

Elementary School Behavioral Counseling Support Initiative

FY2021 Strategic Partnership Grants

Evergreen Community Charter School

Dr. Susan Mertz
50 Bell Road
Asheville, NC 28805

info@evergreenccs.org
O: 828-298-2173

Ms. Susan Haldane

50 Bell Street
Asheville, North Carolina 28805

susan.haldane@evergreenccs.org
O: 828-298-2173

Application Form

INSTRUCTIONS

As part of the FY2021 Strategic Partnership Grants program, Buncombe County requests proposals for community-based projects working toward outcomes in alignment with Strategic Plan focus areas.

Please refer to the Grant Guidelines published on the Strategic Partnership Grants website at buncombecounty.org/grants for complete information about the grant program, including: Purpose; Funding; Eligibility; Timeline; Grant writing workshop; Review process; Awards; and more.

Applications are due by 5:00 on February 14, 2020.

BASIC INFORMATION

BASIC INFORMATION – Before completing the application, please tell us a little about the request.

Project Name*

Elementary School Behavioral Counseling Support Initiative

Strategy*

Recognizing that some projects will use more than one strategy, select the strategy that most closely applies to this project:

- Environmental Stewardship - High quality air, water, farmland and renewable energy for future generations
- Educated & Capable Community - A county where all people thrive and demonstrate resilience throughout their lives
- Vibrant Economy - A robust and sustainable economy that builds on homegrown industries/talent and provides economic mobility for all
- Resident Well-Being - A county where residents are safe, healthy, and engaged in their community

Resident Well-Being

Funding Request*

How much funding is this project requesting for FY2021?

\$29,964.00

Grant Guidelines*

Have you read and understand the information presented in the FY2021 Grant Guidelines Strategic Partnership Grants?

Click here for the Grant Guidelines.

If no, please contact County staff to request assistance: Rachael Nygaard, (828) 250-6536 or rachael.nygaard@buncombecounty.org.

Yes

Nonprofit Status*

Upload proof of nonprofit status, such as IRS Determination Letter or documentation from the North Carolina Secretary of State. If this documentation is not available, briefly state the reason.

IRS Tax Exemption Determination Letter.pdf

Board of Directors*

Upload a current list of your organization's Board of Directors. If your organization does not have a board of directors, briefly state the reason.

Evergreen Board of Directors 2019-2020 wTitles.pdf

APPLICATION

APPLICATION QUESTIONS – Responses to these questions will be scored by the grant committee. Each question is worth 10% of the final score.

Organization*

Tell us about your organization. What is your mission? Highlight two or three key facts and accomplishments that best define your organization.

Evergreen is a public, tuition-free k-8 charter school in east Asheville. We have been serving students in our community for over 20 years. As a state and nationally recognized green school, our campus and curriculum emphasize both environmental and community sustainability. Evergreen is an EL Education school, founded on principles developed through a collaboration between Outward Bound and the Harvard Graduate School of Education. We nurture a passion for learning that lasts a lifetime as we challenge our community to discover their individual gifts, to honor their inner worth, to strive for excellence, to pursue respectful and ethical relationships with themselves and others and to find their own path of service.

Our educational identity is committed to learning experiences that go beyond the required curriculum, allowing our students to observe and engage with the world around them through a variety of investigations

and problem solving, known as expeditions. They create a sense of place, purpose, and stewardship through environmental education and service learning components globally and locally. For example, students create hygiene kits for migrant farm workers while studying farming; celebrate Asheville Heroes while studying the positive impact an individual can have on their communities; box food at Manna Foodbank, while mastering addition and subtraction.

In addition, 3 years ago, we began to focus efforts on identifying and eliminating structural barriers to diversity and inclusion at the school. While there remains hard work to be done on these issues, we are excited about the future vision for Evergreen. We are working with a number of community partners to help the school establish a diverse, inclusive, and equitable community that is supportive of students and families regardless of race, ethnicity, gender, sexual orientation, gender identification, economic status, physical and mental abilities, religious values, or political affiliations.

Need for the Project*

What is the main issue this project is established to address? What data or qualitative factors/stories are available to show that need?

Evergreen shares our County Commissioners' vision of a "healthy, safe, well-educated, and thriving community." In 2017-18, we saw an extreme increase in suicidality (tripled from prior years), trauma (more than quadrupled from prior years), substance abuse issues (almost doubled), and an increase in the number of students self-harming. Our behavior specialist addressed the immediate needs that some of our students with behavioral challenges presented, teaching self-regulation strategies in-the-moment, and thus created an environment more conducive to learning for all students and allowing the counselor to attend to other identified critical needs. Additional counseling support in grades k-4 allowed us to better meet the increasing mental health needs of our younger scholars. Our data indicate that students are in need of substance use education sooner than 5th grade, more children in our school have had adverse childhood experiences and need trauma-informed support, and despite an 88% increase in the number of elementary students served by our behavior support counselor from 2017 to 2018, the requests for support from elementary teachers had sometimes been unmet due to a lack of sufficient staffing.

In 2019, the school lost state funded support for our full-time k-4 counselor, and was forced to reduce the position to part-time. Without maintaining the additional mental health support personnel, our current and ongoing needs cost all of our students full access to a quality education. Without continued additional support, students with mental health challenges will not have their needs fully addressed, resulting in ongoing and, likely, escalating difficulties. Without ongoing support, classmates and friends will encounter further disruptions and distractions in their learning environment. In 2017-18 alone, we documented a 54% increase in students seeking counseling to express concerns and seek support for friends dealing with mental health issues.

Project*

Explain the project and how it will work. Include the overall purpose and any models or evidence-based practices that will be included. What specific activities and milestones are included in the project plan?

