



# Shining Rock Classical Academy

## SRCA Regular Board Meeting

Published on April 23, 2024 at 9:06 PM EDT

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### Date and Time

Wednesday April 24, 2024 at 6:30 PM EDT

### Location

2150 Russ Ave, Waynesville NC 28786

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### Agenda

	Purpose	Presenter	Time
<b>I. Opening Items</b>			<b>6:30 PM</b>
<b>A.</b> Record Attendance			1 m
<b>B.</b> Call the Meeting to Order			1 m
<b>C.</b> SRCA Mission Statement			1 m
Shining Rock Classical Academy cultivates critical thinking skills and fosters a lifelong love of learning through rigorous academics, experiential education, and our core values of Integrity, Respect, Compassion, Responsibility, Wisdom, and Leadership.			
<b>D.</b> Approve Minutes	Approve Minutes	Alyson Weimar	2 m
Approve minutes for SRCA Regular Board Meeting on March 27, 2024			
<b>II. Academic Excellence</b>			<b>6:35 PM</b>

	Purpose	Presenter	Time
<b>A.</b>	Standards Based Grading Updates and Discussion	Kassie White	30 m
	The SBG team will present:		
	<ul style="list-style-type: none"> <li>• Potential timeline for SBG implementation</li> <li>• Pro vs Cons</li> <li>• Literature/Evidence Review</li> </ul>		
<b>B.</b>	High School Attendance Recovery Plan	Terri Inman	5 m
	Highschool PLC created an attendance recovery protocol for high school		
	<ul style="list-style-type: none"> <li>• Hours made up for each course - morning and afternoon</li> <li>• Waivers may be offered for individual circumstances - Inman sends to Morgan.</li> <li>• The attendance procedure will be as stated in the Attendance Protocol for HS</li> </ul>		
<b>III.</b>	<b>Policy</b>		<b>7:10 PM</b>
<b>A.</b>	High School Policy Reviews		10 m
	The following policies require revision or creation from Policy Committee:		
	<ul style="list-style-type: none"> <li>• Graduation Hours Policy - review and revise the 22-hour HS credit pathway.</li> <li>• Enrollment Policy - review and revise in reference to new students starting HS at SRCA</li> <li>• College Courses and online courses "W" - establish a policy regarding "W" from college or online courses and transcript grades for SRCA.</li> </ul>		
<b>B.</b>	SRJA and SRCA communications	Joshua Morgan	10 m
<b>IV.</b>	<b>Facility</b>		<b>7:30 PM</b>
<b>A.</b>	Facility updates or business	Joshua Morgan	5 m
<b>V.</b>	<b>Finance</b>		<b>7:35 PM</b>
<b>A.</b>	March financial report	Bert Newsome	10 m
<b>B.</b>	Renewal of Board on Track	Natalie Malis	5 m
	Discussion on the renewal of BOT for 2024-2025.		
	Renewal July 1		

	Purpose	Presenter	Time
<b>VI. Head of School Report</b>			<b>7:50 PM</b>
<b>A.</b> April School Report	FYI	Joshua Morgan	10 m
<b>B.</b> SRCA Organization Chart		Joshua Morgan	10 m
SRCA Organizational Chart of all current office, administration, faculty, facility staff, and support services (indicating part-time, full-time, and contract workers positions and any vacancies).			
<b>C.</b> SRCA Job Descriptions		Joshua Morgan	20 m
Updates and creation of job descriptions.			
<b>VII. Closing Items</b>			<b>8:30 PM</b>
<b>A.</b> Adjourn Meeting	Vote		

# Coversheet

## Approve Minutes

**Section:** I. Opening Items  
**Item:** D. Approve Minutes  
**Purpose:** Approve Minutes  
**Submitted by:**  
**Related Material:** Minutes for SRCA Regular Board Meeting on March 27, 2024



# Shining Rock Classical Academy

## Minutes

### SRCA Regular Board Meeting

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#### **Date and Time**

Wednesday March 27, 2024 at 6:30 PM

#### **Location**

2150 Russ Ave, Waynesville NC 28786

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#### **Directors Present**

A. Adeleke, A. Weimar, A. Wilkins (remote), B. Mullinix (remote), B. Newsome (remote), J. Schleifer, L. Davis, S. Brantly (remote), S. Messer

#### **Directors Absent**

N. Malis

#### **Directors who arrived after the meeting opened**

A. Adeleke

#### **Ex Officio Members Present**

J. Morgan

#### **Non Voting Members Present**

J. Morgan

#### **Guests Present**

Austin McFalls (remote), Chistina White, Josh Sims, Kirby Phillips, S. Jenkins, Terri Inman

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## I. Opening Items

### A. Record Attendance

### B. Call the Meeting to Order

B. Newsome called a meeting of the board of directors of Shining Rock Classical Academy to order on Wednesday Mar 27, 2024 at 6:30 PM.

### C. Approve Minutes

L. Davis made a motion to approve the minutes from SRCA Regular Board Meeting on 02-28-24.

A. Weimar seconded the motion.

The board **VOTED** unanimously to approve the motion.

### D. Approve the Agenda

A. Wilkins made a motion to Approve the agenda.

A. Weimar seconded the motion.

The board **VOTED** unanimously to approve the motion.

## II. Governance

### A. Officer Nomination - Board Secretary

Abbie W. : Alyson Weimar to transition into the secretary role.

A. Wilkins made a motion to nominate Alyson Weimar.

S. Brantly seconded the motion.

The board **VOTED** unanimously to approve the motion.

### B. Officer Nomination: Vice Chair

Abby to transition into the Vice Chair Role

L. Davis made a motion to nominate Abby Wilkins Vice Chair.

J. Schleifer seconded the motion.

The board **VOTED** unanimously to approve the motion.

A. Adeleke arrived at 6:37 PM.

## III. Academic Excellence

### A. Updates from academic meeting

Josh: Topics - standards-based grading and credit recovery process. The Academic Committee continues to work on these.

## IV. Head of School Report

### A. Updates and Follow Up

Josh Morgan, Sara Jenkins

See [School Report March 2024.pdf](#)

High School - Capstone trip to SC and GA - historical sites and college / Universities

Academic Success - Standards-Based Grading (SBG) - A diverse group of teachers has provided feedback and recommendations for SBG. Refer to the table in the School Report document.

Discussion from the board - how would SBG affect high school grading scale (GPAs), and students with learning plans (IEP, EC, 504), positives - this may help identify gaps in their education (competency knowledge), provide equitable grading based on their knowledge.

If implemented - Will need town halls with parents to educate them on SBG

The earliest potential implementation will be 2026 - training of teachers and intentional roll-out needed.

Further discussion from the Academic Committee in the May board meeting

End-of-year testing April and May - dates sent to parents.

Facility allocation update from approved February board meeting. The actual cost was lower than the budgeted cost. See [Update to Spending from February 2024 Facility Allocation.pdf](#)

Deferred to next meeting (April)

- Update on the meeting with Shining Rock Junior Academy Board Members

- SRCA Organizational Chart of all current office, administration, faculty, facility staff, and support services (indicating part-time, full-time, and contract workers positions and any vacancies)

## V. Finance Committee Update

### A. Monthly Budget and Expenses Report

Bert Newsome -

Facility allocation update from approved February board meeting. [Finance Board Report 2.2024.pdf](#)

Bert will present an investment plan by the May meeting.

## VI. Other Business

### A. National Honor Society Induction

board members invited to attend - April 4, 2024

### B. Kinder Preview Night

board members invited to attend - April 3, 2024

## VII. Closing Items

### A. Adjourn Meeting

L. Davis made a motion to adjourn March 27, 2024 meeting.

J. Schleifer seconded the motion.

The board **VOTED** unanimously to approve the motion.

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 7:27 PM.

Respectfully Submitted,

A. Weimar

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## Documents used during the meeting

- School Report March 2024.pdf
- Update to Spending from February 2024 Facility Allocation.pdf
- Finance Board Report 2.2024.pdf



# Coversheet

## Standards Based Grading Updates and Discussion

**Section:** II. Academic Excellence  
**Item:** A. Standards Based Grading Updates and Discussion  
**Purpose:**  
**Submitted by:**  
**Related Material:** Seven Reasons for Standards-Based Grades.pdf  
16Aug2022 board presentation on PLCs (2).pdf  
Standards-Based-Grading-Handbook WY see pg 4.pdf

# Seven Reasons for Standards-Based Grading

*If your grading system doesn't guide students toward excellence, it's time for something completely different.*

**Patricia L. Scriffiny**

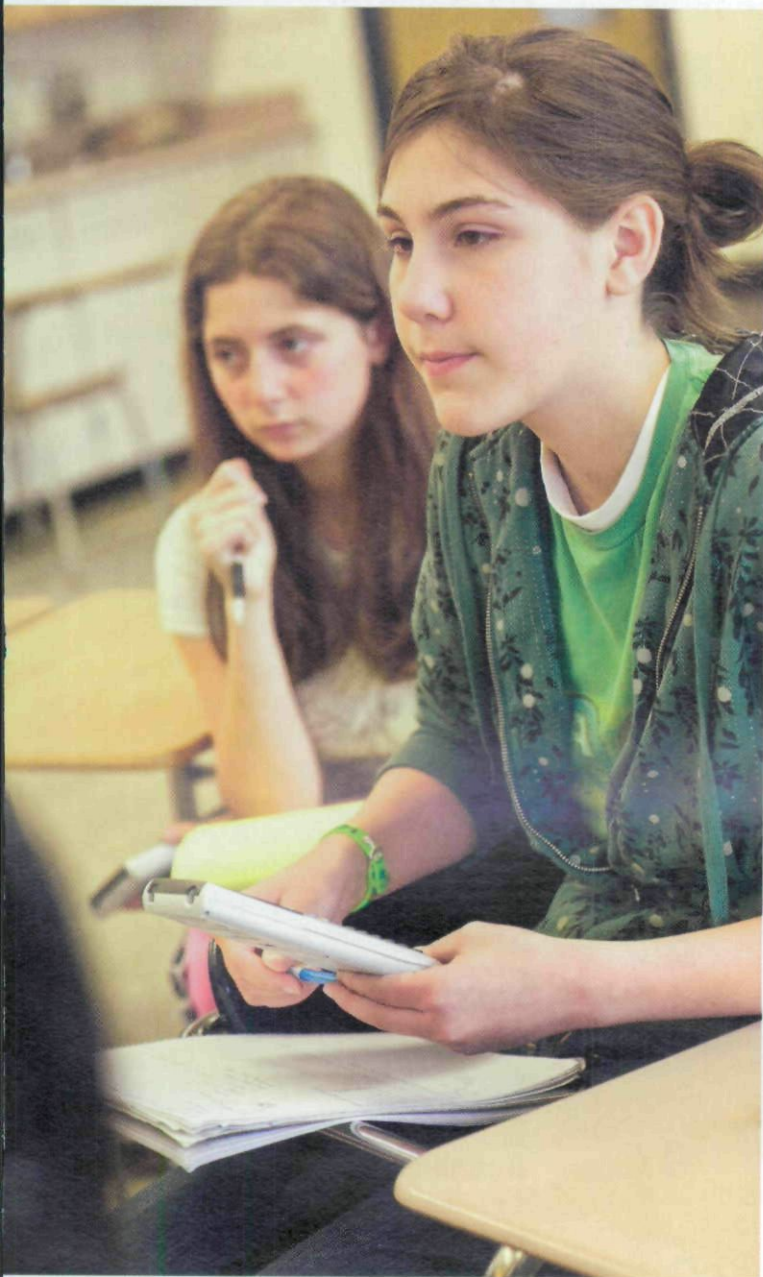
**E**ach week brings some new idea that teachers are supposed to implement, while still preparing lessons, grading papers, and keeping their classrooms in some semblance of order. Amid all these challenges, a call to change grading policies can seem particularly unrealistic.

One grading practice that is gaining popularity is standards-based grading, which involves measuring students' proficiency on well-defined course objectives (Tomlinson & McTighe, 2006). Although many districts adopt standards-based grading *in addition* to traditional grades, standards-based grading can and should *replace* traditional point-based grades.

My school, Montrose High School, is located in a small but rapidly growing rural community in south-



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western Colorado. We serve a community that is primarily white but that has a significant Latino population. After spending the last three years implementing standards-based grading in my high school math classroom, I have discovered seven solid reasons for replacing point-based grades with a standards-based system.

