



The Exploris School

The Exploris School Board Regular Monthly Meeting

Date and Time

Thursday August 24, 2023 at 4:30 PM EDT

Location

The Exploris School: Elementary Campus
17 S Swain St, Raleigh, NC 27601, USA
5th Grade Classroom

Agenda

	Purpose	Presenter	Time
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I. Opening Items			4:30 PM
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A.	Record Attendance	Edward Buchan	1 m
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B.	Call the Meeting to Order	Steven Darroch	1 m
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C.	Approve Minutes	Approve Minutes Edward Buchan	2 m
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Approve minutes for The Exploris School Board Regular Monthly Meeting on July 27, 2023

D.	Public Comment	Steven Darroch	15 m
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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.

	Purpose	Presenter	Time	
<p>Public comment may be oral, in person, or in written form to be read by the Chair.</p> <p>Public comment is limited to no more than 3 minutes per person.</p> <p>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.</p> <p>Each speaker will clearly state their full name and county of residence.</p> <p>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.</p> <p>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.</p> <p>A response will be provided to the stakeholder within seven (7) days. Those providing public comment are asked to provide in writing (either in person or via email to board@exploris.org) their contact information including name, County of residence, and address (either email or postal, whichever is preferred).</p> <p>Specific issues about a particular student or teacher should be addressed to the elementary or middle school director, rather than the Board of Directors.</p>				
E.	Facilities Project Presentation by Rosewood Strategies	Josh Corbat	20 m	
<p>Rosewood Strategies, our development partners, will present to the community the general progress of the Facilities Project.</p>				
Committee Reports			5:09 PM	
A.	Governance	Vote	Ryan Boyce	5 m
B.	Finance	Vote	Koren Morgan	5 m
• Monthly Financial Reports				
C.	Educational Excellence	Vote	Eric Grunden	5 m

	Purpose	Presenter	Time
D. Director Evaluation & Support	Discuss	Steven Darroch	5 m
E. Facilities	Vote	Josh Corbat	5 m
<ul style="list-style-type: none"> • Updates on Facilities Project (This will be done during the special presentation this month) 			
F. Kaizen	FYI	Daniel Hencher	5 m
Kaizen leaders will give an update to the Board.			
III. Meeting Items			5:39 PM
A. Directors Report	Discuss	Deborah Brown	5 m
<ul style="list-style-type: none"> • Monthly Report & Updates (The Directors Report will not be made verbally during meetings. Please review the written report prior to the meeting. We will answer questions and provide critical updates and vote on any requested items.) 			
B. Board Business	Discuss	Steven Darroch	5 m
<ul style="list-style-type: none"> • General Discussions 			
IV. Closed Session			5:49 PM
A. Facilities & Legal Items	Discuss	Josh Corbat	10 m
<ul style="list-style-type: none"> • Updates on Facilities 			
V. Closing Items			5:59 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 Regular Monthly Meeting on July 27, 2023

APPROVED



The Exploris School

Minutes

The Exploris School Board Regular Monthly Meeting

Date and Time

Thursday July 27, 2023 at 4:30 PM

Location

The Exploris School: Elementary Campus
17 S Swain St, Raleigh, NC 27601, USA
5th Grade Classroom

Directors Present

A. Rodriguez, D. Deaton (remote), D. Hencher (remote), E. Buchan, E. Grunden (remote), R. Boyce, S. Carothers, S. Darroch, T. Void

Directors Absent

M. Townley

Ex Officio Members Present

D. Brown, E. Burton, J. Corbat

Non Voting Members Present

D. Brown, E. Burton, 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 Jul 27, 2023 at 4:36 PM.

C. Approve Minutes

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

S. Carothers seconded the motion.

Amend to show that Ed submitted the June minutes, not Ryan.

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

D. Public Comment

II. Committee Reports

A. Governance

R. Boyce made a motion to Approve revised faculty, parent/student handbooks.

E. Buchan seconded the motion.

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

E. Grunden made a motion to Opt-in for new state paid parental leave program as required for charter schools that want to take part, retroactive to July 1, 2023.

T. Void seconded the motion.

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

A. Rodriguez made a motion to Accept resignation of Theo Kingsberry from the BoD.

E. Buchan seconded the motion.

His extensive service is recognized by the board.

EB: what is the effort to diversify the board?

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

B. Finance

R. Boyce made a motion to Approve the annual engagement letter with the auditing firm to begin the audit.

E. Grunden seconded the motion.

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

C. Educational Excellence

R. Boyce made a motion to Accept the committee report.

A. Rodriguez seconded the motion.

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

D. Director Evaluation & Support

E. Facilities

A. Rodriguez made a motion to Approve a contract for floor care.

E. Buchan seconded the motion.

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

F. Kaizen

III. Meeting Items

A. Directors Report

E. Grunden made a motion to Approve two new hires as presented in the Directors' report.

R. Boyce seconded the motion.

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

B. Board Business

E. Buchan made a motion to accept the draft board meeting schedule for 2023-2024.

A. Rodriguez seconded the motion.

Discussion to make June meeting optional; schedule will be amended to reflect that.

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

S. Carothers made a motion to Change COVID policy to remove mandatory testing.

R. Boyce seconded the motion.

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

IV. Closed Session

A. Facilities & Legal Items

R. Boyce made a motion to Enter closed session to discuss real estate issues.

S. Carothers seconded the motion.

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

R. Boyce made a motion to Leave closed session.

E. Grunden 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 6:21 PM.

Respectfully Submitted,
E. Grunden

Documents used during the meeting

- 2023-24 Exploris Personnel Handbook.docx
- 2023-24 Exploris Family & Student Handbook.docx
- 23-24 Highlights and Summary of Revisions to the Exploris Handbooks.docx
- Exploris_TJT engagement letter.pdf
- Bank Account Balances 6-30-23.pdf
- 03. Board Report - 2023.6 - Exploris.pdf
- 05. Income Statement - 2023.06 - Exploris v2.pdf
- 06. Balance Sheet - 2023.06 - Exploris v2.pdf
- Service Agreement 0623 (1).pdf
- July 2023 Exploris Leadership Team Board Report.pdf
- _DRAFT 2023-2024 The Exploris School Board Meeting Schedule (1).pdf

Coversheet

Finance

Section:	II. Committee Reports
Item:	B. Finance
Purpose:	Vote
Submitted by:	
Related Material:	Bank Account Balances 7-31-23.pdf 06. Balance Sheet - 2023.07 - Exploris.pdf 05. Income Statement - 2023.07 - Exploris.pdf 05. Income Statement - 2023 13 Month - Exploris V3.pdf 06. Balance Sheet - 2023 13 Month - Exploris V3.pdf 03. Board Report - 2023.07 - Exploris.pdf 03. Board Report - month 13 - Exploris.pdf

7/31/2023 Account Balances	
Bank Account	Balance
The Exploris School Checking	\$1,008,241.19
The Exploris School Reserves	\$1,218,380.98
The Exploris School Foundation-Annual Fund	\$70,398.13
The Exploris School Foundation-Capital Campaign	\$542,104.20

Balance Sheet**Fiscal Year: 2024 | Fiscal Month: July**
Include Funds: All

Assets		
1.1010.000.000.000.000.00	Cash OP FCIT 6528	16.26
2.1010.000.000.000.000.00	Cash OP FCIT 6528	481,850.06
2.1011.000.000.000.000.00	Cash - Reserve	1,218,380.98
2.1611.000.000.000.000.00	Security Deposit	15,658.00
3.1010.000.000.000.000.00	Cash OP FCIT 6528	(21,606.32)
5.1010.000.000.000.000.00	Cash OP FCIT 6528	427,573.66
TOTAL Assets:		2,121,872.64
Liabilities		
1.2010.000.000.000.000.00	Accounts Payable	(26,467.19)
1.2274.000.000.000.000.00	EEs' Dental Ins. Deductions	2,164.72
1.2278.000.000.000.000.00	EEs' Other Ins. Deductions	24,302.47
2.2282.000.000.000.000.00	EEs' Flex Spending Deductions	(1,664.79)
3.2010.000.000.000.000.00	Accounts Payable	(1,022.19)
3.2274.000.000.000.000.00	EEs' Dental Ins. Deductions	45.61
3.2278.000.000.000.000.00	EEs' Other Ins. Deductions	976.58
5.2010.000.000.000.000.00	Accounts Payable	5.99
5.2274.000.000.000.000.00	EEs' Dental Ins. Deductions	(4.83)
5.2278.000.000.000.000.00	EEs' Other Ins. Deductions	(1.16)
TOTAL Liabilities:		(1,664.79)
Reserves and Equity		
2.2960.000.000.000.000.00	Fund Equity	1,782,051.27
5.2960.000.000.000.000.00	Fund Equity	427,572.82
TOTAL Reserves and Equity:		2,209,624.09
NET GAIN (LOSS):		(86,086.66)
TOTAL LIABILITIES / RESERVES / INCOME:		2,121,872.64

08/15/2023
10:54 AM

Page 1 of 1

THE EXPLORIS SCHOOL**Income Statement****Fiscal Year: 2024 Month: July****Include Fund(s): 1, 2, 3, 5**

Fund	Beg. Balance	MTD Actual	YTD Actual
Fund 1			
Revenue Total:	0.00	274,484.78	274,484.78
Expense Total:	0.00	274,468.52	274,468.52
Change in Fund 1 Balance:	0.00	16.26	16.26
Fund 2			
Revenue Total:	0.00	413.85	413.85
Expense Total:	0.00	64,911.29	64,911.29
Change in Fund 2 Balance:	0.00	(64,497.44)	(64,497.44)
Fund 3			
Revenue Total:	0.00	0.00	0.00
Expense Total:	0.00	21,606.32	21,606.32
Change in Fund 3 Balance:	0.00	(21,606.32)	(21,606.32)
Fund 5			
Revenue Total:	0.00	0.00	0.00
Expense Total:	0.00	(0.84)	(0.84)
Change in Fund 5 Balance:	0.00	0.84	0.84

08/17/2023
11:06 AM**THE EXPLORIS SCHOOL****Income Statement****Fiscal Year: 2023 Month: 13****Include Fund(s): 1, 2, 3, 5**

Page 1 of 1

Fund	Beg. Balance	MTD Actual	YTD Actual
Fund 1			
Revenue Total:	3,153,021.74	0.00	3,153,021.74
Expense Total:	3,338,882.44	0.00	3,153,021.74
Change in Fund 1 Balance:	(185,860.70)	0.00	0.00
Fund 2			
Revenue Total:	1,589,128.43	31,399.33	1,754,754.21
Expense Total:	825,717.22	65,849.97	1,422,164.30
Change in Fund 2 Balance:	763,411.21	(34,450.64)	332,589.91
Fund 3			
Revenue Total:	307,556.51	0.00	361,598.92
Expense Total:	328,792.60	0.00	361,598.92
Change in Fund 3 Balance:	(21,236.09)	0.00	0.00
Fund 5			
Revenue Total:	55,680.53	1,617.15	101,072.77
Expense Total:	51,206.04	0.00	57,491.58
Change in Fund 5 Balance:	4,474.49	1,617.15	43,581.19

