ASHEVILLE CITY BOARD OF EDUCATION WORK SESSION

Administrative Offices - Board Room
Monday, May 6, 2024 at 5:00 PM

BE IT REMEMBERED: The Asheville City Board of Education met in a regularly called session on Monday, May 6, 2024, at 5:00 PM at the Administrative Offices - Board Room at 85 Mountain Street, Asheville, North Carolina, where and when the following business was transacted.

Page

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

Amy Ray, Vice Chair no present

1.3 APPROVAL OF AGENDA - Board Chair, George Sieburg

Motion to amend the Agenda to move section 2.2 REAP Presentation to 2.1 and 2.1 State of Equity and Family Engagement to 2.2 for approval.

Moved by: James Carter

Seconded by: Liza Kelly

The motion passed

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

2.1 REAP Presentation - Copland Rudolph, Asheville City Schools Foundation, Executive Director and REAP Ambassadors Samarra Jefferson, Stella Moore, Aidan O'Donnell, and Selah Simpson

ACS Board Slides 5.6.24

REAP AVL6 and Equitable Practices 2024

2.2 State of Equity and Family Engagement Report - Marta Alcalá, Executive Director of Equity and Family Engagement

ACS Equity and Community Engagement Presentation 2024

2.3 PEAK Academy Facility Request - Kidada Wynn, Executive Director

Asheville PEAK Academy

Action Item - May 13th

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

Consent

2.5 ACAE Policy Proposal - Timothy Lloyd, ACAE President 7 - 9

ACS & ERO Policy Presentation

ACS-ERO Collaboration Policy.pdf

2.6 ACS Board Transportation Request - Tanya Presha, Academic and Program Support Coordinator

Consent

ACS Board Transportation Request

ASCF/ACS INITIATIVE

2.7 Summer Testing Plan - Ian Nelson, Director of Testing and Accountability, and Multilingual Learner Coordinator

Consent

ACS 2023-24 Summer Testing Program Plan

Motion to approve the Summer Testing Plan as presented

Moved by: Sarah Thornburg
Seconded by: Rebecca Strimer

The motion passed

2.8 T.P. Howard's Plumbing Co. Contract - Dr. Dechant, Chief of Staff

Consent

Contract Agreement

2.9 Survey Results for Overtime - Heidi Kerns, Chief Financial Officer 10

Consent

This agenda item is information only not consent.

5-24 Overtime Survey.docx.pdf

2.10 Policies Second/Final Read - Dr. Dechant, Chief of Staff

Consent

3620 Extracurricular Activities and Student Organizations

4342 Student Searches

8325 Daily Deposits

2.11 Strategic Planning Work Characteristics of a Cougar & Theory of Action - Dr. Fehrman

This agenda item has been removed from the agenda. It will be presented and discussed on May 13th at the regular meeting.

2.12 Hanover Research Service Contract - Dr. Fehrman

This agenda item has been removed from the agenda. It will be presented and discussed on May 13th at the regular meeting.

Information Only

Hanover Research IC Agreement (Independent Contractor) 2024-2025

2.13 EL Education Contract - Dr. Fehrman 11 - 14
Action Item - May 13th

SY25 Asheville City Schools_ EL Education Scope of Services.pdf

EL Education IC Agreement (Independent Contractor) 2024-2025

2.14 Student Cell Phone Policy - Dr. Fehrman 15
Example Cell Phone Policies.pdf

2.15 FY 2025 Final Budget - Dr. Fehrman and 16 - 61
Heidi Kerns, Chief Financial Officer
Action Item

ACS FY 25 Final Budget Presentation (1).pdf

[FINAL] FY 25 ACS Budget Letter .pdf

Motion 16 - 61

Moved by: James Carter
Seconded by: Sarah Thornburg

The motion passed

3. INFORMATION ITEMS

3.1 **Contracts/MOUs** - Dr. Dechant, Chief of Staff

3.2 Policies First Read - Dr. Dechant, Chief of Staff
8100 Budget Planning and Adoption

3610 Counseling Program

Information Only:

4135P Tuition for Discretionary Out-of-District Students

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.

Moved by: James Carter
Seconded by: Liza Kelly

The motion passed

4.1 Personnel Report # 9

4.2 Superintendent Evaluation - Evaluation Instrument Options 62 - 68

2024 CS Generic Superintendent Evaluation Narrative (aligned with NC Rubric) (00117717xBC088).docx

2024 CS Generic Superintendent Evaluation (with ratings) (00117718xBC088).docx

4.3 Attorney Client Matters

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

5.1 **Regular Meeting**
Monday, May 13, 2024
Administrative Offices - Board Room

Early Dismissal for Students
Friday, May 24, 2024
Elementary at Noon
Secondary at 1:00 p.m.

Holiday - No School for Students and Staff

6. ADJOURNMENT - Board Chair, George Sieburg

6.1 Adjourn Meeting

Motion to adjourn the meeting.

Moved by: James Carter
Seconded by: Liza Kelly

The motion passed

Dr. Maggie Fehrman

Dr. Maggie Fehrman,
Superintendent

George Sieburg

Board Chair, or Designee

Asheville City Schools (ACS) & Employee Representative Organization (ERO)
Collaboration Policy

Purpose

The purpose of this policy is to establish a meet and confer process (consistent with § 115C-36. Designation of board.) to develop mutual recommendations in the form of resolutions for policy adoption consideration of the Asheville City Schools Board of Education.

The goals of the ACS & ERO collaboration process shall be to facilitate more harmonious relations between employees, administration and the school board, improve learning and life outcomes for students, make Asheville City Schools a highly competitive employer that attracts and retains staff, achieve high staff and school morale, and advance the mission of the schools our students and communities deserve through the collaborative development and improvement of policy and policy implementation.

Policy Implementation

A. Meeting Discussion Topics:

1. The meet and confer collaboration process shall include discussions on work-related matters including, but not limited to, salary schedule, salary placement and other forms of compensation, benefits, evaluations and licensure, professional development for all staff and school leadership, staffing levels, workload, personnel policies, District budget and budget development, District fiscal health, district-wide initiatives, student learning and learning conditions, other conditions of employment, and other topics as directed by the co-chairs. In addition, the Board of Education may add items for discussion to the agenda.

B. The ACS District & ERO Collaboration Team:

1. The Team's voting membership shall be composed of up to 10 employee representatives appointed by the employee representative organization and up to an equal number of representatives from administration appointed by the Board of Education after consultation with the Superintendent.

2. Non-voting members of the Team shall include the Chair or Vice Chair of the Board of Education as determined by the Board and may include up to 2 other individuals appointed by the representative organization and 2 other administrators appointed by the superintendent for each meeting.

3. The Team may create sub-work groups for the purposes of efficiency and informing Team discussion with subject matter experts. The sub-work groups shall have representation from employees and administration as appointed by the co-chairs. Sub-work groups may be composed of individuals who are not members of the Team.

4. By July 31st, the employee representative organization shall notify the District superintendent and Chair of the Board of Education who the employee representatives will be for the upcoming school year. The Superintendent and Board of Education shall also make their appointments by July 31st.

C. Employee Representative Organization:

1. The Employee Representative Organization shall demonstrate at least fifty percent (50%) membership among non-administrators and non-confidential Asheville City School active permanent employees.

D. Meeting Frequency:

1. The ACS & ERO Team shall meet once per month. The Team shall vote on the yearly schedule of meeting days. The meeting days and times shall consider team member availability and participation - minimize impact on regular work - and consider the Board of Education calendar and regular business items.

2. The Team co-chairs may, if mutually agreed, establish additional meetings and cancel or reschedule meetings, per North Carolina open meeting requirements.

3. The Board of Education reserves the right to call a special additional meeting for the ACS & ERO Team and to set its agenda and goals for that meeting.

E. Co-chairs:

1. The District Superintendent or their designee and the employee representative organization spokesperson (as determined by the organization's board and governance documents) shall serve as the co-chairs of the ACS & ERO Collaboration Team.

F. Quorum:

1. Twelve appointed Team members (including designated alternates) shall constitute a quorum for purposes of voting on resolutions.

G. Resolution ratification for Board of Education consideration:

1. All recommended resolutions shall be drafted in writing, voted on by the Team, and approved or rejected by majority vote.

2. Approved resolutions shall be submitted by the co-chairs of the ACS & ERO Collaboration Team to the Board of Education for consideration.

3. Approved resolutions shall be placed on the next Board of Education meeting agenda, in compliance with Board of Education rules and policy.

4. By majority vote and signed agreement of the co-chairs, the ACS & ERO Collaboration Team may elect to have an outside facilitator conduct the meetings for purposes of enhancing Team member collaboration and outcomes. Any costs associated with the hire or contracting of a professional facilitator shall be shared equally between the District and employee representative organization.

H. Information and Transparency:

1. The Superintendent shall upon request provide data and information related to the topics contained within this policy to the members of the ACS & ERO Collaboration Team within five (5) days of the request, excluding any confidential information as defined by Board policy or law.

