ASHEVILLE CITY BOARD OF EDUCATION REGULAR MEETING

Administrative Offices - Board Room

Monday, May 13, 2024 at 5:00 PM

BE IT REMEMBERED: The Asheville City Board of Education met in a regularly called session on Monday, May 13, 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. REGULAR MEETING

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 PLEDGE OF ALLEGIANCE - Board Chair, George Sieburg

1.4 APPROVAL OF AGENDA - Board Chair, George Sieburg

Motion to approve the agenda as presented.

Moved by: James Carter
Seconded by: Sarah Thornburg

The motion passed

2. GOOD NEWS - Dr. Dechant, Chief of Staff

School Spotlight - Isaac Dickson Elementary - Ruletta Hughes, Principal

3. Agenda Items for Review and Discussion

3.1 441 Haywood Feasibility Study Discussion - Rob Brown, General Services, Buncombe County 7 - 17

APS Update Presentation - Final.pptx

3.2 School Consolidation Feasibility Update - Dr. Dickerson and Rachael Sawyer, Buncombe County Strategic Partnerships Director 18 - 30

School Consolidation_ACS Board_5.13.24.pdf

4. SUPERINTENDENT'S REPORT

Superintendent Report May 13 BOE Meeting .pdf

1. Strategic Planning Calendar
2. Characteristics of a Cougar
3. Theory of Action
4. MS Consolidation Update

4.1 **ECA Update**- Kim Robinson, Executive Director of Student Services

5. PUBLIC COMMENTS - Board Chair, George Sieburg

Public Comment Guidelines

In-Person and Virtual Public Comment Guidelines can be found by clicking the link above.

The Board of Education greatly appreciates your interest in the Asheville City Schools (ACS) and we welcome your comments to the Board. Please be mindful of the following guidelines (per policy 2310):

Personnel and student matters are confidential and are therefore not appropriate for public comment. If you have a concern about an employee or a student matter, please contact or see the superintendent after the meeting.

5.1 In-Person Public Comment

Derek Edwards

Pepi Acebo

Ricardo Stevenson

5.2 Virtual Public Comments

No virtual comments

6. CONSENT ITEMS - Board Chair, George Sieburg

Consent Action

6.1 Draft Minutes

WORK SESSION - Mar 04 2024 - Minutes

REGULAR MEETING - Mar 11 2024 - Minutes

WORK SESSION - Apr 09 2024 - Minutes

CLOSED SESSION - Apr 09 2024 - Minutes

REGULAR MEETING - Apr 15 2024 - Minutes

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

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

ACS Board Transportation Request

ASCF/ACS INITIATIVE

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

3620 Extracurricular Activities and Student Organizations

4342 Student Searches

8325 Daily Deposits

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

Contract Agreement

6.6 Personnel Report #9

Motion to approve the consent items as presented

Carried

7. ACTION ITEMS - Board Chair, George Sieburg

7.1 EL Education Contract - Dr. Fehrman 40 - 43

SY25 Asheville City Schools_ EL Education Scope of Services.pdf

EL Education IC Agreement (Independent Contractor) 2024-2025

Motion to approve the EL Education Contract 40 - 43

Moved by: James Carter

Seconded by: Amy Ray

The motion passed

7.2 WORK SESSION - Mar 04 2024 - Minutes

The board asked for the following speakers who were not present at the meeting to be removed from the minutes. The speakers removed are Kim Fink-Adams, a Social Studies Teacher at AHS, and Former Students of Randolph Learning Center. The updated minutes will be added to the June 10th meeting agenda.

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

2023-2024 ACS Board of Education Meeting Schedule

8.1 Calendar of Events

Early Dismissal for Students

Friday, May 24, 2024

Elementary at Noon

Secondary at 1:00 p.m.

Holiday - No School for Students and Staff

Monday, May 27, 2024

ACSF Celebration for ACS Staff

Friday, May 31st from 4:00-6:00 p.m.

Work Session Meeting

Monday, June 3, 2024

Administrative Offices - Board Room

The Last Day of School and Early Dismissal for Students

Friday, June 7, 2024

Elementary at Noon

Secondary at 1:00 p.m.

Graduation for Asheville High and SILSA Seniors

Saturday, June 8, 2024

Asheville High/SILSA Campus

Regular Meeting Work Session Meeting

Monday, June 10, 2024

Administrative Offices - Board Room

9. ADJOURNMENT - Board Chair, George Sieburg

Motion to adjourn the meeting.

Moved by: Amy Ray
Seconded by: Liza Kelly

The motion passed

Dr. Maggie Fehrman,
Superintendent

George Sieburg
Board Chair, or Designee

Asheville Primary School Site Feasibility Study with associated reviews of Hall Fletcher Elementary Site & Montford North Star Academy

