The Exploris School

The Exploris School Board Regular Monthly Meeting

October 2022

Date and Time
Thursday October 27, 2022 at 4:30 PM EDT

Location
in person at Exploris Elementary School

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 | September 2022 on September 22, 2022

	Purpose	Presenter	Time
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

	Purpose	Presenter	Time

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.

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. Committee Reports 4:49 PM

	Purpose	Presenter	Time
A. Governance	Discuss	Ryan Boyce	10 m
B. Finance Report	Vote	Koren Morgan	10 m

    • Monthly Financial Reports

	Purpose	Presenter	Time
C. Educational Excellence	FYI	Eric Grunden	5 m
D. Director Evaluation & Support	Discuss	Leah Friedman	5 m
E. Equity & Diversity	Discuss	Mark Townley	5 m
F. Facilities	Discuss	Theo Kingsberry	5 m

III. Meeting Items 5:29 PM

	Purpose	Presenter	Time
A. Directors Report	FYI	Deborah Brown	10 m

• Monthly Report & Updates (The Directors Report will not be made verbally during meetings, starting this month. Please review the written report prior to the meeting. We will answer questions and provide critical updates and vote on any requested items.)
• Voting Items:
    ◦ Board approval is requested for the hiring of Wade Thomas, Middle School Wellness
    ◦ Board approval is requested for the hiring of Jackie Hyman, Middle School Exceptional Children's teacher

	Time
B. Board Development	10 m

We will designate about ten minutes of each regular monthly meeting for topics and presenters that will help Exploris Board members better connect to and understand the work of the school.

	Purpose	Presenter	Time
C. Board Business	Discuss	Steven Darroch	10 m

   1. General Discussions

	Purpose	Presenter	Time
IV. Closed Session			**5:59 PM**
A. Facilities & Legal Items	Discuss	Theo Kingsberry	15 m

• Updates on Facilities

	Purpose	Presenter	Time
V. Closing Items			**6:14 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 | September 2022 on September 22, 2022

The Exploris School

Minutes

The Exploris School Board Meeting | September 2022

Open to the Exploris Community

Date and Time
Thursday September 22, 2022 at 4:30 PM

Location
The Exploris School | Elementary Campus
5th Grade Classroom
17 Swain St.
Raleigh, NC 27601

Directors Present
A. Rodriguez, D. Deaton, E. Buchan, E. Grunden, J. Hwang, L. Friedman, R. Boyce (remote), S. Carothers, S. Darroch, T. Kingsberry

Directors Absent
M. Townley

Directors who arrived after the meeting opened
S. Carothers

Directors who left before the meeting adjourned
E. Buchan, J. Hwang

Ex Officio Members Present
C. Greer-Banks, D. Brown (remote), J. Corbat

Non Voting Members Present

C. Greer-Banks, D. Brown (remote), J. Corbat

Guests Present

K. Morgan

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 Sep 22, 2022 at 4:34 PM.

C. Approve Minutes

T. Kingsberry made a motion to approve the minutes from The Exploris Board Meeting | August 2022 on 08-25-22.
A. Rodriguez seconded the motion.
The board **VOTED** unanimously to approve the motion.

D. Public Comment

II. Committee Reports

A. Finance Report

AR: Charter Success Partners to be visiting the October board meeting to explain charter finance.
S. Carothers arrived.

B. Governance

The board discussed the mechanics of having committee members who are not members of the board.
L. Friedman made a motion to have committee chairs send resumes and recommendations for new committee members to the governance committee to be approved for membership.
J. Hwang seconded the motion.
The board **VOTED** unanimously to approve the motion.

C. Educational Excellence

D.

    Director Evaluation & Support

  E. **Equity & Diversity**

  F. **Facilities**

III. Meeting Items

  A. **Directors Report**

T. Kingsberry made a motion to accept the Director's report into the minutes.
R. Boyce seconded the motion.
The board **VOTED** unanimously to approve the motion.

  B. **Board Business**

E. Buchan left.
J. Hwang left.

IV. Closed Session

  A. **Facilities & Legal Items**

T. Kingsberry made a motion to enter closed session to discuss a personnel issue.
A. Rodriguez seconded the motion.
The board **VOTED** unanimously to approve the motion.
T. Kingsberry made a motion to leave executive session.
S. Darroch seconded the motion.
The board **VOTED** unanimously to approve the motion.

V. Closing Items

  A. **Adjourn Meeting**

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 6:48 PM.

Respectfully Submitted,
T. Kingsberry

Documents used during the meeting

- 06. Balance Sheet - 2022.08 - Exploris.pdf

- 8-31-22 Bank Account Balances.pdf

- 03. Board Repprt - 2022.08 - Exploris.pdf

- 05. Income Statement - 2022.08 - Exploris.pdf
- Process for Recommending New Board Members_ (annually plus as vacancies arise) (2).pdf
- Facilites Report Sept 2022.pdf
- September 2022 Exploris Leadership Team Board Report.pdf

Coversheet

Finance Report

Section: II. Committee Reports
Item: B. Finance Report
Purpose: Vote
Submitted by:
Related Material: 03. Board Report - 2022.09 - Exploris.pdf
                             9-30-22 Bank Account Balances.pdf
                             06. Balance Sheet - 2022.09 - Exploris.pdf
                             05. Income Statement - 2022.09 - Exploris.pdf

THE EXPLORIS SCHOOL
Budget Analysis Report
Fiscal Year: 2023 | 9/01/2022 - 9/30/2022

Account	Budget	Period Activity	YTD Activity	Remaining Budget	% Used	EOY Projection
Revenues						
STATE REVENUE	3,021,190.81	333,894.80	867,047.30	2,154,143.51	28.70	3,111,208.20
LOCAL REVENUE	1,434,500.00	4,969.73	5,288.74	1,429,211.26	0.37	1,436,488.74
NCACCESS GRANT REVENUE	150,000.00	0.00	0.00	150,000.00	0.00	150,000.00
FEDERAL REVENUE	269,173.26	34,902.97	60,381.13	208,792.13	22.43	270,053.67
FOUNDATION REVENUE	30,000.00	34,978.74	34,978.74	(4,978.74)	116.60	30,000.00
B&A CARE REVENUE	90,000.00	19,404.77	19,404.77	70,595.23	21.56	90,000.00
REVENUE - FIELD TRIPS, CLUBS, ETC.	0.00	37,636.86	37,636.86	(37,636.86)		37,636.86
Revenues	4,994,864.07	465,787.87	1,024,737.54	3,970,126.53	20.52	5,125,387.47
Expenses						
Account	Budget	Period Activity	YTD Activity	Remaining Budget	% Used	EOY Projection
SALARIES AND BONUSES	3,056,991.90	235,316.48	678,472.54	2,378,519.36	22.19	3,059,799.40
BENEFITS	659,609.90	49,095.47	142,350.19	517,259.71	21.58	659,609.90
BOOKS AND SUPPLIES	79,057.00	27,697.25	33,738.86	45,318.14	42.68	79,057.00
TECHNOLOGY	84,787.00	27,016.33	36,190.72	48,596.28	42.68	88,564.54
NON-CAP EQUIPMENT & LEASES	17,000.00	2,710.33	2,710.33	14,289.67	15.94	17,000.00
CONTRACTED STUDENT SERVICES	92,000.00	6,035.20	6,035.20	85,964.80	6.56	92,000.00
FIELD TRIPS	11,000.00	3,947.40	3,947.40	7,052.60	35.89	14,947.40
STAFF DEVELOPMENT	8,000.00	0.00	190.00	7,810.00	2.38	8,000.00
ADMIN SERVICES	188,837.50	25,478.25	29,443.88	159,393.62	15.59	188,837.50
INSURANCES	40,150.00	20,759.00	22,114.00	18,036.00	55.08	40,150.00
FACILITIES	467,784.00	70,094.59	127,004.48	340,779.52	27.15	467,784.00
B&A CARE	55,901.50	6,436.35	6,436.35	49,465.15	11.51	55,901.50
CLUBS	0.00	108.49	108.49	(108.49)		108.49
CORONAVIRUS RELIEF FUND EXPENSES	0.00	11,726.81	33,419.61	(33,419.61)		33,419.61
VARIOUS GRANTS - NCACCESS	150,000.00	33,902.47	40,622.47	109,377.53	27.08	150,724.97
Expenses	4,911,118.80	520,324.42	1,162,784.52	3,748,334.28	23.68	4,955,904.31
SURPLUS/(DEFICIT)	83,745.27	(54,536.55)	(138,046.98)			169,483.16

9/30/2022 Account Balances	
Bank Account	Balance
The Exploris School Checking	$783,327.03
The Exploris School Reserves	$939,356.64
The Exploris School Foundation-Annual Fund	$68,979.21
The Exploris School Foundation-Capital Campaign	$542,096.70

Balance Sheet

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

Assets

2.1010.000.000.000.000.00	Cash OP FCIT 6528	344,947.77
2.1011.000.000.000.000.00	Cash - Reserve	939,356.64
2.1160.000.000.000.000.00	Accounts Receviable - Non-Gove	34,978.74
2.1180.000.000.000.000.00	Accounts Receivable - Employee	448.04
2.1611.000.000.000.000.00	Security Deposit	15,658.00
3.1010.000.000.000.000.00	Cash OP FCIT 6528	(37,050.02)
5.1010.000.000.000.000.00	Cash OP FCIT 6528	396,792.47
	TOTAL Assets:	**1,695,131.64**

Liabilities

2.2282.000.000.000.000.00	EEs' Flex Spending Deductions	(274.41)
	TOTAL Liabilities:	**(274.41)**

Reserves and Equity

2.2960.000.000.000.000.00	Fund Equity	1,449,461.36
5.2960.000.000.000.000.00	Fund Equity	383,991.63
	TOTAL Reserves and Equity:	**1,833,452.99**
	NET GAIN (LOSS):	**(138,046.94)**
	TOTAL LIABILITIES / RESERVES / INCOME:	**1,695,131.64**

