

## MINUTES

### REGULAR MEETING OF THE EVERGREEN COMMUNITY CHARTER SCHOOL BOARD OF DIRECTORS November 19, 2015 – 5:30 P.M.

Meeting called to order at 5:34p.m. by Annie Jonas. The Evergreen Mission Statement was read.

Present: Secretary Kelly Stephenson, Eric Howard, Vice-Chair Michael Follo, President Annie Jonas, Brittany KeelerSusan Gottfried, Ron Kelley, Mark Deverges, Theresa Showman, Fynn Crooks, Murph Doty, Kevin Kopp, Sam McLamb, Stephanie Hellert, Treasurer Aaron Slate, Brian Davis, Lynn Player, Lori Hilliard (entered at 6:06pm)

Absent: None

#### AGENDA:

##### 1. Visitor Recognition

The following visitors were recognized: Board-Staff Liaison Jason Carter, Lee Gregory, Marissa Walkenstein, Gordon Simmons, Rebekah Hubschman, Don Diefenbach, Ben Flemming, Laura Branch, Libby Soucaze, Brittany Keeler, Kathy Norris, Carole Soucaze, Toerin Kintner, Sally Boerschig, Eric Levy, Sean O'Neill, Marin Leroy, Dan Leroy, Susan Thompson, Chris Tuten, Rose Goldfarb,

##### 2. Minutes from Last Meeting

**Slate made a motion to approve the minutes from the November 5, 2015 Board meeting as corrected. Keeler seconded. The motion was adopted.**

##### 3. Correspondences Received

There were 12 correspondences received. They are attached.

##### 4. Celebration of Success

A staff member shared that Head Custodian Donnie Roberts sets up all the board meetings (chairs, tables, etc.), and handles set-up for all special events. He says it's an honor and privilege to do it. Evergreen is grateful for his work and dedication to our school. Donnie received his 5 year Longevity Award from Evergreen at the Annual Meeting last May.

Annie Jonas had a round-table discussion with Warren Wilson teaching students. One student gave the Evergreen model high accolades.

##### 5. Discussion Item: Development Committee

Development Chair Sam McLamb presented this section. The Evergreen Fund Drive is currently underway. An anonymous fund has been created. A \$5 match will be made from this fund for any size contribution. Money for this anonymous fund is currently being collected. Anyone who is interested in making a contribution to the matching fund is encouraged to do so.

##### 6. Action Items

###### a) New Hires

Susan Gottfried presented information on the following new hires:

Mindy Allen, 1:1 EC Associate (2 hours/day 4 days/week). Mindy is a current EverAfter instructor and Substitute Teacher. She is a licensed elementary teacher. This is not a budgeted position. It is a position believed to be necessary to provide adequate support for a student. It is a one-month trial to determine if it does provide adequate support. Kathy Norris is inquiring about available federal funds to cover the salary but they may not be available. Approximate cost is slightly over \$400 for one month.

Michael Kligerman, EverAfter Instructor – Michael has a Bachelor's degree in Outdoor Leadership from Warren Wilson College and intends to pursue a teaching certificate. His experience includes work as summer camp counselor in PA, outdoor guide at Warren Wilson College, and preschool classroom assistant at Verner.

Gottfried fielded questions. If Mindy Allen's position were to remain as a more permanent position, that decision would come back to the board.

**Keeler made a motion to approve the new hires. Hellert seconded. The motion was adopted.**

#### **b.) Business Model for a Sustainable Evergreen**

The floor was open to public comment regarding the Evergreen Business Model. Business models presented for comparisons are attached. The following comments from the public community were made:

- Don Diefenbach (parent) – opposed to Bubble Option, because bubble class would have a different experience, and it would not be beneficial to the students in the bubble class.
- Rebekah H. (parent) – Bubble Model - It's all in the perspective: could be looked at as problematic, or could be looked at as great new opportunities. Had questions about No Growth and Status Quo – why is revenue different in status quo and No Growth? No Growth 3 has several changes from the original No Growth. Currently, the Original No Growth model is off the table. No Growth 3 and Status Quo do have identical numbers for revenue.
- Marissa Walkenstein (parent) – Appreciates time and effort which has been put into work on business models. Cautioned the board from moving forward on bubble model. If it isn't necessary to change, why change?
- Sally Boerscheg (2<sup>nd</sup> grade teacher) – Cautioned against taking FT associates down to PT, it would be very difficult without those FT associates.
- Ben Flemming (parent) – Does not agree with Status Quo model. The things Evergreen wants to achieve would not be attainable with Status Quo.
- Marin Leroy (teacher) – No Growth 3 doesn't include facilities manager. She feels this is a very important position, and cautions against cutting the facilities manager.
- Toerrin Kitner (EC Teacher) – Has some concern about having 3 classes in younger grades because it makes inclusion more difficult. Scheduling could be difficult.

Jonas spoke to the resilience of the community and of the board during the process of discerning a business model for the school. She reiterated that no matter what model is chosen, it is important for the board to speak as one voice after the decision is made. She also pointed out that the model is not a budget. There may be slight changes once the conception of the chosen model becomes a budget.

Board members were then asked to rank the following priorities by order of importance. Each rank (1-7) could be used only once:

7= Most Important

1= Least Important

- Maintain \$800K in Contingency
- Pay Equity to 90/80% of Scale
- Reduce Class Size by 2
- Maintain # of Classes per Grade
- Maintain Services to Students
- Restore Development Staff
- Realize Aspirations for Continued Improvement

A straw poll regarding the business model vote was then taken. Board members were able to choose their top two models. Non-voting staff members were able to participate in the straw poll.

The board then discussed the remaining business models.

**Kopp made a motion to remove Bubble 1 and Bubble 3 from consideration. Kelley seconded.** Discussion ensued. **Deverges made a motion to amend Kopp's motion to just remove Bubble 1.** Many 1<sup>st</sup> choices were for No Growth 3 and Bubble 3. **Keeler seconded the amendment.** A straw poll was taken from staff board members. **The amendment was adopted with Kopp, Davis, Kelley, Doty and Hellert in opposition, and Howard in abstention. The motion to remove Bubble 1 was called to question by Davis. Hilliard seconded the call to question. The motion was adopted with Howard and Hellert in abstention.**

Those who voted for Bubble 3 shared why they liked Bubble 3. It doesn't cut associates, it doesn't cut staff. We will make sure that those students are provided with the same services as all other students. It is a nine-year commitment, which is difficult to swallow. Those who voted for Bubble 3 trust that leadership will make it work. Could give rise to creativity. We are an innovative school. It's time to move forward. Could give additional services to students. Services stay as they are, resources are expanded. Bubble is creative and inventive.