Presented by

Robert Brown

General Services

Design Team for the Feasibility Study

adw architects
environments for life

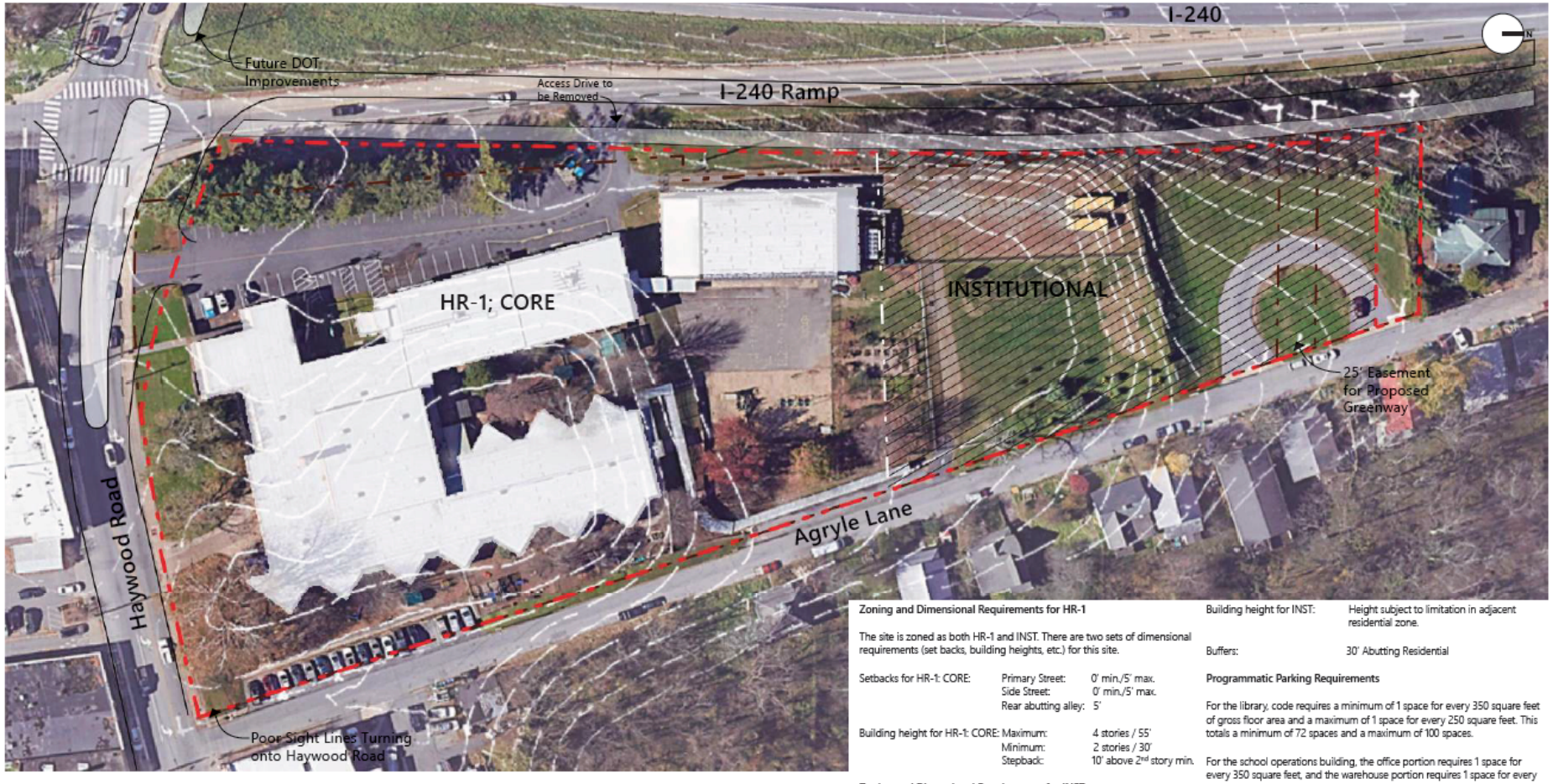
Leadership Indicated Priorities

Asheville City Schools : 1) Operations Center Supporting Maintenance, Transportation & Food Services
2) Pre- K Daycare Facility
3) Alternative School

Buncombe County : 1) Pre- K Daycare Facility
2) EMS Base
3) Library

Asheville Primary School Site

441 Haywood Road – 4.77 Acres



Zoning and Dimensional Requirements for HR-1

The site is zoned as both HR-1 and INST. There are two sets of dimensional requirements (set backs, building heights, etc.) for this site.

Setbacks for HR-1: CORE:	Primary Street:	0' min./5' max.
	Side Street:	0' min./5' max.
	Rear abutting alley:	5'
Building height for HR-1: CORE:	Maximum:	4 stories / 55'
	Minimum:	2 stories / 30'
	Stepback:	10' above 2nd story min.

Zoning and Dimensional Requirements for INST

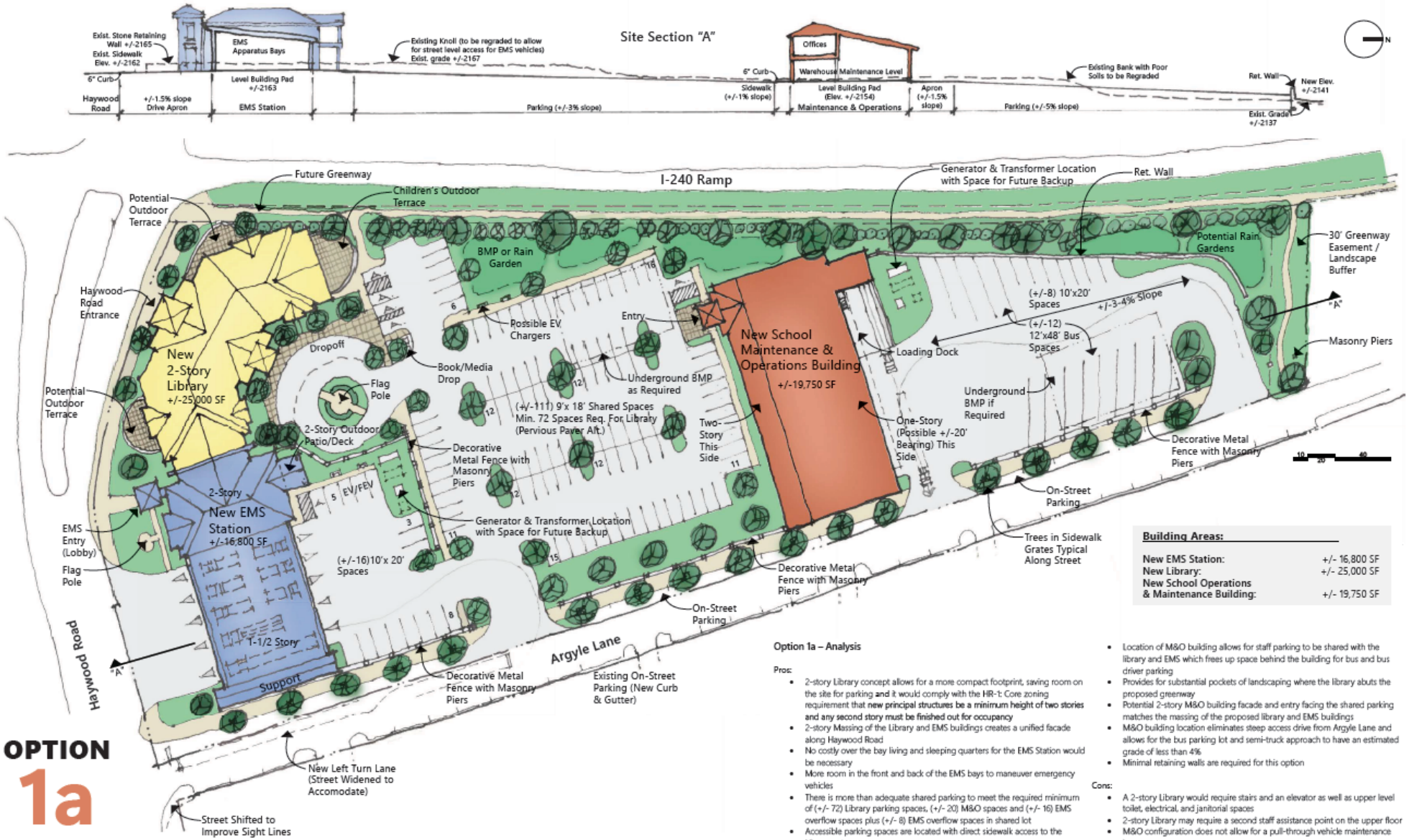
Setbacks for INST:	Front:	15' – exceptions apply
	Side:	10'
	Rear:	10'
Building height for INST:		Height subject to limitation in adjacent residential zone.
Buffers:		30' Abutting Residential

