ASHEVILLE CITY BOARD OF EDUCATION SPECIAL CALLED SESSION

Administrative Offices

Tuesday, February 27, 2024 at 5:00 PM

BE IT REMEMBERED: The Asheville City Board of Education met in a special called session on Tuesday, February 27, 2024, at 5:00 PM at the Administrative Offices at 85 Mountain Street, Asheville, North Carolina, where and when the following business was transacted.

Page

1. MEETING OPENING

The meeting will be available for viewing via the

Asheville City Schools YouTube page.

1.1 CALL TO ORDER - Board Chair, George Sieburg

Equity Statement:*In Asheville City Schools we are committed to equity and anti-racist policies for all students and staff to learn and thrive. We recognize that our positions come with power, responsibility, and public service for the entire ACS community. We will model our commitment to equity through our practices and decisions. During this meeting, we invite a pause if harm has taken place, a moment to name the harm, and space to practice repair.*

1.2 QUORUM DETERMINATION - Board Chair, George Sieburg

1.3 APPROVAL OF AGENDA - Board Chair, George Sieburg

Motion to Approve the Agenda

Moved by: James Carter

Carried

2. AGENDA

2.1 Superintendent Presentation - Dr. Fehrman 5 - 43

Feb 5 and 27.pdf

2.2 Public Comment

In-Person

Adrienne Bernardi

David Rodgers

Emily Furst

Cora Furst

Robin Mehler

Leah Kiell

Clara Nunan

Kathryn Hardy

Carol Smith-Hill

Pepi Acebo

Chirs Saunders

Sarah Armstrong

Jennifer Ferrell

Christopher Bickhart

Gretchen Ross

Joy Cadelina Gilpin

Tara Sweeney

Shifra Ahlers

Honor Moor

Daniel Shetley

Dan Debettencourt

Jessica de Bettencourt

John Immel

Amy Sheeler

Tabitha Williams

Annie Garret

Lindsay Furst

Chrissy Burton

Martina Akers

Lesley Bruce

Michele Torino

Liz Tallent

Patricia Simpson

Alice Laner

Hai Nguyen

Scott Powell

Virtual

Robyn Dowers

Laurie Stradley

Loretta Washington

3. FUTURE MEETINGS/ANNOUNCEMENTS - Board Chair, George Sieburg

Work and Closed Session Meeting

Monday, March 4, 2024

Administrative Offices - Board Room

Regular Meeting

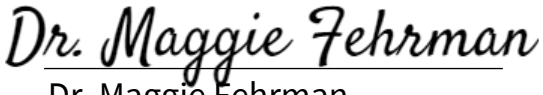
Monday, March 11, 2024

Administrative Offices - Board Room

2023-2024 ACS Board of Education Meeting Schedule

4. ADJOURNMENT - Board Chair, George Sieburg

4.1 Adjourn Meeting



Dr. Maggie Fehrman,
Superintendent



Board Chair, or Designee

Asheville City Schools SPECIAL CALLED OPEN MEETING , 27 Feb 2024

ASHEVILLE CITY SCHOOLS

LEARN | DISCOVER | THRIVE

Potential Middle School Reconfiguration Information



ersion 1.2

pdated February 27, 2024

The Charge

1. The ACS Board of Education charged the Superintendent and the administrative team to assess the feasibility of consolidation of schools as a means of improving academic effectiveness, operational efficiency, and long-term financial stability for ACS.
2. Concurrently, one of the primary goals of the Board is to determine where space could be found in an ACS's facility for the expansion of the Education and Career Academy (ECA) and provide programming to meet the diverse needs of students when traditional school is not a match for their needs

Initial Analysis & Solutions Under Consideration

- **Initial analysis revealed**
  - All ACS facilities are under capacity to varying degrees
  - Student enrollment has decreased by approx 600 students since 2014-2015
  - ACS has the same number of staff today that we had in 2014-2015
  - State and local revenue sources cannot sustain the current rate of expenditures - initial projections indicate a $4.5 million shortfall in the FY 25 Budget
- **Solutions under consideration**
  - **Consolidation Options**
    - Decrease from five elementary schools to four
    - Decrease from two middle schools to one
    - Decrease from two high schools to one
    - Evaluate other reconfiguration options
      - K-2; 3-5; 6-8; 9-12
      - K-8 school option
      - 6-12 school option
      - K-12 option to include specialized programing for students who benefit from a non-traditional school option
  - **Adjust Staffing Allotments at Central Office and Schools**
  - **Increase student enrollment**
    - Update district marketing materials and launch marketing campaign

Deeper Capacity Analysis

- **Enrollment / Capacity* (open seats)**
  - **Elementary**
    - Claxton (CLX) 384 / 538 (154)
    - Dickson (IDES) 360 / 554 (194)
    - Hall Fletcher (HFE) 268 / 443 (175)
    - Lucy Herring (LSH) 257/512 (255)
    - Ira B. Jones (IRB) 348 / 569 (221)
  - **Middle School**
    - Asheville Middle School (AMS): 543 / 1,000 (457)
    - Montford North Star Academy (MNSA): 217 / 4 (548)
  - **High School****
    - Asheville High (AHS) + School of Inquiry and Life Sciences at Asheville (SILSA): 1,149+350 = 1,499 / 1,658 (159)
  - **Haywood Campus**
    - No longer categorized as a school under fire code. Recoding to a school requires updates to meet current building codes for schools.
    - Current partnership with the county to explore feasibility of what can be housed at this campus
  - **Central Office - 85 Mountain Street**
    - Not currently categorized as a school under fire code Recoding to a school requires updates to meet current building codes for schools.

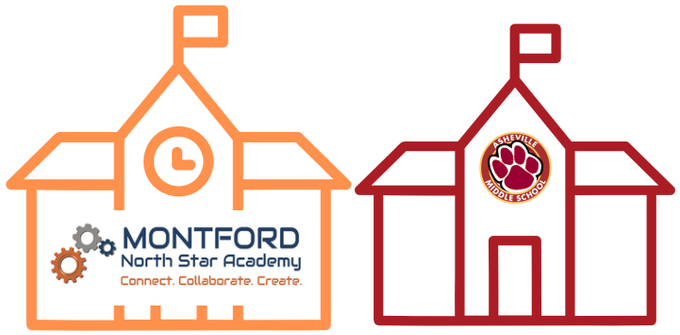
**Capacity value is based on the DPI Standard as reported in the most recent facility study completed on each facility. New capacity study is underway and updated numbers will be shared as soon as the study is completed.*

***AHS/SILSA DPI number is 1,935, but historically the core student value has been used for capacity for this site.*

Identify Tenable Options for Immediate Action

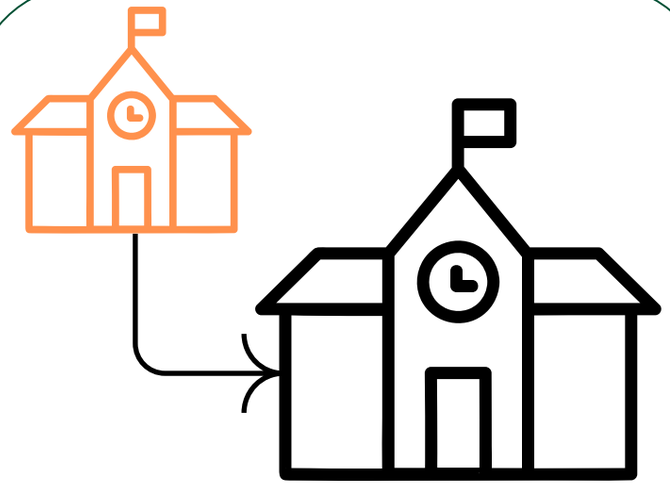
1. **Consolidation Options must:**
    a. **Provide space for acute critical needs programming and expansion of ECA**
        i. Schools with sufficient space for MNSA students to explore a K-8 options are LSH and IBJ
        ii. Neither schools are currently set up to accommodate students in 6th - 8th
        iii. Downsizing ES at this stage is not tenable due to expansive administrative and community engagement required at five distinct schools
    b. **Demonstrate financial stewardship by ensuring long term financial stability for ACS**
    c. **Ensure an equitable learning environment for all students is optimized**
2. **Middle School reconfiguration:**
    a. Impacts the fewest students and staff
    b. Reconfiguration work is manageable to accomplish by the start of 2024-2025
    c. Provides space expansion of ECA and enhanced programing for students who need more than we can offer in traditional schools
    d. Improves financial stewardship in financial savings
3. **Evaluate current staffing allotments**
    a. Developed initial staffing allotment formula and review with principals and developing transition plan
    b. Central Office Staffing Allotments are also being reviewed to determine what positions can be school based or eliminated
4. **Launch marketing campaign to increase student enrollment**

Options Unders Consideration



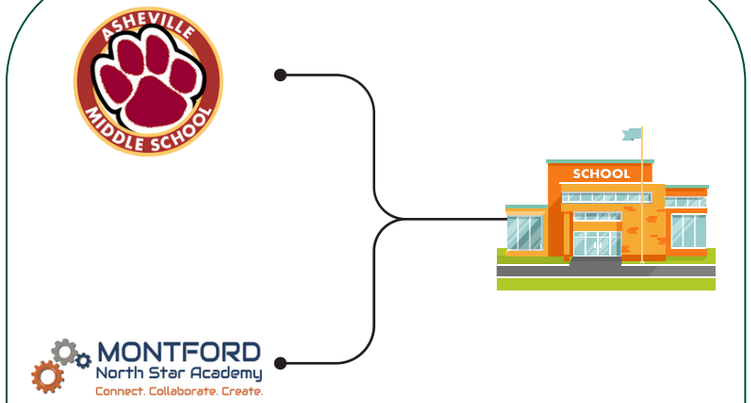
No change

No decision has been made. The Board is exploring options, including the pros and cons to keep the current configuration.



Move MNSA to another site

Examine the pros and cons to moving MNSA to share space in another ACS facility



Transition from 2 middle schools to 1

Examine the pros and cons of combining the unique gifts, talents, and strengths of both schools on a single campus.