Currently Evergreen has one full-time counselor for middle school and a part-time counselor for the elementary grades. Demand for counseling services has been on the increase, even in elementary aged students. The purpose of this project is to give all our students access to the counseling services necessary to ensure healthy, resilient, and thriving children. Evergreen students reflect the nationwide trends of significant increases in childhood mood/mental health issues and earlier emergence of substance use, indicating a need for increased education and other prevention efforts throughout the school. We continue to

see prevalent mental health issues and trauma disrupting not only individuals' learning, but being disruptive to the learning environment, creating distraction, stress and conflict between classmates and with staff. Empirical evidence at Evergreen demonstrates the need and importance of full-time counselors at both grade levels.

The impact of a part-time position is felt among the faculty as well. Our 2018 Teacher Working Conditions Survey showed a decrease in the percent of teachers who agree that they “have sufficient access to a broad range of professional support personnel” from 75% in 2016 to 64% in 2018. This year, state funding was no longer available to sustain a full-time counselor for grades k-4. Strategic Partnership funding will allow Evergreen to once again offer support services to our elementary school students at the same level as our middle schoolers.

Counselors are required to document their contact time with students and consultation time with parents and teachers. Each contact is categorized so we can track the types and quantity of mental health concerns. They also use Positive Discipline practices in alignment with our school-wide implementation of the same. All school counseling personnel are/will be members of the NC Association of School Counselors and receive professional development and advising through that organization.

People Served*

How many people will be served by this project? Describe the people served, including demographics such as geography, income, race & ethnicity, age, etc.

Evergreen Community Charter School is open to all students eligible to attend North Carolina public schools. Currently 69% of our students reside in Buncombe County, with the remaining students travelling from Haywood, Henderson and Madison counties on a daily basis. Evergreen is a Title I school, with 33% of our students eligible for free or reduced price lunch. For the 2019-20 school year, this means an annual income for a family of four of approximately \$47,000 for reduced priced lunch and \$33,000 for free lunch. We have 444 students enrolled for the 2019-20 academic year, with 325 family households, and 80 full- and part-time faculty and staff. As a kindergarten through 8th grade school, our students range in age from 5 to 14. Of our current student body, 11% identify as people of color, with 11% of our faculty and staff, and 22% of our Board also identifying as people of color.

All Evergreen students and their families are eligible to access the services and support of our school counselors. Typically our currently part-time elementary school counselor/mental health support addresses the needs of the students in k-4, while our full-time middle school counselor is trained to assist as needed. The 235 students currently in kindergarten through 4th grade, along with their families, are served by this project. The twenty elementary school teachers and associate teachers also receive support and guidance from the k-4 counselor, as needed.

Results*

What results do you hope to achieve with this project? Be specific about how much impact the project will have in line with Commissioner focus areas.

Expanding the elementary behavior support counselor position back to full-time would enable the counselor to support more than a small percentage of our k-4 students (those with the highest needs), and to provide more services to our students with adverse childhood experiences not only when they exhibit the need for behavioral support but also before they reach the level of significant dysregulation.

A full-time school counselor working with students in k-4, along with our middle school counselor, will provide an ASCA-compliant comprehensive school counseling program that involves individual counseling available to all, classroom curriculum instruction based on NC Essential Guidance Standards, parent and staff education, and other responsive and preventative services for all students. The elementary counselor will promote student mental health and safety through anti-bullying programming, social-emotional learning curriculum, and restorative justice programs we have found effective in middle school. These steps will align with our implementation of a Multi-Tier System of Supports in 2019-2020. This will create not only well-educated and capable children, but youth who are safe, healthy, and engaged in their community.

The impact of this project is in the numbers. Data from 2017-18, when we employed 1.5 FTE mental health personnel, show a total of 2204 student:counselor contacts. In 2018-19, when we employed 2.5 FTE mental health personnel, show a total of 2741 student:counselor contacts. The preferred outcome is a decrease in needed support. Regaining a full-time k-4 counselor, additional mental health support, training in self-regulation strategies and substance use education, and assuming that our population remains relatively constant, we anticipate a healthier, more informed student body able to make healthier choices for themselves and their peers. We will also measure the impact made on the student population using annual student surveys from EL Education.

Evaluation*

How will you know you have succeeded? Explain the project evaluation process, including specific measures that will be tracked.

The preferred sign of success for this project is a decrease in the number of students seeking support. However, a more realistic measure of success is the ability of our k-4 counselor to give meaningful and impactful support to all students, families, and faculty who make a request. All requests for assistance are tracked, as well as the services rendered by the counselor. Having the ability to be at the school on a full-time basis will allow the elementary school counselor more time to be available to all who request assistance.

Counselors at Evergreen are required to document their contact time with students, as well as consultation time with parents and teachers. Each contact is categorized so school administration is able to track the types and quantity of mental health concerns. In addition, student:counselor contacts versus student requests are also compiled to ensure requests are being addressed and their frequency. Each contact made between a student and counselor results in a consultation record. These records are in turn used to track the amount of requests and the progress of each. Also, Evergreen participates in annual student surveys from EL Education, which includes questions regarding how each student's needs have been supported throughout the school year. All faculty members are also given an opportunity to participate in the bi-annual Teacher Working Conditions Survey, which includes questions such as, "Do you work in a school environment that is safe?" and "Do teachers have sufficient access to a broad range of professional support personnel?" The results of all surveys are reviewed by the administration and the board on an annual basis.

Finally, empirical evaluations such as signs of healthier, more informed students will be important in measuring the success of this initiative. These signs include fewer bullying instances, ability to make healthier choices, a decrease in academic anxiety, and a strengthening self-esteem.

Collaboration*

List any formal and/or supportive partners. Describe their roles in the project. How will they make it stronger?