Programmatic Parking Requirements

For the library, code requires a minimum of 1 space for every 350 square feet of gross floor area and a maximum of 1 space for every 250 square feet. This totals a minimum of 72 spaces and a maximum of 100 spaces.

For the school operations building, the office portion requires 1 space for every 350 square feet, and the warehouse portion requires 1 space for every 2 employees at the largest shift plus 1 space for every 350 square feet of public space. This totals 20 spaces, in addition to the parking for the library and EMS building.

HR-1 zoning does not allow on-site parking between the primary street and the building. Some parallel parking can be added along the side street.



Building Areas:

New EMS Station:	+/- 16,800 SF
New Library:	+/- 25,000 SF
New School Operations & Maintenance Building:	+/- 19,750 SF

Option 1a – Analysis

Pros:

- 2-story Library concept allows for a more compact footprint, saving room on the site for parking and it would comply with the HR-1: Core zoning requirement that **new principal structures be a minimum height of two stories and any second story must be finished out for occupancy**
- 2-story Massing of the Library and EMS buildings creates a unified facade along Haywood Road
- No costly over the bay living and sleeping quarters for the EMS Station would be necessary
- More room in the front and back of the EMS bays to maneuver emergency vehicles
- There is more than adequate shared parking to meet the required minimum of (+/- 72) Library parking spaces, (+/- 20) M&O spaces and (+/- 16) EMS overflow spaces plus (+/- 8) EMS overflow spaces in shared lot
- Accessible parking spaces are located with direct sidewalk access to the Library entrance
- Location of M&O building allows for staff parking to be shared with the library and EMS which frees up space behind the building for bus and bus driver parking
- Provides for substantial pockets of landscaping where the library abuts the proposed greenway
- Potential 2-story M&O building facade and entry facing the shared parking matches the massing of the proposed library and EMS buildings
- M&O building location eliminates steep access drive from Argyle Lane and allows for the bus parking lot and semi-truck approach to have an estimated grade of less than 4%
- Minimal retaining walls are required for this option

Cons:

- A 2-story Library would require stairs and an elevator as well as upper level toilet, electrical, and janitorial spaces
- 2-story Library may require a second staff assistance point on the upper floor
- M&O configuration does not allow for a pull-through vehicle maintenance bay

Hall Fletcher Elementary School Site

60 Ridgelawn Road – 11.95 Acres



Hall Fletcher Pre- K Concept Single Story 24,500 Sqft.



