



## The Exploris School

### The Exploris School Board Regular Monthly Meeting

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#### Date and Time

Thursday March 27, 2025 at 4:30 PM EDT

#### Location

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

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#### Agenda

	Purpose	Presenter	Time
<b>I. Opening Items</b>			<b>4:30 PM</b>
<b>A.</b> Record Attendance		Edward Buchan	1 m
<b>B.</b> Call the Meeting to Order		Steven Darroch	1 m
<b>C.</b> Approve Minutes	Approve Minutes	Edward Buchan	2 m
Approve minutes for The Exploris School Board Regular Monthly Meeting on February 27, 2025			
<b>D.</b> Public Comment		Steven Darroch	15 m
PUBLIC COMMENT			

	Purpose	Presenter	Time
	<p>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.</p> <p>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.</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.	Board Development: Rosewood Facilities Update	Josh Corbat	25 m
	<ul style="list-style-type: none"><li>• Rosewood will present a Facilities Project update to the Board.</li></ul>		
F.	Introduction Of New Board Members	Deborah Brown	10 m
	<ul style="list-style-type: none"><li>• Welcome Susan Singer, Sean Riley, and Dr. Valencia Hicks-Harris</li><li>• Introductions and Brief Remarks</li></ul>		

II. Committee Reports

5:24 PM

	Purpose	Presenter	Time
<ul style="list-style-type: none"> <li>• The Board oversees the membership and work of each Committee.</li> <li>• Committees present their latest minutes and action items to the Board. The Board makes all official decisions regarding Committee recommendations.</li> </ul>			
<b>A. Governance</b>	Vote	Deborah Brown	10 m
1. Board Recruitment Update 2. Vote: Proposed Meeting Calendar for 2025-2026 (see attached in packet)			
<b>B. Finance</b>	Discuss	Koren Morgan	5 m
<ul style="list-style-type: none"> <li>• Monthly Financial Reports</li> </ul>			
<b>C. Educational Excellence</b>	Discuss	Eric Grunden	10 m
<b>D. Diversity, Equity, and Inclusion</b>	FYI	Deborah Brown	5 m
<ul style="list-style-type: none"> <li>• Report of Framework Exploris could use to guide our work</li> </ul>			
<b>E. Director Evaluation &amp; Support</b>	Discuss	Steven Darroch	5 m
<b>F. Facilities</b>	FYI	Josh Corbat	10 m
<ul style="list-style-type: none"> <li>• Updates on Facilities Project</li> </ul>			
<b>G. Kaizen</b>	FYI		5 m
<ul style="list-style-type: none"> <li>• Kaizen leaders will give an update to the Board.</li> </ul>			
<b>III. The Exploris Foundation</b>			<b>6:14 PM</b>
<ul style="list-style-type: none"> <li>• The Exploris Foundation Board will give an update on their latest efforts.</li> </ul>			
<b>A. Foundation Update</b>	FYI	Josh Corbat	5 m
<b>IV. Meeting Items</b>			<b>6:19 PM</b>
<b>A. Directors Report</b>	FYI	Deborah Brown	10 m

	Purpose	Presenter	Time
<ul style="list-style-type: none"><li>• Monthly Report &amp; 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.)</li></ul>			
<b>B. Board Business</b>	Discuss	Steven Darroch	5 m
<ul style="list-style-type: none"><li>• General Discussions</li></ul>			
<b>V. Closed Session</b>			<b>6:34 PM</b>
<b>A. Facilities &amp; Legal Items</b>	Discuss	Josh Corbat	5 m
<ul style="list-style-type: none"><li>• Updates on Facilities</li><li>• Updates on Personnel</li><li>• Updates on any Open Legal Items</li></ul>			
<b>VI. Closing Items</b>			<b>6:39 PM</b>
<b>A. Adjourn Meeting</b>	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 February 27, 2025

APPROVED



## The Exploris School

### Minutes

#### The Exploris School Board Regular Monthly Meeting

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##### **Date and Time**

Thursday February 27, 2025 at 4:30 PM

##### **Location**

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

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##### **Directors Present**

E. Buchan, E. Grunden (remote), S. Carothers (remote), S. Darroch, S. Scipione (remote), T. Void

##### **Directors Absent**

G. Bayo, W. McLamb

##### **Ex Officio Members Present**

D. Brown (remote), E. Burton, J. Corbat

##### **Non Voting Members Present**

D. Brown (remote), E. Burton, J. Corbat

##### **Guests Present**

K. Morgan

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##### **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 Feb 27, 2025 at 4:42 PM.

## C. Approve Minutes

T. Void made a motion to approve the minutes from January board meeting The Exploris School Board Regular Monthly Meeting on 01-23-25.

E. Grunden seconded the motion.

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

## D. Public Comment

No public comment offered.

# II. Committee Reports

## A. Governance

Deborah discussed proposed statement in regards to equity policies. Motion made by Tasha Void made to consider statement, seconded by Ed Buchan. Josh Corbat read draft statement to board. Board approved statement with no changes. Deborah went on to discuss teacher recruiting efforts and indicated there are several strong candidates.

Deborah, also discussed the Foundation placing Susan Singer in the position as Foundation Chair. .

Josh discussed proposed changes to the lottery process - including allowing grandchildren of board members to have priority in the lottery and expanding lottery priority for applicant siblings.