THE EXPLORIS SCHOOL

Income Statement

Fiscal Year: 2023 Month: September

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

Fund		Beg. Balance	MTD Actual	YTD Actual
Fund 1				
	Revenue Total:	533,152.57	333,894.76	867,047.33
	Expense Total:	535,453.86	331,593.47	867,047.33
	Change in Fund 1 Balance:	(2,301.29)	2,301.29	0.00
Fund 2				
	Revenue Total:	319.01	77,585.33	77,904.34
	Expense Total:	42,295.36	149,406.74	191,702.10
	Change in Fund 2 Balance:	(41,976.35)	(71,821.41)	(113,797.76)
Fund 3				
	Revenue Total:	25,478.16	34,902.97	60,381.13
	Expense Total:	64,710.83	32,720.32	97,431.15
	Change in Fund 3 Balance:	(39,232.67)	2,182.65	(37,050.02)
Fund 5				
	Revenue Total:	0.00	19,404.77	19,404.77
	Expense Total:	0.00	6,603.93	6,603.93
	Change in Fund 5 Balance:	0.00	12,800.84	12,800.84

Coversheet

Director Evaluation & Support

Section: II. Committee Reports
Item: D. Director Evaluation & Support
Purpose: Discuss
Submitted by:
Related Material: Deb_s_Director_Goals_for_2022-2023.pdf
                      Josh_s_Director_Goals_for_2022-2023.pdf
                      Burton_Director_Goals_22-23.pdf

Deborah Brown
Middle School Director
Professional Goals for 22-23 School Year

Goal	NC Administrative Standard	Exploris SIP Alignment	Rationale for Goal	Success Measures/ Possible Artifacts	Notes
Goal 1: Provide Structure and Support for Compliant EC Services at Exploris Create Structures for EC support and scheduling and for effective communications between EC and Gen Ed Staff to ensure compliance with EC standards and progress towards student IEP goals. Leverage staff expertise in the shared creation of quality EC programming and service delivery as a partnership between EC staff and gen ed staff.	**Standard 7: Micropolitical Leadership** *Summary: The school executive will build systems and relationships that utilize the staff's diversity, encourage constructive ideological conflict in order to leverage staff expertise, power and influence to realize the school's vision for success. The executive will also creatively employ an awareness of staff's professional needs, issues, and interests to build social cohesion and to facilitate distributed governance and shared decision-making.*	**Target Area #1**: K-8 Student Support Alignment	We have struggled to fill two new EC positions at middle school and then once the new staff is in place I will be onboarding two new EC staff. Over the past five years, three EC teachers have asked to be moved from the MS to the ES because of the working environment for EC teachers at the MS. MS staff is concerned that they don't get timely information about student's IEPs. Families have been concerned that IEPs are not understood or implemented in the classroom. EC schedules have been inefficient and have resulted in over or undeserving students. Current EC teaching partners are using outdated methods for data collection and schedules are not efficient.	-Meeting notes and Minutes -EC Round-up Schedule -EC schedules -Student Progress towards goals -TWC and other internal climate surveys -emails from families and staff -Focus groups and conversations -PD programs led by staff and outside experts around EC related issues– learning differences, working with students on the spectrum, family communications, etc.	Work with Carol Evans, our EC Coordinator
			ARTIFACTS FOR GOAL 1	[Workweek schedule](#) [Ec Round up Agenda](#) Meetings, job postings, interviews, scheduling support	
Goal 2 Improve Communications	**Standard 6: External Development**	**Target Area #3**:	Research is consistent and clear that when families and	-Bimonthly newsletters -New opportunities to	Work with PTO, Aiesha and Communities in

& Connections for Family and Community Engagement Create, support, and deliver ways for families to connect with the work of the school, and for staff members to receive and share information. Create new partnerships and strengthen current ones to help support the mission of the school. Leverage outreach and advocacy work to support Explori's mission and the mission of public charter schools.	**leadership** *Summary: A school executive will design structures and processes that result in community engagement, support, and ownership. Acknowledging that schools no longer reflect but in fact build community, the leader proactively creates with staff opportunities for parents, community and business representatives to participate as "stockholders" in the school such that continued investments of resources and good will are not left to chance.*	Community Engagement/Relationship	communities are connected to the school, student growth and achievement improves. Finding ways to support by involving families more as partners. Retaining families for strong enrollment. Supporting our Access Grant goals will lead to increased student achievement and meet the requirements of the federal funding. Outreach and advocacy strengthens our role as a leader in charter school innovation and contributes towards policies that are more favorable to public charter schools in NC.	connect, for example: ● 6th grade readiness camp and new family Q & A ● new family welcomes and check ins ● Family information nights ● coffee chats/ "Donuts with the Director" ● focus groups ● listening sessions ● Family communications survey ● Family Feedback survey ● family volunteer surveys -Strengthened partnerships with PTO -Community partnerships -Advocacy Work & Outreach through NCCAT, NC SPAC, GTAC, NC PAPA and others	School, and our Student Services team
			ARTIFACTS FOR GOAL 2		
Goal 3 Provide Impactful Instructional Support by conducting walkthroughs and	**Standard 4: Human Resource Leadership** *Summary: School executives will ensure that the school is a professional learning*	**Target Area #2**: K-8 Instructional Alignment (rigor)	In this current teaching environment, staff support is directly tied to staff retention, and in order to impact educational outcomes we need to build the staff capacity to deliver	-PGPs and Cycles of Support -Walk through tool reports -Vertical Planning templates	

providing actionable feedback and cycles of support in order to coach staff in using RC methods and other effective classroom techniques. Implement effective behavior interventions and disciplinary consequences, and target staff professional development to the goals of the SIP.	*community. School executives will ensure that processes and systems are in place that result in the recruitment, induction, support, evaluation, development and retention of a high performing staff. The school executive must engage and empower accomplished teachers in a distributive leadership manner, including support of teachers in day-to-day decisions such as discipline, communication with parents, and protecting teachers 5 from duties that interfere with teaching, and must practice fair and consistent evaluation of teachers. The school executive must engage teachers and other professional staff in conversations to plan their career paths and support district succession planning.*		high quality programs by supporting curriculum goals and classroom management.Staff feedback and professional development needs to be aligned to the goals of the SIP and the mission/vision of the school.	-Coaching session notes -Samples of Restorative Justice reflections and redirection lesson plans -If needed, samples of staff action plan -Student behavior data -Internal Culture & Climate surveys	

Personal Professional Development: (Things to build my own skills)

- State Charter School Leaders' Conference
- NCCAT NC NSToY Conference : key takeaways; ideas for family engagement and staff retention
- Leaders Building Leaders
- AIM Conference
- ReTHink Education's Cohort 2

Support Requested:

- I'd like to find some training/coursework for how administrators can effectively support EC programs and compliance. This is a legal area and educational area where I have only on-the-job training over the years and I'd like updated information so I can support strong EC instructional practices and better ensure compliance with all required policies and reporting. A conference, an on-line course, a mentor in this area could all be good ideas.

Josh Corbat
Director of Resources
Professional Goals for 2022-2023 School Year

Goal	NC Administrative Standard	Exploris SIP Alignment	Rationale for Goal	Success Measures/ Possible Artifacts	Notes
Goal 1: Provide Cultural Leadership for the Exploris K-8 Program. Through strategic partnerships (i.e., Board, Foundation, PTO, families, teachers, and staff), enhance connectivity between teams on both campuses centered around our Core Values to reduce unnecessary redundancies. **Action steps:** - Attend stakeholder group meetings. - Ask questions, provide insight, and help stakeholder groups identify redundancies in their work to streamline the overall work of Exploris. - Periodically check in with stakeholder groups about process,	**Standard 3: Cultural Leadership** ***Summary (emphasis mine):*** *School executives will understand and act on the understanding of **the important role a school's culture contributes to the exemplary performance of the school**. School executives must **support and value the traditions, artifacts, symbols and positive values and norms of the school and community** that result in a sense of identity and pride upon which to build a positive future. A school executive must be able to "reculture" the school if needed to align with school's goals of improving student and adult learning and to **infuse the work of the adults and students with passion, meaning and purpose.** Cultural leadership implies **understanding the school as the people in it each day,** how they came to their current state, and how to connect with their traditions in order to move*	**Target Area #3**: Community Engagement (Relationships)	Everything we do at Exploris is designed to start with our Core Values in mind. These values drive our professional development, community engagement, and instruction. Schools are complex systems in which adults play key roles each day. Often, it is simple to lose sight of our K-8 cultural aspirations when our campuses are divided. As Director of Resources, I play a key role in supporting the growth of a schoolwide K-8 culture that by many accounts (including the recent Climate and Culture study done prior to my employment at Exploris) has been lacking or missing. Further, knowing that time is our most valuable resource, we need to ensure it is protected and utilized efficiently in all that we do. I see it as paramount to the longterm thriving of our school to continue to engender a collaborative working and learning culture in which all adults and children have purpose and motivation. This will be through strategic partnerships will all key stakeholders, including the Board, the Foundation, the Parent-Teacher Organization (PTO), our families,	- Meeting minutes showing the interconnectedness of various stakeholder groups - Culture- and morale-related questions on Culture and Climate check-in surveys - Evidence of systems and structures that have had improved efficiency (e.g., forms that drive processes, feedback loops) - Data from stakeholder group check-ins (quantitative and/or qualitative, depending on method of data collection)	This goal will likely be a tricky one to measure! It is difficult to gain a solid perspective on culture and how it is permeating an organization. Provide "lensing" questions centered on DEI and Core Values for each stakeholder group meeting? (Or, decision-making matrix?)