Advantages & Hardships - No Change

Advantages

1. Building capacity for increased student enrollment at AMS and MNSA
2. Provides choice for MS families
3. Stability is maintained
4. No disruption to current schools
5. Space for ECA program at MNSA or AMS

Hardships

1. ECA students have not had a permanent location since 2008. Have been relocated 4 times to different sites
2. MNSA students will continue to have to be transported to AMS for sports and IRL programs
3. Not financially sustainable
4. Potential inequities in opportunities for students
5. Schools competing for resources

Advantages & Hardships - Move MNSA to another site (AMS)

Advantages

1. Maximizing a state of the art middle school building that cost taxpayers $41 million
2. Students on one campus in preparation for moving to one high school campus
3. Students would not have to be transported from MNSA to sports and extracurricular events at AMS
4. Enhance the racial balance (currently, AMS - 43% BIPOC/White 57% and MNS - 33% BIPOC and 67% White)
5. Shared expertise among staff could improve overall efficacy and effectiveness

Hardships

1. Having two separate schools on one campus could create division among students and staff
2. Misalignment with a sense of belonging

Advantages & Hardships - Move MNSA to another site (ES School for K-8)

Advantages

1. PreK-8 school which could foster a stronger sense of community and mentorships across the grade levels.
2. Research shows that students who attend K-8 schools have improved academic achievement and positive school culture
3. Fewer school transitions
4. Shared resources.
5. Family convenience.

Hardships

1. Transition from a small PreK-8 experience to a significantly larger high school experience could be challenging for students.
2. 6-8 students would still have to be transported to AMS for sports & IRL
3. Limited course options due to smaller population
4. Disrupts a greater number of students and staff
5. Increased cost to set up middle school at an elementary site

Advantages & Hardships - Transition from 2 MSs to 1 MS

Advantages

1. We would be maximizing a state of the art middle school building that cost $41 million
2. Students are able to be on one campus in preparation for moving to one high school campus
3. Eliminate transportation from MNSA to sports and extracurricular events at AMS
4. Reduction in expenses and improved scale of economy
5. A wonderful opportunity to share the similarities and differences

Hardships

1. Potential loss of students who desire a smaller school option
2. Students and families at MNSA could feel a sense of disruption and uncertainty

Quantitative and Qualitative Data

Communitiy Input

Gathered



Communitiy Input Presentation

Approx 200

stakeholders attended the community input meeting on Jan 18

531

Stakeholder Comments were collected

118

Stakeholders shared initial preference on options

Summary of Feedback from Community Input Meeting

- Concerns about Initial Data Provided
  - Many stakeholders expressed concerns about the limited information provided and the premature nature of the four options presented. They emphasized the need for more data, understanding of financial costs and benefits, and a fully elected board before making a consolidated decision.
  - Some expressed distrust and fear that the presented options could lead to more families leaving the district.

- Specific Feedback on Options
  - There were diverse opinions on the options, such as merging two schools into one, moving specific programs to different campuses, redrawing district lines, and increasing property taxes to fund schools.
  - Concerns were raised about the impact of certain decisions on school cultures, collective teacher efficacy, student enrollment, and equitable learning environments.

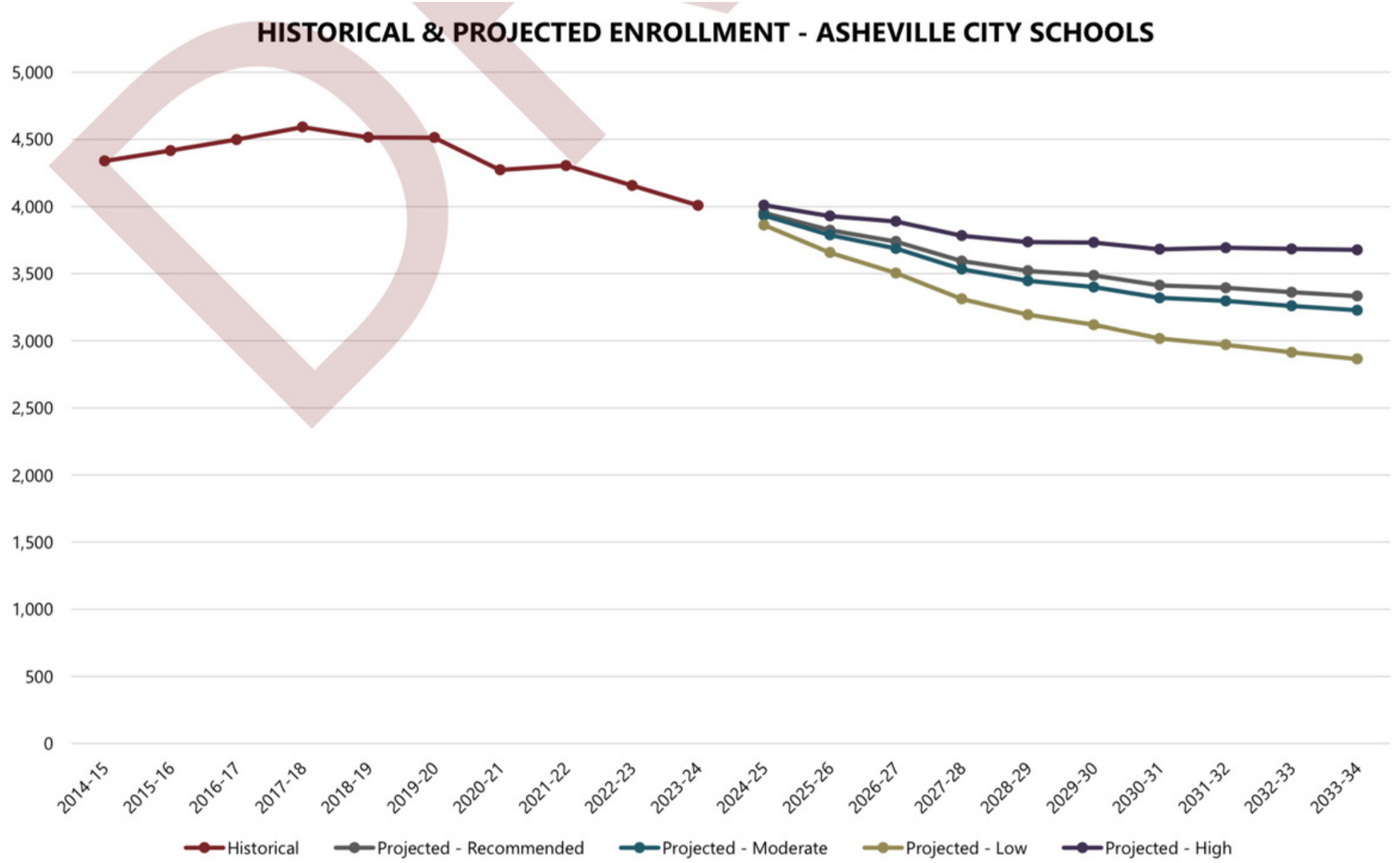
Summary of Feedback from Community Input Meeting

- Financial and Enrollment Concerns
  - Several comments highlighted the need for detailed financial data, including the cost of running each school and specific deficits. There were also questions about enrollment numbers, student-staff ratios, and the impact of declining enrollment on funding.

- Other Considerations
  - Some comments addressed the need to consider neurodiverse students, differing learning styles, and the impact of certain decisions on student safety and well-being.
  - There were also concerns about the lack of a long-term strategy, potential loss of good employees, and the impact on student retention.

Citations:
*[1] https://ppl-ai-file-upload.s3.amazonaws.com/web/direct-files/9528464/acdff94c-4422-4dd6-8f80-8b6ab2801298/Community Feedback - Qualitative Feedback**.pdf***

Enrollment Projections



Enrollment Projections

The following two slides provide initial enrollment projections provided to ACS from Cooperative Strategies.

Enrollment projections are built from examination of historical enrollment data, analysis of census data, live birth rates, and cohort survival ratios. The report provides four projections for consideration: high, moderate, low, and a recommended projection. One the study is finalized, the full report will be available for public review.

Projected Enrollment - Recommended - District-wide

Grade	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34
PK	104	104	104	104	104	104	104	104	104	104
K - 5	1,629	1,594	1,570	1,540	1,555	1,563	1,557	1,562	1,556	1,556
6 - 8	706	696	654	674	642	610	588	593	607	601
9 - 12	1,515	1,430	1,411	1,276	1,220	1,210	1,164	1,136	1,095	1,072
K - 12 Total	**3,850**	**3,720**	**3,635**	**3,490**	**3,417**	**3,383**	**3,309**	**3,291**	**3,258**	**3,229**
Grand Total	**3,954**	**3,824**	**3,739**	**3,594**	**3,521**	**3,487**	**3,413**	**3,395**	**3,362**	**3,333**

Enrollment Projections

Projected Enrollment - Recommended - District-wide

Grade	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34
PK	104	104	104	104	104	104	104	104	104	104
K	288	272	286	280	279	279	279	279	279	279
1	260	280	265	278	273	272	272	272	272	272
2	254	256	276	260	274	269	268	268	268	268
3	294	245	247	266	252	264	259	258	258	258
4	284	288	240	242	261	247	259	254	253	253
5	249	253	256	214	216	232	220	231	226	226
6	207	220	224	227	189	191	206	194	204	200
7	265	206	220	223	226	189	190	205	194	204
8	234	270	210	224	227	230	192	194	209	197
9	371	325	374	291	310	315	319	266	268	289
10	418	356	311	359	279	297	302	306	255	257
11	363	403	343	300	346	269	287	291	295	246
12	363	346	383	326	285	329	256	273	277	280
K - 12 Total	**3,850**	**3,720**	**3,635**	**3,490**	**3,417**	**3,383**	**3,309**	**3,291**	**3,258**	**3,229**
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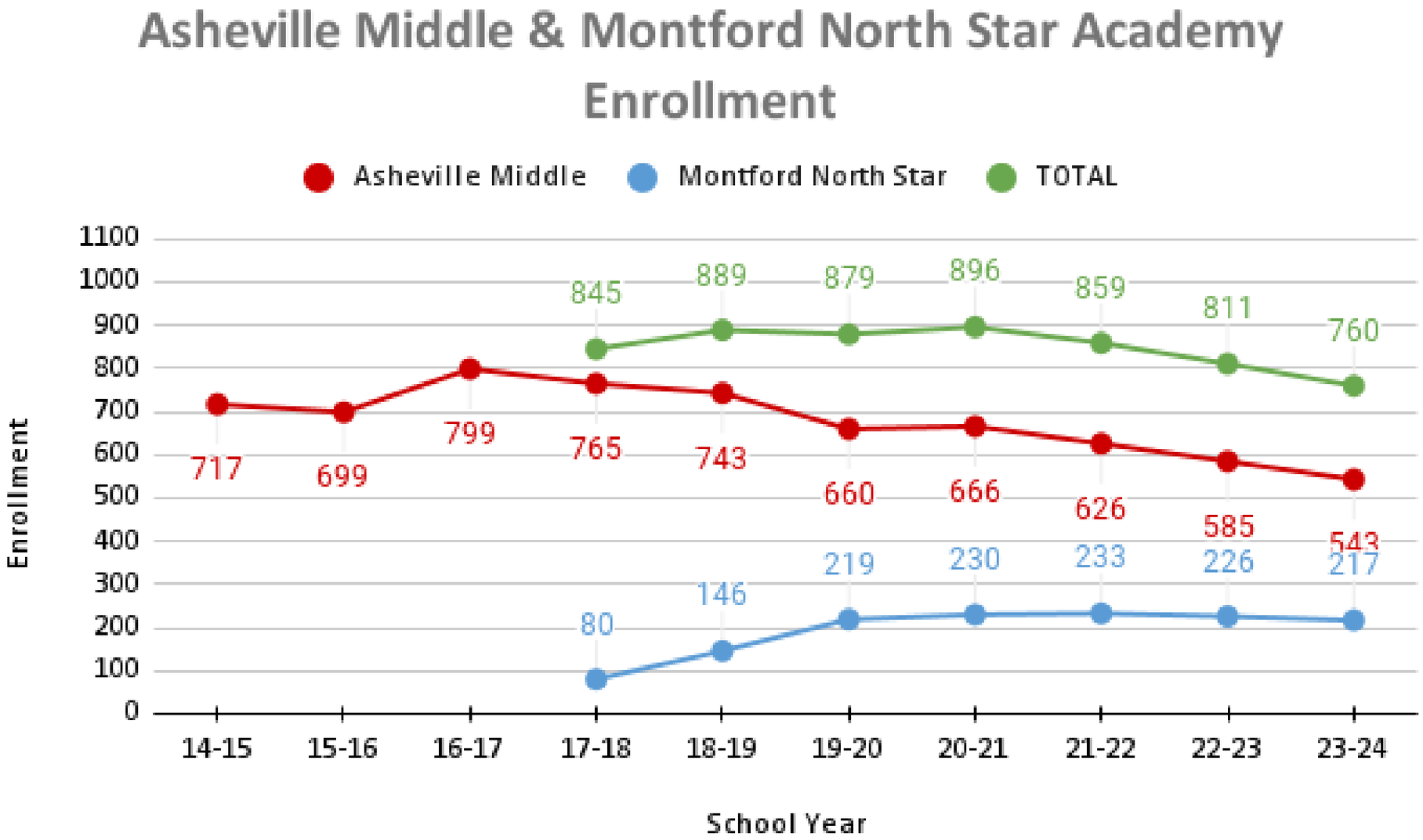
2023-2024 Out of District Applications: 86% Accepted