2. This data includes, but is not limited to: School district budget(s), budget versus actual expenditure reports, fund balances, state and federal awarded grant budgets and descriptions, student enrollment (district wide and by school and demographic data (including but not limited to EC and AIG demographics, employment (district wide and by school, including rosters/lists of employees including name, work location, job title, degrees/certifications), new curriculum initiatives, employee complaint and exit employment data, impacts of state, national programs/initiatives, demographics (students and employees), class size, staff to student ratios by class and school category (i.e. teacher, caseloads for EC staff, counselors and health/human services, instructional assistants, etcetera), sub-contracts for service, evaluation and discipline data (employees and students), professional development initiatives, special programs, Title I, charter school impact studies, salaries, personnel frequency salary schedule placement, job descriptions, job assignments, job vacancies, work orders, personnel policies

I. Agendas and public notice:

1. Meeting agendas and goals for each regular meeting shall be collaboratively developed by the Team co-chairs. Between December and April, at least three regular or special called meetings shall take place to discuss the district budget and its implications on personnel, staffing, wages, benefits and student learning conditions.

2. Meetings shall be open to the public and subject to North Carolina Open Meeting requirements.

Survey Results and Recommended Action for Comp Time and Overtime

About 1:00pm on Monday, April 22nd, our Communications Department distributed this very simple survey to all staff with a one week response window which provided background information leading to a one question response, as well as the ability to leave feedback. They also sent me employee questions and I provided them with responses as received during the week. I certainly appreciate their assistance with this project. ACAE also sent out the survey. The results are combined below.

Government entities may grant comp time (time off) or pay overtime (pay) at the rate of time and a half when hourly employees work over 40 hours in any workweek. Currently, this is not being uniformly applied for all ACS hourly (non-exempt) employees so we are requesting your feedback.

Beginning with the first pay period in July, we are proposing to eliminate comp time, in order to pay employees promptly for all overtime (time and a half) worked in each pay period to assure that everyone is awarded immediately for the extra work performed on behalf of the district.

Please indicate your preference below:

(1) I prefer overtime
(2) I prefer comp time
(3) I have no preference between the two
(4) I am a salaried employee so this question does not apply to me

57% of our hourly non-exempt staff responded to the survey. 58% of respondents prefer overtime. The response for overtime combined with those who had no preference between comp time and overtime totaled 68% of responses.

Far fewer comments were made than I would have expected, but most expressed interest in receiving compensation for time worked since due to local and state leave policies, they have leave available to take when needed and paid compensation best meets the needs of their families.

Therefore, I recommend:

(1) In June, all employees with a remaining balance of comp time, will be paid out for their remaining balance.

(2) Effective 7/1/24, all employees will be changed from comp time to overtime.

This change will allow for improved monitoring and means for better budgeting as well. In accordance with ACS Board Policy 7510, supervisors should continue to discourage overtime work. Overtime requires supervisor approval in advance of time worked to assure the overtime is warranted.

About EL Education
EL Education (formerly Expeditionary Learning) is expanding the definition of student achievement in diverse communities across the country. We create great public schools where they are needed most, inspiring teachers and students to achieve more than they thought possible.

Originating over 25 years ago through the collaboration of the Harvard Graduate School of Education and Outward Bound, EL Education's research-based approach inspires teachers and challenges students, transforming education in thousands of schools and districts across the country through a unique combination of rigor and joy in learning. Our impressive results encompass high academic achievement and college readiness as well as pride in the mastery of complex, authentic work, and the passion and capacity to contribute to a better world.

As a mission-driven nonprofit organization, we work with all kinds of public schools: district, charter, elementary and secondary, serving populations that reflect the diversity of our country. Through multi-year partnerships, EL Education provides schools and districts implementing specific parts (ex. ELA curriculum, Crew) or our full model across all Core Practices with a coordinated set of resources and support to ensure sustained implementation and results.

EL Education Frameworks:
Core Practices, Three Dimensions of Student Achievement, and Continuous Improvement for Equity

EL Education Core Practices



Educators implement EL Education Core Practices with the support of coaching, professional learning, progress monitoring tools, and educator resources.

Three Dimensions of Student Achievement



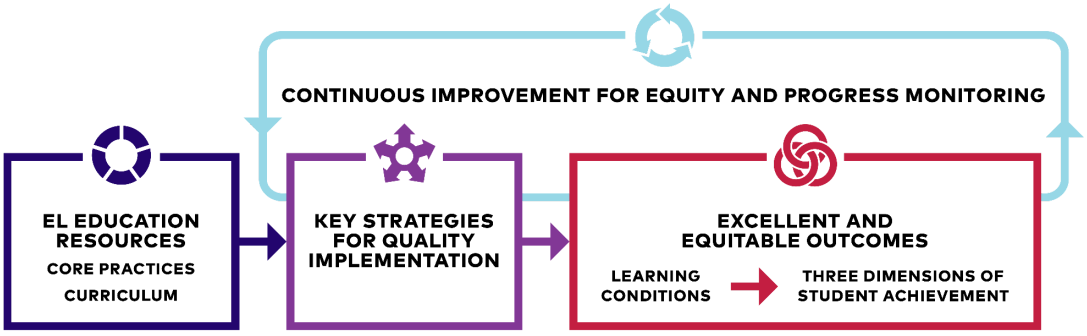
Students across identity groups succeed in three dimensions, demonstrating mastery of knowledge & skills, character & high quality work.

The EL Education model is a set of Core Practices that serve as a blueprint for transforming schools through ongoing coaching, professional learning, and continuous improvement work, with the support of EL Education coaches. The Core Practices address five key domains of life in school:

- Curriculum
- Instruction
- Culture and Character
- Student-Engaged Assessment
- Leadership

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Continuous Improvement for Equity



Continuous improvement for equity empowers educators to move from good intentions to remarkable, equitable results using a set of evidence-based tools and processes that support inquiry, progress monitoring, and steady improvement. EL Education coaches work in each of our partner schools and districts to implement a three-phase CI4E process: 1) uncover the root causes of inequity, 2) inquire by engaging with data and with people, 3) act on a hypothesis to drive equitable, excellent results

Asheville City Schools (9 Schools) Proposed Structures for Partnership:

Year 1 Implementation Priorities: (February 2024 - August 2024)
- Implementing Crew at the District and School leader level
- Ongoing Management in the Active Classroom support

Year 2 Implementation Priorities: (September 2024 - August 2025)
- Ongoing Management in the Active Classroom support across all schools using Dimensions platform to gather implementation data
- Ongoing Staff Crew at the District and School leader level
- Guided Implementation of Staff Crew within each school building
- Guided Implementation of Student Engaged Assessment practices

Year 3 Implementation Priorities: (September 2025 - August 2026)
- Ongoing Management in the Active Classroom and/or Student Engaged Assessment support
- Ongoing Crew at the District and School leader level
- Ongoing Staff Crew within each school building
- Implementation of Student Crew within each school building (MS - implement EL Crew Curriculum)

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EL Education

Product	FY24 Price
• Coaching Day • Strategic Planning Day	$3,000
• Site Seminar Slot (2-day)	$800
• National Institute slot, 3-day • Regional/District Leadership Cohort Slot	$1200
• National Conference • Pre-Conference Day	$1200 $600

Time Frame	Stakeholders	Structure & Topic
STRATEGIC PLANNING **Purpose:** Development of the vision and action plan for understanding and implementation of the EL Education model		
September 2024 - August 2025 **6 Direct Service Days** (12 virtual monthly quarter days and 2 days leadership retreat in summer)	District leadership and School level leadership (monthly - virtual) Crew and MAC Leadership Development	Continued District strategic planning with a focus on the development of the vision for implementation of **EL Education Crew**, implementation and progress monitoring of the partnership plan (Core Practices 32 and 33) Continued alignment Student Conduct/Classroom management by implementing **Management in the Active Classroom**. Defining indicators for progress monitoring and data analysis. **Monthly data gathering reports** in Dimensions of MAC implementation and ongoing support of Staff CREW curriculum development both at district level and school level. *Attending: principals, counselors, assistant principal etc. and district leaders (directors, coordinators etc)* District consideration to purchase We Are Crew books as needed.
6 Direct Service Days at District Level = $18,000		
COACHING **Purpose:** Continued development of vision & action plan, along with beginning to implement scalable resources (Crew) and strategies (leadership development, MAC support etc)		
September 2024 -	**10 coaching days per school** (80 coaching days)	These coaching days, delivered to each school, are designed to align with the school's goals and data. The EL Education coach will support building-level leaders with strategic planning, data collection using the

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August 2025		Dimensions platform and analysis of MAC and/or SEA implementation along with the beginning of Crew curriculum development. Core Practices 11, 21, 22, 23, 28, 29, 32, and 33.
	2 coaching days per school for building leaders (16 coaching days)	Regular touchpoints to support implementation and build collective vision of quality through (Core Practices 21, 22, 23, 32, and 33: ● shared learning around EL Core Practices and resources (MAC) ● analyzing and evaluating data to make decisions about Staff Crew and development of ACS Staff Crew curriculum ● district wide overview of MAC implementation
~ 96 Direct Service Days to Schools = $288,000		
~ 10 slots National Conference and ~10 slots Regional Leadership Cohort = $24,000		
TOTAL ESTIMATED COST: ~ $330,000 (102 Direct Service Days + 20 NC/RLC slots)		
ADDITIONAL SUPPORTS* **Purpose:** Resources to leaders and school staff members to support ongoing Crew and Student Engaged Assessment implementation		
School Year 2024-2025	We Are Crew books (purchase outside of contract)	Each staff member should have access to a We Are Crew book to support schoolwide implementation.
	Leaders of their Own Learning books (purchase outside of contract)	Optional support to building leaders and classroom teachers for Student Engaged Assessment implementation and strategies.
	Core Practice booklets (purchase outside of contract) Core Practice electronic list version (includes videos)	EL Education's new edition of Core Practices provide a comprehensive overview of the EL Education model across the five domains of school: Curriculum, Instruction, Culture and Character, Assessment, and Leadership.
	MAC Online Resources	Delve into protocols, articles, blog posts, and more focused on creating classrooms where students are respectful, active, collaborative, and growth-oriented. This collection accompanies the Management in the Active Classroom Videos and is inspired by EL Education's book of the same title.

