



# Shining Rock Classical Academy

## Monthly Board Meeting

Novemeber/December meeting

Published on December 2, 2025 at 1:08 PM EST

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### Date and Time

Wednesday December 3, 2025 at 6:30 PM EST

### Location

SRCA

**2150 Russ Avenue, Waynesville, NC 28786.**

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SRCA regular board meetings occur the 4th Wednesday of the month.

In person and remote.

### Join Zoom Meeting

<https://us02web.zoom.us/j/83602558461?pwd=tjdBEUunKUXAaF1Vup0skuPrO28m0O.1>

**Meeting ID:** 836 0255 8461

**Passcode:** 799970

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### Agenda

	Purpose	Presenter	Time
<b>I. Opening Items</b>			<b>6:30 PM</b>
<b>A. Record Attendance</b>			1 m

	Purpose	Presenter	Time
<b>B.</b>	Call the Meeting to Order	Alyson Weimar	
<b>C.</b>	SRCA Mission Statement	Alyson Weimar	2 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>	Announcements	Alyson Weimar	1 m

Next Board Meeting - January 28, 2026 @ 6:30 pm at Russ Ave campus

<b>E.</b>	Approve Minutes - Regular session	Approve Minutes	Alyson Weimar	1 m
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## II. Celebrations and Recognitions

## III. Public Comment and Records 6:35 PM

<b>A.</b>	Public Comment	Alyson Weimar	2 m
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Public comment per board policy 2500:

- Each person may speak for 3 minutes on either non-agenda or agenda items.
- Each speaker must sign up in advance by completing the sign-up sheet prior to the start of the meeting
- Speakers must conduct themselves professionally
- Speakers may not specifically speak about any individual student, teacher, staff member, or board member, and they may not engage in any personal attacks.
- Generally, the Board does not respond to any public comments.

<b>B.</b>	Public Records Monthly Update	FYI	Alyson Weimar	2 m
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List of current public record requests, requester, fulfillment status

<https://app2.boardontrack.com/public/GACaz5/documents?categoryId=52657>

Update on Fitzgibbons requests:

	Purpose	Presenter	Time
<b>IV. Head of School Report</b>			<b>6:39 PM</b>
<b>A.</b> December School Report	FYI	Joshua Morgan	10 m
<b>V. Finance Committee</b>			<b>6:49 PM</b>
<b>A.</b> Finance Report	Discuss	Rob Gevjan	10 m
<b>VI. Academic Committee</b>			<b>6:59 PM</b>
<b>A.</b> Calendar Draft Presentation	FYI	Alyson Weimar	5 m
<b>VII. School Culture / NEST Committee</b>			<b>7:04 PM</b>
<b>A.</b> Updates	FYI	Josh Sims	3 m
<b>VIII. Transportation &amp; Facilities Committee</b>			<b>7:07 PM</b>
<b>A.</b> Updates	FYI	Benjamin Weimar	2 m
<b>IX. Policy Committee</b>			<b>7:09 PM</b>
<b>A.</b> Remote Attendance Policy	Vote	Joshua Morgan	5 m
<b>B.</b> 4850 Suspension, Expulsion, Exclusion Policies	Discuss	Joshua Morgan	5 m
<b>C.</b> 4851 Discipline for Students with Disabilities	Discuss	Joshua Morgan	5 m
<b>D.</b> 6200 / 6210 Employee Selection and Background Checks	Discuss	Joshua Morgan	5 m
<b>E.</b> Amendment to MS/HS Behavior Tiers	Vote	Joshua Morgan	3 m
<b>X. Closed session</b>			<b>7:32 PM</b>

Closed Session Pursuant to NCGS 143-318.11 (6): (6) **To consider the qualifications, competence, performance, character, fitness, conditions of appointment, or conditions of initial employment of an individual public officer or employee or prospective public officer or employee**

	Purpose	Presenter	Time
<b>A.</b> Enter Closed Session	Vote	Alyson Weimar	20 m
<b>B.</b> Closed Session Summary and Voting items Personnel report	Vote	Alyson Weimar	1 m
<b>XI. Other Business</b>			<b>7:53 PM</b>
<b>A.</b> Open Discussion- Other Business (Board Members)		Alyson Weimar	5 m
<b>XII. Closing Items</b>			<b>7:58 PM</b>
<b>A.</b> Adjourn Meeting	Vote	Alyson Weimar	1 m



# Coversheet

## Public Records Monthly Update

<b>Section:</b>	III. Public Comment and Records
<b>Item:</b>	B. Public Records Monthly Update
<b>Purpose:</b>	FYI
<b>Submitted by:</b>	
<b>Related Material:</b>	Public Records Request – October - November 2025 Update.docx

## Public Records Request – October - November 2025 Update

**Requester:** Rebecca Fitzgibbon

**Date:** Nov 23, 2025

**Public Records Request:** “Copy of Joshua Morgan's certificate of completion for CPI training. I am looking for a start date, completion date, and skills covered in the course. Would you please also send me a copy of Todd Sessoms CPI INSTRUCTOR certification?”

**Fulfillment:** Approximately 1 hour of staff and board time.

Fulfillers: Alex Anderson (EC Director), Joshua Morgan (HOS), Alyson Weimar (Board Chair). Request fulfilled 11/25.



8/8/2024

To Whom It May Concern:

Certified Instructor Todd Sessoms reported to Crisis Prevention Institute, Inc. that Jashua Morgan completed 8 hours of Nonviolent Crisis Intervention® Training on 10/24/2022. This training has an expiration date of 10/31/2023. The Nonviolent Crisis Intervention® training is a program developed by CPI.

CPI is accredited by the International Association for Continuing Education and Training (IACET). CPI complies with the ANSI/IACET Standard, which is recognized internationally as a standard of excellence in instructional practices. As a result of this accreditation, CPI is authorized to issue the IACET CEU.

Accreditation Number: 5480900-2  
Approval Valid: 06/01/2022 through 5/31/2027

Please visit the CPI website at [www.crisisprevention.com](http://www.crisisprevention.com) for State- and License-specific CE/T Boards.

Sincerely,

Bridget Mangan  
CE/T Accreditation and Compliance  
[bmangan@crisisprevention.com](mailto:bmangan@crisisprevention.com)



Training Record

Name	Online Course	Blue Card ID	Type	Status
[REDACTED]	Not Started	[REDACTED]	Refresher Training	✓ Pass 8/08/2024
Joshua Morgan jmorgan@shiningrock.org	Not Started	nci3a16085	Refresher Training	✓ Pass 8/08/2024
[REDACTED]	Not Started	[REDACTED]	Refresher Training	✓ Pass 8/08/2024
[REDACTED]	Not Started	[REDACTED]	Refresher Training	✓ Pass 8/08/2024
[REDACTED]	Not Started	[REDACTED]	Refresher Training	✓ Pass 8/08/2024
[REDACTED]	Not Started	[REDACTED]	Refresher Training	✓ Pass



----- Forwarded message -----

From: **Rebecca Fitzgibbon** <[beccafitzgibbon@gmail.com](mailto:beccafitzgibbon@gmail.com)>  
Date: Sun, Nov 23, 2025 at 2:38 PM  
Subject: CPI certification, public records request not yet fulfilled  
To: <[Aweimer@shiningrock.org](mailto:Aweimer@shiningrock.org)>  
Cc: Clifton Williams <[cwilliams@asklawnc.com](mailto:cwilliams@asklawnc.com)>

Hello Ms. Weimer,

May I please be sent a copy of Joshua Morgan's certificate of completion for CPI training? It's possible that the certificate of completion will be in the form of an id card; what is called a "blue card".

I am looking for a start date, completion date, and skills covered in the course.

Unfortunately, the CPI "training records" that were sent to me as a records request response do not cover the actual request I've been making (beginning a few years ago).

As a reminder, I've walked into a few local schools and asked to see Administrators' CPI certifications; none had a problem with producing them for me in that moment.

I am not sure why Mr. Morgan has not been able to do the same the few times I've asked to see his; (one of those requests I made as a board member)

Would you please also send me a copy of Todd Sessoms CPI INSTRUCTOR certification?

Thank you very much.

Kind regards,  
Rebecca Fitzgibbon

**Alyson Weimar** <[aweimar@shiningrock.org](mailto:aweimar@shiningrock.org)>  
to beccafitzgibbon, Lisa

Mon, Nov 24, 2:41 PM (7 days ago)

Hi Rebecca,

I was unaware that part of the public records submitted to you in July were not to your satisfaction. I will follow up with Mr. Morgan on the CPI blue card you are describing and see about "a start date, completion date, and skills covered in the course."

I am unsure what you mean by “as a reminder” as we have not communicated other than the last set of public records that I sent you in October.

As noted in your previous email, my name was misspelled on communications that you may have tried to send. For reference the correct SRCA email is in my signature line below.

I will follow up on the items you have requested.

Thank you,

Dr. Alyson Weimar  
Shining Rock Classical Academy  
Chair, Board of Directors  
Cellular 919-614-4455  
[Aweimar@shiningrock.org](mailto:Aweimar@shiningrock.org)

# Coversheet

## December School Report

<b>Section:</b>	IV. Head of School Report
<b>Item:</b>	A. December School Report
<b>Purpose:</b>	FYI
<b>Submitted by:</b>	
<b>Related Material:</b>	School Report December 2025.pdf Nov_Dec Teacher Spotlight - Google Slides.pdf Staff Spotlight - Nicholson.pdf Teacher Spotlight - Ms Sam.pdf

# Shining Rock Classical Academy

## Monthly School Report

### December 2025

## Welcome to the SRCA School Report

Each month, the Head of School generates a report for the SRCA Board to provide detailed information about the school and governance topics affecting decisions.

## A Season for Core Values

There is a joy that our children bring to the season with all the various holiday activities that we all have an opportunity to share in. Regardless of cultural or personal belief, this is a time of year that allows for reflection and growth. Our families and students have already begun with our annual Penny Wars, a fundraiser that despite the name is truly an act of love in which all money collected goes to support gift packages for residents at The Haywood Lodge. This year, we raised just under \$1,100 to support this great cause. Our Falcon Tree has all been selected and families are giving support to other Falcons during this holiday season.