THE EXPLORIS SCHOOL

Balance Sheet

Fiscal Year: 2023 | Fiscal Month: 13
Include Funds: All

Assets

2.1010.000.000.000.000.00	Cash OP FCIT 6528	568,737.15
2.1011.000.000.000.000.00	Cash - Reserve	1,217,967.13
2.1120.000.000.000.000.00	Accounts Receivable - Local Go	2,699.57
2.1160.000.000.000.000.00	Accounts Receivable - Non-Gove	30,316.91
2.1610.000.000.000.000.00	Prepaid Expenses	11,551.58
2.1611.000.000.000.000.00	Security Deposit	15,658.00
5.1010.000.000.000.000.00	Cash OP FCIT 6528	427,572.82

TOTAL Assets: 2,274,503.16

Liabilities

2.2010.000.000.500.000.00	Prior Year Expenses	65,849.97
2.2282.000.000.000.000.00	EEs' Flex Spending Deductions	(970.90)

TOTAL Liabilities: 64,879.07

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): 376,171.10

TOTAL LIABILITIES / RESERVES / INCOME: 2,274,503.16



THE EXPLORIS SCHOOL

Budget Analysis Report

Fiscal Year: 2024 | 7/01/2023 - 7/31/2023

Account	Budget	Period Activity	YTD Activity	Remaining Budget	% Used	EOY Projection
Revenues						
STATE REVENUE	3,155,393.00	274,484.78	274,484.78	2,880,908.22	8.70	3,155,393.00
LOCAL REVENUE	1,432,111.69	413.85	413.85	1,431,697.84	0.03	1,432,111.69
NCACCESS GRANT REVENUE	282,493.00	0.00	0.00	282,493.00	0.00	282,493.00
FEDERAL REVENUE	189,218.45	0.00	0.00	189,218.45	0.00	189,218.45
FOUNDATION REVENUE	30,000.00	0.00	0.00	30,000.00	0.00	30,000.00
B&A CARE REVENUE	92,000.00	0.00	0.00	92,000.00	0.00	92,000.00
Revenues	5,181,216.14	274,898.63	274,898.63	4,906,317.51	5.31	5,181,216.14
Expenses						
Account	Budget	Period Activity	YTD Activity	Remaining Budget	% Used	EOY Projection
SALARIES AND BONUSES	3,065,140.00	206,542.06	206,542.06	2,858,597.94	6.74	3,065,140.00
BENEFITS	643,733.21	48,327.21	48,327.21	595,406.00	7.51	643,733.21
BOOKS AND SUPPLIES	72,853.00	10,921.70	10,921.70	61,931.30	14.99	72,853.00
TECHNOLOGY	78,107.00	2,747.78	2,747.78	75,359.22	3.52	78,107.00
NON-CAP EQUIPMENT & LEASES	16,500.00	981.00	981.00	15,519.00	5.95	16,500.00
CONTRACTED STUDENT SERVICES	140,000.00	0.00	0.00	140,000.00	0.00	140,000.00
FIELD TRIPS/ACTIVITIES	30,508.69	0.00	0.00	30,508.69	0.00	30,508.69
STAFF DEVELOPMENT	8,000.00	300.00	300.00	7,700.00	3.75	8,000.00
ADMIN SERVICES	158,100.00	35,839.36	35,839.36	122,260.64	22.67	158,100.00
INSURANCES	32,400.00	23,442.00	23,442.00	8,958.00	72.35	36,342.00
FACILITIES	471,800.00	25,513.81	25,513.81	446,286.19	5.41	471,800.00
B&A CARE	59,500.00	0.37	0.37	59,499.63	0.00	59,500.00
CLUBS	3,653.00	0.00	0.00	3,653.00	0.00	3,653.00
CORONAVIRUS RELIEF FUND EXPENSES	12,446.00	0.00	0.00	12,446.00	0.00	12,446.00
VARIOUS GRANTS - NCACCESS	282,493.00	6,370.00	6,370.00	276,123.00	2.25	282,493.00
Expenses	5,075,233.90	360,985.29	360,985.29	4,714,248.61	7.11	5,079,175.90
SURPLUS/(DEFICIT)	105,982.24	(86,086.66)	(86,086.66)			102,040.24



THE EXPLORIS SCHOOL

Budget Analysis Report

Fiscal Year: 2023 | 13 Month

Account	Budget	Period Activity	YTD Activity	Remaining Budget	% Used	EOY Projection
Revenues						
STATE REVENUE	3,109,825.39	3,153,021.74	3,153,021.74	(43,196.35)	101.39	3,153,021.74
LOCAL REVENUE	1,426,626.82	1,582,192.05	1,582,192.05	(155,565.23)	110.90	1,619,818.87
NCACCESS GRANT REVENUE	200,000.00	86,141.05	86,141.05	113,858.95	43.07	86,141.05
FEDERAL REVENUE	276,126.26	275,457.87	275,457.87	668.39	99.76	275,457.87
FOUNDATION REVENUE	82,200.00	0.00	0.00	82,200.00	0.00	127,158.02
B&A CARE REVENUE	90,000.00	101,072.77	101,072.77	(11,072.77)	112.30	101,072.77
REVENUE - ACTIVITIES	0.00	172,562.16	172,562.16	(172,562.16)		172,562.16
Revenues	5,184,778.47	5,370,447.64	5,370,447.64	(185,669.17)	103.58	5,535,232.48
Expenses						
Account	Budget	Period Activity	YTD Activity	Remaining Budget	% Used	EOY Projection
SALARIES AND BONUSES	3,140,286.17	3,039,455.19	3,039,455.19	100,830.98	96.79	3,039,455.19
BENEFITS	659,992.88	600,299.09	600,299.09	59,693.79	90.96	600,299.09
BOOKS AND SUPPLIES	78,784.13	91,224.94	91,224.94	(12,440.81)	115.79	91,224.94
TECHNOLOGY	88,400.00	87,350.93	87,350.93	1,049.07	98.81	87,350.93
NON-CAP EQUIPMENT & LEASES	18,000.00	37,302.18	37,302.18	(19,302.18)	207.23	37,302.18
CONTRACTED STUDENT SERVICES	97,000.00	121,213.80	121,213.80	(24,213.80)	124.96	121,213.80
FIELD TRIPS/ACTIVITIES	15,200.00	186,071.58	186,071.58	(170,871.58)	1224.16	186,071.58
STAFF DEVELOPMENT	8,000.00	6,688.22	6,688.22	1,311.78	83.60	6,688.22
ADMIN SERVICES	209,550.00	196,714.06	196,714.06	12,835.94	93.87	196,714.06
INSURANCES	40,450.00	24,091.70	24,091.70	16,358.30	59.56	24,091.70
FACILITIES	468,144.00	452,810.80	452,810.80	15,333.20	96.72	452,810.80
B&A CARE	55,901.50	55,439.23	55,439.23	462.27	99.17	55,439.23
CLUBS	5,331.82	2,000.77	2,000.77	3,331.05	37.53	2,000.77
CORONAVIRUS RELIEF FUND EXPENSES	12,160.00	7,473.00	7,473.00	4,687.00	61.46	7,473.00
VARIOUS GRANTS - NCACCESS	200,000.00	86,141.05	86,141.05	113,858.95	43.07	86,141.05
Expenses	5,097,200.50	4,994,276.54	4,994,276.54	102,923.96	97.98	4,994,276.54
SURPLUS/(DEFICIT)	87,577.97	376,171.10	376,171.10			540,955.94
			Carry forward included in FY24 budget			(41,911.69)
			Add'l carry forward for FY24 budget revision			(714.63)
			Projected amount to be transferred to Reserves			498,329.62

Coversheet

Directors Report

Section:	III. Meeting Items
Item:	A. Directors Report
Purpose:	Discuss
Submitted by:	
Related Material:	August 2023 Exploris Leadership Team Board Report.pdf _New Staff Orientation & Onboarding 2023-2024.pdf _New Staff Orientation & Onboarding23-24.pdf 23-24 Staff Work Week Schedule.pdf Exploris IEP Process Flow Chart.pdf Universal expectations- staff draft.pdf



The Exploris School

Directors Report

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

Date: August 24, 2023

The following information is provided to the Board of Directors:

Enrollment

Grade Level	Active Enrollment	Class Sizes	Withdrawals Since 8/30/23 (10th school day)	2023/2024 Applications	Open Seats	# Remaining on Waitlist
Kindergarten	33	17/16	0	225	1	72
1 st Grade	36	18	0	109		66
2 nd Grade	38	19	0	125		102
3 rd Grade	38	19	0	98		75
4 th Grade	40	20	0	107		93
5 th Grade	38	19	0	95		29
6 th Grade	74	19x2/ 18x2	0	200	2	0
7 th Grade	75	19x3 / 18x1	0	118	1	64
8 th Grade	75	19x3 / 18x1	0	71	1	31
Total	447		0	1113	5	532

Student Support Team Report

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

Notes on Student Support and Behaviors: These numbers reflect the first 5 days of school. .

Updates on Goals/Issues for Discussion

School Improvement Plan (SIP) Progress:

Target Area #1 Student Support Alignment Progress:

- With input from EC, admin, interventions, and counseling teams, we revamped and updated [the EC process flowchart](#) to ensure better compliance and clearer directions on the referral process. This information was shared with the full staff so everyone has a clear understanding of the process.
- Reviewed [Universal Behavior Expectations](#) as part of the staff pre-service workweek

- Reviewed components of “Active Supervision” to help support student safety
- Reimagined some of the roles of the Before and After care programs, including a B&A Care staff training to start the year and creating a Coordinator role
- Developed a support plan for the counseling team while one of our school counselors is out on maternity leave
- Ensured all teams had both physical copies and digital access to all IEPs and 504 plans and reviewed with each team before students arrived for the first day of class
- The counseling team is meeting with each crew in these first few weeks of class to get to know students and let kids know what supports are available
- We are once again using My Hot Lunch Box to coordinate meal ordering for everyone and providing lunch for students whose families qualify for free & reduced price lunch.
- The counseling team has a robust food pantry program in collaboration with Inter-Faith Food Shuttle that was reorganized over the summer and will be in full use for Exploris families

Target Area #2 Instructional Alignment Progress:

- All staff participated in workshops during the pre-service week in topics like *The Science of Reading*, *Facilitating Numbers Sense*, *Co-teaching*, *ELA and Social Studies Integration*, and *Responsive Classroom for Global Arts Teachers*, led by experts from NCCAT and members of our own Exploris staff
- All staff participated in the MTSS process overview led by Jill Hemingway and Michelle Duncan
- Teams will have biweekly PLC meetings with the student support team to review data, look at progress reports from interventions, and adjust instruction as needed
- We are working on an alignment of Explorations k-8 that would create a unified Friday schedule so more cross-campus activities can happen and so the program can be more sustainable with current staff and less dependent on volunteers
- Teams worked on writing the first trimester Expeditions and deciding which standards would map to which projects and activities
- All staff received training in iXL, an adaptive program for gauging student progress and automatically assigning the next level of the skill
- We will be rolling out Panorama in the next few weeks, as one-stop program where student data from academics, behaviors, and social-emotional aspects can be correlated for a more 360 picture of student progress

Target Area #3 Community Engagement Progress:

- about 75% of our 6th grade students participated in the 6th grade orientation program, and families were invited to stay for a Q & A with Deb
- We had strong attendance at the Meet-the-teacher night, which was a drop-in style event for families and students to visit their new classrooms and ask questions
- We are coordinating with the PTO to help streamline communications, including the PTO Monday Minute
- The PTO hosted the annual Popsicles in the Park event on Sunday Aug. 20th so families could meet one another
- On the afternoon of August 3rd, the PTO and school leadership hosted a Kindergarten Meet-Up for the families of our youngest learners. Over 75 people from 27 families attended the event on the Exploris elementary playground.
- The kindergarten staggered entry process allows the opportunity for our families to opt-in to hearing and vision screenings for their children. Each day for the first 5 days of school, 8-9 kindergarten students come on campus, get to know each other, their teachers and the routines of the school day. On Wednesday, August 23rd, the both crews came for their first day together!