systems, and structures. ● Lead efforts within the school to gather feedback from teachers/staff and families about their experiences at Exploris via annual or semi-annual surveys.	*them forward to support the school's efforts to* **achieve individual and collective goals***.*		and our teachers and staff.		
			ARTIFACTS FOR GOAL 1:		
Goal 2: Enhance schoolwide Operations and Finance systems and structures. Leverage existing resources to identify gaps in our Operations and Finance systems–both day-to-day and strategic–to enhance workflows at every level of the school to increase efficiency. **Action steps:** ● Establish and revise financial and operations processes through straightforward and transparent tools. ● Draft a Standard Operating Procedures	**Standard 5: Managerial Leadership** ***Summary (emphasis mine)****: School executives will* **ensure that the school has processes and systems in place** *for budgeting, staffing, problem solving, communicating expectations and scheduling* **that result in organizing the work routines in the building.** *The school executive must be responsible for the monitoring of the school budget and the* **inclusion of all teachers in the budget decisions so as to meet the 21st century needs of every classroom.** *Effectively and efficiently managing the complexity of every day life is critical for staff to be able to* **focus its energy on improvement.**	**Target Area #1**: K-8 Student Support Alignment (Relevance)	I want to play an integral part in helping each member of the Exploris community find joy and meaning in their role with the school. For teachers and staff members, this means identifying systems and structures that derail their work in a way that detracts from their ability to perform at their very best. By establishing well-reasoned, well-designed systems and structures (e.g., purchasing systems that are simple, logical, and transparent), teachers and staff members are freed from the mundane tasks that divert their creative and professional energy from their students and our community. Further, it is of utmost importance to the livelihood of the school to establish strong, ethical, transparent financial systems and structures in order to establish trust with all stakeholders	● Documentation of schoolwide budget process (including stakeholder input) ● Screenshots and explainers of revised Operations and Financial tools ● Finance Committee meeting minutes ● Operations Team meeting minutes ● Operations- and Finance-related questions on Culture and Climate check-in surveys ● SOP Manual draft	Goal for next year: Opaerationalizing the SOP Manual (training folks, building the habit, etc.)

			(including auditors and grantors). Trust in the strength of our financial systems can lead to increased community support, which is a goal of every non-profit organization.		
			ARTIFACTS FOR GOAL 2:		
Goal 3: Increase my professional skillset in one or more areas of Nonprofit Leadership. Enhance the conditions in which the school and all related stakeholders work collaboratively to thrive in a difficult economic, political, and social environment. **Action steps:** ● Identify one or more areas of Nonprofit Leadership to develop further through PD. ● Complete the identified PD. ● Leveraging the PD, identify and explore one or more areas for growth for Exploris stakeholder groups to include in our overall strategic planning processes.	**Standard 6: External Development Leadership** *Summary (emphasis mine): A school executive will **design structures and processes that result in community engagement, support, and ownership.** Acknowledging that schools no longer reflect but in fact **build community**, the leader proactively creates with staff **opportunities for parents, community and business representatives to participate as "stockholders" in the school** such that continued **investments of resources and good will are not left to chance.***	**Target Area #3:** Community Engagement (Relationships)	This is a pivotal moment in the story of Exploris. We are in the midst of a large-scale demographic shift driven by our recent adoption of a Lottery weighted for economically disadvantaged students. We are searching for a new facility to house our entire K-8 program in an extremely difficult real estate market in which we must assert ourselves as a unique school synonymous with the Downtown Raleigh community. We are establishing a new collaborative leadership structure–rare in school settings–that must be integrated into existing cultural systems and structures. I want to pour my energy and expertise into strategizing and enacting plans to unite all stakeholder groups in the important work of not only surviving this moment in our history, but thriving and driving change in our community along the way.	● Meeting minutes showing the interconnectedness of various stakeholder groups ● Meeting minutes from Leadership meetings to show collaborative team-building work ● Favorable outputs for the Board, Foundation, and PTO (specific to each group) ● External partnership meetings and outputs	
			ARTIFACTS FOR GOAL 3:		

Personal Professional Development: (Things to build my own skills.)

- PD (an online course, book study, or similar type of training) targeting Nonprofit Leadership (not just Charter School leadership, but nonprofit leadership in general). I believe this will help me think creatively about our unique position in the community and allow me to leverage my skillset to enhance our overall success as a school.
- Finishing and defending my dissertation centered on Teacher Education in informal learning environments (i.e., Makerspaces). The skills I am actively honing–data collection, analysis, and academic communication–will benefit Exploris by providing added connectivity with the education community.

Support Requested:

- As reflected in my first and third goals, I request strong collaboration between the Board and Exploris Leadership, as well as a strong desire to constantly leverage other stakeholder groups (e.g., the Foundation and PTO). Due to COVID, so much of the work of these groups has been done in relative isolation. I believe it is now time to identify and break down barriers to collaboration, and I see the Board playing a key role in this important work.
- I would love input on PD training for nonprofit leadership (see Goal #3 and bullet point #1 in Personal Professional Development above).

Helpful Resources:

- North Carolina Standards for School Executives
- The Exploris School - School Improvement Plan (SIP)

Exploris Template for Annual Director Goals

Name: Ethan Burton
Position: Elementary Director
School Year: 2022-2023

Goal	NC Administrative Standard	Exploris SIP Alignment	Rationale for Goal	Success Measures/ Possible Artifacts	Notes
Goal 1	Standard 3: Cultural Leadership A school executive must be able to "reculture" the school if needed to align with the school's goals of improving student and adult learning and to infuse the work of the adults and students with passion, meaning and purpose. Cultural leadership implies understanding the school as the people in it each day, how they came to their current state, and how to connect with their traditions in order to move them forward to support the school's efforts to achieve individual and collective goals.	Target Area #2: K-8 Instructional Alignment Staff professional development will build on the Responsive Classroom work from this year to develop systems for universal K-8 behavior systems.	In 2019, The Exploris School instituted a weighted lottery system to increase enrollment of economically disadvantaged students. In the 2021-2022 school year, twenty-eight percent of The Exploris School student population qualified for free and reduced lunch. This qualifies The Exploris School for additional federal funding through the Title I support program. While many stakeholders in the school community applauded the desire for a more diverse student population, this requires a more inclusive system of student support. By collaborating with teachers to redefine, reteach and reinforce universal behavior expectations, this goal strives to build a behavior system that does not exclude students who struggle to make socially appropriate choices. By working together, the whole teaching team can collaboratively build an equitable, high-quality and well-rounded education for all students.	- Teachers collaborate to create a set of universal K-8 behavior expectations - Staff participate in a series of ongoing professional development led by Responsive Classroom trainers throughout the first half of the year to address the skill sets needed to hone this new system. - Leadership will schedule opportunities for staff to observe the use of universal expectations in other classrooms and build time to reflect on the new PBIS system in Professional Growth Plans and staff meetings so the system can continue to be refined. - Positive student behavior will be reinforced with student spotlights during the weekly Community Circle gathering of elementary students.	In the Managing Student Conduct section of the Teacher Working Conditions Survey, 48 percent of teachers disagree/strongly disagree that policies and procedures about student conduct are clearly understood by faculty. Compared to only 22 percent of teachers statewide. Building trust between staff and administrators on this issue is a primary focus of the School Improvement Plan in the 2022-2023 school year.

Exploris Template for Annual Director Goals

Goal 2	Standard 2: Instructional Leadership School executives will set high standards for the professional practice of 21st century instruction and assessment that result in a no nonsense accountable environment.	Target Area #1: K-8 Student Support Alignment Create sustainable systems with documented processes in tracking academic, behavioral, and attendance data. Staff will meet bi-weekly in grade-level teams to analyze student data with the Interventionist and Student Support Coordinator.	This goal plans to address the identified areas for improvement by focusing on the development of a Multi-Tiered System of Support (MTSS). While MTSS focuses on standard protocols for intervention in student attendance, behavior and academics, I will focus on academic support. This goal of developing a consistent system of tiered intervention for academic instruction ties into the School Improvement Plan. This meets the stated goals by teachers in the Teacher Working Conditions Survey to align professional learning to students learning. The end result of this strategic approach to student learning will be the increase of end-of-grade proficiency scores in mathematics for 3rd, 4th and 5th grade.	- For the 2022-2023 school year, a new school-wide schedule was implemented in the elementary school. The new schedule linked here provides 30 minutes of intervention time Monday through Thursday, and the opportunity for grade-level teaching teams to meet with the Intervention Coordinator twice a month as Professional Learning Communities (PLC) to review student data. - During these meetings, teachers will analyze trends in student assessment scores, discuss intervention strategies and hold each other accountable for tracking student progress. - We will also provide time during an elementary school campus-specific meeting for staff members to work in teams to create intervention plans.	As the culture of MTSS data analysis grows on campus, I will prioritize the importance of consistently sticking to the planned class schedules so teachers can provide interventions with fidelity. The Exploris School prides itself on creating real-world learning experiences that could take students out of the classroom and on a field experience at any time. While we want to create memorable learning experiences for students, their ability to access these educational experiences depends on the consistency of scheduled interventions.

Exploris Template for Annual Director Goals

Goal 3	Standard 6: External Development Leadership School executive creates with staff opportunities for parents, community and business representatives to participate as "stockholders" in the school such that continued investments of resources and goodwill are not left to chance.	Target Area #3: Community Engagement Engage families in a continuum of connective opportunities providing a variety of ways to partner with the school.	The community organizations and family stakeholders we recruit to partner with us will go a long way in creating a multicultural learning environment. For a diverse group of families to truly feel welcome, it is essential for The Exploris School to actively recruit partners outside of the networks of the school staff and Parent Teacher Organization that we are currently utilizing for community engagement opportunities.	- Establish a singular calendar linked here for the year on the school website that incorporates the events of the School, PTO, Foundation, and Board. This calendar should be completed by the stakeholders listed and approved in August. - Increase extracurricular opportunities available for students in every grade-level. - Engage in at least 6 activities during the school year to focus on the family-school connection. The sessions will reinforce the work of the school and be tracked for impact of the programs.	Diverse groups this initiative already connected with are The Gifted Arts, Girls on the Run, NC Education Corps Tutoring Program, John Deere, FIRST Robotics and Wake Young Men's Leadership Academy.