Grade	Applications	Denials
K	43	0
1	4	0
2	9	2 * ^
3	6	0
4	9	2 ^ +
5	7	2 ^ +
6	12	2 ^^

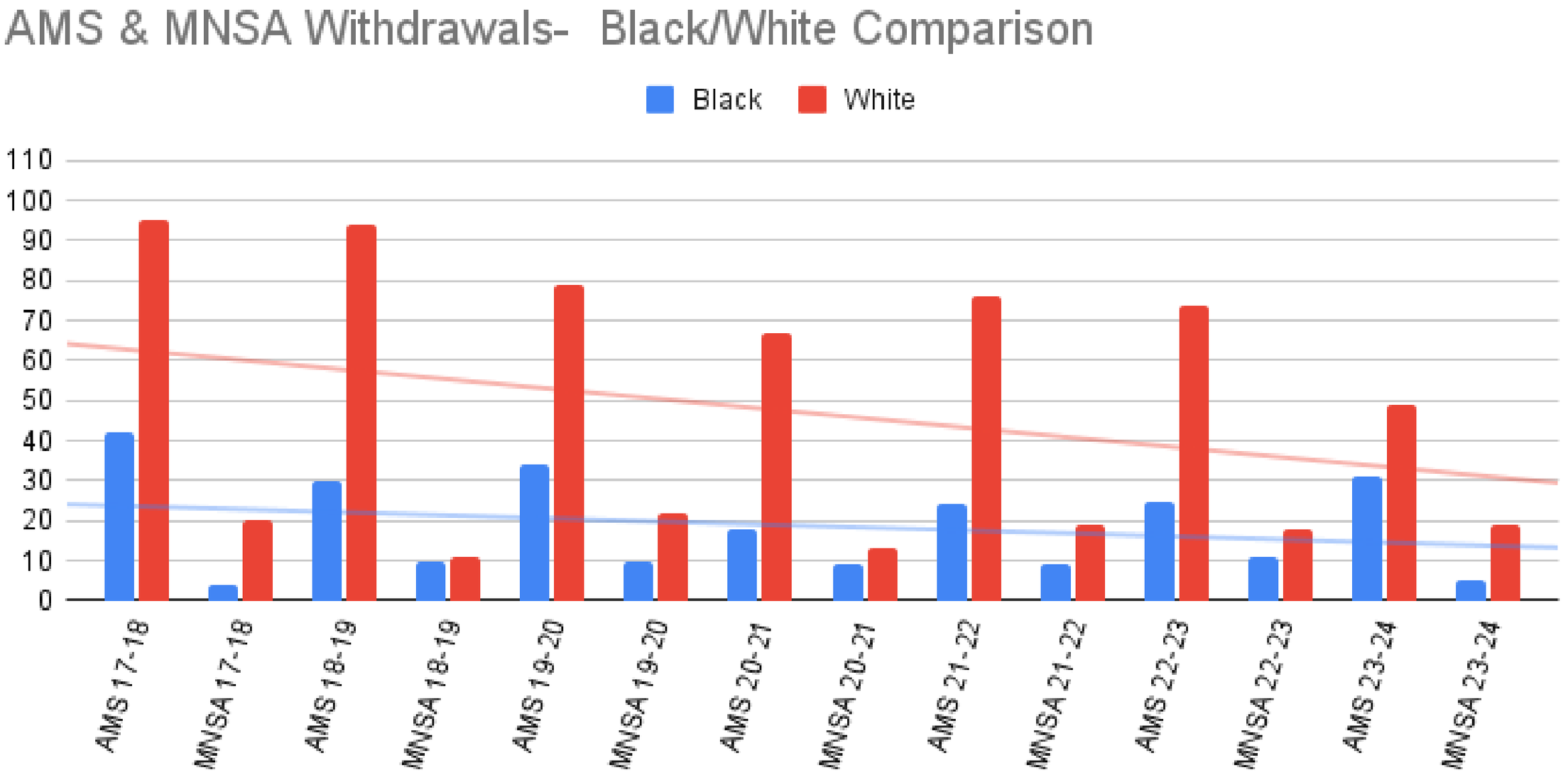
Grade	Applications	Denials
7	7	2 ^^
8	15	2 ^ +
9	47	5 ^^***
10	16	3 *^^
11	15	3 **^
12	6	5 ^^^^+
Total	212	28