E. Grunden made a motion to Approve Susan Singer as the Foundation chair.

E. Buchan seconded the motion.

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

E. Buchan made a motion to Direct the amendment of the bylaws to include the Foundation chair as an Exofficio with board voting rights.

E. Grunden seconded the motion.

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

E. Buchan made a motion to Approve 2 new teaching candidates.

T. Void seconded the motion.

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

E. Buchan made a motion to Accept proposed changes to lottery system.

E. Grunden seconded the motion.

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

## **B. Finance**

Koren discussed financial report, including ongoing tax preparations. Stephen pointed out the school remains in a strong financial position.

T. Void made a motion to Accept financial report.

E. Buchan seconded the motion.

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

## **C. Educational Excellence**

Josh discussed updated educational benchmark data for all grade levels. Overall positive trends and accomplishments.

## **D. Diversity, Equity, and Inclusion**

Nothing to report.

## **E. Director Evaluation & Support**

Nothing to report.

## **F. Facilities**

Josh provided update. Due diligence process continues for potential new campus sites.

Kindly St location still being evaluated from a TIA perspective. Stephen asked about how vouchers would impact Exploris. Josh described how the voucher funding system works (i.e. public funds would be used for private schools in these cases).

## **G. Kaizen**

Tasha provided the update from the January meeting, which included FAM-S data. Set up outcomes and goals for the Spring months.

# **III. Meeting Items**

## **A. Directors Report**

Josh referenced benchmark data and discussed aspects of exchange program. Board also discussed resignation of Mary and long-term sub Sharice. Josh discussed applicant numbers, which have increased 528 from 519. A plan has been implemented to increase application submissions, including "Meet the Teacher" opportunities, informal discussion via Slack. Discussed the need to potentially have sports, music programs, etc...to improved submission trends.

E. Grunden made a motion to accept agreement with Japanese exchange school.

T. Void seconded the motion.

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

T. Void made a motion to accept resignation of Mary and hiring of long-term sub Sharice.



E. Grunden seconded the motion.

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

#### **B. Board Business**

Stephen discussed the importance of committees and how they can connect with parents and the community.

#### **IV. 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 6:01 PM.

Respectfully Submitted,  
E. Buchan

# Coversheet

## Governance

**Section:** II. Committee Reports  
**Item:** A. Governance  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:**  
25-26 DRAFT The Exploris School Board Meeting Schedule - Google Docs.pdf



DRAFT



## 2025-2026 The Exploris School Board Meeting Schedule

- Meetings are on the 4th Thursday of each month at 4:30 pm
- This calendar does not include committee work sessions
- The November and June meetings will likely be “committees only” unless there is pressing Board business

Month	Date	Notes
July	July 24th	New School Year begins
BOARD RETREAT	TBD	Onboarding and Visioning work for all members
August	Aug. 28th	
September	Sept. 25th	
October	Oct. 23rd	
November	No meeting	Thanksgiving week (Traditionally only committees meet this month; a full Board mtg can be called if needed.)
December	Dec. 18th	Moved one week early to account for Exploris’s closure for winter break
January	Jan. 22nd	
February	Feb. 26th	
March	Mar. 26th	
April	April 23rd	
May	May 28th	
June	No Meeting	only committees meet this month; a full Board mtg can be called if needed.

# Coversheet

## Finance

<b>Section:</b>	II. Committee Reports
<b>Item:</b>	B. Finance
<b>Purpose:</b>	Discuss
<b>Submitted by:</b>	
<b>Related Material:</b>	03. Board Report 2.2025 - Exploris.pdf 06. Balance Sheet 2025.02 - Exploris.pdf 05. Income Statement 2025.02 - Exploris.pdf Bank Account Balances 2025.02 - Exploris.pdf