Coversheet

Directors Report

Section: III. Meeting Items
Item: A. Directors Report
Purpose: FYI
Submitted by:
Related Material:
Weekly activities - Bullying Prevention Week for Exploris Oct 24th-28th.pdf
HS Info Night 22-23 SY.pdf
Exploris Leadership Open House September 2022.pptx.pdf
Instructional Rounds October 2022.pdf
Oct 2022 Instructional Rounds Training.pdf
Fall 2022 Spirit Week! (3).pdf
03. Board Report - 2022.09 - Exploris.pdf

Exploris Bullying Prevention Week
October 24h - 28th

Next week is designated as "Exploris Bullying Prevention Week." Both campuses will participate in various activities around bullying prevention. Awareness is just one of the ways to help students feel safe and secure at school. Bullying is an issue that happens everywhere in the world. No matter where you live, where you go to school, or how popular you are you might be; you may have witnessed, caused, or been a victim of aggression from your peers.

It is our hope this week we will raise awareness about bullying and how it affects individuals on a daily basis and provide our scholars with the tools to respond when they see bullying behaviors. Don't sit back and wait for other people to change-be the hero you've been waiting for. In the words of Gandhi" We must be the change you wish to see in the world."

Quick Overview of Crew Topics and Suggested Activities:
(Choose what works best for your grade. Each day there is a short lesson, a circle conversation starter, and an activity to choose from)

Friday 10/21 **Intro**	**Intro the topic, share/remind about spirit week themes** ● Conversation ● Poem to share (two options)

Mon. 10/24
 	
What Is Bullying?
	Spirit Week: Put Bullying to Rest– wear your PJs all day!
	
	What is Bullying?
	● Share Definitions of the Different Types *(Physical, Verbal, Social, and Cyber)*
	● Circle Topic: Which of the 4 types of bullying have you witnessed at school or seen in stories or movies?
	● Additional activity on cyberbullying for grades 4-8
	● Facts on Bullying
	● Bullying Census:
	    ○ Push your nose like a button if someone has ever said something mean to you.
	    ○ Pull your ears if you've ever said something mean to someone else.
	    ○ Touch your elbows together if you've ever watched someone be mean to someone else and it made you feel uncomfortable.
	    ○ Pat your head if you've heard the words "bystander" and "upstander" before.

	○ Rub your stomach if you know the definition of the words "bystander" and "upstander"
Tues. 10/25 **What is the Impact of Bullying?**	**Spirit Week: *Be a Good Sport and Put a Lid on Bullying: Wear your favorite/craziest hat or your favorite sports team or uniform*** What is the Impact of Bullying? ● K-3 Video Children Fight Bullying w Poems and Artwork ● Grades 4-8 "The Story of Kyle" ● Circle: If you're comfortable sharing, what was a time a mean comment or action of another scholar affected you? ● "Crumple a Piece of Paper" activity
Wed. 10/26 **What Should I Do About Bullying?**	**Spirit Week: HERO Day Help Everyone Respect Others and wear a tee shirt or outfit for your favorite hero or superhero** What Should I Do About Bullying? ● Bully vs. Buddy and Reporting vs Tattling Activity ● Review the "Tips for Handling a Bully" and discuss: what can you do? ● How to Be an Upstander vs Bystander ● Circle Topic: How is being an Upstander like being a Hero? When have you stood up for something or had someone stand up for you?
Thurs. 10/27 **My Personal Pledge**	**Spirit Week: Unity Day: Wear & Share orange in support of bullying prevention** Bullying Pledge: My Personal Responsibility to Prevent Bullying ● Read, Discuss, and Sign the Pledge ● Circle Topic: What can YOU personally promise to do differently this year to help prevent bullying ● Activity: "Cool to Be Kind" essay or drawing *NOTE:We will have orange stickers for everyone to wear & share, in addition for anyone who also wears orange!

RESOURCES

Friday10/21: Prepare for the Week Ahead

Friday, October 21st (link for flyer)

To prepare for next week we would like grade levels to share the Spirit Week activities and use the Poem Activity to start the conversation around Bullying and why it is important to talk about.

Monday, October 24th: What is Bullying?

There are many different types of bullying that can be experienced by children and adults alike, some are obvious to spot while others can be more subtle. The different types of bullying that we look at below are some of the ways that bullying could be happening.

- **Physical bullying:** Includes hitting, kicking, tripping, pinching, and pushing or damaging property. Physical bullying causes both short-term and long-term damage.
- **Cyberbullying:** It can be overt or covert bullying behaviors using digital technologies, including hardware such as computers and smartphones, and software such as social media, instant messaging, texts, websites, and other online platforms. Cyberbullying can happen at any time. It can be in public or in private and sometimes only known to the target and the person bullying. Cyberbullying can include:
    - Abusive or hurtful texts emails or posts, images or videos
    - Deliberately excluding others online
    - Nasty gossip or rumors
    - Imitating others online or using their log-in
- **Verbal bullying:** Includes name-calling, insults, teasing, intimidation, homophobic or racist remarks, or verbal abuse. While verbal bullying can start off harmless, it can escalate to levels that start affecting the individual target. Keep reading in this section for techniques to deal with verbal bullying.
- **Social bullying:** It is sometimes referred to as covert bullying, is often harder to recognize, and can be carried out behind the bullied person's back. It is designed to harm someone's social reputation and/or cause humiliation. Social bullying includes:
    - lying and spreading rumors
    - negative facial or physical gestures, menacing or contemptuous looks
    - playing nasty jokes to embarrass and humiliate
    - mimicking unkindly
    - encouraging others to socially exclude someone
    - damaging someone's social reputation or social acceptance.

Bullying in Schools can include the following:

- Name calling and teasing
- Threats and extortion
- Physical violence

- Damage to one's property
- Leaving students out of social activities deliberately and frequently
- Spreading malicious rumors
- Bullying by cell phone, text message, social media or email

ADDITIONAL Extension on Cyberbullying:
Cyber Bullying (Grades 4-8th grade)
Materials: Web browser with the following link ready to play
Instructions: Read the following information on Cyber Bullying. Show video. Proceed to Crumple Paper activity then close the lesson with Wrap-Up & Processing Questions.

What is Cyberbullying?

Cyberbullying is bullying that takes place using electronic technology. Electronic technology includes devices and equipment such as cell phones, computers, and tablets as well as communication tools including social media sites, text messages, chat, and websites.

Examples of cyberbullying include mean text messages or emails, rumors sent by email or posted on social networking sites, and embarrassing pictures, videos, websites, or fake profiles.

Why is Cyberbullying Different?
- Kids who are being cyberbullied are often bullied in person as well. Additionally, kids who are cyberbullied have a harder time getting away from the behavior.
- Cyberbullying can happen 24 hours a day, 7 days a week, and reach a kid even when he or she is alone. It can happen any time of the day or night.
- Cyberbullying messages and images can be posted anonymously and distributed quickly to a very wide audience. It can be difficult and sometimes impossible to trace the source.
- Deleting inappropriate or harassing messages, texts, and pictures is extremely difficult after they have been posted or sent.

Show the following video: http://www.pacerteensagainstbullying.org/#/identify/creative-writing

Tuesday, October 25th: Impact of Bullying

Bullying was once considered a simple, harmless rite of childhood experienced by many students. Today, research shows that bullying has significant short and long-term effects that impact the education, health, and safety of students.

Education- Bullying can negatively impact a child's access to education and can lead to
- School avoidance and higher rates of absenteeism

- Decrease in grades
- Inability to concentrate
- Loss of interest in academic achievement
- Increase in dropout rates

Health- Bullying can also lead to physical and mental health problems including
- Headaches and stomachaches
- Sleeping problems
- Low self-esteem
- Increased fear or anxiety
- Depression
- Post-traumatic stress
- Drug and alcohol use

Safety- Bullying also impacts a student's sense of well-being such as
- Self-isolation
- Increased aggression
- Self-harm and suicidal ideation
- Fear of alienation at school
- Retaliation

The Story of Kyle (grades 4-8th)

The following is a story about how a little act of kindness can go a long way.

One day, when I was a freshman in high school, I saw a kid from my class walking home from school. His name was Kyle. It looked like he was carrying all of his books. I thought to myself, "Why would anyone bring all of his books home on Friday? He must really be a nerd."

I had quite a weekend planned (parties and a football game with my friends tomorrow afternoon), so I shrugged my shoulders and went on. As I was walking, I saw a bunch of kids running toward him. They ran at him, knocking all of his books out of his arms and tripping him so he landed in the dirt. His glasses went flying and I saw them land in the grass about ten feet from him. He looked up and I saw this terrible sadness in his eyes.

My heart went out to him. So I jogged over to him, and as he crawled around looking for his glasses I saw a tear in his eye. As I handed him his glasses I said, "Those guys are jerks. They really should get lives." He looked at me and said, "Hey thanks!" There was a big smile on his face. It was one of those smiles that showed real gratitude.

I helped him pick up his books and asked him where he lived. As it turned out, he lived near me, so I asked him why I had never seen him before. He said he had gone to a private school before now. I would have never hung out with a private school kid before, but we talked all the way home, and I carried his books.

He turned out to be a pretty cool kid. I asked him if he wanted to play football on Saturday with me and my friends. He said yes.

We hung out all weekend, and the more I got to know Kyle, the more I liked him. And my friends thought the same of him. Monday morning came, and there was Kyle with a huge stack of books again. I stopped him and said, "Boy, you are really going to build some serious muscles with this pile of books every day!" He just laughed and handed me half the books.

Over the next four years, Kyle and I became best friends. When we were seniors we began to think about college. Kyle decided on Georgetown, and I was going to Duke. I knew that we would always be friends, that the miles would never be a problem. He was going to be a doctor and I was going for business on a football scholarship.

Kyle was the valedictorian of our class. I teased him all the time about being a nerd. He had to prepare a speech for graduation. I was so glad it wasn't me having to get up there and speak.

On graduation day, I saw Kyle. He looked great. He was one of those guys that really found himself in high school. He filled it out and actually looked good in glasses. He had more dates than me and all the girls loved him! Boy, sometimes I was jealous! Today was one of those days.I could see that he was nervous about his speech, so I smacked him on his back and said "Hey big guy, you'll be great!" He looked at me with one of those looks (the really grateful one) and smiled. "Thanks," he said.

