

## **Shining Rock Classical Academy**

#### **Monthly Board Meeting**

#### Novemeber/December meeting

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

#### **Date and Time**

Wednesday December 3, 2025 at 6:30 PM EST

#### Location

**SRCA** 

2150 Russ Avenue, Waynesville, NC 28786.

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

#### **Agenda**

Purpose Presenter Time

I. Opening Items 6:30 PM

A. Record Attendance 1 m

Presenter Time Purpose **B.** Call the Meeting to Order Alyson Weimar C. 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. D. Announcements Alyson Weimar 1 m Next Board Meeting - January 28, 2026 @ 6:30 pm at Russ Ave campus **E.** Approve Minutes - Regular session Approve Alyson Weimar 1 m Minutes **Celebrations and Recognitions** 6:35 PM **Public Comment and Records** A. Public Comment Alyson Weimar 2 m 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. Public Records Monthly Update FYI Alyson Weimar 2 m

  List of current public record requests, requester, fulfillment status

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

Update on Fitzgibbons requests:

II.

III.

			Purpose	Presenter	Time
IV.	Hea	ad of School Report			6:39 PM
	A.	December School Report	FYI	Joshua Morgan	10 m
V.	Fin	ance Committee			6:49 PM
	A.	Finance Report	Discuss	Rob Gevjan	10 m
VI.	Aca	ademic Committee			6:59 PM
	A.	Calendar Draft Presentation	FYI	Alyson Weimar	5 m
VII.	Sch	nool Culture / NEST Committee			7:04 PM
	A.	Updates	FYI	Josh Sims	3 m
VIII.	Tra	nsportation & Facilites Committee			7:07 PM
	A.	Updates	FYI	Benjamin Weimar	2 m
IX.	Pol	icy Committee			7:09 PM
	A.	Remote Attendance Policy	Vote	Joshua Morgan	5 m
	В.	4850 Suspension, Expulsion, Exclusion Policies	Discuss	Joshua Morgan	5 m
	C.	4851 Discipline for Students with Disabilities	Discuss	Joshua Morgan	5 m
	D.	6200 / 6210 Employee Selection and Background Checks	Discuss	Joshua Morgan	5 m
	E.	Amendment to MS/HS Behavior Tiers	Vote	Joshua Morgan	3 m
Χ.	Clo	sed session			7:32 PM

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
	A.	Enter Closed Session	Vote	Alyson Weimar	20 m
	В.	Closed Session Summary and Voting items	Vote	Alyson Weimar	1 m
		Personnel report			
XI.	Oth	ner Business			7:53 PM
	A.	Open Discussion- Other Business (Board Members)		Alyson Weimar	5 m
XII.	Clo	sing Items			7:58 PM
	A.	Adjourn Meeting	Vote	Alyson Weimar	1 m

## Coversheet

## Public Records Monthly Update

Section: III. Public Comment and Records Item: B. Public Records Monthly Update

Purpose: FY

Submitted by:

Related Material: 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 INSTUCTOR 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  $\underline{www.crisisprevention.com}$  for State- and License-specific CE/T Boards.

Sincerely,

Bridget Mangan CE/T Accreditation and Compliance bmangan@crisisprevention.com



## **Training Record**

Name	Online Course	Blue Card ID	Type	Status
	Not Started		Refresher Training	✓ Pass 8/08/2024
Joshua Morgan jmorgan@shiningrock.org	Not Started	nci3a16085	Refresher Training	✓ Pass 8/08/2024
	Not Started	er Mariane (status er status er senere er status er er status	Refresher Training	✓ Pass 8/08/2024
	Not Started		Refresher Training	✓ Pass 8/08/2024
	Not Started		Refresher Training	✓ Pass 8/08/2024
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----- Forwarded message ------

From: Rebecca Fitzgibbon < 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>

Cc: Clifton Williams < <a href="mailto:cwilliams@asklawnc.com">cwilliams@asklawnc.com</a>>

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 INSTUCTOR certification?

Thank you very much.

Kind regards, Rebecca Fitzgibbon

## Alyson Weimar <aweimar@shiningr ock.org>

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

to beccafitzgibbon, Lisa

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

## Coversheet

## **December School Report**

Section: IV. Head of School Report Item: A. December School Report

Purpose: FY

Submitted by:

Related Material: School Report December 2025.pdf

Nov\_Dec Teacher Spotlight - Google Slides.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.