Denial Codes: Space / Capacity = * Not in Good Standing = ^ Resources = +

Historical MS Enrollment



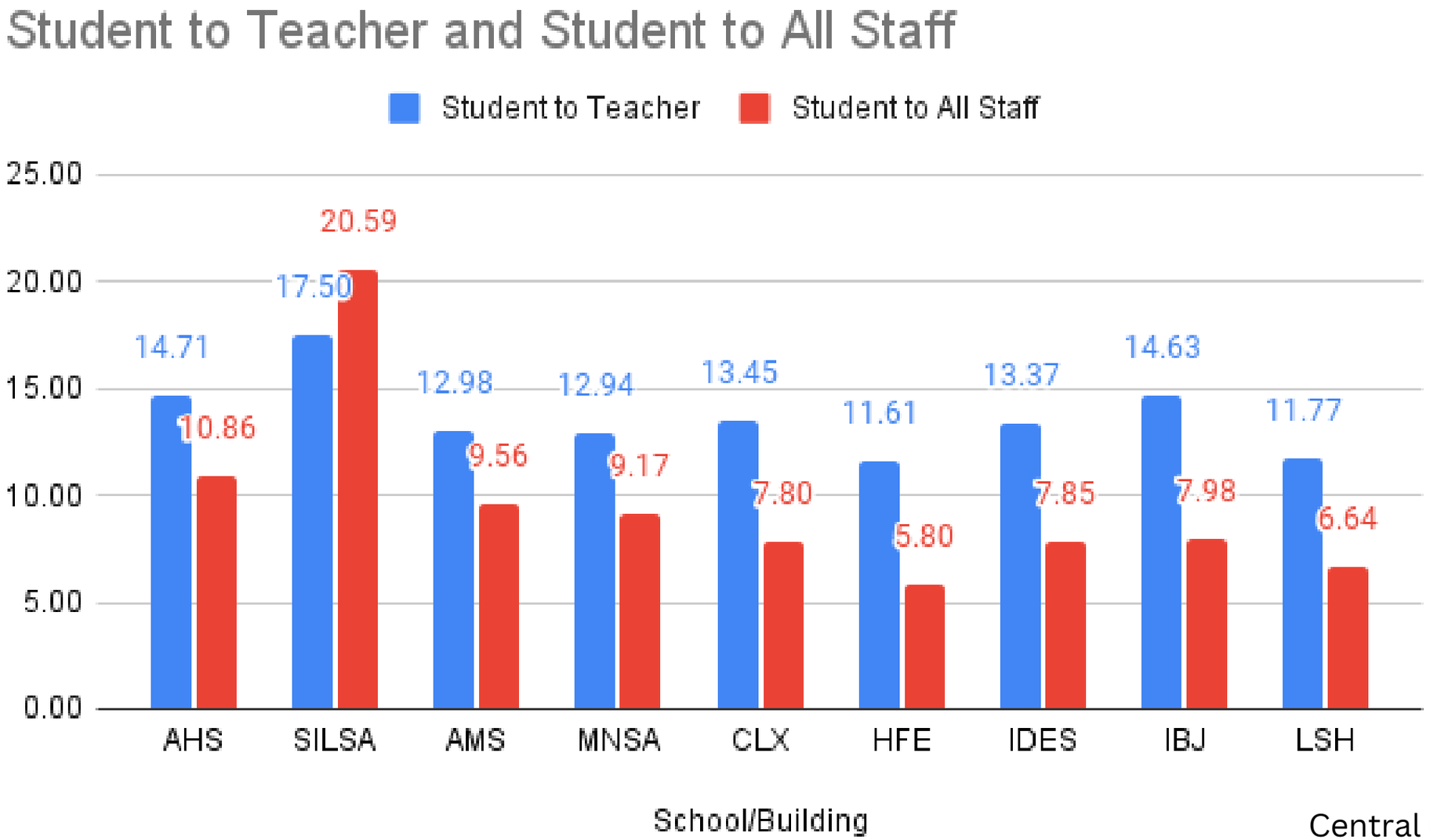
Historical MS Withdrawals



Between MNSA and AMS Transfers

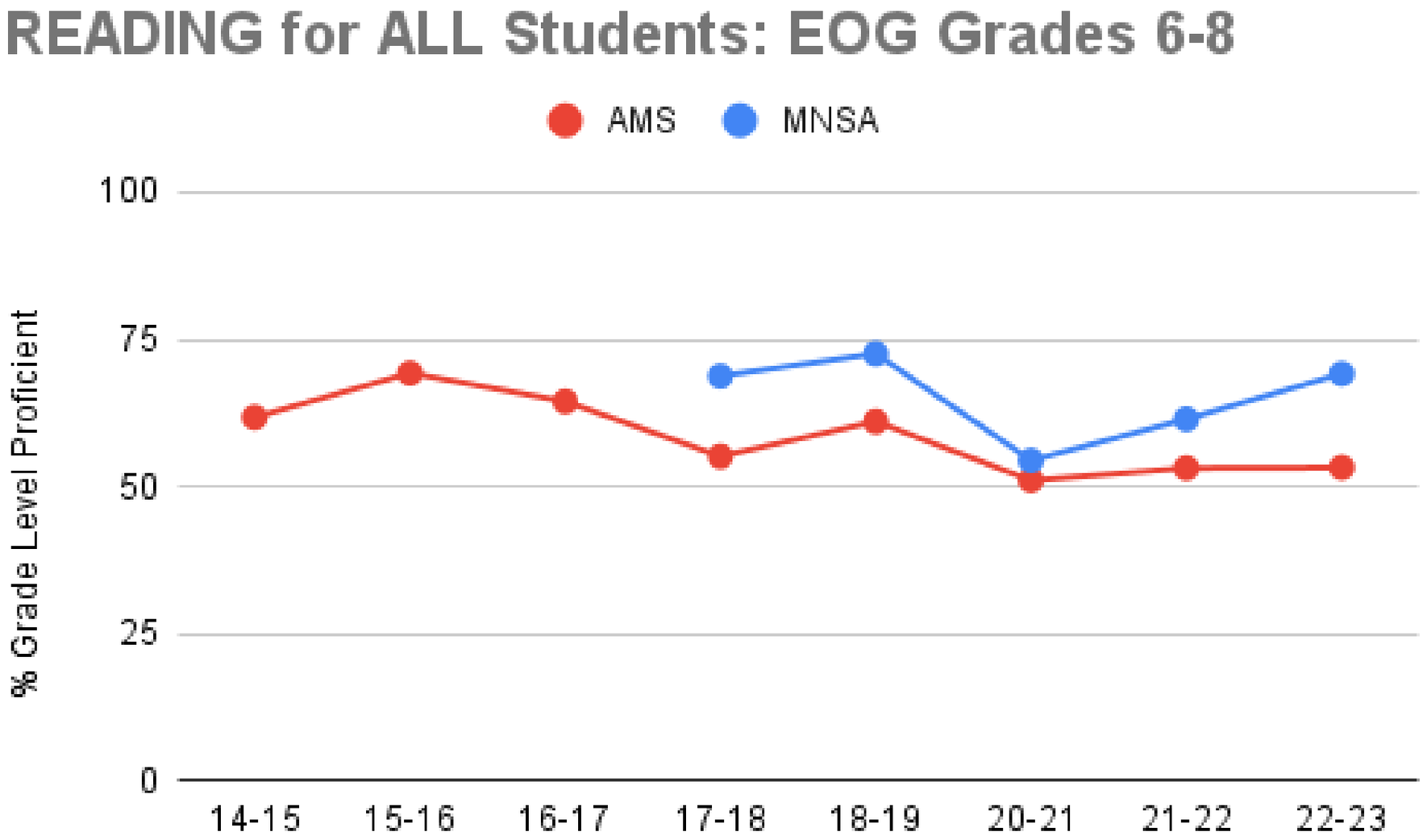
School Year	MNSA to AMS	AMS to MNSA
2023-2024	6	12
2022-2023	4	9