Morale is low. Bubble model could be difficult for teachers. Adding students hasn't worked in the past. No Growth gives us flexibility (no nine-year commitment).

Status Quo could be maintained. Some disagreed. Pay scales are not equitable in Status Quo. State legislature cut 3,000 associates across the state, which is why we got more money from the state, and will not get it again next year. Difference between Status Quo and Bubble: SQ doesn't give us enough range to give people raises.

**Deverges made a motion to remove No Growth 3. Gottfried seconded.** Discussion ensued. **Crooks called the motion to question. Hilliard seconded the called to question.** Staff members were straw-pollled. **The motion was not adopted with Deverges, Hellert, Doty, McLamb, Slate, Jonas, Follo, Davis, Hilliard, Kelley, Kopp, and Keeler in opposition.**

**Stephenson made a motion to remove Status Quo from the choices. Player seconded.** Discussion ensued. **Davis called the motion to question. Hilliard seconded the call to question.** A straw poll was taken among staff. **The motion did not pass, with all in opposition.**

**Doty made a motion to remove Bubble 3 as an option. McClamb seconded.** A straw poll was taken among staff. **The Motion did not pass with Doty, McClamb, Slate, Davis, Kelley, Kopp, and Keeler in opposition.**

We need to make a decision and make a commitment to the school.

**Howard made a motion to call the vote to question. Follo seconded.** Discussion ensued. **The motion was adopted, with Keeler in opposition.**

A straw poll was taken among staff members:

NG3: 1

SQ: 0

B3: 3

Board First Vote:

NG3: 6

SQ: 3

B3: 5

Status Quo was removed as an option.

**Deverges called the vote to question. Hilliard seconded. The vote was called to question.**

Staff Second Straw

NG3: 1

B3: 3

Board Second Vote:

NG3: 8

B3: 5

Abstaining: 1, Slate

**The No Growth 3 model passed.**

## **7. Items for next agenda (December 17, 2015):**

### **8. Closed Session**

The board did not enter closed session.

### **9. Reflection**

Board members should stand behind the decision. Recognized all the work that board, community members, and staff have put into this process. The board agrees that Gottfried can take the No Growth model and make decisions during the budgeting process which could altar some of the positions, and trust the Executive Director.

### **\* Committee Reports**

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Committee Reports are attached. Due to the lengthy discussion this month regarding business models, Committee Report Clarifying Questions was not included on the agenda. Board members were asked to contact Committee Chairs directly with specific questions regarding a committee reports. Below is a list of committee chairs.

- Finance Committee: Aaron Slate, [aslate@bbandt.com](mailto:aslate@bbandt.com)
- Board--Staff Liaison: Jason Carter, [jason.carter@evergreencs.org](mailto:jason.carter@evergreencs.org)
- Development: Sam McLamb, [sam.mclamb@gmail.com](mailto:sam.mclamb@gmail.com)
- Nominating & Evaluating: Brittany Keeler, [brittanykeeler@gmail.com](mailto:brittanykeeler@gmail.com)
- Facilities: Murphy Doty, [murphy.doty@gmail.com](mailto:murphy.doty@gmail.com)
- School Improvement Team: Sarah Shoemaker, [sarah.shoemaker@evergreencs.org](mailto:sarah.shoemaker@evergreencs.org)
- Executive Committee: Annie Jonas, [ajonas@warren-wilson.edu](mailto:ajonas@warren-wilson.edu)
- Diversity Committee: Dan Leroy, [danbleroy@gmail.com](mailto:danbleroy@gmail.com)

**Meeting adjourned by Jonas at 8:04pm.**

Respectfully Submitted,  
Kelly Stephenson

**Evergreen Board of Directors - Agenda  
November 19, 2015**

*Mission: Evergreen Community Charter School is a learning community committed to the pursuit of excellence in the holistic education of mind, body, and spirit. We prepare students for successful lifelong learning, social responsibility, environmental stewardship, and service. We value the voice of every member of our community.*

**AGENDA:**

- |  |                         |
|--|-------------------------|
| 1) Visitor Recognition                                   | 3 min                   |
| 2) Approve Minutes from last month – SEPARATE ATTACHMENT | 1 min                   |
| 3) Correspondences Received                              | 5 min                   |
| 4) Celebration of Success                                | 5 min                   |
| 5) Discussion Item: Development Committee                | 8 min                   |
| 6) Action Items  | Total Time: 1 hr 25 min |
| a) New Hires (5 min)                                     |                         |
| b) Business Model for a Sustainable Evergreen            |                         |
| A. Community Input (30 min)                              |                         |
| B. Board Priorities and Straw Poll (15 min)              |                         |
| C. Board Discussion (30 min)                             |                         |
| D. Business Model Vote (5 min)                           |                         |
| 7) Items for <u>next month's</u> agenda                  |                         |
| 8) Closed Session  | 0 min                   |
| 9) Reflection  | 5 min                   |

**Adjourn**

\* Please note: due to the lengthy discussion this month regarding business models, we have not included Committee Report Clarifying Questions on the agenda. If you have a specific question regarding a committee report, please contact the committee chair directly. Below is a list of Committee Chairs and their email addresses.

- Finance Committee: Aaron Slate, [aslate@bbandt.com](mailto:aslate@bbandt.com)
- Board--Staff Liaison: Jason Carter, [jason.carter@evergreencs.org](mailto:jason.carter@evergreencs.org)
- Development: Sam McLamb, [sam.mclamb@gmail.com](mailto:sam.mclamb@gmail.com)
- Nominating & Evaluating: Brittany Keeler, [brittanykeeler@gmail.com](mailto:brittanykeeler@gmail.com)
- Facilities: Murphy Doty, [murphy.doty@gmail.com](mailto:murphy.doty@gmail.com)
- School Improvement Team: Sarah Shoemaker, [sarah.shoemaker@evergreencs.org](mailto:sarah.shoemaker@evergreencs.org)
- Executive Committee: Annie Jonas, [ajonas@warren-wilson.edu](mailto:ajonas@warren-wilson.edu)
- Diversity Committee: Dan Leroy, [danbleroy@gmail.com](mailto:danbleroy@gmail.com)

## **MINUTES - November 5, 2015:**

See separate attachment.