- The leadership team is reviewing the new legislation that impacts charter schools like SB49 and together with the Governance Committee will be looking to see impacts, if any, on our current handbooks and policies. We are also awaiting and will review any guidance from the Office of Charter Schools.

Human Resource Update

New Hires for Approval

Name	Position	Notes
Erik Clark	4th grade crew teacher	

Current Vacancies

None

Fiscal Operations Update

1. Budget Amendments Requested
2. Unpaid Invoices (Time frame for payment)
3. Identified Potential Short/Long Term Issues

Important Dates (Board Attendance Requested)

- Schedule a visit to drop in and see classes in action! Even a short drop by is welcome!
- Wed. September 6th at 6:30 Middle School Curriculum Night
- Thursday, September 7th at 6:30 Elementary School Curriculum Night
- October 14th 12:45-2:00 "Ring of Fire" Eclipse event



Welcome New Staff!!

Austin Cole 3rd	Taccata James 4th	Keith Knox 5th	*Amanda Whittington 5th
SJ Casar 6th	Hope Woodworth 6th	Marcella Brideson 7th	*Mariah Perry 7th
*Katie Edwards EC/MS	*Jackie Hyman EC/MS	*Jessica Harrison EC/ES	*Pam Reece EC/ES
*Michele Brown EC/ES	*Wade Thomas MS GA	Dawn Williamson EC/MS (will be in England)	Erik Clark 4th

**Returning staff member who started mid-year for 22-23*

Day 1 August 7th @ Elementary Campus- 17 S. Swain St.

Time	Topic	Who
8:00-8:45	Welcome/Meet & Greet/Breakfast Snacks Welcome to Exploris! Video Introduction <i>Get your Temporary Photo Taken for Website (Josh)</i> <i>School Tour with an Exploris Ambassador</i>	All Deb, Josh, Ethan, Leah
8:45-9:30	Sample PBL: Mystery Bones activity <ul style="list-style-type: none"> • Components of morning meetings! • Universal Attention Signal 	Deb
9:30-9:45	Break	
9:45-10:00	What It Means to Be a Charter School and a Charter School Teacher	Deb
10:00-10:30	Who We Are - Protocol Text Rendering	Ethan
10:30-11:00	Co-Teaching Choice Board	Leah
11:00-11:30	Field Experience Info: School Safety protocols Emergency Bags Protocols: Headcount for your group, notify school of your location and return time, bring your bags!	Josh
11:30-1:15	Exploris Core Values with Goosechase Lunch <i>(Bring your lunch or enjoy lunch provided by us!)</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 	Deb, Leah, and Ethan

	<ul style="list-style-type: none"> Understanding Achievement Reports Glossary--Common language/common understanding What is an Expedition? 	
3:00-3:30	Closing Reflection	Leah
4:00-5:30	Optional Drop In -- Meet & Greet w/ Leadership Team- Mordecai Beverage Company	

Day 2 Tuesday August 8th @ Middle Campus 401 Hillsborough St

Time	Topic	Who
8:30	Meet at ES for carpool; drive/walk to MS and informal walk through of the MS building Walkthrough MS Building	
9:00-10:00	Meet Support Staff, Kaizen Reps (Daniel & Tasha) Administrivia, Risk Protocols & Mandatory Reporting	Josh Michelle D. Deb & Ethan
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 	Deb & Leah
11:15-11:30	Break	
11:30-12:00	Insights from a Newbie	Noah? Tasha?
12:00-12:30	Computer and Key Checkout Resolve any outstanding Paperwork/Salary/HR Issues BTs check in with Leah on Mentor/BT Program details	Lenny Mary Margaret Leah
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 ;)		

Please see the next page for more information & resources!
(Please note we are still updating some of these items and links!)



The Exploris™ School
Empowering Learners to Change the World

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 Grades 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 Grades Director: Deborah Brown Deb's Cell 919-465-4401 MS Teacher Leader: Tasha Void Office Contact: Mary Margaret Moffitt</p>
<p>Josh Corbat, Director of Resources Work cell: (919) 412-2341 Personal cell: (567) 482-0582 Leah Ruto, Instructional Coach (919) 757-1384 Michelle Parkerson, School Improvement Coach (919) 696-2703</p>	

Asynchronous Work/Important Links

- ☐ Get school issued devices from Josh or Lenny
- ☐ Get door code from Mary Margaret
- ☐ Work with Josh to get your PowerSchool (NCEdCloud) Login
- ☐ Subscribe to [The Exploris Front Desk Google Classroom](#) with join code **x2kc3bc**
- ☐ Get to know your colleagues
 - ☐ Exploris Staff Visual Directory (staff listed with pictures– updated list coming soon!)
 - ☐ Staff List (staff listed by positions) (updated list coming soon!)
 - ☐ Staff Directory (staff contact information) (updated list coming soon!)
 - ☐ [Exploris Organizational Chart](#)
 - ☐ [Myers-Briggs Personality Profiles](#)- take the [quiz](#) and email mparkerson@exploris.org the results so your profile can be added!
- ☐ Benefits/HR- Continue to work with Mary Margaret to complete all required paperwork and/or get your questions answered.
 - ☐ [Benefits Booklet](#), Contact Cristina Piascik cp@inspeople.com
 - ☐ [Enroll in 401 K](#), Contact Andrew Rose arose@capfs.com
 - ☐ Review list of payroll dates
- ☐ Newsletters/Communication
 - ☐ Sign up for Front Office Google Classroom - Join Code x2kc3bc
 - ☐ Sign up for the PTO newsletter at www.explorispto.org
 - ☐ Subscribe to [NCDPI Email Updates](#) in areas of interest
 - ☐ Download Google Hangouts
 - ☐ Add campus and administrator contact info to your phone--emergencies happen!!
- ☐ Licensure

- ☐ If you hold a NC Teaching License, log into the [NCDPI Online System](#). (Use the links to help with forgotten username or password)
- ☐ Look under "Additional Activities" and select "Share license details with a School System of RALC" select "Add" and follow the steps to associate with Exploris
- ☐ Review Items from Folder & Other Administrivia
 - ☐ [Mission, Vision, Values](#)
 - ☐ [Exploris Glossary](#)
 - ☐ [Personnel Handbook](#) 22-23 (Updated Version Coming Soon)
 - ☐ [Family and Student Handbook 22-23](#) (updated version coming soon)
 - ☐ [2023-2024 Instructional Calendar](#)
 - ☐ [How to Request Leave](#) (3 mins) [Leave Form](#)
 - ☐ [Teacher Growth Process](#) and [Reflection & Feedback Rubric](#)
- ☐ Required Training/Policy Assurances
 - ☐ Policy Assurances Form (required of all staff/Coming Soon)
 - ☐ EpiPen Training (by 1st day of school) Email [Michelle Duncan](#) when finished (updated link coming soon)
 - ☐ Mandatory Mental Health Training for ALL New Staff (Completed by Oct. 1)
 - ☐ Emergency Preparedness and Crisis Manual (pay attention to P.25 and Link #4)
 - ☐ Emergency Contact List
 - ☐ Section 504 Compliance Training
 - ☐ Counseling Services Document
- ☐ Copy of Slide Show-for your reference
- ☐ Need supplies?
 - ☐ Each team has an instructional budget
 - ☐ Exploris supplies basics like paper, pens/pencils, post its, markers, etc
 - ☐ Also talk to Deb/Ethan and save receipts (up to \$100.00) for PTO to reimburse

Welcome!

New Staff Orientation

— The Exploris School 2023-2024 —

Introductions

Teacher Trap!

If I were setting a trap to try to catch you, what are three items you would find *irresistible* that I could use for bait?



Getting Started



- 7 Norms of Collaboration
- Agenda (Roadmap)
- Reference Documents (purple folders)
- Mission, Vision, Values, & Goals

Welcome to Exploris!

Video Introduction

Tour with Exploris Ambassadors

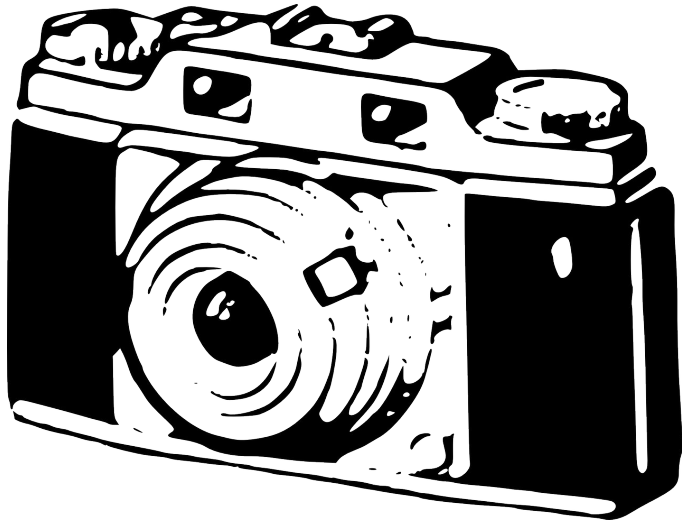
Gabe Stoddard

Dominic Collins

Daniela Hemingway



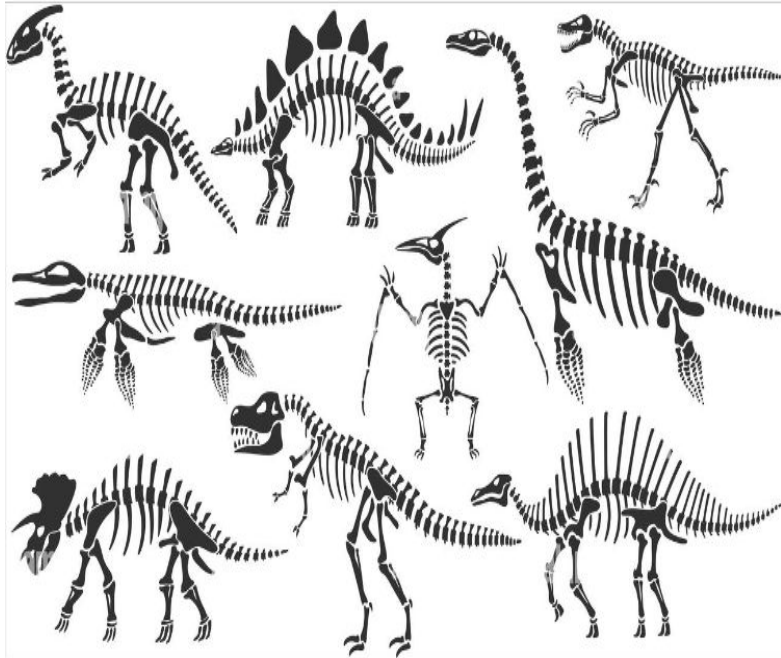
Photo Time!



If we don't already have a headshot from you, this will be your photo on the website until school pictures are taken in the Fall.

Say cheese!

8:45-9:30 Morning Meeting Activity!



