

Meeting Minutes for the Board of Directors
The Experiential School of Greensboro
Tuesday, September 9th, 2025
5:30pm
Virtual/Zoom: Meeting ID: 856 6568 3740, Passcode: 222690

Present: Leila Villaverde, Carl Lashley, India Godwin, Joanna Lower, Roy Carter, Max Nelgin, David Jarmon, Beth Meyer.

Leila Villaverde called the meeting to order at 5:31 pm.

Approval of Agenda

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

Approval of Board Meeting Minutes

Leila Villaverde called for a motion to approve the June board meeting minutes. Carl Lashley motioned to approve the June minutes, India Godwin seconded, all were in favor and the motion carried unanimously.

Public Comment

There was no public comment.

Report from Administrative Team

David Jarmon – Executive Director

David Jarmon thanked the Board on behalf of his family for expressions of condolence shown with the passing of his mother-in-law, Mrs. Addie Ruth Duhart.

Staff Return

All staff returned to TESSG on Wednesday, August 13, 2025. Staff were welcomed with a wonderful breakfast catered by Just for You Catering. We were excited to greet new staff and get prepared for a great school year. On the 14th and 15th, the staff participated in Restorative Practices / Restorative Circles training led by Dr. Nikki Chamblee with the International Institute for Restorative Practices. Dr. Meyer will provide more insight into the training.

Testing

North Carolina Department of Public Instruction released results of 2024-2025 EOG testing. TESSG had an overall proficiency of 42.6% with a letter grade of D and growth status was not met. Reading proficiency was 47.8% which went down 5% from last year. Math proficiency was 37.4% which was an increase of 8% from last year. We celebrate this achievement. We also celebrate our increases in science proficiency. The 5th grade scored 77.8% proficiency compared to 41% in the previous year and the 8th grade scored at 66.7% compared to 61% in the previous year. Overall, we scored 72.3% in Science which was an increase of 21% from 51% last year.

Growth proficiency is calculated by comparing a student's current assessment score to an expected score, which is statistically determined based on their previous test results and those of similar students (their "academic peers"). The result shows if a student achieved expected growth or a higher/lower amount, providing a picture of their academic progress independent of their current proficiency level. Growth vs. Proficiency: A student can show high growth (e.g., an SGP of 90) but still not be at the proficiency level, and vice versa. Growth measures progress, while proficiency measures a student's current achievement level.

Recruitment

Mr. Jarmon is working with local charter school principals to host a Charter School Fair here in the community. The fair will be held at the Bennett College Global Learning Center in early February. The venue is set. We need participation from other charter schools.

TESG is participating in the Pride Festival to showcase TESG.

TESG is partnering with the Greensboro Gargoyles, our new hockey team. They will allow us to showcase our school at a local home game, Oct 18. We can also sell tickets to the game and receive a portion of ticket sales for TESG.

Charter Renewal Update

TESG is in year two of the renewal process. A timeline and information for what we can expect this year specific to our charter renewal is in report.

New Partnerships

Hayes-Taylor YMCA

Greensboro Gargoyles Hockey

Virtual Interview with Class GaGa (8/28)

TESG was awarded a grant to use ClassGaGa, an AI-driven educational platform that provides personalized math learning for K-12 students through teacher-led, adaptive classes. The system assesses students' knowledge, identifies gaps, and tailors lessons with interactive exercises and animated videos. ClassGaga also offers real-time analytics for parents and teachers to track progress and uses AI to boost student confidence and math proficiency in a fun, engaging way. The grant will run through December, and we could potentially get the grant extended. Teachers and admin will have a 90-minute training on the use of the program on September 16th.

Fire Drill – 9/3/25

TESG held our first fire drill of the year on Wednesday, September 3rd.

Amendment Meeting with OCS – 9/8/25

Leila Villaverde clarified the renewal timeline. Leila Villaverde asked for clarification about minimum tickets to sell for the Hockey Team and if there was an MOU. David Jarmon responded

that the goal was to sell 50 tickets. Joanna Lower asked about Pride Festival plans. David Jarmon indicated that detailed plans had not been planned. There was some discussion on what to include such as books, TSEG cards, and lollipops.

Beth Meyer - Director of Curriculum and Instructions

Beth Meyer reported:

BOY PD Opportunities Completed:

- At the beginning of the school year, our entire staff engaged in professional development focused on Restorative Justice. Restorative practices emphasize strengthening relationships, fostering meaningful social connections, and cultivating a sense of community. These practices are powerful tools for conflict resolution, creating open dialogue, bridging divides, and building inclusive cultures where every voice is valued, collaboration is strengthened, and innovation can thrive.
- We believe restorative practices have the potential to positively shape both student behavior and the overall school climate. Staff expressed deep appreciation for making this experience a priority, and in our classroom walkthroughs we are already observing teachers implementing many of the strategies we explored together. This professional development served as an excellent springboard for ongoing conversations about how we can continue to embed restorative practices into the fabric of our school.
- Mrs. Smith and Beth Meyer led a Responsive Classroom training for our staff. This was a time to provide an introduction on Responsive Classroom and what it looks like at TSEG. Particular attention was given to setting up routines, procedures and expectations with students and the importance of developing community. This served as a foundation for upcoming discussions we will have during PLC and staff meetings throughout the 25-26 school year.