## **BOARD CORRESPONDENCE:**

10 - 19 - 15

Dear Board Members,

I am writing you today to share some ideas that may help you as you consider what is best for our school with these new business models that are on the table. I want to speak to what I know, which is primary education. I also am not supporting or requesting any one plan over another. I realize the logistics of each are greater than what my experience and expertise prepares me to fully understand. However, I do know (and am passionate about) what is needed to create a solid educational foundation in the primary grades.

- Primary students (k-1) are largely preliterate. Yes, we are working to help them become independent readers and writers, but we are not there yet. This requires a high level of 1-1 and small group time with teachers for instruction and for assessment in all content areas.
- Primary learners learn through play and “understand” their world first through their bodies (taken from EL’s Characteristics of Primary Learners document). While people of all ages may gravitate toward kinesthetic learning experiences, the primary learner absolutely requires them. This means more hands-on activities, manipulatives (not just for math), movement, and playful teaching practices. The management involved in these kinds of instructional practices requires more small group instruction/learning experiences. It also involves having more physical objects in the classroom which takes up space, both for the materials and for students to have the ability to have break-out spaces to work with these materials.
- Literacy expectations have increased significantly over the last several years and have been accompanied by state assessments that occur 3 times a year. These assessments are 1-1 and time intensive, pulling a teacher out of the classroom for approximately 9 weeks of the school year.
- Our k-2 students and teachers receive less support for differentiated services, both academic and social (no guidance counselor or behavior specialist, no support for kids on the higher end, heavy burden of documentation and intervention with little personnel support for students in Care Team).

I hope you will consider these unique aspects of the primary classroom as you move forward with the work of planning our future business model. Specifically, I hope that we will be able to lower class size and maintain appropriate staff support. The proposed models do reduce class sizes by 2 per k-1 class, but they also carry the potential to drop the full time associate and reduce access to a qualified Speech Pathologist. I realize that we will likely lose some associate hours but I would like to suggest that K and 1 could keep a full time associate but those two roles could also fill the current before school regular staff leader and a daily dismissal person. We currently do have a 4th grade associate that builds their full time position by anchoring the before school program. We need the extra support at afternoon traffic with the loss of several full time associate positions.

Thank you for your work in shaping Evergreen’s future and thank you for considering my thoughts.

Misty McDonough  
First Grade Teacher

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Dear Board Members,

I don't know what you all are considering, but the way that resources are unevenly allocated in our school, could the 3-5 grades just have all part time associates since they also have the support of EC teachers and PAL? Would that help?

Is anyone interested in proposing that we cut an admin position and get a clerical worker to do some of that work. This idea would also cut down on some of the work/stress for teachers as it would cut down on the things admin thinks up for us to do. Someone explained to me once this phenomenon in business, the idea that a boss has to come up with things to do to make themselves seem important and indispensable to the company, so they create unnecessary work. Sometimes, I feel like this has happened a bit at ECCS. I also wonder why are we paying administrative salaries for them to be teaching math classes, teaching mindfulness, creating schedules (which is really office work), etc.? Susan even alluded to this idea when she talked about other schools and how those admin duties fall to someone else when they only have 2 administrators at other schools.

The NGTF recommended that a whole admin position be cut, but that didn't show up in any of the final proposals.

Thanks,  
Evergreen Teacher

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November 15, 2015

Dear Evergreen Board of Directors,

Everyone has a story about how Evergreen has become a part of their lives. I am a parent and an Associate Director at Evergreen, and this place is absolutely a central component of my life and of my son's. I write this letter after weeks of deliberation over which approach I should take to writing it, knowing that my perspective, given these dual roles, could be misunderstood. To be clear, my approach here is one of non-emotional honesty and I wish to communicate hope. I will attempt to make it clear when I am writing for Evergreen's benefit and when I may bring my own personal situation into context. But it is likely impossible, I've concluded, to write this and not blend a bit of that personal story into what I have to say, as my heart is invested and my position as AD stands to be affected.

Evergreen is very well loved. Our "status quo" is something to be proud of - and we all know the many reasons why that is. But this decision is about the future, so I'll focus there.

Ask anyone who works here what they hope for in our future, and you'll get many answers, but I predict they'd likely be somewhat aligned, and they'd likely be expansive in nature. We hope for resources to better serve our AIG students, for more technology resources to further our innovation, for increased social and emotional support for students in the form of a K-4 guidance counselor and behavioral support, and for full-time associates. None of us say "we want to reduce our access to resources and meanwhile serve more students with increasingly higher needs". We want to believe in actualizing possibility. At the current time, we have an active Holistic Education Task Force and a Diversity Committee with big visions. We have a five-year School Improvement Plan that seeks to deepen best practice in five areas of instruction. We are Evergreen, and we don't believe in limits for our students or for our holistic model. We only want to continue to grow in providing quality education, and we want to do so with a motivated, happy, well-paid staff.

I am concerned that the models on the table are ignoring aspiration and limiting or reducing what we do here at Evergreen. I suspect those reading may say, "That is what is coming next, and we can't factor that in now." I disagree. I believe we really need to be examining the positive and negative repercussions (tangible and intangible) of all of these models now, *meanwhile* seeing the limitations of attempting to project eight years into the future. We are making really big decisions *without clarity on many variables*.

We need more money. We know the limitations of state funding. We need to raise more money, beyond relying on DPI to supply our budget and beyond asking our families for Evergreen Fund donations. After three years of observation while working at Evergreen, I very strongly recommend investing in a full time development director who is savvy, spunky, political, who understands education, and who knows where the money is. This is not the job of an Executive Director, and our ED already works probably seventy hours a week.

There is money!! It exists! There is not money flowing through DPI or maybe even through Asheville, but there is money in this world and people access it all the time, especially for causes as good as ours. If money will keep our vision of holistic education alive, then money is where we need to put our efforts. None of us want to limit what we do. We have ideas of how to grow even better. Help us to find resources in order so that we do not have to focus on what we can not do.