As he started his speech he cleared his throat and began, "Graduation is a time to thank those who helped you make it through those tough years. Your parents, your teachers, your siblings, maybe a coach-but mostly your

friends. I am here to tell all of you that being a friend to someone is the best gift you can give them. I am going to tell you a story." I just looked at my friend in disbelief as he told the story of the first day we met and how he had planned to kill himself over that weekend. He talked of how he cleaned out his locker so that his mother would not have to do it later and was carrying all of his stuff home. He looked hard at me and gave me a smile. "Thankfully I was saved. My friend saved me from doing the unspeakable."

I heard the gasp go through the crowd as this handsome, popular boy told us all about his weakest moment. I saw his Mom and Dad looking at me and smiling that same grateful smile. Not until that moment did I realize its depth.

Never underestimate the power of your actions. With one small gesture, you can change a person's life.

Crumple a Piece of Paper
Materials: Loose-leaf piece of paper/scrap paper from recycle bin

Instructions: The teacher instructs students to gather one loose-leaf piece of paper. Instruct them to take a minute to crumple it up, stomp on it and really mess it up WITHOUT ripping it. Then instruct students to gently unfold the piece of paper and smooth it out. Ask them to look at how scarred and dirty it is. Now instruct the students to tell the piece of paper they are sorry. Now, even though they said they were sorry and tried to fix the paper, point out all the scarring and mess that is still left behind. This is what happens when someone bullies another person. Although we may say sorry, the scars remain and can last forever. Explain that bullying comments can destroy a person's self-image and often leads to a defeated body language in the victim and negative self-esteem.

Wrap-Up & Processing: Use Wrap-Up & Processing questions to follow up with an in-class activity to facilitate student discussion. You do not have to go through every single question daily; rather ask whichever questions you feel can generate the most discussion pertaining to the in-class activity.

Wednesday, October 26th: What should I do about Bullying
Create a T chart with Buddy vs. Bully chart or Reporting vs. Tattling
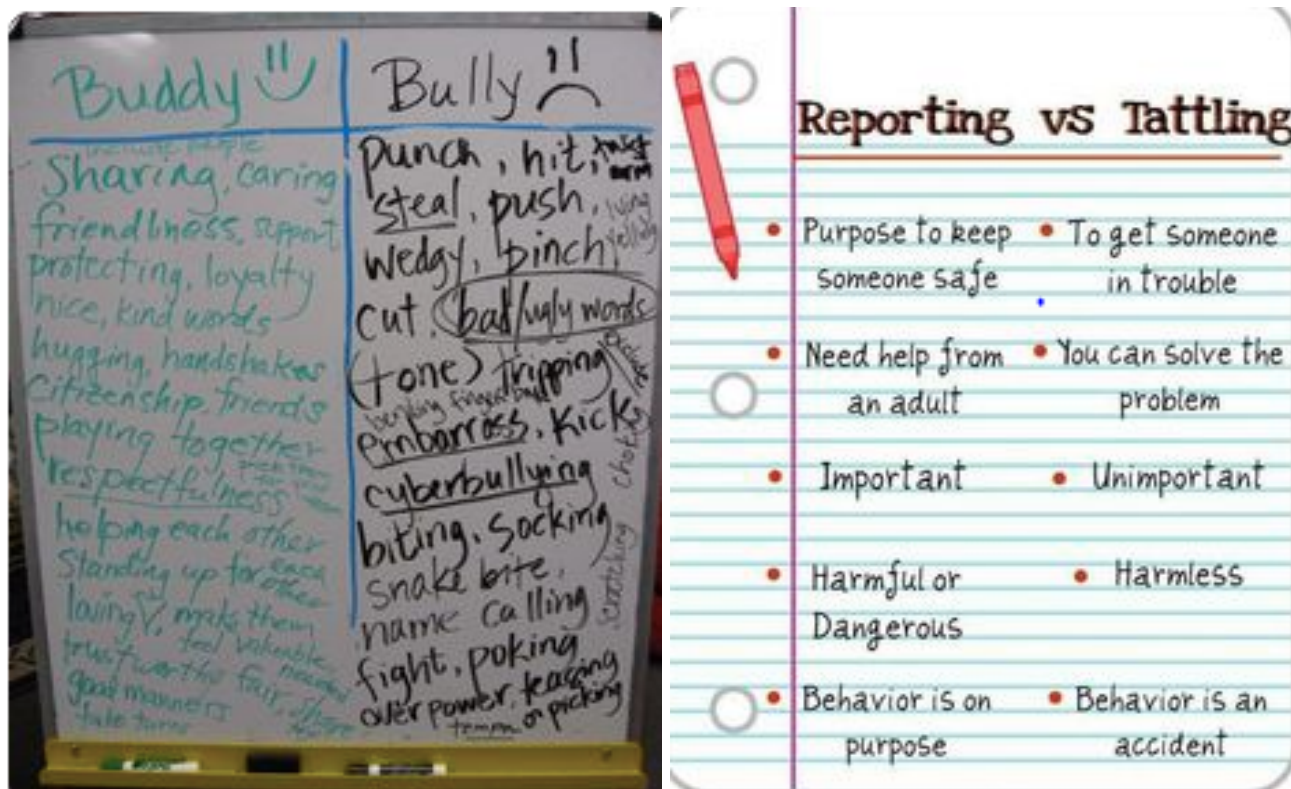
How to Handle a Bully

Bullying prevention expert Rosalind Wiseman gives some tips on how to handle bullying, whether you're the victim or a bystander.

1. Follow the Golden Rule. Sometimes the best way to avoid becoming the target of bullying is to treat people the way you want to be treated. If you're genuinely nice and respectful to others, most people won't target you as someone to demean by bullying.

2. Trust your instincts. Not all bullying takes the explicit form of name-calling on Facebook or locker stuffing in school. Rosalind reminded us that abuse of power is inevitable, so if you sense someone speaking down to you, manipulating you, or embarrassing you, you're probably being bullied.

3. Set clear personal boundaries. When you sense the bullying happening (to you or to someone else) make it clear immediately that it's not cool. We know this step feels especially hard because it can sometimes sound whiny, overly sensitive or like you're tattling. But your instincts have told you that someone is acting inappropriately so it's now up to you to shut down the bad behavior by calling it out.

4. Tell the right person. Which adult or person of authority you tell about the bullying? Who will understand the complexities of the situation? Who can you trust? (Think: parent, guidance counselor, teacher, etc.)

5. Be confident. You were right to stand up for yourself or someone else. You handled yourself with control and made it clear to the bully that he or she only holds as much power as everyone around allows. You just took the wind out of some bad sails and for that, you made a difference.

Thursday, October 28th- "Unity Day" wear and share orange

In 2009, eighteen sixth-grade students from St. Stanislaus Kostka declared October National Stop Bullying Month. Today "Unity Day" offers an opportunity to bring together students, faculty, and parents to end bullying. Today many of you are WEARING AND SHARING ORANGE to show unity for kindness, acceptance, and inclusion and to send a visible message that no child should ever experience bullying.

To conclude our week: Students will read the pledge- talk about what it means and sign the pledge as a crew to hold each other accountable. Post the pledge somewhere that you can refer back to throughout the week and year.

Student Pledge - Print off for your crew- so that students may sign.

Talking about bullying can be a sensitive topic that causes the group some stress and discomfort. This is ok! To make sure students have a chance to process the activity- here are a few questions to stimulate discussion.

1. What new things did you learn about this

2. Can you think of times in your life when you or someone you know was bullied?

3. How do you think being bullied makes people feel?

4. If you or someone you know is being bullied what are some things that they can do to help or to stop the bullying?

5. If someone started bullying you, who would you talk to about the situation? Who are some of the people that would help you?

6. What does it mean to be a bystander? (watching someone being bullied without stepping in or getting help) Why are some people bystanders when it comes to bullying? How can you go from being a bystander to someone who helps the situation?

7. Now that you know more about bullying what do you think you can do to make a difference at school? What are some ways that you could help someone who is being bullied?

Cool to Be Kind Personal Essay
Modify for k-3 to either a picture, sentences or share an experience.

Materials: Paper and something to write with

Instructions: Ask the students to consider the Daily Announcement: *Did you know 77% of students are bullied mentally, verbally, and/or physically? 14% of students have considered suicide, and almost 7% have actually attempted it. This week we participated in activities to shed a brighter light on the epidemic that affects students regardless of age, race, class, ability, or sex. Please take a stand against bullying and make a difference in our school community.*

Then read the following aloud to the class:

Kindness is not only something that has positive benefits just for us; it is something that has a positive effect on the community. Any act of kindness will help to bring about peace in our schools, our offices, and our homes. Any act of kindness can help to bring about world peace. That's why it is cool to be kind. Kindness can bring a sense of richness and fulfillment to our lives. It can also result in making us healthier. There have been a number of studies undertaken that demonstrate the positive effects of kindness on health, both psychological and physiological. Further studies are underway, and several books have been published on the beneficial effects of kindness by top scientists. Experiments have shown that doing a kind deed for another person can make you feel more optimistic and happier, more energetic, and better able to resist pain. It can make you calmer, feel more relaxed and help you sleep better. Kindness can fill you with joy and make you feel excited. It can help to decrease feeling lonely and depressed and can increase your sense of self-control so that you don't feel so lonely and helpless.

Now, ask students to reflect on The Story of Kyle and all of the week's activities. Write a one-paragraph essay on what they have learned this week. Ask them to consider exploring how they personally feel about the issue. There are no specific instructions except to reflect on their true inner feelings on the matter. Some ideas to consider: a specific incident that they

think of when bullying occurred? If they feel they can do more to take a stand against bullying? If they have been a bully? A victim of bullying?? These essays are private and will not be shared with other students.