A Sense of Belonging
Making Every Second Count
Challenging and Relevant Content and Curriculum

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EGUSD Board Policy 5131.10: Electronic Signaling Devices (Cell Phones and Pagers) "Students shall be permitted to use electronic signaling devices, such as cell phones and pagers, before and after school. Students shall be restricted from using electronic signaling devices, such as cell phones and pagers, during all instructional and passing times as well as during lunch periods, and from displaying and turning on electronic signaling devices while in their possession during non-operational/restricted use times unless deemed necessary on an individual basis and authorized by school administration.. The Superintendent or designee (Principal, Vice Principal, Teacher-in-Charge) shall confiscate these devices from students whenever district policy is not followed. Pursuant to California Education Code Section 51512, the use of any electronic listening or recording device in an educational setting without prior consent of the teacher and/or the principal is prohibited. Any pupil violating this section will be subject to appropriate disciplinary action.

Osceola School Board Policy 8.63 states, "A student may possess a wireless communication or electronic device such as a personal digital assistant (PDA), laptop computer, notebook, tablet, or smart phone, in school, on school property, at after school activities, and at school related functions under specified conditions:

The device may be used for academic or extracurricular purposes when permitted by a teacher, instructional aide, coach, or activity sponsor.

1. The student may use the device for class assignments and to access the District network when permitted by a teacher, instructional aide, coach, or activity sponsor.
2. The wireless communication or other electronic device must remain powered down, silenced, and stored out of sight during school hours unless permitted for academic purposes and on school vehicles."

The School Board of Osceola County's 2023-24 Code of Student Conduct, under Section, "Cellular Communication Device (CCP)" states, "the device may only be used by a student before (providing the conversation is terminated before the commencement of school) and after regular school hours. The commencement of the school hours begins at 6:50am. Lunch time is considered as school hours. The principal may require the device to be registered with the school prior to allowing students to use them in the manner described above. The school district shall not be responsible for lost or stolen communication devices. Section 1006.07(02), Florida Statutes, sets forth the minimum requirements for the code of student conduct."



ASHEVILLE CITY SCHOOLS

Learn. Discover. Thrive.

2024-2025 Operational Budget Request Proposal

May 9, 2024

New School Board Members Elected November 2022



New Superintendent
July 2023



ashevillecityschools.net

Our promise to the Asheville City Schools students, families, and community

Belonging

We will partner with our students, families, and community to honor the equal worth, inherent dignity, and lived experiences of each person.

We will promote and sustain a sense of belonging that affirms the gifts, talents, and backgrounds of each member of our community.

Challenging and Relevant

We will engage each student in challenging, meaningful, and culturally relevant learning that is on or above grade level.

We will plan all learning to build upon a solid instructional core, where student engagement, teacher skill, and grade-level content result in our students being the leaders of their own learning.

Make Every Second Count

We will make every second count because our time with students is finite.

We will provide each student a welcoming learning environment with clear and consistent procedures to maximize learning time.

you belong here

#YouBelongInACS



#ChallengingAndRelevantInACS



#EverySecondCountsInACS

Achievements in Cougar Country!

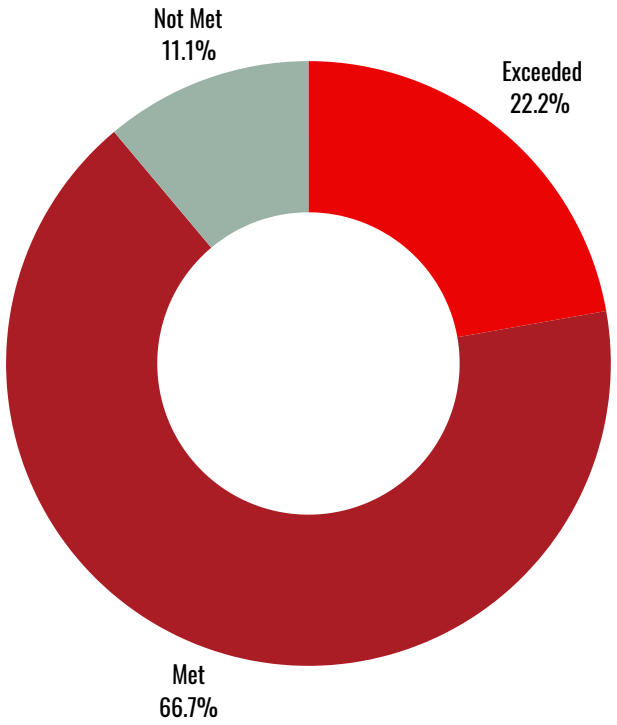




School Performance Data: 2022-2023

8 out of 9 schools met or exceeded overall growth; MNSA moved from a letter grade of a C to a B.

Both Asheville High and SILSA exceeded overall growth in the 2022-2023 School Performance grades.



Source: Department of Public Instruction - NC School Report Cards



Exceptional Early Childhood Education Department

Student data shows **20% growth within all developmental domains** from BOY to MOY.

Strong Kindergarten readiness goals that include utilizing the same literacy curriculum as Kindergarten in order to give children exposure before entering Kindergarten.

Staff is highly qualified to serve the Early Childhood Community:

- All teachers are certified in Birth - Kindergarten
- 70% of Instructional Assistants hold at least an Associates Degree in Early Childhood Development
- 30% of Instructional Assistants are enrolled in higher education courses

Achievements in Cougar Country!



Highly successful record of grant funding and stewardship

DPI recently conducted a site-visit to evaluate our PRC 189 Grant. We received a very positive report from that visit; **DPI particularly noted the use of standards-specific math data** for individual students to drive tutoring approaches as a strength of ACS.



ACS will be receiving $68,341.67 in a recently awarded **STEM grant**. Only 20 out of 69 applications were selected for funding. These funds will be used for curriculum development for middle school science teachers to integrate STEM career exploration via hands-on science lessons.

ACS was recently awarded a **$300,000 school safety grant** that will be used for safety equipment, training, and services for students in crisis.

Achievements in Cougar Country!



Cultivating student engagement in STEM

The **DPI Robotics grant** is funding after-school robotics at Hall Fletcher and at Asheville High and SILSA. This year, our high school team, Glitch 2.0, has won several FIRST robotics competitions across the state and has qualified for the first World Competition!



The **MNSA Science Olympiad team** represented ACS at the state tournament at NC State University. Students competed against the top 40 middle school teams in the state. This year, they exceeded their own record at earning top 10 medals in 3 different events. The team earned 10th for Can't Judge a Powder, 6th for Experimental Design, and 5th for Ecology.



Research Highlight: Costa Rica

During spring break, 16 AHS and SILSA students spent their week working with researchers at the Pacuare Reserve as part of their international sea turtle monitoring program on the east coast of Costa Rica!

Pacuare Reserve recently released conservation impacts related specifically to our students' trip which included: 4 nests monitored, 5 turtles worked, and 4 taxonomic groups researched.

Achievements in Cougar Country!



Cultivating student talent through the arts

ACS is committed to providing opportunities for all students to experience the rich and engaging benefits of arts education. From Pre-K through Grade 12, ACS has robust visual and performing arts opportunities for our students, including ceramics, dance, theatre, band and jazz band, and multi-media arts courses.



The strength of our arts program is evident not only in the talent of our current students, but can also be witnessed in the accomplishments of our graduates:

- **Ambrose Murray, *Class of 2014:*** Selected as a 2024 Forbes 30 Under 30
- **Jake Lenderman, *Class of 2017***: March 2024 Performance on The Late Show with Stephen Colbert









Arts Highlight: ACS Band Program

All 4 ACS concert bands that went to the state music performance assessment last month (Asheville MS, Montford, and both AHS) received all superior ratings from every judge.

ACS also had 14 students make the All State Honor Bands. The AHS/SILSA Band performed at the National Band and Orchestra Festival at Carnegie Hall in New York City and received the highest marks from the panel of judges.

Achievements in Cougar Country!





Exceptional Career and Technical Education

Students completed **246 Career and Technical Education (CTE) credentials** and **163 concentrations** in 2022.

Building a CTE leadership continuum:

- Started a student mentoring program at Montford North Star called *CTE: Pathway to Your Purpose Mentoring Program*
- Began the CTE Student Ambassador Program at AHS/SILSA.

Robust Foods, Culinary, and Hospitality opportunities

- **Groundhog Cafe** (student-driven)

Business classes have partnered with Goodwill to participate in the **CareerQuest** program- the first school district in the western region to participate

Source: myFutureNC District School Profile 2022-2023



CTE Highlight: Culinary and Management Teams

Both teams placed 1st at the NC State competition and competed in the ProStart Culinary Nationals in Baltimore, Maryland where they placed 11th in the nation out of 48 teams!

Culinary arts and hospitality teacher Sara Monson was recognized among 445 educators from across the globe as a 2024 Morehead-Cain Impact Educator.