Student to Teacher Ratios

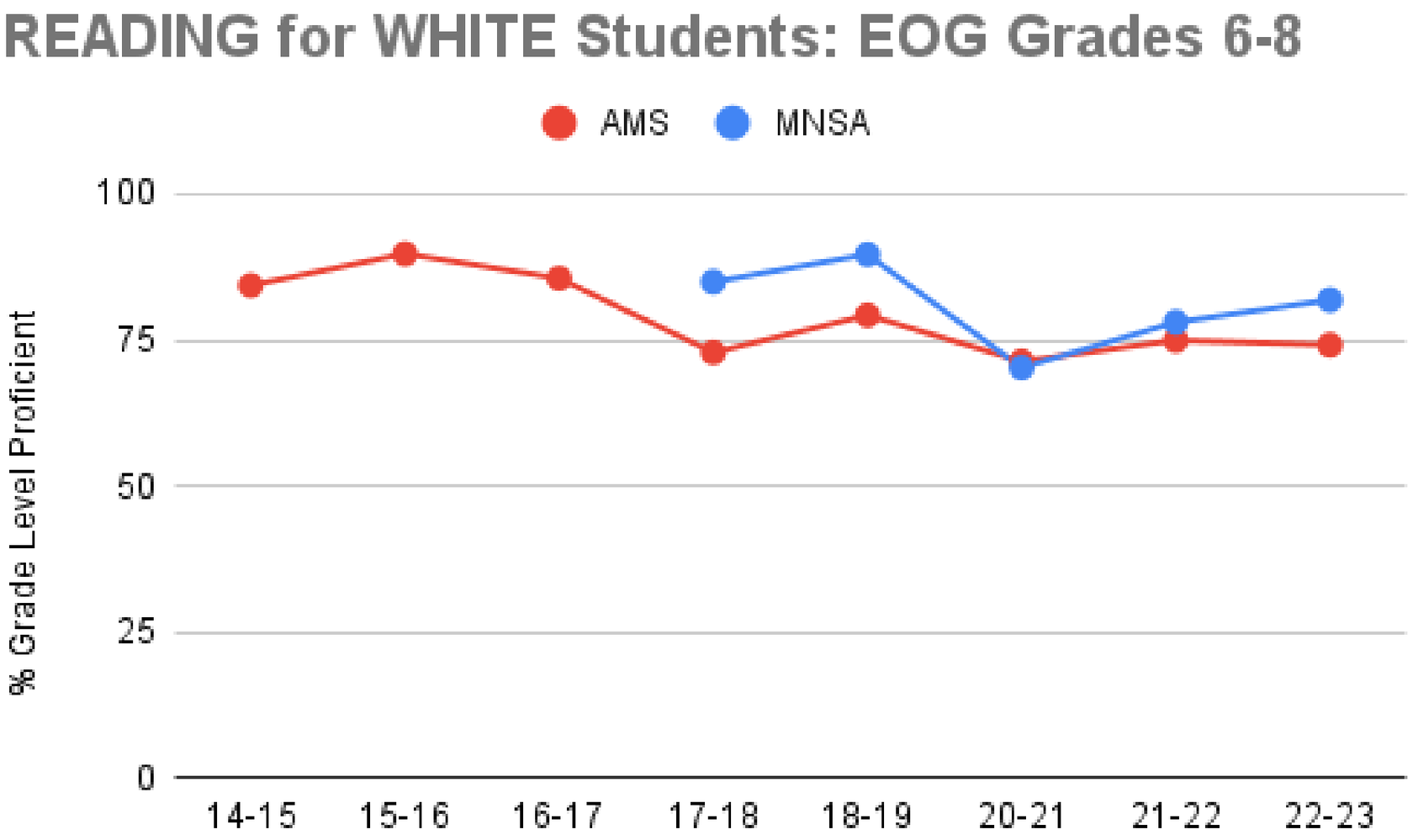


Central Office Ratios
CO: 65.08
Maintenance: 97.63

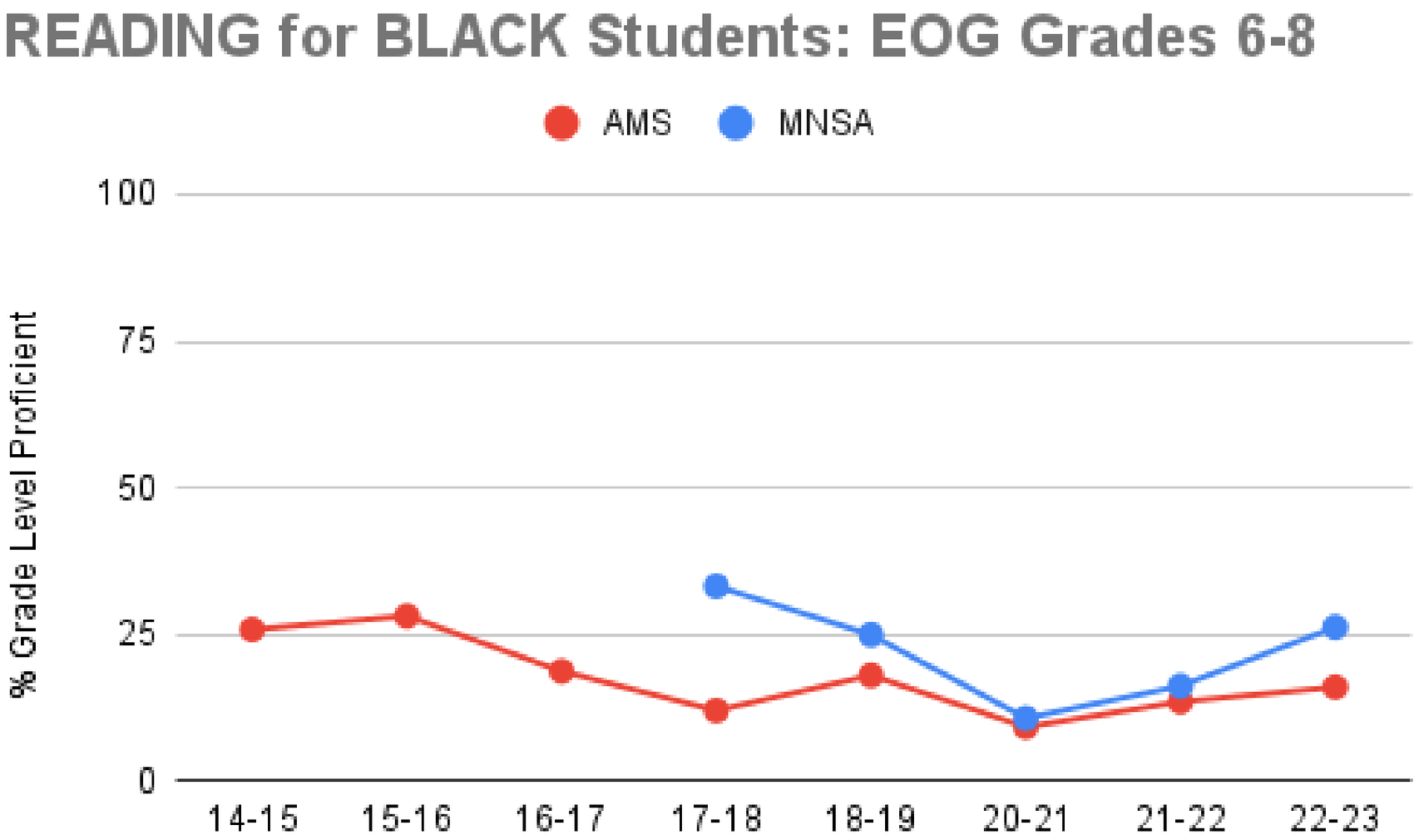
Student Achievement Data



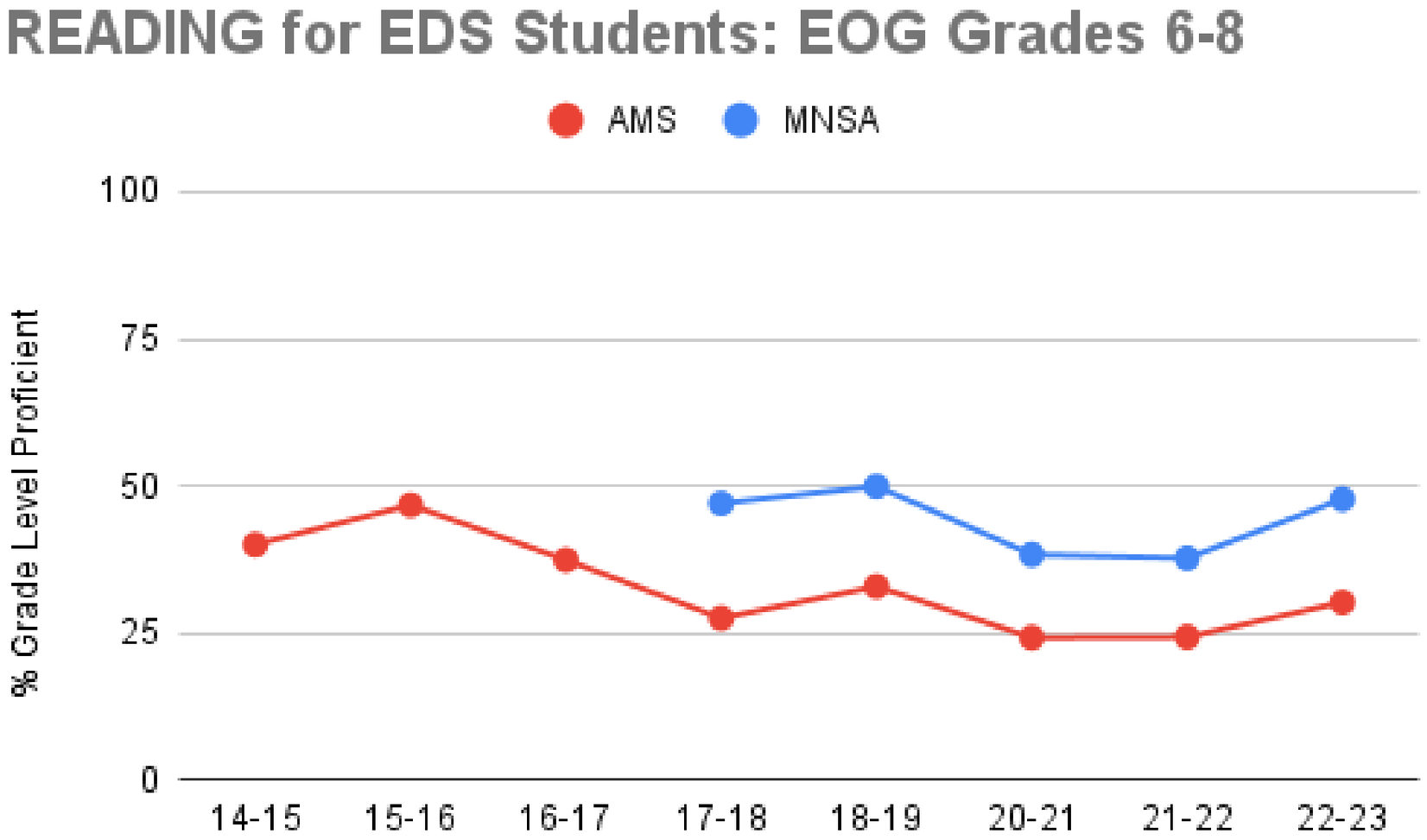
Student Achievement Data



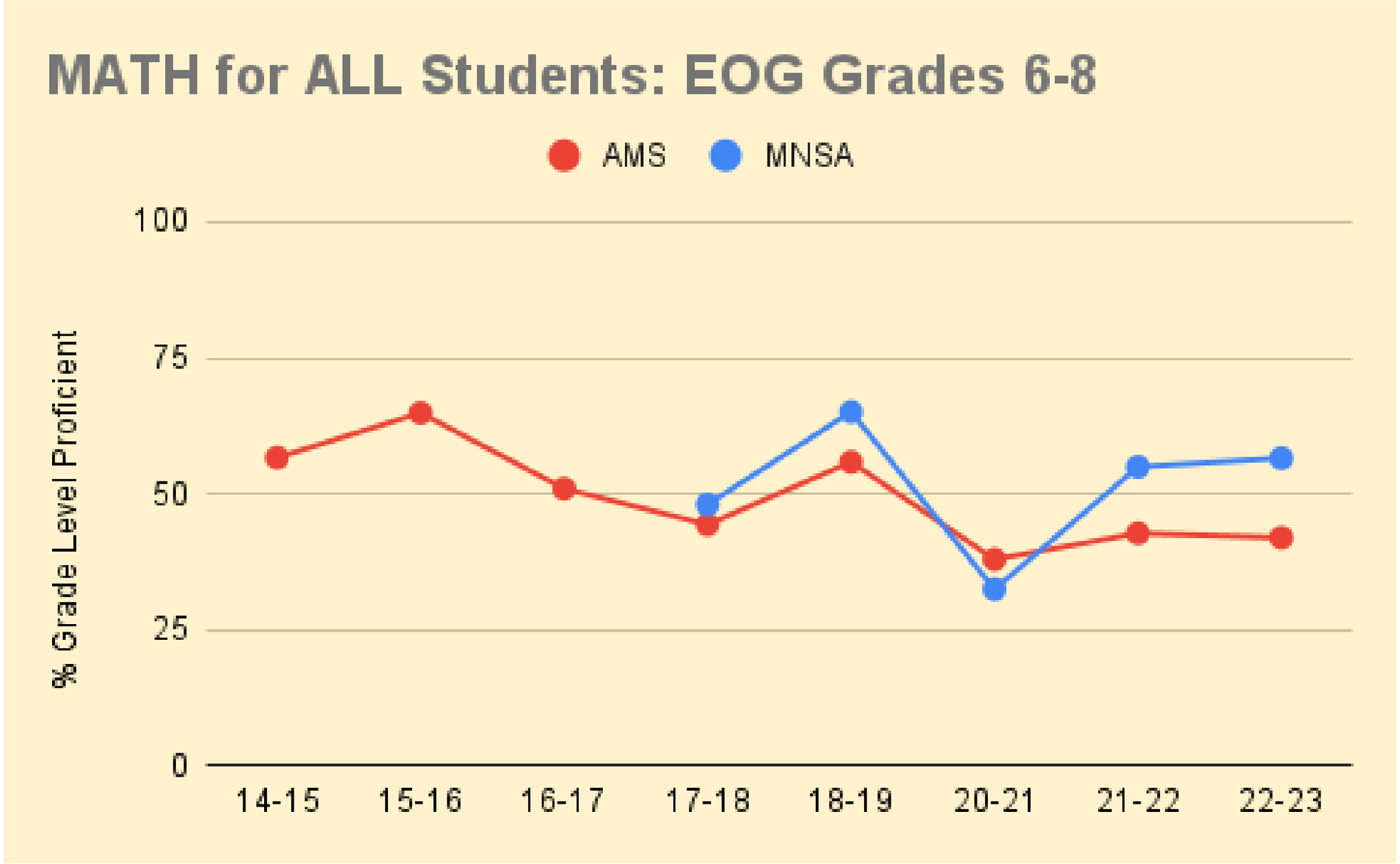
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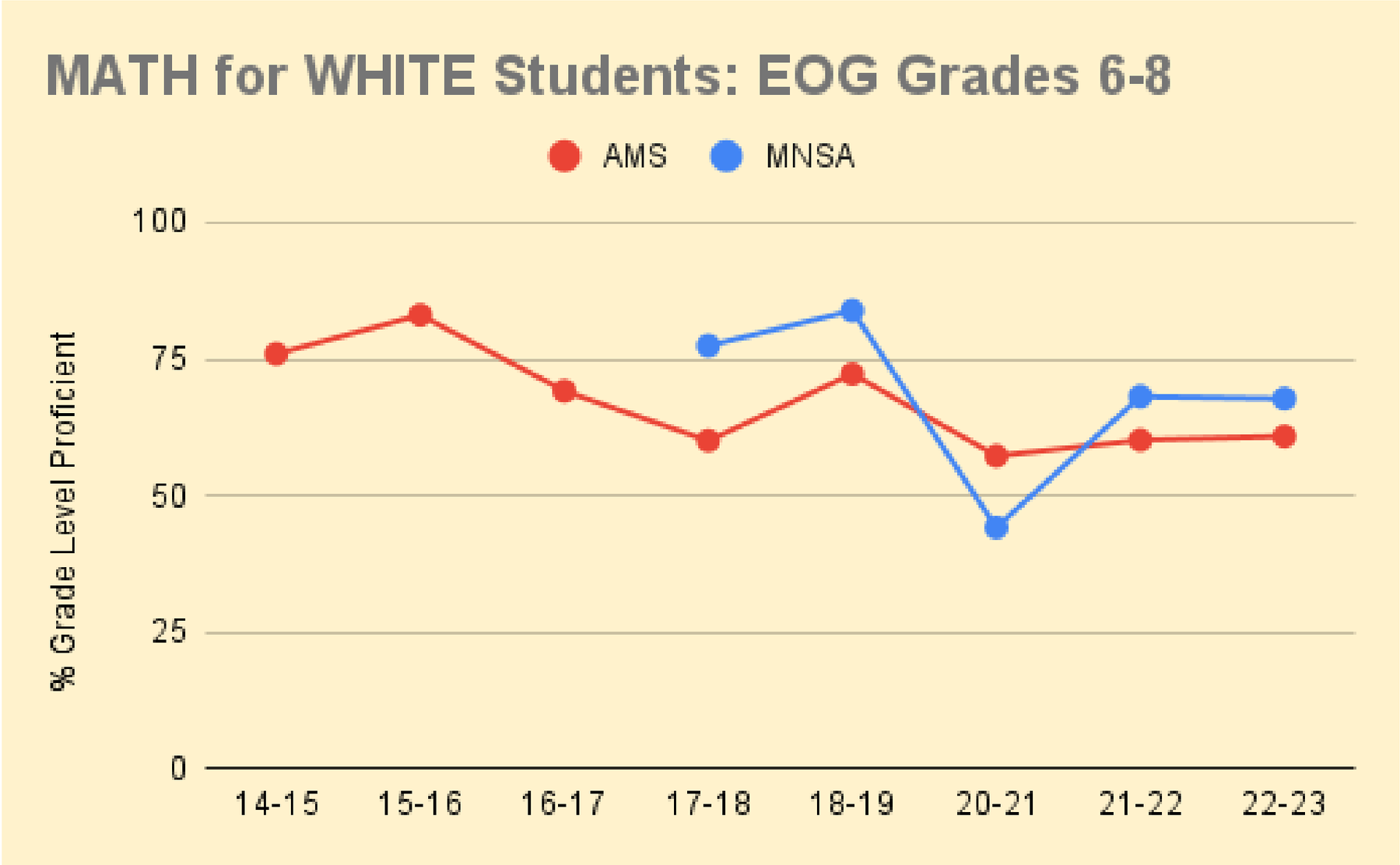
Student Achievement Data