THE EXPLORIS SCHOOL							
Budget Analysis Report (Reconciled)							
Fiscal Year: 2025 - February							
							66.66% of the year
Account	Budget	Period Activity	YTD Activity	Remaining Budget	% Used	EOY Projection	Notes
<b>Revenues</b>							
▶ STATE REVENUE	3,206,670.00	269,667.10	2,651,866.00	554,803.90	82.7	3,544,184.51	
▶ LOCAL REVENUE	1,645,475.00	6,075.44	1,015,173.00	630,301.50	61.69	1,578,345.32	
▶ NCACCESS GRANT REVENUE	100,000.00	0.00	138,240.90	(38,240.90)	138.24	138,240.90	
▶ FEDERAL REVENUE	133,919.00	40,039.09	123,966.90	9,952.13	92.57	159,234.00	
▶ FOUNDATION REVENUE	174,000.00	215,114.00	215,114.00	(41,114.00)	123.63	220,000.00	
▶ B&A CARE REVENUE	96,000.00	50,188.39	50,188.39	45,811.61	52.28	96,000.00	
▶ REVENUE - ACTIVITIES	0.00	50,964.53	128,008.70	(128,009.00)	***	0.00	
<b>Revenues</b>	<b>5,356,064.00</b>	<b>632,048.60</b>	<b>4,322,558.00</b>	<b>1,033,506.00</b>	<b>80.7</b>	<b>5,736,004.73</b>	
Account	Budget	Period Activity	YTD Activity	Remaining Budget	% Used	EOY Projection	Notes
<b>Expenses</b>							
▶ SALARIES AND BONUSES	3,196,263.00	265,058.30	2,068,773.00	1,127,490.00	64.72	3,191,009.00	
▶ BENEFITS	660,954.10	52,228.97	411,404.20	249,550.00	62.24	659,848.39	
▶ BOOKS AND SUPPLIES	69,033.00	821.14	34,819.17	34,213.83	50.44	57,463.57	
▶ TECHNOLOGY	100,860.00	5,931.59	77,034.51	23,825.49	76.38	108,835.00	
▶ NON-CAP EQUIPMENT & LEASES	18,000.00	1,331.88	11,035.32	6,964.68	61.31	18,000.00	
▶ CONTRACTED STUDENT SERVICES	165,000.00	19,168.47	114,230.00	50,769.96	69.23	287,000.00	
▶ FIELD TRIPS/ACTIVITIES	16,750.00	25,667.96	126,482.20	(109,732.00)	***	16,750.00	
▶ ADMIN SERVICES	320,400.00	(17,076.98)	247,096.37	73,303.58	76.96	371,600.00	
▶ INSURANCES	39,900.00	0.00	46,760.75	(6,860.75)	117.19	49,798.00	
▶ FACILITIES	576,640.00	43,377.11	362,534.90	214,105.10	62.87	633,031.00	
▶ B&A CARE	68,409.86	4,501.74	30,043.96	38,365.90	43.92	72,109.86	
▶ CLUBS	1,600.00	0.00	0.00	1,600.00	0	1,600.00	
▶ VARIOUS GRANTS - NCACCESS	100,000.00	0.00	135,864.00	(35,864.00)	135.86	138,240.89	
<b>Expenses</b>	<b>5,333,810.00</b>	<b>401,010.30</b>	<b>3,666,078.00</b>	<b>1,667,732.00</b>	<b>68.73</b>	<b>5,605,285.71</b>	
<b>Surplus/(DEFICIT)</b>	<b>22,254.12</b>	<b>231,038.30</b>	<b>656,480.20</b>	<b>(634,226.00)</b>	<b>11.97</b>	<b>130,719.02</b>	
	0.42%					2.28%	

3/14/2025  
9:22:33 AM**THE EXPLORIS SCHOOL**

Page: 1 of 2

**Balance Sheet****Fiscal Year: 2025 | Fiscal Month: February**  
**Include Funds: All****Assets**

1X.10100.0000.00000.00000.000.0 0.000.00000	Cash OP FCIT 6528	(200.00)
2X.10100.0000.00000.00000.000.0 0.000.00000	Cash OP FCIT 6528	986,422.57
2X.10110.0000.00000.00000.000.0 0.000.00000	Cash - Reserve	1,586,845.89
2X.11800.0000.00000.00000.000.0 0.000.00000	Accounts Receivable - Employee	3,136.79
2X.16110.0000.00000.00000.000.0 0.000.00000	Security Deposit	15,658.00
30.10100.0000.00000.00000.000.00 .000.00000	Cash OP FCIT 6528	(129,766.42)
31.10100.0000.00000.00000.000.00 .000.00000	Cash OP FCIT 6528	(9,859.00)
33.10100.0000.00000.00000.000.00 .000.00000	Cash OP FCIT 6528	(450.00)
34.10100.0000.00000.00000.000.00 .000.00000	Cash OP FCIT 6528	(137.14)
35.10100.0000.00000.00000.000.00 .000.00000	Cash OP FCIT 6528	(118,760.64)
3X.10100.0000.00000.00000.000.0 0.000.00000	Cash OP FCIT 6528	258,548.40
5X.10100.0000.00000.00000.000.0 0.000.00000	Cash OP FCIT 6528	488,117.25
<b>TOTAL Assets:</b>		<b>3,079,555.70</b>

**Liabilities**

1X.22780.0000.00000.00000.000.0 0.000.00000	EEs' Other Ins. Deductions	(200.00)
2X.20100.0000.00000.00000.000.0 0.000.00000	Accounts Payable	7,911.31
2X.22820.0000.00000.00000.000.0 0.000.00000	EEs' Flex Spending Deductions	(8,219.34)
35.22780.0000.00000.00000.000.00 .000.00000	EEs' Other Ins. Deductions	1,254.43
35.22990.0000.00000.00000.000.00 .000.00000	ER's Match	1,934.86
3X.22780.0000.00000.00000.000.0 0.000.00000	EEs' Other Ins. Deductions	(1,254.47)
3X.22990.0000.00000.00000.000.0 0.000.00000	ER'S MATCH	(2,359.62)
5X.22780.0000.00000.00000.000.0 0.000.00000	EEs' Other Ins. Deductions	(415.89)
5X.22990.0000.00000.00000.000.0 0.000.00000	ER'S MATCH	(45.00)
<b>TOTAL Liabilities:</b>		<b>(1,393.72)</b>

**Reserves and Equity**

2X.29600.0000.00000.00000.000.0 0.000.00000	Fund Equity	1,964,144.67
5X.29600.0000.00000.00000.000.0 0.000.00000	Fund Equity	460,324.51