These are two of many examples in which our Falcon spirit shines brighter this time of year. However, we should all take satisfaction in knowing that this does not represent a change in how our children operate in their day. It is easiest to let the numbers tell the story. We began after Labor Day recognizing students who demonstrated Core Values by providing them with Positive Referrals. Of course, we have been taking in the negative referrals from day one. As of the end of November, this is how they have been earned:

Positive Referrals	Negative Referrals
83	25

This breaks down to about two negative referrals a week, and because it is a shorter period about 8.5 positive referrals a week.

As the year ends and the stresses of the holidays become reality, there is something to learn from our children. First, perfection is not the goal. Second, our Core Values are always in season, making our school a better place for everyone. I am thankful for all our Falcons, our Falcon Families, and the opportunity to grow with you.

I wish everyone a safe and blessed holiday season,

JM





# Directors Report

## Academic Projects

### Kindergarten

Kindergarten students listened to the story “Turkey Trouble” by Wendi Silvano. They were tasked with disguising a turkey using creativity and a variety of materials! They had to write two sentences about their turkey! They were then displayed in the hallway and everyone in the school was encouraged to vote for their favorite. The winner will be announced on Friday, November 21st!



### Fourth Grade

Our 4th graders have been diving into multiplication and division using the box strategy. We even incorporated the skill into a fun activity by disguising turkeys with multiplication. In ELA, students have been learning all about text features and are enjoying getting creative while designing their own brochures. We also had a special visit from the Carolina Silver Bells, who shared a variety of instruments and treated us to some amazing music.

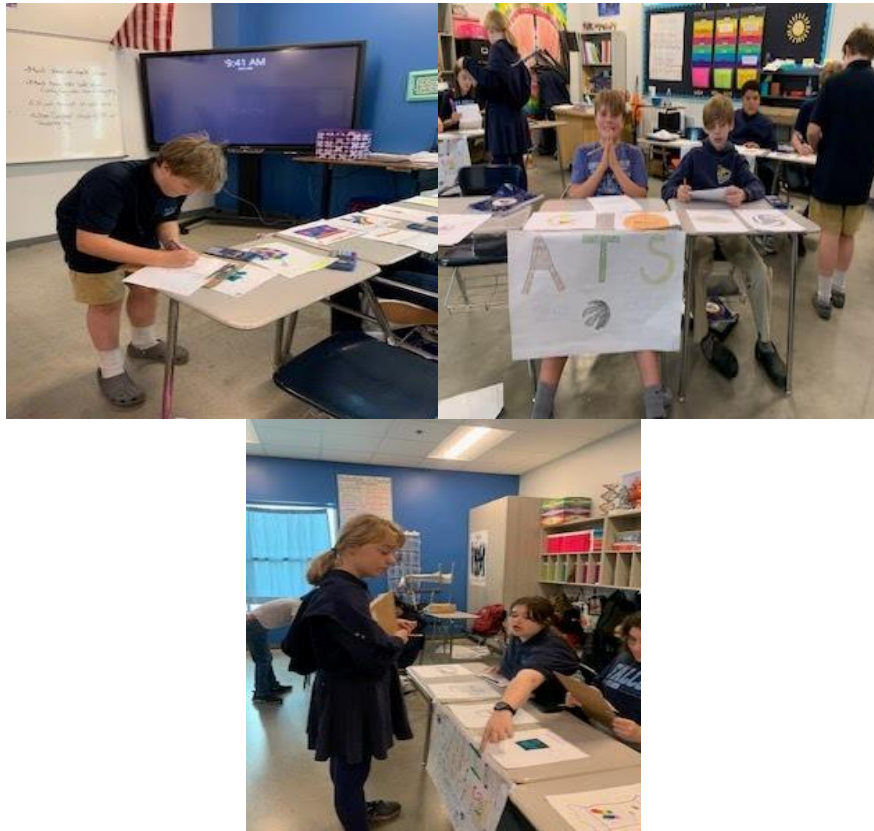


## Elementary Music

1st Grade has been learning about the music and the story of the Nutcracker ballet including lessons about form, rhythm reading, and instruments to respond to the music. We are doing this in preparation for our annual Nutcracker field trip in a few weeks. 4th Grade and 5th Grade are both practicing for performances in the next few weeks. 4th grade will be showcasing their recorder skills, and 5th Grade will be singing songs and presenting about influential American musicians.

## 7th Grade Math-Mrs. McGuinness

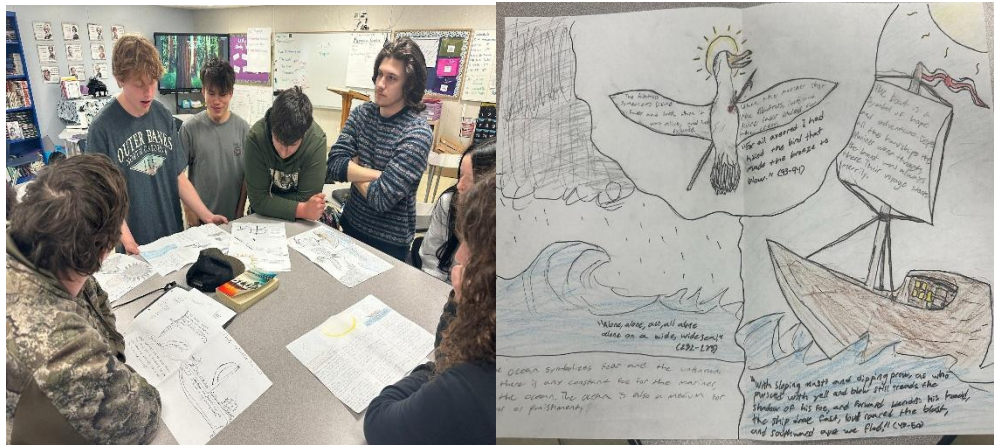
Students participated in a hands-on pop-up shop simulation where they applied real-world math skills by acting as both store owners and shoppers. As store owners, they chose a type of shop, researched realistic prices, applied a 50% markup, created discounted sale items, designed signage and receipts, calculated 7% sales tax, determined 10% commission, and maintained sales records. As shoppers, students received \$1000 in "Market Money," visited at least four stores, made purchasing decisions, calculated discounts, tax, and tips, and tracked their spending while staying within budget. At the end of the project, students completed a financial wrap-up by calculating simple interest at 4% over two years on any money saved or earned and reflecting on the financial literacy skills they practiced throughout the simulation.





## Senior English-Mrs. Inman

Students in Mrs. Inman's senior English class created a graphic analyzing three symbols from *The Rime of the Ancient Mariner* by Samuel Taylor Coleridge. Students detailed how each symbol impacted the tone, theme, or character in the narrative poem. Once complete, the class gathered so each person could share his/her findings and explain how the symbol wove throughout the poem. This was an awesome opportunity to practice analysis and discussion skills for students in their final English course!



## High School Art 1-

Ms. Philips Art 1 has been studying graffiti and street art, focusing on pixel art inspired by the French street artist Invader. Students sketched their designs in Google Sheets and learned to use conditional formatting to change cell colors based on specific letters. After completing their digital sketches, they transitioned to hands-on work by using pizza box lids to draw grids and cutting old paint chips to create the colored pixels that fill their designs.



## School Spirit Activities

High School Basketball			
12/4	Home	Mount Pisgah	Girls: 6 Boys: 7
12/8	Home	BC Spruce Pine	Girls: 5:30 Boys: 7
12/11	Home	ICI	Girls: 6 Boys: 7
1/5	Home	Reynolds Mountain Christian Academy	Girls: 6 Boys: 7
1/8	Away	Mount Pisgah	Girls: 6 Boys: 7:30
1/15	Home	Franklin School of Innovation	Boys: 6
1/19	Away	BC Spruce Pine	Girls: 5 Boys: 6
1/23	Away	ICI	Girls: 6 Boys: 7
1/27	Away	Reynolds Mountain Christian Academy	Girls: 4:30 Boys: 6
1/29	Home	BREC	Girls: 6 Boys: 7

Middle School Basketball Schedule			
12/4	Away	Brevard Academy	Girls: 4:30 Boys: 5:30
12/9	Home	Asheville Catholic School	Girls: 4:30 Boys: 5:30
12/11	Home	ICI	Girls: 4 Boys: 5
12/15	Away	ICI	Girls: 4 Boys: 5
12/16	Home	Carolina Day	Girls: 4:30 Boys: 5:30
1/12	Home	Immaculata Catholic School	Girls: 4:30 Boys: 5:30
1/15	Home	Franklin School of Innovation	Boys: 4:30
1/20	Home	Christ School	Boys: 4:30
1/22	Home	Emmanuel Lutheran School	Girls: 4:30 Boys: 5:30
1/26	Home	Brevard Academy	Girls: 4:30 Boys: 5:30
1/28	Away	Asheville Catholic School	Girls: 4:30 Boys: 5:30

# Finance Report

## Monthly Budget Report

Please refer to SRCA Finance Report November FY25 in the board packet.

# Head of School Report

## Compliance Update

### Public Records Requests

Rebecca Fitzgibbon made a PRR on November 23. This was a follow-up to a request that was made in July (?), but not in a manner that she found satisfactory. The complete report from Chair Weimar is in the public records folder in Board on Track. The summary of this second request is provided below. The new PRR was seeking copies of CPI trainings for Joshua Morgan and CPI instructor certifications for Todd Sessoms.

Fitzgibbon Requests	Staff Needed to Fulfill	Time and Expense
July 7	J. Morgan – Review of previous board minutes	45 minutes
August 27	Board Chair, Legal Counsel, IT	Board Chair – 5 hours, Legal – 30 minutes @ contract rate IT – 1 hour @ contract rate
November 23	Board Chair, Head of School, EC Director, Legal Counsel	Board Chair – 30 minutes HoS – 15 Minutes EC Director – 1 hour Legal – 15 minutes @ contract rate
Total Since July 1, 2025		9.25 Hours \$170 of external support
Vaillencourt Requests	Staff Needed to Fulfill	Time and Expense
Multiple from August 21 forward	Board Members, Legal Counsel	Board Chair – 2 hours Board Members (x8)– 30 minutes each Legal – 1.5 hours @ contract rate
Total Since July 1, 2025		7.5 Hours \$225 of external support

Grand Totals since July 1, 2025	Time Required: 16.75 Hours Taxpayer Dollars Required: \$395
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## Facilities and Legislative Update

### **Awning Installation at Russ**

There has been a new addition to the elementary drop-off side of the Russ Ave building. Awning is being installed across the entire length of the building. This along with the concrete project from earlier in the fall will create a dry multi-purpose area upon completion. The intent is to move some of the picnic tables under this area for lunches and outdoor classroom settings. Additionally, the awning will provide increased weather protection for morning and afternoon carline.