### Reason 1: Grades Should Have Meaning

Each letter grade that a student earns at the high school level is connected to a graduation credit, and many classes reflect only one step in a sequence of learning. So what does each grade indicate to students, parents, and teachers of later courses in the sequence? When I first considered this question, I realized I had no answers. When I was pressed to describe the qualitative difference between an A, B, C, D, or F, my answers were vague. So, I developed a much more focused idea of what I want my grades to mean:

- An A means the student has completed proficient work on all course objectives and advanced work on some objectives.
- A B means the student has completed proficient work on all course objectives.
- A C means the student has completed proficient work on the most important objectives, although not on all objectives. The student can continue to the next course.
- A D means the student has completed proficient work on at least one-half of the course objectives but is missing some important objectives and is at significant risk of failing the next course in the sequence. The student should repeat the course if it is a prerequisite for another course.
- An F means the student has completed proficient work on fewer than one-half of the course objectives and cannot successfully complete the next course in sequence.

### Reason 2: We Need to Challenge the Status Quo

Many notions I had at the beginning of my career about grading didn't stand up to real scrutiny. The thorny issue of homework is one example of how the status quo needed to change. I once thought it was essential to award points to students simply for completing homework. I didn't believe students would do homework unless it was graded. And yet, in my classroom, students who were clearly learning sometimes earned low grades because of missing work. Conversely, some students actually learned very little but were good at "playing school." Despite dismal test scores, these students earned decent grades by turning in homework and doing extra credit. They would often go on to struggle in later courses, while their parents watched and worried.

Over the past three years, I have radically changed how I formally assess homework—I don't. Of course, it is essential for students to do homework that is tied closely to learning objectives and for students to see those connections

(Marzano, Pickering, & Pollock, 2001). Systematic and extensive feedback on assignments sends students the message that they can and should do homework as practice. A typical homework assignment for my students consists of a small collection of problems, each of which is linked to a learning objective. At first, I make those connections for my students, but eventually they make them on their own.

When I assign homework, I discuss with my students where and how it applies to their assessments. My goal is to get students to constantly ask themselves, "Do I know this? Can I do this?" To my surprise, my homework completion rates have remained steady over the past three years. Some students don't do all of the homework that I assign, but they know that they are accountable for mastering the standard connected to it.

## I have radically changed how I formally assess homework—I don't.

Of course, not every student who needs to practice always does so, but I am amazed and encouraged that students ask me for *extra* practice fairly regularly.

### Reason 3: We Can Control Grading Practices

One of the biggest sources of frustration in schools today is the sense that we are at the mercy of factors we teachers cannot control. We cannot control student socioeconomic levels, school

funding, our salaries, our teaching assignments, increasing class sizes, difficult parents, or a host of other important issues. However, we can control how we assess students.

When I approached my principal and district officials with the idea of using an experimental grading system, I received support and encouragement from all of them. In addition, a number of colleagues have been intrigued and want to make standards-based grading work in their classrooms.

If a teacher must use a point system to satisfy an administrative mandate or to use a particular grade book, that teacher can still use a standards-based system. The crucial idea is to use a system that is not based on the inappropriate use of averages. The system must not allow students to mask their level of understanding with their attendance, their level of effort, or other peripheral issues.

I have found that avoiding point values that might appear in a traditional percentage-based system is helpful because parents and students can get confused if they see numbers that look like what they've seen in the past but refer to a different scale. Teachers who have to assign points can avoid this confusion by using completely different numbers. A point value in the range of 1 to 10, for example, would not have the strong associations of a point value of 85, and thus would not be as easily misinterpreted.

### Reason 4: Standards-Based Grading Reduces Meaningless Paperwork

Since I adopted standards-based grading, my load of meaningless paperwork has been drastically reduced, which provides time for more important considerations. Standards-based grading enables me to get the most from every piece of paper students turn in.

Writing feedback only on selected

**FIGURE 1. Comparing Traditional and Standards-Based Grade Books**

Traditional Grade Book			
Name	Homework Average	Quiz 1	Chapter 1 Test
John	90	65	70
Bill	50	75	78
Susan	110	50	62
Felicia	10	90	85
Amanda	95	100	90
Standards-Based Grade Book			
Name	Objective 1: Write an alternate ending for a story	Objective 2: Identify the elements of a story	Objective 3: Compare and contrast two stories
John	Partially proficient	Proficient	Partially proficient
Bill	Proficient	Proficient	Partially proficient
Susan	Partially proficient	Partially proficient	Partially proficient
Felicia	Advanced	Proficient	Proficient
Amanda	Partially proficient	Advanced	Proficient

homework problems saves my time when marking papers while still giving me a sense of where students are in their learning. These homework assignments and other formative assessments help me judge the progress of the group as a whole before deciding how to proceed.

I don't assess student mastery of any objective until I am confident that a reasonable number of students will score proficiently, and that makes each assessment mean much more. Students who are still struggling after a significant portion of the class has demonstrated mastery can retest individually. The bottom line is that when I review any set of papers, I walk away knowing a great deal more about what my students know than I ever did before.

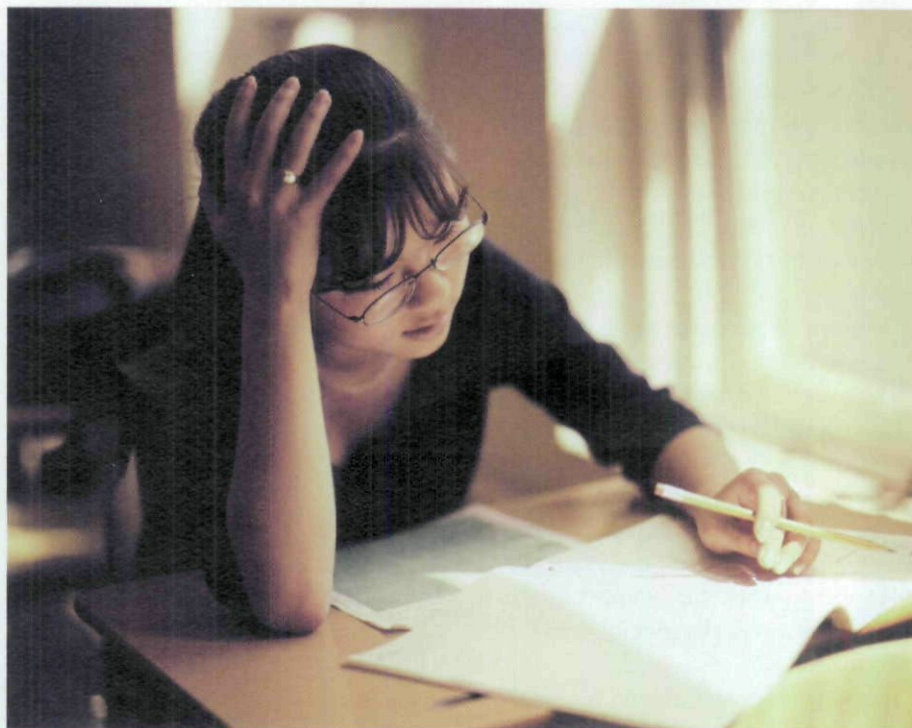
### **Reason 5: It Helps Teachers Adjust Instruction**

Imagine two different grade books for the same set of students, as shown in Figure 1. Which one of the two better illustrates what students know and what they still need to learn?

The standards-based grade book gives a wealth of information to help the teacher adjust instruction. Note that two objectives (1 and 3) may require more class instruction. The notations for Objective 2, on the other hand, suggest that the class only needs practice and one student needs some reteaching.

Students can also see much more information about their learning. In the traditional grade book, Amanda would assume she is in great shape, but standards-based grading reveals that she has not mastered a crucial concept.

Gifted and talented students can be truly challenged in a standards-based classroom because if they show early mastery of fundamental skills and concepts, they can then concentrate on more challenging work that is at higher levels of Bloom's taxonomy or that seeks connections among objectives.



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Students who struggle can continue to retest and use alternate assessments until they show proficiency, and they are not penalized for needing extended time. I guide students with special needs to modify their work and, if needed, develop different ways of demonstrating that they've met their proficiency goals. Their working styles can be easily accommodated in this system because modified assignments and assessments require no special adjustments in the grade book. The grade book simply shows where they are in meeting the standards, without reference to how they are demonstrating their learning or what modifications needed to be made.

### **Reason 6: It Teaches What Quality Looks Like**

In the adult world, everything is a performance assessment. If adults on the job make poor decisions or cannot determine the quality of their own work, the results are generally undesirable. Quality matters, and the ability to

measure the quality of one's own work is a learned skill.

So how can we teach this essential skill? One way to teach quality is to demand it. We must create an environment where standards can and must be met and where students are not permitted to submit substandard work without being asked to revise.

If we base our grades on standards rather than attendance, behavior, or extra credit (which often has nothing to do with course objectives), we can actually help students grapple with the idea of quality and walk away with a higher degree of self-sufficiency. We can and should report information about student performance in areas like attendance and effort, but we can report it separately from academic achievement (O'Connor, 2007; Tomlinson & McTighe, 2006).

### **Reason 7: It's a Launchpad to Other Reforms**

When I began using standards-based grading, I quickly discovered that I

needed to reexamine my curriculum. Each class needed a clear and concise set of standards with precise levels of mastery. This prompted a number of discussions with other teachers in my department, and each year we continue to adapt our objectives. No one can use standards-based grading without clear standards.

In addition to improving curriculum, I have found new ways to use formative assessments and intervention strategies. My work with special education students and English language learners in particular goes much more smoothly because all the modification needed is already built into what I do. I have also been able to work much more effectively with parents by giving them better information.

How do students respond to this style of grading? Of course, their reactions

vary. It takes time, discussion, and reflection for students to understand their rights and responsibilities in such a system, and teachers must be patient as students and parents adjust. Many students have expressed increased satisfaction with having a larger degree of control over their grades, although some students do not like the revisions they are required to do. Some struggle to overcome test anxiety and need access to alternate assessments.

As for parents, many of them simply want opportunities for their children to succeed, so they are grateful for the revision and retesting. Each year, parents ask thoughtful questions, with some noting that this method of grading is more similar to evaluation in the workplace.

These seven reasons to change to standards-based grading are merely a

starting point. High school teachers need to hold their own practices up to scrutiny and decide whether those practices are worth keeping. By doing so, we unleash a force for change that we can control, with our students and parents as partners. **EL**

### References

- Marzano, R., Pickering, D., & Pollock, J. (2001). *Classroom instruction that works*. Alexandria, VA: ASCD.
- O'Connor, K. (2007). *A repair kit for grading: 15 fixes for broken grades*. Portland, OR: Educational Testing Service.
- Tomlinson, C., & McTighe, J. (2006). *Integrating differentiated instruction and understanding by design*. Alexandria, VA: ASCD.

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# FREMONT COUNTY School District 1

## PLCs and Standards-based Grading

(Board presentation 16 August 2022)





FREMONT COUNTY  
School District 1

# History

## Accreditation

### 10. District Assessment System - Grading and Reporting

- Grades are based on level of performance on the content.
- The grading system provides accurate evidence of the level of mastery or performance for each standards-aligned learning goal and is uniformly implemented across the district. (Full Implementation)

### Peer review Improvement Priority (2015) -

Define and consistently implement grading and reporting policies based on clearly defined standards-based learning criteria across all grade levels and all courses.



FREMONT COUNTY  
School District 1

# History

## PLCs!

Collaboration

Culture of Learning - It's okay to be where you're at; it's not okay to stay there

Results Oriented



FREMONT COUNTY  
School District 1

# The Visits

1. Required each principal to take a team to a PLC Institute.
2. Required teams to attend curriculum work.
3. Visits and Visitors



FREMONT COUNTY  
School District 1

## The Visits

Anthony Muhammad - PLC basics

Jason Hillman - PLC principal

Kevin Mitchell - PLC Supt.