When we limit hours, or salaries, we lose people who have invested more than just their time or effort into the school. We lose people who love Evergreen, who know the stories of our families, who have stitched together pieces of the community, and who carry the vision forward. It is true that Asheville has plenty of viable employment candidates, but I recommend that we not underestimate the cost of turnover. I encourage deep consideration be given to this, as there may be a lot of turnover as a result of the board's decision. Sadly, people are currently job hunting due to the uncertainty that exists, and the turnover may be higher than is currently realized.

When I was hired three years ago into this position, I was asked what my five-year plan was, and I said that I was ready to invest at least the next nine years at Evergreen, as my son was starting kindergarten at the time. But to be transparent, If my position is cut to 10 months, I will very likely not be able to stay, because I am a single homeowner and parent.

Business is business, and while I personally don't want to be faced with the decision of whether or not to leave, I see the logic in cutting in order to create a sustainable budget within the current parameters. But allow me use my current position as a non-emotional example of the cost of turnover. If I leave, relationships with teachers, as their supervisor, start over with someone new. This means the trust needs to be reestablished, goals re-communicated, and from a supervisory standpoint, the understanding of personalities, the nuances of teacher goals, the nuances of relationship, are lost. Relationships with students and families start over with someone new. If I leave someone new needs to be trained, making more work for Susan and Cameron, and someone new needs to learn to be state testing coordinator. My first year of EOGs we had four misadministrations, and though they were not severe, this is something you don't want in end of grade testing. My second year of state testing coordinator, we had zero. We get better at our jobs (and I hope I've done this in ways that extend beyond state testing, but my point is not to gloat, but rather to illustrate this point). We become more invested. We build programs and see them through. I have loved the Habits of Scholars, which I helped to create, and I love bringing mindfulness to our students. When I reflect on what I am most motivated to do for work, it is to work to actualize holistic education, with rigorous and authentically-connected academics, within public education. I do not feel like my work here is done, as I know many of our staff feel also. You can replace any of us - it's true that someone else may work for less money. But I don't think that that's the kind of school we want to be running. And in so many cases, we're talking about really increasing the risk of turnover for only a few thousand dollar gain... in a really variable model... fraught with many uncertainties. I want to be here for the actualization of our aspirations. We all do, and we're hanging on because we believe in the possibilities.

We want more staff, not less. We want more kids when the vision is that we must serve more students for the students' sake, not for money. We want more resources, not less. Where is any of this hope in the plans for the next 5 to 8 years of our future? The possibilities of what we hope for are not there in these current models. I recommend a year of cuts that do not further jeopardize our program's stability, while we find the money by investing in a development director whose skill it is to have ideas that we cannot even imagine at this time. I also strongly encourage our increased political presence. The right person could lead both of these charges.

We were just named one of the 41 most innovative schools in the nation. Our teachers and staff are some of the most brilliant people we have ever met. They teach our children to think, they teach our children to be citizens, they model growth mindset, and they actualize holistic education within public education. I do not want to lose belief that this combination is possible. We believe in this work, and in creating a better way, and we really want to see people even get paid well to do what we do.

I wish for our board to feel into the values of the school when considering all factors. There is serious risk of Evergreen changing for good in ways that I don't think we really want for our school. Change is always necessary, but how do we want to change? What do we stand to lose, and what do we stand to gain, with the current decision-making mindset? I wish for our board courageous action and decision-making that believes in possibility.

We need you to communicate a confident sense of hope back to us when telling us your plan.

Thank you for your hard work.  
Sarah Shoemaker

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Annie,

I wanted to take this opportunity to share my feelings about the upcoming board vote and the process to get there.

I have been a member of the finance committee for about a year or so. Also, I have had two kids at Evergreen, my daughter, who is now in college, went to Evergreen for middle school, and my son, who is now in eighth grade at Evergreen, started at Evergreen when he was in first grade. We have generally been happy with our kids' education.

It seems to me that the board is beginning to "micro-manage" the school. I have attended the last two board meetings and certain members of the board seem to be making staffing decisions versus making overall planning decisions. Several months ago, the board asked Susan to come up with a business model that was sustainable, reduced class size, and offered pay equity for Evergreen employees. The finance committee has spent many hours reviewing and discussing the different models, and Susan and Gordon have spent a HUGE amount of hours making spreadsheets to illustrate them.

At the last finance committee meeting, I started getting the feeling that we are getting away from the original directive of the board – namely to create a sustainable business model.

My hope is that the board does not make a decision for fear of change, and instead makes the best decision for the school going forward.

Thanks for taking the time to read my email.

Eric Levy

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Dear Board members,

So I have been thinking about this a lot since the last board meeting, well really since last year when our financial troubles were made known to the community. I find it hard to organize my thoughts so bear with me. I feel like so much of what I have thought and felt has been on the minds of others and has been brought up at meetings. I don't know which model I think is right. I'm sure arguments can be made for different approaches. We may choose one model assuming it will work out a certain way only to find our assumptions were wrong. Because of this lack of ability to perfectly predict the future, I think it is paramount that whatever model the board votes for needs to be backed by the community. Really, that is what I see as our possible downfall...lack of cohesiveness. I feel like because this position has been put upon us, that we are coming at it from a place of fear rather than seeing it as a possible positive change. Don't get me wrong. I don't want to see the associates at part time or class size go up, just the opposite.

After attending the last meeting and learning that none of those models were viable overtime I was feeling confused. I couldn't figure out why we would make drastic changes if it wasn't going to help us

long term and I still feel that way. It seems if we are "okay" for now maybe we should leave things as they are and really try to come up with a long term solution. I also couldn't figure out why we were seemingly so bad at finances. Couldn't we have seen this coming? And then a comment by Gordon made it clear to me. It isn't that we are bad with budgeting our money, it is that the government doesn't give us enough. Costs rise, but the amount given per student isn't keeping up with it (or this is how I understood it). It seems to me that as long as our business models are so heavily dependent on government funding we will always be in this conundrum. At this same meeting, it was announced that Evergreen had just won another award for its innovation in teaching. It seems we need to take this innovation and apply it to our business model. Ideas like the learning center and preschool. There must be other ways we can raise money. This is by no means an area of expertise for me, but I think if we really come together as a community we could figure out something great.