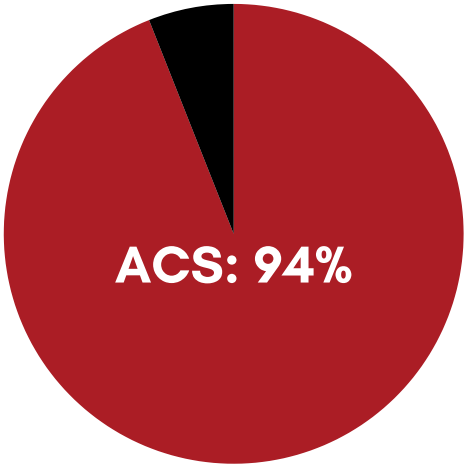
Achievements in Cougar Country!

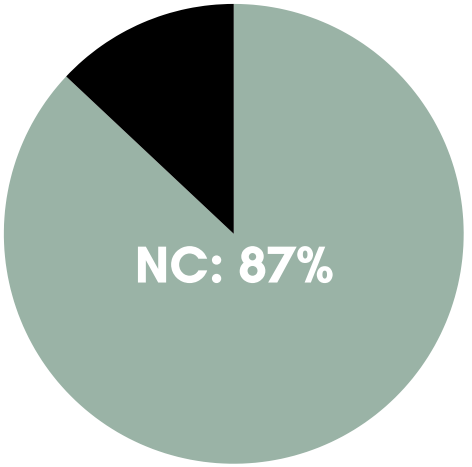


Exceptional Graduation Rates

Asheville High & SILSA's combined graduation rate: **94%**

- Asheville High School: 89%
- SILSA: 98.9







Asheville High and SILSA 2024 outstanding scholarships:

- 2 Morehead Cain Scholarships
- A QuestBridge Ivy League Scholar
- 6 Governor's School Awardees
- ROTC 4 year Scholar

Source: Department of Public Instruction Cohort Graduation Rates 2023

Achievements in Cougar Country!



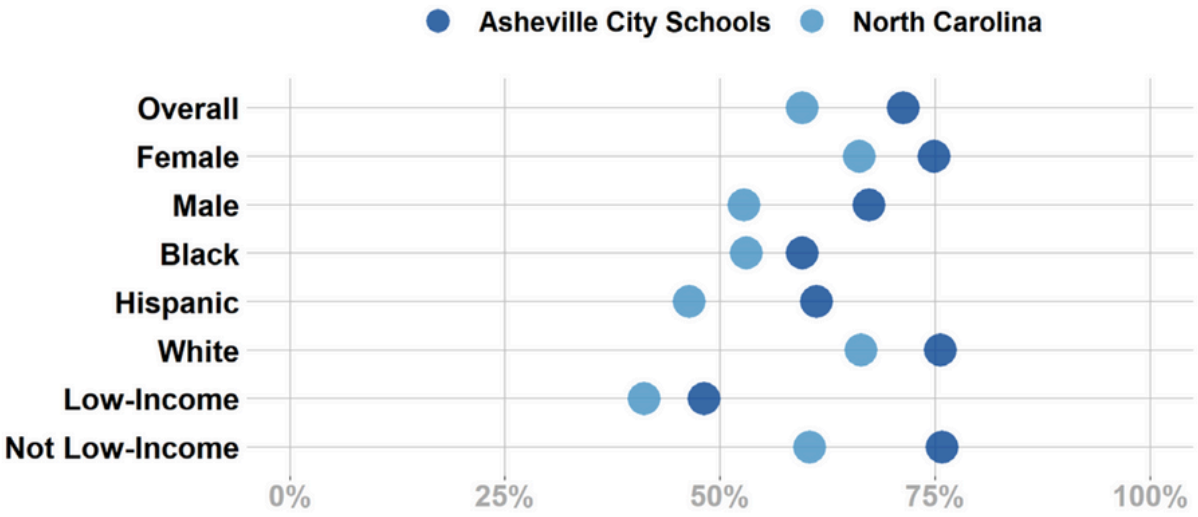
College and Career Access

71% of seniors completed a FAFSA in 2023, compared to the statewide rate of 62%

69% of graduates enrolled in a postsecondary institution within 12 months; ***ACS has higher enrollment rates across all demographics compared to state averages***

86% of college students continued on to their second year

Postsecondary Enrollment Rates (within 12 months) for Select Groups



Source: myFutureNC District School Profile 2022-2023

Thank you, County Commissioners!



Completed Capital Commission Projects:

- **Asheville High:**
  - New roofs, tuck pointing the entire building, new windows, and plumbing upgrades
  - Upgrades to the track and Building G





- **Montford North Star:**
  - New roof, new elevator, restroom remodels, new windows and HVAC; Wall at Parking lot



- **Ira B. Jones Elementary:**
  - New roofs, windows, plumbing, kitchen floor, HVAC and store fronts



ASHEVILLE CITY SCHOOLS

Challenges Facing ACS

- Expansion of the Opportunity Scholarship
- Cost of living in Asheville v. salaries
- Staff Turnover in schools and in leadership positions (Superintendent and CFO)
- Decreasing Enrollment and Growth of Charter Schools
- Consolidation Study
- Aging Facilities and Rising Maintenance costs
- Minimal growth in local revenue

Staff Recruitment & Retention

- Increased local supplement by 2%
- Athletic Coaching Stipends Increased
- Additional Life Insurance Benefit at no cost to employee
- Principal and Assistant Principal Stipend Increase
- Piloting retention bonuses for hard to fill positions
- Listening to our staff and engaging staff in identifying solutions

FY 25 Budget Request

FY 25 Budget Calendar

Next Steps

April 9th - Board Work Session

Initial Budget Presentation

April 15th - Regular Board Meeting

Review DRAFT Budget Presentation

April 17th - Special Called Budget Meeting

Final Budget Presentation and Approval of Budget Request

April 22nd

Meeting with County to review Budget Requests

May 6th

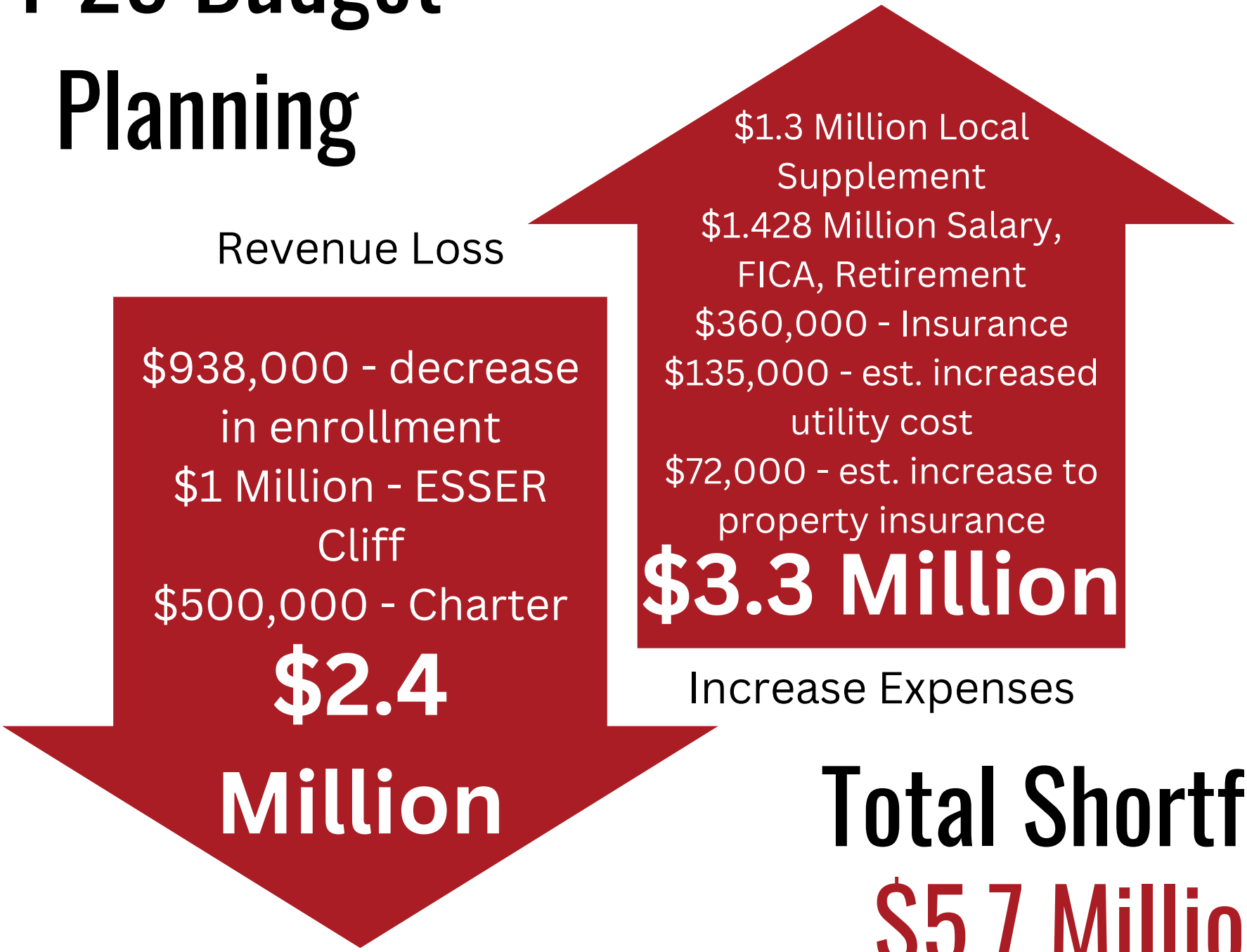
ACS Board Work Session - Vote on FY 25 Budget Request

May 9th

County Commissioner Budget Work Session and Budget Presentation



FY 25 Budget Planning



Total Shortfall

$5.7 Million

FY 25 Budget Planning

Budget Enhancement Requests to Buncombe County Board of Commissioners

Highest Needs: Student Mental Health and Addressing Student Behaviors

Requests	Cost
ESSER Cliff+	$1.25 Million
Additional social workers (+2)	$175,000
Mental Health Professionals (+2)	$250,000
School Counselors (+2)	$175,000
Behavior Interventionists (+2)	$250,000
Total	**$2.1 Million**



FY 25 Budget Planning

Budget Enhancement Requests to Buncombe County Board of Commissioners

Highest Needs: Student Mental Health and Addressing Student Behaviors

Mental Health Needs continue to put a strain on our educators.