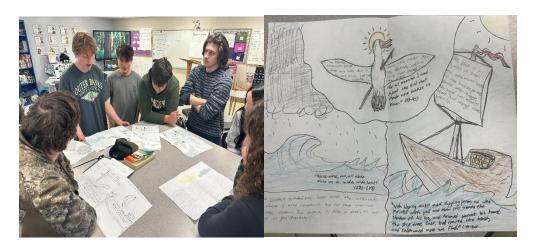






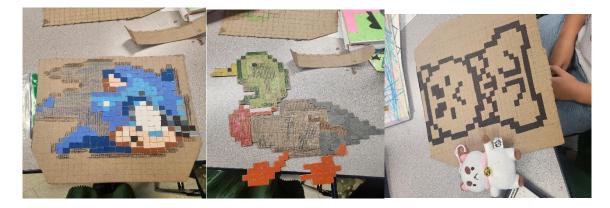
#### Senior English-Mrs. Inman

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	Girls: 6 Boys: 7							
12/8	Home	Girls: 5:30 Boys: 7							
12/11	Home	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	Emmanual 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	45 minutes						
	previous board minutes							
August 27	Board Chair, Legal Counsel,	Board Chair – 5 hours,						
,	IT	Legal – 30 minutes @						
		contract rate						
		IT – 1 hour @ contract rate						
November 23	Board Chair, Head of School,	Board Chair – 30 minutes						
	EC Director, Legal Counsel	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	Board Members, Legal	Board Chair – 2 hours						
forward	Counsel	Board Members (x8)– 30						
		minutes each						
		Legal – 1.5 hours @ contract						
Total Since	July 1, 2025	7.5 Hours						
		\$225 of external support						

Grand Totals since July 1,	Time Required: 16.75 Hours
2025	Taxpayer Dollars Required: \$395





### 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.





## 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 have 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.



## Coversheet

#### Calendar Draft Presentation

Section: VI. Academic Committee Item: A. Calendar Draft Presentation

Purpose: FYI

Submitted by:

Related Material: 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 Joshua F. Morgan, Ed. S., Head of School

August 2026									
Su	Мо	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	Мо	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	Мо	Tu	We	Th	Fr	Sa		
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11	12	13	14	15	16	17		
18	19	20	21	22	23	24		
25	26	27	28	29	30	31		

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

March 2027						
Su	Мо	Tu	We	Th	Fr	Sa
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21	22	23	24	25	26	27
28	29	30	31			

April 2027							
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10	O)	80	7	6	5	4	
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24	23	22	21	20	19	18	
	30	29	28	27	26	25	
	9 16 23	15 22	21	13 20	12 19	11 18	

	May 2027								
Su	Мо	Tu	We	Th	Fr	Sa			
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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						
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		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	Мо	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

Section: IX. Policy Committee

Item: A. Remote Attendance Policy

Purpose: Vote

Submitted by:

Related Material: 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

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- 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

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)
  - o Private School (Report Card required)
  - o 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 meet 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

## 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

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.

Policy Number: 4851x

- 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

Section: IX. Policy Committee

Item: D. 6200 / 6210 Employee Selection and Background Checks

Purpose: Discuss

Submitted by:

Related Material: 6210 Criminal History Check DRAFT.pdf

6200 Employee Selection and Recruitment.pdf

#### CRIMINAL HISTORY CHECK

Policy Number:

6210x

#### 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 Statue 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

## 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.

Policy Number: 6200x

## 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 <u>G.S. 115C-253</u> 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 <u>G.S. 115C-332(k)</u>.

## 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 <u>G.S. 110-90.2</u>, <u>42 U.S.C. 9858f</u>, and <u>45 C.F.R. 98.43</u> 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

Section: IX. Policy Committee

Item: E. Amendment to MS/HS Behavior Tiers

Purpose: Vote

Submitted by:

Related Material: 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	Action
<ul> <li>Tier 1 Behaviors</li> <li>Examples:</li> <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> </ul>	In-class disciplinary measures may be:  Redirection Verbal Warning Teacher discussion with student Parent contact via ParentSquare or the school phone Classroom consequence as outlined in your classroom expectation (silent lunch, loss of privileges, before/after school detention (HS)
<ul> <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>	Parent Conference

## 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> <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> <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> <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 oncampus 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> <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> <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> <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:  Long-Term Suspension, 365-Day Suspension,  Exclusion, Expulsion</li> </ul>	

# TIER 5

Tier 5 behaviors are immediately referred to the school admin team.		
Tier 5 Behaviors	Actions	
<ul> <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> <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: Long-Term Suspension, 365-Day Suspension, Exclusion, Expulsion</li> </ul>	