the method of review is prescribed by law, for which there is a more specific board policy providing a process for addressing the concern, or upon which the board is without authority to act.

Article II: Parent Grievance Procedures

Section 1: The Board recognizes that effective school governance requires that the primary responsibility for issues involving student discipline, curriculum, assessment and promotion and other day-to-day decisions regarding school management lies with the faculty, staff and Leadership Team of the School and these individuals

are best suited to resolve conflicts that arise with respect to these issues. The Board has the authority to appoint, employ, and remove the Leadership Team, but primary responsibility and authority over faculty, staff and volunteer organizations of the School are vested in the Leadership Team. The Board, therefore, will exercise any authority in this policy conservatively and narrowly so as not to usurp the authority granted to the Leadership Team.

Section 2. Informal Procedures: A parent should first attempt to resolve any grievance through discussion with the relevant teacher(s) or other involved persons. If the parent's concern is not adequately addressed through an informal discussion with the teacher and/or staff involved, the parent should next attempt to resolve the grievance with the appropriate supervisor, if applicable. If a grievance cannot be resolved in an informal manner, the parent may initiate a formal grievance procedure.

Section 3. Formal Grievance Procedure: In instances where informal means are ineffective or otherwise not feasible, the School offers these more formal grievance procedures. Grievance proceedings and information shall be kept confidential at all levels to the extent possible and permitted by law. A parent grievance is a formal written claim by a parent or group of parents identifying the concern, identifying the individual or group's resolution attempts, and identifying any law, policy, or practice that is implicated by the concern. No one shall retaliate against a parent who files a grievance under this policy (or against a student whose parent files a grievance) in good faith.

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

1. The request shall succinctly describe the specific grievance(s) and related details, and shall identify any specific policy, rule, regulation or law believed to have been violated, and shall provide other relevant information to help the supervisor adequately understand the nature of the grievance.
2. The request shall be filed within fifteen (15) business days of the most recent incident(s) or last informal attempt to resolve the grievance, provided that such attempt was made within ten (10) business days of the last incident.
3. Following receipt of the written request, the supervisor shall, whenever possible, conduct a conference with the aggrieved parent(s) within ten (10) business days. Within five (5) business days following the conference, the supervisor will state in writing their decision with regard to the grievance and a copy will be given to the parent.

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

1. The appeal must be made within five (5) business days following receipt of the supervisor's written Level One response to the grievant. The Leadership Team will review the grievance and conduct an informal investigation as necessary.
2. The Leadership Team shall issue a written response to the parent and the Level One supervisor/staff within ten (10) business days following receipt of the written appeal.
3. Decisions of the Leadership Team are final and not subject to further appeal, except in the following instances:
 - a. Decisions involving an alleged violation of a contractual right;
 - b. Decisions involving an alleged violation by the School of state or federal law; or
 - c. Decisions based on allegations of conduct by the Leadership Team in violation of law or school policy.

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

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

1. Within five (5) business days of receiving the written request for appeal, the Grievance Committee Chairperson shall issue a written notice to the parent and the Leadership Team indicating whether the Leadership Team’s determination is “final” in nature or whether the Board, in its discretion or by right of appeal, shall grant a hearing. The notice shall also specify, if a hearing is granted, the time it will occur and guidelines by which it will be conducted.
2. When a hearing is granted, a panel of the Grievance Committee consisting of at least three people shall hear the grievance within ten (10) business days of the date the Chairperson’s notice is issued to the parent.
3. The Grievance Committee panel may affirm, reverse, or modify the decision of the Leadership Team. Following the hearing, the parent and Leadership Team shall be informed in writing of the panel’s decision within five (5) business days after the hearing, whenever feasible.
4. The decision of the Grievance Committee panel is final OR the decision of the Grievance Committee panel may be appealed to the full Board of Directors.

Article III Employee Grievance Procedures

Section 1. Informal Procedures: A faculty or staff member (the “employee”) should first attempt to resolve any concerns through discussion with their supervisor and/or other involved persons. If a concern cannot be resolved in such an informal manner, the employee may initiate a formal grievance procedure.

Section 2. Formal Grievance Procedure: In instances where informal means are ineffective or otherwise not feasible, the School offers these more formal grievance procedures. Grievance proceedings and information shall be kept confidential at all levels to the extent feasible and permitted by law. An employee grievance is a formal written claim by an employee or group of employees identifying the concern, identifying the individual or group’s resolution attempts, and identifying the law, policy, or practice that is implicated by the concern. No one shall retaliate against an employee who files a grievance under this policy in good faith.

(A) Level One - Supervisory Request and Conference. An employee may, by written request, seek a formal conference with their immediate supervisor to address an unresolved grievance.

1. The request shall succinctly describe the specific grievance(s) and related details, and shall identify any specific policy, rule, regulation or law believed to have been violated, and shall provide other relevant information to help the supervisor adequately understand the nature of the grievance.
2. The grievance shall be filed within fifteen (15) business days of the incident(s) or the last informal attempt to resolve the grievance, provided that such attempt was made within ten (10) business days of the last incident.
3. Following receipt of the written request, the supervisor shall, if feasible, conduct a conference with the aggrieved employee within ten (10) business days of the written report. Within five (5) business days

following the conference, the supervisor will state in writing their position on the grievance, and a copy will be given to the employee.

(B) Level Two - Appeal to the Leadership Team.. If the grievance is not resolved, the employee may appeal the supervisor's decision in writing to the Leadership Team if the full Leadership Team was not involved in the Level One Conference.

1. The appeal must be made within five (5) business days following receipt of the supervisor's written Level One response to the employee. The Leadership Team shall issue a written response to the parent and the Level One supervisor/staff within ten (10) business days following receipt of the written appeal.
2. Decisions of the Leadership Team are final and not subject to further appeal, except in the following instances:
 - a. Decisions involving an alleged violation of a contractual right;
 - b. Decisions involving an alleged violation by the School of state or federal law;
 - c. Decisions based on allegations of conduct by the Leadership Team in violation of law or school policy; or
 - d. Decisions involving suspension without pay or dismissal of the employee.
3. The Board retains discretion to determine whether an alleged violation involves a “final” or “appealable” decision by the Leadership Team. The Board may consider all available evidence in the record established at the time of the decision and any other evidence it deems necessary for consideration. In addition, the Grievance Committee has the authority to grant a discretionary appeal in exceptional circumstances.

(C) Level Three - Appeal to the Board: Appeals of Right and Discretionary Appeals. If an employee is not satisfied with the disposition of their grievance at Level Two or is subject to suspension without pay or dismissal by the Leadership Team the employee may, within five (5) business days of receiving notice from the Leadership Team, submit a written request to the Grievance Committee Chairperson to appeal the Leadership Team’s decision and to request a formal hearing.

1. Within five (5) business days of receiving the written request for appeal, the Grievance Committee Chairperson shall issue a written notice to the employee and the Leadership Team indicating whether the Leadership Team’s determination is “final” in nature or whether the Board, in its discretion or by right of appeal, shall grant a hearing. The notice shall also specify, if a hearing is granted, the time it will occur and guidelines by which it will be conducted.
2. When a hearing is granted, a panel of the Grievance Committee consisting of at least three people shall hear the grievance within ten (10) business days of the date the Chairperson’s notice is issued to the employee.
3. The Grievance Committee panel may affirm, reverse, or modify the decision of the Leadership Team.
4. The decision of the Grievance Committee panel is final OR the decision of the Grievance Committee panel may be appealed to the full Board of Directors.

Article IV Grievance Committee Structure and Rules

Section 1. Composition of the Grievance Committee – The Grievance Committee shall consist of no fewer than three members of the Board of Directors, appointed by the Chairperson of the Board of Directors and confirmed by a vote of the full Board. One member of the Grievance Committee shall be designated by the Chairperson of the Board of Directors to serve as the Chairperson of the Committee.

Section 2. Parent Liaison – One member of the Board of Directors shall be appointed by the Chairperson of the Board of Directors and confirmed by a vote of the full Board to serve as Parent Liaison. This individual shall not

sit on the Grievance Committee. Their primary role will be to help parents understand the grievance procedures and to provide process guidance to aggrieved parents. Parents who approach other members of the Board of Directors with grievances will be referred to the Parent Liaison.

Section 3. Training – On an annual basis, all members of the Grievance Committee and the Parent Liaison will receive training provided by an attorney or other qualified individual with regard to confidentiality, impartiality, and other topics relevant to effective execution of their duties.

Section 4. Timelines – Failure of a parent or employee to comply with the procedural timelines listed below may result in denial of a grievance request. Extensions in timelines may be granted if the relevant decision maker determines there is a reasonable need for such extension. Similarly, the timelines for actions to be taken by school personnel or board members may be extended, with notice to the aggrieved party, when there is a reasonable need for extension or extension is in the best interest of an effective process.

Section 5. Forms – The Leadership Team or Board may develop one or more grievance forms to facilitate and document the various steps of the grievance process.

8 - POLICIES ON CHILD ABUSE, NEGLECT, AND HARM TO SELF AND OTHERS

8.1: [Mandatory School Mental Health Training](#)

Topics include; youth mental health, suicide prevention, substance abuse, teenage dating violence and in accordance with SL 2019-245, child sexual abuse prevention, and sex trafficking

- All staff who work with students shall receive 2 hours of training in even numbered years beginning in 2020 on the topic of child sexual abuse and sex trafficking
- All staff who work with children must receive 6 initial hours of training regarding student mental health and learning and 2 hours subsequent annually.
- All staff must receive 2 hours of suicide prevention training annually
- All new employees must be trained on both trainings named above for a total of 8 training hours

8.2 Child Abuse and Neglect

In accordance with [North Carolina Statute 7B-301](#), the school's policy establishes guidelines for prevention of child abuse/neglect and for responding to allegations of child abuse by an employee or volunteer of The Exploris School. The policy follows [state definitions for abuse and neglect and mandatory reporting laws](#). This policy is applicable to all paid and volunteer staff of The Exploris School.