### **Gym Curtain and Additional Basketball Goal Install**

A second facilities project that was completed over the Thanksgiving break was the addition of a retractable curtain in the gym, along with four side goals for basketball. The goals are the same specifications as the primary goals, and along with the curtain will allow two teams to conduct practice at the same time. The intent is that these additions will allow for the latest practice to end earlier in the evening when all four teams need court time for practice.

### **Legislative News**

There continues to be no movement or energy towards a state budget for FY26.

On a national level, there was a sweeping round of outsourcing of many tasks that were originally housed within the US Department of Education at the end of November. There remains a great deal of uncertainty as to how these changes will impact the allocation of resources that have traditionally been distributed by the Department of Ed. While there does not seem to be reduction in funding available to K-12 education, with an additional layer of high-level grant management being subcontracted the result is very unclear.





# Teacher Spotlight

## Jennifer Akers

### Second Grade Teacher

Mrs. Akers is December's Teacher Spotlight. She is a second grade teacher at SRCA, and is a very respected teammate and teacher in our SRCA Community. She attended school in Florida, where she graduated from The University of Central Florida with a Bachelor's in Elementary Education. She has been teaching for 19 years-15 in Florida and the other four years here at Shining Rock, in second grade.

When asked why she loves teaching Mrs. Akers said,

"I love teaching because every day gives me the chance to make a positive difference in a child's life. I enjoy creating a classroom where students feel safe, valued, and confident to take risks in their learning. Watching their faces light up when something finally clicks is one of the best feelings in the world. I love helping children discover their strengths, build confidence, and grow not only as learners, but as people. Teaching allows me to inspire curiosity, encourage kindness, and celebrate the little victories every single day. Seeing their progress- whether it's mastering a new skill, solving a problem on their own, or showing kindness to a classmate-reminds me why I chose this profession."

Mrs. Akers is originally from Florida and moved here 22 years ago. She is married and together, she and her husband have five children. They have each lost a daughter at a young age. She has two biological grandchildren, ages two and seven, who keep her very busy. She also has ten bonus grandchildren, three bonus great-grandchildren and another on the way. To top it off, Mrs. Akers has an English Bulldog puppy, Sassy. In her free time, she enjoys camping, reading, playing pickleball, traveling, going to the beach, and spending quality time with family and friends.



## Staff Spotlight

### **Mrs. Nicholson-Social Worker**

Brookley is a dedicated social worker at SRCA who spends each day working tirelessly to support our students and families. Her passion for social work shines through in everything she does, and her commitment to the well-being of our school community makes her an invaluable asset. Whether she is providing guidance, offering resources, or simply being a steady source of encouragement, Brookley consistently goes above and beyond to ensure that every child feels seen, supported, and cared for.

Her work is driven not just by professional skills, but by genuine heart. Social work is more than a career for Brookley—it is her calling. Her compassion, advocacy, and positive spirit help create a safe and nurturing environment for all members of our school community.

Outside of work, Brookley loves being a mother to two amazingly cool kids and is married to her high school sweetheart. Together, they enjoy the mountains, hiking, traveling, and dancing to live music. Brookley has always loved volleyball and still plays in competitive leagues. Above all, she is passionate about supporting families and children in her community, both inside and outside of SRCA.





## Teacher Spotlight

### Miss Sam-8th Grade ELA

Miss Sam is the 8th Grade English Language Arts teacher at SRCA. This is her 5th year at the school.

Miss Sam earned her bachelor's degree in English education in 2021 from Southern Adventist University. She feels driven to teach middle school in part from a passion for middle school content and in part from positive experiences at summer camp.

Here are some of her highlights about teaching at Shining Rock:

- Our students have such awesome personalities! Coming to work and seeing my kids is a guaranteed way to improve my day.
- I love watching students fall in love with books. In my years teaching here, students have really clicked with creepy short stories like "The Tell-tale Heart" and coming-of-age books like *The Outsiders*.
- Our students thrive with experiential learning. I LOVE joining them on field experiences and seeing how they can connect their learning with "real life" and their future careers.

Outside of school, Miss Sam is the proud parent of two cats. She spends her free timeline dancing and playing all the roller derby.



# Coversheet

## Finance Report

<b>Section:</b>	V. Finance Committee
<b>Item:</b>	A. Finance Report
<b>Purpose:</b>	Discuss
<b>Submitted by:</b>	
<b>Related Material:</b>	November Finance Report SRCA.pdf



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

Fiscal Year: 2026 - November

Account	Budget	Period Activity	YTD Activity	Remaining Budget	% Used	EOY Projection	Notes
<b>Revenues</b>							
▶ Rev - State Revenue	5,077,623.84	1,056,952.99	2,753,861.89	2,323,761.95	54.24	5,117,231.84	
▶ Rev - Local	1,653,905.03	156,142.88	347,543.79	1,306,361.24	21.01	1,680,885.03	
▶ Rev - Pass-Through Revenue	150,600.00	11,932.07	46,554.90	104,045.10	30.91	165,902.00	
▶ Rev - Federal	328,558.01	65,872.45	136,025.71	192,532.30	41.40	339,104.09	
▶ Rev - Fund 5 Rev - B&A, Lunch(Full Pay)	210,000.00	9,519.00	59,051.60	150,948.40	28.12	210,000.00	
<b>Revenues</b>	<b>7,420,686.88</b>	<b>1,300,419.39</b>	<b>3,343,037.89</b>	<b>4,077,648.99</b>	<b>45.05</b>	<b>7,513,122.96</b>	
Account	Budget	Period Activity	YTD Activity	Remaining Budget	% Used	EOY Projection	Notes
<b>Expenses</b>							
▶ Salaries & Bonuses	3,402,325.00	312,351.79	1,537,021.60	1,865,303.40	45.18	3,542,523.37	
▶ Benefits	886,416.93	82,323.50	397,746.54	488,670.39	44.87	918,398.11	
▶ Books and Supplies	160,200.00	7,661.44	67,977.56	92,222.44	42.43	135,643.63	
▶ Technology	116,000.00	250.00	75,478.34	40,521.66	65.07	116,000.00	
▶ Equipment & Leases	90,000.00	1,637.76	21,534.76	68,465.24	23.93	90,000.00	
▶ Contracted Student Services	179,500.00	4,312.63	19,134.17	160,365.83	10.66	179,500.00	
▶ Staff Development	29,000.00	0.00	3,360.93	25,639.07	11.59	29,000.00	
▶ Administrative Services	307,500.00	32,483.94	139,636.51	167,863.49	45.41	316,945.63	
▶ Insurances	83,000.00	0.00	51,925.80	31,074.20	62.56	83,000.00	
▶ Rents & Debt Service	1,499,750.04	0.00	495,576.48	1,004,173.56	33.04	1,496,979.92	
▶ Facilities	205,000.00	24,310.75	203,896.70	1,103.30	99.46	309,922.10	
▶ Utilities	135,500.00	8,106.06	48,978.15	86,521.85	36.15	135,500.00	
▶ Nutrition & Food	106,000.00	272.25	37,229.26	68,770.74	35.12	106,341.07	
▶ Transportation & Travel	29,000.00	735.08	4,120.08	24,879.92	14.21	29,000.00	
▶ Before and After School Care (WINGS)	68,500.00	4,983.94	31,980.54	36,519.46	46.69	68,594.03	
▶ Pass-Through Expenses	3,500.00	0.00	3,194.36	305.64	91.27	3,750.00	
▶ Federal Grant Related Expenses	110,000.00	817.46	23,758.01	86,241.99	21.60	42,454.70	
▶ NC Safety Grant Expenses - 438	0.00	0.00	440.80	-440.80	***	440.80	
<b>Expenses</b>	<b>7,411,191.97</b>	<b>480,246.60</b>	<b>3,162,990.59</b>	<b>4,248,201.38</b>	<b>42.68</b>	<b>7,603,993.36</b>	
<b>Surplus/(DEFICIT)</b>	<b>9,494.91</b>	<b>820,172.79</b>	<b>180,047.30</b>	<b>-170,552.39</b>	<b>2.37</b>	<b>-90,870.40</b>	

# Coversheet

## Calendar Draft Presentation

<b>Section:</b>	VI. Academic Committee
<b>Item:</b>	A. Calendar Draft Presentation
<b>Purpose:</b>	FYI
<b>Submitted by:</b>	
<b>Related Material:</b>	26-27 Calendar Draft.pdf



## Shining Rock Classical Academy 2026/27 School Calendar

K-8 Campus: 2150 Russ Avenue  
9-12 Campus: 1023 Dellwood Road  
Waynesville, NC 28786 | [www.shiningrock.org](http://www.shiningrock.org)  
Joshua F. Morgan, Ed. S., Head of School

August 2026						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September 2026						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October 2026						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November 2026						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December 2026						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

January 2027						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

February 2027						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

March 2027						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April 2027						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May 2027						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June 2027						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

July 2027						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

	Teacher Workday			EOG (3 <sup>rd</sup> - 8 <sup>th</sup> )
	First Day of Quarter		Student-Led Conf & Virtual	High School EOC & Exams
	Holiday			Last Day

Q1 Begins August 5, 2026  
Q2 Begins October 12, 2026  
Q3 Begins January 5, 2027  
Q4 Begins

**DRAFT**

# Coversheet

## Remote Attendance Policy

<b>Section:</b>	IX. Policy Committee
<b>Item:</b>	A. Remote Attendance Policy
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	4415 Remote Attendance Policy 2025 v2.pdf 4415 Remote Attendance Policy 2025 (Redline) v2.pdf 9500 Non Student Sport Participation 2025 (Redline).pdf

**REMOTE ATTENDANCE***Policy Number:* **4415**

The State of North Carolina requires school attendance by every child in the State between the ages of 7 (or younger if enrolled) and 16. Students, parents, and school personnel are encouraged to recognize their individual responsibilities governing the attendance of children in school.