Thanks for reading my ramblings, Rebekah Hubschman

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No matter what decision is made, there are going to be people that aren't happy with it. Despite that, the decision at this point needs to be made with one goal in mind: keeping this school alive and afloat. First and foremost, that's got to be the priority. Morale may suffer, folks may leave, but if the school is still here in the end giving the gift of a good education to our students with a solid financial footing backing that process up, then those sacrifices are small indeed. Either way, the board has my support.

Best Regards,

Dave Costelloe  
IT Administrator

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I just wanted to take a minute to express my feelings and concerns regarding the changes that are being voted on by the board. I would love to take some time to visit with you, Susan, to discuss this further.

I am concerned about the use of Americorp volunteers to be used as academic tutors for our students who are struggling in school. I understand that the board is mainly focused on the numbers and that keeping a part time, licensed and trained teacher is not as cost effective as having two Americorp volunteers, however, I truly believe that our students will be better off having someone work with them that is licensed and trained.

When I first got this job, it was made very clear to me that it was a priority for me to be trained in the Orton-Gillingham method. It was such a high priority that the school was willing to pay for me to get the training (which I did). When we get new volunteers each year it seems unlikely to me that they will have the training that was previously determined important. Students that are struggling, especially, need someone to work with them who knows various interventions and strategies to help address the problems they are having. They need someone who is aware and knowledgeable about progress monitoring and how to quickly adjust those strategies as needed.

From my experience working with the care team in K-2 grades, there is a lot of planning and preparation that goes into each week's tutoring sessions. Those plans often need to be changed or adjusted to respond to the needs and demands of the students' classrooms. I think that it will be very difficult for one teacher to plan lessons and activities for all of the students in the academic tutoring program that are responsive to the needs of those children.

I also feel like training and orienting new volunteers each year will take up a huge amount of time that could otherwise be spent working with students directly. Part of the benefit to having a part time teacher doing the academic tutoring is that the training time is unnecessary. It is hard to come into a new school and it takes a great amount of time to become familiar with where everything is, who everyone is and how to get the things you need to get the job done. That will also take up time *each year* as opposed to a teacher who is already familiar with the school and routines.

I also want to emphasize the value of relationships in teaching and especially in working with kiddos who are having a difficult time in school. I read a quote once that said, "No significant learning occurs without a significant relationship." I find this to be so true. Building trust and a great relationship are so important to helping kids jump over the hurdles they face in school (and in life). So many of the kids that need help academically are also struggling in other aspects of their lives. Having someone that they know and trust can make all the difference in the world to those kids. I also find it very beneficial to do academic support part time and to also be the Exceptional Children's teacher for the same grade levels. It really is beneficial to be able to get to know the students that might enter the EC program and to know the history of what has been tried and to already have a relationship with them if they need to get further assistance.

I am aware that other schools utilize Americorp and other volunteers for a variety of purposes including to work with struggling students, but I don't feel like it is in the best interest of the students. I also want to point out, that Evergreen doesn't have the great reputation that it has, and it hasn't been listed as one of the most innovative schools for doing what other schools do. Evergreen is a special place and I think that having highly qualified staff is part of what makes it so amazing.

Thanks for your consideration,  
Rose Goldfarb  
EC Teacher, Academic Support  
Evergreen Community Charter School

#### **DOCUMENTS FOR DISCUSSION ITEMS:**

- a) Sam McLamb to present discussion item regarding Development.

#### **DOCUMENTS FOR ACTION ITEMS:**

- a) New Hires  
**Amani Duncan, 7<sup>th</sup> and 8<sup>th</sup> grade Math Teacher** – Amani has a Masters of Arts in Teaching Science from WCU and is certified in Middle Grades Math, Science, and Social Studies and

Elementary Education. Her experience includes teaching 3<sup>rd</sup> and 5<sup>th</sup> at Jones Elementary, teaching a math/science specialist class in 3<sup>rd</sup>-5<sup>th</sup> grades. She also taught middle school math and science at Valley Springs Middle School and taught science and social studies at Waynesville Middle. She was an adjunct professor and student teacher supervisor at Warren Wilson College.

**Mindy Allen, 1:1 EC Associate (2 hours/day 4 days/week).** Mindy is a current EverAfter instructor and Substitute Teacher. She is a licensed elementary teacher. This is not a budgeted position. It is a position believed to be necessary to provide adequate support for a student. It is a one-month trial to determine if it does provide adequate support. Kathy Norris is inquiring about available federal funds to cover the salary but they may not be available. Approximate cost is slightly over \$400 for one month.

**Michael Kligerman, EverAfter Instructor** – Michael has a Bachelor’s degree in Outdoor Leadership from Warren Wilson College and intends to pursue a teaching certificate. His experience includes work as summer camp counselor in PA, outdoor guide at Warren Wilson College, and preschool classroom assistant at Verner.

b) Business Models for a Sustainable Evergreen

\*\* Please see the three attached documents:

- 1.) Quick Comparison of Models
- 2.) Reworked Comparisons
- 3.) Decision Making Tool (in order to streamline discussion, we are asking board members to rank the following board priorities by order of importance. Each rank (1-7) may be used only once:

7= Most Important

1= Least Important

- Maintain \$800K in Contingency
- Pay Equity to 90/80% of Scale
- Reduce Class Size by 2
- Maintain # of Classes per Grade
- Maintain Services to Students
- Restore Development Staff
- Realize Aspirations for Continued Improvement

## COMMITTEE REPORTS:

### a.) Finance Committee

\*Finance Committee minutes will be emailed prior to the meeting, or handed out at the meeting.

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### b.) Director's Report

#### Director’s Report –November 2015

## **1. Accountability**

State Report Cards are scheduled to be released on December 1. Based on the preview data, Evergreen shows a drop in science proficiency from last year, an increase in Math I (formerly Algebra I) proficiency, and an increased growth score. Official scores cannot be given until December 1.

Other accountability reports recently submitted include the SS200, a personnel report; Limited English Proficiency Headcount report; IRS Affordable Care Act reports; Drop out data report; System for Award Management profile update;

Staff are currently working on the Exceptional Children (EC) program self-assessment and preparing for the EC fiscal audit. Also underway is a review of the data entered in PowerSchool by Acadia for our School Activity Report, which is about personnel assignments, class assignments, and class size.

## **2. Safety**

Kudos to custodian Donnie Roberts for reacting quickly to the fire alarm and ushering out the group renting our gym. Our kiln overheated the kiln room and the sprinkler in that room was triggered along with the fire alarm (there was no fire). The safety system worked, two fire stations responded, no one was hurt.