The Directors of The Exploris School are responsible for enforcement of this policy, as well as for training and education of staff and volunteers in accordance with [North Carolina Statute 7B-301](#)

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

- Safeguards Against Abuse - A Crisis Management Plan for the Prevention of Child Abuse has been incorporated into the policies of The Exploris School.
- Preventive Measures

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

In the event of abuse or neglect, all staff members have a duty to report the information. If a staff member receives information deemed to be abuse or neglect, notify the administrator on site and the counselor asap by phone, text, or in person. If the student contacts you after school hours or you are unable to get in touch with the administrator on site or counselor you must report the incident to Child Protective Services asap. For more information regarding reporting laws: [North Carolina Child Reporting Laws](#). In the event Child Protective Services cannot be reached local law enforcement should be contacted immediately. All mandatory reporters must complete the following form as documentation of the report: [CPS Reporting Form](#).

Responding to the Alleged Victim - An appropriate response toward the victim and the victim's family is a critical step in the healing process. Nothing should be done to blame the victim nor to minimize or deny the reported behavior. Every effort must be taken to assure that the victim and the victim's family understand that The Exploris School takes the allegations seriously. The care and safety of the victim is the first priority. Investigators must avoid taking an adversarial posture.

Responding to the Alleged Perpetrator - A single individual should not try to determine whether the accused is telling the truth. Rather, professional investigators will assist in the investigation and determination of the facts. Until the investigation has been completed, the alleged perpetrator will be removed from any position from which there could be a possibility of behavior similar to the alleged actions. The Exploris School will treat the alleged perpetrator with dignity. The Leadership Team of The Exploris School and the Board Chair will negotiate the future status of the employee or volunteer. A finding that child abuse has occurred will result in the immediate dismissal of the perpetrator.

8.3 Student Threat to Harm to Self or Others

If a student threatens to harm themselves or another person, whether it be another student or staff member, it must be immediately reported to the administrator on-site and the school counselor in person, by phone, or text. At that point complete the steps outlined within the [Emergency Preparedness and Crisis Manual, found on page 25](#)

9 - SUBSTANCE ABUSE POLICY

9.1 Purpose

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

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

9.2 Prohibited Conduct

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

- Employees shall not consume alcoholic beverages either upon the premises of The Exploris School or in vehicles being used in service to The Exploris School.
- Employees shall not illegally use or possess prescription drugs not prescribed for him or her.
- Employees shall not refuse to submit to an alcohol or drug test when requested by their supervisor.
- Employees shall not alter or attempt to alter a sample submitted for testing under this policy, nor may employees submit a sample that is not the employee's sample.
- Employees shall immediately notify their supervisor if they have been either arrested for, or convicted of, any drug or alcohol-related crime.

9.3 Testing Policy

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

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

9.4 Confirmation Tests

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

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

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

9.5 Confidentiality

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

9.6 Rehabilitation

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

10 - NO CONTRACT

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

- Revised August 13, 2012
- Revised August 12, 2015
- Revised August 18, 2016
- Revised August 1, 2017
- Revised June 27, 2018
- Revised August 1, 2019
- Revised July 28, 2020
- Revised August 8, 2021
- Revised August 1st, 2022



2022-2023

FAMILY & STUDENT HANDBOOK

<div><div>The Exploris School Elementary Campus</div><div>17 S. Swain Street Raleigh, NC 27601</div><div>(919) 715-0333 (919) 715-0916 (fax)</div></div>	<div><div>The Exploris School Middle Campus</div><div>401 Hillsborough Street Raleigh, NC 27603</div><div>(919) 715-3690 (919) 715-2042 (fax)</div></div>
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Section 1: Introduction to Exploris School

Our History

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

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

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

Our Mission

The Exploris School is a diverse learning community that engages students in challenging, relevant, relationship-based education. Through experiential, project-based learning we empower students to foster a just and sustainable world.

Our Vision

Empowering learners to improve our world.

Core Values

Exploris has been serving students in the downtown Raleigh community for over 20 years and is committed to growing our school in size and diversity to expand support and opportunity for all students. Our educational program is built around 4 core pillars: Global Education, Project-Based Learning, Co-Teaching, and Responsive Classroom. The articulation of our core values ground the school in our educational approach and community partnerships.

INNOVATION - In a constantly changing world, the ability to approach challenges in a new way is vital. Exploris teachers and students approach the learning process through 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 engaged 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 development of the age group which they teach, teachers are intentional about the structures and relationship-building activities that they design. Positive relationships and collaboration result 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.

Commitment to Our Community

Service to our school community looks different for each family. For some, a dedication to leading a neighborhood carpool enables other students safe and reliable transportation to and from school. For others, we welcome family members into our classrooms to lead Explorations and Electives. Service on our School Board, our Parent Teacher Organization, or the numerous working groups and committees is how some families choose to engage in strengthening our community. For those with schedules that are unpredictable, active engagement with Crew Teachers and offers of support when possible are much appreciated and integral to the successful education of our students. However you can commit to serving our school community, we welcome you. We ask that each family please aim to join us in whatever way they can for at least five hours each month. Together, our combined efforts will help us grow as a school community and continue to provide the exceptional education we believe every child deserves.

Section 2: Curriculum & Design

Project-Based Learning

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

Exploris Hallmarks

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

- portfolio conferences
- International exchanges of middle school students and staff with students in Hiroshima, Japan and Gefrees, Germany
- Dedication to the environment by limiting the amount of student waste and energy produced

Field Experiences and Service Learning

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

Field Experiences and Student Behavior or Disciplinary Issues

Students with behavioral needs or disciplinary issues that could put themselves or others at risk during a field experience may be offered a different educational experience from the planned field experience, subject to administrative review.

Overnight Field Experience

Each year, most grades will take an overnight trip. It will last 1-5 days, depending on the grade level. These field experiences are a big part of who we are as a school. They allow our crews to develop positive cultures, stretch students beyond their comfort level, and create opportunities for leadership and adventure. Students who are comfortable taking risks out of the classroom often gain the confidence to take bigger risks in the classroom, building confidence as leaders and collaborators. **Student attendance is NOT optional because the field experiences are part of our education curriculum.** Therefore, you must be willing to let your child participate in these overnight educational experiences. Overnight and field experiences outside of the Triangle area will require a separate permission slip.

Costs of overnight trips will be communicated to families as early as possible in the planning process. Scholarships are available for students who qualify. Scholarship applications are available from the crew teacher, school counselor, or in the front office.

Academic Accountability

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

portfolio that demonstrates their academic ability.

Portfolio Assessment and Student-Led Conferences

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

Achievement Reports

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

Standardized Testing

As a public school, Exploris is required to administer all standardized tests mandated by the NC Department of Public Instruction including EOG's for grades 3-8, EOC for Math I, and NC Final Exam for Math II. Exploris considers data gleaned from these tests as one barometer of student learning but does not consider the results of this testing as the primary factor in assessing student growth or achievement. In an effort for students to do their "personal best" on these tests, there will be some specific test review, with an emphasis on activities meant to relieve student test anxiety. There will not be a great emphasis placed on "teaching to the test" prior to administration. In addition to state assessments Exploris administers the MAP, Measure of Academic Progress, three times per year. This is a computerized adaptive test which helps teachers, parents, and administrators improve learning for all students and make informed decisions to promote a child's academic success. The mClass test is administered to assess the development of reading skills.

Family Communication

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

Please schedule an appointment in advance to meet with a teacher or administrator to ensure that they are available to discuss your questions or concerns and give you their undivided attention.

Section 3: Other Differences You'll See

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

Our Classroom Space Is Used Flexibly

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

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

Field Experiences are Central to Our Curriculum

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

We Use Primary Sources as Much as Possible

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

problem-solve and conduct research in the real world.

Students are Responsible for Their Own Learning

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

Revising Work Is a Habit Here

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

Learning is Public and Collaborative

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

Service and Social Emotional Learning Are Part of Our Curriculum

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

Students Share Responsibility for our Community Spaces

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

We Are Strict About Safety

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

Students and Teachers Often Dress Casually

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

Our Staff Go by Their First Names

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

Section 4: School Logistics

School Hours

Elementary 8:30-3:15

Students can be dropped off beginning at 8:10 AM. For students needing supervision prior to that window, a Before School Care Program is available. More information and a fee schedule can be found on the school's website. **Students who enter the carpool line after 8:25 will be marked tardy and must report to the office to sign in and be accompanied by an adult.** **Students that are tardy are subject to consequences as outlined within the Code of Student Conduct.**

Middle 8:15-3:15

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

Before/After Care

Elementary Before Care: 7:15-8:10; Elementary After Care: 3:40-6:00 Middle Before Care: 7:00-7:55; Middle After Care: 3:30-6:00

See the school website for additional details.

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

Food and Snacks

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

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

We also regret that we cannot accept lunch deliveries from professional companies such as Grub-hub, Uber Eats, or others. It creates a safety hazard to have other adults and cars not vetted by the school on our campus during the school day.

Nut-Free Campuses

All Exploris campuses will follow a peanut and tree-nut free policy. Anyone, student, staff, volunteer, or family member who comes to our campuses or to any Exploris-sponsored activity should not bring any food, snacks, or personal grooming products that contain peanuts or tree nuts. Please see the communications from the school for specific information and for more resources on how to pack lunches and snacks that are nut-free.

Waste-Free Lunch

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

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

A Waste-Free lunch not only helps to reduce waste at the school, it helps families to be aware of their child’s eating habits while at school. Please make sure to check your student’s lunch box each day and talk with your student about their food choices.

In general, Exploris has no formal lunch program that is provided by the school. Most of our students bring lunches and snacks from home on a daily basis.

Transportation

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

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

Parking

ELEMENTARY CAMPUS:

It is important that families keep in mind that the elementary campus is temporarily located in a residential area that was not intended for heavy traffic. Please be respectful of our neighbors and help us to remain a welcome addition to the neighborhood.