Mystery Bones

Work together to:

- Cut up the bones
- Paste them into a skeleton (use them all!)
- Sketch the outline of your dino
- Give it a name!

Debrief

What “soft skills” did you need to use to be successful in this activity? (*Ex communication, conflict resolution, etc.*)

What roadblocks could you see scholars having with this task?

Besides the science and content of the lesson, what skills might we need to teach our scholars and guide them in practicing in order to work in collaborative teams in a PBL style process?



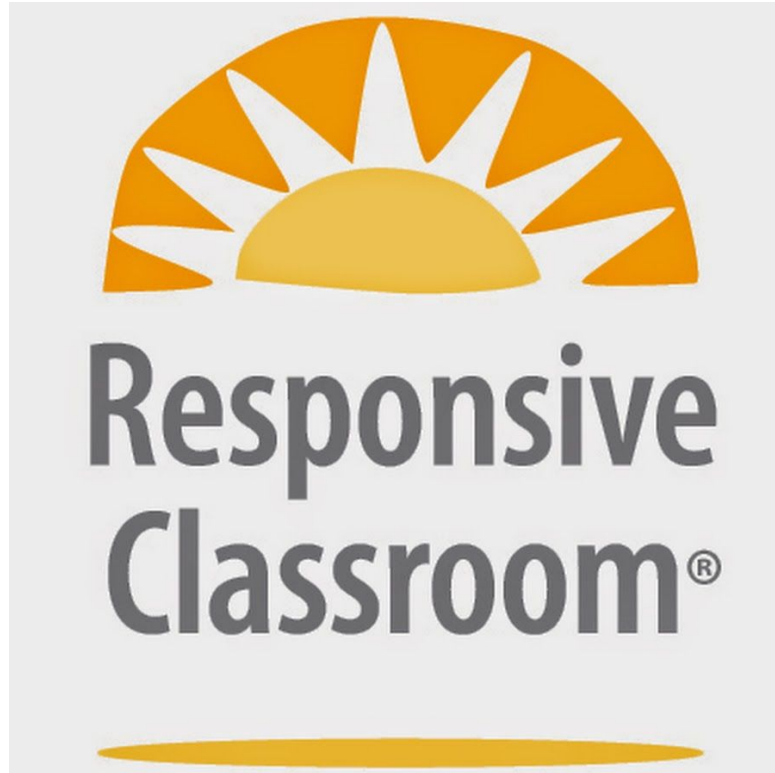
Exploris Universal Attention Signals

1. 🎵 Chime (auditory)
2. 🙋 Raised Hand (visual)

Five Tips for Success



Reflection



You just experienced the components of a Morning Meeting using the guidelines from **Responsive Classroom!** Throughout this week you will see some elements of RC and activities around this **Essential Question:**

How do we build community with our students and staff in the first 6 weeks of school using Responsive Classroom Practices?

RC: 4 Components of Morning Meeting



1. Greetings, where teachers and students welcome each other
2. Time for engaged sharing, where students and teachers share about something in their lives; the rest of the group practices active listening and can ask follow-up questions
3. Activities that promote teamwork and give students additional time to practice social and emotional skills
4. A morning message, which is a short note from the teacher that explains the day's events and objectives

Break 9:30-9:45



What is a Charter School?



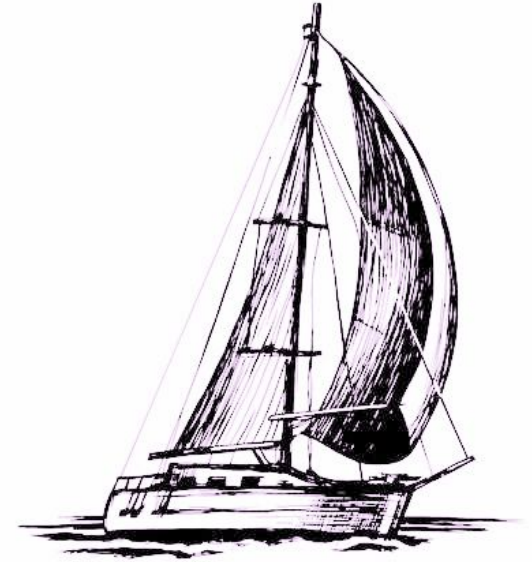
“Charter schools are living proof of what parents and teachers can do to reinvigorate public education.”

President Bill Clinton, The Weekly Address Of The President Of The United States, Washington, DC, 8/28/99

12

What Does it Mean to be a Public Charter School?

- Funding Differences
- Our Own School District
- Our Own Calendar
 - No After-Care on Early Release Days
 - Note about inclement weather
- Follow state standards and EOG testing
- Charters ARE public schools (*not* “Charters AND Public Schools”!)



What Does it Mean to be a Public Charter School TEACHER?



- Need to advocate for your school
- Need to advocate sometimes for your existence!
- Pay rates, benefits, can be different from county
- More intangible benefits
- Understand the political landscape

Answering Charter Mythologies

The MYTHS

- Charter don't have to take all students
- Charters take money from County Schools
- Charters resegregate
- Charters aren't accountable

REMEMBER:

*Educate, don't debate.
Step up; Step back*

The TRUTHS

- Open lottery, by state law
- The \$ belong to and follow the student, not the school
- Schools of choice; most work to increase access; county schools have transportation and other resources and are still segregated
- Families vote with their feet; Charters must take state tests; can be closed (and ARE closed!) if not performing, if not financially sound, if not in compliance

Exploris 101

— Basics of our Model: Mission,
Vision, and Core Values —

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.

Vision

Empowering learners to
improve our world

Core Values



Who are we?

- We are a program-free school that merges elements from many different approaches.
- For example:
 - Project Based Learning
 - Global Education
 - Responsive Classroom
 - Service Learning

BUT what does that mean?

Who are we?-- Text Rendering

Skim artifacts we use to guide our work. Mark the **sentence**, the **phrase**, and the **word** that seem particularly significant.

Artifacts Include:

- Video- Five Keys to Rigorous Project-Based Learning
- Founding Ideals
- Global Education
- Responsive Classroom
- EL Education (Crew)

Who are we?--Text Rendering

Rounds:

1. Share sentence & why you picked it
2. Share phrase
3. Share word

**Read and reflect on our collaboratively constructed answer.
How did this process support the learning?**

Field Experience Protocols

Communication is key!

- **Communicate early and often while planning.**
- **Always let the Campus Director and Operations staff member (Mary Margaret or Lisa) know:**
 - **Where you're going.**
 - **When you're leaving.**
 - **When you plan to return.**
 - **Any changes that arise while on the field experience.**

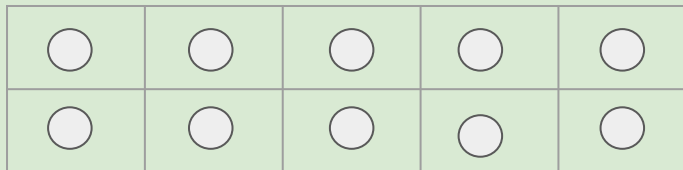
Field Experience Protocols

During the Field Experience

- **Constant, *active* supervision.**
 - **No phone use (except to occasionally check for Chats).**
 - **Face students while chatting with colleagues.**
- **Be aware of groupings; separate students that need distance.**
- **Monitor energy levels; try to intervene *before* things get to be “too much!”**

Walking around Town Rules for Safety

- **Line up 2x2**
- **Teacher** must always **cross** streets **first**, students follow behind quickly
- Always **stop at corners, intersections, parking entrance/exit** (wait on sidewalk, not at edge of curb and street)
- **Walk only** on **sidewalks** or in **crosswalks**.
- **No yelling** across the street to people you know or speaking with strangers, petting dogs, etc.
- **Keep your hands to yourself**; no swinging lunchboxes, water bottles, bags



- **Be Responsible-BE ALERT!!!**
- **Be Respectful-** no yelling, pushing, “flat tires,” playing, etc.
- **Be Safe- Face the front** of the line, talk to your partner. (If you can’t walk and talk, you won’t be allowed to talk.)

Emergency Bags

- **Two Pocket Folder with the Following**
 - **Grade level list with phone numbers for emergency**
 - **Hard copy of the medical form and plans**
 - **Crisis Manual**
 - **1 notebook**
 - **Copies of Incident Report Form**
- **Gallon Plastic Bag with the Following**
 - **2 pairs of Latex-free gloves**
 - **1 maxi pads**
 - **1 pack of Kleenex**
 - **2 ice packs**
 - **1 extra ziplock bag**
 - **1 permanent marker**
 - **1 pen**
 - **1 Ziplock with**
 - **bandaids (handful)**
 - **2 triple antibiotic ointment**
 - **6 alcohol wipes**
 - **Roll of gauze**
- **Good Idea/Optional Items**
 - **Rain Poncho**
- **Items to Add Before a Field Experience**
 - **Student Medications (Check out from Mary Margaret or Lisa)**
 - **Your Cell Phone (add school and important numbers to contacts)**
 - **Chaperone Lists & Contacts**
 - **Student Grouping List**

Goosechase & Lunch

— Core Values, Safety,
and Team Building —

Leaving the Building Routines

When taking students outside of your classroom:

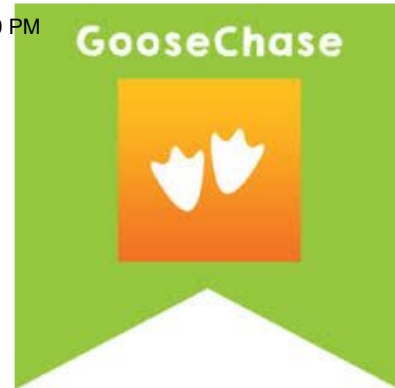
- Put a note in the Google chat so admin and front desk can locate you
 - Give destination
 - Give approximate return time
 - Ditto if it's just you leaving campus
- Students line up by 2s with an adult at head and foot of line.
 - Headcounts are a must at frequent intervals
 - Review & practice walking routines w your team
 - Scholars always wait at the crosswalks and cross together
- Take emergency supplies
 - Walkies
 - Emergency bags w Any student meds

Activity: GooseChase

Purple Team: Access Code Exploris1

Teal Team: Access Code: Exploris2

Green Team: Exploris3

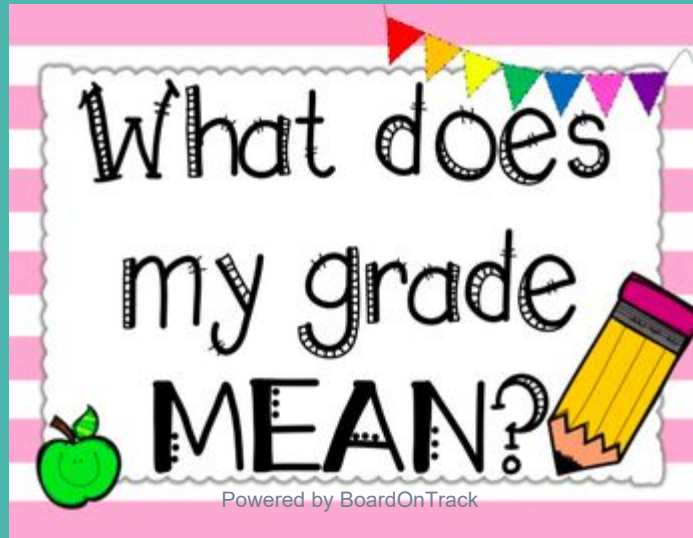


1. Download the GooseChase [iOS](#) or [Android](#) app.
2. Choose to play as a guest, or register for a personal account with a username & password of your choice.
3. Search for and select the 23-24 **Exploris New Staff Core Values Scavenger Hunt** game, or search for game code **3G1Z56**
4. Follow the prompts to select or create your player profile. If prompted, the password for the game is **Summer21**

