ASHEVILLE CITY BOARD OF EDUCATION

Work and Closed Session Agenda
Administrative Offices - Board Room
85 Mountain Street, Asheville, North Carolina
Tuesday, April 9, 2024, 5:00 PM

Board of Education Members:
George Sieburg, Board Chair
Amy Ray, Vice-Chair
James C. Carter, Member
Liza Kelly, Member
Rebecca Strimer, Member
Sarah Thornburg, Member
Jesse Warren, Member

Superintendent: Dr. Maggie Fehrman

The Vision of Asheville City Schools is to Empower and Engage every child to Learn, Discover, Thrive.

Work and Closed Session Agenda

The meeting will be available for viewing live via the Asheville City Schools YouTube page.
Work, Regular, and Open Session Board Meetings will have a
Spanish Speaking Interpreter

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1. MEETING OPENING

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

2. POSSIBLE ACTION/CONSENT ITMES FOR NEXT REGULAR BOARD MEETING

2.1 Student Releases to Buncombe County 2023-2024 - Tanya Presha, Academic and Program Support Coordinator
Consent

2.2 Gender Support Procedure- Dr. Dechant, Chief of Staff 5 - 12
Action

CZC Revised Bd Policy 1710-P - Gender Support Guidelines (00111312xBC088)Revised.pdf

1710 P Gender Support Guidelines Version from 3/4/24

2.3 Budget Amendments and Expenditure Report - Heidi Kerns, Chief Financial Officer 13 - 15
Consent

April 2024 - Amendment Summary.pdf

2023-2024 Budget and Expenditure Report 04-09-24.pdf

2.4 Board Meeting Calendar 2024-2025 - Dr. Fehrman
Consent

Draft of BOE: Meeting Schedule 2024-2025

2.5 Student Early Release for High School End-of-Year Testing Dates - Dr. Fehrman
Consent

2.6 Asheville High Baseball Field Lighting Project
Consent

Project Proposal

3. INFORMATION ITEMS

3.1 Strategic Planning Foundation - Dr. Fehrman
1. Identify Board Core Beliefs and Commitments
2. Building Blocks for Board's Theory of Action

3.2 Enrollment Report - Tanya Presha, Academic and Program Support Coordinator
24-25 Board Enrollment Update

3.3 Chartwells / School Nutrition Report - Nick Bobotas, Chartwells Director of Dining Services, Melissa Allen, Director of School Nutrition

School Nutrition Update Presentation

3.4 Budget Update and Discussion - Dr. Fehrman

3.5 Policies First Read - Dr. Dechant, Chief of Staff
3620 Extracurricular Activities and Student Organizations
4342 Student Searches
8325 Daily Deposits

3.6 Contracts/MOUs - Dr. Dechant, Chief of Staff 16 - 17
Contracts List for Board Mtg 2024-04-09.pdf

4. CLOSED SESSION - Board Chair, George Sieburg

The Chair will entertain a motion for the Board of Education to enter into a closed session pursuant to G.S. 143-318.11 for the following purposes:

- **Under subsection (a)(1) to prevent the disclosure of privileged and confidential personnel information pursuant to G.S. 115C-319-321;**
- **Under subsection (a) (3) to discuss matters protected by the attorney-client privilege.**

Motion to adjourn the meeting and go into a closed session.

4.1 Personnel Report # 8

4.2 Attorney Client Matters

5. FUTURE MEETINGS/ANNOUNCEMENTS -

Board Chair, George Sieburg

Regular Meeting

Monday, April 15, 2024

Administrative Offices - Board Room

Work and Closed Session Meeting

Monday, May 6, 2024

Administrative Offices - Board Room

Regular Meeting

Monday, May 13, 2024

Administrative Offices - Board Room

2023-2024 ACS Board of Education Meeting Schedule

6. ADJOURNMENT - Board Chair, George Sieburg

6.1 Adjourn Meeting

Motion to adjourn the meeting.

Subscribe to receive notifications about upcoming meetings

Procedure Code: 1710-P Gender Support Guidelines

~~***"If we lack respect for one group, then there is a tendency for that attitude to spread. It becomes infectious and no one becomes safe from the ravages of prejudice."***~~

~~***Walter Annenberg***~~

Introduction

It is the policy of Asheville City Schools to maintain a safe and supportive school environment for all students free from harassment, intimidation, and/or bullying and free from discrimination due to actual or perceived race, color, creed, ethnicity, national origin, citizenship/immigration status, religion, gender, gender identity, gender expression, sexual orientation, disability, or weight.