Please DO NOT block driveways, park facing the wrong direction, or park in a way that prevents the smooth flow of traffic. Please park in the following areas:

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

- After 3:00pm families can also park in the Wake Young Men's Leadership Academy lot.

MIDDLE SCHOOL CAMPUS:

There is NO on-site parking available for families. Exploris's parking lots are reserved for staff parking ONLY. This includes those picking up for After School Care. Please be mindful that faculty and staff and employees of neighboring businesses must be able to enter and leave the parking lots whenever necessary. Please do not enter the parking lot until carpool has started so as to allow our neighbors and staff to exit if needed. Families must park in the appropriately labeled spaces on the street or in public parking lots.

Drop Off/Pick Up Safety

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

Please use the Drop Off/Pick Up directions (below) for dropping off and picking up students. Do not pull over on the side of the street to pick up or drop off your child.

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

In order to have a smooth drop off and pick up procedure, drivers/passengers may not get out of your car if you are in the queuing lanes. If you need to get out of your care for any reason, please park in designated areas.

DO NOT USE CELL PHONES at any time in the pick-up or drop-off lines. Cell phones distract drivers and lead to accidents. In the interest of safety, please refrain from using your phone.

DRIVE SLOWLY: Watch for children walking and biking - be extra careful anywhere near the school

ONLY TURN RIGHT out of school lots: This is a city requirement! As part of the school's approved transportation plan, the city required that only right-handed turns be allowed into and out of the parking lots during peak hours.

USE CROSSWALKS: Please **DO NOT** walk through the car lines! Exploris discourages jaywalking as it is extremely unsafe.

BUCKLE UP: Before pulling away, make sure your children are either safely on the sidewalk or bucked in their seat.

NO EARLY DISMISSAL after 2:45. After 2:45, your child will not be dismissed until the

published dismissal times. During that time, all students should be dismissed via the walk-up or carpool lines.

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

WALK OFF: Students may walk off campus at dismissal to meet a ride at a designated off-campus location. Once a student leaves for the day, they may not return to campus. For example, students may not go to the Food Hall and then return to Exploris to be picked up.

Elementary Drop-Off and Pick-Up

Rules for Car Line

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

The Elementary School driveway is one-way. Please follow the signs indicating where to enter and exit the lot.

Never turn left when either entering or leaving the school's property. All vehicles dropping students off in the morning should approach the school from Hargett St, turning right onto S. Swain St., right into the school driveway, and driving around to the school's administrative building entrance. Adults will be in place to greet your students in the morning.

Whenever possible, we ask for students sitting in the back to exit from the driver's side. We know this is very different from what other schools do.

If entering or exiting from the passenger side, students should always walk in front of the vehicle that they are exiting or will be entering

Do not store backpacks or other belongings in the trunk. Students should not walk behind your vehicle to retrieve items. This is unsafe as other cars are pulling in behind you.

Vehicles should then exit the school's drive by turning right onto S. Swain St. toward New Bern Ave and then turn right on New Bern Ave.

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

Siblings of Middle School students will not be released until 3:35. If you have an elementary child who has an Exploris middle school sibling, ignore what is below and coordinate your pick up to arrive at the elementary at 3:35.

All other students will be dismissed as outlined below. Siblings should report with the youngest child.

3:15 - Kindergarteners and First Graders (k/1) and any older siblings or carpool riders

3:25 - Second and Third graders (2/3) and any older siblings or carpool riders

3:35 - Fourth and Fifth graders (4/5), any older siblings or carpool riders, and all siblings of middle school students

It would be helpful to display a paper with the names of the children you are picking up (first and last) typed in a font size that allows the text to take up most of the paper. A staff member will be standing in the lot with a walkie-talkie and will call your child's name to ensure your child is ready for loading.

If you have a special circumstance and need to pick up a child or children earlier than the above posted times, please contact the elementary front office.

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

Middle School Drop-Off and Pick-Up

Rules for Car Line Drop-Off

Drop off - All vehicles dropping students off in the morning should turn south onto Harrington St. from Hillsborough St., turn right into the rear parking lot of the school (next to Ugly Monkey) and pull in as far as possible before letting students out.

Students cannot exit their cars off along Hillsborough St. or in the lot by the main entrance. All students should wait until their car is fully pulled into the parking lot behind the school before exiting the vehicle. All cars should exit the back of the parking lot by turning right ONLY onto W. Morgan St.

Do not allow students to store backpacks or other belongings in the trunk. Students should not walk behind your vehicle to retrieve items. This is unsafe as other cars are pulling in behind you.

Students should be prepared to get out of cars in the parking lot quickly and enter the building. No vehicles should be left unattended in the parking lot.

Middle School Dismissal

Pick-up all students between 3:15 and 3:30 p.m. in the Harrington Street (Ugly Monkey) lot.

Vehicles should turn south onto Harrington Street and turn right into the Harrington lot. Because of the amount of traffic on Hillsborough Street, please DO NOT approach from Hillsborough traveling east. We strongly recommend that families traveling east take Peace Street to N. West to N. Harrington. Families traveling from the North, South, or West should travel to W. Edenton and then turn left on N. Harrington Street. Approach the school by turning right onto Harrington, turning right into the Ugly Monkey Parking Lot, then exiting by turning right onto Morgan Street. NO LEFT TURNS.

Pull into the lot as far as possible in order to get between 3 and 4 cars into the lot at one time. All vehicles exiting the Harrington lot should turn right onto W. Morgan Street. * All middle school students not picked up by 3:30 will be taken to after-school care and a fee will apply.

Field Experience/Field Trip Transportation

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

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

The law does not specify which type of car seat can be used at any age or weight, only that the seat is used properly in accordance with the manufacturer's instructions and meets all federal safety standards in place when the seat was manufactured.

When a child reaches age 8 (regardless of weight) or 80 pounds (regardless of age), a properly fitted seat belt can be used in place of a car seat or booster seat.

Booster seats can only be used with lap and shoulder seat belts. They can NEVER be used with a lap belt only. A child who weighs at least 40 pounds can legally be restrained using only a properly fitted lap belt if there is no lap and shoulder belt available for use with a booster seat, however this is not considered to be the safest option.

The recommendation according to NC law is that all children less than 12 -13 years of age should sit in the back of the vehicle.

Drivers are expected to know and follow the laws and recommendations for proper restraint of children, use all cautionary measures when driving students to and from field experiences, and

refrain from using a cell phone while driving. Prior to departure, all drivers will be given clear and concise directions. These directions will include:

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

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

Enrollment/Lottery Policy

All students entering K-8th grade and who are residents of North Carolina are invited to apply for enrollment. Kindergarten students must have reached the age of 5 on or before August 31 of the year of enrollment. It is important to keep in mind that all students who are not currently enrolled must apply for admission, including siblings of currently enrolled students. Students are admitted through the lottery and offered a seat in a specific grade. If, after acceptance, a family wishes to request that the student be placed in a different grade based on their academic progress, that student would be placed on the waitlist for that newly requested grade.

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

Class Requests

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

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

Requesting a classroom has several other consequences as well, including that when one family's request is honored, it affects other families at that grade level. To accommodate one request, many students may have to be moved. This is unfair to parents who do not make requests. Though class requests are confidential, inevitably teachers may learn of them, which can contribute to poor morale.

Often a group of parents request one classroom due to student friendships. This is impossible to accommodate and may lead to negative feelings among families and toward office staff who develop the class lists. Exploris is fortunate to have incredibly talented and qualified teachers.

While one teacher or classroom may seem to better “fit” a student, all of our teachers are fully capable of working with all students. Every year, classroom environments will change. One year a crew may seem ideal; and the next it may not. We all need to work together to encourage and support strong classroom

For the reasons given above, we strongly discourage classroom requests. Most requests will not be granted. If you feel strongly about requesting a classroom, you must submit a letter in the spring before the end of the school year. Please be sure to include your reasoning. You may be placed in the class of your choice for reasons not related to your request.

Protocol for Requesting a Crew Change in Mid-Year

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

First, the parent /guardian must meet with the child's crew teacher to discuss concerns as to how and why the child's needs are not being met. Intervention strategies should be discussed and implemented. After 30 days there will be a follow-up meeting between the parent /guardian and crew teacher to check in on progress. At that time there will be a decision to continue with the interventions, modify the interventions, or begin a more formal process of requesting a change of crew. If a change of crew is still being requested, the parent, crew teacher, and Director will discuss issues and develop a further plan of action to resolve the situation within the current crew assignment. The new plan of action will be closely monitored for a month. If the situation is resolved, no further action will be taken. If the family is still interested in a change of crew, there will be a meeting with the family, crew teacher, the prospective crew teacher, and the Director. This meeting would be to discuss the pros and cons of such a move. If this group decides that there are enough compelling reasons to move the student, a change of placement will occur.

Section 5: Student Health & Safety

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

Building security

In conjunction with safety goals, Exploris will enforce our security measures during the school day. All exterior doors will be locked and remain so throughout the day. Exterior doors should never be propped open during the school day, and parents and visitors must enter the building and sign in at the main front office. Students may not use staff codes to enter the building. All visitors must ring the bell and enter through the main office. Students are not permitted to open the doors for parents and visitors as this is a safety concern.

Emergency Contacts and Notification

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

How can families assist the school and ensure each child's safety and well-being? Make sure that the office has your current contact information as well as additional emergency contacts.

Please make sure to let your contacts know that you have done this, because it is imperative that we are able to reach a responsible adult at all times when a student is involved in school activities.

Please notify your student's teachers and the office if any contact numbers change throughout the year. If you are requesting a change to the directory for which family members can be listed as primary contacts, we may ask for proof of custody to ensure that any changes in student contact information and family/guardian notification complies with legal custody and guardianship.