Educator Input was gathered through:

- In-person listening sessions at each school
- Staff Survey

When teachers were asked, "**What factors inside and outside of their classrooms are interfering with their ability to provide students with the best instruction possible?**" Addressing student mental health and behavior was top on the teacher's list.

When asked during listening sessions, "**What issues should be top on my to-do list**?" Staff overwhelmingly reported that student mental and behavior were significant problems that needed immediate solutions.

2022-2023: 131 Referrals for School Based Therapy were made

2023-2024: 266 Referrals for School Based Therapy were made

Suicide Screeners

1 Threat Assessments were completed so far this year

FY 25 Budget Planning

Budget Enhancement Requests to Buncombe County Board of Commissioners

Highest Needs: Student Mental Health and Addressing Student Behaviors

A total of 1,914 Office Referrals have been submitted so far this year.

Half (50%) of those referrals are from less than 1% of our students.



FY 25 Budget Planning

Budget Enhancement Requests to Buncombe County Board of Commissioners

Highest Needs: Student Mental Health and Addressing Student Behaviors

Student Support Specialists Data

Across all schools, our Student Support Specialists respond to between **5 to 10 incidents** for support each day.

They spend approximately between **15 - 20 minutes** on each individual case.

De-escalation is the most frequent support needed across the district.

On a scale of 1 - 10, students self-report an improved feeling of well-being ranging from **2.3 points - 3.1 points** at the end of their session.

FY 25 Budget Planning

Budget Enhancement Requests to Buncombe County Board of Commissioners

Highest Needs: Student Mental Health and Addressing Student Behaviors

ESSER Cliff+ $1.25 M

ESSER Funds used to pay Student Support Specialists and Learning Loss Recovery Programs

- 10 Student Support Specialists
  - Paid on Classified salary scale
  - Need for enhanced credentials and or training to appropriately support the mental and behavioral challenges in our classrooms
- Funds will be used to pay for salary, benefits, training, and enhanced credentials for new hires



FY 25 Budget Planning

Budget Enhancement Requests to Buncombe County Board of Commissioners

Highest Needs: Student Mental Health and Addressing Student Behaviors

The Percentage of High School Students Who:*	2011 Total	2013 Total	2015 Total	2017 Total	2019 Total	2021 Total	Trend
Experienced persistent feelings of sadness or hopelessness	28	30	30	31	37	42	
Experienced poor mental health†	–	–	–	–	–	29	–
Seriously considered attempting suicide	16	17	18	17	19	22	
Made a suicide plan	13	14	15	14	16	18	
Attempted suicide	8	8	9	7	9	10	
Were injured in a suicide attempt that had to be treated by a doctor or nurse	2	3	3	2	3	3	

FY 25 Budget Planning

Budget Enhancement Requests to Buncombe County Board of Commissioners

Highest Needs: Student Mental Health and Addressing Student Behaviors

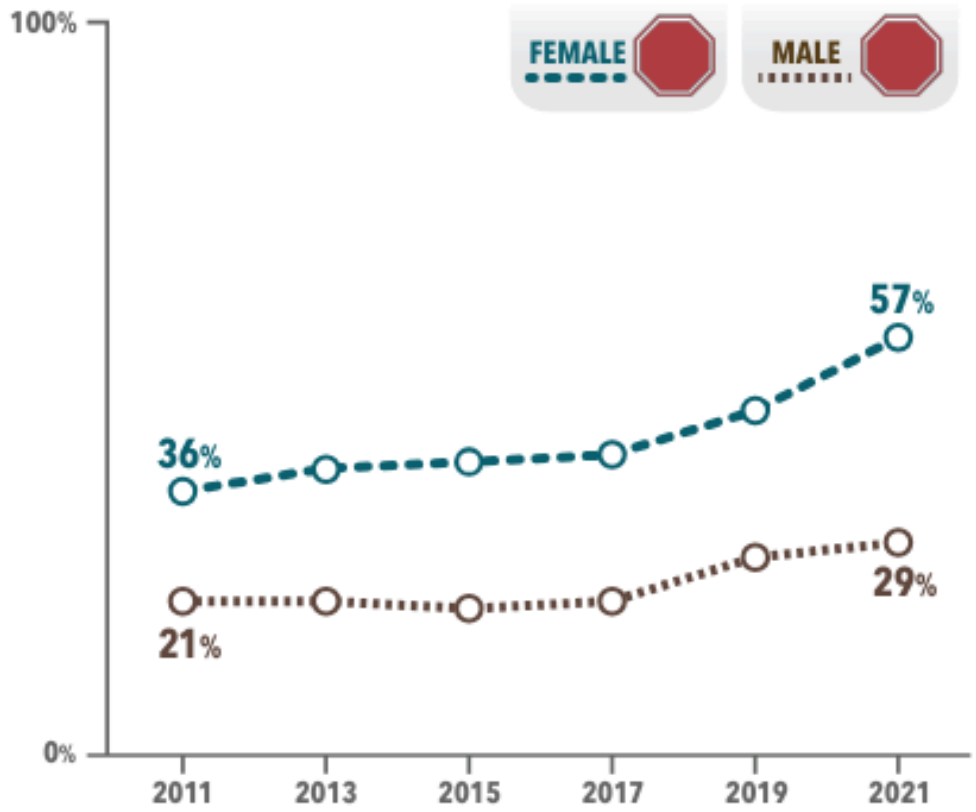
Trends in the Percentage of High School Students Who

Experienced **Persistent Feelings of Sadness or Hopelessness** during the Past Year, United States, YRBS, 2011-2021

10-Year Trend Description

by Sex

The percentage of female and male students who experienced persistent feelings of sadness or hopelessness increased from 2011 to 2021.