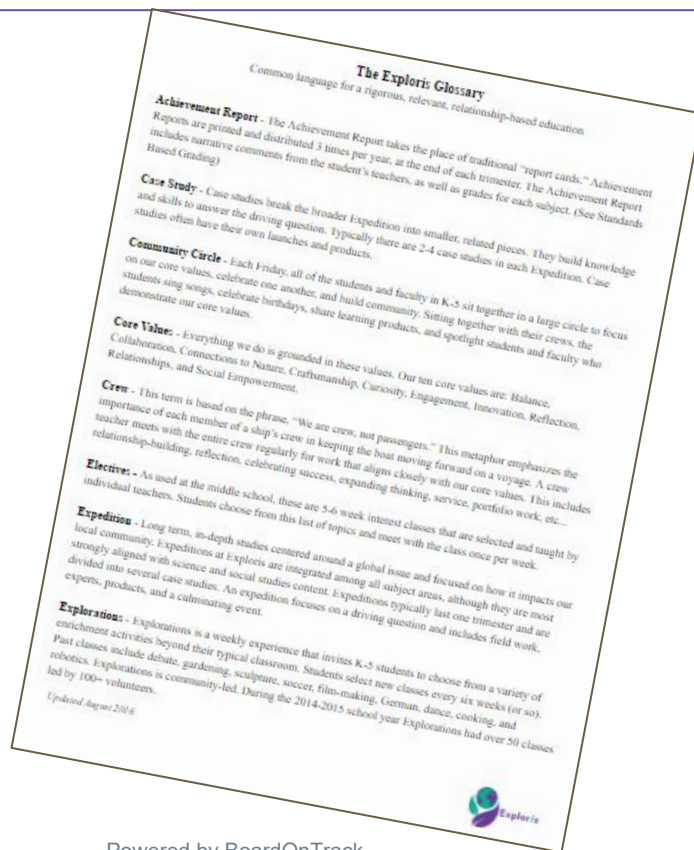


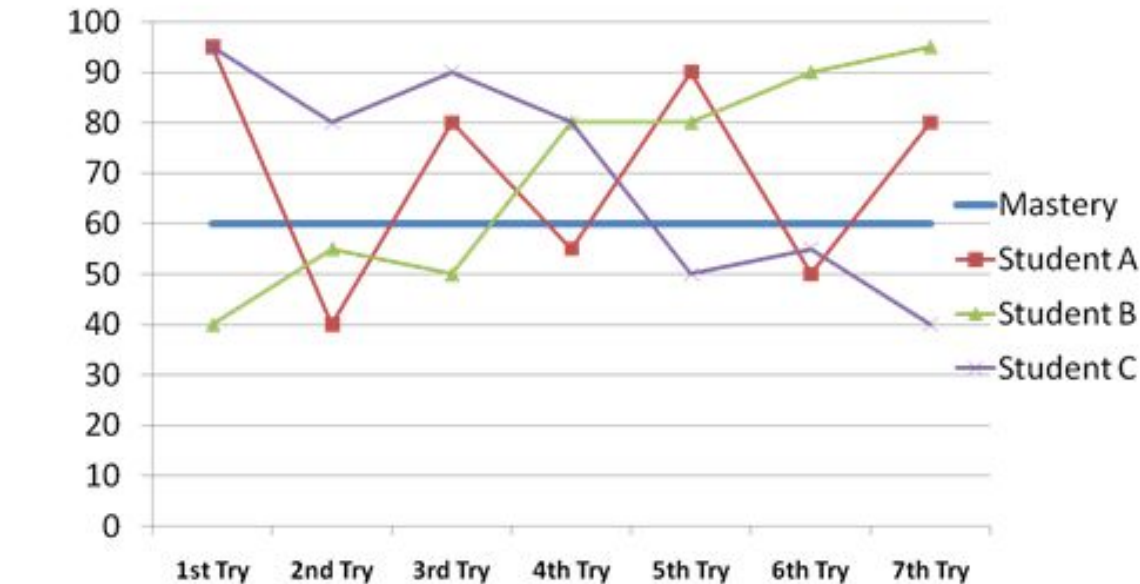
Please be our guest for lunch! As you wrap up your Goosechase you are welcome to eat here, outside at the picnic tables, or go off campus. Please be back in this space by 1:30 pm

Standards Based Grading & Explorisiness



Common Language: The Exploris Glossary





	1st Try	2nd Try	3rd Try	4th Try	5th Try	6th Try	7th Try
Student A	95	40	80	55	90	50	80
Student B	40	55	50	80	80	90	95
Student C	95	80	90	80	50	55	40
Mastery	60	60	60	60	60	60	60

Adapted from *Hot Desks for Learning: 3rd Edition* (© Edition 2009) (Innor, 2009)



Discussion Questions For The Parachute Packing Case

1. Which student will you choose to pack your parachute? Why?

2. If these were scores in a typical teacher's grade book, which students would pass? Which students would fail?

	1st Try	2nd Try	3rd Try	4th Try	5th Try	6th Try	7th Try
Student A	95	40	80	55	90	50	80
Student B	40	55	50	80	80	90	95
Student C	95	80	90	80	50	55	40
Mastery	60	60	60	60	60	60	60

**Each
student's
Average is
70**

What is Standards Based Grading?



Common Questions

1. Why do you use standards-based grading?
2. So you average together all the formative assessments to get the final score?
3. So the summative assessment is the thing that really counts, right?
4. In what ways does instruction need to change to make standards-based grading work?
5. How is it fair to the other students if some are needing more teaching and practice?

Why grade this way?

- Communicates more clearly to students
- Communicates more clearly to teachers
- Allows for more seamless adjustment to instructional plan
- Allows students to work toward a learning target (not one and done)
- Makes instruction and assessment more intentional
- Teachers growth mindset & craftsmanship

Assessment: Achievement Reports

Grade	What it Means	Shown As
Accomplished	The student has a solid and consistent command of the knowledge and skills. Accomplished is usually, but not always, a year end goal .	Ac
Developing	The student has a partial or almost solid command of the knowledge and skills. It is typical for students to end the first and second trimesters with multiple areas that are Developing as they progress toward Accomplished by the end of the year.	De
Beginning	The student has a limited command of the knowledge and skills. He/she is likely to need additional support to reach grade level standards.	Be

Achievement Report for Your child's name

01 Crew

Crew comments will appear in this top black box. Comments will be an overview of your child for the trimester.

"U" means "unassessed" when a student is not or cannot be assessed. Students are not given a "grade" in Crew.

CREW COMMENTS

Crew Comments

U

Each subject will be listed in the black bar. The units will be listed in the grey bars.

02 Common Core English LA 6

Comment: Citing text evidence is a skill we will work on all year. To demonstrate mastery with this skill, students must show consistent evidence of mastery at the appropriate reading level in a variety ways (orally, written, projects, discussion).

ELA Long Term Targets 2017-18

R/W: ELA/SS/Science: I can cite evidence like relevant facts, definitions, concrete details, quotations, and examples from the text to support my argument or explain connections clearly that support my thoughts, evaluation, and analysis.

De

R: I can read and comprehend texts independently and proficiently at the high end of grades 6-8: summarize, infer and draw conclusions about central/main ideas, key details, themes, etc..

De

SL: I can engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing own clearly.

Be

SL: I can present and exchange ideas, present claims and findings, communicate main ideas or themes using sound reasoning and well chosen facts, details with appropriate eye contact, adequate volume, and clear pronunciation.

Ac

W: ELA/SS/Science: I can construct a clear argument or claim using domain/discipline-specific language from a variety of sources.

Ac

W: I can apply writing mechanics: use correct grammar and usage when writing or speaking, as well as correct capitalization, punctuation, and spelling to send a clear message to my reader.

De

Each learning target that students have tackled is listed under the unit.

The student's progress on the learning continuum is noted in the white bar. This represents the level of achievement your child is showing at the time the report is printed.
Be- Beginning
De- Developing
Ac- Accomplished
U- Unassessed

03 Common Core Math 6

Expressions and Equations

(CCS.MATH.6.EE.1) Write and evaluate numerical expressions involving whole-number exponents.

Ac

(CCS.MATH.6.EE.2) Write, read, and evaluate expressions in which letters stand for numbers.

Ac

Assessment: Formative & Summative

Assessments are ongoing and take many guises.

- **Formative**
 - Check-ins - visual, whiteboards, walk arounds
 - Exit tickets
 - Short quizzes
 - Journals
- **Summative**
 - Tests/Assessments (see list in Glossary)
 - Final products
 - Presentations

All need to be documented in some way.

Assessments: A Few More Formative Ideas

- Exit tickets
- White Boards
- 3-2-1
 - 3 new things, 2 old things, 1 question (endless possibilities)
- Quick writes/summaries
 - Main idea, most surprising, most confusing, questions
- 4 corners
- Thumbs Up/Thumbs Down
- Warm-ups

Rubrics: Single-Point

- Breaks down components of assignment into different criteria
- Only describes the criteria for proficiency
- Does not list ways student could fall short or exceed expectations
- Teacher comments in both columns

Rubrics: Single-Point

Summary Writing		
Concerns Areas that need work	Criteria Standards for this performance	Advanced Evidence of exceeding standards
	Criteria 1: MAIN IDEA Clear main idea in the first sentence	
	Criteria 2: IDEAS The most important ideas are included	
	Criteria 3: Organization Ideas are connected in logical order (typically chronological)	
	Criteria 4: Word Choice Student writes his/her own words to create a summary that includes great word choice.	
	Criteria 5: No spelling, grammar and conventions errors.	

Rubrics: Single-Point

Teacher Reflection and Feedback Rubric - Observable Elements

Areas for Growth	Criteria	Highlights
	<p><i>Core Proposition #1: Teachers are committed to students and their learning. Observable elements:</i></p> <ul style="list-style-type: none"> Teachers recognize individual differences in students and adjust their practices accordingly Teachers maintain positive relationships with students Teachers design tasks that are active, interactive, appropriately challenging, purposeful, and connected 	
	<p><i>Core Proposition #2: Teachers know the subjects they teach and how to teach those subjects to students</i></p> <ul style="list-style-type: none"> Teachers know how their content is created, organized, and linked to other disciplines Teachers use student-centered instructional methods that connect to global and local issues Teachers vary their instructional approaches to meet learning goals and accommodate student dispositions Teachers use a variety of co-teaching approaches to effectively support learning 	
	<p><i>Core Proposition #3: Teachers are responsible for managing and monitoring student learning.</i></p> <ul style="list-style-type: none"> Teachers use formative assessment to assess student progress Teachers help students be immersed in the learning process and manage struggle Teachers design learning tasks and assessment opportunities that are relevant and encourage students to take ownership, make use of reflection, and set goals 	

Assessment: Standards Based Grading

- **Achievement Reports**

- Trimester
- Include standards (umbrella-ed, assessment, narratives)

- **Umbrellas**

- Large learning targets that encompass one or more standards
- Group like standards together
- Emphasize foundational skills

- **Targets**

- Standards written in kid and parent-friendly language
- More specific than umbrellas
- “I can” statements
- Often written directly on assignments/assessments

Back to the Glossary - Expedition

Expedition - Long term, in-depth studies centered around a global issue and focused on how it impacts our local community. Expeditions at Exploris are integrated among all subject areas, although they are most strongly aligned with science and social studies content. Expeditions typically last one trimester and are divided into several case studies. An expedition focuses on a driving question and includes field work, experts, products, and a culminating event.