Inclement Weather / School Closings

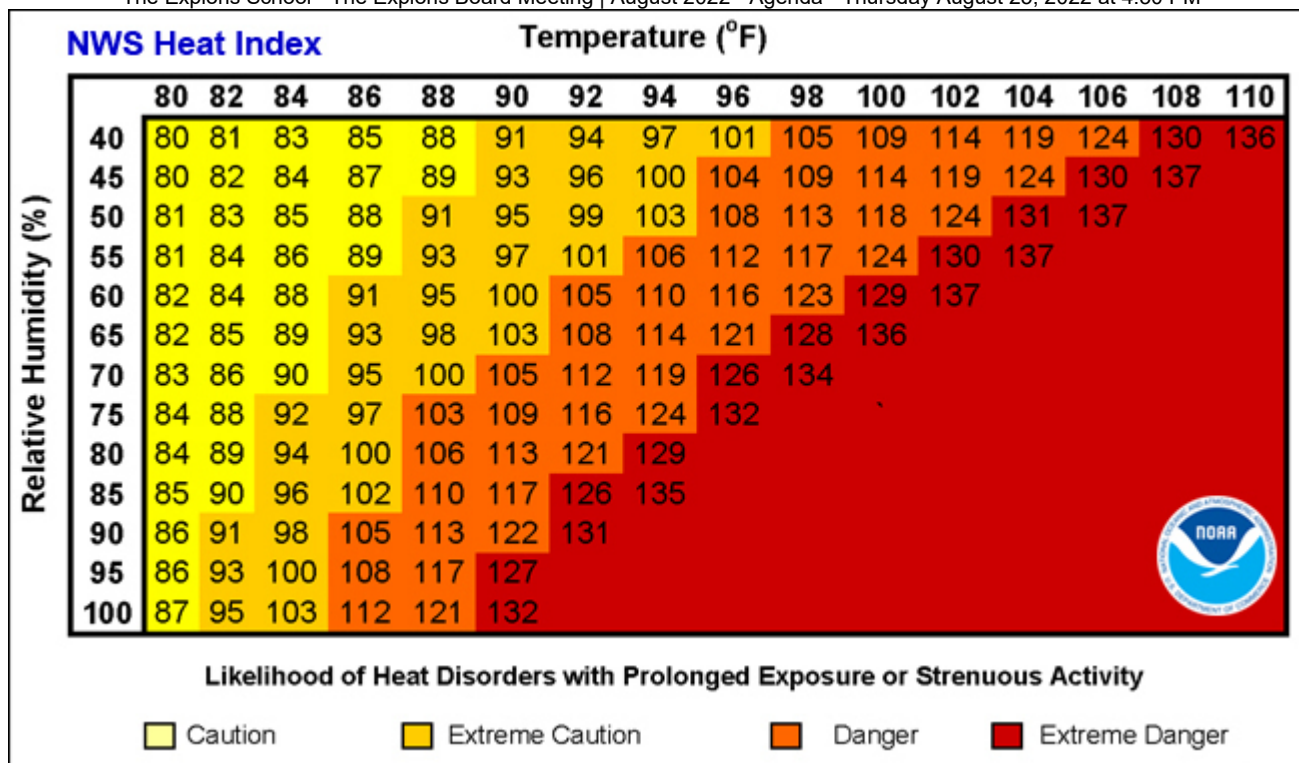
The Exploris School will follow the Wake County Public School System for inclement weather closures and reserves the right to make an independent decision to close for weather related issues if the safety of staff and students might be affected. If the Wake County Public School System has extended closures due to road conditions (for example, waiting to clear secondary roads) Exploris may decide conditions are clear enough around our campus to warrant a return to learning on the Exploris campus. For any WCPSS delayed openings or school closures that arise out of situations not related to inclement weather, the Exploris School will operate independently. Employees should check their school email and phone messaging for updates. Notifications will also be posted on Exploris social media and through assorted news outlets. If conditions allow, the school may designate a remote learning day if physical campuses are closed. On remote learning days, staff is providing instruction and students are completing work.

Weather Conditions & Outdoor Activities

Families should be aware that Exploris students are often outside in all different weather conditions and should provide clothing that is appropriate for changing conditions, footwear that is appropriate for walking outside, rain gear as needed, and sunscreen as desired.

Time spent outdoors is an integral part of the school day. Properly clothed, school-aged children can participate in safe, vigorous play in an outdoor environment in most weather conditions.

Increased caution is necessary during extremes in heat and cold.



In

<u>PRECAUTION</u>	<u>PROCEDURE</u>	<u>PRECAUTION</u>	<u>PROCEDURE</u>
<u>LIGHT YELLOW</u> CAUTION	Observe students or staff members susceptible to heat illness (e.g., individuals who are obese or suffer from asthma, etc.). Water should be readily accessible to everyone.	<u>ORANGE</u> DANGER	All students and staff going outdoors should be under constant and careful supervision. Breaks from physical activity should be every 20-30 minutes with water readily accessible to everyone. Fluid replacement is vital!
<u>YELLOW</u> EXTREME CAUTION	Observe students or staff members susceptible to heat illness (e.g., individuals who are obese or suffer from asthma, etc.). Water should be readily accessible to everyone.	<u>RED</u> EXTREME DANGER	Postponing outdoor physical activities or moving physical activity to air-conditioned indoor settings is recommended for all students and staff. If outdoor activity is required, constant supervision is needed. Water must be readily available! Fluid replacement is vital!

References: State Climate Office of North Carolina http://www.nc-climate.ncsu.edu/climate/heat_index_climatology.php

times when heat is a factor, students should dress lightly in light colors and make sure to have a refillable water bottle and drink water frequently. Students should apply sunscreen before arriving at school. For warm weather, Exploris will follow these guidelines:

- When temperatures are predicted to be 95 degrees or higher, student activity outside after 1 pm should be avoided or limited to 15-20 minutes at a time.
- When a day is designated as a Code Orange day, student activity outside will be limited to 15

minutes. When a day is designated as a Code Red day, student activities should take place indoors.

When colder temperatures approach, please be reminded that it is very important for students to come to school every day with the appropriate winter clothing for outside activities. If you have a child in need of winter clothing please let the school know so that they may help you find appropriate clothing for your student.

Below please find guidelines to assist you in sending your child to school outfitted for outside activities in cold weather.

Weather Conditions and Clothing Recommendations

- Mild (45-55 degrees): Lightweight Coat & Hat
- Moderate (35-44 degrees): Heavy Coat, Hat, Gloves or Mittens, Closed Toe Shoes, and Scarf
- Cold (34 degrees or below): Heavy Coat, Hat, Gloves or Mittens, Closed Toe Shoes, and Scarf
- Snow: Heavy Coat, Hat, Gloves or Mittens, Closed Toe Shoes or boots, and Scarf
- Soggy, Wet Conditions: Coat, Hat, Closed Toe Shoes or rain boots, waterproof poncho

Exploris staff may limit a student's time outdoors if the student is not dressed appropriately for the weather, or may have the student complete an indoor activity instead.

Medications

Students who need to receive medication (prescription or over-the-counter) during the school day or during a field experience must have a medical release form turned in to the office. Prescription medications must be in their original containers the student's name and with dosage procedures clearly indicated. Medications should be turned in to the front office and may not be kept with the child. The front office has a locked storage location for medication and distribution of medication is tracked on a daily log. The only exception allowed will be for students approved by their doctor to carry their asthma inhalers or epi-pens.

Health forms

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

Health Plans

Consistent with the State Board of Education policy GCS-G-006 school personnel shall be made aware of the existence of health problems; including asthma, diabetes, seizure disorder, and life-threatening allergies (anaphylactic reaction) for the purpose of emergency care as well as

daily programming. In these cases a copy of the students healthcare plan will need to be provided. This plan is created in conjunction with the family and their designated healthcare provider.

Illness

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

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

Covid-related Illness

Students who present with any of the common symptoms of Covid-19, including runny or stuffy/congested nose, coughing, upset stomach, and/or fever, will be asked to show results of a negative Covid test before returning to school. If a student tests positive they will be asked to stay home for at least 5 days, be free of fever without the use of fever-reducing medication, and have other symptoms improving. In addition, they will be asked to wear a face mask that covers their mouth and nose for five calendar days at all times while participating in indoor or outdoor school activities.

Concussion

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

Lice

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

Exploris does not have a “no nit” policy. The American Academy of Pediatrics states that “no nit” policies in schools are detrimental, causing lost time in the classroom, inappropriate

allocation of the health service team's time for lice screening, and a response to infestations that is out of proportion to the medical significance. Children should not be allowed to miss valuable school time because of head lice.

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

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

Student Safety, Emotional Health, and Well-Being

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

Student Supervision

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

- Preventing further harm to the student or other students which may include moving the student.
- Providing comfort care and urgent care in situations involving breathing or bleeding
- Referring immediately to the parent and/or medical professionals.

When an accident happens at school that results in serious injury, the school staff will use information from the Medical Release Form to contact parents or the person(s) they have designated. If needed, we will call 911 while we are still trying to reach a parent. We will make every attempt to call families as soon as possible to involve them in the decision-making process, unless time and urgency are issues. If the injury is minor, the classroom teacher will exercise their judgment in making a decision to call the family. In most cases, families will be alerted so they will have the option of viewing the injury themselves.

Search of Student's Person or Belongings

In any case where there is reasonable suspicion a student may be intending harm to self or others, the student's person and belongings may be searched. Reasonable suspicion is satisfied when two conditions exist: (1) the search is justified at its inception, meaning that there are reasonable grounds for suspecting that the search will reveal evidence that the student has violated or is violating the law or school rules or that the student may have the means and intent to do harm to self or others, and (2) the search is reasonably related in scope to the circumstances that justified the search, meaning that the measures used to conduct the search are reasonably related to the objectives of the search and that the search is not excessively intrusive in light of the student's age and sex and the nature of the offense. School officials and sworn law enforcement officers may conduct a search without reasonable suspicion or probable cause if the student voluntarily consents to the search. Voluntariness is determined on the basis of the circumstances—including the student's age, education level, and mental capacity—and the context of the search. School officials may conduct random or blanket searches not because of individualized suspicion, but as a preventive measure

Extended Care

The only supervision before or after the school's official times are through the fee-based Extended Care Programs. Any students arriving to school earlier than 20 minutes before the start time will be escorted to the Before School Care rooms and parents will be billed accordingly (please see our website for more details). Any students remaining at school after the end of dismissal will be sent to After School Care and families will be billed accordingly. We understand that occasionally circumstances arise that make it difficult to arrive at school on time to pick up your student. On these occasions, please notify the office in advance as soon as possible.

