



OFFICES

ASHEVILLE CITY SCHOOLS

Learn. Discover. Thrive.

ASHEVILLE CITY BOARD OF EDUCATION
BOARD WORK SESSION
ADMINISTRATIVE

TRAINING ROOM
85 MOUNTAIN STREET
ASHEVILLE, NORTH CAROLINA
MONDAY, MAY 20, 2019
4:00 P.M.

Board of Education Members

Shaunda Sandford, Board Chair
Martha Geitner, Vice Chair
Joyce Brown, Member
James Carter, Member
Patricia Griffin, Member

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

Superintendent: Dr. Denise Patterson

For More Information Contact:

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2019-2020 Board of Education Meeting Schedule	<ul style="list-style-type: none"> ● Dr. Patterson shared a proposed 2019-2020 Board of Education Meeting Schedule. She explained that next year’s schedule will allow for more community stakeholders to attend, as the meetings will be held throughout the community and at differing time. <ul style="list-style-type: none"> ○ After examining the proposed meeting schedule, Madame Chair Sandford asked for the Regular Board
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	<p>Meetings to be held at either a school within the district or at a community location. Community locations include but are not limited to: Pisgah View Community Center, Hillcrest Community Center and the Wesley Grant Center.</p> <ul style="list-style-type: none"> ○ It was also determined that Work Sessions will be held at the Administrative Services Office or at school sites.
Budget Amendments	<ul style="list-style-type: none"> ● Mrs. Sarah Banks, Interim Finance Director, presented three budget amendments. The three budget amendments will be an action item on the June 3rd Board of Education Regular Meeting Agenda.
Policy 6140 Student Wellness First Look	<ul style="list-style-type: none"> ● Dr. Terrence McAllister, Assistant Superintendent, explained that Policy 6140 is a local wellness policy that meets the standards for child nutrition and physical education. The policy was created in collaboration with the School Health Advisory Council for Asheville City Schools.
District Collaborative Council	<ul style="list-style-type: none"> ● Dr. McAllister also discussed the District Collaborative Council. He explained that the purpose/goal of the District Collaborative Council is to gain insight from Asheville City Schools staff members for continued reflection and proposed improvement. ● The Board of Education requested that Dr. McAllister share additional details with them during the June 3rd Work Session.
Contracts/MOUs	<ul style="list-style-type: none"> ● Dr. Mark Dickerson, Assistant Superintendent of Administration, presented three contracts to the Board of Education. . <ul style="list-style-type: none"> ○ Schindler Elevator Corporation (\$3,240.00) - The contract covers preventative maintenance, safety testing and parts for the Montford North Star Academy Elevator. ○ Learning Circle Addendum (\$13,567.00 per year for 2 additional years) - Asheville City Schools is currently in year three of a five-year contract. Learning Circle is the

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	<p>vendor for the Early Warning Response System, the data platform used in conjunction with the Middle Grades Success Network.</p> <ul style="list-style-type: none"> ■ The Early Warning Response System examines attendance, grades and behavior. It is currently used by our two middle schools and drives conversations regarding targeted supports for students. ■ Asheville City Schools' MOU with the United Way will allow all 10 schools to utilize the Early Warning Response System beginning in the 2019-2020 school year. <ul style="list-style-type: none"> ○ Bianco Educational Consulting, LLC (\$3,000.00 for 1 participant and \$100 for each district participant's material cost) - The contract covers a Pathways2Teaching four-day training session. <ul style="list-style-type: none"> ■ The training will be June 17th - 20th.
TRC Security Assessment Update	<ul style="list-style-type: none"> ● Dr. Dickerson also explained that TRC's Security Assessment included the examination of Asheville High School & SILSA, Claxton Elementary School, Hall Fletcher Elementary School and Asheville Middle School. <ul style="list-style-type: none"> ○ The assessment examined the morning movement traffic of each school. ○ Additionally, TRC met with the school's principal as well as held informal discussions with students and staff. ○ TRC will complete security assessments for our remaining campuses by December. ○ Asheville City Schools will have a full report by January 2020.
Math I Update	<ul style="list-style-type: none"> ● Dr. Dana Ayers, Chief Academic Officer, presented a Math I Update. <ul style="list-style-type: none"> ○ For the past two months, the Curriculum and Instruction Department, middle school principals, and teachers at

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	<p>the middle and high school level delved deeply into historical math data. The purpose of this math data analysis and two parent meetings is to reconsider the most appropriate math course offerings for middle school students. Beyond the historical math data, the team considered feedback and suggestions from parents, families, students, and current ACS teachers.</p> <ul style="list-style-type: none"> ○ It has been determined that for the 2019-2020 school year and beyond, the accelerated Math I class will be a standard class offered to qualifying students beginning in eighth grade. That schedule allows students to take the highest level math courses in Asheville City Schools by 12th grade. ○ For rising seventh grade students who meet the rigorous qualification standards, Math I will be offered to them as an elective in seventh grade as a remote education course through North Carolina Virtual Public School (NCVPS). Also, any ACS student may pursue an independent study of Math I through Credit by Demonstrated Mastery (CDM) by taking a North Carolina exam in Phase I and completing a product in Phase II. ○ Seventh-grade students who successfully complete Math I in 2018-2019 will be offered Math II during their eighth-grade year in 2019-2020
<p>ICS phone conference with Asheville City Board of Education</p>	<ul style="list-style-type: none"> ● The Board of Education held a phone conference with consultants from the Integrated Comprehensive System (ICS). <ul style="list-style-type: none"> ○ Dr. Patterson shared that our goal is to continue to collaborate with ICS. <ul style="list-style-type: none"> ■ Cornerstones <ul style="list-style-type: none"> ● The ICS Equity consultants suggested combining language from the ACS Equity Framework to the district's Three-Year Equity Plan.

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	<ul style="list-style-type: none"> ■ Proportional Representation <ul style="list-style-type: none"> ● The consultants explained that a synonym for proportional representation includes “demographically represented.” ● The consultants further shared that proportional representation does not separate students based on their need. Instead, it takes parent feedback and school resources into consideration when placing students, which allows the district to be even more purposeful about how classroom set up. ■ Co-Plan/Co-Serve vs. Co-Teach. <ul style="list-style-type: none"> ● Co-Plan/Co-serve: As presented by our consultants, all students are proportionally represented in the co-plan/co-serve model. In addition to the core academic teacher, the co-plan/co-serve team includes the AIG teacher, Exceptional Children’s teacher and the English Language Learners teacher. Together, they combine their areas of expertise to design and carry our lesson plans that support all students. ● Co-Teach: Co-Teaching is an educational practice that has been occurring since 1985. According to our consultants, this model actually forces segregation as it clusters students with disabilities. <ul style="list-style-type: none"> ○ Additional questions will be shared with our ICS consultant during an upcoming Face-to-Face meeting ● Following the phone conversation with our ICS consultants, Madame Chair Sandford asked principals to share their feedback regarding ICS and the achievement gap. <ul style="list-style-type: none"> ○ Principals explained:
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	<ul style="list-style-type: none">■ At the secondary level, co-plan/co-serve is the best way to fill academic gaps.■ Our staff members must have the same expectations for all students and should be able to work with any student.■ The IEP is a legal document that drives student instruction, determines service time and what's needed in order for the student be successful.■ Our staff members must have the same expectations for all students.■ Relationships take time, but they're crucial for moving our district forward.■ We want all students to know they have a purpose and are valued.■ As long as we're making student-centered decision, we're in the right
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