Jan Hoegh - SBG

Data Teams training

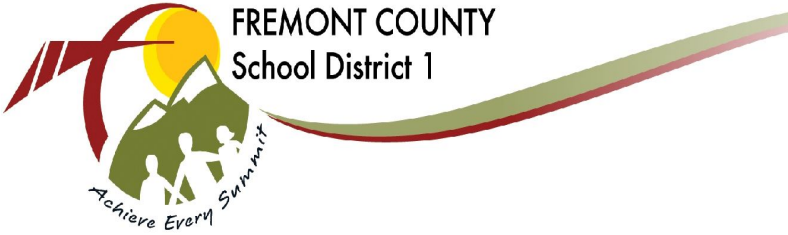
Adlai Stevenson HS - PLC School

White River School District - PLC



# Expectations

1. Everyone in Teams
2. Answering the 4 Questions
  - a. What do we want students to learn?
  - b. How will we know?
  - c. What to do if they don't get it?
  - d. What to do if they get it?
3. Time

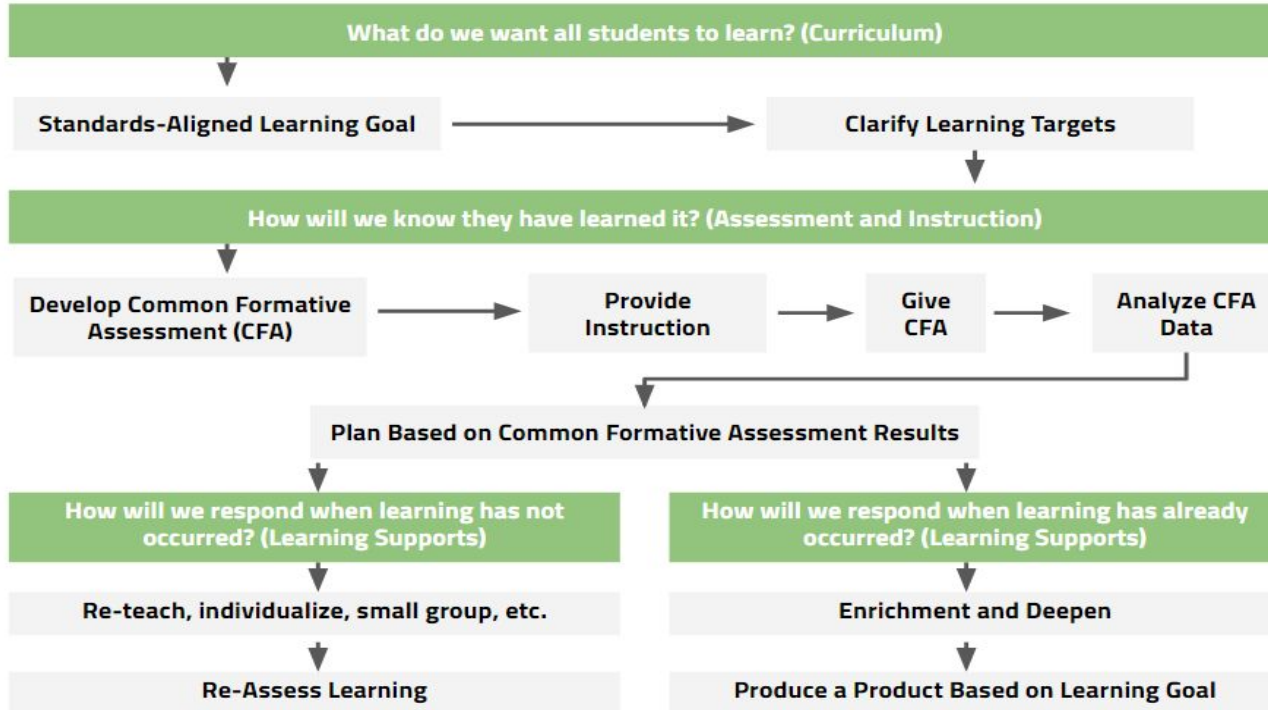


# Building Shared Knowledge and Common Understanding



**FREMONT COUNTY**  
**School District 1**

## District Instructional Framework





# Alignment

- Prioritizing and unpacking standards
- Developing proficiency scales
- Developing CFAs
- Data review protocols
- Grading





# Why ... Grade?

The purpose of grades is to communicate **student achievement**

- To parents (and others)
- To students (self-evaluation)
- To select, identify, or group students (for certain programs)
- Evaluate programs



# Why ... Grade?

A Grading Program Should

- Be Fair
- Be Consistent
- Support Learning
- Promote Communication between teachers/students/parents



# Why ... Grade?

Relate grading procedures to learning goals

- Identify critical concepts/skills
- Assess individual concepts/skills
- Mastery is the standard
- Summative vs. Formative activities
- Multiple Opportunities to Demonstrate Learning



FREMONT COUNTY  
School District 1

# Standards Based Grading

Building common K-12 practices



FREMONT COUNTY  
School District 1

# Standards Based Grading

- A focus on **mastering content** “standards” instead of accumulating points
- A report of what students **know and are able to do**
- **Evidence** - A balance of formative and summative assessments
- A record keeping system that **informs** instruction
- A system that encourages student reflection and responsibility for learning



# Standards Based Grading

## What should NOT be included in a grade:

- Anything that doesn't relate to a standard
- Effort
- Behavior
- Attendance
- Group Work
- Participation
- Homework
- Citizenship
- Attitude
- Bonuses

## STANDARDS BASED GRADING



		calculus 1	areas	vol, disk	vol, cyl	vol, strategy	average value	u-sub	int by parts	trig identities	trig triangles	partial frac	improper integrals	sequences	geo series	int test
Last	First	S1	A1	A2	A3	A4	A5	I1	I2	I3	I4	I5	I6	S1	S2	S3
Student1	Name1	4	4	4	4	4	4	4	4	4	4	4	2	4	4	4
Student2	Name2	3	2	3	4	2	2	2	4	4	2	4	0	1	2	0
Student3	Name3	4	4	4	4	4	4	4	4	2	2	4	2	4	4	4
Student4	Name4	4	4	3	4	4	4	4	4	4	3	4	1	2	1	4
Student5	Name5	1	4	1	1	1	4	4	4	1	2	4	3	3	3	3
Student6	Name6	3	1	3	1	4	4	4	2	4	1	0	2	1	0	4
Student7	Name7	4	4	2	2	1	4	4	4	4	4	4	3	4	1	4
Student8	Name8	4	4	4	4	4	4	2	4	4	4	4	2	1	1	4
Student9	Name9	4	4	4	4	4	3	4	3	4	4	4	2	1	1	4
Student10	Name10	3	4	2	3	4	2	2	3	0	1	4	0	0	0	0

STANDARDS BASED GRADING



		calculus 1	areas	vol, disk	vol, cyl	vol, strategy	average value	u-sub	int by parts	trig identities	trig triangles	partial frac	improper integrals	sequences	geo series	int test
Last	First	C1	A1	A2	A3	A4	A5	I1	I2	I3	I4	I5	I6	S1	S2	S3
Student1	Name1	4	4	4	4	4	4	4	4	4	4	4	2	4	4	4
Student2	Name2	3	2	3	4	2	2	2	4	4	2	4	0	1	2	0
Student3	Name3	4	4	4	4	4	4	4	4	2	2	4	2	4	4	4
Student4	Name4	4	4	3	4	4	4	4	4	4	3	4	1	2	1	4
Student5	Name5	1	4	1	1	1	4	4	4	1	2	4	3	3	3	3
Student6	Name6	3	1	3	1	4	4	4	2	4	1	0	2	1	0	4
Student7	Name7	4	4	2	2	1	4	4	4	4	4	4	3	4	1	4
Student8	Name8	4	4	4	4	4	4	2	4	4	4	4	2	1	1	4
Student9	Name9	4	4	4	4	4	3	4	3	4	4	4	2	1	1	4
Student10	Name10	3	4	2	3	4	2	2	3	0	1	4	0	0	0	0



STANDARDS BASED GRADING



Last	First	calculus 1	areas	vol, disk	vol, cyl	vol, strategy	average value	u-sub	int by parts	trig identities	trig triangles	partial frac	improper integrals	sequences	geo series	int test
		C1	A1	A2	A3	A4	A5	I1	I2	I3	I4	I5	I6	S1	S2	S3
Student1	Name1	4	4	4	4	4	4	4	4	4	4	4	2	4	4	4
Student2	Name2	3	2	3	4	2	2	2	4	4	2	4	0	1	2	0
Student3	Name3	4	4	4	4	4	4	4	4	2	2	4	2	4	4	4
Student4	Name4	4	4	3	4	4	4	4	4	4	3	4	1	2	1	4
Student5	Name5	1	4	1	1	1	4	4	4	1	2	4	3	3	3	3
Student6	Name6	3	1	3	1	4	4	4	2	4	1	0	2	1	0	4
Student7	Name7	4	4	2	2	1	4	4	4	4	4	4	3	4	1	4
Student8	Name8	4	4	4	4	4	4	2	4	4	4	4	2	1	1	4
Student9	Name9	4	4	4	4	4	3	4	3	4	4	4	2	1	1	4
Student10	Name10	3	4	2	3	4	2	2	3	0	1	4	0	0	0	0

STANDARDS BASED GRADING



		calculus 1	areas	vol, disk	vol, cyl	vol, strategy	average value	u-sub	int by parts	trig identities	trig triangles	partial frac	improper integrals	sequences	geo series	int test
Last	First	C1	A1	A2	A3	A4	A5	I1	I2	I3	I4	I5	I6	S1	S2	S3
Student1	Name1	4	4	4	4	4	4	4	4	4	4	4	2	4	4	4
Student2	Name2	3	2	3	4	2	2	2	4	4	2	4	0	1	2	0
Student3	Name3	4	4	4	4	4	4	4	4	2	2	4	2	4	4	4
Student4	Name4	4	4	3	4	4	4	4	4	4	3	4	1	2	1	4
Student5	Name5	1	4	1	1	1	4	4	4	1	2	4	3	3	3	3
Student6	Name6	3	1	3	1	4	4	4	2	4	1	0	2	1	0	4
Student7	Name7	4	4	2	2	1	4	4	4	4	4	4	3	4	1	4
Student8	Name8	4	4	4	4	4	4	2	4	4	4	4	2	1	1	4
Student9	Name9	4	4	4	4	4	3	4	3	4	4	4	2	1	1	4
Student10	Name10	3	4	2	3	4	2	2	3	0	1	4	0	0	0	0

STANDARDS BASED GRADING



Last	First	calculus 1	areas	vol, disk	vol, cyl	vol, strategy	average value	u-sub	int by parts	trig identities	trig triangles	partial frac	improper integrals	sequences	geo series	int test
		C1	A1	A2	A3	A4	A5	I1	I2	I3	I4	I5	I6	S1	S2	S3
Student1	Name1	4	4	4	4	4	4	4	4	4	4	4	2	4	4	4
Student2	Name2	3	2	3	4	2	2	2	4	4	2	4	0	1	2	0
Student3	Name3	4	4	4	4	4	4	4	4	2	2	4	2	4	4	4
Student4	Name4	4	4	3	4	4	4	4	4	4	3	4	1	2	1	4
Student5	Name5	1	4	1	1	1	4	4	4	1	2	4	3	3	3	3
Student6	Name6	3	1	3	1	4	4	4	2	4	1	0	2	1	0	4
Student7	Name7	4	4	2	2	1	4	4	4	4	4	4	3	4	1	4
Student8	Name8	4	4	4	4	4	4	2	4	4	4	4	2	1	1	4
Student9	Name9	4	4	4	4	4	3	4	3	4	4	4	2	1	1	4
Student10	Name10	3	4	2	3	4	2	2	3	0	1	4	0	0	0	0

## STANDARDS BASED GRADING



Last	First	calculus 1	areas	vol, disk	vol, cyl	vol, strategy	average value	u-sub	int by parts	trig identities	trig triangles	partial frac	improper integrals	sequences	geo series	int test
		C1	A1	A2	A3	A4	A5	I1	I2	I3	I4	I5	I6	S1	S2	S3
Student1	Name1	4	4	4	4	4	4	4	4	4	4	4	2	4	4	4
Student2	Name2	3	2	3	4	2	2	2	4	4	4	4	0	1	2	0
Student3	Name3	4	4	4	4	4	4	4	4	2	2	4	2	4	4	4
Student4	Name4	4	4	3	4	4	4	4	4	4	4	4	1	2	1	4
Student5	Name5	1	4	1	1	1	4	4	4	1	2	4	3	3	3	3
Student6	Name6	3	1	3	1	4	4	4	2	4	1	0	2	1	0	4
Student7	Name7	4	4	2	2	1	4	4	4	4	4	4	3	4	1	4
Student8	Name8	4	4	4	4	4	4	2	4	4	4	4	2	1	1	4
Student9	Name9	4	4	4	4	4	3	4	3	4	4	4	2	1	1	4
Student10	Name10	3	4	2	3	4	2	2	3	0	1	4	0	0	0	0



# Traditional Grading

- Letter grades-A, B, C, D, F
- Academic achievement tainted by non-academic factors
- Grade everything and average it together
- Chronological listing of all the assignments
- Report a single grade for a class



# Inhibiting Learning

- Including behaviors in academic grade
- Assessments not linked to learning targets
- Grading first effort (formative assessment)
- Assigning Zeros as grades (The Power of Zero)
- Always using the average to determine a grade
- Old and recent scores are given the same weight

# Averaging

- “If I get an A on the final exam, I pass the course.”
- Driver’s exam
- Jiu Jitsu
  - White belt; Blue; Purple; Brown; Black



# Averaging Problems

Student A	0, 20, 80, 100, 100, 100
Student B	70, 60, 70, 80, 90, 80
Student C	80, 90, 100, 100, 100, 0
Student A	<b>Avg. = 67</b>
Student B	<b>Avg. = 75</b>
Student C	<b>Avg. = 77 (94 w/o the 0)</b>





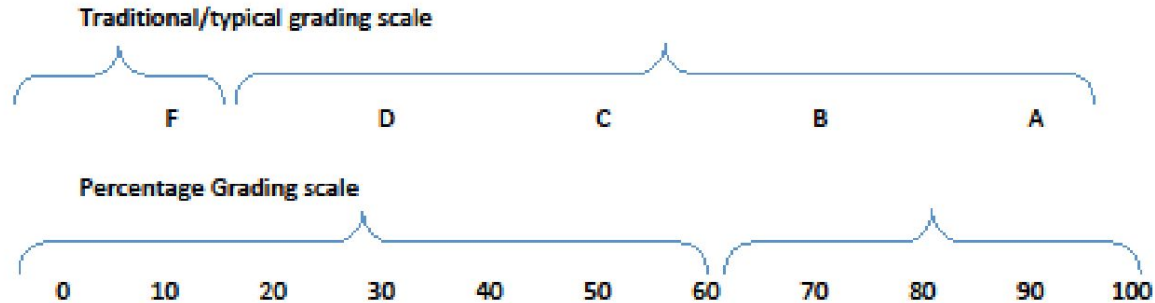
# Traditional Grading

- **Mastery** - Has a student who receives a “C” based upon 100% homework completion and 50% test average really mastered the standards?
- Early failure motivation
- Fairness?