THE EXPLORIS SCHOOL

Balance Sheet

Fiscal Year: 2025 | Fiscal Month: February  
Include Funds: All

TOTAL Reserves and Equity: 2,424,469.18

NET GAIN (LOSS): 656,480.24

TOTAL LIABILITIES / RESERVES / INCOME: 3,079,555.70

- Fund 1X - State Funds
- Fund 2X - Local Funds
- Fund 3X - Federal Funds
- Fund 5X - Multiple Enterprise Fund (Before & After School Program)

03/14/2025  
09:23 AM

Page 1 of 2

**THE EXPLORIS SCHOOL****Income Statement****Fiscal Year: 2025 Month: March****Include Fund(s): 1X, 2X, 30, 33, 34, 35, 3X, 5X**

<b>Fund</b>	<b>Beg. Balance</b>	<b>MTD Actual</b>	<b>YTD Actual</b>
<b>Fund 1X</b>			
Revenue Total:	2,651,866.07	6,277.62	2,658,143.69
Expense Total:	2,651,866.07	59,157.99	2,711,024.06
Change in Fund 1X Balance:	0.00	(52,880.37)	(52,880.37)
<b>Fund 2X</b>			
Revenue Total:	1,350,162.23	0.00	1,350,162.23
Expense Total:	721,935.62	(75,911.21)	646,024.41
Change in Fund 2X Balance:	628,226.61	75,911.21	704,137.82
<b>Fund 30</b>			
Revenue Total:	138,240.89	0.00	138,240.89
Expense Total:	138,240.89	0.00	138,240.89
Change in Fund 30 Balance:	0.00	0.00	0.00
<b>Fund 33</b>			
Revenue Total:	450.00	0.00	450.00
Expense Total:	450.00	0.00	450.00
Change in Fund 33 Balance:	0.00	0.00	0.00
<b>Fund 34</b>			
Revenue Total:	137.14	0.00	137.14
Expense Total:	137.14	0.00	137.14
Change in Fund 34 Balance:	0.00	0.00	0.00
<b>Fund 35</b>			
Revenue Total:	123,379.73	0.00	123,379.73
Expense Total:	123,379.73	16,753.22	140,132.95



03/14/2025  
09:23 AM

**THE EXPLORIS SCHOOL**  
**Income Statement**  
**Fiscal Year: 2025 Month: March**  
**Include Fund(s): 1X, 2X, 30, 33, 34, 35, 3X, 5X**

Fund	Beg. Balance	MTD Actual	YTD Actual
Fund 35			
Change in Fund 35 Balance:	0.00	(16,753.22)	(16,753.22)
Fund 3X			
Revenue Total:	0.00	0.00	0.00
Change in Fund 3X Balance:	0.00	0.00	0.00
Fund 5X			
Revenue Total:	58,322.34	0.00	58,322.34
Expense Total:	30,068.71	0.00	30,068.71
Change in Fund 5X Balance:	28,253.63	0.00	28,253.63

Fund 1X - State Funds  
Fund 2X - Local Funds  
Fund 3X - Federal Funds  
Fund 5X - Multiple Enterprise Fund (Before & After School Program)

<b>2/28/2025 Account Balances</b>	
<b>Bank Account</b>	<b>Balance</b>
The Exploris School Checking	\$1,603,246.75
The Exploris School Reserves	\$1,586,845.89
The Exploris School Foundation-Annual Fund	\$83,910.41
The Exploris School Foundation-Capital Campaign	\$227,683.53

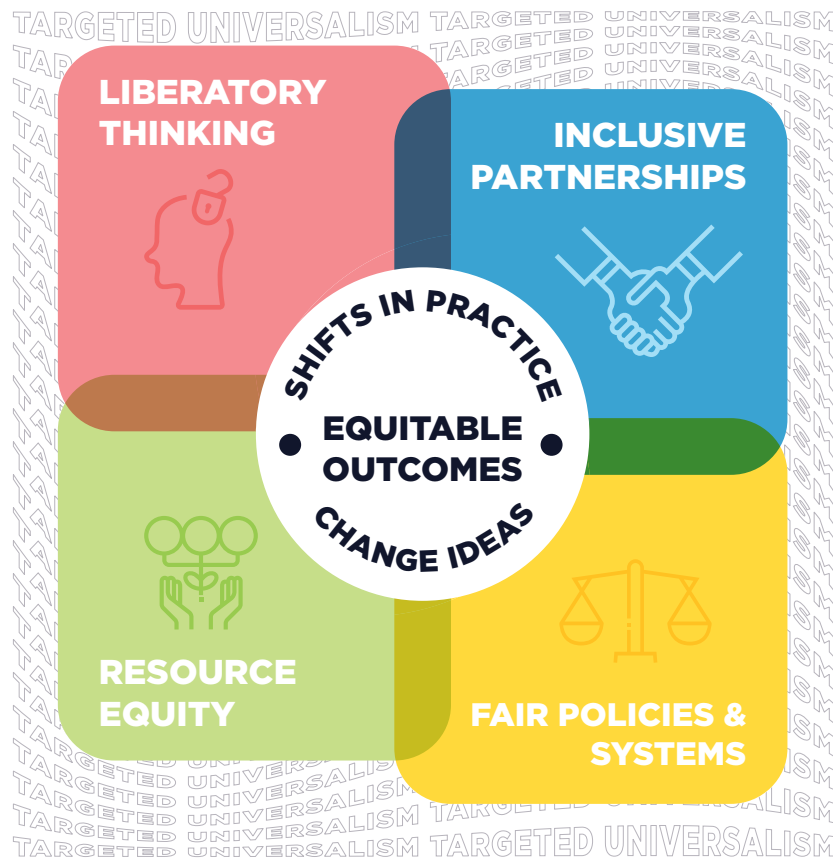
# Coversheet

## Diversity, Equity, and Inclusion

<b>Section:</b>	II. Committee Reports
<b>Item:</b>	D. Diversity, Equity, and Inclusion
<b>Purpose:</b>	FYI
<b>Submitted by:</b>	
<b>Related Material:</b>	cps-equity-framework.pdf