**A. Policy Alignment**

All terms and procedures within this policy supplement Policy 4410: Attendance. This policy shall apply when on-site attendance is restricted when:

1. a school facility is unavailable;
2. there is inclement weather;
3. there is a pandemic, epidemic, or locally impactful medical event;
4. a student is absent due to a pre-approved absence as defined in Policy 4410 (in such case, this policy addresses such individual student);
5. recommended by the school-based behavior team for the safety of the student or others;
6. there is any other activity or condition making on-campus learning for some or all students impractical as determined by the school administration and/or the school board;

**B. Daily Attendance**

Pathways to being considered present for a student shall be a demonstration of any of the following:

1. Digitally connected in the on-line instructional setting via:
  - a. Participation in a school on-line offering.
  - b. Parent or student connecting via email, text, or phone to review content.
2. Completing of assignments on-time as follows:
  - a. Daily and weekly assignments will be submitted within the time allowed by the teacher or
3. A combination of both

A student who participates in remote schooling consistent with this policy, shall be counted present for attendance purposes, similarly to as a student participating on campus.

**C. Tardy Exclusion**

For the purpose of distance learning, students may only be measured as Present or Absent.

### **Initial Attendance**

Attendance by a student participating in remote learning pursuant to this policy shall preserve that student's active enrollment status. Attendance in a remote setting will be treated the same as on the physical campus for all legal purposes involving:

- a. Truancy
- b. Determining initial enrollment
- c. Determining final enrollment

### **Extra-Curricular and Field Work Acknowledgment**

By receiving instruction under the Remote Instruction Exception clause of this and policy 4410, students are waiving the opportunity to participate in SRCA sponsored extra-curricular events such as sports, clubs, and social events. Further, students will be provided with alternative assignments in place of field work activities. Students are expected to participate in experiential opportunities that are digitally based.

*Approved: 07/2020*

*Revised: 12/2024, 06/2021*



**REMOTE ATTENDANCE***Policy Number:* **4405-4415**

The State of North Carolina requires school attendance by every child in the State between the ages of 7 (or younger if enrolled) and 16. Students, parents, and school personnel are encouraged to recognize their individual responsibilities governing the attendance of children in school.

**A. Policy Alignment**

All terms and procedures within this policy supplement Policy 4410: Attendance. This policy shall apply when on-site attendance is restricted when:

1. a school facility is unavailable;
2. there is inclement weather;
3. there is a pandemic, epidemic, or locally impactful medical event;
4. a student is absent due to a pre-approved absence as defined in Policy 4410 (in such case, this policy addresses such individual student);
5. recommended by the school-based behavior team for the safety of the student or others;
6. there is any other activity or condition making on-campus learning for some or all students impractical as determined by the school administration and/or the school board;

**B. Daily Attendance**

Pathways to being considered present for a student shall be a demonstration of any of the following:

1. Digitally connected in the on-line instructional setting via:
  - a. Participation in a school on-line offering.
  - b. Parent or student connecting via email, text, or phone to review content.
2. Completing of assignments on-time as follows:
  - a. Daily and weekly assignments will be submitted within the time allowed by the teacher or
3. A combination of both

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## Initial Attendance

Attendance by a student participating in remote learning pursuant to this policy shall preserve that student's active enrollment status. Attendance in a remote setting will be treated the same as on the physical campus for all legal purposes involving:

- a. Truancy
- b. Determining initial enrollment
- c. Determining final enrollment

## Extra-Curricular and Field Work Acknowledgment

By receiving instruction under the Remote Instruction Exception clause of this and policy 4410, students are waiving the opportunity to participate in SRCA sponsored extra-curricular events such as sports, clubs, and social events. Further, students will be provided **with** alternative assignments in ~~the~~ place of field work activities. **Students are expected to participate in experiential opportunities that are digitally based.**

~~Students may:~~

- a. ~~Participate in experiential opportunities that are digitally based~~
- b. ~~Request in writing to the Head of School to participate in field work activities. This request must be received 72 hours prior to the payment/permission form deadline.~~
- c. ~~Request in writing to the Head of School to participate in a competitive sport. This request must be received 72 hours prior to the 1<sup>st</sup> practice and the student must meet all other athletic requirements.~~

*Approved: 07/2020*

*Revised: 12/2024, 06/2021*

## NON-SRCA STUDENT SPORT PARTICIPATION *Policy Number: 9500*

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The purpose of this policy to provide opportunities that may be mutually beneficial for high school aged student athletes and Shining Rock Classical Academy.

For the application of this policy, the following SRCA based standing must be in effect:

- SRCA high school level sports must be participating as an Independent outside of the North Carolina High School Athletic Association (NCHSAA).
- Sports being offered would be fielded regardless of non-student athlete participation.

### **Athlete Eligibility**

For a non-SRCA student to be eligible to participate in SRCA athletics the potential athlete must meet all of the following:

- Enrolled in one of the following academic settings
  - Homeschool (Documentation from NC Department of Non-Public Instruction required)
  - Private School (Report Card required)
  - Early College (Report Card required)
- Academic eligibility as outlined in the ~~NCHSAA Handbook (1.2.6)~~ **SRCA Athletic Handbook.**
- Participation eligibility as outlined in the NCHSAA Handbook regarding amateur status and college enrollment (1.2.15, 1.2.18).
- Proof of private health insurance.
- Completed sports physical.
- Proof of guardian with accurate contact information.

By participating with SRCA athletics, the athlete will also be held to the standards outlined in the SRCA Student Code of Conduct. Failure to comply with the Code of Conduct or demonstrate the SRCA Core Values will result in the disqualification of the student for participation.

Additionally, athletes are expected to adhere to all policies and procedures of the athletic department regardless of student status. This includes that athletes must ride SRCA provided transportation to all sporting events. Practices held off campus on a daily basis may be exempted at the coach's discretion.

### **Fee Structure**

Non-SRCA Student will be required to pay a \$25 non-refundable tryout fee prior to the first practice. If the student earns a roster position, a participation fee of \$150 will be due by the completion of the second week of practice. The tryout fee shall be applied to the participation fee. The tryout fee and participation fee shall be specific to each sport and may not be carried over to the next sports season.

All fees are non-refundable in the event of injury, family relocation, or loss of eligibility due to academics or ethics violations.

### **Roster Preference**

If all other eligibility requirements are met in accordance to this policy, coaches are expected to make roster decisions based upon common metrics of athletic skill, coachability, and demonstrated sportsmanship.

Coaches decisions regarding an athlete earning a roster slot or not (being cut) during tryouts are to be considered final and undebatable. The athlete may request a follow-up meeting with the coach to receive feedback on areas to improve for future opportunities. Questioning the roster decision or critiquing other athletes during this or any other meeting is prohibited.

### **Responsibilities of SRCA**

By implementing this policy, SRCA will provide the athlete with the property uniform and equipment to participate in the sport. Additionally, transportation will be provided to all away contest for the athlete.

### **Policy Expiration and Grandfather Provision**

~~With the SRCA High School athletics continuing to grow with the addition of each grade, the capacity and needs are expected to evolve. The SRCA Athletic Director and Head of School shall recommend to the board by June 1 of each year with regards to the pursuit of classification within the NCHSAA and the status of this policy for the next academic year.~~

~~No new students will become eligible to participate under Policy 9500 after April 1, 2026.~~

~~This policy shall expire on June 1, 2029.~~

*Adopted: September 2022*

*Rev: June 2024*

# Coversheet

## 4850 Suspension, Expulsion, Exclusion Policies

<b>Section:</b>	IX. Policy Committee
<b>Item:</b>	B. 4850 Suspension, Expulsion, Exclusion Policies
<b>Purpose:</b>	Discuss
<b>Submitted by:</b>	
<b>Related Material:</b>	4850 Long-Term Suspension 365 Suspension Expulsion (Current).pdf 4850 Long-Term Expulsion Exclusion 2025.pdf

## LONG-TERM SUSPENSION, 365-DAY SUSPENSION, EXPULSION

*Policy Number:* **4850**

### A. Definitions

***Head of School:*** For purposes of this policy, the Head of School includes the Head of School and their designee.

***Long-Term Suspension:*** A long-term suspension is the disciplinary exclusion of a student from attending his or her school for more than 10 school days. Disciplinary reassignment of a student to a full-time educational program that meets the academic requirements of the standard course of study established by the State Board of Education and that provides the student with the opportunity to make timely progress toward graduation and grade promotion is not a long-term suspension requiring the due process procedures set out in this policy, nor is an absence under G.S. 130A-440 (for failure to submit a school health assessment form within 30 days of entering school).

The Head of School may impose a long-term suspension on a student who willfully engages in a serious violation of the Code of Student Conduct and the violation either (1) threatens the safety of students, staff, or school visitors, or (2) threatens to substantially disrupt the educational environment. The Head of School may impose a long-term suspension for a minor violation if aggravating circumstances justify treating the student's behavior as a serious violation.

If the offense leading to the long-term suspension occurred before the final quarter of the school year, the exclusion must be no longer than the remainder of the school year in which the offense was committed. If the offense leading to the long-term suspension occurred during the final quarter of the school year, the exclusion may include a period up to the remainder of the school year in which the offense was committed and the first semester of the following school year.

***365-Day Suspension:*** A 365-day suspension is the disciplinary exclusion of a student from attending his or her assigned school for 365 calendar days. The Head of School may impose a 365-day suspension only for certain firearm and destructive device violations, as identified in policy 4055, *Weapons and Threats*.

***Expulsion:*** An expulsion is the indefinite exclusion of a student from school enrollment for disciplinary purposes. Upon the recommendation of the Head of School, the Shining Rock Classical Academy School Board may expel a student who is 14 years of age or older for certain types of misbehavior as provided in policy if the student's continued presence in school constitutes a clear threat to the safety of other students or employees. During the expulsion, the student is not entitled to be present on educational property and is not considered a student of the school system.

**365-Day Suspension** - This is an out-of-school suspension for 365 calendar days. It is the maximum allowed by North Carolina law.

**Aggravating Factors** - Facts of a discipline incident that suggest consequences beyond what is recommended in the Code of Conduct. These are determined by the school principal or director, and may include, but are not limited to, repeated violations, lying or refusing to cooperate with school officials in an investigation, severity of any injury sustained during the incident, and imminent danger to self or others.

**Exclusion** - This consequence prohibits a student from continuing to attend the School, although the student may attend another school.

**Expulsion**- This is the permanent termination of the student-school relationship. This applies only to students 14 years of age or older whose continued presence constitutes a clear threat to the safety of other students or school staff. Students considered for expulsion are entitled to a hearing before the school's Board of Directors as set forth in North Carolina statutes.

**Long-Term Suspension** - This is an out-of-school suspension lasting greater than 10 consecutive days, but less than 365 days.

**In-School Suspension** - This consequence is an alternative to a student's suspension from school. It is the supervised removal of a student from educational activities to another location on school property.