Evergreen was named among the top change-making schools in the country by Clayton Christensen Institute's Canopy Project in 2019 for our innovative work in the development of social and emotional skills for students. We will continue this innovation through advanced collaboration with other school personnel,

parent volunteers, and sharing resources with other schools. Specifically, we will use the expertise of our current counselor and our speech pathologist/neurofeedback trainer on trauma to develop a more trauma-informed, trauma-sensitive, and supportive faculty in grades k--8. Through formal professional development and follow up, we will engage our faculty in learning how to recognize trauma in students and appropriate responses to their needs so every adult in our building is contributing to the success of students who have experienced trauma.

When needed, we consult/partner with the Department of Children & Families, Vaya Health Caiyalynn Burrell Crisis Center, Big Brothers Big Sisters and a multitude of local private therapists for referrals as well as for ongoing consultations about the students we jointly serve. Our middle school counselor formally represents all the area charter schools in the Buncombe County Partnership for Drug-Free Youth, a prevention coalition involving MAHEC school nurses, law enforcement, and other community agencies working with k-12 youth to address where county mental health needs and substance use intersect. Our counselors are members of the American Schools Counselors Association (ASCA) and the NC affiliate. Our middle school counselor is also affiliated with the National Association for Alcoholism and Drug Abuse Counselors (NAADAC) and Addiction Professionals of NC. We are collaborating with other area charter schools to form a Charter School Crisis Response team. We continue to share our social and emotional/mental wellness lesson plans with other schools and look for opportunities to share services/expertise.

Budget*

Download a copy of the budget form [HERE](#). Complete the form, and upload it using the button below.

Explain how grant funds will be used, specifically what type of expenses will be covered by County funds. Describe other sources of revenue, including type of funding, source, restrictions and status.

FY21_SPGrant_Budget_Form (2).xlsx

As shown in the attached budget, the resources requested from Buncombe County's Strategic Partnership Grant will be used to cover the increased personnel costs of increasing the elementary school counselor from part-time to full-time status. These funds will cover the differences in salary and benefits. Other costs associated with the overall counselor initiative at Evergreen are covered through state and local funds, including \$22,000 through the NC School Safety Grant for professional development through Resources for Resilience and \$1100 for professional development on trauma and regulation strategies.

Other County Funding*

List all other Buncombe County funding that is provided to your organization. For each item, list the project being funded, amount of funding, source (grant, departmental contract, etc.) and whether funding is to be renewed for FY2021.

As a North Carolina public school, we receive funding from the Buncombe County School System for each county resident attending Evergreen Community Charter School. For the 2019-20 school year, that funding amounted to \$825,258. This funding will continue for FY2021. However, the funding levels are not constant and are determined annually by the NC State legislators during their budgeting process and by the number of students from Buncombe County enrolled in the school.

Sustainability*

How will the project continue to succeed after the funding of the grant? Explain your plan for making this an ongoing effort.

The Buncombe County Charter School Coalition will be working hard to emphasize the importance of mental health services for k-12 students with our elected officials on all state funding levels. We hope state government supported funding for school counselors will return to past levels, and that focus on the impactful role of school behavior support counselors will once again be recognized in the NC State Department of Public Instruction's grant opportunities.

Evergreen is working to expand our current funding stream. Currently we have support from various corporations and local businesses, as well as Evergreen families. Strategies are in place to continue to develop relationships with local businesses, to ensure the elementary counselor initiative will be able to continue as a full-time position. There is great interest in the school and its educational model with those businesses and corporations connected to the school through the Evergreen community. The quality of our work and our reputation have earned extensive support from local and national foundations for our many school initiatives. We currently have local corporate support from Symmetry Financial Group, Black Orthodontics, Hipps Stone, Prestige Subaru, TD Bank, and First Citizens Bank. We also receive strong financial and in-kind support from our local Rotary Clubs, as well as the Haw Creek Lions Club. We are also continuing to explore funding streams available through various local, regional, and national granting agents. Funding from the Buncombe County Strategic Partners Grant will allow the school to not only help the students needing its services, but to demonstrate to these businesses and grantors the initiative's success and impact.

OPTIONAL INFORMATION

OPTIONAL INFORMATION – This information will not impact grant scoring but will be helpful to the committee.

Partial Funding

If the project were to be offered a grant for partial funding, what factors would need to be considered?

A full-time behavior support counselor for elementary school will allow Evergreen's k-4 teachers, associate teachers, and support staff to focus their energy and resources during the school day on the needs of the whole classroom. The school's primary need is to maintain the daily support for students with mental health and behavioral challenges, which is optimally accomplished with two full-time counselors. However, Evergreen teachers and support staff are dedicated to student success. They will provide the time, resources, and energy necessary to ensure students have the tools and skills to be personally and academically successful. If the school does not receive the full funding amount requested from Buncombe County's Strategic Partners Grant, the part-time counselor, teachers, and administration will continue to meet elementary students' emotional, psychological, and behavioral needs as best they can; however, we will not be able to fully support them without dedicated personnel to give students the tools necessary to excel in the future.

Resource Support

Beyond this grant request, how can Buncombe County support your organization with this project and in strengthening your work?

One of the challenges faced by many of the local public charter schools is adequate integrated support for students' mental and physical needs. The ability to access the services of Buncombe County's Department of Health and Human Services and its School Nurse partnership with MAHEC, would be a great asset to Evergreen. A Multi-Tiered System of Support (MTSS) is a vital tool to evaluate the needs of all students. Additional counseling support through DHHS could go far to strengthen these services at Evergreen. It would ensure all students, families, and faculty are receiving the assistance needed for safe, healthy, well-rounded students, as well as supported and engaged families and faculty.

Other

Is there anything else that you want the committee to know?

2019-20 Evergreen Information Booklet.pdf

Attached is a copy of Evergreen's information booklet which is provided to all prospective families. It offers a more detailed look at the school and our initiatives.