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# Traditional Grading



Typical scale  $\Rightarrow$  Failing grade makes up  $\frac{1}{5}$  of scale

% scale  $\Rightarrow$  Failing grade makes up  $>60\%$  of scale



# Responsibility

Time vs. Learning

Academic vs. Behavior

Student self-evaluation - Hattie - identify from scale why they're not getting it

Is giving a zero teaching responsibility?

Evidence collection - collections; timelines



# Responsibility

- Accountability + full credit for learning (evidence and self-reflection) = environment where students' incentive to learn increases

	Infrequent Issue	Chronic Issue
<b>Students who Struggle</b>	These students occasionally need additional instruction and support from the teacher.	These students need regular, predictable, and more targeted instruction and support (executive function skills, etc.) from the teacher and support team.
<b>Students who Settle</b>	These students occasionally need leaning to be mandatory instead of invitational (school-wide system).	These students require more targeted behavioral interventions (executive function skills, etc) from the teacher and administration to prevent the problem from persisting.



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## Responsibility Grading Scale

Description
<ul style="list-style-type: none"><li>• Comes to class prepared to learn</li><li>• Completes assessments/assignments in a timely manner</li><li>• Attends school and is on time to class</li><li>• Takes responsibility for actions and consequences</li><li>• Engaged in the learning</li><li>• Follows class norms/expectations</li></ul>
Score
4: Consistently Demonstrates
3: Usually Demonstrates
2: Sometimes Demonstrates
1: Rarely Demonstrates

Students will earn a score for demonstrating responsibility in each class. This score will be reported in Infinite Campus and on report cards for each course. The score is not reported on the transcript nor is it calculated in the GPA.



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**Academic Behaviors Score/Conference Form**

Name:	Date:	Class:
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**4=Consistently      3=Usually      2=Sometimes      1=Rarely, if ever**

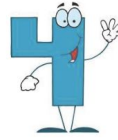
Expectation	1	2	3	4	<b>Overall Score I Have Earned:</b> <div style="text-align: center; font-size: 2em; margin: 10px 0;">1   2   3</div> <div style="text-align: center; font-size: 3em; margin: 10px 0;">4</div> <b>Explanation:</b>
Be in class and on time					
Follow directions and classroom rules					
Complete assignments on time					
Clean up after yourself					
Engage in classroom activities					
Seek assistance when needed					
Follow absence procedures and finish make-up work in a timely manner					
Communicate appropriately and effectively (in person, email, etc.)					

Specific things I can improve to show stronger academic habits:

Questions/feedback I have for my teacher/this class:

# Responsible Proficiency Scale

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Exceeds 4:

I listen and participate in all activities (on task).  
My work shows the best I can do.  
My body is where it is supposed to be (in seat) all of the time.



Meets 3:

I actively listen and participate most of the time.  
I give my best effort most of the time.  
My body is where it is supposed to be most of the time.



Approaches 2:

I actively listen and participate some of the time.  
I give my best effort some of the time.  
My body is where it is supposed to be some of the time.

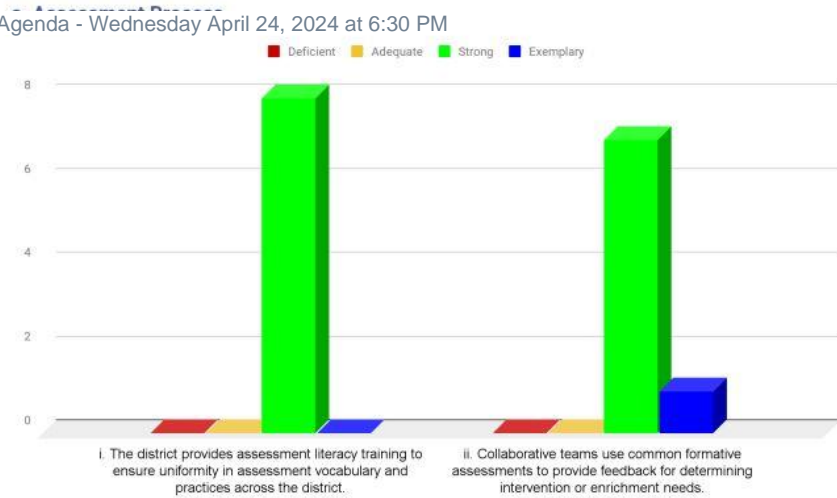


Falls Below 1;

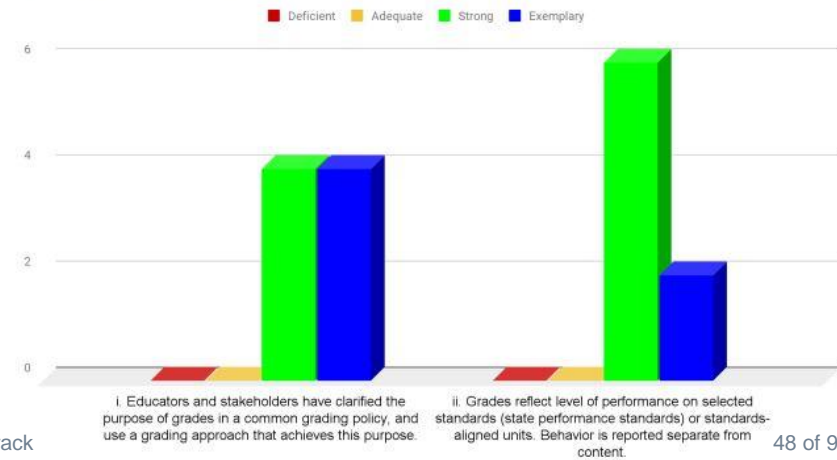
I have a hard time listening and participating most days.  
I don't give my best effort each day.  
I have a hard time keeping my body where it was supposed to be.



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**b. Grading and Reporting**







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# Results

## Accreditation

### Peer review

**Grading practices are aligned K-12.** Standards based grading is evident and shows a high level of student understanding of their own performance before the teacher provides feedback... **This is a high standard of grading practice** across the district and one that should **serve as an exemplary example** for the rest of Wyoming.

It is clear the District has worked hard to **separate non-academic and (standards based) academic grading**. The District reports behavior to parents and students in a responsibility grade that is aligned to the core values of the district. This is a **best practice** and shows a clear throughline from the work of the Board to the individual student level. **Grading practices are similar** across teachers due to the common grading approach.



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## STANDARDS-BASED GRADING HANDBOOK FOR TEACHERS

Standards-based grading provides better communication to students, parents, teachers, and administrators on what each student knows and is able to do according to identified outcomes. Positive and consistent work habits in regards to student learning will be assessed and reported separately.

### Why is the district using standards-based grading?

The goal of Fremont County School District #1 is to improve student learning by reporting grades that are accurate, consistent, meaningful, and supportive of learning. Standards-based grading is aligned with these goals and will provide the best grading system to achieve these goals.

**Accurate:** By basing a student's grade solely on academic factors, the teacher creates a clear picture of what the student has learned without the influence of other factors. These other factors, such as effort and attitude, are still essential but are reported separately from the student's academic grade.

**Consistent:** For each unit of study, the teacher provides a proficiency scale that describes exactly what the student needs to know and do. Proficiency scales establish clear expectations for learning at the beginning of a unit and are used throughout the unit.

**Meaningful:** A meaningful grade is one that clearly communicates what learning has taken place. In a standards-based classroom, scores are recorded by standard.

**Supportive of Learning:** A standards-based approach supports learning by focusing on outcomes and components that have or have not been learned rather than the accumulation of points. Reassessment supports student growth by allowing multiple opportunities for students to show improvement on a learning target.

### Grading Philosophy

- Grading practices are fair, manageable, and support effective teaching and learning.
- Grading practices yield grades that are understandable, meaningful, and accurately reflect student learning.
- Multiple opportunities are provided for students to demonstrate proficiency and exceed the standard.
- Growth over time is a consideration for grading. Recent evidence is more heavily weighted than earlier evidence.
- Teachers exercise professional judgment in their grading practices, using a preponderance of evidence.
- All students are consistently held to high academic expectations, which include development of work ethic and social skills.
- Procedures for grading are supported, monitored, and supervised by the school district.

## Standards-Based vs. Standards-Referenced

The distinction between standard-based and standards-referenced is often a source of confusion among educators and the public—in part because the terms are sometimes used interchangeably, but also because the distinction between the two is both subtle and nuanced. In brief, standards-referenced means that what gets taught or tested is “referenced” to or derived from learning standards (i.e., standards are the source of the content and skills taught to students—the original “reference” for the lesson), while standards-based refers to the practice of making sure students learn what they were taught and actually achieve the expected standards (i.e., that students meet a defined standard for “proficiency”). In a standards-referenced system, teaching and testing are guided by standards; in a standards-based system, teachers work to ensure that students actually learn the expected material as they progress in their education.

### What is standards-based grading?

Traditional Grading System (Standards-Referenced)	Standards-Based Grading System
<ul style="list-style-type: none"> <li>● based on assessment methods (quizzes, tests, homework, projects, etc.)</li> <li>● one grade/entry is given per assessment</li> </ul>	<ul style="list-style-type: none"> <li>● based on learning goals/targets directly related to standards</li> <li>● there are multiple opportunities to demonstrate proficiency of a standard</li> </ul>
<ul style="list-style-type: none"> <li>● assessments are based on a percentage system</li> <li>● criteria for success may be unclear</li> </ul>	<ul style="list-style-type: none"> <li>● standards are criterion or proficiency-based</li> <li>● criteria and targets are available to students ahead of time in “student friendly” language</li> </ul>
<ul style="list-style-type: none"> <li>● uses an uncertain mix of assessment, achievement, effort, and behavior to determine the final grade</li> <li>● late penalties and extra credit may be calculated in overall grade</li> </ul>	<ul style="list-style-type: none"> <li>● students must demonstrate the knowledge and skills in the standards</li> <li>● separates achievement from effort/behavior on the report card</li> <li>● no extra credit given for work or behavior</li> </ul>
<ul style="list-style-type: none"> <li>● everything goes in the grade book – regardless of purpose</li> </ul>	<ul style="list-style-type: none"> <li>● selected evidence (tests, quizzes, projects, conversation, observation, etc.) is used for grading purposes</li> <li>● evidence is aligned to priority standards</li> </ul>
<ul style="list-style-type: none"> <li>● includes every score, regardless of when it was collected</li> <li>● assessments record the average – not the best – work</li> </ul>	<ul style="list-style-type: none"> <li>● emphasis on the most recent evidence of learning within each standard is used when grading</li> <li>● represents growth in learning</li> </ul>

## What is a proficiency scale?

Proficiency scales are the heart of a standards-based grading system because they guide instruction and learning.