Educators play an essential role in creating a supportive school culture and advocating for the wellbeing of students. It is important for school staff, students and parents to be aware that transgender and gender nonconforming students may ~~be at a higher risk for~~experience peer ostracism, victimization, and bullying because of bias and/or the possibility of misunderstanding and lack of knowledge about their lives. Schools must be proactive in creating a school culture that respects and values all students and fosters understanding of gender identity and expression within the school community.

These guidelines are intended to help schools comply with existing State and federal laws protecting the rights of individual students and to promote a~~the~~ safe and supportive educational environment, free from discrimination and harassment, ~~and social integration of~~for transgender and gender nonconforming students~~ and ensure a safe learning environment free from discrimination and harassment~~. Each principal is responsible for ensuring that all staff are made aware of these guidelines and for making staff aware of appropriate training and professional development opportunities. Every student and school are unique and these guidelines do not anticipate every situation that may occur. The needs and legal rights of each student must be assessed on a case-by-case basis. School administrators should discuss the needs and concerns of transgender and gender nonconforming students with them and their families and draw on the experiences and expertise of their colleagues as well as external resources where appropriate.

Definitions and Terminology.

Assigned Sex at Birth: Refers to the sex designation recorded on an infant's birth certificate should such a record be provided at birth.

Cisgender: An adjective describing a person whose gender identity corresponds to their assigned sex at birth. For example, an individual who was assigned the sex designation of female at birth and whose gender identity is female.

Gender Expression: The way a person expresses gender to others in ways that are socially defined as either masculine or feminine, such as through behavior, clothing, hairstyles, name, pronouns, activities, voice or mannerisms. (Note: Gender expression can vary depending on one's culture as well as changes in social norms and expectations, such as shifts in clothing and hairstyles.)

Gender Identity: A person's gender-related identity, regardless of whether that gender-related identity, appearance or behavior is different from that traditionally associated with the person's physiology or assigned sex at birth. Everyone has a gender identity.

Gender Identity is a person's inner sense of being a man or a woman, some combination of both, or neither.
Gender Nonconforming: An adjective used to describe an individual whose gender expression does not conform to the social expectations or norms or stereotypical expectations for a person of that sex assigned at birth. Gender nonconforming individuals may identify as male, female, some combination of both, or neither.
Gender Transition: Refers to the process in which transgender individuals begin asserting the sex that corresponds to their gender identity instead of the sex they were assigned at birth. During gender transition, individuals may begin to live and identify as the sex consistent with their gender identity and may dress differently, adopt a new name, and use pronouns consistent with their gender identity. Transgender individuals may undergo gender transition at any stage of their lives, and gender transition can happen swiftly or over a long period of time.
Intersex: A term used for individuals born with variations in sex characteristics - reproductive or sexual anatomy or chromosome pattern- that do not fit the typical binary notions of male or female bodies.
Sexual Orientation: A person's sexual orientation is the individual's enduring pattern of physical, romantic, emotional, aesthetic or other attraction to another person. Sexual orientation can be towards persons of the opposite sex or gender, the same sex or gender, or to both sexes and more than one gender. Sexual orientation is not the same as gender identity.
Transgender: Describes a person whose gender identity or gender expression is different from their assigned sex at birth. Transgender and gender nonconforming youth use various words to describe their lives and experiences. Some examples these students may use to refer to themselves include, but are not limited to, trans, transgender, male-to-female (MTF), female-to-male (FTM), genderqueer, nonbinary, gender fluid, two-spirit, trans boy, and trans girl. The terminology and language used to describe transgender individuals may differ based on varied factors such as geographic location, race, ethnicity, age, country of origin, etc. and may change over time.
The individual student is the best person to determine their own identity. School staff should be sensitive to, and use, the terminology that supports and respects the wishes of the individual child. ~~Under North Carolina law, schools must inform a student's parent(s) prior to any changes in the name or pronoun used for a student in school records or by school personnel.~~

Addressing Discrimination/Harassment~~:~~
It is the policy of the Asheville City Schools Board of Education to maintain a safe and supportive learning and educational environment that is free from harassment, intimidation, and/or bullying and free from discrimination related to actual or perceived race, color, creed, ethnicity, national origin, citizenship/immigration status, religion, gender, gender identity, gender expression, sexual orientation, disability, or weight.
Discrimination means any act or failure to act that unreasonably and unfavorably differentiates treatment of others based solely on their membership in a socially distinct group or category, such as race, ethnicity, sex, pregnancy, religion, age or disability or by association with a person who has or is perceived to have one or more of these characteristics. Discrimination may be intentional or unintentional. Harassment, including sexual or gender-based harassment, is not limited to specific situations or

relationships. It may occur between fellow students or co-workers, between supervisors and subordinates, between employees and students, or between non-employees, including visitors, and employees or students. Harassment may occur between members of the opposite sex or the same sex. Complaints alleging discrimination or harassment based on a person's biological or gender identity must be handled in accordance with procedures outlined in Board Policy 1710/4020/7230.