**Short-Term Suspension**—An out-of-school suspension lasting no longer than 10 consecutive days.

**Mitigating Factors** - Facts of a disciplinary incident that suggest consequences that are less severe than what is recommended in the Code of Conduct. These may include, but are not limited to, self-defense, provocation, student record, and other factors identified by the school principal or director.

**Out of School Suspension** - This consequence is the prohibition of a student from being on the school campus, at school events, or participating in school functions, whether on or off campus.

## B. Determination of Appropriate Consequence

### 1. Administration's Recommendation

The SRCA administration may impose a short-term suspension or any other consequence that is consistent with policy and the Code of Student Conduct. If administration determines that a suspension of more than 10 days (either long-term or 365-day) or an expulsion is an appropriate consequence, the administrator shall propose the disciplinary penalty based upon a review of the student's culpability and dangerousness and the harm caused by the student, plus any other relevant mitigating or aggravating factors.

a. Culpability of Student – In assessing the culpability of the student for his or her behavior, the administrator may consider criteria such as:



- 1) the student's age;
- 2) the student's ability to form the intent to cause the harm that occurred or could have occurred;
- 3) circumstantial evidence of the student's intent when engaging in the conduct.
- 4) any additional factors that the Head of School would consider to be appropriate for circumstances.

b. Dangerousness of the Student – In assessing the dangerousness of the student, the administrator may consider criteria such as:

- 1) the student's disciplinary or criminal record related to anti-social behavior or drugs and alcohol;
- 2) whether a weapon was involved in the incident;
- 3) the harm that was intended or that occurred.

c. Harm Caused by the Student – In assessing the severity of the harm caused by the student, the administration may consider criteria such as whether any of the following:

After considering the above factors, the administration shall make a recommendation to the Head of School, stating the nature of the offense, the substance of the evidence involved, and the length of suspension recommended. The administration shall consider and make a recommendation of one or all steps including a threat assessment, counseling, or alternative programs/scheduling as part of the consequence(s) for violating board policy, or school rules.

If a 365-day suspension or expulsion is recommended it should be on the basis that there is a preponderance of evidence that the student's continued presence in school constitutes a clear threat to the safety of other students or employees.

## 2. Notice to the Student's Parent

The administration shall provide to the student's parent written notice of the recommendation for long-term suspension, 365-day suspension, or expulsion within 48 hours of the end of the workday during which the long-term suspension or expulsion is recommended.

The notice must contain the following 10 elements:

- a. the notice type, i.e., notice of long-term suspension, 365-day suspension, or expulsion;
- b. a description of the incident and the student's conduct that led to the recommendation;
- c. the specific provision(s) of the Code of Student Conduct and/or policy that the student allegedly violated;
- d. the specific process by which the parent may request a hearing to contest the decision and the deadline for making the request;
- e. the process by which the hearing will be held, including all due process rights to be accorded the student during the hearing;
- f. notice of the right to retain an attorney to represent the student in the hearing process;
- g. notice that an advocate, instead of an attorney, may accompany the student to assist in the presentation of the appeal;

- h. notice of the right to review and obtain copies of the student's educational records prior to the hearing;
- i. a reference to SRCA Board policy, *Student Discipline Hearing Procedures*;
- j. FERPA notice; and
- k. the identity and phone number of a school employee whom the parent may call to obtain assistance.

### 3. Head of School's Decision

The student or student's parent may request a hearing before the superintendent within five days of receiving notice from the principal of the recommendation for long-term suspension, 365-day suspension, or expulsion. Any hearing held will follow the hearing procedures outlined in policy. A decision will be rendered before the long-term suspension is imposed.

If the student or parent makes a timely request for a hearing, the Head of School shall confirm that the charges against the student, if substantiated, could warrant the recommended disciplinary action and shall give the student and parent reasonable notice of the time and place of the hearing.

If neither the student nor the parent appears for a scheduled hearing after being given reasonable notice of the time and place of the hearing, the student and parent are deemed to have waived the right to a hearing.

If the student and parent fail to make a timely request for a hearing or if they waive the right to a hearing by failing to appear for a duly scheduled hearing, the Head of School shall review the circumstances of the recommended long-term suspension. Following this review, the Head of School (1) may impose the long-term or 365-day suspension if it is consistent with board policies and appropriate under the circumstances, (2) may impose another appropriate penalty authorized by board policy, or (3) may decline to impose any penalty.

If the student or parent requests a postponement of the hearing, or if the request for the hearing is untimely, the hearing will be scheduled, but the student does not have the right to return to school pending the hearing.

Based on substantial evidence presented at the hearing, the Head of School shall decide whether to uphold, modify, or reject the administrator's recommendation. The Head of School shall immediately inform the administrator of the decision regarding the recommended disciplinary penalty of a long-term or 365-day suspension and, when applicable, of any modifications to the penalty recommended.

The Head of School shall send notice of the decision via certified mail to the student and parent. The notice must include:

- a. the basis of the decision, with reference to any policies or rules that the student violated;
- b. notice of what information will be included in the student's official record pursuant to G.S. 115C-402;
- c. notice of the student's right to appeal the decision and the procedures for such appeal;

- d. if the decision is to suspend the student for 365 days, notice of the student's right to petition the board for readmission under G.S. 115C-390.12;
- e. if applicable, notice that the Head of School or designee is recommending to the Shining Rock Classical Academy School Board that the student be expelled and any required notifications related to the expulsion if the student did not already receive such notice from the administrator or designee; and
- f. if the student is to be suspended, notice of the Head of School's or designee's decision on whether to offer alternative education services to the student during the period of suspension, and, as applicable, a description of the services to be offered or the reason justifying the Head of School's or designee's decision to deny such services.

Following issuance of the decision, the Head of School shall implement the decision by authorizing the student's return to school upon the completion of any short-term suspension or by imposing the suspension reflected in the decision.

A student or parent may seek additional appeal of the decision through the SRCA Grievance Policy.

*Approved: April 2021*

## **LONG-TERM SUSPENSION, EXPULSION, AND EXCLUSION **DRAFT****

*Policy Number: 4850x*

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### ***Definition of Terms***

**365-Day Suspension** - This is an out-of-school suspension for 365 calendar days. It is the maximum allowed by North Carolina law.

**After-School Detention** - This consequence is a period of thirty to forty-five minutes of supervised study after the conclusion of the school dismissal.

**Aggravating Factors** - Facts of a discipline incident that suggest consequences beyond what is recommended in the Code of Conduct. These are determined by the Head of School or director, and may include, but are not limited to, repeated violations, lying or refusing to cooperate with school officials in an investigation, severity of any injury sustained during the incident, and imminent danger to self or others.

**Exclusion** - This consequence prohibits a student from continuing to attend the School, although the student may attend another school.

**Expulsion**- This is the permanent termination of the student-school relationship. This applies only to students 14 years of age or older whose continued presence constitutes a clear threat to the safety of other students or school staff. Students considered for expulsion are entitled to a hearing before the school's Board of Directors as set forth in North Carolina statutes.

**Long-Term Suspension** - This is an out-of-school suspension lasting greater than 10 consecutive days, but less than 365 days.

**In-School Suspension** - This consequence is an alternative to a student's suspension from school. It is the supervised removal of a student from educational activities to another location on school property.

**Short-Term Suspension**—An out-of-school suspension lasting no longer than 10 consecutive days.

**Mitigating Factors** - Facts of a disciplinary incident that suggest consequences that are less severe than what is recommended in the Code of Conduct. These may include, but are not limited to, self-defense, provocation, student record, and other factors identified by the Head of School or director.

**Out of School Suspension** - This consequence is the prohibition of a student from being on the school campus, at school events, or participating in school functions, whether on or off campus.

## ***Procedures for Disciplinary Process and Short-Term Suspension***

Upon receiving a report of a potential occurrence of any of the school violations, school administration will conduct an investigation. An investigation may include interviewing witnesses, reviewing camera footage, speaking with staff members, and searching a student, a student's locker, or a student's belongings. Refusal to permit the search will result in the assignment of consequences commensurate with the suspected violation.

Upon completion of the investigation, school administration will determine if the preponderance of the evidence weighs in favor of the violation occurring. This means that it is more likely than not that the student committed the violation. If that is the conclusion, the student will be notified of the consequences of the violation, as long as notification of the student does not pose a risk to the safety and security of other individuals on campus. If the violation is an offense that requires a report to law enforcement, the appropriate agency will be notified. The school administrator will make a reasonable attempt to contact the student's parent or guardian by telephone to communicate the results of the investigation and the assigned consequences.

### ***Due Process Procedures for Short-Term Suspensions (1-10 days)***

A student accused of misconduct, which in the opinion of the Head of School (including the Head of School's designee) would require a short-term suspension from school, shall be afforded the procedures below. A student must be given an opportunity to complete assignments, take textbooks home, and take major tests or exams missed during the period of suspension.

**Step 1:** The student must be told by the Head of School/designee why suspension is being considered.

**Step 2:** The student must be given the opportunity to have an informal hearing with the Head of School/designee, present his/her version of the events, and identify witnesses to the incident. The informal hearing will typically occur immediately after the student is informed of the charges, but may be delayed if the student's continued presence on campus is a safety concern.

**Step 3:** The Head of School/designee shall make a determination as to whether or not a student is guilty of the misconduct, and if so, what disciplinary response will be imposed. Initial notices to impose suspension may be communicated orally to the parent; written notification must follow.

**Step 4:** The Head of School/designee shall report each suspension in writing to the student's parent/guardian by fax, email, or any other reasonable method to give actual notice. Reasonable effort shall be made to contact parents/guardians prior to the start of the suspension. If parents/guardians cannot be reached prior to the start of the suspension, the Head of School/designee may start the suspension without contacting them. In this event, the Head of School must continue efforts to reach the parent/guardian.

**Step 5:** At the discretion of the Head of School, a written behavior contract may be required upon the student's return to school.

**Step 6:** There is no appeal of an out-of-school suspension of 10 days or less. Students are not entitled to appeal a Head of School's (or their designee's) decision to impose a short-term suspension to the school's Board of Directors.

If a student is determined to have committed a violation for which the possible consequence is long-term suspension, exclusion, or expulsion, the Head of School will follow the procedures outlined in the section below.