File Attachment Summary

Applicant File Uploads

- IRS Tax Exemption Determination Letter.pdf
- Evergreen Board of Directors 2019-2020 wTitles.pdf
- FY21_SPGrant_Budget_Form (2).xlsx
- 2019-20 Evergreen Information Booklet.pdf

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: **APR 12 2000**

EVERGREEN COMMUNITY CHARTER SCHOOL
2 WESTWOOD PLACE 2ND FL
ASHEVILLE, NC 28806

Employer Identification Number:
56-2094405
DLN:
17053308055009
Contact Person: ID# 31077
JOSEPH LAUX
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
June 30
Form 990 Required:
Yes
Addendum Applies:
Yes

Dear Applicant:

Based on information supplied, and assuming your operations will be as stated in your application for recognition of exemption, we have determined you are exempt from federal income tax under section 501(a) of the Internal Revenue Code as an organization described in section 501(c)(3).

We have further determined that you are not a private foundation within the meaning of section 509(a) of the Code, because you are an organization described in sections 509(a)(1) and 170(b)(1)(A)(ii).

If your sources of support, or your purposes, character, or method of operation change, please let us know so we can consider the effect of the change on your exempt status and foundation status. In the case of an amendment to your organizational document or bylaws, please send us a copy of the amended document or bylaws. Also, you should inform us of all changes in your name or address.

As of January 1, 1984, you are liable for taxes under the Federal Insurance Contributions Act (social security taxes) on remuneration of \$100 or more you pay to each of your employees during a calendar year. You are not liable for the tax imposed under the Federal Unemployment Tax Act (FUTA).

Since you are not a private foundation, you are not subject to the excise taxes under Chapter 42 of the Code. However, if you are involved in an excess benefit transaction, that transaction might be subject to the excise taxes of section 4958. Additionally, you are not automatically exempt from other federal excise taxes. If you have any questions about excise, employment, or other federal taxes, please contact your key district office.

Grantors and contributors may rely on this determination unless the Internal Revenue Service publishes notice to the contrary. However, if you lose your section 509(a)(1) status, a grantor or contributor may not rely on this determination if he or she was in part responsible for, or was aware of, the act or failure to act, or the substantial or material change on the part of the organization that resulted in your loss of such status, or if he or she acquired knowledge that the Internal Revenue Service had given notice that you would no longer be classified as a section 509(a)(1) organization.

Letter 947 (DO/CG)

EVERGREEN COMMUNITY CHARTER SCHOOL

Donors may deduct contributions to you as provided in section 170 of the Code. Bequests, legacies, devises, transfers, or gifts to you or for your use are deductible for federal estate and gift tax purposes if they meet the applicable provisions of Code sections 2055, 2106, and 2522.

Contribution deductions are allowable to donors only to the extent that their contributions are gifts, with no consideration received. Ticket purchases and similar payments in conjunction with fundraising events may not necessarily qualify as deductible contributions, depending on the circumstances. See Revenue Ruling 67-246, published in Cumulative Bulletin 1967-2, on page 104, which sets forth guidelines regarding the deductibility, as charitable contributions, of payments made by taxpayers for admission to or other participation in fundraising activities for charity.

In the heading of this letter we have indicated whether you must file Form 990, Return of Organization Exempt From Income Tax. If Yes is indicated, you are required to file Form 990 only if your gross receipts each year are normally more than \$25,000. However, if you receive a Form 990 package in the mail, please file the return even if you do not exceed the gross receipts test. If you are not required to file, simply attach the label provided, check the box in the heading to indicate that your annual gross receipts are normally \$25,000 or less, and sign the return.

If a return is required, it must be filed by the 15th day of the fifth month after the end of your annual accounting period. A penalty of \$20 a day is charged when a return is filed late, unless there is reasonable cause for the delay. However, the maximum penalty charged cannot exceed \$10,000 or 5 percent of your gross receipts for the year, whichever is less. For organizations with gross receipts exceeding \$1,000,000 in any year, the penalty is \$100 per day per return, unless there is reasonable cause for the delay. The maximum penalty for an organization with gross receipts exceeding \$1,000,000 shall not exceed \$50,000. This penalty may also be charged if a return is not complete, so be sure your return is complete before you file it.

The law requires you to make your annual return available for public inspection without charge for three years after the due date of the return. You are also required to make available for public inspection a copy of your exemption application, any supporting documents and this exemption letter to any individual who requests such documents in person or in writing. You can charge only a reasonable fee for reproduction and actual postage costs for the copied materials. The law does not require you to provide copies of public inspection documents that are made widely available, such as by posting them on the Internet (World Wide Web). You may be liable for a penalty of \$20 a day for each day you do not make these documents available for public inspection (up to a maximum of \$10,000 in the case of an annual return).

You are not required to file federal income tax returns unless you are subject to the tax on unrelated business income under section 511 of the Code. If you are subject to this tax, you must file an income tax return on Form

EVERGREEN COMMUNITY CHARTER SCHOOL

990-T, Exempt Organization Business Income Tax Return. In this letter we are not determining whether any of your present or proposed activities are unrelated trade or business as defined in section 513 of the Code.

You need an employer identification number even if you have no employees. If an employer identification number was not entered on your application, a number will be assigned to you and you will be advised of it. Please use that number on all returns you file and in all correspondence with the Internal Revenue Service.

If we have indicated in the heading of this letter that an addendum applies, the enclosed addendum is an integral part of this letter.

Because this letter could help resolve any questions about your exempt status and foundation status, you should keep it in your permanent records.

If you have any questions, please contact the person whose name and telephone number are shown in the heading of this letter.