Privacy

In accordance with the Family Education Rights Privacy Act (FERPA) and Board Policy 4700, only those school or other Board employees with a legitimate educational interest are permitted to access a student's records. Absent parental consent, or the student's consent if they are 18 years of age or older, information contained in, learned from or to be recorded in a student's records, including information regarding a student's transgender status, may only be disclosed in the following very limited circumstances: 1) in a health or safety emergency; 2) to employees with a legitimate educational interest in the information; or 3) in various other circumstances explicitly permitted by ~~.~~ ~~(~~Board Policy 4700 and FERPA~~)~~.

Moreover, transgender and gender nonconforming students have the ability, as do all students, to discuss and express their gender identity and expression openly and decide when, with whom, and how much of their private information to share with others. Schools should work closely with the student and parent(s) in devising an appropriate plan regarding the confidentiality of the student's transgender status. (See Supporting Transgender or Transitioning Students section below.) Note that using a student's name and the corresponding pronoun ~~that is preferred and~~based upon their gender identity which is consistently and persistently asserted at school ~~as set forth below,~~ does not constitute a violation of a student's privacy, board policy, or these guidelines.

Under North Carolina law, schools must inform a student's parent(s) prior to any changes in the name or pronoun used for a student in school records or by school personnel. Teachers and other school employees are not responsible for making parental notifications; however, all employees must refer any student request to the principal or their designee. The principal, or their designee, shall be responsible for discussing parental notification with the student in a supportive and confidential environment. Each case is unique and the safety of the student shall be considered in the method of notice. In all cases, notice shall be in-person or by telephone. However, following two (2) attempts to contact a parent, the principal may leave a voice message or send an electronic message to a number or email address provided by the parent.

Notice to a parent of student's request for a name or pronoun change is not legally required when a related report of possible child abuse by a parent is made to social services by school personnel. Likewise, if a student does not wish to pursue a name or pronoun change, no notice to parents is required and respecting the decision of the student does not violate law.

Finally, the principal or their designee should encourage a student to discuss these matters with their parent(s) and may refer a student to a school counselor or other appropriate personnel for consultation.

~~In some cases, transgender students may not want their parents to know about their transgender status. These situations must be addressed on a case-by-case basis and~~

~~will require schools to balance the goal of supporting the student with the requirement that parents be kept informed about their children.~~
~~The paramount consideration in such situations is the health and safety of the student.~~

Supporting Transgender or Transitioning

~~Students~~ Individual Schools have a~~n unique and powerful~~ opportunity to support transgender students, including those going through a gender transition~~, while providing education to the entire school community~~. Regardless of how students transition or express their gender identity, all students have the right to have their gender identity recognized and respected by their school community.

~~For most youth, and for all young children, the experience of gender transition is focused solely on "social transition," whereby they begin to live as the gender consistent with their gender identity.~~ Transgender youth who are in the process of social gender transition often choose a new first name and the gender pronoun that better reflects their gender identity. They may or may not begin to dress and style their hair in ways that better reflect their gender identity, and, as all young people do, seek social affirmation of their gender identity from peers and other important figures in their lives. Transition can also include changing identity documents such as the person's social security record, passport, driver's license, etc. Not all transitions are binary, meaning male-to-female or female-to male.

Some transgender youth who are close to reaching puberty, or after commencing puberty, may ~~complement social transition with~~seek medical intervention that may include hormone suppressants, cross-gender hormone therapy, and, for a small number of young people, a range of gender-affirming surgeries. An individual's decision about whether and how to undergo gender transition is personal and ~~it will depend on the unique circumstances of each student~~the district does not make any determination or recommendations regarding medical interventions for transgender or non-binary students.

It is not unusual for a child's desire to transition to first surface at school. In some cases, a parent will approach a school or district administrator about their child's transition. In other cases, the student is the person who informs the school about their transition. The administrator~~, and student support specialist, i.e.~~ school counselor or school social worker, should meet with the parents and student to discuss the school's role in supporting the student~~'s transition,~~. This may include ~~make resources available to parents who have questions or concerns, work with the family to prepare for a formal gender transition at school and put in place measures for supporting the child and creating a sensitive supportive environment at school~~working with the child and family to put in place measures for supporting the child and providing any requested resources or supports to the families. This meeting should include, but not be limited to, discussion of the timing of the transition, planning responses to questions from school staff and students, and changing the student~~'~~'s information in school records.

