

Meeting Minutes for the Board of Directors
The Experiential School of Greensboro
Tuesday, December 3rd, 2019
5:30pm
Cafeteria

Leila Villaverde called the meeting to order at 5:34 p.m.

Present: Jeannette Alarcon, Yacine Kout, Jay Hawkins, Joanna Lower, Leila Villaverde, Heather Moore, and Melissa Bocci.

Approval of Agenda

Approval of November Board Meeting Minutes

Leila Villaverde called for a motion to approve the agenda and the board minutes once we had a quorum. Upon quorum Jay Hawkins motioned, Jeannette Alarcon seconded, all were in favor and the motion passed unanimously.

Public Comment

- No public comment.

Report from School Directors

Financial Reports

- The state has not yet passed the budget. The second allotment is coming in waves. Acadia says \$346,344.00 of the second allotment has dropped and the rest is supposed to come this week, however, this has not yet been reflected in our state allotment system account. After November payroll and other expenses, we are left with \$129,592.44 in state funds available to draw until the next portion is released, which should happen before December payroll. The third allotment usually drops in February. We shall see what happens this year.
- 2020-2021 Phase 0 CSADM was reported in November. I left our material growth at “no more than 385” (the state-determined limit without a charter amendment). Phase 1 CSADM is in January. We will enter at 374 (over-enrolling 2 per grade level with target of 18 per K and 20 per 1st-7th). Phase 1 CSADM determines two things: 1) The ADM upon which the state will base the 1st allotment of 2020-2021, and 2) The maximum ADM you can achieve for 2020-2021.
- Local funds have been received for all counties except Rockingham and Lee County. Angel has invoiced them each month, and we continue to hound them. The budget sheet states \$0 have come in from WSFC, however, we did receive payment from WSFC for July-October in the amount of \$3551.60 on 11/21/2019.
- C4 Fundraising Efforts: Our fall book fair will begin on Friday. This year it will be in the lobby with product from Scuppernong. We also have parking lot fundraisers on Friday and Saturday during the holiday events happening downtown.

Enrollment

- We currently have 311 students. K: 32, 1st: 41, 2nd: 42, 3rd: 35, 4th: 40, 5th: 41, 6th: 39, 7th: 41
- Current demographics based on self-reporting as entered in PowerSchool: 153 male, 158 female; 15% Latino, 27% Black or AA, 2% Asian, 0% American Indian, 52% White, 7% report more than one code; 23% FRL, 77% not FRL.

- Lottery # seats/# applicants: K: 38/39, 1st: 10/13, 2nd: 3/11, 3rd: 2/6, 4th: 7/9, 5th: 2/6, 6th: 2/14, 7th: 3/7, 8th: 2/0 (as of 12/2/2019 9:26am)
- Exceptional Children statistics: We currently are serving 46 students with IEPs, 15% of our student population.
 - The percentage of students with IEPs in each house: K: 13% (3 new speech IEP's), 1st/2nd: 8%, 3rd/4th: 16%, 5th/6th: 16%, 7th: 7%
 - 69% White, 25% Black or AA, 4% Asian, 2% Latino, 1% more than one code
 - 56% of students with IEPs also qualify for Free and Reduced Lunch
 - 9 of the students only receive speech services
 - 2 students are in the EC referral process
- 504 Statistics: We are serving 21 students with 504s, 7% of our student population.
 - The number of students with 504s in each house: K: 1, 1st/2nd: 3, 3rd/4th: 5, 5th/6th: 8, 7th: 6
 - 52% White, 33% Black or AA, 5% Latino, 10% more than one code
 - 19% of students with 504s also receive Free and Reduced Lunch
- EL Statistics: We are currently serving 5 students with EL services.
 - The number of students with EL services in each house: K: 0, 1st/2nd: 2, 3rd/4th: 1, 5th/6th: 1, 7th: 1
 - Because this population is so small, we will not report additional demographic data to maintain confidentiality.

Program Reports

- 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.
 - Kindergartners are finishing a unit on their neighborhood. Students worked in groups to plan and create a map of Church Street then created 3 dimensional models of several buildings. They are collecting items for the IRC and using them to sort and count as a math station.
 - First and Second graders are starting a new unit on culture. Students will choose a special family recipe and write stories about moments they had when their family made the recipe. They are looking at different local restaurants in our downtown area and then will create their own in the classrooms. This unit will integrate economy and culture social studies standards as well as using money for their math standards.
 - 3rd and 4th grade are finishing their projects on the human body and starting a new unit on Native Americans. They will learn about the different regions of the US and the environment in those regions.
 - 5th and 6th grade are finishing their research and projects on Ancient Civilizations. Each group has made a representation of a pyramid from their civilization and will present to other groups this week. 5th grade science, creating an arm. 6th grade science, 3D version of the periodic table.
 - 7th graders are finishing up their unit on Africa and moving into a unit on democracy. Sara Heredia is working with 7th graders and with Ms. Taylor integrating science into democracy.
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- Program Goal 2: All students will be engaged in off-site learning opportunities a minimum of eight times per year.
 - November 22- 7th grade A&T Art Galleries
 - November 26- First/Second Grade- Greensboro History Museum
 - December 6- 7th grade- Team Quest at LeBauer Park
 - December 11- 5th and 6th Grade- Town Creek Indian Mound
 - December 11- Kindergarten- Millis Health Center
 - December 13- 7th grade- Team Quest at Piney Lake