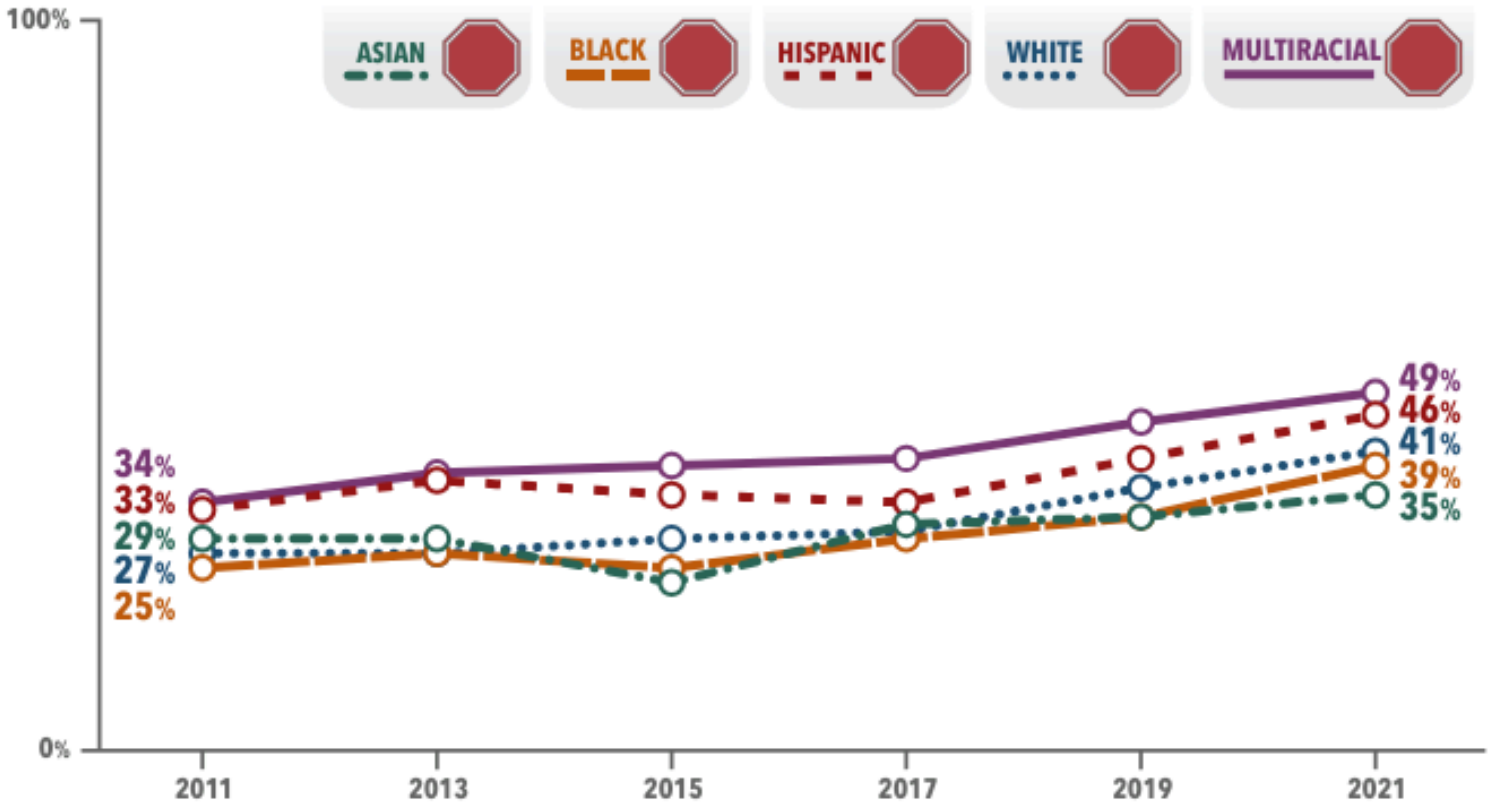
FY 25 Budget Planning

Budget Enhancement Requests to Buncombe County Board of Commissioners

Highest Needs: Student Mental Health and Addressing Student Behaviors

10-Year Trend Description by Race & Ethnicity

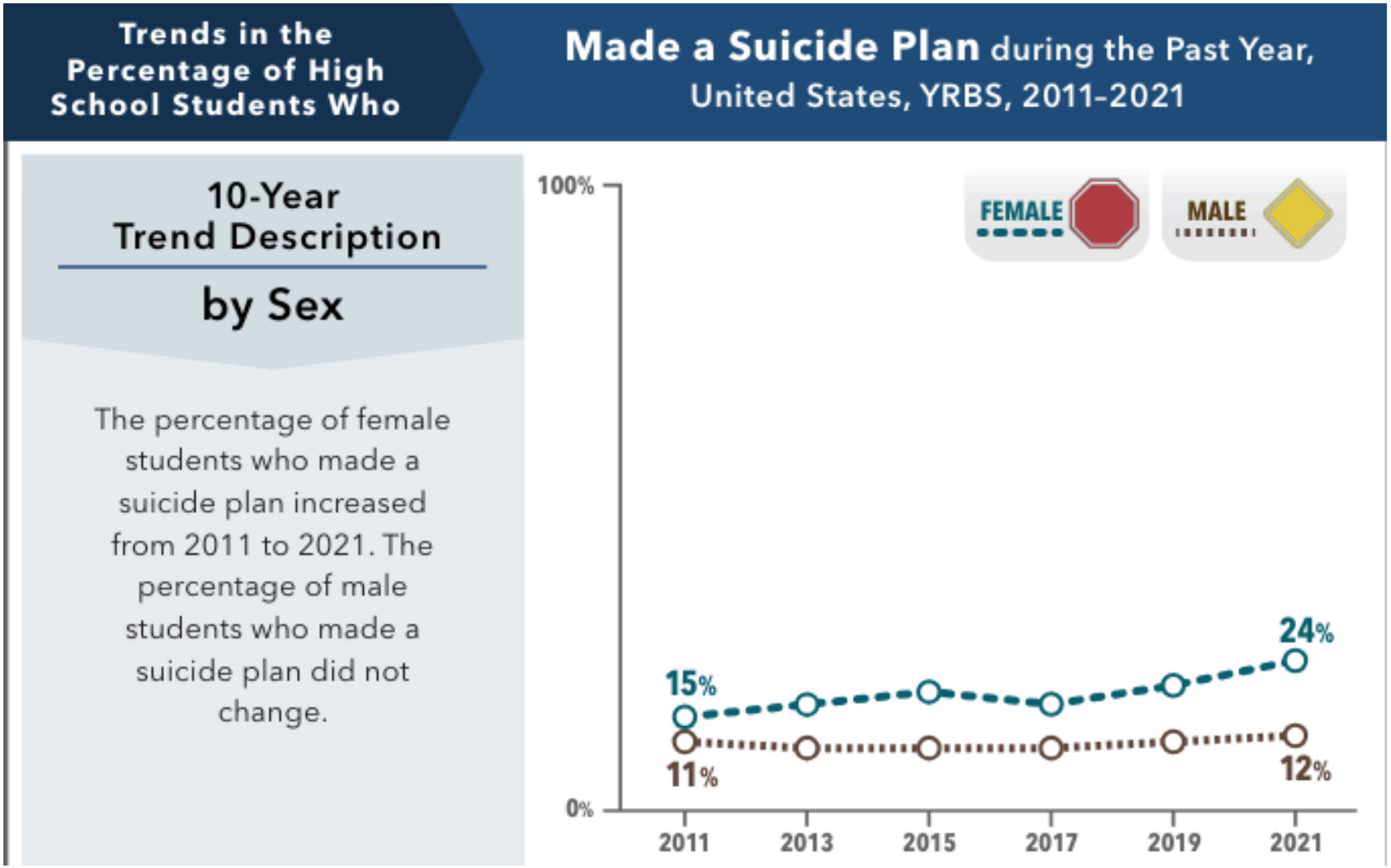
The percentage of students in each racial and ethnic group who experienced persistent feelings of sadness or hopelessness increased from 2011 to 2021.



FY 25 Budget Planning

Budget Enhancement Requests to Buncombe County Board of Commissioners

Highest Needs: Student Mental Health and Addressing Student Behaviors



FY 25 Budget Planning

Budget Enhancement Requests to Buncombe County Board of Commissioners

Highest Needs: Student Mental Health and Addressing Student Behaviors

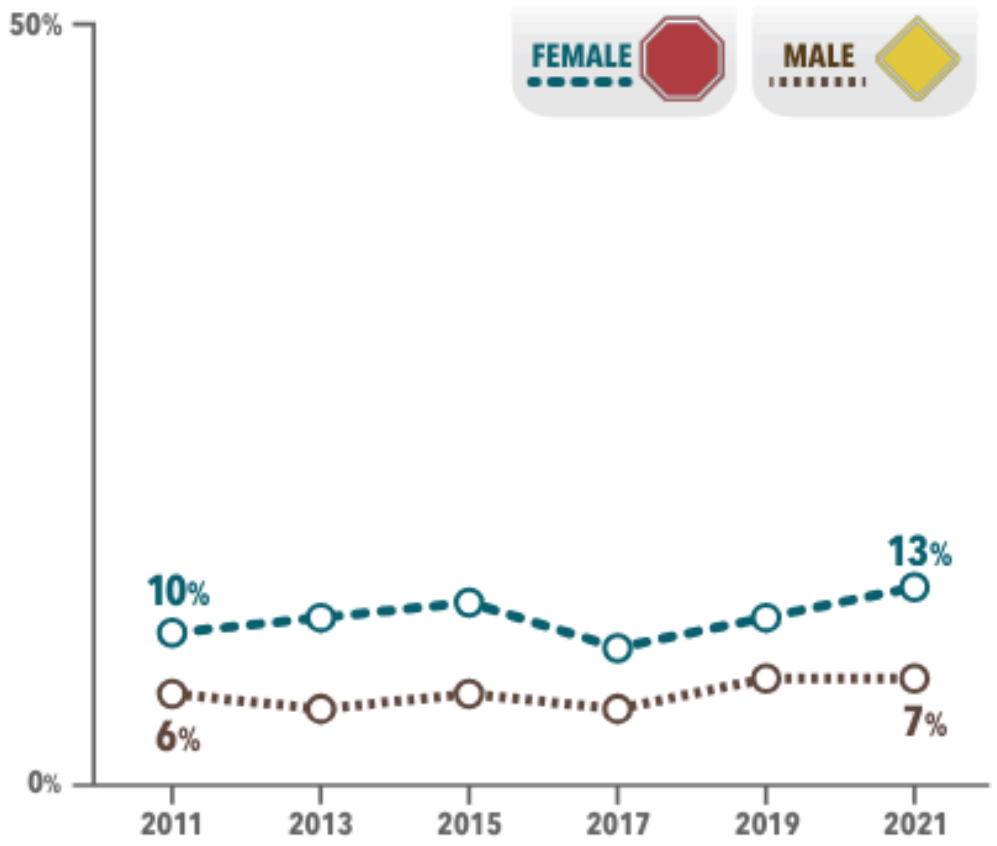
Trends in the Percentage of High School Students Who

Attempted Suicide during the Past Year, United States, YRBS, 2011-2021

10-Year Trend Description

by Sex

The percentage of female students who attempted suicide increased from 2011 to 2021. The percentage of male students who attempted suicide did not change.