Upcoming Professional Development Opportunities:

- Mrs. Diamant, our occupational therapist, will be leading training for our K-4 handwriting curriculum, *Handwriting/Cursive Without Tears*.
- Dr. Hughes and I are continuing our collaboration with K-2, a partnership that has been instrumental in developing units of study that weave the pillars of TSEG into integrated studies. Teachers have shared positive feedback about the process, noting that the opportunity to observe one another's teaching and engage in collective reflection has sparked new ideas and strengthened their own instructional practices.

Units of Study

- Each House has been intentionally reviewing expectations and procedures with students, and our walkthroughs clearly reflect this commitment. We see students modeling these expectations consistently across a variety of spaces throughout the building.
- From kindergarten through eighth grade, we are actively fostering community within classrooms. Teachers are using student identity as a foundation for "getting to know you" activities, which naturally lead into deeper conversations about how our collective identity shapes our shared space and how we can support one another in pursuing our

Hopes and Dreams for the year. Self-portraits are emerging from this work and will soon serve as meaningful focal points within each House.

PLCS

- This year, rather than scheduling all PLCs on one day- we are utilizing a schedule that aligns with planning time for Houses and different days of the week by House.
- So far this is working better and giving Beth Meyer greater flexibility to assist Houses throughout the day.
- This past week, we focused on how routines and procedures are taking shape in classrooms, connecting this work to our Responsive Classroom practices.
- Next week, our conversations will turn to student work samples and grading at TESG. Together, we will explore:
 - What are our expectations for student work within this lesson or task?
 - To what extent did students meet the learning goals?
 - How can we adjust our instructional practices and address specific areas for growth?
- In last year's end-of-year survey, teachers expressed a desire to dive deeper into analyzing student work and exploring standards-based grading. I am eager to see how these upcoming conversations will not only strengthen our collective practice but also create greater clarity and consistency for both teachers and students.

Beginning Teacher Program

- We currently have seven teachers participating in our Beginning Teacher (BT) program, supported by four mentors. Each year, we are required to conduct an orientation for both BTs and mentors, which takes place during the first few professional development days. As part of this orientation, I also review the Beginning Teacher Support Plan.
- During our first meeting, mentors and mentees were paired, and together we reviewed expectations for the 2025–2026 school year. Each participant received a copy of *Mentoring in Action* or *The First Years Matter*, companion texts that provide a month-by-month curriculum to support the BT/mentor process. To ensure this work remains purposeful and aligned, I developed a document that connects the monthly topics with the North Carolina Professional Teaching Standards.

Field Trips

- Our students have been invited to attend the UNCG Storytelling Festival this week (September 9 for grades K–4 and September 11 for grades 5–8).
- On Tuesday, October 7, Mr. Pete and Ms. Stacey from the Public Library will meet with our staff to share information about library resources and review expectations for students and staff during visits. Beginning in October, we will start scheduling library trips based on the time slots provided to us.
- In addition, several Houses have already begun planning first-trimester field trips. Details regarding dates and transportation will be shared as plans are finalized. To help us stay organized, Beth Meyer created a document to track field trips by House and trimester.

Joanna Lower recognized much of what was in Beth Meyer's report would be helpful to share across the school community. For example, families may be interested in the professional development that the teachers participated in as well as the curricular units studied across grade levels so families know what they can look forward to in other Houses and to promote a school-wide community. Leila Villaverde reiterated the importance of capturing these experiences and sharing in newsletters and on social media. There was discussion about communicating with images and stories about the good news of TESH. It's important that we share all the opportunities of students in the city, on field trips, and engaging in experiential education with families and community stakeholders. It was noted that some of the ideas like restorative practices and experiential education may need to be further explained so that it is understood how we do things at TESH and what makes us unique.

A report from the Director of Operations of Student Services was shared with the board and Leila Villaverde provided a verbal summary:

Free and Reduced Lunch: 57% qualify for free and reduced lunch. With this percentage TESH is able to apply for a transportation grant.

Exceptional Children: 28 students total with 2 EC teachers and part time EC assistant.

TESH has one English Language Learning and we are seeking support for that student.

Attendance is going to be important for funding. Schools are funded a year behind. The current enrollment is impacting on our local funds this year. We will continue to enroll students throughout the year with an effort to also increase enrollment next year. Infinity campus currently reflects a student population of 130. Funding is based on the highest of two principal months.

Student attendance is very important. We had phenomenal growth with science, and we also grew in math. Given the turnover in 3/4, we recognize the challenges there. We also need to focus on retaining teachers and their attendance.

Joanna Lower indicated that if we can offer breakfast, that may incentivize students getting to school earlier and on time. She suggested communicating that students arrive by 8:20 so they have time to unpack and be prepared to start morning meeting at 8:30. Joanna Lower noted that Governor Stien proclaimed September to be attendance awareness month. Leila Villaverde indicated that there had been some confusion with lunch orders and once that is running smoothly, we can begin looking at offering breakfast.

Standing Committee Reports

There were no standing committee reports.

Old Business

There was no old business.

New Business

1. Phone and internet policy revision

There was discussion about revisions to the phone and internet policy based on guidance provided by the state. Carl Lashley volunteered to continue to work on revisions based on the discussion. It was confirmed that we had to adopt a revised policy by 2026.

Announcements

There were no announcements.

Adjourn

Leila Villaverde called for a motion to adjourn. Roy Carter motioned to adjourn, Carl Lashley seconded, all were in favor and the motion carried. Leila Villaverde adjourned the meeting at 6:59 pm.