Wrap-Up & Processing: This activity is given with the intention of students having a private moment to reflect on bully behavior. There does not have to be an in-class discussion after everyone has completed the assignment unless students decide to comment on the lesson or teachers feel so.

Additional Activities and Resources:

Websites

Elementary School Lessons and Videos- [Students with Solutions](#)

Middle School Lessons and Videos- [Students with Solutions](#)

Bullying Activities- [Eyes on Bullying](#)

[NEA- Bullying Lessons](#)

[Federal Site on Bullying- with resources](#)

Videos for MS

[To this day](#)- Great video for 7th grade

[Take a Stand](#)

[Art campaign to end bullying](#)- for Middle school

[Songs for ES students for anti-bullying](#)

[Helping educators use art to reduce bullying](#)

[The Bully Project](#) and [Student Resources on The Bully Project](#)

[Class Projects on Bullying Prevention](#)

[Socratic Seminar on Bullying](#)

Learning Network- New York Times- [discussion on Bullying](#)

[Teaching Tolerance Anti-Bullying resources](#)

What does bullying look like in real life? - [video](#)

[Kindness game](#)

["Everybody fits in " puzzle piece](#) Crew/class activity

*****Also know I have several of my own books and resources you can use. Including the movie - Bully
Trailer for "Bully/The Bully Project" https://www.youtube.com/watch?v=8dVX0tWiG2E

Walking in My Shoes

Materials: S[hoe template](#) and writing utensil.

Instructions: Pass out the shoe template to students. Instruct them to write down inside of the shoe all of the things that they worry about: school, family, personal goals, friendships, relationships, etc. Outside of the shoe ask them to write all of the things that are added to their own personal worries by outside influences such as parents, teachers, peers, etc. Ask students to volunteer and share what their finished product is.

Wrap-Up & Discussion: Ask students to now consider how everyone has their own personal "baggage" to carry around, and when students are bullied they have added "baggage" that they did not ask for, however it is bothersome and distracting. It can often be so heavy that it weighs them down emotionally. Ask students to consider walking a day in the life of another student with whom they were not familiar. How do they feel now?

Welcome!

Agenda:

- **Review high school options**
- **Application Process**
- **Q & A**

What Are My Options?

Public Enroll based upon address. School systems may have different options. (Academies, Magnet, Early College, etc.)

Charter Enroll through a lottery system

Private Enrollment is based upon application and has tuition fees. Scholarships may apply

WCPSS: Base High Schools

Base School: [Address Lookup](#)

Many have options within the school, like STEM academies, Sports Marketing, etc.

[Websites for all WCPSS High Schools](#)
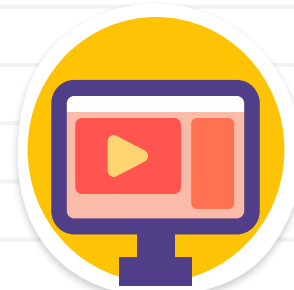
WCPSS Early College Options

Crossroads FLEX

The Young Men's and Young Women's leadership academies

North Wake College & Career Academy

Wake STEM Early College

Wake Early College of Health Sciences

Vernon Malone College and Career Academy

WCPSS- Magnet Options

- **University Connections: School of Design, Arts & Engineering**
  Southeast Raleigh

- **Center for Medical Sciences & Global Health Initiatives**

  Athens Drive High

- **IB Diploma Years Programme**

  Garner High

  Millbrook High

  Enloe High

  Broughton High

To Explore Magnet Options

Link to gain more information on Magnet schools

Magnet Schools

Overview →

Schools and Themes −

   Interactive Map →

Application Process +

Calendar of Events +

FAQs →

Contact Us →

Schools and Themes

Themes: Magnet, application, and year-round schools

Early Colleges/Academies

Magnet and Early Colleges Directory

Application Schools +

Helpful Links

Search Magnet and Application School options by address →

Schools and themes →

Application prioritization →

MAGNET & EARLY COLLEGE

Information Sessions and Fairs

Early College Application Period: October 14th-Dec 14th

Magnet Application Period: Oct 14th-January 25th , 2023

Early College Application Process

- The application period begins on **Oct. 14** and **ends Dec. 14, 2022.** Applications are not first come, first served.

- Must enroll in your base school for your address. <u>Find your base school.</u> *MUST DO FIRST!* ***<u>Enroll using this link</u>***

- Once enrolled, create your parent account <u>on the early college site</u>. You must have an active student ID number

- You will complete your application in the parent account. You may apply to any school to which you are eligible

- You will be notified of results February 23rd, 2023 <u>View Early College selection priorities.</u>

Early College Admission Priorities

- **Priority 1:** Siblings of existing students, grades 6 and 9 for Wake Leadership Academies, grade 9 for Crossroads FLEX, NWCCA, Wake STEM, WECHS, WECIB, and VMCCA receive **guaranteed priority**. The sibling must have an Early College application score of 70+ in order to receive this priority.
- **Priority 2:** Students whose Early College/Crossroads FLEX application score is 90-100, selection based on an applied random number
- **Priority 3:** Students whose Early College/Crossroads FLEX application score is 80-89, selection based on an applied random number
- **Priority 4:** Students whose Early College/Crossroads FLEX application score is 70-79, selection based on an applied random number

Early College Application Process, cont.

Important to Note

- **E**arly College Application cannot start **until your Student ID is active**
- Must have an email address and student ID number
  - Make sure birthday, next grade level, and house number match
- Self-identify parents' level of education (not used for scoring)
- If you are selected you will be automatically assigned to that school. If you are not selected, you will be placed in the waiting list, known as an applicant pool, for your first-choice school only

Magnet Application Process

Application Requirements and Things to Consider:

- Must enroll in your base school for your address. <u>Find your base school</u>. ***MUST DO FIRST!***
- To begin, login to your parent account, or create a new one if you do not already have one (You do not need to create a new account each year
- You may select up to 5 magnet options. Only apply to schools you wish to attend. **You WILL NOT** be able to decline a seat if accepted

Magnet Admission Priorities

Priority 1: Rising 6th and 9th-grade students receive guaranteed priority to join an older sibling assigned as a magnet student at the **same school** in 2022-23.

After assigning students who receive sibling priority, **90%** of the available seats will be filled using the following priorities in order

Priority 2: Current magnet students who follow their program pathway when changing school levels, i.e. elementary to middle. (A student who had magnet status in 5th grade at the elementary pathway school but has base status at pathway middle school will still qualify for Priority 2.)

Priority 3: Current magnet students who seek to change their program pathway when changing school levels

Priority 4: Base students at magnet schools who follow their program pathway

Magnet Admission Priorities, cont.

Priority 5: Student who is assigned to a [next school](#) designated as high socioeconomic status **and** who lives in [an area](#) designated as high socioeconomic status

Priority 6: Student who is assigned to a [next school](#) designated as high socioeconomic status **and** who lives in [an area](#) designated as medium socioeconomic status

Priority 7: Student who is assigned to a [next school](#) designated as medium socioeconomic status **and** who lives in [an area](#) designated as high socioeconomic status

Priority 8: Student who is assigned to a [next school](#) designated as medium socioeconomic status **and** who lives in [an area](#) designated as medium socioeconomic status

The remaining 10% of the available seats will be filled randomly from all remaining applications. This may be reduced to 5% for schools that do not fill 90% of the available seats with priority applicants

WCPSS: Enrollment Process

Step 1: Find your base school

In Wake County, students are assigned to a base elementary, middle, and high school for their home address. Find your base school using our

Your base school may have an enrollment cap. You will still register for your base school.

Learn more about how an enrollment cap might affect you.

WCPSS Enrollment: Step 2: Enroll online

Enroll for 2022-23 (next school year) | Iniciar una solicitud en español para 2021-22

- Have questions? We encourage you to connect with us through our PowerSchool Community by web or chat for immediate access to our support experts.
- You can also call us on PowerSchool Enrollment (InfoSnap) Support Line, toll free at (866) 434-6276 or **email us at support@registration.com.**

WELCOME BACK

WCPSS Enrollment

Step 3: Bring the enrollment materials to your base school

Once you've completed the form online, please wait for information from your child's base school regarding the completion of the enrollment process. To expedite your student's enrollment, upload the following documents:

1. **A certified copy of your child's birth certificate. (Need a birth certificate? Parents of children born in Wake County may now order certified birth certificates on the [Wake County Register of Deeds website](#)**
2. **Proof of your Wake County address, which must be one of the following:**
   - **Current water, gas, or electric bill in parent's name that is no more than 30 days old,**
   - **Newly signed lease that is no more than 60 days old,**
   - **[Settlement statement](#) or**
   - **[Offer to Purchase agreement, in limited circumstances](#)**
3. **A photo ID of the parent**
4. **Your child's immunization record**
5. **Any custody documents**

WCPSS Enrollment, cont.

Step 4: Obtain and submit proof of immunizations and NC Health Assessment

- State law requires every child entering public schools in North Carolina for the first time to receive a health assessment.
- Must occur within 12 months prior to entering school.
- Your medical provider should provide a completed N.C. Health Assessment Form to the school **on or before the child's first day of attendance**.
- N.C. Health Assessment Forms are also available at Wake County schools, area doctors' offices or at the Wake County Health Department

Public Charter Schools

- Visit Individual Websites
- Follow directions for lottery application
- Some may have weighted lotteries
- Different focus/approach at each
- Some popular ones for Exploris Students
  - Raleigh Charter School
  - Longleaf School of the Arts
  - Research Triangle High School
- Check out your options here!

Private Schools

- Visit Individual Websites
- Follow directions for application
- Many have scholarships available
- Different focus/approach at each
- Some popular ones for Exploris students include:
  - St. David's School
  - St. Mary's School
  - Ravenscroft
  - Raleigh Christian

Tips and Hints

- Apply to multiple options
  - Put your name in more hats than you expect
  - BUT: be careful of doing this with WCPSS MAGNET
- Consider: how involved do you want your 8th grader to be?
  - Do most of your research online
  - Consider only visiting schools where you are offered a seat
- Your student will find a niche no matter where you land!