Background Checks for Employees

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

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

Volunteer Expectations and Confidentiality

Exploris is a cooperative enterprise: our families, teachers, Board, and administrative staff share the responsibilities and rewards of operating our school. Our families experience firsthand the school environment, become advocates for their children, and enrich the school community with their ideas, interests, talents, and resources. There are significant opportunities for involvement: volunteering in our K-5 Explorations classes, middle school electives, helping with off-site fieldwork trips, serving on our PTO board, supporting the office, chaperoning overnight trips, etc. Parents are always welcome to visit the school and join their child's class, but we ask you to plan your visit with your child's teacher. Planned, organized visits support instruction and help ensure the safety of all students and staff. Please keep in mind that visitors can sometimes distract students and inadvertently disrupt the learning environment. It is difficult for teachers to stop and instruct / prepare for volunteers while they are teaching, and advance notification is required to make the most of your contribution. All parents and volunteers should sign in at the front office before proceeding to the classroom.

The Directors may place limits on the frequency or conditions of school visits or communication by parents or other visitors to avoid disruption and to ensure that a positive, safe, and constructive educational environment is maintained for all.

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

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

As family volunteers, we ask that you respect the direction and/or guidelines established by the sponsoring teacher in a given activity or the school's Directors. Although employees are open to the ideas and feedback of parents who are involved in an activity or outing, it is the school employee who must make a final decision in the event of an emergency or difficult situation. Please note that we are a drug, alcohol, and tobacco-free campus. This policy applies to staff and parents volunteering or attending any school sponsored event or trip in which students are present and is essential to our continued participation in federal grant programs.

Background Checks for Volunteers

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

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

Field Experience Chaperones

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

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

Student Sleeping Accommodations for Overnights

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

1. Sleeping arrangements will be made that clearly separate male and female students. Exceptions may be made for children who are brother and sister and have an adult family member staying with them. Exceptions may also be made depending upon the

programming of partner organizations (i.e. Heifer International groups students co-educationally.)

2. No sleeping arrangement can be made that would place only one adult with one or more children unless all are members of the same family.
3. No sleeping arrangement can be made that would place an adult with children of the opposite sex unless they are members of the same family.

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

Section 6: The Code of Student Conduct

Our Exploris Philosophy

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

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

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

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

Expected Student Behavior

We believe everyone deserves a safe, supportive, and orderly learning environment. We encourage appropriate behaviors by teaching, guiding, directing, and providing opportunities for new learning to occur. We create opportunities for students to practice and succeed in making responsible and effective choices in order to reach their social, emotional, and academic potential

and contribute to the school community. Our mission is to empower learners to change the world.

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

I will maintain a positive relationship with myself by:

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

I will maintain a positive relationship with others by:

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

I maintain a positive relationship with my school environment by:

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

The Three Levels of Supports

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



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

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

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

Levels of Consequences

Level	Disciplinary Option
1- Teacher managed	Warning Mentoring Letter of apology In-class time-out (take a break) Loss of privileges Time out in another classroom setting Use of Student Reinforcement of appropriate behaviors reflection/problem-solving Student email to parent worksheet Confiscation of item by teacher Seat change Redirection and reteaching expected Teacher conference with student behaviors
2- Teacher Managed	Parent/guardian involvement required Parent contract Confiscation of item (pick up in office) Parent or guardian accompany student to school, classes or on field experience Supervised time-out outside of classroom Conflict resolution Peer mediation Conference with parent/guardian Working Lunch/Lunch Detention Behavior Contract Required help hall (before or after school) Teacher and/or administrator Community service assignment, as a form or restitution conference with student and/or parent Monitored/Limited transitions
3- Administrator Managed (considered an office referral)	Parent/guardian notification required Parent contract Suspension (1-5 days) Parent or guardian accompany student to school, classes or on field experience Reteaching expected behaviors Conflict resolution Alternative school-based program Peer mediation Restricted Activity or Use of Technology Working Lunch/Lunch Detention Required help hall (before or after school)

	Detention (before/after school or lunch) Community service assignment, as a form or restitution
4- Administrator Managed (office referral)	Parent/guardian notification required Restricted activity Modified school day Suspension (5-10 days) Restricted use of technology
5-Administrator Managed (office referral)	Parent/guardian notification required Extended Suspension (10+ days)
6- Administrator Managed (office referral)	Expulsion (to be considered only in the most extreme cases, which could be a single incident or multiple repeated violations of school policy and behavior codes.). More serious offenses may result in recommendation for expulsion following due-process procedures. Please note that under charter school law, other North Carolina public schools, including Wake County Public Schools, will not accept students suspended or expelled from The Exploris School for the duration of their suspension or Expulsion.

Definitions for Problem Behavior and Consequences for Students

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

Arson/Fire

Level: 3, 4, 5, 6

Definition:

Attempting to, aiding in, or setting any fire on school property. This includes unauthorized possession of a flammable liquid or materials with the intent to set fire

Assault on a Student

Level: 3, 4, 5, 6

Definition:

Causing or attempting to cause physical injury to another student. For the purposes of this policy serious physical injury shall refer to any significant or aggravated bodily injury, including but not limited to broken bone(s), loss or chipping of teeth, loss or impairment of vision, loss of consciousness, internal injuries, scarring or other disfigurement, significant bleeding, lacerations resulting in sutures, significant bruising, severe or prolonged pain, any injury requiring hospitalization for any period of time, and/or any injury resulting in medical treatment beyond simple first aid procedures.

Assault on School Personnel of Other Adult

Level: 3, 4, 5

Definition:

Causing or attempting to cause physical injury to any school employee or other adult.

Assault involving weapon/dangerous instrument/substance

Level: 3, 4, 5, 6

Causing or attempting to cause serious physical injury to another student, school personnel or other adult by using a weapon, dangerous instrument, or dangerous substance.

Filming an Assault or Inappropriate Act

Level: 3, 4, 5, 6

Students who record video of any physical altercations or other inappropriate acts at school or at school events will have their phones confiscated and could face disciplinary consequences including suspension. Any student who refuses to disperse while witnessing an incident is subject to suspension.

Bomb Threat

Level: 3, 4, 5, 6

Definition:

The making of threats or providing false information concerning the presence of explosive material or devices on school property without cause in writing, in person, or by phone

Bullying/Harassment

Level: 3, 4, 5

Definition:

Any repeated, systematic pattern of gestures or written, electronic, or verbal communications, or any physical act or any threatening communication on school property; at any school sponsored function that places a student or school employee in actual and reasonable fear of harm to his or her person or damage to his or her property; or creates or is certain to create a hostile environment by substantially interfering with or impairing a student's educational performance, opportunities, or benefits. A hostile environment means that the victim subjectively views the conduct as bullying or harassing behavior and the conduct is objectively severe or pervasive enough that a reasonable person would agree that it is bullying or harassing behavior.

Harassing or bullying behavior includes, but is not limited to, acts reasonably perceived as being motivated by any actual or perceived differentiating characteristic, such as race, color, religion, ancestry, national origin, gender, socioeconomic status, academic status, gender identity, physical appearance, sexual orientation, or mental, physical, developmental, or sensory disability, or by association with a person who has or is perceived to have one or more of these characteristics (additional information regarding this policy can be found in the Student Code of Conduct).

Contamination

Level: 3, 4, 5, 6

Definition:

Putting any substances in another person's food or drink or on their body, which poisons or contaminates that food, drink, or person's body.

Destruction of Property/ Vandalism

Level: 1, 2, 3, 4

Definition:

Damage, destruction, or defacement of property belonging to the school or others. The level of the offense may depend on whether the property is damaged by the student's action/s that was

Completely accidental

Unintentional but impactful (roughhousing, "playing")

Negligent (threw something intending for the trashcan but hit and broke a laptop, for example)

Intentional w purpose to cause harm or damage

Disrespect

Level: 1, 2, 3, 4

Definition:

Inappropriate comments or physical gestures to others.

Disruption to Classroom/School

Level: 1, 2, 3, 4

Definition:

Behavior (including possession of toys) that interferes with instruction, learning, and a safe and orderly environment, which includes, but is not limited to: chronic talking, throwing objects, horseplay, teasing, refusal to remain in seat, selling items without permission, rude noises, etc.

Dress Code Violation

- **1st offense:** Teacher conference with student
- **2nd offense:** Director conference with student

- **3rd offense:** Director meets with student and family to discuss behavior and expectations

Definition:

Clothing should cover the torso, midriff, and backside. It should have straps or sleeves. Clothing, imagery, and accessories that display or promote negative messages are not permitted. These could include drugs, weapons, alcohol, or tobacco-related information, obscenities, put-downs, innuendo, or offensive graphics/words. If a teacher questions the appropriateness of a student's dress, the student will be referred to an administrator. If the administrator determines that the student is inappropriately dressed, the student will be given the opportunity to call home and have other clothing delivered (additional information regarding this policy can be found in the Student Code of Conduct).

Electronic Devices:

Level: 1, 2, 3, 4

Personal technology devices (including but not limited to smart phones, tablets, laptops, etc.) may be used by students for instructional purposes with the permission and under the supervision of the teachers and in compliance with the Acceptable Use Policy as outlined in the Student Code of Conduct. Possessing or using devices outside of this guidance can be subject to disciplinary consequences.

Failure to Report a Firearm or other weapon

Level: 3, 4, 5

Any student who has knowledge that another student possesses or intends to bring a firearm or other weapon on any school campus or to any school activity shall report this information to school or law enforcement authorities immediately

False Fire Alarm

Level: 3, 4, 5

Definition:

Pulling a fire alarm or reporting a fire or other dangerous situation without valid cause.