- 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
 - January 8- CGI PD – Vicki & Joan
 - January 21- Peaceful Schools Restorative Practices PD

Academic Reports

- SBE released SRC sites for 2018-2019, so that has been added to the website. Melissa is working on also adding data from the student and family surveys.
Melissa Bocci asked inquired what to include from 360 school evaluation. Joanna Lower and Leila Villaverde will review and send some summary data. Quotes from this data may not be used since we did not ask permission if quotes could be shared. Melissa Bocci shared she is also curating a selection of slide show work of experiential learning/design-based learning/ representations of what students are engaged in.

- 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
- Academic Goal 2: 75% of students will demonstrate proficiency as evidenced by results from End of Grade tests for each tested subject area.
 - No new data to report.
- Academic Goal 3: All students will demonstrate growth based on standards-aligned I-can checklists and portfolio assessments
 - No new data to report. A working group has been formed to look into systems for gradebooks and progress reporting for 2019-2020.
- Academic Goal 4: TESH students attend school daily. TESH will have an Average Daily Attendance (ADA) of 95% each year with no suspensions
 - Total ADA since the last board meeting is 97.5%

Attendance Summary By Grade

The Experiential School of Greensboro
11/05/2019 to 12/03/2019 = 17 school days

Grade Level	Carry Fwd	Gain	Mult Gain	Loss	Ending	Actual Days	OffTrack	Days N/E	Days Absent	Days Attd	ADA	ADA %
0	33	0	0	0	33	561	0	0	10.00	551.00	32.41	98.21%
Subtotal	33	0	0	0	33	561	0	0	10.00	551.00	32.41	98.21%
1	42	0	0	0	42	714	0	0	16.00	698.00	41.05	97.75%
2	42	0	0	0	42	714	0	0	17.00	697.00	41.00	97.61%
3	35	0	0	0	35	595	0	0	20.00	575.00	33.82	96.63%
Subtotal	119	0	0	0	119	2023	0	0	53.00	1970.00	115.87	97.38%
4	40	0	0	0	40	680	0	0	23.00	657.00	38.64	96.61%
5	41	0	0	0	41	697	0	0	16.00	681.00	40.05	97.70%
6	39	0	0	0	39	663	0	0	24.00	639.00	37.58	96.38%
Subtotal	120	0	0	0	120	2040	0	0	63.00	1977.00	116.27	96.91%
7	42	0	0	0	42	714	0	0	5.00	709.00	41.70	99.29%
Subtotal	42	0	0	0	42	714	0	0	5.00	709.00	41.70	99.29%
Grand Total	314	0	0	0	314	5338	0	0	131.00	5207.00	306.25	97.54%

To the best of my knowledge,
the above attendance information is correct.

Signed _____
Date _____

Report Calculations

$((\text{Carry Fwd} + \text{Gain} - \text{Mult. Gain}) \times \text{School Days}) = \text{Actual Days}$
 $\text{Actual Days} - (\text{Off Track} + \text{Days N/E} + \text{Days Absent}) = \text{Days Attd}$
 $(\text{Days Attd} / (\text{Actual Days} - \text{Off Track} - \text{Days N/E})) \times 100 = \text{ADA\%}$

(Note: Multiple gains are for students that entered more than one time during the report time span.)



- ADA by special population--IEP: 97%
- ADA by special population--504: 98%
- Behavior and Social/Emotional Support Data
 - The counselor has had 90 individual counseling sessions with students since the last board meeting (15 school days).

Jay Hawkins asked if we were more clinical based or solution based? He recommended that TESG be more solution based than clinical. That clinical needs may be referred out. If the counselor is seeing students multiple times, a referral would be an appropriate next step, to defer to someone that is clinically trained. Based on Jay Hawkins's understanding TESG's counseling services should be more focused on brief solution therapy. It was also noted that we need to provide supervision. Jay Hawkins can continue to be a resource and be intentional about scheduling and good practices but, is unable to provide supervision services due to his own job responsibilities. He did mention that we should not be spending hours with multiple sessions with students (this would be a clinical model). Heather Moore shared that the counselor has blocks of time to check in on students because they have been referred. She's also doing rotations and seeing every class for social lessons. Jay Hawkins asked if evaluation forms are being used by teachers to provide feedback about the lesson. The co-directors were not aware of this but, thought it was a good idea. Heather Moore noted the counselor is also coordinating 504 meetings. Joanna Lower asked why the counselor was in this role after feedback was received last year from previous counselor and in reference to recommendations from the counselor professional organizations. Jay Hawkins shared that school counselors do not get much training in this area and that he would not support this role for the counselor but, with limited bodies, this is not uncommon in schools. Joanna Lower asked how the counselor was involved with students with behavior plans. Heather Moore stated that she cannot be the one to enforce behavior plans because she needs to be a safe place for students to confide without fear of behavior consequences. Leila Villaverde asked, depending on the issue, is the counselor responding to students with challenging behaviors on the backend such as with a restorative consequence or reflection sheet. The co-directors concurred. Joanna Lower emphasized that section 504 is a federal civil rights statute to equal access of curriculum. There needs to