- Proficiency scales display a progression of learning aligned to performance descriptors and grade level outcomes.
- Proficiency scale scores are associated with a level of performance.
- Students may use the proficiency scale to track their learning.
- Teachers use the proficiency scale to guide their instruction and provide feedback to students.
- Parents may reference the proficiency scale to understand the progression of student growth on a standard and open a dialogue about learning with their student.

### Third Grade Language Arts Proficiency Scale Example

**Topic:** Reading Informational Texts

**Standards:** RI 3.2 Determine the main idea of a text: recount the key details and explain how they support the main idea.

*I can identify the main idea and supporting details of a text.*

Score 4.0	<b>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications.</b> ★ I can identify the main idea <u>and</u> key details that support the central idea of a <u>complex text</u> .
3.5	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>
Score 3.0	<b>The student will:</b> Determine the main idea of a text: recount the key details and explain how they support the main idea.  ★ I can identify the main idea of a grade-appropriate text. ★ I can identify the supporting details of the main idea of a grade-appropriate text.
2.5	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>
Score 2.0	<b>The student will recognize or recall specific vocabulary, such as: informational text, determine, main idea, text, passage, article, supporting details, evidence, context clues</b>  <b>The student will perform basic processes, such as:</b> ● Identify the main idea <u>or</u> key details that support the central idea of a grade-appropriate text.
1.5	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>
Score 1.0	<b>With help, partial success at score 2.0 content and score 3.0 content</b>
.5	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>
Score 0.0	<b>Even with help, no success</b>

## What do grades look like in a standards-based system?

FCSD#1 believes that ALL students can learn at high levels, and our standards-based grading practices, including scoring and feedback, reflect this truth.

**Grades K - 12 Reporting** - Common assessments and other evidence will be used to determine a student's level of mastery on a standard. Recents scores are more heavily weighted than older scores. Scores for each standard within a subject are calculated to produce an overall score for that subject.

Scores used to indicate student performance for an outcome align to the proficiency scale for each outcome and are reported in the following way-

- 4** - Student demonstrates an in-depth understanding by completing advanced applications
- 3** - Student demonstrates proficiency on the complex, targeted knowledge and skills
- 2** - Student demonstrates foundational knowledge and is still working to apply concepts and skills
- 1** - With help, student demonstrates basic knowledge and skills
- 0** - Even with the help, student demonstrates no understanding or skill

The intermediate scores of 0.5, 1.5, 2.5, and 3.5 are used to show that a student has shown partial mastery of the next level of learning.

**High School Reporting (GPA Calculations)** - The scores are converted to a corresponding A, B, C, D or F grade in the grade book. Standards-based grading will not change how a student's GPA is calculated. At the high school level, the 4.0 scale is converted to a letter grade which is used to determine GPA. The table below shows the conversion from a 4, 3, 2, 1, 0 score into an A, B, C, D, F score.

### Incomplete

Students with missing assignments or those who are below proficient on standards will receive an Incomplete (I) until the work is completed at a proficient level. Students will have opportunities during designated intervention time to make up missing assignments and become proficient. Students failing to complete missing work or unable to achieve proficiency on a standard by the end of the school year will be recommended to attend summer programming to complete work and recover standards. If the work is not completed, the grade will reflect the incomplete work.

### High School Grade Conversion

<b>FCSD#1 High School Transcript and GPA Grade Conversion</b>			
<b>Proficiency Level</b>	<b>Score on the Standard</b>	<b>Score on the Transcript</b>	<b>Passing - Credit Earned</b>
Exceeding	4.0	A	X
Exceeding	3.5	A	X
Meeting	3.0	B	X
Meeting	2.5	C	X
Approaching	2.0	D	(Incomplete)
Approaching	1.5	D	(Incomplete)
Beginning	1.0	F	(Incomplete)
Beginning	.5	F	(Incomplete)

No evidence	0	F	(Incomplete)
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## District Practices

### Teaching, Learning , and Assessment Practices

- Students receive a proficiency scale at the beginning of each unit of instruction.
- Students receive clear descriptions of achievement expectations at the beginning of each unit of instruction.
- Proficiency scales and learning targets are posted in classrooms.
- Feedback on student work is given to students in a meaningful and timely manner.
- Learning is based on complex tasks that involve critical thinking and problem solving.
- Students have access to rigorous instruction and opportunities to demonstrate their learning at high levels.
- Students have an opportunity to be taught and assessed on the higher order thinking tasks.
- Teachers involve students in tracking their own progress.
- Students struggling to demonstrate proficiency may be required to participate in remediation opportunities.
- Each school implements a Positive Behavior Support (PBIS) program based on three established District goals for student success- Be Responsible, Be Respectful, Be Safe.
  - Students are taught the social skills identified in the PBIS building rubric.
  - Expectations are reinforced throughout the school year.
  - Specific behavior that is not safe or respectful will be dealt with using the discipline referral system.
  - Behavior that is not responsible will be recorded by the teacher and reported to the parents via Parent Portal.
  - A responsibility score and appropriate comments will be posted on the student report card at the end of each grading period.
    - 4 - Consistently Demonstrates
    - 3 - Usually Demonstrates
    - 2 - Sometimes Demonstrates
    - 1 - Never Demonstrates

### Pre-assessment

- Pre-assessments are administered before students begin the lesson, unit, or course.
- Students are not expected to know the material on the pre-assessment.
- Pre-assessment information is used to establish a baseline to measure growth.
- Pre-assessment information is used to determine what students already know.
- Teachers use this information to plan instruction based on the needs of individual students.
- Pre-assessments are not recorded as evidence in the gradebook.

### Multiple Learning Opportunities

- Additional instruction and reassessment is required for those students not demonstrating proficiency.
- Buildings have created systems of support for students who have not demonstrated proficiency on a standard. These supports are offered during the school day.
- Opportunities are also available for proficient students wanting to improve their score; however, these students must take responsibility and make arrangements for the additional instruction and reassessment.
- Grade level and content area teams agree on consistent expectations for reassessment.
- Non-proficient students are recommended to attend summer school in order to develop the skills necessary to gain proficiency.

### Checking for Understanding

- Teachers use a variety of methods to measure individual progress and help students track their learning during a unit of instruction.
- Checking for understanding may include-but is not limited to-teacher observation, paper and pencil written tasks, performance on digital exercises, quizzes, performance of tasks, individual conversations, and or homework.
- Additional checks for understanding are used to provide evidence of learning that will help the teacher arrive at a final grade.

**Student work** - Student work is designed to provide practice and application of new concepts and skills essential to developing proficiency on unit outcomes. Student work can include-but is not limited to-written and oral work, digital exercises, hands-on activities, direct instruction, group work, and homework.

- The purpose of scoring student work is to provide feedback to students and parents about student progress.
- Student performance on formative assessments may be considered as evidence of proficiency for determining a final grade.
- Students are given multiple opportunities to learn the essential skills and to demonstrate proficiency.

**Homework** - Homework is a formative exercise that should focus on feedback and improvement rather than the accumulation of points. Teachers should consider the following guidelines when determining if homework should be given.

- **Is it learning centered?** Does it cover essential learning or standards? It should not be busy work.
- **Is it necessary?** Is it more important than home/family time?
- **Is it reasonable?** Can students reasonably complete the work in the available time, and is it appropriate for the age of the student?
- **Is it high quality?** Do not ask students to complete tasks like word searches or crossword puzzles in lieu of family time.
- **Are students ready?** Students need to be ready to work independently in order for homework to be a productive experience and to prevent frustration and discouragement. Differentiate homework based on students' needs.
- **Are students involved?** Homework is more productive when students have input on the purpose, what it entails, and how much is necessary. When possible give students choice.

## What grade levels and courses use standards-based grading?

All grade levels and content areas K-8 began using standards-based grading beginning in the 2018-19 school year. At the high school level, the courses using standards-based grading are listed below. Additional courses will transition to standards-based grading as departments finish proficiency scales and common assessments.

### Current standards-based courses 9-12

**LANGUAGE ARTS:** LA9, LA10, LA 11, LA 12, AP Language & Composition, AP Literature & Composition

**MATHEMATICS:** Math 1, Math 2, Math 3, Pre-Calculus, AP Calculus, Trigonometry

**SCIENCE:** Physical Science, Biology, Chemistry 1

**SOCIAL STUDIES:** World History/Geography Eastern Civilization, World History/Geography Western Civilization, American History, American Government, Economics, AP Psychology, AP American History

**FINE AND PERFORMING ARTS:** Choral, Concert Choir, Valley Singers, Select Choir, Marching Band, Varsity Concert Band, Percussion, Jazz Band, Digital Art, Drawing 1, Pottery 1, Pottery 2, Printmaking 1, Printmaking 2, Drawing 2, Pottery 3

**FOREIGN LANGUAGE:** Spanish 1, Spanish 2, Spanish 3

**CAREER VOCATIONAL EDUCATION:** Agriculture 1, Agriculture 2, Agriculture 3, Nutrition & Wellness, Creative Foods, Advanced Culinary A-B, Child & Family, Early Childhood Professions 1, Early Childhood Professions 2, Woodworking 1, Woodworking 2, Woodworking 3, Intro to Finance, Entrepreneurship, Auto 1, Auto 2, Auto 3, Auto 4, Sports & Entertainment Marketing

**PHYSICAL EDUCATION/HEALTH:** Physical Education, Lifetime Sports & Activities, Weight Training & Conditioning, Personal Health

### Future standards-based courses 9-12

**MATHEMATICS:** Statistics

**SCIENCE:** Science Inquiry Survey, AP Biology, Chemistry 2, Physics, AP Physics, Anatomy & Physiology, AP Environmental Science

**SOCIAL STUDIES:** World Affairs

**FINE AND PERFORMING ARTS:** Pottery 4, Painting 1, Painting 2, Sculpture 1, Sculpture 2, Stained Glass 1, Stained Glass 2, Advanced Two-Dimensional Art, Portfolio Preparation, Multimedia Art

**FOREIGN LANGUAGE:** Spanish 4

**CAREER VOCATIONAL EDUCATION:** Agriculture 4, Intro to Accounting, Intermediate Accounting, Advanced Accounting 1 and 2, Business Technology, Advanced Business Technology, Computer Applications, Advanced Computer Applications, Computer Assisted Drafting, Woodworking 4

**GENERAL ELECTIVE COURSES:** Adaptive Physical Education, Community Experience, Essentials of Living, Life Skills, Military Science, Student Publications, Study Skills, Videography 1, 2, 3, 4, Emerging Technologies, Sports Medicine/Athletic Training, AP Computer Science



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# Coversheet

## High School Attendance Recovery Plan

**Section:** II. Academic Excellence  
**Item:** B. High School Attendance Recovery Plan  
**Purpose:**  
**Submitted by:**  
**Related Material:** Attendance\_Recovery\_4\_24.pdf

## High School Attendance Recovery Plan

\*(Credit Recovery is not reflective of what is happening - we are recovering time in a course.)

- Attendance recovery sessions will begin at the end of week four of each semester.
- Students must begin within two weeks of absence 6 for an individual semester-based class.
- Students will be notified using our current processes of parent call/contact at absence 4 and letter at absence 5 for each individual semester-based class.
- Attendance recovery sessions will end the last day of classes each semester.
- Students may recover attendance during exam week on days they do not have exams or afternoons after exams if this falls within the two week allotted make up window.
- Students may recover attendance on 1:00 dismissal days or virtual days as allowable and as monitors are available.
- Students will report to the attendance recovery room with work in hand. Students must report on time or they will not receive credit for their time. Students will not be allowed to leave the credit recovery session to pick up additional work. They should plan ahead of time to have assignments to work on.
- In addition to work owed or enrichment work, students may also work on Pathful, Edmentum, ACT prep, or other appropriate instructional apps.
- There will be no fee for credit recovery.
- Mrs. Nicholson will send truancy letters at absence 10 for an individual class.
- Credit recovery sessions shall be Tuesday, Wednesday, Thursday of each week from 7:00 a.m.-8:15 a.m. and from 3:15 p.m. - 4:30 p.m. in the posted room. A calendar schedule will be posted in the common areas and shared with parents and students.

\*\*Need times for year-long classes for 8th grade high school classes.

# Coversheet

## High School Policy Reviews

**Section:** III. Policy  
**Item:** A. High School Policy Reviews  
**Purpose:**  
**Submitted by:**  
**Related Material:** 5440 Dual Enrollment (DRAFT).pdf  
5550 Graduation Requirements (DRAFT).pdf  
4605 Academic Grading (Rev).pdf

## DUAL ENROLLMENT

*Policy Number:* **5440**

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The Shining Rock Classical Academy School board will support high school students who also wish to enroll in classes taught by a college, university, community college, or other approved entity in accordance with the requirements of this policy, state law, and State Board of Education policy.