False Information/Accusations

Level: 1, 2, 3

Definition:

Willfully or maliciously giving false information, record or accusation against school personnel or other students.

Fireworks/Explosives

Level: 3, 4, 5, 6

Definition:

Combustible or explosive substances or combination of substances or articles, including firecrackers, smoke bombs, and flares.

Gambling

Level: 2, 3, 4

Definition:

Wagering money or property

Gang and Gang Related Activity

Level: 3, 4, 5, 6

Exploris believes that gangs and gang-related activities pose a serious safety threat to students and staff members and can significantly disrupt the educational environment.

No student shall participate in any gang-related activities. For purposes of this policy:

- i. A gang is any ongoing organization, association, or group of three or more persons, whether formal or informal, having as one of its primary activities the commission of criminal acts, and having a common name or common identifying sign, colors or symbols.*
- ii. Gang-related activities are any activities engaged in by a student on behalf of an identified gang; to perpetuate the existence of an identified gang; to effect the common purpose and design of an identified gang; or to represent gang affiliation, loyalty, or solidarity.*

Conduct prohibited by this policy includes:

- i. Wearing, possessing, using, distributing, displaying, or selling any clothing, jewelry, emblems, badges, symbols, signs, visible tattoos and body markings, or other items, with the intent to convey or promote membership or affiliation in any gang;*
- ii. Communicating either verbally or non-verbally (gestures, handshakes, slogans, drawings, etc.), with the intent to convey or promote membership or affiliation in any gang;*
- iii. Tagging, or otherwise defacing school or personal property with symbols or slogans intended to convey or promote membership or affiliation in any gang;*
- iv. Requiring payment of protection, money or insurance, or otherwise intimidating or threatening any person in connection with gang-related activity;*
- v. Inciting other students to intimidate or to act with physical violence upon any other person in connection with gang-related activity;*
- vi. Soliciting others for gang membership;*
- vii. Committing or conspiring to commit illegal acts in connection with gang-related activity.*

Hazing

Level: 3, 4, 5

Definition:

An act that subjects a student to potential harm and is affiliated with initiation into a student organization or team. Hazing may involve an act committed against a student or a situation in which a student is coerced into committing an act.

Inappropriate Language

Level: 1, 2, 3, 4, 5

Definition:

Using vulgar or abusive spoken or written language or gestures, such as cursing and sexual innuendo. Hate speech, defined as derogatory language directed at another person verbally or in writing and based on race, religion, sexuality, ability, or appearance will automatically trigger a level 3 consequence or above.

Inciting or Participating in a School Disturbance

Level: 3, 4, 5

Definition:

Intentionally participating in or recruiting others to cause a disruption to the school atmosphere

Indecent Exposure/Sexual Behavior

Level: 3, 4, 5, 6

Engaging in behavior which is indecent, consensual, overly affectionate, or of a sexual nature, including possessing or transmitting sexually explicit images

Insubordination (Uncooperative Behavior)

Level: 1, 2, 3, 4, 5

Definition: Refusing to follow a reasonable request to a specific direction/instruction of an adult through disobedience, defiance, unruliness, or noncompliance which includes, but is not limited to, walking away when an adult is talking to you, talking back to an adult, refusal to work in class, refusal to turn off or put away an electronic device, or refusal to report to the office

Integrity

Level: 1, 2, 3, 4

Engaging in or attempting to engage in cheating, plagiarism, falsification, violation of software copyright laws, or violation of computer access shall be subject to disciplinary action. The following actions are specifically prohibited:

- Cheating- giving or receiving of any unauthorized assistance on academic work
- Plagiarism- copying the language, structure, or idea of another and representing it as one's own work.
- Falsification- verbal or written statement of any untruth.
- Violation of software copyright laws- unauthorized duplication of computer software (computer piracy), printed material related to computer software, and/or the use of pirated computer software.

Leaving an Area and/or Leaving Class

Level: 1, 2, 3, 4

Definition:

Leaving the classroom or other assigned area on or off campus without permission from the adult in charge.

Matches/Lighter(s)

Level: 2, 3

Definition

Possession of matches or lighter(s) without attempting to use them. Using them falls under fire/arson.

Non-Compliance

Level: 1, 2, 3

Definition:

Student engages in a low or high intensity of failure to comply with adult requests. Individualized consequences may be stated in a behavior contract.

Physical Aggression/ Fighting

Level: 1, 2, 3, 4, 5

Physical Aggression: Taking any action or making comments or written messages that might reasonably be expected to result in a fight or physical altercation. Fighting (physical altercation). Fighting and physical altercation will automatically be moved to a level 3 or more.

School/Class Attendance

Level: 1, 2, 3

Being tardy to class, skipping class/school, leaving campus without permission, or being in an unauthorized area is prohibited. Out of school suspension should be used as a last resort as a consequence for violation of this rule

Sexual Assault

Level: 4, 5, 6

Definition: *Physical sexual attack on school system staf, or another student*

Sexual Harassment

Level: 3, 4, 5, 6

Definition:

Unwelcome sexual advances, requests for sexual favors, and/or other inappropriate verbal, written, or physical conduct of a sexual nature, directed toward others. Includes "sexting" and sharing or asking for sexually explicit images.

Stealing/Theft

Level: 1, 2, 3, 4, 5

Definition:

Taking, obtaining, or attempting to take property of another person or institution without permission or knowledge of the owner.

Trespassing

Level 3, 4, 5

Definition:

Being on school property without permission, including while suspended or expelled; includes breaking and entering.

Unsafe Actions

Level: 1, 2, 3, 4, 5, 6

Definition:

Any action that has the potential to cause danger or physical harm to self or others; including but not limited to reckless behavior in a vehicle or on a field experience, with or without intent to harm.

Weapons (including look-a-like guns)

Level: 1, 2, 3, 4, 5, 6

Definition:

A weapon is, by way of illustration and without limitation, one of the following:

Possession and/or use of:

Firearms

A firearm as defined in 18 U.S.C. 921 of the federal code. Examples include handguns, rifles, shotguns, and bombs. Refer to the federal code for the complete definition.

Knife

*This shall include, but is not limited to, switchblade knife, hunting knife, star knives, razors (including straight or retractable razor) **Gun** (including look-a-like gun)*

Any gun of any kind, loaded or unloaded, operable or inoperable, including any object other than a firearm which is a look-a-like of a gun. This shall include, but is not limited to, pellet guns, paintball guns, stun guns, tasers, BB guns, flare guns, nail guns, and airsoft guns.

Other Weapons

Any implement which could cause, or is intended to cause bodily harm, other than a firearm, gun or knife. Including but not limited to brass knuckles, box cutters, nunchaku, spiked glove, spiked wristband, any mace derivative, tear gas device, or pepper spray product.

Acceptable Use Policy for School Technology

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

Students shall:

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

Students shall not:

- Seek to override or bypass computer or network security provisions, including but not limited to turning off Hapara, Gaggle, or other school approved monitoring programs during school hours and on school devices.
- Use any network account for non-school related activities or to create accounts for personal use on websites.
- Access or attempt to access networks other than those approved
- Conduct unauthorized copying of licensed software; download or copy files without permission; or install personal software on computers.
- Plagiarize online content.
- Create fake accounts or attempt to impersonate others online
- Read, send, or forward personal email, chat messages, or instant messages.
- Use or import offensive, obscene, libelous, disruptive, or inflammatory language, pictures, or other material on any school computer or network.
- Remove or damage computer components.
- Knowingly access unauthorized computer workstations or software to tamper with or destroy data.
- Use electronic resources for commercial, personal purchasing, or illegal purposes.
- Use electronic resources for personal social media including blogging, social network sites, gaming, or to conduct cyber bullying.
- Share user account information or passwords with others.

Directed Internet use

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

Penalties for Misuse of Technology

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

Attendance & Tardies

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

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

In accordance with North Carolina's compulsory attendance law, G.S. 115C-378 parents will be notified after a student has accumulated 3 unexcused absences. Parents will be notified in writing when a student has accumulated 6 unexcused absences. If a student accumulates 10 unexcused absences, parents will be called to attend a Truancy Hearing. For more information on the Board's Absentee and Tardy policy, please go to the "Board" page on our school website.

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

If an emergency arises, and a parent/guardian needs to check a student out, it is important that the parent/guardian communicates with the child's crew teacher in case an off-campus trip is scheduled for that day. If someone other than a parent or legal guardian is to pick up a child during the school day, the parent/guardian must provide information to the Exploris teachers in writing or on an emergency contact about whom, when, and why that person will be picking

up the child. **Except for emergency situations, the office will NOT send messages to students about pick-up, nor are students allowed to have cell phones on during the school day. Please make arrangements ahead of time.**

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

Bullying Policy & Procedure

State Law regarding bullying

Bullying is unwanted, aggressive behavior among school-aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time.

In order to be considered bullying, the behavior must be aggressive and include:

- An Imbalance of Power: Kids who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.
- Repetition: Bullying behaviors happen more than once or have the potential to happen more than once.

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

Reporting Harassing and Bullying Behavior

1. Any student who believes that he or she has been harassed or bullied in violation of this policy should report such behavior immediately to a teacher, counselor, or administrator.
2. A school employee who has witnessed or has reliable information that a student has been subject to any act of harassing or bullying behavior shall report the incident asap to the director on site
3. Any person may report an act of harassment or bullying anonymously using the [“Say Something” state-wide anonymous reporting system](#) or [“Anonymous Bullying Report Form”](#), which is a direct link from the menu on The Exploris School website. However, disciplinary action may not be taken solely on the basis of an anonymous report.

Investigation of Bullying

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

Cyberbullying:

Instances of reported cyberbullying during the school day, on school grounds and over school devices will be handled in the manner described above. If the school is informed of inappropriate online comments/postings by students that happen outside of the school day, outside of the school network, or off the school campus, the following guidelines will apply:

- It is beyond our scope to police all online content
 - We will offer support to the student/family who reports, which may include

consultations with our counseling staff, recommendations on tools to block and limit access to specific sites or tools, and recommendations on how to contact the hosting platform to report comments and activities.