School officials must be mindful that transgender and gender nonconforming youth often experience significant family challenges. Some transgender students have not talked to their parents about their gender identity and/or do not want their parents to know about their transgender status based on ~~safety concerns or~~ concerns about a lack of acceptance or safety concerns~~(this may be more appropriate for High School students)~~. ~~(Pre-K-5 students' parents should be informed)~~ The school principal or their

designee should speak with the student first to ascertain concerns the student may have. As noted above, these situations must be addressed on a case-by-case basis balancing the student's request with the requirements of state and federal law. The school principal or their designee, if necessary, should confer with their Director of Student Services about how to proceed.

Schools should be especially vigilant for any bullying or harassment issues that may arise. Pursuant to Board policy, schools must work to prevent bullying and harassment, and respond promptly when allegations of bullying and harassment arise in accordance with Board Policy 1710/4020/7230.

Names and Pronouns

Every student is entitled to be addressed by the name and pronoun that corresponds to the student's gender identity that is consistently and persistently asserted at school.

As addressed above under "Privacy", schools must inform a student's parent(s) prior to any change in the name or pronoun used for a student in school records or by school personnel. Students are not required to obtain parental consent or a court ordered name and/or gender change as a prerequisite to being addressed by the name and pronoun that corresponds to their gender identity. Teachers and other school staff should be made aware of and honor a student's request to be referred to by the name and gender that corresponds to their gender identity. It is important to note that students who are gender nonconforming or who do not prescribe to the gender binary may prefer gender neutral pronouns such as they, ze, or other pronouns. These other pronouns are used when the gender is unknown or not assumed and replace he/she.

While inadvertent slips and honest mistakes may occur from time-to-time, the intentional and persistent refusal to respect a student's gender identity or choice of preferred name and pronoun is prohibited. If a staff member or student raises a religious objection to using a student's name or pronoun that corresponds with the student's gender identity, the principal should contact Student Services Department for support.

Student Records

Each school is required to maintain a permanent pupil record of each student (e.g. transcript, report cards, attendance records), in the student's legal name and gender. In records which are not permanent pupil personnel records (e.g. guidance logs, anecdotal records, yearbooks, graduation programs, etc.), schools must use the name and gender that is preferred and consistently asserted by the student at school. Student email accounts may be changed to reflect the preferred name. To the extent the capability is available in the official electronic student records database ~~(coming soon in PowerSchool)~~, students' preferred names and gender shall be recorded, in addition to their legal name, to conveniently inform teachers and other staff of the name and pronoun to use when addressing students. To the extent the student records database does not have this capability, the administration will work to develop systems to produce class rosters that reflect students' preferred names and pronouns.

Procedures to Change a Student's Permanent Pupil Record

A student's permanent pupil record can be changed to reflect a change in legal name or gender only upon receipt of documentation that such legal name and/or gender have been changed pursuant to applicable law.

Required Documents

- The documentation required for a legal change of name is a court order or birth certificate demonstrating the student's new name.
- For a legal change of gender, the student must provide a birth certificate to school officials indicating the student's legal gender, a court order directing legal recognition of change of gender; or a valid (not limited-validity) passport indicating the student's legal gender. The following procedures should be followed if a school receives a request to change a student's record to reflect a change in legal name and/or gender.
  For students who are currently enrolled in an Asheville City Public School, the school in which the student is enrolled should make the legal name and/or gender change in PowerSchool upon receipt of the required documentation (see above).

Student records for graduated Asheville City School students are archived in read-only format and cannot be amended. For these students, documentation of a name changed may be presented to the Student Services and scanned into our stored student records. When requests for graduation verification are made, the prior record can be accessed and a letter of verification will be issued in the student's new legal name. Any transcript requests will have the former student name and gender on the transcript.

In all cases, the former name and/or gender will be maintained in archived data, in order to ensure that records accurately reflect circumstances in effect at the time each record was made, to enable records to be cross-referenced, and to maintain the confidentiality of the student's transgender status to the extent possible.

Medical Records:

With respect to student medical records, school nurses and other licensed professionals need accurate and reliable information to confirm a student's identity in order for the student to receive appropriate care and to enable them to coordinate, when necessary, care with other health care providers or licensed professionals, as well as to file health insurance claims with other organizations, such as Medicaid. In accordance with applicable law and regulations, nurses are required to maintain patient records that contain all pertinent information which identifies a patient and that accurately document clinical information relating to their patients, and to keep such records confidential.