### ***Due Process Procedures for Long-Term Suspension, Exclusion, and Expulsion***

A student accused of a willful violation of the Code of Student Conduct, which, in the opinion of the Head of School/designee, may require a 365-day suspension, long-term suspension, or exclusion from the school, shall be afforded the procedural safeguard described below. The procedures for a short-term suspension must be employed, as well as the following additional steps, prior to the imposition of a 365-day suspension, long-term suspension, or exclusion. The Assistant Director, or the Head of School, may recommend a 365-day suspension, long-term suspension, exclusion, and/or participation in a Behavioral Contract. Where exclusion, long-term suspension, or a 365-day suspension is recommended, the parent(s)/guardian(s) will be notified in writing within two school days or as soon as possible.

The notification of the recommendation for long-term suspension or exclusion shall be consistent with NC General Statute § 115C-390.8 and include the following:

1. The conduct that violated the School's Code of Conduct;
2. The relevant provision in the School's Code of Conduct that was violated;
3. A deadline for the parents or guardians to request a hearing;
4. A deadline for the parent to notify the school as to whether they are bringing an advocate and the role of such advocate;
5. The right to review and obtain copies of your child's educational records before the hearing;
6. The time frame or date when the hearing will be held, if one is requested;
7. The right to question the witnesses who appear at the hearing;
8. The right to present evidence on your child's behalf, which can include written or oral statements relating to the incident leading to the suspension and any of the factors listed in N.C. General Statute § 115C-390.2(g);
9. The right to have a record made of the hearing. We will record the hearing and make a copy available at your request. You also have the right to make your audio recording of the hearing;
10. Notice that the School follows the procedures set forth in N.C. General Statute § 115C-402 with regard to the expungement of discipline records; and
11. The right to a written decision, based on substantial evidence presented at the hearing, that upholds, modifies, or rejects the Head of School's recommendation of suspension and/or exclusion and that contains at least the following information:
  - a. The basis for the decision, including a reference to any policy or rule that the student is determined to have violated;
  - b. Notice of what information will be included in the student's official record pursuant to N.C. General Statute § 115C-402; and

- c. The student's right to appeal the decision and notice of the procedures for such appeal.

**The School will follow one of the following processes for Exclusion, Long-Term Suspension, and 365-Day Suspension:**

Option 1

If an Assistant Director determines that an infraction falls into the category for which a long-term suspension and/or exclusion or a 365-day suspension is appropriate, they will notify the Head of School of a recommendation for long-term suspension or exclusion. If the parent(s)/guardian(s) request a hearing, it will be before the Head of School or a hearing officer. At the conclusion of the hearing, the Head of School will determine if the Assistant Director's recommendation for long-term suspension or exclusion should be upheld, modified, or overturned.

If the student is assigned exclusion or a long-term suspension or a 365-day suspension by the Head of School or a hearing officer, the parent or guardian has two school days to appeal the decision to a panel of the board of directors. This request must be submitted in writing to the Head of School. The board panel will review the appeal based on the record and make a decision. A hearing before the board panel is at the discretion of the board and is not required. The board panel decision is final, and there is no appeal to the full board. The school will follow the requirements set forth in North Carolina's General Statutes for any such appeal and hearing.

If the parent or guardian either refuses the hearing or fails to attend the hearing, the Head of School will make the determination on whether to uphold the recommendation of a 365-day suspension, long-term suspension, or exclusion. Such a decision shall be final.

Option 2

For any offense where a Long Term Suspension, Exclusion, or a 365-Day Suspension is recommended, the Assistant Director and/or Head of School (and their designees) may recommend a 365-day suspension, long-term suspension, or exclusion. Where: (1) the school does not employ the process set forth in Option 1, (2) the Head of School is involved in the investigation of the disciplinary incident or the recommendation for long-term suspension, or (3) the Head of School wishes to have a board panel hear any appeal, then any hearing shall be conducted by a panel of three board members appointed by the board chair or their designee. Decisions of the Board Panel shall be final, and there will be no further appeal to the full Board of Directors. The school will follow the requirements set forth in North Carolina's General Statutes for any such appeal and hearing.

If the parent or guardian either does not request a hearing or fails to attend the hearing, the Head of School will make the determination on whether to uphold the recommendation of a 365-day suspension, a long-term suspension, or exclusion. Such a decision shall be final.

## **Procedures for Expulsion**

N.C.G.S. § 115C-390.11 gives the School's Board of Directors authority to expel any student over 14 years of age whose behavior indicates that the student's continued presence in the school constitutes a clear threat to the safety of other students or employees or who is subject to the Jessica Lundsford Act (which applies to certain registered sex offenders). The school will follow legally required procedures for Expulsion. Details of the procedures to be followed for expulsion are provided in North Carolina General Statutes, § 115C-390.11.



# Coversheet

## 4851 Discipline for Students with Disabilities

**Section:** IX. Policy Committee  
**Item:** C. 4851 Discipline for Students with Disabilities  
**Purpose:** Discuss  
**Submitted by:**  
**Related Material:** 4851 Discipline Students with Disabilities.pdf

## **DISCIPLINE OF STUDENTS WITH DISABILITIES**

*Policy Number: 4851x*

The obligation and the responsibility to attend school regularly and to comply with the school's code of conduct apply to all students. When appropriate, a principal or designee may discipline a student with a disability who has not complied with the school's code of conduct. Exceptional Children's education services will be provided to a student with a disability if the student has been removed from school for more than ten school days. If a student with a disability is removed for less than ten cumulative days, educational services will be provided only if such services are provided to students without disabilities who have been similarly removed. The school will follow all applicable state and federal laws when disciplining students with disabilities.

### ***Special Education Services***

Shining Rock Classical Academy (SRCA) employs certified Special Education Resource and Inclusion Teachers to provide consultation services to classroom teachers who serve special education students, as needed. SRCA shall comply with federal and state law to ensure that all students with disabilities will be provided with a free appropriate education (FAPE).

Students with special needs have safeguards and rights under federal and state laws and cannot be excluded from their educational programs without following federally mandated procedures. The School recognizes the importance of working with students early to prevent misbehavior and to provide appropriate behavioral intervention plans and goals through the IEP process.

Students with special needs cannot be suspended from school for more than 10 cumulative days in a school year without following specific procedures. Services must be provided starting on day 11, and the IEP team must meet to determine if a manifestation determination has occurred.

The school will first try to intervene with student behavior in the school setting. Repeated problematic behavior will be addressed early through the IEP process; teams will analyze the behavior through a Functional Behavior Analysis (FBA) and then develop a Behavior Intervention Plan (BIP) and/or behavioral goals.

### ***When Exclusion Is Required***

If a student's behavior is so severe that the student needs to be removed from school, the school may exercise the following options:

- School Administrators may suspend a special needs student for up to 10 school days in a school year, just like any student. Suspension day 11 will trigger a Manifestation Determination meeting.
- Students considered for long-term suspensions, exclusion, expulsion, or for whom a pattern is determined must have a Manifestation Determination.

- If the behavior is unrelated to the disability, the student may receive standard disciplinary action (suspension, exclusion, expulsion). However, the student must continue with special education services when required by law.
- If the behavior is related to the disability, the student may NOT be suspended, excluded, or expelled.
- At all stages, the IEP team may meet to determine an alternative placement. The new placement would then not be considered as a removal or suspension. When or if a change is warranted, the team will need to meet again to change placement back to the original school setting.

*All disciplinary removals are counted as suspensions unless the IEP team meets for that situation and changes the student's special education placement.*

### ***Change of Placement***

A Change in Placement for Disciplinary Reasons Occurs if:

- The removal is for more than 10 consecutive school days; **or**
- The student has been subjected to a series of removals that constitute a pattern (students sent home early) that totals more than 10 school days per school year.

On the date of the decision to remove a student, which is a change of placement for disciplinary reasons, the school must notify parents of that decision and provide due process. A manifestation determination must be completed within 10 school days. An FBA and BIP must be completed or reviewed if already completed. *Changes in special education placements are NOT suspensions.*

Any change in special education placement must be documented on:

1. IEP: either by addendum or a new IEP (Re-evaluation); and
2. Prior Written Notice

When a special education placement changes through the IEP process (for example, to modified day or homebound), the new placement does not count as a school removal or a suspension. If a student has a change in placement, the IEP team is required to meet every 30 days to ensure the placement is still appropriate.

The student will need the same process (IEP addendum and Prior Written Notice) to return to the original placement when or if appropriate.

Examples of changes that might be considered by the IEP team based on behavior:

- Separate to modified day;
- Regular to homebound services;
- Homebound services to regular; or
- Separate to regular (when students are placed from max-resource to inclusion support).

## ***Manifestation Determination***

The Manifestation Determination is to be completed by the student's IEP Team and must occur within 10 school days of removal when there has been a change of placement.

After reviewing all relevant information in the student's file (IEP, observations, parent information), the team must decide if the behavior was a manifestation of the disability by determining:

1. If the child's disability caused the conduct, and
2. If the conduct resulted from the Public School Unit's (PSU) failure to implement the IEP, then the PSU must take immediate steps to remedy those deficiencies.

## ***Day 11 Requirements***

Starting with the 11th day of removal, the school must:

1. Provide services. **No exceptions.** Which services are provided and who determines appropriate services depend upon IEP contents, whether there has been a change of placement for disciplinary reasons, and the results of any manifestation determination.
2. Determine if a change of placement is for disciplinary reasons.

### **If the change in placement is due to disciplinary reasons:**

1. On the day of the incident, the School must send the Student/Family Handbook and the Invitation.
2. Conduct a Manifestation Determination.

### **If the behavior is not a manifestation of the disability based on the Manifestation Determination:**

The student may be suspended, similar to a general education student.

### **If the behavior is a manifestation of the disability based on the Manifestation Determination:**

1. The student must be returned to the placement from which the student was removed unless the parent and school agree to a change of placement.
2. Conduct a Functional Behavioral Assessment (FBA) unless it is completed (current IEP and current school year). If completed, review as needed.
3. Develop a Behavior Intervention Plan (BIP) designed to address the behavior violation. If the BIP has already been developed, review it and modify it to address the behavior.

### ***Weapons/Drugs/Serious Bodily Injury***

If the offense involves weapons, drugs, or serious bodily injury, proceed using the 11-day requirements. These violations are clearly defined; the standard for serious bodily injury is very high. The only difference in procedure is that if the manifestation determination shows the relationship between the behavior and the disability, the Head of School may remove the student to an alternative setting for up to 45 school days. If the behavior is not related, the student may be removed similar to a regular student. In both cases, Manifestation Determination, FBA, BIP, and services defined by IEP are required.