Sincerely yours,

Steven T. Miller

Steven T. Miller
Director, Exempt Organizations

Enclosure(s):

**Evergreen Community Charter School
Board of Directors 2019-2020**

Position	Fname	Lname	Profession	Address		
Board Chair/Parent	Erica	Anderson	Land of Sky Regional Council	Asheville	NC	28805
Vice Chair/Parent	Justin	Arnall	Crew Lending	Asheville	NC	28803
Treasurer/Parent	Mark	DeVerges	Dixon Hughes Goodman LLP	Asheville	NC	28801
Secretary/Parent	Brittany	Keeler	Artist	Fletcher	NC	28732
Faculty/Staff	Laura	Branch	Evergreen Community Charter School	Candler	NC	28715
Community Member	Kathryn	Burleson	Conscious Alliance	Asheville	NC	28801
Community Member	Maggie	Carnevale	Padgett & Freeman Architects	Asheville	NC	28801
Faculty/Staff	Jason	Carter	Evergreen Community Charter School	Candler	NC	28715
Parent	Alicia	Cole	Kearfott Corporation	Arden	NC	28704
Parent	Jeannie	Curtis	The Elementary Math Consultant	Asheville	NC	28801
Community Member	Kristina	Dionne	United Way of Asheville and Buncombe County	Asheville	NC	28803
Community Member	Bianca	Gragg	Colorful Pages Coalition	Asheville	NC	28806
Community Member	Nina	Gunnell	Shapiro & Ingle LLC	Asheville	NC	28803
Parent	Marisol	Jimenez	Tepeyac Consulting	Asheville	NC	28801
Parent	Linnea	Keen	UPM Raflatac	Asheville	NC	28804
Community Member	Philip	King	The Donation Funnel Project	Asheville	NC	28804
Executive Director	Susan	Mertz	Evergreen Community Charter School	Asheville	NC	28805
Faculty/Staff	Theresa	Showman	Evergreen Community Charter School	Weaverville	NC	28707

Strategic Partnership Grants

Proposed FY2021 Project Budget (July 1, 2020 - June 30, 2021)

Organization Name:	
Project Name:	
Grant Amount Requested:	

FY2021 Proposed Project Revenue	Amount	Committed or Pending?
Proposed Buncombe County Strategic Partnerships Grant	\$ 29,964	
List other sources:		
List other sources:		
List other sources:		
List other sources:		
List other sources:		
List other sources:		
List other sources:		
Total	\$ 29,964	

FY2021 Proposed Project Expenses	Proposed Grant	Other Funds	Total	Notes
Personnel	\$ 29,964		\$ 29,964	calculated to cover difference in salary and benefits from part- to full-time
Training			\$ -	
Travel			\$ -	
Supplies / Materials			\$ -	
Meetings (Food, Interpreting, Child Care, etc.)			\$ -	
Equipment / Furniture			\$ -	
Printing / Marketing			\$ -	
Licensing / Memberships / Dues / Subscriptions			\$ -	
Client Support			\$ -	
Contracts			\$ -	
Professional Services (Legal, Accounting, etc.)			\$ -	
Insurance and Bonds			\$ -	
Building Maintenance (Rent, Utilities, Repairs, etc.)			\$ -	
List other costs:			\$ -	
List other costs:			\$ -	
List other costs:			\$ -	
List other costs:			\$ -	
Total			\$ 29,964	

Overall Organization Budget	Amount	Notes
FY2019 Actual Year-End Revenue	\$ 5,094,242	
FY2019 Actual Year-End Expenses	\$ 4,996,173	
FY2020 Adopted Budget Amount	\$ 4,986,000	
FY2021 Proposed Budget Amount	\$ 5,075,700	

EVERGREEN

COMMUNITY CHARTER SCHOOL

Where Learning is an Adventure

K-8 PUBLIC CHARTER SCHOOL



50 Bell Road
Asheville, N.C. 28805
828-298-2173
www.evergreenccs.org
[@evergreenccs](https://www.instagram.com/evergreenccs)



OUR APPROACH

We are grounded in the EL Education standards for student achievement and share the belief that engaging students in work that is challenging, adventurous, and meaningful results in authentic and deep learning and achievement. This model, developed by Outward Bound and Harvard Graduate School of Education, challenges teachers and students to make learning relevant and to gain knowledge and understanding based on their first-hand experiences. Teachers plan "learning expeditions" with compelling themes and guiding questions. All subject areas are woven throughout the expedition including language arts, math, science, social studies, environmental/outdoor education, the arts, movement, and technology. Students are actively involved in learning, and they are encouraged to take ownership of the learning process and the production of high-quality work.

MISSION & VISION



OUR 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.

OUR VISION

Working in partnership with parents, elders, and the community, Evergreen Community Charter School offers an academically challenging, developmentally appropriate, experiential, holistic, child-centered education to all young people. We nurture a passion for learning that lasts a lifetime as we challenge our community to discover their individual gifts, to honor their inner worth, to strive for excellence, to pursue respectful and ethical relationships with themselves and others, and to find their own path of service.

ENROLLMENT



LOTTERY APPLICATIONS

Lottery applications for the upcoming year will be posted on our website on January 1 and are also available in paper form in our Main Office. Applications must be received in the office on or before March 31 at 5:00 p.m. If there are more applicants than seats available in each grade, a lottery will be held to create an order of entry list that determines admission offers and awaiting list.

Any applications that are received after 5:00 p.m. on March 31 will be added to the end of the waiting list in the order received.

You must be a resident of North Carolina to apply to Evergreen.

TOURS

Tours for prospective families are offered on most Mondays at 9:00 a.m. and typically last an hour to an hour and a half. Tours include classroom observation. Prospective students are welcome and encouraged to come along.

LEARNING EXPEDITIONS

In EL schools, learning expeditions are the primary way of organizing curriculum. The subject matter of a learning expedition is a compelling topic derived from content standards. Expeditions feature linked projects that require students to construct deep understandings and to create products for real audiences. They support critical literacy, promote character development, create a sense of adventure, spark curiosity, and foster an ethic of service. Expeditions address central academic standards of content, skills, and presentation, and include goals related to character and community. They also allow for and encourage the authentic integration of disciplines.