In the case of a transgender student, a school nurse should use the student's preferred name, and should use the student's legal name only when necessary for the student to receive appropriate care and to enable the school nurse to coordinate care for the student with other health care providers or licensed professionals, as well as to file health insurance claims.

Sports and Physical Education:

Sports and physical education programs, including physical education classes and school teams, are educational opportunities. Participation in these activities plays an integral role in developing a child's fitness and health, self-esteem and general well-being. Transgender students are to be provided the same opportunities to participate in physical education as are all other students.

Students may participate in interscholastic athletics according to rules established by the State and the North Carolina High School Athletics Association.

Students must be permitted to participate in physical education and intramural sports in accordance with the student's gender identity that is consistently asserted at school.

Participation in competitive athletic activities and contact sports will be resolved on a case-by-case basis.

Restroom and Locker Room Accessibility~~:~~

Transgender and gender nonconforming students must be provided access to safe facilities (restrooms, locker rooms or changing rooms). A transgender student may not be required to use a facility that conflicts with the student's gender identity consistently and persistently asserted at school. Schools should work with students and their families to facilitate restroom and locker room use that meets the student's safety and privacy needs and the spirit of these procedures. Schools must provide reasonable alternative arrangements for any student who expresses a need or desire for increased privacy. Reasonable alternative arrangements may include a single occupancy restroom, use of a private area, or a separate changing schedule. Any alternative arrangement should be provided in a non-stigmatizing way and in a manner that protects a student's ability to keep their transgender status confidential.

Gender Segregation in Other Areas~~:~~

Gender-based policies, rules, and practices can have the effect of marginalizing, stigmatizing, stereotyping and excluding students, regardless of whether they are transgender or gender nonconforming. Students must be permitted to participate in all school activities (e.g., overnight field trips) in accordance with their gender identity consistently asserted at school. Requests for accommodations to address privacy concerns will be addressed on a case-by-case basis in a Gender Support plan developed with the student and parent(s) or guardians. In order to be supportive of all students and in recognition of legal rights applying to all students, any request by a student to room with students in accordance with the student's gender identify during an overnight field trip or other school sponsored activity shall be discussed with the parent, student, and principal or their designee in advance. Regardless of gender identity or sexual orientation, students who are dating or romantically involved shall not be permitted to room together.

Gender Based Activities and Practices

Schools and departments shall evaluate all gender-based activities and practices and maintain only those that have a clear and sound pedagogical purpose.

Students shall be permitted to participate in any such activities or conform to established practices consistent with their gender identity. Examples of such gender-based activities and practices include but are not limited to:

~~1. Dress Codes~~
1~~2~~. Single Gender Classes (e.g. physical education classes)
2~~3~~. Classroom Structure and Activities
3~~4~~. School Ceremonies
4~~5~~. School Pictures
5~~6~~. Extracurricular Activities
6~~7~~. ~~Overnight Field Trips~~

Activities that may involve the need for accommodations to address student privacy concerns will be addressed on a case-by-case basis considering the factors set forth above.

Dress Codes

Schools may enforce dress codes that are adopted pursuant to Board Policy 4316 Student Dress Code and consistent with this Administrative Procedure. Schools must carefully examine their dress codes to ensure that the code does not stereotype or require students to wear different articles of clothing based on gender, gender expression or gender identity (e.g., requiring girls to wear skirts).

Notification

The Principal or designee are responsible for ensuring that school staff and students are familiar with these guidelines.

Adopted: October 1, 2018

Amended: December __, 2023

Asheville City Board of Education

SUMMARY OF BUDGET AMENDMENTS

The Asheville City Board of Education, at a meeting on the 9th day of April 2024, passed the following resolution:
Be it resolved that the following amendment(s) be made to the Budget Resolution for the fiscal year ending June 30, 2024.

