

Meeting Minutes for the Board of Directors
The Experiential School of Greensboro
Tuesday, August 6th, 2019
5:30pm
Cafeteria

Present: Leila Villaverde, Fred Adams, Yacine Kout, Roy Carter, Jay Hawkings, Greg Bush, Joanna Lower, Melissa Bocci, and Heather Moore

Leila Villaverde called the meeting to order at 5:40 p.m. She began with introductions of those attending by phone and others introduced themselves.

The gallery attendance included 4 teachers and 1 parent.

Approval of Agenda

Leila Villaverde called for a motion to approve the agenda. Joanna Lower motioned, Fred Adams seconded, all were in favor, and the motion carried unanimously.

Approval of July Board Meeting Minutes

Leila Villaverde call for a motion to approve the July Board meeting Minutes. Greg Bush motioned, Jay Hawkins seconded, all were in the favor, and the motion carried unanimously.

Public Comment

Members of the teaching staff for upper grades

Leila Villaverde recognized Ms. Shelton, Dr. Nix, and Mr. Francisco (5/6/7th grade teachers)

Ms. Shelton presented the following:

Thank you for allowing us to share a public comment today. While I am reading this comment, please know that it was co-authored by Dara Nix-Stevenson, Benjamin Francisco and myself.

Our inaugural year at TESHG was successful, but also had its challenges. We as a team of 5-7 teachers reflected on the challenges we experienced and identified that the Peaceful School model was not effective for our student age group. We really like the restorative practices underpinnings embedded within the Peaceful School philosophy, and wanted to build on it. As a team, we crafted our shared definition of restorative practices and decided our philosophy for how behavior should be negotiated going forward, and married it with the experiential learning cycle so that students are reflective on how their actions impact their school community. In order to be culturally relevant, students will be introduced to the restorative (reflective) process during the first six weeks with a series of constructive writing prompts including lifting up positive actions in the community to de-stigmatize reflection as a negative consequence. We identified developmentally appropriate tiers of behaviors that we noticed last year, and created ways for students to reflect on those behaviors while offering them a restorative re-entry point into their learning environment. That is the document that was shared with you.

In the document, you will notice the following key ideas:

Since arts integration is a key tenet of our philosophy, our plan infuses art and creativity into the restorative process by allowing students to express remorse/a realization of their actions in an open ended way in each tier of behaviors. Reflective/restorative art projects are used as a re-entry point if students are required to spend time outside of their regular classroom. The plan includes family involvement at each stage. Families play a key role in helping students reflect and restore relationships at school, including a family restorative circle and signed family agreements for repeated actions.

We want students in grades 5-7 to participate in a reflective process that includes a restorative (reflective) dialogue journal. This journal embeds reflective practices as an invitation to repeatedly reflect on the school community and the students' role in it, and while it is only to remain at school, it can be used as a springboard for conferences and dialogue.

In order to fully implement a house-wide restorative practices plan, we must engage in community reading, learning, and self-study. We have identified an online Restorative Justice training through a website Restorative Justice Education. The training program offers 16 modules that help educators implement restorative practices in their spaces including: teacher-student relationships, restorative conversations, and culturally sustainable restorative practices.

We would also like to request the board providing funding for a portable restorative practices box in each classroom for students to take with them if they spend time out of the classroom to complete a reflective and restorative art assignment. We would like to use an office supply box and we will also need funding for separate art supplies for these boxes, including: tape, scissors, glue, modeling clay, colored pencils, construction paper, and white paper.

If you have specific questions about our plan, we'd be happy to meet and discuss it further. Thank you for your consideration.

Report from School Directors

Financial Reports--The state has not yet passed the budget. E received the 20% of last years ADM allotment. That is \$361,053. The state should allot an additional 14% of last year's ADM in the coming weeks to equal the 34% first allotment a school would normally receive, but it will be based on last year's numbers.

- current balance sheet--provided
- cash flow statement--provided
- income and expense statement--provided
- update on the budget versus actual expenditures--provided

Current Enrollment--We currently have 318 students for 2019-2020. This number includes those who are returning and new students who have submitted enrollment packets. Current demographics: 12% Latino, 25% Black or AA, 3% Asian, 2% American Indian, 54% White, 16% report more than one code; 31% FRL, 69% not FRL.

Projected Enrollment

- Waitlists for each grade are as follows: K=112, 1st=58, 2nd=37, 3rd=48, 4th=45 5th=39, 6th=55, 7th=6
- There are four steps to full enrollment: 1) accept the seat in Lotterease, 2) complete the enrollment packet, 3) turn in required paperwork, 4) attend on the first day of school.
- The current acceptance of open seats on Lotterease is: K=37/38 seats accepted, 1st grade=15/16 seats accepted, 2nd grade=14/14 seats accepted, 3rd grade=11/11 seats accepted, 4th grade=8/9 seats accepted, 5th grade=12/12 seats accepted, 6th grade=14/14 seats accepted, 7th grade=14/14 seats accepted.
- The current rate of enrollment packets filled out: K=37/38 packets complete, 1st grade=15/16 packets complete, 2nd grade=12/14 packets complete, 3rd grade=11/11 packets complete, 4th grade=7/9 packets complete, 5th grade=12/12 packets complete, 6th grade=13/14 packets complete, 7th grade=13/14 packets complete.
- The current rate of all required paperwork (proof of residency, immunization records, birth certificate, K health form) returned: K=10/38 paperwork complete, 1st grade=7/16 paperwork complete, 2nd grade=3/14 paperwork complete, 3rd grade=2/11 paperwork complete, 4th grade=2/9 paperwork complete, 5th grade=6/12 paperwork complete, 6th grade=3/14 paperwork complete, 7th grade=4/14 paperwork complete.