Teachers work together to ensure learning expeditions align with local standards. A coherent sequence of learning expeditions is mapped vertically through the grade levels to ensure that expedition topics are not repeated and that students learn essential skills and knowledge. While learning expeditions are the primary curricular structure in an EL school, other curricular structures, programs, materials, projects, and lessons are also used when appropriate or required (e.g. commercial math programs). As much as possible, however, these other curricular structures incorporate essential elements of learning expeditions such as products, literacy, and service.

From the Expeditionary Learning website, Expeditionary Learning Core Practice Benchmarks, I.1: Learning Expeditions: Implementing Learning Expeditions Across the School



EXPEDITION EXAMPLES

KINDERGARTEN

Our Bodies Our Selves

Topics: Likenesses and differences, individuality and diversity, multiple intelligences, parts of the body, senses, nutrition, fitness, hygiene, feelings. Service learning at MANNA Food Bank.

Helping Hands, Helping Hearts

Topics: School and local community, community workers. Research on “choice” community worker.

Amazing Animals

Topics: Variety in animal species, how animals are grouped, animal habitats, human relationships to and responsibilities for animals. Research project on “choice” animal. Major service learning project with Animal Haven.

GUIDING QUESTIONS

How are we different? Special?

How are we alike?

What do our bodies need?

What is a Community?

How do workers help us in the community?

How do humans and animals affect each other?

How are animals alike and different?

What do animals need to thrive?

5TH GRADE

Conversations with Local Farmers

Topics: Exploring the concept of sustainability, sustainable farming practices, history of farming and related technology, investigation of migrant labor, weather and climate, food and nutrition, investigating miles food travels. Interview farmers and write news articles, develop viewpoint, write persuasive essay regarding an agricultural issue.

Our History: From Revolution to Civil Rights

Topics: Foundations of US government and history, immigration, early explorers, colonial issues, Declaration of Independence, Constitution, Bill of Rights, electoral system, Revolutionary & Civil Wars, civil rights, geography. Science Topics: laws of motion, simple machines, etc.

Healthy Streams and Ecosystems

Topics: stream ecology, indicators of water quality, water cycle, climate, stream investigations, ecosystems, food webs, camping, write research paper (topics are related to issues in our ecosystem), teach workshop to peers.

GUIDING QUESTIONS

What is sustainability and why is it important?

How does the weather impact food production?

What is in the food I eat and is it good for me?

Who grows and harvests the food we eat?

What are agricultural issues in our area and how do they impact diverse citizens?

What are my rights and responsibilities as a citizen of the United States? How have the rights and responsibilities of Americans changed over time? What events and persons have shaped the history of our country? What are the diverse experiences and viewpoints of people living in America over time?

How do macroinvertebrates indicate water quality of a stream? How are communities of organisms interdependent? How do climate and location create diverse ecosystems? In what way can humans have both a positive and negative impact on Earth's ecosystems?

CREW & POSITIVE DISCIPLINE

Our students are not just “along for the ride,” but wholly engaged in the journey.

CREW, NOT PASSENGERS

We echo the words of Outward Bound founder Kurt Hahn in approaching education as “Crew, not passengers.” Just as Crew on a ship, our students are not just “along for the ride,” but wholly engaged in the journey and responsible for reaching destinations through their collaborative and individual efforts. Founded in research that demonstrates social and emotional development as highly beneficial to academic success, Crews focus on life skills and character development through innovative activities and lessons. Crews provide a peer community as well as a supportive relationship with an adult advisor.

POSITIVE DISCIPLINE

Our school uses the “Positive Discipline” model of character development. This is designed to teach young people to become responsible, respectful, and resourceful members of their communities. Natural and logical consequences help children take responsibility for their actions.

ASSESSMENT

A combination of traditional and performance assessments are used to provide students and parents with regular feedback about their progress. At all grade levels, students compile their work in portfolios and share them with parents at conferences twice a year. Progress reports, which include a narrative and a rubric, are issued three times a year. These report the students’ academic achievement and character development. End-of-grade tests are given as required by N.C. Department of Public Instruction.

Evergreen consistently scores above local and state averages on reading, math, and science on end-of-grade tests.

DIFFERENTIATED SERVICES

Our school strives to challenge every child and support students with a wide range of talents, interests, and learning profiles.

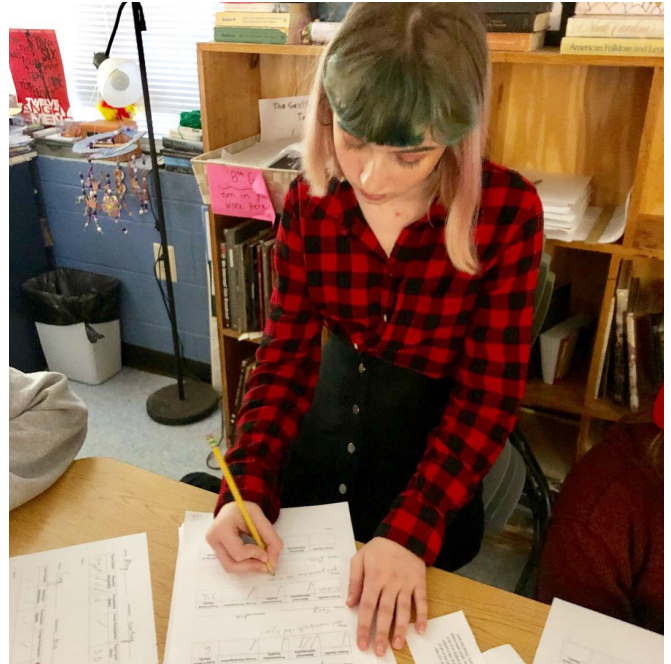
We customize instruction to meet the needs of all learners.