## **3. Finance**

See finance reports.

## **4. Development**

We received approximately \$2000 from Firehouse Subs Foundation to purchase and AED. Thanks to John Dewitt for writing the grant. Dr. Dewitt continues to find grants that we are eligible for and stands ready to write them if teachers can find the time to describe their projects that need funding.

Our Legacy Donor Party this year will have a different twist. Instead of a cocktail party, we are inviting folks to experience the climbing wall and a reflection experience led by Adventure PE teacher Jo Giordano.

We recognize that our community profile (i.e., how much we are in the news) has fallen. Efforts to become more visible include increased invitations to WLOS and ACT to school events and more press releases.

## **5. External Policy/Legal/Political**

HB 334 became law on 9/23/15. The changes to charter school statutes include:

- A member of the State Board of Education (SBE) will be appointed by the SBE Chair to serve as a nonvoting member of the Charter Schools Advisory Board (CSAB). The CSAB will also have a member appointed by the SBE who is not a current SBE member and who is a charter school advocate.
- The Office of Charter Schools (OCS) is administratively located in the Department of Public Instruction (DPI) and subject to the supervision, direction, and control of the SBE.

The OCS serves as staff to the CSAB. Some believe this will provide charters with a more direct line to the SBE.

- Charters can request permission from SBE to hold weighted lotteries if the weighted lottery reflects the mission of the school. One interpretation of this that I've read is that the lottery could favor disadvantaged students (i.e., students who are economically disadvantaged, students with disabilities, migrant students, limited English proficient students, neglected or delinquent students, and homeless students).
- Charter schools must have a conflict of interest and anti-nepotism policy that includes a requirement of full disclosure of conflict of interest for the employment of immediate family members of board members. In other words, this law says that we can have board members who are related to staff. It overrides SBE policy that says we can not.
- Charters can not charge tuition or fees except as follows
  - May charge any fees that are charged by the school district in which we are located (Buncombe County)
  - May establish fees for extracurricular activities but they can't exceed the fees charged by Buncombe County for the same activities.
- Requirements for charter renewal include that the school must have sound financial audits for the past 3 years, academic data comparable to the local school district, be in compliance with all state and federal laws, and be in compliance with our bylaws.

Also see Legislative Sub-committee report.

### **6. Board Policy**

Financial auditor noted that we need a policy for parent fees. Gordon Simmons wrote the policy and it will come via Finance to the Board.

### **7. Strategic Goals/ Operating Plan**

#### **Salary Scales**

Incorporated into all business models except the status quo model.

#### **Education Consultancy – EvX**

There is currently no capacity for running this venture.

#### **Review Staffing Model**

Done and incorporated to various degrees in business models.

#### **Expand EverAfter**

We are stepping up marketing to non-Evergreen students via direct mail postcards, an Open House, newspaper advertising, social media advertising. This is geared to the winter club season.

#### **Increase Ethnic Minority Student Applicants**

#### **Recruit Ethnic Minority Faculty & Staff Applicants**

Eben Heasley, Cameron Brantley and I attended an information session at UNCA about the Call Me MISTER program. This program supports African American males throughout their teacher training program at colleges and universities in 6 different states. It is designed to bring African

American males back to the teaching profession. NC does not have a partnership with the program and, therefore, we are not currently eligible to be a host school. Some professors at UNCA are trying to bring the program to NC and they know we'd be interested in partnering with them.

### **Create Sustainable Holistic Education Model**

Ona Armstrong agreed to chair this Task Force for phase 2 of its work.

## **8. School Improvement**

### **EL Education (formerly named Expeditionary Learning)**

EL is pushing out strong re-branding materials for the name change. The model is not changing, just the name and logo.

Four staff members attended the EL National Conference in San Diego in October. Jeannie Curtis and Theresa Showman led a master class on their strategies for increasing math rigor and student engagement. The reviews from the participants were all outstanding. Cameron Brantley received the Credentialed School certificate and flag along with other credentialed schools at the closing ceremony.

Romey Pittman, our EL School Designer, visited on Nov 5 and 6. She presented a workshop on literacy to primary teachers and worked with all of us who will be giving workshops during our upcoming site seminar.

### **Professional Learning and Leading Communities (PLLCs)**

PLLCs continue to work on our school improvement goals of increasing math achievement and increasing language arts growth.

## **9. Personnel**

Sarah Hartnett had been employed as a 1:1 EC Associate. When the child she was working with withdrew, Sarah's employment ended. She is happily employed full time at the JCC and hopes to return to Evergreen in another capacity next year.

Karen Lechner's 8 year tenure as middle school math teacher ended on Oct. 23. She chose to leave the teaching profession. Her replacement Amani Duncan starts on Nov. 19. In the interim, associate teacher Abby Crahan stepped into the lead role and EverAfter staff Mindy Allen stepped into the associate role.

### **Motion to hire:**

**Amani Duncan, 7<sup>th</sup> and 8<sup>th</sup> grade Math Teacher** – Amani has a Masters of Arts in Teaching Science from WCU and is certified in Middle Grades Math, Science, and Social Studies and Elementary Education. Her experience includes teaching 3<sup>rd</sup> and 5<sup>th</sup> at Jones Elementary, teaching a math/science specialist class in 3<sup>rd</sup>-5<sup>th</sup> grades. She also taught middle school math and science at Valley Springs Middle School and taught science and social studies at Waynesville Middle. She was an adjunct professor and student teacher supervisor at Warren Wilson College.

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This is not a budgeted position. It is a position believed to be necessary to provide adequate support for a student. It is a one-month trial to determine if it does provide adequate support.

Kathy Norris is inquiring about available federal funds to cover the salary but they may not be available. Approximate cost is slightly over \$400 for one month.

**Michael Kligerman, EverAfter Instructor** – Michael has a Bachelor’s degree in Outdoor Leadership from Warren Wilson College and intends to pursue a teaching certificate. His experience includes work as summer camp counselor in PA, outdoor guide at Warren Wilson College, and preschool classroom assistant at Verner.

## **10. Curriculum and Instruction**

### **11. External Work**

#### **College Partnerships**

Two student teachers successfully completed their experience here this semester in first grade with Misty McDonough and fourth grade with Theresa Showman.