- We will notify all parties as a courtesy, with the understanding that we do not evaluate, investigate, authenticate, follow up, or discipline such reports
- We will follow up to see if the behaviors are carrying into the school environment
- We will help students clarify the difference between bullying, which is behavior that is sustained, organized, creates a hostile environment, and random instances of unpleasant social media comments or conflicting political or social opinions

Corporal Punishment / Physical Restraint

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

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

Dress Code Policy and Procedures

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

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

Clothing should cover the torso, and backside. It should have straps or sleeves. Clothing, imagery, and accessories that display or promote negative messages are not permitted. These could include drug, weapon, alcohol, or tobacco-related information, obscenities, put-downs, innuendo, or offensive graphics/words. If a teacher questions the appropriateness of a student's

dress, the student will be referred to an administrator. If the administrator determines that the student is inappropriately dressed, the student will be given the opportunity to call a parent and have other clothing delivered.

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

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

Drugs and Alcohol

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

Extended Suspension for Students with Disabilities

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

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

For students with IEPs:

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

Student Conflict/Peer Mediation

Students are encouraged to work with one another, teachers, the counselor, and administrators to resolve conflicts and prevent hostility. Peer mediation is a student-based, voluntary process for resolving conflict among students, grade kindergarten through 8th grade. The school counselor or Directors can assist with this process. Peer mediation supports safe teaching and learning environments by increasing student responsibility for behavior and decreasing time spent on discipline. In some cases, students may be given the option to meet with mediators provided

through Campbell University's Restorative Justice Clinic or other outside consultants. who are trained and meet with individuals or groups of students in pairs. The goal is to repair relationships and reduce negative peer interactions that interfere with the learning environment.

Items from Home

Students should only bring appropriate academic-related items to school. Unrelated magazines, toys, trading cards, etc. should remain at home. Any items (**including cell phones**) that disrupt the learning environment in any way or present a safety hazard will be confiscated according to the following guidelines:

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

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

Responsibility for Personal Property

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

Search and Seizure

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

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

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

School Counselor

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

Confidentiality in Counseling:

When a student indicates that he or she is thinking about hurting himself or herself or other students, school personnel are required to take action to ensure the safety of the student or other students. This action may include sharing of information with the school principal, parents, and other outside agencies. No statement, oral or written, made by a student seeking counseling for any form of drug abuse may be used as admissible evidence against him/her in any proceedings.

Section 7: School, Parent, and Student Rights and Responsibilities

McKinney–Vento Homeless Assistance Act and Policy

[The McKinney-Vento Act \(42 U.S.C. § 11431 et seq.\)](#) is a federal law that addresses the needs of children and youth experiencing homelessness. The law defines homeless to include the following temporary living situations due to hardship:

- Living with a friend, relative or other person
- Hotel or motel
- Shelter or transitional housing
- Car, park or other public place
- Campground or inadequate home
- Youth living on their own, runaway youth or youth kicked out

The McKinney-Vento Act addresses educational challenges created by homelessness and guarantees students the right to enroll, attend, and succeed in school. The law places the responsibility for guaranteeing the rights of students experiencing homelessness in states and school districts (NCHE, 2014). As a requirement of the federal law, all public school districts in the United States must appoint a liaison that will ensure compliance with the federal law. For more information contact Exploris's McKinney-Vento Coordinator at counselor@exploris.org and click on the links below to learn more about parent rights, student rights, and the dispute resolution process.

- [Parent Rights, Student Rights, Dispute Resolution Policy](#)
- [Dispute Resolution Form](#)

Non-Discrimination / Non-Harassment of Students and Staff

It is the policy of The Exploris School to maintain a safe and supportive school environment for all students and staff, free from harassment, intimidation, and/or bullying and free from discrimination due to actual or perceived race, color, creed, ethnicity, national origin, citizenship/immigration status, religion, gender, gender identity, gender expression, sexual orientation, disability, or weight. The school also extends all programs and activity possibilities to students based upon their individual interests and potential without discrimination according to handicapping conditions.

Discrimination means any act or failure to act that unreasonably and unfavorably differentiates treatment of others based solely on their membership in a socially distinct group or category, such as race, color, national origin, sex, disability, age, or gender identity or by association with a person who has or is perceived to have one or more of these characteristics. Discrimination may be intentional or unintentional.

Harassment, including sexual or gender-based harassment, is not limited to specific situations or relationships. It may occur between fellow students or co-workers, between supervisors and subordinates, between employees and students, or between non-employees, including visitors and volunteers, and employees or students. Harassment may occur between members of different genders or the same gender. Complaints alleging discrimination or harassment based on a person's biological or gender identity must be handled in accordance with procedures outlined in our bullying and harassment policy.

Right to Confidentiality of Access to Student Records

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

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

Parents/Guardians or eligible students who wish to inspect education records should submit a written request to the Leadership Team that identifies the records they wish to inspect. One of the directors will make arrangements for access and notify the parent/guardian or eligible student of the time and place where the records may be inspected.

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

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

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

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

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

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

Rights under the No Child Left Behind Act

Parents and Students have the right to the professional qualifications of the school's classroom teachers. The No Child Left Behind Act of 2001 governs elementary and secondary education, allows for parents to ask for certain information about their child's classroom teachers, and requires the school to give this information to parents in a timely manner if they ask for it.

[Specifics regarding Parents Rights to Know](#)

Section 504

As a parent if you believe there might be a disability, please reach out to your child's crew teacher or our 504 coordinator (Exploris school counselor) by contacting the school.

Many students have conditions or disorders that are not readily apparent to others. They may include conditions such as specific learning disabilities, diabetes, epilepsy and allergies. Hidden disabilities such as low vision, poor hearing, heart disease or chronic illness may not be obvious, but if the disabilities are not properly diagnosed and they substantially limit that child's ability to receive an appropriate education as defined by Section 504, they may be considered to have an "impairment" under Section 504 standards. As a result, these students, regardless of their intelligence, will be unable to fully demonstrate their ability or attain educational benefits equal to that of non-disabled students (The Civil Rights of Students with Hidden Disabilities under Section 504 of the Rehabilitation Act of 1973). For more information about protecting students with disabilities please visit [US Dept of Education- Office of Civil Rights](#)

Section 504 of the Rehabilitation Act of 1973 is a national law that protects qualified individuals from discrimination based on their disability. The nondiscrimination requirements of the law apply to employers and organizations that receive financial assistance from any Federal department or agency. It is a civil rights legislation for persons with disabilities, designed to prevent any form of discrimination based on disabilities, who are otherwise qualified or protected. For more information [click here](#). If a student qualifies, then a 504 plan is created.

A Section 504 Plan is a legal document falling under the provisions of the Rehabilitation Act of 1973. It is designed to plan individualized services to assist students with disabilities who are in a regular education setting. A 504 Plan is not an Individualized Education Plan (IEP) as is required for exceptional students. However, if the student no longer needs special instruction and is moving to a regular education placement s/he could be placed under a 504 Plan.

How Does an Individual Qualify as Disabled Under Section 504?

There is no specific mention of learning disabilities in Section 504, however the law defines a person as disabled if he or she:

- has a physical or mental impairment which substantially limits one or more major life activities,
- has a record of such an impairment, or
- is regarded as having such an impairment. 28 CFR Sec. 36.104

Learning, speaking, seeing, walking, and hearing among others listed in The Americans With Disabilities Amendments Act are all considered major life activities. As a general rule, if a child is [eligible for services under IDEA](#), (Individuals With Disabilities Education Act) he or she qualifies for protection under Section 504. However, not all students covered by Section 504 are eligible for IDEA-related services. Section 504 has a broader definition of “disability” as compared to the disabilities covered under IDEA and so it pertains to many more people.

Section 504 requires that school districts provide a free appropriate public education (FAPE) to qualified students in their jurisdictions who have a physical or mental impairment that substantially limits one or more major life activities, regardless of the nature or severity of the disability. Under Section 504, FAPE means providing regular or special education and related aids and services designed to meet the student’s met.individual educational needs as adequately as the needs of nondisabled students are

Resources and Dispute Procedures for Section 504:

[National Center for Learning Disabilities- 504](#)

[Parent and Educator resource guide for Section 504](#)

[Section 504 Overview](#)

[Section 504 Parent and Student Rights](#)

[Non-Discrimination/Non-Harrasment of students and staff](#)

[Procedural Safeguards](#)

[Formal Grievance Procedure](#)

Special Education: Child Find for Students with Disabilities

At The Exploris School are required to locate and identify young people with physical, emotional or intellectual disabilities who may be in need of special education and related services. Parents of children aged two years old or younger who may be in need of such services should contact the Exceptional Children Coordinator or School Counselor so that we may assist you in contacting Head Start.

[The Individual with Disabilities Education Act \(IDEA\) of 2004](#) ensures that all eligible children with a disability who are in need of special education receive a free appropriate public education. IDEA mandates that eligible students receive individualized instruction specially designed to meet the unique needs of the learner.

To the maximum extent appropriate, children with disabilities, including children in public or other educational facilities, are to be educated with children who are not disabled. In addition, to the maximum extent appropriate, children with disabilities are to participate with non-disabled peers in both non-academic and extracurricular activities. Unless the individualized education program for the child with disabilities requires some other arrangement, the child is to be educated in the school that they would attend if they were not disabled. Special classes, separate schools or removal of children requiring special education from the regular educational environment shall occur only when the needs of a child are such that education in the regular classes cannot be accomplished satisfactorily.

About 90% of students with disabilities are served by special education services in the school to which they are assigned by the Office of Student Assignment. These are known as base programs. Wake County also has service delivery/program options for children whose IEP requires a more specialized service. About 10% of students require these regional programs.