ACADEMIC SUPPORT

We provide extra instruction to students who are at risk of not meeting grade-level standards at the end of the year. Tutors work with students twice a week for small group instruction in reading and/or math, as well as in class during instructional time.

EXCEPTIONAL CHILDREN (EC)

A full continuum of services are provided by Exceptional Children teachers and related service providers through co-teaching and differentiation in the classroom, small group pull-out, or special classes as prescribed by the student's Individualized Education Plan (IEP).



ACADEMICALLY & INTELLECTUALLY GIFTED (AIG)

We follow the Levels of Service Approach, which prescribes services for most students through differentiation in the regular classroom. Some students receive direct instruction from the AIG teacher through reading and/or math groups. A few students are guided by the AIG teacher through individual studies and projects. The AIG teacher works collaboratively with classroom teachers to plan instruction, assignments, and homework.

ENRICHMENT CLASSES

ADVENTURE PE

Physical Education (PE) offers athletics in traditional and non-traditional settings. Students learn and practice sports, fitness routines, group games, initiatives, individual record setting, and how exercise relates to overall health.

VISUAL ARTS

Students use the Elements of Art (line, shape, color, texture, form, space, value) and the Principles of Design (repetition, contrast, emphasis, balance, movement, proportion, harmony, unity) as they explore aesthetics, art history, art criticism, and art production. Students explore drawing, painting, mixed media, collage, sculpture, ceramics, weaving, and printmaking.

MUSIC

Students explore the music from many different cultures, as well as the musical roots of our own American culture. Elementary students experience music through singing, listening, moving, and playing instruments in a non-competitive, inclusive atmosphere. Middle school classes focus on a project-based approach to studying musical history and a variety of genres.

TECHNOLOGY

Technology is used to complement and enhance classroom instruction and expeditions. Students begin by learning basic computer skills before they are introduced to software and tools that get them thinking and solving problems. Computer science concepts involving coding and multimedia creation are introduced early. Students learn about their "digital footprint" and work collaboratively online to develop and refine research skills.

ELECTIVES

Middle school students attend self-selected elective classes once per week. Some examples of choices are: Coding, Ceramics, Mathcounts, Beginner Band, Beginner Ukulele, GarageBand, Climbing, Iron Chef, Story Slam/Poetry Slam, and Visual Arts.

EVERGREEN ADVENTURES

Overnight trips begin in K and culminate with an Outward Bound experience in 8th grade. Adventure activities include snowboarding, backpacking, rock climbing, white water rafting, canoeing, kayaking, mountain biking, and hiking.

A HOLISTIC APPROACH

FIELDWORK AND SERVICE

Hands-on experiences, fieldwork, and service are central to our philosophy, and mission. Students take trips regularly to engage in fieldwork and we typically log over 200 field experiences each year.

ENVIRONMENTAL EDUCATION (EE)

EE is woven throughout the curriculum. Students participate in waste-free lunch initiatives, practice school-wide recycling, and study alternative sources of energy. The campus has a weather station, solar panels, bio-diesel fuel tank for buses, rain gardens in the parking lot to clean the storm water run-off, two woods play areas, and citizen science monitoring of birds, salamanders, and insects.

COUNSELING

Counselors & Behavior Support Staff are available to help students and their families healthily navigate through life events, changes and challenges, as well as to help address barriers to learning and academic success.

PERSONAL DEVELOPMENT

We provide a thoughtful, intentional program of study that helps children develop the understanding, skills, attitudes, and habits that promote a lifetime of wellness and thoughtful decision making. Our goal is to teach our students to be sensitive and respectful in our diverse society while honoring multiple perspectives in an open dialogue.

EQUITY

One of Evergreen's aspirations is to design and nurture a community that is inclusive, equitable, and supportive of students and families regardless of race, ethnicity, gender, sexual orientation, gender identification, economic status, physical and mental abilities, religious values, or political affiliations.

Foremost in our work at this time is to create greater racial equity at our school. We recognize that charter schools, regardless of intention, have directly contributed to school resegregation and we strive to identify and eliminate the role our school plays in this injustice.

OUR CARING COMMUNITY

We support our community when they are in need of a helping hand.

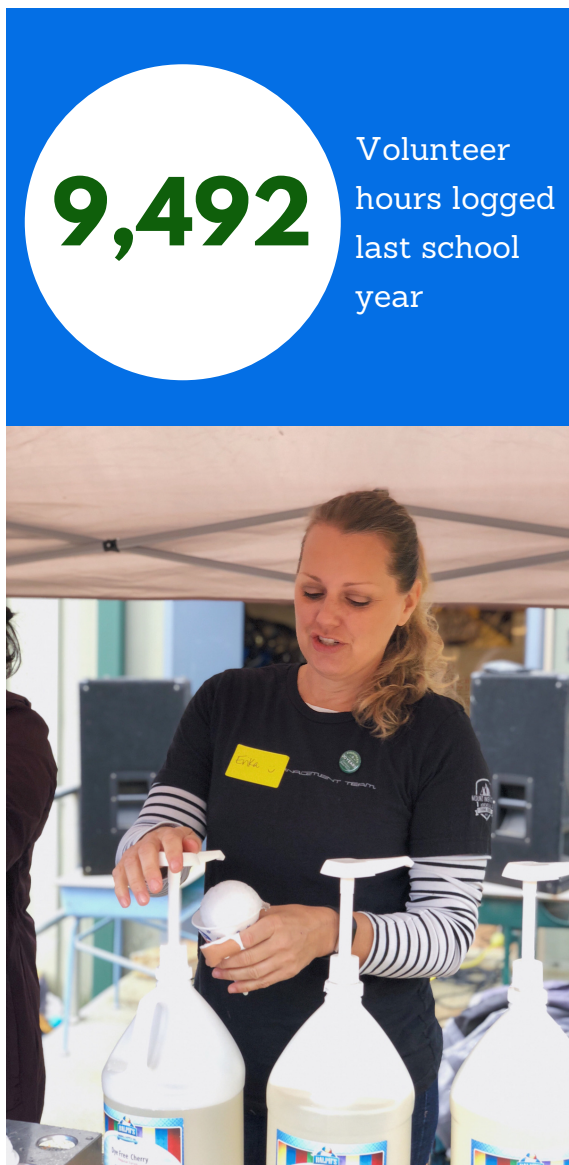
The Robin's Nest is a food pantry and clothing closet for our community.