Hall Fletcher Pre- K and TBD Use Two Story 24,500 + 32,000 =56,500 Sqft Sqft



Montford North Star Academy

90 Montford Avenue – Existing Building Area Approx. 58,000 Sqft.



Alternative School Option

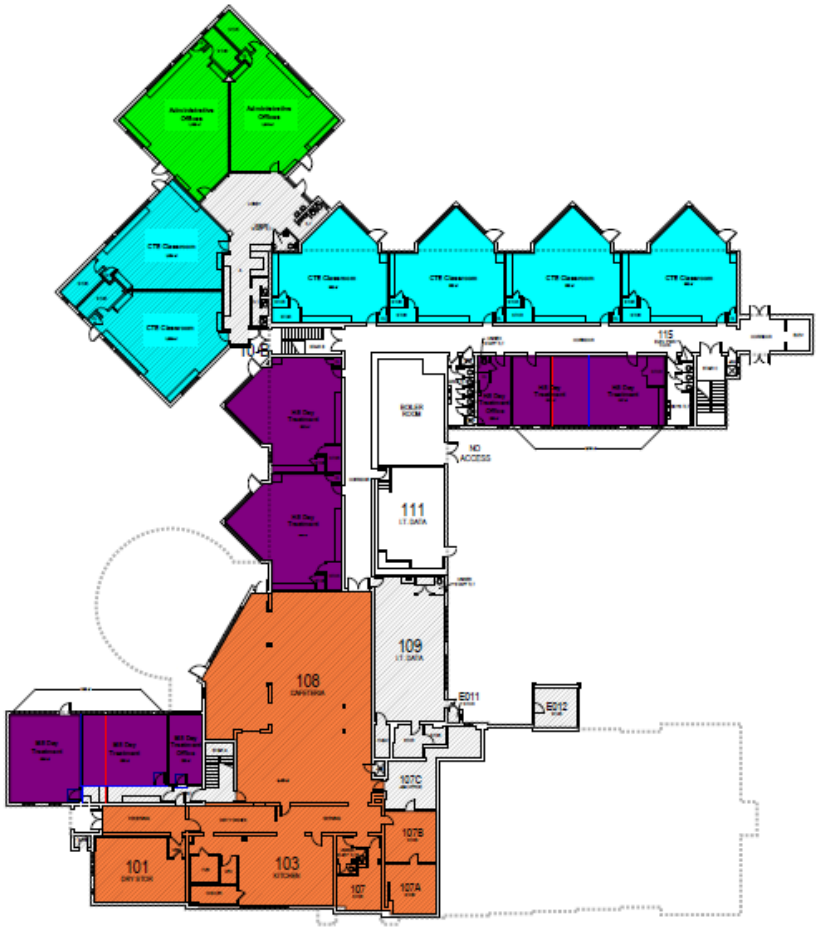
MONTFORD NORTH STAR ACADEMY

REUTILIZATION FLOOR PLAN

Total Combined Renovated Area: 19,537 sf

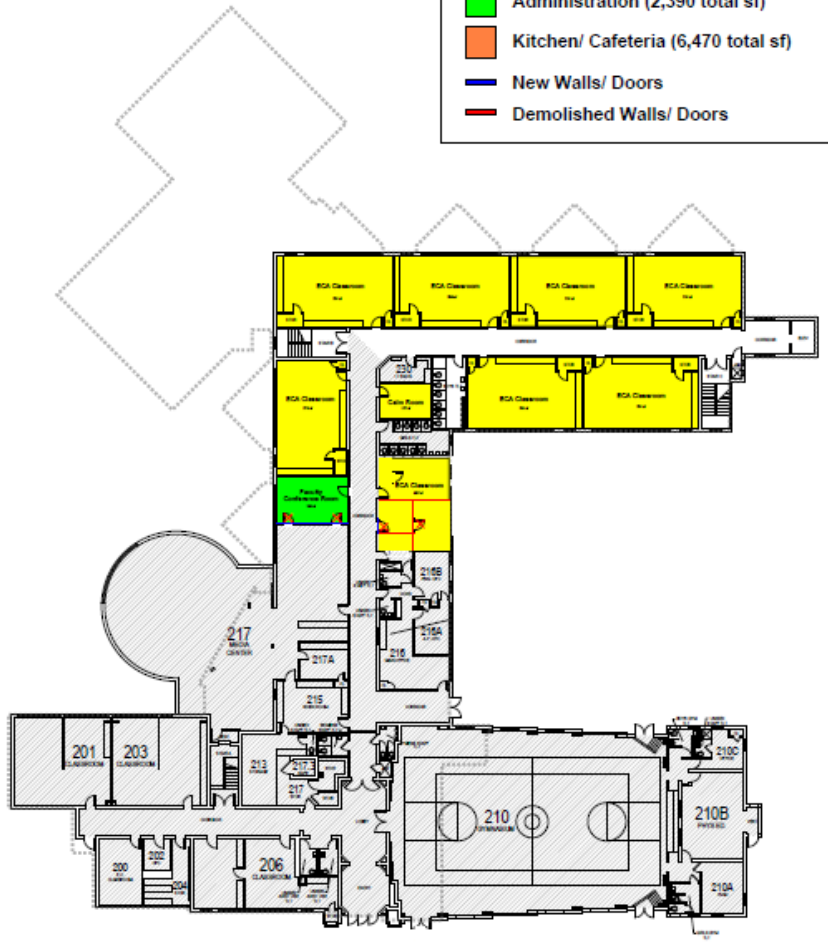
Graphic Legend

- (8) ECA Classrooms (6,340 total sf)
- (6) Day Treatment Classrooms (4,670 total sf)
- (6) CTE Classrooms (6,080 total sf)
- Administration (2,390 total sf)
- Kitchen/ Cafeteria (6,470 total sf)
- New Walls/ Doors
- Demolished Walls/ Doors



LOWER LEVEL

Lower Level Renovation Area: 12,882 sf



UPPER LEVEL

Upper Level Renovation Area: 6,655 sf

Next Steps

1) Complete Cost Estimates for Concepts.
2) Complete Final Report with Appendices.
3) Make Final Presentation.

School Consolidation Feasibility Study

Presented by

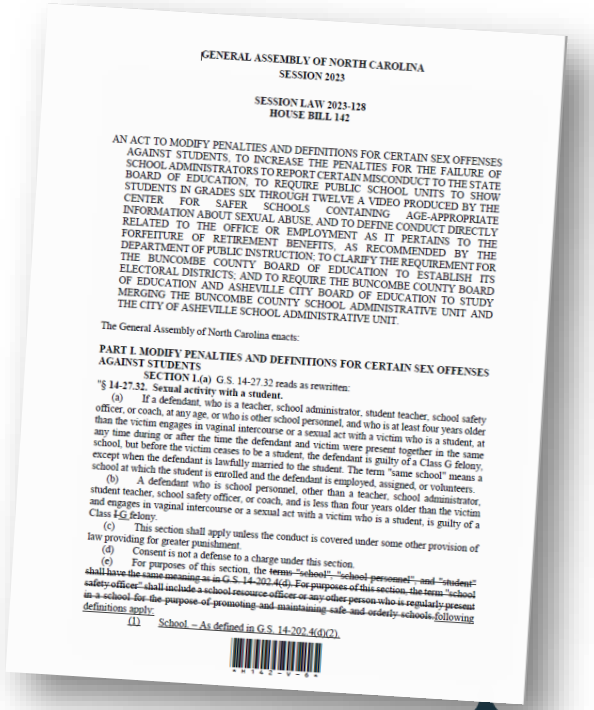
Rachael Sawyer, Buncombe County Strategic Partnerships Director

May 13, 2024

Asheville City Schools Board of Education

Legislative Mandate

"The **Buncombe County Board of Education and the Asheville City Board of Education shall jointly study the feasibility of the merger** of the Buncombe County School Administrative Unit and the City of Asheville School Administrative Unit, including the potential **economic and educational impact** of merging the school units and any **other relevant information**. The Buncombe County Board of Education and the Asheville City Board of Education shall report **findings and recommendations** to the standing committees of the General Assembly hearing elections matters no later than **February 15, 2025**."



GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2023

SESSION LAW 2023-128
HOUSE BILL 142

AN ACT TO MODIFY PENALTIES AND DEFINITIONS FOR CERTAIN SEX OFFENSES AGAINST STUDENTS, TO INCREASE THE PENALTIES FOR THE FAILURE OF SCHOOL ADMINISTRATORS TO REPORT CERTAIN MISCONDUCT TO THE STATE BOARD OF EDUCATION, TO REQUIRE PUBLIC SCHOOL UNITS TO SHOW STUDENTS IN GRADES SIX THROUGH TWELVE A VIDEO PRODUCED BY THE CENTER FOR SAFER SCHOOLS CONTAINING AGE-APPROPRIATE INFORMATION ABOUT SEXUAL ABUSE, AND TO DEFINE CONDUCT DIRECTLY RELATED TO THE OFFICE OR EMPLOYMENT AS IT PERTAINS TO THE FORFEITURE OF RETIREMENT BENEFITS, AS RECOMMENDED BY THE DEPARTMENT OF PUBLIC INSTRUCTION; TO CLARIFY THE REQUIREMENT FOR THE BUNCOMBE COUNTY BOARD OF EDUCATION TO ESTABLISH ITS ELECTORAL DISTRICTS; AND TO REQUIRE THE BUNCOMBE COUNTY BOARD OF EDUCATION AND ASHEVILLE CITY BOARD OF EDUCATION TO STUDY MERGING THE BUNCOMBE COUNTY SCHOOL ADMINISTRATIVE UNIT AND THE CITY OF ASHEVILLE SCHOOL ADMINISTRATIVE UNIT.

The General Assembly of North Carolina enacts:

PART I. MODIFY PENALTIES AND DEFINITIONS FOR CERTAIN SEX OFFENSES AGAINST STUDENTS

SECTION 1.(a) G.S. 14-27.32 reads as rewritten:

"**§ 14-27.32. Sexual activity with a student.**

(a) If a defendant, who is a teacher, school administrator, student teacher, school safety officer, or coach, at any age, or who is other school personnel, and who is at least four years older than the victim engages in vaginal intercourse or a sexual act with a victim who is a student, at any time during or after the time the defendant and victim were present together in the same school, but before the victim ceases to be a student, the defendant is guilty of a Class G felony, except when the defendant is lawfully married to the student. The term "same school" means a school at which the student is enrolled and the defendant is employed, assigned, or volunteers.

(b) A defendant who is school personnel, other than a teacher, school administrator, student teacher, school safety officer, or coach, and is less than four years older than the victim and engages in vaginal intercourse or a sexual act with a victim who is a student, is guilty of a Class ~~I~~ G felony.

(c) This section shall apply unless the conduct is covered under some other provision of law providing for greater punishment.

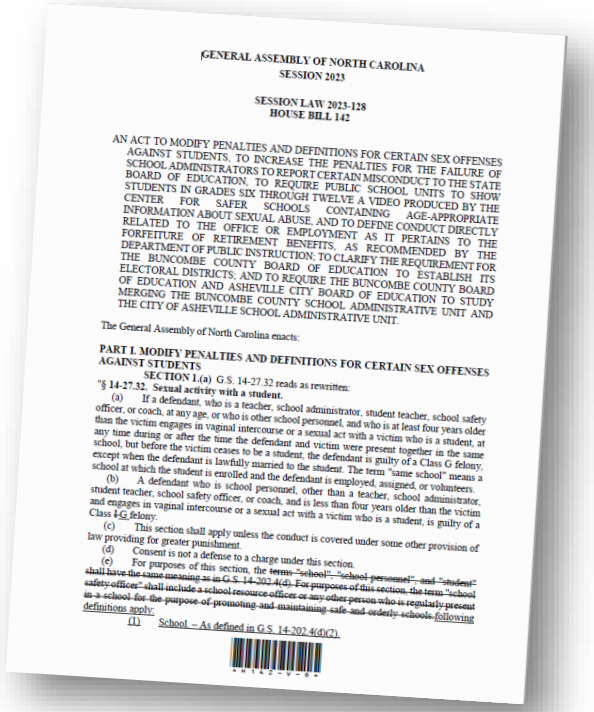
(d) Consent is not a defense to a charge under this section.

(e) For purposes of this section, the ~~terms "school", "school personnel", and "student" shall have the same meaning as in G.S. 14-202.4(d). For purposes of this section, the term "school safety officer" shall include a school resource officer or any other person who is regularly present in a school for the purpose of promoting and maintaining safe and orderly schools.~~ following definitions apply:

(1) School. – As defined in G.S. 14-202.4(d)(2).

Quick Action from Governing Boards

- House Bill 142 / SL 2023-128 was signed by the Governor on September 29, 2023
- Asheville City Board of Education voted on October 5, 2023 & Buncombe County Board of Education voted on October 10, 2023 to designate Buncombe County Government as the lead entity for the project
- Buncombe County Commissioners accepted lead role on October 17, 2023



GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2023

SESSION LAW 2023-128
HOUSE BILL 142

AN ACT TO MODIFY PENALTIES AND DEFINITIONS FOR CERTAIN SEX OFFENSES AGAINST STUDENTS; TO INCREASE THE PENALTIES FOR THE FAILURE OF SCHOOL ADMINISTRATORS TO REPORT CERTAIN MISCONDUCT TO THE STATE BOARD OF EDUCATION; TO REQUIRE PUBLIC SCHOOL UNITS TO SHOW STUDENTS IN GRADES SIX THROUGH TWELVE A VIDEO PRODUCED BY THE CENTER FOR SAFER SCHOOLS CONTAINING AGE-APPROPRIATE INFORMATION ABOUT SEXUAL ABUSE, AND TO DEFINE CONDUCT DIRECTLY RELATED TO THE OFFICE OR EMPLOYMENT AS IT PERTAINS TO THE FORFEITURE OF RETIREMENT BENEFITS, AS RECOMMENDED BY THE DEPARTMENT OF PUBLIC INSTRUCTION; TO CLARIFY THE REQUIREMENT FOR THE BUNCOMBE COUNTY BOARD OF EDUCATION TO ESTABLISH ITS ELECTORAL DISTRICTS; AND TO REQUIRE THE BUNCOMBE COUNTY BOARD OF EDUCATION AND ASHEVILLE CITY BOARD OF EDUCATION TO STUDY MERGING THE BUNCOMBE COUNTY SCHOOL ADMINISTRATIVE UNIT AND THE CITY OF ASHEVILLE SCHOOL ADMINISTRATIVE UNIT.