[What do I do if I think my child might need specially designed instruction?](#)

At Exploris, we provide special education and related services according to the federal mandates of the [Individual with Disabilities Education Act \(IDEA\)](#) and the regulations of the North Carolina Public School Law, Article 9.

If you would like to request that your child be evaluated for special education services or if you have questions regarding your child's IEP and services please contact your child's teacher of record or our Exceptional Children Director.

Resources and Dispute procedures for IDEA

[Parent Rights and Responsibilities](#)

[Garantias de Procedimiento Manual de Derechos de los Padres](#)

[North Carolina Dept. Public Instruction Dispute Resolution](#)

[Formal Grievance Procedures](#): See The Exploris School Grievance Procedure

[Formal Grievance Procedures: Spanish](#)

Student Rights & Supports

School Problems

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

1. Tell the nearest teacher, adult, or staff member
2. Talk with the director on site or counselor right away
3. Express feelings. It is natural to feel worried and upset. Talk to someone who will listen and understand perhaps your crew teacher and/or counselor. It is important to talk with a trusted adult
4. Ask to talk with the school counselor, who can help students learn ways to deal with problems so that they may feel safer and more comfortable when faced with a similar problem in the future.
5. In addition to alerting school personnel, a student should tell his/her parent/guardian about the problem.

Personal Problems

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

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

[Gender Support Guidelines](#): These guidelines are intended to help our school promote the educational and social integration of transgender, non-binary and gender non-conforming students and ensure a safe learning environment free from discrimination and harassment. While inadvertent slips and honest mistakes may occur from time-to-time, the intentional and persistent refusal to respect a student's gender identity or chosen name and pronoun is prohibited and may constitute discrimination, harassment or bullying.

Title I and Federal Programs

***What is Title I, Part A?** Title I, Part A (Title I) of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act (ESSA) provides financial assistance to local educational agencies (LEAs) and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards. Federal funds are currently allocated through four statutory formulas that are based primarily on census poverty estimates and the cost of education in each state.*

In support of strengthening student academic achievement, **The Exploris School** receives Title I,

Part A funds and therefore must jointly develop with, agree on with, and distribute to parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means of carrying out the requirements of The Every Students Succeeds Act (ESSA) Section 1116.

Please click on this link to access the 2020-2021 policy: [Parent Family Engagement Policy](#)

School- Parent Compact and Parents Right to Know

In order to fulfill the requirements of the Every Student Succeeds Act of 2015 (ESSA) of the Elementary and Secondary Act (ESEA), The Exploris School agrees to implement the formation of a partnership between the home, school, and community; recognizes that the parents is the child's first and most important teacher; and provide students with the skills to meet the challenging academic standards required by the North Carolina State Department of Education.

- Each year, The Exploris School will ensure the School-Parent Compact is updated in collaboration with stakeholders and provided to all parents to review and sign.
- As a parent you have the right to request information regarding student participation in state-required assessments [in accordance with ESSA's Parents Right to Know](#).
- Each year, The Exploris School shall provide notice to parents of the school's written parent and family engagement policy, parents' right to know.

Appendix I

The Exploris School Grievance Policy

Includes Grievance Procedure for Section 504 and Special Education (*Individuals with Disability Education Act*):

Article I: Introduction and Values

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

Article II: Parent Grievance Procedures

Definition of a Grievance: A grievance is a formal complaint regarding specific decisions made by school personnel that alleges that such decisions have adversely affected the person making the complaint or the dependent of the person making the complaint. A grievance includes circumstances when a student or parent believes that school and board policy or law has been misapplied, misinterpreted, or violated. The term "grievance" does not include any matter for

which the method of review is prescribed by law, for which there is a more specific board policy providing a process for addressing the concern, or upon which the board is without authority to act.

Section 1: The Board recognizes that effective school governance requires that the primary responsibility for issues involving student discipline, curriculum, assessment and promotion and other day-to-day decisions regarding school management lies with the faculty, staff and Leadership Team of the School and these individuals are best suited to resolve conflicts that arise with respect to these issues. The Board has the authority to appoint, employ, and remove the Leadership Team, but primary responsibility and authority over faculty, staff and volunteer organizations of the School are vested in the Leadership Team. The Board, therefore, will exercise any authority in this policy conservatively and narrowly so as not to usurp the authority granted to the Leadership Team

Section 2: Informal Procedures: A parent should first attempt to resolve any grievance through discussion with the relevant teacher(s) or other involved persons. If the parent's concern is not adequately addressed through an informal discussion with the teacher and/or staff involved, the parent should next attempt to resolve the grievance with the appropriate supervisor, if applicable. If a grievance cannot be resolved in an informal manner, the parent may initiate a formal grievance procedure.

Section 3: Formal Procedures: In instances where informal means are ineffective or otherwise not feasible, the School offers these more formal grievance procedures. Grievance proceedings and information shall be kept confidential at all levels to the extent possible and permitted by law. A parent grievance is a formal written claim by a parent or group of parents identifying the concern, identifying the individual or group's resolution attempts, and identifying any law, policy, or practice that is implicated by the concern. No one shall retaliate against a parent who files a grievance under this policy (or against a student whose parent files a grievance) in good faith.

Level One – Supervisor Request and Conference. A parent may, by written request, seek a formal conference with the relevant supervisor to address an unresolved grievance. The request shall succinctly describe the specific grievance(s) and related details, and shall identify any specific policy, rule, regulation or law believed to have been violated, and shall provide other relevant information to help the supervisor adequately understand the nature of the grievance.

1. The request shall be filed within fifteen (15) business days of the most recent incident(s) or last informal attempt to resolve the grievance, provided that such attempt was made within ten (10) business days of the last incident.
2. Following receipt of the written request, the supervisor shall, whenever possible, conduct a conference with the aggrieved parent(s) within ten (10) business days of receipt of the written request. Within five (5) business days following the conference, the supervisor will state in writing his or her decision with regard to the grievance and a copy will be given to the parent.

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

1. The appeal must be made within five (5) business days following receipt of the supervisor's written Level One response to the grievant. The Leadership Team will review the grievance and conduct an informal investigation as necessary.
2. The Leadership Team shall issue a written response to the parent and the Level One supervisor/staff within ten (10) business days following receipt of the written appeal.
3. Decisions of the Leadership Team are final and not subject to further appeal, except in the following instances:
 - a. Decisions involving an alleged violation of a contractual right;
 - b. Decisions involving an alleged violation by the School of state or federal law including Section 504 and special education, IDEA;
 - c. Decisions based on allegations of conduct by the Leadership Team in violation of law or school policy.
4. The Board of Directors, through its Grievance Committee, retains discretion to determine whether an alleged violation involves a “final” or “appealable” decision by the Leadership Team. The Grievance Committee may consider all the available evidence in the record established at the time of the decision and any other evidence it deems necessary for consideration. In addition, the Grievance Committee has the authority to grant a discretionary appeal in exceptional circumstances.

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

1. Within five (5) business days of receiving the written request for appeal, the Grievance Committee Chairperson shall issue a written notice to the parent and the Leadership Team indicating whether the Leadership Team determination is “final” in nature or whether the Board, in its discretion or by right of appeal, shall grant a hearing. The notice shall also specify, if a hearing is granted, the time it will occur and guidelines by which it will be conducted.
2. When a hearing is granted, a panel of the Grievance Committee consisting of at least three people shall hear the grievance within ten (10) business days of the date the Chairperson’s notice is issued to the parent.
3. The Grievance Committee panel, a third party representative, may affirm, reverse, or modify the decision of the t Following the hearing, the parent and The Leadership Team

shall be informed in writing of the panel's decision within five (5) business days after the hearing, whenever feasible.

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

Article III: Grievance Committee Structure and Rules

Section 1: Composition of the Grievance Committee – The Grievance Committee shall consist of no fewer than three members of the Board of Directors, appointed by the Chairperson of the Board of Directors and confirmed by a vote of the full Board. One member of the Grievance Committee shall be designated by the Chairperson of the Board of Directors to serve as the Chairperson of the Committee.

Section 2: Parent Liaison – One member of the Board of Directors shall be appointed by the Chairperson of the Board of Directors and confirmed by a vote of the full Board to serve as Parent Liaison. This individual shall not sit on the Grievance Committee. His or her primary role will be to help parents understand the grievance procedures and to provide process guidance to aggrieved parents. Parents who approach other members of the Board of Directors with grievances will be referred to the Parent Liaison.

Section 3: Training – On an annual basis, all members of the Grievance Committee and the Parent Liaison will receive training provided by an attorney or other qualified individual with regard to confidentiality, impartiality, and other topics relevant to effective execution of their duties.

Section 4: Timelines – Failure of a parent or employee to comply with the procedural timelines listed below may result in denial of a grievance request. Extensions in timelines may be granted if the relevant decision maker determines there is a reasonable need for such extension. Similarly, the timelines for actions to be taken by school personnel or board members may be extended, with notice to the aggrieved party, when there is a reasonable need for extension or extension is in the best interest of an effective process.

Section 5: Forms – The Leadership Team or Board may develop one or more grievance forms to facilitate and document the various steps of the grievance process.

Section 6. These current structures and processes are under review in the 2021-2022 school year and recommendations for changes and updates may be made and brought to the School Board for approval.

Appendix II

Acceptable Use Policy for School Technology

We expect students to use all electronic resources laptops and other handheld devices brought from home, including phones for educational purposes only, as approved by the teachers while on the school's campus. If you choose to bring a personal device to use at school you may be

required to install school approved monitoring software, programs, browsers, or extensions for school use. Access is a privilege, not a right. As a technology user, students are expected to act in a considerate and responsible manner. Misuse of the network resources or internet will result in consequences for the inappropriate behavior, and access may be restricted.

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

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

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

Consequences for Unacceptable Use of the School Technology

If I violate any part of this policy, the school administrator will evaluate the severity and level of the violation and determine the appropriate level of consequence warranted. Consequences will be assigned in accordance with our school Code of Conduct outlined in the student parent handbook.