### ***Functional Behavioral Assessment (FBA)***

Functional Behavior Assessments are to be completed on all students with special needs with behavior difficulties. This is required if a change of placement is for disciplinary reasons. If an FBA has already been developed, review and modify it as necessary to address the behavior.

The School will be proactive and perform an FBA before the student accumulates the 10th day of removal. If there is a disciplinary change of placement and an FBA has already been completed, a new FBA is not required for each removal; however, the FBA needs to be reviewed regularly.

### ***Behavioral Intervention Plans (BIP)***

Behavior Intervention Plans are to be completed for all students with special needs with behavior difficulties. This is required if a change of placement is for disciplinary reasons. If a BIP has already been developed, review and modify it as necessary to address the behavior.

The most practical way to deal with repetitive, inappropriate behavior is to develop a behavioral intervention plan as part of the IEP. Behavioral plans are recommended for any student with special needs who has problems with behavior, even if the behavior is not judged to be related to the disability.

# Coversheet

## 6200 / 6210 Employee Selection and Background Checks

<b>Section:</b>	IX. Policy Committee
<b>Item:</b>	D. 6200 / 6210 Employee Selection and Background Checks
<b>Purpose:</b>	Discuss
<b>Submitted by:</b>	
<b>Related Material:</b>	6210 Criminal History Check DRAFT.pdf 6200 Employee Selection and Recruitment.pdf

## CRIMINAL HISTORY CHECK

*Policy Number:* **6210x**

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### **I. Purpose**

This policy establishes procedures for conducting criminal background checks on all employees, volunteers, and contractors who may have direct contact with students at Shining Rock Classical Academy in accordance with North Carolina law, the charter agreement, and best practices for ensuring student safety.

### **II. Legal Authority**

This policy is established pursuant to North Carolina General Statute 115C-218.90(b)(1), which requires charter schools to adopt written policies requiring criminal background checks for all staff members.

It is also the responsibility of Shining Rock Classical Academy located within the Haywood County Consolidated School District to adopt a policy mirroring the local board of education policy within Haywood County Consolidated School District that requires an applicant for employment to be checked for a criminal history, as defined in G.S. 115C-332.

### **III. Scope**

This policy applies to:

1. All potential employees, including full-time, part-time, and substitute teachers
2. Volunteers who will have direct contact with students
3. Contractors and vendors who will have direct contact with students or regular access to school grounds during school hours

### **IV. Policy Requirements**

#### **A. Pre-Employment Background Checks**

1. All offers of employment shall be conditioned upon completion of a criminal background check.
2. Background checks shall be completed prior to the first day of employment.
3. The applicant shall be responsible for the cost of the background check, unless otherwise determined by the Board of Directors.

#### **B. Background Check and Sex Offender Registry Check Components**

1. State and national criminal record checks through the North Carolina State Bureau of Investigation (SBI) and Federal Bureau of Investigation (FBI)
2. Social Security number verification
3. Check Sex Offender Registry
4. County criminal records check for each county of residence of the past 7 years.
5. Education verification for all stated educational credentials
6. Employment verification for all prior employment positions listed on application

### **C. Disqualifying Offenses**

The following offenses shall automatically disqualify an individual from employment or volunteer service:

1. Any felony conviction
2. Any conviction involving violence, sexual misconduct, or crimes against children
3. Drug-related convictions
4. Multiple misdemeanor convictions indicating a pattern of behavior that may pose a risk to students
5. Applicant's or Volunteer's name appears on the North Carolina Department of Public Instruction [Revoked License List](#).

### **D. Review Process**

1. The Administrator and/or Director or designated Human Resources representative shall review all background check results.
2. Applicants with criminal records not listed as automatically disqualifying may be considered on a case-by-case basis with consideration given to:
  - i. The nature and gravity of the offense
  - ii. The time elapsed since the offense or completion of sentence
  - iii. The nature of the position sought
  - iv. Rehabilitation efforts and subsequent work history

### **E. Confidentiality**

1. All information obtained through background checks shall be maintained in confidential files separate from personnel files.
2. Access to background check information shall be limited to the Administrator and/or Director, Human Resources personnel, and Board members on a need-to-know basis.

### **F. Ongoing Requirements**

1. All employees, volunteers, and contractors shall be required to self-report any criminal charges or convictions that occur after their initial background check. HR officer or designee shall report to the State Board of Directors any licensed individual who is found to have a criminal history, as required by State Board policy.
2. The school reserves the right to conduct periodic background checks on current employees and volunteers.
3. Each employee is required to notify their immediate supervisor within 5 (five) calendar days after any felony or misdemeanor criminal conviction, guilty plea or plea of no contest. Any employee who is aware of any criminal conviction, guilty plea or plea of no contest of another employee should notify their supervisor or an administrator.
4. Failure to disclose criminal history or providing false information may result in termination of employment or volunteer service.

### **G. Volunteer Background Checks**



1. All volunteers who will have direct contact with students must complete a volunteer application and consent to a background check.
2. The level of background check required for volunteers shall be determined based on:
  - i. Frequency of volunteer activity
  - ii. Level of direct student contact
  - iii. Level of supervision during volunteer activities

## **V. Compliance and Record Keeping**

1. The Administrator and/or Director or designated Human Resource personnel shall maintain records of all completed background checks.
2. Documentation shall include:
  - a. Consent forms
  - b. Background check results
  - c. Determinations made regarding suitability for employment
  - d. Any waivers or exceptions granted

## **VI. Annual Review**

This policy shall be reviewed annually by the Shining Rock Classical Academy Board and any recommended changes shall be presented to the full Board for consideration.

## PERSONNEL RECRUITMENT AND SELECTION

*Policy Number: 6200x*

### A. General Principles

It is the policy of the SRCA board to provide all applicants for employment with equal employment opportunities and to provide current employees with training, compensation, promotion, and other benefits of employment without regard to race, color, religion, national origin, military affiliation, genetic information, sex (including pregnancy, childbirth, sexual orientation, and gender identity), age (40 or older), or disability, except when sex, age, or physical requirements are essential occupational qualifications. All candidates will be evaluated on their merits and qualifications for positions. All employment decisions will be consistent with the board's objective of providing students with the opportunity to receive a sound basic education, as required by state law.

The board also is committed to diversity throughout the programs and practices of the school system. To further this goal, the recruitment and employment program should be designed to encourage a diverse pool of qualified applicants.

### B. Recruitment

Recruitment for a specific vacancy will be undertaken only after the need and qualifications for the position are established and proper authorization is obtained.

All vacancies must be adequately publicized within the school so that employees will be informed of opportunities for promotion or transfer to new jobs; however, the Head of School or designee may forgo publicizing a vacancy if the position will be filled through a lateral assignment, reassignment, or promotion of a current employee or if exigent circumstances necessitate that the position be filled immediately. Vacancies also may be publicized externally to attract qualified applicants.

### C. Criminal History

#### 1. Reporting Arrests, Charges, and Convictions

Except as otherwise provided in Section D of this policy, applicants must notify the director of human resources immediately if they are arrested, charged with, or convicted of a criminal offense (including entering a plea of guilty or *nolo contendere*) other than a minor traffic violation (i.e., speeding, parking, or a lesser violation). Notice must be in writing, must include all pertinent facts, and must be delivered to the Head of School no later than the next scheduled business day following the arrest, charge, or conviction, unless the applicant is hospitalized or incarcerated, in which case the applicant must report the alleged violation within 24 hours after his or her release. Upon judicial action in the matter, the applicant must report the disposition and pertinent facts in writing to the director of human resources no later than the next business day following adjudication.

## 2. Criminal History and Sex Offender Registry Checks of Candidates for Employment

A criminal history check and a check of sex offender registries must be conducted on all final candidates for employment with the school system. Criminal history checks must be conducted in accordance with state law and any procedures established by the Head of School. The board will pay for costs associated with criminal history checks of candidates for employment. School officials shall not require candidates to disclose expunged arrests, charges, or convictions and shall not ask candidates to voluntarily disclose such information without first advising that disclosure is not required. The Head of School or designee shall report to the State Board of Education any licensed individual who is found to have a criminal history, as required by State Board policy.

Special requirements are described in Section D of this policy for criminal history checks of candidates for certain positions working with pre-school children or working in afterschool or developmental day programs.

## 3. Criminal History and Sex Offender Registry Checks for Contractors

Each contract executed by the board with an independent contractor or for services of independent contractors must require the contractor to check sex offender registries as specified in policy 5022, Registered Sex Offenders.

Any individual contracted under [G.S. 115C-253](#) to provide transportation services to students must also undergo a criminal history check before acting as a driver under the contract. The terms of the contract may require the individual to pay for the cost of the criminal history check. A new criminal history check will not be required if the board receives the results of a criminal history check performed on the individual by another North Carolina school system within the past three years in accordance with the requirements of [G.S. 115C-332\(k\)](#).

## 4. Exclusion from Hiring Based on Criminal Conduct

A final candidate for employment or for hiring as an independent contractor will be excluded from hiring on the basis of criminal conduct only when doing so is job-related and consistent with business necessity. If a final candidate is found to have been convicted (including entering a plea of guilty or *nolo contendere*) of a criminal offense, other than a minor traffic violation, the Head of School shall determine whether the individual is qualified for employment despite the criminal history by considering, among other things, whether the individual poses a threat to the safety of students or personnel or has demonstrated that he or she does not have the integrity or honesty to fulfill the duties of the position. The following factors will be considered in making this determination:

- (1) the nature and gravity of the offense or conduct;
- (2) the time that has passed since the offense or conduct and/or completion of the sentence; and
- (3) the nature of the job sought.

Before the Head of School may exclude a final candidate based on his or her past criminal convictions, the Head of School must give the candidate the opportunity to demonstrate that the exclusion does not properly apply to him or her. The requirements of this paragraph do not apply to a child care provider who is determined to be disqualified by the Division of Child Development and Early Education on the basis of a criminal history check conducted pursuant to [G.S. 110-90.2](#), [42 U.S.C. 9858f](#), and [45 C.F.R. 98.43](#). (See Section D of this policy).

The board has determined that every position with the school, potentially entails contact with students, either on a regular, occasional, or emergency basis. For that reason, no individual who is a registered sex offender subject to the provisions of policy 5022, Registered Sex Offenders, will be hired for any position with the school system.