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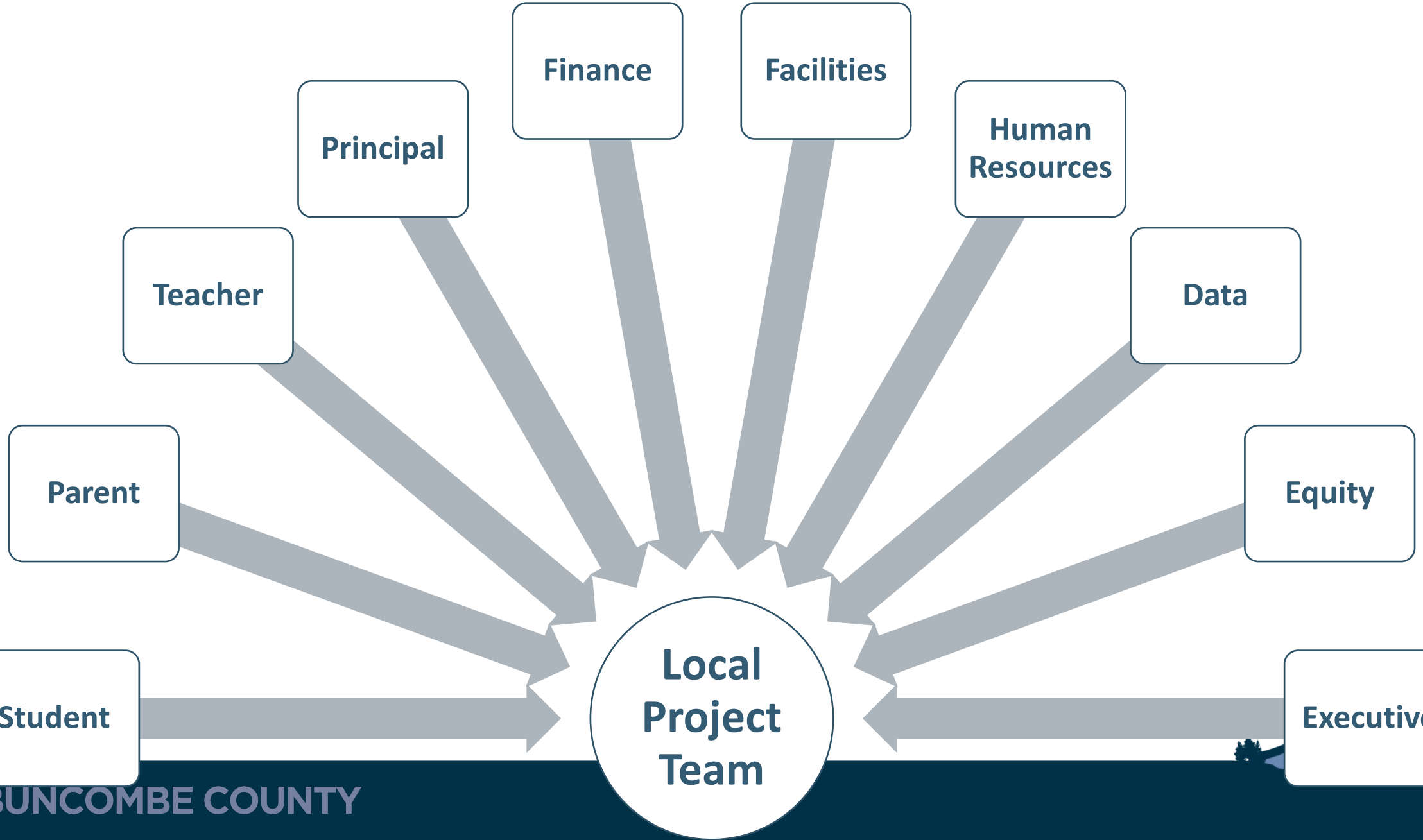
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Roles

Local Project Team	• Design solicitation and review criteria • Review submissions, recommend vendor
Buncombe County	• Coordinate project • Issue solicitation & select firm • Identify funding • Issue and oversee contract
School Systems	• Jointly contribute to the study, including data & input to inform the study
The Community	• Provide input to inform the study
Contracted vendor	• Conduct the study

24-member project team, appointed by County Manager & School Superintendents (8 each):



Scope of Work

- Utilize a rigorous approach in the completion of the study, including assessment of comprehensive factors - **Student membership, Academic, Student wellbeing, Policy & procedure, Operational, Facilities, Personnel, Governance, Financial, Partnerships, Geographical, Community, Historical & Contextual**
- Incorporate **equity** analysis for all elements within the study
- Center stakeholder and **community engagement**, including opportunities for impacted individuals to contribute to the study/learn about the findings & results
- Include qualitative & quantitative sources of **data** to accurately identify the feasibility of a consolidation
- Identify significant similarities & differences between school systems
- Include short- and long-term impacts as well as projections & scenarios
- Provide a comprehensive report including description of research method, summary of activities, findings, risks/benefits of consolidation, recommendations, and implementation considerations as applicable

Request for Proposals

- Buncombe County issued request for proposals for professional consulting services from highly skilled, experienced, and diverse vendor(s) to provide a feasibility study for the consolidation of the two public school systems within the boundaries of Buncombe County
- RFP opened December 1, 2023
- 11 vendors attended pre-submittal meeting
- Proposals were due January 18, 2024
- 7 vendors submitted proposals
- Proposed cost ranged from $57,000 to $1.5 million
- 1 award for $301,543

Selected Vendor

Prismatic Services, Inc.