### **A. Career and College Promise**

The Career and College Promise program is designed to offer qualified high school students structured dual enrollment opportunities that provide both entry-level job skills as well as pathways leading to a certificate, diploma, or degree.

The Shining Rock Classical Academy board in collaboration with local community colleges, may provide for dual enrollment of a qualified high school student in community college courses through (1) a Career and Technical Education Pathway leading to a job credential, certificate or diploma aligned with one or more high school Career Clusters or (2) a College Transfer Pathway leading to college transfer credit.

The Shining Rock Classical Academy board may also partner with institutions of higher education to establish cooperative innovative high school programs that enable a student to concurrently obtain a high school diploma and (1) begin or complete an associate degree program, (2) master a certificate or vocational program, or (3) earn up to two years of college credit within five years. Students are eligible for these programs beginning in ninth grade.

The Head of School shall develop procedures consistent with this policy, state law, and State Board policies.

### **B. Other College Courses**

The Head of School shall develop procedures and requirements for awarding high school credit toward graduation upon request to students who self-enroll in courses taught by a college, university, community college, or other approved entity. Credit toward graduation will be granted only for courses that are consistent with the policies and standards of Shining Rock Classical Academy and State Board requirements, including the requirements of State Board of Education Policy [GCS-M-001](#), which defines “Course for Credit.” The Head of School must approve the course in advance. Prior to granting approval, the Head of School shall determine whether the course is eligible for credit toward graduation.

The parent or guardian of the student must give permission for the student to take the course, and the student must complete any forms required by the Shining Rock Classical Academy. Enrollment of a student in a course is the responsibility of the student and the student’s parent or guardian. Unless otherwise provided, all special fees, charges and any special transportation needs are the responsibility of the student and the student’s parent or guardian.

For a student to receive credit toward high school graduation, the school at which the course is offered must provide such essential information as is generally included in official transcripts of school records. This information must include: (1) a description of the content and subject matter covered by the course; (2) the number of clock hours of instruction in the course; and (3) the student's achievement or performance level in the course. In addition, a syllabus that includes course goals, course objectives, course activities, and grade requirements must be provided.

The student also must meet any other requirements established by the Head of School.

### **C. Course Completion Requirements**

For a student to be awarded a full credit for a Dual-Enrolled course, each of the following criteria must be met:

- The course must be completed as prescribed by the partner institution.
- The student must be awarded a grade of D or higher from the instructor.

If a student does not complete the course attendance requirements, either by records maintained by the instructor or by choice to withdraw from the course and earning a "W", the student will receive no credit towards graduation or towards their GPA as reflected in policy 4605. Students earning an "F" or incomplete for a dual enrollment course will receive no graduating credit and have their GPA impacted as outlined in policy 4605.

In the instance that a student fails to complete a dual enrollment course, withdraws from a course, or earns a grade below a D, the student will be ineligible to enroll in a dual enrollment course the following semester. The student may petition the Head of School with a good cause exemption prior to the first academic day of the next semester.

Legal References: [G.S. 115C art. 16 pt. 9](#); [115C-36](#), [-47](#), [-81](#); [115D-5\(b\)](#), [-20\(4\)](#); [S.L. 2011-145](#) sec. 7.1A(a), 7.1A(b), 7.1A(c), 7.1A(k); State Board of Education Policies [GCS-L-004](#), [GCS-M-001](#)

## GRADUATION REQUIREMENTS

*Policy Number:* **5550**

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The Shining Rock Classical Academy board recognizes the importance of setting rigorous graduation requirements to help ensure that students are receiving an education that will prepare them to be career and college ready and productive members of society.

In order to graduate from high school, students must meet the following requirements:

1. successful completion of all course unit requirements as described in Section A; and
2. successful completion of cardiopulmonary resuscitation instruction.

The Head of School shall ensure that students and parents are aware of all graduation requirements. Guidance staff shall assist students in selecting their high school courses to ensure that students are taking all of the required units and selecting electives consistent with their post-graduation plans. For students who have transferred to the school system during high school or who, for other reasons, have completed course work outside of the school system, the Head of School shall determine what course work will be applied as credit toward graduation. The Head of School shall consider the requirements of the Interstate Compact on Educational Opportunity for Military Children ([G.S. 115C-407.5](#)) and the requirements of subsection C.3 of this policy in determining the graduation requirements for children of military families.

### **A. Course Units Required**

All students must fulfill the course unit requirements of the Future-Ready Core Course of Study, unless they are approved for the Future-Ready Occupational Course of Study. The tables below list the course unit requirements for the Future-Ready Core Course of Study and the Future-Ready Occupational Course of Study based on the student's year of entry into ninth grade for the first time.

In accordance with policy 5440, Dual Enrollment, and State Board of Education requirements, students may earn high school credit for college courses completed. In addition, students may earn credit for certain high school courses in the Future-Ready Core Course of Study completed while in middle school, as authorized by the State Board of Education.

All awards of high school course credit must be consistent with State Board of Education requirements. Any inconsistency between board policy and State Board graduation requirements will be resolved by following the State Board requirements. While the board endeavors to keep its policy up to date with current State Board of Education graduation requirements, students should verify current requirements with their guidance counselors when planning course schedules or making other decisions based on graduation requirements.



**Future-Ready Core Course of Study Credits Required for Students Entering Ninth Grade for the First Time in 2020-2021 and Thereafter**

<b>Courses Required*</b>	<b>State Requirements</b>	<b>Local Requirements</b>
English	<b>4</b> – Sequential English I, II, III, and IV	
Mathematics	<b>4</b> – NC Math 1, 2, and 3 and a fourth math course aligned with the student’s post-high school plans.** Note: A student may be exempted from this math sequence. Exempt students will be required to pass NC Math 1 and 2 and two other application-based math courses or selected CTE courses, as identified on the NC DPI math options chart.***	
Science	<b>3</b> – A Physical Science, Biology, and Earth/Environmental science	
Social Studies	<b>4</b> – Includes Founding Principles of the United States of America and North Carolina: Civic Literacy;† Economics and Personal Finance;‡ American History; and World History	
Health/P.E.	<b>1</b>	
Electives	<b>6</b> – 2 electives must be any combination of Career and Technical Education, Arts Education, or World Language; 4 must be from one of the following: Career and Technical Education, J.R.O.T.C., Arts Education, or any other subject area or cross-disciplinary course. A four-course concentration is recommended.‡	
Local Enrichments		<b>4</b> – 1 course in career and job readiness^ AND 3 of any of the following: Economics, Employment Internship, Appalachian History, Appalachian Music, courses described in Electives/Health/P.E. sections above
<b>Total Credits</b>	<b>22</b>	<b>4</b>
<b>Total Credits Required for Graduation</b>		<b>26</b>

\* Certain International Baccalaureate (IB), Advanced Placement (AP), and Cambridge International Examination (CIE) courses will satisfy specific graduation requirements. See SBE Policy [GRAD-008](#).

\*\* Students who are learning disabled in math may have other options for meeting the four mathematics credits requirement. See DPI memo of August 24, 2016 available at <http://bit.ly/DPIMemo>.

\*\*\* Students seeking to complete minimum course requirements for UNC universities must complete four mathematics courses, including a fourth math course with Math 3 as a prerequisite. The math options chart is available at <https://www.dpi.nc.gov/documents/curriculum/mathematics/scos/nc-mathematics-graduation-requirement-options-charts>.

† Founding Principles of the United States of America and North Carolina: Civic Literacy must follow the North Carolina Standard Course of Study (NCSCOS) in its entirety and may not be satisfied by any other courses. See SBE Policy [GRAD-004](#).

± This course must, at a minimum, include the standards established by the second edition of the Voluntary National Content Standards in Economics and the 2013 National Standards for Financial Literacy, as developed by the Council for Economic Education.

‡ Students seeking to complete minimum course requirements for UNC universities must complete two credits of a single world language.

^ Students should be equipped with resume, job search, and interview skills. Students will develop ethics and decorum for inter-personal and professional settings both formal and informal. It is recommended that this course be attended during or prior to a professional internship.

**Future-Ready Occupational Course of Study Credits Required for Students Entering Ninth Grade prior to 2020-2021 (only available to certain students with disabilities who have an IEP)**

<b>Courses Required</b>	<b>State Requirements</b>	<b>Local Requirements</b>
English	<b>4</b> Includes English I, II, III, and IV	
Mathematics	<b>3</b> Includes Introduction to Math, NC Math I, and Financial Management	
Science	<b>2</b> Including Applied Science and Biology	
Social Studies	<b>2</b> Includes (1) American History: Founding Principles, Civics and Economics or Founding Principles of the United States of America and North Carolina: Civic Literacy; and (2) American History I or American History II or American History*	
Health/P.E.	<b>1</b>	
Career/Technical	<b>4</b> Career/Technical Education electives	
Occupational Preparation	<b>6</b> Includes Occupational Preparation I, II, III, and IV, which require 150 hours of school-based training, 225 hours of community-based training, and 225 hours of paid employment**)	
Electives	0	
Other Requirements	<ul style="list-style-type: none"> <li>• Completion of IEP objectives</li> <li>• Career Portfolio</li> </ul>	
<b>Total Credits</b>	<b>22</b>	

\* Applicable only to students entering the ninth grade for the first time between 2017-2018 and 2019-2020.

\*\* Paid employment is the expectation; however, when paid employment is not available, 225 hours of unpaid vocational training, unpaid internship experience, paid employment at community rehabilitation facilities, and volunteer and/or community service hours may substitute for 225 hours of paid employment.

**Future-Ready Occupational Course of Study Credits Required for Students Entering Ninth Grade for the First Time in 2020-2021 and Thereafter (only available to certain students with disabilities who have an IEP)**

<b>Courses Required</b>	<b>State Requirements</b>	<b>Local Requirements</b>
English	4 Includes English I, II, III, and IV	
Mathematics	3 (including Introduction to Math, NC Math I, and Financial Management)	
Science	2 (including Applied Science and Biology)	
Social Studies	2 (including Founding Principles of the United States of America and North Carolina: Civic Literacy and Economics and Personal Finance)	
Health/P.E.	1	
Career/Technical	4 (Career/Technical Education electives)	
Occupational Preparation	6 (including Occupational Preparation I, II, III, and IV, which require 150 hours of school-based training, 225 hours of community-based training, and 225 hours of paid employment*)	
Electives	0	
Other Requirements	<ul style="list-style-type: none"> <li>• Completion of IEP objectives</li> <li>• Career Portfolio</li> </ul>	
<b>Total Credits</b>	<b>22</b>	

\* Paid employment is the expectation; however, when paid employment is not available, 225 hours of unpaid vocational training, unpaid internship experience, paid employment at community rehabilitation facilities, and volunteer and/or community service hours may substitute for 225 hours of paid employment.

**B. High School End-of-Course and Other Testing**

High school students must take all end-of-course (EOC) tests, Career and Technical Education State Assessments (CTE Post-Assessments), and any other applicable exams or assessments required by the State Board of Education.

## C. Special Circumstances

The board adopts the following policies with regard to graduation.

### 1. Honor Graduates

Honor graduates may be designated based on criteria established by the Head of School. Recognition of honor graduates may be included in graduation programs.

### 2. Students with Disabilities

Graduation requirements must be applied to students with disabilities to the extent required by state and federal law and State Board policy.

### 3. Children of Military Families

In order to facilitate the on-time graduation of children of military families, the board adopts the following policy provisions for students to whom the Interstate Compact on Educational Opportunity for Military Children applies.

#### a. Waiver Requirements

Specific course work required for graduation will be waived if similar course work has been satisfactorily completed in another school system. If a waiver is not granted, school administrators shall provide the student with reasonable justification for the denial. If a waiver is not granted to a student who would qualify to graduate, the Head of School or designee shall provide the student with an alternative means of acquiring the required course work so that the student may graduate on time.

#### b. Testing Requirements for Graduation

The Head of School shall accept the following in lieu of any local testing requirements for graduation: (1) the end-of-course exams required for graduation from the sending state; (2) national norm-referenced achievement tests; or (3) alternative testing. If these alternatives are not feasible for a student who has transferred in his or her senior year, subsection c below will apply.

#### c. Transfers During Senior Year

If a child of a military family who has transferred at the beginning of or during his or her senior year is ineligible to graduate from the school system after all of the alternatives listed above have been considered and the student meets the graduation requirements at his or her sending school, then school officials from the school system shall collaborate with the sending school system to ensure that the student will receive a diploma from the sending board of education.