<u>From your perspective</u>

Student

Parent

HS Counselor

HS Teacher

1. What is the best part of your high school?
2. What parts of your Exploris experience most helped you transition to and stay successful in HS?
3. What advice do you have for our current 8th graders?
4. If you could go back to yourself at this point in your life, what would you want to tell your 8th grade self?

Thank You for Joining Us!

michelled@exploris.org
deborah@exploris.org

Virtual Open House
Exploris Leadership & Support

Welcome!

Overview & Agenda

- Introductions & Leadership Structure
- Overview of key issues & initiatives
  - Facilities
  - Responsive Classrooms
  - Covid Response

- Q&A: Please add your questions to the chat

Exploris's Collaborative Leadership Model

Designed to support students

Leadership Team: Directors

Deb

- All things Middle School
  - Staff evaluation
  - Student discipline
  - Building issues

- Communications
- Policy/Governance Committee
- Office of Charter Schools Contact

Ethan

- All things Elementary School
  - Staff evaluation
  - Student discipline
  - Building issues

- MAP and k-5 Testing
- Early Literacy Training
- Educational Excellence Committee

Josh

- All things Operations
  - Grants
  - Compliance
  - COVID Response
- Facilities
- Finance
- HR

Program Overviews

Elem. School Life

- Morning meeting
- Global arts rotate weekly: art, movement, music, connected world
- Literacy, Math, Expedition
- Explorations on Fridays
- Community Circle on Fridays

Middle School Life

- Morning crew
- 3 core classes: Math, ELA, Expedition
- 4 Global Arts courses
- Fridays: 3 Flex Blocks (Academic plus 2 electives)
- Clubs gearing up slowly
- Service Learning Projects & field trips on the horizon

Supporting Your Student

- Our Counseling Team
- Our Front Office team

Student & Instructional Support Team

- **Michelle Duncan:** Counselor and Student Services Coordinator
- **Matt Moreland**: Counselor
- **Ryan Boney:** Counselor
- **Michelle Parkerson:** School Improvement Coach
- **Jill Hemingway:** MTSS Coordinator & ES Intervention Teacher
- **Michele Butterworth:** MS Intervention Teacher
- **Jessica Roberts:** Social Worker
- **Aiesha Riley:** Communities In Schools representative
- **Carol Evans:** EC Coordinator

Front Office Team

- **Lisa Averitte:** ES Reception and Data Assistant
- **Mary Margaret Moffit**: MS Reception and HR
- **Koren Morgan:** Business Manager

Middle School Coffee Chats

Questions about the middle school experience?

We are planning some virtual coffee hours for middle school leadership about once a month right after carpool. Drop by to say hello, ask questions, and share ideas!

We'll send links in the weekly crew newsletters.

Facilities Updates

Quick Recap & Update

- In 2015, Exploris entered a partnership to build an energy-positive facility in downtown Raleigh
- By 2017, the plans had derailed and Exploris filed a lawsuit to recover our investment. That lawsuit was settled and a small parcel of land has been deeded to us
- We have been actively working for a new location
- We had offered on a property and entered into a due diligence period, but that exploratory phase turned up issues so we are no longer pursuing that location
- Our plan is to move out of our current facilities by Summer 2024
- We are currently looking at several promising leads!

COVID Updates

- We are seeing only a trickle of cases
- Please remember: ANY illness in which the student is exhibiting the symptoms listed on our flowchart requires a negative COVID test for return to school.

Exploris Initiatives

Responsive Classrooms

Equity & Diversity

Restorative Justice

Social & Emotional Learning

Responsive Classroom

6 Guiding Principles

The *Responsive Classroom* approach is informed by the work of educational theorists and the experiences of exemplary classroom teachers. Six principles guide this approach:

1. Teaching **social and emotional** skills is as important as teaching academic content.
2. **How** we teach is as important as **what** we teach.
3. Great **cognitive growth** occurs through **social interaction.**

Responsive Classroom

Guiding Principles, continued

4. How we **work together** as adults to create a **safe, joyful, and inclusive** school environment is as important as our individual contribution or competence.

5. What we know and believe about our students—**individually, culturally, developmentally**—informs our expectations, reactions, and attitudes about those students.

6. **Partnering with families**—knowing them and valuing their contributions—is as important as knowing the children we teach.

Equity & Diversity

- Ongoing efforts to recruit and retain a diverse population to better mirror the demographics in our surrounding county
- Ongoing efforts to recruit & retain a diverse staff
- We welcome parent support and involvement with our Equity & Diversity work, our PTO, and this ongoing work

The Exploris Counseling Team

michelled@exploris.org

Matthew@Exploris.org

jroberts@exploris.org

Rboney@Exploris.org

Supplemental Support
Tier 2

Short Duration:
- Small group intervention
- Social skills/academic support including SEL Competencies
- Lunch Bunches
- Brief 1 on 1 check ins
- Google hangout check ins

Intensive Support
Tier 3

- Individual Counseling Sessions
- Outside Referrals
- Behavior Planning

Core Support
Tier 1

- Prevention
- Classroom Guidance
- Crew SEL
- Classwide Problem Solving
- Grade level check-ins as needed
- Assistance with ClassWide SEL
- Intervention Programming
- SEL Screening

For Tiers 1-3 Contact Counselor@exploris.org

CRISIS / 504 Support
CONTACT: Michelle Duncan & Leadership

- Risk Assessment
- Suicide Screening
- Abuse
- Self Harm
- Food Insecurities
- Homelessness

The Exploris Counseling Team

Student Support Programs

Counselor Corner Website

- Gaggle, Say Something App, online anonymous bullying report form
- *Section 504, Health Plans, McKinney Vento, Foster Care*
- Lunch Program (including Free/Reduced)
- Tech Support (Lenny, Josh)
- Title I
- SEL Screener (2 x a yr)
- Self-referral form for 3-8 graders
- SEL class-wide lessons as requested by grade level

Restorative Justice

- RJ is a behavior approach that focuses on the **impact of actions** on a community
- Students are encouraged to **look less at the "why"** they did something (intention) and **more at the results** of what they did (impact)
- Punishment is replaced by **consequences**: How did this action damage the community, and what needs to be done to restore that community?
- The student becomes responsible for **repairing harm**
- The whole community is involved in the solution
- Helps teach students responsibility and relationships

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Traditional Punitive vs. Restorative Justice

PUNITIVE	RESTORATIVE
SCHOOL RULES ARE BROKEN	PEOPLE AND RELATIONSHIPS ARE HARMED.
JUSTICE FOCUSES ON ESTABLISHING GUILT.	JUSTICE IDENTIFIES NEEDS AND RESPONSIBILITIES.
ACCOUNTABILITY=PUNISHMENT	ACCOUNTABILITY= UNDERSTANDING IMPACT AND REPAIRING HARM.
JUSTICE DIRECTED AT OFFENDER, THE VICTIM IS IGNORED	OFFENDER, VICTIM, SCHOOL (AND PARENTS) ALL HAVE DIRECT ROLES IN THE JUSTICE PROCESS

Need Help?

- Crew Teachers!!
- Website: Exploris.org
- Info@Exploris.org
- Leadership@Exploris.org
- Counselor@Exploris.org

Please keep in mind that we are working professionals, and allow us 24 hours to respond to emails, particularly emails sent after hours and over the weekend or holidays.

The Floor is Open for Your Questions!

We will pull from chat and get to as many as we can!

Exploris Fall 2022 Instructional Rounds for Kaizen Instructional Rounds
What does teacher language sound like/look like at Exploris?

Establishing Our Why & Overview (20mins)

Text-Based Protocol using *Learning From Instructional Rounds Article*
- Things that I consider to be Key points
- Things I want to Know more about
- Things that I Connect with
- Things that I Aspire to try myself
- Things I Question

Instructional Rounds: 5-Step Process
1. Identify a Problem of Practice
2. Participate in Training
3. Observe Classrooms
4. Analysis and Trends
5. Focus on the Next Level of Work

****

Crafting Our Problem of Practice (20mins)

What question do we want to answer related to Teacher Language? Tie to SIP?
Examples: Which types of teacher language are we using most frequently? What is the relationship between language used by the teacher and student responses?

What does teacher language sound like/look like at Exploris?

****
Finalizing Logistics (20mins)

- ☐ **Finalize Schedule**
- ☐ **Data Collection Tool (blank paper? T-Chart? Something Else?)**
- ☐ **Supply List (clip board, post-its etc)/Snacks**
- ☐ **Subs/Coverage**
- ☐ **Communication to staff**
- ☐ **What else?**

Exploris Fall 2022 Instructional Rounds for Kaizen Instructional Rounds
What does teacher language sound like/look like at Exploris?

Schedule	Group 1: Cori, Jill, Ethan	Group 2: Daniel, Loren, Michelle P.	Group 3: Michelle D., Amanda, Ashley
8:00-8:40	Everyone meet in ES EC Room for morning check-in/data collection practice Slides		
8:40-9:00 Morning Meeting	#1 2nd Grade	#2 3rd Grade	#3 1st Grade
9:00-9:20 ES Global Arts	#4 4th Grade (Music)	#5 Art Room	#6 Multipurpose/Outside
9:20-9:40 Core Instruction	#3 1st Grade (ELA Writing)	#7 K (Calendar/Phonics)	#1 2nd (Expedition)
9:40-10:00	Travel to Middle School		#8 4th & 5th Transition/Snack/Morning Meeting
10:00-10:20 Transition & Crew	#9 6E	#10 6W	Travel to Middle School
10:20-10:40 Core Instruction	#11 8S (Math)	#12 8N (Humanities)	#13 7N (ELA)
10:40-11:00 Global Arts	#14 Art Room	#15 7S or 7N (GA World Cultures)	#16 8N/8S (Expeditions)
11:00-12:00 Lunch break **12:00-4:00** Analysis/Trends/Faculty Meeting Planning at Raleigh Founded			

Exploris Fall 2022 Instructional Rounds for Kaizen Instructional Rounds
What does teacher language sound like/look like at Exploris?