FY 25 Budget Planning

Budget Enhancement Requests to Buncombe County Board of Commissioners

Highest Needs: Student Mental Health and Addressing Student Behaviors

2 Full-Time Mental Health Professionals and 2 Full-Time Behavior Interventionists - $500,000

Support classroom teachers :

1. Providing direct services to students
2. Training and coaching staff



FY 25 Budget Planning

Budget Enhancement Requests to Buncombe County Board of Commissioners

Highest Needs: Student Mental Health and Addressing Student Behaviors

2 Additional Social Workers - $175,000

Currently, we have 5 full-time social workers

Current Ratio in ACS 1 social worker for every 780 students

National Association of Social Workers recommends a ratio social worker to student ratio of 1:250 and as low as 150:1 in areas with intensive needs

^dding two social workers would decrease our ratio
› 1:557 students



FY 25 Budget Planning

Budget Enhancement Requests to Buncombe County Board of Commissioners

Highest Needs: Student Mental Health and Addressing Student Behaviors

2 Additional Full-Time School Counselors - $175,000

American Association of School Counselors recommends a student to school counselor ratio of 250:1

Current ratio in ACS is 300:1

The addition of 2 Counselors will reduce our ration to 260:1



FY 25 Budget Planning

Expenditure Reductions for FY 25

1. Staffing Allocation Formula built to adjust with enrollment changes – potential savings of $500,000 FY 25
2. Reduce Supplies, Materials, and Equipment Budget by 5% approx $350,000
3. Reduce CO Staffing by 5% – approx $475,000
4. MS Consolidation Potential Savings $1.8M – $2.3M



FY 25 Budget Planning

Fund Balance Allocation

Maintaining 2 Months of Operating Expenditures is the gold standard as recommended by: GFOA and a key indicator to earn an "A" rating with Moody's



FY 24 Fund Balance Appropriated = **$3 Million**

Anticipate being able to allocate up to **$3 Million of FY 25 fund balance**



FY 25 Budget Planning

ACAE Requests

#1 Fund Meaningful Raises

- $3.088 Million added to FY 25 Budget for salary and benefits

#2 Prioritizing Staff Time

- Addition of a stellar sub at each building

#3 Funding Mental Health and Student Support Services

- continue student support specialists
- addition of school counselors, social workers, behavior specialists, and mental health professionals



FY 25 Budget Planning

Budget Enhancement Requests to Buncombe County Board of Commissioners

- Asheville City Schools Request: Increase in local funding by **$3.8 Million**
- Request to restore Asheville City School tax to pre-pandemic level of 12 cents for every $100 assessed
    - generates an increase of $1.57 million in revenue



FY 25 Budget Planning

Budget Enhancement Requests to Buncombe County Board of Commissioners

Historical Funding & Current Request

	2024-2025	2024-2025	2024-2025	2023-2024	2023-2024	2022-2023
Fund 2	Percent Increase	Increase	Budgeted Appropriation	Increase	Budgeted Appropriation	Actual
Appropriation	20%	$3,500,000	$ 21,204,730	$2,449,926	$ 17,704,730	$15,254,804
Supplemental (10.62)	3%	$ 300,000	$ 11,940,014	$ 232,910	$ 11,640,014	$11,407,104
Total	13%	$3,800,000	$ 33,144,744	$2,682,836	$ 29,344,744	$26,661,908
Fund 8						
Supplemental Sales Tax*	-8%	$ (393,870)	$ 4,500,000	$ 414,506	$ 4,893,870	$ 4,479,364
Total Increase	5%	$3,406,130	$ 37,644,744	$3,097,342	$ 34,238,614	$31,141,272

*Per Buncombe County projections, growth in sales taxes appear to be leveling off so caution is warranted in making future projections for use of these funds.

FY 25 Budget Planning

Budget Enhancement Requests to Buncombe County Board of Commissioners

NC LEA Fringe Benefits History

		Retirement Rate	Health Insurance
2009-10	ARRA Funding	8.75%	$ 4,527
2010-11	ARRA Funding	10.51%	$ 4,929
2011-12	ARRA Funding	13.12%	$ 4,931
2012-13		14.23%	$ 5,192
2013-14		14.69%	$ 5,285
2014-15		15.21%	$ 5,378
2015-16		15.32%	$ 5,564
2016-17		16.54%	$ 5,754
2017-18		17.13%	$ 5,869
2018-19		18.86%	$ 6,104
2019-20	Pandemic Funding	19.70%	$ 6,306
2020-21	Pandemic Funding	21.68%	$ 6,326
2021-22	Pandemic Funding	22.89%	$ 7,019
2022-23	Pandemic Funding	24.50%	$ 7,397
2023-24	Pandemic Funding	25.02%	$ 7,557

Percent Increase from 2009-2010	185.94%	66.93%
Percent Increase from 2019-2020	27.01%	19.84%

2024-25	Current Biennium Budget Estimate	24.04%	$ 8,095	-0.98%	$ 538

ercent Increase from 2009-2010	174.74%	78.82%
ercent Increase from 2019-2020	22.03%	28.37%
ojected Increase from 2023-2024	-3.92%	7.12%

FY 25 Budget Planning

Questions

&

Discussion

ASHEVILLE CITY SCHOOLS

ASHEVILLE CITY SCHOOLS

Asheville City Schools
2024-2025 (FY25) Local Budget Message
May 6, 2024

The 2024-25 Asheville City Schools budget development began in January 2024. The North Carolina State Budget is still in development leaving uncertainties about that source of funding, including potential additional raises for teachers in light of the $1.4 Billion of surplus in the state budget. Until the budget is passed at the state level, we are still making "educated" guesses.

As we began the budget development process for 2024-25, it became clear that we would be facing a budget shortfall due to decreased student enrollment, estimated increases to students attending charter schools, and loss of ESSER funds. The shortfall is enhanced by expected increases in local salary supplements, health care costs and the second phase the state raises.

The Asheville City Schools tentatively adopted its Local Budget Request on April 17, 2024, with final approval on May 6, 2024.

Student Enrollment Levels, Special District Tax, and Revenue Changes

The North Carolina Department of Public Instruction annually provides a projection of Average Daily Membership (ADM) for the school system. Their projection for Asheville City Schools for 2024-25 is for an ADM of 3,900 students. This is a decrease from our 2023-24 ADM of 4,034 and results in a reduction of 134 students. We anticipate a loss of approximately $1 Million in state funding due the decrease in student enrollment.

With several charter schools adding additional grade levels in our area we anticipate an increase in our payments to charter schools of $500,000.

Projected local revenues to support Asheville City Schools shows minimal changes for 2024-25.

The Asheville City Schools Board of Education is requesting that the Buncombe County Board of Commissioners approve an increase in the Asheville City Schools Local Supplement Tax from 10.62 cents per $100 valuation to 12 cents per $100 evaluation. This would produce an estimated additional $1.57 Million in funding resulting in a total of $18,107,053.

Asheville City Schools supplemental sales tax revenue is expected to decrease by 7.72% from $4,893,870 to $4,516,201.

Capital Outlay revenue funded from Articles 40 and 42 sales tax is projected to be flat at best for 2024-2025 since the revenue collected for 2023-2024 is falling short of initial projections. For budgeting purposes at this time, we are going to assume that we will receive no more than $3, 400,000, or about the same as we received in 2022-2023.

Mandated Cost Increases and Continuation of Current Benefits

The Board's approved budget request includes mandated cost increases and continuation expenses for medical insurance and retirement match for locally paid employees, along with the currently approved salary increase and one step raise for all eligible school system employees. Retirement matching costs are expected to decrease by 3.92% while medical insurance is projected to increase by 7.12%. The salary increases, local supplement, and benefits are expected to increase the local cost for staff by at least $3,088,000.

Budget Enhancement Request

Input from staff across the district reveal that addressing student mental health continues to be a major need in Asheville City Schools. Referrals for school-based therapy increased from 131 referrals in 2023-2024 to 266 in only the first 8 months of the current school year. This is an increase of 103%.

To address the increased need for mental health support, ACS is requesting a budget enhancement of $850,000 dollars to pay for the following:

- 2 additional social workers
- 2 mental health professionals
- 2 additional school counselors
- 2 behavior Interventionists

Remaining ESSER Funds must be encumbered by September 2024, and no additional ESSER funding is anticipated. ACS has been using ESSER Funds to pay for 10 student support specialists. Student Support Specialists have provided essential support for students in every

school by assessing and triaging students in crisis, collaborating with school staff on developing support plans, and supporting the implementation of positive behavioral interventions school-wide. With the loss of approximately $1 million ESSER dollars, these essential positions are in danger of not being funded. ACS is seeking an additional $1.25 million in local funding to cover the salaries, benefits, and enhanced training for our student support specialists.

The total enhancement request for the FY 25 budget is $2.1 million.

Budget Adjustment Areas

Realizing that mandated budget increases, reduction in State funding, loss of ESSER funds, creates a difficult budget scenario, extensive time and effort have been given to reducing school system costs by studying enrollment data and projecting needs for staff and facilities. The most significant adjustment was the consolidation of ACS's two middle schools into one facility. The full savings from this consolidation will not be realized immediately; however, we anticipate the savings to range between $1.8 million to $2.3 million dollars over the next two to three years, but it is difficult to identify the exact cost in the first year.

The second major budget adjustment is the implementation of an enrollment based staffing allotment formula. The formula will be implemented over time through staff attrition. Replacement of positions was carefully evaluated throughout the 2023-2024 school year in preparation for the first year of implementation in 2024-2025. The anticipated reduction in headcount will be approximately 10 positions total between central office and school based positions.

Additional budget cuts of 5% supplies, materials, and equipment will reduce expenditures by approximately $350,000.

These budget reduction areas total an estimated $1.3 million for FY 25.

Fund Balance Use

To align our financial practices with the Government Financial Officers Association recommended fund balance, a minimum of two months total operating costs should be maintained. Our total annual budget is approximately $82.4 million. Two months of operating

costs for a budget of $82.4 million is $13.7 million. The ACS Board of Education has approved using $3 million of fund balance for 2024-2025.