We have two requests for placements from UNCA and Brevard for spring observations and fall 2016 student teaching. These placements have not yet been finalized.

#### **Other Partnerships**

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### **c.) Board Staff Liaison**

No report.

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### **d.) Development**

#### **Minutes, Evergreen Development Committee**

**Monday, November 9, 2015, 4:30pm**

Attending: Sam McLamb, Susan Gottfried, Lynne Caldwell, Lori Hilliard, Scott Boatwright, John DeWitt, Deborah Hart, Sarah Hess

Not present: Erin Hebbe, Erica Anderson, Linnea Keen

#### **Evergreen Fund**

Update on current contributions is not available due to Erin’s illness. (\$35,565.06 and 27% Parent Participation

Matching contributions: Sam's idea to offer to match, for example, \$5 for each contribution made by a family, as an incentive to drive participation toward 100%.

Smaller donations. How can we get the word out that small donations are very important? Should we emphasize that giving at 100% helps us significantly when approaching foundations?

Quantifying the gap in funding: How can we demonstrate what is left out if we don't fund the gap of \$455 per student? Or why a small donation is significant?

ABYSA model: Should we ask for ten names and addresses of folks that would be willing to receive a fundraising letter?

### **Corporate sponsorships**

Evergreen's Business Directory: Should we consider asking for a small donation to have a listing? Should we open it up for membership by companies with no direct tie to Evergreen? There are about forty businesses in the listing.

Are the breweries locating in town a viable target for a significant sponsorship? There would likely be a pushback for naming rights, but not other sponsorships. For example, would a brewery support a water monitoring system, or drug and alcohol education? Or could it be a more open-ended funding source.

The corporate sponsorship packet: How do we get that in the hands of potential sponsors?

Potential goal: By end of first quarter 2016, be prepared to send trained teams to approach corporations for donations. April 1, 2016. Sam and John will put calendar together to position to committee for that goal.

One step toward that goal: Do the research. Determine who is on the board of directors. Find out whether the corporation has a foundation.

Banks and financial institutions recommended as good targets: Bank of America, Wells Fargo, State Employee Credit Union.

Can Evergreen be a part of a corporation's advertising? For example, Black Dome showing Evergreen kids camping, etc.

### **Grants and foundations**

We do not have a current, clear and updated case statement for a donation. How do we capitalize on the uniqueness of what Evergreen does? The environmental education model? Evergreen is raising the environmental stewards of the next generation. Or, Evergreen is raising the whole child—wholistic education.

One option: Pick a target group that should be receptive to our model, identify what angle of our mission that group would value most, and focus our outside development efforts on that group. For example, a group that is strongly against emphasizing standardized testing.

Captain Planet foundation grant. “Real environmental outcome for a project done by students.” John will be working on this and similar grants. If other members of the committee see promising grants, send it John’s way.

One problem with grants: Teachers don’t have time to express their classroom needs that might line up with possible grants.

Also on the grants distribution list: Meredith Larrabee, Jaime Roscoe

**Committee direction**

Sam and Scott will meet to discuss.

Open discussion regarding the “focus group” model of last year. Some topics really need a subcommittee structure: legislative update, foundations and grants. Probably also works for corporate sponsorships and the endowment fund. “Grassroots involvement.”—How to keep families involved. Erica Anderson will be approached as possible leader for grassroots involvement.

**Legislative update**

Lori will meet Thursday with John Ager and get additional information about what happened in the just-completed session. Legislation that would have benefited charter schools fell by the wayside. Goal is to have a similar conversation with Brian Turner before short session starts in January 2016.

The subcommittee also plans to talk with county commissioners and city council about potential to add teacher supplement for charter school teachers. We do not currently receive that. John will talk with Ellen Frost about this.

Next meeting: Monday, December 14, 2015, 4:30pm.  
Meeting adjourned, 6:15pm.

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**e.) Nominating and Evaluating**

No meeting.

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**f.) Facilities/Master Plan/Building**

**Facilities Committee Report – November 13, 2015 from 8:15 AM to 9:40 AM**  
**Meeting Participants: Chuck Krekelberg, Steve Olin, Gordon Simmons, Jeff Fleagle, and Murph Doty**

**Not in Attendance: Bob Oaks, Mike Keen, and Jason Anderson**  
**Discussion items:**

No corrections were made to the October Facilities Committee Report

#### Past/Current Business

- School Business Model – Update provided regarding status of business models including that one model has been removed (growth model) and one model has been added (Bubble Model) since our last meeting.
- Kiln Room Sprinkler Discharge – On the evening of October 29<sup>th</sup> the Kiln overheated after it had just been serviced. It is suspected that the internal kiln fan did not operate and the temperatures in the room got to several hundred (up to a thousand-plus degrees). The sprinkler head in the kiln room discharged releasing a massive amount of water, which kept the room from catching on fire. Two fire departments and the Deputy Fire Marshal were dispatched as well as Evergreen maintenance and custodial staff, all of whom did a great job. The sprinkler head was replaced that evening and the water was cleaned up that night by the fire department and Evergreen staff. Remarkably, there was little water damage. Preventative and mitigation measures were discussed by the Facilities Committee. Although our insurance carrier was notified, it is anticipated that an insurance claim will not be filed.
- Gym Warranty Walkthrough – Two broken windows were identified on the east (field) side of the gym in proximity to the top of the climbing wall. Additional evaluation is planned to determine the cause of breaking as these are likely to be a warranty-related issue.
- Facilities Budget – Gordon provided an updated Facilities Preventative Maintenance Budget. It was determined that no non-critical spending would take place until after the new Business Model has been adopted. However, it is anticipated that certain items will need to be addressed in late winter and spring.
- Alarm System Monitoring Service/Gym Intrusion Alarm – In a holding pattern awaiting clarification on money availability with the new business model.
- Underground Storage Tank Closure – This regulatory closure is on track and expected to conclude within the coming months.
- Rental of Gym – The gym is currently being rented four days a week and utilized for athletic-related activities.

#### Action Items

- Kiln Room – 1) Create additional airflow in the Kiln Room for quench air to allow the room fan to operate efficiently. 2) Install an internet-based sensor to provide notification of elevated temperatures in the Kiln Room.

The next regularly scheduled Facilities Committee Meeting is scheduled for Friday, December 11<sup>th</sup> at 8:15 AM.