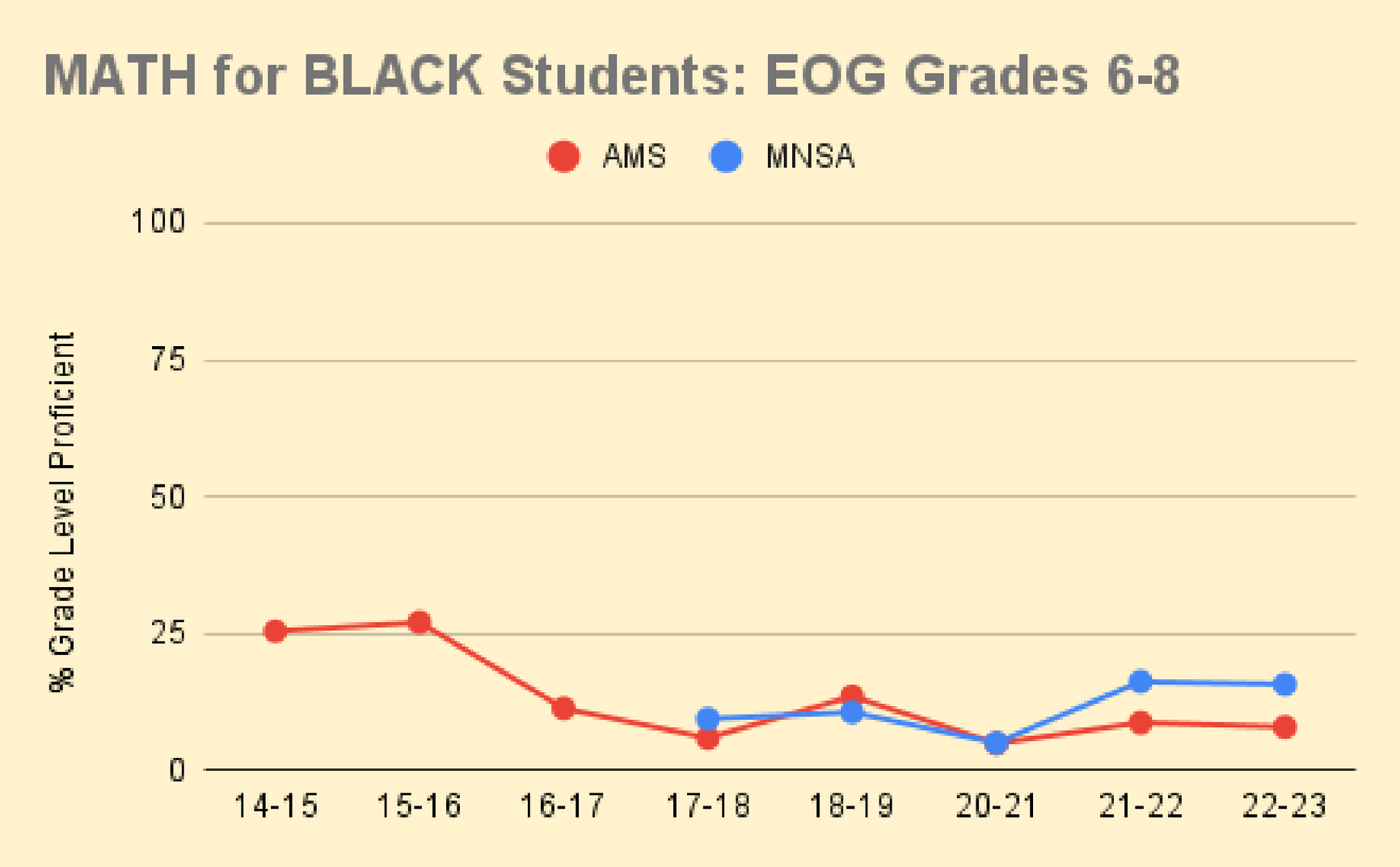
Student Achievement Data



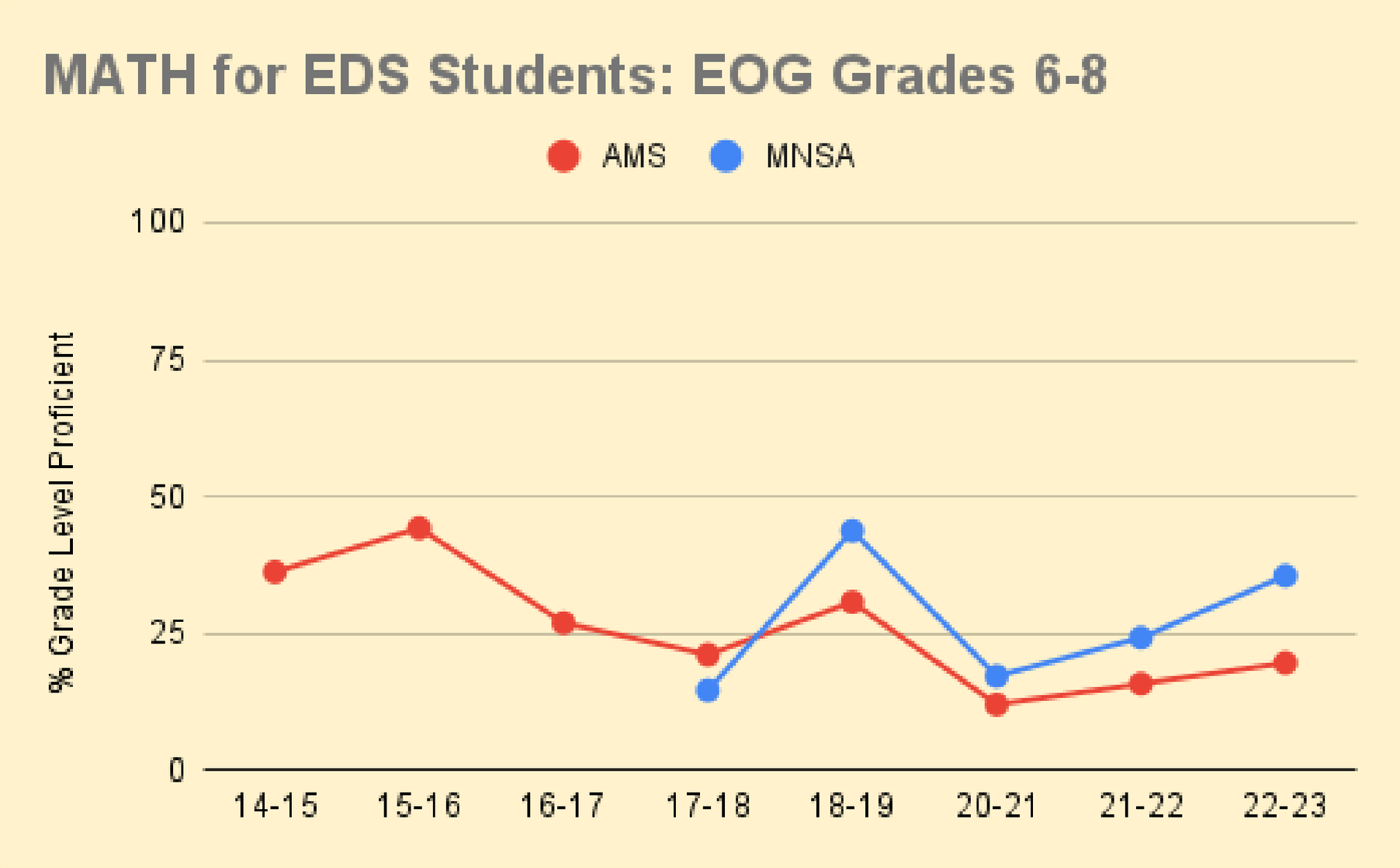
Student Achievement Data



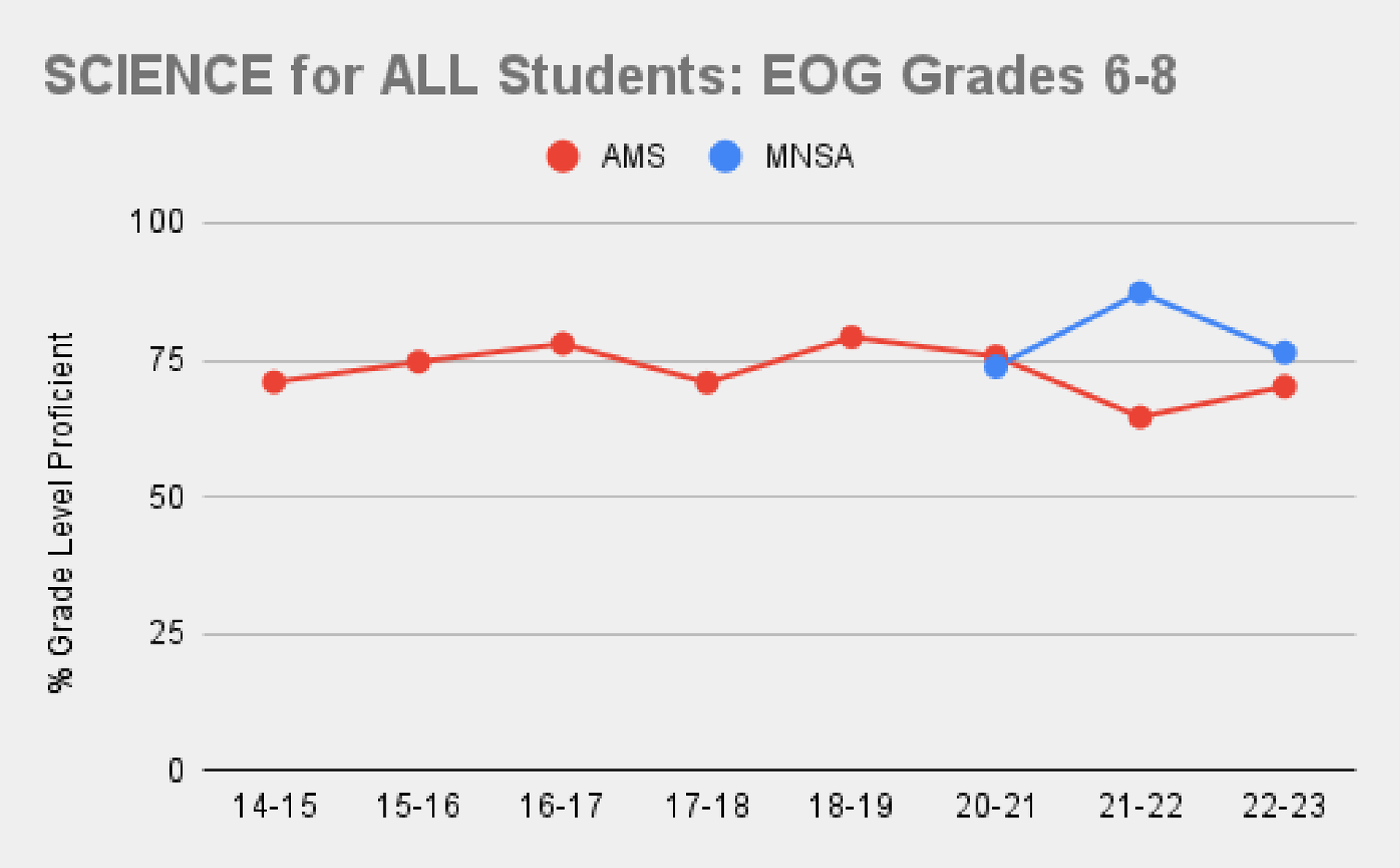
Student Achievement Data



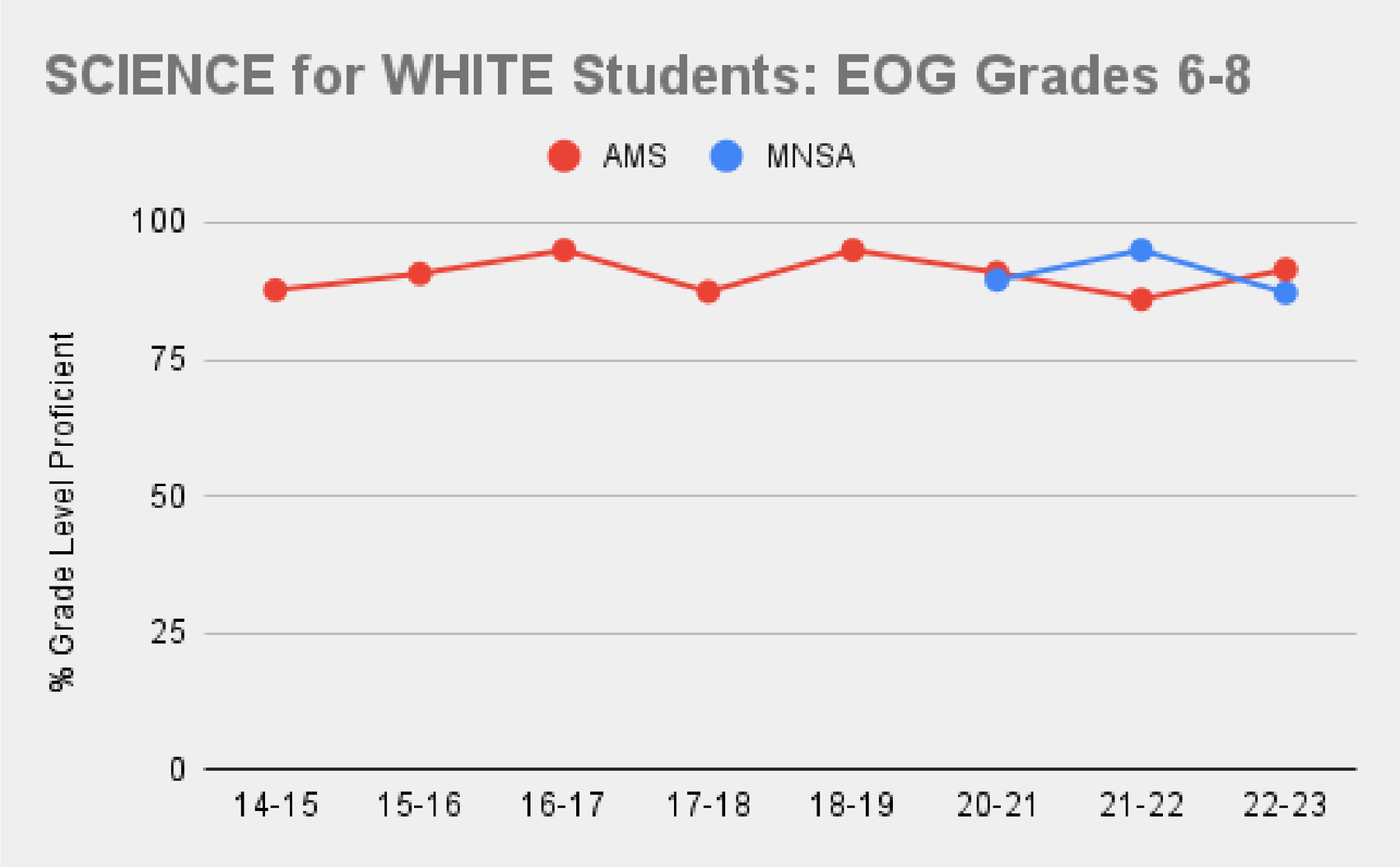
Student Achievement Data



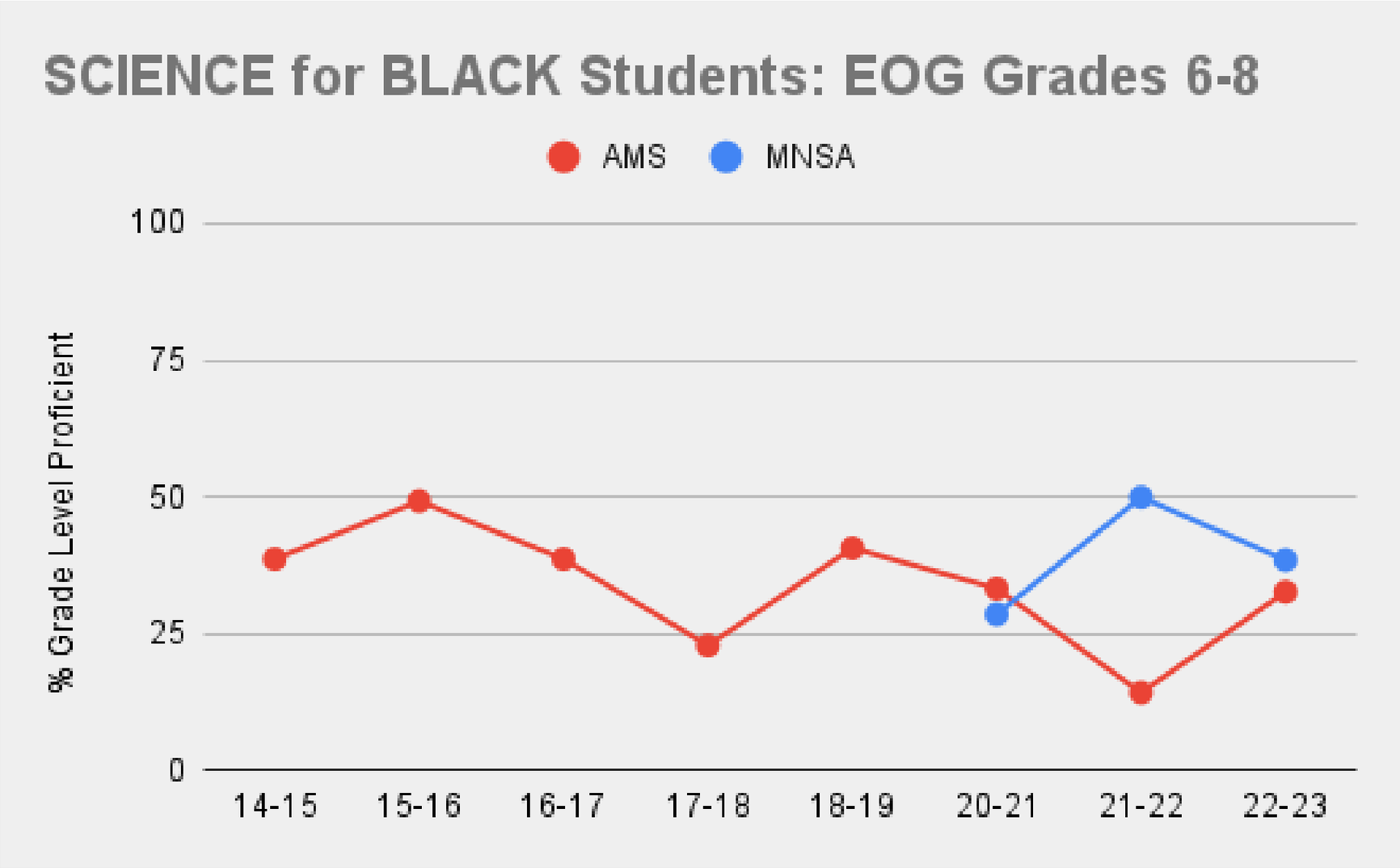
Student Achievement Data



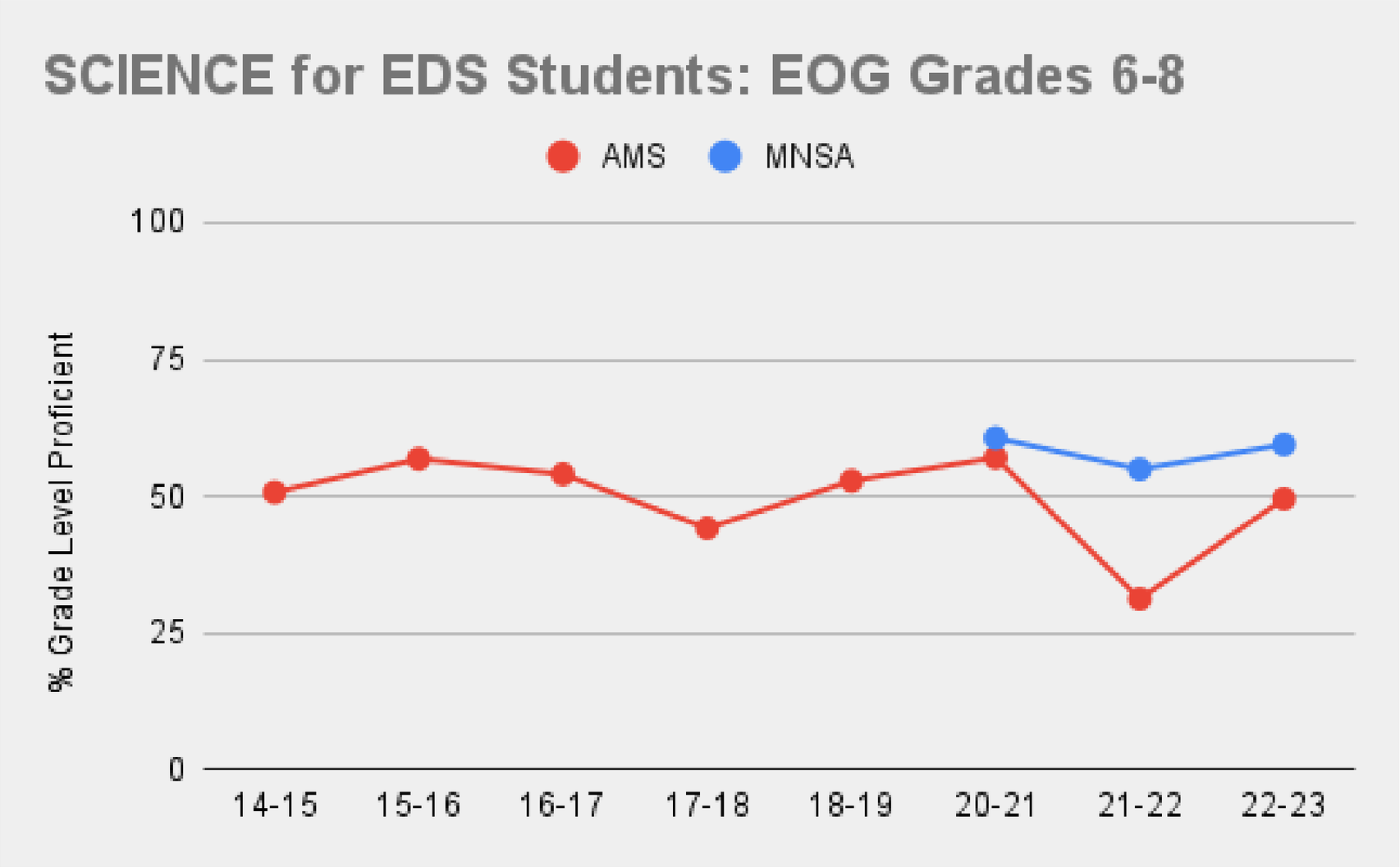
Student Achievement Data



Student Achievement Data



Student Achievement Data



Potential Savings in Staffing for Option 3

AMS			
Grade	Enrollment	Core Teachers	Total Staff
6th	197	9.00	9
7th	151	9.00	9
8th	197	9.00	9
Electives (3CTE)			15
TA's			1
	545		43
APs			3
Clerical			4
Counselors			3
DLT			1
Media Specialist			2
Principal			1
TOTAL SCHOOL BASED STAFF			57
Total	81		

MNSA			
Grade	Enrollment	Core Teachers	Total Staff
6th	68	4.00	4
7th	80	4.00	4
8th	72	4.00	4
Electives (2CTE)			5
TA's			1
Teacher Tot	220	12.00	18
APs			1
Clerical			2
Counselors			1
DLT			0
Media Specialist			1
Principal			1
TOTAL SCHOOL BASED STAFF			24

Sinigle Middle Schoool			
	24-25 Projected	Teachers Allotted	Rounded	# Teachers
6th grade	207	9.41	10.00	10
7th grade	265	11.04	11.00	11