- Headquartered in Charlotte, NC
- Network of 50+ contract consultants across the country
- Woman-owned business, founded in 2007
- Provides services to schools, school districts & educational agencies
- Has completed more than 300 projects for clients in 31 states and the District of Columbia
- A team of 11 highly qualified PreK-12 consultants contributing more than 1,800 hours of consulting time, with 75 days spent onsite

PRISMATIC SERVICES, INC.

Our mission is to support positive change in preK-12 organizations by providing information, insight, and actionable ideas. In all our efforts, we remember the most important customer – students.

Reviewer Feedback

The review group believes that Prismatic Services will produce a quality product that meets the criteria set forth in the RFP based on:

- strong understanding of the project & context
- did their research on prior ACS/BCS consolidation studies
- asked great questions
- experienced staff that can contribute to an effective and efficient study
- seems very hands on and candid
- confident, competent and knowledgeable
- looking for compelling data to make a recommendation, objective, not vested in the outcome
- size of team & level of onsite work good value

Vendor Approach

- **Boots on the ground** - a highly skilled, experienced, and diverse team of preK-12 professionals who will provide a substantial number of hours onsite, interviewing school district and community leaders, as well as completing key operational observations.
- **Project management** – team led by a certified Project Management Professional to help ensure effective project planning, project monitoring, and reporting.
- **Communications** – regular written and verbal communication with the local project point of contact, project team, leadership of the 2 school districts, and various constituents.
- **Community input** –interviews, focus groups, surveys, community meetings & online forum.
- **Rigorous analysis** – literature review on the topic of district consolidation, review of the historical discussions of consolidation in Buncombe County, analysis of data, comparison of data to peers, best practices, benchmarks and standards, and an equity-centered analysis of the possibilities given the current state of each school district.
- **Reporting** – a final report detailing all areas analyzed, constituents involved, and a recommended path forward given the risks/benefits of consolidation.

Vendor Timeline

Contract Award	March 19, 2024
Project Launch	April 1, 2024
Assess Current Operations	April through October 2024
Engage Local Project Liaisons	Every 2 weeks
Engage Local Project Team	3-4 total sessions
Engage Community (including public meetings, focus groups, surveys & online forum)	August through October 2024
Analyze Alternatives	April through December 2024
Deliver Final Report, Summary, & Slide	No later than December 31, 2024
Present Findings in public meetings	No later than January 31, 2025

Work Conducted So Far

- **220-item initial data request list**, such as:
  - Academics
  - Budget & finance
  - Facilities, maintenance & custodial
  - Food Services
  - Security
  - Special education
  - Technology
  - Transportation
- First major onsite period May 13-17, including:
  - **43 interviews** with personnel such as: teacher; principal; communications; custodial; equity; finance; human resources; nutrition; operations; student services; technology; testing
  - **21 school visits** (6 ACS, 15 BCS)
  - Operational observations, including school nutrition & transportation

Findings and Recommendations

- Prismatic Services will submit findings & recommendations no later than December 31, 2024 and present to the boards no later than January 31, 2024
- One option under discussion is a possible joint meeting between the City & County Boards of Education and County Commissioners
- Per the legislation, the Boards of Education are responsible for reporting findings and recommendations to the state no later than February 15, 2025

ashevillecityschools.net

you belong here

#YouBelongInACS

#ChallengingAndRelevantInACS

#EverySecondCountsInACS

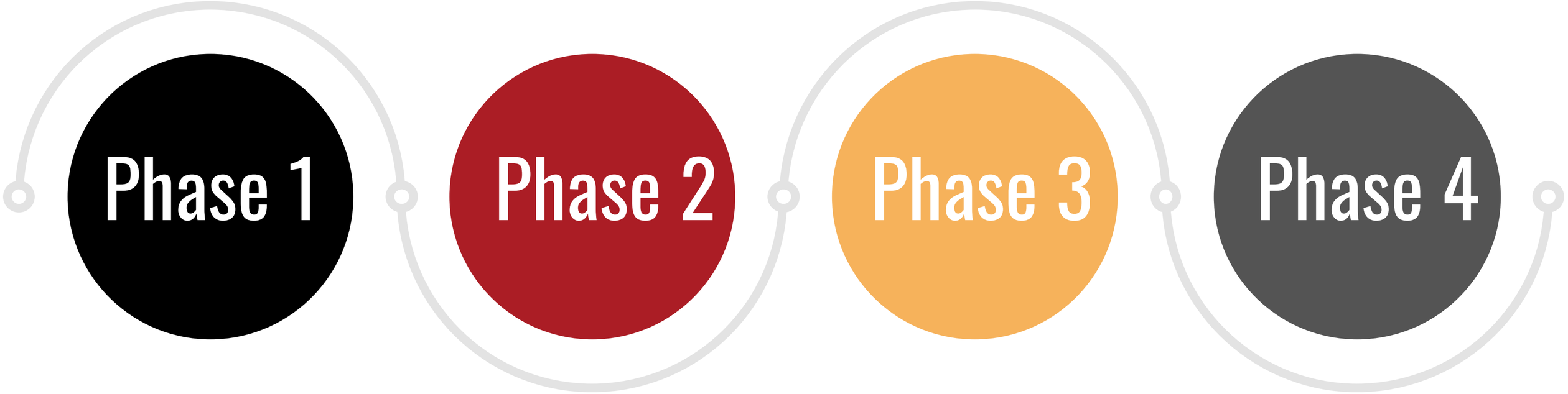
Superintendent's Report

May 13, 2024





STRATEGIC PLANNING PROCESS



Planning

April - May 2024

Community Engagement

May - Oct 2024

Plan Development

Nov 24 - Feb 25

Communication & Implementation

March 25 & beyond

Laying a Strong Foundation for our Strategic Plan



DRAFT - THEORY OF ACTION

Standards

- Exceptional and equitable student achievement on local, state, and national standards
- Asheville 6
- Code of Ethics for Educators
- Job descriptions
- Board Policies and Procedures, including district and school procedures

Ownership

All staff in ACS can achieve exceptional and equitable outcomes for students as measured by their annual evaluation as demonstrated in one or more of the following:

1. Teachers and Support Staff - annual professional learning goals
2. School Leaders - School Work Plan
3. District Leaders - District Improvement Goals, and/or KPI's

Agency

ACS empowers our staff to be creative and innovative. ACS expects all staff to be professionals and use their expertise and training to identify how they will meet the standards set forth by the Board of Education.