	Original Budget	Prior Amendments	Current Amendments (Net)	Amended Budget
State Public School Fund				
Revenues				
State Funds	$ 30,373,449	$ 889,084	$ 147,273	$ 31,409,806
Total State Public School Fund Revenues	$ 30,373,449	$ 889,084	$ 147,273	$ 31,409,806
Expenditures				
5000 Instructional Services	$ 27,180,198	$ 596,192	$ 135,273	$ 27,911,663
6000 System-wide Support Services	3,118,251	292,892	12,000	3,423,143
7000 Ancillary Services - Nutrition Services	75,000	-	-	75,000
8000 Non-programmed Charges	-	-	-	-
Total State Public School Fund Expenditures	$ 30,373,449	$ 889,084	$ 147,273	$ 31,409,806
Local Current Expense Fund				
Revenues				
Local Funds	$ 29,544,744	$ -	$ -	$ 29,544,744
Fund Balance Appropriated	3,000,000	-	-	3,000,000
Total Local Current Expense Fund Revenues	$ 32,544,744	$ -	$ -	$ 32,544,744
Expenditures				
5000 Instructional Services	$ 16,217,943	$ -	$ -	$ 16,217,943
6000 System-wide Support Services	13,273,444	-	-	13,273,444
7000 Ancillary Services - Nutrition Services	273,357	-	-	273,357
8000 Non-programmed Charges	2,780,000	-	-	2,780,000
Total Local Current Expense Fund Expenditures	$ 32,544,744	$ -	$ -	$ 32,544,744
Federal Grants Funds				
Revenues				
Federal Funds	$ 6,612,495	$ 5,104	$ 82,958	$ 6,700,557
Total Federal Grants Fund Revenues	$ 6,612,495	$ 5,104	$ 82,958	$ 6,700,557
Expenditures				
5000 Instructional Services	$ 5,028,940	$ 4,861	$ 71,720	$ 5,105,521
6000 System-wide Support Services	476,494	-	-	476,494
7000 Ancillary Services - Nutrition Services	75,000	-	-	75,000
8000 Non-programmed Charges	1,032,061	243	11,238	1,043,542
Total Federal Grants Fund Expenditures	$ 6,612,495	$ 5,104	$ 82,958	$ 6,700,557

	Original Budget	Prior Amendments	Current Amendments (Net)	Amended Budget
Child Nutrition Fund				
Revenues				
Federal Funds	$ 1,504,000	$ -	$ -	$ 1,504,000
Local Funds	624,000	-	-	624,000
Fund Transfers	275,000	-	-	275,000
Total Child Nutrition Fund Revenues	$ 2,403,000	$ -	$ -	$ 2,403,000
Expenditures				
7000 Ancillary Services - Nutrition Services	2,403,000	-	-	2,403,000
Total Child Nutrition Fund Expenditures	$ 2,403,000	$ -	$ -	$ 2,403,000
Capital Outlay Fund				
Revenues				
State Funds	$ 30,000	$ -	$ -	$ 30,000
Federal Funds	-	-	406,172	406,172
Local Funds	3,747,193	-	-	3,747,193
Fund Balance Appropriated	627,442	-	-	627,442
Total Capital Outlay Fund Revenues	$ 4,404,635	$ -	$ 406,172	$ 4,810,807
Expenditures				
5000 Instructional Services	$ 1,175,000	$ -	$ 406,172	$ 1,581,172
6000 System-wide Support Services	220,000	-	-	220,000
9000 Capital Outlay	3,009,635	-	-	3,009,635
Total Child Nutrition Fund Expenditures	$ 4,404,635	$ -	$ 406,172	$ 4,810,807
Other Specific Revenue Fund				
Revenues				
State Funds	$ 45,000	$ -	$ 947,060	$ 992,060
Federal Funds	-	-	461,178	461,178
Local Funds	5,777,120	2,500	1,595,614	7,375,234
Fund Balance Appropriated	421,745	-	130,801	552,546
Total Other Specific Revenue Fund Revenues	$ 6,243,865	$ 2,500	$ 3,134,653	$ 9,381,018
Expenditures				
5000 Instructional Services	$ 4,516,334	$ 2,500	$ 3,079,068	$ 7,597,902
6000 System-wide Support Services	1,566,719	-	50,355	1,617,074
7000 Ancillary Services - Nutrition Services	160,812	-	5,230	166,042
Total Other Specific Revenue Fund Expenditures	$ 6,243,865	$ 2,500	$ 3,134,653	$ 9,381,018
Grand Total - All Funds	**$ 82,582,188**	**$ 896,688**	**$ 3,771,056**	**$ 87,249,932**

Passed by majority vote of the Board of Education of Asheville City Schools on the 9th day of April 2024.