be expertise to provide strategies and ideas to accommodate and support students with 504s to access the curriculum. In the 504 meeting someone needs to be knowledgeable about students with differences. Joanna Lower also noted that this is the counselor's first year and we do not want to overextend her either. Melissa Bocci indicated that some students with 504s just need testing accommodations while others fall into the purview of the diverse learners' team. She noted that the counselor keeps track of the 504 information and other people are pulled into meetings to provide expertise. She also noted that some 504s go through the PAT team, so those decisions are made collectively. Heather Moore noted that an EC teacher has been consulting with the counselor. Joanna Lower communicated caution about over-extension of staff. Leila Villaverde added, the general premise, we are a small school and trying to have a responsive community, and not overstretching any one person that – same with overreach of work – we have to be mindful of everybody and if they are good we want to retain them.

- We have had 1 short term suspension since the last board meeting.
- We are developing a system to accurately measure Co-Director behavior/SEL/sensory support interventions for Board reporting purposes.

Currently there are 3 documents to consider. Log entry in powerschool (make a note about an interaction).

Yacine Kout asked, does that mean we do not have documentation for the last 1.5 years?

Melissa Bocci clarified, we have bus incident reports, incident reports, reflection sheets, and but, we are noticing that we don't have documentation when we give a sensory break. It's not that the student has a malicious behavior, they just may need a sensory break, to go for a walk, give them heavy work, and going back to class, or we are responding because they are acting out - often time that child goes to the counselor – the child is running so we get called or the child is tossing materials off of a desk, but they are not doing that to be mean, they are having a meltdown, when we log it, it's a consequence, there are interactions that are happening. Another system to log is a referral process, where you communicate to teachers, have tally marks, patterns may get referred to PAT, then part of intervention. Most calls are for students that have been oppositional. The co-directors are spending much of their time addressing behavior needs. PAT is overwhelmed with referrals but, there are a lot of kids that need support. We are all stretched thin and trying to support the students. Yacine Kout noted that documenting helps because once you can establish a pattern, then we can start talking with evidence and we can start thinking about how we can address that as a board and a school but, without documentation that goes beyond tally marks, we can't put money behind this. Heather Moore stated that they and the teachers are not consistent so, what Melissa is looking at will be helpful to what Yacine is saying. Leila Villaverde indicated that is really important and also stated that she countered that the board is not responsive, we really need the data to move forward.

Heather Moore reported that a Work Group was created to look at evaluation – looking into the Jumprope platform, what would this system look like and functionality, and schools that are doing this that are creating their own things internally, what do those look like. The work group is also examining what we have done – balancing the amount of work required to get the information that is wanted.

Standing Committee Reports

There were no 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

Old Business

Announcements

- Joanna shared that the giving campaign is underway aligned with giving Tuesday and we are encouraging 100% participation from the board.
- It was asked to the co-directors when we get updates from the School Improvement Team. Melissa Bocci indicated that we meet monthly, the agenda and minutes are publicly posted, whichever objective has closest action items. She shared that they looked at data from newsletters and number of people those were reaching (opening). They talked about facebook live being an option. They talked about having a family newsletter and decided not to proceed with this idea since there was already a school level and house level newsletters and it was determined that dates were sufficiently communicated.
- Leila Villaverde also requested clarification on PD funds to be sent to her.

New Business

Action Items:

Leila Villaverde called for a motion to go into closed session to prevent the disclosure of information that is privileged or confidential pursuant to the law of this State or of the United States, or not considered a public record within the meaning of Chapter 132 of the General Statutes.

Jeannette Alarcon motioned, Jay Hawkins seconded, all were in favor and the motion carried unanimously. We went into closed session at 6:40 p.m. and exited at 7:30 p.m.

Leila Villaverde called for a motion to vote on personnel decision made during closed session.

Jeannette Alarcon motioned, Jay Hawkins seconded, all were in favor and the motion carried unanimously.

Leila Villaverde called for a motion to adjourn.

Jeannette Alarcon motioned, Jay Hawkins seconded, all were in favor and the motion carried unanimously.

We adjourned at 7:32 p.m.