## FOUR DIMENSIONS OF AN EQUITY LENS

27



To become a more equitable school district, we must adopt a new way of understanding the work of equity. Shifting from a historical education lens that upholds structural racism to an equity lens that creates fair access and opportunities for all requires a theory of change for re-imagining what our district could look like and do.

**The dimensions of the equity lens provide a descriptive, conceptual understanding of what equity work requires of individuals and groups, and how we can think and act in service of our students, especially those most impacted by inequity and historically underserved.**

The equity lens is an important tool because it helps us create the conditions that enable students to advance toward the universal goal. **The lens questions and unpacks the current situation, and reimagines it in a supportive and inclusive way that prioritizes those who are furthest from opportunity.**

An equity lens using targeted universalism will help each of our schools and administrative offices have a clearer understanding of the student groups they are serving. Each of us must analyze, reflect, and strengthen our practices in these areas to better serve our students.

*“Do the best you can until you know better. Then when you know better, do better.”*  
- Maya Angelou

## (USE) LIBERATORY THINKING

*"People would say 'Who is a leader?' A leader is a person that does the work. It's very simple. It's a personal choice for people who choose to put in their time and their commitment to do the work. It's a personal choice."  
- Dolores Huerta*

## DEFINITION

Liberatory thinking is the re-imagining of one's assumptions and beliefs about others and their capabilities by interrupting internal beliefs that undermine productive relationships and actions. Liberatory thinking goes beyond simply changing mindsets to creating concrete opportunities for others to experience liberation. The opportunities provides cover for and centers underrepresented

and marginalized people. It pushes people to interrogate their own multiple identities in relation to others and to think about the consequences of our actions, especially for students of critical need. It explores how mindsets can impede or ignite progress in the classroom, school, and district.

Liberatory thinking lifts up and institutionalizes culturally relevant and sustaining opportunities that celebrate students' identities and offer positive developmental experiences.

***Liberatory thinking pushes us to think about what we want for students as a result of equity - beyond only working to stop the negative consequences of inequity.***

Liberatory thinking requires working toward a common vision for equity and racial justice. Liberatory thinking appreciates and honors the differences among people, which includes but is not limited to, race, ethnicity, gender, gender identity, sexual orientation, language, learning path, accessibility needs, family background, family income, citizenship, or tribal status.

## LIBERATORY THINKING

29

### (USE) LIBERATORY THINKING

## IN-PRACTICE

Those who use liberatory thinking:

**Broaden how they interpret data** to be inclusive of student experiences instead of creating exclusionary practices.

**Engage in deep reflective work** to understand their biases, multiple intersecting identities, and personal stories.

**Examine how they have been impacted by structural racism or systematic oppression** while considering how they might be unintentionally perpetuating these conditions.

**Disrupt historical ways of using data** on assessment outcomes to compare students to dominant groups.

**Develop individual and systemic equity purpose statements** to guide decision-making.

**Build relationships in affinity and across difference** to lead change toward greater equity.

**Advocate for fair treatment** and opportunities for others.

**Engage in courageous conversations** on racial equity, internal biases, systemic inequities, and system redesign, including rethinking how they use data and how data impacts student experiences<sup>7</sup>.

**Manage privilege\* and bias** by acknowledging and mitigating their personal bias.

**Set conditions for safe/brave spaces** where both healing and interruption can occur.

**Push to include diverse affirming (positive) traditions, cultural lived experiences and culturally relevant** curriculum in school life

**Liberatory Thinking Tool is available at:** <https://equity.cps.edu/tools/cps-equity-framework-liberatory-thinking-tool>

## (CATALYZE) INCLUSIVE PARTNERSHIPS

*"We cannot seek achievement for ourselves and forget about progress and prosperity for our community. Our ambitions must be broad enough to include the aspirations and needs of others, for their sakes and for our own."*  
- Cesar Chavez

## DEFINITION

**Inclusive partnerships (IP)** value and prioritize the diverse voices of students, families, caregivers, and communities when making decisions that affect their lived experiences. This relationship requires the people and institutions who hold power to account for past inequities and to create conditions for healing and co-design\* an equitable future. In the process of creating inclusive partnerships, an equity leader will always acknowledge and publicly recognize communities and cultures, and their solutions and ideas will be leveraged for shared benefit. The outcome will be both

authentic engagement and diversity\*, as well as more equitable decisions as a result of the engagement process.

We prioritize three key stakeholder groups:

- People with institutional or historical memory,
- People most impacted by inequity, and
- People responsible for implementing and driving change.