Chairman, Board of Education

Secretary, Board of Education

Budget Summary & Board Report

Date Range 07/01/2023 - 06/31/2024

Purpose Descr	(All)
Purpose	(All)
2 Digit Obj Des	(All)
2 Digit Obj	(All)
1 digit Obj Des	(All)
1 digit Obj	(All)
Fund Descripti	(All)
Obj Desc	(All)
PRC Desc	(All)
Program	(All)
Object	(All)
Location	(All)
User 1	(All)
User 2	(All)
Full Acct Code	(All)
Postable?	(All)
Type of Accou	(All)
Full Acct Code	(All)
Short Acct Cod	(All)

Fund	1 digit Purp	1 digit Purp Desc	Beginning Budget/Beg Balance	Budget Adjustments	Current Budget/Balance	Year-to-Date Exp/Rev	PO's & Encumbrances Outstanding	Remaining Balance	Escrow	Balance Including Escrow	Percent Spent
1	5XXX	Instructional Services	$27,180,198.00	$731,465.00	$27,911,663.00	$20,625,926.72	$496,774.53	$6,788,961.75	$0.00	$6,788,961.75	75.68%
	6XXX	System-Wide Support Services	$3,118,251.00	$304,892.00	$3,423,143.00	$2,136,833.68	$103,495.45	$1,182,813.87	$0.00	$1,182,813.87	65.45%
	7XXX	Ancillary Services	$75,000.00	$0.00	$75,000.00	$57,197.15	$0.00	$17,802.85	$0.00	$17,802.85	76.26%
1 Total			**$30,373,449.00**	**$1,036,357.00**	**$31,409,806.00**	**$22,819,957.55**	**$600,269.98**	**$7,989,578.47**	**$0.00**	**$7,989,578.47**	**74.56%**
2	5XXX	Instructional Services	$16,217,943.00	$0.00	$16,217,943.00	$10,360,080.27	$840,194.06	$5,017,668.67	$0.00	$5,017,668.67	69.06%
	6XXX	System-Wide Support Services	$13,273,444.00	$0.00	$13,273,444.00	$8,721,412.06	$1,735,596.72	$2,816,435.22	$0.00	$2,816,435.22	78.78%
	7XXX	Ancillary Services	$273,357.00	$0.00	$273,357.00	$115,850.96	$30,871.72	$126,634.32	$0.00	$126,634.32	53.67%
	8XXX	Non-Programmed Charges	$2,780,000.00	$0.00	$2,780,000.00	$1,706,684.28	$16,510.50	$1,056,805.22	$0.00	$1,056,805.22	61.99%
2 Total			**$32,544,744.00**	**$0.00**	**$32,544,744.00**	**$20,904,027.57**	**$2,623,173.00**	**$9,017,543.43**	**$0.00**	**$9,017,543.43**	**72.29%**
3	5XXX	Instructional Services	$5,028,939.74	$76,581.04	$5,105,520.78	$2,270,584.14	$127,905.67	$2,707,030.97	$0.00	$2,707,030.97	46.98%
	6XXX	System-Wide Support Services	$476,493.57	$0.00	$476,493.57	$370,185.80	$32,380.13	$73,927.64	$0.00	$73,927.64	84.49%
	7XXX	Ancillary Services	$75,000.00	$0.00	$75,000.00	$60,511.82	$0.00	$14,488.18	$0.00	$14,488.18	80.68%
	8XXX	Non-Programmed Charges	$1,032,060.23	$11,481.02	$1,043,541.25	($11,435.22)	$533,474.74	$521,501.73	$0.00	$521,501.73	50.03%
3 Total			**$6,612,493.54**	**$88,062.06**	**$6,700,555.60**	**$2,689,846.54**	**$693,760.54**	**$3,316,948.52**	**$0.00**	**$3,316,948.52**	**50.50%**
4	5XXX	Instructional Services	$1,175,000.00	$406,172.00	$1,581,172.00	$902,459.22	$192,596.05	$486,116.73	$0.00	$486,116.73	69.26%
	6XXX	System-Wide Support Services	$220,000.00	$0.00	$220,000.00	$22,502.10	$169,845.40	$27,652.50	$0.00	$27,652.50	87.43%
	9XXX	Capital Outlay	$3,009,635.00	$0.00	$3,009,635.00	$1,576,235.25	$246,840.70	$1,186,559.05	$0.00	$1,186,559.05	60.57%
4 Total			**$4,404,635.00**	**$406,172.00**	**$4,810,807.00**	**$2,501,196.57**	**$609,282.15**	**$1,700,328.28**	**$0.00**	**$1,700,328.28**	**64.66%**
5	7XXX	Ancillary Services	$2,403,000.00	$0.00	$2,403,000.00	$1,375,865.60	$479,621.43	$547,512.97	$0.00	$547,512.97	77.22%
5 Total			**$2,403,000.00**	**$0.00**	**$2,403,000.00**	**$1,375,865.60**	**$479,621.43**	**$547,512.97**	**$0.00**	**$547,512.97**	**77.22%**
8	5XXX	Instructional Services	$4,516,334.00	$3,081,567.89	$7,597,901.89	$3,298,130.37	$80,304.75	$4,219,466.77	$0.00	$4,219,466.77	44.47%
	6XXX	System-Wide Support Services	$1,566,719.29	$50,355.30	$1,617,074.59	$909,378.41	$32,237.63	$675,458.55	$0.00	$675,458.55	58.23%
	7XXX	Ancillary Services	$160,812.00	$5,230.29	$166,042.29	$24,393.00	$0.00	$141,649.29	$0.00	$141,649.29	14.69%
8 Total			**$6,243,865.29**	**$3,137,153.48**	**$9,381,018.77**	**$4,231,901.78**	**$112,542.38**	**$5,036,574.61**	**$0.00**	**$5,036,574.61**	**46.31%**
Grand Total			**$82,582,186.83**	**$4,667,744.54**	**$87,249,931.37**	**$54,522,795.61**	**$5,118,649.48**	**$27,608,486.28**	**$0.00**	**$27,608,486.28**	**68.36%**