#### 4. Early Graduation

Graduation prior to that of one's class may be permitted on the basis of criteria approved by the board upon recommendation by the Head of School.

#### 5. Graduation Certificates

Graduation certificates will be awarded to eligible students in accordance with the standards set forth in State Board policy.

#### 6. Diploma Endorsements

Students have the opportunity to earn one or more of the following diploma endorsements identifying a particular area of focused study: (1) Career Endorsement, (2) College Endorsement (two options), (3) North Carolina Academic Scholars Endorsement, and/or (4) a Global Languages Endorsement. No endorsement is required to receive a diploma.

Legal References: [G.S. 115C-12\(40\)](#), [-47](#), [-81.25\(c\)\(10\)\(c\)](#), [-81.45\(d\)](#), [-81.65](#), [-174.11](#), [-276](#), [-288](#), [-407.5](#); State Board of Education Policies [CCRE-001](#), [GRAD-004](#), [GRAD-007](#), [GRAD-008](#), [GRAD-010](#), [TEST-003](#)

**ACADEMIC GRADING***Policy Number:* **4605****A. School-Based Grading Plan (K-1)**

In Kindergarten and 1<sup>st</sup> grades, students are evaluated on a standards-based grading scale. The student performance levels indicate whether students have met the expectations set by the state in the Standard Course of Study. The student performance levels are defined as follows:

- E = Excelling
- S = Satisfactory
- N = Needs Improvement

As teachers assign performance levels, consideration for the time of the school year and demonstration of the expected skill will be factored.

**B. School-Based Grading Plan (2-12)**

In 2<sup>nd</sup> – 12<sup>th</sup> grades, students will earn numeric grades. SRCA employs a grading scale consistent with guidelines from the North Carolina Department of Public Instruction. The letter grade assigned for each number shall be:

A	100 – 90
B	89 – 80
C	79 – 70
D	69 – 60
F	Less than 60

While a student should receive a grade whenever possible, the teacher may issue an "Incomplete" (INC), when students are unable to complete assignments for bona fide reasons that are major components of the grade. At the direction of the Head of School, a teacher will develop a plan for completing missing assignments in a timely manner so that the student may attain a numeric grade. It is the responsibility of the student to adhere to the teacher's plan for completing assignments.

For semester and end of year grading, Incompletes will be calculated as an F if the recovery plan is not completed by the student. Incompletes will not be used for 4th quarter grades.

**C. Semester and End of Year Grade Assignment**

For the purpose of assigning a semester grade, the teacher shall take the sum of each quarters number grades and divide by the number of quarters in the semester. For End of Year/Course grades, the teacher shall take the sum of each quarters number grade and divide by the number of quarters.

For dual enrollment courses, the grade earned by the partner institution will be the grade of record. This includes grades of Incomplete (I) and Withdrawn (W).

### D. High School Grade Point Average (GPA) and Class Ranking

In high school, grades are awarded corresponding quality points for the calculation of a student's grade point average (GPA). Values and weighted values for advanced courses are as follows:

<u>Letter grade</u>	<u>Standard Course</u>	<u>Honors Course</u>	<u>AP and College Level Course</u>
A	4	4.5	5
B	3	3.5	4
C	2	2.5	3
D	1	1.5	2
F	0	0	0
WP	0	0	0
WF	0	0	0

Class rankings will be determined based upon the GPA value of each student within the graduation class. In cases of academic awards in which there is a tie in student GPA, the following tiebreaker system will be applied:

1 <sup>st</sup> Tie Break	Average end of course numeric grades in common classes for previous 2 years
2 <sup>nd</sup> Tie Break	Average end of course number grades in common classes for all years
3 <sup>rd</sup> Tie Break	Number of Honors Courses
4 <sup>th</sup> Tie Break	Number of College Courses

*Approved: August 2021*



# Coversheet

## Facility updates or business

**Section:** IV. Facility  
**Item:** A. Facility updates or business  
**Purpose:**  
**Submitted by:**  
**Related Material:** Mowing and Snow Proposal 2024-25.pdf

# Appalachian Hydroseeding & Landscaping, Inc.

# Estimate

247 Qualla Rd Waynesville, NC, 28785  
 apphydroseed@gmail.com  
 (828) 734-0933

Estimate No: 168  
 Date: 02/20/2024

For: Shining Rock Classical Academy  
 tgresham@shiningrock.org  
 2150 Russ Ave  
 Waynesville, NC, 28786-3080  
 828) 476-5150

Description	Quantity	Rate	Amount
Mowing monthly contract for Russ Ave. Campus, High School Campus, and Waynesville Christian Fellowship Execute the scope of work in the RFP, including weekly mowing, edging, trimming, bed maintenance, pruning, leaf removal, clean-up and trash removal, decks, fertilization, and mulching. *From my site visit there were several trees along the property line that appear to have never been mulched. This price includes mulching those trees as well, which will improve the aesthetics as well as the health of the trees.	12	\$3,000.00	\$36,000.00*
Other services as needed Snow removal: Remove snow from parking lots, roads, and sidewalks on Russ Ave. Campus, High School Campus, and Waynesville Christian Fellowship and spread ice melt on sidewalks and parking lots as needed. (Per Event)	1	\$950.00	\$950.00*
Subtotal			\$36,950.00
Total			\$36,950.00
<b>Total</b>			<b>\$36,950.00</b>

\*Indicates non-taxable item

### Comments

Care Instructions for hydroseed: <https://hydroseedingexperts.com/care/>

Care Instructions for lawns: <https://content.ces.ncsu.edu/carolina-lawns>

Please follow care instructions. We are not responsible for weather related events, neglect, or acts of God.

### Terms and Conditions

Due upon receipt. Pricing valid for 30 days.



# Coversheet

## March financial report

**Section:** V. Finance  
**Item:** A. March financial report  
**Purpose:**  
**Submitted by:**  
**Related Material:** 03. Board Report 2024.03 - SRCA.pdf



## SHINING ROCK CLASSICAL ACADEMY CFA Budget Analysis Report (Unreconciled)

Fiscal Year: 2024 - March

Account	Budget	Period Activity	YTD Activity	Remaining Budget	% Used	EOY Projection	Notes
<b>Revenues</b>							
▶ Rev - State Revenue	4,752,503.45	392,538.46	4,086,491.97	666,011.48	85.99	4,825,466.28	
▶ Rev - Local	1,741,335.34	170,082.59	1,086,431.72	654,903.62	62.39	1,789,502.56	
▶ Rev - Pass-Through Revenue	110,800.00	28,669.69	132,099.05	-21,299.05	119.22	155,845.36	
▶ Rev - Federal	229,994.00	51,178.47	298,791.00	-68,797.00	129.91	385,275.20	
▶ Rev - Fund 5 Rev - B&A, Lunch(Full Pay)	146,000.00	25,870.00	134,412.98	11,587.02	92.06	191,000.00	
<b>Revenues</b>	<b>6,980,632.79</b>	<b>668,339.21</b>	<b>5,738,226.72</b>	<b>1,242,406.07</b>	<b>82.20</b>	<b>7,347,089.40</b>	

Account	Budget	Period Activity	YTD Activity	Remaining Budget	% Used	EOY Projection	Notes
<b>Expenses</b>							
▶ Salaries & Bonuses	3,391,032.89	288,536.33	2,530,220.91	860,811.98	74.62	3,398,326.41	
▶ Federal Salaries & Bonuses	29,000.00	21,572.26	179,498.10	-150,498.10	***	179,498.10	
▶ Benefits	935,480.58	71,690.68	591,036.04	344,444.54	63.18	782,501.22	
▶ Federal Benefits	0.00	5,765.61	44,833.75	-44,833.75	***	44,833.75	
▶ Books and Supplies	211,800.00	3,895.69	188,562.54	23,237.46	89.03	266,474.21	
▶ Technology	120,000.00	0.00	74,965.72	45,034.28	62.47	120,000.00	
▶ Equipment & Leases	80,000.00	2,750.80	82,033.82	-2,033.82	102.54	92,499.60	
▶ Contracted Student Services	131,250.00	17,718.47	137,300.50	-6,050.50	104.61	195,920.34	
▶ Staff Development	45,000.00	2,284.15	4,614.10	40,385.90	10.25	46,767.97	
▶ Administrative Services	174,000.00	16,307.12	211,772.65	-37,772.65	121.71	246,355.15	
▶ Insurances	75,000.00	0.00	61,839.11	13,160.89	82.45	85,577.00	
▶ Rents & Debt Service	1,335,564.76	104,346.66	965,074.86	370,489.90	72.26	1,339,873.86	
▶ Facilities	109,395.00	15,343.74	249,116.81	-139,721.81	227.72	254,328.72	
▶ Utilities	88,900.00	10,435.53	98,624.21	-9,724.21	110.94	115,088.65	
▶ Nutrition & Food	111,750.00	20,185.38	128,828.11	-17,078.11	115.28	129,347.22	
▶ Transportation & Travel	28,500.00	4,508.76	31,793.09	-3,293.09	111.55	36,104.46	
▶ Before and After School Care (WINGS)	6,000.00	362.19	7,376.29	-1,376.29	122.94	7,568.00	
▶ Summer WINGS Care	2,500.00	0.00	28,616.36	-26,116.36	***	28,616.32	
▶ Pass-Through Expenses	0.00	0.00	3,874.21	-3,874.21	***	3,874.21	
▶ Federal Grant Related Expenses	44,000.00	78.51	74,537.66	-30,537.66	169.40	76,925.33	
▶ DHHS Covid Testing Program	0.00	168.21	168.21	-168.21	***	168.21	
▶ Local Grant Expenses	0.00	102.97	6,302.23	-6,302.23	***	6,302.23	
▶ NC Safety Grant Expenses - 040	0.00	4,786.32	6,022.48	-6,022.48	***	85,990.00	
<b>Expenses</b>	<b>6,919,173.23</b>	<b>590,839.38</b>	<b>5,707,011.76</b>	<b>1,212,161.47</b>	<b>82.48</b>	<b>7,542,940.96</b>	
<b>Surplus/(DEFICIT)</b>	<b>61,459.56</b>	<b>77,499.83</b>	<b>31,214.96</b>	<b>30,244.60</b>	<b>-0.28</b>	<b>-195,851.56</b>	

# Coversheet

## April School Report

**Section:** VI. Head of School Report  
**Item:** A. April School Report  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** School Report April 2024.pdf

# SRCA School Report



**April 22, 2024**

**Shining Rock Classical Academy**  
**Joshua F. Morgan**  
**Head of School**

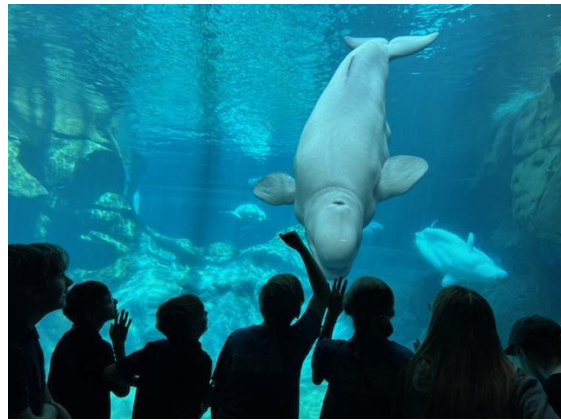


# Student Engagement

## April Capstones

6th grade participated in their capstone to Atlanta, GA. While there they visited the Georgia Aquarium and World of Coke Museum. Students learned about Ocean currents, marine animals, ecosystems, while at the Aquarium. Students then toured the World of Coke Museum where they learned about the history and science behind Coca-Cola.

5th grade took their capstone to the Greensboro Science Center where they learned about all aspects of science. They learned about a wide range of topics from dinosaurs to space, along with a series of additional science topics that have been impacted in and by North Carolinians. Students also had the opportunity to participate in a ropes course while at the science center.





## K-4 Book-Themed Integrated Art Program

Mrs. Gangemi and Mrs. Bulla worked together in collaboration with grades K-4 to put on our second annual book program. Students narrated two different stories that were accompanied by songs and students generated artwork in multiple mediums. Each class and grade level had their own songs to perform. 3<sup>rd</sup> and 4<sup>th</sup> grade students also played a song that featured the recorder and ukulele. There was an exceptionally strong turnout of parents to support the students.

## Academic Success

### mClass Pep Rally

Kindergarten, First and Second grade students spent time on Tuesday getting hyped up for their end of the year testing! Students will begin mClass testing on Wednesday, April 24, so we began with a pep rally! SRCA did their version of “The Masked Singer” and called it “The Masked Reader.” Teachers and staff dressed in various costumes and read to students. The students had to guess who each masked reader was. Students participated in songs and cheers to get them amped up and excited to do their best on their end of year testing.