Prioritizing the voices of those with the most critical needs by providing accessible authentic and collaborative experiences in schools, communities, online, and beyond furthers transparency and power sharing. Inclusive partnerships bring together a diverse array of stakeholders to engage in authentic, collaborative experiences and co-design\* community-centered solutions to complex and challenging issues caused and upheld by systemic oppression. Internal partners include students, caregivers, school, district staff, and volunteers External partners include community organizations, research organizations, and funders, among others. All partners must remain committed to sharing power and responsibility as they move toward greater equity.

This requires inviting and allowing students<sup>8</sup>, families<sup>9</sup>, caregivers, and underrepresented employee groups to speak about their needs to inform improvement efforts.

## INCLUSIVE PARTNERSHIPS

31

### (CATALYZE) INCLUSIVE PARTNERSHIPS

## IN-PRACTICE

Those who catalyze inclusive partnerships:

**Prioritize the perspectives and voices** of stakeholders with institutional and/or historical memory, those most impacted by inequitable decisions, and those responsible for implementing and driving change.

**Shift from competition to cooperation mindset** to productively address conflict, promote healing, and rebuild trust, using tools like meeting norms and the Equity CURVE, with much greater transparency in service of students.

**Listen to diverse stakeholders to understand how** culture, differences, and lived experiences

can be leveraged as assets.

**Engage in ongoing, inclusive partnerships** with those most affected by structural inequity to design and implement a more equitable education system that empowers underrepresented students and adults.

**Elevate student voice data and opportunities** for student input across the district and city to understand students' lived experiences in order to make decisions that are made with students for students.

**Embrace families across Chicago community areas as allies** who engage and inform student learning opportunities, including continuous dialogue about allyship and anti-bias and how to leverage the community's strengths and assets inside and outside of school.

**Set high, clear expectations for all parties** to promote trust and transparency.

**Finds ways to include voices and ideas** that may have been previously ignored.

**Spectrum of Inclusive Partnerships Tool** available at: <https://equity.cps.edu/tools/cps-equity-spectrum-of-inclusive-partnerships>



## (DIRECT) RESOURCE EQUITY

*“The knowledge and skills to educate all children already exist. There are no pedagogical barriers to teaching and learning when willing people are prepared and made available to children.”*  
- Asa G. Hilliard

## DEFINITION

The goal of resource equity is to create equitable student experiences in learning-ready Environments<sup>10</sup>. Resource equity means consistently prioritizing and allocating people, time, and money to align with levels of need and opportunity.

***Resource equity recognizes that providing the same amount of resources to students and schools with***

***different lived experiences, assets, and challenges will maintain the status quo of unequal achievement.***

The resources people need vary based on their quality of life. Resource equity creates opportunities to share resources within a school or institution or across schools to meet the diverse needs of all students.<sup>11</sup> Advocating for resource equity involves tracking level of opportunity in relation to performance or impact and creating progressive spending patterns.

The levers that impact student experiences occur at all levels of the district, including classrooms, schools, and district departments and offices. District leaders, school administrators, teachers, and support staff engage in continuous learning to identify ways to disrupt, and design their own policies and practices to promote responsive, timely resource equity for students across the district. Resource equity balances immediate solutions with sustainable, long-term distribution of resources to close opportunity gaps for students.

## RESOURCE EQUITY

33

### (DIRECT) RESOURCE EQUITY

## IN-PRACTICE

Those who direct resource equity:

**Make allocation decisions across schools and within schools based on data that presents the needs and assets of each community, school, and/or student group**—and where they are currently situated within outcomes—to support achieving universal goals.

**Use a broad range of data, including qualitative and multi-sector data, to assess the current and future impact of resource distribution** in relation to the distribution of opportunity and how each of these correspond with outcomes.

**Advocate for equitable resource allocation** in their context or role.

**Engage in an extensive, sensitive dialogue with an array of stakeholders**, building public moral, economic, and political will to provide the resources and support to co-construct opportunity and give all students access to the resources, opportunities, and educational rigor they need to succeed.

**Re-organize themselves to allocate the time and resources within their locus of control** to focus on students and schools in areas of concentrated disadvantage.

**Facilitate opportunities for schools and networks to share resources within and between schools** including human capital, materials, and promising practices to address common problems.

**See themselves as resources with agency and prioritize students with the most risk factors working against them** in their efforts and actions to support schools and communities.

**Resource Equity Tool is available at:**  
<https://equity.cps.edu/tools/cps-equity-framework-resource-equity-tool>

## (DESIGN) FAIR POLICIES AND SYSTEMS

*“One does not understand structures or systems by looking at intent. Instead, we have to examine what they actually do—how they operate and what the outcomes are. Certainly a system or structure could be established for the purpose of excluding or discriminating. However, most structures produce racialized outcomes without intent.”*  
- john powell

## DEFINITION

Fair policies and systems promote equitable opportunities to reach equal positive academic and socioemotional outcomes for all student and stakeholder groups with an emphasis on those who are most impacted by structural inequality and inequity. Fair

policies and systems happen after examining the impact of key policies, practices, and budgets on students and communities<sup>13</sup> followed by recommending and implementing actions for change. All policies require systems within which to operate; not all systems require policies. A system can function equitably with or without policies and policies can be used to positively impact systems to function equitably for students.