8th grade	234	9.75	10.00	10
	706	30.2	31.0	31.0

Middle School Elective Teacher (1 / 100)		7.06	7
School Counselors (1 / 250)		2.82	3
MS - Assistant Principal (1 / 250)		2.824	3
MS/HS Clerical 3 per school (AA, Data Manager, Boo		3.00	3
MS Clerical - additional 1 / 350		2.02	2
School Nurse - 1 per school		1	1
Social Worker 1 per 250 students		2.824	2.824
Student Support Specialist - 1 per school		1	1
MS - Instructional Coach - 1 per school		1.00	1
Digital Lead Teacher - 1 per school		1	1
CTE Admin		0	
CTE Teachers			
CTE Clerical		0	
MS Music - 1 per 175 students enrc	750	4.29	4.5
In-School Suspension- 1 per school (MS/HS Only)		1	1
Stellar Sub- 1 per school		1	1
Media Specialists - 1 per school		1	1
			63.3

Estimated Potential Reduction of 18 positions*

Estimated Potential Savings between $1.5 and $2Million

**reduction of positions realized through attrition*

Potential Savings for Options 2 and 3

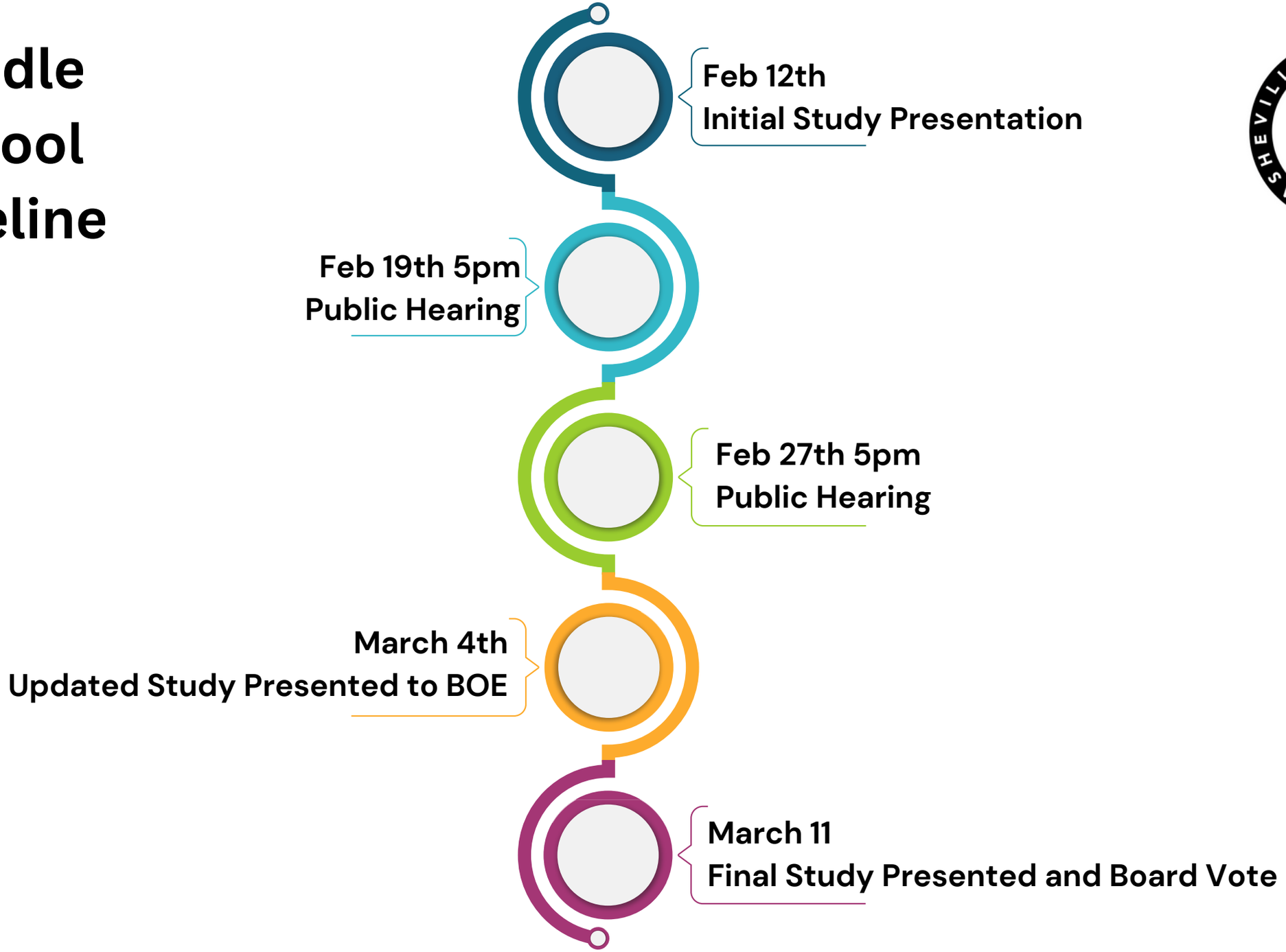
Option 2:
Transportation: $130,660
Leases: $90,345
School Nutrition: $90,000

Total: $311,005

Option 3:
Transportation: $130,660
Leases: $90,345
School Nutrition: $90,000
Staffing: $1.5 - $2.0 Million

Total: $1.8 - $2.3 Million

Middle School Timeline



Stay Informed

As updates and information are available, please follow ACS on social media and review our web page for new and updated information.

Share your thoughts



School Community Survey for Middle School Reconfiguration

Submit Written Feedback to the Board

Email written feedback to the Board via the email address below.

middleschoolreconfigurationfeedback@acsgmail.net

Exhibits

All files and data sources can be found by clicking the link above for the Exhibits linked for this study.

Version 1.1 Updates

Page	**Update**	Rational
Initial Analysis & Solutions Under Consideration	removed anticipated 2% supplement increase text	On Feb 12th the Board approved a 2% increase to local supplement so anticipated impact was no longer needed
Deeper Capacity Analysis	Linked most recent facility capacity information available; added Central Office to the list of facilities	Ensure transparency in reporting and provide direct links to information
Identify Tenable Options for Immediate Action	Updated Number 3 with info about central office staffing allocations	Clarification that central office staffing will also be adjusted based on enrollment