Local Funding Request

With the anticipated local revenues and the expenditures detailed in this budget message, the Asheville City Schools request additional local funding from the Buncombe County Board of Commissioners in the amount of $3.8 million.

Respectfully,

Dr. Maggie Fehrman

Superintendent

Ms. Heidi Kerns

Chief Financial Officer

202__
_____ County Board of Education
PERFORMANCE APPRAISAL OF _____
Name of Evaluator _____

Instructions:

1) Review each standard and the questions listed. The questions are there to guide your thinking about the Superintendent's performance under each Standard. Add your comments regarding areas of strength, areas for improvement or "focus", and any other comments you deem relevant for the entire Standard. You do NOT need to address all questions in your comments. The Superintendent will see all comments.

2) For each standard, give your overall rating of "above proficient", "proficient" or "not demonstrated."

Standard 1: Strategic Leadership – Superintendents create conditions that result in strategically reimaging the district's vision, mission, and goals to ensure that every student graduates from high school globally competitive for work and post secondary education and prepared for life in the 21st century. They create a climate of inquiry that challenges the community to continually repurpose itself by building on the district's core values and beliefs about the preferred future and then developing a pathway to reach it.

Benchmarks

- Balances the best interests of the district against outside influence on policy and procedure from stakeholder groups (parents, community leaders, local elected officials).
- Develops and communicates a vision for a 21st century school district.
- Effectively communicates, directly or through successful systems, with district leaders, the business community, faith community, parents, and students regarding district goals and vision.
- Writes clearly and concisely.
- Creates processes and procedures for developing, implementing, and maintaining the district's strategic plan.

Strengths:

Areas of Focus:

Other Comments:

Overall Rating:

- ☐ Above Proficient
- ☐ Proficient
- ☐ Not Demonstrated

Standard 2: Instructional Leadership – Superintendents set high standards for the professional practice of 21st century instruction and assessment that result in an accountable environment. They create professional learning communities resulting in highly engaging instruction and improved student learning. They set specific achievement targets for schools and students and then ensure the consistent use of research-based instructional strategies in all classrooms to reach the targets.

Benchmarks

- Sets high expectations and concrete district goals focused on learning outcomes and teaching.
- Challenges staff to reflect on and define the knowledge, skills, and concepts essential for ensuring that every student graduates from high school prepared for higher education or future employment.
- Holds all district staff accountable for achieving district learning and teaching goals and outcomes.
- Maintains a system for using student assessment data to improve instruction.
- Maintains a system to assess and address student access to the educational environment, including but not limited to supports related to student well-being and emotional health.

Strengths:

Areas of Focus:

Other Comments:

Overall Rating:

- ☐ Above Proficient
- ☐ Proficient
- ☐ Not Demonstrated

Standard 3: Cultural Leadership – Superintendents understand and act on the important role a system's culture has in the exemplary performance of all schools. They understand the people in the district and community, how they came to their current state, and how to connect with their traditions in order to move them forward to support the district's efforts to achieve individual and collective goals. While supporting and valuing the history, traditions, and norms of the district and community, a superintendent must be able to "re-culture" the district, if needed, to align with the district's goals of improving student and adult learning and to infuse the work of the adults and students with passion, meaning, and purpose.

Benchmarks

- Effectively solicits and utilizes stakeholder input as appropriate.
- Maintains a positive relationship with news media.
- Actively participates in community life.

- ♦ Maintains a favorable relationship and/or reputation among school stakeholder groups (parents, PTOs, booster clubs).
- ♦ Monitors improvement of the work environment in individual schools and throughout the district.

Strengths:

Areas of Focus:

Other Comments:

Overall Rating:

- □ Above Proficient
- □ Proficient
- □ Not Demonstrated

Standard 4: Human Resource Leadership – Superintendents ensure that the district is a professional learning community with processes and systems in place that result in the recruitment, induction, support, evaluation, development and retention of a high-performing, diverse staff. Superintendents use distributed leadership to support learning and teaching, plan professional development, and engage in district leadership succession planning.

Benchmarks

- ♦ Actively promotes sound personnel procedures and consistent practices.
- ♦ Implements professional development and learning communities throughout the district.
- ♦ Effectively prepares strategies to promote good staff morale and loyalty to the organization at all levels.
- ♦ Actively avoids favoritism or discrimination, while insisting on performance of duties.
- ♦ Recruits and assigns the best available personnel in terms of their competencies.

Strengths:

Areas of Focus:

Other Comments:

Overall Rating:

- □ Above Proficient
- □ Proficient
- □ Not Demonstrated

Standard 5: Managerial Leadership – Superintendents ensure that the district has processes and systems in place for budgeting, staffing, problem solving, communicating expectations, and scheduling that organize the work of the district and give priority to student learning and safety. The superintendent must solicit resources (both operating and capital), monitor their use and assure the inclusion of all stakeholders in decisions about resources so as to meet the 21st century needs of the district.

Benchmarks

- Actively keeps the Board informed on needs of the school program and significant expenditures – plant, facilities, equipment and supplies.
- Ensures that the Board understands revenue sources and categories of major expenditures.
- Strategically aligns resource allocation to support the district's vision and strategic plan.
- Effectively communicates the district's budget and resource allocation in ways that build the understanding and trust of constituents.
- Monitors the budgetary process to assure that effective programs are maintained and less effective programs are eliminated.

Strengths:

Areas of Focus:

Other Comments:

Overall Rating:

- ☐ Above Proficient
- ☐ Proficient
- ☐ Not Demonstrated

Standard 6: External Development Leadership – A superintendent, in concert with the local Board of Education, designs structures and processes that result in broad community engagement with, support for, and ownership of the district vision. Acknowledging that strong schools build strong communities, the Superintendent proactively creates, with school and district staff, opportunities for parents, community members, government leaders and business representatives to participate with their investments of resources, assistance, and good will.

Benchmarks

- Fosters a good working relationship with other public and private agencies serving district students.
- Identifies groups and potential partners within the community for services and/or funding support.
- Creates opportunities for input from both staff involvement in the community and community involvement in the schools.

- ♦ Seeks out and creates new opportunities for meaningful partnerships or collaborative endeavors.
- ♦ Establishes working relationships with professional colleagues, business and industry associates and policy makers to support the collaborative work of the district.

Strengths:

Areas of Focus:

Other Comments:

Overall Rating:

- □ Above Proficient
- □ Proficient
- □ Not Demonstrated

Standard 7: Micro-Political Leadership – The superintendent promotes the success of learning and teaching by understanding, responding to, and influencing the larger political, social, economic, legal, ethical, and cultural context. From this knowledge, the superintendent works with the Board of Education to define mutual expectations, policies, and goals to ensure the academic success of all students.

Benchmarks

- ♦ Keeps the Board informed on significant issues and critical needs of the school system.
- ♦ Interprets, communicates, and executes the intent of Board policy.
- ♦ Responds well to constructive criticism from the Board.
- ♦ Creates a harmonious working relationship with the Board.
- ♦ Establishes an educational environment that is inclusive of diverse groups, viewpoints, and interests.

Strengths:

Areas of Focus:

Other Comments:

Overall Rating:

- □ Above Proficient
- □ Proficient
- □ Not Demonstrated

202__
_____ County Board of Education
PERFORMANCE APPRAISAL OF _____
Name of Evaluator _____

Rating Scale: Well Above Standard (5), Above Standard (4), At Standard (3), Below Standard (2), Unsatisfactory (1), Insufficient Information (N/A)
For categories that have any ratings below 3; a comment is required.

Overall Rating ____

	Total
RELATIONSHIP WITH THE BOARD	
Keeps the Board informed on issues, needs and operation of the school system	
Interprets and executes the intent of the Board Policy	
Accepts constructive criticism of his work	
Works to maintain a high degree of understanding and respect between the staff and the Board and vice versa	
Has a harmonious working relationship with the Board	
Supports Board Policy and actions to the public and staff	
Goes immediately to the Board when he feels a difference of opinion exists between him and any or all members of the Board, in an effort to resolve any conflict	
COMMUNITY RELATIONSHIPS	
Solicits and gives attention to problems and opinions of all groups and individuals	
Develops friendly and cooperative relationships with news media	
Participates actively in community life and affairs	
Works effectively with public and private agencies	
STAFF AND PERSONNEL RELATIONSHIPS	
Develops and executes sound personnel procedures and practices	
Develops good staff morale and loyalty to the organization	
Treats all personnel fairly, without favoritism or discrimination, while insisting on performance of duties	
Recruits and assigns the best available personnel in terms of their competencies	
Evaluates performance of staff members, giving commendation for good work as well as constructive suggestions for improvement	
BUSINESS AND FINANCE	
Keeps informed on needs of the school program – plant, facilities, equipment and supplies	
Supervises operations, insisting on competent and efficient performance	

	Total
Determines that funds are spent wisely, and adequate control and accounting are maintained	
Evaluates financial needs and makes recommendations for adequate financing	
PERSONAL QUALITIES	
Defends principle and conviction in the face of pressure and partisan influence	
Devotes his time and energy effectively to his job	
Writes clearly and concisely	
Thinks well on his feet when faced with an unexpected or disturbing turn of events	

Areas of Strength:

-
-

Areas for Focus/Improvement:

-
-

Other Comments:

-
-

_____ _____

Superintendent _____ Date

_____ _____

_____, Chair of the Board Date

_____ _____

_____, Vice Chair of the Board Date