***To examine policies and systems, we must ask who is burdened by past and present policies and practices and who benefits in order to chart a future plan to address the impact of inequity and promote access and opportunity.***

The impact of inequity can include, and is not limited to, racial predictability of student success and community and school push out and displacement. Because policies and systems exist at the classroom, school, district, and city level, examining connections between policies and systems is critical for transformation.

***All policies and systems should be continuously improved with equity and social justice at the center.***

## FAIR POLICIES AND SYSTEMS

35

### (DESIGN) FAIR POLICIES AND SYSTEMS

## IN-PRACTICE

Those who design fair policies and systems:

**Examine the impact** within their control and explore possible equity-based solutions.

**Create conditions that foster mutual trust and understanding**, and which help stakeholders at all levels to be accountable for equity.

**Check to see if their efforts marginalize a group** of people or cause an undue burden\*.

**Ensure inclusion and equal treatment of greatest needs groups\*** in their school context.

**Find root causes and generate a plan** to redesign a policy or system.

**Center policy decisions within students' lived experiences.**

**Inform those who currently hold the power** and responsibility to impact the inequity that is uncovered.

**Redesign policies and systems** to address the pressing need for racial equity and to meet the needs of those most impacted by inequity.

**Ask a set of agreed upon questions** when assessing any policy or system to reduce bias.

**Monitor the impact of policies and systems** to ensure success for all student groups.

**Utilize the strengths of Chicago's diversity** to incorporate the social and cultural capital of its communities in all decision making.

**Strengthen the links between school, classroom, and home** to increase access and opportunity for parents.

**Framework tool available at:**  
<https://equity.cps.edu/tools/chicago-public-schools-racial-equity-impact-assessment>

# Coversheet

## Directors Report

<b>Section:</b>	IV. Meeting Items
<b>Item:</b>	A. Directors Report
<b>Purpose:</b>	FYI
<b>Submitted by:</b>	
<b>Related Material:</b>	March 2025 Exploris Leadership Team Board Report.pdf



# The Exploris School

## Directors Report

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

**Date:** March 27, 2025

The following information is provided to the Board of Directors:

### Enrollment

Grade Level	Number for Full Enrollment	Crew Sizes	Current Enrollment	2025-2026 Applications	2024-2025 Applications as of 3/21/24
Kindergarten	34	17	30	153	151
1 <sup>st</sup> Grade	36	18	39	61	59
2 <sup>nd</sup> Grade	38	19	31	41	49
3 <sup>rd</sup> Grade	38	19	36	44	68
4 <sup>th</sup> Grade	38	19	38	44	56
5 <sup>th</sup> Grade	38	19	39	50	57
6 <sup>th</sup> Grade	76	19	72	128	130
7 <sup>th</sup> Grade	76	19	75	36	41
8 <sup>th</sup> Grade	76	19	78	27	30
<b>Total</b>	<b>450</b>		<b>439</b>	<b>584</b>	<b>641</b>

### Student Support Team Report

Month	In School Suspension # students / # days	Out of School Suspension # students / # days	Major referrals that did not result in suspension # students / # referrals	Minor Behavior Referrals # students / # referrals
August	ES: 0/0 MS: 0/0	ES: 0/0 MS: 0/0	ES: 0/0 MS: 0/0	ES: 3/3 MS: 0/0
September	ES: 0/0 MS: 4/2.5	ES: 1/1.5 MS: 1/1	ES: 19/14 MS: 12/9	ES: 100/50* (50 minor referrals by one staff member) MS: 14/10
October	ES: 1/1 MS: 5/2	ES: 2/2 MS: 2/1	ES: 23/14 MS: 11/7	ES: 21/34 MS: 26/22
November	ES: 5/5 MS: 6/8	ES: 2/2 MS: 5/6.5	ES: 24/36 MS: 12/14	ES: 30/48 MS: 31/52
December	ES: 2/2	ES: 1/2	ES: 18/31	ES: 21/27

	MS: totals above are for Nov. and Dec. combined	MS: totals above are for Nov. and Dec. combined	MS: totals above are for Nov. and Dec. combined	MS: totals above are for Nov. and Dec. combined
January	ES:0/0 MS: 0/0	ES: 0/0 MS: 0/0	ES: 6/9 MS: 2/3	ES: 5/5 MS: 1/1
February	ES: 2/2 MS:10/9	ES: 1/1 MS:0/0	ES:15/10 MS:30/19	ES: 17/13 MS:13/12
March	ES: 0/0 MS: 3/3	ES: 1/ .5 MS: 0/0	ES: 11/21 MS: 6/14	ES: 22/26 MS: 12/14
April				
May				
June				