### National Honors Society Induction

Shining Rock's chapter of the National Honor Society inducted three new members, all sophomores, in their spring induction ceremony on Thursday, April 4. Alyssa Jackson, Summer Lynn, and Eva Shapiro not only demonstrate consistent academic achievement but also model the pillars of the National Honor Society: Scholarship, Service, Leadership, and Character. The induction ceremony, led by chapter president, Sidney Shapiro, was witnessed by the inductees' family and high school peers. The entire chapter celebrated the new members with a small reception following. Our NHS chapter continues to be an important student-driven organization in the high school.



# Community Activities

## Kindergarten Preview Night

On April 3, SRCA held its first annual Kindergarten Preview Night. Flyers were distributed to all of preschools in the county and emails were sent to Mountain Projects as well as South Western in order to get it out to as many families as possible. Teachers planned interactive activities for students and specialists gave snapshots of what their classes entail for kindergarten. Fun was had by all! We had about 20 families come and several entered the lottery after the evening.



## NEST Candy Bar Celebration

On Tuesday, April 16 students who sold 3 or more boxes of candy bars during the spring NEST fundraiser participated in a celebration. Students enjoyed ice cream and won additional prizes as they watched stuffed pigs race down a track. The biggest prize of all was the joy of silly stringing Mr. Morgan. Eligible students who were absent silly stringed Mrs. Jenkins when they returned.

NEST was able to raise over \$13,000 from this fundraiser.



## Items for Board Review

There are several items for board review this month. A summary of these items include:

- An updated Organizational Chart for SRCA.
- Corresponding job descriptions that will need to be approved for implementation.
- Proposed policies for addressing high school programming and a proposed amendment to an existing policy.
- Approval for the recommended bid from the announced RFP for lawncare and snow removal.

## Financial Update

Please refer to the SRCA Financial Report 3.2024.

*Cover Photo:* Elementary students exhibit little mercy on Mr. Morgan as they celebrate a successful fundraiser organized by NEST.

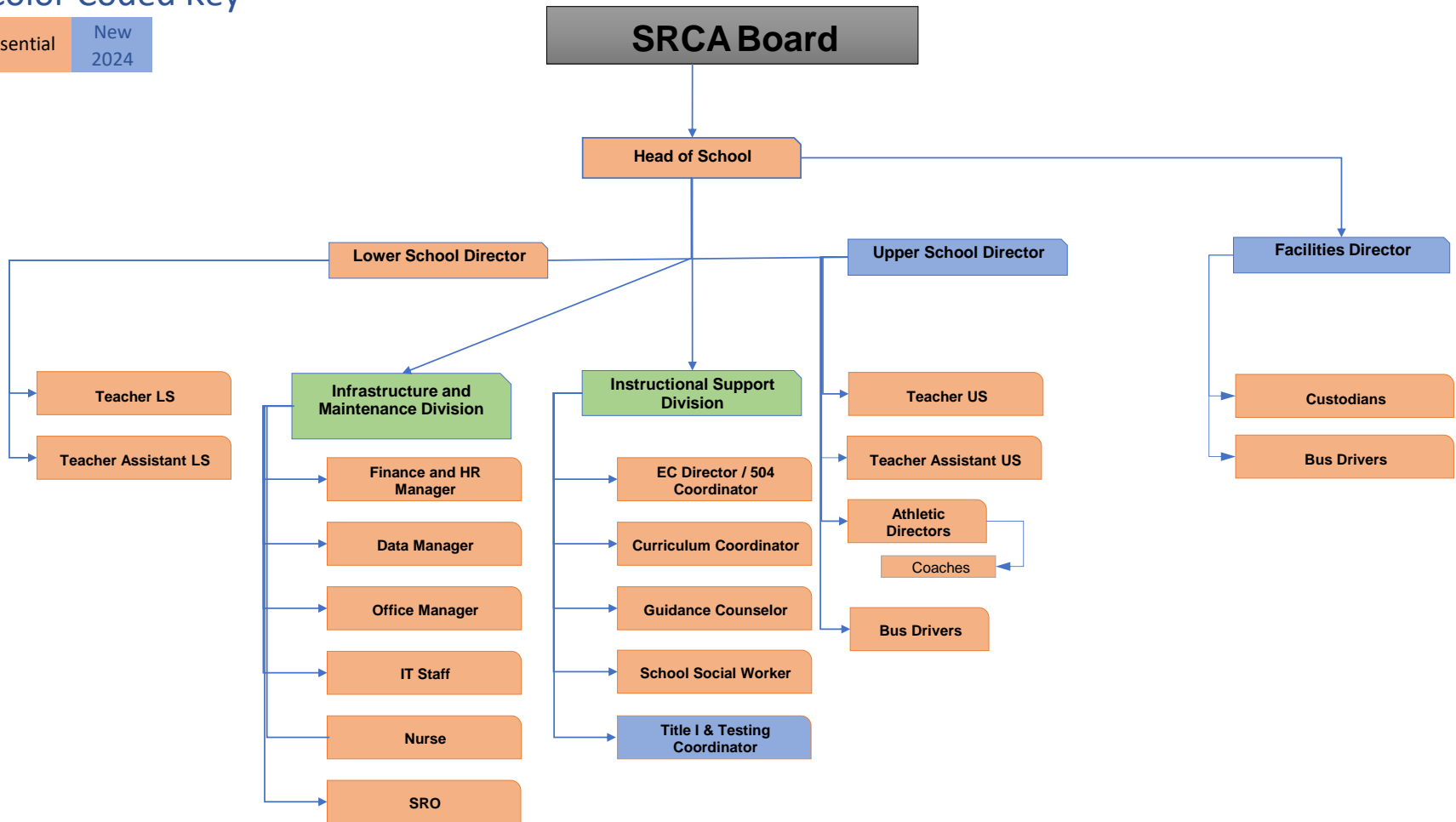
# Coversheet

## SRCA Organization Chart

**Section:** VI. Head of School Report  
**Item:** B. SRCA Organization Chart  
**Purpose:**  
**Submitted by:**  
**Related Material:** SRCA Organization Chart Update 2024.pdf

# SRCA Organizational Chart

## Color Coded Key



April 2024

# Coversheet

## SRCA Job Descriptions

**Section:** VI. Head of School Report  
**Item:** C. SRCA Job Descriptions  
**Purpose:**  
**Submitted by:**  
**Related Material:** Facilities Director 2024.pdf  
Title I & Testing Coordinator 2024.pdf  
Upper School Director 2021.pdf

**Job Title:** Facility-Transportation Director

**Exempt-Status (Hourly/Salary):** Exempt/Salary

**Supervisor:** Head of School

**Purpose:** Under limited supervision the Facility Director will support the regular operations of the SRCA campus and transportation system.

**Duties and Responsibilities**

- Direct the scheduling and operation of custodial team.
- Develops and executes approved maintenance projects.
- Determines the need for emergency renovation and complete as practical. When needed, secure professional services to address needs and provide adequate supervision on behalf of SRCA.
- Initiates action to correct or repair damaged property.
- Maintains all records of repairs, renovations and scheduled preventative maintenance.
- Supervises and inspects all work performed by internal and external facility crews.
- Responsible for identification, planning, development, budgeting, and execution of projects associated with maintenance and repair of school facilities.
- Responsible for conducting and logging regular inspections and maintenance of each SRCA vehicle.
- Responsible for recruiting and staffing bus drivers.
- Maintains a transportation schedule including staffing drivers for daily routes, field trips, and sporting events.
- Work closely with Head of School to determine current and future needs for facilities and transportation.
- Works with local government agencies such as, building, health, fire, insurance, etc. to assure acceptable standards are maintained.

**Eligibility Requirements**

- Exercise considerable independent judgment and initiative in performing assigned duties.
- Exercise tact and courtesy in contacts with school officials, co-workers, contractors and the general public.
- Bachelor's degree preferred.
- Must have or be willing to obtain Class B CDL with P endorsement.

**Pay Grade**

NC Teacher Masters Pay Scale

## **Job Title:** Title I & Testing Coordinator

## **Exempt-Status (Hourly/Salary):** Exempt, Salary

**Purpose:** Performs a variety of professional, supervisory, technical, and administrative tasks in directing the administration of standardized testing of students. Responsible for coordinating and supervising the implementation and administration of state and school assigned testing.

Coordinates the successful implementation of academic and social-emotional interventions for students at risk of not meeting grade level standards. Assists teachers with developing strategies and techniques for assessing and fulfilling instructional deficiencies of students. Provide oversight of Title I assistants and in supporting intervention groups in grades K-8. Will track the Title I budget and maintain documentation for state reporting and Title I audits to ensure that SRCA is in compliance with all Title I regulations.

## **Duties and Responsibilities**

- Attend and participate in regularly scheduled regional meetings.
- Train staff to administer all required tests.
- Collaborate with school administration to schedule state EOG and EOC testing.
- Collaborate with school administration to schedule ACT, PSAT, SAT, and WorkKeys assessments as needed.
- Coordinates and supervises implementation and administration of North Carolina testing for all grades.
- Determines validity of requests for exemptions from testing and/or for modifications in testing procedures and makes recommendations to the Head of School.
- Monitors the administration of tests and investigates discrepancies in test administration; determines need to suspend or proceed with altered test administration.
- Provides technical assistance and consultation on test interpretation.
- Works with staff to assist in preparing for statewide assessments.
- Consults with appropriate IT support to prevent and problem solve computer hardware and software issues and concerns.
- Oversees ordering of test materials for the school and verifies shipments; coordinates repacking for returning materials or destroying material as directed by NCDPI.
  
- Assist teachers in improving techniques for core instruction and improving overall student achievement.
- Organize, coordinate, and co-facilitate the work of the SRCA MTSS Team.
- Utilize problem-solving through data-based decision making to make recommendations in implementing Title I resources.
- Identify resources for interventions and progress monitoring.
- Create and contribute to the development of common assessments.
- Serve as a member of the School Improvement Team.
- Keeps parents, administrators, and community citizens informed about intervention processes in the school system; works with state, community, civic, business, and university groups to resolve educational issues.
- Schedules and conducts regular Title I meetings for participants to engage in the intervention process.



- Helps build community relationships by planning and hosting family involvement events for all grade levels.

### **Eligibility Requirements**

- Bachelor's degree (reading certificate preferred).
- Five to seven years of teaching experience required.
- Must be a certified teacher holding an active NC teaching certificate.

### **Pay Grade**

NC Teacher Pay Scale

Title I & Testing Coordinator 2 of 2

## **Job Title:** Upper School Director

## **Exempt-Status (Hourly/Salary):** Exempt, Salary

**Purpose:** The Upper School Director shall serve as the lead administrator for middle and high school grades. Responsibilities will include supervision of students and teachers, and serving as the first point of contact for parents for concerns in the upper grades.

## **Duties and Responsibilities**

- Assist with creating a collaborative work environment that promote continuous improvement and community.
- Assist in the planning and implementation of effective, efficient school operations.
- Demonstrate the ability to solve complex problems and clearly communicate solutions to involved stakeholders.
- Assist in the progress monitoring of student achievement.
- Monitor and support communications both within the school and externally to parents.
- Demonstrate leadership in the development and implementation of effective teacher learning communities that produce desired results.
- Model the SRCA Core Values through all student, parent, and professional interactions.
- Assist with human resource functions including interviewing, recruitment, monitoring attendance, supervision, evaluation and duty creation.
- Complete essential tasks in the absence of the Head of School.

## **Skills and Characteristics**

- Excellent communication skills in all formats including but not limited to written, spoken, in-person, and digitally.
- Demonstrate the ability to forge relationships with students, parents, colleagues, and community
- Consistently demonstrate organizational and technology skills
- Demonstrate resourcefulness in setting priorities and guiding investment in people and systems
- Self-directed with the ability to work both autonomously and in teams
- Must possess the emotional intelligence to work as a team player and manage the stresses of the job duties with domestic life
- Contributes to a positive school culture that supports students, focuses on academics, and ensures that the school achieves its mission
- Complete other duties as assigned by the Head of School that support instructional excellence at SRCA

## **Eligibility Requirements**

- Must have or be able to obtain NC Principal's License
- Must have a Master's Degree in school administration or equivalent (MSA)
- 5 years successful teaching experience preferred
- Alternative qualifications considered appropriate and relevant by the Head of School

## **Pay Grade**

NCDPI Assistant Principal Scale

Upper School Director, Adopted April 2021