Exceptional Children statistics -- Last year we were serving 33 students with Individual Education Plans. This year we have 16 new students with Individual Education Plans. This makes up 15% of our student population. It was recognized that starting in September, demographics of the EC population will be shared.

Program Reports shall ensure that the experiential learning instructional model is being effectively implemented and that the instructional program is providing students with a rich and engaging learning community. The Administrative Team will report on the following goals on a quarterly basis:

- Program Goal 1: At least two “major” projects will be developed, implemented, and assessed each year. “Major” projects are defined as those that span a period of more than 2 weeks, involve a minimum of 2 grade levels, integrate a minimum of 3 curricular areas, and feature some aspect of community engagement. No new data to report
- Program Goal 2: All students will be engaged in off site learning opportunities a minimum of eight times per year. No new data to report
- Program Goal 3: All teachers will be trained in experiential education, project-based learning methods, portfolio assessments, and the adopted social curriculum.

Upcoming Professional Development

July 31 and Aug. 2- Experiential Education PD with Team Quest

Aug 1- Staff visits with Historical Museum and PBL Math Strategies with Ben Francisco and Laura Shelton

Aug. 13- Designed Based Learning for 5th-7th grade with Jeannette Alarcon and Sara Heredia

Aug. 14-16 Cognitive Guided Instruction with Dr. Vicki Jacobs and Joan Case

Aug. 15- Arts PD at Elsewhere

The co-directors identified quarterly areas of focus based on the end of year reflection with teachers.

Quarter 1: Hands-on Math - Cognitive Guided Instruction - with Dr. Vicki Jacobs and Joan Case.

Quarter 2: Restorative Practices - NC Peaceful Schools will be leading a community read and pd about restorative practices. The co-directors would like to also include families in some of this work.

Quarter 3 – Differentiation – Kat Morgan and Heather Moore have been in class with the state for charter schools and EC programs. They will be leading professional development integrating specially designed instruction into general education via differentiation.

Quarter 4 - Products – professional development on products as they relate to the experiential education cycle.

Academic Reports shall ensure academic fluency and progress in meeting TESG's academic goals. The School Directors shall report on the following goals in the stated timeframes:

Academic Goal 1: 80% of students will demonstrate growth annually in reading as evidenced by results from a nationally normed assessment administered three times per year. No new data to report

- It was noted that the State has changed the K-3 formative assessment tool for reading from mclass to istation. Istation does not give the same kind of info but, is similar, but is computer based. The teachers will be trained on it soon.

Academic Goal 2: 75% of students will demonstrate proficiency as evidenced by results from End of Grade tests for each tested subject area.

- ELA: No new data to report
- Math EOG results are delayed due to this being a re-norming year with the new test.
- 5th grade Science EOG: 33 5th graders took the Science EOG (100% participation). 48% scored 4 or 5 (College and Career Ready). 58% scored 3 or above (on grade level). Our scale mean score was 248.95. The state average was 252.8. The score reports also provide data on how students scored on items pertaining to different top level standards (e.g. physical science: forces of motion or life science: ecosystems). In certain areas our students scored above state means and in others below. We will use this data as we plan the science curriculum for next school year to ensure we are giving each science sub-content area due attention.

Academic Goal 3: All students will demonstrate growth based on standards-aligned I-can checklists and portfolio assessments No new data to report.

Academic Goal 4: TESG students attend school daily. TESG will have an Average Daily Attendance (ADA) of 95% each year with no suspensions. No new data to report

Standing Committee Reports

- Executive Committee report
- Governance Committee report
- Building and Facilities Committee report
- Finance Committee report
- Excellence in Academic Programs Committee report
- Strategic Planning Committee report

There were not committee reports.

New Business

Action Items:

1. Closed Session

Leila called for a motion to go into closed session to consider the qualifications, competence, performance, or condition of appointment of a prospective employee in accordance with N.C.G.S. 143-318.11(a)(6). Roy Carter motioned, Jay Hawkins seconded, all were in favor, and the motion carried unanimously. The board went into closed session at 6:15 p.m. and came out of closed session at 6:45 p.m. Leila Villaverde called for a motion to vote on decisions made during closed session, Jay Hawkins motioned, Joanna Lower seconded, all but 1 were in favor, there was 1 ostension, and the motion carried.

2. Policy revisions

Policy #117 – request for public comment to directors, then board, and 48 hour window to respond. Suggestion this go directly to the board a week in advance.

Leila Villaverde called for a motion to approve the revisions, Fred Adams motioned, Roy Carter seconded, all were in favor, and the motion carried unanimously.

3. Service contracts

Leila Villaverde indicated that were three service contracts to discuss.

Cleaning – There was discussion about the three cleaning service options. It was noted there may need to be add-ons for different events at the school. Angel Biegert checked the references for two of the companies and Leila Villaverde noted one was recommended and used by Kotis and currently did our lawn work.

Bus contract – would be similar to last year.

Leila Villaverde called for a motion to approve L&K Landscaping and Cleaning and the bus contract with First Student. Joanna Lower motioned, Roy Carter seconded, all were in favor, and the motion carried unanimously.

Old Business

There was a question to confirm that the Senses Therapies Contract had been approved. Leila Villaverde confirmed that all the contract had been signed by all parties.

Joanna Lower asked about possible revisions to Policy 212. Leila Villaverde asked Greg Bush to review and provide recommendations for the next board meeting.

Announcements

No announcements.

Leila Villaverde called for a motion to adjourn. Jay Hawkins motioned, Roy Carter seconded, all were in favor, and the motion carried.

Meeting adjourned at 7:08 p.m.