### Campus Updates

- PLCs (Professional Learning Committees) have focused on responding to winter benchmark data, setting norms for 2nd trimester portfolio conferences, and using the new Spark AI features in iXL (we have a free trial for this next year) which includes creating rubrics, choice boards, jeopardy style games, and more from standards and classroom content
- The third trimester round of Explorations launched on Friday March 21st at both campuses. Middle School offerings include Basketball, Soccer, Cricket, Art Around Raleigh Walking Tours, Cross Stitch, 3-D Design, Elementary Helpers, Cooking, Native Plants and Gardening, Creative Writing, German Language & Culture, and Yearbook. The Elementary program focused on community partnerships this trimester, including:
  - [Cirque de Vol Aerial Aerobics and Circus Arts](#)
  - [First Tee-Triangle Golf](#)
  - [Student created RootEd Field Guides of Downtown Raleigh](#)
  - [Swimming Lessons with Aquatic Instructors at the Alexander Family YMCA](#)
- The spring observation and feedback cycle is underway, with classroom observations and follow up PGP review conferences being scheduled
- Remote learning days for the weather closures went well, with teams creating choice boards and using Google Classroom among other tools to keep kids connected to learning even when the roads were hazardous.
- Kaizen has been dividing into three work teams each with a different focus: MTSS and FAM-S completion, SIP, and Culture & Climate. The FAM-S will be facilitated on April 7th with Rhonda Harrell from DPI
- All 3 Directors and the Counseling Team completed the multi-day Risk Assessment training, designed to guide responses to potential situations where students may be at physical or emotional risk of harm to self or from others, including threat assessments, appropriate levels of responses, and scenario analysis
- The Lottery for the 2025-2026 school year was held successfully on March 7th. New families were invited to two different Q&A sessions and to tours at both campuses.
- Severe Weather/Take Shelter/Tornado drills were held successfully on both campuses on March 11th
- Teacher workdays were held on March 13th and 14th for teachers to write the narrative Achievement Reports for the 2nd trimester
- Spring Break will be held on March 31st through April 4th



## Community Events

- The annual Middle School Night Out was held on Friday March 7th at United Skates of America
- On Feb 28th Exploris 8th graders visited Wilmington as part of their study of North Carolina History and the novel *Crow*. They toured historic locations and the Battleship North Carolina with scholarship funds from the NC Dept of Natural and Cultural Resources.
- On Wednesday, March 12th, Exploris held our 3rd annual Fun Run. All grades participated and were challenged to complete 30 laps around the field at the ES campus, with a DJ, bubbles, balloons, and a festive atmosphere. To date, \$25,090 has been raised, and funds will go to support field experiences, service learning, and Explorations next year.
- The annual exchange between Exploris and Shinonome Junior High in Hiroshima, Japan occurred on March 8th-18th. Organized this year by Leah Ruto and Jill Hemingway, the two teacher leaders and Ethan plus, about ten students traveled to Japan and stayed with the same students they hosted at the beginning of the school year. [Ethan shared about the experience at Community Circle on March 21st](#). The visit also included the signing and exchange of a new agreement between our elementary schools, and we are excited to see what new doors and connections this expansion of our decades long partnership will bring.
- On March 11th 7th grade students presented TED EX style speeches to an audience of their peers and family members at the Transfer Ballroom. Students learning about organizational patterns in persuasive writing by crafting a speech on the topic of how they would like to improve our world, and the finalists were chosen by their peers. Topics ranged from environmental & health ideas like getting outside more often, reducing pollution, use of plastics and processed foods, to civics topics like better city design and solving housing crises to more personal topics of bullying and ending hate speech.
- A group of Exploris 8th graders's video called *How Water Pollution Affects Marine Life* has been chosen as the 2025 Stormwater Capture It! Contest winner in the video category. A celebration for all 2025 Environmental Award winners is planned for the evening of April 25th, 2025, at the Earth Day event at Dorothea Dix Park.
- Cross Country
- On March 29th our biannual exchange with Jacob Elrod School in Germany will begin with students arriving and staying with Exploris host families. [A full schedule of activities](#) has been created by this year's organizers Michelle Duncan and Tasha Void.
- Deb represented Exploris in a special "Mo Wants to Know" session for charter school leaders with Mo Green, the new State Superintendent of Education, on Friday, March 14th. Discussions included current challenges in charter school education as well as wish lists and sharing "big ideas" for what we might accomplish for public education.
- On March 21st a group of teachers and administrators from Riverside Leadership Academy spent the morning at Exploris on the advice of the Office of Charter Schools, because RLA is going to be using a PBL focus and Exploris was held up as an exemplar school. The team toured both campuses, visited classrooms and teachers, and had an overview and Q&A with Deb about the Exploris program and approach to PBL.
- On Sunday March 23rd 15 members of the Exploris Cross Country team participated in a 5k and 10k race in Cary. Four 7th graders competed in the 10k which is a 6 mile race that is over 3x the length of normal XC races in middle school. They trained hard to prepare with coaches Alexandra vn Dosten and Taison Farrington, and Colby Christian won first in his age group in the 10k and Vera Jackson won 1st in her age group in the 5k!
- Deb attended the NCMLE annual conference in Charlotte on March 24th and 25th and has been invited to write about Exploris in their upcoming journal, and is using the sessions to build the framework for professional development around educational uses of generative AI for the Exploris staff for the 25-26 school year



- Exploris 8th grade teacher Alexandra van Dorsten completed her first marathon, and several Exploris students and her co-Cross Country Coach, Exploris Wellness teacher Taison Farrington, ran several legs with her in support!

### Human Resource Update

#### Staff Departures

Name	Position	Notes
None		

#### New Hires for Approval

Name	Position	Notes
None		

#### Internal Position Changes

Name	Position	Notes
None		

#### Current & Anticipated Vacancies for 24-25 School Year

None
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### Important Dates (Board Attendance Requested)

- May 12th-16th: 8th Grade Passage Portfolios (Mark your calendars to attend a student presentation!)