Submitted by Murph Doty

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**g.) Grievance**

No meeting.

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**h.) School Improvement Team**

No meeting.

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**i.) Executive Committee Meeting**

**Executive Committee Meeting: November 16, 2015: 5:40 – 7:10 PM**

Attendees: Annie Jonas, Michael Follo, Kelly Stephenson

Late: Aaron Slate, Susan Gottfried

Organization and Structure of Upcoming Board Meeting

The committee spent the bulk of the meeting discussing the organization of the upcoming board meeting to facilitate a discussion followed by a board vote. Susan presented a decision making tool and a summary document of the different spreadsheets to help facilitate a comparison of the four different models. These tools will be used at the board meeting to facilitate a discussion and voting. The committee determined an appropriate agenda to allow for stakeholder participation and to support the board discussing and then voting on a model at the meeting. Based on feedback from Finance Committee members, Aaron and Susan, Executive decided to not bring forward other options discussed in Finance.

Reminder about open meeting laws

The committee discussed the importance of reminding board members that all meetings, even informal ones, conducted by subcommittees of the board (or the full board) need to be considered open meetings which requires that they be announced and minutes taken. Executive committee suggests bringing up this reminder at the December board meeting.

Membership for Finance committee

Executive committee discussed the need for N and E to explore additional membership for the Finance committee as Aaron Slate steps down in December.

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**j.) Diversity**

No report.

# DECISION - MAKING TOOL

		NG3	B1	B3	SQ
BOARD PRIORITIES	Maintain \$800K in Contingency	Green	Green	Green	Green
	Pay Equity to 90/80% of Scale	Green	Green	Green	Red
	Reduce Class Size by 2	Red	K & 1	Red	Red
	Maintain # Classes per Grade	Green	Red	Red	Green
	Maintain Services to Students	Red	Red	Pink	Green
	Restore Development Staff	Light Green	Red	Light Green	Light Green
	Realize Aspirations for Continued Improvement	Light Green	Green	Green	Light Green

**KEY**

- Green - Yes, this model achieves this priority
- Light Green - Phased in or Slightly Yes
- Red - No, this model doesn't achieve this priority
- Pink - Slightly No

  

- NG3                No Growth 3
- B1                 Bubble 1
- B3                 Bubble 3
- SQ                 Status Quo

Please rank these board priorities by order of importance. Each rank (1-7) may be used only once.

7=Most important  
1= Least important (by comparison)

	Maintain \$800K in Contingency
	Pay Equity to 90/80% of Scale
	Reduce Class Size by 2
	Maintain # Classes per Grade
	Maintain Services to Students
	Restore Development Staff
	Realize Aspirations for Continued Improvement

**QUICK COMPARISONS (11.17.15)**

	<b>"Reworked" No Growth 3</b>	<b>"Reworked" Bubble 1</b>	<b>"Reworked" Bubble 3</b>	<b>Status Quo</b>
Class Size	no change	K,1 reduced by 2	no change	no change
School Size	444	460	468	444
Associates	k-5 3 FT, 9 PT	k-5 3 FT, 9 PT	k-5 6 FT, 7 PT	no change
Enrichments	1 40hr reduced to 32; bring back Art; others as current	1 40hr reduced to 32; bring back Art; others as current	brings back Art; others as current	brings back Art; others as current
EC Coordinator	11 mo	11 mo	11 mo	12 mo
ED	12 mo	12 mo	12 mo	12 mo
AD	12 mo	12 mo	12 mo	12 mo
AD	10 mo	10 mo	10 mo	12 mo
Title I Teacher	2 FT Americorps	2 FT Americorps	2 FT Americorps	2 FT Americorps
Speech Pathologist	FT	FT	FT	FT
Dir. Of Development	Moderate	N - done by ED	Moderate	Moderate
Development Associate	N	Y	N	N
Facility Mgr	N	Y	Y	Y
100% of Scale	teachers, ADs, EC Coord	teachers, ADs, EC Coord	teachers, ADs, EC Coord	teachers, guidance
90% of Related State Salary Scale (but not less than current rate)	associate teachers, ED, business mgr., student services, development assoc., maintenance	associate teachers, ED, business mgr., student services, development assoc., maintenance	associate teachers, ED, business mgr., student services, development assoc., maintenance	na
80% of Related State Salary Scale (but not less than current rate)	office staff, custodian, IT	office staff, custodian, IT	office staff, custodian, IT	na
stay at current rates; no raises, no scale	na	na	na	associate teachers, administrators, business, office, development, facilities, IT
8-yr Net Cummulative Surplus(Loss) - in addition to current contingency	\$337,935	\$437,460	\$469,996	\$128,733

## NET SURPLUS/(DEFICIT) COMPARISONS 11.17.15

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	CUMULATIVE on 11.11
No Growth 3	\$120,781.49	\$103,567.14	\$35,051.72	\$53,460.11	\$32,081.52	\$38,075.68	(\$15,400.14)	(\$29,682.39)	\$337,935.15
Bubble 1	\$124,458.99	\$107,438.10	\$60,525.55	\$72,567.21	\$53,299.80	\$27,985.49	(\$7,994.54)	(\$820.25)	\$437,460.35
Bubble 3	\$141,669.39	\$124,467.46	\$63,273.72	\$73,006.75	\$52,993.59	\$26,494.76	(\$9,639.40)	(\$2,270.65)	\$469,995.61
Status Quo 0% Equity	\$83,960.27	\$62,721.16	\$2,917.81	\$19,415.21	\$9,330.74	(\$7,494.03)	(\$31,315.07)	(\$10,803.04)	\$128,733.05

	CUMULATIVE on 11.5.15	CUMULATIVE on 11.11	DIFFERENCE	EXPLANATION OF DIFFERENCE
No Growth 3	\$449,935.00	\$337,935.15	(\$111,999.85)	11.5 DIDN'T INCLUDE Title I, \$112,000 too low in salary expense over 8 years
Bubble 1	\$431,010.00	\$437,460.35	\$6,450.35	11.5 one year of asociate salary was \$6450 too high in salary expense
Bubble 3	\$469,996.00	\$469,995.61	(\$0.39)	no corrections needed
Status Quo	\$77,938.00	\$128,733.05	\$50,795.05	11.5 had one associate at scale instead of no raise for 8 yrs so \$50,795 too high in salary exp