Nuthatch Outfitters' Exchange is a lending library of personal outdoor gear available to students for end-of-the year trips, adventures, and fieldwork.

Compassion Funds are available for emergency resources in times of crisis, bereavement, or financial assistance.

We do not have a cafeteria, but we keep a stock of breakfast, snack, and lunch items. All students in families who qualify for federal Free/Reduced Price Lunch will be given a free lunch if needed; however, we don't let any child go hungry regardless of income or hurried mornings. Lunches can also be purchased three days per week through local vendors.

As a MANNA Foodbank Partner Agency, we have access to affordable food, as well as MANNA Packs to support weekend needs. MANNA Express also provides a box truck of free fresh food items set up as a pop-up shop at Evergreen.



9,492

Volunteer
hours logged
last school
year

Parent involvement is essential for the success of each child and the school. Every family signs a Parent Partnership Agreement committing to volunteer 4 hours per month for a two-parent family or two hours per month for a one-parent family.

EL EDUCATION

Three Dimensions of Student Achievement



Our mission is to create classrooms where teachers can fulfill their highest aspirations and students achieve more than they think possible, becoming active contributors to building a better world."

When students have completed their academic career and entered adult life, they'll be judged not by performance on basic skills tests but rather by the quality of their work and the quality of their character. This premise serves as the foundation for EL Education's overarching vision of increasing student engagement and elevating and expanding student achievement. To realize that vision, we focus on student excellence in three core areas.

MASTERY OF SKILLS & KNOWLEDGE

- Demonstrate proficiency and deeper understanding: show mastery in a body of knowledge and skills within each discipline
- Apply learning: transfer knowledge and skills to novel, meaningful tasks
- Think critically: analyze, evaluate, and synthesize complex ideas and consider multiple perspectives
- Communicate clearly: write, speak, and present ideas effectively in a variety of media within and across disciplines

CHARACTER

- Work to become effective learners: develop the mindsets and skills for success in college, career, and life (e.g. initiative, responsibility, perseverance, collaboration)
- Work to become ethical people: treat others well and stand up for what is right (e.g. empathy, integrity, respect, compassion)
- Contribute to a better world: put their learning to use to improve communities (e.g. citizenship, service)

HIGH QUALITY STUDENT WORK

- Create complex work: demonstrate higher-order thinking, multiple perspectives, and transfer of understanding
- Demonstrate craftsmanship: create work that is accurate and beautiful in conception and execution
- Create authentic work: demonstrate original thinking and voice; connect to real-world issues and formats; and when possible, create work that is meaningful to the community beyond the school

From the Expeditionary Learning website, Our Approach: Three Dimensions of Student Achievement

AFTER SCHOOL & SUMMER OFFERINGS

EVERAFTER: CHILDCARE & CLUBS

EverAfter offers daily, drop-in child care after school hours until 6:00 p.m. on all of Evergreen's regular school days. EverAfter is open to all K-8 Asheville area students, and transportation is provided from some area schools. We hold three sessions of EverAfter Clubs each school year.

EVERLEARNING: TUTORING & BRAIN TRAINING

EverLearning is open to all K-8 Asheville area students and provides individualized instruction based on the unique learning style of each student. We cultivate a love for learning by helping students build their skills of inquiry, critical thinking, and problem-solving and guide students in discovering the tools they need to reach greater achievement in the classroom. Our experienced tutors utilize assessment data to set learning targets and design personalized instruction.

SUMMER ADVENTURES: DAY CAMP

Evergreen Summer Adventures is a day camp open to the public for six weeks, June to August; all children in rising Kindergarten to rising 9th grade are welcome! We offer campers a unique combination of enrichment activities in the morning that are balanced with more traditional summer camp action in the afternoon.

QUESTIONS?

CONTACT US

K-4 ACADEMICS

Cameron Brantley, K-4 Associate Director
cameron.brantley@evergreenccs.org
x1230

STUDENT SERVICES & ENROLLMENT

Sarah Hartnett, Director of Student Services
sarah.hartnett@evergreenccs.org
x1214

5-8 ACADEMICS

Jen Watkins, 5-8 Associate Director
jen.watkins@evergreenccs.org
x1254

GENERAL INQUIRIES

Lauren Stepp, Communications &
Development Coordinator
lauren.stepp@evergreenccs.org
x1257



HISTORY & STAFF

Evergreen was founded in 1999 by a dedicated group of educators and parents. Our school thrives on research-based methods and innovative community partnerships that prepare students for successful lifelong learning, environmental responsibility, and service.

444

**K-8
STUDENTS**

78

**TEACHERS &
STAFF**

Our school retains talented, innovative, and passionate educators who are empowered to unleash the potential of their students. All of the school's lead teachers are licensed and considered "highly qualified" by state standards.

We maintain full Southern Association of Colleges and Schools & Council on Accreditation and School Improvement (SACS - CASI) accreditation from AdvancED - the largest community of education professionals in the world.

57%

**TEACHERS WITH
ADVANCED
DEGREES**

3

**NATIONALLY
BOARD CERTIFIED
TEACHERS**

NOTES

NOTES