Back to the Glossary - Expedition

Project Based Learning - This is the instructional approach we use to structure our Expeditions, and often our work in other learning, too. In Project Based Learning, students use sustained inquiry to explore a topic in depth. In addition to standards-based content, student learning includes critical thinking, problem solving, collaboration, and communication. Projects are framed around a challenging problem that is meaningful both globally and locally. Students make their work public by explaining, sharing, or presenting to people beyond the classroom.

Back to the Glossary - Expedition

Global Issue - The lens of an Expedition, and usually the starting place of the planning process. This lens of global issues and their impact on our local community is one thing that separates Exploris from other schools. Global issues include: population, poverty and equity, consumption, conflict and peace, basic human needs, discrimination and justice, environment, renewable and nonrenewable resources, and human migration.

Co-Teaching: The Model at Exploris

With 1-2 others select one from each category to explore and discuss.

Co-Teaching Choice Board



The Story Of One Expedition

“Long term, in-depth studies centered around a global issue and focused on how it impacts our local community”

Global Issue: Environmental Justice

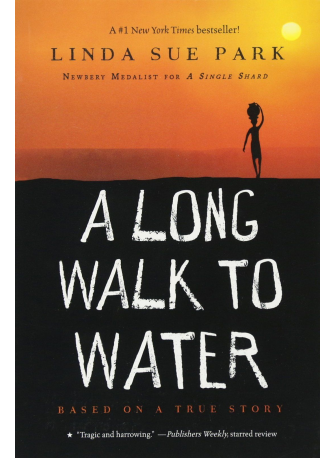
Driving Question: How can we secure the right to safe, clean, accessible, and affordable water for all humans?

The Story Of One Expedition

“Case studies break the broader Expedition into smaller, related pieces. They build knowledge and skills to answer the driving question.”

Case Study #1 - The Convergence of America

Using *convergence* as the overarching trimester theme, 8th grade students will analyze its definition through scientific, literary, and social lenses. They will investigate the results of water convergences in the local area by examining stormwater runoff, urban wetlands, the deregulation of Falls Lake, and the impacts of flooding. Additionally, students will explore how scarcity and water inequity impacted people through novels like *A Long Walk to Water* and articles discussing water inequity in the United States. Eighth graders will also examine the difficulties early Americans faced when cultures converged during the nation's infancy.



Field Experiences/Speakers

- [2021 American Indian Heritage Education Day](#) Students will have an interactive experience that brings American Indian history and culture to life. Visit teaching stations on storytelling, crafts, games, foodways, dancing, and music—staffed by members of the state’s eight state-recognized tribes. Listen to and participate in discussions about present-day American Indians.
- [North Carolina Virtual Museum](#) With your group, you are going to create and design a museum that tells visitors about the convergence of North Carolina. As curators, each member of your group will need to pick five different artifacts from the North Carolina Museum of History and explain why they’d make a great fit in your museum. Take a picture of each artifact with your phone (or a group member’s phone) so you can add it to your “virtual museum” next week.

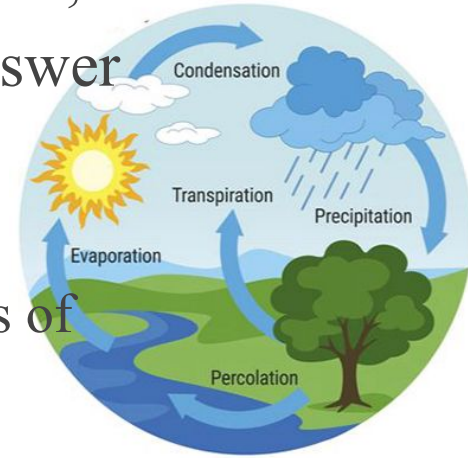


2nd Case Study

“Case studies break the broader Expedition into smaller, related pieces. They build knowledge and skills to answer the driving question.”

Case Study #2 - The Science of Water

- What are the properties of matter and physical properties of water? Why is it unique?
- Writing - Eighth grade students use several sources to research a topic to answer questions about it and plan for future investigation that narrows the focus of the topic. (Fish Kill Simulation)



Field Experiences/Speakers



Dr. Ryan E. Emanuel

@WaterPotential Follows you

Lumbee professor and scientist. I work on ecohydrology, climate change, environmental justice & Indigenous rights. he/him

North Carolina, USA go.ncsu.edu/waterpotential

Joined January 2017

1,285 Following 3,226 Followers

Not followed by anyone you're following

Tweets

Tweets & replies

Media

Likes

Pinned Tweet



Dr. Ryan E. Emanuel @Wate... · 7/20/17 ...

I shared my critique of Atlantic Coast Pipeline's [#EnvironmentalJustice](#) analysis w/feds, now I'm sharing w/everyone.

science.sciencemag.org/content/357/63...

3

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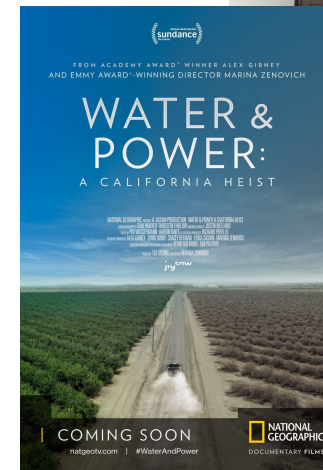


Case Study 3

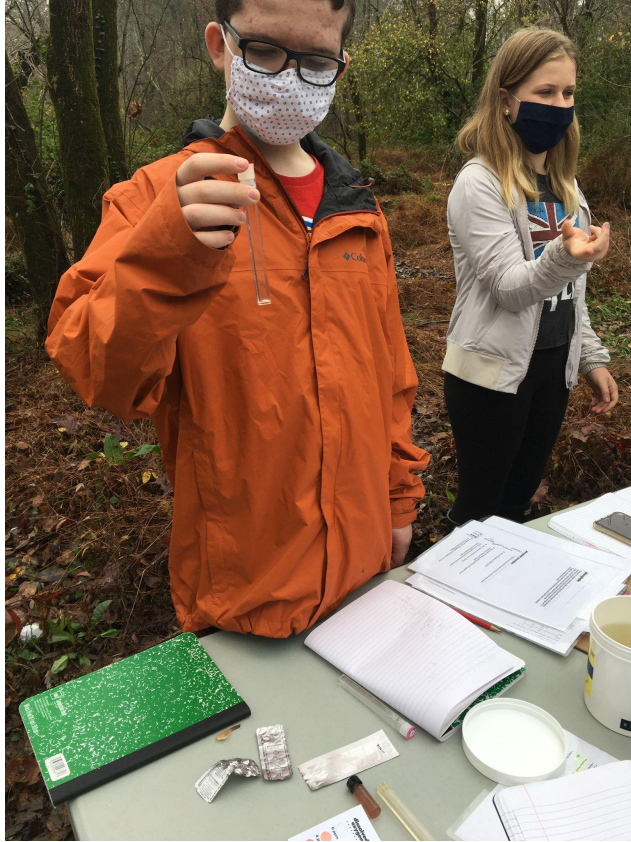
“Case studies break the broader Expedition into smaller, related pieces. They build knowledge and skills to answer the driving question.”

Case Study #3 - Hydrosphere

Students study the hydrosphere to understand the importance of the ocean and human impact. They learn about ecosystems and organisms in the ocean and determine what factors impact water quality. Students are assessed by taking a hydrosphere test; doing a stream study to determine stream health and writing a report about the results; and analyzing the effectiveness of persuasive techniques used in documentaries like *Mission Blue*, *Water & Power*, *Bigger Than Water*



The Story Of One Expedition



Culminating Event

Culminating Event: Design For Change

- In the culminating event, students choose an issue related to water. They follow the Design for Change process to *Feel, Imagine, Do, and Share* a solution to their chosen problem around water. Students shared their work in a showcase to parents, community members, and other students.

SHOULD ALL U.S. CITIZENS HAVE THE RIGHT TO CLEAN, ACCESSIBLE WATER?

PANELISTS:



Mona Hanna-Attisha, MD, MPH

Dr. Hanna-Attisha is associate professor of pediatrics at Michigan State University College of Human Medicine and director of the pediatric residency program at Hurley Children's Hospital in Flint, Michigan. Dr. Hanna-Attisha received her bachelor's and Master's of Public Health degrees from the University of Michigan and her medical degree from Michigan State University College of Human Medicine. She completed her residency at Children's Hospital of Michigan in Detroit, where she was chief resident. In 2015, Hanna-Attisha was heralded internationally for her study that exposed elevated lead levels in Flint children. Today, Dr. Hanna-Attisha directs the Michigan State University Hurley Children's Hospital Pediatric Public Health Initiative, an innovative and model public health program to research, monitor and mitigate the impact of the Flint Water Crisis and help all Flint children grow up healthy and strong.



Evan Kane

Mr. Kane is the manager of Wake County's permitting, testing, and technical assistance programs for domestic wells. Previously he worked for the North Carolina Division of Water Resources and Division of Water Quality for 14 years studying water quality, developing rules and regulations to protect water quality, and writing permits for injection wells. He has also worked in the private sector investigating contaminated industrial sites. He currently serves on the City of Raleigh's Stormwater Management Advisory Commission. He has bachelor's and master's degrees in geology from NC State. Evan grew up in Greenville, North Carolina and lives in Raleigh with his wife, Debbie, two daughters, two dogs, and six chickens. He enjoys running, fishing, and playing music with his kids and in a community orchestra.



Back to the Glossary -Other Words You'll Hear

- Crew
- Chime
- Global Arts
 - Art
 - Connected World
 - Movement (ES) and Wellness (MS)
 - Music (ES Only)
 - Seminar (MS Only)
- Field Experience
- Explorations

Finishing Up Day 1!

- Take a notecard
 - On the front, write down your favorite “takeaways” from today
 - On the back, write any questions you’d like answered tomorrow.
- See you at 9:00 am tomorrow at the Middle! (Carpool if you can!)



Tomorrow!

- Arrive at 8:30 to carpool to middle school (parking is very limited). We will begin at the middle school at 9:00am.
- Agenda:
 - Tour MS
 - Administritivia
 - Risk Protocols & Mandatory Reporting
 - PBL
 - Miscellaneous: computers, keys, HR needs, beginning teacher chat
 - Open work time
- All Staff Kick-off is Wednesday here at the Elementary Campus



Tuesday, August 8th

**Welcome
Back!**





Check in!