#### **D. Criminal History Checks of Child Care Providers**

For purposes of this section, a “childcare provider” is:

1. any person who works or is a final candidate seeking to work in a classroom or program licensed by the Department of Health and Human Services, Division of Child Development and Early Education (DCDEE); and
2. any person, including a volunteer, who has unsupervised contact with children enrolled in such classrooms or programs.

Before beginning initial employment or volunteer service and at least every five years thereafter, each child care provider must complete a criminal background check that meets the requirements of [G.S. 110-90.2](#), [42 U.S.C. 9858f](#), and [45 C.F.R. 98.43](#) and present a letter issued by DCDEE indicating that the individual is qualified to have responsibility for the safety and well-being of children based on the individual’s criminal history.

No person shall (1) be employed, continue to be employed, or be permitted to volunteer as a child care provider, or to otherwise have unsupervised contact with students enrolled in a licensed classroom or program operated by the school system or (2) be counted in the staff/child ratio of such classroom or program, unless the person holds a current valid qualification letter issued by DCDEE. However, a child care provider with provisional status may be employed pending final results of the criminal background check but shall be subject to the restrictions established by [10A N.C.A.C. 09 .2703\(f\)](#).

The application fee and cost of fingerprinting associated with the DCDEE criminal history check process shall be borne by the board.

A childcare provider who has incurred any pending charges, indictments, or convictions (other than minor traffic offenses) since the last qualification letter was issued by DCDEE shall notify the Head of School in writing of such charges within five business days or before returning to work, whichever comes first. The Head of School shall notify DCDEE within one business day of being notified.

The Head of School or designee shall include the mandatory criminal history reporting requirement in all new employee orientation information for childcare providers. The Head of School shall also be responsible for establishing effective recordkeeping methods and other processes as necessary to ensure compliance with all legal requirements pertaining to criminal history record checks of childcare providers.

## **E. Selection**

### **1. Qualifications**

Candidates for employment must be selected based upon their likely ability to fulfill duties identified in the job description as well as performance standards established by the board. In making the determination, the following information must be considered:

- a. application;
- b. education and training;
- c. licensure and certification (when applicable);
- d. relevant experience;
- e. personal interviews; and
- f. references and/or background checks.

When several applicants for the same position are equally qualified and suitable for the position, employees within the school will be given priority.

### **2. Nepotism**

- a. For purposes of this subsection, the following definitions apply.
  - i. “Immediate family” means spouse, parent, child, brother, sister, grandparent, or grandchild. The term includes the step, half, and in-law relationships.
  - ii. “Office staff administrator” includes Head of School, Directors, supervisors.
- b. Before any immediate family of any board member or office staff administrator is employed by the board or engaged in any capacity as an employee, independent contractor, or otherwise, (1) the board member or office staff administrator must disclose the familial relationship to the board and (2) the prospective employment or engagement must be approved by the board in a duly called open session meeting.
  - i. An employee who knowingly fails to disclose a familial relationship to the board as required will be subject to disciplinary action up to and including dismissal.
  - ii. Notification by the employee to the director of human resources will be deemed disclosure to the board. The director of human resources is responsible for conveying the disclosure to the board before the board takes action on the prospective employment or engagement.
- c. When making recommendations for the selection and assignment of personnel, the Head of School shall attempt to avoid situations in which one employee occupies a position in which he or she has influence over the employment status, including

hiring, salary, and promotion, of another employee who is a member of the first employee's immediate family.

- d. No administrative or supervisory personnel may directly supervise a member of his or her immediate family.

### 3. Employment Procedures

All applicants selected for employment must be recommended by the Head of School and approved by the board. In situations in which the employee must be hired between board meetings, the Head of School is authorized to approve hiring such personnel, contingent upon approval by the board at its next scheduled board meeting.

State guidelines must be followed in selection and employment procedures. The Head of School shall develop any other procedures necessary to implement this policy.

The Head of School shall develop procedures for verifying new employees' legal status or authorization to work in the United States as required by law.

# Coversheet

## Amendment to MS/HS Behavior Tiers

<b>Section:</b>	IX. Policy Committee
<b>Item:</b>	E. Amendment to MS/HS Behavior Tiers
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	Behavior Tiers MS +HS 2025 Edit Dec 2025.pdf



2150 Russ Avenue | Waynesville, NC 28786  
Joshua Morgan, Head of School  
Sara Jenkins, School Director  
Heather Wilson, School Director

## Behavior Tiers (Grade 6 - 12)

### TIER 1

Tier 1 behaviors are handled by the classroom teacher or the attending adult.	
Tier 1 Behaviors	Action
Examples: <ul style="list-style-type: none"><li>● Teasing or derogatory remarks</li><li>● Inappropriate behavior in the hallway or during school-sponsored activities</li><li>● Swearing, disrespect to other students</li><li>● Wandering hallways during class time without a pass</li><li>● Uniform/dress code infractions</li><li>● Inappropriate use of school or personal electronics</li><li>● Late for class</li><li>● Lack of control of personal space</li><li>● Violating classroom rules/expectations</li><li>● Violating restroom rules/expectations</li></ul>	In-class disciplinary measures may be: <ul style="list-style-type: none"><li>● Redirection</li><li>● Verbal Warning</li><li>● Teacher discussion with student</li><li>● Parent contact via ParentSquare or the school phone</li><li>● Classroom consequence as outlined in your classroom expectation (silent lunch, loss of privileges, before/after school detention (HS)</li><li>● Parent Conference</li></ul>



## TIER 2

**Tier 2 behaviors are initially handled by the teacher or attending adult, but they are also referred to the school admin team if they are repeat offenses and/or are becoming patterns.**

Tier 2 Behaviors	Actions
<ul style="list-style-type: none"> <li>• Repeated violations of Tier 1 behaviors (&gt; 4)</li> <li>• Disrespecting teachers or peers,</li> <li>• Inappropriate contact / no harm (horseplay, hand holding, kissing, cuddling, etc.)</li> <li>• Parking infraction and unsafe driving on campus.</li> <li>• Restroom conduct that is physically harmful to self or others</li> <li>• Violation of technology agreement</li> <li>• Violation of bus agreement</li> <li>• Deliberately visiting inappropriate internet sites</li> <li>• Transient Threat– A student threatening another student or staff member in a way that is unrealistic (students subject to a Behavioral Threat Assessment)</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher contacts parents via school phone (logged) or ParentSquare</li> <li>• Teacher/staff consequences are given, such as a silent lunch, loss of privileges in the classroom, or a restorative consequence.</li> <li>• Admin Referral</li> <li>• Teacher or admin notifies parents via ParentSquare phone call (logged)</li> <li>• Admin consequence</li> <li>• Inform SRO</li> <li>• Restorative meeting with the parent/teacher team</li> <li>• Behavioral threat assessment may be needed</li> </ul>

## TIER 3

**Tier 3 behaviors are immediately referred to the school admin team.**

Tier 3 Behaviors	Actions
<ul style="list-style-type: none"> <li>● Repeated violations of Tier 2 behaviors</li> <li>● Physical aggression/fighting</li> <li>● Off school grounds without permission</li> <li>● Skipping class</li> <li>● Vandalism or destruction of school property &lt;\$100</li> <li>● Theft &lt;\$100</li> <li>● Possession/Use of tobacco, e-cigs or vapes with or without tobacco content (No CBD or chemical beyond nicotine)</li> <li>● Disruption of class (Stopping the progress of instruction)</li> <li>● Inappropriate representation of school at on-campus or off-campus events</li> <li>● Bullying/harassment (online or in person), including the use of slurs or derogatory phrases</li> <li>● Possession of pornographic images (print or digital)</li> <li>● Sexual harassment</li> <li>● Weapons</li> <li>● Inappropriate touching</li> <li>● Transient Threat – A student threatening another student or staff member in a way that is minimal risk (Behavioral threat assessment may be required)</li> </ul>	<ul style="list-style-type: none"> <li>● Administrative referral</li> <li>● Administration conference with parents</li> <li>● Conference with School Counselor</li> <li>● ISS</li> <li>● OSS</li> <li>● Financial Restitution</li> <li>● Investigation by SRO (situational)</li> <li>● Juvenile Petition by SRO</li> <li>● Possible expulsion or exclusion depending on the offense</li> <li>● Involvement of BTAM Team</li> <li>● Loss of access to school devices outside of monitored, class use.</li> </ul>

## TIER 4

**Tier 4 behaviors are immediately referred to the school admin team.**

Tier 4 Behaviors	Actions
<ul style="list-style-type: none"> <li>• Repeated violations of Tier 3 behaviors</li> <li>• Sharing or posting offensive, obscene, or derogatory pictures, including online, of students, school employees, or volunteers, without permission at any time, which significantly interferes with the learning process or disrupts the educational environment.</li> <li>• Vandalism or destruction of school property &gt;\$100</li> <li>• Theft &gt;\$100</li> <li>• Transient Threat – A student threatening another student or staff member in a way that is significant risk (Behavioral threat assessment may be required)</li> </ul>	<ul style="list-style-type: none"> <li>• Administrative referral</li> <li>• Administration conference with parents</li> <li>• ISS</li> <li>• OSS</li> <li>• Financial Restitution</li> <li>• Investigation by SRO (situational)</li> <li>• Juvenile Petition by SRO</li> <li>• Behavioral Threat Assessment may be required</li> <li>• Action as defined in SRCA Policy 4850: <i>Long-Term Suspension, 365-Day Suspension, <b>Exclusion</b>, Expulsion</i></li> </ul>

## TIER 5

**Tier 5 behaviors are immediately referred to the school admin team.**

Tier 5 Behaviors	Actions
<ul style="list-style-type: none"> <li>• Repeated violations of Tier 4 behaviors</li> <li>• Possession of a controlled substance not identified in Tier 3</li> <li>• Communicating institutional threats. For example: Fire alarms, bomb threats, etc.</li> <li>• Inciting or engaging in behavior that either results in or is intended to result in widespread disruption to the educational process.</li> <li>• Sexual misconduct</li> </ul>	<ul style="list-style-type: none"> <li>• Administrative referral</li> <li>• Administration conference with parents</li> <li>• ISS</li> <li>• OSS</li> <li>• Investigation by SRO (situational)</li> <li>• Juvenile Petition by SRO</li> <li>• Action as defined in SRCA Policy 4850: <i>Long-Term Suspension, 365-Day Suspension, <b>Exclusion</b>, Expulsion</i></li> </ul>