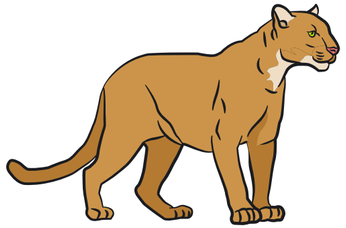
Theory of Action

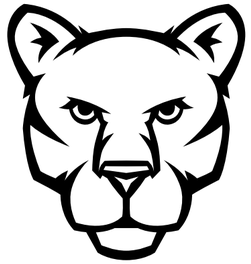
We, the ACS Board of Education, believe in and trust our staff as the professionals we know they are. We know our teachers and staff will excel in their work, and that we will achieve exceptional and equitable outcomes for students, if our staff:

- work collectively as a team to support the vision, mission, and goals of ACS
- build a sense of belonging for each student through a positive learning environment that is safe, inclusive, equitable, and does not marginalize any student;
- is provided the coaching, resources, and differentiated professional learning to effectively teach and assess standards through challenging, relevant, and meaning learning opportunities at grade level or above;
- each student is provided the opportunity, resources, and support they need, and;
- high expectations are set for each student.

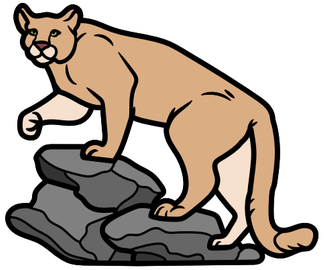
CHARACTERISTICS OF A COUGAR

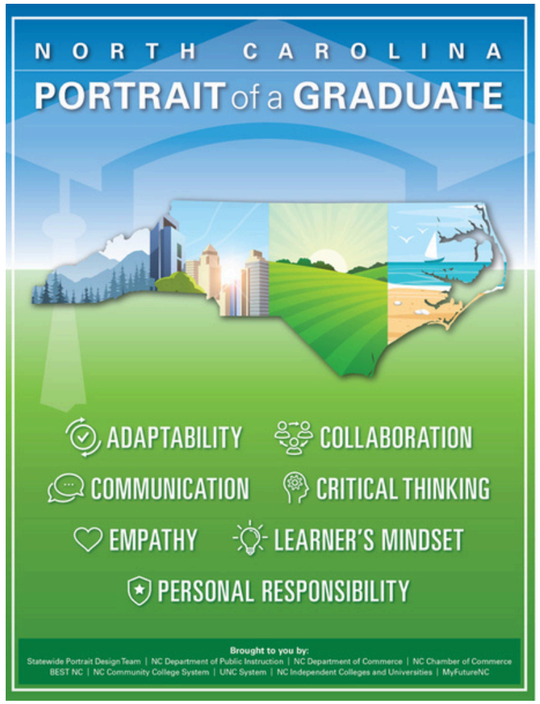
Attributes, Skills, and Attitudes we want our Cougars to exemplify









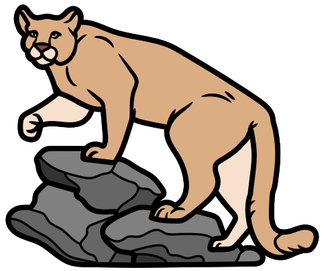


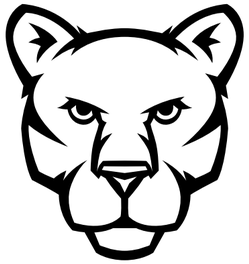


CHARACTERISTICS OF A COUGAR

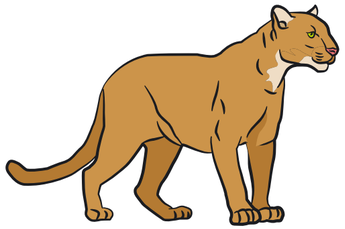
Next Steps

1. Community Survey: May 17 - May 31
2. Student Input: May 17 - June 8
3. Input Review and Refinement: June / July
4. Draft Characteristics of a Cougar shared and feedback: Early August
5. Final Characterics of a Cougar: End of August









Middle School Consolidation Update

1. Calendar events and action steps finalized
2. Implementing action steps
3. Regular Team Leads meeting with Dr. Causby
4. Teams and room assignments for 2024 - 2025 are set and were communicated last week
5. Moving supplies are arriving this week with directions

ECA Update

Ms. Kim Robinson

ashevillecityschools.net

you belong here

#YouBelongInACS

#ChallengingAndRelevantInACS

#EverySecondCountsInACS

Questions & Discussion

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



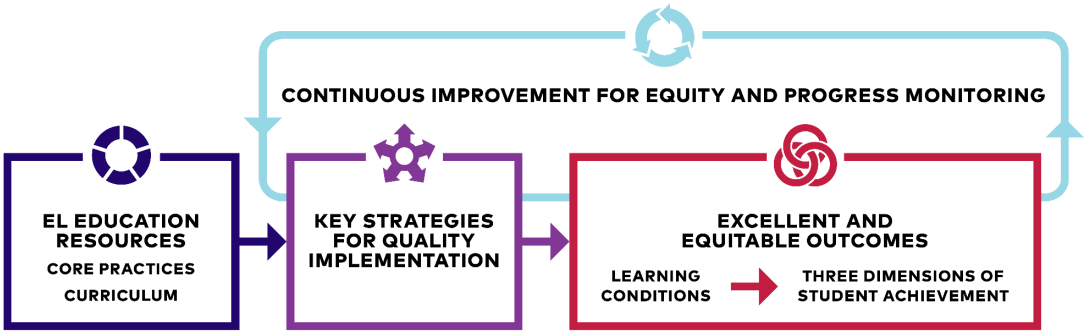
Students across identity groups succeed in three dimensions, demonstrating mastery of knowledge & skills, character & high quality work.

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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