Turn & Talk:

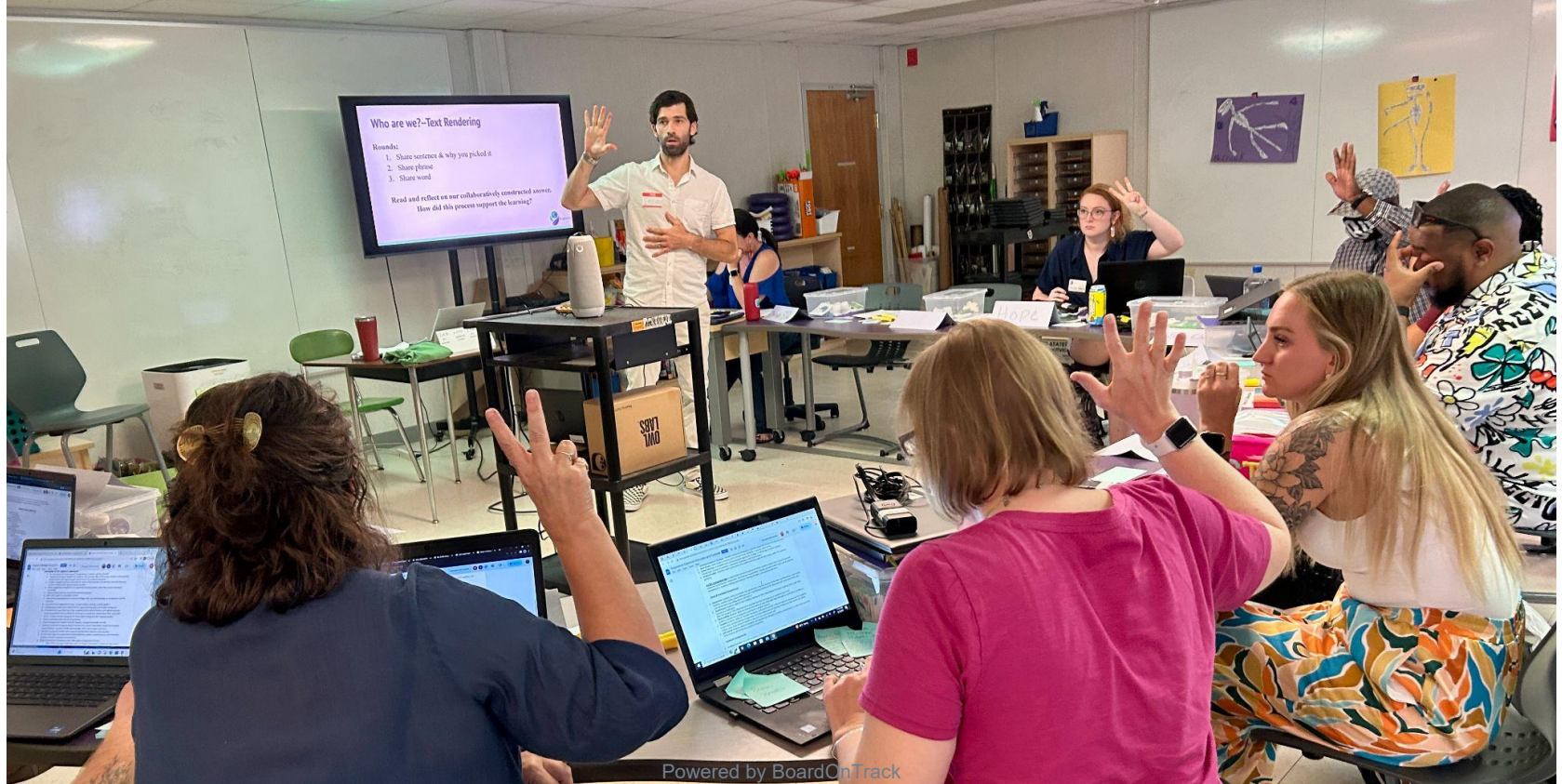
Which picture do you most connect with this morning?



Powered by BoardOnTrack



Goosechase Results! [video link](#)





Administrivia: Grab Bag of Topics!

- Handbooks & policy assurances
- Kid safety & crisis manual
- The Front Desk Google classroom
- [Sick Leave and Getting Subs](#)
- spending/reimbursements
- Working hours
- Internal communication norms
- Keys & codes
- parking
- Leaving the building
- Social media/communicating with families
- PTO, School Board, and Foundation
- [Leadership Org Chart](#): what is Kaizen, who is my boss, etc
- How are teachers reviewed/observed/evaluated/given feedback etc
- Staff dress
- Lisa & Mary Margaret: introductions, Powerschool & Attendance, etc
- Testing at Exploris (MAP 3 x, EOGs, etc)
- Sign up for the PTO newsletter at www.explorispto.org
- Budget, grants

The Front Desk:

Join Our [Google Classroom for all Administrative & Operations Items](#)

- Click on the link above to join
- OR: go to your Exploris Email
 - In the upper right hand corner, click the square with nine dots
 - Select "Google Classroom"
 - Look for "The Front Desk"
 - Use Join Code **x2kc3bc**

Student Services Team

The Student Services Team works together with students, staff, families, and community members to remove barriers, address needs, and provide academic, behavioral, social-emotional support for each child to reach their full potential

Who is part of the Team?



Michelle Duncan: Student Services Coordinator and Counselor, both campuses

Matt Moreland: Counselor, mostly ES

Ryan Boney: Counselor, mostly MS

Jessica Roberts: Social Worker

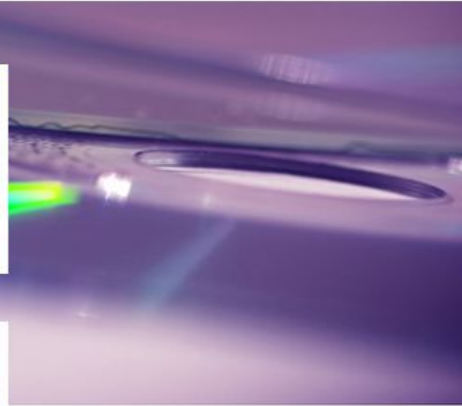
Student Services Team- Important things to note

1. Mental Health Plan
2. Emergency Preparedness Manual
 - a. Threat to self or others
 - b. Abuse and Neglect
 - c. Bullying Policy
3. Section 504 Training
4. Teacher Referrals and Grade level Folders
5. Entering information into Jump rope

Project Based Learning



Crafting Effective Projects



Projects or Project Based?



PROJECTS

- Assigned at the end of the unit
- Evaluative
- Stand-alone
- Designed to apply or enrich what has been learned
- Usually a synchronous experience

PROJECT-BASED

- Guiding question or problem given at the start of the learning experience
- Skills are learned and practiced as a way to complete the project
- Creation of the product is integrated to the skills acquisition
- Asynchronous learning
- Community connections & networks

Table Talk



What is an example of an effective project you've managed in your classroom or an effective project you've seen somewhere else?

Describe what happened and why it was successful!

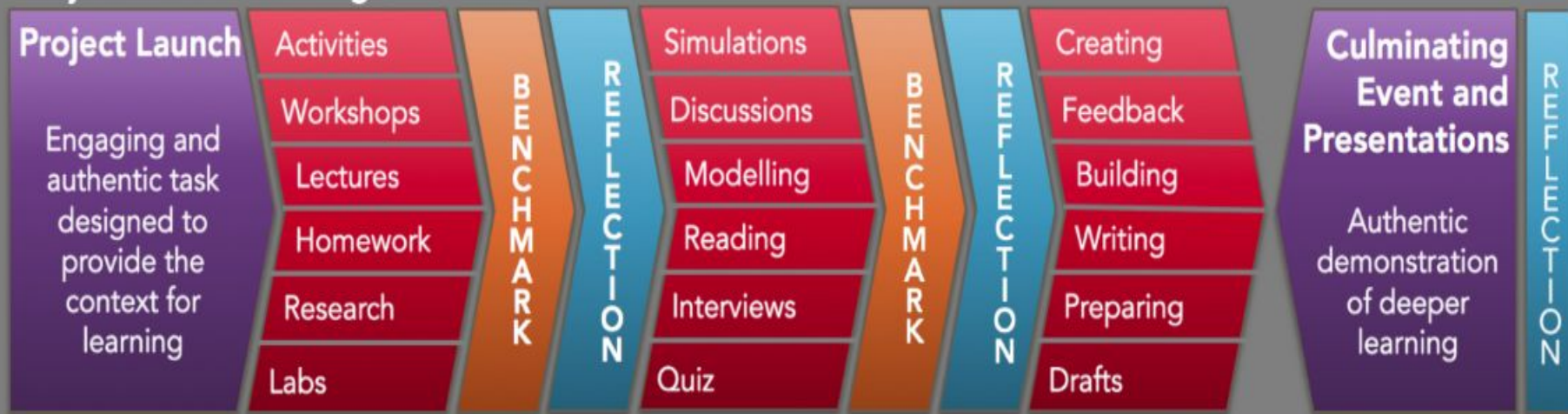


Doing Projects vs. Project Based Learning

Traditional Unit with Culmination Project



Project Based Learning Unit



Why PBL?



We live in a project-based world

- Half of our kids will end up in the freelance economy
- Half will work for someone but will manage work in projects
- We should help kids become metacognitive about being a project manager
 - able to show people a portfolio of things they have done
 - should be a distinctive confidence to PBL students

Beyond the 3 Rs



and into the 4 Cs

- Communication
- Collaboration
- Critical Thinking
- Creativity



In a Nutshell



- **Students are given a real-world problem to solve**
- **The project is mapped to learning objectives**
- **Students work in cooperative teams**
- **Instruction is differentiated through workshops, playlists, assorted resources**
- **Final presentations or products are shared outside of the classroom and have real-world impact and meaning**
- **Reflection on the process**

Break 11:15-11:30



Conversations with Newbies!

Hear from some of our more recent Exploris team members and ask anything at all!

Welcome Noah & Tasha!

Parking Notes



Powered by BoardOnTrack

Tomorrow's Whole Staff Agenda

<u>Date and Time</u>	<u>Location</u>	<u>Title/Description</u>	<u>Who Attends</u>
Wednesday, August, 9, 2023			
8:00-8:30 am	Elementary Campus Multi-Purpose Room	Breakfast is Provided and Staff Mingle	All Staff
8:30-9:00 am	4th Grade Classroom	Welcome and Introductions of New Staff	All Staff
9:00-9:45 am	4th Grade Classroom	Year-Long Professional Development: Nakama	All Staff
9:45-10:00 am		BREAK	
10:00-11:00 am	5th Grade Classroom	Beginning Teacher and Mentor Orientation	Mentors: Cori, Jessie, Emily, Jen, Ashley, Amanda, Pam, Daniel Beginning Teachers: Carolyn, Michele B., Lyndsey, Austin, Keith, Noah, Hope, Mariah, Katie
10:00 or 11:00-4pm	Classrooms	Team Planning	All Staff

Thank You! We are excited to have you on our team!

— Staff will be available for —
questions and help throughout
the afternoon.