CONTRACTS – Information only

Active Internet Technologies - FinalSite Website Management Subscription

Altec Industries - Lift Vehicle Training Services

Anne McGuire - Autism Consulting Services

TransAct Communications DBA App Garden - Cooks Consulting (CCI) Spreadsheets Subscription

Asheville Buncombe Technical Community College - Facility Use, AVID Banquet

Asheville Contracting Co DBA Asheville Fence - Fence Repair/Addition Services

Asheville Parks and Recreation - Guiding Others (GO!) at AMS

Bob Moog Foundation - Professional Development, Dr. Bob's SoundSchool

Interstate Solutions DBA Brittany Supply - Custodial Equipment Maintenance Services

Buncombe Co Partnership for Children and BrightSpark Early Learning - Kaleidoscope Play & Learn

CDW-Government - Google Workspace for Education, Adobe Acrobat, Cisco Smart Net, Enterprise Mobility+Security (EMS) A3, Thycotic and Delinea Secret Server, and Azure Active Directory Subscriptions

ClassLink - ClassLink Roster Subscription

Community Action Opportunities - Head Start Program

ConnectHub.io - Multi-Coach Pro Subscription

Craig Loveland - DJ for AHS/SILSA Prom

DocHub - DobHub Pro Subscription

Edutek Solutions - One To One Plus (OTOP) Subscription

EMS LINQ - LINQ and Meals Plus Subscriptions

Faciliserv - Bleachers Maintenance Services

Facilities Management Express - FMX Subscription

Follett School Solutions - Destiny Library/Media Management Subscription

Forefront Education - Forefront Subscription

Frontline Technologies - Frontline Absence Management and Applicant Tracking Subscriptions

Gaggle - Gaggle Safety Management Subscription

Gimkit - Gimkit Pro Subscriptions

Liminex DBA GoGuardian - Pear Deck Subscription

FusionSite Asheville DBA Griffin Waste Services - Porta-John or Handwashing Station Rental Services

Grigg Electric - Electric Repair Services

Instructure - Canvas Subscription

IXL Learning - IXL Learning Subscription

James R Vannoy & Sons Construction - AHS Auditorium Renovations to Balcony Seating

Jamf Software - Jamf School Subscription

Kituwah Technologies - Monitoring Services

Lamar Texas DBA Lamar Companies - Billboard Ads, Hiring Campaign

MasterLibrary - ML Schedules Subscription

Green Line Media DBA Mountain Xpress - KIDS Issue Ad

Muddy Sneakers - Elementary Field Trips Partnership

My BOB Team - Battle of the Books Subscription

Navigate360 - CSTAG eLearning

ParentSquare - Engage Subscription

Plixer - Scrutinizer Subscription

Powerschool Group - Powerschool Subscription

Emily R Abide DBA Rebecca Abide Designs - Communications Support Services

Stanly Community College - Cisco Academy Subscription

Swank Motion Pictures - Public Performance Licenses

Swivl - Reflectivity Subscription

TextHelp - Read & Write Subscription

Tom Rickman & Associates DBA TRA School Software Solutions - School Funds Online (SFO) Subscription

Trane - Mechanical Repair Services

Unicorn Magic - Slides Translator Subscription

TRY Inc DBA Young Transportation - Charter Bus, AHS AVID Trip to Greensboro

TRY Inc DBA Young Transportation - Charter Bus, AHS Chinese Class Trip to Atlanta

TRY Inc DBA Young Transportation - Charter Van, AHS Graduation Shuttle at Hill

Zoho Corp - ManageEngine ADManager Plus Subscription

MOUs – Information only

Asheville City Schools Foundation - DREAM, TAPAS, REAP, and other Programs; Teacher Grants; Professional Development; and Scholarships