Teacher Language (Remember Not ALL Teacher Language is Verbal)	Responsive Classroom Category (Leave blank Until Debrief)	Anecdotal Notes Consider sharing any student actions, Classroom norms, etc. that are related to this work.

Instructional Rounds

The Exploris School
October 24, 2022

What to Expect This Morning

- Review purpose and definition of Rounds
- Defining observational evidence
- Establishing norms and clarifying procedures

Why are we doing this?

- Reflection and growth mindset
- Collaborative growth culture that embraces continuous learning
- Seeing our growth and getting inspired

- We are innovators and rock stars!

Traditional Observation vs. Instructional Rounds

Informative: the observer wants someone else (the observed) to learn something

Inquiry: we want to learn something about ourselves; main learners the observers

Meant to improve the individual

Meant to improve the school

Top-down accountability

Peer-peer accountability

Output is evaluative feedback and prescription for next steps

Output is collective commitments toward the next level of work

Primary focus is the teacher

Primary focus is the instructional core, especially the students and the tasks they engage in

From Observation to Evidence

- Specific (fine-grained)
- Objective (non-judgemental)
- Beware of jargon or ambiguous words

Review statements in pairs and discuss

Our Problem of Practice

What does teacher language sound like/look like at Exploris?

What are we looking for??

- Brainstorm things we might look for
- Brainstorm things we NOT looking for
- Share tips for data collection

Norms for Instructional Rounds

- Enter and exit quietly
- Organize ourselves in a way that is as non-obtrusive as possible
- Save discussion for outside the classroom
- Will we interact with teachers/students?
- Anything else?

Debrief, Analysis, and Next Level Work

Rounds Principles

1. We learn to do the work by doing the work, reflecting on the work, and critiquing the work
2. Separate the person from the practice
3. Learning is an individual and collective activity
4. Trust enhances individual and collective learning
5. Learning enhances individual and collective efficacy

Review Past Protocols & Agree Upon Process

1. What have we done in the past?

2. What outcomes do we envision for our staff?

3. What process should we use to meet our outcomes today and Wednesday?

Process used in 2019

Team Screening Protocol, Stage One

- Individually: Translate your observation notes into "useful" pieces of evidence.
    - Identify 5-10 items that are relevant to the problem of practice
    - If you're not sure, go ahead and include it
    - One piece of evidence per note
    - Make a note in the corner to indicate which classroom the evidence is linked to
    - Quotes are great, but may miss the richness of the context such as nonverbal events
    - Write what ***did*** happen, not what ***didn't***

Team Screening Protocol, Stage Two

- Team: Take turns sharing each post-it note and vetting it
  - Keepers (specific and objective) are placed *randomly* on chart paper
  - Some might be replaced, clarified, removed, or set aside for later consideration
  - Even apparently identical notes are valuable to consider. A different wording may shed light or change the meaning.
  - Ask, "What's the evidence?"
  - The team needs to be in consensus on every post. Your team will own this evidence.

The Dot Protocol

- Exchange evidence charts with another group
- Read each piece of evidence aloud
- If a piece is judgemental, too general, or unclear, put a dot on the post-it
- We will discuss and clarify the dot notes

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Noticing Trends and Patterns

- Move sticky notes into categories. Ideas:
  - Teacher or student questions
  - Group work
  - Teacher actions
  - Student comments
  - Each element of the Instructional Core

Noticing Trends and Patterns

- Come together with your partner group
- Share your categories
- Decide if there are any mergers or changes warranted
- Rearrange post-its as needed

Noticing Trends and Patterns

- Patterns contain evidence from a majority of the classrooms observed

- Vet each one with "What's the evidence?"

- Craft a title for each pattern that is a descriptive sentence

- Examples:
  - The longer students need to listen, the less actively they are involved.
  - Active learning increases when the time for the task is chunked into shorter portions.
  - Students in pairs tend to remain on task and active learning is more likely to occur.
  - There was more often small group/independent work than whole group.
  - Students more frequently ask for feedback from peers than teachers.

Reflecting on Our Work

We learn to do the work by doing the work, reflecting on the work, and critiquing the work.

Next Level of Work: Prediction

- If you were a student in the classrooms we visited today, what would you know and be able to do?

Examples:

- Students will leave the school comfortable locked into routines. They may struggle to think deeply and work as independent individuals.
- Students will take responsibility for and initiate their own learning.
- Students will know that if they hesitate, someone else will do the work.

Next Level of Work: Prediction

- What is the difference between these predictions and our desired outcomes?

- How do we close the gap between what we predict students would know and be able to do, and what we would like to enable them to do?

Next Level of Work: Theories of Action

"A commitment to taking specific strategic actions to implement ways to improve learning"

If I _____, then _____.

Next Level of Work: Theories of Action

If my teacher-directed instruction becomes more consistently inquiry-based, then the levels of student achievement, curiosity, and engagement will increase.

Next Level of Work: Theories of Action

If I implement tasks that are purposeful, clearly defined, differentiated, and challenging, then all students will learn in more powerful ways.

Next Level of Work: Theories of Action

If I reduce the amount of time I talk, then students will be more actively involved in their own learning.

Next Level of Work: Theories of Action

If I systematically use higher order questioning and specific verbal feedback, then the level of student understanding will deepen and achievement will increase.

Next Level of Work

- Identify what teachers need to know and be able to do to improve student learning
- Make recommendations grounded in patterns
- Provide details about the resources and work required to support implementation
- Outline *specific* steps to be taken
- Think about leadership and resource supports necessary
- Generate creative, original ideas

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Next Level of Work

Imagine there is only one hour to begin work on this problem of practice. Where should we start?

Example for "students taking responsibility of their own learning"
- Question asking
- Student voice

Next Level of Work

- What do you recommend that Exploris do over the next month?
  - Realistic utilization of resources
  - Instructional skills and knowledge needed
  - Role of leadership
  - Resources needed

How Will We Proceed??

- Protocol for identifying trends and patterns with Kaizen
- Debrief for Staff Meeting Wednesday
  - **Staff Meeting Planning Tools**
    - [Learning From Instructional Rounds](#) Article
    - Instructional Rounds Debrief [Slide Deck](#) from 2018
    - Instructional Rounds [Making Predictions](#) Planning Sheet

Exploris Spirit Week
and Bullying Prevention Week

Monday

"Put Bullying to Rest" Wear Your Pajamas All Day!

Tuesday

"Be A Good Sport and Put a Lid on Bullying" Wear Your Favorite/ Craziest Hat or your favorite team and sports gear!

Wednesday

"**H**elp **E**veryone **R**espect **O**thers" **HERO** Day: Wear a tee shirt or outfit for your favorite hero or superhero

Thursday

Friday

No School Today, but gather your best costume and join us for the Family Fall Festival from 5:00-8:00 pm at the Elementary School!

THE EXPLORIS SCHOOL

Budget Analysis Report

Fiscal Year: 2023 | 9/01/2022 - 9/30/2022

Account	Budget	Period Activity	YTD Activity	Remaining Budget	% Used	EOY Projection
Revenues						
STATE REVENUE	3,021,190.81	333,894.80	867,047.30	2,154,143.51	28.70	3,111,208.20
LOCAL REVENUE	1,434,500.00	4,969.73	5,288.74	1,429,211.26	0.37	1,436,488.74
NCACCESS GRANT REVENUE	150,000.00	0.00	0.00	150,000.00	0.00	150,000.00
FEDERAL REVENUE	269,173.26	34,902.97	60,381.13	208,792.13	22.43	270,053.67
FOUNDATION REVENUE	30,000.00	34,978.74	34,978.74	(4,978.74)	116.60	30,000.00
B&A CARE REVENUE	90,000.00	19,404.77	19,404.77	70,595.23	21.56	90,000.00
REVENUE - FIELD TRIPS, CLUBS, ETC.	0.00	37,636.86	37,636.86	(37,636.86)		37,636.86
Revenues	4,994,864.07	465,787.87	1,024,737.54	3,970,126.53	20.52	5,125,387.47

Account	Budget	Period Activity	YTD Activity	Remaining Budget	% Used	EOY Projection
Expenses						
SALARIES AND BONUSES	3,056,991.90	235,316.48	678,472.54	2,378,519.36	22.19	3,059,799.40
BENEFITS	659,609.90	49,095.47	142,350.19	517,259.71	21.58	659,609.90
BOOKS AND SUPPLIES	79,057.00	27,697.25	33,738.86	45,318.14	42.68	79,057.00
TECHNOLOGY	84,787.00	27,016.33	36,190.72	48,596.28	42.68	88,564.54
NON-CAP EQUIPMENT & LEASES	17,000.00	2,710.33	2,710.33	14,289.67	15.94	17,000.00
CONTRACTED STUDENT SERVICES	92,000.00	6,035.20	6,035.20	85,964.80	6.56	92,000.00
FIELD TRIPS	11,000.00	3,947.40	3,947.40	7,052.60	35.89	14,947.40
STAFF DEVELOPMENT	8,000.00	0.00	190.00	7,810.00	2.38	8,000.00
ADMIN SERVICES	188,837.50	25,478.25	29,443.88	159,393.62	15.59	188,837.50
INSURANCES	40,150.00	20,759.00	22,114.00	18,036.00	55.08	40,150.00
FACILITIES	467,784.00	70,094.59	127,004.48	340,779.52	27.15	467,784.00
B&A CARE	55,901.50	6,436.35	6,436.35	49,465.15	11.51	55,901.50
CLUBS	0.00	108.49	108.49	(108.49)		108.49
CORONAVIRUS RELIEF FUND EXPENSES	0.00	11,726.81	33,419.61	(33,419.61)		33,419.61
VARIOUS GRANTS - NCACCESS	150,000.00	33,902.47	40,622.47	109,377.53	27.08	150,724.97
Expenses	4,911,118.80	520,324.42	1,162,784.52	3,748,334.28	23.68	4,955,904.31
SURPLUS/(DEFICIT)	83,745.27	(54,536.55)	(138,046.98)			169,483.16