Exploris Staff Work Week Schedule

August 9-15, 2023



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 a strong team and pedagogical approach to supporting strong academic growth in our scholars all year?*

<u>Date and Time</u>	<u>Location</u>	<u>Title/Description</u>	<u>Who Attends</u>
Wednesday, August 9, 2023			
8:00-8:30 am	Elementary Campus Multi-Purpose Room	Breakfast is Provided and Staff Mingle	All Staff
8:30-9:00 am	Multi Purpose Room	Welcome and Introductions of New Staff	All Staff
9:00-9:45 am	Multi Purpose Room	Year-Long Professional Development: Nakama	All Staff
9:45-10:00 am		BREAK	
10:00-11:00 am	5th Grade Classroom	Beginning Teacher and Mentor Orientation	Mentors: Cori, Jessie, Emily, Jen, Ashley, Amanda, Pam, Daniel Beginning Teachers: Carolyn, Michele B., Lyndsey, Austin, Keith, Noah, Hope, Mariah, Katie
10:00 or 11:00-4pm	Classrooms	Team Planning	All Staff



Exploris Staff Work Week Schedule

August 9-15, 2023

Thursday, August 10, 2023			
9-12pm	3rd Grade Classroom	NCCAT: Emily Myers Facilitating Number Sense Routines, K-5 Will focus on research-based number sense routines that support students' reasoning skills. Join us as we explore routines that build an understanding of number properties, contribute to fluency, and support math discussion.	K, 1st, 2nd, 3rd, 4th, 5th Grade Teams ES Interventionists ES EC Staff
9-11am	6 East	Co-Teaching w/Leah Ruto	6th, 7th, and 8th Grade Teams MS EC Staff
9-11am	Art Room, Elementary	Responsive Classroom: Specials w/Michelle Parkerson	All Global Arts Staff
1-4pm	3rd Grade Classroom	NCCAT: Emily Myers Authentic Problem-Solving in Secondary Mathematics <i>Authentic Problem-Solving in Secondary Mathematics</i> will explore problem-solving routines as a vehicle for engaging students in mathematical thinking. Educators will engage in routines such as 3 Reads, which support students in making sense of mathematics. These strategies will be based on concepts from the grades 6-8 NC Standards.	6th, 7th, 8th Grade Math Instructors MS Interventionists MS EC Staff
1-3pm	2nd Grade Classroom	Co-Teaching w/Leah Ruto	K-5th Grade Teams ES Interventionists ES EC Staff
1-3pm	Art Room, Elementary	Explorations Planning Work Session	Deb, Ethan, and Josh All Global Arts Staff
1-3pm	8 North	ELA & SS Integration w/Cori & Jessie	6th, 7th, 8th Grade ELA Instructors



Exploris Staff Work Week Schedule

August 9-15, 2023

Friday, August 11, 2023			
9-12pm	5th Grade Classroom	NCCAT: Gin Hodge Science of Reading: K-8, Cross-Disciplines This session focuses on best practices for literacy instruction based on reading science. Due to advancements in cognitive science, we know more about how our students learn to read than ever before. We will spend quality time looking closely into best instructional practices that support the Science of Reading. This session will provide strategies for foundational literacy skills including phonological awareness and fluency, among others to be used in whole-group or small-group instruction.	All Global Arts Staff 6th, 7th, 8th Grade Teams MS Interventionists MS EC Staff In this session or in the afternoon session: 3rd Grade Staff ES Interventionists ES EC Staff Remaining staff have the morning to plan.
1-4pm	5th Grade Classroom	NCCAT: Gin Hodge K-5 Writing What is needed to learn to write? Our students must receive adequate practice and instruction in writing because writing does not develop naturally. A basic goal for North Carolina elementary teachers is to teach our pupils to write effectively and flexibly. This session will share evidence-based best practices for teaching writing to our kindergarten through fifth graders.	K, 1st, 2nd, 4th and 5th Grade Teams In this session or in the morning session: 3rd Grade Staff ES Interventionists ES EC Staff Remaining staff have the afternoon to plan.



Exploris Staff Work Week Schedule

August 9-15, 2023

Monday, August 14, 2023			
8:30-9:30 am	4th Grade Classroom	Universal Expectations w/Leadership Team School-Wide Behavior Norms, Field Experiences, Student Supervision	All Staff
9:30-9:45 am		BREAK	
9:45-11:45 am	4th Grade Classroom	MTSS & Student Supports w/Jill Hemingway & Michelle Duncan Multi-Tiered Student Support Overview, Student Support Services and Panorama Introduction	All Staff
11:45-12:45 pm	Location of Choice	LUNCH	
12:45-1:45 pm	4th Grade Classroom	EC Structures and Processes w/Leadership Team	All Staff
1:45-4:00 pm	Classrooms/Workspaces	Team Planning and Meet the Teacher Prep	All Staff
4:00-6:00 pm	Classrooms	Meet the Teacher Open House Informal scholars and parents drop-in format	All Staff



Exploris Staff Work Week Schedule

August 9-15, 2023

Tuesday, August 15, 2023			
8:00-10:00 am	Classrooms/ Workspaces	Flexible Arrival and Planning Time	All Staff
10:00-11:30 am	Location of Choice Zoom Session: https://zoom.us/j/91784776708	IXL Mandatory Professional Development	2-8 ELA and Math Instructors, including all interventionists and EC staff
12:00-1:30pm	Elementary Multi-Purpose Room Middle School State Room & 8 North	Campus Specific Lunch and Meeting w/Deb or Ethan Lunch will be provided from Armadillo Grill by our PTO. Staff members will fill a plate and then join for the meeting and we will eat and learn together!	All Staff at their respective campus
1:30-4:00 pm	Classrooms/ Workspaces	Planning and EC Round-Up (all teams will schedule a meeting at their own preference this afternoon with their EC case managers and counseling to review IEPs and 504s)	All Staff



The Exploris School IEP Process Flow Chart



This flow chart illustrates the IEP referral process at Exploris. Start at the top and follow the arrows downward to guide you through the phases. Please note there are areas on the chart where the process can halt depending on student needs. [Linked here is a more detailed chart of the entire referral process.](#)

Phase 1: Recognition Student exhibits atypical needs compared to peers. [Link to intervention checklist.](#)



Phase 2: Pre-referral The goal is to support students not responding to core instruction. When a student struggles, they are provided [interventions by adult caregivers and a school-based team](#) through our [Standard Treatment Protocol](#).

- During this phase, response to intervention data is gathered over **8-12 weeks**.
- Vision/hearing screening is administered while student is in intervention.
- The Student Support Team and Intervention Coordinator meet every other week with teachers to review data and monitor progress. This process gives Exploris staff the data needed to make a productive referral.
- If student is not making progress through intervention, the MTSS Coordinator will complete a formal referral to EC.
- Following this practice is in line with the [Individuals with Disability Education Act \(IDEA\)](#) and gathers the information public schools are required to provide as part of Child Find, which insures school are going through the process to help identify students who need special education.





The Exploris School IEP Process Flow Chart

Successful intervention! Student returns to core instruction. Teacher continues to monitor and differentiate instruction as needed.

Supplemental (2x per week) and intensive (4x per week) intervention not successful (Proceed to EC Referral)



Phase 3: Referral Student is officially referred for evaluation to determine eligibility for special education.

- Process has a **90-Calendar-Day** window. Schedule initial referral **meeting** within **10 days** of written notice.
- Not all referrals lead to evaluation. IEP team meets to review current data to see if further evaluation is needed or determine if interventions or a 504 plan is more appropriate.
- A parent request for special education services automatically start the **90-Calendar-Day** window for referral.



Phase 4: Evaluation With consent of adult caregivers, the student is evaluated for special education services. Assessments (ex. speech, psych and OT) are determined at the referral meeting and provide info. to determine the unique needs of the student. Every assessment is not given for every student.

- Evaluations completed and eligibility determination meeting scheduled within **45-60 days** of the initial referral meeting. Sometimes, adult caregivers request an interpretive meeting to review testing results.





The Exploris School IEP Process Flow Chart

Phase 5: Eligibility IEP team **meets** to determine if the student is eligible for special education. The student must have a disability that negatively impacts his/her educational performance and the child needs special education services in order to benefit from education. [Link to requirements for EC.](#)

- Some students have a health diagnosis that requires an accommodation, but not specially designed instruction. In these cases, the IEP team could refer the student for a 504 plan instead.



No disability is noted that impacts educational performance. Special education not required. Process stops and student is referred to interventions again.



Determination that a disability impacts educational performance and eligibility is determined for special education services in a specific area. [Link to a list of different categories of disability.](#)





The Exploris School IEP Process Flow Chart

Phase 6: IEP Process (IEP and LRE) A multidisciplinary team of parents, general and special education teachers, administrators and others meets to develop the **Individualized Education Plan (IEP)**. The document guides the special education program that will be provided for the student. The IEP team must also determine the **least restrictive environment (LRE)** and provide justification in the IEP for more restrictive placements.



Phase 7: IEP Implementation (FAPE) The entire IEP team is responsible for ensuring the IEP is implemented. Annual reviews occur at anytime to assess present levels based on data collected from IEP goals.



Phase 8: IEP Reevaluation Each year, the IEP team is required to meet for the dual purpose of evaluating the implementation of the current IEP and to develop the next annual IEP.

- Reevaluation process **can extend past the 90-day timeline** used for initial referrals.
- Reevaluation must be held by its due date **every 3 years**.



Exploris Universal Expectations

Craftsmanship * Connections to Nature * Curiosity * Innovation * Reflection * Relationships * Responsibility * Social Empowerment

	Be Responsible	Be Respectful	Be Safe
Hallway	<ul style="list-style-type: none"> Hands to self Face forward (shoulder toward the wall) Leave space between you and others 	<ul style="list-style-type: none"> Voices Off (Level 0: no talking) Walking feet 	<ul style="list-style-type: none"> Keep personal items safely in hand Stay on the right side
Restrooms	<ul style="list-style-type: none"> Put paper towels in trash Clean any mess you create or notice Hands to self 	<ul style="list-style-type: none"> Voices Quiet (Level 1: quiet voice) Considerate of others' privacy (focus on yourself) Wait your turn 	<ul style="list-style-type: none"> Let adults know of any issues Keep water in the sink Wash your hands with soap and water
Playground/ Outside	<ul style="list-style-type: none"> Hands to self Leave space between you and others Dress for the weather 	<ul style="list-style-type: none"> Voice Level 2-3: Presentation Voice Include your classmates Follow the rules of the game and be encouraging 	<ul style="list-style-type: none"> Stay in your assigned class zone Leave nature where you find it Bring in what you brought out
Lunchtime/ Snack	<ul style="list-style-type: none"> Hands to self Put away electronics Remain in your seat/space 	<ul style="list-style-type: none"> Voice Level 1-2: Inside voice Be considerate of others Raise your hand if you need help 	<ul style="list-style-type: none"> Clean hands before you eat Calm body Leave no trace (pack out trash)
Shared Spaces	<ul style="list-style-type: none"> Leave the space clean Push in chairs Stay in your designated space 	<ul style="list-style-type: none"> Use the appropriate volume level for the space Follow adult directions Be considerate of others 	<ul style="list-style-type: none"> Be supervised by an adult (within line of sight) Use materials the way they are intended Return materials when you're done with them

Coversheet

Board Business

Section:	III. Meeting Items
Item:	B. Board Business
Purpose:	Discuss
Submitted by:	
Related Material:	_ 2023-2024 The Exploris School Board Meeting Schedule.pdf



2023-2024 The Exploris School Board Meeting Schedule

-Meetings are on the 4th Tuesday of each month at 4:30 pm

-This calendar does not include committee work sessions

-The November meeting will likely be committees only unless there is pressing Board business

Month	Date	Notes
July	7/27/23	New Board terms begin
BOARD RETREAT	TBD	Onboarding and Orientation for all members
August	Aug. 24th	
September	Sept. 28th	
October	Oct. 26th	
November	No meeting	Thanksgiving week (Traditionally only committees meet this month; a full Board mtg can be called if needed.)
December	Dec. 14th	Moved one week early to account for Exploris's closure for winter break
January	Jan. 25th	
February	Feb. 22nd	
March	Mar. 21st	Moved one week earlier to accommodate spring break
April	April 25th	
May	May 23th	
June	No Meeting	only committees meet this month; a full Board mtg can be called if needed.